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Study to Examine the Relationship between Social Emotional Learning & Students' Academic Achievements at Mirpur University of Science & Technology AJ&K

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Abstract



Social-emotional Learning is an educational movement that is gaining ground throughout the world. Social and emotional learning is defined as the capability to make out plus supervise emotions, resolve troubles efficiently, and set up optimistic associations with others. Social-emotional learning consisted of such skills as recognizing as well as running emotions, upward understanding along with apprehension intended for others, establishing effectual relations into one-to-one over and above little cluster situations, manufacture accountable moreover moral decision, plus managing demanding situation. For this purpose, the researcher chose quantitative research design for this study. The study was correlational. Data were collected through cross sectional survey design. Adapted questionnaire was administered. Reliability of the questionnaire was checked through pilot-testing and validity was established with the help of experts in psychology. The population of this study was BS students from faculty of social sciences at Mirpur University of Science & Technology AJ&K. The sample was drawn using simple random sampling technique. Due to time and pandemic situation, study was delimited to only Mirpur University of Science & Technology AJ&K. Data was analyzed through SPSS using formula spearman's rho on collected responses of the respondents to find out the results. The study concluded that although the results of present study showed that the relationship of social emotional learning and academic achievement however, several studies verified that both variables are strongly correlated.

Keywords: Social-Emotional Learning, Capability, Optimism, Emotions, and Achievements

Introduction

Social-emotional learning is a *process* by which children, young people, and adults acquire and use the information, attitudes, and abilities necessary to comprehend and control emotions, set and achieve good objectives, feel and express empathy for others, create and sustain a healthy connection, and adopt responsible choice (CASEL, 2015). Likewise, With the Common Core effort in education currently underway, it is imperative that the reality that the true heart of education is the connections that are cultivated for each student is addressed. In a relationship, learning takes place, and the most successful education occurs when the social emotional elements of that learning relationship are nurtured and reinforced. An individual learns to the best of his or her capacity at this phase in their education (Durlak et al. 2015). Among the skills taught in social-emotional learning include the ability to recognize and manage emotions, develop empathy and care for others, build effective one-on-one and small group interactions, make responsible and ethical decisions, and deal with difficult situations. In addition to classroom instruction, these skills are necessary for everything that takes place in schools - inside and outside of the classroom. Interpersonal interactions underpin both the learning abilities and the activities that take place in schools (Elias et al. 2016). Social emotional learning is a process that assists pupils and even adults in developing the essential abilities that are necessary for living a successful life. Social emotional learning is a type of education that gives students the skills they need to deal with themselves, their relationships, and their jobs successfully and ethically (CASEL, 2007).

Statement of the Problem

Social emotional learning is significant for university student well-being and success. Those students who are delayed in the development of social-emotional learning exhibit academic and behavioural problems. Social emotional learning includes the emergence of emotional self-regulation, empathy, effective communication, positive social interaction, and social independence. The world is facing many challenges which are affecting the psychological perspectives of the students at all levels of education. These challenges are also influencing the social emotional learning of the students which is affecting their academic achievement. This motivated the researcher to conduct a study to examine the relationship between social emotional learning & students' academic achievements at Mirpur University of Science & Technology AJ&K.

Objectives

As above reviewed literature researcher entitled these objectives were follows:

To identify the awareness of social emotional learning among students at university level

To find out the relationships between the students' social emotional learning and their academic achievements

Research Questions

What is the awareness of social emotional learning among students at university level?

What are the effects of social emotional learning on academic achievements of university students?

Literature Review

Social Emotional Learning

There are several kinds of social emotional learning which consist of arousing, influential, instructional and consideration hold up. However, Nix et al. (2013) specified that, while students connect in social emotional learning, initial in kindergarten, this develops their potential learning commitment, educational achievement furthermore willingness for educational institute. Alexis et al. (2019) concluded that person by tough social emotional learning is great outfitted on the way to handle day by day confronts; construct optimistic relations, as well as build up to date decisions. Social emotional learning assists students and also mature people succeed in educational institute and in existence. Furthermore, the learning might be taught and practiced from kindergarten the entire mode to maturity. It's significant for the reason e.g., your students aren't born to have deliberate that how to deal with sentiments, resolve troubles.

