

IMPACT OF SOCIAL EMOTIONAL LEARNING PROCESSES (SELP) IN SECONDARY SCHOOLS OF SINDH, PAKISTAN

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ABSTRACT

Numerous attempts have been made to lessen the possibility of the learners being involved in unethical, immoral, social evils, drug addiction as well as drug trafficking practices in secondary schools. However, controls over all these deadly habits are still soaring issues that must be resolved. The main reason behind all these inapplicable and unethical doings entails unavailability of proper education, unemployment, fewer opportunities to seek livelihood, and many more. This paper discusses some guiding suggestions based on theory, research, and best educational practices that pinpoint main Social and Emotional Learning efficiencies and future planning can help, to an extent, eradicate all the bad habits and provide them with a proper platform by replicating them with the best one. The SEL competencies comprise four categories: self-awareness, constructive attitudes and values, appropriate decision-making, and community communication skills. The worth emulating moves highlight essential to the triumph of school-oriented SEL practices, which stress upon designing of the curriculum to wipe out all unwanted doings which are not only devastating to every individual but also leave an epidemic impact at a larger scale on the society; they are required to be equipped through program evaluation. The SEL approach is proposed to lead various research-oriented impediment practices highlighting healthiness, health substance ignorance, safety measures, illegal intimacy, personality, and social proficiency.

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Introduction

Social and emotional learning takes learners to undergo the procedure through which children and adults enlighten their approach to apply the awareness, attitudes, and talent essential to be aware of and administer emotions, situate and accomplish positive goals, sense and demonstrate compassion for others, set up and sustain positive associations, and make responsible decisions (Belfield et al., 2015). These intrapersonal and interpersonal proficiencies can be taught and calculated, and research confirms that students, after gaining mastery over these skills, do better in school and their personal lives.

Social and Emotional Learning (Greenberg, M. T., 2023) irresistibly pushes to move forward to advance SEL science that may require evidence, practice, and strategy. Our main initiative focuses on SEL Programming from preschool to high school nationally, bringing all districts to collaborate throughout the United States. We vehemently advocate that schools nurture evidence-based classroom SEL courses as the most important element to enhance educational excellence to strengthen learners' social, emotional, and intellectual learning (Brackett, Rivers, Reyes, & Salovey, 2012). After introducing these programs to the highest satisfaction, preserve them as a reference for significantly improving future school settings and students' performance and academic enhancement. Plenty of SEL programs exist in schools, but few have the credit for being more cautious in assessing and verifying their eminence and impact. This Guide conceives valuable programs that add a special kind of foresight for educators to implement them (Denham et al., 2012).

SEL programming suggests that the best learning is based on mutual understanding and helpful relationships, making learning more demanding, appealing, and momentous. Social and emotional trends are essential to being a good student, inhabitant, and employee. Many various harmful behaviors (e.g., medicine use, brutality, harassment, and failure) can be limited or lessened with long, continuing, well-planned efforts for many years to come are taken to nourish students' social and emotional skills (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). This approach can only be fruitful when applied to effective classroom instruction, student commitment to

positive actions in and out of the classroom, and the maximum possible participation of parents and community in program planning, execution, and assessment.

Literature Review

Effective SEL programming begins in preschool and continues through high school. SEL has recognized five unified sets of logical reasoning, sentimental, and behavioral competencies of the five competency clusters for students (Elias, 1997). Self-awareness correctly distinguishes someone's sentiments and beliefs with their overall supremacy over actions. With its help, precise assessment of powers and control lines having the wisdom of self-assurance accompanied with resilience. Self-management (Bai, B., Shen, B., & Wang, J. 2024) is a skill that helps to control sentiments, feelings, and individual behavior in a very effective manner in all circumstances, which comprises dealing with anxiety, controlling desires, self-inspiration, and overall strategic attainment of objectives about academic and personal. Social awareness (Mitsea, E., Drigas, A., & Skianis, C., 2023) skill empathizing over varied surroundings and customs in order to get a cross-shared and moral customs of behavior, ultimately helping to identify relations, school, and society assets and personal relations. Relationship skills help develop and maintain satisfying relationships across varied entities and groups, consisting of sound communiqué, vigorously paying attention, collaborating, opposing unsuitable societal demands, settling disagreements fruitfully, and always being helpful in difficult situations. Responsible decision-making skills make it easier to get the most out of complex situations with the help of timely and correct decisions for personal and societal benefits without losing moral values, security fears, community standards, the pragmatic assessment of penalties of various events, keeping in mind the welfare of self and others.

Search approaches of 04 kinds were utilized to protect a methodical, impartial, representative sample of past research works. Initially related studies with the help of resources available on online databases. Societal and emotional knowledge, capability, possessions, health support, deterrence, positive adolescence growth, community abilities, self-worth understanding, emotional intelligence, troubleshooting, settlements disagreements, managing stress, kids, youth, interference, students and their schools. Secondly, the reference listing of each recognized research and assessments of psychosocial intrusions for adolescents were scrutinized; thirdly, physical

searches were carried out in eleven periodicals to construct applicable work (Jones & Bouffard, 2011). Fourth, explorations were prepared of online sites endorsing adolescent growth and social-emotional learning, and researchers who offered applicable work at national deterrence and society symposiums were contacted for complete reports (Payton et al., 2000). The final study sample has little overlap with preceding meta-analyses of school-based precautionary involvements.

Research Method

The questionnaire has been chosen as a research tool/method for conducting this research. This method of collecting data is an exceptionally well-liked pattern by research workers, particularly in the case of figuring out maximum inquiries. It is exercised by private individuals, research scholars, private and public organizations, and governments (Griffiee, 2012; Kothari, 2004). Adopting this method, we usually send a questionnaire by post or distribute it personally to the persons relatively concerned with a request to Respond to the questions and certainly return the same to the research worker. The questionnaire is based on specific questions that directly link to the information required, which is usually designed in print form or typed in a definite order on a paper or set of forms. The questionnaire is sent through mail or post to the respondents, hoping they will read it thoroughly, have a complete understanding of the questions, and write down their replies in the intended space. The respondents are supposed to answer the questions according to their perceptions. Collecting data by mailing questionnaires to respondents is the most popular method, and it is equally employed in various economic and business surveys.

