

**RESEARCH PAPER****Effect of Digital Storytelling on Prospective Teachers' Social Emotional Learning: An Experimental Study****<sup>1</sup>Nuzhat Saadia Qureshi\* and <sup>2</sup>Dr. Muhammad Zafar Iqbal**

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**\*Corresponding Author** [saadiaqureshi55@gmail.com](mailto:saadiaqureshi55@gmail.com)**ABSTRACT**

In this study, the researchers explored the impact of Digital Storytelling on prospective teachers' Social-Emotional Learning (SEL), encompassing their self-awareness, social awareness, self-management, relationship management, and responsible decision-making. We opted for a quasi-experimental research design for the present quantitative study. The study participants were 65 (male & female) prospective teachers enrolled in The public university of Islamabad. Of these 65, 36 participants were in the control group and 29 in the experimental group. A questionnaire was used to collect data before (pre-test) and after applying intervention (post-test). Data analysis was conducted using SPSS (version 26), revealing that prospective teachers exhibited a moderate attitude towards SEL components. The results strongly support the research hypotheses, indicating that digital storytelling positively influences the social-emotional development of educators. This teaching method effectively fosters self-awareness, social awareness, self-management, and responsible decision-making in prospective teachers, aligning with integrating SEL into teacher training programs. Overall, the findings highlight the potential of digital storytelling as an effective teaching method for enhancing SEL in prospective teachers.

**Keywords:** Digital Storytelling, Self-Awareness, Self-Management, Social Awareness, Social-Emotional Learning**Introduction**

Today's teachers face many challenges, yet they strongly support the use of technology for pedagogy and learning (Amjad et al., 2022). Storytelling, treasured for generations in many communities, is often used to teach and foster community (Denborough, 2022). Information acquisition and retention must become more efficient in the digital age. Storytelling in the classroom has shown promise in engaging students in active learning and improving understanding (Amjad et al., 2022a, 2023a). Technology, especially online learning platforms and multimedia tools, has made education more accessible, interactive, and customisable to meet individual learners' requirements. SEL is widely recognised as an important part of education, helping students understand and manage their emotions and develop empathy. Modern educators are required to model social-emotional learning (SEL) components and help pupils develop emotionally (Amjad et al., 2022b). Collaboration between instructors, colleagues, and students' families is essential for a vibrant educational environment. However, instructors often struggle to integrate technology into their lessons. Digital storytelling promotes pupils' social and emotional development, inclusivity, and emotional intelligence. According to research, digital storytelling improves students' attitudes and emotional intelligence, promoting social-emotional learning (Quah & Ng, 2022).

The study examines how digital storytelling may affect prospective teachers' social-emotional learning. Teacher education emphasises social-emotional learning, which includes self-awareness, self-management, social awareness, relationship skills, and

responsible decision-making. Its integration into standard educational frameworks is limited. Digital storytelling promotes emotional engagement and critical reflection, making it a promising social-emotional learning method. Digital storytelling can help teacher education programs educate social-emotional learning and improve self-awareness and relationship skills (Amjad et al., 2020). Digital storytelling is increasingly used to promote social-emotional learning, but few researchers have examined its effects on potential teachers. This study addresses that gap in the literature by evaluating whether digital storytelling improves prospective teachers' social-emotional learning and its determinants.

Digital storytelling improves prospective teachers' social-emotional learning. Social-emotional learning (SEL) helps people understand and manage their emotions, form healthy relationships, and make good decisions. Teacher training programs must include SEL to prepare future teachers to create suitable learning environments. This method creates a secure and supportive learning atmosphere where potential teachers can reflect on their values, beliefs, emotions, and empathy for others. Digital storytelling can improve prospective teachers' social-emotional learning in these ways:

### **Promote self-reflection**

Digital storytelling can help potential teachers analyse their feelings and experiences. By writing personal tales, they learn how their values, beliefs, and biases affect their teaching.

### **Develop empathy**

Digital storytelling fosters understanding and empathy for others. Prospective teachers learn more about their students and co-workers and develop empathy and compassion by writing stories about them.

### **Community building**

Digital storytelling fosters a sense of community among potential instructors. Sharing their digital stories creates a secure and supportive learning environment where students share experiences and viewpoints.

### **Promote creativity**

Digital storytelling encourages creativity and innovation among potential teachers. By sharing their experiences with multimedia tools, they strengthen their creative and technological skills and try new approaches to engage pupils.

