

Volume 2, Issue 2, December 2020

ADVANCES IN EDUCATION SCIENCES

Center for Advanced Studies in Education Sciences
(CASES)

Center for Advanced Studies in Education Sciences
(CASES)

Advances in Education Sciences

Volume 2, Issue 2, 2020

Editor

Assistant Professor PhD Alexandru Constantin Strungă, University of Craiova, Romania

Associate Editors

Professor Habil. PhD Ömer Beyhan, Necmettin Erbakan University, Turkey

Professor Habil. PhD Claudiu Marian Bunăiașu, University of Craiova, Romania

Associate Professor PhD Valentina Mîslișchi, Tiraspol State University, Republic of Moldova

Assistant Professor PhD Aida Cornelia Stoian, University of Craiova, Romania

International Editorial Board Advisory

Professor PhD Florentin Smarandache, University of New Mexico, United States of America

Professor PhD Bülent Dilmaç, Necmettin Erbakan University, Turkey

Professor PhD Romița Iucu, University of Bucharest, Romania

Professor PhD Marin Manolescu, University of Bucharest, Romania

Professor PhD habil. Bocoș-Bințișan Mușata-Dacia, Babeș Bolyai University, Romania

Professor PhD habil. Roman Felicia, Aurel Vlaicu University, Romania
Professor Habil. PhD Simona Sava, West University of Timisoara, Romania
Professor Habil. PhD Ștefan Vlăduțescu, University of Craiova, Romania
Professor PhD Marta-Christina Suci, Bucharest University of Economic Studies, Romania
Professor PhD Florica Orțan, University of Oradea, Romania
Associate Professor PhD Goran Basic, Linnaeus University, Sweden
Associate Professor PhD Emanuel Soare, University of Pitesti, Romania
Associate Professor PhD Claudiu Langa, University of Pitesti, Romania
Associate Professor PhD Kemal Öztemel, Gazi University, Turkey
Associate Professor PhD Zeliha Traş, Necmettin Erbakan University, Turkey
Associate Professor PhD Gökhan Baş, Niğde Ömer Halisdemir University, Turkey
Associate Professor PhD Ali Ünal, Necmettin Erbakan University, Turkey
Associate Professor PhD Aurel Pera, University of Craiova, Romania
Associate Professor PhD Alina Țenescu, University of Craiova, Romania
Associate Professor PhD Cristina Tulbure, USAMVBT „Regele Mihai I al României”, Romania
Assistant Professor PhD Diana Antoci, Tirspol State University, Republic of Moldova
Assistant Professor PhD Gülçin Zeybek, Karamanoğlu Mehmetbey University, Turkey
Assistant Professor PhD Abdullah Gülçin Sürücü, Necmettin Erbakan University, Turkey
Assistant Professor PhD Gökhan Izgar, Necmettin Erbakan University, Turkey
Assistant Professor PhD Daniela Osiac, University of Craiova, Romania
Assistant PhD Raluca Balica, University of Craiova, Romania.

TABLE OF CONTENTS

PRESERVICE TEACHERS' PEER SUPPORT THROUGH CLOSE SOCIAL TIES: AN INVESTIGATION OF THE SOCIAL SIDE OF TEACHER EDUCATION4

Eyvind ELSTAD, Knut-Andreas CHRISTOPHERSEN, Are TURMO

PERCEPTION OF CAREGIVERS ON COMMONLY USED ICT AND SOCIAL MEDIA DEVICES IN DISSEMINATING INFORMATION IN THE PANDEMIC PERIOD.....29

Johnbosco O.C. OKEKEOKOSISI

EXPERIENTIAL LEARNING IN EARLY CHILDHOOD EDUCATION AND GROWTH MINDSET DEVELOPMENT44

Ileana Constanța IONESCU

THE PARADIGM AND INTERDISCIPLINARY FIELD OF TRAINING MANAGEMENT - A MANAGERIAL AND CURRICULAR APPROACH59

Claudia Irina ALDEA

IT EMPLOYEES' EMOTIONAL INTELLIGENCE: A ROMANIAN CASE STUDY74

Florian - Alexandru CHIHAI

PRESERVICE TEACHERS' PEER SUPPORT THROUGH CLOSE SOCIAL TIES: AN INVESTIGATION OF THE SOCIAL SIDE OF TEACHER EDUCATION

Eyvind ELSTAD¹

Knut-Andreas CHRISTOPHERSEN²

Are TURMO³

^{1,2,3} University of Oslo, Norway

Abstract

Typical preservice teachers will experience a number of demanding teaching situations during their school-based teaching practice. In such situations, peer support from fellow students may be an important factor.

A questionnaire was distributed to Danish preservice teachers in selected teacher education programmes (namely, at university colleges). A total of 1,448 preservice teachers participated. Structural equation modelling of the questionnaire data shows that achievement goal motivation is the factor most

strongly related to peer support. Intrinsic motivation is also a significant factor. The self-efficacy of preservice teachers in teaching situations is also related to peer support, while experiences of discipline problems in teaching situations are negatively related to self-efficacy. Implications of these findings are discussed.

Keywords: preservice teacher education; closeness; peer support; self-efficacy; Denmark.

1. Introduction

In a teacher education context, behaviour can be divided into expected behaviour (in-role behaviour described by clear standards) and behaviour that is more difficult to define explicitly—for instance, emotional commitment, care attitudes toward pupils, etc. Such behaviour based on attitudes can be described as extra-role behaviour that emerges from attitudes that are difficult to define. Nonetheless, such extra-role behaviours are important for preservice teachers as well as teachers to express and manage in their interactions. Teachers can develop such behaviours through affective commitment to the workplace of which they are a part. This is more difficult, however, for preservice teachers who lack such organizational professionalism.

Preservice teachers often have an unclear identity or sense of loyalty in relation to the teacher training institution or to the practice schools. Sometimes, students are appointed to 3–5-year concurrent teacher education programmes. In other instances, teacher training is undertaken by an individual at the end of an educational process, after the conclusion of the main subject-based university studies (e.g., a consecutive programme). It is therefore often striking that some

students can more readily identify with and have loyalty to academic subjects (such as mathematics) and the academic culture established by the university than they can within their teacher training. In the course of their teacher training, the vast majority of preservice teachers will experience teaching practice at different practice schools. For this reason, preservice teachers (like teachers) will not normally develop a strong sense of identity with, or loyalty to, one particular school.

Closeness among preservice teachers has not been traditionally or formally applicable to teacher training. On the other hand, preservice teachers often experience close contact with fellow students, particularly during their teaching practice. It is normal for 2–4 preservice teachers who have one or two academic subjects in common to practice as preservice teachers in at least two schools (generally covering different levels within the school system, such as primary and secondary). These practice periods are generally very intense, so good relationships might be a prerequisite for a good internship. Preservice teachers can act as each other's "charging stations"; however, they can also drain each other's energy.

A typical preservice teacher will experience a number of demanding teaching situations during their school-based teaching practice. Tackling these situations will require all of their energy, and often more. In such situations, interpersonal support from fellow students may be an important factor if experiences gained during teaching practice are to make a constructive and useful contribution to the teacher's personal growth. Support from fellow students can fill a gap that can only be filled to a very limited extent by practice supervisors and teacher educators, who also have a role in giving grades and feedback. The phenomenon of preservice teachers helping their co-students, even though, strictly speaking, they have no formal responsibility in this area, will here be termed "peer support".

Preservice teachers might be anxious about meeting learners (Birchinall, Spendlove, & Buck, 2019; Burke, 2010; Bursal & Paznokas, 2006). Furthermore, the need for help with technical questions (such as preparing teaching sessions) or personalised support in connection with challenging situations during practice periods (such as discipline problems or demanding supervisors who expect preservice teachers to correct a large volume of learner assignments) will often arise out of genuine feelings of need in demanding situations. Danish preservice teachers are subject to assessment by practice supervisors and staff of the teacher training institution who attend the preservice teachers' teaching sessions. As such, preservice teachers have an incentive to avoid exposing potential weaknesses to practice supervisors, since the assessments weigh heavily in the decision to approve their teaching practice. In such a context, reducing anxiety during learning processes might be helpful (Birchinall, Spendlove, & Buck, 2019; Spector, Burkett, & Steffen, 2002). Further, since learning takes place through social processes as well as through individual studies, social support should be encouraged (Bandura, 1977; Easterby-Smith & Lyles, 2011; Janssen, Knoef & Lazonder, 2019).

Transfer of knowledge refers to a process in which a preservice teacher learns relevant knowledge or skills that makes them more productive in terms of sharing with peers (Sun, Loeb, & Grissom, 2017). There is evidence of peer effects in other workplaces (Herbst & Mas, 2015) as well as in schools where teachers' instructional expertise might be shared through professional interactions (Jackson & Bruegmann, 2009; Papay, Taylor, Tyler, & Laski, 2016; Sun, Penuel, Frank, Gallagher, & Youngs, 2013). We believe that peers might represent an important source of support for preservice teachers. Contact with fellow preservice teachers during teaching practice may also serve as the foundation for friendship. Therefore, social factors in teacher preparation might

play a critical role in preservice teachers' performance and may influence the quality of their performance during their school practice (McCarthy & Youens, 2005; Steele, Brew, Rees, & Ibrahim-Khan, 2013; Trapp, 2010). We expect that a supportive climate for preservice teachers during teacher training could be critical to individual learning, team learning, collaboration and teacher professionalism (Tschannen-Moran, 2009; Janssen et al., 2019). What we describe here as peer support through close social ties can therefore be considered a quality feature of a teacher training programme.

Collaboration among preservice teachers could be an explicitly designated behaviour within the teacher training curriculum (Klassen, Perry, & Frenzel, 2012; Willegems, Consuegra, Struyven & Engels, 2017; Häkkinen et al., 2020). In such cases, collaboration could become a part of preservice teachers' in-role behaviour; however, this would be atypical.

Extra-role behaviour goes beyond the normal designated forms of collaboration between preservice teachers; that is, beyond normal human helpfulness with respect to others. This is a form of helpfulness that, strictly speaking, is not a defined responsibility of preservice teachers, nor is it a behaviour that is exhibited at the behest of others, such as by a practice supervisor or via the teacher training curriculum. The relationships between preservice teachers and supervisors are important for professional learning in many ways (Stanulis & Russell, 2000). The purpose of this article is to investigate which factors are related to peer support through close social ties. This is important because "Those who are able to master knowledge and skills through interacting with others may have a greater chance to share instructional ideas to develop self-efficacy, which may influence performance in the long term" (Liou et al., 2007, p. 650).

2. Theoretical Framework

Preservice teachers' teaching practice can be affected by challenging situations in which the preservice teacher does not have a normal role as a teacher and is therefore not on an equal footing with the school's ordinary teachers (Stoughton, 2007). Preservice teachers are, essentially, teachers on trial. Preservice teachers thus lack the authority derived from an ordinary teacher's power to, for instance, give academic grades and discipline behaviour. Accordingly, interactions between preservice teachers and learners might be considered exchanges or transactions (Elstad, 2008). It is an integral characteristic of practice situations that preservice teachers have a weaker transactional position than a school's ordinary teachers (Elstad, 2002). This places the preservice teacher in a particularly demanding position. The preservice teacher can attempt to borrow the authority of the ordinary class teacher by referring to and following up on the latter's practice. This is more easily achieved in practice situations in which the ordinary teacher is present, seated at the back of the room and monitoring what is going on. When the supervisor is not present, however, the preservice teacher alone needs to tackle potentially demanding situations. It is not unusual for learners to test the boundaries when a preservice teacher is teaching alone (Alger, 2006). Teaching situations can therefore be experienced as draining and, for some, can lead to experiences of defeat. Surveys have shown that preservice teachers spend far more time on tasks during teaching practice than they do during campus-based teaching (e.g., Martinussen & Smestad, 2011). This indicates that teaching practice is experienced as far more demanding than the on-campus experiences with the teacher training programme.

Teaching inevitably involves relating to many factors and forces at the same time. Someone embarking on teacher training without prior teaching experience can easily be exhausted or overwhelmed when too many tasks arise

all at once (Calderhead, 1991). The functional memory of preservice teachers, like that of other people, has a limited capacity to tackle unfamiliar situations (Leinhardt & Greeno, 1986). Experienced teachers have developed automatic routines that diminish the pressure on cognitive load (Fogarty, Wang, & Creek, 1983). A lack of experience will in itself contribute to stress if the preservice teacher does not know how to handle the situation (Rieg, Paquette, & Chen, 2007). Usually, however, 2–4 preservice teachers are given placements at the same school. They will often be able to observe each other’s teaching and may even teach together. When this is the case, fellow students will be enabled to provide support for a peer who is experiencing demanding situations and/or setbacks. This may allow for knowledge to flow across the support network (Percy, 2009), which might in turn help foster better outcomes (Cakiroglu, 2012). We hypothesise that preservice teachers’ perceptions of discipline problems will be positively related to peer support (Hypothesis 1).

A social network consists of actors and the relational ties that define them (Wasserman & Faust, 1994). Previous network studies (e.g., Daly & Finnigan, 2010) have suggested a potential positive influence of reciprocated ties in strengthening a collaborative network structure. Additionally, much research has shown that professional collaboration might sustain successful learning results (Çelik & Ekinçi, 2012; Forbes & Billet, 2012; Pil & Leana, 2009). Social networks among preservice teachers might be formed by social relations that can foster the likelihood of mutual success (Burt, 1992; Daly, Moolenaar, Liou, Tuytens, & del Fresno, 2015; Lin, 2009). Studies of educational networks have suggested that a closely connected network of advice-seeking relationships permits professionals to work collaboratively to improve their students’ performance (Daly, Der-Martirosian, Moolenaar, & Liou, 2014). Although a practice supervisor can in theory be consulted, such a supervisor also plays a

crucial role in approving the preservice teacher's practice period, i.e., passing/failing or grading the students. Consequently, preservice teachers might wish to avoid exposing their uncertainties and doubts to their practice supervisor. Fellow students, however, are (metaphorically speaking) in the same boat. As such, helpfulness on the part of fellow students can satisfy a deeply felt need that cannot be met by the practice supervisor due to their pre-defined role. Peer support describes such a behaviour, which involves helping a fellow student with technical, instructional, or managerial issues, or providing human support in situations that a student finds challenging (Bates, Latham, & Kim, 2011). Network connectedness (Lin, 2009) and peer support through close social ties are important components of good teacher training. Preservice teachers who are socially connected to their peers more often have opportunities to exchange and improve their instructional ideas and to build good relations for ongoing social support (Jensen, 2012; Steinbrecher & Hart, 2012). In contrast, preservice teachers who do not experience helpfulness from their fellow students will likely find developing themselves as future teachers during their teaching practice more demanding than those who do receive support from their fellow students.

