

## CHAPTER 4

### ANALYSIS, INTERPRETATION AND DISCUSSION OF DATA

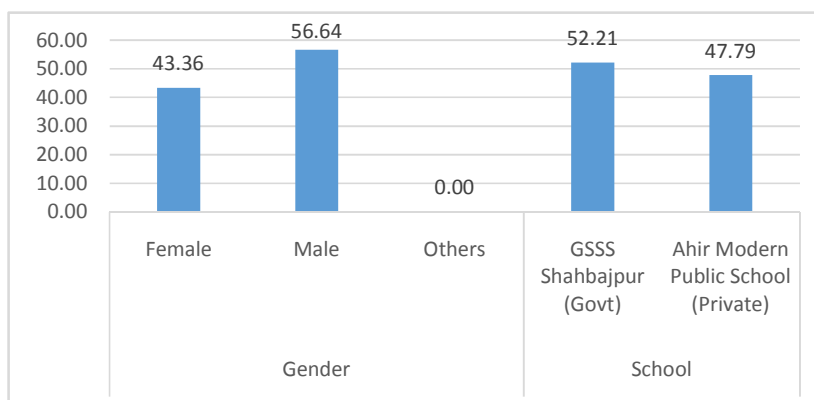
The purpose of this study is to evaluate the effect of SEL programs on the socio-emotional learning of the eighth-class students. Considering this aspect, this section of the study deals with analyzing the information collected from the elementary school students using the questionnaire. Initially, to examine the validity of the survey, a pilot trial was conducted. The pilot test results were analyzed, which helped to derive information about the validity and reliability of the questionnaire. After verifying the accuracy and consistency presence in the dataset, the characteristics of the 8<sup>th</sup> class elementary students will analyze using the demographic analysis followed by the background analysis, which provided information about the basic social-learning competency of students. Thus, this section helps determine whether students' training through socio-emotional learning modules would help influence the socio-emotional learning of elementary school students.

#### Demographic Analysis

The demographic analysis of the study deals with studying the characteristics of the respondents regarding the school and gender. Below figure represent the demographic-based frequency analysis

Figure 3

*Demographic analysis of the students*



## Interpretation and Discussion

The demographic analysis shows that about 43.36% of the selected students were female (girls), and the remaining 56.64% of the study participants were boys. Further, about 52.21% of the elementary school students selected for the study were from the GSS Shahbajpur school of Rewari district, Haryana, i.e., the government school, while about 47.79% students were from Ahir Modern Public school of Rewari district, Haryana, i.e., private school. Thus, the study includes 113 elementary school students, wherein the majority of respondents are boys from the government school.

### Descriptive Analysis

The descriptive analysis consists of studying the necessary information of students about their socio-emotional learning. The below figure shows the frequency-based analysis of the background information:

#### Status of Participation in Group Activities in Pre-test

Background analysis consists of studying the basic information of students about their socio-emotional learning. Below figure shows the frequency-based analysis of the background information for the pre and post-test.

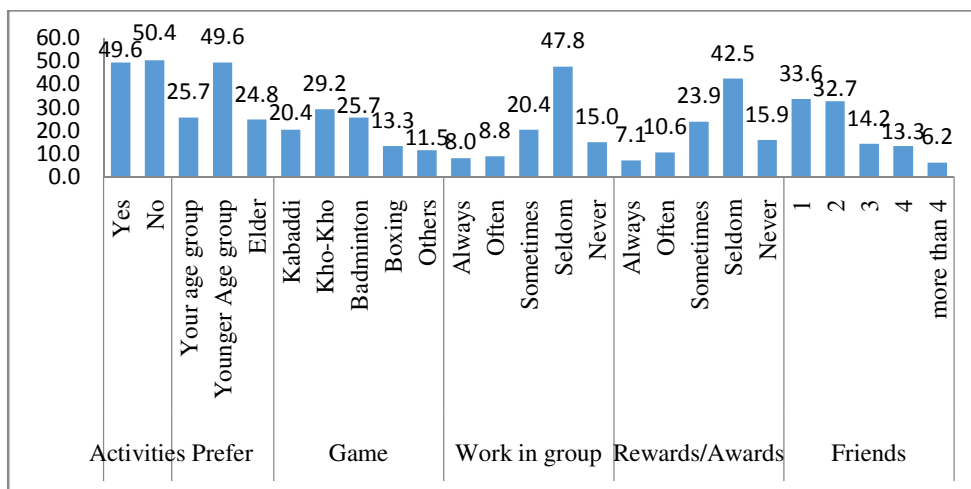


Figure 4:

*Status of participation in group activities in pre-test*

It shows that about 50.4% of the students don't prefer to engage in the activities other than studies while about 49.6% students engage in activities. Targeting the age-group that the students prefer to engage with, about 25.7% responded that they enjoy playing with students of their own age group, 49.6% students stated that their preference is of younger age group students, and remaining 24.8% students accepted that they enjoy spending time with the elder age-group. Based on the game preference, about 20.4% responded that they enjoy playing Kabaddi, 29.2% accepted their preference for Kho-Kho, 25.7% of students mentioned that they enjoy playing badminton, 13.3% agreed on having practicing boxing while 11.5% mentioned about other games like Cricket, Volleyball, or board games. Examination of the engagement of students with other people, the frequency based analysis shows that only about 8% students always opt for working in group, 8.8% students often prefer to work in group, 20.4% of students sometimes are comfortable in team work, 47.8% seldom want to work with group while 15% of students never want to work with other people and opt out for opportunity to work in group. With regard to preference of students in acceptance of rewards/awards in classroom, about 15.9% students never want to accept these awards in classroom as they are not comfortable. 42.5% only seldom are comfortable in classroom based rewards/awards, 23.9% sometimes want to accept these awards in classroom, 10.6% often opt for award/reward acceptance in classroom while only 7.1% students wants these awards/rewards to be distributed in classroom and are always comfortable and confident regarding it. Lastly, the socializing ability of students is stated by the no. of friends wherein about 33.6% has only 1 friend, 32.7% has about 2 friends, 14.2% have around 3 friends, 13.3% students have about 4 friends, and only 6.2% students have more than 4 friends. Thus, pre-test Background analysis shows that students are less comfortable in engaging with other people and

mostly opt out of the opportunity wherein engagement of students is required. This represents that socio-emotional learning of students is weak.

