

**EFFECT OF AN INSTRUCTIONAL PROGRAMME ON SOCIO-
EMOTIONAL LEARNING OF ELEMENTARY STUDENTS**

THESIS

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Certificate of Originality

The research work embodied in this thesis entitled “**Effect of an Instructional Programme on Socio-Emotional Learning of Elementary Students**”, has been carried out by me from the Department of Education, Central University of Haryana, Jant Pali, Mahendergarh, Haryana, India. The manuscript has checked for plagiarism verification by Turnitin Software under submission ID - 1407730093 vide Plagiarism Analysis Report No./CUH/2020/LIB./1206 dated 07/10/2019. As per the report the document, the similarity index is below accepted norms. I declare that the work and language included in this thesis is free from any kind of plagiarism.

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ABSTRACT

The concept of socio-emotional learning is the core component for development of a child's self-awareness, self-management, social-awareness, relationship skills, and responsible decision making. It is the process of developing and using social and emotional skills for achieving the desired goals of education. Socio-emotional competencies are significant indicators of adjustment, adaptation and management of thoughts. The main objectives of this research were to study the effect of the instructional module developed for the purpose of this research study, explore the pedagogical dimensions for developing socio-emotional learning, and to find out the individual factors related to social and emotional competencies of elementary school students. For this study, the researcher took a sample of 113 students (out of which 64 were boys, while 49 were girls) from two schools in Rewari Block, Haryana using simple random sampling. For the collection of the primary data, the experimental method and pre-test post-test equivalent group design was used. The researcher developed a module and used it as an intervention programme for six months to introduce the various dimensions of socio-emotional learning. Statistical methods like percentage, mean score, standard deviation, t-test, correlation, and regression were applied for analysing the data. The findings of the study revealed that integration of the instructional module into classroom activities influenced the ability of the students, and encouraged them to learn self-discipline, the use of time, practice self control by avoiding anger through role plays, discussions, group work, and drawing. The researcher concluded from this research study that the way of life, the family

structure, positive moods and discipline are the factors that affect socio-emotional competencies and improve learning outcomes.

Key words: Instructional programme, socio-emotional learning, elementary students.

DECLARATION

This is to certify that the material embodied in the present work entitled “**Effect of an Instructional Programme on Socio-Emotional Learning of Elementary Students**”, is based on my original research work. It has not been submitted in part or full for any other diploma or degree of any University/Institution deemed to be University and college/institution of National Importance. References from other works have been duly cited at the relevant places.

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ABBREVIATIONS

SEL	Socio-emotional learning
ISELF	Indian Social and Emotional learning Framework
CASEL	The Collaborative for Academic, Social, and Emotional Learning
WHO	World Health Organization
UNESCO	The Collaborative for Academic, Social, and Emotional Learning
OECD	The Organisation for Economic Co-operation and Development
AIR	American Institutes for Research
TOI	Times of India
RULER	Recognizing, Understanding, Labeling, Expressing, Regulating
SAFE	Sequenced, Active, Focused, Explicit
WATIS	Wipro Applying thought in Schools
UBC	University of British Columbia
REDI	Research-based, Developmentally Informed
QUAN	Quantitative
Qual	Qualitative

CHAPTER 1

INTRODUCTION

While it is globally accepted that education is a fundamental right and children across the world should have access to education, the question of how the quality of education may be improved continues to be of concern. Various reforms and sustained efforts are in place for development of facilities, sources and infrastructure to bring about improvements. This development is considered to be imperative to improve the education imparted to young learners. The essential part of education is also the relationship between the teacher and the student, where the teacher is able to address the unmet emotional needs of the learner, and thereby to foster social-emotional competence in the child. A positive relationship between the teacher and students is a fundamental aspect of quality teaching and learning, it helps nurture children in a harmonious, comfortable and safe environment, and inspires them to achieve their desired goals (Durlak, 2017). It is widely accepted that the goal of education is to enable the child academically and socially, and make them emotionally sound so that they are able to achieve success in all phases of their life (Robert Wood Johnson Foundation, 2017). This goal enables the student to attain absolute knowledge, become responsible citizens, caring members of society and socially competent individuals. It also includes the competencies “to understand and manage emotions, set and achieve positive goals, feel and show sympathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL, 2012).

Durlak observed that socio-emotional learning (SEL) has a constructive effect on academic success. He concluded that social and emotional exposure promotes social and emotional competence in early childhood, enhancing academic

performance. In early childhood, the brain develops in fundamental ways and at a rapid pace. This developmental window has great potential for impact of positive influences, but at the same time, there is great risk of the child being vulnerable to disruption (2015, Report Institute of Medicine and National Research Council) These social and emotional competencies are also helpful in notable development of directive behaviour (Durlak et al., 2011). The SEL training programme provides a platform to teachers by which to enable students to achieve their desired learning outcomes, reducing their anxiety and stress, while helping them to engage in joyful activities at the same time. The process of developing competencies of controlling and managing reactions helps students to evolve as responsible persons. This, in turn, minimises the behavioural problems of students during the time spent at school or even in interactions outside school. Those students who interfere in the performance and engagement in social and academic activities of others are considered as having social, emotional and behavioural problems. These students, who face issues like sensory processing disorder, display of intrusive behaviour, and use of improper language, need more care and love, along with extra attention, support and a protective environment (Cooper & Cefai, 2013). Abusing, interrupting others and lack of concentration are some of the identified behaviour problems that serve as barriers, creating hindrances in the learning process (Giallo & Little, 2003).

Effect of Behavioural Problems on Learning Outcome of Students

Managing behavioural aspects of children is really a big challenge for teachers. Problems related to disruptive behavioural disorders such as anxiety, emotional disorder, destruction, and hyperactivity act as hindrances in the path of learning. These problems interfere with the achievement of the academic success of students, as well as their own well being. Stake holders of education should take the

responsibility of creating effective connections between instructional design and healthy aspects of behaviour. This will lead to maintaining positive relations, a healthy, positive environment and nurture mutual consideration, which are the influencing factors for providing protective, affectionate and sympathetic surroundings (Langley, 2009). Problems related to unhealthy behaviour are closely related and have more influence on scholastic performance, hindering student success. A child who has feelings of sadness, loneliness, inadequate communication with others and deficit attention will avoid engagement in activities not be able to develop the skills to cope with the consequences of advanced demands of learning in the higher grades (Breslau et al., 2009). Behavioural problems interfere with children bonding with their peers and inhibit their forming secure, positive and healthy relationships at every stage of life. Behavioural problems isolate children from social and personal interactions, which diminishes the probability of their attaining their desired objectives and learning outcomes (McLeod & Kaiser, 2004). Hinshaw concluded that the development of communication skill is associated with the level of educational performance, adaptivity and folded behaviour of the individual (Hinshaw, 1992).

Rapport (1999) asserted that learning, conduct and behavioural problems are related to underachievement in school and even outside its precincts. If the child has a healthy attitude, good and positive values, impulse control and resilience, they display a higher possibility of having fewer behavioural problems and higher chances of educational attainment (Brian H. Smith and Sabina Low, 2013). Integration of socio-emotional learning with instructional strategies maximise the capabilities of students, nurtures their potential for advancement in learning, and helps to close achievement gaps. Scholars have observed that social interactions between students and teachers,

classroom atmosphere that is conducive to academic learning and at the same time, one that fosters both emotional robustness and emotional resilience encourages healthy competition and companionship among classmates are factors that contribute to scholastic achievement and social-emotional competence (Zins & Elias, 2007). According to Yadav & Kumari (2019), teachers play an important role in building socio-emotional learning skills among children. For this, educators have to cultivate a positive classroom climate, inculcate social and emotional competencies by creating a caring classroom community, by connecting emotionally with their students in a friendly manner, by incorporating discussions and group work, and by displaying a positive attitude and patience.

Role of Pedagogy in Socio Emotional Learning (SEL)

The challenge facing schools is to establish education programmes that will stimulate social and emotional learning and integrate it with traditional academic learning to mitigate behavioural problems considered to be a significant impediment in the state of happiness and mental health of students. Effective instructional learning strategies based on integration of academic, social and emotional learning enables the individual to take an active part in social, personal, organisational activities. SEL provides the organizational framework, helping students to become more resilient, be able to come to terms with their thoughts and emotions, be responsible for their actions and be able to take decisions. Thus, SEL competencies, embedded in instructional strategies, help in the process of learning various skills (Elias and Zins, 1997). The process of providing knowledge using learner-centred design enables students to become self directed learners. In an atmosphere of commitment, caring and love, children acquire emotional stability and emotional and social competencies. A basic change in educational philosophy can take place by adopting SEL and

supporting it with a gradual shift in pedagogy to create an education system that will produce emotionally stable, well rounded, socially responsible children (Hawkins et al., 1992).

Students' participation in various group activities that involve decision making and taking responsibility for their actions lead them to experience satisfaction and fulfilment. By being able to manage and control behavioural problems and by displaying a healthy attitude towards others' feelings, integration and brotherhood is established among them (Glasser, 1969). An affectionate and kind classroom environment helps children to feel protected and grow up to be healthy individuals who have a high moral standard. By integrating SEL into everyday classroom lessons, a loving atmosphere of teaching and learning is created, allowing learners to express their views, concerns and feelings freely. When children understand they are being accepted in spite of their individual differences, they form a strong bond of attachment to their school, their teachers and friends, and grow into confident adults, who are not only academically successful but emotionally stable. This close bond with educational stakeholders provides the fundamental base on which rests educational attainment and intelligent choices. If individual differences of children are accommodated, it instils confidence in them and encourages them to communicate with others without hesitation (Elias and Zins, 1997). These qualities can be developed in children by using class meetings that provide a space for speaking and active listening and sharing experiences related to personal life. This helps to spark interest in children and their curiosity to learn more and more may be capitalised on as a learning motivator (Elias & Tobias, 1996).

This indicates that the school and the classroom are the places from where the programme of inculcating social and emotional skills can be started. The school and

the classroom provide a mini society of various cultures, ideas and attitudes where the child comes in direct contact with different perspectives (Durlak et al., 2010). The relationships that students enjoy with their teachers and family members have a great influence in shaping their activities and performance. Based on these relationships, students are able to participate effectively in role-play activities in the class. Role-play activities related to life work well as a tool for SEL intervention. It helps to build self-confidence, leads to greater awareness and self-reflection, and enables children to build self-regulation by working through difficult situations. Such activities help children solve problems and make decisions. They also learn to collaborate with others. In playing various roles and by using the storytelling method, they are able to identify values, such as friendship, co-operation, self-respect, equality, and qualities, such as patience, self-esteem, and communication skills. While participating in storytelling, they learn to control their emotions (Kumari & Yadav, 2017). Durlak suggested that the SEL programme should be sequenced, active, focused and explicit (SAFE) with the basic elements of connecting a synchronised set of activities, mastering new skills, promoting active student engagement in the educational process, enhancing social and emotional skills, providing opportunities to practice, hone and reinforce these skills and building emotional competencies (Durlak et al., 2010, 2011).

Promoting Socio-Emotional Learning (SEL)

A school, primarily, is an institution where children are grouped together for learning. This learning, however, should not just be academic but should bring children to a realisation of what it is to be a human being. Thus, the main purpose of school should be the development of learners to live morally, creatively, and productively in society, The larger issues of education then should be to provide not

only intellectual growth, but also to invest in social and emotional learning in children so that they grow up to be enlightened, benevolent, and accountable adults. Social and emotional competences enable the child to learn, accept, handle and communicate effectively the various emotional and social aspects of life. It teaches them to successfully regulate the work related to daily life, such as establishing positive relationships, social consideration, and exploring alternatives for solving problems (Elias and Zins, 1997). It includes activities, which require coordination of feelings, sentiments, behaviour and apprehensions. There is a need to search the strategies of learning and support these skills in various contexts (Durlak et al., 2017). Teachers should be fair and without bias towards students, treat them with respect and inculcate these skills among students. Teachers need to provide an enriching classroom environment, where children learn to make wise choices, a space where they become aware that decisions taken by them will have consequences that might affect them, as well as others (Walters & Frei, 2007).

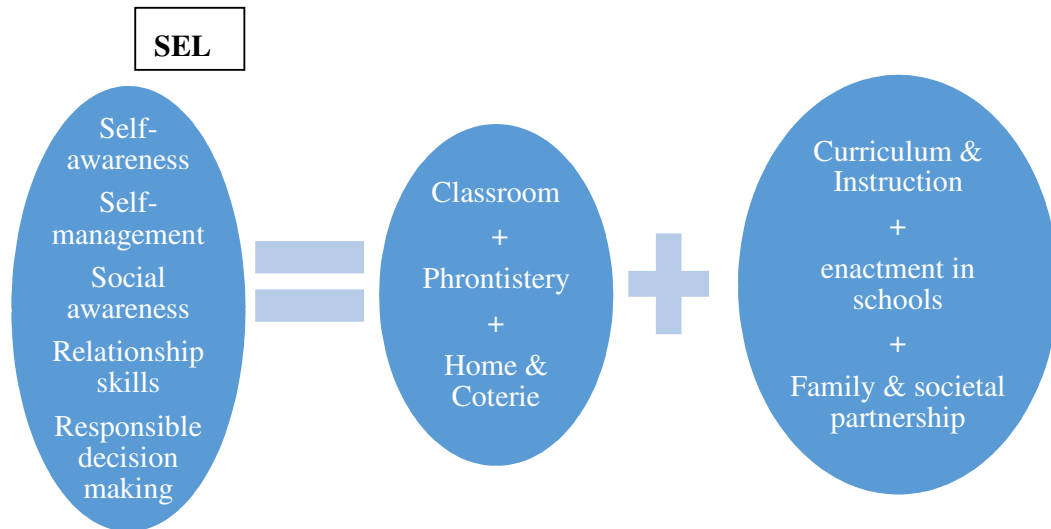
Psychologists and educationists also concluded that mental abilities are closely related to behavioural, psychological and social functioning. The school and classroom should have an inclusive learning environment. Teachers should nurture participatory competencies, and help to develop skills for managing crisis and conflicts. Research indicates that behavioural problems, such as delinquent behaviour and indiscipline are positively correlated with cognitive failures like absent-mindedness. Behavioural problems are often due to frustration and degradation of self-confidence resulting from emotional neglect or deprivation (Arnold & Doctoroff, 2003). These external and internal behaviour problems results in children becoming daydreamers and consequently, the child misses out on learning opportunities because of their disorderly conduct and disruptive behaviour (Finn, Pannozzo, & Voelkl,

1995; Dobbs & Doctoroff, 2006). Martin (1994) observed that children, who are excessively shy and reserved, avoid social interactions consciously. They suffer from loneliness and their negativity bias makes them move towards gradual disconnection from education and the learning process. SEL abilities and skills, on the other hand, enable students to enter into healthy competition with their class mates, Children, who are socially and emotionally competent, are able to reflect on their experiences and learn from them.