Social Emotional Learning among University Students

Additionally, university marks a unique moment of development in which students are expected to make critical life decisions, necessitating the acquisition of critical social-emotional learning to make well-thought-out, educated judgments during this time. Furthermore, social emotional learning is related to academic accomplishment as well as professional success in the workplace. In higher education, meta-analytical reviews, systematic reviews, and large-scale research exploring different subsets of social emotional learning abilities have all indicated a favourable relationship between these skills and academic performance in college (Richardson et al. 2017).

Social-Emotional Learning and Academic Achievements

However, when it comes to social-emotional learning, on the other hand, Walberg (2005) determined that there is a substantial correlation between the two. The ability to learn to read will be hindered for young children if they have issues following directions, getting along with others, and regulating negative emotions, as well as problems that interfere with their interactions with classmates, teachers, and families. Defensive behaviour may also lead to positive relationships with professors and classmates, encouraging university bonding as well as emotions of social emotional stability in the classroom, which encourages discovery while improving learning outcomes.

Research Methodology

The main purpose of the study was to examine the relationship between social emotional learning & students' academic achievements. This study demands quantitative approach. Researcher selected only BS students from the faculty of social sciences to collect the data. The Researcher developed research questionnaires, for BS students. The study was quantitative in nature and through the questionnaire survey was conducted to collect data. The research design of the study is correlational. The researcher used a research questionnaire; which was adopted and modified according to the need of the research study/area. The Researcher has chosen a questionnaire as a research instrument for the

current study. Additionally, the benefit of the research questionnaire survey design includes the saving of time, economy in finance, collect the research data from a large number of people and help the participants to focus on the research topic. Research questionnaire contains close-ended questions which were developed on Five-point Likert scale and contains 25 items for the BS students. Researcher developed questionnaire which based on 25 items. Research questionnaire has five areas; first one deal with Self Awareness, second one deal with Social Awareness, third one deal with Self-Management, Fourth one deal with Relationship Management and finally fifth one deal with Responsible Decision-Making. The researcher adopted questionnaire from an article and modified the items according to nature and requirement of the study. The data were collected by using "First Hand Data Collection Procedure". Questionnaire survey was conducted to collect data. Research questionnaire was to be filled by the BS students. The research sample of the current study was 400 BS students (2017-21). 50% are male and 50% are female.

Data Analysis & Interpretation

The analysis of the data has helped the researcher in identifying how far the research study has achieved the objectives.

Demographic Data

The demographic information was collected to get information about the respondents' background and suitability for the research study. The demographical information of the research study has included name (optional), gender, age, marital status and department. Name was optional question whereas other questions have interpreted.

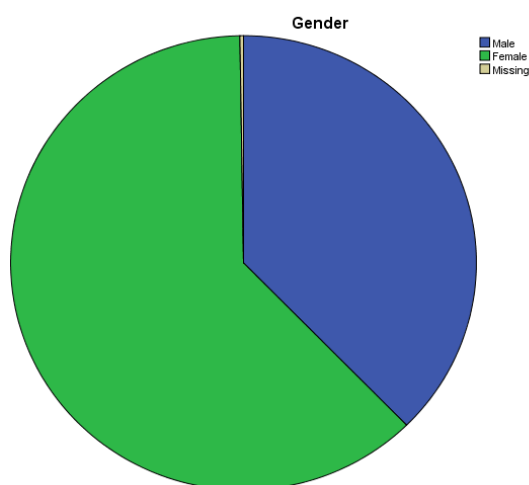
Gender

Table No 4.1.1: It is to ask about gender of the respondents.

