

AN EVALUATION OF THE SOCIAL AND EMOTIONAL ASPECTS OF LEARNING (SEAL) PROGRAMME: PROMOTING CLASSROOM MANAGEMENT IN SECONDARY SCHOOL.

MAM Sameem

Department of English Language Teaching (DELT), South Eastern University of Sri Lanka, Oluvil, Sri Lanka

E-mail: risameem@seu.ac.lk

Received: 14 March 2020 Revised and Accepted: 8 July 2020

ABSTRACT: A new construct, called Social and Emotional Aspects of Learning programme (SEAL) which is defined as develop self-aware, empathic and motivated as well as becoming more able to manage feelings and develop and deploy social skills, is presented. The SEAL programme contains effective learning, positive behaviour, attendance, emotional and development of capability literatures. The aim of study, SEAL programme is to offer a structure to develop skill, understand and facilitate accumulative students' social and emotional aspects to distinguish nodes, information of process, and exploit of knowledge in emotional to acclimate to social challenges in secondary school. The class room management specifically, focused on secondary teachers' teaches models and the professional standards to perspectives and knowledge. This article reviews the conceptual and empirical research of SEAL programme developed and modified to secondary teachers' classroom management.

KEYWORDS: classroom management, SEAL programme, secondary school.

I. INTRODUCTION

The secondary students' vulnerable position on developmental behaviour and social changes related to performance in the secondary school. The instructional and behavioural management consider the teachers, administrators and school leaders' activities in the classroom management. The previous models comprehensively impact on society, teacher ability, and achievement of students in secondary school (Eccles, 1999; Seidman, 1994). To promote secondary students' adaptation during this period of developmental exposure, that are designed to instructional and social behavioural contexts to improve and secondary students' achievement of academic and social behavioural adaptation in secondary school (Fairclough, 2001; Farrell, 2007; Wentzel, 2004).

The classroom management concentrated to positive behaviour and commonly indicate source of prevention and leave of teachers in the professions in the classroom (Ingersoll, 2003). The teachers make decisions and respond to instances of student misbehaviour, which thoughtfully constructed personal philosophy in the classroom management. In the major tenet of SEAL established programme of classroom management in the secondary school: effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all secondary students and teachers in secondary schools. In accumulation to the portrayal, an example of applying SEAL programme to a behaviour management situation in a secondary school is abounded.

The classroom management model internationally concerned the teachers' classroom management in secondary schools in the world (World Health Organisation, 2005). The many cases indicate that the quality education system is developed and achievement targeted through depends on teachers. The teachers compel to understand effective classroom management strategies. Consequently, the review of literature will be beneficial to experts in education, teachers, educators, teacher training institutions and researcher of education. It is significant to review the literature for the reasons that SEAL programme build to achieve the vision of classroom management in the world (Berman, 1997).

II. LITERATURE REVIEW

The classroom management incorporates the essential features, be responsible for information, organization and discipline help to teachers inaugurate effective classroom management systems in the secondary school. The definition of classroom management commonly, the teacher has taken action to establish order, engage students and cooperation in the secondary school. The previous study indicated requirements and procedures compulsory to institute and maintain an environment for learning (Duke, 1979). The classroom management has been

expanded by enlightening both the complexity of the setting strategies and procedures are enacted of the teacher's goals in process to management behaviours. The teachers use actions and strategies to solve the problem in classrooms (Doyle, 1986). The management's complexity analysis of classroom life from teaching, multidimensionality (Jackson, 1968).

The five main features emphasized of comprehensive nature in classroom management:

1. The theory and research.
2. The positive relationships is arising among the teacher, students and admin of school.
3. The individual and groups are important of the academic activities.
4. The organization and group management task behaviour method used for research.
5. The counselling and behavioural abilities to assist students who demonstrate persistent (p. 507).

This classroom management contains establishing and designing effective instruction. The students dealing to individual and discipline adjustment with students. The most authors demonstrated that comprehensive view, inclusion, methods optimal learning and challenging to distinguish from teaching in general way in classroom management (Jones, 1996). Most research on classroom management has attempted to identify teacher strategies and behaviours that optimize one or more of the goals of management. Many studies used secondary students' achievement as a best outcomes, concerned with ascertaining how teachers deliver about student engagement and limit interruption.

The Nature of the Classroom Environment

The educational aim in the classroom environment ecological perspective usually 20 to 30 students assign a class with 2 teachers or one teacher. There are several dimension of classroom management such as multidimensionality, simultaneity, immediacy, unpredictability, publicness and history (Doyle, 1977). The environmental factors impact to pressure on secondary students and teachers activities in the school. The classroom management maintained the ecological perspective in classroom environments. For example the teacher organizing and planning curriculums, provide resources, explaining the rules of class, monitoring individual and group activities are complex in the classroom management. Therefore, appropriateness particular action depends on internal and external social environment in the classroom management (Ross, 1984).

According to the previous study revealed the classroom order makes different interactional demands on the members of the class (Shultz & Florio, 1979). The context perceptions order, "cooperation" rather than "engagement" is the minimum requirement for secondary student behaviour (Doyle, 1979). The classrooms conversations is important to achieve the classroom management though the cooperation (Adams, 1969). The other word of cooperation means involvement in the programme and inactive non-intervention (Pollard, 1980; Baker, 2005). The classroom management provides actions and strategies for teachers follow and solve the problem in secondary classrooms. The social system addressed to language management dimensions of group in the classroom environment.

The Influence of Context on Classroom Management

The classroom management context more important to implications of management in the secondary school in the every part of the world. According to the study Mets (1993) criticised that school and classroom settings more challenging such instructional goals, teaching subject, grade and characteristics and technology. The high levels of structure, caring and curriculum adaptation on social and emotional skills in the classroom management (Cambone, 1994; Blood & Thorsborne, 2006). The classroom management model more advantages in the developing countries (Kounin, 1970).

Social and Emotional Aspects of Learning Programme (SEAL)

The SEAL programme is contributed to learning of social and emotional skills promote to social, emotional and behavioural development of secondary students (Sunderland, 2008). According to study Goleman (1995) revealed five domains categorised such as self-awareness, self-regulation, motivation, empathy, and social skills. The principals of SEAL programme characterised at the secondary school: the planning, behaviour and attendance. Secondly, climate and conditions to promote social and emotional skills. Thirdly, develop and enhance social and emotional skills. Fourthly, teachers recognise the connotation of social and emotional skills to effective learning. Finally, the secondary schools involve well with other schools, the local civic, broader services (National Strategies SEAL Priorities, 2009-2011).

The secondary teachers and students have positive relationships and achieve the vision of SEAL programme. It has arisen understanding and organisation our own behaviours, emotions and thoughts. The students and

teachers built to understand and respond to the emotions and behaviour of others. Therefore, the SEAL programme will promote to be self-motivated, friendships, solve problems, work cooperatively to achieve academic in the future. The social skills and emotional behaviours concern on self-awareness, managing feelings and motivations and built into the empathy and positive social behaviours.

The definitions provided for these skills are showed below in Table 1:

Table 1. The social and emotional skills promoted through SEAL definition

(From DfES, 2007).

Skill	Definition
Self-awareness	Positive communications with others.
Self-regulation	The emotions, changing difficult and increasing and enhancing positive and pleasant feelings and uncomfortable feeling to manage ourselves.
Motivation	The persistent, resilient and confident working towards goals.
Empathy	Understanding, thoughts sharing others, respecting and supporting others.
Social skills	Build to relationship among society including interpersonal.

The classroom management system assist to achieve the aim, solve the problem of students and teachers in the social environment. The SEAL programme guidelines and principles confirmed that motivation, self-awareness, self-regulation, empathy, and social skills. The new education models become more efficient and technologically advanced. The religions, economic and social review revealed that implement of SEAL programme promoting to classroom management in secondary school in the developing countries.

The social and emotional learning definition of SEAL programmes

The SEAL programme perception “the education process through the students and adults gain knowledge, attitudes and skills to distinguish and control their emotions, positive goals, caring and concern others, establish and relationships” (Payton, 2008). This definition emphasizes the promotion of capability of social and emotional spheres in children (Zins, 2004). Significantly, it diligently with the principles of the secondary social and emotional learning programme (DCSF, 2007).

The Primary SEAL programme was developed as part of secondary students’ positive behaviour (DfES, 2005). The Department for Education and Skills (DfES) commissioned reported on attendance strategy from the Institute of Education from 2003 to 2005(Hallam, 2006). The DfES report is described on the background rational programme. The SEAL programme focuses on development of social and emotional skills of students and other hand focuses school community, linked to five learning, self-awareness, managing feelings, motivation and social skills (Weare & Gray 2003).

The national evaluation of SEAL in secondary schools

The evaluation of the SEAL programme is part of the evaluation of the secondary students’ behaviour measure to consider of this programme. The secondary schools worked with big groups of students and society alongside programme was evaluated separately and found positive outcomes for these unprotected students (Hallam, 2006). The secondary school factors implicated to some extent of responses, behaviour. The school promoted engagement, behaviour encouraged, attitudes and choices and sustainable over time. Therefore, the SEAL programme is successful in secondary schools (Maxwell, 2008).

The previous study demonstrated that initiatives the SEAL programme is similar in nature (Maxwell, 2008). The prevention of behaviour aim focuses on social an evaluation of problems solved in secondary students in the USA (Durlak & Wells, 1997; Thomas, 2005). The 177 programmes modified of individual secondary students

and assign stressful transitions significant positive effects help to children, students and academic learners (Wells, 2003).

The systematic reviews of SEAL programme focused on the effectiveness of secondary schools involvements determined that a promotional rather than presentational at changing the social environment. The classroom management -based individually focused programmes in secondary school (Green, 2005). The secondary school-based impacts contributed to implementation of success among the parents, teachers and peers, the different types of programmes focused on behaviour, cognitive processes, emotions, social and the environment. The combination of programme content into secondary classroom. The SEAL programme is developed from past studies and review. The curriculum materials concentrated evolving of skills into the secondary students and primary students. The implementation expected to change behaviour in the secondary school environment. The previous study reported to evaluate the effectiveness of multi-methods on responses from secondary school teachers and students through the SEAL programme. According to the previous study demonstrated that behavioural problems was undertaken from the secondary school through the practice of SEAL programme. The school management complicated to implement the rule followed through the misbehaviour of secondary students (George, 2005). Therefore, the SEAL programme is easy to identify the problems of students and resolve, motivate and encourage to study in secondary schools.

III. THEORETICAL FRAMEWORK

The classrooms management is significant part of effective learning to achieve of social and behaviour skill. The learning process to achieve their future life into SEAL programme. According to the National Comprehensive Center demonstrates that classroom organization to effectively manage students’ ability and behaviour (Bucher, 2013). The classroom management strategies and theories important aspects in the secondary school on the modern teach education in 21st centuries.

The theories can help to understand and educators define their own classroom management methods how to best approach interactions with students. The contribution to learning theory constructed by B.F. Skinner’s. The learning idea is a function of change in the behaviour in secondary school. The changes in behaviour of individuals’ responses to events that occur in their school and social environment (Bucher, 2013). The key of theory is reinforcement, good grades.

William Glasser created choice theory in 1998. The behaviour is chosen into genetics to content five basic requirements: love, power, freedom, survival and fun. The theory is appropriate love due to bond with others in satisfying (Bucher, 2013). The classroom should connect with students to learn behaviour and social activities in the classroom management. The impacts of learning theory in diversity and utilized in schools. Thirdly, the theories identified by Khon in evaluations many aspects of traditional education and external factors as motivation. The societies based on motivation become inefficient over time. He believes ideal classroom emphasizes, curiosity. The theory argue that a strict curriculum and homework. The theory suggests teachers’ cooperation is important without punishment.

The developing approaches in secondary school. The social and emotional skills developing approaches are important to build that secondary students stability in secondary school. The students amount increase and enter to secondary schools with substantial experience of developing social and emotional skills. The SEAL programme aims to perspective the transfer to secondary school from primary class can be a discouraging process and impact of social and emotional skills of secondary school (Graham & Hill, 2003, Smith, 2002).

Table 2. The challenges through SEAL programme in secondary school

	Secondary school	Challenges for developing school
Size	larger	<ul style="list-style-type: none"> • Less amount of students easy to recognise everyone. • Larger activities. • Support to school for development.

Ethos	The subject tool is important in secondary school due to developing and achieve the aim of school through the students result in subjects' area.	<ul style="list-style-type: none"> • The social environment is making importance to social and emotional skills in the secondary schools through the class room management. • The motivation, learning skills achieved the target. • The classroom management approaches dependent on interesting offer in the different subjects.
Relationship with teachers and youngers	The teachers' role between disciplines, social and emotional development and learning. The teachers meet the parents or guardians once a week.	<ul style="list-style-type: none"> • That is not easy task to meet every parents once a week. • The wider range of contacts for pupils to build relationships with teachers.
The positive relationship with teachers and parents	The teachers communicate with parents in formal way.	<ul style="list-style-type: none"> • larger number of parents and protectors • Supporting the school's work.

SEAL programme support to the secondary students

Many Secondary schools involve SEAL programme used it to help them respond to every secondary matters and supportive. The social and emotional aspects closely related to every secondary student's behaviours and other matters and five outcomes identified within the context. The perspective effectively encouraged and an essential contribution to all five outcomes.

1. Be healthy: the mental and emotional health problems such as depression and anxiety. The healthy classrooms prevent workload, sick and depression. The physical health helping to secondary students to understand the emotional and the make strengthening, social pressures and become more assertive (Weare, 2007).
2. Enjoy and achieve: the social and emotional skills promote to SEAL programme in the classroom. The positive behaviour enlightening in the secondary school.
3. Make a positive contribution: the secondary teachers taught social and emotional skills to contribute confident, resolve struggles and positive behaviour.

The SEAL programme is a developmental work essential to embed and sustainable in secondary school. The part of the school improvement process includes are such as

- All members are working altogether in the school and create, vision, purpose and outcomes of implementing.
- The social and emotional skills.
- The curriculum.
- Individuals and groups.
- The social and emotional skills.
- Staff plan, individual or group study and professionals' development.
- The social and emotional skills
- Recording plan and planning action.
- The vision, policies and implications of future development.
- Identify weakness and strengthen of secondary students' ability.
- Education psychology, health education and behaviour support services.

The SEAL program always struggle in secondary schools developing countries due to the fact of implement a compliance model behaviour in classroom management. The previous criticism concentration on implement an emotionally intelligent approach within the secondary School. Implementation variability impact of affecting implementation in SEAL programme in classroom management (see figure 1)

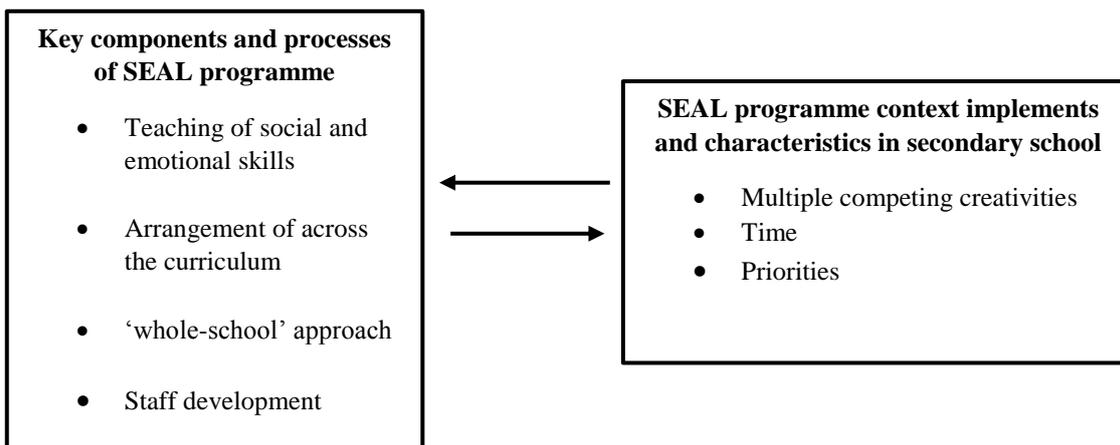


Figure 1. Implementation variability and factors affecting implementation of SEAL programme.

IV. CONCLUSION

The SEAL programme evaluated statistically significant stronger agreement prompted positive attitudes towards secondary school. The SEAL suggest that analysing data helpful, process will influence the rationale for work, its aims and content, as well as the approach to implementation espoused. The secondary schools begun to implement SEAL programme used a range of approaches to help them measure and developed to selected from the wider range of published profile measured social and emotional skills. The individuals' skill concerned few attempt to get a picture of whole schools and classrooms in the classroom management. When selecting assessment tools, schools should examine them carefully to ensure that they fit with the aims and ethos to social and emotional skills to develop in classroom management. The SEAL programme set out to measure skills and competence have positive focus in classroom management. Many of those available measure a limited range of skills or focus on anti-social behaviour, mental health problems or emotional states rather than social and emotional skills.

V. REFERENCES

- [1] Baker, G. A., et al. (2005). "Impact of epilepsy in adolescence: a UK controlled study." Epilepsy & Behavior **6**(4): 556-562.
- [2] Blood, P. and M. Thorsborne (2006). Overcoming resistance to whole-school uptake of restorative practices. Paper presented at the International Institute of Restorative Practices" The Next Step: Developing Restorative Communities, Part 2" Conference, Bethlehem, Pennsylvania.
- [3] Copeland, W. D. (1987). "Classroom management and student teachers' cognitive abilities: a relationship." American Educational Research Journal **24**(2): 219-236.
- [4] Cheung, H. Y. (2008). "Teacher efficacy: A comparative study of Hong Kong and Shanghai primary in-service teachers." The Australian Educational Researcher **35**(1): 103-123.
- [5] DCSF (2007). The children's plan: Building brighter futures, The Stationery Office Norwich.
- [6] Doyle, W. (1986). "Classroom organization and management." Handbook of research on teaching **3**: 392-431.
- [7] Eccles, J. S. (1999). "The development of children ages 6 to 14." The future of children: 30-44.
- [8] Emmer, E. T. and L. M. Stough (2001). "Classroom management: A critical part of educational psychology, with implications for teacher education." Educational psychologist **36**(2): 103-112.

- [9] Fairclough, N. (2003). Critical discourse analysis and change in management discourse and ideology: a transdisciplinary approach. II Congreso Internacional sobre Discurso, Comunicación ea Empresa, Vigo. Universidad de Vigo.
- [10] George, A. L., et al. (2005). Case studies and theory development in the social sciences, mit Press.
- [11] Goleman, D. (2001). "An EI-based theory of performance." The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations 1: 27-44.
- [12] Graham, C. and M. Hill (2003). Negotiating the Transition to Secondary School. SCRE Spotlight, ERIC.
- [13] Green, D. and P. Turrell (2005). "School building investment and impact on pupil performance." Facilities.
- [14] Hallam, S., et al. (2006). Evaluation of the primary behaviour and attendance pilot, Department for Education and Skills London,, UK.
- [15] Harvey, S. T., et al. (2012). "Mapping the classroom emotional environment." Teaching and Teacher Education 28(4): 628-640.
- [16] Hodgson, A., et al. (1984). Learning together: Teaching pupils with special educational needs in the ordinary school, Nfer Nelson.
- [17] Humphrey, N., et al. (2007). "Emotional intelligence and education: A critical review." Educational Psychology 27(2): 235-254.
- [18] Humphrey, N., et al. (2010). "Social and emotional aspects of learning (SEAL) programme in secondary schools: National evaluation." London: Department for Education.
- [19] Jones, V. (1996). "Classroom management." Handbook of research on teacher education 2: 503-521.
- [20] Ingersoll, R. M. and T. M. Smith (2003). "The wrong solution to the teacher shortage." Educational leadership 60(8): 30-33.
- [21] Lochman, J. E. and K. C. Wells (2003). "Effectiveness of the Coping Power Program and of classroom intervention with aggressive children: Outcomes at a 1-year follow-up." Behavior Therapy 34(4): 493-515.
- [22] Manning, M. L. and K. T. Bucher (2013). Classroom management: Models, applications, and cases, Pearson.
- [23] Midgley, C. and K. C. Edelin (1998). "Middle school reform and early adolescent well-being: The good news and the bad." Educational psychologist 33(4): 195-106.
- [24] Maxwell, V. L. and M. B. Lassak (2008). "An experiment in using portfolios in the middle school classroom." Mathematics Teaching in The Middle School 13(7): 404-409.
- [25] Organization, W. H. (2004). "World alliance for patient safety: forward programme 2005."
- [26] Payton, J., et al. (2008). "The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students: Findings from Three Scientific Reviews. Technical Report." Collaborative for Academic, Social, and Emotional Learning (NJ1).
- [27] Pretorius, W. and S. Smith (2002). "The conservative behaviour of fluorescein." Water SA 28(4): 403-406.

- [28] Robinson, N. (2004). "Redefining "at-risk" to meet the needs of the contemporary classroom." Action, Criticism & Theory for Music Education **3**(3): 1-12.
- [29] Starkey, H. (2008). "Education for citizenship, diversity and "Britishness" 1997-2007." Observatoire de la société britannique(5): 95-108.
- [30] Seidman, E., et al. (1994). "The impact of school transitions in early adolescence on the self-system and perceived social context of poor urban youth." Child development **65**(2): 507-522.
- [31] Thomas, S. (2005). The global resurgence of religion and the transformation of international relations: The struggle for the soul of the twenty-first century, Springer.
- [32] Weare, K. (2003). Developing the emotionally literate school, Sage.
- [33] Weare, K. and G. Gray (2003). What works in developing children's emotional and social competence and wellbeing?, DfES Publications Nottingham, England.
- [34] Weiss, C. H. and J. Cambone (1994). "Principals, shared decision making, and school reform." Educational Evaluation and Policy Analysis **16**(3): 287-301.
- [35] Wentzel, K. R., et al. (2004). "Friendships in middle school: Influences on motivation and school adjustment." Journal of educational psychology **96**(2): 195.
- [36] Zins, J. E. (2004). Building academic success on social and emotional learning: What does the research say?, Teachers College Press.
- [37] Zuckerman, J. T. (2007). "Classroom management in secondary schools: A study of student teachers' successful strategies." American secondary education: 4-16.