

To Study the Effect of Ruler Approach based Instructional Strategy on Social Emotional Competence and Achievement in English among Viii Grade Students

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Article History:

Received: 12-12-2024

Revised: 25-01-2025

Accepted: 05-02-2025

Abstract:

Introduction: The development of social emotional competence is a key challenge for young children in present scenario. Social Emotional Competence (SEC) refers to the use of acceptable behavioural to socialize with others and to foster positive interaction. In the present research paper, researcher has used a very important approach of Social Emotional Learning (SEL) i.e. RULER Approach based instructional strategy to investigate Social and emotional competence skills and academic achievement in English among VIII grade students.

Method: For conducting the experiment, the researcher had taken a random sample (N=400) of Government Co-educational schools of Amritsar district (Punjab). Self-constructed standardized scale on social emotional competence was used by the researcher to examine the social emotional competence skills of students. For measuring the achievement in English of students, Self-constructed standardized Achievement Test in English was used. RULER lesson plans were used for treatment group and no treatment was given to control group. Pre-test-Post-test experiment research design was used to examine the effectiveness of RULER approach. MANOVA, ANOVA and t-test were used to study the inferential statistics.

Findings and Educational Implications: Findings of the study revealed that RULER approach based instructional strategy proved significant difference on the linear combination of two dependent variables viz. social emotional competence and achievement in English among VIII grade students. It has been observed that mean gain scores of social emotional competence and achievement in English were high of experimental group (RULER Approach) as compared to control group (Conventional Approach). The paper concludes with a discussion of the implications of the findings and the areas of the future research.

Key Words: Social Emotional Competence, Academic Achievement, RULER Approach

1. INTRODUCTION

Everybody is running in search of economic independence having no time to think about peace, love, affection or a sound sleep. In the present era, competition is evident in all spheres of life, which commences with the birth of life and ends with an individual's demise. When the wants and needs are not satisfied, one lands in the domain of unrest having no coordination between the cognitive, affective, and conative domains of life. A lack of true wisdom takes into a state of depression, frustration, sorrow, and anxiety. The only motto of current life is the never-ending search for money, power, and fame. This is the irony of life in today's tech-savvy world. Surely, it has increased the economic status and has made life more comfortable, and full of luxuries but on the other hand, mental peace, prosperity, and satisfaction towards life have taken a back seat. In the present times, children have lost control of those aspects which are the cause of conflict, stress, tension, and anxiety and they are becoming immature in social emotional aspect. Social emotional competencies of children are decreasing rapidly and their adjustment in life is also affected. The development of social emotional competence is an important milestone for young children, as children who are socially emotionally competent in preschool are likely to enjoy success in academic and social areas in the future (Landry & Smith, 2010; Odom et al., 2008; Rose-Krasnor & Denham, 2009). Moreover, the science of learning has also shown that learning is facilitated by the social and emotional experiences of the learner (Duraiappah et al., 2022). According to CASEL (2008) "Social Emotional Competence (SEC) encompasses a set of skills including recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically". The model has five core dimensions i.e. self-awareness; social awareness; self-management; relationship management; and responsible decision-making. These core skills of social emotional competencies are important for building a strong and healthy relationship, better learning outcomes, conflict resolution, and so on. Thus, social emotional competencies are the outcomes of intervention of effective implementation of Social Emotional learning (SEL) strategies such as RULER approach based instructional strategy.

The RULER Approach to Social and Emotional Learning is a universal SEL program which is developed by Marc Brackett, director of Yale Centre of Emotional Intelligence during early 2000s. These skills include recognizing emotions in oneself and others, understanding the causes and consequences of emotions, labelling emotions with an accurate and diverse vocabulary, and dissecting emotions with accurate and versatile vocabulary, and expressing and regulating emotions in socially appropriate ways (Rivers & Brackett 2011). The anchor tools of RULER approach of emotional intelligence are designed to increase the social emotional competence of the school and community. It consists of: the class charter, mood meter, meta moment, and the blueprint. The Charter of the class consists of set of rules, promises or guidelines that children and teachers have all agreed jointly for the well-being of the class room. The mood meter is a tool used to recognize and understand our own emotions and emotions of other people. The meta-moment is a self-regulating

tool that teaches self-control and effective strategies in responding to the difficult situations. The blue-print is a problem-solving tool used to solve conflicts and consider other perspectives. Empirical evidence based on research showed that students with more developed RULER skills have greater social competence, psychological well-being, and academic performance (Saarni, 1999). In the long run, greater social-emotional competence can increase the likelihood of high school graduation, readiness for post-secondary education, career success, positive family and work relationships, better mental health, reduced criminal behavior, and engaged citizenship (Hawkins et al., 2008; Jones et al., 2015). According to Nix et al. (2013), the development of children's social and emotional competence directly influences their engagement in learning and thus facilitates their current and future academic achievement. Thus, the integration of RULER Approach into existing the curriculum is the cornerstone of developing social emotional competence (SEC) and improving the academic achievement of students. The key indicator of achievement is the performance in various academic subjects. In a particular course of study, students learn various subjects with varying levels of difficulty. Language serves as powerful tool for the expression of thoughts, feelings and ideas. It is through the medium of language and literature that one can connects with others, build relationships and navigate social interactions. Therefore, for improving the social emotional competence and achievement of students, literature teaches in schools play a significant contribution.