Several researches have shown the benefits of digital storytelling in education. Digital storytelling helps teachers learn content. Teachers employ higher-order thinking (e.g., critical, creative, reflective) to construct digital stories by interpreting, synthesising, and evaluating material (Amjad et al., 2021; Sadik, 2008). Saritepeci (2021) found that teachers actively investigated their digital story content. Through digital narrative creation, they select stories based on storyline, characters, theme, and morality, developing their critical grasp of cultural, social, and historical settings in content knowledge.

Digital storytelling as an instructional method improves teachers' pedagogical understanding. Teachers could use digital storytelling to offer knowledge that would interest students while introducing new ideas (Robin, 2008). He also said it simplifies abstract or conceptual topics (Amjad et al., 2023). Digital storytelling teachers may find it helpful to involve students in tale discussion.

Finally, digital storytelling improves prospective teachers' social-emotional learning. This strategy helps them improve social-emotional learning to create positive learning environments for kids and become effective and caring educators.

## **Literature Review**

### **Storytelling**

The control of storytelling as an academic approach has been perceived since the beginning of humankind, and in later times, for e-Learning (Neal, 2001). Digital storytelling has ended up an advanced incarnation of the conventional craftsmanship of verbal narrating (oral storytelling); it permits nearly anybody to utilize off-the-shelf equipment and computer program to weave individual stories with the assistance of still/moving pictures, music, and sound, combined with the author's imagination and development.

### **Digital storytelling**

Digital storytelling develops the teachers' pedagogical knowledge as they could use it as an instructional method. They could show the digital stories to their students to introduce content which could serve as an anticipatory set or hook to capture students' attention when presenting new ideas (Robin, 2008). Further he argued that helps to make an abstract or conceptual content more understandable. Teachers who use digital storytelling may find that it is very helpful to engage their students in the discussion of the story (Tabbasam et al., 2023).

DST is a teaching method that helps in better understand the world around, visualize and recount the events in chronological order. Digital storytelling combines a number of communicative elements in it. These communicative elements may comprise of texts, pictures, music, animated pictures, videos, personal narrations, audios, and interactive features to make story. Components of digital storytelling were point of view, dramatic question, emotional content, recording one's voice, economy, pacing, and soundtrack.

### **Digital storytelling in Education**

Digital storytelling is one of the imaginative academic that can lock in understudies in profound and significant learning and upgrade Social Emotional Learning.

### **Social-Emotional Learning (SEL)**

Social-emotional learning is an adapting one's behavior by understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions while responding to the world. SEL refers to observing behaviors of people, adapting one's behavior and managing emotions in social settings. It's learning about oneself and others while adopting the components of SEL as self-awareness, social awareness, self-management, relationship management, and responsible decision while responding to the world.

### **Social-Emotional Learning and prospective teachers**

Social-Emotional Learning (SEL) has gained recognition in recent years as an essential component of teacher education. Prospective teachers are required to develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to support their professional development, promote effective classroom practices, and foster positive relationships with students.

In conclusion, digital storytelling is a powerful teaching method that is used to enhance social emotional learning of prospective teachers. By using this method, they develop the social emotional learning to create positive learning environments for their students, and become effective and compassionate educators.

### **Hypotheses of the Study**

In current experimental research, the researcher tests the following null hypotheses.

H<sub>01</sub>: There is no significant effect of Digital storytelling on prospective teachers' social emotional learning.

H<sub>02</sub>: There is no significant difference in the mean score of prospective teachers' social emotional learning taught through digital storytelling and traditional method.

H<sub>03</sub>: There is no significant difference in the mean score of prospective teachers' self-awareness, taught through digital storytelling and traditional method.

H<sub>04</sub>: There is no significant difference in the mean score of prospective teachers' self-management, taught through digital storytelling and traditional method.

H<sub>05</sub>: There is no significant difference in the mean score of prospective teachers' social-awareness, taught through digital storytelling and traditional method.

H<sub>06</sub>: There is no significant difference in the mean score of prospective teachers' relationship management, taught through digital storytelling and traditional method.

H<sub>07</sub>: There is no significant difference in the mean score of prospective teachers' making responsible decision, taught through digital storytelling and traditional method.