**Status of Participation in Group Activities in Post-test**

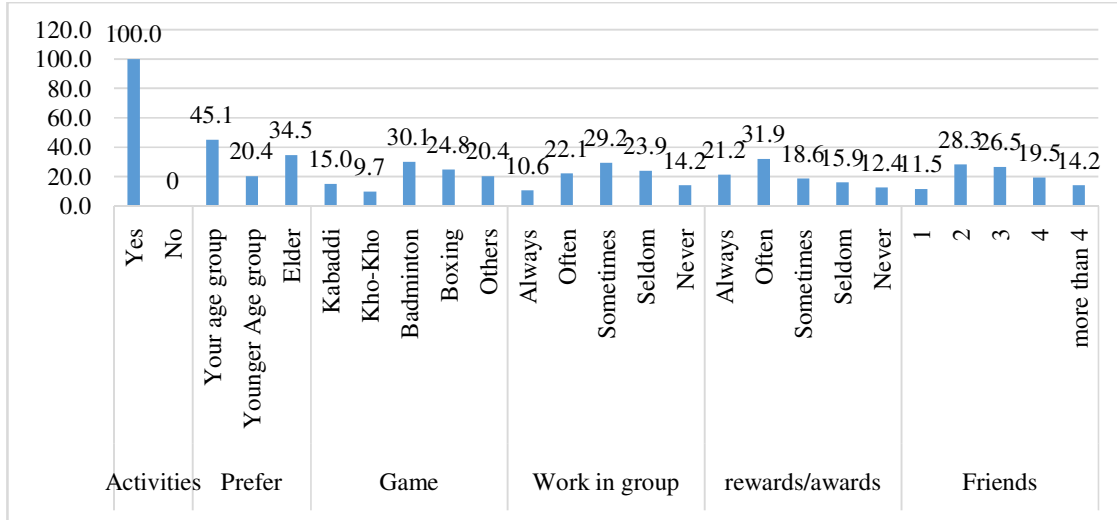


Figure 5:

*Status of participation in group activities in post-test*

It shows that 10.6% students always prefer to work in group, 22.1% often work with group, 29.2% of students sometimes prefer to work with other people, 23.9% seldom prefer to work with others, while 14.2% students never want to work with group and prefer individual involvement in the work. The confidence level and social capability of the students is defined the preference of the student to accept rewards/awards in the classroom. Frequency analysis show that about 21.2% of the students are always comfortable to accept rewards/awards in the classroom, 31.9% students often like rewards/awards acceptance in the classroom, 18.6% students sometimes want to accept rewards/awards in the classroom, 15.9% students seldom like the rewards/awards distribution in the classroom, while 12.4% of the students are never comfortable with the idea of rewards/awards distribution in the classroom. Lastly, the information about the number of friends of the respondents reveal about

the ability of students to socialize and connect with other people. Analysis has shown that about 11.5% of the students has only 1 friend, 28.3% of the students had 2 friends, 26.5% of the school students had 3 friends, 19.5% of the students were connected with about 4 friends, and only 14.2% of the students were among those people having more than 4 friends. Hence, the background analysis reveal that the socio-emotional learning of the students is less as the preference of interaction with people is often not a matter of concern for them. The interaction with people in games, rewards/awards acceptance in classroom, and working in the group was preferred by only about 40% of the students.

### **Descriptive Statistics of test scores**

Before testing the hypotheses, the researcher had made a descriptive study of pre-test scores, post test scores, comparison of scores of both experimental and control groups. The coded factors used for studying the socio-emotional learning level of students. The coding of each of the elements shown in the below table:

Table 8:

*Coding of the variables measuring the Socio-Emotional learning level of students*

<b>Socio-Emotional learning factors</b>	<b>Code</b>
Avoid Unhappy Conditions	SEL1
Comfortable with Personal Problems.	SEL2
Shouted When Angry	SEL3
Like Individual Games	SEL4
Creative Work Difficult	SEL5
Feel Inferior	SEL6
Friends Free to Share Personal Feelings	SEL7
Know When to Speak	SEL8
Try to Learn New Skills from Others	SEL9
Difficult to Become Class Monitor.	SEL10
Difficult to Change My Thinking	SEL11
Share Ideas and Responsibilities Within a Group.	SEL12

Difficult to Change Others' Opinion	SEL13
Hardly Care about Teachers' Opinion	SEL14
Discuss with My Friends About Incidents	SEL15
Participate in Class Discussion	SEL16
Fight Many Times with My Friends	SEL17
Try to Do Good with My Friends	SEL18
Discuss the Issue with My Teachers	SEL19
Initiate to Convey the Problems of Other Students with The Teacher.	SEL20
Worry About the Fighting of Students	SEL21
Came in School with Enthusiasm.	SEL22
Do Not Care What My Friends Think About Me.	SEL23
Enjoy Working with My Friends.	SEL24
Do Not Make Planning Before Doing Any Work.	SEL25
Try to Finish My Work Exactly on Deadline.	SEL26
Mostly Do My Work Independently.	SEL27
Easy to Overcome Bad Mood.	SEL28
Give Up to Difficult Homework.	SEL29
Complete Schoolwork with Interest.	SEL30

### **Pre-test and post test scores for experimental group**

The mean of pre-test scores and post test scores of participants of the experimental group significantly differs. For further descriptive statistical information of these data, researcher analyzes the pre-post scores. The result is shown below:

Objective 1: Establishing difference in socio-emotional learning in experimental group between pre-test and post-test.

H01: There is no significant difference in socio-emotional learning in experimental group between pre-test and post-test.

Table 9:

*Comparison of socio-emotional learning in experimental group between pre-test and post-test*

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>S.Ed.</b>	<b>t-value</b>	<b>Level of significance</b>
Pre-test	57	111.77	10.92	1.45	4.03	Significant at 0.05 and 0.01 level
Post-test	57	121.52	8.24	1.09		

The mean value of the socio-emotional learning in experimental group in pre-test is 111.77 and S.D. is 10.92 whereas the mean value in post-test is 121.52 and S.D. is 8.24. The obtained value of t is 4.03, which is more than the table value at 0.05 and 0.01 levels. Therefore, the null hypothesis that “there is no significant difference in socio-emotional learning in experimental group between pre-test and post-test” is rejected. So it could be inferred that a significant difference exists between in socio-emotional learning in experimental group between pre-test and post-test. Damirchi (2019) stated the effectiveness in increasing social development in experiment group in pre-test and post-test.