Children with effective SEL skills are more attentive towards learning because they feel confident about their ability, can make fruitful decisions towards achieving the desired learning outcomes, can rely on their cognitive skills and positive thoughts of well being and contribute towards a tension free climate in the classroom (Jennings & DiPrete, 2009). The basic components of SEL focus on the inner strength of an individual and help them to cope with challenges and complexities related to life, as well as learning. These components are as under:

Figure 1:

SEL Components



Source: CASEL, 2017; Durlak et al., 2017; Lawson et al.,

It shows the essential elements of SEL, which include various skills, such as identifying emotions, recognising strengths, self-confidence; self-discipline, self-motivation, goal setting, accountability; empathy, appreciating diversity, respect for others; communication, building relationships, team-work; and identifying problems, social responsibility and critical thinking. These competencies have a positive correlation with the school culture and climate. Socio-emotional learning is enhanced by emphasis on shared values, good habits, fostering a unifying world view, and by teaching children problem-solving strategies (Durlak et al., 2017).

Socio Emotional Learning and Quality Education

The concern today is about providing quality education, which looks at the holistic development of the child, wherein the child attains his full potential and meaningfully contributes to and participates in society. Thus, the aim of quality education is to provide a pedagogically and developmentally sound education by

which children can acquire attributes and skills to realise their full potential and become productive members of society. To meet the changing dynamics of the population, there is a need for not only promotes quality education at all levels, but also to provide equitable and increased access to it. Quality education is one of the major factors, which have the potential to increase the enrolment ratio, especially for backward classes, as it aims to foster skills and competencies to enable learners to support themselves and their families. Quality education will also go a long way to close the gender gap in education, leading to the upliftment of women (World Education Forum, 2015). Quality education brings about the all round development of a child, whereas SEL develops their readiness for learning with full enthusiasm, interest, and healthy mindset. Educating the whole child involves active, self-directed learning to acquire knowledge in a climate in which traits of collaboration and coordination are nurtured. These traits are deeply rooted in social and emotional learning. It strengthens the essential life skills of quality education as cognitive development, high order thinking, integration that promotes intellectual skills, critical thinking, fraternity and citizenship respectively. These skills help the child to develop their unique qualities, enable them in decision making, empower them to face responsibility, to deal with the problems, and enhance their communication skills (The State of the World's Children, 2000).

School is the place where students spend most of their time among various dissimilarities of thoughts, culture, economic status, backgrounds, etc. It creates a challenging atmosphere for the child to manage himself and deal with these issues. If the child can't deal with such issues, they face the possibility of rising frustration, anxiety, stress and bullying. Here the socio-emotional proficiencies can be one of the solutions of these concerns, because it helps to enforce learning abilities, resilience

power, and responsibility towards one's consequences in order to make literate, caring and mindful persons. It enhances social and emotional skills of students by a sustained, attentive, and systematic approach (Elias, 2003). Research shows that by the implementation of SEL programmes in schools, educational attainment increases, discipline increases, the ability to evaluate one's actions increases, while problematic behaviour incidents decrease, sensitivity towards others' needs increases and the child is able to progress with others. The above mentioned qualities lead to achievement of the sustainable development goal (SDG 4) of quality education for all (Brackett & Rivers, 2013).

Quality education focuses on amalgamation of theoretical and practical aspects of learning. Social and emotional learning also deals with the lifelong mental health and well being of students, apart from academic learning. Both epistemologies, i.e., the theoretical and the practical aspects of learning, are aimed at developing the understanding of the individual and their long term memory, which is the varied outcome of the diverse forms of learning that human beings are capable of. This long term memory is responsible for modification of the individual's behavioural tendencies as a result of its experience. As they attain intellectual maturity, children develop the ability to make good decisions on their own, and they are more focused on determining their goals and engage in useful activities. Maturity is also developed when children interact with others, and by actively changing recalcitrant behaviour, they are able to minimise behavioural problems (Elias, 2003).

According to Elias & Zins (1997), integration of SEL initiatives in school teaching programmes increase social and emotional competencies among children, and foster positive peer relations. This integration also helps to make the education inclusive, wherein all students, including those who are culturally diverse, differently

able, and even those with special needs, can access mainstream education. Thus, a learning environment is created in which the student faces new challenges and situations and learns how to tackle them, while mastering life skills and managing risk situations with the help of their teachers and their peer group. SEL initiatives, integrated in school programmes, nurture reciprocal relations among the peer group and encourages children to become active contributors both at home and at school, while being a positive influence on others. Social and emotional competencies also foster a positive team spirit in children and teach them to be supportive of their cohorts. Crowley (1993) noted that when teachers are flexible and avoid being rigid with their students, teacher-student interactions and relationships are respected. Establishment of a positive teacher-student relationship results in the student's willingness to talk about facing difficulties and sharing their problems with the teacher. It relates to the need of empathetic and supportive relations towards others, which is the core element of social and emotional learning. To optimise students' learning outcomes, there should be flexibility in the learning process, and various pedagogies should be integrated and implemented in the dissemination of knowledge.

Yadav & Kumari (2019) argued that teachers should understand, and they should exercise self control while dealing with students. Apart from this, they also need to be trained in management skills. The classroom climate should foster development of essential competencies with the help of different approaches of learning, as well as the minimum use of punishing consequences. Teachers must learn how to forecast and minimise behavioural problems, nurture positive and healthy relations, and amply reward progress in personal, social and academic aspects (Cartledge & Johnson, 1996).

Role of Schools in Socio Emotional Learning

Studies on policy enactments in schools reveal that strategies of SEL have been integrated in academic frameworks, discipline systems and student supports in schools. According to Meyers et al., these policies are related to the ambience of the class and school and to improve student assistance services. Thapa et al., (2013) also mentioned the importance of providing a safe and positive classroom climate and culture in schools in relation to the cognitive, affective and psychomotor skills development and learning outcome of students. These policies must include a coordinated and scaffolded learning plan for teachers, practices for bullying prevention, fair and equitable discipline, while the disproportionate use of discipline should also be addressed (Bear et al., 2015).

Educational leaders and educators can arrange activities based on SEL at the time of the morning assembly, when students collect as a community. For students who need more intensive treatment, educators can reinforce social and emotional skills by incorporating them in assembly activities and working with small groups of students. This gives teachers the scope to deal with individual variability, and promote student health and well being, enabling students to lead positive lives. Students, on their part, practice and sharpen their skills by using them in various simulated situations (Jones & Bouffard, 2012; Merrell & Gueldner, 2010; Zins et al., 2004). CASEL (2012) recommends various research based programmes of SEL that enhance efficiency and behaviour of students from the early stages of education to the advanced stages of higher learning. Teachers can foster these skills through learner-centred and problem-centred interactions (Williford & Wolcott, 2015). To engage learners in a positive educational process, academic learning has to be buttressed with student well being. Teachers should encourage debates and allow students to not only

explore and develop their own ideas, but also have the confidence to voice them. By encouraging autonomy of thought, educators provide a satisfying and positive learning experience (Durlak et al., 2011; Farrington et al., 2012; Sklad et al., 2012). Hawkins et al., (2008) and Jones et al., (2015) suggested some benefits of SEL competencies, such as the nurturing of a sanguine attitude, persistence, dedication and readiness towards learning, which are helpful in reducing conduct problems, emotional distress and improve enrolment and retention.

SEL begins in the early stages of life, so it is important for its foundation to be laid while the child is in the care of the family. Going forward, SEL is promoted while the child enters school, and all through, till the time the child reaches the level of higher education (Bierman & Motamedi, 2015; Conley, 2015). Research reveals that development of the emotion regulation ability in childhood is slow. After a prolonged period of immaturity, it culminates in maturity in the healthy and caring environment of the classroom. In the human brain's emotional development, this slow and prolonged period of maturing of the emotion regulation system or neural plasticity has proven to be beneficial for the neural system. The brain has the ability to learn from the environment. During these periods of plasticity, the developing systems of the child's brain are susceptible to environmental influences. More specifically, close relationships like those with parents, teachers and friends, which constitute the immediate environment of the child, influence the emotion regulation functioning as the person grows up. This is described as a historical reflection of the brain's experiences during the period of development. In the early period of the development of the neural system, it is sensitive to environmental pressures., and this has been identified as the sensitive period. The brain experiences various sensitive periods, which when mapped together, become the development of the brain (Tottenham,

2017). Hubel & Wiesel (1970) demonstrated that it is possible for environmental forces to alter the sensitive period. So, the sensitive periods are plastic in nature and may be modified by early experiences. After school, the process of nurturing SEL continues further in interactions with adults, and this, in turn, helps to make the child grow into a supportive adult (Gullotta, 2015). Thus, the process of SEL competencies starts in the early years of a child's life, even before they start their school and it continues long after school to achieve the desired learning and end results (Durlak et al., 2010).

Initiatives for promoting Socio-Emotional Learning

In 1960s James Comer started a project on psychological development and academic achievement through assessing contrast between child's experience at home and school. It established an academic and social procedure to behavioural problems and adding strength in developing movement of SEL through exceeding the low achieving schools to the national average by 1980s (Edutopia, 2011). The movement took off by Weissberg and Shriver during 1987-1992 to establish the K-12 New Haven Social Development program. At the same time a project on 'School based promotion of social competence' was founded by W.T. Grant foundation and it was co-chaired by Weissberg and Maurice Elias. It declared a draft to integrate SEL in schools. A meeting was conducted in 1994 at Fetzer institute by researchers and educators for assessing the ability of positive citizens. Through this meeting the term 'social emotional learning' found its way into the lexicon and along this CASEL came into existence. These efforts made the way of inclusion of SEL in schools (Beaty, 2018).

With respect to inculcation of emotional and social competencies, the Indian Government has developed a research based educational resource called the Indian

Social and Emotional Learning Framework (ISELF). This framework has been developed by The Teacher Foundation (TTF) for nurturing social-emotional learning through an age-banded approach, for students in the age group of 6-18 years. Using the 5 Ws (whys) and 1H (how) approach, ISELF deconstructed social emotional learning in India. ISELF is a combination of the various SEL frameworks, including CASEL (USA), Social Emotional Aspects of Learning (UK) and WHO's ten core life skills. It is a contextualised framework that can act as a ready reckoner for Indian schools, teachers and counsellors. It can be integrated with the school curriculum to develop SEL competencies like self-awareness, self-management, relationship management, social awareness and decision-making. The Delhi government has launched a radical new initiative called the Happiness Curriculum from Nursery to Class 8 in Delhi schools to address the mental health crisis being faced by Indian students. Under the new initiative, the school timetable will include a Happiness period. The Happiness curriculum includes meditation, value education, and mental exercises for mindfulness. It is aimed at stimulating good mental health, character and resilience, which should minimise anti-social activities by the students. According to the United Nation's World Happiness Report, India is among the least happy nations. It's ranking has fallen to 140 among 156 nations in The Happiness Index 2019, continuously stepping down from 2016 when its ranking was 118. The General Assembly, in its resolution 65/309 titled "Happiness towards a holistic approach to development", recognised that the pursuit of Happiness was a fundamental human goal. The Gross Domestic Product (GDP) did not adequately reflect happiness and the well being of people. Delhi government (2019) launched the Happiness Curriculum, which is designed on the principle of 'The Happiness Triad' by philosopher A. Nagraj. The Happiness Triad takes into consideration three components of happiness,

viz., momentary happiness, deeper happiness and sustainable happiness. The Happiness Curriculum has been introduced to address long term societal issues of mental health and well being in students. It has been introduced to educate children to find harmony with their inner being and discover self, including peace, satisfaction and happiness in the process of learning.

Apni Shala Foundation is an NGO that works with children and youth, especially from economically challenged backgrounds to build their social and emotional competencies “to constructively engage with society and have a harmonious co-existence”. Based on the CASEL framework, it aims at experiential learning using the medium of art, games and drama (apnishala.org). Sanjoli Chimni Pande, founder of Mind and Heart Foundation, is committed to building “healthier, happier, more productive and sustainable communities. The Foundation has designed and developed strategies and tools for adults and children, including children with special needs, to nurture and strengthen their emotional intelligence. One way to initiate the activities of the day is to maintain a self reflective diary with jottings about one’s own experiences and feelings. This would lead to self-discovery and emotional healing. She also suggests breathing and relaxation techniques as they help to improve sustained attention, and relieve stress, while reducing negative affect. Additionally, these breathing exercises can stimulate the limbic systems in the brain that deal with the functions of emotions, memories and arousal (Goodman, 2017).

UNESCO’s ‘strategy on education for health and well-being’ recognises the inter-relationship between education and health. Health is one of the core outcomes of quality education, helping individuals to make informed decisions and lead healthy lives. Schools should ensure a safe learning environment to provide quality education for all. Violence and bullying experienced at the school level have adverse effects on

children's mental and emotional well being and world organisations like UNESCO have provided stakeholders in the education sector with effective programmes to address bullying and violence against children (UNESCO, 2016). UNESCO, Bangkok, initiated a Happy Schools Project in 2014. This Project recognises that there is a crucial relationship between happiness and the quality of education. The goal was to promote the well being and holistic development in schools. The Happy Schools Project aims to offer education that values and fosters diverse talents and strengths in learners (UNESCO, 2016). The importance of happiness was recognised as a fundamental human goal related to quality education and well being. Beebe (2003) stated that happiness could be learnt through the learning of virtues and appropriate standards of behaviour and competencies. Positive psychology, with its emphasis on individual and societal well being, acknowledges that it is important to accept one's past, develop optimism towards life, a sense of contentment and well being. Seligman noted that families and schools should foster self-esteem and self-image in children, and allow children to and grow and develop positive attributes. The Happy School Project advocates that emphasis should be laid on non-academic skills and competencies, such as generosity, perseverance, creativity and teamwork. The Happy School framework includes 22 criteria divided into three broad categories of People, Process and Place. Under the category of People, friendships, and relationships in the school community, participation of parents and family is advocated. Teachers recruited should have positive values, they should be kind, fair and enthusiastic, and students should consider them as role models. Teachers should respect diversity, and visual reminders as posters and charts with relevant illustrations should reinforce values taught in class. In the second category, emphasis is laid on the methodologies of teaching and learning. Only if their workload is reasonable and fair, can the students

experience a sense of well being. Children should not be burdened with undue emphasis on rote learning and examinations; instead, schools should encourage 'learning without worrying'. Children should enjoy the freedom to voice their opinions and the curriculum should be relevant and engaging. The knowledge children imbibe in school should help them to improve their lives and their surroundings. In the third category, Place, emphasis is placed on creating a happy atmosphere at school where the learning environment is warm and friendly. The school leadership and vision should foster an environment where children feel secure and are not intimidated by bullying. Children should be encouraged to learn and play together in a harmonious way with a 'buddy bench' being used as a symbolic strategy to teach children the importance of sharing. School premises should ideally have large outdoor spaces where children are able to engage in learning activities amidst nature (UNESCO, 2016).

