



**SOCIALINIO IR
EMOCINIO UGDYMO
INSTITUTAS**



NORDPLUS
Horizontal

Nordplus Horizontal project

NPHZ-2020/10039 - Embedding SEL in formal and non formal education

Research report

Introduction:

Social and emotional learning (SEL) has gained recognition as a crucial factor in various aspects of development, including physical and mental health, moral judgment, citizenship, academics, and achievement motivation. While SEL has received increased attention in education policy, its implementation still varies based on priority, chosen methodologies, and educators' knowledge and skills. Moreover, a gap exists between how SEL is developed in formal and non-formal education. This research project aimed to develop guidelines for implementing SEL in both formal and non-formal education, conduct workshops based on the prepared guidelines, and measure the changes in teachers' beliefs regarding the importance of social and emotional learning after the intervention.

Procedure:

To assess the effectiveness of the prepared guidelines for implementing SEL in schools and after-school programs, research-based evaluation procedures were employed. The same procedure was applied to participants in both the "SEL in Classroom" and "SEL After School" interventions.

1st Step: Prior to participating in the intervention, participants completed pre-test questionnaires, assessing their beliefs about social and emotional learning.

2nd Step: Participants engaged in the respective intervention workshop, either the "SEL in Classroom" or "SEL After School" workshop.

3rd Step: Following the workshop, participants received the guidelines for implementing social and emotional learning and were asked to utilize them for a minimum of four months.

4th Step: After 4 to 5 months of guideline implementation, participants were sent a post-test questionnaire to measure any changes in their beliefs.

Questionnaire:

To assess the effectiveness of the intervention, a 12-item scale (Marc A. Brackett, Maria R. Reyes, Susan E. Rivers, Nicole A. Elbertson¹, and Peter Salovey, "Assessing Teachers' Beliefs about Social and Emotional Learning," 2012) was used. This scale measured teachers' beliefs that impact effective implementation of social and emotional learning. The three domains of teachers' beliefs that were measured included: (a) comfort level with delivering SEL instruction, (b) commitment to learning about and teaching SEL, and (c) opinions about how much the school culture supports SEL programming.

Results:

Participants:

Despite the intention to measure the effectiveness of the guidelines through pre- and post-implementation measurements, the majority of participants declined to participate in the post-test survey. In Finland, participants completed only the pre-test, hence only the pretest results will be analyzed. In Lithuania, only one group agreed to take the post-test, limiting the availability of post-test data. In the case of Norway, workshop participants refused to participate in any research, resulting in the exclusion of data from Norway in the analysis.

Country	Pre test	Post test
Lithuania	169	22
Finland	41	-
Norway	6	-

Lithuania:

In Lithuania, the research study had a total of 204 participants, consisting of 161 women and 43 men. The average age of the participants was 43 years. It was observed that on average, the participants had around 16 years of experience in teaching or coaching children. The majority of the participants primarily worked with children aged 11 to 15 years, indicating a focus on this specific age group within their professional roles.

Finland:

The research study conducted in Finland included 41 participants, with 35 women and 6 men. The average age of the participants was 41 years. On average, the participants had approximately 15 years of experience in working with children as teachers or coaches. Similar to Lithuania, the participants in Finland also reported working predominantly with children aged 11 to 15 years, highlighting a shared emphasis on this age group within their professional activities.

These findings provide valuable insights into the research participant demographics and professional experiences in both Lithuania and Finland. The results suggest a substantial representation of female participants in both countries, with a slight difference in the gender distribution. Additionally, the average age and years of experience indicate a relatively mature and experienced group of individuals involved in teaching and coaching children. The concentration on the 11 to 15-year-old age range further underscores the focus on this crucial developmental stage. Such data contributes to our understanding of the research landscape and the professionals dedicated to fostering the growth and well-being of children in these respective countries.

The study utilized a Likert scale ranging from 1 (lowest) to 5 (highest) to measure these domains. Additionally, the data was further analysed by country, specifically focusing on Lithuania and Finland.

The overall results indicate a moderate level of engagement with the three domains of SEL implementation across all participants. The domain scores were as follows: the domain of comfort level with delivering SEL instruction (2.77), the domain of commitment to learning about and teaching SEL (2.83), and the domain of opinions about how much the culture of the school would support SEL programming (2.52).

When examining the data by country, it was observed that participants from Lithuania showed slightly higher scores compared to those from Finland. Specifically, in Lithuania, the domain scores were: the domain of comfort level with delivering SEL instruction (2.90), the domain of commitment to learning about and teaching SEL (2.92), and the domain of opinions about how much the culture of the school would support SEL programming (2.54). In contrast, participants from Finland had relatively lower scores: the domain of comfort level with delivering SEL instruction (2.15), the domain of commitment to learning about and teaching SEL (2.43), and the domain of opinions about how much the culture of the school would support SEL programming (2.42).

Furthermore, the data was analyzed separately for the Lithuanian participants, comparing the pre-test and post-test scores. The results indicated a positive shift in the domain scores after the implementation of SEL programming. In the pre-test, the scores were: the domain of comfort level with delivering SEL instruction (3.60), the domain of commitment to learning about and teaching SEL (3.60), and the domain of opinions about how much the culture of the school would support SEL programming (3.11). In the post-test, the scores were: the domain of comfort level with delivering SEL instruction (3.47), the domain of commitment to learning about and teaching SEL (3.46), and the domain of opinions about how much the culture of the school would support SEL programming (3.34). These findings suggest an improvement in participants' engagement and perception of SEL implementation after exposure to the intervention.

Discussion and Conclusions:

The study highlights the importance of addressing various domains related to SEL implementation and their impact on participants' perceptions. The higher scores observed in Lithuania compared to Finland may indicate a relatively stronger commitment and support for SEL programming within the Lithuanian context. Additionally, the positive shift in the domain scores for Lithuanian participants between the pre-test and post-test underscores the potential effectiveness of SEL intervention in formal and non-formal education in enhancing participants' engagement and perception.

Limitations:

While this study provides valuable insights into the dimensions of Social and Emotional Learning (SEL) after the intervention, there are several limitations to consider.

Firstly, the sample size of the study, particularly within each country, was relatively small. This may limit the generalizability of the findings to larger populations and different educational contexts. Future studies with larger and more diverse samples are warranted to validate and extend the current findings.

Secondly, the study relied on self-report measures, which are subject to response biases and may not fully capture the nuances of participants' engagement, commitment, and perception of school culture support for SEL programming. The use of additional objective measures or qualitative approaches could provide a more comprehensive understanding of participants' experiences and attitudes towards SEL implementation.

Furthermore, the study focused on only two countries, Lithuania and Finland. While these countries offer valuable insights into SEL implementation within specific cultural and educational contexts, the findings may not be applicable to other countries or regions. Future research should aim to include a more diverse range of countries to better understand the cross-cultural variations in SEL implementation and participant characteristics.

Additionally, it is important to note that post-test data for Finland was not available for analysis in this study. Therefore, comparisons between pre-test and post-test scores could not be made for the Finnish participants. The absence of post-test data for Finland limits the ability to draw conclusions about the impact of the SEL program on participants' perceptions within that specific context.

Despite these limitations, this study contributes to the growing body of knowledge on SEL implementation and offers valuable insights into participant characteristics and perceptions.