### **Material and Methods**

The procedures and methodology employed to investigate the effect of digital storytelling on the prospective teachers' social-emotional learning. It includes the topics of research philosophy, ontological considerations, epistemological considerations, methodological considerations, research design, population and sampling, instrumentation, experimental procedure, data collection and data analysis techniques.

### **Research Philosophy**

A research philosophy guides researchers in data collection, analysis, and interpretation (Saunders et al., 2012). A researcher must grasp his philosophical commitments when creating a research strategy. A suitable research philosophy/strategy depends on epistemological, ontological, and methodological factors. The Positivist research philosophy guided this study.

### **Research Design**

The non-equivalent control group design was used in this experimental study, which is a quasi-experimental design. The researcher took intact classes of the B.Ed. 4-year program. Both the groups are pre-tested, given treatment and post-tested (Gay, 1990). Literature shows it is the most suitable research design when we take intact groups (Creswell, 2013, 2015; Daunic et al., 2021; Denzin & Lincoln, 2011; Guler et al., 2015; Krishnan, 2021). The non-equivalent control group design (Fourer et al., 1990) can be depicted as below:

N O X O

N O O

Where

N stands for non-equivalent

O<sub>1</sub> stands for pre-test

O<sub>2</sub> stands for posttest

X stands for treatment to the experimental group

## Participants

According to The Higher Education Commission of Pakistan (HEC) database, there were a total of 02 public sector formal universities in Islamabad capital territory which are conducting 4 years BED bachelor's degree programs. The researcher's target population is those prospective teachers currently enrolled in a 4-year B.Ed. programs. These public sector formal universities of the Islamabad Capital Territory (ICT) were the population of the study. The population of this study consisted of 440 prospective teachers enrolled in a B.Ed. 4-year program in the targeted universities. All prospective teachers enrolled in B.Ed. 4-year were the population in this study. The accessible population of the study was composed of all prospective teachers enrolled in formal universities of the Islamabad Capital Territory (ICT), as follows.

**Table 1**  
**Population of the study**

SR	Description
01	The total number of 426 prospective teachers enrolled for B.Ed. 4-year in university No. 1. Three hundred thirty-eight (338) in the morning, 75 in the afternoon and 13 in bridging, thus totaling up to 426 prospective teachers.
02	A total number of 14 prospective teachers enrolled for B.Ed. 4 year in university no 2.

In the study, 66 students were randomly chosen by cluster sampling from two semesters of a four-year B.Ed. program at a public university in Islamabad Capital Territory (ICT). The researchers chose the educational psychology courses taken by future teachers from all nine semesters. A statistical technique, cluster random sampling, selects samples from significant, dispersed populations. It is economical and effective for large, dispersed populations, but clusters must be representative to prevent bias. The study question and objectives must be carefully considered to select the most appropriate sampling strategy for precise and trustworthy results.

## Research Tool

The 2012 KM TOM SEL scale was adopted for this investigation. This measure assesses prospective teachers' social-emotional learning and adult behavioural, social, and emotional self-report assessments (Dusenbury et al., 2019).

The scale measures social-emotional learning, self-awareness, self-management, relationship management, and responsible decision-making (Lawson, 2019). The pre-test, post-test, and model lesson plan for the experimental and control groups are provided. All

experimental sessions were done in two classrooms at a formal institution in Islamabad Capital Territory.

### **Item and Pilot Analysis**

The 52-item measure was given to 32 potential teachers in the pilot phase. The pilot research assesses understanding and suitability. If respondents have trouble understanding vocabulary, meaning, and sentence structure, changes can be made. A pilot study preceded the main investigation. Thirty-two prospective IIUI teachers from Pakistan completed the pilot project. Pilot testing evaluated pre-test and post-test reliability, usability, and relevance to study goals.

### **Instrument Validity and Reliability**

#### **Instrument Validity**

Validity is when a test assesses what it says (Barnett et al., 2022).

#### **Internal validity**

Internal validity is the approximate veracity of cause-effect inferences. Since quasi-experiments study causal relationships, validity is crucial. The experimenter tries to control all variables that could affect the outcome. To maintain internal validity, a researcher should ask, "Are there any other possible reasons for the outcome besides the reason I want it to be?" Thus, internal validity may be weak.

