

# A Comparative Study of Rural and Urban School Students of Eighth Grade on Social and Emotional Learning

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## ABSTRACT

*The present study was conducted by researcher to compare the social and emotional learning of eighth grade students of Bathinda district. The data was collected from sixty school students belonging to rural as well as urban areas. The data was computed by applying t-test to see the differences. So the study revealed that the students who were studying in rural areas has a positive and perceive good social and emotional learning in comparison to urban school students.*

**Keywords:** Social and emotional learning (SEL).

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## INTRODUCTION

Social and emotional competence is important in successful neural development of children. Some believe that prevention programming should be applied to very young children to enhance social and emotional learning when the brain is still rapidly developing. At this time, developing the ability to competently express oneself emotionally and socially through education programs that provide instruction on emotional regulation may help individuals minimize a sense of emotional discomfort .

### Definition on Social Learning

Social learning is a behavioral theory that describes how people learn through observing and imitating others. It's a process where people learn from each other through social interactions, such as in schools, with family and friends, or in the media.

Social learning is different from traditional learning models because it encourages people to share experiences and communicate with each other to retain information. It's also a flexible learning style that can take place in many different environments, and it doesn't always require conscious awareness.

### Definition on Emotional Learning

The term Emotional learning has been defined as “an increasing internalization of positive attitudes toward the content or subject matter” . It Is “the attitudes and feelings that students have about themselves.”

### Social and Emotional learning

Social and emotional learning (SEL) as an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

### Social and Emotional Learning in Schools-

Historical Perspective of SEL The importance of non-academic student growth is not new to education. Historically, schools have utilized numerous programs for moral development, character education, and performance character (Elias et al., 2008). Categorically, these types of programs were introduced in American schools during colonial times

and relied heavily on teaching religious values (Mulkey, 1997). As time progressed and education advanced from schools in small communities to public education with separation of church and later incorporated prevention programming on issues such as bullying and drug education (Rabin & Smith, 2013). Additionally, researchers in psychology and education focused on the topic of moral development in students. Notably, Kohlberg developed stages of moral reasoning that children and adults process as they make choices in ethical dilemmas (Levine et al., 1985) and Nel Noddings focused on the development of caring and relationship-building between teachers and students, specifically to model empathy for student-to-student behavior (Bergman, 2004). The CASEL organization has worked for over two decades to incorporate SEL into the educational curriculum, but its impact on student success when there is an intentional focus on program cohesiveness needs to be examined. CASEL Framework CASEL (2019a) focuses on high quality, evidence-based programming.

**Rationale of the study**

Conducting a study on social and emotional learning (SEL) in school students offers improved Academic Outcomes: Research consistently shows that SEL programs can lead to higher academic achievement. Students who are emotionally and socially equipped to manage their stress, emotions, and relationships are better able to focus on learning and perform well in school. Teachers who understand the impact of SEL can integrate these practices into their teaching strategies. Studies can also reveal how SEL affects teacher-student relationships, which can improve classroom management and overall teaching effectiveness. By teaching empathy, responsibility, and community engagement, SEL helps students become more socially responsible and engaged citizens. This has a positive impact on society, as emotionally intelligent individuals contribute to healthier, more cohesive communities.

In summary, doing study on this topic offers benefits that extend far beyond the classroom, contributing to the development of well-rounded individuals who are equipped to navigate life's challenges with resilience and empathy.

**Objectives of the study-**

1. To study the social learning of eighth class students situated in rural and urban areas.
2. To study the emotional learning of eighth class students situated in rural and urban areas.
3. To study the social- emotional learning of eighth class students situated in rural and urban areas.

**Hypotheses of the study-**

1. There exists no significant difference in social learning of eighth class students situated in rural and urban areas.
2. There exists no significant difference in emotional learning of eighth class students situated in rural and urban areas.
3. There exists no significant difference in social – emotional learning of eighth class students situated in rural and urban areas.