The pre-test and post test scores of experiment group are represented in the following diagram:

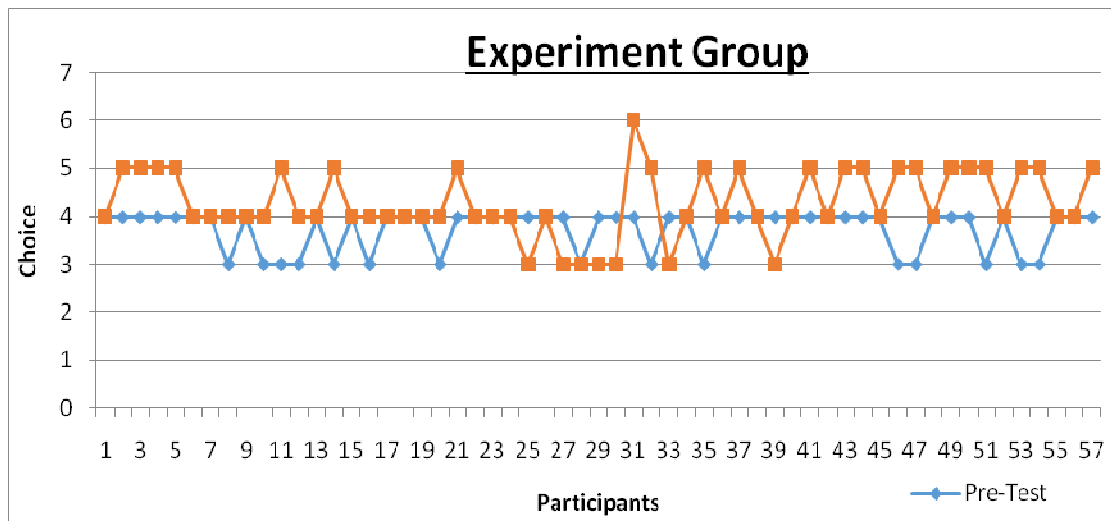


Figure 6:

*Comparison of socio-emotional learning in experimental group between pre-test and post-test*

Above figure support the descriptive analysis by showing huge variation in the responses of students but in a better way as the pre-test socio-emotional learning was less but after the training, the scores has improved.

### **Pre-test and post-test scores for Control group**

The mean of pre-test scores and post-test scores of participants of a comparison group not significantly differs. For further descriptive statistical information of these data, the researcher analyzed the pre-post scores. The result is shown below:

Objective 2: Finding difference in socio-emotional learning in control group between pre-test and post-test.

H02: There is no significant difference in socio-emotional learning in control group between pre-test and post-test.



Table 10:

*Comparison of socio-emotional learning in control group between pre-test and post-test*

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>S.Ed.</b>	<b>t-value</b>	<b>Level of significance</b>
Pre-test	56	111.14	14.12	1.89	.001	Not significant
Post-test	56	99.82	21.74	2.91		

The mean value of the socio-emotional learning in control group in pre-test is 111.14 and S.D. is 14.12 whereas the mean value in post-test is 99.82 and S.D. is 21.74. The obtained value of t is .001, which is less than the table value at 0.05 and 0.01 levels. Therefore, the null hypothesis that “there is no significant difference in socio-emotional learning in control group between pre-test and post-test” can’t be rejected. So it could be inferred that no significant difference exists in socio-emotional learning in control group between pre-test and post-test. Chinekesh, et. al, (2014) and Xianlin (2018) too found no considerable difference in the mean scores of pre-test and post-test of control group in socio-emotional skills.

The pre-test and post test scores of experiment group are represented in the following diagram:

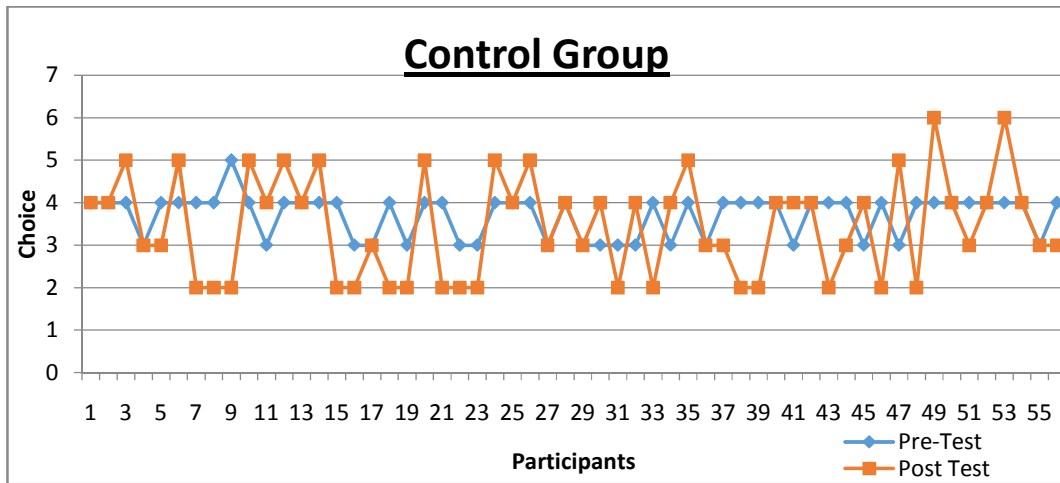


Figure 7:

*Comparison of socio-emotional learning in control group between pre-test and post-test*

Above figure shows more variability in the learning of students post-test but the variation is extreme with not much change in values.

**Comparison in Experimental and control group**

The descriptive examination of the sustained learning for the students was done by focusing on the pre and post test perception. The mean of sustained scores of participants of the experimental group and control group significantly differs. Results of the analysis is shown in below table

Objective 3: Studying difference in socio-emotional learning between experimental and control group.

H03: There is no significant in socio-emotional learning between experimental and control group.