The Organisation for Economic Cooperation and Development (OECD) Future of Education and Skills 2030 project has been created to help education systems identify and develop effectively the knowledge, skills, attitudes and values students need to thrive and shape their world". The OECD Learning Framework 2030 focuses on preparing students to face environmental, economic and social challenges in a rapidly changing, uncertain and complex world. Education needs to have broader goals and needs to factor in well being that is both collective and individual. Growth should be inclusive and not for a privileged few. Success should not be measured only in terms of income, wealth and material possessions but well being, health and quality of life. Students will need to develop and apply critical and creative thinking skills along with the broad knowledge they acquire. However, academic competency is not enough, Human life can only be enriched by developing social and emotional skills,

by inculcating values such as respect for cultural diversity, respect for human dignity and respect for the environment and appreciation of its value. It focuses on the re-designing the curriculum, reducing its overload, reducing the gap between the intent of the curriculum and its outcome, making the curriculum flexible, among other improvements for learning and teaching (OECD, 2015). Thus, realising the need to address these critical trends that are detrimental to the very essence of education, and with the aim of promoting happiness in schools and enhancing the sense of well being in students, educators are implementing social-emotional learning in schools for the holistic development of the child.

Need of the Study

Increasing academic workload and the pressure to perform leads to children becoming very competitive. The educational system is such that academic failure is penalised, compelling students to constantly run a rat race. Consequently, children do not learn to work collaboratively. Instead, it is each one for them, and this becomes the norm that is followed in adult life. In schools, students come from diverse religious, social and economic backgrounds. Diversity should teach children to recognise and respect differences and hone their problem solving skills by teaching them to work together as a team.. However, recent studies reveal that when there is so much parental and social pressure to excel, children do not develop the ability to connect with their peer; on the other hand, they end up competing with each other in an unhealthy way. The pressure on children while trying to out-perform others often manifests itself as behavioural problems. Without social and emotional competencies, children are not able to manage control their emotions, which results in conduct problems. Langley (2009) notes that problems related to conduct are obstacles in educational attainment and well being. Breslace et al., (2009) also posit that internal

and external behaviours directly influence scholastic performance. These problems prove to be challenges for managing and correcting behaviour and developing self-discipline. Studies show that self-discipline prevents incongruous behaviour and social and emotional skills have a strong effect in solving problems related to behaviour, violence, bullying and aggression (Durlak et al., 2017).

The various researches on pro-social behaviour, school environment and academic achievement depict that interpersonal regulation and emotional learning strengthen the social and emotional aspects of life (Scrimgeour et al, 2016; AIR, 2015; Arnold & Kupersmidt, 2012; Kress et al 2004). The Times of India published an article in 2017 on physical harassment by peers. According to statistics, only 25% of behavioural issues were treated. The age of at which a child attends school is one in which he should feel secure and protected by the love and care he receives from his parents and teachers. Deprivation of parental and familial love manifests itself as serious delinquent behaviour, like being involved in anti social, even criminal activities like gang wars, murders, kidnappings, stealing, etc. These problems can be addressed by focusing on the socio-emotional development of children. Socio-emotional competencies (SEC) include building nonverbal communication skills, socially competent behaviour, development of objectivity and reasoning. At the same time, some studies and discussions have focused on the influence of emotional intelligence on well being. This highlights the importance of SEC in creating an environment that is conducive to well being and happiness (Razia, 2016; TOI, 2017).

The studies taken into consideration show the ways, which may be adopted to solve conduct problems. The abilities of social-emotional competencies, ingenuousness and stability of feelings are essential indicators of adjustment, adaptation and management of feeling that lead to a successful and happy life. These

basic needs can be developed in a school climate that is participative, protective, caring and loving. Inculcation of SEC among students will help them to understand not only their own feelings but will also make them sensitive to others feelings.

Statement of the Problem

This study aims to identify the socio-emotional aspects of students' learning and to evaluate the effect of the instructional programme on socio-emotional learning of elementary school students. The researcher proposes that the developed SEL module will enhance the social and emotional competencies in students and help them to face the challenges of life.

Justification of the Study

A critical review of contemporary literature and understandings reveals that integration of SEL into the school curriculum leads to the all round development of the child. Children, who receive emotional support at the microcosmic level of their home (from their families) and in school (from their teachers and classmates), grow up to be stable adults who can face challenges at the macrocosmic level of society. . Various researches on the relationship between emotional competencies and academic achievement show that implementation of SEL programmes in schools create a specific environment for children that is conducive for the attainment of happiness and success. However, there are only few studies in India dedicated to development of SEL. Moreover, the researcher did not find any relevant study on imparting of SEL learning programmes with regard to schools based in Haryana. This research gap led the researcher to conduct the present study to explore the extent to which socio-emotional learning may be developed in schools with the help of an instructional programme.

Operational Definitions of the terms used

Instructional Programme

The instructional programme is the module which is developed by the researcher for the purpose of integrating social and emotional learning in elementary school students through English curriculum to acquire five competencies: self-management, self-awareness, relationship skills, social awareness, and responsible decision making. The module consists of chapters from the English textbook of Class VIII.

Socio-Emotional Learning

In the present study socio-emotional learning includes acquiring and applying attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions in behavioural terms with the help of different pedagogies.

Elementary School Students

For the present study, Class VIII students studying in government and private secondary or senior secondary schools are considered as elementary school students.

Research Questions

The research questions of the current study are:

1. How dimensions of socio-emotional learning assist in learning outcomes of elementary school students.
2. What are the pedagogical dimensions for developing socio-emotional learning among elementary school students?

Objectives

The objectives of this study are:

1. Establishing difference in socio-emotional learning in experimental group between pre-test and post-test.
2. Finding difference in socio-emotional learning in control group between pre-test and post-test.
3. Studying difference in socio-emotional learning between experimental and control group.
4. Comparing the socio-emotional learning of students of Government and Private Schools.
5. Identifying the difference in socio-emotional learning between boys and girls in schools.
6. Determining the effect of socio-emotional learning module on learning outcome of students.

Hypotheses

The hypotheses of the current study are:

1. There is no significant difference in socio-emotional learning in experimental group between pre-test and post-test.
2. There is no significant difference in socio-emotional learning in control group between pre-test and post-test.
3. There is no significant difference in socio-emotional learning between experimental and control group.
4. There is no significant difference in socio-emotional learning of students of government and private Schools.

5. There is no significant difference in socio-emotional learning between boys and girls in schools.
6. There is no significant effect of socio-emotional learning module on learning outcome of students.

Delimitations of the Study

The researcher is aware that the study is delimited to the students of elementary school students of one government school and one private school in Rewari Block, in Haryana. Moreover, the study is confined to five dimensions of socio-emotional learning, viz., self-control, self-awareness, social-awareness, responsible decision making and relationship skills. The respective dimensions are instructed with the help of a self made instructional programme as a module and measured by a self made pre-test and post-test questionnaire. Geographically, the range of this study is delimited to two elementary schools in Rewari Block in the state of Haryana.

Chapterization

Thesis chapters consist of a brief description of all the chapters which are included in this research work:

Introduction

The first chapter, the introduction to the research, describes the various variables which are introduced in the research topic. In the various sub-headings related to the research topic, such as: behavioural problems of the students in the classroom, effect of behavioural problems on the learning outcomes of the students, role of pedagogy in addressing the SEL needs of the students, promoting SEL, how schools can support it, building SEL skills in the classroom, need of the study, justification of the study, statement of the problem, operational definitions of the

terms, research questions, objectives of the study and delimitations of the study are included.

Review of Related Literature

This chapter includes the literature related to the present topic which also focuses on the main issues in the present research and the research gaps in other studies. The researcher has based the research questions on the extant literature, and provides a suitable proposal for further research. This chapter also includes the conceptual framework of the present research work.

Design of the Study

In this chapter, the description of the methodology which is used to conduct the research is delineated. The chapter presents the methods adopted for the study, the ways of selecting the samples, and the process of sampling, interpretation and data analysis.

Analysis, Interpretation and Discussion of data

The analysis pattern of the collected data and the interpretation on the basis of the analysis is depicted in this chapter. The discussion on the supporting studies is also included in the interpretation. This section consists of results of the pilot test, the demographic analysis, the descriptive analysis, the inferential analysis, the pre-test equality of means and the variance result, the post-test equality of means and the variance result, and the regression analysis to show the effect of the instructional programme on socio-emotional competencies. The qualitative analysis of the intervention programme is also included in this chapter.

Key Findings, Educational Implications and Suggestions for Further work

The research questions, the key findings and the results of study based on the objectives and research questions of the study are presented in this chapter. The educational implications of social-emotional learning, how SEL can affect policies regarding the curriculum and the direction of further research are discussed.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The chapter includes the reviews of literature for the current work. It discusses the studies conducted with reference to social and emotional learning of elementary school students. It focuses on important parameters of SEL. Socio-emotional learning affects the short term as well as long term behavioural outcomes in the form of managing one's attitude and make sound decisions in accordance to personal and others' perspectives, develop a positive attitude, confidence, empathy, communication, risk taking behaviour and enhance academic achievement.

Conceptual Framework

Since ancient era of formal education, schools focused on making child social through awareness of self and others. Over the last century, educational, psychological and societal factors created foundation of theories and practices of social emotional education (Cohen & Sandy, 2003). The theory of SEL borrowed the ideas from emotional intelligence (EI). It took a step further focusing on holistic approach through integration of creating and nurturing environment, implementation of activities; merging with subject matter; appropriate way of express feelings; approaching RULER approach and empowers them with skills (Dunham, 2019).

EI is directly connected to goals and objectives, which depend on various individual and social resources. The ability of resilience, positive self-evaluation, and social support fosters methods of coping with stress, conflicts, changes, and enhances emotional regulation and social network. This framework directly supports the well being and personal growth (DiFabio & Kenny, 2016). Gillespie & Beech (2017) stated the theory of emotional regulation that emotions develop spontaneous with the changing situations. The emotions affect the way of thinking and entail various

changes. The term 'modal model of emotions' refers that emotions can be positive or negative and of various intensity. The process of generation of emotions goes from four steps: situation, attention, appraisal, and response. Situations attract the one's attention and create a feeling of appraisal which leads to change. The model consist strategies of emotional regulation as 'antecedent focused or response focused'. Antecedent focused strategy includes situation selection, modification, deployment of attention and change in cognition as avoiding situation, modifying it, regulate emotions through concentration or distraction and by changing ability of ways respectively, and response focused strategy is termed as response modulation (Gillespie & Beech, 2017).

Human behavior revolves around emotions and social relationships. Learning process requires handling emotions and smooth transfer of health social relationships. Social and emotional intelligence are closely related to each other. Social intelligence directs by 'interpersonal energy' that centers on social interactions and interpersonal relationships (Mercer & Gkonou, 2017). In the changing scenario, one need to adapt changes and cope up with difficulties, emotional regulation enables to adjust with flexible demands of environment. Kobylinska & Kusev (2019) suggested 'Unitary' model of manifestation of emotions as interaction process, and 'Hedonic' model of emotion regulation by suggesting cognitive reappraisal and expressive suppression strategies.

Cognitive reappraisal is a strategy of antecedent focused which changes emotional experiences by reinterpretation and modulating emotions and cognitive process and occurs in the early stage off emotions. Whereas expressive suppression is a strategy of response focused by suppressing emotional activities and occurs in the late stage of emotions (Kobylinska & Kusev, 2019). The skills of social intelligence

as co-operation, caring and positive social interactions, healthy participation with others and skills of emotional intelligence boost the range of SEL skills (Mercer & Gkonou, 2017).

The term “social and emotional learning” was first used in 1990s with the inculcation of needs of psychological, educational and developmental general health (Elias et al, 1997). It was introduced as a guiding mechanism for acquiring skills related to wellbeing and success (Kress & Elias, 2006). The learner is the centre of SEL. She/he is the person who is adjudging how to live in a difficult world. The present scenario demands the learning of stability, balancing manifold communal dynamics and multiple alternatives of future. In order to make sense of the emerging field of SEL, Blyth et al (2017) developed The Ways of Being model to narrate the practices, efficiencies and perspectives as a whole picture of social and emotional competent person. The model describes a reciprocal way of being divided into three layers and three dimensions. The three layers of ways of being are related to awareness, identity, and navigation and the elements include ways of feeling, relating to others and doing. It is represented in the figure below.

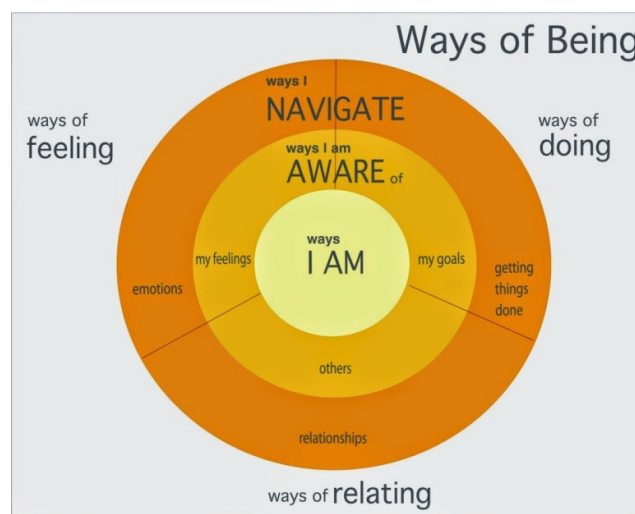


Figure 2:

The Ways of Being Model (Blyth, Olson and Walker, 2017)

The dimension 'feeling' includes experiences, aptitude and magnitude to identify and make sense of one's own emotions. This aspect relates to self-regulation, self-awareness and self-management that reflect in conversation, expressing and coping and regulating emotions. The aspect of 'relation' navigates the skills of interaction and understanding others. It explores the skills of social awareness, relationship skills and empathy in the form of cooperation, teamwork, and communication. These competencies make a child positive, caring and demonstrate compassion to resolve conflicts.

'Way of doing' is the amalgamation of feeling and relating aspects with other cognitive skills to achieve and approach goals. It is significant to self-efficacy, responsible decision making, and growth mindset. It enables the students to solve problems with creativity, focused and assertiveness. The following dimensions elaborate various layers of social and emotional learning. The inner layer, ways I am, is the core of identifying values, ideas and attitude in relation to feelings and achieving goals.

The middle layer, 'Ways we are aware', often lives on the degree of intuition and cultivates the sense of self. The outer layer explores navigation of feelings and emotions. Through the skill of regulating, managing of self and conflict resolution, the individual can investigate opportunities and sort out the challenges using best strategies.

There are various models on social and emotional intelligence other than the above model. One of them is Bar-on model, which was developed by Reuven Bar-on. This model concluded that there exists a relationship between emotional-social intelligence and socio-emotional competencies. It is based on intrapersonal and interpersonal abilities such as recognizing strengths, weaknesses, awareness of needs

and feelings to construct cooperation, and mutual relation with others. Being strong in emotional and social aspect, a child can effectively manage changes and coping situations that lead to making responsible decisions. The model focuses on the need to be sufficiently self-motivated and optimistic (Bar-on, 2006). Daniel Goleman developed the other model, mixed model of emotional intelligence. It focused on the effect of numerous skills of emotional intelligence on leadership performance. It is often used in corporate sectors. It includes self-awareness, self-regulation, social skills, empathy and motivation. Here the emotional skills are considered for the development of professional settings (Boyatzis, 2006). Spielberger (2004) suggested three conceptual models: Bar-on model, the Goleman model (1998), and the Salovey-Mayer model (1997). The Salovey-Mayer model explains the role of understanding and perceiving emotions on thinking measured by ability based measurement, where Goleman stated EI as a “cluster of skills and competencies in the workforce”.

