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A COMPARATIVE STUDY OF SOCIAL EMOTIONAL WELL-BEING OF LEMENTARY STUDENTS IN CONTEXT OF THEIR GENDER AND LOCALE OF SCHOOLS

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Abstract:

Social Emotional well-being has been considered as an important process for developing the essential skills, attitudes, competencies and knowledge to learn and gain the holistic development of the personality. Even the New Education Policy talks about the crucial need of Social Emotional Skills at an early stage of children to live a happy and balanced life. The purpose of this paper is to explore Social emotional well-being (SEC) among elementary school students of Punjab School Education Board (P.S.E.B.) and to compare the rural and urban schools of Amritsar district. The nature of study is descriptive in nature and survey method has been used. For investigation a sample of 200 elementary school students from rural and urban government schools of Amritsar district has been taken by using simple random technique. For the collection of data social emotional well-being/competence scale was used which was developed by the investigator. The interpretation and analysis of the results was done by using t-test method. Findings of the study revealed that social emotional well-being doesn't depend upon type of school. There exists no significant difference on the basis of type of school. It is also found that boys in rural and urban areas are more socially emotionally competent as compare to girls.

Keywords: *Social Emotional Learning, Social Emotional Well-Being/Competence, Elementary Students.*

Introduction:

Science and technology have opened new vistas of life; everybody is living in the domain of materialistic gratification. They are running after wealth and power. They have lost their control on those aspects which are cause of conflict, distress, tension and anxiety and they are becoming immature in social emotional aspect. The result is that the society of today is facing many types of serious problems such as problems of love, affection, cooperation, concern, satisfaction, accommodation, integration etc. Children of today who is the future of the nation are also moving on adverse path of life where they are forced to live in worried, disgusted and polluted environment.

Programs that teach these skills are increasingly referred to as **"Social and Emotional Learning (SEL)"** programs which make the environment conducive, teaching-learning process interesting, relations prosper and on the whole social emotional development of the child. " Children who have limitations in their social-emotional development frequently exhibit unfortunate social, psychological and scholarly achievement" (Aviles, Anderson, & Davila, 2005)."Academic achievement without social and emotional competence on the part of the pupils is of no use, undesirable and rarely feasible" (Zins, Elias, Greenberg, & Weissberg, 2000)." Social-emotional

competence influences academic growth as well as progress of kids who inherit a competitive spirit, are independent, and merry generally make good students" (Harniss, Epstein, Ruser, & Pearson, 1999).

In present times of distress during Covid-19 pandemic, social emotional learning (SEL) has become an important element in basic education to reduce the negative emotions, anxiety, fear of isolation and feeling of dejection etc. SEL is a process whereby children and adults acquire the knowledge and skills required to function effectively in various social contexts. "It is related to five core competencies, namely the acquisition of skills to recognise and manage emotions, develop care and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively" (CASEL, 2003).

Concept Of Social Emotional Well-Being:

"The elementary school represents a major transitional period in childhood and factors affecting adjustment during that transition continue to attract researchers' attention" (Kiuru et al., 2016; Reuland & Mikami, 2014). "Social emotional competence/well-being is a child's ability to interact in a positive and effective way with others, communicate feelings positively and regulate behavior. social–emotional competence have not only more success in developing positive attitudes about school and successful early adjustment to school, but also improved grades and achievement" (Birch, Ladd, & Blecher-Sass, 1997; Ladd, Birch, & Buhs, 1999; Ladd, Kochenderfer, & Coleman, 1996).Wu, Hu, Fan, Zhang, and Zhang (2018) described social and emotional competence as the use of acceptable desired behavior to socialize with others and to foster positive interaction. "Social emotional well-being should be visible as a significant defensive component for small kids, buffering them from stressors and assisting with forestalling the advancement of serious close to home and conduct troubles in later life" (Garmezy, 1991). "Social emotional well-being/well-being can be characterised as helpful and favourable to social way of behaving, inception and support of companion kinships and grown-up connections, the board of hostility and struggle, improvement of a feeling of dominance and self-worth and emotional regulation and reactivity" (Squires, 2002).

Components of Social Emotional well- being/ Competence:

Here the researcher adopt the CASEL (Collaborative for Academic, Social, and Emotional Learning) model (2008) for research, as it is a cohesive and comprehensive SEL model which covers the most critical aspects of social and emotional competence as outlined in major theoretical models (e.g., Bar-On, 1997; Salovey & Mayer, 1990, and Goleman,1995), and acts as a bridge betwelln the theoretical and practitioner worlds. According to CASEL (2008), "SEC envelops a bunch of abilities including perceiving and dealing with our feelings, creating really focusing and worry on others, laying out good connections, settling on dependable choices, and taking care of testing circumstances usefully and morally". The CASEL model sees social emotional abilities at two levels: the intrapersonal and interpersonal level. The previous includes one's comprehension and guideline of own feelings, though the last option includes comprehension of others' feelings, relationship with others along with dependable thinking abilities. There are five domains in this framework: self-awareness; social awareness; self-management relationship management; and responsible decision-making.