Gender	Frequency	Percentage Of Responses
Male	151	37.8
Female	249	62.2
Total	400	100.0

Table 4.1.1 is about the gender of the respondents. The percentage of the male and female students from faculty of social sciences whom participated showed in the above table. **400** questionnaires were filled, from which **151** participants were male with **37.8%**, while **249** female filled the questionnaire and **62.2%** from the total sample. These results are also elaborated with a Pie Chart, in a Pie Chart No: 4.1, the blue color indicates the male respondents and the green portion represent the female respondents of the research study.

Pie Chart No: 4.1.1



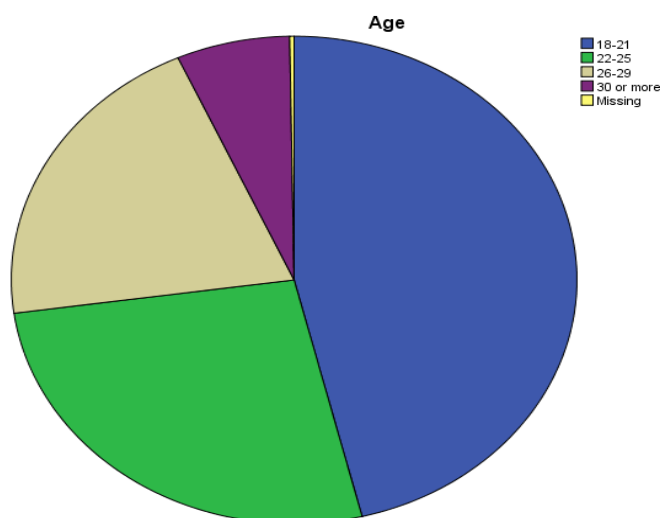
4.1.2. Age

Table No 4.1.2: It is ask about the age of the respondents

Age	Frequency	Percentage Of Responses
18-21	185	46.2
22-25	107	26.8
26-29	82	20.5
30 or more	26	6.5
Total	400	100.0

Table 4.1.2 is about the age of the respondents. The percentage of the age students from faculty of social sciences whom participated showed in the above table. **400** questionnaires were filled, from which age of **185** participants were 18-21 with **46.2%**, **107** were 22-25 with **26.8%**, **82** were 26-29 with **20.5%** and **26** were 30 or more with **6.5%**.

Pie Chart No: 4.1.2.



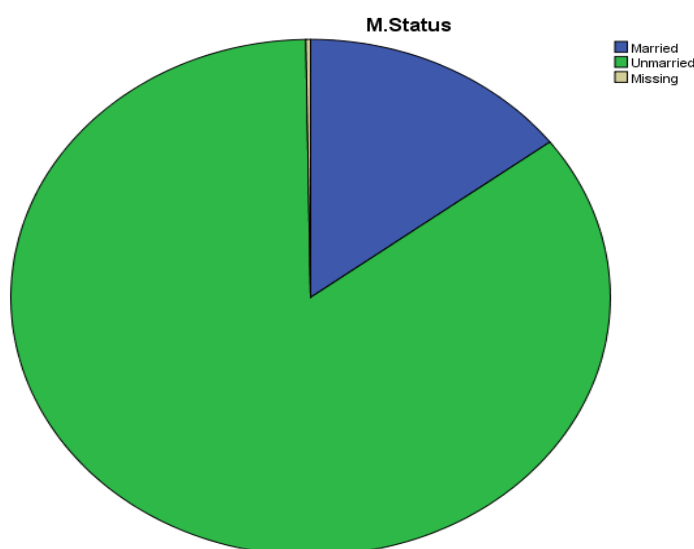
4.1.3. Marital Status

Table No 4.1.3: It is to ask about marital status of the respondents

Marital Status	Frequency	Percentage Of Responses
Married	59	14.9
Unmarried	341	85.1
Total	400	100.0

Table 4.1.3 is about the marital status of the respondents. The percentage of the married and unmarried students from faculty of social sciences whom participated showed in the above table. **400** questionnaires were filled, from which **59** participants were married with **14.9%**, while **341** unmarried with **85.1** filled the questionnaire. These results are also elaborated with a Pie Chart, in a Pie Chart No: 4.3, the blue colour indicates the married respondents and the green portion represent the unmarried respondents of the research study