The Six Seconds Model of Intelligence also refers to emotional intelligence. This model is based on three pursuits, which brings a person into practice from theory in his/her personal as well as professional life. The basic three activities are: know yourself, choose yourself, and give yourself. All these pursuits form part of a closed loop feeling and doing things clearly, ability of protective perspective, respond and enable to make purposive vision, respectively. What are your strengths and challenges; what you are; how you take others’ perspectives and why you want to introduce yourself in a new direction? “The following process assesses the eight competencies as enhancing emotionalization, optimistic attitude, navigate emotions, recognizing pattern, intrinsic motivation, increase empathy and pursue noble goals” (Freedman).

There are some approaches, which deal with social and emotional aspects of a personality. SEL approaches describe how different variables affect human development. Approaches to SEL focus on the importance of emotions in the life and skills to manage emotions that can help in achieving optimal level of development. The RULER approach is wordplay of five skills and a theoretical approach to SEL. These skills are: recognizing feelings, understanding the roots and reactions, labeling, expressing emotions in a social climate and regulating these with beneficial actions. It is school-wide approach for amalgamation of social and emotional learning in classrooms. It was developed originated at the Yale Centre for Emotional Intelligence. It provides a design for teaching of emotional skills in school. The theory purports that more emotional skills enable the child more socially competent, psychological well being and also helpful in attaining good position in academic. He/ she will be more effective and responsible (Brackett et al, 2019). The SAFE approach to SEL represents sequenced and connected activities, learning in active mode, emphasizes on focused and explicit SEL skills. It supports modeling, dialogue, group practices and teamwork in the process of imparting knowledge. It explores instructional practices in curriculum. This approach helps in organizing healthy school climate in order to achieve positive social behaviour; minimum conduct problems, less emotional distress, healthy attitude and enhancing learning environment (CASEL, 2003).

Reviews

National

Jain (2020) focused on nurturing SEL in children by parents. Parents need to build SEL skills in new challenging world as online classes during COVID-19. Hare families play an important role in developing SEL through being a good listener, nurturing self-esteem, lead the child by examples, and provide balance that can help

the child to encourage adjusting in the educational technological shift.

Yadav & Kumari (2019) conducted a study to know the implementation of SEL by teachers. The findings showed that teachers have knowledge of inculcating SE competencies in pedagogy, but they need internal and external support. They need training and expertise in this aspect. They included that SEL focuses on solutions rather than problems in the classroom.

Kumari & Yadav (2017) found that intervention in the form of storytelling developed the ability to recognize the relationship skills. The findings revealed that students clarify relationship skills as friendship, co-operation, patience, self-respect, self-esteem, equality and communication skills. The researchers found that the students have strong association with their family members and teachers. Stories made the situation easy to understand.

Razia (2016) conducted a study on B.Ed. students so as to know their emotional intelligence level and well-being. The sample was of 120 pupil teachers from Aligarh Muslim University. The findings of the study revealed that wellbeing is affected positively with emotional intelligence level.

Rajawat and Patel (2015) explored the tenets from Indian educators and western educators for social and emotional learning of pre-schoolers. The Indian educators focused on cooperation, love, self-dependent, self-directed and happiness where as the Western educators included instructional strategies such as games, group work, creative activities, music, and project based learning with child-centred and developmental interaction approach. The researcher in this study brought a solution of transformation of responsible individuals, ethical decision maker, constructive, humble and conflict resolving abilities in the child.

Basu & Mermillod (2011) differentiated the roles of emotional intelligence and social-emotional learning. The ability to evaluate and demonstrate emotions consciously; to approach the sentiments in the process of facilitating thoughts; and synchronize the emotions in the growth of intellectual aspect are related to emotional intelligence. On the other hand, the skills to make friends, sharing responsibilities, working with cooperation and self-directed behaviour are related to social-emotional learning. These skills foster managing and expressing one effectively.

Geeta (2011) carried out a research to find out how life skills can be developed among children with dyslexia by using an intervention program. The study was conducted in Karnal district of Haryana on students of 8-11 age groups. The result depicted that intervention programs significantly improve in perseverance by applying pre-test post-test control group. The prevalence rate of life skills deficits among dyslexics has been found to be 3.7%. The findings revealed that it required more attentiveness and tactics to meet their challenges.

An article in Times of India (Sep.13, 2017) on “Should emotional learning in schools be made mandatory” brought a discussion on the concern of growth and development of emotional aspect at the primary level. The article stated that one out of ten students suffers from conduct issues and only 25% get treatment. The identified behavioural issues are bullying, aggressive behaviour and lack of empathy. Shashi Banerjee, principal of Shiv Nadar School, Noida raised a question on the efficacy of equipment for such learning. She included the need of circle time in which students and counsellor can make interaction to share and hear the ideas.

A discourse was conducted on “Schools should focus on relationship management” by the Times of India on July 28, 2017 at Bangalore. The following discussion reported more physical harassment in boys as 36% of class 9-12 and 42%

of class 4-8 by their peers in school campus. The torment came in the form of making fun of, teasing, insulting and physical fights. The professionals found that the reason behind it is the lack of SEL. The survey with Wipro Applying Thought in Schools (WATIS) in 15 cities explored that 69% students from class 4-8 have difficulties in group work. With the implementation of social-emotional competencies in curriculum, these issues can be sorted out.

The other article on the better development and long-term constructive results through social-emotional learning programmes in schools was discussed on July 12, 2017 in India TV news. Eva Oberle, Assistant Professor (University of British Columbia (UBC) in Canada) explained the roles of specific programs to strengthen the methodology for the success and prosper in life.

On the same day, The Hindustan Times brought out a concern on the process of social emotional learning in acknowledging emotions, empathy, building relationships and making decisions by Asian News International, Washington D.C. It presented its report after analyzing 82 programs in middle schools of the U.S., Europe and the U.K. and stated that it develop positive outcomes. These outcomes depicted 6% low rate in problems related to conduct and drug use that also leads to better public health.

International

Arikan (2020) conducted a study on effect of Personal and Social Responsibility-Based SEL program on emotional intelligence. The result explored that TPSR based sports education provided positive result and make SEL in students smooth. The evidences showed increase in understanding of non-verbal language, close brotherhood, ability of differentiating in joking or serious communication. The researcher found significant effect of TPSR-SEL programme and school type on

emotional intelligence.

Paolini (2020) reviewed the literature to see the significance of SEL on career readiness including interpersonal and intrapersonal skills. The study described the skills to achieve effective productivity in workforce with communication skills, celebrating diversity, accountability, conflict resolution and motivation.

Yanko & Yap (2020) investigated the understanding of students and their connections to nature with the help of music and movement. Results of the study described in co-constructivist perspective of learning as reflective listening, choice, intentional focus and feedback. This setting develops emotional and behavioral abilities and provides a deep sense of connection with nature.

Scrimgeour et. al, (2016) carried out a research on 125 students to predict pro-social development through emotion socialization. It depicted that parasympathetic adjustment moderate the relationship between somatic consolation and pro-social behaviour. The findings of the study revealed that emotional socialization and psychological regulation of mothers can shape the pro-social behaviour of the child.

A report presented by AIR-American Institutes for Research (2015) brought out the connection in SEL in-school and after-school. Both environment emerge this connection in developing interpersonal skills, communication skills, critical thinking and in resource management.

Brighia et. al, (2015) investigated a link between peer acceptance, emotional wellbeing and social functioning. The results of the study presented lower anxiety withdrawal by developing social orientation and positive emotionality. The findings provided insights about linguistic skills, processes of peer affiliation, and highlighting the role of SE functioning.

Bartholdsson et al (2014) accomplished a research aiming to analyze the instilment of specific physical regimes and the discursive framework of a context of risk. The focused concern was how one can use the physic in rambling establishment of social capable child inside the present context of menace. The analysis of the study showed that a child with social competencies is able to shape and cultivate a manageable body through self-regulating techniques. The construction of docile personality enables the child good citizen and amenable member of the society.

Jacobsand Struyf (2013) examined the teachers' perception about the integration of socio-emotional instructions. The present study was conducted on 3,336 Flemish teachers of secondary school using multiple regression and expository statistics. The results represented that there is a variation in handling the issues of socio-emotional but they considered it their responsibility in case to develop students' social and emotional aspect.

Arnold & Kupersmidt (2012) explored a positive association between social functioning and academic skills of preschool students. Poor academic is the result of attention problems, but the social functioning control the aggression and improve social skills. Researchers suggested that it is important to understand the consideration of attention problems, feeling of aggression and pro-social behaviour in the context of social and learning performance. Pro-social behaviour considered volunteering activities of sharing and helping others.

Jacobi (2012) focused on the role of music for positive social behaviour in his study. The researcher found greater dedication, personal responsibility for others and willingness to face difficult tasks as the result of positive relationships among class. The brotherhood and empathy involved considerable sense of belonging, which provide a base of easier transition to new level of school.

A research was conducted on capacity of students to find out emotionally challenged situation and described the role of knowledge and skill to identify coherent strategies to overcome these situations by Lopes and Mestre et al in 2012. The researchers used situational judgment test to see the relationship between the ability of managing emotions and indicators of social adaptation. The findings suggested that knowledge and skills of regulating emotions can be trained in important aspects of social and emotional transformation.

Douglass (2011) focused on knowledge and perception of in-service and pre-service teachers about SEL and its effect on reading skill and educational accomplishment. The present survey included 175 in-service and 155 pre-service teachers. The result described that both teachers had the knowledge to some extent but were not able to identify basic terms of social and emotional learning. Kress et al (2004) also brought the notion that in training programs teachers admitted the importance of fundamental aspects of socio-emotional learning in curriculum.

Al-Yagon (2010) explained the role of maternal emotional resources and attachment in adjustment and mediating variables of well-being of children's with or without learning disabilities. Soodak (2003) also included the importance of classroom management in inclusive settings. These managements foster friendship, proactive manners and collaboration in differently able children.

Rosenthal & Gatt (2010) described a training programme to provide socio-emotional competent caregivers for offering learning opportunities in group setting for young children. They should have the understanding and profound emotions for expressing care in group. They should have the knowledge to identify daily events for imparting moments of effective learning.

Brackett & Rivers conducted a meta-analysis on reconstructing the lives of students with the help of SEL. It investigated that the systematic approach of imparting social-emotional elements in schools increases the quality of teacher-student relationship and decreases the problem behavior that escort the academic success. Directly or indirectly it influences the quality of learning environment.

Jennings and DiPrete (2009) investigated that the effect of teachers' characteristics and instructional approaches is more on the development of skills related to social and behavioural aspect than the academic development. They found that the teachers who induce better academic grades and who were excel in enhancing social and behavioural capacities were not the same.

Bierman & Domitrovich et. al, (2008) worked on REDI program for boosting readiness to academic and social-emotional school. Forty-four Head Start classrooms were randomly assigned to enriched intervention. The intervention consisted of specific teaching blueprints and brief lessons with extension activities on hands on. These aspects connected empirically with socio-emotional abilities, and literacy skills. The result of the programme revealed that there exist a significant difference in children who favour the intervention classrooms on emotional understanding, vocabulary, literacy and problem solving with learning engagement.

Kaasila et. al, (2008) also focused on the orientation and teacher change. The study described that socio-emotional orientation changed the trainees' viewpoints towards teaching and learning of math. It changed the negative and ego-defensive attitude into social dependent orientation. The facilitators in the way of influencing were handling one's experiences, exploring content with concrete material, and alliance with a partner in the process of teaching and learning mathematics.

Dobbs & Doctoroff (2006) examined an association of mathematical skills with the awareness of emotions. The positive peer relations and attachments inculcate better skills in math. The poor skills of accommodating includes problems related to withdrawal, attention, anxiety and somatic complaints. The socio-emotional intervention moderates the initiatives, attachment and self-control.

Eynde & Turner (2006) considered the framework of emotions as a process that was composed of motor expression, neuro-physiological, cognitive and motivation. These components are mutually related to each other.

Kress & Elias (2006) described that the educators also acknowledged the essence of SEL in order to build learning community. The present article suggested recommendations for executing interventions on social-emotional learning by counselors to attain desired goals.

Weissberg & O'Brien (2004) raised a question on school based social and emotional learning programs for positive youth development. The researchers found the challenges to apply effective approach to encourage productive youth development and prevent behavioural problem. The article described blended framework for social, emotional and academic school based development programs.

Elias, (2003) focused on achieving balance in emotions encourage students to learn, contribution and work with full potential. He highlighted that learning require caring, love, social-emotional instructions in teaching everyday life skills to promote community service. It involved parents and supporting staff in the process of inculcation character education, citizenship education, emotional and service learning. The present monograph was a step to frame educational policies and objectives regarding combination of SEL and academic.

Mayer and Cobb (2000) worked on educational policy on emotional intelligence. In the first part of study, the researchers provided a sketch of link between SEL, personality development and emotional intelligence. The second part of the study examined the evidences of supporting emotional intelligence to enhance SEL, success and character. They concluded that educational policy in this area has outpaced and recommendations for the future are made.

Imber (1983) conducted a study on empirical and ethical consideration of decision making by the teachers. The practical arguments were found credible, based on promise of increased scholastic productivity, but need empirical confirmation. At the same time, the ethical arguments were the appeal to workplace democracy for teachers. It was concluded that in the policy development both types of arguments must be considered.

Research gap

The review of the related literature with the present study throws light on the various researches conducted on socio-emotional learning. The following studies divided into two categories based on regions as India v/s foreign studies on various concepts of the SEL. The various concepts of the SEL include well being, inclusion, pro-social behaviour, school environment, academic achievement, and knowledge. The researcher found a few studies on socio-emotional learning in Indian and Haryana context. There are only four or five studies related to Indian context and only one study relates to Haryana context.

Table 1

Research gaps in the context of National

Author's Name and Year	Purpose/ Objectives of the Study	Findings of the Study
Jain (2020)	To nurture SEL in children by parents.	SEL can nurture through listening, developing self-esteem and teach them by examples.
Yadav & Kumari (2019)	Implementing SEL by teachers.	They had knowledge of SEL but need support and training to get expertise.
Razia (2016)	To assess the level of Emotional Intelligence and Well being of pupil teachers.	Male and female pupil teachers were similar in their Emotional Intelligence but difference exists in relation to wellbeing.
Rajawat & Patel (2015)	Identifying the Tenets for Socio-Emotional Learning (SEL) & Development of Preschoolers.	The Indian educators focused on cooperation, love, self-dependent, self-directed and happiness where as the Western educators included instructional strategies as games, group work, creative activities, music, and project based learning with child-centered and developmental interaction approach.

