

CHAPTER 7

SUMMARY AND CONCLUSION

7.0 INTRODUCTION

Cognitive theorists believed intelligence was a single entity and children were a blank slate that could be trained to learn anything. Gardner (1943), gave **Multiple Intelligence Theory**, he believed intelligence is made up of multiple intelligences. His theory states humans have a unique blend of intelligences that cannot be measured by IQ tests. He challenged Piaget's development stages. Unlike Piaget, Gardner saw that at any one time a child may be at very different stages. Multiple intelligence theory: Gardner formulated a list of seven intelligences (Linguistic, Logical-Mathematical, Musical, Kinesthetic, Spatial Intelligence, Interpersonal Intelligence, and Intrapersonal Intelligence). The first two particularly valued in schools. The following three usually associated with the arts and the last two personal intelligences. Emotional intelligence: Mayer and Salovey (1997) offered the first formulation of a concept they called "Emotional Intelligence." The emotions play a part in altering thinking, sparked the introduction of a concept focusing on relationship of emotions and thinking, which was referred as Emotional Intelligence. Emotional Intelligence (EI) was defined as *"the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote an intellectual growth"* (Mayer & Salovey, 1997).

Daniel Goleman in 1995, reported a mixed model according to which EI is an array of various competencies and skills that drive leadership performance. He gave five main EI constructs; self-awareness, self-regulation, social skills, empathy and motivation. Not soon enough the Goleman constructs were embraced by educators, in the form of programs in "social and emotional learning or SEL. Social Emotional Learning (SEL) is defined as the process of acquiring a set of social and emotional skills- self-awareness, self-management, social awareness, relationship skills and responsible decision making – within the context of a safe, supportive environment that encourages social, emotional and cognitive development and provide opportunities for practicing social-emotional skills (Cherness et. al., 2006).

EI has provided theoretical platform for SEL. The credit goes to Goleman for introducing it, that today many schools are getting positive outcomes and benefits from SEL Programmes. (Goetz, 2009)

Thus, following profound research questions which emerge are:

4. How can a program be evolved to enhance socio-emotional development and learning of children from various developmental theories given by psychologists and educationists?
5. What would be the nature of socio-emotional learning programme?
6. How such program can influence or affect the development of preschoolers?

7.1 STATEMENT OF THE PROBLEM

Development and Implementation of Socio-Emotional Learning Programme for Preschoolers

7.2 OBJECTIVES

1. To study the existing level of Socio-Emotional status of preschoolers.
2. To develop Socio-Emotional Learning Programme (SELP) for preschoolers.
3. To implement the Socio-Emotional Learning Programme (SELP) on preschoolers.
4. To study the extent of enhancement of Socio-Emotional status among Preschoolers.

7.3 EXPLANATION OF TERMS

1. Socio-Emotional Learning Programme (SELP): It is a programme developed for enhancement of social and emotional learning of preschoolers which consist of five dimensions.

❑ **Self-concept:**

Self-concept in the programme has been described in terms of development and expression of awareness of self in terms of abilities, characteristics and preferences. Developing sense of individuality and self-worth. Encourage and provide opportunities for participation i.e. self-expression, exploration, investigation and experimentation and develop independence and aesthetic appreciation.

❑ **Cultural sensitivity:**

The Cultural sensitivity has been defined as Knowing India and its Culture. Imbibing Values in His / Her Sociocultural Context and develop Pride & Nationalism

❑ **Awareness and management of feelings:**

Awareness and management of feelings in this SELP means to know, identify and understand their own feelings as well as that of others. To be able to express the feelings and to develop the acceptance of feelings and control feelings.

❑ **Building positive relationships:**

Building positive relationships in this SEL programme means to Strengthen Relationship with Peers, Teachers & Family. It also includes development of Sharing, Cooperation & Friendship, Affection, Love, and Care & Belongingness. It also includes being Sensitive to others & appreciate their Perspectives

❑ **Problem solving & decision making:**

Problem solving and decision making in the SELP means Strategies to deal with Negative Emotions like anger, aggression, fear, selfishness. It also deals with understanding Good/Bad Situation. It means solving the problem in difficult situations and make ethically right decisions. It is also finding out solution to daily Problems and using various strategies to enhance creativity.

2. **Preschools:** Preschools in the present study means the pre-primary schools attached to primary, secondary or higher secondary schools having Junior KG.
3. **Preschoolers:** Preschoolers in the present study means the children studying in Junior KG of the preschools.
4. **Social Development:** In this study means building attachment, relationships, developing sympathy, empathy, cultural sensitivity, sharing, cooperation, social approval, responsibility, commitment and providing them safety and security, providing opportunities to overcome the unsocial behaviour pattern.
5. **Emotional Development:** In this study means recognizing, understanding, expressing, accepting, controlling the feelings and regulating the emotions (anger, jealousy, curiosity, fear, joy, grief and affection) appropriately.

7.4 METHODOLOGY

The study is a Qualitative Descriptive Case Study. All inquiry entails description, and all description entails interpretation. Knowing any phenomenon (or event or experience) requires, at the very least, knowing the "facts" about that phenomenon. Yet there are no "facts" outside the particular context that gives those facts meaning. Descriptions always depend on the perceptions, inclinations, sensitivities, and sensibilities of the describer (e.g., Emerson, Fretz, & Shaw, 1995; Wolcott, 1994). "There is no pure looking with a naked, innocent eye" (Pearce, 1971, p. 4), and there is no "immaculate perception" (Beer cited in Wolcott, 1994, p. 13). As per Sandelowski, M. (2000) Researchers seeking to describe an experience or event select what they will describe and, in the process of featuring certain aspects of it, begin to transform that experience or event. Researchers conducting qualitative studies want to collect as much data as they can that will allow them to capture all of the elements of an event that come together to make it the event that it is. Baxter, P & Jack, S (2008) elaborates that a descriptive case study is the one which describes an intervention or the phenomenon and the real-life context in which it occurred.

7.4.1 Research Design

The researcher aims at developing a Socio-emotional Learning Programme for the enhancement of social and emotional learning among preschoolers. In the present study the preschoolers were termed as children. This research study was framed as embedded single-case design. This qualitative design gave the researcher an opportunity to look closely and study in depth, the social and emotional development and learning among preschoolers in a specific context.

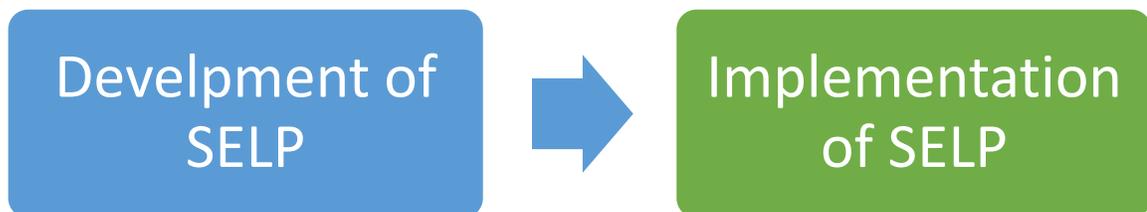
7.4.2 Selection of School

The case study was chosen as a Purposive case where children from mixed socio-economic background were present. Secondly, the preschoolers of 4-5 yrs. of age studying in Jr. K.G. A was an average representative age of preschoolers because it falls in between Nursery and Sr. K.G. so it's the age where a lot of developmental changes can be brought about. Nursery children their fine motor skills are still not developed so they are not developmentally ready for many activities and in Sr. K.G they start showing all sort of development. Those who are developmentally slow in Sr. K.G they have already missed the opportunity of Jr. K.G stage where the problem could have been resolved with earliest

interventions as it's the right time of starting any kind of intervention to remove the developmental problems or not let any development delays occur. Thus, the class of Jr. K.G. A in the particular school was taken as a Case for the study. Thirdly it was a preschool with appropriate infrastructure facilities, where SELP would have been implemented without any hindrances. It had playground, swings, audio-visual room, art and craft room and enough space classroom. Fourthly, the readiness of the school, and the involvement and cooperation of the teacher and helper in carrying out the activities during the development and implementation of the programme on preschoolers for one whole academic year. The Class teacher cooperation and coordination was very essential because without her acceptance it could be difficult for the children to accept the researcher as another teacher.