A questionnaire (Ng, D. T. K., et., 2024) is easily affordable even if one moves to have contact at a larger scale. It is free from all biased approaches and less possibility of distrust. Respondents get much time to do justice while answering the questions. Those persons from whom information collection is brutal shall be more accessible through this technique. Numerous samplings can be made to get more information within a short period. Conducting a pilot study before going through the questionnaire design process is unavoidable. In the well-liked pattern of inquiries, the pilot study was deemed more important. The primary survey unquestionably demands a pilot study to acquire the proper information. This kind of survey demonstrates the weakness of the questionnaire conducted by the experts and crystallizes the exact facts.

Data Collection, Analysis and Results

In this section, 20 questionnaires have been designed and shared with 31 government and private sector secondary schools of Hyderabad Division, Sindh Province of Pakistan. Additionally, the data was collected and analyzed to obtain results, as illustrated below.

The first question or item asked in the questionnaire, which the ethical committee approved, is, “I talk about ways to help us control our emotions.” The responses are illustrated in Figure 1.

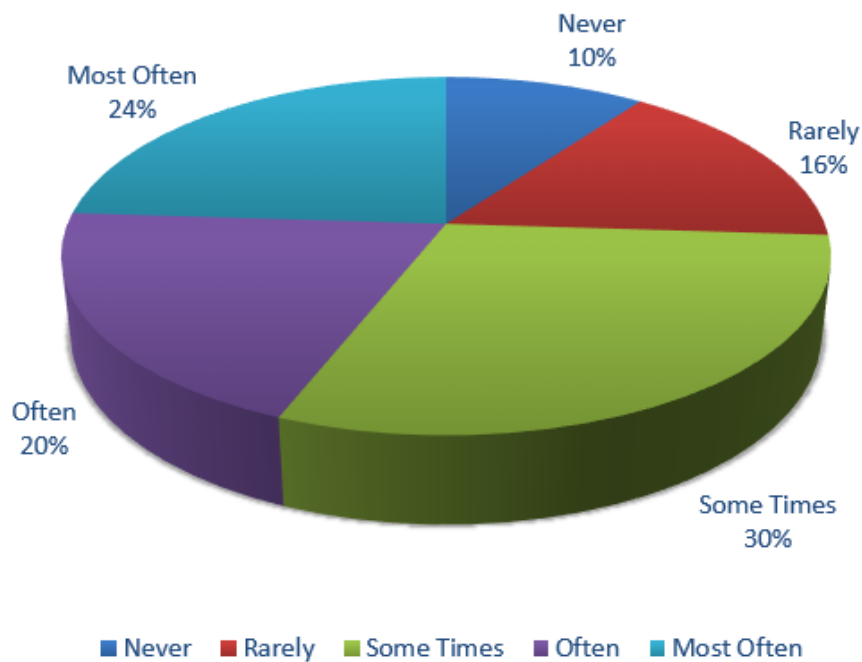


Figure: 1 Respond to Item No. 01

In This questionnaire, 10% have responded as never, 16% have responded as rarely, 30% have responded as sometimes, 20% have responded as often, and 24% have responded as most often.

The Second question or item asked in the questionnaire, which the ethical committee approved, is “I go out of my way to mistreat others.” The responses are illustrated in Figure 2.

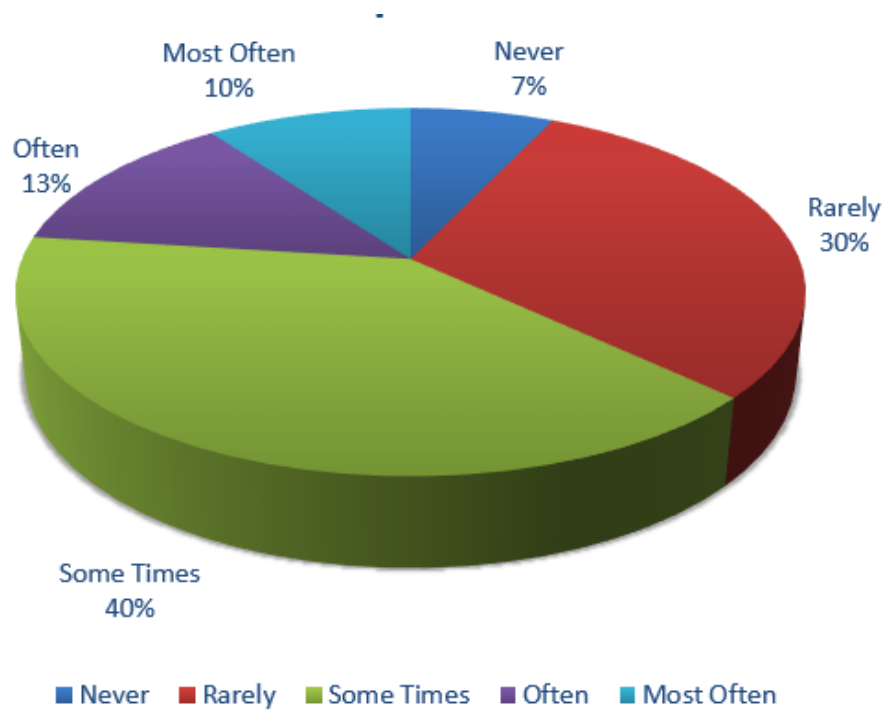


Figure: 2 Respond to Item No. 2

In this questionnaire, 7% responded as never, 30% responded as rarely, 40% responded as sometimes, 13% responded as often, and 10% responded as most often.

The Third question or item asked in the questionnaire, which the ethical committee approved, is “I respect everyone’s culture without any differences.” The responses have been illustrated as shown in Figure 3.