Basu&Mermillod (2011)	Focused on the role of emotional intelligence and SEL separately.	SEL includes interpersonal behaviour of making friends, collaborative work; following directions and attentiveness towards social skills to please the teacher; and skills of imparting information. It creates the platform for the learners for learning of self-governance in the process of applying the skills in their lives.
Geeta (2011)	To identify Life Skills deficits among children with Dyslexia.	They lack social and interpersonal skills necessary for life. The prevalence rate of life skills deficits among Dyslexics has been found to be 3.7%, Intervention programme have a significant effect on the development, improved maximum in the area of 'Perseverance' and minimum in 'Self-esteem' and required more attention & strategies to meet their challenges.

TOI (Sept. 13, 2017)	A discussion on should Emotional Learning In Schools Be Made Mandatory?The major concern was — whether schools are addressing issues pertaining to emotional growth and development at the primary level itself.	It showed that one in 10 students in India suffers from behavioural issues and unfortunately, only 25 % receive treatment for it.So, Emotional well-being of students should be top priority.
TOI (July 28, 2017)	A discussion on Schools should focus on relationship managementat Bangalore.	The result of this discussion reported that more boys reported physical harassment. The 42% and 36% students are subjected to harass in elementary and senior secondary classes by their companion in school campuses. The study highlighted the key issues in order to improve the school ambience with the help of various skills.
India TV News (July 12, 2017)	Teaching social-emotional learning in schools is a way to endorse the accomplishments in the process of learning.	Focused on exposing your child to social and emotional learning programmes at school will not only affect your child’s social interaction, psychological state

		and learning ability, but will also persuade to perennial positive result.
Hindustan Times (2017)	A concern on here's how social emotional learning can help your kids succeed in life.	Social-emotional learning continued to have positive consequences with constructive outcomes. The results of it boosts healthy environment in life.

Table 2

Research gaps in the context of International

Author's Name and Year	Purpose/ Objectives of the Study	Findings of the Study
Arikon (2020)	Effect of personal and social responsibility based SEL Program.	TPSR based sport education provided positive results.
Paolini (2020)	Significance of SEL on career readiness.	Achieved effective production through communication, accountability and conflict resolution.
Scrimgeour et al (2016)	To review children's pro-social growth from age 2 to 4.	The pro-social behavior of kids is shaped by interpersonal communication of

		mother's emotional state and congenital corporal adjustment.
AIR (2015)	A planning tool of the In-School and afterschool Social and Emotional learning connection.	This connection played very important role in developing following dexterities: communication efficiency, interpersonal skills, expository thoughts, resource management, and use of information and technology.
Brighia et al (2015)	To examine the link between children's peeracceptance, socialfunctioning and emotional wellbeing, and pointing out to the contribution of peer acceptance for mental wellbeing.	Reciprocate nomination has positive correlation with beliefs, happiness, joy, hope, and physical and speaking capacities.
Bartholdsson et al (2014)	To analyze the discursive setting of	Self-regulating techniques cultivated

	forming risk and the instilment of specific corporeal mechanism.	self-regulation and shaped as competent child.
Jacobs & Struyf (2013)	To examine the perceptions of teachers on the integrated SE guidance, since they were supposed to play a key role.	There is lacking in effectively tackle socio-emotional issues in teachers.
Rosenthal & Gatt (2010)	To impart SEL knowledge in caretakers.	Identify specific daily events in the life for effective learning.
Brackett & Rivers (2013)	A meta-analysis of research on programs focused on SEL.	SEL programming resulted in significant shifts in academic and SEC with improvements in the quality of learning environment.
Jennings & DiPrete (2009)	Teacher effects on social/behavioral skills in early elementary school.	It not always the same teacher who can develop balance between good academic results and socially conduct skills.
Mayer & Cobb (2000)	To find the effect of educational policy on	Science for future recommendations has

	EI.	been outpaced and supports the EI as central character.
Imber (1983)	To inculcate ethical considerations in decision making process.	Both types of arguments must be considered in the development of policy.
Arnold & Kupersmidt (2012)	To examine social functioning and academic development relationship.	Behaviour related to attention, aggression and pro-social is central link to facilitate social learning.
Jacobi (2012)	To provide the opportunities for socio-emotional learning in Music classroom'.	Sound relationship and responsibility enables to face strenuous task with commitment to one another's growth and success.
Bierman&Domitrovich et al (2008)	Promoting academic and social-emotional school readiness: the head start REDI program.	Significantdifferences favouring children in vocabulary, literacy, emotional understanding, and learning engagement by classroom intervention.
Lopes &Mestre et al (2012)	Focused on students' ability to evaluate emotionally	Emotionregulation knowledge and skills that can be taught explain

	challenging situations and identified effective strategies for managing emotions.	important aspects of socio-emotional adaptation to school over and above other relevant constructs.
Kress et al (2004)	Bringing together educational standards and SEL: Making the Case for Educators.	Strengthen a person's ability to understand, manage, and express social and emotional aspects of life.

Conclusion

On the basis of reviews of related literature, it can be said that there is hardly a study on elementary school students in the context of socio-emotional learning. The studies related to social and emotional learning (Rajawat & Patel, 2015; Raziz, 2016; Geeta, 2011) are on the level of emotional intelligence and life skills in the context of India. The articles published in the newspaper focused on the importance of SEL in schools. Some studies are on the relationship of SEL and pro-social behaviour (Scrimgeour et al, 2016), school environment (AIR, 2015), academic achievement (Arnold & Kupersmidt, 2012; Jacobi, 2012), and knowledge of SEL (Lopes & Mestre, 2012; Kress et al, 2004). It shows that there is hardly a study on instructional program especially in the context of India. So, the researcher got information of a sturdy foundation to conduct a study on *Effect of an Instructional programme on socio-emotional learning of the elementary students.*

CHAPTER 3

RESEARCH DESIGN OF STUDY

This chapter explains the methodology used in gathering the information necessary for the study. An appropriate research design is used to structure the research properly. The present study is an experimental study, which explores the effect of an instructional programme on SEL of elementary school students.

Research design includes research methodology and methods applied in the current piece of work to answer the research questions and to achieve the research objectives. It begins with the study variables, research design, population and sample of the study, sources of data and the research instrument.

Research Paradigm

The research paradigm refers to the manner in which the world is described by the researcher on the basis of the philosophical assumptions. Specification of the research paradigm forms the first step in deciding the appropriate approach towards the systematic inquiry. The main types of research paradigms include positivism or post positivism, constructivism, transformative and post-colonial indigenous research paradigms (Rehman & Alharthi, 2016).

For the purpose of the present study the researcher has employed the positivism research paradigm approach. The following approach has been employed because it was based on the precise observation along with the verification measurement of the independent variables. This helped the researcher in evaluation of socio-emotional learning programs effect on the socio-emotional competencies of the elementary school students.

Variables of Study

In present study, the independent variable is Instructional programme and dependent variable of the study is socio-emotional learning of the students. For measuring the skills the researcher used self-made pre-test and post-test questionnaire on seven-point scale consisting of five dimensions of SEL- self-control, self-management, social awareness, relationship skills and responsible decision. The questionnaire is based on the chapters of the English text book of Eighth class.

Research Design

In the present study, mixed method is used for collecting data as the purpose of the study is to explore the socio-emotional learning level of elementary school students. It is based on representative samples using pre-test post-test equivalent/control group design and the data obtained are subjected to quantitative as well as qualitative analysis. The design provides equal chance to all subjects of being selected in experimental and control group. Here the assumptions are of equivalent and no difference in both groups. The subjects are randomly assigned by matching substitute (age, sex, intelligence level, marks obtained) (Mangal & Mangal, 2013). The evaluation of SEL intervention programme provided a good opportunity of mixed method to contribute to learning about implementation and effectiveness of SEL programme for achieving the outcomes. In the current study embedded design is used which includes randomized and controlled trial. It includes QUAN pre-measure and QUAN post-measure, and qual during intervention. In this study, the researcher provided the intervention to the students through self constructed instructional programme in order to examine and explore the SEL skills. It helps in the systematic combination of qualitative and quantitative data within a single research. The present study is the project of exploring pedagogical dimensions for developing SEL and

inclusion of SEL in curriculum.

Randomization

Randomization minimized the variability by avoiding confounding factors. It creates balance in groups, provides success of treatment and minimizes the selection bias. To provide the unbiased evaluation, the researcher used simple randomization using flipping a coin, where head meant intervention and tail meant control (Suresh, 2011). Students were divided into three groups on the basis of their previous year academic marks. The first group was formed of 30% - 50%, the second group of 50% - 70% and the third group was above 70%. Then a coin was flipped for every student in each group to provide equal chance of being selected. Those students fell under the head of the coin were selected for intervention and those fell under tail of the coin were selected for control group. The research design of the study is as under

Table 3:

Research design

Study Design	Experimental Design
Population	All students of class VIII (age group 12-14 years) of Government school and Private school at Rewari block of Rewari district in Haryana.
Sampling Technique	<p>Selection of Rewari district: Convenient sampling technique</p> <p>Selection of Block: Simple random sampling using lottery system (Rewari block among five blocks)</p> <p>Selection of Schools: Simple random sampling using lottery system (selecting two schools among 296 schools: school 1- Government, & school 2- Private)</p> <p>Selection of students: random assignment and using simple randomization (flipping a coin)</p>
Variables	<p>Independent variable – Instructional Programme</p> <p>Dependent variable – Socio-emotional learning</p>

Table 4:

Research timeline and sequence of intervention

Preparatory Module	SEL Intervention Module					
	Pre-test	Phase1 (GSSS Padaiwas)	Post-test	Pre-test	Phase 2 (Ahir Modern Public school)	Post-test
Aug. 2018	Sep. 1, 2018	Sept. 2 to Nov. 29, 2018	Nov. 30, 2018	Dec. 3, 2018	Dec. 4, 2018 to March 28, 2019	March, 29, 2019
Approval from both schools	Administered pre-test in both experimental and control group	Provide intervention to experimental group through SEL module using story-telling, group discussion, group work, role play and drawing.	Administered post-test in both experimental and control group	Administered pre-test in both experimental and control group	Provide intervention to experimental group through SEL module using story-telling, group discussion, group work, role play and drawing.	Administered post-test in both experimental and control group

Research Instrument

The researcher used self-constructed questionnaire for collecting data regarding pre-test and post-test. The test includes 30 items covering five dimensions of SEL.

Table 5:

Items of Socio-emotional learning

SEL	No. of Items
Self-awareness	5
Social awareness	6
Self-management	6
Relationship skills	6
Responsible decision making	7

Reliability

The reliability or internal consistency of the questionnaire was checked with Cronbach's alpha to examine the adequacy of the information collected through the survey. The result is:

Table 6:

Reliability of tool

Cronbach's Alpha	Spilt Half
0.947	0.92

The value of α is 0.947 for the questionnaire having 30 factors. As the amount is more significant than 0.9, i.e., $0.947 > 0.9$, thus the test used for collecting the information from the students regarding their socio-emotional competency is adequate. Hence, the results derived from the analysis of the dataset collected through the given questionnaire would be consistent and would provide sufficient and reliable results.

Validity

The validity of the tool was quite satisfactory using experts' advice. In the present study content validity is used that refers the items of the tool are fairly representative to the all five domains the test designed to measure. Content validity is assessed the contained items by the experts. It is an assurance of informed items to content domains.

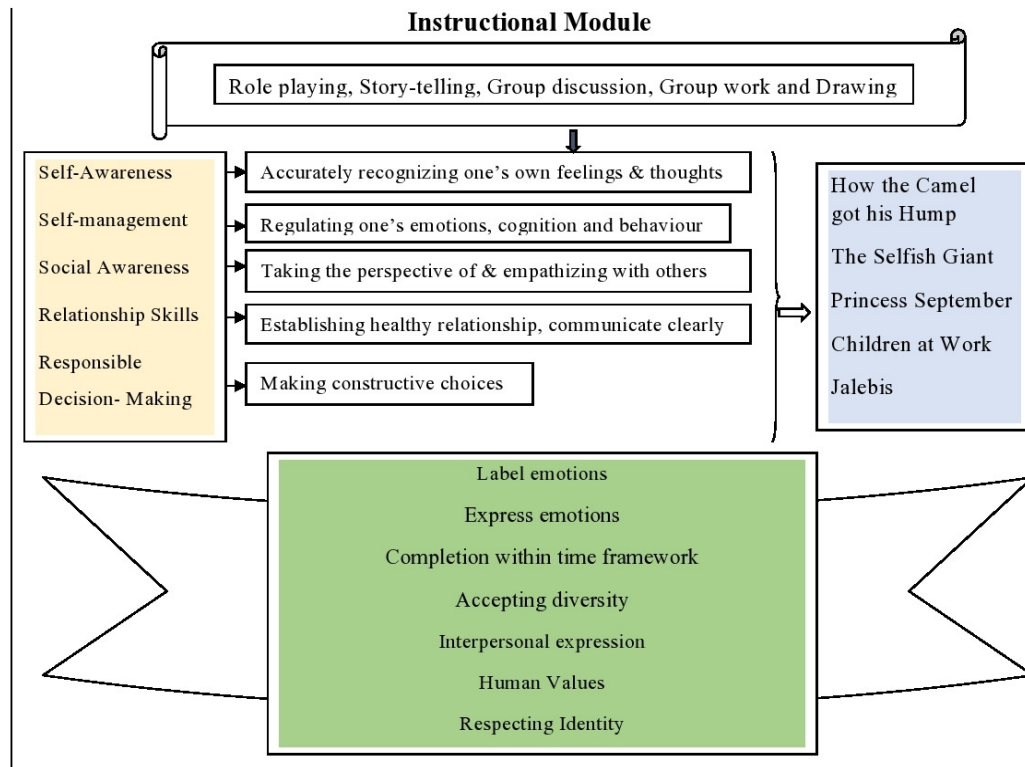
Table 7:

Scoring pattern for positive & negative items

Response	Strongly Disagree Strongly Agree						
Positive items	1	2	3	4	5	6	7
Negative items	7	6	5	4	3	2	1

It is a self reporting scale. There are statements followed by five alternatives and the students have to mark the most suitable alternative against each statement. The scores are awarded in a very simple manner as mentioned above. The maximum score for positive statement is 7 and minimum is 1, vice-versa for negative statements.