Table 11:

*Comparison of socio-emotional learning between experimental and control group*

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>S.Ed.</b>	<b>t-value</b>	<b>Level of significance</b>
Experiment	57	121.53	8.24	1.09	1.27	Significant at 0.05 level
Control	56	99.82	21.74	2.91		

The mean value of the socio-emotional learning of experimental group is 121.53 and S.D. is 8.24 whereas the mean value of control group is 99.82 and S.D. is 21.74. The obtained value of t is 1.27, which is more than the table value at 0.05 but less than the table value at 0.01 levels. Therefore, the null hypothesis that “there is no significant difference in socio-emotional learning between experimental and control group” is rejected. It is significant at 0.05 levels of significance. So it could be inferred that a significant difference exists in socio-emotional learning between experimental and control group. Difference in scores depicts the effect of instructional module on enhancing learning of students. The following result that experimental group had more socio-emotional learning than the control group, is supported by Xianlin (2018). Gilaret et. al, (2018) founded significant improvement in the experimental group.

### **Experimental Design**

Having the random assignment of the students for the experimental and control group, the assessment is done in the value of socio-emotional learning after having the training by the instructional module(CSULB, 2019; Dimitrov & Rumrill, 2003). Herein, the matrix for representing the design is shown:

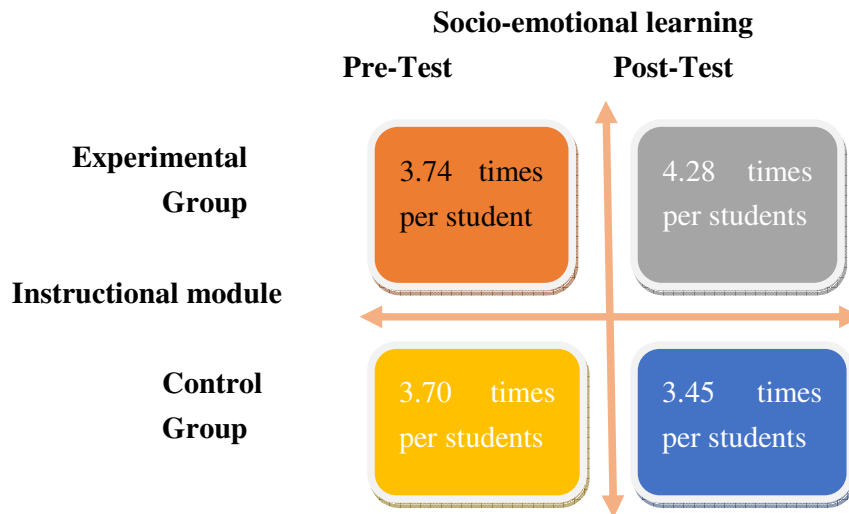


Figure 8:

*Experimental Design of the socio-emotional learning*

Above figure shows that the students before undergoing the instructional module based training has almost similar level of socio-emotional learning level i.e. on an average 3.74 times per students for experimental group while 3.70 times per student for the control group. However, after the training, the socio-emotional learning of the students in the experimental group has improved showing a difference of about 0.54 times per student (4.28-3.74) while over time socio-emotional learning of students who have not experienced any training has reduced i.e. -0.25 times per student (3.45-3.70). Thus, there is presence of internal and external validity in the results stating that instructional module based training improves the socio-emotional learning level of students.

**Comparison of SEL in government and private school students**

Objective 4: Comparing the socio-emotional learning of students of government and private schools.

H04: There is no significant difference in socio-emotional learning of students of government and private schools.

Table 12:

*Comparison of socio-emotional learning of government and private school students*

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>S.Ed.</b>	<b>t-value</b>	<b>Level of significance</b>
Government	32	120.94	8.47	1.49	0.54	Not Significant
Private	25	122.28	8.03	1.61		

The mean value the socio-emotional learning of government schools students is 120.94 and S.D. is 8.47 whereas the mean value of privateschool students is 122.28 and S.D. is 8.03. The obtained value of t is 0.54, which is less than the table value at 0.05 and 0.01 levels. Therefore, the null hypothesis that “there is no significant difference in the socio-emotional learning between government and private school students” stands can’t be rejected. So it could be inferred that no significant difference exists between SEL of govt. and private school students. Arikan (2020) supported the result of no significant difference in school type in emotional intelligence.

### **Comparison of SEL in Boys and Girls of Schools**

Objective 5: Identifying the difference in socio-emotional learning between boys and girls in schools.

H05: There is no significant difference in socio-emotional learning between boys and girls in schools.

Table 13:

*Comparison of socio-emotional learning of boys and girls*

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>S.Ed.</b>	<b>t-value</b>	<b>Level of significance</b>
Boys	33	120.48	6.87	1.20	0.64	Not Significant
Girls	24	118.04	24.36	4.97		

The mean value the socio-emotional learning of boys is 120.48 and S.D. is 6.87 whereas the mean value of girls is 122.28 and S.D. is 24.36. The obtained value of  $t$  is 0.64, which is less than the table value at 0.05 and 0.01 levels. Therefore, the null hypothesis “that there is no significant difference in the socio-emotional learning of boys and girls” stands can'treject. So it could be inferred that no significant difference exists between SEL of boys and girls. Garg & Kapri (2016) depicted no significant difference in male and female teachers in emotional intelligence.

### **Inferential Analysis**

The inferential analysis helps in fulfilling the primary purpose of the study by determining whether the instructional program's provision has influenced the socio-emotional learning of students or not and the effect of an instructional program on the elementary school students. For this, two groups were formulated, i.e., experiment group and control group. The students who were members of the experiment group (57 students) went through the instructional program module to influence the socio-emotional learning and control group students who were simply studying in the school.

### **Effect of instructional program on socio-emotional learning**

In order to determine the effect of socio-emotional training module on the socio-emotional learning, below stated hypothesis was tested.

Objective 6: Determining the effect of socio-emotional learning module on learning outcome of students.

H06: There is no significant effect of socio-emotional learning module on learning outcome of students.

