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## Effect of Scaffolding on Social and Emotional Learning (SEL) of Elementary School Students

### ABSTRACT

*In the field of education, the term scaffolding refers to a process in which teacher model or demonstrates how to solve a problem then step back, and offering support as needed. The main objective of the study was to find the effect of scaffolding on social and emotional learning (SEL) of students. The researcher selected 6<sup>th</sup> class students as the sample of study. Social and emotional competence questionnaire (SECQ) was used for experimental study planned on 6<sup>th</sup> grade students. T-test and ANOVA were applied to compare the results of pre-test and post-test. The study concluded that there was a significant difference in both scores with high performance in post test scores. The study recommended improving the performance of students with the help of scaffolding parameter using in academic world.*

**Keywords:** Scaffolding, Social and Emotional Learning (SEL), Self Management, Pedagogical Abilities, Social Awareness.

### Introduction

Meriam Webster Dict. (2014) defines the “scaffolding” as a construction term which supports the framework or temporary platform of work at a height above the floor or ground. In educational field, scaffolding is “a support to the student given by the teacher to perform a specific task, which he cannot be able to complete without the guidance.” (van de Pol, Volman & Beishuizen, 2010). In educational context the scaffolding can be in the terms of questioning, giving feedback, explanations or examples. The basic

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need of scaffolding is to give the individual or collective support of the teachers to their learners to complete a task that they might not be able to do without direction. (Graves, Watts, & Graves, 1994). The purpose of support is to facilitate the children to enhance their problem solving skills, abilities and knowledge. (Rogoff, 1990). Poorahmadi (2009) defines the scaffolding term as a help which is intended to provide the support to the students in attaining their skills or mastering a concept, and then little by little shifting responsibility and independency to the students.

Wood, Bruner and Ross share their common views about scaffolding as a metaphor, to define this process that how a mature, a competent person or a peer fellow guide a child towards the performance of those tasks which are unknown to him or beyond his/her present abilities.

Wood, Burner and Ross (1976) pursue their ideas, which can enable or train children to solve a problem, or achieve the goal that is unacceptable. Bruner (1983) discussing the scaffolding as a process that gradually make the child enough skillful that he could manage the task or situation without any help or guidance. Wood (1988) explains that scaffolding is a tutorial attitude to harmony and mutual cooperation. Since then, a growing number of academic experts have explained the role of adolescent in the guidance of children's education and development (Stone, 1998; Wales, 1999; Hammond, 2002; Daniel, 200). Most raising questions about scaffolding are: what is the academic language progress that scaffolding brings? Is teaching constructive with scaffolding? What are the modifications that scaffolding brings in learning setting? Less can be more in education described by the sizer (1991).scaffolding provides a more helpful setting in education for students. Spectrum (2008). Teachers are more attentive to provide the friendly atmosphere for the students. Students are more active to help their fellows and also freely ask questions to their teachers. A teacher who uses the scaffolding in educational setting is more competent than a teacher who follow the simple teaching methods.

CASEL (2003, 2012) describes the social and emotional learning as a procedure that helps both teenagers and grown-ups for build up the central aptitudes forever viability. These abilities incorporate perceiving and dealing with our feelings, creating thinking about others, setting up positive connections, settling on dependable choices, and taking care of difficult circumstances productively and morally (CASEL, 2003, 2012).They are simply the aptitudes that enable kids to quiet themselves when furious, make companions, resolve clashes deferentially, and settle on moral and safe decisions. The Social and Emotional Aspects of Learning (SEAL) Guideline took off in schools in the United Kingdom characterizes SEL as abilities of making constructive associations with other individuals, of comprehension and overseeing ourselves and our own feelings, musings, and practices (Department for Education and Skills [DfES], 2005, 2007).

Social Emotional Learning is a set of methods for creating social and emotional skills in students (Carthy Foundation and Max Bell Foundation, 2013; Durlak, Weissberg, Dymnicki, Taylor, and Schellinger, 2011). This term was first invented by the Collaborative for Academic, Social, and Emotional Learning (CASEL) in 1994 (Shanker, 2014), it portrayed human procedures that obtain and apply information, states of mind, and abilities to oversee feelings, objective setting, sympathy, social connections, and capable basic leadership (Collaborative for Academic, Social, and Emotional Learning, 2013). Shechtman et al., 2013, defines that SEL programs for dealing performance will only be considered powerful if examination is done before test and after test. self-reports, witness reports, school records, and conduct undertaking exhibitions are some useful gauges for measuring SEL abilities. Utilizing this proof based methodology, broad research demonstrated that different school-based SEL projects can enhance scholastic accomplishment over all levels and can lessen externalizing and disguising issues (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2002; Durlak et al., 2011; Greenberg, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Payton, Weissberg, Durlak, Dymnicki, Taylor, & Schellinger, 2008).

SEL results relies upon the understanding that the meaningful learning ascends with respect to solid associations that enables the learning, attracting, and significant; social and energetic aptitudes are fundamental to being a better than average students, inhabitant, and a wide scope of unsafe practices (e.g., character debilitates and dropout) can be decreased through promoting multi-year, SEL skills. Community and parent's involvement, active classroom learning, students positive response in activities in the class and out of class all are significant for SEL. (Bond & Hauf, 2004; Hawkins, Smith, & Catalano, 2004; Nation et al., 2003; Weare & Nind, 2011).

CASEL has distinguished five interrelated arrangements of intellectual and developmental skills. The classifications of the five competency groups are:

- **Self awareness;** Ability to understand someone's feeling and wisdom and their effects correctly. It has specially been evaluated by someone's characteristics and obstacles and having a very much grounded feeling of certainty and hopefulness.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors. This includes managing stress, controlling impulses, motivating one, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to

understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

## **Objectives of the Study**

The objectives of the study were

1. To compare the results of control and experimental group to check the effect of scaffolding.
2. To find the indicators that affects the scaffolding.