Conclusion:

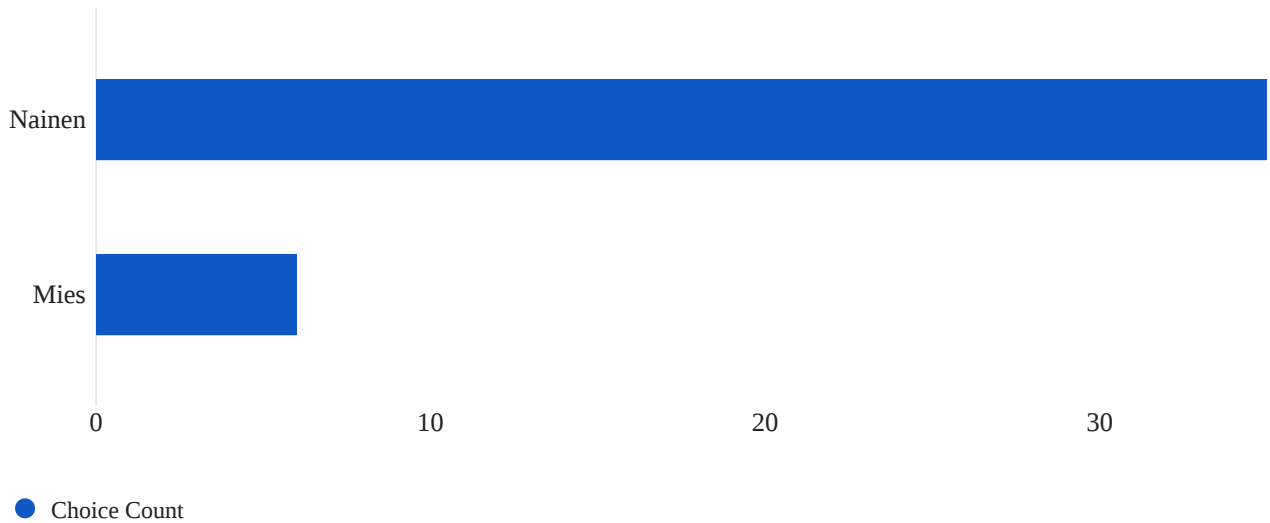
This study investigated the impact of an intervention comprising guidelines for teachers on implementing social and emotional learning (SEL) in the classroom and after-school activities, along with workshops focusing on SEL implementation. The data collected revealed several noteworthy findings. Participants from Lithuania demonstrated a moderate level of comfort, commitment, and perception of school culture support for SEL programming. Additionally, a significant positive shift was observed in the Lithuanian participants' responses between the pre-test and post-test measurements, indicating an improvement in their engagement and perceptions following the intervention. However, it is important to note that post-test data for Finland was unavailable, limiting the ability to draw definitive conclusions regarding changes in that context.

These findings highlight the potential effectiveness of the intervention in enhancing participants' engagement and perceptions of SEL implementation in the Lithuanian context. The guidelines and workshops provided valuable support and resources for educators to integrate SEL practices into their classrooms and after-school activities. Future research should aim to expand the study to include a larger sample size and more diverse countries to further examine the generalizability of these findings. Additionally, incorporating long-term follow-up assessments would provide insights into the sustainability of the intervention's impact over time.

Overall, this study contributes to our understanding of the importance of providing educators with guidelines and workshops to promote SEL implementation. By equipping teachers and coaches with the knowledge and tools to integrate SEL into their instructional practices, we can foster positive social and emotional development among students. These findings support the continued promotion and investment in SEL initiatives within educational settings, ultimately benefiting the well-being and success of students.

Finland

Q21 - Mikä on sinun sukupuolesi?



Field	Choice Count
Nainen	35
Mies	6
Total	41

Q3 - Minkä ikäinen olet?

Minkä ikäinen olet?

40

45

40

55

38

Q4 - Minkä ikäisiä lapsia/nuoria opetat tai valmennat tällä hetkellä?

Minkä ikäisiä lapsia/nuoria opetat tai valmennat tällä hetkellä?

13-16

13-15

13-15

12-16

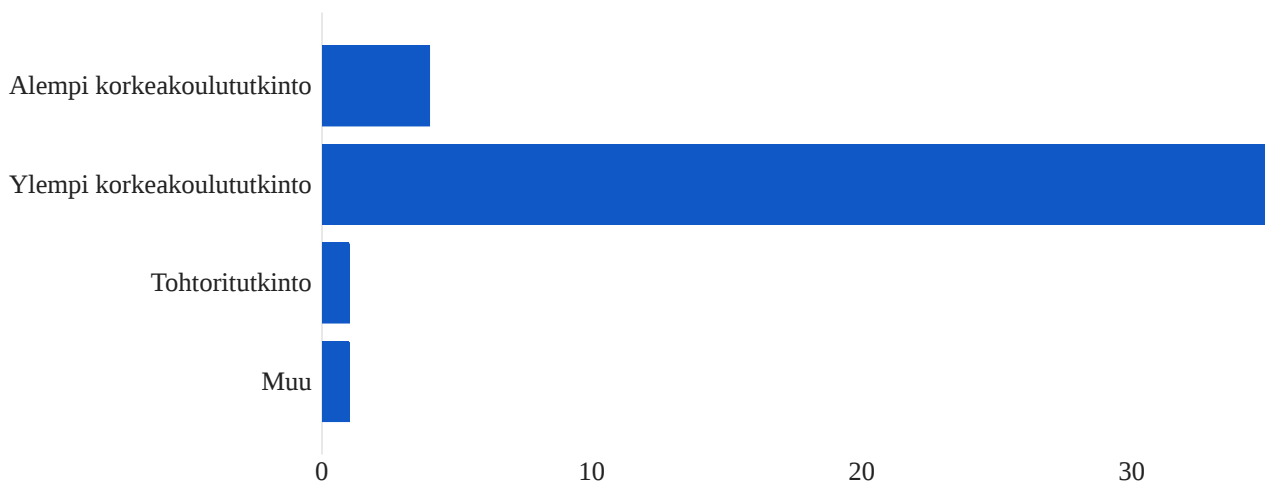
13-15

Q5 - Kuinka monta vuotta olet opettanut/valmentanut?

Kuinka monta vuotta olet opettanut/valmentanut?



Q6 - Koulutustaustasi?



● Choice Count

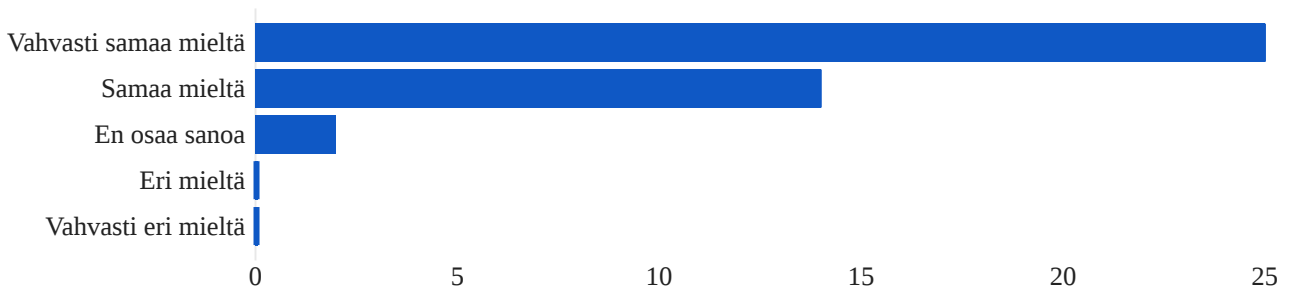
Field	Choice Count
Alempi korkeakoulututkinto	4
Ylempi korkeakoulututkinto	35
Tohtoritutkinto	1
Muu	1
Total	41

Q7 - Kuinka moneen sosioemotionaalisen aihealueen koulutukseen olet osallistunut?