Objectives of the Study

1. To study the effect of type of instructional strategy (RULER Approach based instructional strategy and Conventional approach) on social emotional competence and achievement in English among VIII grade students.
2. To study the effect of type of instructional strategy (RULER Approach based instructional strategy and Conventional approach) on social emotional competence among VIII grade students.
3. To study the effect of type of instructional strategy (RULER Approach based instructional strategy and Conventional approach) on achievement in English among VIII grade students.

Hypotheses of the Study

1. There exists no significant effect of type of instructional strategy (RULER Approach based instructional strategy and Conventional approach) on social emotional competence and achievement in English among VIII grade students.
2. There exists no significant effect of type of instructional strategy (RULER Approach based instructional strategy and Conventional approach) on social emotional competence among VIII grade students.
3. There exists no significant effect of type of instructional strategy (RULER Approach based instructional strategy and Conventional approach) on achievement in English among VIII grade students.

II. METHOD

Participants: For conducting the experiment, the researcher had taken a random sample (N=400) of Government Co-educational schools of Amritsar district (Punjab). Out of 400, 200 students taught through RULER approach based Instructional Strategy (Experimental group) and 200 students were

taught through their own subject teachers. Self-constructed standardized scale on social emotional competence was used by the researcher to examine the social emotional competence skills of students. Scale consists of 40 items including the five dimensions viz. self-awareness; social awareness; self-management; relationship management; and responsible decision-making.

Tools Employed: For measuring the achievement in English of students, Self-constructed standardized Achievement Test in English (Pre-test-Post-test) was used. RULER lesson plans were used for treatment group and no treatment was given to control group.

Research Design and Statistical Technique Employed: Pre-test-Post-test experiment research design was used to examine the effectiveness of RULER approach based Instructional Strategy. MANOVA, ANOVA and t-test were used to study the inferential statistics.

Procedure for Experimentation

The students of both groups i.e. control group and experimental group were exposed to two different instructional strategies viz. RULER Approach based instructional strategy and Conventional approach. Students of the experimental group were taught through the RULER approach based instructional strategy by the researcher and the control group were taught through the Conventional approach (usual approach) by their respective subject teachers for a period of 30 working days. Same topics were taught to both the groups, but with a different instructional strategy i.e. RULER Approach based instructional strategy for experimental group and Conventional approach for control group.

III. FINDINGS AND EDUCATIONAL IMPLICATIONS

For findings of the study, descriptive and inferential analysis was conducted by the researcher. Descriptive Statistics of Social Emotional Competence and Achievement in English has been presented given below:

Table 1: Descriptive Statistics of Social Emotional Competence and Achievement in English

Variables	Scores	Experimental group			Control group			Total		
		Mean	N	SD	Mean	N	SD	Mean	N	SD
Social Emotional Competence	Pre-test scores	71.19	200	16.96	70.21	200	14.85	69.40	400	16.02
	Post-test scores	102.55	200	15.84	71.51	200	17.50	87.03	400	22.79
	Gain scores	31.40	200	15.39	4.35	200	3.78	17.87	400	19.90
Achievement in English	Pre-test scores	13.35	200	4.21	13.25	200	4.26	13.30	400	4.23
	Post-test scores	38.45	200	3.67	27.14	200	3.83	33.74	400	5.94
	Gain scores	25.10	200	4.51	13.89	200	4.22	20.44	400	6.01

Table 1 exhibited that at the pre-test level of Social Emotional Competence, the mean scores of the two groups (EG and CG) varied between 71.19 and 70.21 with a maximum difference of 0.98 and that of the total was 69.40. This shows that both groups (EG and CG) were comparable in terms of Social Emotional Competence at the pre-testing stage. At the post-test level, the mean scores of Social Emotional Competence for the two groups (EG and CG) viz. experimental group (RULER approach based instructional strategy) and control group (Conventional approach) varied between 102.55 and 71.51 with a difference of 31.04 and that of the total was 87.03. It indicated there was difference in mean scores of both groups, namely, experimental group (RULER approach based instructional strategy) and control group (conventional approach) in terms of Social Emotional Competence at the post-testing stage. The mean gain scores of the experimental group (RULER approach based instructional strategy) and control group (Conventional approach) varied between 31.40 and 4.35 respectively in terms of social emotional competence with a difference of 27.05 and that of the total was 17.87. This depicts that there was difference in mean gain scores for both the groups viz. experimental group (RULER approach based instructional strategy) and control group (Conventional approach).