7.4.3 Programme Details:

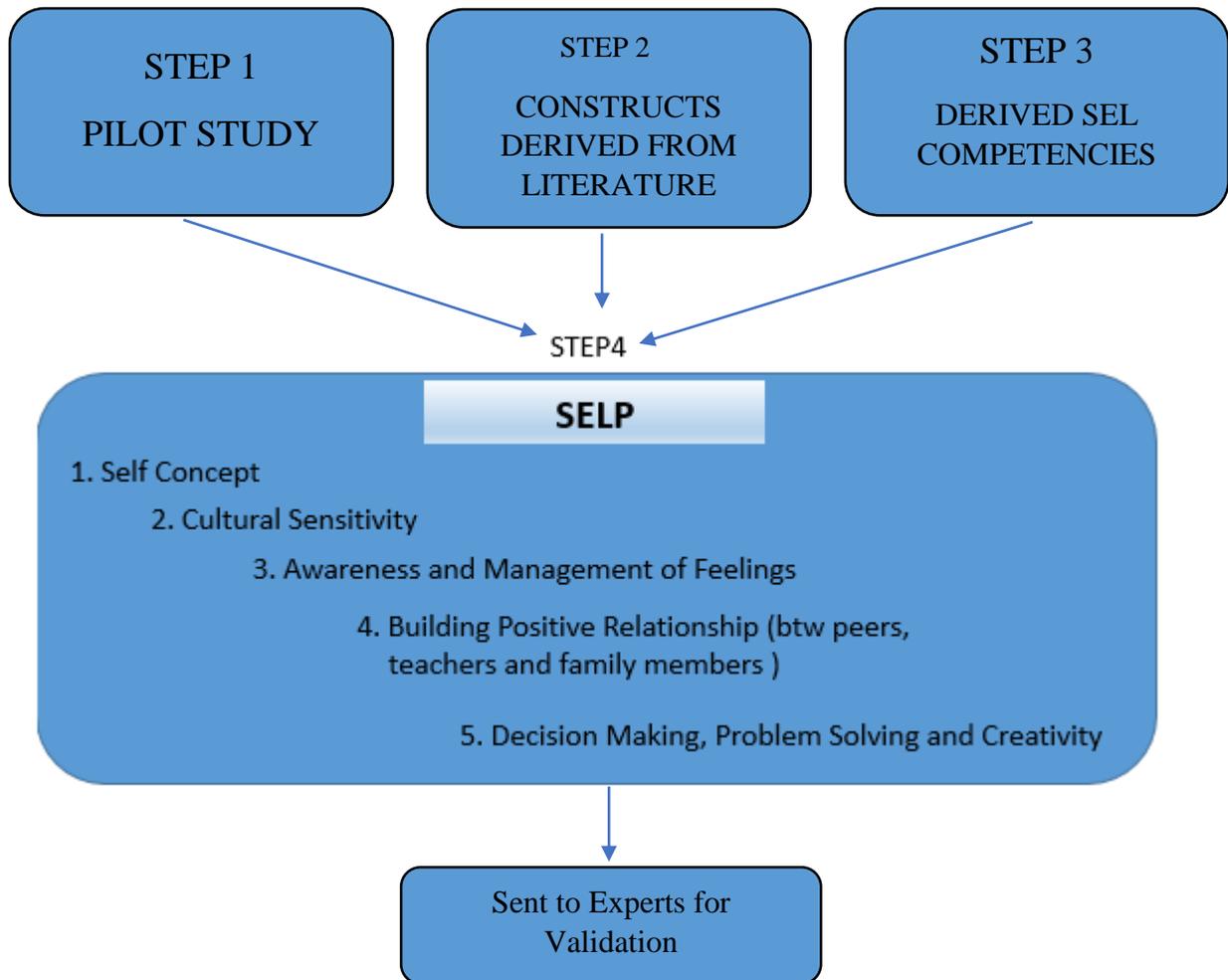
The SELP program was described as following in two sections;



7.4.3.1 Development of the programme:

The development of SELP programme was further divided into three steps which are as follows;

Figure 7.1: Steps of development of SELP



Step 1: A pilot study

A pilot study was conducted where the researcher took eight preschools (appendix 5.2) purposely representing the private as well as public preschool; like Balwadi, Montessori, Kidzee and preschools attached to higher secondary private schools etc. The researcher visited these schools interviewed some teachers, conducted FGD with some, attended the classes in every school and observed them too. The talks with teachers helped the researcher to gain insight on the curriculum followed, as well as the designing of daily, weekly, & monthly activities for preschoolers. About the curriculum, the schools A, B, D & G followed their own, age appropriate curriculum developed by the school itself. School C followed Montessori, E followed River side curriculum, F followed Kid Zee curriculum

and H was a Balwadi with a progressive curriculum. The researcher observed the different kinds of curriculum, being followed in the schools, and got the idea of designing activities in Socio-emotional Learning Programme (SELP).

From the school F, that was having Kid zee curriculum, the researcher got the idea of designing every activity with developmental objectives. From School C, with Montessori curriculum the activities had to be designed with prepared environment. From the progressive curriculum teachers designed the themes and objectives of curriculum but based on children's interest and including them in every possible way into learning, enquiry and problem solving. The school A, followed twenty concepts in a year, one of them being "community helpers". This theme concept, was observed in other schools too where the activities were designed on the basis of concepts. Thus, through this and the literature, the researcher was able to arrive at an understanding that Hands on experiences, experiential learning, investigations and experimentations had to be the part of this SELP. Then there were some schools (D & I) that were seen following a very old and outdated methodology of having eight periods with very constructed framework like mathematics class, dance class, computer class etc. It appeared as if Maiyani (1989) findings were still true that there was emphasis on formal learning and education. More of play way methods were required to be incorporated. Thus, the researcher didn't want to focus on 3R's which already preschools were doing instead wanted to focus on socio-emotional development by creating an environment where children will learn. As well as wanted to focus on learning through fun. The art and craft, or painting was found to be very mechanical in school D. The students used to come to the teacher, who used to hold the thumb and dip in color and put the imprint on their worksheet and send the child back keeping the workbook. There used to be a bee line for even such activity. Further there were more than 20 students which was not according to the guidelines suggested by the policies. The policies suggest teacher-pupil ratio of 1:20. The art rooms were missing in some schools. The space was not adequate for outdoor games in franchise schools. The progressive syllabus (i.e. of their own) had Topics taken like 1. Myself 2. Nation 3. Transportation 4. Community helpers. This helped the researcher in framing of the activities but the researcher had to refrain herself from going into subjects like mathematics, English or science, but designing a programme that led to not only SEL but also took care of holistic development. It was

developed in such a way that cognitive knowledge could be put inside the frame of this SELP.

