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EFFECT OF SOCIAL - EMOTIONAL LEARNING ON CREATIVITY OF VIII STANDARD PUPILS OF THANJAVUR DISTRICT

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ABSTRACT

The study aims to find out the effect of social emotional learning on creativity of eighth standard pupils of Thanjavur district. Mixed method with pre, post test experimental design and focus group interview has been used in the study. The sample consists of 62 eighth standard pupils of Thanjavur district, Tamilnadu and they have been selected by purposive sampling techniques. In Experimentation, social emotional program was given to experimental group of 31 samples and not given to control group of 31 samples. The standardized tools of SEL and creativity tools were administered for data collection. The collected data were subjected to descriptive, inferential analysis, correlation and neural network analyses. The findings indicated that the social emotional learning program has influenced the creativity of the eight standard pupils.

KEYWORDS: SEL, Creativity, Mixed Method

1. INTRODUCTION

Learning is important for human development and a lifelong process. The term learning covers in behavior to meet environmental requirements (Murphy, 1968). According to Woodworth (1945) "Any activity can be called learning so far as it develops the individual (in any respect, good or bad) and make him alter his behavior and experiences different from what they would otherwise have been. (Cited in, Mangal, 2010). Normally today education develops achievement in

students. (WHO) said, we need a new life program for school environment (Cited in Clouder, 2013). Collaborative Academic Social and Emotional Learning CASEL, 2014) defined SEL is an umbrella term that refers to the students "acquisition of skills to recognize and manage emotions, develop care and concern for others, make responsible decisions, establish positive relationships and handling situations effectively". SEL is central to development in terms of physical and mental health, moral judgment, citizenship, academic and academic

motivation (Durlag, Weissberg, Taylor, Sherlinger, 2008). Another term, Creativity is defined 'the process of sensing difficulties, problems, gaps in information, missing elements, something ask new: making guess and formulating hypotheses about these deficiencies; evaluating and testing these guesses and hypotheses: possibly revising and retesting them; finally communicating the results'(Torrance,1974). Hence the investigators intends to select a social – emotional learning program as a tool for to induce creativity and control emotions related problems. If a person controls the emotion or other emotional related factors, this may enhance one's mental health, self - confidence and other positive outcome increases. So if a person is physically and mentally healthy the creativity will be enhanced.

2. OBJECTIVES OF THE STUDY

The following objectives are formed by the investigators.

I. To find out the significant difference, if any in Pre-tests scores between control group and experimental group of

- ❖ Social - emotional learning ,
- ❖ Verbal- creativity
- ❖ Non- verbal creativity

II. To find out the significant difference, if any in control group between Pre-test and Post-test scores of

- ❖ Social-emotional learning,
- ❖ Verbal creativity
- ❖ Non- verbal creativity

III. To find out the significant difference if any in experimental group between Pre-test and Post-test scores of

- ❖ Social-emotional learning,
- ❖ Verbal - creativity and
- ❖ Non - verbal creativity

IV. To find out the significant difference, if any between control and experimental group if any in posttests scores of

- ❖ Social-emotional learning
- ❖ Verbal Creativity
- ❖ Non- verbal creativity.

V. To find out the significant difference, if any relationship between Social-Emotional Learning and

- ❖ Verbal creativity
- ❖ Non- verbal creativity

METHODOLOGY OF THE STUDY

The Investigators has used mixed method with pre, posttest control group design and focus group interview for conducting research. The investigators has selected 62 VIII standards pupils as the sample from Government Higher Secondary school, Melattur and Good Shepherd Middle School, Ramapuram of Thanjavur District, Tamil Nadu,

India. Purposive sampling technique was adopted in sample selection because the sampling units of the sample are identified from the population selectively which prevents the inclusion of other sampling units in the sample. Out of the 62 samples 31 samples are control group and 31 samples are experimental group. The Investigators has used both experimental method and interview (focus group) for data collections in a single study. So the investigator adopted the methodological pluralism of the study. The following tools were used for the research. 1. Social Emotional Learning Scale (2015) – constructed and standardized by the investigators. 2. Verbal and non -verbal Creativity – constructed and standardized by Bequer Mehdi (2012).

3. SEL Program

SEL strategy has prepared by investigators. It has five dimensions such as self awareness, social awareness, self management, relationship management and responsible decision making. All the dimensions are having activities, short films and discussions. The experimental group received the SEL program.

4. Descriptive Statistics

4.1 Gain score

The gain score analysis shows that experimental group gained 13.3% and the control group gained, 0.01%. This is shows that the SEL programme is effective. It had a significant effect on SEL.

4.2 Effect size

The effect size of the social emotional learning, creativity and nonverbal creativity are given below.