At the pre-test level, the mean scores of the two groups (EG and CG) viz. experimental group (RULER approach based instructional strategy) and control group (Conventional approach) varied between 13.35 and 13.25 respectively with a difference of 0.10 and that of the total was 13.30. This showed that both groups (EG and CG) were comparable in achievement in English at the pre-testing stage. At the post-test level, the mean scores of achievement in English for the two groups (EG and CG) viz. experimental group (RULER approach based instructional strategy) and control group (Conventional approach) varied between 38.45 and 27.14 with a difference of 11.31 and that of the total was 33.74. It indicated there was difference in mean scores of both groups, namely, experimental group (RULER approach based instructional strategy) and control group (conventional approach) in terms of achievement in English at the post-testing stage. The mean gain scores of experimental group (RULER approach based instructional strategy) and control group (Conventional approach) varied between 25.10 and 13.89 respectively with a difference of 11.21 and that of total was 20.44 in terms of achievement in English. This exhibited that there was difference in mean gain scores of students taught through the RULER approach based instructional strategy (experimental group) and students taught through the conventional approach (control group) in terms of achievement in English.

After the descriptive analysis of the data, in the next section, inferential analysis of the data has been discussed by the researcher.

Multivariate Analysis of Variance (MANOVA) on Mean Gain Scores

Two-way MANOVA is a general test statistic that talks about the interaction effect of the independent variables on the two or more dependent variables (Tabachnick & Fidell, 2001, Laerd Statistics, 2018). There are mainly four main effects in MANOVA called Wilks's Lambda, Pillai's Trace, Hotelling's Trace, and Roy's Largest Root. Tabachnick and Fidell (2001) stated that Wilk's Lambda test is for general use. Wilks's lambda is a test statistic used in the multivariate analysis of variance (MANOVA) to test whether there are differences between the means of identified groups of subjects on a combination of dependent variables (Crichton, 2000). The multivariate η^2 (Partial Eta

Squared) in this model demonstrated the amount of the dependent variable's variance (Tabachnick & Fidell, 2001). In the present study, Wilks's Lambda effect was used after fulfilling assumptions of MANOVA. For deep analysis of results, the researcher used F-ratios to examine the groups' variation and t-ratios for the comparison of sub-groups. The overall analysis of Two-Way Multivariate Analysis of Variance (MANOVA) on gain scores for all the tests has been calculated below:

Table 2: Overall Analysis of Two-Way Multivariate Analysis of Variance (MANOVA) on Mean Gain Scores

Multivariate Tests					
Effect	Test	Value	F	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.995	40001.095 ^b	.000	.995
	Wilks' Lambda	.005	40001.095 ^b	.000	.995
	Hotelling's Trace	203.568	40001.095 ^b	.000	.995
	Roy's Largest Root	203.568	40001.095 ^b	.000	.995
*Groups (CG/EG)	Pillai's Trace	.858	1187.879 ^b	.000	.858
	Wilks' Lambda	.142	1187.879 ^b	.000	.858
	Hotelling's Trace	6.045	1187.879 ^b	.000	.858
	Roy's Largest Root	6.045	1187.879 ^b	.000	.858
<i>a. Design: Intercept + Group</i>					
<i>b. Exact statistic</i>					
<i>c. The statistic is an upper bound on F that yields a lower bound on the significance level.</i>					
<i>Groups: (CG: Control Group and EG: Experimental Group)</i>					

From Table 2, it is exhibited that, the F value was found to be significant at 0.01 level of significance as Wilks's $\lambda = .142$, $F = 1187.879$, multivariate η^2 (Partial Eta Squared) = .858. It exhibited that there was a difference among the mean gain scores of two groups (EG and CG) taught through two different instructional strategies (RULER Approach based instructional strategy and Conventional Approach) on the linear combination for the two dependent variables (social emotional competence and Achievement in English). Therefore, it has been concluded that the mean gain scores of the two instructional strategies (RULER Approach based instructional strategy and Conventional Approach) differ from each other. Hence, hypothesis 1, "There exists no significant effect of type of instructional strategy (RULER Approach based instructional strategy and Conventional Approach) on social emotional competence and achievement in English among VIII grade students" is rejected.