The focused group discussion with teachers in one of the schools (School C), helped the researcher in knowing the Pedagogies used by Teachers for preschoolers. They were as follows: Field Trips, projects every month, Cooking experience: E.g. Bhel puri. Each child was called to bring different things required for the preparation of Bhel. In circle time then they all mixed it and ate it. Parents association with the school was encouraged like in Annual concert, where voluntary help was taken from parents. Parents Meet once in every month was organized. Within cultural context they celebrated Dress Day, Festival celebration, Party dress at 31st Dec, Valentine's Day etc. Visits to Sand pit, twice in a week, field visits, Dance, sports, music were some of the healthy strategies that would definitely enhance SEL. There was rotation of seats involved which was not required if the number would be twenty as well as the seating arrangement be a circle. According to the teacher's children took 10-15 days to get trained about "Myself" - my shelf, my books, me, my family, my school, body parts concept. Training in life skills was done in circle time. It was done during class hours when they used to be free. Self-concept in one of the school (School C) was taken care off through these activities like Serving food on by own in Jr. K.G., Counting plates- Each had to count 5 plates and arrange them, doing the bundling of their books. (As soon as they came to school they took out books (5), they identified and arranged them in separate bundles). It was a good practice but self-concept is much more than this. It requires a lot of different opportunities, initiatives, new exposure, and experiences and in order to get it enhanced, proper activities need to be designed. It has to be made a part of curriculum and focused upon just like cognitive development.

School E had a very involving and fun filled prayer assembly, where the children had to present rhymes, stories and skit. This is how the researcher took the anecdotes from the pilot study about the pedagogies followed by the teachers, the curriculum followed in the school and the kind of activities designed for preschoolers. Both the desirable and undesirable aspects helped the researcher to build the intervention programme. Positives helped in guiding and developing the programme and undesirable practices guided the researcher what not to include in the programme or what aspects need to be taken care of while carrying out the intervention. The lacunas in the existing pedagogical practices

helped the researcher to identify the missing aspects that could be taken care. Furthermore, the psychological, educational theories, policies envisaged for preschool education helped the researcher, design the intervention programme with adequate theoretical background. Following were the inadequacies observed during the pilot study:

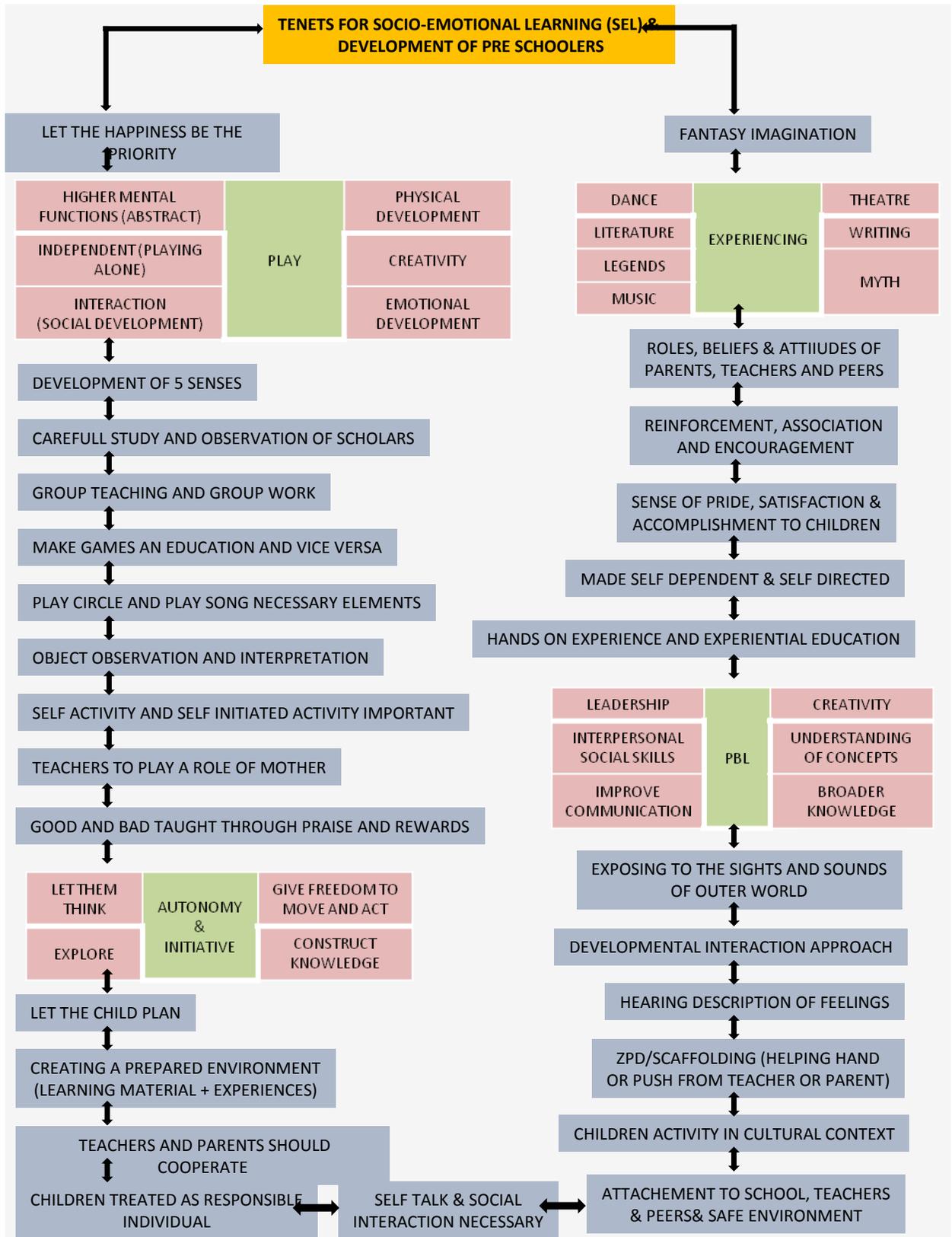
- ❑ The schools followed different curriculums. At some schools the curriculum was quite rigid, mechanical & structured. The curriculum of preschoolers had to be flexible with children's needs and interests to be the center of focus.
- ❑ The school infrastructure was varying and inappropriate in some schools. The kid zee, Montessori franchise had an age appropriate curriculum but these were given to such people who were running them in small houses with small gardens and no play grounds. For the preschoolers the building needs to be open and spacious. There must be a garden space and a playground for sports, outdoor games, and swings, sand pits etc.
- ❑ The planning and designing of activities was not holistic and it did not focus socio emotional development in most of the schools.
- ❑ Some schools still focused on age old practices of 3R's. Their focus was still on formal learning & education and not on developmental practices.

The above inadequacies provided an insight into the planning and development of SELP. Accordingly, the researcher identified a school which had lot of space for outdoor activities, separate art and craft room and technological facilities for the Case study.

Step 2: Identification of SEL constructs for building the framework of the SELP

Identification of SEL constructs that were derived from the social and emotional development theories and views of educationist and psychologists on Preschoolers have been embedded together in order to develop SELP. This is represented in Figure 3.2.

Figure 7.2: Constructs/Tenets for SEL & Development of Preschoolers



Researcher with the help of this framework was able to design the activities keeping these constructs in mind. Every activity was designed keeping one or more of these as a base while developing the Socio-emotional learning Programme (SELP). These were the constructs that led to the enhancement of SEL.

Step 3: Finalizing SEL Dimensions

Reviewing the competencies given by CASEL (2012) and the five key competencies of SEL given by Durlak et. al. (2011) and keeping in view the objectives of preschools stated by Kothari commission and objectives of Early Childhood Education given by Curriculum Draft 2012, the researcher came out with five SEL Competencies that encompass all the aspects of Early childhood development. They are as follows:

6. Self-Concept
7. Cultural Sensitivity
8. Awareness and management of feelings
9. Building positive relationship (between peers, teachers and family members)
10. Decision making, problem solving & Creativity

Step 4: The developed intervention programme of SELP passing through the previous three phases was sent to experts for their suggestions and thus the final SELP was developed on the basis of suggestions.

7.4.3.2 Implementation of the programme:

SELP was implemented for one full academic year 2015-16. The researcher first oriented the parents and teachers about the programme. The formative, continuous observational assessments were made for the children and it flowed as per the experiences planned in the programme. Formative continuous assessment implied making field notes of the development/learning of the child, by interpreting the evidence from the day to day experiences of the child with the purpose of recognizing and encouraging strengths and addressing learning/developmental gaps. The five dimensions were implemented in a logical flow with one following another. Every dimension took around one to one and a half month. By the end of the SELP there was an enormous videography data that provided evidence regarding enhancement of Socio-emotional status of preschoolers.