Pie Chart No: 4.1.3



4.1.4. Department

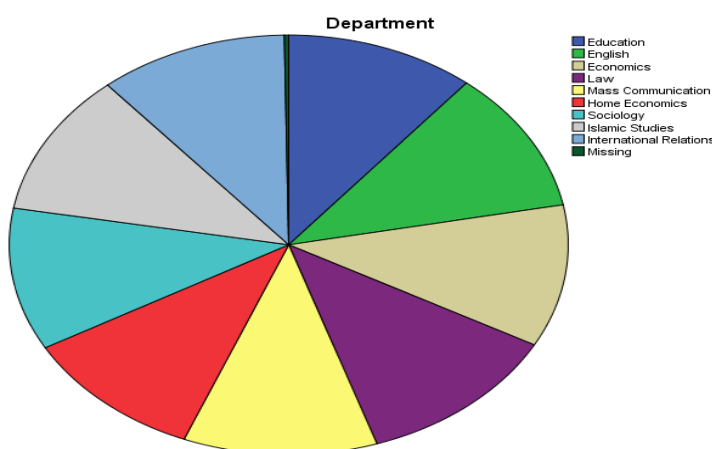
Table No 4.1.4: It is ask about the department of the respondents

Department	Frequency	Percentage of Responses
Education	44	11.0
English	44	11.0

Economics	44	11.0
Law	48	12.0
Mass Communication	45	11.2
Home Economics	43	10.8
Sociology	44	11.0
Islamic Studies	44	11.0
International Relations	44	11.0
Total	400	100.0

Table 4.1.4 is about the department of the respondents. The percentage of each department of students from the faculty of social sciences whom participated showed in the above table. **400** questionnaires were filled, from department wise **44** participants from Education with **11%**, **44** participants from English with **11%**, **44** participants from Economics with **11%**, **48** participants from Law with **12%**, **45** participants from Mass Communication with **11.2%**, **43** participants from Home Economics with **10.8%**, **44** participants from Sociology with **11%**, **44** participants from Islamic Studies with **11%** and **44** participants from International Relations with **11%** from the total sample.

Pie Chart No: 4.1.4



4.2. COMPARISON OF ACADEMIC ACHIEVEMENTS & SOCIAL EMOTIONAL LEARNING IN TERM OF GENDER

Table No. 4.2

Group Statistics						
Achievement	Gender	N	Mean	Std. Deviation	Std. Error Mean	
	Male	151	3.6623	.91570	.07452	
	Female	249	3.8193	.82028	.05198	
Independent Samples Test						
			Levine's Test for Equality of Variances	t-test for Equality of Means		
			F	Sig.	t	Df
Achievement	Equal variances assumed		3.827	.051	-1.775	398
	Equal variances not assumed				-1.728	289.976
Independent Samples Test						
			t-test for Equality of Means			
			Sig. (2-tailed)	Mean Difference		
Achievement	Equal variances assumed		.077	-.15703		
	Equal variances not assumed		.085	-.15703		
Independent Samples Test						
			t-test for Equality of Means			
			Std. Error Difference			
Achievement	Equal variances assumed		.08844			
	Equal variances not assumed		.09086			

In above statistics the 151 males ($M = 3.6623$, $SD = .91570$, $STD\ ERROR\ MEAN = .07452$), and the 249 female students ($M = 3.8193$, $SD = .82028$, $STD\ ERROR\ MEAN = .05198$), demonstrated that there is no significant difference between male and female students regarding social emotional learning and academic achievement. Moreover, female students had a slightly correlation of social emotional learning and academic achievement.