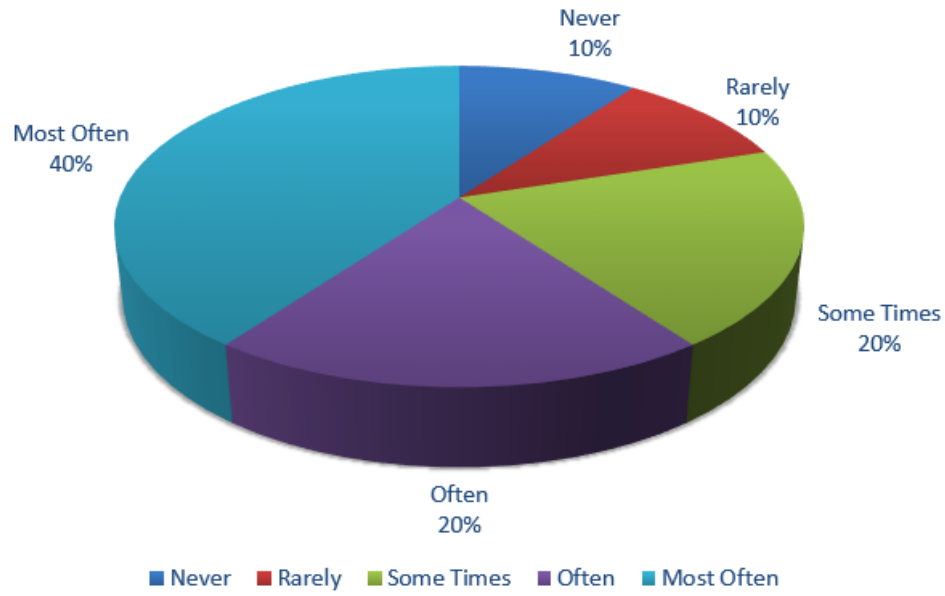


Figure: 3 Respond to Item No. 3

In this questionnaire, 10% responded as never, 10% responded as rarely, 20% responded as sometimes, 20% responded as often, and 40% responded as most often.

The Fourth question or item asked in the questionnaire, which the ethical committee approved, is, "I always try to simply the nonverdicts to resolve disagreements." The responses are illustrated in Figure 4.

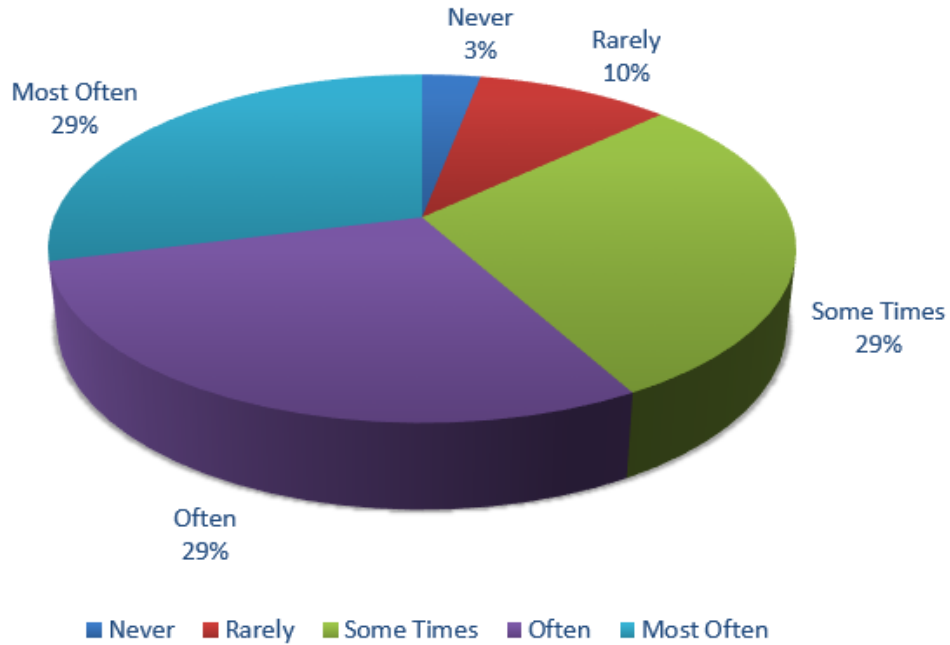


Figure: 4 Respond to Item No. 04

In This questionnaire, 3% have responded as never, 10% have responded as rarely, 29% have responded as sometimes, 29% have responded as often, and 29% have responded as most often.

The Fifth question or item asked in the questionnaire, which the ethical committee approved, is, **“My mentors always guide me to try innovative ideas.”** The responses are illustrated in Figure 5.

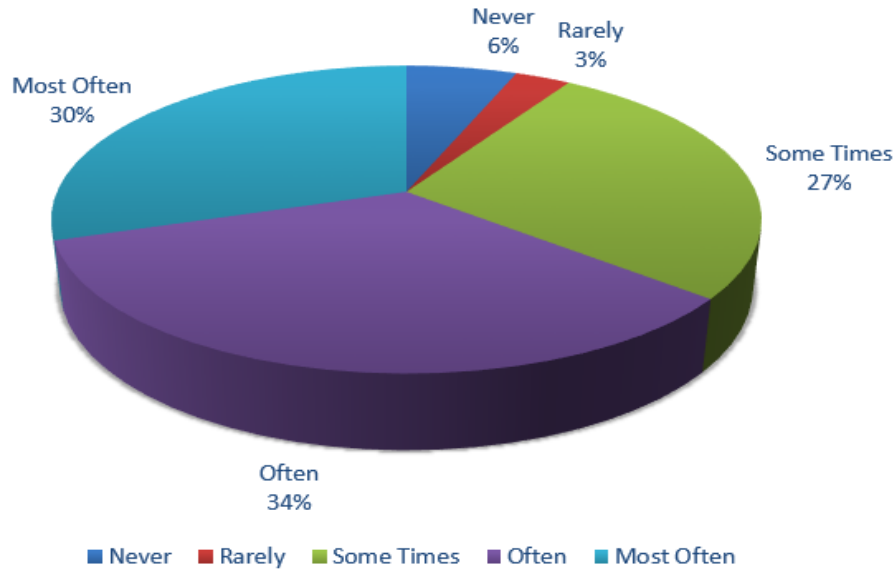


Figure: 5 Respond to Item No. 5

In this questionnaire, 6% have responded as never, 3% have responded as rarely, 27% have responded as sometimes, 34% have responded as often, and 30% have responded as most often. The six questions or items in the questionnaire, which the ethical committee approved, are “I have been insulted, teased, harassed or otherwise verbally abused more than once.” The responses are illustrated in Figure 6.