7.4.4 Tools and Techniques for data collection:

The researcher used several tools and techniques to collect data in order to attain the objectives of the study. These tools and techniques have been mentioned below

a) Socio-emotional status scale: SES scale was implemented on parents of the preschoolers before the intervention to find out their Social and Emotional status. The researcher developed the scale keeping in mind the five dimensions of SELP. The scale was developed keeping in mind the developmental characteristics of children of 4-5 yrs. of age. It was used again later after the intervention to find out the extent of enhancement in socio-emotional learning of preschoolers. (Appendix 1.2)

b) Developmental/Observation checklist for teacher in order to note down the social and emotional pattern of children, while carrying out programme based activities.

Researcher did **direct as well as participant observation** and took down the **field notes, and used videography etc.** (Appendix 1.3)

c) Participant observation: The data for the present study was collected through participant observation. In order to conduct the participant observation, the researcher took the role of the teacher. For preschoolers it is important to develop a bond with them, make them feel safe and secure. Thus, the researcher took entire one month (April, 2015), before starting with SELP, for helping the class teacher and attending the classes along with the teacher and playing with children to build a bond with them and gain their trust. This is how participant observation was possible.

It helped the researcher to know how her engagement with children to enhance socio-emotional learning was working. Whether the activities were relevant for children, whether they liked it, enjoyed it or needed some changes? It helped the researcher to know the inner world of children, being part of it.

d) Videography: All the seventy activities conducted under the five dimensions namely Self-concept, Cultural sensitivity, awareness and management of feelings, building relationship with peers, teachers & parents and last one being problem solving & decision making were recorded. Each activity video varied in its time period depending upon the availability of the time slot and feasibility of preschoolers. It helped the researcher to capture the entire experiences of preschoolers as it is, without any manipulation and made

it possible for the researcher to observe the behaviors of eighteen children minutely and simultaneously playing and replaying it.

e) PTA meets: the researcher was there in PTA meets of the school to hear out the parents, discuss the status of socio-emotional learning of children or developmental delays or misconducts etc.

f) More flexible talks and conversations with the children, teachers and their parents were also conducted by the researcher from time to time in order to know the progress, discuss the misconducts or to make necessary changes in the programme. The researcher used to be there with children at the gates of the school when they left the school premises. Most of the parents came to pick their children and it was the responsibility of the class teacher and researcher to hand over the kids to the parents, so it was the best time for day to day conversations and constant exchange of information between researcher and parents regarding their development/learning, queries etc.

g) Me Book: It was a part of SELP and was maintained for individual child. It contained anecdotal records of various activities, samples of drawing, art and craft, observation notelet.

h) Annual Performance (AP) of the class: The researcher also organized performance based Annual Class presentation on SEL where the children themselves performed role play, sang National song and rhymes, gave PPT presentations and introduced themselves thus reflecting what they learnt.

i) Parents feedback: Parent's written feedback was taken once the entire socio-emotional learning programme was over, regarding what changes they observed in their children because of the SELP.

7.4.4.1 Tools Construction

From the above-mentioned tools and techniques, Socio-emotional status scale and observation check list were constructed by researcher. The descriptions of construction of tools are presented below. In order to collect the data on Socio-emotional status of children between the age group of 4 to 5 yrs. old from the parents, researcher constructed Socio-emotional status scale. Separate questions were constructed for each dimension such as Self-concept, Cultural sensitivity, Awareness and Management of Feelings, Social Relationship and Decision making & Problem solving. Researcher developed the scale

keeping in mind the study objectives, research questions, nature of data required, and children's age. In first step: in order to conceptualize in-depth knowledge about Socio-emotional development and learning, researcher went through the books, related literature, journals and articles. Identified the characteristics of children between age group 4-5 yrs. old, the developmental milestones and the red flags seen in this age group during development. While identifying it was kept in mind how these various characteristics fall in five different dimensions identified by the researcher. References were taken by the researcher from Ages & Stages Questionnaires (Squires, 2002) and NCERT published guide books to finalize the items. The items for entire socio-emotional development were framed which represented the five dimensions of SELP and also the entire status of socio-emotional development among children of 4-5 yrs. old. In second step: further it was discussed with experts and scholars to make the scale more effective and to collect the complete data on SEL. In third step: Experts guidance and more references were taken by the researcher to finalize the SES scale or the items based on experts' advice. The items in the scale consist of all the indicators of Socio-emotional status of children. In fourth step: developed tool was sent to the subject experts for validation to ensure the content validity, process validity, and appropriateness of items.

The observational check list was developed by the researcher keeping in mind the dimensions of Social and emotional development given by Hurlock (1981).

7.4.5 Phases of Data collection:

The entire study was carried out in three phases.

Figure 7.3: Phases of Data collection



First phase: the researcher **visited eight schools for covert observation (Appendix 5.2)** with an open mind to get an idea of curriculum taught, pedagogy used by teachers, use of play-way methods, safety and security of children, behavior patterns of children etc. The researcher observed the activities conducted in these preschools and the socio-emotional indicators of development which were useful in designing SELP. The Researcher also administered Socio-Emotional Status (SES) scale on parents of selected case to know the level of Socio-Emotional learning among the children in the selected preschool.

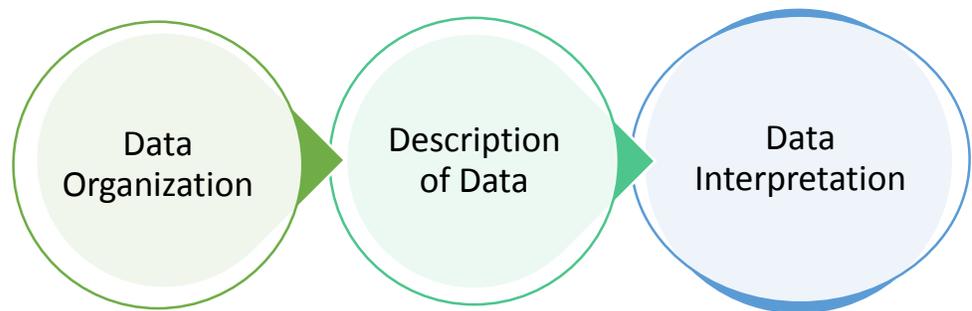
Second phase: The Researcher implemented the SELP programme on the identified/designated school according to the time table (appendix.5.1) designed for various activities leading to the enhancement of social and emotional development and learning. The researcher got the support of the class teacher and helper whenever and wherever required. Many times, it was not possible to carry out the activity single handedly so the class teacher was informed beforehand to be present. The data was collected mainly through Participant observation, Videography and Developmental/Observation check list.

Third phase: To know the extent of enhancement in socio-emotional learning among the children in the selected preschool after the implementation of the SELP programme, again the researcher implemented the same Socio-emotional status scale on parents used in first phase and prepared children for Annual Performance based on entire SELP.

7.4.6 Data Analysis and Interpretation:

The data was analyzed qualitatively. The 3 steps of qualitative data analysis were as follows:

Figure 7.4: Three steps of Qualitative Data Analysis



The qualitative Data Analysis strategies followed by the researcher were, ongoing analysis as well as analysis at the end. Analysis was done with the help of explication and summarizing content analysis. Exact verbatim of teacher and parents were noted and interpreted, as well as transcription of seventy videos of seventy activities within SELP was done that were the anecdotes of the programme implemented throughout the year. Information obtained with regard to Socio-Emotional Status of preschoolers from parents was analyzed by comparing the total scores of pre Socio-Emotional Status Scale (SESS) and post Socio-Emotional Status Scale (SESS). Observation by the teacher for ascertaining socio-emotional behavior of students was analyzed using frequency.