Along with questionnaire, the researcher provided intervention through SEL Module:



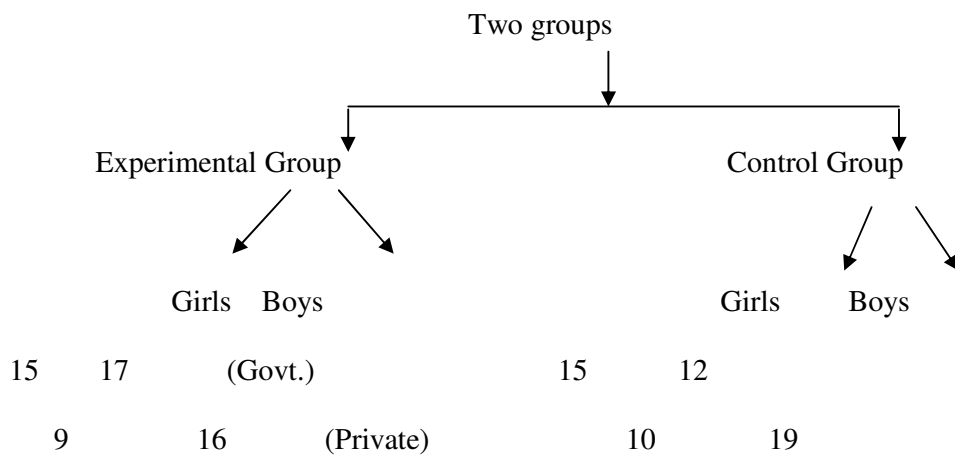
Population

Population of the study consist the students of elementary (eighth class) level of Govt. and Private schools of Rewari block in Haryana. The researcher took the Rewari district using convenient sampling and selected Rewari block among the five blocks using simple random sampling (lottery system).

Sample

For present research a sample of 113 school children (Boys 64, girls 49) was selected from two schools of Rewari block, Haryana using simple random sampling. Rewari block has 17 clusters and 296 total schools. Out of 296, number of government schools are 62 and private schools are 234. The researcher selected one school from the total number of government schools and one school from total number of private schools. The selection of schools was done using simple random

sampling (Tippet system).The sample of 59 students (boys 29, girls 30) was taken from GSSS Padiawas, and 54 students (boys 35, girls 19) were taken from Ahir Modern Public school,MajraSheoraj. The sample was divided into two groups on the basis of their scores of previous class. The experimental group consisted of 17 boys and 15 girls from govt. school and 16 boys and 9 girls from private school. The control group consisted 12 boys and 15 girls from govt. school and 19 boys and 10 girls from private school. The participants are randomly assigned.



Ethical Considerations

The researcher followed the principles of ethical considerations. Before experiment, the researcher provided the information about the experiment to the participants and assured them to keep the data and their identity confidential. They were also intimated to discontinue the experiment at any time. The researcher took the consideration of students' understanding and willingness. For taking the approval for conducting the research, the researcher visited personally to the concerned schools and submitted the research proposal and took the approval from the head of the school.

Minimizing Hawthorne Effect

Hawthorn effect is “when there is a change in the subject’s normal behavior, attributes to the knowledge that their behavior is being watched or studied” (Oswald, 2014). It is the tendency of changing behavior of the participants under the process of observation. In the present study, the participants mitigated Hawthorn effect through self-reported diaries. Writing self-reported diaries allowed learning natural behavior and personal relationship. The continuous observation of diaries promoted self-discovery and reflections on feeling, behavior and habits.

Administration Procedure

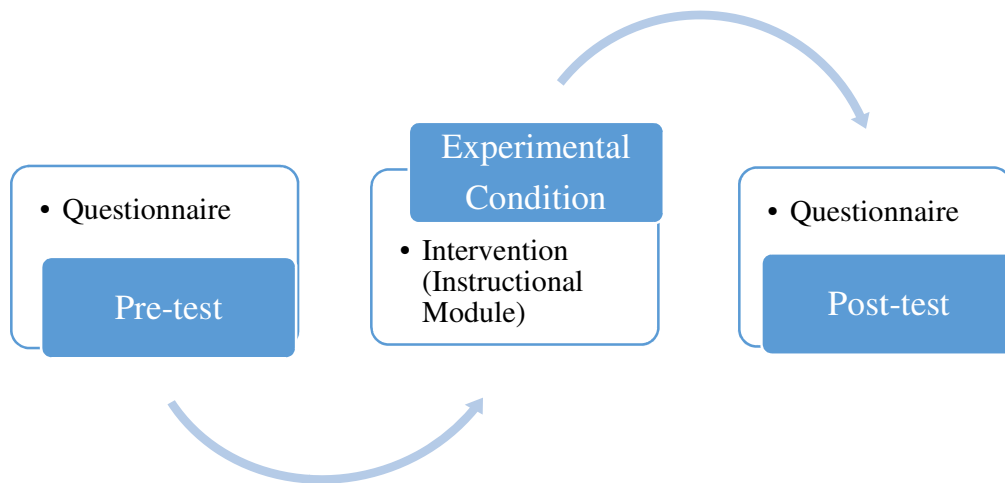
After going through the available literature, five core dimensions were selected of SEL. The items of the scale were drafted on the basis of those dimensions. The first draft of the scale consisted 50 items. Then the draft was sent to the expert suggestions to various universities for content validation of the scale. On the basis of experts’ suggestions the second draft was consisted 35 questions. That scale was tried out on the sample of 700 hundred elementary school students of Rewari district. On the basis of the pilot study, reliability was found. After the try out, necessary modification was done and the scale was finalized with 30 items for pre-test and post-test.

For the final data collection, the investigator visited the schools of the area personally and contacted the head of the schools. All the information and knowledge about the experiment was given to them. After obtaining due permission from the head, the researcher started the collection of data with their signed consent form. First the investigator provided the complete information about the experiment and conducted pre-test of both the groups. Then provide intervention to the experimental group with the help of SEL module for 3 months in each school. After conducting

intervention successfully, post test was administered in both groups. At the end the investigator thanks the participants, teachers and head of the school.

Data Collection

The present study used primary data sources. For the collection of primary data the researcher used pre-test post-test equivalent/control group design of experimental method. The researcher provided an intervention programme through self constructed module on various dimensions of socio-emotional learning for 6 months. The intervention programme was conducted into two phases. In first three months, the intervention was given to government school students and during the last three months, intervention was given to the students of private school. The duration of intervention was from Sep 2018 – Nov 2018 in GSSS Padaiwas and from Dec 2018 - March 2019 in Ahir Modern Public School, MajraSheoraj. Prior to data collection, proper meeting with the school authorities was arranged to get authentication. Many schools did not allow the experiment to be conducted in their school. So, the data was collected from the agreed schools.



	Phase I	Phase II	Phase III	Phase IV
Phases of method execution	Pre-test	Application of stimulus (Govt. school)	Application of stimulus (Private school)	Post -test
Sample Technique	Close-ended questions	Experiment/ Observation	Experiment/ Observation	Close-ended questions
Sample Questions	During last month, I fight many times with my friends in school campus (etc).	While I was reading this story I wondered... (etc)	The part of the story I like the best was...(etc)	During the past 30 days, I came in school with enthusiasm (etc).
Analysis Techniques	Inferential analysis/ descriptive analysis	Discourse analysis/Textual or contextual analysis	Discourse analysis/Textual or contextual analysis	Inferential analysis/ descriptive analysis

(Note. Experimental qualitative technique, hybrid method design (robinson & mendelson, 2012, p.6)

Techniques used for analysis

For the analysis of the data, mean, percentage, standard deviation, t-test, correlation, and regression were conducted. Here the methodology used to describe selection of variables, research design, procedure of data collection, sampling, and various quantitative methods. The research before conducting the finally quantitative analysis first conducted the pilot test. The pilot test is defined as the small study that helped the researcher in testing the validity and the reliability of the data collection instruments, research protocols, research technique and the strategy. The researcher in order to first examine the adequacy of the information that has been collected through the questionnaire, checked the reliability or the internal consistence of the questionnaire through the help of the Cronbach's alpha (0.94) and split half (0.92). Further, to check the validity of including the factors for measuring socio-emotional competency of the students, the correlation and regression analysis was done.

Further in order to conduct the quantitative analysis the researcher used the mixed method approach that includes experimental method and pre-test and post-test equivalent group design. The treatment was given to the experimental group using the socio emotional learning module. Following the implementation of the pre-test and post-test, the scores were calculated and analyzed using the SPSS. The mean and the independent sample t-test were used to compare the mean scores of the two groups.

For analyzing the qualitative data open coding and thematic analysis was performed. The researcher used the instructional modules that were based on the following dimensions: self-awareness, self-management, social awareness, relationship skills and the responsible decision-making. The girls and boys of the private and government school were then asked regarding the different values or the understanding they gained from the story telling module.

CHAPTER 4

ANALYSIS, INTERPRETATION AND DISCUSSION OF DATA

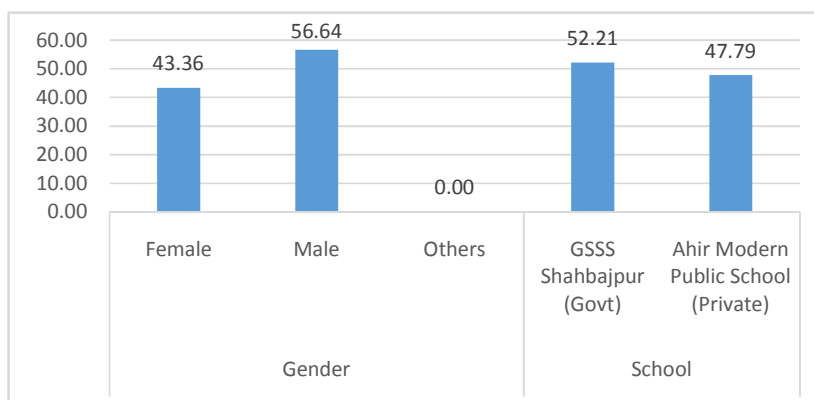
The purpose of this study is to evaluate the effect of SEL programs on the socio-emotional learning of the eighth-class students. Considering this aspect, this section of the study deals with analyzing the information collected from the elementary school students using the questionnaire. Initially, to 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 8th 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.

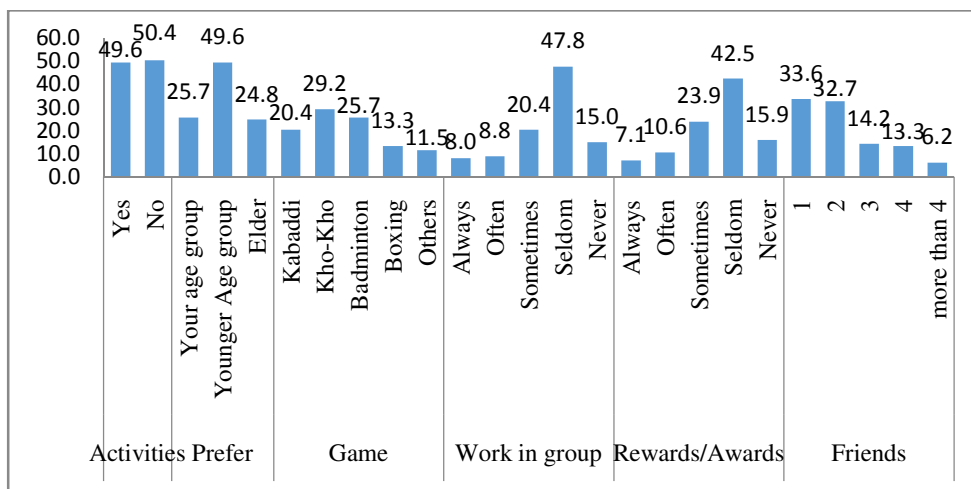


Figure 4:

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

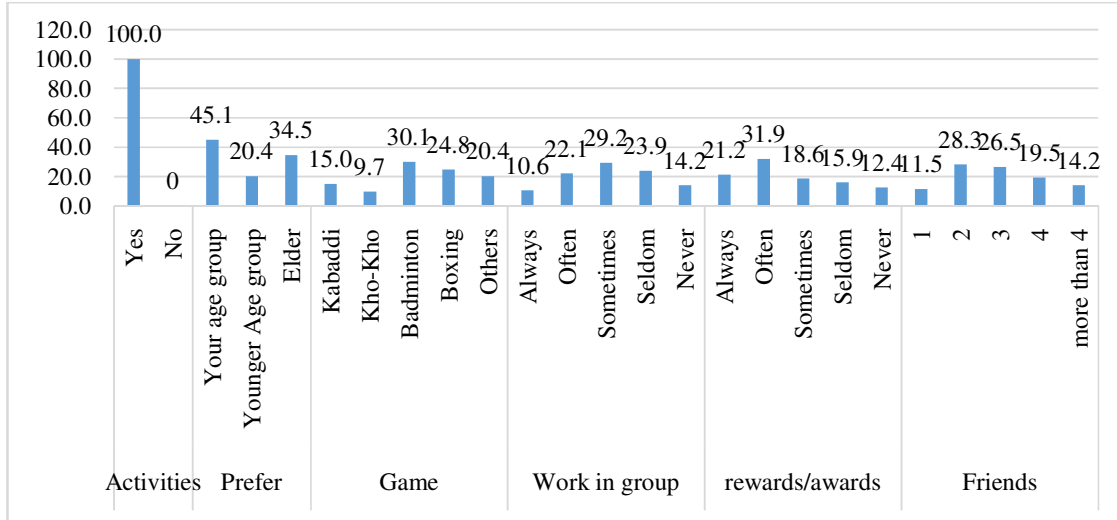


Figure 5:

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

Socio-Emotional learning factors	Code
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

Group	N	Mean	S.D.	S.Ed.	t-value	Level of significance
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:

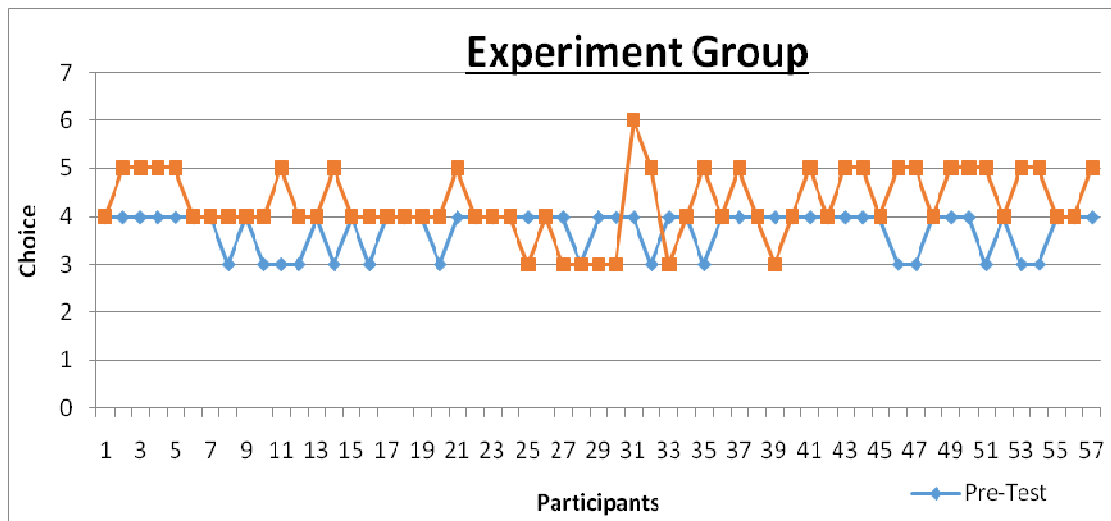


Figure 6:

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

Group	N	Mean	S.D.	S.Ed.	t-value	Level of significance
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:

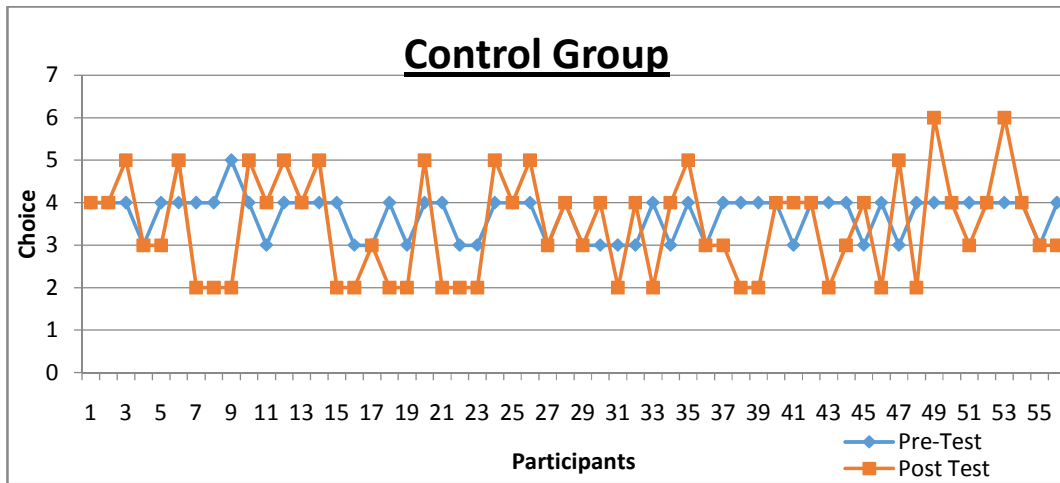


Figure 7:

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

Group	N	Mean	S.D.	S.Ed.	t-value	Level of significance
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:

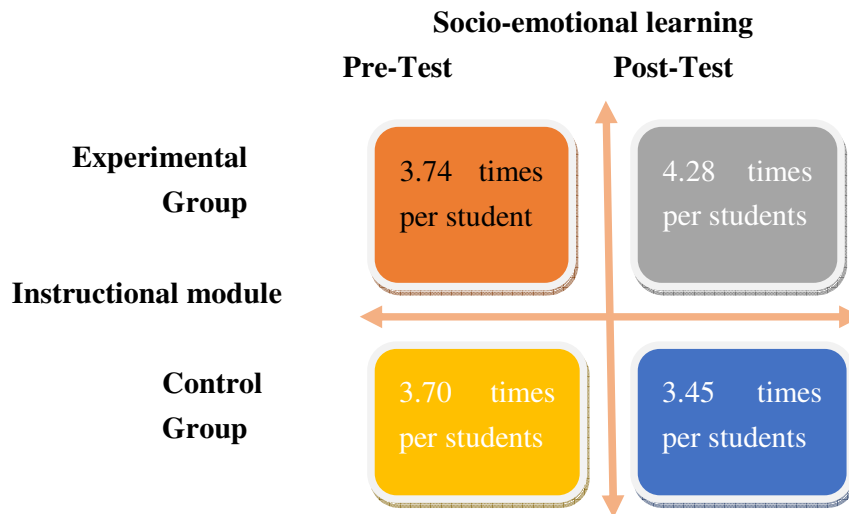


Figure 8:

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

Group	N	Mean	S.D.	S.Ed.	t-value	Level of significance
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

Group	N	Mean	S.D.	S.Ed.	t-value	Level of significance
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

	Pearson Correlation	Sig. (2-tailed)
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

Socio-emotional learning (Dependent)	Coefficient	t- statistic	p- value	R²	Adjusted R²	F Ratio
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 R² and Adjusted R² 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 R² 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

Selective code	Axial code	Open code	Properties	Examples of participants' words
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

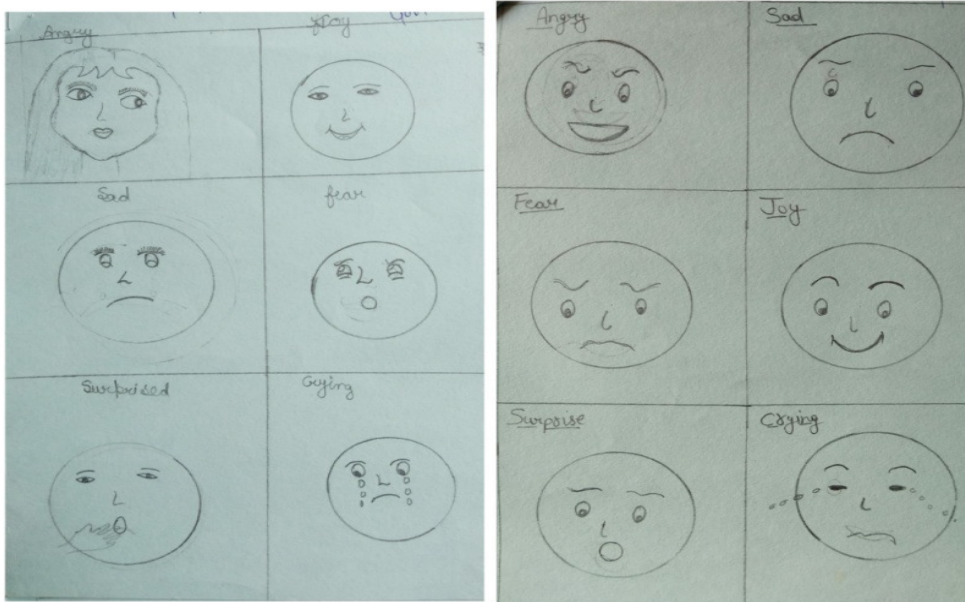
Relationship skill	Positive and effective exchange	Learning of friendship, Learn to work with cooperation, social interaction	Respect diverse point of views, approaching positive relationship, communicate	Avoid selflessness, live with love for others, remain polite with the people who live in your surroundings 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

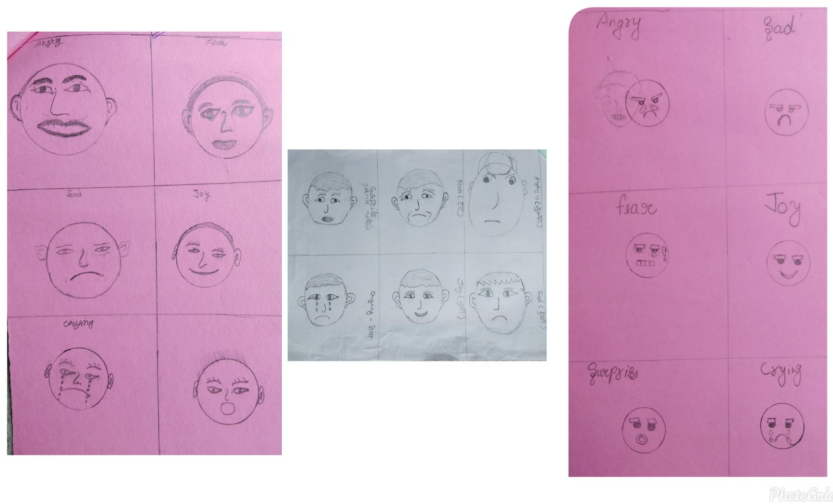
Self-awareness is the beginning of implementation to ensure the positive attributes, recognize strengths and weaknesses, and identify emotions. For knowing the feelings, the researcher divided the group into two or three group activities to draw pictures on said words of related sense. The participants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

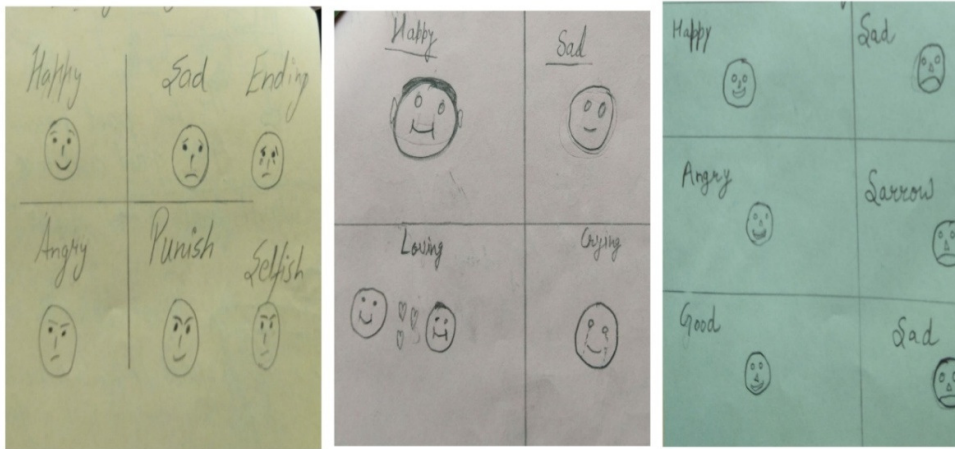


The above activities show that in the groups of female students of gov. School, the second group, is more able to recognize the feeling of anger, joy, sadness, fear, surprise, and crying. The students of the first group tried to identify the following feeling to some extent. At the same time, the boys 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.

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.

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Developing Relationship Skills among Students: Role of Story Telling

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ABSTRACT

Stories through films, fiction, drama or true life description engaged and fascinate through memories. Stories engross emotions in brain experiences of storytelling help in recognition of lost experiences. Keeping in view the significance of stories present paper is an attempt to identify and recognize the role of storytelling in developing socio-emotional skills among school students. For the present study the researcher adopted quasi-experimental method as action research with single group design. In the present study self made questionnaire is used for data collection from the sample of 23 elementary school students through convenient sampling method. The findings of the study revealed story telling is a good tool to develop relationship socio-emotional skills among students of elementary level. The researchers found intervention programme help in developing interpersonal relationship among elementary school students.

Keywords: Socio-emotional learning, storytelling, relationship skill, intervention programme

CONCEPTUAL FRAMEWORK

Several studies (Talwar, Yachison, Killick & Boffey, Mohajer) described the story telling as effective tool for imparting values among students. Stories directly connect with human nature and feelings as it includes many socio-emotional aspects. Storytelling offers a highly natural and powerful means to convey, learn, and retain information. According to Neuroscience research reports, the human brain is naturally wired to receive and remember every human experience within a structure of a story (Eck, 2006). Neuroscience has provided the facts about how human brain responds classroom environment and learning experiences and why they behave in a particular way. Neuroscientists consider learning as cerebral process where the brain reacts to a stimulus, involving the perception, processing and integration of information. Educators also consider that an active process leading to the acquisition of knowledge in terms of long lasting, measurable and specific changes in behavior (CERI, 2007). So,

Storytelling as directly related to perception and stimulation plays an important role in developing values and virtues with the help of imaginary environment which creates the relationship between actions and consequences (Killick & Boffey, 2012).

It is a way of communicating thoughts without intruding on personal issues. It is a process which includes telling, listening, and discussing stories with others which helps children learn and build their emotional vocabulary. It develops the capacity to recognize and understand another person's feelings and perception (England, 2007). Stories that are personal and emotionally compelling engage more of the brain, so it helps to better remember than simply stating the facts (Zak, 2013). The brain is engaged personally and emotionally with stories. Stories are also helpful in recognition of lost experiences and its emotional simulation develops the empathy and build relationships with others. Stories are directly related to emotions because of the absence of the resistance of direct instructions

and one is not bound to do anything and behave in a certain way. It is reciprocal, reflecting the turn-taking nature of speaking and listening (Killick & Boffey, 2012). It directly motivates the individual how to behave with others and to pursue a particular goal. It makes a learning effective and successful (CERI, 2007).

Stories enable the students to learn values, virtues and heritage and encourage them to create personal meaning in a natural manner. It makes an effective learning environment. This process encourages children to share their stories orally with their classmates and friends. With practice in telling, listening and retelling, children come to assimilate the concept of story and to demonstrate the ability to organize details sequentially (Buchoff, 1995). The type of story makes a significant impact on their evaluation of statements in the context of true and false. For example honesty as virtuous behavior can be evaluated as the consequences of our actions (Talwar, Yachison & Leduc, 2016). It described that stories are a means of gaining new perspectives, exploring moral choices and gaining insight into character (Killick & Boffey 2012). As they tell and talk about stories, they reflect on the morals of former generations while also critiquing the social complexities of their immediate environments (Jirata, 2011). It helps children in developing skills and attitudes, which empower and help them in making right choices in life. Dialogue in stories or comics etc. stimulate ‘visual imagery’ and promote innovative ideas in the child, which can easily be translated into meaningful action (Mohajer, 2005).

Objective

1. To study the impact of intervention programme of story-telling on relationship skills among school students.

Methodology of the Study

For the present study, the investigator decided to adopt the quasi experimental method for data collection. The researcher took the single group design. In the present study the researchers used self made questionnaire as pre-test and post test. For this purpose the researcher took a sample of 23 students of VIIIth standard from New Indian High School, Balaha Kalan, Mahendergarh district through convenient sampling method.

Transcripts on ‘Developing relationship skills among students: Role of story telling’

Pre-test

Sl. No.	Emotional Bonding with family and Community	Interpersonal relationship skills	Values and Ethics
1	Respect,	To make happy, polite heart	Help, discipline, obey
2	Love, Respect	Feeling bad of himself, selfish friends	Good behaviour
3	Respect, Love, Affection	Help,	Soft hearted, Love, Knowledge
4	Careful, Proud,	Anger,	
5	Love	Bad feelings for others	
6	Respect,	Anger	
7	Praise	Fear (not doing bad behaviour)	Regret, obey
8	Respect	Soft hearted, help (give and take)	Obey, communication
9	Praise, love	Help, Support	Understanding
10	Respect, Love, Satisfaction, Happiness, Enthusiasm	No expectation with others	Responsible, Sincere
11	Respect, Love	Help	
12	Sanskar, Knowledge	Anger	
13		Bad feeling	
14		Feel bad	
15	Obey, love	Patience, unity	Truth
16	Respect	Anger, Equal, No discrimination	Honest
17	Thanks	Anger, feeling bad	Obey
18	Thanks, Respect	Responsible	
19	Respect		
20	Respect	Think bad	Good behaviour
21	Respect, Obey		Caring
22	Respect		
23	Respect	Think about others	Honest

Post-Test

Sl. No.	Emotional Bonding with family and Community	Interpersonal relationship skills	Values and Ethics
1	Respect		Friendship, duty, communication
2		Honest	Understanding, sympathy
3	Respect	Help,	Humanity,
4			Importance of relationships, Humanity, Patience, Self-respect, Self-esteem
5	Respect	Love,	Co-operation
6		To think good about others	Help
7	Respect	To know others	Help
8			Friendship
9			Help,
10	Respect	Sacrifice,	Importance of relationships, Humanity, Friendship, co-operation
11			Unity, Friendship,
12			Help, communication
13		Profitable relations	Help, Friendship,
14		Profitable connection	Help, cooperation
15		`	Help
16			Communication, friendship, Co-operation
17			Co-operation
18		Good behaviour	Understanding, help
19			Sympathy, Communication, Help
20		Good behaviour	Cooperation, Communication
21			Help, understanding, honest
22			Friendship, Help
23			Truthfulness, Communication

Table of Identified Skills and their related words

Pre-test		Post test	
Identified Skills		Identified Skills	
Emotional Bonding with family and Community	Respect, Love, Affection, Careful, Proud, Praise, Satisfaction, Happiness, Enthusiasm, Sanskar, Knowledge, Obey, Thanks.	Emotional Bonding with family and Community	Respect
Interpersonal Relationship Skills	To make happy, Soft hearted, Feeling bad, Selfish Friends, Help, Anger, Fear, Support, No Expectations from others, Patience, Unity, Equal, No Discrimination, Responsible, Co-operation, Think about others.	Interpersonal Relationship Skills	Honest, Help, Love, Think good about others, Sacrifice, Profitable relations/ connections, Good behaviour.
Values and Ethics	Help, Discipline, Obey, Good behaviour, Soft hearted, love, Knowledge, Regret, Communication, Understanding, Responsible, Sincere, Truth, Honest, Caring.	Values and Ethics	Friendship, Duty, Communication, Understanding, Sympathy, Humanity, Importance of relationships, Patience, Self-respect, Self-esteem, Co-operation, Help, Unity, Honesty, Truthfulness.