#### **External validity**

External validity measures how well research sample results may be applied to the population. High external validity means the experiment's generalisation accurately represents the outside world. We need external validity in statistical research to accurately describe the population. Low external validity casts doubt on research legitimacy. Random sampling and assignment of contributors reduce external validity risks. An instrument is reliable if it produces similar results over time. The researcher assessed reliability with the help of pilot testing. The researcher consulted experts. These professionals verify the document.

- I. The document was sent to three language experts for terms of grammar, language structure/format/style, and spelling check.
- II. The tool was reviewed after getting language experts' opinions, and changes were made to the opinions of language experts.
- III. After language experts, the instrument was sent to educational, psychologist, and technology experts to check the Content validity of the tool.
- IV. Content validation ensures that the instrument measures what it is supposed to measure.
- V. The scale was validated due to socio-emotional differences.
- VI. Panelists examined each item critically and rated it against three categories: Relevant, Subject to be modified and irrelevant. CVR (Content Validity Ratio) proposed by Lawshe (1975) was calculated for each item using the formula:

$$\text{CVR} = \frac{n_e - (N/2)}{N/2}$$

- VII. Where **ne** is the number of experts rated the item as relevant, and N indicates the total number of experts.
- VIII. According to Gilbert and Prion (2016), if CVR = 1, then the item will be supposed to be relevant. .7 to .79 needs modification, and < .7 is irrelevant.
- IX. The arrangement of items in the instrument and the point scale was carefully established and went through the test's validity and reliability.
- X. The resultant CVI was 0.954. This proves the reliability and validity of the instrument; hence, the data collected with the instrument's help can be deemed valid and authentic.
- XI. To ensure the content validity, CVI and CVR were collected.

### Internal validity threat control

These measures partially control internal validity concerns by ensuring that Digital Storytelling caused this study's outcomes (Allred et al., 1998).

**Selection bias:** Intact groups.

**History:** Similar contemporary events affected both groups.

**Maturation:** Both groups matured similarly.

To avoid sample biases, the population was selected randomly.

**Testing:** Both groups took the same pre-test and post-test.

The research was done in nature and may apply to different contexts.

### Instrument Dependability

Test reliability measures measurement accuracy. Most trustworthy tests ensure that administering the test yields results equivalent to reading it ministered (Gay, 1990). A reliable test measures precisely and consistently, yielding repeatable results. Dependability can be assessed using correlation in numerous ways.

In test-retest reliability, scores are associated across test administrations.

II. Equivalent forms dependability—comparing test scores.

III. Split half reliability: odd (1,3,5,7) vs. even (2,4,6) scores. Using two tests with half the items minimises correlations. A Spearman-Brown prophecy formula can fix this.

This study's test was pilot-tested with 32 potential teachers for reliability. Cronbach's alpha was 0.962, and the Spearman-Brown prophecy model calculated instrument dependability from participant responses (Campbell et al., 2008).

In the first week, the control and experimental groups got "Introduction to Educational Psychology" on Wednesday and Thursday (second and third slots). After a summary, the control group was lectured. The experimental group was given a brief session overview to engage and relax students. The role of educational psychology in teaching and learning was explained. Instructional digital storytelling was introduced. Digital storytelling in the classroom improves learning, supports Social Emotional Learning, and increases engagement. Prospective teachers saw effective digital storytelling in teaching.

Teacher applicants gathered in small groups. Educational psychology focuses on teaching and learning for each group. Each group makes a short digital story that informs and engages. Prospective teachers were urged to utilise Adobe Spark, Canva, PowerPoint slides, Prezi, Cap-Cut, Nova, and 3D Bear to create stories with text, photos, music, animated visuals, videos, personal narrations, audio, and interactive elements. After finishing, groups present their digital stories to the class. Assess how successfully each narrative communicated, engaged, and employed digital storytelling. Future instructors explored digital storytelling and SEL. Social-emotional learning and educational psychology increase digital storytelling. Summarise the session and emphasise digital storytelling's instructional benefits. Students considered teaching with educational psychology and digital storytelling. Candidates for teaching were asked to assess their learning and make comments. Small groups of prospective teachers lectured the control group taught by the teachers.

We taught educational psychology's remaining courses this semester.

On June 7, 2023, both groups took the post-test in the same room as the pre-test. Prospective instructors' Social Emotional Learning scores were calculated from the pre-test and post-test. At 0.05, the *t*-test rejected or rejected the null hypotheses based on the mean and standard deviation scores.