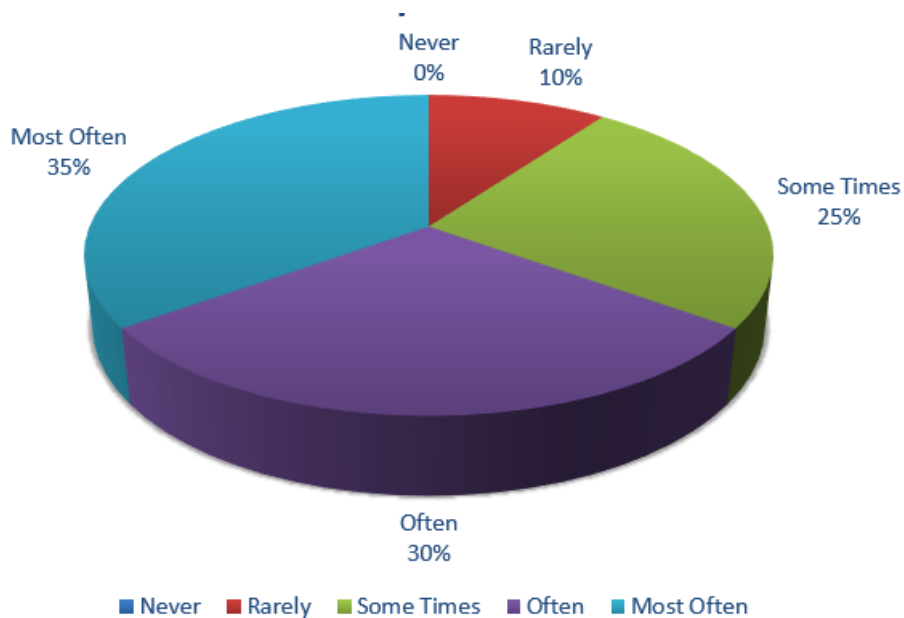


Figure: 6 Respond to Item No. 6

In this questionnaire, 00% have responded as never, 10% have responded as rarely, 25% have responded as sometimes, 30% have responded as often, and 35% have responded as most often.

The seven questions or items asked in the questionnaire, which the ethical committee approved, are “I think the issues, which need to be resolved by self.” The responses are illustrated in Figure 7.

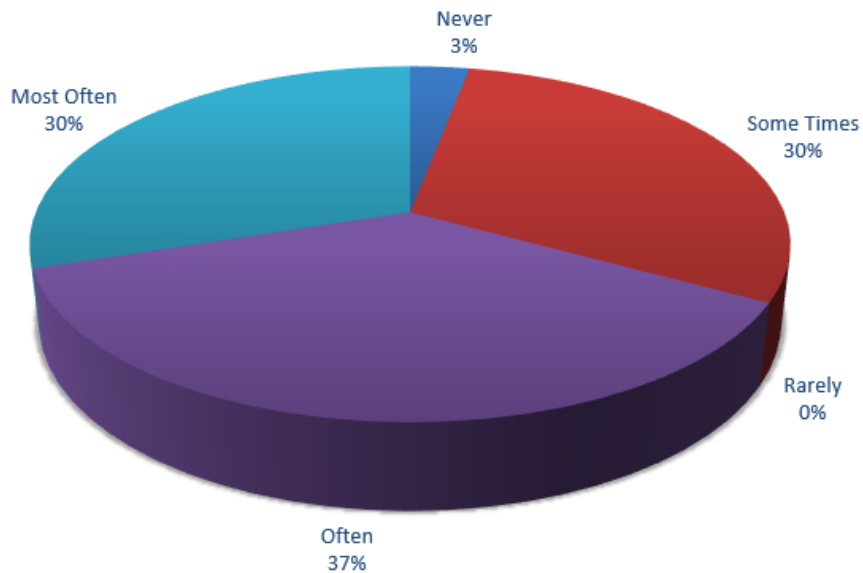


Figure: 7 Respond to Item No. 7

In this questionnaire, 3% have responded as never, 00% have responded as rarely, 30% have responded as sometimes, 37% have responded as often, and 30% have responded as most often. The Second question or item asked in the questionnaire, which the ethical committee approved, is “I value the relationship and learn new things.” The responses are illustrated in Figure 8.

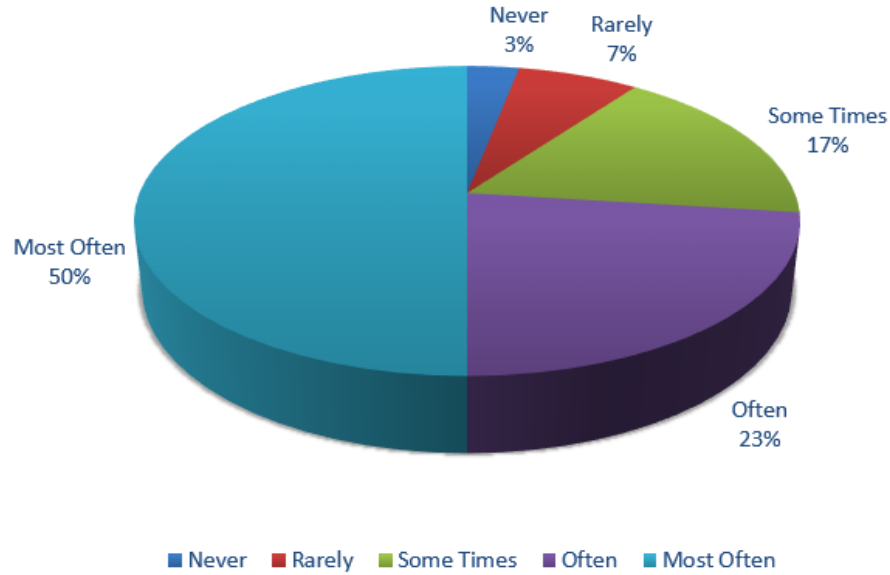


Figure: 8 Respond to Item No. 8

In this questionnaire, 3% have responded as never, 7% have responded as rarely, 17% have responded as sometimes, 23% have responded as often, and 50% have responded as most often. The Ninth question or item asked in the questionnaire, which the ethical committee approves, is **“I have high expectations for students' success.”** The responses have been illustrated as shown in Figure 9.