Kuinka moneen sosioemotionaalisen aihealueen koulutukseen olet osallistunut?



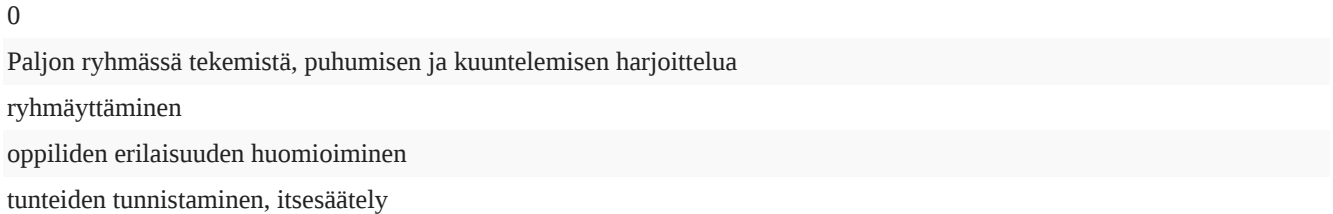
Q8 - Uskon, että ROOLINI opettajana/valmentajana on huomioida sosioemotionaaliin taitoihin liittyvää tarvetta kohtaamissani lapsissa/nuorissa?



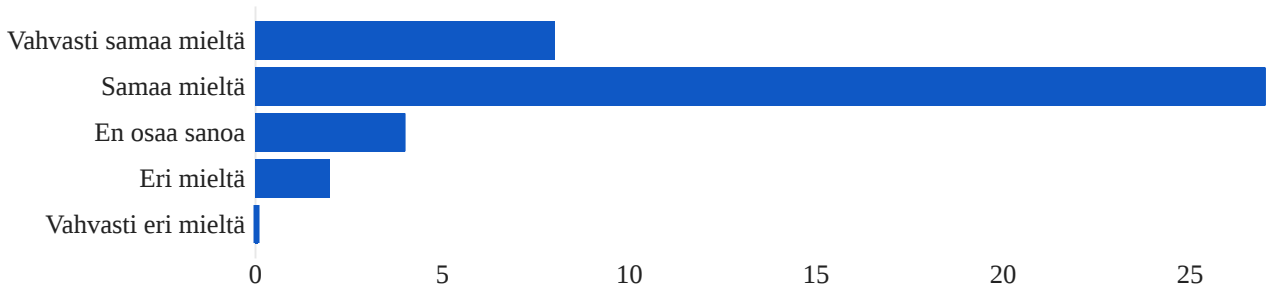
Field	Choice Count
Vahvasti samaa mieltä	25
Samaa mieltä	14
En osaa sanoa	2
Eri mieltä	0
Vahvasti eri mieltä	0
Total	41

Q9 - Millaisia opetukseen-/valmennukseen liittyviä strategioita hyödynnät vahvistaaksesi lasten sosiaalisia ja emotionaalisia taitoja?

Millaisia opetukseen-/valmennukseen liittyviä strategioita hyödynnät vahvistaaksesi lasten sosiaalisia ja emotionaalisia taitoja?

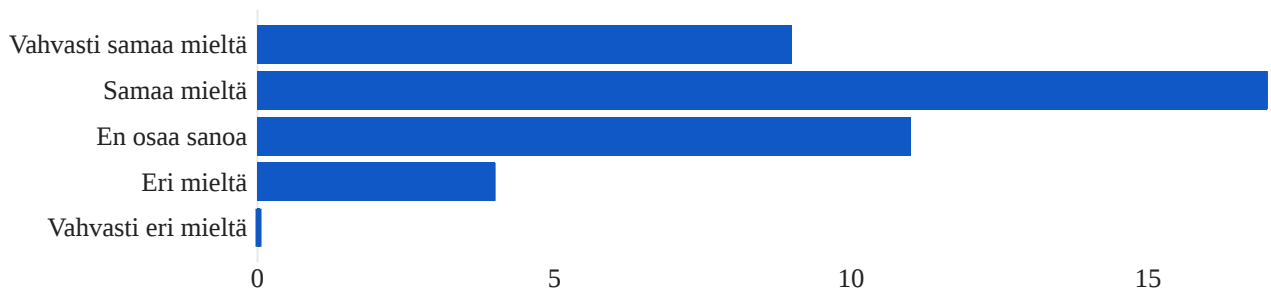


Q10 - Koen, että pystyn opettamaan sosiaalisesta ja emotionaalisia taitoja.



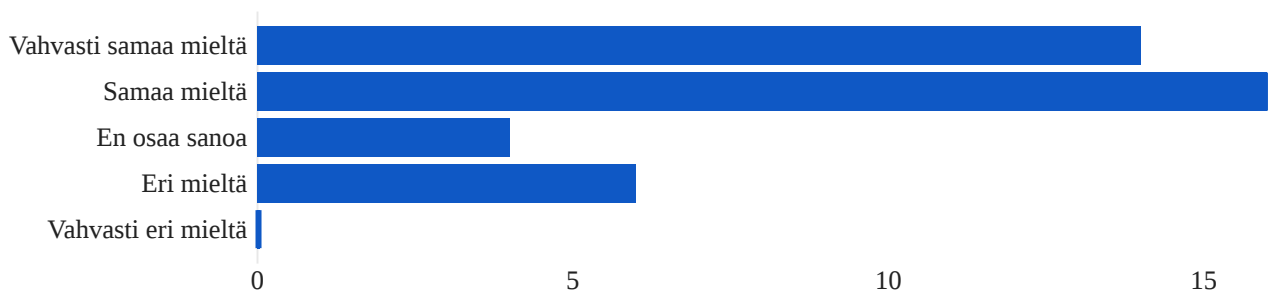
Field	Choice Count
Vahvasti samaa mieltä	8
Samaa mieltä	27
En osaa sanoa	4
Eri mieltä	2
Vahvasti eri mieltä	0
Total	41

Q11 - Sosioemotionaalisten taitojen opettaminen on minulle mieluisaa.



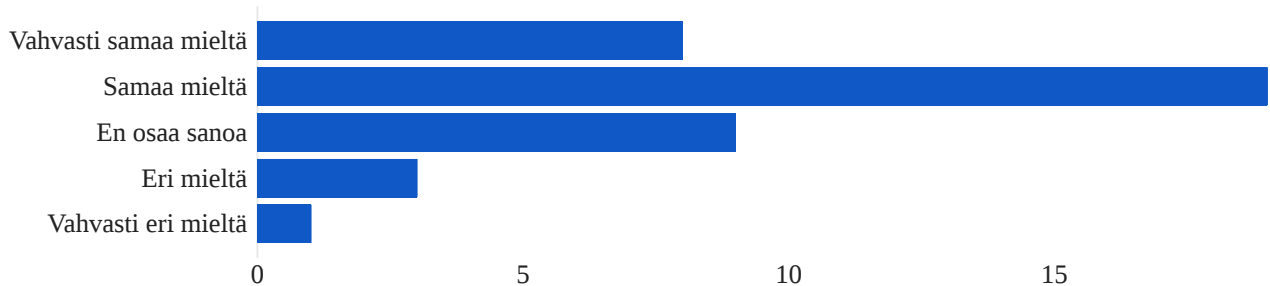
Field	Choice Count
Vahvasti samaa mieltä	9
Samaa mieltä	17
En osaa sanoa	11
Eri mieltä	4
Vahvasti eri mieltä	0
Total	41

Q12 - Lasten ja nuorten sosioemotionaalisten taitojen huomiointi on minulle luontaista.