### **Test Validity Internal and External**

Salkind (2010) recommends testing Campbell and Stanley's experimental designs for internal and external validity and performance. Internal validity modifies the independent variables, while external validity generalises the results from the original sample to another sample and then to the population. All experimental designs lack validity due to internal and external validity concerns (Best & Kahn, 2006; Cameron, 2009; Creswell, 2013).

### **Morals**

When randomising study participants to the treatment condition is impractical, social sciences and education use quasi-experiments. Some authors distinguish natural and "quasi-experiments". Natural experiments are assigned without researcher input, while quasi-experiments are assigned based on choice. Quasi-experiments have outcomes, treatments, and units without random assignment. Numerous researchers favour quasi-experiments over real ones. Their main advantage over experiments is that they can be done. Because they blend experimental and non-experimental designs, quasi-experiments use measured and changed variables. Experimenters choose quasi-experiments for internal and external validity.

### **Instrument adaptation permission**

This study assessed prospective instructors using KM TOM's 2012 social-emotional learning measure. KM TOM ethical clearance was received for this project.



### Safeguarding participants from projected risks

Creswell (2015), Miyazaki and Taylor (2008). Taylor et al. (2006) and Eyisi (2016) examined experimental research ethics, specifically participant safety. The researcher kept participants safe and treated future teachers (students) respectfully.

### Data Collection

The study needed pre-test and post-test data. The study was experimental. Investigations and data collection used the pre-test-post-test non-equivalent control group design. Finding similarities between the two groups before the experiment proves group equivalence. Pre-tests measure an experiment's dependent variable before treatment. Following treatment, the post-test evaluates the dependent variable.

Prospective instructors provided quantitative data utilising a seven-point semantic rating system. The researcher personally gave potential teachers questionnaires and collected data. Subjects got questionnaires and informed consent letters. Participants received study goals. The researcher got 65/65 surveys. The response rate was 100%. Self-administered surveys with over 80% response rates are recommended by Iarossi (2006). Return rate above guideline.

### Data interpretation

We employed mean, SD, paired sample *t*-test, and Independent-sample *t*-test. Literature supports these findings (Merrell et al., 2008; Miller & Chapman, 2001; Usakli, 2018)

**Table 2**  
**Alignment of objectives with research hypotheses and statistical technique**

Objective	Hypothesis	Statistics
1. Investigate the effect of digital storytelling on prospective teachers' social-emotional learning.	H <sub>01</sub> : There is no significant effect of Digital storytelling on prospective teachers' social-emotional learning.	Paired-sample <i>t</i> -test
2. Compare prospective teachers' social-emotional learning taught through digital storytelling and traditional methods.	H <sub>02</sub> : There is no significant difference in the mean score of prospective teachers' social-emotional learning taught through digital storytelling and traditional methods. H <sub>03</sub> : There is no significant difference in the mean score of prospective teachers' self-awareness taught through digital storytelling and traditional methods. H <sub>04</sub> : There is no significant difference in the mean score of prospective teachers' self-management, taught through digital storytelling and traditional methods. H <sub>05</sub> : There is no significant difference in the mean score of prospective teachers' social awareness taught through digital storytelling and traditional methods. H <sub>06</sub> : There is no significant difference in the mean score of prospective teachers' relationship management,	Independent-sample <i>t</i> -test

taught through digital storytelling and traditional methods.

H<sub>07</sub>: There is no significant difference in the mean score of prospective teachers making responsible decisions taught through digital storytelling and traditional methods.

### Study Generalisation

This study demonstrates digital storytelling can boost potential teachers' social-emotional development. According to the findings, digital storytelling in teacher education programs may increase future teachers' social and emotional skills and student outcomes. This study focused on a specific group of potential teachers in a specific situation, so generalising the results is problematic. More research is needed to discover how digital storytelling influences social-emotional development throughout time and how it might be used in diverse educational settings.

### Results and Discussion

Researchers conducted pilot and major studies on the impact of digital storytelling on potential teachers' social-emotional growth. The study involved 32 future IIU Islamabad academics, 66 potential teachers, and 14 controls. Data was collected using the 2012 KM TOM SEL assessment tool.

Descriptive statistics, averages, standard deviations, variable percentages, Cronbach's alphas, *t*-test, *p*-value, and Cohen's *d* were calculated for quantitative research. Internal consistency was examined in reliability analyses.