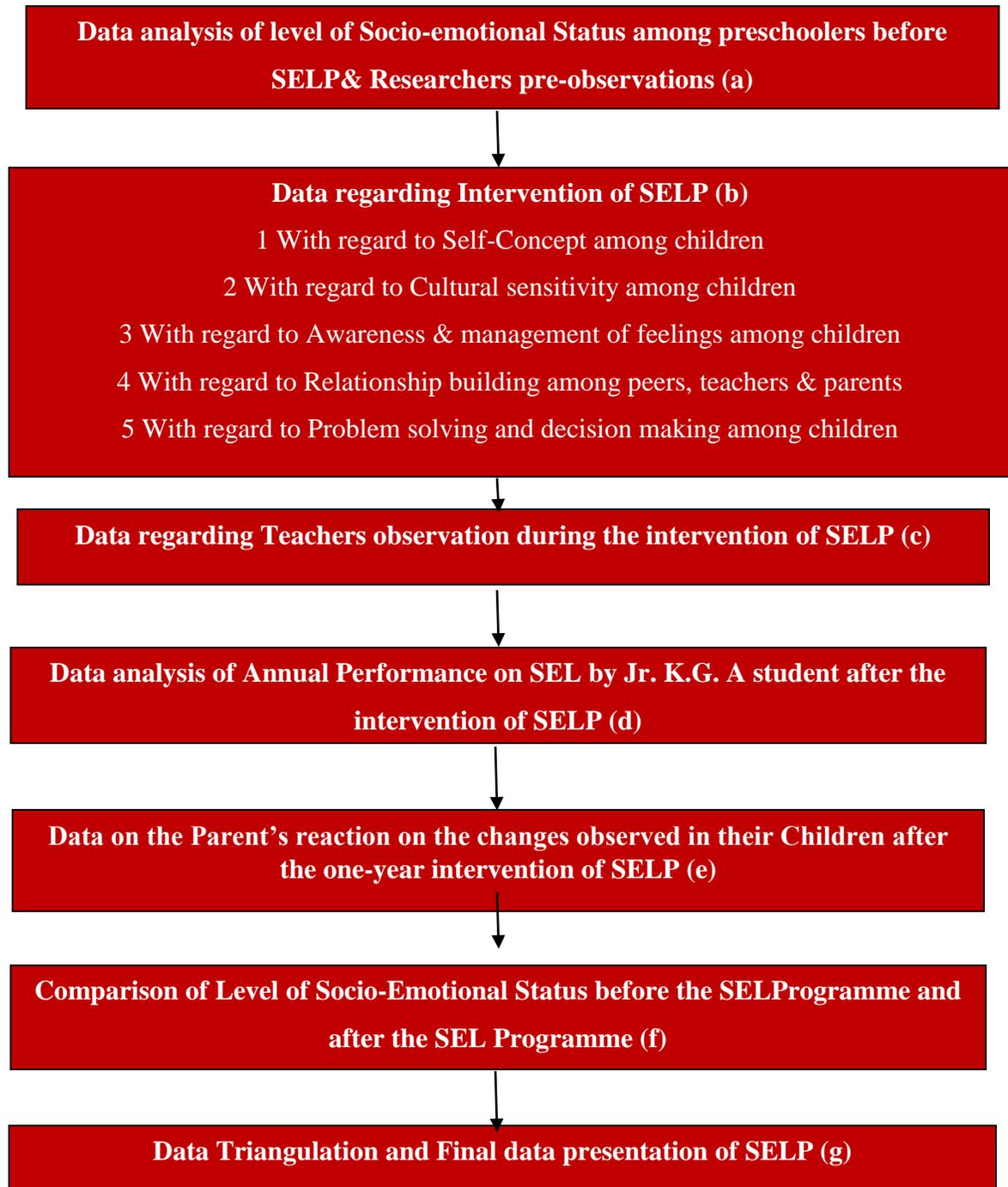
7.4.6.1 Units of Data Analysis

The unit of analysis defines what the case is? Whether it is an event, a process, an individual, a group or an organization (GAO, 1990; Yin, 2009). Here the children form an important unit or they form the entire case of Jr. K.G. section A. Hence the class of Jr. K.G. section A forms the case and its units are the eighteen children (S1-S18), the teacher, researcher and the analysis of events and products that involved the interaction between two or more participants. It's a single case study with embedded units where all the participants form the units of the case. The ability to look at sub-units that are situated within a larger case is powerful when you consider that data can be analyzed within the subunits separately (within case analysis), between the different subunits (between case analysis), or across all of the subunits (cross-case analysis). The ability to engage in such rich analysis only serves to better illuminate the case (Baxter & Jack, 2008)

7.4.6.2 Procedure of Data Analysis

These sections given in Fig. 4.1 present the analysis and interpretation of data, objectives wise. The data presented in section (a), corresponds to objective one; to study the existing level of Socio-emotional status of preschoolers. While section (b) & (c) corresponds to the objective two and three, about the development of SELP. The data analyzed and interpreted under Section (d), (e), (f) & (g) corresponds to the fourth objective i.e. to study the extent of enhancement of Socio-emotional learning among preschoolers. Explicative and summary content analysis and lots of paraphrasing was done for (b) (c), (d) and (e) sections of Fig 4.1. For (a) and (f), frequency and comparative graphs were obtained and described. The section (d) that was data analysis of annual performance on SEL also included principal feedback and section (f) parent's reaction; included their feedback on their children's status of SEL after the implementation of SELP.

Figure 7.5: The procedure of data analysis and interpretation for objective one, two, three and four



In every SEL dimension there were at least eight to twelve activities. Every activity was organized as given below.

Each activity is described in following steps in SELP:

- ❑ Name of the activity
- ❑ Kind of activity
- ❑ Seating Arrangement
- ❑ Principle of early learning on which the activity is based
- ❑ Description of the activity
- ❑ Analysis
- ❑ Observations
- ❑ Developmental objectives attained

The video recordings were transcribed with utmost care and then the analysis was done to identify the socio-emotional behavior. Since this was a tedious process there were chances of missing some significant behaviors. Therefore, in order to avoid such omissions, time and again the video was replayed while transcribing. Finally, the video transcribed sheet was analyzed along with information obtained through other sources like videography, researchers diary notes, participant observation, Observational check list by teacher, Annual Performance by preschoolers on SEL, conversations with parents during PTA and school closing hours, parents feedback and information about their children, filled in SES scale after the implementation of SELP, for a complete holistic view.

7.4.7 Establishing Validity and reliability of Data

The triangulation of data was done at the end to enhance internal validity. The data from various sources i.e. preschoolers, teachers, parents, Principal and the researcher was triangulated to enhance internal validity. While case studies do not aim to generalize to populations similar to experiments, they aim to generalize to theories (Yin, 2009). However, it is worth noting that methodological literature provides little consensus regarding how exactly analytical generalizations can be achieved (Baskarada, 2014). Still the researcher has tried best to generalize the findings to theories that coincide with what theories has stated to bring in external validity. Reliability has been achieved by creation

of a case study protocol i.e. by standardizing the investigation and development of a case study database.

7.4.8 Establishing credibility of the SELP

The Counsellor was called upon to stay with children for at least two days. The counsellor called was also one of the expert who checked the SELP before implementation. She visited the children and saw how the programme was carried out. The researcher carried the activities as scheduled and planned and the counsellor took the seat behind the class and spent two days with the class. She also observed the children, their behaviours so that if any kind of developmental delays or problems are there among children then instant actions could be taken to help the child and the researcher could plan something extra for that child within SELP. The counsellor however gave a green flag to all the children with just one child, who was having developmental delays in her speech and it was found that she was already attending the speech therapy classes. Still knowing about children who were the units of case in every way was the responsibility of the researcher and it brought credibility to the SELP.

