



## Scaffolding the Scaffolding: Assisting the Student's Social Emotional Learning at School

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**ABSTRACT-** Scaffolding is the help given by the instructors to provide educational guidance and support to students. This study was conducted to investigate the gap between SEL score of experimental and control group students in post-test and the research question was designed. This study was experimental and used two group pre-test post-test designs. The population was the elementary school students and the sample was one private school elementary level students from district Faisalabad. The sampled students were randomly divided in control group and experimental groups. There were 21 students in each class. The experimental group had given special training for scaffolding their SEL. The adapted questionnaire (SECQ) was used to conduct the pre and post-test of the study. Descriptive and inferential statistics used to analyze the data. Results concluded from the study that SEL plays too much role in students' concept development and to understand the basic terms of various phenomena.

**Keywords:** Scaffolding, Social and Emotional Learning (SEL)

### I. INTRODUCTION

As defined by Ross, Brunner, and Wood the scaffolding as a process in which a counselor, a teacher or skilled person motivate the child towards the task that is not familiar to the child. Scaffolding can enable or train children to resolve a problem, or gain the goal that is unacceptable. Hence scaffolding is a process that gradually make the youngster enough skillful that he could manage the task or situation without any help or guidance. As explained by Wood (1988) that scaffolding is a tutorial attitude to harmony and mutual cooperation. Since then, a growing number of academic experts have explained the important role of adolescent in the guidance of children's education and development (Daniel, 2000; Hammond, 2002; Stone, 1998; Wales, 1999).

Scaffolding is a wide range of support which is provided to the learners and young pupil to develop their learning skills (Rasmussen, 2001). Jacobs (2001) use the term scaffolding as an umbrella metaphor to narrate how "teachers and experienced fellows fulfill the student's learning needs by using different methods and tools. Hammond and her colleagues (2002) put their efforts to prove that the long-term use of scaffolding is necessary in literacy and verbal communication. They described the language as a vital part of scaffolding process. Being a teaching methodology, it comes from Lev Vygotsky's socio-cultural theory and zone of proximal development (ZPD) theory. Vygotsky's explained his point of view, as the learning is not an isolated process, but the motivation is coming through the social interactions, which occur in contexts. More the children's social interaction with their surroundings and others more will be the impact on their interpreting and thinking situations.

Literature has proved the significance of social and emotional learning. SEL has acute part for enhancing student's school performance and long-lasting learning (Weissberg, Wang, & Walberg, Zins, 2004). It isn't bizarre a marvel that day by day encounters of students are loaded up with feelings, for example, disappointment, dejection, happiness, and intrigue. Subsequently, social and emotional abilities are ending up progressively noteworthy as youngsters confront troublesome difficulties at school and in their own lives. Moreover, study indicates that mentally equipped children are probably going to maintain a strategic distance from high-chance exercises that can have risky ramifications for their wellbeing and prosperity (Elias & Powell, Ross, 2002). Scaffolding offers a more helpful setting in education for students (Spectrum, 2008) and educators 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 follows the simple teaching approaches.

The creativity of social and emotional learning among students is based on SEL (Duralak, 2011). CASEL 1994 first time used in the purpose of this collaboration to explore the abilities state of mind and application of information about sympathetic and social aspects of leaderships (Greenberg, Dymnicki, Taylor, & Schellinger, Weissberg, 2011).

## II. LITERATURE REVIEW

Bransford, et al. (2000) researches displayed that without any learning support and social connection, cognitive development has been slowed down. Through different studies the researchers have drawn the following three characteristics of scaffolding: First, conversation between student and skilled one and it must be mutual for actual learning. Characteristic of scaffolding is advice and the support offered.

Higher education institutions have implemented several approaches to promoting positive learning by providing appropriate footing guidance to handle complex phenomenon, tricky concepts, and specialized skills. We also support and promote mutual and interactive approaches in active classroom learning (Crandall, 2002). The main steps involved in designing a teaching strategy are the proper development of the teaching plan and the achievement of those plans, in which an instructor promotes the student's learning at every stage (Langer, 2002).