## **Research Questions**

The research questions of the study were

- RQ1. Is there any significant difference between the pretest result of control group and experimental group?
- RQ2. Is there any significant difference between the posttest result of control group and experimental group?
- RQ3. Which is the major indicator effected under the treatment of scaffolding at elementary level?

## **Methodology**

### **Nature of the Study**

The study was quantitative and experimental in nature.

### **Population of the Study**

All the students of private sector elementary level schools of district Faisalabad were the population of the study. The elementary school level students were selected due to the reason that the students of 6<sup>th</sup> class are not mature enough and we can taught them through various activities easily

and they are unaware form the social and emotional competencies. It is easy to teach the SEL by process of scaffolding.

### **Sample of the Study**

From all the private sector elementary schools, 1 elementary school students of 6<sup>th</sup> class were selected as the sample of study. As this school was easy to approach for the researcher and this school have enough number of students i.e. 36. The students' age range was 10-13 years having different home background. The researcher divided the students randomly in 2 groups as the control group and experimental group 18 students in each group.

### **Instrument of the Study**

Social and emotional competence questionnaire (SECQ) developed by the Mingming Zhou and Jessie Ee (2012) was adopted for this study. Reliable and valid measures of children's and adolescents' social emotional competence (SEC) are necessary to develop in order to assess their social emotional development and provide appropriate intervention in child and adolescent development. A pool of 25 items was created for the Social Emotional Competence Questionnaire (SECQ) that represented five dimensions of SEC: self-awareness, social awareness, self-management, relationship management and responsible decision-making.

### **Design of the Study**

The sampled students of the school were randomly divided in control group and experimental groups. There were 21 students in each class. The experimental group was given special training for scaffolding their social and emotional learning while control group was treated as per routine. The adopted questionnaire was applied as pre and post test. The results of pretest and post test were compared to check the effect of treatment on experimental group.

### **Data analysis of the study**

As this study was consist on the experimental design with two groups' i.e. experimental group and control group. To compare the results of pre test and post test of both groups independent sample t-test was applied and one way analysis of variance was applied to check the effect of SEL on

scaffolding. The results of study are presented in the form of tables here under.

**RQ1.** Is there any significant difference between the pretest result of control group and experimental group?

Table 1: Difference between the pretest result of control group and experimental group

Groups	N	Mean	SD	t	P
Experimental group	18	67.50	6.43		
Control group	18	68.00	8.49	-.199	.843

As shown in table 1, independent samples t test was applied to compare pretest result scores of control group and experimental group. It was found that there was no significant difference exists between responses given by respondents while comparing the results of experimental group (M=67.50, SD=6.43) and the results of control group (M=68.00, SD=8.49) where t(-.199) p=.843 which is higher than alpha i.e. 0.05. The results further indicated that no difference was seen in the respondents of experimental group and control group while performing in pretest.

**RQ2.** Is there any significant difference between the posttest result of control group and experimental group?

Table 4: Posttest result of control group and experimental group

Groups	N	Mean	SD	t	Sig
Experimental group	18	87.50	5.42		
Control group	18	57.61	5.13	16.97	.000**

\*\*p > 0.05

T test was applied to compare pretest result scores of control group and experimental group after applying scaffolding techniques. It was found that there was asignificant difference exists between responses given by respondents after treatment while comparing the results of experimental group (M=87.50, SD=5.42) and the results of control group (M=57.61, SD=5.13) where t(16.97) p=.000 which is lower than alpha i.e. 0.05. The results further indicated that a difference was seen in the respondents of experimental group and control group after scaffolding by different types of activities.

**RQ3.** Which is the major indicator effected under the treatment of scaffolding at elementary level?

### Indicators affected by Scaffolding

	Self-awareness	Self-management	Social awareness	Decision making	Emotional awareness
N	36	36	36	36	36
Mean	3.772	3.566	3.944	3.672	3.785
SD	1.1761	.6440	1.105	.6780	.808

Table showed the effect of scaffolding on different indicators of social and emotional learning of elementary students. Results revealed that students' social awareness is highly improved by different activities of scaffolding. Emotional awareness is at second level, which is affected by scaffolding. Self-awareness, self-management, and decision making in students also affected.

### Conclusion

There is no difference in the respondents of experimental group and control group while performing in pretest while the difference was seen in the results of respondents of experimental group and control group after scaffolding by using different types of activities. Students' social awareness is highly improved in experimental group by scaffolding. Emotional awareness is at second level and self-management is at lowest level.

It is concluded from the study that social emotional learning plays too much role in students' concept development and to understand the basic terms of various phenomena. Researcher applied various activities related to social and emotional learning of students for scaffolding. It was observed that students' learning was rapid and long term when it was based on practical and play way methods. Hence this study concludes that scaffolding effects to great extent in social and emotional learning of students.

### Recommendations

The following recommendations were drawn in the light of the results concludes from this study.

- All the concerned team of curriculum development should add sufficient knowledge about scaffolding techniques and material in books and curriculum should also base on it to some extent.
- Instructors guide books and supporting manuals should include the concepts and examples about scaffolding or main points of scaffolding techniques.

- Teacher trainers and supervisors should launch training programs for the sake of promoting pedagogical abilities and motivate teachers to use scaffolding techniques, provide awareness about various such techniques. They should design instructional methods based on various play way methods and activities till primary level to make learning easy and concept based.

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