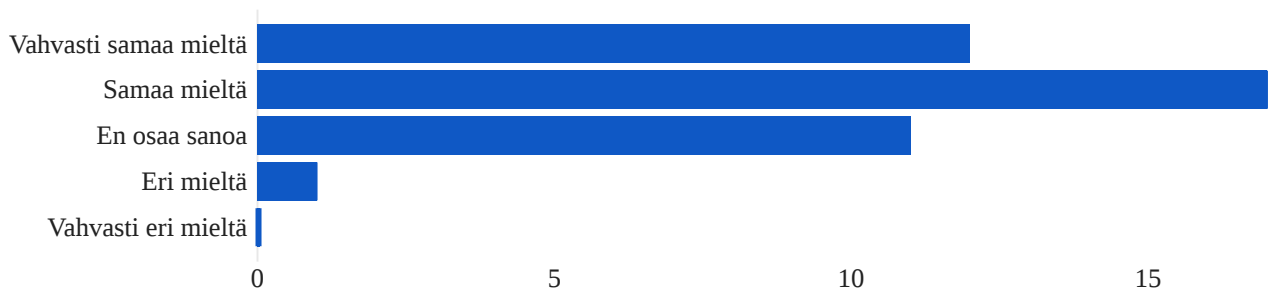
Field	Choice Count
Vahvasti samaa mieltä	14
Samaa mieltä	16
En osaa sanoa	4
Eri mieltä	6
Vahvasti eri mieltä	0
Total	40

Q13 - Sosiaalisen ja emotionaalisen taitoihin liittyvät opetustuokiot ovat osa opetus-/valmennuskäytäntöäni.



Field	Choice Count
Vahvasti samaa mieltä	8
Samaa mieltä	19
En osaa sanoa	9
Eri mieltä	3
Vahvasti eri mieltä	1
Total	40

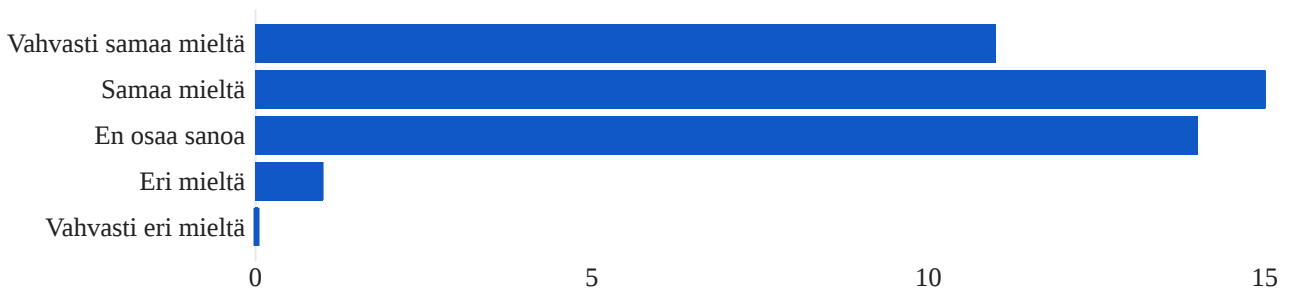
Q14 - Halusin osallistua tähän koulutukseen oppiakseni, miten kehittää lasten ja nuorten sosioemotionaalisia taitoja.



Field	Choice Count
Vahvasti samaa mieltä	12
Samaa mieltä	17

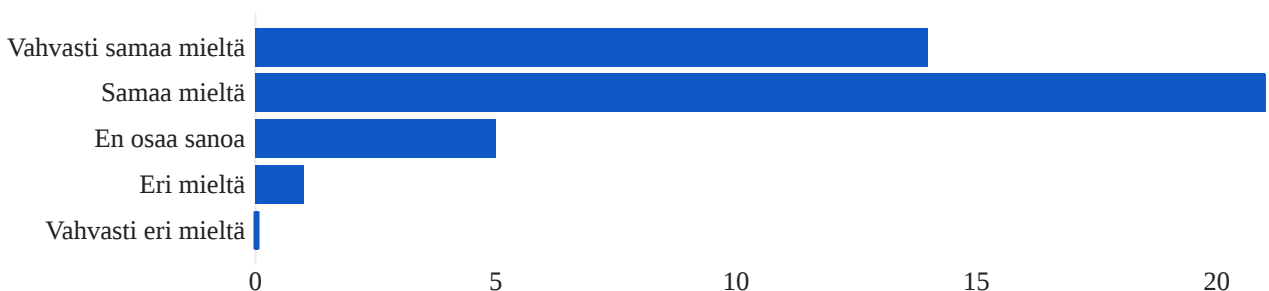
En osaa sanoa	11
Eri mieltä	1
Vahvasti eri mieltä	0
Total	41

Q15 - Halusin osallistua tähän koulutukseen kehittääkseni omia sosioemotionaalisia taitoja.



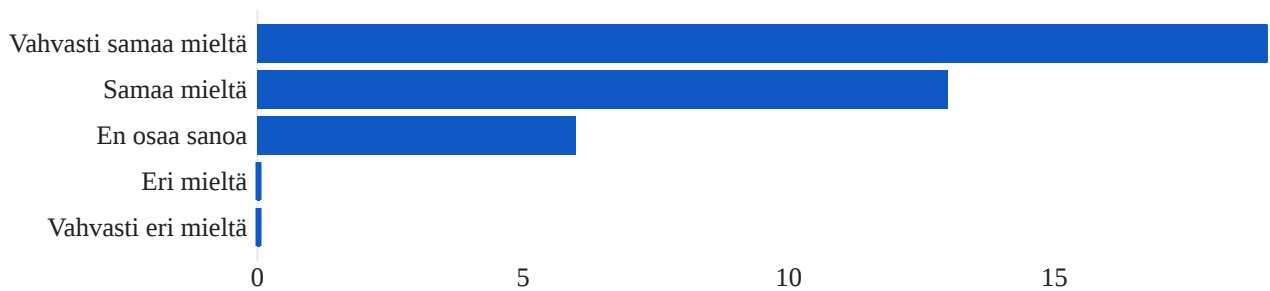
Field	Choice Count
Vahvasti samaa mieltä	11
Samaa mieltä	15
En osaa sanoa	14
Eri mieltä	1
Vahvasti eri mieltä	0
Total	41

Q16 - Haluan parantaa kykyäni opettaa lapsille sosiaalisia ja emotionaalisia taitoja.