Table 14:

*Correlation between socio -emotional learning and learning outcome of students*

	<b>Pearson Correlation</b>	<b>Sig. (2-tailed)</b>
Socio-emotional learning (Dependent)	1	
SEL1	.673**	.000
SEL2	.141	.297
SEL3	.648**	.000
SEL4	.130	.336
SEL5	.596**	.000
SEL6	.190	.157
SEL7	.267*	.045
SEL8	.682**	.000
SEL9	.652**	.000
SEL10	.126	.349
SEL11	.211	.115
SEL12	.633**	.000
SEL13	.217	.106
SEL14	.367**	.005
SEL15	.217	.106
SEL16	.182	.176
SEL17	.672**	.000
SEL18	.130	.336
SEL19	.136	.311
SEL20	.320*	.015
SEL21	.059	.664

SEL22	.416**	.001
SEL23	.162	.230
SEL24	.127	.347
SEL25	.087	.518
SEL26	.086	.523
SEL27	.027	.843
SEL28	.051	.707
SEL29	.151	.261
SEL30	.171	.204

\*\*Significant at 0.01

\* Significant at 0.05

### **Interpretation and Discussion**

The significance value of SEL1, SEL3, SEL5, SEL7, SEL8, SEL9, SEL12, SEL14, SEL17, SEL20, and SEL22 is less at 0.05 or 0.01 levels of significance. Thus, there is a possibility of having a significant linkage between the socio-emotional competencies and socio-emotional learning level. Pearson coefficient value shows that for the factors SEL1, SEL3, SEL5, SEL8, SEL9, SEL12, and SEL17, there is a possibility of having a linkage between the dependent and independent variables as the value is higher than the moderate coefficient value, i.e., 0.5. Thus, to determine the influence of the instructional program on SEL, regression analysis was carried with the selected variables. Results of the regression is shown in the below table.



Table 15:

*Effect of the instructional program on socio emotional learning*

<b>Socio-emotional learning (Dependent)</b>	<b>Coefficient</b>	<b>t- statistic</b>	<b>p- value</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>F Ratio</b>
Constant	-1.467	-3.809	.000	.804	.776	28.773
SEL1	.238	2.603	.012			
SEL3	.175	1.974	.054			
SEL5	.111	1.269	.210			
SEL8	.216	2.233	.030			
SEL9	.246	2.878	.006			
SEL12	.242	2.652	.011			
SEL17	.117	1.082	.284			

### **Interpretation and Discussion**

The value of R<sup>2</sup> and Adjusted R<sup>2</sup> is 0.804 and 0.776. It shows that the model used to study the impact of socio-emotional training on the socio-emotional competencies is effective. The adjusted R<sup>2</sup> value of 0.776 shows that about 77.6% of the socio-emotional competency variation is derived from the socio-emotional learning factors. The value of the F ratio is 28.773, which is greater than the required level of 1. This value depicts that with the inclusion of the socio-emotional learning factors in the model, the computation of socio-emotional learning has improved. The p-value of the factors shows that the value of SEL1 (0.012), SEL3 (0.054), SEL8 (0.030), SEL9 (0.006), and SEL12 (0.011) is less than the significance level of the study. Thus, the null hypothesis of having “no significant effect of socio-emotional learning module on learning outcome of students.” is rejected. Hence, socio-emotional training modules have influenced students' ability to avoid unhappy

conditions, shout in case of being angry, know when to speak, learn new skills from others, and connect with the group by sharing responsibilities and ideas. However, p-value for the variables SEL5 and SEL17 is 0.210 and 0.284 > 0.05 or 0.01. Thus, feeling of thinking creative work difficult and the tendency of fighting with friends in school have no significant influence after the instructional program. Hence, the analysis shows that the instructional program's provision develops the ability of elementary students to interact with others, handling emotional breakdowns, social connectivity with friends, and grasping skills. A student with socio-emotional training gains the core ability of SEL.

The following studies also supported the notion that intervention programs are useful in the curriculum. By applying interventions related to the socio-emotional concept, children can be more attentive, social, and emotionally competent, behavioral regulation. These regulations are helpful in significant improvement not in appraisal and acceptance of different cultures, but also useful in changing in brain structure and function, grade retention and school completion (Grant et al., 2017; Blewitt et al., 2018; Cramer & Castro-Olivo, 2015; McClelland et al., 2017).

### **Qualitative Analysis**

The following section uses the qualitative approach, where the information is derived based on individual behavior, experience, and perception. In the present study, the qualitative approach has adopted to evaluate the effect of instructional programs on students' competencies. To understand the impact, the researcher conducted an attentive trial of SEL curriculum and programs in schools at the elementary level. It included 15 girls and 17 boys from the government school and nine girls and 16 boys from the private schools. The researcher used the instructional module that was based on the following dimensions: self-management, social

awareness, self-awareness, responsible decision making, and relationship skills.

Thematic analysis, using open and axial coding, was done where students' perception and the values they gained through the instructional modules and how these impacted social and emotional competencies were categorized and analyzed. It helped the researcher in deducing the useful information and thus fulfilling the objectives of the current study.

Table 16:

*Axial coding and selective coding based on open coding of the data*

<b>Selective code</b>	<b>Axial code</b>	<b>Open code</b>	<b>Properties</b>	<b>Examples of participants' words</b>
Self-awareness	Identify emotions, Positive attribute, Recognizing strengths and weakness	Understanding of feelings through experience, Good communication	Eager to understand feelings, want loving and caring habits	Draw pictures of anger, joy, sadness, fear, surprise, crying, helping others, respect, try to speak in a good tune, soft hearted, living together, follow rules, not selfish, honesty, kind, gentle, generous, obey elders, sympathetic, take care

Self-management	Express and regulation of emotions	Power to unfold problems, Rate of actions according to the situation, Personal discipline	Follow instructions, polite to others, learning of self-possession and to handle oppression, following good habits, knowledge of manners	Complete work on time, with utmost sincerity, honesty and kindness, remain calm, nothing can be achieved by sitting idle and wasting time, responsible towards work and should not depend on others, don't fight
Social-awareness	Acceptance of social norms, Appreciation of diversity	Identify social norms, Learn reflective listening	Understanding others reactions Respect others, identify community resources	Never indulge in the wrong talk and should not force their decisions, empathize with others, help them, interact with other people, helping hand, respect them and not hurt them, praise by teachers