The educational socio-cultural theory was described by Vygotsky, he put emphasize on individual's academic performance, and his theory has been further distinguished in recent studies that serve as teaching materials. Scaffold's unique concept is a strategy that allows experts or knowledgeable people to not only enable the learner to complete the work, but also to highlight and provide hints to important topics in the task and teaching skills. Like inquiries that may help learners to reveal (Wood et al., 1976).

The role of the teacher is cognitive, perceptual, and ineffectual in the process of scaffolding (Daniels, 2001). In 1983, Langer defined the five characteristics of the scaffolding as the first "intention" associated with the clear objectives originated from the divided activities representing the whole. The second was the "appropriate" thing associated with the problem-based activity during the educational task, and the third was the "structure" which included the question modeling techniques. Next is "collaboration," in which a teacher plays a collaborative role instead of evaluator for the student's work. Last one was "internalization" based on external help, usually conceptualized as sequences internalized by students (Applebe, 1983).

SEL refers to the procedure by which younger and elders acquire the desired knowledge, styles and abilities they need to enhance and develop the ability to understand & manage their feelings, needed setting and achievement of constructive goals, relevant feelings and show sympathy for peers, build and keep positive relation with others, and should have responsible decision making.

In literature following are the types of scaffolding which are discussed here in detail. The first type of scaffolding is known as macro and micro scaffolding. Wells (1995) proposed two new forms of scaffolding, for example micro & macro scaffolding. The universal scaffolding involved the frame designing to obtain results including the types and series of all the tasks and tools used in each lesson. It checks the instructor's goals, language skills required for their planned activities, information about the pupils' current skills, understanding and eagerness towards learning, arrangements of work to attain the objectives and preparation of work (Bruner, 1986). Dansie, (2001), also checks the change of responsibility from instructor to learner in terms of task completion. Sharpe (2001) presents this major support as a "designed" scaffold. Using this "designed" scaffold, the teacher plans assignments located within the student's ZPD. The role of designing in scaffolding is to prepare task units so the learners have the ability to perform well. Instructor learns by gaining knowledge by the student's previous experience, linguistic skill and interest, learning desires, the order of the works in every topic, the language needs specific to all, the type of knowledge. And various member structures are utilized. The plan involves the achievement of unit results, and teachers should also make a takeover plan to enable learners to learn independently (Puntambekar & Hubscher, 2005).

According to Wells (2002) the micro level or 'micro structure' of scaffolding is step by step procedure and encounter that occurs between instructor and students during the lesson. In this type of scaffolding teacher gives the opportunities to the pupils to comprehend their knowledge about the task in different ways like questioning, remaking or about students' past experiences and multidirectional strategies, using such kind of strategies, students may support each other. This is also known as receptive possibility (Wells, 1999) and 'instructional scaffolding' (van Lier, 1996). Sharpe (2001) called as dependent support. Recasting to form new words is a part of copying and scaffolding. The tendency to ask questions is rising. The investigation of the questioning approach is based on Wells' (1995, 1999). Raising curiosity about questions broadens students' thinking and makes them understand new information as they work in the relevant development area to gain new understanding and improve their own abilities it is a considerable discourse strategy that offers the opportunity to encourage.

The second type of scaffolding is written as collective/peer scaffolding. Peers interaction with each other in classroom is also important for scaffolding. In scaffolding Peers give more motivation to each other than any other authorized person. Brown et al. (1993) put their efforts to show the versatile

character of the communications in classroom. They work on pairs and groups especially in linguistic lectures based on theories. From hypothetical point of view when we use social constructive perspective of learning, a kid grows more effectively in a social setup with more skilled person. Experts can expand the newcomer's knowledge from their present level of knowledge by providing them novice with suitable help towards their potential level of growth. At first the term scaffolding was considered only as the interaction between parent-child or teacher-student, but now various researchers have displayed that, scaffolding can be take place among peers when they work together (e.g., Donato, 1994; Storch, 2002) From a social constructive point of view, learners should be encouraged to take part. Donato (1994) named it as collective scaffolding.