What factors can be proposed to be related to peer support? First, behaviour is related to motivation. Preservice teachers, however, can have different sorts of motivational leanings. Intrinsic motivation is a term used to refer to motivations that are inspired by gratification (Deci & Ryan, 1975). There are grounds to expect that intrinsic motivation will be a factor positively associated with peer support through close social ties (Ryan & Deci, 2000; Hypothesis 2). Furthermore, we hypothesise that preservice teachers' perception of discipline problems will be negatively related to intrinsic motivation (Hypothesis 3).

Another motivational category is achievement goal motivation. This type of motivation is derived from, for instance, the need to be respected by others or

to be regarded as a skilled person. Hypothesis 4 is that achievement goal motivation will generate (is positively related to) peer support through close social ties (Dweck & Leggett, 1988). The justification for this hypothesis is that individuals feel the need to be regarded as a positive person by those around them (Wigfield, Eccles, Schiefele, Roeser, & Davis-Kean, 2007). Additionally, we hypothesise that preservice teachers' perceptions of discipline problems will be negatively related to achievement goal motivation (Hypothesis 5).

Helping a fellow student can therefore involve an element of calculation. However, it has been proposed that teachers, and therefore also preservice teachers, genuinely wish to work together and to help learners who need assistance (Belogolovsky & Somech, 2010). This can be called an altruistic motivation (Roness, 2011). In other words, we believe that a personality characteristic of preservice teachers is the desire to be perceived as a good role model throughout their future teaching career, and that this too will generate altruism toward fellow students (Kokkinos, 2007). Thus, Hypothesis 6 states that an altruistic motivation for a future teaching career generates (is positively related to) peer support through close social ties. Furthermore, we hypothesise that preservice teachers' perceptions of discipline problems will be negatively related to altruistic motivation (Hypothesis 7). These three motivational categories (intrinsic, achievement and altruistic) can be said to constitute the driving force in a teacher that leads to action, regardless of whether the motivation is explicitly regarded as intrinsic, extrinsic, or altruistic.

In addition to motivation, other cognitions and emotions may influence the degree to which a preservice teacher is inclined to give peer support through close social ties. Instructional self-efficacy varies among teachers as well as among preservice teachers (Klassen & Chiu, 2010). Low self-efficacy due to a lack of peer support is considered to be a problem (Organization for Economic

Co-operation and Development, 2014). Preservice teachers with higher self-efficacy beliefs might be more effective teachers than those with low self-efficacy (Bates et al., 2011; Leader-Janssen & Rankin-Erickson, 2013). Behaviour is related to situations in which the preservice teacher is exercising their profession. Preservice teachers' self-efficacy depends on mastering experiences during, for instance, teaching practice (Gurvitch & Metzler, 2009). As preservice teachers may experience demanding discipline problems (Kounin, 1971) during their teaching practice, Hypothesis 8 states that such discipline problems are negatively related to instructional self-efficacy, since these problems can contribute to creating an imbalance between opportunities and challenges. Liou et al. (2017) found that preservice teachers who had closer support from peers also tended to have higher teaching scores on performance assessments. Thus, Hypothesis 9 states that self-efficacy generates (is positively related to) peer support through close social ties. Self-efficacy is influenced by motivation, among other factors. For preservice teachers, motivational categories are seen as important factors that are related to their self-efficacy in learner engagement. We therefore hypothesise that preservice teachers' altruistic motivation will be positively associated with their self-efficacy (Hypothesis 10). We also hypothesise that preservice teachers' achievement goal motivation will be positively associated with their self-efficacy in learner engagement (Hypothesis 11). Lastly, we hypothesise that preservice teachers' intrinsic motivation will be positively associated with their self-efficacy (Hypothesis 12).

3. Materials and Methods

3.1. Samples and Procedures

The reported analysis is part of a research project in which Danish preservice teachers' perceptions were examined. A paper-based questionnaire

was distributed to Danish preservice teachers in selected teacher education programmes (i.e., at a university college). A total of 1,448 preservice teachers participated. The survey was entirely anonymous; in this way, the privacy of participants was respected. Owing to this anonymity, approval by the ethics committee was not required by Danish law.

The sample from classes in Danish teacher education programmes was randomly selected. Data collection was carried out as follows: Students at a university college were given the paper-based questionnaire during obligatory seminar teaching; the students were informed that participation was voluntary and that they could withdraw from the survey at any point. None of the students who were present declined to take part in the survey, so the response rate was nearly 100%.

3.2. Measurement Instruments

The questionnaire was constructed based on measurement instruments previously reported in the literature, as well as on new developments (based on Haladyna & Rodriguez, 2013). In the survey, the preservice teachers responded to items on a seven-point Likert scale, where the alternative “four” represented a neutral midpoint. The concepts were measured with two to four single items. The analysis reported below was based on six measurement instruments. The internal consistency for each concept was satisfactory, with a Cronbach’s alpha between .71 and .89. The indicators for the concepts are shown in Table 1.

Table 1: Overview of Constructs and Items

<p>Intrinsic motivation (im) (adopted from Vallerand et al., 1992)</p> <p>I want to be a teacher because:</p> <ul style="list-style-type: none">• It is exciting to teach (w22)• I want others to be interested in learning (w23)
<p>Achievement goal motivation (pm) (adopted from Archer, 1994)</p> <p>It is important to me:</p> <ul style="list-style-type: none">• to be looked up to by the other students (w25)• to be described as the best in the study group (w26)
<p>Altruistic motivation (fg) (adopted from Roness, 2011)</p> <p>It is important to me:</p> <ul style="list-style-type: none">• to work with people (w29)• to help people who need it (w30)
<p>Perceived discipline problems during teaching practice (pb) (adopted from Grey & Sime, 1989)</p> <ul style="list-style-type: none">• Learners disturbing their fellow learners in their work (w83)• Learners breaking class rules (w86)• Learners making unnecessary noise (w88)• Learners leaving their desks without asking permission (w90)
<p>Self-efficacy in learner engagement (en) (adopted from Skaalvik & Skaalvik, 2007)</p> <p>To what extent will you as a future teacher:</p> <ul style="list-style-type: none">• motivate those learners who show little interest in school work? (w6)• manage to get the learners to believe that they can actually do well at school? (w7)
<p>Peer support through close social ties (ocb)</p> <ul style="list-style-type: none">• I freely help other preservice teachers with teaching-related questions (w60)• I help other preservice teachers even though it is not strictly my responsibility (w61)

4. Analysis

Structural equation modelling (SEM) was used to analyse the relationships between the variables, following Kline (2005), Hancock and Mueller (2013), and Brown (2015).

SEM is suitable for confirmatory factor analysis and path analysis. Assessments of fit between the model and the data were based on the following indices: root mean square error of approximation (RMSEA), normed fit index (NFI), goodness-of-fit index (GFI) and comparative fit index (CFI). RMSEA < .05 and NFI, GFI and CFI > .95 indicated a good fit, while RMSEA < .08 and NFI, GFI and CFI > .90 indicated an acceptable fit (Kline, 2005).

The measurement and structural models were estimated with IBM SPSS Amos 21. The values of RMSEA, NFI, GFI and CFI indicated that the structural model in Figure 1 had an acceptable fit. Table 2 gives an overview of the hypotheses formulated in the section "Theoretical framework". The connections between the hypotheses and the analyses presented in Figure 1 can be made through the abbreviations in bold.

Table 2: Overview of hypotheses formulated in the section "Theoretical framework".

H1	Preservice teachers' perceptions of discipline problems (pb) will be positively related to peer support (ocb)
H2	Intrinsic motivation (im) will be a factor positively associated with peer support through close social ties (ocb)
H3	Preservice teachers' perception of discipline problems (pb) will be negatively related to intrinsic motivation (im)
H4	Achievement goal motivation (pm) will generate (is positively related to) peer support through close social ties (ocb)
H5	Preservice teachers' perceptions of discipline problems (pb) will be negatively related to achievement goal motivation (pm)
H6	Altruistic motivation for a future teaching career (fg) generates (is positively related to) peer support through close social ties (ocb).
H7	Perceptions of discipline problems (pb) will be negatively related to altruistic motivation (fg)
H8	Discipline problems (pb) are negatively related to instructional self-efficacy (en)
H9	Self-efficacy (en) generates (is positively related to) peer support through close social ties (ocb)
H10	Preservice teachers' altruistic motivation (fg) will be positively associated with their self-efficacy (en)
H11	Preservice teachers' achievement goal motivation (pm) will be positively associated with their self-efficacy in learner engagement (en)
H12	Preservice teachers' intrinsic motivation (im) will be positively associated with their self-efficacy (en)

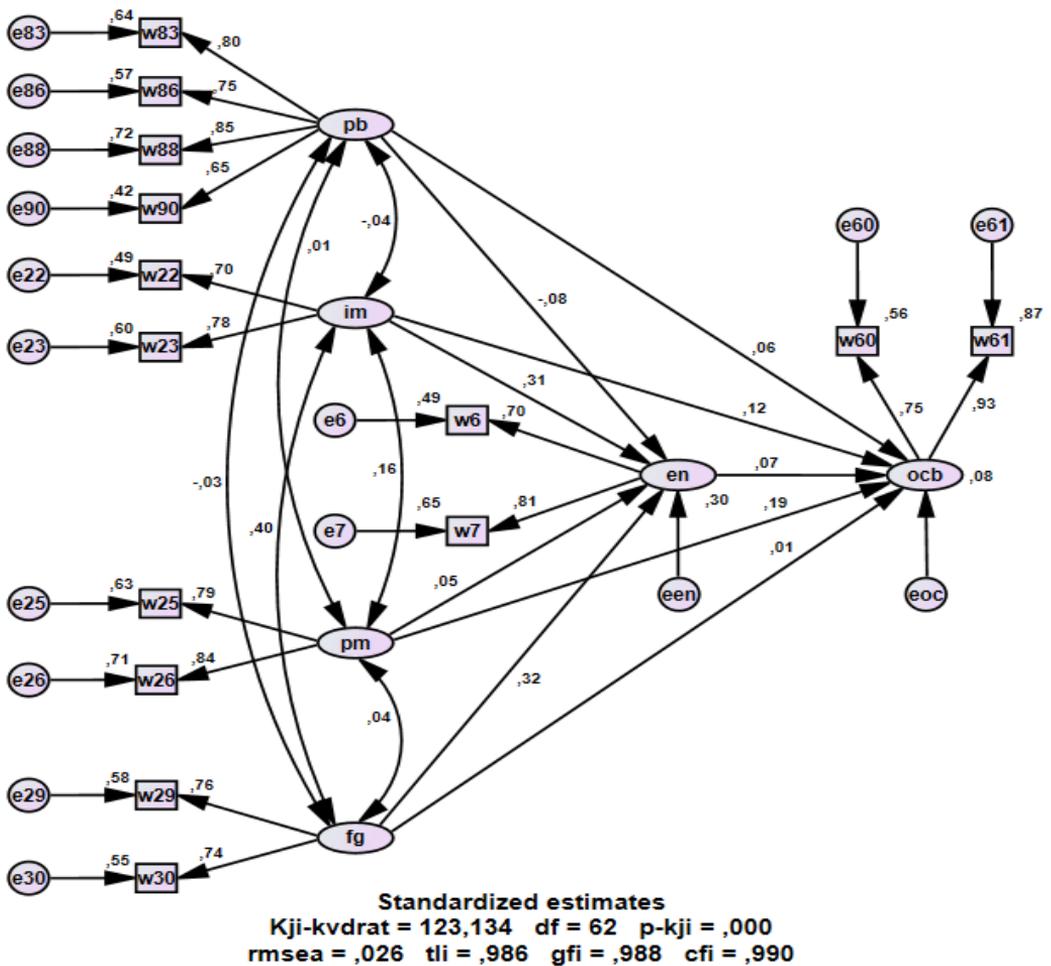


Figure 1. Estimated structural model. Intrinsic motivation (im), Achievement goal motivation (pm), Altruistic motivation (fg), Perceived discipline problems during teaching practice (pb), Self-efficacy in learner engagement (en), Peer support through close social ties (ocb).

5. Discussion

This study focused on the antecedents of peer support among preservice teachers. The analysis showed that achievement goal motivation and intrinsic motivation were significantly related to peer support. This statistical connection does not need to entail a causal relationship, but can be understood as the

consequence of a common, though unidentified, causal factor. However, achievement goal motivation and intrinsic motivation could also be interpreted as antecedents of peer support. Intrinsic motivation reflects the pleasure and positive experiences of participating in a role at the practice schools. This, of course, is a positive mechanism in every sense of the word, both for teacher training and for individual preservice teachers. Achievement goal motivation is often linked with competitive attitudes, which is the opposite of being helpful. Another interpretation could be that supportive behaviour nurtures one's own ego to achieve a superior position compared with peers.

If we believe that peer support should be nurtured, then a key question is what factors contribute to achievement goal motivation and intrinsic motivation in teacher training? One possible interpretation is that these findings steer us towards the understanding that how others perceive one's performance may be significant to the level of peer support that is ultimately given. Selecting applicants to teacher training programmes who have high achievement goal motivation and high intrinsic motivation might be a possible implication for practice if we presume that peer support is important and useful for close relationships among preservice teachers (insofar as peer support supports one's own teaching and learning outcomes). Could teacher training programmes foster motivation? This remains unclear. However, one assumption might be that we are not locked into fixed personality traits; rather, we have room to develop ourselves toward our own personal goals. However, our personalities are derived from interactions with our environments, and these interactions are nothing if not complex. We want those around us to have a positive impression of us, and this desire can motivate us to show peer support through close social ties. If this interpretation does reflect genuine causal processes, then the challenge is to ensure that the proper conditions are in place to promote and develop achievement

goal motivation and intrinsic motivation during teaching practice.

Surprisingly, the hypothesis regarding altruistic motivation was not supported. The analysis also unexpectedly demonstrated that preservice teachers' self-efficacy in learner engagement had almost no statistical association with peer support. We believed that preservice teachers who had the desire to act as positive role models for future learners would also display altruistic motives in their behaviour during teacher training. However, only a weak association was found, which surprised us. Evidently, this empirical relationship warrants more in-depth research in the future if we are to gain a better understanding of the association between altruistic motivation and peer support through close social ties.

Thus far, we have focused on variables that are closely related to personality traits. However, the actual situations in which preservice teachers operate are significant in terms of peer support through close social ties. In addition, the analysis showed that the experience of discipline problems in teaching situations had almost no association with the other concepts. This is again surprising. Considering the research method's emphasis on parsimonious modelling, we had to limit the number of tests with respect to several aspects of peer support. Future research in this area could extend the scope of this dimension in empirical research by introducing additional conceptual distinctions within peer support reflective of its multifaceted nature.

5.1. Implications

The findings of this study have implications for practice and for further research. In Denmark, as in many European countries, the dropout rate from teacher training is high; at the same time, it is predicted that there will be a significant shortage of teachers within the next few years. Measures that encourage and sustain peer support might therefore help to reduce dropout rates during teacher training, thereby increasing the number of available teachers

needed by schools. Interesting avenues for further research are how online collaboration among preservice teachers might nurture their peer support (Margaliot, Gorev & Vaisman, 2018; Janssen, Knoef & Lazonder, 2019) and how digital practicum might give room for peer support via virtual coaching and communities of practice (Keefe, 2020; Hamilton & Margot, 2019).

In the context of contemporary Danish teacher training, peer support has thus far been regarded as extra-role behaviour. On the contrary, peer support should be regarded as a civic virtue, much like altruism or conscientiousness. All these characteristics presuppose authentic behaviour if they are to demonstrate their true potential. From such a perspective, it would be paradoxical to define peer support through close social ties as a part of the formal teacher training curriculum (in other words, as in-role behaviour). Rewarding peer support via formal arrangements in order to sustain social ties by, for instance, enhancing grades in teaching practice could be construed as turning an emotional-ethical value into a utilitarian value. On the other hand, it is possible to plot a direction for genuine helpfulness among preservice teachers by deliberately assembling small groups of students who have good personal relations during practice periods.

5.2. Limitations of the Study

As with similar studies, this research was confronted by certain methodological limitations (e.g., a cross-sectional approach cannot prove causality) as well as conceptual challenges (e.g., parsimonious modelling). We acknowledge these limitations but argue that they represent a foundation for future studies. First, it should be emphasized that relatively little quantitative research has been carried out on preservice teachers' peer support; therefore, we did not have a solid foundation of empirically based research on which to complete our study.

Another limitation of this study was the use of self-reported questionnaire data. These data can be biased by subjective factors. Independent judgements based on observation can provide interesting data about an employee's performance, but such research is difficult to conduct while simultaneously respecting respondent anonymity.

We also did not have the opportunity to couple preservice teachers' self-reports with objective performance-related goals, because it was not possible to examine the associations between self-efficacy and student attainment.

Despite its shortcomings, this study contributes to our understanding of the antecedents of Danish preservice teachers' peer support. If the associations between the independent and dependent variables represent causal relationships, then our findings may have important implications for practice.

6. Conclusion

This study foregrounds the social dimension of preservice teachers. Substantial research has been conducted on other aspects of preservice teachers' arrangements during teaching practice and teacher training, specifically activities designed by the teacher training institution. However, the study contributes to the field because we do not know any other studies of antecedents of peer support among preservice teachers. What we have discussed in this article is the kind of spontaneous and informal helpfulness which, we argue, fills the gap in provisions designed to support the preservice teacher's personal growth in conducting the teaching role. However, the facilitation of formal opportunities for collaboration within programmes is also important. The education community could, for instance, prioritize the social dimension of cohort design (Nobles, Dredger, & Gerheart, 2012). While cultivating peer support could achieve better teaching performance among preservice teachers and perhaps encourage preservice teachers' completion of training.

We know little about how the design of formal opportunities for peer support in professional knowledge contexts might work (Korthagen, Kessels, Koster, Wubbels, & Lagerwerf, 2001). To the best of our knowledge, this topic has not been specifically addressed in prior research (Liou et al., 2017). For this reason, we believe that teacher training institutions should consider peer support in their plans for providing good teacher training. In this article, we attempted to identify which factors are statistically related to peer support through close social ties. We conclude that both intrinsic and achievement goal motivation appear to be antecedents of peer support. This conclusion may indicate what factors researchers should be looking for when seeking better insights into how to foster high-quality teacher training. Attention should be devoted to the quality of peer relationships. In our own research, we have therefore attempted to follow up on these findings by deploying a broader set of theoretical variables that will form the basis on which to deduce testable, empirical traces of factors related to peer support. It is our hope that other researchers may take an interest in this issue, which, in our opinion, is an important indicator of quality in effective teacher training programmes.

References

- Alger, C. (2006). What went well, what didn't go so well: Growth of reflection in pre-service teachers. *Reflective Practice*, 7(3), 287–301.
- Archer, J. (1994). Achievement goals as a measure of motivation in university students. *Contemporary Educational Psychology*, 19(4), 430–446.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bates, A. B., Latham, N., & Kim, J. A. (2011). Linking preservice teachers' mathematics self-efficacy and mathematics teaching efficacy to their mathematical performance. *School Science & Mathematics*, 111, 325–333.

- Belogolovsky, E., & Somech, A. (2010). Teachers' organizational citizenship behavior: Examining the boundary between in-role behavior and extra-role behavior from the perspective of teachers, principals and parents. *Teaching and Teacher Education*, 26(4), 914–923.
- Birchinall, L., Spendlove, D., & Buck, R. (2019). In the moment: Does mindfulness hold the key to improving the resilience and wellbeing of pre-service teachers?. *Teaching and Teacher Education*, 86, 102919.
- Brown, T. A. (2015). *Confirmatory Factor Analysis for Applied Research. 2nd New edition*. New York, United States: Guilford Publications.
- Burke, A. (2010). How well prepared and supported are new teachers? Results for the Northwest region from the 2003/04 schools and staffing survey. Summary. Issues & Answers. REL 2010-No. 097. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest.
- Burt, R. S. (1992). *Structural holes*. Cambridge, MA: Harvard University Press.
- Cakiroglu, U. (2012). Comparison of novice programmers' performances: Blended versus face-to-face. *Turkish Online Journal of Distance Education*, 13, 135–151.
- Calderhead, J. 1991. The nature and growth of knowledge in student teaching. *Teaching and Teacher Education*, 7(5-6), 531–536.
- Çelik, V., & Ekinci, A. (2012). The effects of social capital on school success. *International Journal of Social Sciences and Education*, 2, 211–223.
- Daly, A. J., Der-Martirosian, C., Moolenaar, N., & Liou, Y.-H. (2014). Accessing capital resources: Investigating the effects of teacher human and social capital on student achievement. *Teachers College Record*, 116(7), 1–42.
- Daly, A. J., & Finnigan, K. (2010). A bridge between worlds: Understanding network structure to understand change strategy. *Journal of Educational Change*, 11, 111–138. doi:10.1007/s10833-009-9102-5
- Daly, A. J., Moolenaar, N. M., Liou, Y.-H., Tuytens, M., & del Fresno, M. (2015). Why so difficult? Exploring negative relationships between educational leaders: The role of trust, climate, and efficacy. *American Journal of Education*, 122, 1–38. doi:10.1086/683288
- Deci, E. L., & Ryan, R. M. (1975). *Intrinsic motivation*. New York: John Wiley & Sons, Inc.

- Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95(2), 256.
- Easterby-Smith, M., & Lyles, M. A. (2011). *Handbook of organizational learning and knowledge management* (2nd ed.). West Sussex: Wiley.
- Fogarty, J. I., Wang, M. C., & Creek, R. (1983). A descriptive study of experienced and novice teachers' interactive instructional thoughts and actions. *The Journal of Educational Research*, 77(1), 22–32.
- Forbes, L., & Billet, S. (2012). Successful co-teaching in the science classroom. *Science Scope*, 36, 61–64.
- Grey, J., & Sime, N. (1989). Findings from the national survey of teachers in England and Wales. In *The Elton Report: Discipline in Schools*. London: HMSO.
- Gurvitch, R., & Metzler, M. W. (2009). The effects of laboratory-based and field-based practicum experience on preservice teachers' self-efficacy. *Teaching and Teacher Education*, 25(3), 437–443.
- Haladyna, T. M., & Rodriguez, M. C. (2013). *Developing and validating test items*. London: Routledge.
- Hamilton, E. R., & Margot, K. C. (2019). Preservice Teachers' Community-based field experiences. *Frontiers in Education*, 4 (1), 115-130.
- Hancock, G. R., & Mueller, R. O. (Eds.). (2013). *Structural equation modeling: A second course* (2nd ed.). IAP Information Age Publishing.
- Herbst, D., & Mas, A. (2015). Peer effects on worker output in the laboratory generalize to the field. *Science*, 350, 545–549.
- Häkkinen, P., Virtanen, T., Virtanen, A., Näykki, P., Pöysä-Tarhonen, J., Niilo-Rämä, M., & Järvelä, S. (2020). Finnish pre-service teachers' perceptions of their strategic learning skills and collaboration dispositions. *Journal of Education for Teaching*, 46(1), 71-86.
- Janssen, N., Knoef, M., & Lazonder, A. W. (2019). Technological and pedagogical support for pre-service teachers' lesson planning. *Technology, Pedagogy and Education*, 28(1), 115-128.
- Jensen, A. (2012). Digital culture, and the viewing/participating preservice teacher: (Re)envisioning theatre teacher training for a social media culture. *Research in Drama Education: The Journal of Applied Theatre and Performance*, 17, 553–568. doi:10.1080/13569783.2012.727626

- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology, 102*, 741–756. doi:10.1037/a0019237
- Klassen, R. M., Perry, N. E., & Frenzel, A. C. (2012). Teachers' relatedness with students: An underemphasized component of teachers' basic psychological needs. *Journal of Educational Psychology, 104*, 150–165. doi:10.1037/a0026253
- Kline, R. B. (2005). *Principle and practice of structural equation modeling*. New York: The Guildford Press.
- Kokkinos, C. M. (2007). Job stressors, personality and burnout in primary school teachers. *British Journal of Educational Psychology, 77*(1), 229–243.
- Kounin, J. (1977). *Discipline and group management in classrooms*. New York: Holt, Rinehardt and Winston.
- Korthagen, F. A. J., Kessels, J., Koster, B., Wubbels, T., & Lagerwerf, B. (2001). *Linking practice and theory: The pedagogy of realistic teacher education*. Mahwah: Lawrence Erlbaum Associates.
- Leader-Janssen, E. M., & Rankin-Erickson, J. L. (2013). Preservice teachers' content knowledge and self-efficacy for teaching reading. *Literacy Research and Instruction, 52*, 204–229. doi:10.1080/19388071.2013.781253
- Leinhardt, G., & Greeno, J. G. (1986). The cognitive skill of teaching. *Journal of Educational Psychology, 78*(2), 75–95.
- Lin, N. (2009). *Social capital: A theory of social structure and action* (8th ed.). New York, NY: Cambridge University Press.
- Liou, Y. H., Daly, A. J., Canrinus, E. T., Forbes, C. A., Moolenaar, N. M., Cornelissen, F., van Lare, M., & Hsiao, J. (2017). Mapping the social side of preservice teachers: Connecting closeness, trust, and efficacy with performance. *Teachers and Teaching, 23*(6), 635–657.
- Margaliot, A., Gorev, D., & Vaisman, T. (2018). How student teachers describe the online collaborative learning experience and evaluate its contribution to their learning and their future work as teachers. *Journal of Digital Learning in Teacher Education, 34*(2), 88-102.
- Martinussen, G., & Smestad, B. (2011). Allmennlærerstudenters arbeidsinnsats: bedre enn sitt rykte? In T. L. Hoel, T. M. Guldal, C. F. Dons, S. Sagberg, T. Solhaug, & K. Wæge (Eds.), (pp. 331–340). *FoU i praksis 2010*.

- Rapport fra konferanse om praksisrettet FoU i lærerutdanning.*
Trondheim: Tapir.
- McCarthy, S., & Youens, B. (2005). Strategies used by science preservice teachers for subject knowledge development: A focus on peer support. *Research in Science & Technological Education*, 23, 149–162.
- Nobles, S., Dredger, K., & Gerheart, M. D. (2012). Collaboration beyond the classroom walls: Deepening learning for students, preservice teachers, teachers, and professors. *Contemporary Issues in Technology and Teacher Education*, 12, 343–354.
- Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington, MA: Lexington Books.
- Papay, J., Taylor, E. S., Tyler, J., & Laski, M. (2016). Learning job skills from colleagues at work: Evidence from a field experiment using teacher performance data. NBER Working Paper No. 21986. Retrieved from <http://www.nber.org/papers/w21986>
- Pearcy, A. G. (2009). *Finding the perfect blend: A comparative study of online, face-to-face, and blended instruction*. Denton, TX: University of North Texas.
- Pil, F. K., & Leana, C. (2009). Applying organizational research to public school reform: The effects of teacher human and social capital on student performance. *Academy of Management Journal*, 52, 1101–1124. doi:10.5465/AMJ.2009.47084647
- Rieg, S. A., Paquette, K. R., & Chen, Y. (2007). Coping with stress: An investigation of novice teachers' stressors in the elementary classroom. *Education*, 128(2), 211–227.
- Roness, D. (2011). Still motivated? The motivation for teaching during the second year in the profession. *Teaching and Teacher Education*, 27(3), 628–638.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68.