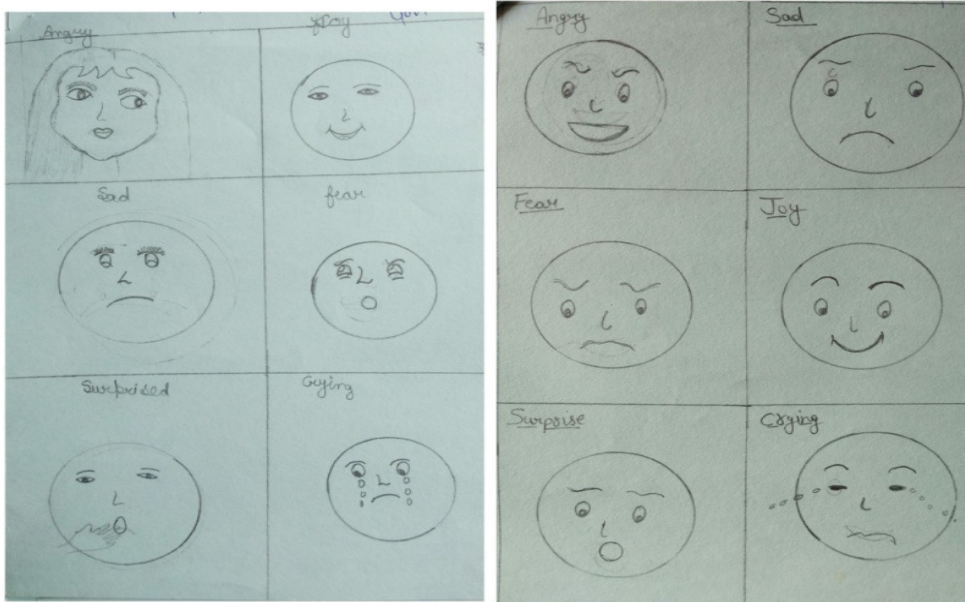
Relationship skill	Positive and effective exchange	Learning of friendship, Learn to work with cooperation, social interaction	Respect diverse point of views, approaching positive relationship, communicate	Avoid selflessness, live with love for others, remain polite with the people who live in your surroundings and don't be mean with others, share things
Decision making	Respectful choice, ethical consideration	Live with harmony, responsible act, care and well being of self and others concerns	Responsible towards one's deed, avoid anger, understand values, take care of others well being	Never run from responsibilities, being a responsible citizen, give value to time, work thoughtfully, and never make decisions when a person is angry, don't create troubles for others, should be impartial, face challenges

**1. How dimensions of socio-emotional learning assist in learning outcomes of elementary school students?**

**Self-awareness**

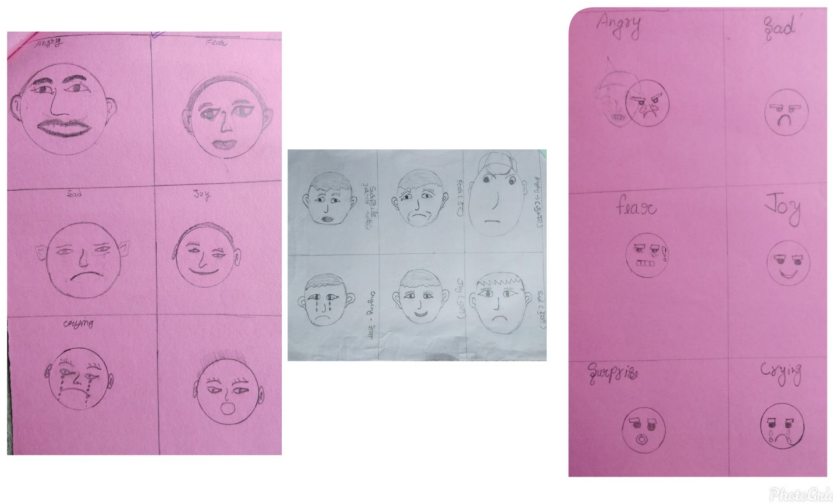
Self-awareness is the beginning of implementation to ensure the positive attributes, recognize strengths and weaknesses, and identify emotions. For knowing the feelings, the researcher divided the group into two or three group activities to draw pictures on said words of related sense. The participants tried to pull the images on the following feeling:

*Recognizing emotions by the female students (Government school)*



PhotoGrid

*Recognizing feeling by the male students (Government school)*

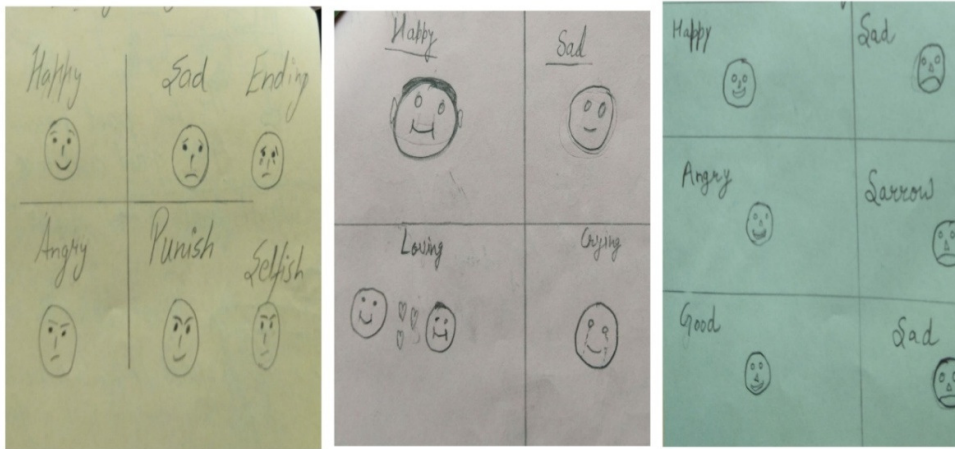


The above activities show that in the groups of female students of gov. School, the second group, is more able to recognize the feeling of anger, joy, sadness, fear, surprise, and crying. The students of the first group tried to identify the following feeling to some extent. At the same time, the boys from the Government school are also divided into three groups. The second and third groups of the students identified more feeling than the first group. It depicts that the girls are more attentive towards the sense than the boys.

*Recognizing passion by the female students (Private school)*



*Recognizing feeling by the male students (Private school)*



It explains that the students also get success to identify the feeling. The third and fourth group is more able than the first and second group of girls. Among the group of boys, the first group seems more capable than the second and third groups. It depicts that the girls from the government school are more able to label the feelings. The self-awareness competency also includes group activities to mark the students' strengths and weaknesses. The girls from the government school labelled their strengths as laughing, helping others, respect others, and deficiencies as angry, speak less, crying. At the same time, the boys from the government school marked their strengths and weaknesses as not speaking wrong, helping others, soft-hearted, singing, living together, and stubbornness, crying, and anger.