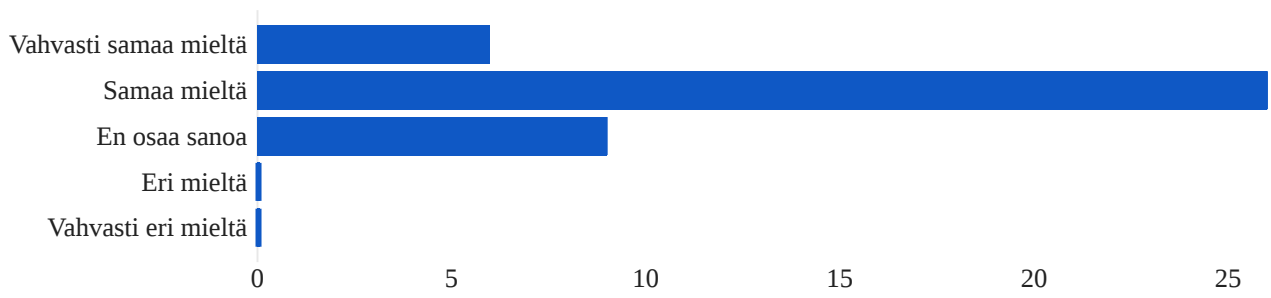
Field	Choice Count
Vahvasti samaa mieltä	14
Samaa mieltä	21
En osaa sanoa	5
Eri mieltä	1
Vahvasti eri mieltä	0
Total	41

Q17 - Jokaisen opettajan/valmentajan pitäisi saada koulutusta siihen, miten opettaa sosioemotionaalisia taitoja.



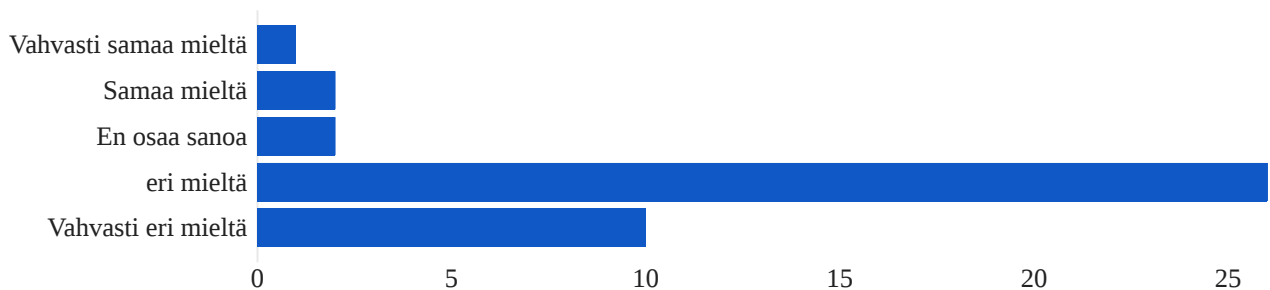
Field	Choice Count
Vahvasti samaa mieltä	19
Samaa mieltä	13
En osaa sanoa	6
Eri mieltä	0
Vahvasti eri mieltä	0
Total	38

Q18 - Kouluni/urheiluseurani toimintakulttuuri tukee lasten ja nuorten sosioemotionaalisten taitojen kehittämistä.



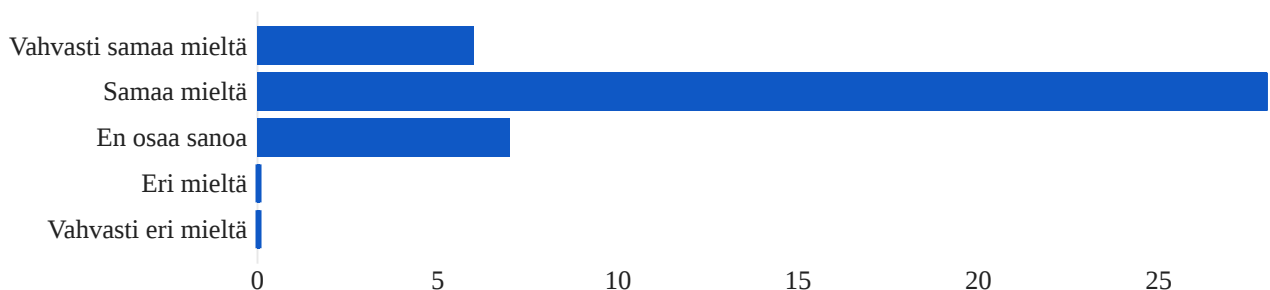
Field	Choice Count
Vahvasti samaa mieltä	6
Samaa mieltä	26
En osaa sanoa	9
Eri mieltä	0
Vahvasti eri mieltä	0
Total	41

Q19 - Kouluni/seurani johto ei kannusta sosiaalisten ja emotionaalisten taitojen opettamiseen lapsille.



Field	Choice Count
Vahvasti samaa mieltä	1
Samaa mieltä	2
En osaa sanoa	2
eri mieltä	26
Vahvasti eri mieltä	10
Total	41

Q20 - Kouluni/seurani odottaa opettajien/valmentajien ottavan huomioon lasten sosiaaliset ja emotionaaliset tarpeet



Field	Choice Count
Vahvasti samaa mieltä	6
Samaa mieltä	28

En osaa sanoa	7
Eri mieltä	0
Vahvasti eri mieltä	0
Total	41

Lithuania

Q - Jūsų lytis:



Field	Choice Count
Moteris	162
Vyras	43
Total	205

Q3 - Koks Jūsų amžius?

Koks Jūsų amžius?

54
53
56
63
43

Q4 - Kokio amžiaus mokinius šiuo metu mokote / treniruojate? (prašome nurodykite skaičiais, pvz. 10-11 metų)

Kokio amžiaus mokinius šiuo metu mokote / treniruojate? (prašome nurodykite skaičiais, pvz. 10-11 metų)

9-15

9-10

8

11-14

10-14

Q5 - Kiek metų mokote / treniruojate?

Kiek metų mokote / treniruojate?

32

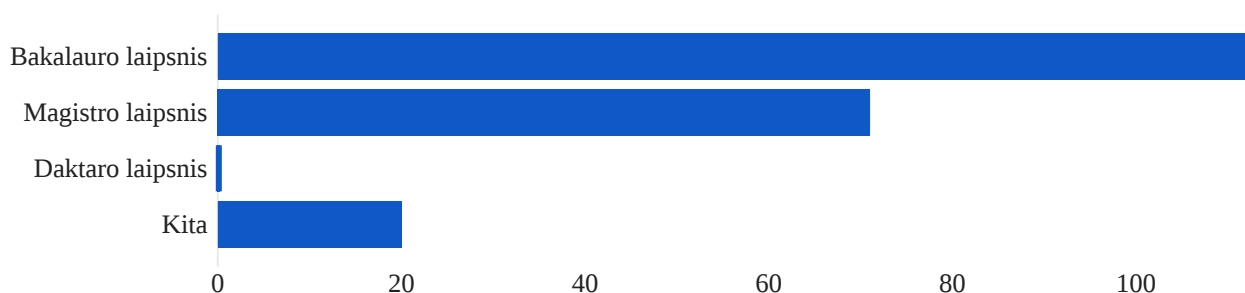
30

34

40

20

Q6 - Jūsų išsilavinimas:



Field

Choice Count

Bakalauro laipsnis

113

Magistro laipsnis

71

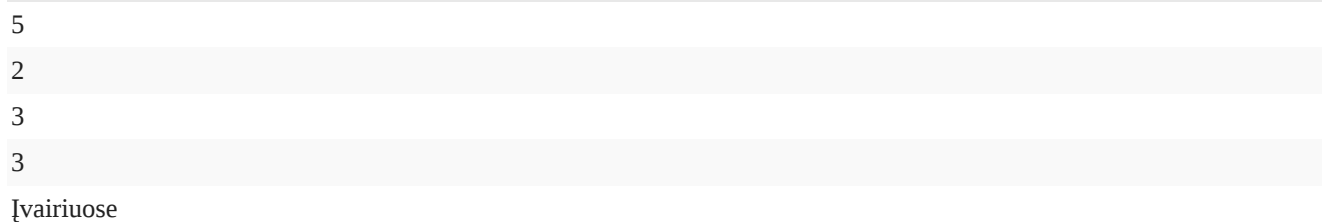
Daktaro laipsnis

0

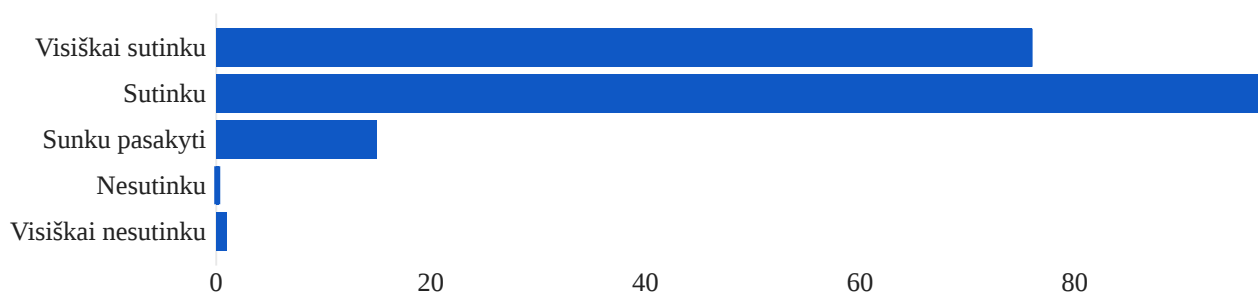
Kita	20
Total	204

Q7 - Keliuose socialinio emocinio ugdymo seminaruose esate dalyvavęs?

Keliuose socialinio emocinio ugdymo seminaruose esate dalyvavęs?



Q8 - Manau, kad MANO, kaip mokytojo / trenerio, vaidmuo yra patenkinti socialinius ir emocinius vaikų, kuriuos mokau / treniruoju, poreikius.



Field	Choice Count
Visiškai sutinku	76
Sutinku	98
Sunku pasakyti	15
Nesutinku	0
Visiškai nesutinku	1
Total	190

Q9 - Nurodykite, kokias mokymo strategijas naudojate, kad

ugdytumėte vaikų socialines ir emocines kompetencijas.

Nurodykite, kokias mokymo strategijas naudojate, kad ugdytumėte vaikų socialines ir emocines kompetencijas.

aktyvūs metodai pamokoje, kasdieniai ritualai (pasisveikinimo dainelė), refleksija dienos pabaigoje (nebūtinai, kokių žinių įgijo, bet kaip jautėsi)

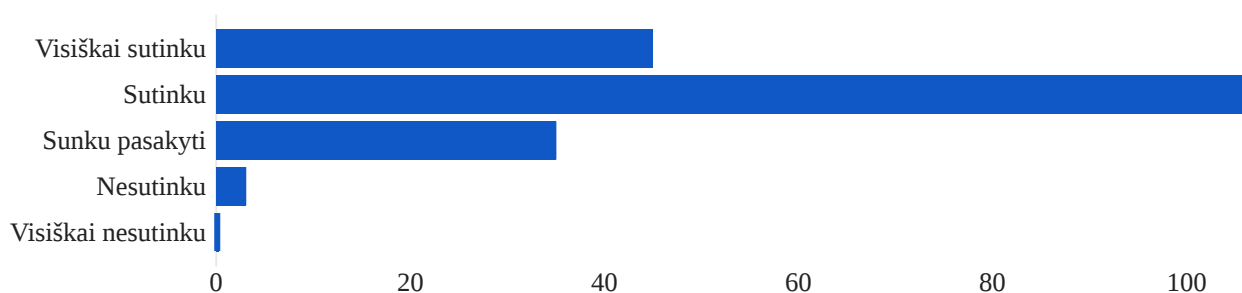
Pokalbiai, klausimynai, diskusijos.

mokymas bendradarbiaujan

Bendradarbiavimas, nuoširdumo-pasitikėjimo, abipusės pagarbos

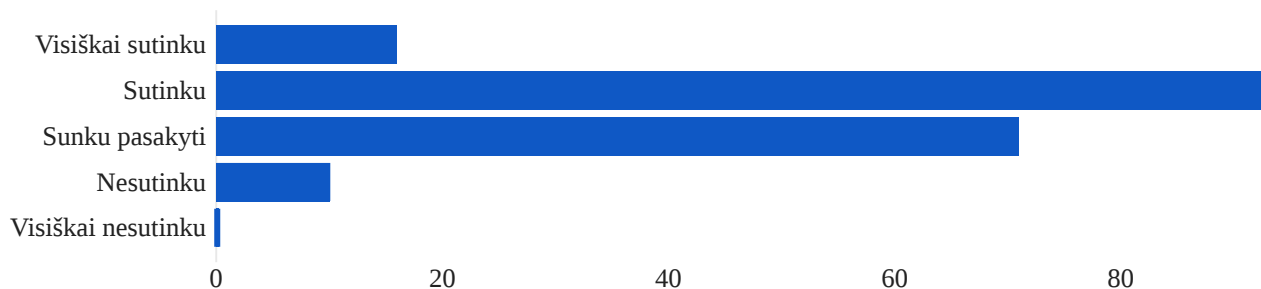
Darbas grupėse, porose, situacijų analizė, diskusijos, žaidimai, pranešimai.

Q10 - Jaučiuosi įsitikinęs, kad galiu vaikus mokyti socialinių ir emocinių įgūdžių.



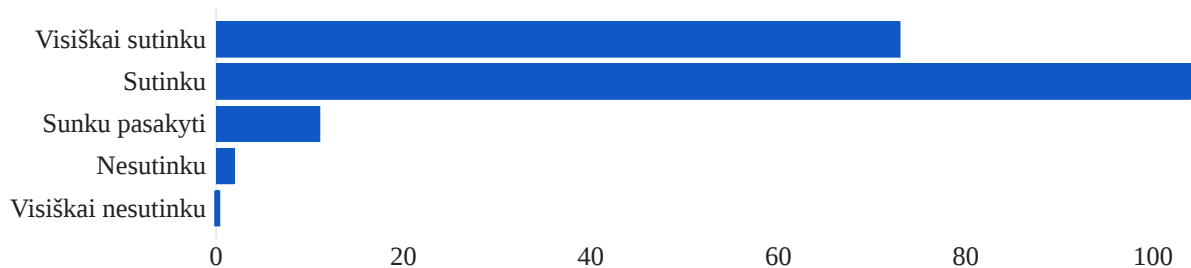
Field	Choice Count
Visiškai sutinku	45
Sutinku	107
Sunku pasakyti	35
Nesutinku	3
Visiškai nesutinku	0
Total	190

Q11 - Man lengva ugdyti vaikų socialinius ir emocinius įgūdžius.