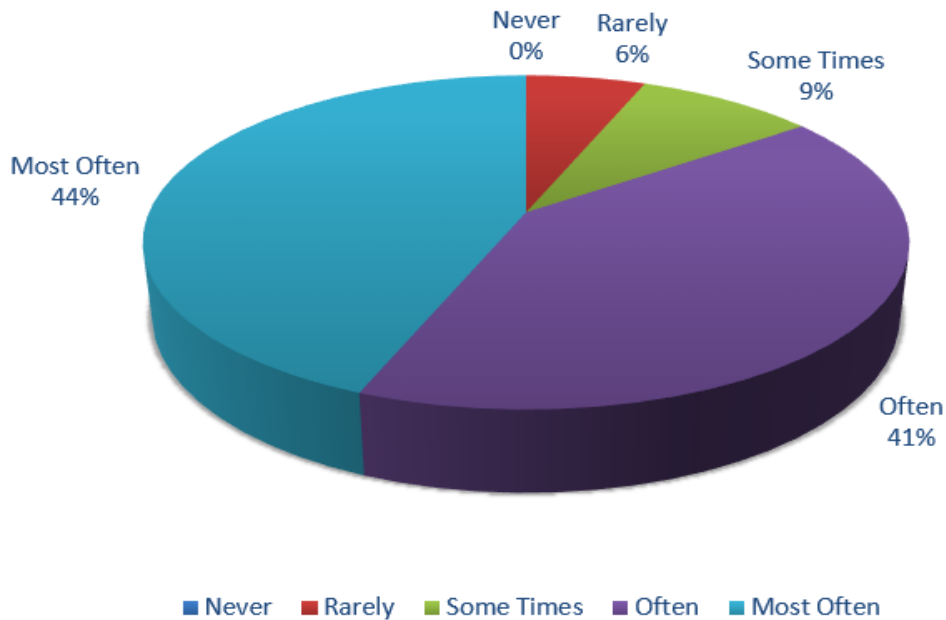


Figure: 9 Respond to Item No. 9

In this questionnaire, 00% have responded as never, 6% have responded as rarely, 9% have

responded as sometimes, 41% have responded as often, and 44% have responded as most often. The Tenth question or item asked in the questionnaire, which the ethical committee approved, is “I hear the issues and tell them the solution as they may help.” The responses are illustrated in Figure 10.

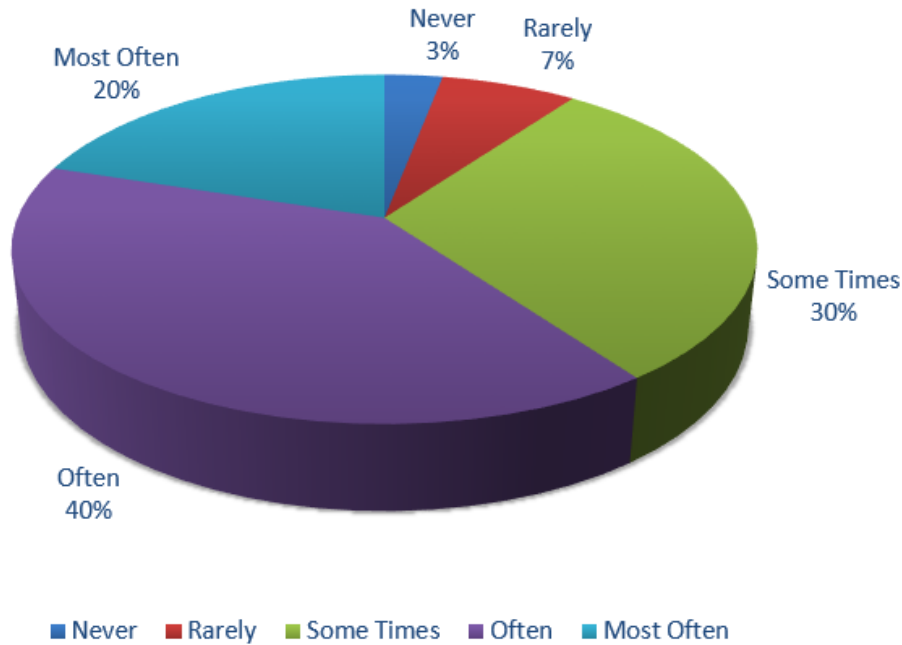


Figure: 10 Respond to Item No. 10

In this questionnaire, 3% have responded as never, 7% have responded as rarely, 30% have responded as sometimes, 40% have responded as often, and 20% have responded as most often. The ethical committee approved the Eleventh question or item in the questionnaire: “I seem to work well with one another.” Figure 11 illustrates the responses.

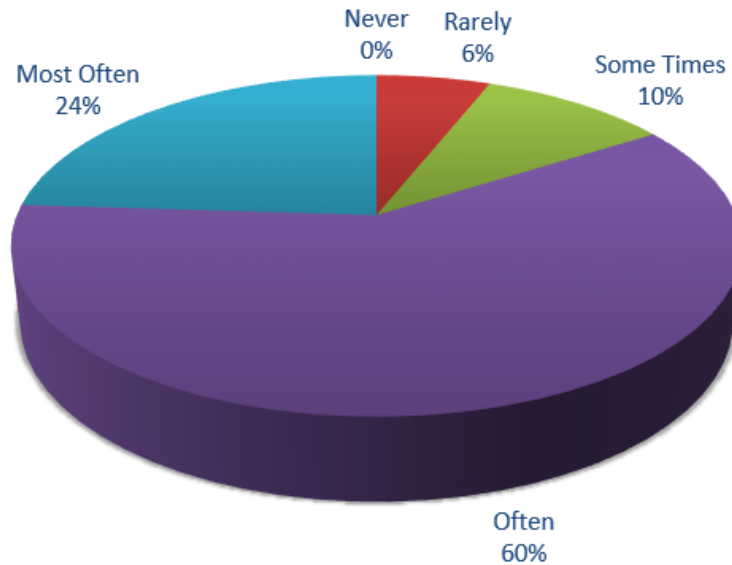


Figure: 11 Respond to Item No. 11

In this questionnaire, 00% have responded as never, 6% have responded as rarely, 10% have responded as sometimes, 60% have responded as often, and 24% have responded as most often. The Twelfth question or item asked in the questionnaire, which the ethical committee approved, is “I always feel happy to help others when they are hurt or in trouble.” The responses have been illustrated in Figure 12.