Independent *t*-test assumptions

A group per person must observe individually.

Group without outliers.

Regularly distribute category data.

Each group should have the same outcome variable variance.

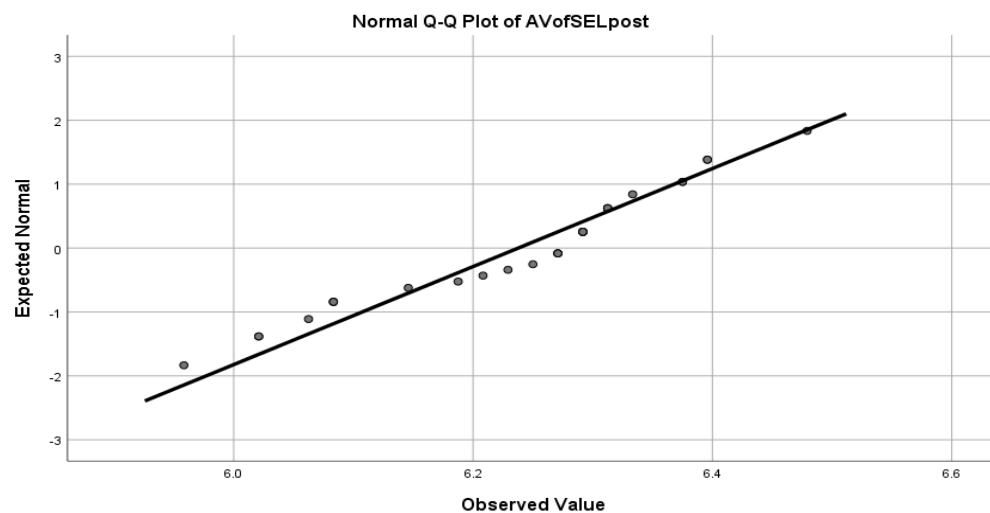


Figure 1 Normal Q-Q Plot of Social-Emotional Learning (post)

In this chart the expected normal graph lead towards the positive target that is nearer to the highest point 2 and 3. Moreover the graph observing values also progressed toward the positive result as it can be seen started and led to the highest value of the table.

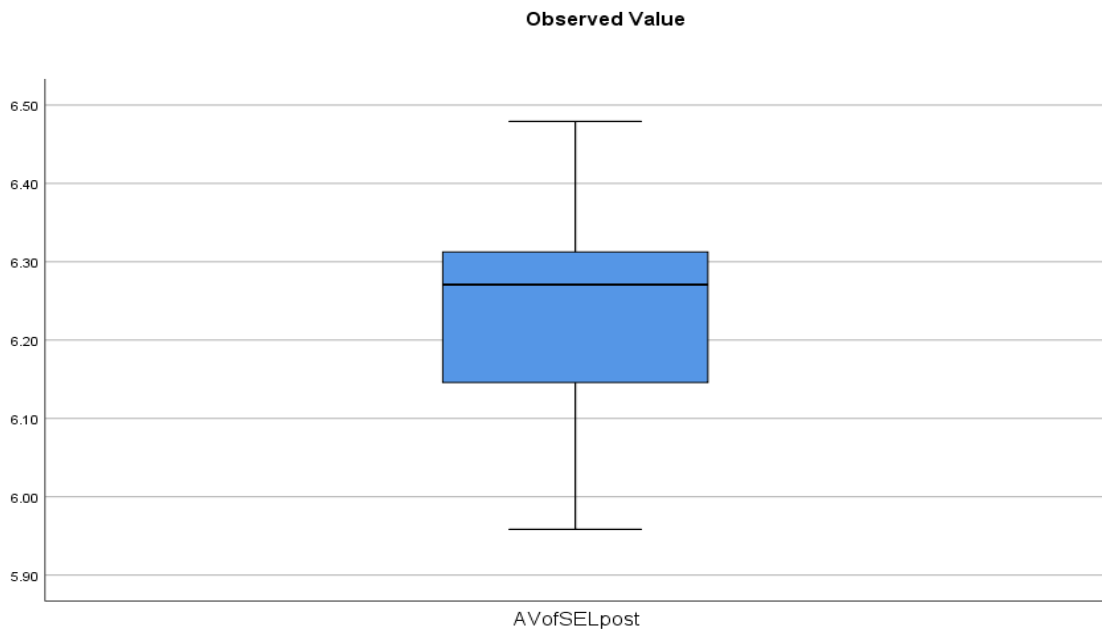


Figure 2 Boxplot of Social-Emotional Learning (post)

In this Boxplot of social emotional learning (post) there is only one value observed that is very straight from the initial point to the highest value of the graph. The highest value of the table is 6.50 that are about to covered in the graph.