Dimensions of Social Emotional well-being/ Competence:

● **Self-awareness** includes skills in perceiving and tracking down one's own strengths and shortcomings,

sentiments and feelings, and understanding what they might mean for one's presentation and conduct.

- **Self-management** relates to the ability to manage one's own impulses, thoughts, behaviours, and emotions in different situations in different times. It includes control on negative emotions, stress management, self-discipline, self-motivation, and goal setting.

- **Social awareness** is the ability to aware and feel the people around you and the ability to interact with them in the most efficient and proper manner. It takes the perspective of other persons, including those from diverse backgrounds and cultures. It comprises of empathy, appreciating diversity, and respect for the different members of the community.

- **Relationship management** is the capacity to lay out and keep up with sound and remunerating relationship with different people and gatherings of the local area.It refers to clear communication and effective handling of conflict relationship, listen well, cooperate with others, and resist inappropriate social pressure.

- **Responsible decision-making** alludes to "the capacity to consider moral, security, and cultural elements in simply deciding, to such an extent that people can manage day to day scholar and social circumstances and add to the prosperity of one's school and local area" (CASEL, 2003).

Rationale of the study:

The Cooperative for Academic, Social, and Emotional Learning was as of late settled to advance the combination of social-profound abilities in everyday school training in the U.S. (Oberle, Domitrovich, Meyers, & Weissberg, 2016). A developing abundance of writing as of late has mirrored the critical relationship betwelln friendly profound turn of events and wellbeing as well as friendly close to home prosperity.

- "Kids who are socially equipped and social-genuinely advanced will have a higher possibility getting a charge out of progress in training, procuring future work, and laying out secure and stable social connections" (Jones, Greenberg and Crowly 2015).

- "Children are less likely to be involved in offensive activities, substance use and abuse, and psychological problems" (Public Health England 2014).

- "It has likewise been laid out that social and profound lacks are significant obstructions for kids to be very much adjusted in tutoring and bring about numerous conduct issues like problematic ways of behaving, animosity, oppositional, and rebellious ways of behaving" (Domitrovich, Cortes, and Greenberg 2007).

- "These have reinforced the contention for the need of youth mediation projects to help later sure learning results in all spaces, by keeping an emphasis on the advancement of sound social-close to home turn of events" (Taylor, Barker, Heavey, & McHale 2013; Yurgelun-Todd 2007).

Therefore, implementation of these social emotional learning strategies help to make the young children socially emotionally competent at an early stage and will achieve success in their later stages of their life. Realizing the influence of social emotional well-being on children' cognitive and affective domain, the investigator decided to undertake this research. Moreover the lack of investigation in this area also motivated the investigator to probe into it and the investigator decided to conduct a study in this field.

Objectives of the study:

➤ To study the social emotional well-being among rural elementary school students with respect to gender.

➤ To study social emotional well-being among urban elementary school students with respect to gender.

➤ To study the various dimensions of social emotional well -being among rural elementary schools with respect to gender.

➤ To study the various dimensions of social emotional well- being among urban elementary schools students with respect to gender.

Hypotheses of the study:

➤ There exists no significant difference on the basis of social emotional well- being among rural elementary school students with respect to gender.

➤ There exists no significant difference on the basis of social emotional well- being among urban elementary schools students with respect to gender.

➤ There exists no significant difference on the basis of various dimensions of social emotional well-being among rural elementary school students with respect to gender.

➤ There exists no significant difference on the basis various dimensions of social emotional well-being among urban elementary school students with respect to gender.

Sample: A random sample of 200 students is selected from elementary school of Punjab School Education Board (P.S.E.B.) from Amritsar district. The researcher has taken 200 school going elementary students (120 from rural and 80 from urban areas) studying in class-VIII.

Research Design: The present study is descriptive in nature. Descriptive research studies are designed to obtain pertinent and precise information concerning from the facts discovered. Descriptive statistical techniques (arithmetic mean and standard deviation), inferential statistics and T-test was employed to find out the gender differences with regard Social emotional well-being and its various dimensions.

Tools Used: For collection of data, the researcher has used self-made Social emotional well-being Scale. The Social emotional well-being scale comprises 40 items having five alternative answers very high, high, average, low, very low. The subject was asked to choose an alternative for each item which best characteristics his/her behavior. There are five dimensions in social emotional well-being scale comprising 40 items and it is a 5 point rating scale.

Reliability:

The product moment coefficient of correlation betwelln two sets of scores was found to be 0.81. This was fairly high to testify the soundness of the scale. Cornbach's alpha reliability was also calculated and found to be 0.76.

Validity:

The content validity of the scale involves the systematic evaluation of the test content to determine whether it covers representative sample of the behaviour to be measured. The scale was shown to different experts for obtaining their verdict on validity and only those items were included on which experts agreed. Besides this, all items of the scale were selected after the careful study and scrutinizing the definitions of social emotional well-

being and its various parameters; hence scale has high degree of content validity.