The third type of scaffolding is considered as software scaffolding. The main objective behind the development of software scaffolding is, to facilitate a teacher when he/she finds difficulties in their job. Software tools are developed to gear up the students towards discovery, articulate, and complete a task's steps. Thinking tools are the examples of these applications (White & Fredrickson, 1998), Integration of environmental knowledge (KIE) (Bell & Davis, 2000), achievements profile (Loh et al., 1998) and Model-It (Jackson, Krajcik, & Soloway, 1998). Reiser (2004) introduces new scaffolding mechanisms, structuring and problem identification, which are used as tools for complex learning. Structuring is to guide the students through the steps of the attempt and by breaking up the work.

Use of different prompts helps the students in articulation and reflection, and helping them to move forward in an endeavor, structuring can be offered. To put it differently, a complex task breaks down into procedures. Reiser explained the Problematising, as "the other side of structuring" (Loh et al., 1998). It entails how students deal with the complexities faced in any task by providing them help to focus on aspects. The framework and tools are developed on the base of issues and problems that the pupils have or may have in learning and task accomplishment. However, if these tools do not diminish support or change services on a per-user basis, providing necessary scaffold designing steps.

The fourth type of scaffolding is known as distributed scaffolding technique. Research specialists have introduced a scheme about scaffolding which explains the type of help being provided to the learners in school. Puntambekar and Kolodner (2005) used the term dispersed scaffold to define different types of help that can provide to the students from their classroom. They discussed about the fact that one type of support may not be enough to full all their requirements, so they give the idea of distributed scaffolding. They suggested that the various types of helps and aids can be divided into tools, tasks, and brokers in the classroom, and then combined them in such a way to get the improved knowledge and a large collection of facts about the task in classroom. It could be complicated and tricky to arrange all the helps so that each learner understand it and gets his/her share. When check is increased and distributed and incorporated, then there will be more chances for learners to find and get the more from all the planned actions and their environments. The main reason behind scaffolding is to provide the support and more over the higher prospective of scaffolding is to contribute towards the learning progress of every individual. There is no need to limit the scaffolds to one level per involvement. In (2004), Tabak presents the concept about synergistic scaffolding; it's also a kind of dispersed help. Tabak explains this as a pattern, which uses many kinds of service address to meet up the learning needs, using different types of scaffolding. He explained his point of view about synergistic scaffolding, that it's a different help to fortify each other; they socialize as a whole to direct a solitary presentation of a task.

The fifth type is instructor-based scaffolding. It is a finest type of training which fulfills the learning needs; mostly teacher's performance depends on any classroom environment. Researchers observe and analyze the link and connection among trainers and trainees, that how it could support the learning session to examine scaffolding. Scaffolding provided by a teacher could be a silent help and it may not be displayed at once though it's a continuous process for great tutors (Pros & Yelland, 2002). While silently observing the students, a teacher may have the ability to go into a group and ask questions or suggest some new ways if they needed and gets help from it. Rasku-Puttonen, (2003) find that more scaffolding is needed when students work on long term problematic tasks, in addition to sufficient chance for reflection. It considered as noteworthy flexibility in self-assessment of students. The two researchers Tabak and Baumgartner (2004) compare the efficiency of teacher-based modeling whether they have symmetrical or non-symmetrical relationships.

## Introducing SEL

The value of SEL is widely studied, and its deep effect on student's growth is obvious. The concern of today's teaching is to become the learner skillful. It is not surprising that the focus of curriculum reform has shifted their focus on children's 'skill' competencies, as well as educational and content understanding. In the early few years, careful awareness has been developed to these abilities within organizations and within society (CASEL, 2003; 2012). Gardner (1983) proposed the notion that being smart takes many forms, like smartness in emotions (individual intellect) and the emotions of others (interpersonal intelligence). The study of Goleman (1996), about "emotional intelligence" gave him fame through books. He discussed that psychological and social skills are traditional in the achievement of all types of private, vocational skills and claimed that these had more influence than intelligence. Although not motivated, this has helped SEL to focus on the school situation, bring about the growth of young people, and provide education that will develop a successful society. If not encouraged, supported schools focused on SEL to provide youth with positive development and education to build an effective society.