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Analysis and interpretation of data

On the basis of responses of pre-test and post test as shown in the table, the researcher identified three domains a) emotional bonding with family and community, b) inter-personal relationship skills and c) values and ethics. Respondents provided various

skills related to these domains. Emotional bonding includes the students' perceptions towards the importance of family and community in their life, interpersonal relationship skills includes what think about others feelings and what type of relationship they want to establish with others and the last domain that is value and ethics includes the skills and aspects related to the relationship skills. The findings and analysis of the data are based on the experiment of the intervention of storytelling.

Domain 1. Emotional bonding with family and community:

In this domain the students tried to show their bonding with family and community in the form of respect, love, affection, praise, thanks and careful. On the basis of the answers of pre-test the students were not able to identify what are the relationship skills. Even they gave general answers that they have not bad feelings towards others. And at the same time they thought that if a person does not help them, then they should not help others. A student said that if someone is not helping him then he also think bad about that person and wish to happen something bad to him. But some Students realised that they should help to others to become a good human being and some wants to be a good person because of to get good from others. They also mention that if we cannot solve a person's problem then we should try to help him at our level. They all admit that good values are provided by their parents and teachers. They described that family and community teach various aspects of life like sanskar, knowledge, but they more emphasized on the role of the family rather than community. They admitted that their parents scarify so many thinks in their life in order to provide better environment to their children. The researcher not found any word for the specific role of the society. The researcher found same words for this domain in pre-test and post test.

Domain 2. Interpersonal relationship skills:

This domain consists of the words which describes the respondents' interpersonal relationship skills. These words are the way through which they communicate to others. Before intervention the students had good as well as bad feeling for others. Some students provided negative words

like anger, selfish friend, fear and no expectations with other. These words show that they have weak interpersonal relationship skills. After intervention, on asking a question 'Is a professional organisation runs on relationship skills?' there answers were that a professional organisation can run on relationship skills. They admit that relationship skills are also essential for an organisation because these help making good efforts and solve difficulties with the help of each-other and can make success sure in their life and can improve in their performance. A student also mentions that a single person cannot run an organisation without the help of others members. Its success depends on a team work. A team or group can solve a complex problem, where the same work can be difficult or impossible for a single person. So, a school needs the cooperative efforts of all the members and stakeholders. The words like to make happy, soft hearted, help, patience, unity, equal, no discrimination, responsible and think about others, show that some students are sensitive towards the interpersonal relationship. They admitted that they should have these skills for the better relationships to others. Only one student admitted that an organisation cannot run on relationship skills. She gave an example that a teacher gives his/her best when he/she gets good salary, but if an organisation cannot give satisfied salary no teacher teaches or gives his/her best. They described some skills which are essential for interpersonal relations. They admitted that a person should be honest, helpful and should have love towards others, good behaviour and think good about others. The researcher found that these relationships are connected with give and take attitude.

Domain 3. Values and ethics:

This domain consists of the skills in the form of values and ethics which describes the aspects of relationship skills. On the basis of pre-test the researcher found help, discipline, obey, god behaviour, soft hearted, love, regret, understanding, sincere, truth and honest in the form of relationship skills. After providing intervention of storytelling process, Students were able to identify the relationship skills in the form of helping nature, friendship, cooperation and admit that if a person has all these values and skills, he/she can overcome on every difficulty. Even these

skills will help them to live their life smoothly. They described friendship, duty, communication, sympathy, humanity, importance of relationships, patience, self-respect, and co-operation in the form of relationship skills.

DISCUSSION

The analysis of the data describes that before intervention the students were not clear about relationship skills, even they gave satisfied answers of the questions but after the intervention they were more capable to recognize the relationship skills. The researcher found that after the intervention that students were able to clarify their answers and able to understand the right meaning of stories and relationship skills. They were able to recognise the true value of others efforts which are done for her. Students also mention that they should do hard work not only for themselves but also for their parents and teachers as a true tribute their priceless efforts. They also recognise the values like friendship, co-operation, patience, self-respect, self-esteem, equality and communication skills. The researchers found that the students have strong association with their family members. They also feel the same degree of relationships with their teachers as they feel with their family members. So, the relationship skills can be developed. Classroom learning is not only depends on academic performance but also should develop emotional bonding with others. It will be helpful in academic development and also managing and controlling of their own emotions.

CONCLUSION

Stories are a wonderful tool to strengthen relationships and create emotional bonding between two persons. Stories provide a platform to talk to each other and sharing experiences. Beyond the day to- day speech and talk, stories help us all understand the world. Stories particularly convey our values and beliefs that we see as important in living together. Stories teach us about what we see as right or wrong. Through stories children learn about how people think and feel and the connections that exist between thinking, feeling and

behaviour. So stories are rich source of learning and they teach without directly instructing a child. This then avoids the natural resistance and defensiveness we have in being told what to do or how to behave.

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Implementation of socio-emotional skills by teachers in schools

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Dealing with various challenges in school along with academic performance requires socio-emotional skills for both teachers and students. The teacher plays a key role in practices the social and emotional learning among students in their classroom teaching learning process. The objective of this study is to find out the status of implementing social and emotional learning by school teachers. The researcher took a sample of 40 teachers randomly from Govt. and Private schools of Rewari, Haryana. An open ended questionnaire is used for collecting data. The findings of the study revealed that they only talks about SEL but they need some training and expertise in order to apply it practically in classrooms.

Keywords: social and emotional learning, implementation, school teachers

The imagination of a teacher is always concerned with the recognition and development of skills and feelings of students solve their problems and contribute the role in developing positive attitude towards life (Rich, 2016). An effective classroom environment makes with warm teacher-child relationships which can help in intense learning and positive social and emotional development. Teachers are the roots of driving the programs and practices of social and emotional learning. Students are influenced by teachers' social and emotional competencies. Their poor socio-emotional learning skills can suffer students' academic development and behaviour (Schonert-Reichl, 2017). Their beliefs and managing skill about SEL have a direct impact on program delivery, evaluation and outcomes (Brackett & Reyes et al., 2012). Social emotional learning leads the motivation of learning and academic performance, and decrease problem behaviours. The results of ignoring social emotional development are discourage the students from learning and teachers feel frustrated working with them (Rich, 2016).

In order to make SEL an integrated part of the class, handle disruptive students and interact positively with students, a teacher to develop their own social emotional competencies and learning about SEL in their teacher preparation programs (Rich, 2016). It is

important to understand barriers or challenges faced by teachers to make the social and emotional learning (LeVesseur, 2015).

Purpose statement

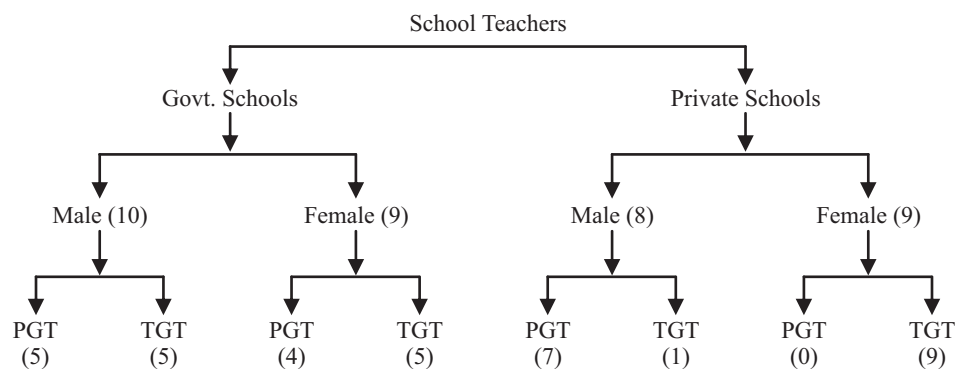
The purpose of this study was to search out the status of implementation of socio-emotional learning skills by teachers in schools. The researcher wants to study that how much they are concern and in what extent they are using the social and emotional learning in their classrooms.

Research question

What is the status of application of social and emotional learning by the teachers in Govt. and Private schools in Rewari, Haryana?

Research design

The researcher adopted survey method using an open ended questionnaire for collecting data from school teachers in order to know the status of implementation of social and emotional learning by them. In this study the researcher took 40 teachers from govt. and private schools. Where the researcher found only 36 respondents. The researcher followed the following research design:



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Interpretation of the data

The researcher used open coding method for data interpretation. The researcher divided the questionnaire into five sub themes and two categories. The two categories are Pedagogy and Classroom environment. The pedagogy dimension includes: required

preparation for teaching: mentally and academically, behavior on critical remarks by others and student centric teaching methods; and the class room environment includes: managing students of diverse identity in group, managing emotion in front of others and tackling problems in the school.

Pedagogy

Theme	Male	Female
Required preparation for teaching: mentally and academically.	Helping aids, demonstration, social psychology, research, clarity of thoughts, peace of mind, relax and calm, open mind, comfortable, make schedule, self-confidence, note making, lesson plan, friendly manner, clear vision, command on topic, concentration, use of examples and teaching scripts.	Questioning, discussion, group work, lesson plan, positive attitude, calm, patience, teaching aids, attentiveness, preparation of difficult words, happy, demonstration, collecting information and use of examples.
Behavior on critical remarks by others	<i>Acceptance:</i> improve, thank, learn from feedback, think about solution, talk, do introspection, accept, thinking-if view is acceptable. <i>Rejection:</i> Give my points, pata nahi lagne dena, shouldn't reject, welcome of others views.	<i>Acceptance:</i> improve, introspection, positive way, accept, try to work on it, self-confidence & knowledge, listen patiently, and try to follow. <i>Rejection:</i> Against- on behavior & character.
Student centric teaching methods	<i>Private:</i> Discussion, debate, group activity, project, brain storming, case study, examples, conversation, quiz and model. <i>Government:</i> group discussion, role play, examples, TLM, lecture, activities, play way, poster making.	<i>Private:</i> discussion, questioning, field experience, practical work, presentation, flash card, story, role play, project, small group activities, games, brain storming, quiz, IWB and play way. <i>Government:</i> group discussion, questioning, lecture, by doing, practical, heuristic, TLM, examples, role play and story telling.

Classroom environment

Theme	Male	Female
Managing students of diverse identity in group	Include extraordinary students, intellectual level, basis of average marks, according to role no., practical work, mental level, questioning, weak students-more written work, and mix group.	Intellectual development, practical work, mix group, basis of knowledge and understanding, include all type of identity, and average.
Managing emotions in front of others	Practical, listen to senior, calm, polite manner, focus on issues, with smile, fact & truth, control of emotions, easily confess.	Soft conversation, fact & truth, never show the feelings, quite, positive attitude, keep calm, avoid same mistake again, be practical, accept mistake-find solution, give opinion.
Tackling problems in schools	Bulling and threatening cases-often Tackle by friendship, understanding, love, counseling.	Tackle by conversation, love, consulting with family, making aware of negative effects, developing respect, making strict rules.

Findings of the study

Findings of the study related to the Pedagogy dimension: Data revealed that in order to requirement of preparation for teaching mentally and academically, male teachers used the words helping aids, discussion, self-confidence, friendly manner, while female teachers focused on discussion, group work, positive attitude, patience etc. In the response of behavior on critical remarks by others, male teachers think that they should accept others feedback and introspection but also should present their point of view, and

female teachers have also the same point of view as male teachers have, but they also think that if someone gives any remark on their character they wouldn't tolerate that. Male teachers recommended project method, discussion, debate, group activity, conversation, and lecture etc. whereas female teachers recommended questioning, field experience, story, role play, group activities, learning by doing, etc.

So, it can be said that teachers have the knowledge of pedagogy of inculcating social and emotional competencies among students but they need some support of internal and external sources. Their

responses show that they only talk about SEL but they need some training and expertise in order to apply it practically in classrooms. Roffey (2017) concluded that a teacher should adopt student-centered pedagogical approaches, as learning based on project and inquiry, small group discussion, and applying various learning styles. The following skills are helpful in promoting better classroom experience, involvement in the process, understanding, and recalling the past learned experiences. Douglass (2011) also favors this view that both pre-service and in-service teachers' knowledge of social and emotional learning helps in improving the academic achievement of students. The results indicated both in-service and pre-service teachers had the knowledge at some extent about SEL, but they are not ready to apply the methods which are helpful in developing SEL in classroom because of their conflicting mind about the practical aspect of social and emotional learning.

Findings of the study related to the Classroom environment: The responses of the male teachers about managing students of diverse identity in group includes the basis of extraordinary students, intellectual level, marks, role no, and questioning, while female teachers include intellectual level, mix group, inclusion of all identities, and knowledge. Male teachers are practical, calm, polite, and confess easily, and female teachers prefer soft conversation, positive attitude, practical and try to avoid same mistake again. In the response of handling problems or bullying case in school, male teachers tackle these issues through friendship, understanding and counselling, whereas female teachers with the help of conversation, consulting with their family, making aware and strict rules. AIR (CASEL) says that SEL skills develop calmness, friendship, respectful relationship, and ability to make responsible choices. The above skills make the students less angry and help in sort out the disagreements in their relations. In order to develop the skills,

teachers have to create the safe, caring environment where the students feel valued and respected; can do meaningful interactions with others; and to receive positive and specific guidance. So the teachers play very important role in this aspect. Roffey (2017) supported some aspects of this study that activities in SEL are solution rather than problem focused. The researcher described the support to resilience, conflict resolution or confidence. The study focused on building solutions without having been presented directly with problems. Students need in-depth understanding when they work in a group.

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