7.5 RESEARCH CONTEXT:

The present study was conducted in 'My Apple School' a pre-primary school attached to primary school with grades 1 to 5, in Manjalpur, Vadodara in Gujarat. Gujarat is a state with 33 districts and 251 talukas. Vadodara is one of its districts.

The literacy rate in Gujarat is 79.31% wherein male literacy rate is 87.23 and female literacy rate is 70.73%. The literacy rate of Vadodara district is quite high when we compare it with other districts. The total literacy rate is 81.60%, where males' literacy percentage is 84.18 and females is 78.89. There are thirteen wards in Vadodara city and it makes a total population of 16, 70,806 out of which 8, 69,647 are males and 8, 01,159 are females. The area where this school is located is Manjalpur area which comes under Ward 4 of Vadodara Municipal Corporation (VMC). This area is near GIDC Makarpura which is an industrial area of Vadodara. Thus, most of the residents found in the area of Manjalpur works for Private national and international companies. Thus, the people found here in this area are those having jobs in these companies. It is also a growing commercial area with many people being self-employed or having their own businesses. Thus, there is a mixed population of service class and business community. It has a large catchment area, the area

from which school pupils are drawn because the entire ward being a residential and growing commercial area. It has a total population of 1, 60,969 with 83,688 of males and 77,281 females. Thus 9.63% of population of Vadodara resides in Manjalpur which makes it a very important ward of the city.

Out of total population of Manjalpur, 4.62% are Schedule Caste & 3.99% are Schedule Tribe. 84.29 % of population is literate, 86.05% of males and 82.37% of females which is quite high. It used to be a village long back which merged with the urban city, with the expansion of city. There are total 46 schools in ward No. 4 out of which 33 are Private unaided schools, five Government aided, six municipal board schools, one Kendriya Vidhyalaya central school and lastly one school which is aided by tribal welfare department (according to the information obtained from Vadodara Mahanagar Seva Sadan). Thus, the area has reasonable amount of schools where 71.73% of schools are Private, My Apple being one of them.

7.5.1 School Context

The researcher had already covered eight schools prior to this for pilot study. And thus, had one of the schools from the list of eight schools of pilot study, in her mind for the study i.e. Mother's school on Vasna Road but the school started construction of a new building and the ongoing construction made it difficult & the school a misfit for research. Rest of the schools didn't excite the researcher or didn't fell into the criterion of researcher i.e. Good infrastructure facilities, a garden or a ground, open classrooms, A-V Room, Art & craft room and the biggest of all, freedom to let the researcher use her creativity with children. Researcher also didn't want any restrictions of time limit on her with children because if she was to work on enhancing their learning and development there has to develop a strong bonding with preschoolers and somebody whom they could trust on. The children of this age group 0-6 years, they trust on the primary care givers so if there was to be some time boundaries then researcher wouldn't be available to children all the time and then there would have been trust issues. Thus, finally the researcher made visit to this 'My Apple School' after hearing about it from advertisements. Just visiting it once the researcher knew it was the school that fit, into the criterion from every point of view. Additionally, the principal was very happy to help and gave the full freedom to the researcher to work with Jr. K.G section A for the one full academic year, 2015-2016 and

be with them all the times in all the classes even if it was not taken by the researcher. The school timings for preschoolers were from 8.30 'o' clock to 12.30 'o' clock. The researcher used to be with the children for this entire time. The slot given to the researcher was after 10.30 a.m. which varied from 10.30 to 12.00 p.m.

My Apple School is a Private unaided school affiliated to CBSE. So, the curriculum followed has been prescribed by CBSE for preschool too. It lies closer to the older peaceful residential area near the village but not in it. It has 'Vishwamitri' railway station very close to it on its eastern side. Vishwamitri main road on its southern side. For a preschool it is located in a peaceful residential colony, near Avdhut railway crossing in Manjalpur. The pupils coming to this school are mainly from Hindu families as the area Manjalpur is mainly dominated by Hindu religion people. The selected Case of Jr. K.G. section A was taken as it was the class where children between 4-5 yrs. old studied, which was the best age to take the study as they were neither too young to not understand (Nursery), neither too matured (Sr. K.G.) to not learn. Contextual conditions are to be considered in a case as it is believed that they are relevant to the phenomenon under study. So, in order to study the Socio emotional learning of children the classroom, its ambience, the teachers, parents, school environment, school facilities etc was an important matter of concern. The school had all the things mentioned above good infrastructure, good class rooms, playground, swings, assembly hall or lunch area, AV Room also used as dance and music room, Art & craft room for these children. The environment of the school was very positive and safety and security was very well taken care off. The teacher was worthy with psychology background with the qualification of B.A. in Psychology. The helpers called 'maasi' were elderly and very caring towards children. The parents also fell in this context as they are the primary care givers. The parents represented the mixed population of service and business class as found in Manjalpur area that has been mentioned above and mostly belonging to Hindu religion. The parents were well educated. The demographic profiles of the Parents of eighteen children studying in Jr. K.G. section A has been presented below in the form of pie charts which causes sometimes direct or indirect influence on children socio-emotional development and learning.

7.5.2 Parents Context:

The females were almost double in strength as compared to males in Jr. K.G. section A. The education background of both the parents was mostly graduate. The occupation of 30.08% of fathers were into jobs while 69.2% were into Business. Thus, it can be said that mostly children coming into this particular class came from Business families. 38.5% of mothers were working while 61.5 % were housewives. Only 15.4% of mothers were post graduates while rest of them were graduates. Since most of the children were coming from business class families, they had joint families. Joint mainly constituted living with grandfather and grandmother. None of them had extended families. 38.5% of families were nuclear families while 61.5 % were joint families. Most of them were single child in their families. They had no siblings except three children out of eighteen. This presented an alarming situation as researches suggest children with no sibling's face lot of developmental problems or delays. The mother tongue of 23.1% children was Hindi, 61.5% was Gujarati and 15.4% was other languages. The annual income of 46.2% of parents was between 1.8 lacs to 3.6 lacs, 23.1% was between 3.6 to 5.3 lacs and 30.08% was above 5.3 lacs. Hence the socio-economic background of parents varied from lower middle class to parents earning up to 20 lacs. There were children of engineer, doctor, banker etc. in class as well as 69.2% of children were from business class while fathers of few were also into low earning jobs.

The school followed the CBSE curriculum and the curriculum for Jr. K.G. A in My Apple School was Phonics, vowels two & three letter words, sight words (the, in), small sentences like ' I am a Boy' in English. In Mathematics, 1 to 100, greater than and smaller than, 1-10 addition and subtraction, number names. There were 18 children in Jr K.G. A named as S1 to S18 in the study. Environment- My family, myself, my school, healthy and unhealthy food, community helpers, road, water, air transport, uses of plants, wild pet and domestic animals etc. The time table for children included mathematics, language and environment studies on all days from 8.30 a.m. to 12.30 p.m. The Fridays consists of activity day and Saturdays for sports day.

7.6 Major Findings

7.6.1 Status of SEL with regard to the Self-concept

- ❑ With regard to SEL, enhancement in Self-concept was seen among S1, S2, S3, S4, S5, S6, S11, S12 & S13, which is evident from the exhibited behaviours like exploring, experimenting and investigating in the Project based learning on plants, increasing sensitivity towards plants, observing and praising nature, those who were initially shy started opening up and started participating in the activities, started expressing their likes and dislikes, calling their friends with names whereas the rest of the students didn't show any significant behaviours.
- ❑ The strategy of PBL on the concepts of 'Plants', 'Nature' and 'Nation' led to the enhanced inter personal communication and social skills among preschoolers.
- ❑ It was found that S11 feared from unknown places or any place other than school. Her fear reduced with the growing attachment with researcher. S5 & S6 social self-got affected when S5 was not recognized by the researcher in the picture and when S6 found that he was not there in the picture.
- ❑ With regard to SEL most of the children showed their creative sides, individuality, self-awareness, independence & confidence in Me Book activity with parents but S4, S6, S13, S15 & S16 were less involved in the activity by their parents. It appeared that they had dominant parents. The effects of dominancy left S9, S13 & S16 annoyed and dissatisfied

7.6.2 Status of SEL with regard to Cultural Sensitivity

- ❑ With regard to SEL in the context of cultural sensitivity, it was observed that S1, S3, S4, S9, S10, S11, S13, S15 & S16 showed high cultural sensitivity which is evident from the exhibited behaviours like understanding the stories behind celebration of festivals, inculcation of values like saving water, helping others and so on, whereas, the rest of the students did not show such significant behavior.