- Skaalvik, E.M., & Skaalvik, S. (2007). Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout. *Journal of Educational Psychology*, 99(3), 611–625.
- Spector, B. S., Burkett, R. S., & Steffen, C. O. (2002). Factors contributing to preservice teachers' discomfort in a web-based course structured as an inquiry. *Journal of Educational Technology Systems*, 30, 293–310. doi:10.2190/RCFD-NC5M-3NMM-BQUG
- Stanulis, R. N., & Russell, D. (2000). "Jumping in": Trust and communication in mentoring preservice teachers. *Teaching and Teacher Education*, 16, 65–80. doi:10.1016/S0742-051X(99)00041-4
- Steele, A., Brew, C., Rees, C., & Ibrahim-Khan, S. (2013). Our practice, their readiness: Teacher educators collaborate to explore and improve preservice teacher readiness for science and math instruction. *Journal of Science Teacher Education*, 24, 111–131. doi:10.1007/s10972-012-9311-2
- Steinbrecher, T., & Hart, J. (2012). Examining teachers' personal and professional use of Facebook: Recommendations for teacher education programming. *Journal of Technology and Teacher Education*, 20, 71–88.
- Stoughton, E. H. (2007). "How will I get them to behave?": Pre service teachers reflect on classroom management. *Teaching and Teacher Education*, 23(7), 1024–1037.
- Sun, M., Loeb, S., & Grissom, J. A. (2017). Building teacher teams: Evidence of positive spillovers from more effective colleagues. *Educational Evaluation and Policy Analysis*, 39(1), 104–125.
- Sun, M., Penuel, W. R., Frank, K. A., Gallagher, H. A., & Youngs, P. (2013). Shaping professional development to promote the diffusion of instructional expertise among teachers. *Educational Evaluation and Policy Analysis*, 35, 344–369.
- Trapp, C. S. (2010). The association among emotional intelligence, resilience, and academic performance of preservice teachers (Unpublished dissertation). Tempe, AZ, USA: University of Phoenix.
- Tschannen-Moran, M. (2009). Fostering teacher professionalism in schools: The role of leadership orientation and trust. *Educational Administration Quarterly*, 45, 217–247. doi:10.1177/0013161X08330501

- Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallieres, E. F. (1992). The academic motivation scale: A measure of intrinsic, extrinsic, and amotivation in education. *Educational and Psychological Measurement*, 52(4), 1003–1017.
- Wasserman, S., & Faust, K. (1994). *Social network analysis: Methods and applications*. Cambridge, NY: Cambridge University Press. doi:10.1017/CBO9780511815478
- Wigfield, A., Eccles, J. S., Schiefele, U., Roeser, R. W., & Davis-Kean, P. (2007). *Development of achievement motivation*. New York: John Wiley & Sons, Inc.
- Willegems, V., Consuegra, E., Struyven, K., & Engels, N. (2017). Teachers and pre-service teachers as partners in collaborative teacher research: A systematic literature review. *Teaching and Teacher Education*, 64, 230-245.

PERCEPTION OF CAREGIVERS ON COMMONLY USED ICT AND SOCIAL MEDIA DEVICES IN DISSEMINATING INFORMATION IN THE PANDEMIC PERIOD

Johnbosco O.C. OKEKEOKOSISI ¹

¹ Federal College of Education (Tech) Asaba, Delta State, Nigeria

Abstract

The work is a qualitative research design specifically descriptive survey. The study was based on determining the perception of caregivers on the commonly used ICT devices in dissemination of information in pandemic period in Anambra State. One research question guided the study. The population was made up of all caregivers that brought their patients to government and mission hospitals in Anambra state at the period of the study. Purposive sampling technique was used to sample only government and mission hospitals from three cities in Anambra State. In each of the cities, purposive sampling was utilized to sample two major government hospitals in the state while simple random sampling techniques balloting with replacement was used to select one mission hospital in each of the three cities in the state. In each of the three cities, 10 caregivers from the population were used for the study. Thus, a sample of 90 caregivers was drawn and used for the study. The study employed semi-structured questionnaire for

data collection. Simple percentage was used for data analysis. Result indicated among others that: internet (100%), text messages (100%), WhatsApp (100%), radio(100%), television(100%), were the predominantly used ICT and social media devices used for information delivery.

Keywords: perception, ICT gadget, dissemination of information, pandemic.

Introduction

Innovations in the 21st century have curbed the use of errand boys, town criers, trained animals like dogs, the use of fire and smoke and lastly the postal services are gradually giving away to the advancement in information and communication technology (ICT). The earlier practices are attributed with challenges such as time consuming, abysmally slow in reaching target audience prove to be distortion and often unreliable (Nnaka&Anaekwe, 2007). Nnakaetaldiscussed briefly some innovative tools / gadgets for communication as follows:

Computer: This is an electronic device that works under the control of stored programmes, automatically accepting, storing, retrieving and processing data to produce information that is the result of the process. It has many educative functions such as: typing, sending and retrieving of information, charting and sending of mails. Computers can be desktop, laptop, palm top, touch pad, note book, phones and the like.

Internet: It simply means international networking. It is a global computer network that allows data to be transferred from one computer to another. It offers a cheap and reliable means of information accessing and communication, which compliments the telephone. It relies on telephone lines and computer. Internet

ensures that information is broken down into digital packets and large amount can be accessed and distributed over large distance.

Electronic mail (E-mail): This promotes meaningful interaction between the sender (teacher) and the (receiver) learner. With the e-mail technology, the receiver will be able to access any meaningful materials from system anywhere at any time provided the necessary payments for access charge has been made.

Fax: The technological advances of the past few decades have made it possible to transmit printed messages, pictures and even live performances to all comers of the world with speed. Fax or facsimile machine carries printed messages either in form of words or pictures in photocopy form from the sender instrument to the receiver instrument (gadgets). The sender of a fax message prepares the copy on a sheet which can be fed into the fax machine. The sender dials the destination number, gets the destination number, gets the fax tone and feeds the message into the machine. The printed message is converted into electronic signals as the paper rolls through the fax machine. This message is received in the same form at the other end of the paper roll that is attached to the machine.

Videoconferencing, Teleconferencing and Computer conferencing: These modes of communication begin in teleconferencing. A number of neither computers nor telephones are simultaneously connected to one another. Teleconferencing is a facility enabling people in different parts of the world to have an audio meeting (as opposed to dialogue), saving on transit time and hotel stay. It helps in thrashing out a variety of opinions on a subject to reach a faster conclusion. On the other hand, Videoconferencing is the most modern that enables the sender and the receiver to see each other in the process of discussion. The technologies used in a videoconference are: monitor screen, camera, microphone, codec (compressor-decompressor), equipment control pad at each

location and internet connectivity. With the passage of time, this is becoming more popular and easier to use. It is often seen in television interviews.

Satellites: Satellites are geostationary communication repeaters located at about 35, 700 km above earth surface (Adaniran, 2002). It rotates around the earth every 24 hours and remains above the earth always. They receive microwave signals in one frequency band and transmit them in another frequency. Satellite handsets transmit voice, text, audio and visual information. It is thus a suitable ICT for data transmission, broadcasting and internet. They bring information to the rural areas with installation of cables as a result of their reception to satellite geostationary repeaters.

Radio and Television sets: These are ICT tools or gadgets that equally have educative functions. Just as the computers, they can be used as object of information delivery. Some educational programmes such as the UNIAR, distance learning or the Open University etc are facilitated through these gadgets. Media stations equally use these gadgets to disseminate information to citizenry. This was perceived during COVID 19 pandemic that occurred in the early part of 2020 worldwide.

Newspapers, Magazines (Printed materials / media): These are forms of materials that provide communication in many different types. Messages can be sent out and printed on fliers, in newspapers, billboards and magazines. Once the pieces are printed, they are distributed to their proper audience. The communication can be used to send information on promotions or updates on news or events.

Social Media devices such as Whatsapp, Facebook, Twitter, Togo and YouTube: They are means of communication but are regarded as social media as a result of large area of coverage (audience). They are very important for sharing of news and local information. But in countries where the press has been

weakened or suppressed or compromised social media is the best means of dissemination of information.

Furthermore, Globitel in Binitie (2019) mentioned **unstructured supplementary service data (USSD)** as one of the ICT gadgets. USSD is a menu-based service which runs as a real-time open session between the application and the end user built into the global system for mobile communication (GSM) standard. It allows high speed, bidirectional communications between mobile handsets and applications. Banks of various branches often makes use of it for inter-bank communication.

Intercom: This is the most commonly means of dissemination of information among institutions of learning, hospitals and organizations. It covers a smaller area.

In addition, Etiubun and Akpan in Ugwanyi, Onah, Ude and Okeke (2018) described the importance of the innovative gadgets as follows: it changes the mind set of people through the way they think and learn. It helps to run activities in the society faster and smoothly towards achieving the societal or nations objectives. This shows that every human society is dynamic because of its technological needs and values rapidly change over time. These changes are often related to acquisition of new knowledge, skills and technology for life-long living, life-long learning, human development, better living and the growth of the society. The thrust of life-long living, life-long learning and human development relates to literacy, eradication of poverty and disease control through acquisition of scientific knowledge, attitudes, ethics and skills for living (Okonkwo&Adigwe, 2018).

Thus, the invention of information and communication technology (ICT) for information gathering, dissemination and communication process becomes necessary. Information and communication technology (ICT) has been defined by

various scholars from different perspectives. Mueen, Asadullah, Raed and Jamshed (2013) defined ICT as electronic network-embodying complex hardware and software-linked by a vast array of technical protocol. Apuke (2017) referred ICT as facilities and tools for message dissemination through the use of internet, satellite, cable data transmission and computer assisted equipment. This indicates ICT as technologies that provide access to information through telecommunication. In all, UNESCO in Ratheeswari (2018) summarized the definition of ICT as a “scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters”. It is worthy to note that, ICTs are making dynamic changes in society. They are influencing all aspects of life. The influences are felt more in Nigeria and other countries / nations in this period of pandemic. The influence of ICT in Nigeria in the period of pandemic cannot be over emphasized.

A pandemic can be termed “an epidemic” which occurs over a wide area, crossing international boundaries and usually affecting a large number of people. World Health Organization (WHO) (2010) defined pandemic as emerges spread of influenza around the world that kills people with very low immunity. WHO further stressed that the large scale outbreaks of infectious disease increase morbidity and mortality over a wide geographic area and cause significant economic, social and political disruption. This results to high rate of poverty in developing country like Nigeria. WHO (2010) further pointed out risks associated with pandemic as:

- It appears to be increasing in frequency particularly because of the increasing emergence of viral disease from animals
- Pandemic risk is driven by the combined effects of spark risk (where a pandemic is likely to arise) and spread risk (how likely it is to diffuse

broadly through human populations)

- Some geographic regions with high spark risk, including central and West Africa, lag behind the rest of the globe in pandemic preparedness
- Probabilistic modeling and analytical tools such as exceedance probability (EP) curves are valuable for assessing pandemic risk and estimating the potential burden of pandemic
- Influenza is the most likely pathogen to cause a severe pandemic. EP analysis indicates that in any given year, a 1% probability exists of an influenza pandemic that causes nearly 6 million pneumonia and influenza death or more globally.

The application of ICT and social media devices in dissemination of information created awareness of what pandemic is, risks associated with it, preparation involved for life-long living and curbing global recession.

Coronavirus disease 2019 (COVID -19) is a viral disease that kills millions of humans in a twinkle of an eye. Bronze (2020) defined COVID -19 as an illness caused by a novel coronavirus now called severe acute respiratory syndrome coronavirus 2 (SARS-COV-2; formerly called 2019-ncov). It is called COVID-19 because it was identified in the year 2019. The viral disease was identified in 2019 in Wuhan China before its spread to various countries of the world in which Nigeria is one, Anambra State being in Nigeria is affected. This type of virus has not been identified in humans as indicated by WHO. This killer of millions of human beings probably does not have vaccine for its prevention nor for its cure.

On 31st December, 2019, the case was officially reported to WHO. WHO on March 11th, 2020 declared COVID-19 a global pandemic having more than 185 countries infected with the pandemic. WHO as at 24th April, 2020 recorded 1,813,684 active cases and 195,920 deaths.

Furthermore, WHO outlined possible ways of infections and its preventive measures respectively as;

Possible ways of infections

- Transmission through droplets generated when an infected person coughs, sneezes or exhales. These droplets are too heavy to hang in the air and quickly fall on floor or surfaces
- One can be infected by breathing in the virus if one is within close proximity of someone who has COVID-19 or by touching a contaminated surface and then the eyes, nose or mouth

Preventive measures

- Cleaning of hands often. Use of soap and water or an alcohol-based hand rub
- Maintaining a safe distance from anyone who is coughing or sneezing
- None touching of eyes, nose or mouth
- Covering of nose and mouth with bent elbow or tissue when coughing or sneezing
- Staying home if one feels unwell
- If fever, cough and difficulty in breathing, seeking medical attention are needed. Call in advance become necessary
- Adherent to directions of local health authority is very necessary
- Avoiding unneeded visits to medical facilities allows health care systems to operate more effectively, thereby protecting one and others.

The listed possible ways of infection and its preventive measures highlighted by WHO made Anambra State government through its agencies to uphold the use of ICT gadgets in disseminating information on COVID-19 outbreak to her citizens. Thus, the study seeks to investigate citizenry perception

on the use of various ICT gadgets in dissemination of information in pandemic period.

Statement of the Problem

The researcher observed that the traditional means of communication can no longer disseminate information effectively in Nigeria. This is attributed to high rate of population and the need to survive through the knowledge and ideas sharing for individual awareness, growth and national development. Information and communication technology is seen as a potential tool for dissemination of information, information sharing and knowledge acquisition. It is generally accepted as the modern means of disseminating information. The study investigated the perception of caregivers on the commonly used ICT and social media devices in dissemination of information in pandemic period.

Purpose of the Study

The aim of the study was to determine the perception of caregivers on the commonly use of ICT and social media devices in dissemination of information in pandemic period in Anambra State. Specifically, the study sought to find out: The perception of caregivers on the commonly used ICT and social media devices in dissemination of information in the period of pandemic.

Research Question

The research question guided the study: What were the commonly used ICT and social media devices employed by caregivers in dissemination of information in the period of pandemic?

Method

The study adopted a descriptive survey research design. The population consists of all caregivers that brought their patients to government and mission hospitals in Anambra state during the period of the study. Purposive sampling technique was used to sample only government and mission hospitals from three cities in Anambra State. The cities are Awka, Nnewi and Onitsha. The choice of selecting the state was as a result of the lockdown and proximity. In each of the cities, purposive sampling technique was utilized to sample two major government hospitals ($2 \times 3 = 6$ government hospitals), in the state while simple random sampling technique balloting with replacement was used to select one mission hospital from each of the cities in the state ($1 \times 3 = 3$ mission hospitals). Purposive sampling technique was used to choose 10 caregivers from each of the hospitals that made up the population for the study ($9 \text{ hospitals} \times 10 \text{ caregivers} = 90$). Thus, a sample of 90 caregivers was drawn and used as sample for the study.

