

## CHAPTER 5

### KEY FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

#### FOR FURTHER RESEARCH

##### Key Findings of Quantitative Analysis

- There is improvement for participation in group or team activities. Students started preferring engagement with their peer of same age group and elders, group games, working in team and making many friends.
- There is a significant difference exists between in socio-emotional learning in experimental group between pre-test and post-test.
- There is no significant difference exists in socio-emotional learning in control group between pre-test and post-test.
- There is a significant difference exists in socio-emotional learning between experimental and control group. Experimental group had more socio-emotional learning than the control group.
- The scores for comparison in socio-emotional learning of government and private school students had no significant difference.
- The scores for comparison in socio-emotional learning of boys and girls studying in elementary schools had no significant difference.
- There is a significant effect of socio-emotional learning module on learning outcome of students. The inclusion of the module, the socio-emotional learning of the students has increased.

##### Key Findings of Qualitative Analysis

- The dimensions of socio-emotional learning fully assisted the learning outcomes. The SEL module established the following learning outcomes:
- Label emotions

- Express emotions
- Completion of work within time framework
- Accepting diversity
- Human values
- Respecting others
- In the present study, the researcher found role playing, storytelling, group discussion, group work and drawing.

### **Educational Implications**

The findings revealed that there is a correlation between socio-emotional competencies and behaviour modification. Thus it creates necessity to incorporate social and emotional learning in the curriculum to make responsible citizens having life skills. The present study focuses on the importance of socio-emotional learning for all stakeholders' viz. teachers, students, and parents as they are pillars of the education systems. It creates a need for providing more training to the teachers for applying SEL aspects in the school. By providing enriched and accelerated SEL programs to the teachers can increase the amount and quality of the instruction process to achieve the desired goals. They know the various activities but are not aware of the relation of those activities to the social and emotional learning process. It creates a need for facilitating the sources and infrastructure to be strengthened.

The result of the study depicted that the intervention programme has a positive impact on the students' social and emotional learning and reduced the problems related to the psychological, social and behavioural. There is a dire need of including the activities based pedagogy which can directly or indirectly relate to the brain function, whether it is conscious or unconscious. The socio-emotional competencies will be useful in providing a high-quality environment which will play a role in

decreasing stress, anxiety, and creates pro-social skills. All these aspects of social and emotional learning will help in achieving the goals of NCF, 2005, which focuses on learning with joy, not a burden, develop the dignity of the students, and reduces the involvement in anti-social activities. The framework includes the enrolment and retention of students and democracy. These aspects are directly related to self-resiliency and self-esteem that can improve and learned from the implementation of the social and learning process at all the levels of education.

The application of the intervention of socio-emotional learning in or outside the school would be able to make the secured and valued structure of the curriculum. It will prepare the students for positive changes, and skills to cope with the problems related to peers pressure, gender stereotype and their life.

#### **Limitations of the Study**

- The scope of study confined to two schools of Rewari, Haryana, which does not represent the entire population of the students. Thus, it is not enough to generalise the results that have been obtained.
- The study has not accounted for the gender, locality and culture-wise. It may lead to several unanswered questions.
- Some school principals denied for data collection from their schools as this could disturb the timetable and study of that particular class.
- The responses of the respondents could not be verified whether they were real and responded sincerely.

#### **Recommendations for Further Research**

Any research work cannot say the final words of a problem because it is challenging for a researcher to touch all the aspects of a problem. So the suggestions for further research in this direction cannot be kept out of place here. Following

recommendations can be considered for new research:

- The present study was carried out on students only. So, it should include teachers and parents as well because these are the crucial agents of the education system.
- It carried out the six months intervention program only. Therefore it can be of more duration to see the long term effects of the instructional module of the social and emotional learning.
- A longitudinal study can also be carried out, in this respected. This would help gauge the change in the level of socio-emotional learning.
- It included only five pedagogies related to group activities and self expression. With the help of various methods of instructions can achieve more effective learning outcomes.
- It recommended that students should provide such type assignments in which they can participate to others and can take elders expertise.
- By using everyday classroom scenario can help in understanding and effective reflection on competencies of socio-emotional learning.
- The study included a sample of eighth class students from the two schools only. So, it can be expended to all the levels of the students and schools for more comprehensive results and better generalization.

### **National Importance of Study**

It is essential to know about social and emotional learning for a stable future foundation. It is impossible to realise the emotional happiness without a critical and basic understanding of the process. It is the essential process for inculcating fundamental competencies for work and successful balancing life. It plays a vital role in transforming schools.