To test the 1<sup>st</sup> null hypothesis, narrated below, the researcher applied a paired sample *t*-test at the significance level of .001alpha. The results are presented separately for experimental and control groups.

**Table 3**  
**Effect of Digital Storytelling on Prospective Teachers' Social-Emotional Learning in Experimental Group**

Variable	Test	N	M	SD	df	t	p
Social-Emotional Learning of Experimental Group	Pre-test	29	3.19	.44	28	30.10	.000
Social-Emotional Learning of Experimental Group	Post-test	29	6.24	.14			

The experimental group's pre-test Social Emotional Learning (M = 3.19, SD =.44) is lower than their post-test (M = 6.24, SD =.14), which is statistically significant at t (28)-30.10, p =.000 >.001.

Results: Digit narrative teaching significantly impacted experimental group social-emotional learning, rejecting the null hypothesis. Both traditional and digital storytelling scores were consistent across experimental and control groups.

**Table 4**  
**A significant difference in the mean score of prospective teachers' Social Emotional Learning taught through Digital Storytelling and Traditional Methods.**

Variable	groups	Test	N	M	SD	df	t	p
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Social-Emotional Learning	exp	Post-test	29	6.24	.13	63	43.40	.000
Social-Emotional Learning	cont		36	3.26	.36			

In Table 4, the researcher found that the study's Social Emotional Learning of the experimental group showed a significant increase in Social Emotional Learning among prospective teachers compared to the control group, with a mean score of 6.24. However, significant difference was found in the mean score of self-awareness, taught through digital storytelling and traditional methods, indicating a significant difference in the experimental group.

**Table 5**  
**Significant difference in the mean score of prospective teachers' Self-Awareness taught through Digital Storytelling and Traditional Methods.**

Variable	groups	Test	N	M	SD	df	t	p
Self-Awareness	Exp	Post-test	29	6.25	.21	63	33.06	.000
Self-Awareness	Cont		36	3.00	.49			

The researcher found a statistically significant increase in self-awareness among the experimental group compared to the control group. The study also revealed a significant difference in the mean scores of prospective teachers taught through digital storytelling and traditional methods. The third null hypothesis was rejected, and the fourth hypothesis was tested using the Independent Samples *t*-test at a significance level of .001 alpha.

**Table 6**  
**Significant difference in the mean score of prospective teachers' Self-Management taught through Digital Storytelling and Traditional Methods.**

Variable	groups	Test	N	M	SD	df	t	p
Self-Management	exp	Post-test	29	6.27	.26	63	29.62	.000
Self-Management	cont		36	3.23	.49			

In Table 6, the researcher found that the Self-Management of the experimental group found a statistically significant increase in Self-Management among prospective teachers in the experimental group compared to the control group. The study concluded that there was a significant difference in the mean scores of teachers taught through Digital Storytelling and Traditional Methods. The difference in the mean score of prospective teachers' Self-Management taught through Digital Storytelling and Traditional Methods to prospective teachers.

To test the 5<sup>th</sup> null hypothesis, narrated below, the researcher applied an independent samples *t*-test at the significance level of .001 alpha. The results are presented separately for experimental and control groups.

**Table 7**  
**Significant difference in the mean score of prospective teachers' Self-awareness taught through Digital Storytelling and Traditional Methods.**

Variable	groups	Test	N	M	SD	df	t	p
Social-Awareness	exp	Post-test	29	6.21	.26	63	30.56	.000
Social-Awareness	cont		36	2.89	.54			

The researcher found a statistically significant increase in social awareness in the experimental group compared to the control group. The study also found a significant difference in the mean scores of prospective teachers' social awareness taught through Digital Storytelling and Traditional Methods. The fifth null hypothesis was rejected, and the 6th null hypothesis was tested using an independent samples *t*-test at a significance level of .001 alpha.

**Table 8**  
**Significant difference in the mean score of prospective teachers' Relationship Management taught through Digital Storytelling and Traditional Methods.**

Variable	groups	Test	N	M	SD	df	t	p
Relationship Management	exp	Post-test	29	6.14	.26	63	29.02	.000
Relationship Management	cont		36	3.37	.45			

In Table 8, the researcher found that relationship management of experimental group in the study found a significant increase in Relationship Management among prospective teachers in the experimental group compared to the control group. The study also found a high difference in the mean score of Relationship Management taught through Digital Storytelling and Traditional Methods. The null hypothesis was rejected, and the results are presented separately for both experimental and control groups.

**Table 9**  
**Significant difference in the mean score of prospective teachers' Making Responsible Decision, taught through Digital Storytelling and Traditional Methods.**

Variable	groups	Test	N	M	SD	df	T	p
Making Responsible Decision	exp	Post-test	29	6.34	.25	63	30.97	.000
Making Responsible Decision	cont		36	3.62	.41			

In Table 9, the researcher found that Making Responsible Decision of the experimental group The study found a statistically significant increase in Making Responsible Decision among prospective teachers in the experimental group compared to the control group. The null hypothesis was rejected, as there was a significant difference in the mean score of these teachers.

## Conclusion

The present study examined the possible impact of digital storytelling on enhancing teaching and learning, specifically focusing on developing social-emotional learning (SEL) among prospective teachers. The research reveals that digital storytelling has the intrinsic power to inspire self-awareness in aspiring and current educators, helping them examine their deepest thoughts, values, beliefs, and biases. Additionally, it facilitates the

establishment of connections between empathy and social consciousness, thereby aiding students in cultivating an empathic understanding of diverse perspectives and life experiences.

Digital storytelling significantly facilitates self-management by equipping educators with coping strategies, stress alleviation techniques and emotional regulation mechanisms. This platform provides educators with a secure environment to effectively negotiate the complexities of the teaching profession while promoting emotional resilience development. The research emphasises the correlation between relationship management and digital storytelling, as sharing personal experiences enables educators to establish more robust connections with their students and foster an environment conducive to effective communication and educational engagement.

The results of this study provide evidence in favour of incorporating digital storytelling into teacher education programs, as it has been shown to enhance the social-emotional development of prospective teachers. Through the integration of digital storytelling, educators can provide potential teachers with the essential competencies required to develop both constructive and inclusive educational environments while simultaneously nurturing their pupils' social and emotional well-being.

Further investigation is warranted to explore the enduring impacts of digital storytelling on social-emotional learning (SEL) over an extended duration. This research should examine the extent to which educators consistently employ digital storytelling techniques and integrate SEL abilities into their instructional approaches, as well as the potential effects of these practices on students over a prolonged timeframe.

A mixed-methods approach, which incorporates both qualitative and quantitative methodologies, can offer a comprehensive and all-encompassing viewpoint on the subject matter. This study aims to assess the efficacy of digital storytelling in special education and inclusive classrooms by analysing its influence on the social-emotional development of kids with varying needs and abilities.

## **Recommendations**

Overall, the findings highlight the potential of digital storytelling as an effective teaching method for enhancing SEL in prospective teachers'. Here are a few recommendations for practice and further research derived from conclusions and discussion given above:

Investigation into the Long-Term Effects of Digital Storytelling on Social-Emotional Learning: Subsequent scholarly inquiries may delve into the lasting implications of digital storytelling on the social-emotional learning (SEL) of educators, spanning a protracted duration. This proposal outlines a multi-year, longitudinal study that aims to track cohorts of aspiring educators participating in social-emotional learning (SEL) interventions centred around digital storytelling during various stages of their educational journey.

This study would provide insights into how SEL components change and are maintained over time, as these instructors enter the workforce and receive additional classroom experience. Researchers have the ability to evaluate the durability of the enhancements witnessed during their initial training, as well as determine if these changes have a sustained influence on their instructional methodologies and student achievements. The utilisation of a longitudinal approach enables the comprehensive examination of social and emotional learning (SEL) development, facilitating the identification of patterns, changes, and periods of stability in these competences over the course of teachers' professional trajectories. The study aims to provide significant insights into the longitudinal sustainability of the impact by examining the extent to which instructors persist in utilising digital storytelling techniques and social-emotional

learning (SEL) abilities in their instructional practises, as well as the potential influence of these practises on students over an extended period of time.

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