Since the last two decades, many educational results, indicates the importance of positive attitude towards the academic excellence (Blake, 2015). Greenberg et al. (2003), explain their ideas about educational skills, which require the teachers, parents, learners, & other members of the educational community, to teach away from primary techniques (reading, writing, & counting skills). There is a need at school to strengthen the students' socio-emotional ability, personality, health, and citizenship (Greenberg et al., 2003).

SEL is a procedure that helps everyone, which always makes the main sense capable of doing. These capabilities are included in understanding and linked with the emotions, cognition, about other people, giving positive links, solving reliable options, and looking about the difficulties ethically (CASEL, 2003, 2012). These procedures enable children to silence when arguing them, make partners, solve the strong clashes, and solve the moral and safe decisions. The social & emotional learning factors in schools of UK (SEAL) have contributed to SEL as the ability to create association with other, monitoring their own thoughts, emotions and actions (DFES, 2005, 2007).

At last, SEL is recommended to get ready learners to flourish under the difficulties that life offers by improving their capacity to coordinate reasoning, feeling, and carrying on, so they can explore inside the social and passionate settings of schools (Cohen, 2006; Schonert-Reichl&Hymel, 2008; Shechtman, DeBarger, Dorsnife, Rosier, &Yarnall, 2013; Zins, Bloodworth, Weissberg, & Walberg, 2004; Zins& Elias, 2007). Durlak et al., 2011, declares SEL as student's inspirations for school achievement will move from outside control to disguised convictions on the best way to carry on capably and gently. In that capacity, there is an expanded focus on seeing how schools can refine and encounter children's SEL needs.

In this work the researcher tried to bridge the gap of scaffolding the SEL in our system of education. By the work of researcher and her experience as the instructor at a private school, it was observed the social and emotional attitude of the learners. Hence researcher noticed that there was need to train the students in their SEL. Researcher believed that the problem of current study emerges from learner's poor attitude during their normal routine. The theoretical frame work used in this research study was basically the socio-cultural theory of Vygotsky (1978) based on the theory of scaffolding and zone of proximal development (ZPD). This theory basically has a point that the student learning is totally based on his society. The students learn with the help of his society and society molds the social and emotional behavior of children according to the norms and traditions. So, it can be said that situational learning assists the development of knowledge which is complementary react in specific situation and concludes on Vygotsky's ideas which is related to response of conclusions (Biesta, 2010). By engaging the learners in various learning activities, they meet with the new experiences and knowledge with valid experiences. In addition to this type of learning the learners move ahead from inexpert to expert by help of energetic involvement with that perspective and with the others (Lave & Wenger, 2001).

This study is noteworthy for the students and teachers both in the sense of SEL. This study is important for the teachers, younger, and elders as the can learn about and acquire the desired knowledge, styles and abilities they need, ability to understand & manage their feelings, setting and achievement of constructive goals, feelings and show sympathy for peers, build and keep positive relation with others, and responsible decision making. As SEL works as an effective tool, provided by the instructor for learners to improve their self-learning, and self-reliance, and makes them ready to calm their anger, make friends, resolve issues with dignity, and make the right and safe decisions when needed. Stakeholders can maintain noteworthy benefits such as: this study promotes non-violence and sympathy for others, alleviating

emotional suffering that result in aggressive behavior and ultimately positive behavior in and out of the class setup.

### **Objective of the Study**

- To investigate the gap between SEL score of experimental and control group students in post-test to check the effect of scaffolding.

### **Research Question of the Study**

RQ: Is there any noteworthy difference between the SEL score of experimental and control group students in post-test?

### **Nature of the Study**

The study was quantitative in nature and further the experimental research type was used in this study.

### **Research Design**

In the design of this study the researcher used true experimental research design with quantitative research approach

### **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 teach them through various activities easily by using social and emotional competencies.

### **Sample and Sampling Technique of the Study**

From all the private sector elementary schools, 6<sup>th</sup> grade students of one elementary school were selected as the sample of study. The sample was taken by using the convenience random sampling technique. In this technique, the sample is selected because it was reachable to the investigator. As this technique is considered easiest, cheapest and least time consuming so this school was easy to approach for the researcher and this school has enough number of students i.e. 42. The students' age range was 10-13 years having different home background. The researcher divided the students by simple random technique in 2 groups as the control group and experimental group. There were 21 students in each group. The experiment period was 12 weeks during which different scaffolding techniques were used in the form of different activities regarding SEL of students.

### **Instrument of the Study**

Social and emotional competence questionnaire (SECQ) developed by the Mingming Zhou and Jessie Ee (2012) was adapted for this study. It is 25 items about the SECQ that represented five dimensions of SEC: self-awareness, social awareness, self-management, relationship management and responsible decision-making which did not correspond to Pakistani culture were modified accordingly.

### **Pilot Testing and Reliability of the Tool**

The instrument used in this study was Social and Emotional Competence Questionnaire (SECQ). This instrument was used as the pre-test and post-test of the study. This pilot testing of this tool was done on 15 students of 6<sup>th</sup> class which were not the part of this study. The data was entered in SPSS and cronbach alpha value was found 0.72.

### **Validity of Tool**

The tool was validated by the expert opinion of 5 subject experts to get the feedback. It was aimed to improve the content and format of questionnaire. The experts suggest the researcher an idea about the sequence of some of the items that appeared to be problematic. As the tool was adapted some of the points were changed by the researcher and some words were also changed on our context. Thus, the questionnaire was finalized which consisted of 25 closed ended items.



### III. DATA ANALYSIS OF THE STUDY

As this study was consist on the experimental design with two groups' i.e. experimental group and control group. The information collected in this study was analyzed by using SPSS 24. Descriptive and inferential statistics were used to analyze the data. To compare the results of pre-test and post-test of both groups independent sample t-test and paired samplet-test to check the effect of SEL on scaffolding.

**Objective:** to investigate the gap between SEL score of experimental and control group students in post-test.

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**Table 1:** *Post-Test Statistics for Control and Experimental Groups about Self Awareness Based on SECQ*

Group	N	M	SD	df	t-value	P
Control	21	1.78	.510	40	-1.587	.120
Experiment	21	2.07	.649			

The outcome reflected in table indicates the results of independent sample t-test. The independent sample t-test was conducted to test statistically noteworthy difference between post-test mean scores of control and experimental group students about self-awareness. The results of t-test for independent sample (DF= 40) = -1.587,  $p > .05$  indicates that there is statistically no noteworthy difference between the post test scores of control and experimental group students. These results exposed that there was no noteworthy difference between the post-test scores of control group and experimental group regarding self-awareness.

**Table 2:** *Post-Test Statistics for Control and Experimental Groups about Social Awareness Based on SECQ*

Group	N	M	SD	Df	t-value	P
Control	21	1.61	.412	40	-2.069	.045
Experiment	21	1.77	.381			

The outcome reflected in table indicates the results of independent sample t-test. The independent sample t-test was conducted to test statistically noteworthy difference between mean scores of post-tests of control and experimental group students about social awareness. The results of t-test for independent sample (DF= 40) = -2.069,  $p < .05$  indicates that there is statistically noteworthy difference between the post test scores of control and experimental group students which proves the effect of treatment on experimental group. These results confirmed that there was noteworthy difference between the post-test scores of control group and experimental group regarding social-awareness.

**Table 3:** *Post-Test Statistics for Control and Experimental Groups about Self-Management Based on SECQ*

Group	N	M	SD	Df	t-value	P
Control	21	1.61	1.96	40	-2.069	.045
Experiment	21	1.77	2.30			

The outcome reflected in table indicates the results of independent sample t-test. The independent sample t-test was conducted to test statistically noteworthy difference between post-test mean scores of control and experimental group students about self-management. The results of t-test for independent sample (DF= 40) = -2.069,  $p < .05$  indicates that there is statistically noteworthy difference between the post test scores of control and experimental group students which proves the effect of treatment on experimental

group. These results proved that there was noteworthy difference between the post-test scores of control group and experimental group regarding self-management.

**Table 4:** *Post-Test Statistics for Control and Experimental Groups about Relationship Management Based on SECQ*

Group	N	M	SD	df	t-value	P
Control	21	1.55	.477	40	.657	.087
Experiment	21	1.47	.397			

The outcome reflected in table indicates the results of independent sample t-test. The independent sample t-test was conducted to test statistically noteworthy difference between post-test mean scores of control and experimental group students about relationship management. The results of t-test for independent sample (DF= 40) = .657,  $p < .05$  indicates that there is statistically noteworthy difference between the post test scores of control and experimental group students which proves the effect of treatment on experimental group. These results confirmed that there was noteworthy difference between the post-test scores of control group and experimental group regarding relationship management based on SECQ.

**Table 5:** *Post-Test Statistics for Control and Experimental Groups about Responsible Decision Making Based on SECQ*

Group	N	M	SD	df	t-value	P
Control	21	1.60	.522	40	-2.240	-.371
Experiment	21	1.97	.522			

The outcome reflected in table indicates the results of independent sample t-test. The independent sample t-test was conducted to test statistically noteworthy difference between post-test mean scores of control and experimental group students about responsible decision making. The results of t-test for independent sample (DF= 40) = -2.240,  $p < .05$  indicates that there is statistically noteworthy difference between the post test scores of control and experimental group students which proves the effect of treatment on experimental group. These results revealed that there was noteworthy difference between the post-test scores of control group and experimental group regarding responsible decision making based.

#### IV. CONCLUSIONS OF THE STUDY

The conclusions drawn on the base of post-test scores show that the scores of control and experimental group were not variant regarding self-awareness but there was significant difference in post test scores of social awareness of both the groups. In the same way significant difference was found in scores of both groups regarding self-management, relationship management, and responsible decision making based on SECQ.

It was further concluded with the help of paired-samples t-test that treatment was given to experimental group participants based on scaffolding, therefore, respondents performed in different way as they performed for pre-test data. The table indicates that treatment leaves noteworthy effect on the experimental group. Then the results of paired-samples t-test declared that no treatment was given to control group participants based on scaffolding, therefore, respondents performed in almost the same way as they performed for pre-test data because no treatment was given to control group participants. The conclusion about each table is following:

1. Statistical results revealed that there was noteworthy difference among the post-test scores of control group and experimental group regarding relationship management based on SECQ. (Table 1)
2. Statistical information presented in previous chapter established that there was noteworthy difference between the post-test scores of control group and experimental group regarding responsible decision making based on SECQ. (Table 2)

3. The statistical outcome of paired-samples t-test presented in previous chapter concluded that treatment was given to experimental group participants based on scaffolding, therefore, respondents performed in different way as they performed for pre-test data. (Table 3)

4. The results of paired-samples t-test concluded that treatment was given to experimental group participants based on scaffolding, therefore, respondents performed in different way as they performed for pre-test data. (Table 4)

5. The results of paired-samples t-test concluded that treatment was given to experimental group participants based on scaffolding, therefore, respondents performed in different way as they performed for pre-test data. The table indicates that treatment leaves noteworthy effect on the experimental group. (Table 5)

## V. DISCUSSION

This research was carried out to check the effect of scaffolding on SEL of elementary school students. The results of the study describe that students showed very much interaction during the time of intervention. Students were excited to perform everyday social and emotional activities. They showed keen interest in activities. Their skills of social and emotional were developed by this study. Literature has proved the connection of academic success and significance of social and emotional learning. In several countries like U.S.A. and Australia and many others the validation, development and application of SEL is understood (Durlak, 2011).

Although Pakistani sixth graders have been learning at school from 7 years, they are highly challenged. It was concluded from the results that scaffolding is a viable technique for learning and reading that helps the learners who have lack of the capacity to appreciate what they read. Scaffolding is only one of the numerous strategies accessible for utilization however it has a noteworthy role in supporting students to develop with concept of the ZPD. The main attraction of scaffolding inside the ZPD is to see students being effectively locked in their learning with the future prospect of getting to be self-coordinated, deep rooted in their learning process.

Scaffolding techniques were seen to be a key element of successful teaching method particularly showing understanding out SEL skills. In this way, educators are welcome to re-evaluate the standard techniques and embrace new ones that rely upon help. Providing help and backing learners through instructional scaffolding increase students learning and improve SEL skills. It was further concluded that Scaffolding can connect a hole between what learners know and can do, versus what they don't have the idea or can't do, however planned to know and do. It is one of the standards of powerful guidance that empowers instructors to suit person learners' needs. This technique gives different strategies of help, for example, models, signals, prompts, clues, incomplete arrangements, verbally process demonstrating and direct guidance.

The difference in the standard and quantity of scaffolding gave changes relying upon the stage of the student accepting the help, and the responsibility itself. Scaffolding technique provides motivation, support and appeals the low achievers who like being active participants and members. They are more confident and interested. This is result of giving additional help, express guidance, encourages and signals than high achievers. Scaffolding technique proves effective on growing high achievers' and enables them to perform effectively and clearly. A few systems which suit the high achievers and empower them to work adequately are directed for example realistic coordinators; idea and brain maps; Venn diagrams; actuating earlier learning (connecting); verbally process strategy; educator's displaying; sign word cards for and gathering work. Such systems are conveyed in an aggressive, eager and alluring air in which high achievers learn and connect.

Scaffolding methodology builds up the cooperative learning inside the group participants.

Grouping systems in the SEL help learners to convey their thoughts and help one another. Scaffolding methodology motivates students towards a self-practice with regards to SEL. When the students carry out the responsibilities autonomously, scaffolding and assistive techniques are removed. The present study arrived at the results that assistance gave students an opportunity to be included, motivated and confident. This research showed that scaffolding can be easily designed to address the issues of various students who all have various ZPD. So as to speech the variety of the members' ZPDs of the intervention group, this study relied upon different kinds of scaffolding, for example, disseminated scaffolding, collective scaffolding, soft scaffolding and teacher-provided scaffolding. Students were arranged in groups so the groups are scaffold as compare to individual member.

SEL approach is a procedure which helps the infant and adult learners to achieve their desired abilities, social attitudes, and moral values. Through SEL learning approach, students can improve and protect their



capacities and skills, as well as it reduces the behavioral collapses. Primary facts that the SEL approach put on student's life are, motivation for education, increased educational achievements, less school leaving rate, as well as improved interest and bound with schools. Secondly, this SEL approach improves the group work and enhances the cooperation with others, develops the problem-solving skills and abilities, leading towards healthy life style, and social commitments, decreases the rate of violence, abuse, and strengthens the family bonds (Gökel & Dağlı, 2017). Students become active learners, with the help of emotional learning, and show more positives towards others, act as a sensible family member, have better civic attitudes, which in return help them in their educational achievements and social role. The need is to incorporate this SEL technique with teaching-learning programs. SEL is to help children and adolescents become creative participants of society, perform critical life tasks well, and meet social and personal desires (Kabakçı & Korkut, 2008). Wanless and Domitrovich (2015) have developed social- emotional learning processes for children with numerous strategies, such as student-centered applications that directly improve students' analytical, communication and collaborative skills and produce interesting learning.

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