Before the study commenced, the researcher trained four health workers as research assistant for one week on method of conducting interview using Citizenry Perception on the Commonly Use ICT Gadgets in Dissemination of Information in the Period of Pandemic (CPCU ICTGDIPP).

The study employed semi-structured interview termed Citizenry Perception on the Commonly Use ICT Gadgets in Dissemination of Information in the Period of Pandemic (CPCU ICTGDIPP) for data collection. CPCU ICTGDIPP was compilation of questions used to collect opinion from respondents. The instrument was subjected to validation by experts in computer education and measurement and evaluation from Nnamdi Azikiwe University, Awka. The instrument was validated in terms of clarity of instruction, proper wordings of the items, appropriateness and adequacy of the items in addressing the purposes of the study.

The instrument comprised of Section A which dealt on bio-data of respondent and Section B on the questions concerning ICT and social media devices used by caregivers in disseminating information. Simple percentage was used for data analysis.

Results

Table 1: Percentage rating of Caregivers on Commonly used ICT and Social media devices in dissemination of information in the period of pandemic

S/N	ICT Devices	Yes	No
Transmission medium			
1	Satellites	45 (50%)	45 (50%)
Connecting medium			
2	Internet	90(100%)	0(0.0%)
Social and Network media			
3	Text messages	90(100%)	0(0.0%)
4	E-mail	6(7%)	84(93%)
5	What Sapp	90(100%)	0(0.0%)
6	Facebook	87(97%)	3(3%)
7	Twitter	76(84%)	14(16%)
8	YouTube	68(75.6%)	22(24.4%)
9	2go	0(0.0%)	90 (100%)
10	USSD	74 (82%)	16 (18%)
11	Intercom	0(0.0%)	90(100%)
12	Teleconferencing	0(0.0%)	90(100%)
13	Videoconferencing	0(0.0%)	90(100%)

14	Fax	0(0.0%)	90(100%)
Hardware			
15	Radio	90(100%)	0(0.0%)
16	Television	90(100%)	0(0.0%)
Printed media			
17	Newspapers	88(98%)	2(2%)
18	Magazine	18(20%)	72(80%)

Discussion

Making reference to Table 1, it is evident that internet (100%), text messages (100%), WhatsApp (100%), Radio (100%), television (100%), were the predominantly used ICT and social media devices used for information delivery. This is in line with the findings of the study carried out by Tinio (2002) that potentials of ICT gadgets utilization in information delivery / dissemination is increasing and so improves the relevance of information through quick and fast delivery. It facilitates acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to access information globally. Also, Ratheesawri (2018) supported the assertion by adding that ICTs and its gadgets are catalyst for societal upliftment through change in mind set of individual, change in working conditions, exchange of information and handling of information. This speeds up development of the society. Hence, Anambra citizens benefited from information's like government instructions concerning COVID-19 during the period of the epidemic.

Conclusion

The study adopted a descriptive survey research design. The population consists of all caregivers that brought their patients to government and mission hospitals in Anambra state during the period of the study .Purposive sampling technique was used to choose 10 caregivers from each of the hospitals that made up the population for the study (9hospitals x 10 caregivers = 90). Thus, a sample of 90 caregivers was drawn and used as sample for the study . Data were analysed using simple percentages. The findings of the study revealed that internet (100%), text messages(100%), ,whatsApp (100%), radio(100%),, television(100%), were the predominantly used ICT and social media devices used by caregivers for information delivery.

Recommendations

Based on the findings of the study, it was recommended that:

- Government should expand its scope of information delivery through other ICT gadgets that were not effectively utilized satellite dishes, teleconferencing and other devices. This would assist citizens to explore and utilize other ICT gadgets for information gathering.
- Electricity generation and distribution in the country should be given serious attention to enable citizens make effective use of their personal electronic and social media devices.
- Bandwidth and data subscription charges should be subsidized by government for the welfare of the populace.

References

- Adaniran, A.A. (2002). New trends in access to ICT: It's implication to the continent of Africa. *STAN Proceedings of the 43rd Annual Conference*.
- Apuke, D.O. (2017). The influence of social media on academic performance of Taraba State University undergraduate students. *Online Journal of communication and Media Technologies*, 7 (Issue 4), 1-21.
- Binitie, A.P. (2019). Challenges facing customers in the use of unstructured supplementary service data (USSD) in banking in Delta State. *South Eastern Journal of Research and Sustainable Development, Maiden Edition*, 30-36.
- Bronze, M.S. (2020). Coronavirus disease 2019. Retrieved on 20th April, 2020 from <https://lemedicine.medscape.com/art>
- Nnaka, C.V. & Anaekwe, M.C. (2017). Information and communication technology (ICT): Science students' awareness, extent of availability and utilization. *Nigerian Journal of Functional Education*, 5 (1); 92-98.
- Okonkwo, I. & Adigiwe, J.C. (2013). Role of science, technology, engineering and mathematics education in the human capital development for attainment of millennium development goals. Akwalbom State STAN Conference. *54th Annual Conference Proceedings of STAN*, 74-82.
- Mueen, U., Asadullah, S., Raed, A. & Jamshed, M. (2013). Measuring efficiency of tier level data centers. *Middle-East Journal of Scientific Research*, 15(2), 200-207.
- Ratheeswari, K. (2018). Information communication technology in education. *Journal of Applied and Advanced Research*, 3 (Supp.1); 45-47.
- Ugwuanyi, C.S., Onah, E., Ude, V.I., Okeke, A.V. (2018). Information and communication technology (ICT) capacity building needs for twenty first century classroom instructional delivery: Perception of basic science

teachers in Enugu State. Kastina State STAN Conference. *59th Annual Conference Proceedings of STAN*, 128-135.

Tinio, V.L. (2002). ICT in education: UN development programme. Retrieved on 20th April, 2020 from <http://www.eprmers.org>.

World health organization (WHO) (2010). What is a pandemic? Retrieved on 20th April, 2020 from http://www.who.int/crs/disease/swineflu/frequently_asked_questions/pandemic/e/

EXPERIENTIAL LEARNING IN EARLY CHILDHOOD EDUCATION AND GROWTH MINDSET DEVELOPMENT

Ileana Constanța IONESCU¹

¹ University of Bucharest, Romania

Abstract

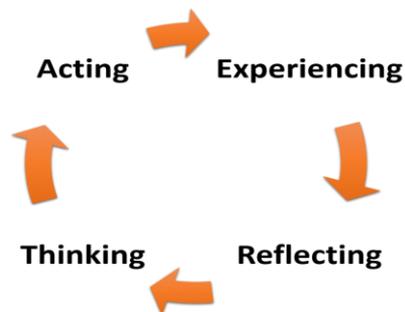
The curriculum for pre-school education promotes the concept of global development of the child, considered to be central in early childhood. The perspective of global development of the child emphasizes the important areas of child development, considering that, in today's society, the training of children for school and for life should take into account not only academic skills, but equally, abilities, skills, attitudes related to socio-emotional development (living and working together or with others, to manage emotions, to accept diversity, tolerance etc.), cognitive development (addressing some problematic situations, divergent thinking, establishment of causal interactions, etc. associations, correlations, etc.) physical development (motricity, health, healthy food, etc).

Keywords: continuity, feedback, motivation, assessment

1. Theoretical references on the experiential learning in early childhood education and growth mindset development

Growth mindset refers to a learning theory developed by Dr Carol Dweck. It revolves around the belief that you can improve intelligence, ability and performance. This means that by helping students to develop a **growth mindset**, we can help them to learning more effective and efficient.

Experiential learning is a powerful way to help people identify changes required to their skills, attitudes and behaviors, then implement those changes for better performance (ELT—Kolb 2015, Kolb & Kolb 2017):



What is the definition of experiential learning?

Experiential learning is, quite simply, learning by doing. We have all learned to walk or talk, not by being shown or told, but by practising and refining our technique. Consequently, trainers and facilitators can implement this method in all sorts of situations with people from all walks of life. There are no barriers due to age, education, experience, ability, background or culture. Within the field of Talent Development, experiential learning can best be defined as:

"developing personal understanding, knowledge, skills and attitudes through the analysis of, and reflection on, activity".

In this definition 'Activity' can include anything from an individual explaining an idea or completing a simple task to highly complex group interactions involving a wide range of mental attributes and behaviours.

This definition emphasizes two important points:

- Experiential learning is an active process which engages the learner, not a passive process that happens to the learner.
- In experiential learning the experience provides the platform for learning, whilst the careful analysis and reflection of the experience develops the learning.

What makes experiential learning special?

Experiential learning is an active process which engages the learner, not a passive process that happens to the learner. In 'experiential learning' the experience provides the platform for learning, whilst the careful analysis and reflection of the experience develops the learning. Individuals are encouraged to work things out for themselves, they are guided to and through their learning rather than being taught. The learning individuals develop is appropriate for them: it is implicit in the approach that there are no 'right ways of thinking', 'set rules, or 'perfect behaviours' that anyone has to learn and apply. The commitment developed by the learner to make best use of their learning: they are central to the learning process, it is their learning.

Growth mindset refers to a learning theory developed by Dr Carol Dweck. It revolves around the belief that you can improve intelligence, ability and performance. ... This means that by helping students to develop a **growth mindset**, we can help them to learning more effective and efficient.

In the opinion of Psychologist Carol Dweck, Stanford University Specialist: 'Everyone is a work in progress', considering this I started my research from my these theme 'Strategies of optimizing the continuity between kindergarten and school', which is a very actual theme.

The world has changed, the kids are changed, how do we prepare them for future? Which are the most important abilities, capacities, competencies which we have to develop for educate succesful adults?

Experiential learning is "In its simplest form, experiential learning means learning from experience or learning through practice. Experimental education first immerses students in an experience and then encourages reflection on the experience to develop new skills, new attitudes or new ways of thinking."

Another definition of experiential learning consider this as "*developing personal understanding, knowledge, skills and attitudes through the analysis of, and reflection on, activity*".

2. Problem Statement

It is estimated that pre-school teachers have an effective practice of applying and evaluating the curriculum for continuity between the two levels of schooling, thereby improving possible discontinuities throught experiential learning.

It is assumed that if the evaluation competencies of the teachers are developed, the evaluative approach will generate the school performance of the pupils.

The approach of didactic activities in the experiment will be realized from the perspective of checking the specific hypotheses in a derivation report with the general hypothesis, as follows: Use of effective curriculum practices from the perspective of continuity of the two levels of schooling by experiential learning;

Using the game as an alternative method can influence the efficiency of management in the first primary classes and developing growth mindsets/

3. Research Questions

In line with the methodological problem statement and the purpose of the study, we have formulated the following questions:

- a. Why is experiential learning is important in early education?
- b. What does continuity of learning and transitions mean throught experiential learning?
- c. What is the transition from preschool to primary school from the point of developing growth mindset?

4. Purpose of the Study

The purpose of the research is to estimate, in the opinion of the teachers the efficiency of the application of the curriculum throught experiential learning , as well as the related assessment instruments, from the perspective of continuity between kindergarten and school and also to identify the discontinuity points to find new strategies.

- a. One purpose of the research is to highlight the teachers' opinion about the role and efficiency of the curriculum applied to the group from the perspective of experiential learning and developing growth mindset and rewards as a way of reflecting school outcomes.
- b. A second purpose is identifying the pre-school competency assessment tools as an indicator of subsequent school integration.
- c. A third purpose is to identify sources of discontinuities and propose practical solutions to ensure/optimize continuity between the two stages of schooling

5. Research Methods

The research methodology combines qualitative and quantitative perspectives that consist of collecting data.

These methods aim at investigating the specific aspects of the kindergarten and primary school teachers' perspectives on the continuity and discontinuity between the two levels of school.

The main instrument used to test the hypotheses was a questionnaire survey, curricular document research, focus group, reflection journal, case study. These methods investigated the points of continuity and discontinuity between those two levels of school.

a. Quantitative methods

The questionnaire has a standardized character. I will elaborate three questionnaires, one targeting teachers in primary education one to parents, the other addressed to pre-school teachers. The set of questionnaires is one of the basic tools for carrying out the synthesis study along with other qualitative research methods (focus group, reflection journal, progress sheet, students' product analysis).

The questionnaire addressed to teachers in primary education will be built to know the level of awareness of the teachers, the necessity and usefulness of the development of the evaluative competences, as well as their formative valences, aiming to obtain the teachers' adhesion to the proposed model, as well as the opinions, their solutions to make the evaluation activity more efficient, its correlation with the new curriculum and the continuity of the school kindergarten.

The questionnaire addressed to parents is operationalizing their perceptions and attitudes towards child assessment and the existence of kindergarten-school continuity.

By applying the questionnaires, we built a collection of responses regarding the phenomena, situations, and manifestations investigated related to the existence or non-existence of continuity between the large group curriculum and the preparatory class curriculum. The questionnaire used in this research contains fifteen questions.

The first step consisted of the questionnaire analysis.

The questionnaire parents applied comprises 10 closed-ended questions with a single answer or multiple choice

Teachers' Questionnaire includes 10 single-choice or multiple-choice questions.

b. Qualitative methods

The most common form of qualitative research is the focus group, there is the intersection of the interview focused on the group interview, also called an in-depth group interview. Morgan defines the focus group as a data-gathering technique through interaction between group members about a problem set by the researcher.

In the present situation, the focus group was made on a group of 8 educators it had as theme continuity and discontinuity the curriculum of the large group / preparatory class, aiming to know the "good practices" in the field. The focus group will focus on making evaluation more efficient and identifying the needs of teachers in curriculum application and continuity/discontinuity with the putative group as well as improving pedagogical methodology and practice on assessing children's competences by addressing the complementarity of alternative methods to traditional ones.

Another method of reflection journal aims to investigate the opinion of primary school teachers on the importance and necessity of improving the teaching staff in the field of evaluation, on pupils' school outcomes.