4.3. CORRELATIONAL BETWEEN SOCIAL-EMOTIONAL LEARNING AND ACADEMIC ACHIEVEMENT IN HIGHER EDUCATION

4.3.1. Self-Awareness

1. I know what I am thinking and doing.

Correlations

		Achievement	I know what I am thinking and doing.
Spearman's rho	Achievement	Correlation Coefficient	1.000
		Sig. (2-tailed)	.032
		N	400
	I know what I am thinking and doing.	Correlation Coefficient	.032
		Sig. (2-tailed)	.517
		N	400

The above statistics shows that p-value is .517 which indicates that there is insignificant relationship between how majority know that what they are thinking and doing and academic achievements

2. I understand why I do what I do.

Correlations

		Achievement	I understand why I do what I do.
Spearman's rho	Achievement	Correlation Coefficient	1.000
		Sig. (2-tailed)	.026
		N	400
	I understand why I do what I do.	Correlation Coefficient	.026
		Sig. (2-tailed)	.602
		N	400

The above statistics shows that p-value is .602 which indicates that there is insignificant relationship between academic achievements and how students understand that what and why they do.

3. I understand my moods & feelings.

Correlations

		Achievement	I understand my moods & feelings.
Spearman's rho	Achievement	Correlation Coefficient	1.000
		Sig. (2-tailed)	.010
		N	400
	I understand my moods & feelings.	Correlation Coefficient	.010
		Sig. (2-tailed)	.848
		N	400

The above statistics shows that p-value is .848, there is insignificant relationship between academic achievement and how student understand that their moods and feelings.

4. I know when I am moody.

Correlations

		Achievement	I know when I am moody.
Spearman's rho	Achievement	Correlation Coefficient	1.000
		Sig. (2-tailed)	-.055
		N	400
	I know when I am moody.	Correlation Coefficient	-.055
		Sig. (2-tailed)	.270
		N	400

The above statistics shows that p-value of statement no 4 is .270 which indicates that there is insignificant relationship between academic achievements and how students know when they are moody.

5. I can read people's faces when they are angry.

Correlations			
		Achievement	I can read people's faces when they are angry.
Spearman's rho	Correlation Coefficient	1.000	.020
	Sig. (2-tailed)	.	.695
	N	400	400
	Correlation Coefficient	.020	1.000
	Sig. (2-tailed)	.695	.
	N	400	400

The above statistics shows that p-value is .695 which indicates that there is insignificant relationship between academic achievements and how the majority read people's faces when they are angry.

Findings, Conclusions and Recommendations

Overview of the Study

The present study proposed to find out the relationship between social-emotional learning and the academic achievements of students at the university level. The results of the study were based on data gathered through the academic achievement results of 400 students.

Findings of the Study

The statistics of statement no 1 show that p-value is .517 which indicates that there is insignificant relationship between how majority know that what they are thinking and doing and academic achievement. There is an insignificant relationship between academic achievements and how students understand their moods and feelings because the statistics of statement no 3 shows that p-value is .848. The p-value of statement no 4 is .270 which indicates that there is insignificant relationship between academic achievements and how students know when they are moody. There is an insignificant relationship between academic achievements and how the majority read people's faces when they are angry because the statistics of statement no 5 shows that p-value is .695. The statistics of statement no 6 shows that p-value is .665 which indicated there is insignificant relationship between academic achievements and how everyone recognize the peoples' facial expression. The p-value of statement no 7 is .786 which indicates that there is insignificant relationship between academic achievements and the ability to identify and change what is wrong and unjust with it. The statistics of statement no 8 shows that p-value is .241 which indicated that there is insignificant relationship between academic achievements and students believes that they are tolerant with their friends. There is significant relationship between academic achievements and that and when someone is sad, angry or happy, he did not know what someone is thinking because the statistics of statement no 9 shows that p-value is .028.

Recommendations

Given the conclusion of this study, the study has various strong recommendations for the improvement of optimistic and strong social-emotional learning of students which will eventually improve their performance in studies, specifically in higher education. Faculty members may organize the counselling session for the students to help them deal with their emotions. The faculty members may help the students to explore their strengths and weaknesses as well as guide them to utilize them for academic success. Faculty may highlight the social systems of society to create awareness regarding the social justice system. The head of departments may organize seminars and events for stress management as well as dealing with the anti-social elements in the university. Attitude of university, faculty and friends towards students may be cheering, suggestive and thoughtful that may help/support students to remains calm, positive to make decisions.

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