In the same activity, the students from the private school also marked their strengths and weaknesses. Girl participants labelled the capacities in the form of respect elders, follow the rules, not selfish, honesty, kind, sensitive, and talkative, confused, bad behaviour, mood swing as strengths and weaknesses respectively. In the context of boys, advantages are generous, obey elders, gentle, sympathetic, take care of animals and sharing, and the failings are fighting, not listen, anger, sadness, ego, teasing.



The students learned about various activities during the intervention through which they can improve their self-awareness and can make them happy and light.

These activities are:

In the context of govt. school

**Girls (Govt.)**

Praise by teachers

To meet with friends

Getting good marks

Coming of relatives

**Boys (Govt.)**

Spend time with parents

Learn new things

To help others

Playing in a group

In the context of private school

**Girls (Private)**

Getting good marks

Following good habits

Playing with friends

Not hurting others

**Boys (Private)**

Help others

Doing work with interest

Done task on time

Remain calm, don't fight.

Self-awareness boosts self-confidence to make decisions with deep thinking and understanding of feelings. It develop a strong feeling of self-worth which leads to effective learning (Arabsarhang & Noroozi, 2014). Polk (2013) also supports this dimension with “inward attention, capacity of identification of deep emotions, strengths, weakness and motives”. It is helpful in developing meaningful living, ability of choosing values, and personal growth. It is directly associated with positive psychology of well-being (Ugur, et al., 2015; Sutton, 2016).

**Self-management**

SEL forms an integral part of the present-day curriculum to make a person more sociable and emotionally sound made an essential part of the educational

process. It produces a right-minded and respectable adult (Tsolou & Margaritis, 2013). The researcher adopted the instructional module, which was based on storytelling, role-playing, group discussion, group work, and drawing.

The axon of self-management that concerns the students' ability to regulate their emotions, cognition, and behaviors creates the power to unfold problems, maintain the rate of actions according to the situation, and change according to the different circumstances. Further self-possession and to handle oppression have been addressed for building the art of self-management. Personal discipline is necessary so that the students become well capable of setting the right goals and taking the required actions which are essential to accomplish the goals (Tsolou & Margaritis, 2013).

The story '*How the camel got his hump*' stated the importance of self-management and that nothing can be achieved by sitting idle and wasting time. The one who is lazy and does not fulfill his responsibilities will suffer in the end. The researcher then asked the students regarding the significant values they have gained from the story. The findings of the study showed that *Girls of the Government school were of the view that "camel instead of being lazy should have been responsible towards his work and should not depend on the others to get his work done."* Since this habit of the camel being lazy and neglecting, his duty created the problem for other animals and increased their work pressure.

Further, they pointed out that "*one should never put their work for tomorrow and should try to live in harmony with others as well.*" The hump represented burden to the work that camel neglected. Considering the point of view of the *boys of the government school* regarding the values they have earned through the story, it found that "*one should never be proud of their external beauty.*" The camel got a hump on his back and lost his beauty due to his habit of ignoring responsibilities and lack of

self-management. Further similar to the views of the girls, boys also agreed upon that *"one should do their work on time and should try and listen to others' points of view as well and should work together."*

The same experiment was then conducted with the students of the private school. The students of the private school represented their point of view in terms of what they found best and worst about the story and the significant values they gained from the story. For example, the *girls of the private school* said that what they found best about the story is *"Dijin helping other animals and finally the camel understanding his responsibilities and started doing his jobs."* Similarly, boys stated that *"Dijin making camel understand his responsibilities by using positive punishment and the way other animals were working together"* is what they find best in the story. Further, regarding the values they gained from the story, they said that *"one should always complete their work on time, with utmost sincerity, honesty and kindness and should never forget their sense of responsibility."*

Self-management is a crucial part of achieving learning outcomes. The following studies (Bahri, et al., 2016; Mooney, et al., 2005) also focused on the importance of self-management in promoting task performance and motivate to right solution of the problem.

### **Social awareness**

This section of the chapter focuses on the axon that relates to social-awareness, which deals with taking the perspective and empathizing with others, thus responding to other individuals' emotional needs and developing the power of acknowledging and appreciation towards variations and uniformity of group (Giavrimis & Papanis, 2009). The researcher to evoke this axon among the students used the story called "Princess September."

The story "princess September" focused on the importance of empathizing with others and that the real artistic work can be done in the state of freedom only, and this is the real and the true secret behind the actual happiness. The researcher again, to understand its impact on the student's mindset, asked them regarding their point of view. While talking to the *girls of the government school*, it was found that they were able to empathize with the birds and stated that "*animals or birds should not be kept in a cage and they have equal right to be treated well.*" Further talking about the development of their perspective, girls stated that "*one should never indulge in the wrong talk and should not force their decisions on everyone else. Rather one should help others and speak with love.*"

Further, the researcher stated the perspective of *the government schoolboys* on what they gained through the story. They said that "*no one has the right to snatch anyone's freedom; rather, everyone has the right to freedom.*" Further, keeping their point regarding the behavior, they stated, "*one should empathize with others, help them.*"

In the case of the students of the private school students were asked about what they feel they can do to make others and themselves happy in terms of the story. Girls of the private school responded that to make them happy, "*a person should follow good habits, play with friends, and interact with other people.*" Whereas to keep other people happy, "*a person can provide them a helping hand, respect them and not hurt them.*"

To the same question, the boys responded that to keep themselves happy, "*a person can help others, do things in which they are interested, remain calm, not fighting with others and depicting good manners.*" Whereas to keep others happy, "*a person can help others, play with them, and finally by respecting them.*"

Aziez (2017) and Greene & Kamimura (2003) also suggested that the skills of social awareness are essential for understanding their roles and functions within community. With the help of this skill, they can discuss complex issues, understand their social roles, develop deep understanding of different views and can be a good decision maker.