7.6.3 Status of SEL with regard to Awareness & Management of Feelings

- ❑ Almost all the children were able to excel in this dimension especially S2, S3, S4, S5 & S13 which is evident from the exhibited behaviours like identifying and expressing

- feelings of sadness, happy, embarrassed, angry, frustrated, & proud; showing positive feelings among peers like love & attachment, empathy, concern, friendship; use of lots of “Thank you” and “Sorry” and being sensitive to others feelings.
- ❑ It was observed that the performance of S7 in the role play “dolly ki story” brought out the best in him. He was seen performing an imaginary play within this role play with S2, where it was observed that he was feeling the hurt, sadness and empathy for plants as the gardener, the role he played.
 - ❑ The role plays or enacting the stories brought out lot of emotions and feelings within the children. They could feel the emotions and thus it helped them to understand their own as well as others feelings & perspectives and helped them to build relationships with peers and teachers.
 - ❑ High self-concept was observed in S3, S5 & S8.

7.6.4 Status of SEL with regard to Building Positive Relationship among peers, teachers & parents

- ❑ Almost all of them outshined with regard to SEL in the context of Relationship building, that was evident from the exhibited behaviours like cooperation, collaboration and thinking in animal run, an outdoor game and Bonding through motivation and support, love & concern, hugs, sympathy, empathy, friendship, help and problem solving for a friend in various other activities. S3, S4, S7, S10, S13, S16 did exceptionally well in the area of social awareness, while rest of the children did not show such significant behaviours.
- ❑ SEL was observed among S1, S4, S9, S12, S13, from Turtle vs. chameleon technique that was covered in the previous dimension of ‘awareness & management of feelings’. This is evident from the suggestions given by the children in a story like “idea”, “think” and “counting 1, 2, and 3” and not being angry.
- ❑ Most of the preschoolers showed increased social awareness, building of positive relationships and understanding of others feelings and perspectives.

7.6.5 Status of SEL with regard to Decision making, Problem solving & Creativity among children.

- ❑ With regard to SEL in the context of Problem solving and decision making, almost all of the children believed that anger is bad and one can solve any problem by being calm

and thinking for solution which is evident from the exhibited behaviours of every child wanting to be a turtle which proves that they know the difference between good and bad. And that anger is bad. S4, S12, & S16 exhibited behaviours like helping, resolving problems, and understanding the concepts of problematic situation while rest of the students did not show such significant behavior.

- ❑ In the psychological test conducted, it was found that S1, S2, S4, S10, S11, S12, S15, S16, S18 were problem solvers. S1, S2, S4, S13, S14, S15, S16 were found to be avoidant. S6, S7, S8, S10 & S14 were aggressive or manipulative in dealing with problems. However, S7 started using daily solutions like ‘sorry’ & ‘thank you’ and started waiting for the turns and S13 & S14 learnt to accept the negative feelings because when the problematic situation was given to them they were heard saying “it is ok!”
- ❑ With regard to SEL in the context of creativity which was taken along with Problem solving and decision making, S1, S3, S4, S10, S12, S13 were found to be quite creative which was visible in the figures they drew in the creative exercises given to them like turning the two figures of triangle and circle into a stick man, doll, dresses, scenery within a triangle, Rajkumari, smiling face, pipe, two- antenna face bird-bison, Barbie. While a drop into cartoon- ogi the cockroach, rain, 'fortuitous realism' of hen, insect or animal with many limbs, cat and lightened Diya, something large like an ocean & cloud, Ramakra (toys), boat with flag, hut with limbs, face with many limbs which she called eagle, skirt design, ‘jalpari’ (mermaid), balloon & Barbie with dress.
- ❑ The personalities predicted from Me Book & drawings were true when matched with researcher’s observation and described the exact and true personality of these children. However, shyness, anger & aggression got reduced in these children to large extend.

7.6.6 Findings with respect to the entire Socio-Emotional Learning Programme (SELP) with a holistic view.

- ❑ Celebration and “Story telling” for every festival resulted in inculcation of cultural values among preschoolers.
- ❑ Friendship with peers and teachers was seen through “Buddy Project”, “Family Talk”, “Coffee painting”, “Christmas tree decorations”, “Animal run”, “growing seed and

- turning them into seedlings”, “Circle Time” etc. It also made them more social and expressive. Even the quiet child was seen getting engaged in such activities.
- ❑ Use of Photo Albums developed lots of curiosity and made them socially aware about families, games, villages, malls, nature, vehicles, farming etc. and lead to social learning in cultural context. It also made them aware about social values like togetherness, cooperation, help, hard work, working together, happiness, love, care, respect, observing rule, play and pray.
 - ❑ All the students received certificates of appreciation for showing one or the other good socio-emotional behavior like love to the peer, empathy, giving their turn to somebody else, sympathy, altruism, showing good manners etc. This, positively reinforced their behavior and they started repeating it again and again mentioning the behavior to the researcher so that they get more certificates.
 - ❑ The strategies like Circle play, GD, Free Play, Fantasy play, Block play, Role play, PBL, Experiential learning, Self-activity and Scaffolding, activity in cultural context, Rewards, certificates, reinforcement, Object observation, creating prepared environment, group work, Teachers working upon themselves, music & dance, Story developing, imitation, development of five senses, were implemented by the researchers on preschoolers and all of them bore positive results in enhancing SEL.
 - ❑ “Me book” activities helped the children to bring out their creative sides, self-expression, independence, imagination and enhanced self-concept.
 - ❑ The “Annual Performance on SEL” (which was like the annual show for entire SELP) in which preschoolers were trained for entire one month, showed positive results which was exhibited in their performances. All the preschoolers were found very high at all the five constructs of SELP.
 - ❑ Researcher observed a big role of media (power points, videos, story & rhymes) in enhancing SEL of preschoolers.
 - ❑ To teach the concept of “Turtle vs. Chameleon” i.e. anger is bad, multiple tools and techniques were used like power point (media), self-made painted pictures of turtle & chameleon, class board. While multiple strategies were used like Story-telling, Scripted story based on same concept (Ram and Sam story), GD and role play. Thus, it was

observed that adopting multiple approaches to teach a concept ensured SEL and holistic development.

- ❑ It can be said from the above observations that just like children learn through play, they learn through imitation. It was observed that imitation played a major role in enhancing socio-emotional learning.
- ❑ It can be said that the constructs mentioned in Chapter 3 fig. 1 led to the enhancement of SEL among preschoolers.
- ❑ SELP led to the enhancement of SEL among preschoolers and along with it also led to the physical, cognitive and language development. One can say it led to holistic development.
- ❑ SELP led to the decrease in misconducts among preschoolers.
- ❑ Parent's responses revealed that the Socio-emotional status got enhanced after the SELP was implemented.
- ❑ The teacher's observation revealed that the preschoolers became very active, participatory and expressive.
- ❑ The cultural context of the study such as, the school's environment and the parents background and interest in school activities played an important role in enhancing SEL among preschoolers.