The necessity of connectedness requires interactions with adults for getting the critical components for the success of the schools. This requirement would be able to create better teacher-student relations with the help of authentic discussions. It will lead to active listening and self-management power. Social and emotional learning is essential for the global economy in the form of increased productivity. It can happen with the help of adjusting and adapting the changes in the workplace and making the best alternatives for the problems. Cognitive ability and mental health are also affected by socio-emotional learning. It removes the unwanted and negative thoughts, dreams and perception through engaging in the activities and relieves the displeasing stress.

The findings of the study concluded that there could be a shift in pedagogy with the inculcation of asking questions, creative ideas and satisfying the curiosity. By the pedagogical shifting and individual factors related to learning enhance the learning without burden as mention in the NCF 2005. In it, the students learn with joy and will power. It embedded the learning standard with the practical assessment. It is based on the students' interest, goals and intrinsic motivation. It lies on the progressivism approach that focused on learners' experiences by doing real-life activities. The teachers and parents need to pay attention to their level of social and emotional learning. They must be treading on this path because this is going to help in making better skills to apply best instructional methods in class and outside the class. It will lead to the overall betterment of the school. The ministry of education must have the consideration of in proving the facilities and training programmes concerning the practical transformation of the social and emotional competencies. It is a useful aspect of learning to lead the holistic development of the personality of the students.

## Summary

The primary objective of the study is to see the effect of the instructional programme on socio-emotional learning on elementary school students in Rewari block of Rewari district of Haryana. The students are the posterity of the country. The social and emotional learning provides the fundamental level of learning with the competencies of self-management, self-awareness, social awareness, relationship skills and responsible decision making. Result of the study explores the realistic in the form of subjectivity and flexibility in thinking and individual sense-making. It applies the activities as the methods of teaching that provides the opportunity of autonomy and initiatives for accepting and encouraging the diversity of the thinking.

The chapters of the study depict the mini form of writing the thesis. The first chapter defines the basic introduction including need, objectives, hypotheses and research questions of the research. In contrast, the second chapter covers the review of the related literature to find the research gap. The next section defines the research methodology and highlights essential aspects as sample, tool, research techniques and analysis methods. The fourth chapter deals with the analysis of data, which is based on the embedded design of the mixed approach. Lastly, the fifth chapter reveals the essential findings and its usefulness for different agents of education.

The instructional module was used as an intervention program for six months. The findings related to the module shows that students can learn some abilities like avoid unhappy conditions, shouting at the time of anger, knowledge about the manner of speaking, learn new skills from others, and connect with the group. It helps in developing creative thinking to solve the problematic work and motivate to teach the positive attributes and find out the strengths and weaknesses of an individual. Based on the activity to draw the feelings in which they are comforted to recognize the

emotions. The girls from the Govt. School draw the pictures and emoji on the opinions of anger, joy, sad, surprise, crying, and the boys from the same school recognized the emotions on excitement, sadness, joy, crying. At the same time, the girls from the private school were able to identify the feelings of happy, sad, giant, wow, anger, wonder, and the boys from the private school were able to recognize satisfied, laughing and sad.

The group activities included the strengths and weaknesses of the students about him/ her. The powers as praise, playing in group, excellent marks, togetherness, and spend time with adults, learn new things, help others, are identified by the girls and boys from government school respectively. The students of the private school mentioned the strengths in terms of getting good marks, good habits, not hurting others; doing work with interest, done work on time, remain calm, and don't fight with others. The students were also able to mark some weaknesses, which created a gap to connect with others. These are crying over small issues, anger, fighting, stubbornness, talkative (not listening to others), and teasing their peers.

During the intervention, they depicted that they are less indulge in wasting time and behaving according to the situation. Students started to regulate their emotions and behaviour, learn personal discipline in the ways of sitting arrangement and dressing up. They tried to make active listeners. Even the students of Govt. School stated that instead of being lazy one should be responsible towards one's deed and live with harmony. One should not be proud of one's external beauty. We should have feelings of love and care for others. The students also understand the value of completing work on time with sincerity and honesty. The skills of social and emotional learning boots the feelings of kindness end empathy towards human beings as well as nature. These feelings develop the attitude towards righteous deed for the

freedom of others. They admitted that forceful decisions make chaos in friendship and teamwork. By speaking with love and others help can make happy oneself as well as others. In practical dealing with an animal, they felt the feeling of deep satisfaction. They decide on that by living with harmony and love, they remain polite, kind, generous, not jealous and hate anyone. Following skills enable the students not to hurt their peers, tried to avoid anger, and tried to make responsible citizens with sharing and cooperation.

In short, it can be said that the present study made the students more open and enhancing their abilities to connect with people. It built the foundation for a successful life related to academically, professionally and interpersonally.