6. Findings

The research implied:

- the study of the official curriculum documents (Pre-primary education framework curriculum, Preschool Education Curriculum - 2008, Guides, Methodological Guides, etc.), but also the correct drawing of the school documents found in the teacher's portfolio (annual, weekly, daily activities,

projects teaching materials, work records, psycho-pedagogical observation sheets on children, references, conspiracies, plans, etc.);

- conducting the survey based on a questionnaire to collect the information necessary for the research;

- the focus groups.

The questionnaire used is a questionnaire adapted to the PNM Questionnaire.

a. Qualitative research

At this point, we organized a focus group of teachers in pre-school education with a teaching degree I and a duration of 30-40 years of activity. The subject of the discussion was "Continuity and discontinuity between the large group curriculum and the preparatory class" and here we considered some aspects of the continuity of the kindergarten school and the easy adaptation of the preschool to the next stage of learning and thus preventing the school and obviously on the long trench at school dropout.

This Focus group aimed to make a series of observations that would improve the application of curriculum through experiential learning and developing growth mindsets

Quantitative research results

In the following, I will present the analysis of the answers obtained from the questionnaire distribution:

Concerning the opinion that the current large group curriculum provides for the preparation of the school's future, the respondents responded positively by marking 52% and 34%, respectively, to a large extent the item formulated. Knowing the individual potential of the preschool by the teacher is one of the main factors influencing the application of the curriculum and the transition to the new schooling stage.

Regarding the understanding of the role of competence as a nodal point in the analysis and assessment of children also in the design of the pre-school and school curriculum, 87% consider that it has a clear, precise "picture" considering the nature of the competence in the educational process by experiential learning.

60% of the respondents have the opinion on the definition of the competences of the school future, at which the didactic participates, is the result of cooperation between kindergarten and school.

Ask how the curriculum is applied in some particular directions:

- 8% consider that it has effects in the evaluation of the professional quality of the kindergarten teachers;

- 48% assert that curriculum implementation of experiential learning contributes to improving the learning of children (formative feedback);

- 40% of the respondents consider that the application of the curriculum leads to certification of pre-school education for the school;

- 8% consider that it has effects in improving the professional activity of teachers;

- the decision-making freedom of the teaching staff makes the most of their creative and aptitude potential in designing and carrying out activities, which leads to the appreciation of pre-university education within hierarchies, 8% of respondents appreciate this.

Presenting the objectives of the subjects taught to children at the beginning of the didactic activity is a significant moment for the capture of euthanasia and the goal orientation of learning. 87% of respondents use this way, unlike 13% who do not have this practice yet. The research highlighted the fact that in working with children there is an almost constant preoccupation of teachers to capitalize on the knowledge acquired by children, the presentation at the beginning of the didactic activity of the objectives, and the attention to the transfer of this knowledge in the current learning process. In the situation when the didactic framework stimulates the transfer of information, it is done mainly within the same field of knowledge or constantly appealing to the life and learning experience of children.

The practice of peer evaluation (inter-evaluation) or self-assessment is 96% good practice, according to the surveyed respondents. To assess the knowledge, skills or competencies of learners, the performance they demonstrate must be observable and measurable

To certify children's education for the school should be mentioned/introduced in the progress sheet: specific evidence of child-education assessment for school; Standard Sheets; single probe on experimental domains; psychological tests; behavioral observation sheets.

Regarding the use of the reflection card in completing the evaluation work, the respondents responded 87% affirmatively and 12% negative.

In an important proportion (more than 60%), the teachers consider that we can speak of the harmonization of the curriculum in the kindergarten with the one in the first two primary classes, which means that it is felt not only in the educational policy, consistency within the core procurement cycle.

However, a significant number of teachers (more than 38%) consider that there may be some discontinuities between the two levels of the first curriculum. In order of frequency of teachers' arguments, the following discontinuities were stated:

- at the level of didactic methodology (school does not pay attention to the game 3.2%;
- the pace of development in primary education is inappropriate for the individual peculiarities of children 1.1%);
- at the level of the educational curriculum of the preparatory class that does not use the activities carried out in the kindergarten;
- the logical-mathematical games are missing in the preparatory class of 0.8%;

There are also singular opinions (2%) who consider that there can be the talk of overlapping content in the two programs, without specifying what content

7. Conclusions

This study investigates the transition from kindergarten to primary school through the experiences of the teachers involved. Emphasis is placed on the transition activities of stakeholders and the efficiency of these activities. These transition experiences of children at school will inform further research into the development of effective transition programs in the local context.

Many educators believe that the whole activity in the kindergarten is designed and facilitates the transition to primary education, emphasizing the basic knowledge of different curricular areas and adapting to the school environment.

The investigative tools in this study include questionnaires, interviews, and semi-structured observations. The results show that teachers feel that the transition to school activity can easily be done by respecting the educational policies and age and individual peculiarities of children by using "child-centered learning".

The applied questionnaire contains 10 structured questions with the main objective to identify the continuity and discontinuity between the curriculum for the large and the preparatory class to improve the curriculum and ensure the continuity of education between the two levels of education.

The findings from questionnaires and interviews show that most respondents agreed that links between kindergarten, primary school, and parents could facilitate an easier transition to school. However, in reality, both kindergarten teachers and primary school teachers have shown the ignorance of teaching practices and the curriculum of others.

More than 80% of surveyed professors claim that first years of life and those spent in kindergarten are called by specialists as "golden age", "age of grace" or "incredible years" - that is, the years of the greatest opportunities in raising and developing children. This is the time when the child's mind and emotions form the matrix on which the rest of the vivid experiences are captured, a mother in which school success lies and their ability to find a way in life.

In 95%, those surveyed attest that at least until the end of the second grade they see the net differences between children who went to kindergarten and those

who missed early training.

At the age of the preparatory group and up to the second grade, the game is in full swing. The pleasure of taking roles, missions, challenges is one of the key features of intellectual development. One of the professors participating in the study states: "It is in our education to believe that learning is a solemn matter, and the game is unerring. Play, but it's one of the most creative forms of learning. You have to be a great master to make the game a real cognitive opportunity".

Piaget (2012) said, "When a child is playing, he moves all his ability to master and influence reality."

Continuing with the curriculum continuity analysis between these two basic levels studied in this paper and the school curriculum, 87% of respondents said that regardless of school curriculum and type of application, from the most traditional up to to the revolutionary, beyond how learning is staged, it remains certain that these first six years should not be missed. Therefore, a curriculum adapted to the requirements of the school-based and child-centered future is a necessity, and the continuity between kindergarten and school is a certainty of the success of the future adult.

The curricular cycle of the fundamental acquisitions is indeed the large group of kindergarten followed by the preparatory class, which has as main objective the adaptation to the requirements of the school system and the initial literacy and continues in the second and third grades.

All these arguments and findings come to confirm the assumed working hypothesis, namely that if education is organized from the perspective of competence training for preschoolers, this will lead to situations in which they will no longer be overwhelmed by the assimilation of punctual information, but will be initiated into those foundations, concepts, themes, ideas designed to structure a discipline, a field of knowledge, improving skills involving a wider use of formative evaluation to identify and timely management of problems, as well as the development of more sophisticated summative assessment techniques based on common standards on learning outcomes.

A very great emphasis is placed on communication, which is why in the morning meeting the development of communication skills is being practiced.

In conclusion, we need to keep in mind that learning is holistic and that the new cognitive architecture pleads for a new vision of the curriculum and a new approach to it.

Preschool education is the first step of our school subsystem, implicitly preparing the preschool for the preparatory class, is one of the major objectives of the preschool education taxonomy.

My research has identified multiple points of view regarding the importance of experiential learning from the point of continuity and discontinuity between preschool and primary school education, and starts considering the following:

- Early education is the guiding principle of consciousness that education at a younger age is the basis of personality and the experiential learning is the base of developing the future successful adult;
- Education is a continuous process in which active interaction with the adult is defining;
- Early education respects valid principles and values: each child is unique, with its specific and particular needs ;
- The new curriculum for preschool education is based on the concept of early education and is part of the pedagogical paradigm of the child-centered curriculum based on experiential learning.

The purpose of the research was to estimate the level of efficiency in the application of the experiential learning by new curriculum and related instruments, and also to identify the pre-school competency assessment tools - prerequisites for further integration into school and also the sources of discontinuities and propose practical solutions to ensure /optimize continuity

between the two stages of schooling.

The main instruments used to prove the hypothesis were questionnaire survey, focus group, observation. The results indicate that the teachers from kindergarten and school should collaborate better and improve the learning methods in a way that will increase active participation, and school success.

References

- Ausubel, D., Novak, J., & Hanesian, H. (1978). *Educational Psychology: A Cognitive View* (2nd Ed.), pp78-80. New York: Holt, Rinehart & Winston.
- Botiș, A.& Mihalca, L. (2009). *Curriculum pentru învățământul preșcolar. Prezentare și explicitări*, pp 128-132, București: Editura DPH.
- Brainerd, C. (1978). *Piaget's Theory of Intelligence*. Englewood Cliffs, NJ: Prentice-Hall.
- Burke Johnson & Lary B. Christen (2008). *Educational Research. Quantitative, Qualitative, and Mixed Approaches*, pg. 586, Sage Publications.
- Cerghit, I. & Radu, I.T. (1994). *Didactica*, pp. 130-138. București: Editura Didactică și Pedagogică
- Cohen L., Manion L., Morrison K. (2007). *Research Methods in Education*, pp 501-504. New York: Taylor & Francis Group.
- Dweck C., *Mindset: The New Psychology of Success*, New York: Editura Random House
- Evans, K., George, N., White, K., Sharp, C., Morris, M., and Marshall, H. (2010). Ensuring that all Children and Young People Make Sustained Progress and Remain Fully Engaged through all Transitions Between Key Stages (C4EO Schools and Communities Research Review 2). London: Centre for Excellence and Outcomes in Children and Young People's Services. Retrieved 25 January 2016, from

<http://archive.c4eo.org.uk/pdfs/3/Schools%20and%20Communities%20KR%20P2.pdf>

- Kolb A. & Kolb D. (2017), *Experiential Learning Theory as a Guide for Experiential Educators in Higher Education*, accessed on 04.04.2021, <https://learningfromexperience.com/downloads/research-library/experiential-learning-theory-guide-for-higher-education-educators.pdf>
- Manolescu, M. (2004). *Curriculum Pentru învățământul Primar și preșcolar*, pp. 27-30, București: Editura Credis.
- Neacșu, I. (1990). Instruire și învățare, pp 82-89, București: Editura Științifică.
- Negreț- Dobridor, I. (2008). *Teoria generală a curriculumului educațional* (pp 186-191), Iași: Editura Polirom.
- Piaget, J. (2012). *Psihologia inteligenței*, Chișinău: Editura Cartier.
- Saracho, O.N. Spodek, B. (1998). *Multiple Perspectives on Play in Early Childhood Education*. SUNY Press
- Vlăsceanu. L. (coord.) (2002). *Schimbare și continuitate în reforma curriculară în învățământul obligatoriu. Studiu de impact*, Iași: Editura Polirom,
- Viney P., Viney, K. (2000). *Handshake, a course in communication*. Oxford University Press.

THE PARADIGM AND INTERDISCIPLINARY FIELD OF TRAINING MANAGEMENT - A MANAGERIAL AND CURRICULAR APPROACH

Claudia Irina ALDEA¹

¹University of Craiova, Romania

Abstract

Early education, as a dimension of lifelong learning, has undergone an extensive process of curricular reconstruction, with reference to key competencies (premises of competences: knowledge, skills and attitudes manifested in the five areas of development). In order to optimally implement the Curriculum for Early Education, training management in early education aims at applying the general functions of educational management and capitalizing on specific managerial activities by reference to the principles of curriculum design.

The article promotes the opportunity to approach training management, as an interdisciplinary field, in early education from the perspective of two dimensions: curricular and managerial, presenting the theoretical bases and good practices in this field. Being in a functional connection, the two dimensions lead to the facilitation of the learning process and favor the learning opportunities of preschoolers, by increasing the receptivity and the degree of assimilation of

knowledge. It also emphasizes the use of managerial activities in the training process and the construction of training situations through which the premises of competencies are planned and formed, which leads to increasing the quality and efficiency of training.

The theoretical foundations presented will be the basis for developing tools to be tested in future research that will analyze the design-implementation-evaluation of the training process in early education, by building training situations focused on cognitive development of preschoolers.

Keywords: early education, training management, integrative-explicit design paradigm, curricular and managerial approach to training, managerial activities, training situation.

1. Introduction

Nowadays, we are in a broad process of modernization, restructuring and improvement of the Romanian education as a result of the new expectations from social, economic, scientific, cultural, technological, political, international factors that decisively influence the organization and regulation the instructive-educational process. The entire process of implementing European and national educational policies and strategies in the Romanian education is one of the reasons that determined the elaboration of the early education (ante-preschool and preschool level) curriculum which is based on the development of key competences, in the context that since birth begin the formation and development of these competences, but at this stage, being realized on the different dimensions of development areas. The early education represents the educational area that benefits from a multitude of research and theoretical and practical contributions, as a result of awareness of the need for an integrated approach to preschool

development and reporting to the European dimension of education, all possible only through a management characterized by effectiveness and efficiency.

The Early Education Curriculum focuses on addressing the holistic development of children, achieving an appropriate balance between learning and harmonious personality development, collaborative learning, transferable competences, attitudes and transversal values, useful for personal and social development. Training theories explain how preschoolers acquire knowledge, organize and reconstruct new cognitive hierarchies, how their transformation into skills, abilities and later into competences takes place. In order to highlight this educational phenomenon, approached curricularly, training becomes a fundamental pedagogical concept realized formally and informally, through contents, methodology and specific actions (teaching-learning-assessment), approached contextually through the forms of organization of the training activity, available pedagogical resources and the managerial/didactic/attitudinal styles adopted within the educational process.

However, in order to significantly influence the efficiency of teaching by improving the performance of preschoolers, the training process must also be approached from a managerial point of view, by capitalizing on specific managerial activities (*curriculum design, curriculum decisions, structural and action organization of training, coordination of activities, continuous assessment and operative regulation of the training process*).