7.7 IMPLICATIONS OF THE PRESENT STUDY

- ❑ In India, an attempt must be made to understand the need of children, parents and society, cultural context, family arrangements etc. before adopting anything from the policies abroad. To do that, Government needs to fund researches in this area at a massive scale, that can give a comprehensive understanding on Socio-Emotional development or learning of preschoolers as it has rightly been stated that today's investment in child focused programmes and policies, will be country's future tomorrow.
- ❑ Proper training of teachers and capacity building is required to understand the growth and development of children. A teacher for preschoolers is like a second mother. She has the ability to make or destroy the child. Every act and behavior of the teacher counts. A teacher in preschool cannot afford to be autocratic, strict or rude because

there are certain emotions like fear which have to be done away in children to enhance the self-concept of a child that remains for the rest of the life. Thus, the study strongly recommends highly trained early childhood teacher in a preschool.

- ❑ The study reveals that enhancement in SEL leads to enhancement in Physical, language and cognitive development too which means all of these are inter related. Thus, the policy makers or the curriculum developers need to focus on SEL or SED just like cognitive development. Separate attention needs to be given to it, equivalent to cognitive development. In spite of emphasizing holistic development in so many policies, studies show that the focus remains on cognitive and language development and social, emotional development still lags behind.
- ❑ SEL has the ability to enhance managing self and others thus the future youths of our country can be saved from many psychological and social traumas and pressures of; unemployment, broken families, socio-economic gap, consumerism etc. and can be saved from delinquency, disorders and guided to live a meaningful and successful life.
- ❑ A large vagary still exists in the area of infrastructure, curriculum and pedagogies. The policy makers need to ensure that a standard holistic curriculum which has the equivalent representation of Socio-Emotional development and the best infrastructure facilities and pedagogies are implemented for the growth and development of future citizens of the country.
- ❑ The study revealed that the use of Multiple approach to teach a concept, like use of multimedia, rhymes, scripted stories, Role plays, art & crafts, field visits, outdoor games all for the same topic or concept resulted not only in high SEL but also led to abundant enhancement in cognitive development. Thus, the teachers need to understand that learning among children has to be through multiple approaches.
- ❑ Preschools should ensure a daily slot of SEL in the time table along with Environmental Science, Mathematics and language (English & Hindi). It not only results in Socio-Emotional Development but Physical, cognitive and language development too.
- ❑ Activities in Preschools should be a combination of indoor vs. outdoor, active-quiet, structured-unstructured, self-adult initiated learning opportunities and individual-small group-large group activities which has already been said by policies but this

balance is not being maintained in many of the preschools. Preschools need to focus on this aspect as it results in making of a holistic curriculum and leads to holistic development of a child, not to forget SEL.

7.8 SUGGESTIONS FOR FURTHER STUDIES

Providing insight and vision for future is the main task of researchers and researches. It helps in shaping the future of the people, state and country. Every research contributes something to the society and the people. It also guides future researchers for further studies in the field. The present study was about developing an intervention on SELP and observing its impact on preschoolers or the extent of enhancement it brought among Preschoolers regarding SEL (self –concept, cultural sensitivity, awareness & management of feelings, social relationships and decision making, problem solving and creativity).

- ❑ A teacher for preschoolers is like a second mother. Every act and behavior of the teacher counts. A teacher in preschool cannot afford to be autocratic, strict or rude because they have a high impact on SEL of a child that remains for the rest of the life. A teacher must be someone on which preschoolers can trust, they look forward to come to school just because of her. Thus, further studies can be conducted on preschool teachers; their qualifications, their abilities, kind of training they have acquired, aptitude in child psychology etc.
- ❑ More studies are required on interventions fostering socio-emotional aspects of development considering the Indian cultural context. It should be the emphasis of the researchers, government, schools, parents & teachers, considering the positive impact it has on preschoolers as mentioned in Findings.
- ❑ Further studies could be done on Role of Parents in enhancing SEL. Parents are the first care givers specially mothers. Thus, what kind of parenting is given to the child, strict parenting, autocratic, democratic or laissez-faire and its impact on their socio-emotional development and learning needs to be found out? The broken families also have a great impact on Socio-emotional aspect of a child. Hence more of case studies are required on such family structures and children. Similarly, socio-economic conditions of a family can make a child deprived of many things and affect his/her Socio-Emotional learning. More studies are required on this front too.

- ❑ School environment plays a major role in enhancing SEL. The kind of opportunities, initiatives given to the children, exposure to experiential learning, hands on experience, bonding between teacher-pupil, teacher-parents and pupil-pupil, the availability of play-ground, swings, garden, audio-visual room, art and craft room, dance space, eating area etc. Thus, focused studies are required on this aspect and how it can be made better in order to improve the quality of Preschooling.
- ❑ Researches can also be carried out on the effectiveness of various pedagogies used by the teachers of preschools in not only enhancing SEL but for holistic development.
- ❑ Future studies can be conducted on neurological studies of brain of a child so that more could be understood about the effects the emotions have on us and how emotions can change or affect the thinking process. How emotional and social development of brain are related? What parts of brain can be used to control them in a better way or enhance them.
- ❑ Similar Socio-Emotional learning programme (SELP) can be made for elementary and secondary students. The Parietal lobe again starts its further development in the adolescent age resulting in further social and emotional development at this stage. The interventions in this age can prevent juvenile delinquencies. Further researches are required in this area.

7.9 CONCLUSION

The study was on Development and implementation of Socio-Emotional learning programme for Preschoolers. It was a case study carried out on Jr. K.G. A of “My Apple School”. The constructs and the framework of SELP were identified and build through pilot study by taking eight preschools of Vadodara and through literature. The needs of the students were identified through socio-emotional status scale implemented on Parents of the selected class of the school. This is how SELP was developed in order to enhance SEL. The researcher conducted an in-depth study on why and how this SELP can make a difference in SEL of preschoolers? The SELP comprised of five dimensions: self-concept; cultural sensitivity; awareness & management of feelings; social relationships; and decision making, problem solving & creativity. General objectives for every dimension and developmental objectives for every activity were framed which led to the achievement

of ultimate objective of the study i.e. successful implementation of SELP. It was implemented for entire one academic year, 2015-2016 and was validated by experts. It can be concluded that SELP led to the positive relationship between student-teacher, student-student and teacher-parent. An orientation Programme on SEL was organized in the beginning of the programme for parents of the selected class (Case) where they were oriented about what the researcher will be doing and about the benefits of SEL. They were also involved in the SELP throughout the year by either organizing a child-parent activity like ME Book decoration, open talks and discussions, PTA etc.

The study revealed that the intervention on SEL led to the enhancement in self-concept, understanding and managing emotions, establish relationships and bonds with people, helps resolving conflicts and making right decisions, enhances aesthetics, cultural sensitivity and creativity.

It gave enough opportunities to the children for exploration, experimentation, hands on experiences which led to the enhancement of not only Socio-Emotional development but also physical, cognitive & language development. Adequate balance between the different kinds of activities like art & craft, Role plays, field visits, outdoor and indoor activities, free plays and block plays, individual-pairs-group activities is a must and from this study it is evident that it can lead to enhancement in SEL. Role plays, Project Based Learning and multiple methods approach came out to be very effective in enhancing SEL. In multiple method approaches, methods like Story-telling, scripted story based on same concept, GD and role play all were used to make children understand the same concept one by one. Thus, it was observed that adopting multiple approaches to teach a concept ensured SEL and holistic development. Researcher observed a big role of media (power points, videos, story & rhymes) in enhancing SEL of preschoolers. It appealed to the senses of children, caught their attention, maintained their curiosity and provided them fun.

The study also concluded that shyness, anger, aggression and misconduct got reduced in these children to large extent with the intervention. The researcher still feels that the biggest role in enhancing SEL is of the people (parents, family & teachers) around children and the environment. The children understand the language of love and if enough amount of love and lots of motivation, opportunities, and initiatives are given to them they will get socially and emotionally strong.