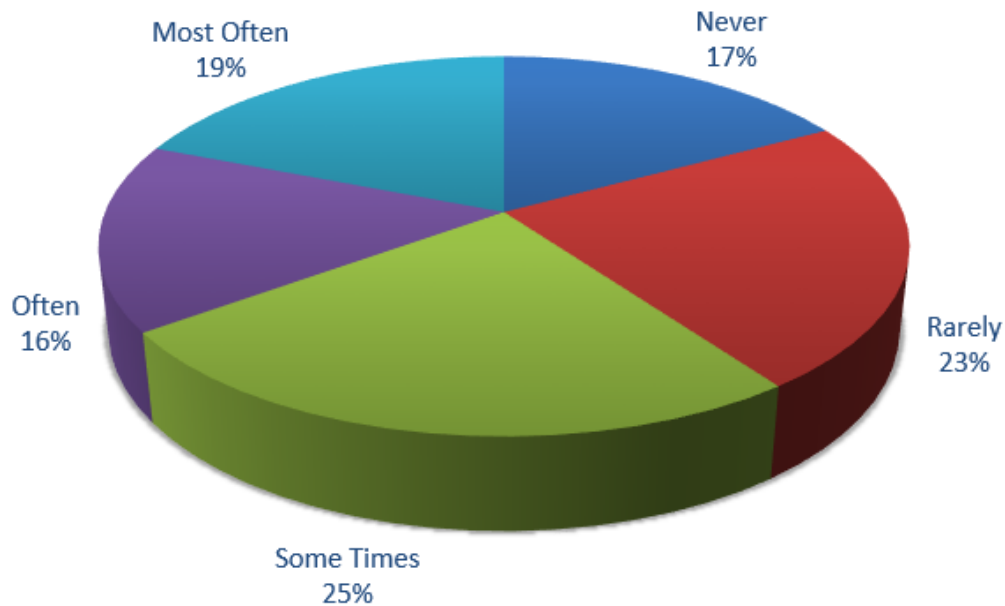


Figure: 12 Respond to Item No. 12

In this questionnaire, 17% have responded as never, 23% have responded as rarely, 25% have responded as sometimes, 16% have responded as often, and 19% have responded as most often. The Thirteenth question or item in the questionnaire, which the ethical committee approved, is “I think while doing any task.” The responses are illustrated in Figure 13.

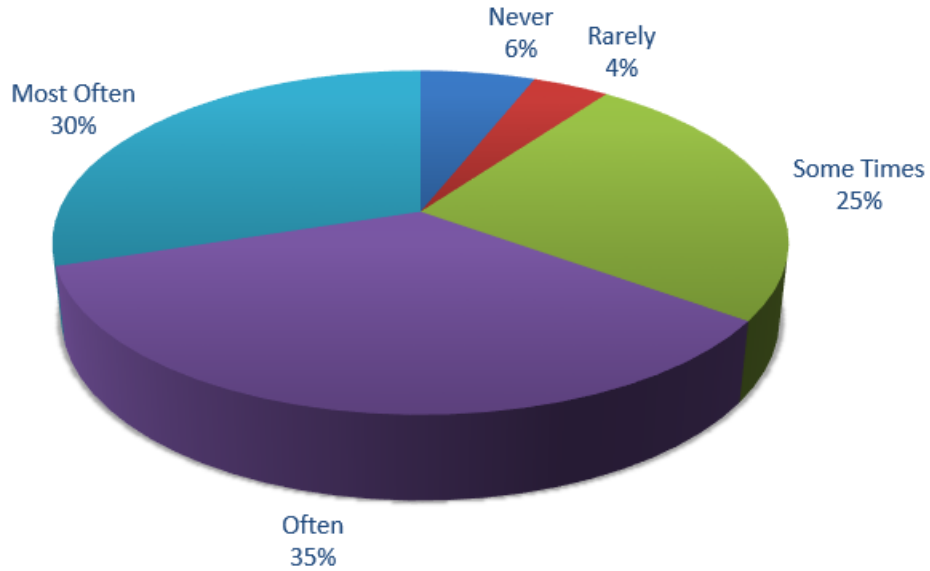


Figure: 13 Respond to Item No. 13

In this questionnaire, 6% have responded as never, 4% have responded as rarely, 25% have responded as sometimes, 35% have responded as often, and 30% have responded as most often. The ethical committee approved the Fourteenth question or item in the questionnaire: "I am nervous in a new situation." The responses are illustrated in Figure 14.

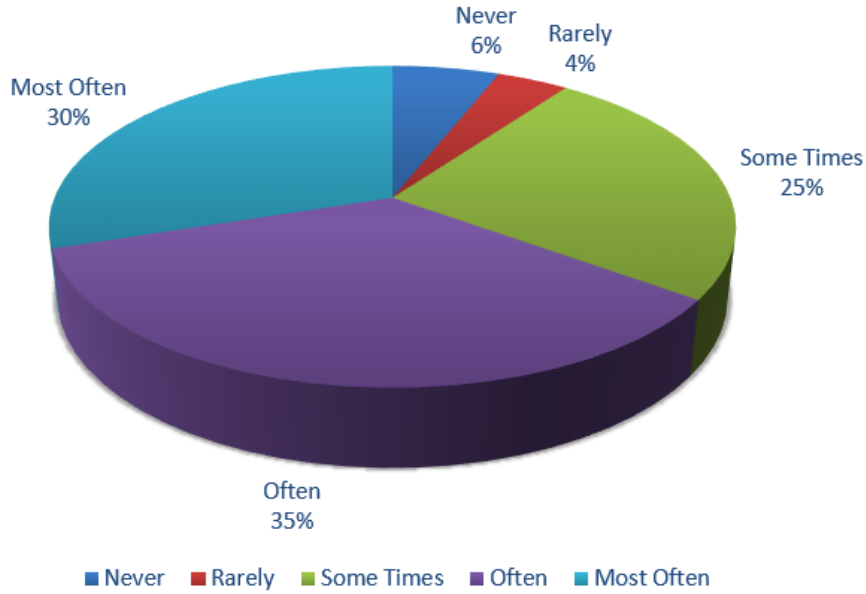


Figure: 14 Respond to Item No. 14

In this questionnaire, 06% have responded as never, 04% have responded as rarely, 25% have responded as sometimes, 35% have responded as often, and 30% have responded as most often. The ethical committee approved the Fifteenth question or item in the questionnaire: "I am kind to younger and elder people." The responses are illustrated in Figure 15.

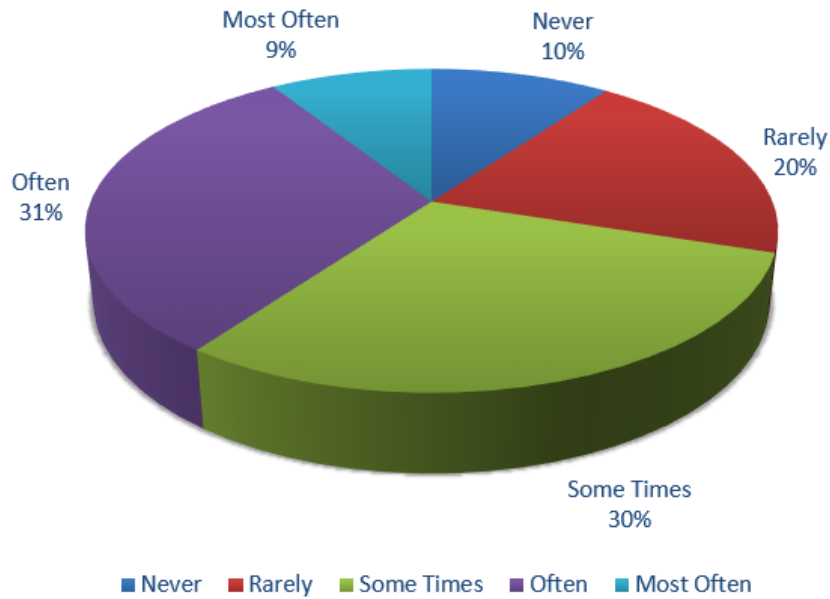


Figure: 15 Respond to Item No. 15

In this questionnaire, 10% have responded as never, 20% have responded as rarely, 30% have

responded as sometimes, 31% have responded as often, and 09% have responded as most often. The ethical committee approved the Sixteenth question or item in the questionnaire: "I have lots of worries; I am easily anxious." The responses have been illustrated in Figure 16.

