

Teachers' Stress as a Moderator of the Impact of POMPedaSens on Preschool Children's Social-Emotional Learning

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Abstract : This study examines the extent to which the impact of a universal intervention program, i.e., POMPedaSens, on children's early social-emotional learning (SEL) is different depending on early childhood education (ECE) teachers' stress at work. The POMPedaSens program aims to promote children's (5-6-year-olds) SEL by supporting ECE teachers' engagement and emotional availability. The intervention effectiveness has been monitored using an 8-month randomized controlled trial design with an intervention (IG; 26 teachers and 195 children) and a waiting control group (CG; 36 teachers and 198 children) that provided the data before and after the program implementation. The ECE teachers in the IG are trained to implement the intervention program in their early childhood education and care groups. Latent change score analysis suggests that the program increases children's prosocial behavior in the IG when teachers show a low level of stress. No significant results were found for the IG regarding a change in antisocial behavior. However, when teachers showed a high level of stress, an increase in prosocial behavior and a decrease in antisocial behavior were only found for children in the CG. The results suggest a promising application of the POMPedaSens program for promoting prosocial behavior in early childhood when teachers have low stress. The intervention will likely need a longer time to display the moderating effect of ECE teachers' well-being on children's antisocial behavior change.

Keywords : early childhood, social-emotional learning, universal intervention program, professional development, teachers' stress

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