Chief Editor
Dr. A. Singaraj, M.A., M.Phil., Ph.D.

Editor
Mrs. M. Josephin Immaculate Ruba

EDITORIAL ADVISORS
1. Prof. Dr. Said I. Shalaby, MD, Ph.D.
   Professor & Vice President
   Tropical Medicine,
   Hepatology & Gastroenterology, NRC,
   Academy of Scientific Research and Technology,
   Cairo, Egypt.
2. Dr. Mussie T. Tessema,
   Associate Professor,
   Department of Business Administration,
   Winona State University, MN,
   United States of America,
3. Dr. Mengsteb Tesfayohannes,
   Associate Professor,
   Department of Management,
   Sigmund Weis School of Business,
   Susquehanna University,
   Selinsgrove, PENN,
   United States of America,
4. Dr. Ahmed Sebihi
   Associate Professor
   Islamic Culture and Social Sciences (ICSS),
   Department of General Education (DGE),
   Gulf Medical University (GMU),
   UAE.
5. Dr. Anne Maduka,
   Assistant Professor,
   Department of Economics,
   Anambra State University,
   Igbariam Campus,
   Nigeria.
6. Dr. D.K. Awasthi, M.Sc., Ph.D.
   Associate Professor
   Department of Chemistry,
   Sri J.N.P.G. College,
   Charbagh, Lucknow,
   Uttar Pradesh, India
7. Dr. Tirtharaj Bhoi, M.A, Ph.D,
   Assistant Professor,
   School of Social Science,
   University of Jammu,
   Jammu, Jammu & Kashmir, India.
8. Dr. Pradeep Kumar Choudhury,
   Assistant Professor,
   Institute for Studies in Industrial Development,
   An ICSSR Research Institute,
   New Delhi-110070, India.
9. Dr. Gyanendra Awasthi, M.Sc., Ph.D., NET
   Associate Professor & HOD
   Department of Biochemistry,
   Dolphin (PG) Institute of Biomedical & Natural
   Sciences,
   Dehradun, Uttarakhand, India.
10. Dr. C. Satapathy,
    Director,
    Amity Humanity Foundation,
    Amity Business School, Bhubaneswar,
    Orissa, India.

ISSN (Online): 2455-7838
SJIF Impact Factor (2016): 4.144

EPRA International Journal of
Research & Development
(IZRD)

Monthly Peer Reviewed & Indexed
International Online Journal

Volume: 2, Issue: 2, February 2017

Published By:
EPRA Journals

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

Dr. R. Sivanantham¹
¹Assistant Professor, Umamaheshwaranar College of Education, Thanjavur, Tamil Nadu, India.

Dr. P. Srinivasan²
²Associate Professor, Central University of Tamilnadu, Thiruvarur, Tamil Nadu, India.

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 as 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 creativity 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
- Non- verbal creativity
IV. To find out the significant difference, 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.

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 pretest 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 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 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 subheadings.

- 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 programe training for parents.

10. TABLES

<table>
<thead>
<tr>
<th>S. No</th>
<th>Variables</th>
<th>Post test experimental group</th>
<th>Post test control group</th>
<th>Effect size Cohen’s ‘d’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>1</td>
<td>Social-Emotional Learning</td>
<td>186.06</td>
<td>14.01</td>
<td>177.45</td>
</tr>
<tr>
<td>2</td>
<td>Verbal Creativity</td>
<td>152.39</td>
<td>14.70</td>
<td>151.15</td>
</tr>
<tr>
<td>3</td>
<td>Non-Verbal Creativity</td>
<td>164.61</td>
<td>13.18</td>
<td>150.11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S. No</th>
<th>Value</th>
<th>Level</th>
<th>Percentile</th>
<th>Non Overlapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.6 - 0.8</td>
<td>High</td>
<td>79</td>
<td>44.4%</td>
</tr>
<tr>
<td>2</td>
<td>0.3 - 0.5</td>
<td>Moderate</td>
<td>69</td>
<td>33.0%</td>
</tr>
<tr>
<td>3</td>
<td>0.0 - 0.2</td>
<td>Low</td>
<td>58</td>
<td>14.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S. No</th>
<th>Variables</th>
<th>Groups</th>
<th>No of Pupils</th>
<th>Mean</th>
<th>SD</th>
<th>t value</th>
<th>Significant at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social-Emotional Learning</td>
<td>Control group</td>
<td>31</td>
<td>176.58</td>
<td>15.06</td>
<td>0.58</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group</td>
<td>31</td>
<td>178.51</td>
<td>12.85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Verbal Creativity</td>
<td>Control group</td>
<td>31</td>
<td>150.67</td>
<td>18.24</td>
<td>1.09</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group</td>
<td>31</td>
<td>155.55</td>
<td>16.68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Non-Verbal Creativity</td>
<td>Control group</td>
<td>31</td>
<td>150.27</td>
<td>14.80</td>
<td>0.90</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group</td>
<td>31</td>
<td>147.89</td>
<td>14.68</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table No 4.3 Group wise, N, Mean, SD & t values

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

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

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

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

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

### Table 4.6 the Relationship between SEL and Creativity

<table>
<thead>
<tr>
<th>S. No</th>
<th>Variables</th>
<th>No of Pupils</th>
<th>'r' value</th>
<th>Significant at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social-Emotional Learning</td>
<td>31</td>
<td>0.12</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Verbal Creativity</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Social-Emotional Learning</td>
<td>31</td>
<td>0.22</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Non-verbal Creativity</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY