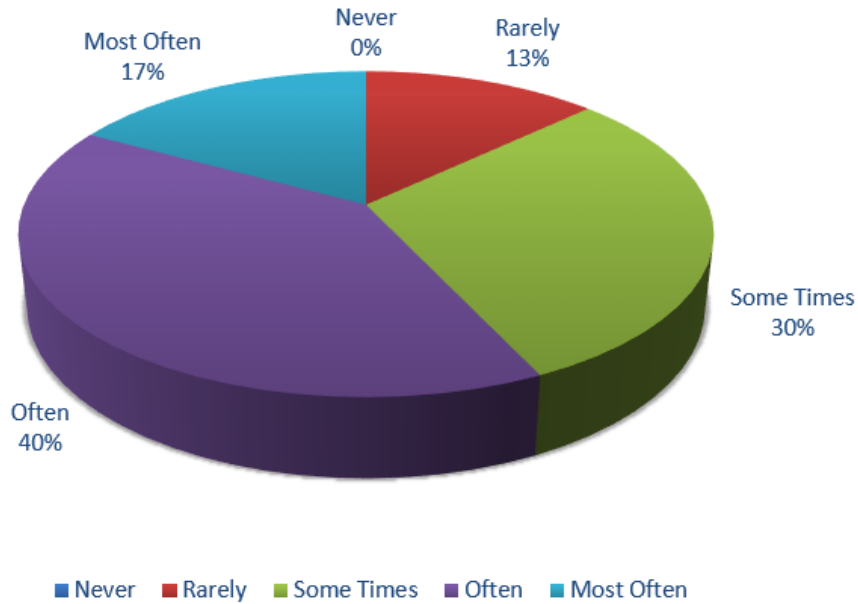


Figure: 16 Respond to Item No. 16

In this questionnaire, 00% have responded as never, 13% have responded as rarely, 30% have responded as sometimes, 40% have responded as often, and 17% have responded as most often. The Seventeenth question or item asked in the questionnaire, which the ethical committee approved, is **“I am often unhappy, depressed.”** The responses have been illustrated as shown in Figure 17.

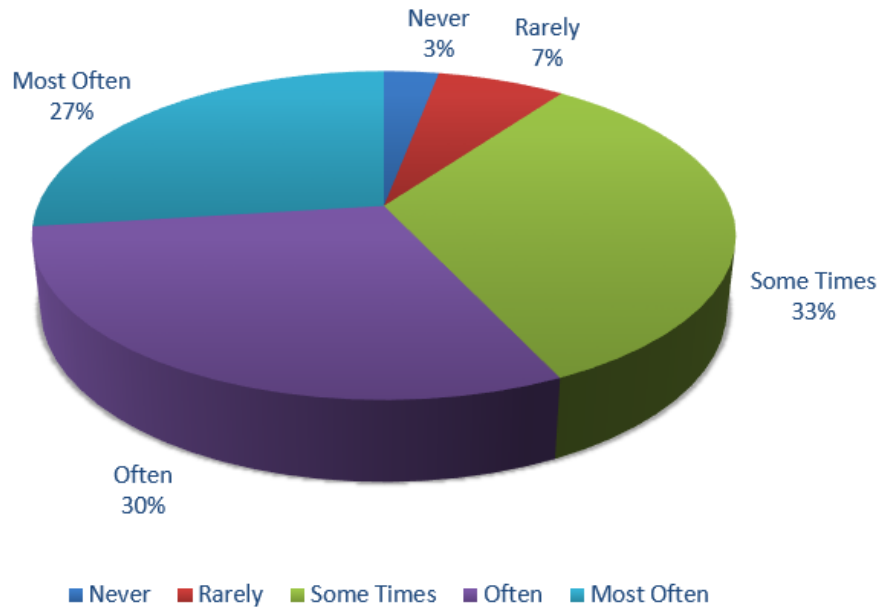


Figure: 17 Respond to Item No. 17

In this questionnaire, 03% have responded as never, 07% have responded as rarely, 33% have responded as sometimes, 30% have responded as often, and 27% have responded as most often. The ethical committee approved the Eighteenth question or item in the questionnaire: "I have one or more good friends." The responses have been illustrated in Figure 18.

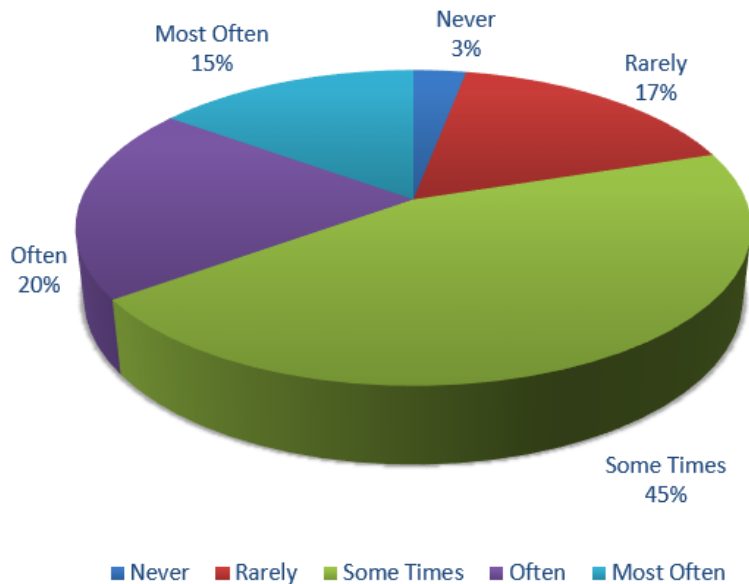


Figure: 18 Respond to Item No. 18

In this questionnaire, 03% have responded as never, 17% have responded as rarely, 45% have

responded as sometimes, 20% have responded as often, and 15% have responded as most often. The Nineteenth question or item in the questionnaire, which the ethical committee approved, is “I usually share information and things with others.” The responses are illustrated in Figure 19.