**METHODOLOGY**

**Sample-** The population for the study constitutes secondary school students in rural areas as well as urban areas of Bathinda District. Sample was drawn by following random sampling techniques. The sample of this study constitutes of 60 eighth grade students.

**Tool for Data Collection-**

A social -emotional learning tool was developed by the investigator herself from sampled students. The content validity was established by split -half method.

**Statistical Techniques used-**

To find the significant difference in social, emotional and social-emotional learning of eighth grade students rural and urban areas t-test was used.

**Analysis and Interpretation of data-**

**Table 1 t value showing significance of difference in mean scores of social learning of rural and urban eighth grade students**

Category	Number	Average mean	Standard deviation	t-value
Rural Area	30	20.23	2.17	0.49
Urban Area	30	19.96	1.97	

Table 1 reveals that the computed value of 't' for comparing social learning of rural and urban school students came out to be 0.49 ,which is higher than the table value and is significant at 0.01 level of significance. Hence the hypothesis 'there exists significant difference in the social learning of rural and urban school students was rejected. Further, mean scores of rural school students on social learning is 20.23 which is higher than 19.96 i.e. mean score of urban school students . therefore we can say that the students studying in rural schools get exposure of good social learning then that of urban school students .

**Table 2 t value showing significance of difference in mean scores of emotional learning of rural and urban eighth grade students**

Category	Number	Average mean	Standard deviation	t-value
Rural Area	30	20.0	5.17	
Urban Area	30	19.90	1.96	0.50

Table 2 reveals that the computed value of 't' for comparing emotional learning of rural and urban school students came out to be 0.50 ,which is higher than the table value and is significant at 0.01 level of significance. Hence the hypothesis 'there exists significant difference in the emotional learning of rural and urban school students was rejected. Further, mean scores of rural school students on emotional learning is 20.0 which is higher than 19.90 i.e. mean score of urban school students . therefore we can say that the students studying in rural schools get exposure of good emotional learning then that of urban school students .

**Table 3 t value showing significance of difference in mean scores of social – emotional learning of rural and urban eighth grade students**

Category	Number	Average mean	Standard deviation	t-value
Rural Area	30	20.21	2.18	0.48
Urban Area	30	19.90	1.95	

Table 3 reveals that the computed value of 't' for comparing social-emotional learning of rural and urban school students came out to be 0.48 ,which is higher than the table value and is significant at 0.01 level of significance. Hence the hypothesis 'there exists significant difference in the social-emotional learning of rural and urban school students was rejected. Further, mean scores of rural school students on social-emotional learning is 20.21 which is higher than 19.90 i.e. mean score of urban school students . therefore we can say that the students studying in rural schools get exposure of good social – emotional learning then that of urban school students .

### DISCUSSION

From the above findings we can conclude that students who are studying in rural areas perceive food social- emotional learning in comparison to urban students. To enhance the effectiveness and scope of a study on social and emotional learning (SEL) in school students for further research, conducting a study on SEL, educators, policymakers, and parents can gain valuable insights into how to foster an environment where students thrive academically, socially, and emotionally. Sample from various demographics, including different grades, genders, socio-economic backgrounds, and cultural identities can be taken. This will provide a more comprehensive view of how SEL affects various groups. Consider including students with different levels of prior exposure to SEL programs to assess how previous experience impacts the outcomes. Instead of a one-time study, a longitudinal approach could track students over time to see the sustained impact of SEL programs on emotional development, academic performance, and social behavior. A long-term perspective will help assess whether SEL skills are maintained into later stages of education and adulthood. Combining both qualitative and quantitative research methods can be taken. The combination will provide a fuller picture of the effectiveness of SEL programs and how students internalize the learning. By incorporating these suggestions, the study will not only contribute to the field of social and emotional learning but also provide actionable insights that can help improve educational practices and foster a more supportive and effective learning environment for students.

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