2. Conceptual perspectives in the training management analysis

Mary Follet defined management as “the art of doing something with other people”; training, which involves “building cognitive, operational structures” as the core of education, cannot be done by a single person and by a single action; it requires the active involvement and collaboration of several

people in organizing and carrying out the characteristic actions of the training process. The construction of training involves several stages – design, organization and coordination of programs, assessment and regulation – specific to management in general, and in particular, methodologically the entire procedure can be designed as a training management that belongs to educational management.

Educational management is a transdisciplinary subject (paradigms, theories, models, strategies based on the integration of several sciences), defined and characterized by operational and nuanced ways, aimed at efficient and effective use of organizational resources to achieve educational goals, depending on the particularities of the educational reality at which level it operates; it has a dual character – theoretical-conceptual and practical-applicative. Educational management is multidimensional and dynamic, integrating: school organization management, curriculum management, educational projects and programs management, class/group management, human resources management, financial management, time management and quality management in education. From this point of view, we can say that training management is an interdisciplinary, active and interactive field, which is at the intersection of educational management systems and which using the components of these systems leads to achieving the goals of education. By applying the principles and functions specific to educational management in the training process, training management is the connection area between educational management and training theory and methodology.

From the perspective of curriculum management, training management represents its instrumental-operational side at the level of the class/group of pupils/preschoolers, where “the teacher applies all managerial functions and performs specific managerial roles, using premises, conditions given by the

context of the school activity” through the managerial skills he/she has. Thus, training management can evolve as a methodology of education management applied in the educational process, and related to the teacher-child relationship, “training management is based on the optimal use of education actors, especially teachers and pupils/preschoolers in conditions of educational leadership” (Joița, 2010, pg. 3-7, apud Cristea, 2019, pg.66).

Training management aims at designing – implementing – evaluating training in the educational process, in an open context, “by choosing and applying the most effective courses of action achievable by integrating at the level of training strategies of methods, procedures and techniques, means of education, forms of organization and pedagogical styles adopted according to concrete situations, appreciated in relation to the existing or available pedagogical resources and conditions” (adapted from Cristea, 2019, pg. 68).

Based on these considerations we can approach the training management as a paradigm, which can provide “a global and comprehensive explanation of the scientific phenomenon” of training, as well as “a grid of observation and interpretation” of training, from the perspective of developing cognitive abilities of preschoolers. (Iucu, 2001, pg. 51). Also, the training management favours the pragmatic approach of the training, through the training theories, being conceived as an operational field constituted by the situations appeared in the training process and the solutions offered by the paradigms in force; it includes not only theoretical statements, but also a certain methodological basis for constructing learning situations in the construction of knowledge from the perspective of the global approach of the child in early education.

From the perspective of educational reforms, educational management, the constructivist paradigm of curriculum design and management, training management can represent the integrative-explicit paradigm of design –

organization, coordination, assessment and continuous and formative regulation – of elements and resources of the training activity, which includes a set of principles, functions, norms and a specific methodology of action aimed at achieving success in education.

According to Elena Joița, the instructive-educational process represents a management process, at micro-educational level. Thus, training management can represent “theory and practice, science and art of design, organization, coordination, assessment, regulation of the elements of the instructional-educational activity (not only resources), as an activity of free, integral and harmonious development of human individuality, permanently, for the autonomous and creative affirmation of his personality, according to the ideal established at the level of the educational policy” (Joița, 2000, pg. 25). Using the principles of design specific to the curriculum paradigm and applying the general functions of educational management, training management determines, from a pedagogical point of view, “the organizational structure of pedagogical resources, the training planning structure designed curricularly at the level of pedagogical correspondence between objectives – contents – methods – assessment, the structure of training through teaching – learning – assessment actions, developed in an open context” (Cristea, 2019, pg. 95).

3. Training management in early education

In the field of early education, we consider that training management is the adequacy of the principles, functions, strategies and general means of educational management to the characteristics of the institutional system and the training process in early education, in order to effectively achieve several categories of activities at strategic, tactical and operational levels: strategic design, planning and programming, organization, coordination, monitoring,

assessment, meta-assessment and regulation. At the level of the preschool institution and the group of preschoolers, training management consists in applying all general functions of management in order to achieve high performance standards of early education objectives, meeting the needs and necessities of children, materializing in activities, actions, managerial operations specific to curriculum management and group management.

Defining characteristics of training management in early education:

- Complex and conscious activity of design, organization, implementation and coordination, evaluation and managerial regulation of training programs, through individual and group activities, by mobilizing and allocating human, material, temporal and spatial resources in order to achieve objectives in accordance with the purposes of early education;
- Involves a set of principles and functions, norms and specific management methods that ensure the achievement of instructive-educational objectives at the highest possible standards of quality and efficiency;
- Integrated structuring/organization of the contents of the experiential domains and of the development domains in order to form an integrative vision on reality through monodisciplinary, multidisciplinary, pluridisciplinary, interdisciplinary and transdisciplinary activities organized formally/informally/non-formally;
- Application of curricular operations – selection, systematization/organization, sequencing, pedagogical processing – on the curricular contents at micro-educational level in accordance with the cognitive development of preschoolers;

- Construction of training situations and selection of specific training strategies, in order to facilitate a quality education in preschool education;
- Carrying out instructive-educational activities by using, especially, the different forms of training promoted by constructivist pedagogy: child-centred training, active/interactive training, collaborative training, differentiated training, computer-assisted training.

4. Training situation – the cognitive and operational core of training management

The new curriculum and the new paradigm regarding the approach of early education from the perspective of competences face certain difficulties regarding the implementation in the educational practice. From this perspective, the elaboration of the learning situations in the light of which the premises of the competences are planned and formed is of a stringent topicality as a process and as an achievement. The educational process is the main means by which society educates and instructs the new generations, the responsibility for organizing and leading this process belonging to the school, and teachers being the main pillars.

Training situations represent “the set of relationships established explicitly or implicitly between a preschooler/pupil or a group of preschoolers/pupils, a particular training environment, a teacher and a learning object in order to make knowledge possible for the preschoolers/pupils.” The training situation is considered a key element of the curriculum concept, being the central element in its construction process, thus representing “the pedagogical context configured by the combined and convergent action of the following categories of elements, with the status of structural subsystems: training objectives, contents, learning tasks, training methodology, assessment

methodology, material resources of the training environment and learning space, characteristics of the context of didactic communication and relational context, time resources” (adapted from Bocoş, Chiş, 2013, pg.123-124).

According to I. Cerghit (2001) a training situation is a structure of network relations, which unites four absolutely indispensable component elements: the student, the content, the teacher and the environment. The pupil (P) can be considered the agent of his own learning, always a concrete individual, marked by his history, inserted in a well determined environment and time; Content/knowledge (C) represents the nature of the discipline being studied, the nature and characteristics of the learning tasks, the nature of the requirements expressed in the objectives, the provisions of the analytical program and of the textbook, etc.; The teacher (T), through his intervention, stimulates, gives the initial impulse to the training according to the situational whole, which puts the student in the situation – the best strategic position of learning. The environment is a framework for safety, support, facilitation and motivation for learning. Scientifically, the learning situation conforms as a didactic triangle, which has not only three vertices (P, T, C) but also three sides that are expressed in the relations between them: C-T, P-P, P-T, T-C etc.

The training situation has the general function of inducing and determining the cognitive, affective and psycho-motor activity of preschoolers, aiming to achieve educational objectives, and to generate learning and training experiences, positive, desirable. At the same time, the training situations must provide information regarding the training results, both for the teacher and for the child, offering opportunities to foreshadow the specific processes of training management and the actions necessary to solve the problem-situations.

In pedagogical terminology there are three meanings attributed to the training situation: context for learning; set of conditional factors of education

processes; position in which the person subject to the educational action is placed, i.e., the person “put in a situation” (Ştefan, M., 2003, pg. 43). The context represents the set of relationships between learning agents and the environment in which they occur, being authentic, extracted from reality, and not counterfeit. It influences teaching techniques and teaching aids. The development of the capacity to transfer knowledge in new contexts does not occur by itself by diversifying the contexts, but by the good organization of the training sequence, placed in a significant context.

From a systemic perspective, the structural configuration of the training situations is given by a set of internal and external conditions that guide the cognitive behaviours of the preschooler, in order to achieve the prefigured objectives. According to Muşata Bocoş these internal conditions are: motivation for learning, cognitive structures/schemes (fundamental block of knowledge: declarative, procedural, strategic, conditional knowledge; metacognition, cognitive strategies, metacognitive strategies), learning style, learning strategies and mechanisms, interests-desires-experiences-skills, willingness to reflect and act individually or in groups, willingness to collaborate and general and specific skills; the external conditions of the training situations are: pursued objectives, capitalized contents, regulatory curricular documents, learning task, combinations of training strategies (methods, means, forms of organization), learning environment and its characteristics, time allotted and spent (Bocoş, Chiş, 2013).

The construction of training situations implies the methodological establishment of the instructive path that must be followed towards knowledge, with emphasis on the extent to which the theory becomes a training strategy, the extent to which knowledge becomes learning. Any training situation must generate learning experiences that will determine knowledge for the preschooler

as a knowledge-learning activity (starting with informative learning, then moving on to analysis, interpretation, action, creation and self-creative learning). From a structural and functional point of view, the construction of a training situation must provide answers to the following questions: who benefits from it?, why?, what does he/she need to know?, how will the training be carried out?, what are the necessary conditions?, how to assess?; from an action point of view, the design and organization of training situations aims at completing the following steps:

1. Establishing the targeted operational/behavioural objectives;
2. Selection of learning and training experiences that contribute to achieving these objectives;
3. Designing and organizing the training approaches: selecting and structuring the contents, specifying the work task, establishing the type of strategy, choosing and combining the teaching methods, choosing the means of learning, establishing the form of organizing the activity of preschoolers/pupils, describing the learning approaches of pupils;
4. Finding the generated learning experiences and evaluating the efficiency/relevance of the training situation, by following the acquisitions and the cognitive and non-cognitive progress registered (according to Bocoş, Chiş, 2013).

In designing a training situation, customized for preschool education, we can go through the following steps:

1. Choosing/formulating the dimensions of development/competences specific to the targeted experiential fields;
2. Formulation of the behaviours/operational objectives of the training situation;
3. Content selection and structuring;

4. Choosing the training strategy (type of learning experience, methods, teaching aids, form of organization) and time resources;
5. The context of communication and the relational context;
6. Learning environment;
7. Product evaluation.

5. Conclusions

Training management represents the integrative-explicit paradigm of designing the elements and resources of the training activity – organization, coordination, continuous and formative assessment/regulation – which includes a set of principles, functions, norms and a specific methodology of action aimed at achieving success in education. The managerial activities applied to the training programs, through the training strategies used, orient the whole process towards achieving well-established goals, but the educational reality requires the adoption of training strategies complementary to the classic ones to capitalize on the benefits of virtual environments and computer-assisted training on cognitive development of preschoolers, also ensuring the optimization of their performance.

In early education, training management relies on the effectiveness of the use of training strategies and their exploitation for the benefit of optimizing the instructional-educational process, which are largely dependent on the skills and experience of teachers. We can, thus, highlight a series of good practices regarding the management process of training in early education, in order to develop the cognitive abilities of preschoolers:

- the pedagogical design activity must capitalize on the actions and operations of anticipatory definition of the objectives, contents, learning

strategies, assessment tests and especially of the relations between them in the conditions of a way of organizing the training process;

- the integrated approach of curricular contents starting from the dimensions of development and behavioural indicators, which represent the premises for the formation of late key competences;

- building training situations that generate learning experiences through three types of activities that are fundamental in kindergarten: exploration, experimentation and play. Through these three types of activities, children accumulate experiences that are significant for their development and satisfy their age-specific needs;

- the use of constructivist strategies in order to develop cognitive skills, without minimizing the importance of using traditional, classical or active-participatory teaching methods: learning through deductive discovery; collaborative learning; multimedia learning through the use of modern educational technology or e-learning: computer-assisted training, educational software, interactive games, learning platforms; stimulating the intrinsic learning motivation for preschoolers (process orientation and involvement of active participation), the feeling that they have managed to carry out an action alone can motivate them to carry out others and, implicitly, to learn new things;

- the assessment must aim at identifying the progress made by the preschooler taking as a starting point the results of the initial assessment (individualized assessment).

Training management, through specific design-implementation-assessment activities, through the use of constructivist training strategies, capitalizing on computerized technologies in the instructive-educational activity, reconsiders its dimensions regarding the conceptualization of training in early education, application methods targeting both managerial activities and also

strategies aimed at developing cognitive abilities and improving preschoolers' outcomes; the diversification of the methods and procedures used, their adequacy to concrete conditions positively influences the cognitive acquisitions, but also the conduct and attitude towards learning of preschoolers.

References

- Bocoș, D. M. (2013). *Instruirea interactivă: repere axiologice și metodologice*. Iași: Polirom.
- Bruner, J. S. (1970). *Pentru o teorie a instruirii*. București : Editura Didactică și Pedagogică
- Bunăiașu, C.M.(2011). *Proiectarea și managementul curriculumului la nivelul organizației școlare*. București: Editura Universitară.
- Bunăiașu, C.M. (2011). *Teoria și metodologia curriculumului*. Craiova: Editura Universitaria.
- Crețu, C. (1998). *Curriculum diferențiat și personalizat*. Iași: Editura Polirom
- Gagne, R.M., Briggs, L.J., (1977). *Principii de design al instruirii*, București: EDP
- Golu, P., (1985). *Învățare și dezvoltare*. București: Editura Științifică și Enciclopedică
- Ionel, V. (2002). *Pedagogia situațiilor educative*. Iași: Editura Polirom.
- Iosifescu, Ș. (2001). *Management educațional. Ghid metodologic pentru formarea formatorilor*. București: Editura ProGnosis.
- Joița, E. (2000). *Management educațional. Profesorul manager: roluri și metodologie*. Iași Editura Polirom.
- Joița, E. (2006). *Instruirea constructivistă – o alternativă. Fundamente. Strategii*. București: Editura Aramis.
- Maciuc, I. (2007). *Clasic și modern în pedagogia actuală*. Craiova: Editura Sitech

- Maciuc, I. (2009). *Pedagogia diferențiată pe vârste (Volumul I) – copilul înainte de intrarea în școală*. Craiova: Editura Sitech.
- Manolescu. M. (2004). *Curriculum pentru învățământul primar și preșcolar. Teorie și practică*, Editura Credis.
- Neacșu, I. (1990). *Instruire și învățare*. București: Editura Științifică.
- Păun, E., Iucu, R.(coord). *Educația preșcolară în România*. Iași: Editura Polirom.
- Skinner, B.F, (1971), *Revoluția științifică a învățământului*. București: EDP
- Strungă, A., (2020), *Introducere în teoria curriculumului*, București: Editura Universitară.
- Thorndike, E., (1983), *Învățarea umană*. București : EDP.
- Voiculescu, E. (2001). *Pedagogie preșcolară*. București: Editura Aramis
- Vrăsmaș E., (2014), *Educația timpurie*, Editura Arlequin
- ***M.E.C. (2019), ”*Curriculum pentru învățământul preșcolar*”.