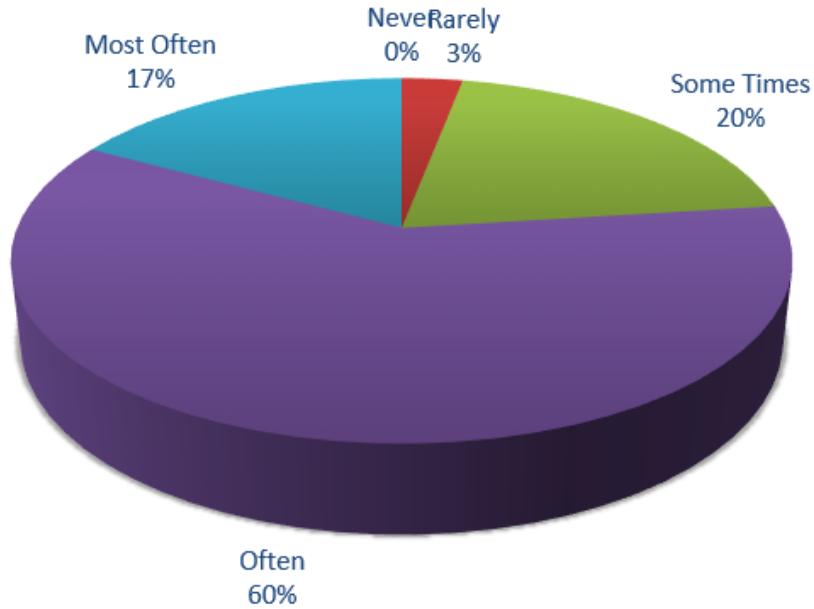


Figure: 19 Respond to Item No. 19

In this questionnaire, 00% have responded as never, 03% have responded as rarely, 20% have responded as sometimes, 60% have responded as often, and 17% have responded as most often. The Twentieth question or item was asked in the questionnaire, approved by the ethical committee: “**I often offer to help others.**” The responses have been illustrated as shown in Figure 20.

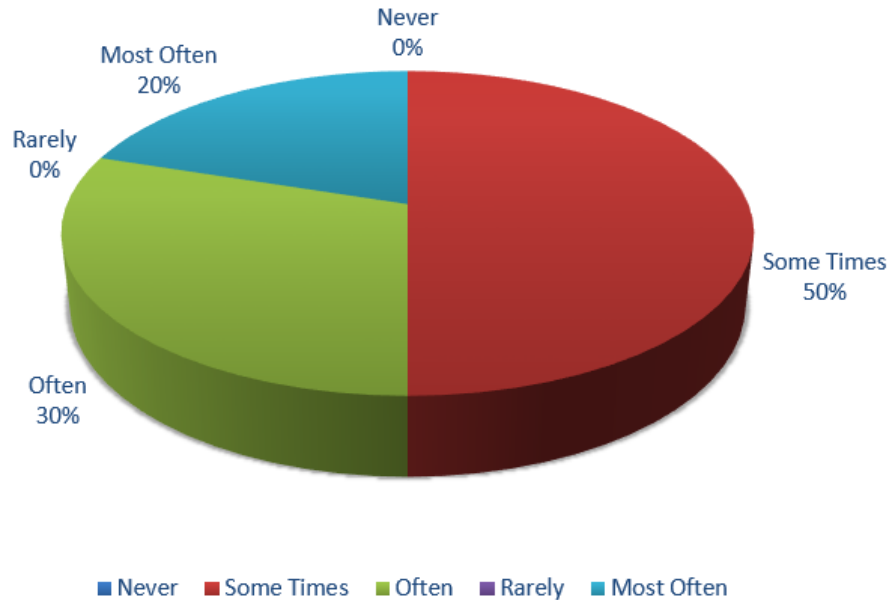


Figure: 20 Respond to Item No. 20

In this questionnaire, 00% have responded as never, 00% have responded as rarely, 50% have responded as sometimes, 30% have responded as often, and 20% have responded as most often.

Discussion

SEL practices offer efficient classroom training that develops children’s competencies to be acquainted with and regulate their sentiments, be pleased about the point of view of others, institute pro-community objectives and resolve problems, and use a multiplicity of interpersonal expertise to efficiently and morally handle exceedingly pertinent responsibilities(Belfield et al., 2015). SEL programs also constitute surroundings that prop up, strengthen, and widen this coaching so that what children accumulate in the classroom is widespread to their lives beyond the classroom. The prime purpose of the SEL program is to cultivate the progress of students who are well-informed, in charge, and compassionate,’ thereby contributing to their educational success, healthy development and progress, capability to keep up constructive dealings, and impetus to add to their communities(Denham et al., 2012). This structure of primary SEL abilities contains skillfulness, approach, and standards that are important ingredients to promoting encouraging behaviors from corner to corner in various contexts significant to the young generation's educational, unique, and social progress. As demonstrated in these instances, this competence of SEL provides a connection connecting definite areas that propose its usefulness as a fundamental means for dealing with school-based anticipation plans in a more integrated and harmonized way. When generalized across these contexts, the SEL competencies encourage the progress of young people who are not

only capable of taking on responsible and health-protection behaviors but also have an optimistic sense of self, can extend jointly helpful contact, are triumphant in school, and are contributing and thoughtful members of their peer group, families, and societies(Raimundo, Marques-Pinto, & Lima, 2013).

Conclusion

The only sensible approaches and agenda and outlook of excellence of SEL provide educators with a research based framework for choosing eminence school-based prevention programs(Redding, 2013). In due course, SEL's visualization is that this work will have a say in the proper assimilation of educational modification that sets out ahead of the valuable supervision of schools and the values used to determine children's academic accomplishment to take in the commencement of learning environments that optimize the societal, affecting, corporal, rational, and ethical maturity of children. While deciding on commendable programs that fit all the key rudiments for success is indispensable to promoting children's social and emotional development, SEL comprehends that program execution with reliability by educators who educate children is also crucial. Away from categorizing a framework of basics for quality programs and opting for programs that best integrate these fundamentals lay the dare of launching strategy and training experiences to support educators in successfully putting into practice and institutionalizing outstandingly fruitful SEL programs.

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