Field	Choice Count
Visiškai sutinku	16
Sutinku	93
Sunku pasakyti	71
Nesutinku	10
Visiškai nesutinku	0
Total	190

Q12 - Rūpintis vaikų, kuriuos mokau / treniruoju, socialiniais ir emociniais poreikiais, man savaime suprantama.

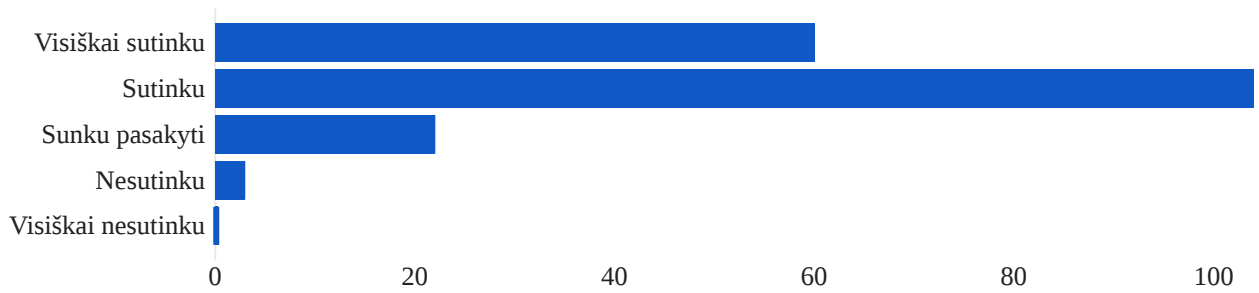


Field	Choice Count
Visiškai sutinku	73
Sutinku	104
Sunku pasakyti	11
Nesutinku	2
Visiškai nesutinku	0

Total

190

Q13 - Socialinių ir emocinių įgūdžių ugdymas pamokoje / tarniruotėse yra įprasta mano darbo dalis.



Field

Choice Count

Visiškai sutinku

60

Sutinku

104

Sunku pasakyti

22

Nesutinku

3

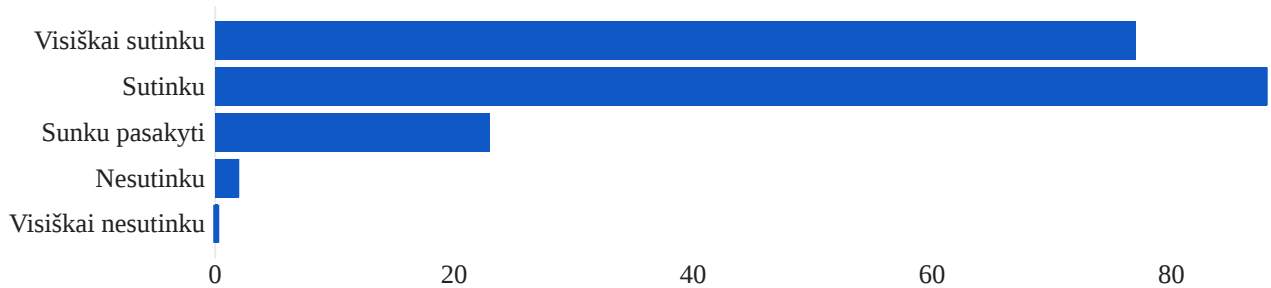
Visiškai nesutinku

0

Total

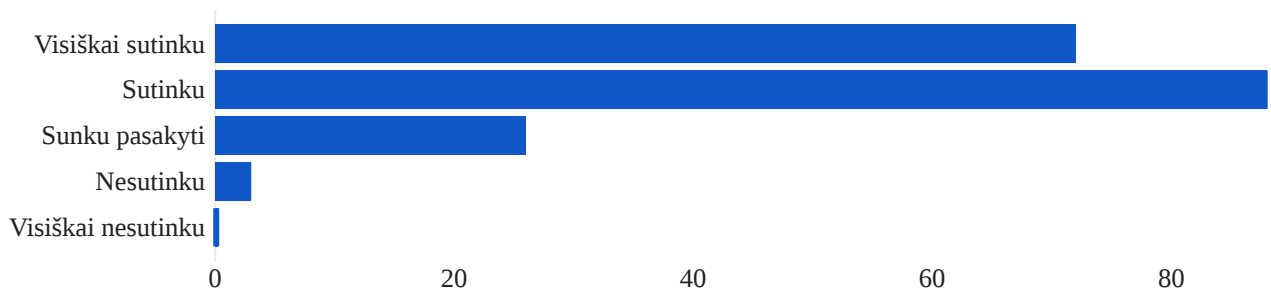
189

Q14 - Norėčiau dalyvauti seminare ir išmokti ugdyti vaikų socialinius ir emocinius įgūdžius.



Field	Choice Count
Visiškai sutinku	77
Sutinku	88
Sunku pasakyti	23
Nesutinku	2
Visiškai nesutinku	0
Total	190

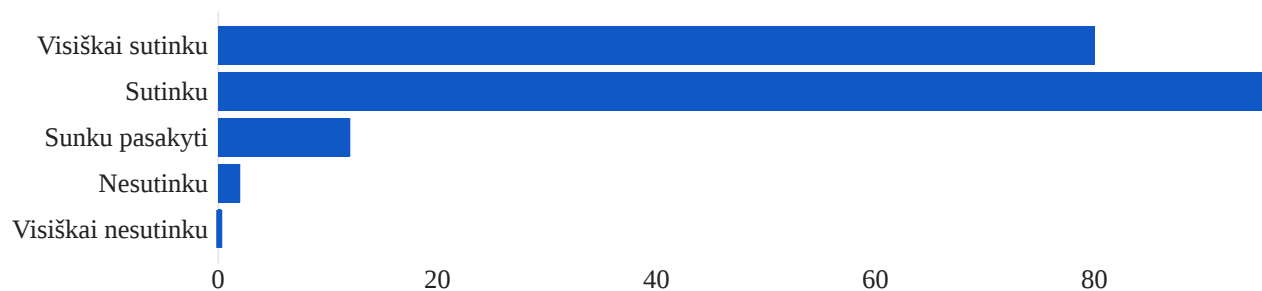
Q15 - Norėčiau dalyvauti seminare apie tai, kaip lavinti savo socialinius ir emocinius įgūdžius.



Field	Choice Count
Visiškai sutinku	72
Sutinku	88

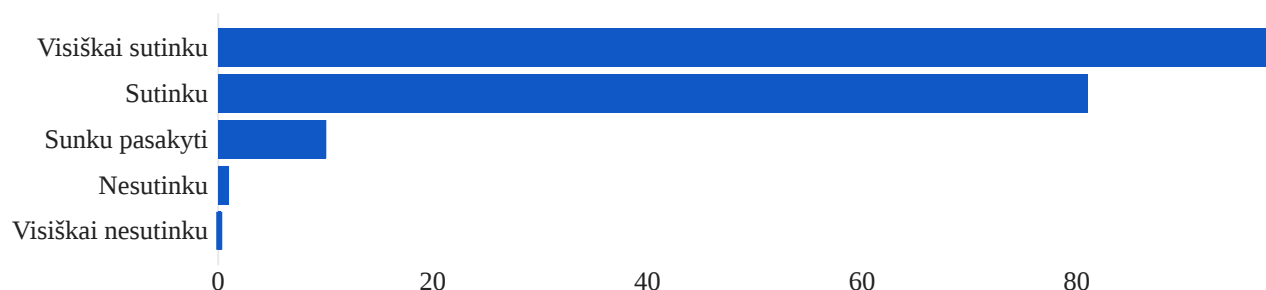
Sunku pasakyti	26
Nesutinku	3
Visiškai nesutinku	0
Total	189

Q16 - Noriu tobulinti savo gebėjimus mokyti vaikus socialinių ir emocinių įgūdžių.