### **Relationship skills**

This section helps in determining the role of the relationship skills among the students in building their SEC. The axon of relationship aptitude concerns students' ability to develop healthy relationships with others and how they communicate with others. Thus, they address their ability to sense, understand, react to other people's point of view, show respect, and accept the people who might seem to be different from them (O'Conner, De Feyter, Carr, Luo, & Romm, 2017). The researcher to evoke this axon among the students used the story called "Selfish giant."

The story "*selfish giant*" stated that happiness comes when we build a good relationship with others and maintain selflessness. The feeling of actual happiness truly happens when you, through your actions, actually made someone else happy. The researcher again, to understand its impact on the student's mindset, asked them regarding their point of view. The *girls of the government school* stated that "*an important aspect of remaining happy is to live with love for others, remain polite with the people who live in your surroundings and don't be mean with others.*" It was due to the rude behavior of the giant with small children that the garden lost its beauty, represented by spring and covered with snow all around, which made the giant himself unhappy.

Similarly, the boys of the government school were of quite a similar view regarding the values they have gained from the story. Boys stated that "friendship

*should be with everyone and for the person to remain happy must respect other people instead of yelling at them and should not be greedy."* For example, when the giant in the story misbehaved with the children, intimidated them, and acted greedily, he experienced a loss of happiness. Once he initiated a friendship hand towards the children, his garden was again filled with joy the pleasure.

In the case of the students of the private school, quite a similar response was gathered. *Girls of the private school* stated that *"one should be kind and generous with others, never hurt anyone else feelings and should try to remain polite with other people."* Further, they stated that *one should not be jealous of others and should not hate anyone."*

*Boys of the private schools* made even more valuable additions to the picture. They stated that *"one by avoiding the anger, the ego can ultimately remove the sadness from their lives; moreover, to remain happy, it is important to depict the behavior of sharing and cooperation."*

The skills of sharing and cooperation are related to positive relations. These relations are helpful in approach of deep learning and problem solving (Gijbels, 2005). Gablinske (2014) focused on essentiality of teacher and student relations for learning environment to develop a sense of coherence. There is need to avoid anger, ego and create understanding of deep relationship.

### **Responsible Decision Making**

The following section will focus on the responsible decision-making ability of the students. This axon of SEL deals with constructive decision making which should be based on considering all the relevant factors and should include the safety consideration, appropriate code of ethics, and upshots of choosing a possible way to

proceed (Wood & Foundation, 2017). The researcher to evoke this axon among the students used the story called "Children at work."

The story "children at work" stated the importance of making the right decisions and sometimes how the wrong decision taken can adversely impact the lives of the people. The researcher asked students to present their views, to understand the impact of the story and the values they learned. The significant amount the girls from the government school learned is that *"a person should never run from his or her responsibilities, should try to help others and further being a responsible citizen it is not good to act to travel without ticket in train."* While boys, on the other hand, stated, *"a person must be self-dependent and should not be afraid of anyone. Further, a person to excel in life should give value to time, work thoughtfully, and never make decisions when a person is angry."*

Similarly, private school students presented their point of view regarding the values they have learned from the story. The girls stated that from 'children at work,' they gained various benefits. They discovered that *"one should not waste his/her time and rather indulge in productive activities, respect others, treat everyone as equal and respect the rag pickers, and final keeping our environment clean, is the responsibility of every person."* While the boys of the private school stated that *"it is important that a person should not run from the difficulties and rather should stand and face them if they want to succeed in life."*

To achieve success or learning outcomes, decision-making power promotes learning opportunities. Though these opportunities students learn systematic collection of information to make a responsible choice. It develops satisfaction, which leads to improving motivation and emphasises coordination (Blaskova, 2018; Greenbank, 2010).

## **2. What are the pedagogical dimensions for developing socio-emotional learning among elementary school students?**

The social and emotional competencies incorporated through various methods like role-playing, storytelling, group discussion, group work and drawing. The *role-playing* strategy improves the exploration of multiple situations in a realistic way. The students experienced speaking ability, associations, ready to learn and to form an interest in the subject. It increased the leadership ability, social interaction, direct learning towards self-confidence and attendants of the students. It also supported that the role-playing method of teaching focuses on a more student-centred approach and active involvement. The second pedagogy was storytelling that has first-hand experience with emotional intelligence and intuition. It develops the visionary and organising aspect of thinking with the help of stimulation of the mind. It also focused on engagement and imagination of thinking and emotions. It also argued that it creates power listening, participating interest and retention. The group discussion showed sitting attentively and talking carefully, experienced critical and evaluation of the content and developed rationality behind the matter. Studies showed improvement in judgement, question-answer, individual learning and body language. Students were able to learn communication, discharge responsibilities, and engage in healthy competition, growth in the pace of learning through group work. It is the method through which peer cooperation, mutual accomplishment, and intrinsic rewards can enlarge. The process of drawing boosts memory, visualization, positive outcomes and creativity. Students were able to make the meaning of their thinking and depicted that through making drawings. The following studies support all the methods played an essential role in developing various skills and competencies (Howell, 1992; Green, 2004; Welty, 1989; Davidson & Major, 2014; Gidoni, 2018). Goleman, et al. (2002),



Greene & Kamimura (2003), Ugur. Et al. (2015), and Hatami, et al. (2016) supported team teaching, group based learning, teaching through painting and peer discussion methods to inculcate the skills of self-awareness and social awareness.

### **Conclusion**

The present study tried to conduct an attentive trial of SEL curriculum and programs in schools at the elementary level. It found that the researcher was able to impart the social and emotional competencies among the students by adopting the instruction technique of storytelling. Each story selected for the particular axon was well prepared to present the importance of all the core competencies.

Moreover, the study deals with analyzing the influence of socio-emotional training module on the socio-emotional competency of an elementary school student. Initially, the pilot study shows that the questionnaire used for collecting the information from the student is accurate, internally consistent, reliable, and valid. Further, the perception of government and private school student reveals that in today's scenario students have lacks of socio-emotional learning skills. Having a similar level of socio-emotional learning level, after instructional program module-based training, there has been increased the level of socio-emotional learning of students'. As the provision of socio-emotional training helps in making students more self-aware and socially aware along with training modules improve students' ability to make decisions, manage themselves, and handle relationships by controlling their reaction at the time of anger, managing miserable conditions, or enhancing their ability to share ideas or responsibilities with others. Hence, a socio-emotional learning module is required in elementary school to make students more open and strengthen their ability to connect with people.