Tables 4.1 and 4.1.1 shows the effect size of the non verbal creativity is 1.04 which is higher than verbal creativity, 0.62. Further the effect size of social - emotional learning is 0.61 which shows moderate effect. The non - verbal creativity has high effect size than social- emotional learning than verbal creativity.

5. Inferential Statistics

5.1 Hypothesis testing

Hypothesis -I

There is no significant difference between control group and experimental group in Pre-tests score of

- ✓ Social - emotional learning (I A)
- ✓ Verbal creativity (I B)
- ✓ Non verbal creativity (I C)

With reference of the table 4.2, it is evident that the t- value of pretests of VIII standard pupils with respect to social – emotional leaning, verbal creativity and non – verbal creativity are 0.58, 1.09 and 0.90 respectively. The t value of social – emotional leaning, verbal creativity and non – verbal creativity is less than the critical value of 1.96 with

degrees of freedom 29 at 0.05 levels. Hence the null hypothesis III is accepted.

Hypothesis -II

There is no significant difference in control group between Pre-test and Post-test scores of

- ✓ Social-emotional learning, (IIA)
- ✓ Verbal creativity (II B)
- ✓ Non- verbal creativity (II C)

With reference of the table 4.3 it is evident that the t- value of control group between pre test and post test of VIII standard pupils with respect to social – emotional leaning, verbal creativity and non – verbal creativity are 1.36, 1.57 and 1.51 respectively. The t -values of social – emotional leaning, verbal creativity and non – verbal creativity is less than the critical value of 1.96 with degrees of freedom 29 at 0.05 levels. Hence the null hypothesis II is accepted.

Hypothesis - III

There is no significant difference in experimental group between Pre-test and Post-test scores of

- ✓ Social-emotional learning, (III, A)
- ✓ Verbal creativity (III, B)
- ✓ Non - verbal creativity (III, C)

With reference of the table 4.4, it is evident that the t- value of pretest and posttests in experimental group of VIII standard pupils with respect to social – emotional leaning, verbal creativity and non – verbal creativity are 4.26, 0.93 and 3.89 respectively. The t- value of social – emotional learning and non – verbal creativity is higher than the critical value of 1.96 with degrees of freedom 29 at 0.01 levels and the t - value of verbal creativity is less than the critical value and same degrees of freedom. Hence the null hypothesis (III A) and (III C) is rejected. The null hypothesis of (III B) is accepted.

Hypothesis - IV

There is no significant difference between control and experimental group in posttests scores of

- ✓ Social-emotional learning (IV A)
- ✓ Verbal Creativity (IV B)
- ✓ Non- verbal creativity (IV C)

With reference of the table 4.5 it is evident that the t- value between control and experimental group in post tests of VIII standard pupils with respect to social – emotional leaning, verbal creativity and non – verbal creativity are 3.41, 0.42 and 6.47 respectively. The t- value of social – emotional leaning and non – verbal creativity is higher than the critical value of 1.96 with degrees of freedom 29 at 0.01 levels and the verbal creativity is less than the critical value and same degrees of freedom. Hence the null hypothesis (IV A) and (IV C) is rejected and the null hypothesis (IV B) is accepted.

6. Relational Analysis

Hypothesis - V

There is no significant relationship between social emotional learning and

- ✓ Verbal creativity (V A)
- ✓ Non- verbal creativity. (V B)

From the above table 4.6 shows the correlated value 0.12 and 0.22 revealed that there is no significant correlation between social-emotional learning with respect to verbal creativity and nonverbal creativity with the critical value 0.05 level. Therefore the null hypothesis VIII is accepted.

7. FINDINGS OF THE STUDY

Findings from Quantitative Analysis

The followings are the findings of the quantitative Analysis

- ✓ There is no significant difference in Pre-test scores of social - emotional learning, verbal creativity and non-verbal creativity between control group and experimental group.
- ✓ There is no significant difference in social emotional learning , verbal creativity and non-verbal creativity of control group between Pre-test and Post-test scores.
- ✓ There is significant difference in social emotional learning of Experimental group between Pre-test and Post-test scores.
- ✓ There is significant difference in non- verbal creativity of Experimental group between Pre-test and Post-test scores.
- ✓ There is no significant difference in verbal creativity of Experimental group between Pre-test and Post-test scores
- ✓ There is significant difference in social-emotional learning, post -test between control and experimental group.
- ✓ There is significant difference in non- verbal creativity, post -test between control and experimental group.
- ✓ There is no significant relationship between Social-Emotional Learning and verbal creativity.
- ✓ There is no significant relationship between Social-Emotional Learning and non - verbal creativity.