After analyzing the linear combination of the dependent variables, the next part refers to examining and analyzing both the dependent variables one by one. For this purpose, tests of between-subjects effects have been studied. The following Table 3 shows the F-ratios for two dependent variables separately:

Table 3: Tests of Between-Subject Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
*Groups (CG/EG)	Social Emotional Competence	76091.241	1	76091.241	2377.603	.000	.858
	Achievement in English	7080.034	1	7080.034	3043.980	.000	.885
Error	Social Emotional Competence	12609.315	394	32.003			
	Achievement in English	916.410	394	2.326			
Total	Social Emotional Competence	285931.000	400				
	Achievement in English	141123.000	400				
Corrected Total	Social Emotional Competence	158088.998	399				
	Achievement in English	14422.597	399				
* Groups (CG & EG): CG: Control Group and EG: Experimental Group							

Table 3 exhibited the separate F-ratios for both the dependent variables (social emotional competence and achievement in English). The F-ratio was significant at 0.01 level of significance for social emotional competence as $F = 2377.603$. It indicated that there was a difference among mean gain scores of two groups (EG and CG) taught through different instructional strategies (RULER Approach based instructional strategy and Conventional approach) on social emotional competence. It exhibited that social emotional competence of the subjects has improved due to the treatment of RULER approach based instructional strategy. With reference to Table 1, the mean gain scores for social emotional competence for the experimental group (RULER approach based instructional strategy) was 31.40, and for the control group (Conventional approach) was 4.35. Thus, the mean gain scores of students taught through the RULER approach based instructional strategy is significantly higher than the Conventional approach by 27.05 in terms of social emotional competence.

Further, it was found that the F-ratio for achievement in English was significant at 0.01 level of significance as $F = 3043.980$. It indicated that there is a difference among mean gain scores of two groups (EG and CG) taught through different instructional strategies (RULER Approach based

instructional strategy and Conventional approach) on achievement in English. Thus, the achievement of the experimental group in English has improved after the intervention of the RULER approach based instructional strategy. With reference to Table 1, it can be inferred that the overall mean gain scores for achievement scores in English for the experimental group (RULER approach based instructional strategy) and control group (Conventional approach) were 25.10 and 13.89 respectively. Thus, the mean gain scores in terms of achievement in English obtained through the intervention of the RULER approach based instructional strategy is higher than the Conventional approach by 11.21. This indicates that there exists a difference between the mean gain scores of achievement in English among VIII grade students in terms of different instructional strategies i.e. RULER approach based instructional strategy and Conventional approach.

IV. EDUCATIONAL IMPLICATIONS AND CONCLUSION

- RULER approach based instructional strategy should be integrated in school curriculum as it helps to enhance both i.e. social emotional competence and achievement in English of students. Therefore, government and school authorities should provide the platform to teachers in the form of ‘hands-on’ workshops and brief training courses for implementing this strategy effectively in their classroom. Teachers should be encouraged to incorporate RULER approach based instructional strategy in the teaching learning process because it is an economical approach. Instructional material such as class charter and mood meter should be structured in such a way that it requires least cost and will make the content more joyful and interesting.
- RULER approach based instructional strategy should be incorporated in instructional process as it helps to improve social emotional competence of students. Along with mood meter, other strategies of SEL can be used by teachers in the classroom to improve intra and inter personal skills of social emotional competence such as mindful activities, team work to complete any projects or assignments, model social emotional skills, and plan the class events together for taking a rational decision etc.
- Findings of the present study revealed that students who were taught through RULER approach based instructional strategies (EG) were able to show better performance in achievement in English as compared to students taught through conventional approach (control group). So, teachers should incorporate RULER approach based instructional strategy in classroom instruction to improve the achievement of students. Therefore, school administration can organise training programs and orientation sessions of RULER approach based instructional strategy, so that during curriculum transaction along with the knowledge acquisition, teachers can also make students socially emotionally competent.

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FINDINGS

14. It was discovered from the findings that the type of instructional strategy (RULER approach based instructional strategy and Conventional approach) on the linear combination affects the social emotional competence and achievement in English among VIII grade students.

15. After analysing the data on linear combination of two dependent variables viz. social emotional competence and achievement in English for the independent variables (type of instructional strategy and family environment) through MANOVA analysis, univariate analysis was done for the dependent variables (social emotional competence and achievement in English) one by one. The findings of the study discovered the following results:
16. Social emotional competence of students taught through RULER approach based instructional strategy (experimental group) was found to be higher than the students taught through conventional approach (control group).
17. It was found that achievement in English of students taught through RULER approach based instructional strategy (experimental group) was found to be higher than the students taught through conventional approach (control group).