Procedure of data collection:

After taking permission from school authorities and principles/head teachers, the investigator explains the purpose of data collection and instructions regarding uses of various items of the scale to the students by creating conducive environment. Finally test was administered according to the instructions given in the manuals. The collected data were arranged, tabulated, analysed and interpreted at the end.

Data analysis and interpretation:

For analysis and interpretation of data: t-test was applied.

Table 1: Result pertaining to difference in social emotional well-being among rural elementary school students with respect to gender

Type of school	Variable	Gender	N	M	SD	SEd	t-ratio
Rural Elementary School	Social Emotional well-being/ competence	Boys	60	187.32	24.52	4.57	1.33
		Girls	60	193.51	23.81		

It is evident from the Table no. 1 that the obtained t-value is 1.33 which is found to be insignificant. Therefore, it can be interpreted that there exists no significant difference in social emotional well-being of rural elementary school going students with respect to gender.

Table 2: Result pertaining to difference in social emotional well-being among urban elementary school students with respect to gender.

Type of school	Variable	Gender	N	M	SD	SEd	t-ratio
Urban Elementary School	Social Emotional well-being/ competence	Boys	40	165.32	32.52	5.55	2.33
		Girls	40	152.51	15.81		

It is evident from the Table no. 2 depicts that the obtained t-value is 2.33 which is found to be significant. Therefore, there exists a significant difference in social emotional well-being of urban government schools of Punjab with respect to gender.

Table 3: Result pertaining to difference in various dimensions of social emotional well-being among rural elementary school students with respect to gender

Type of School	Dimension of Social emotional well-being	Gender	N	M	SD	SEd	t-ratio
	Self-Awareness	Boys	60	8.65	1.023	0.19	1.22
		Girls	60	8.87	1.147		
	Self-Management	Boys	60	18.85	2.81	0.48	1.12
		Girls	60	19.42	2.43		
		Boys	60	20.61	5.15		

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Rural Elementary School	Social Awareness	Girls	60	22.47	4.89	0.92	2.02
	Relationship Management	Boys	60	3.17	1.32	0.25	2.53
		Girls	60	3.83	1.36		
	Responsible Decision Making	Boys	60	7.25	1.40	0.27	0.53
		Girls	60	7.12	1.73		

It is depicted from the Table no 3 that the obtained t-value in the dimensions self-awareness, self- management and responsible decision making of social emotional well-being is less than the table values at both levels, so there is insignificant difference. And   it is significant for social awareness and relationship management dimensions of social emotional well-being among rural elementary schools with respect to gender.

Table 4: Result pertaining to difference in various dimensions of social emotional well-being among urban elementary school students with respect to gender

Type of School	Dimension of Social emotional well-being	Gender	N	M	SD	SEd	t-ratio
Urban Elementary School	Self-Awareness	Boys	40	7.85	1.74	0.38	2.52
		Girls	40	6.87	1.71		
	Self-Management	Boys	40	13.77	3.46	0.68	1.52
		Girls	40	12.42	2.43		
	Social Awareness	Boys	40	9.30	2.68	0.52	1.96
		Girls	40	8.47	1.89		
	Relationship Management	Boys	40	10.57	2.15	0.25	2.53
		Girls	40	8.83	1.36		
	Responsible Decision Making	Boys	40	6.57	2.40	0.47	1.82
		Girls	40	5.52	1.93		

It is evident from the Table no 4 that the obtained t-value in the dimension of self-awareness and relationship management is significant at 0.05 and in case of self-management and social awareness at both the levels there exists no significant difference. And the last dimension of social emotional well-being that is responsible decision making found to be insignificant at both the levels. Therefore, it can also be interpreted that there exists no significant difference in various dimensions of social emotional well-being among urban elementary schools with respect to gender, except in the dimensions of self-awareness and relationship management.

Findings of the study:

1. The findings of the study revealed that boys of the elementary school students in rural government schools are more socially emotionally competent as compared to girls of the elementary schools.

2. The findings of the study revealed that boys of the elementary school students in studying in urban government schools are more socially emotionally competent as compared to girls of the elementary schools.

3. Social emotional well-being doesn't depend upon the type of school. It was found that it was not significant

Educational Implications:

➢ It was found that social emotional well-being of boys of the elementary school students in rural schools was high as compared to girls' students. The probable reason may be that lack of attention on the part of girl child in rural area. As the girls are more sensitive and shy than boys therefore they seems to be have less control over their emotions. Teachers need to provide equal opportunities to explore their talent in curricular and co-curricular activities.

➢ Further it was observed that in urban government schools again girls were less socially emotionally competent as compared to boys. Here again it is the responsibility of teachers and parents to pay individual attention to each child for preparing them to face the difficulties of life in systematic and efficient manner. It lay emphasis on the activities and programs of SEL that develop ability of positive feelings, thoughts, and actions to reduce negative behaviors.

Conclusion:

To sum up, the development of social and emotional competence leads to effective academic success, positive behaviour, and better future learning in the life adolescents. Children need to acquire different SEL abilities by associating with their educators and companions to foster their social and profound capability.Social and emotional competence is the need of current times where everyone is facing stress, frustration, anxiety and behavioural problems because of various constraints of life

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