7. 1. Qualitative findings of the study

Focus group consists of 3 boys and 3 girls from the experimental group. Unstandardized questionnaire which consisted of 7 questions were used. The transcripts were analyzed word by word. On analyzing the interview responses of the pupils, the findings have also enlightened that the social – emotional learning strategy enhanced the pupil’s creativity.

8. CONCLUSION OF THE STUDY

The following are the conclusion of the study.

The study findings revealed that social-emotional learning program increases pupil's social – emotional learning and non- verbal creativity .On the basis of the findings, the following conclusion has been drawn by the investigator. The mean scores of experimental group's of social-emotional learning, and creativity is high. The study shows that there is a significant and low positive correlation between social-emotional learning and verbal creativity. There is weak positive correlation (not significant relationship) between social and emotional learning and non-verbal creativity.

9. RECOMMENDATIONS

The results of the present research offer recommendations for curriculum developers,

researchers and policy makers, teachers. The recommendations are given in the following sub headings.

- ✓ The concept of social - emotional learning is new for Indian education systems. Social - emotional learning training is important one. It may control the emotional outbursts. This study indicates the SEL program is increase the non-verbal creativity. National level organizations and state government, NCTE may be included in this endeavor.
- ✓ Emotional outbursts are controllable one. Parents are the one of the reason for this type of outbursts. Therefore the universities and government may give SEL programme training for parents.

10. TABLES

Table No.4.1 Effect Size of Variables

S. No	Variables	Post test experimental group		Post test control group		Effect size Cohen's 'd'
		Mean	SD	Mean	SD	
1	Social- Emotional Learning	186.06	14.01	177.45	14.16	0.61
2	Verbal Creativity	152.39	14.70	151.15	17.46	0.07
3	Non -Verbal Creativity	164.61	13.18	150.11	14.68	1.04

Table No.4.1.1 Cohen 'd' Table Value

S. No	Value	Level	Percentile	Non Overlapping
1	0.6 - 0.8	High	79	44.4%
2	0.3 - 0.5	Moderate	69	33.0 %
3	0.0 - 0.2	Low	58	14.7%

Table No 4.2 Group wise, N, Mean, SD & t values

S. No	Variables	Groups	No of Pupils	Mean	SD	t value	Significant at 0.05 level
1	Social- Emotional Learning	Control group	31	176.58	15.06	0.58	Not Significant
		Experimental group	31	178.51	12.85		
2	Verbal Creativity	Control group	31	150.67	18.24	1.09	Not Significant
		Experimental group	31	155.55	16.68		
3	Non-Verbal Creativity	Control group	31	150.27	14.80	0.90	Not Significant
		Experimental group	31	147.89	14.68		

Table No 4.3 Group wise, N, Mean, SD & t values

S.No	Variables	Control Group	No of Pupils	Mean	SD	Paired t value	Significant at 0.05 level
1	Social-Emotional Learning	Pre test	31	176.58	15.06	1.36	Not Significant
		Post test	31	177.45	14.16		
2	Verbal Creativity	Pre test	31	150.67	18.24	1.57	Not Significant
		Post test	31	151.15	17.46		
3	Non-Verbal Creativity	Pre test	31	150.27	11.85	1.51	Not Significant
		Post test	31	150.11	14.68		

Table No 4.4 Group wise, N, Mean, SD & t values

S. No	Variables	Experimental group	Mean	SD	Paired t value	Significant at 0.01 level
1	Social-Emotional Learning	Pre test	178.51	12.85	4.26	Significant
		Post test	186.06	14.01		
2	Verbal Creativity	Pre test	155.55	16.68	0.93	Not significant
		Post test	152.39	14.70		
3	Non-verbal Creativity	Pre test	147.89	14.68	3.89	Significant
		Post test	164.61	13.18		

Table No 4.5 Group wise, N, Mean, SD & t values

S. no	Variables	Groups	No of pupils	Mean	SD	t value	Significant at 0.01 level
1	Social-Emotional Learning	Experimental group	31	186.06	14.01	3.41	Significant
		Control group	31	177.45	14.16		
2	Non-Verbal Creativity	Experimental group	31	152.39	14.70	0.42	Not Significant
		Control group	31	151.15	117.46		
3	Non-Verbal Creativity	Experimental group	31	164.61	13.18	6.47	Significant
		Control group	31	150.11	11.85		

Table 4.6 the Relationship between SEL and Creativity

S. No	Variables	No of Pupils	'r' value	Significant at 0.05 level
1	Social-Emotional Learning	31	0.12	Not Significant
	Verbal Creativity	31		
2	Social-Emotional Learning	31	0.22	Not Significant
	Non-verbal Creativity	31		

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