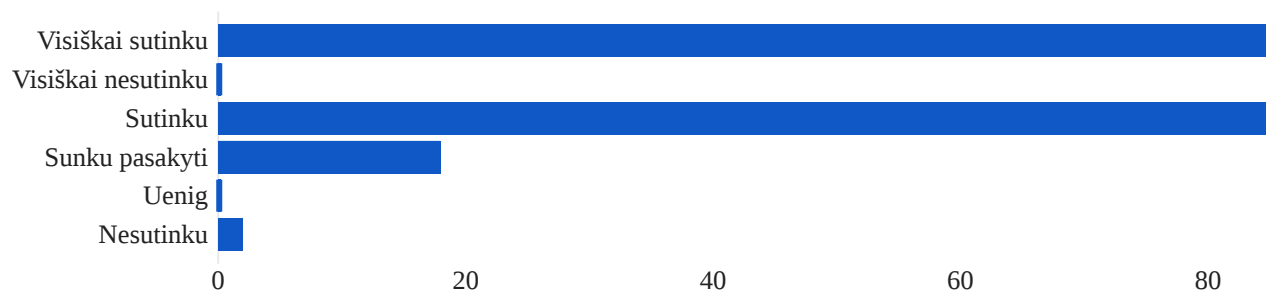
Field	Choice Count
Visiškai sutinku	80
Sutinku	96
Sunku pasakyti	12
Nesutinku	2
Visiškai nesutinku	0
Total	190

Q17 - Visi mokytojai / treneriai turėtų būti paruošti, kaip lavinti socialinius ir emocinius įgūdžius.



Field	Choice Count
Visiškai sutinku	98
Sutinku	81
Sunku pasakyti	10
Nesutinku	1
Visiškai nesutinku	0
Total	190

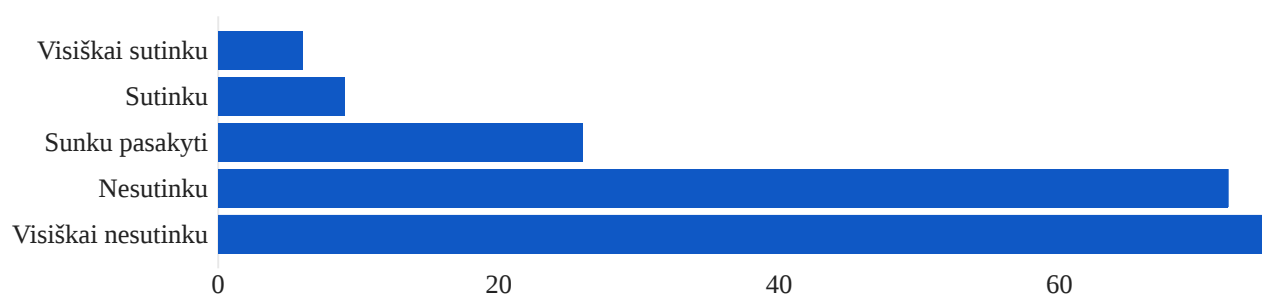
Q18 - Mano mokyklos / klubo kutūra palaiko vaikų socialinių ir emocinių įgūdžių ugdymą.



Field	Choice Count
Visiškai sutinku	85
Visiškai nesutinku	0

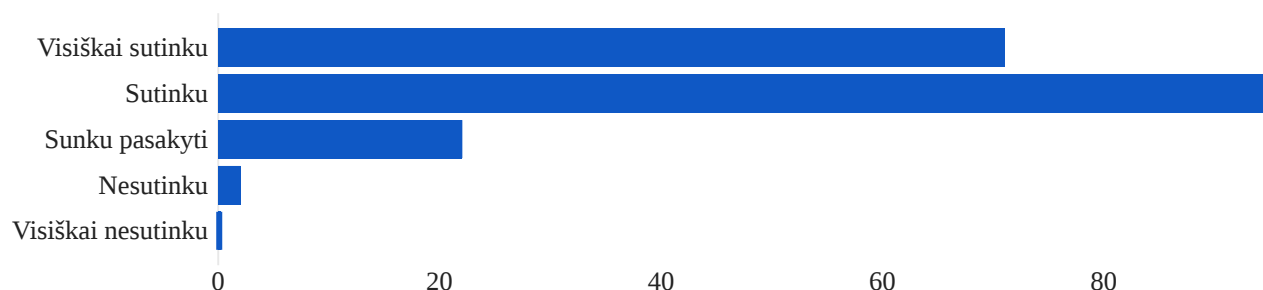
Sutinku	85
Sunku pasakyti	18
Uenig	0
Nesutinku	2
Total	190

Q19 - Administracija / vadovas neskatina vaikų mokyti socialinių ir emocinių įgūdžių.



Field	Choice Count
Visiškai sutinku	6
Sutinku	9
Sunku pasakyti	26
Nesutinku	72
Visiškai nesutinku	75
Total	188

Q20 - Mano mokykla / klubas tikisi, kad mokytojai / treneriai patenkins vaikų socialinius ir emocinius poreikius.



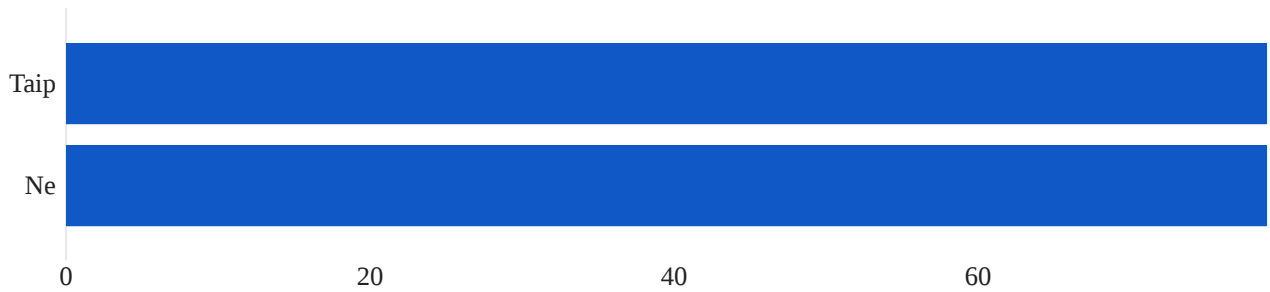
Field	Choice Count
Visiškai sutinku	71
Sutinku	95
Sunku pasakyti	22
Nesutinku	2
Visiškai nesutinku	0
Total	190

Q22 - Šią anketą aš pildau



Field	Choice Count
Pirmą kartą	169
Antrą kartą	22
Total	191

Q23 - Ar dalyvavote projekto SEU neformaliajame ir formaliajame ugdyme mokymuose?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Ar dalyvavote projekto SEU neformaliajame ir formaliajame ugdyme mokymuose?	1	2	2	1	0	158

Field	Choice Count
Taip	79
Ne	79
Total	158