IT EMPLOYEES' EMOTIONAL INTELLIGENCE: A ROMANIAN CASE STUDY

Florian - Alexandru CHIHAI¹

¹CJRAE Timiș, Romania

Abstract

Emotional intelligence is a complex of self - mastery, motivation, empathy, free thinking, tact (kindness - level) and diplomacy (peakness - level). The study, with the aim of analyzing the emotional intelligence dimensions and factors of IT employees, included the use of multiple test such as Satisfaction diagnostic test based on basic needs, Diagnosis test of motivation to success (T. Ehlers, 2010), Questionnaire for gradient of work - satisfaction (Ticu C., 2004), Cambridge Health Alliance Test (Shaw, G., 2011), EQD Test - Diagnosis of Emotional Intelligence (Wood, R., 2003). The results highlighted that the higher the EQ, the more obvious the tendency to be satisfied with the work it performs, and the reward it receives for the work done (material or moral rewards) and the interpersonal climate in which they work. ($R = 0.590$, $p = 0.01$), so the health, vivacity, effort capacity is higher in those with high EQ.

Keywords: emotional intelligence, IT employees, Cambridge Health Alliance test, EQD test, emotional skills

1. Introduction

Studies on emotional intelligence have been divided into three directions:

1. Inference makes possible the difference in perceiving the orthoform of their emotions, their expression and regulation, irrigated by empathy. Also, the intellectual development of a person depends, to a consistent degree, on its emotional state. (Mayer & Salovey & Caruso, pg 19)

2. The components of emotional intelligence are allied to the observable behaviors that can be adjusted in the educational process - intrapersonal, interpersonal, adaptive, stress - control, syn - mood (Reuven, B., p. 102)

3. The level of emotional intelligence imbues the series of constructs that make up it and which could be called character traits of the human being <<< self-consciousness, self-control, motivation, empathy, social - skills. The concept of emotional intelligence has been defined as a true mix of self - mastery, motivation, empathy, free - thinking, dignity. These attributes of the person make her have a high emotional intelligence. Thus, she can control her emotional responses with others because she is aware of all the factors that contribute to the reaction. (Goleman, D., p. 199).

2. Research aims

We aim to identify, in a legitimate way, the role of emotional intelligence in the professional success of IT workers. We have overlooked the fact that professional success resides in a direct relationship with the level of emotional intelligence, so that people with an elevated EQ are characterized by greater motivation for success, work - satisfaction, a higher degree of satisfaction of the

foundation needs and increased activism (job & wage - success). The experimental study was conducted for a group of 35 employees (F = 23, M = 12), of which 4 = heads of departments, 11 = heads of departments, 10 = office - heads and 10 = trainees.

3. Methodology

1. Satisfaction diagnostic test based on basic needs

This test balances the satisfaction of the following needs: material, safety, social, recognition and respect, self-reliance and self-disclosure. It consists of 15 needs to be paired by comparing pairs. The ranks are entered in the special form. Calculate by the number of X each statement, then calculate the values for the pentagon - the 5 basal needs, according to the specific matrix, SDBN, to determine, by reference to the following grid, the reference values: 0 - 13 = full satisfaction, 13 - 16 = partial satisfaction, 26 - 35 = total satisfaction

2. Diagnosis test of motivation to success (T. Ehlers, 2010)

It contains 41 statements that are appreciated by DA or NO. Respondents are traumatized in relation to the extent to which their claim is true. The results are processed according to the test key, MSD and totals, and then the specific gradient is analyzed: 1 - 10 = motivation to low success, 11 - 16 = average level of motivation to success, 17 - 20 = moderate level, > 21 = level too high.

3. Questionnaire for gradient of work - satisfaction (Ticu C., 2004)

It contains 32 statements that are ascended and appreciated on the actual scale, WSG, from 1 to 6, as follows: 1. never true, 2. very rarely true, 3. sometimes true, 4. often true. 5. very often true, 6. always true

The questionnaire identifies the following factors:

- *remuneration and promotion* - employee dissatisfaction (low - scores) or employee satisfaction (high - scores) with regard to reward for their work (pay, other financial rewards, recognition of merits, promotion possibilities)
- *leadership and interpersonal relationships* - Employee dissatisfaction (low scores) or employee satisfaction (high scores) regarding the social climate and working relationships both in terms of relationships with colleagues or with the boss, as well as under the nonconflict atmosphere.
- *pedantation and communication* - employee satisfaction (low scores) or employee satisfaction (high - scores) on how work is organized and accomplished e.g. task - definition, effort, communication, mazeback, feedback, etc.
- general satisfaction - the extent to which the employee is satisfied with the work he is doing and with the rewards he receives for the work done (material or moral rewards) and the interpersonal climate in which he carries out his work.

4. *Cambridge Health Alliance test * CHA (Shaw, G., 2011)*

It is appropriate for the determination of the state, the cenesteic dynamics, activism and mood. The respondent is requested to report his / her moment status to the column of indicators, recruited to be appreciated in the range 1 - 7, on the vectorial criterion: holo - state = this factor reflects health, fatigue, strength, vitality; activism = reflects the mobility, speed and promptness of reactions / functions; mood = reflects the attributes of emotional state. The mean values of these factors are 5 - 5.4.

5. EQD Test - Diagnosis of Emotional Intelligence (Wood, R., 2003)

The instrument analyzes: self - regulation - the ability to direct and control their own emotional state; self - awareness - the degree of knowledge and understanding of one's own feelings; empathy - identifying and decrypting the feelings of others; social - skills e.g., the ability to establish and influence relationships with others. The test contains 6 situations with 3 responses each for the four components. Respondents are asked to choose only one answer from options A, B, C. At the end of the test is the key that allows you to calculate the points for the answers. After that, the architecture of emotional intelligence, including the distribution of strengths and vulnerabilities, is determined. The results of the emotional intelligence test were obtained by aggregating the points accumulated in the intelligence - puzzle. According to the author's instructions, the number of choices corresponding to the high level of the EQ, the average and the low level are calculated. Carrying subjects on levels in strict and explicit dependence on EQ: High EQ 62.80%, Average EQ 22.90%, Low EQ 14.30%. The individual scores (*avanapex*) on this scale vary within the limits 3 and 17. This interaction shows the interapex and finally (*apex*) is reached - the maximum value = 24. We distribute the frequency of the answers by groups (low frequency = 1 - 8 choices, medium frequency = 9 - 16 elections & elevated frequency = 17 - 24 elections).

4. Results

EQ tests

Even if 62.8% of the subjects prevailed in the corresponding EQ responses, however, most subjects (82.9%) opted for the 9 - 16 scale for the responses indicating the high EQ and the number of those who had high scores

for this variable is only 5.7%. There is also a high number of subjects who made few choices that target the average EQ (77.4%) and low EQ (85.7%). The data obtained in this test allows us to see that most IT staff have the ability to direct and control their own emotional state, understand their own feelings, identify and decipher the feelings of others, and establish relationships with entourage and influence it. The theoretical research of the given theme allowed us to identify the main components of success focused on information technology. For each item, the specific IQD technique was administered. The results were analyzed in logical and transparent correspondence with these obvious components.

Diagnosis test of the degree of satisfaction

Most of the employees in the IT profile export the state of total dissatisfaction to the basic needs, the most frequently frustrated being the need for anchoring on reverence (88.6%), then the material ones (82.9%), after which - isovalently - security and social needs (74.3% each). Fewer are the subjects who have emancipated the frustrated frustration of the need for self - reliance.

The prism of basic needs satisfaction encompasses 22.9% of employees with an anchor perception of self-realization and pleased with the nature of social relationships. 1/5 feel safe, 8.6% are fully satisfied with material, living conditions, and only 2.9% believe that they are recognized in plenary, merits and at the same time are aware and recognize that they are valued, respected.

Leveling WSG questionnaire results

In terms of remuneration and promotion, 22.9% of employees are satisfied with the reward for their work (wages, other financial rewards, recognition of merits, promotion possibilities) and ¼ of the study participants are fully satisfied

with salary. The social climate and working relationships are dissatisfied with 40% and only 14.3% feel satisfaction both in terms of relationships with colleagues or with the boss, as well as under the nonconflict atmosphere. ¼ of respondents are not satisfied with organization and communication. 22.9% are satisfied with the way the work is organized and done, ie the way the tasks are done, the effort, the communication, the feedback, etc. The majority (74.3%) are partially satisfied with work, 11.4% are not satisfied with the work they are doing, and with the rewards generated by the work done. Only 14.3% of IT workers are content with material and moral rewards, as well as with the interpersonal climate in which they work.

Level distribution of CHA questionnaire results

Low status indicators have reached 60%, ie they feel a fatigue, health - problems, lack of vitality. Only 1/5 of the employees have the high score, namely this batch is energetic, potent, healthy. 65.7% of the activism variable has a low - rate of reactions / functions and only 14.3% is characterized by mobility, celerity and promptness of reactions and functions. The dummy provision covers 62.9% and only 1/5% considers the predominantly positive emotional background.

Results of the diagnosis of motivation to success

We find that there are inexistent subjects that would have a lack of motivation towards success, and yet only 48.6% of them have moderate motivation towards success, considered by the test to be advertised / optimal for the activity, because it allows the assumption of risks within the rational limit. The other 51.4% export motivation to excessively high success, which can cause them to take risks without support or avoid some situations out of fear of failing.

The aim pursued / spied in SMD research is to scan the role of emotional intelligence in the professional success of IT workers.

Table 1

Correlations between first set of EQ variables

	MIR	WHS	DPS	APS	PSG	SN	RN	ASR	SM
PHG	EQB								
R	0,445	0,445	0,590	0,425	0,587	-	-	-	0,445
P	0,01	0,01	0,01	0,01	0,01	0,627	0,615	0,632	0,01

Table 2

Correlations between the second set of EQ variables

	MIR	WHS	DPS	APS	PSG	SN	RN	ASR	SM
PHG	EQS								
r	-	-	-	-	-	0,766	0,710	0,740	-
p	0,663	0,663	0,744	0,621	0,738	0,01	0,01	0,01	0,663

The correlations between the following variables were obtained through endogating / endoporting: "High EQ" with "Average EQ" ($r = -0.615$, $p = 0.01$); "Low EQ" ($r = -0.663$, $p = 0.01$). This shows that how much the frequency of the score increases, as well as the situations in which IT employees show an elevated capacity to solve emotional problems (by mastering their own emotional state, understanding inner feelings and others, so as to relate them) with others in a

pleasant, mature and preventive way) and the fewer are the situations in which they are unable to cope with relational situations. The "high EQ" correlates directly proportional to management and interpersonal relations ($r = 0.445$, $p = 0.01$), so employees with EQ are more satisfied with the social climate and labor relations both in terms of relations with colleagues or their boss, as well as that of the distinctive, nonconflictual atmosphere. The "big EQ" with overall work satisfaction ($r = 0.445$, $p = 0.01$), the higher the EQ, the more obvious the tendency to be satisfied with the work it performs, and the reward it receives for the work done (material or moral rewards) and the interpersonal climate in which they work. ($R = 0.590$, $p = 0.01$), so the health, vivacity, effort capacity is higher in those with high EQ.

- "High EQ" correlates with activism ($r = 0.425$, $p = 0.01$), meaning people with higher EQ tend to be more energetic, active, able to react promptly to situations.

- "Big EQ" with mood ($r = 0.587$, $p = 0.01$), emotional wallpaper is more positive for employees with high EQ

- "High EQ" correlates in response to security needs ($r = -0.627$, $p = 0.01$), or the higher the value of EQ, the greater the satisfaction level of the safety requirement

- "High EQ " correlates inversely with the need for reverence ($r = -0.615$, $p = 0.01$), therefore, people who have a higher EQ

- "Big EQ" correlates inversely with the need for self-reliance ($r = -0.632$, $p = 0.01$), people with higher EQ are more satisfied.

- "Big EQ" correlates with motivation to success ($r = 0.445$, $p = 0.01$), the tendency towards success being more evident in people with higher EQ.

4. Conclusions

The relationship between emotional intelligence and atavic - intelligence is established on the basis of emergence, the stringency of which is decisive for any person.

EQ controls the customs of success where IQ is, by its nature and in this sense, in a complaisance and defining - transit. Experience is, therefore, gained on the going, the clearest way to check or lose balance. That's why the success in life claims IQ, but, as you can see, it does not diminish, from start and finally, to EQ. This is the unmistakable proof that beyond the imperative, the argument, the hallmarks of the IQ for integration, inclusion, the true person knows that adapting to their own maladjustment, paves the way or avenue for the world around them on the basis of EQ.

References

- Azzopardi, G. (2006). *Testez votre intelligence*, Paris: Marabout,
- Bogathy, Z. (2004). *Manual de psihologia muncii și organizațională*. Iași: Polirom.
- Ehlers, T. (2010). *Motivation & successful - Questionnaire*, Amazon.
- Goleman, D. (2012). *Emotional Intelligence - Why It Can Matter More Than IQ*, London: Bantam.
- Mayer, J. D., Salovey, P. & Caruso, D. R. (2002). *Emotional intelligence Test (MSCEIT)*. Yale – University.
- Reuven, B. (2011). *Multi - Health Systems - The Emotional Quotient Inventory*, Toronto.
- Shaw, G. (2011). *Case Study - The Coordinated ED*, Health Leaders Media – Breakthroughs.

Ticu, C. (2004). *Evaluarea psihologică a personalului*, Iași: Polirom.

Wood, R. (2003). *Test Your Emotional Intelligence (Testing)*, London: Kogan

Page.