

Relationship between Social - Emotional Competence and Students Academic Achievement

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Abstract



The study determined the relationship between social-emotional competence (SEC) and students' academic achievement at secondary level. Total sample was comprised on 382 students from three districts of Province of Punjab, Pakistan. Two research instruments were used namely, students' final result and Scale for determining SEC among students. Data was analyzed by using correlation coefficient, mean and percentage. Results indicated positive relationship between SEC and students' achievement. Correlation of factors (self-consciousness, social-consciousness, self-regulation, relationship building and decisiveness) of SEC and achievement was also found to be positively correlated. It was concluded that SEC positively affect achievement of the students at secondary level.

Keywords: Social-emotional Competence, Students' Academic Achievement

Introduction

Teachers and students relationship, explicitly with reference to students at secondary level, is important for students' cognitive, affective and psychomotor domain development. Likewise, students' ability to understand their own feelings, sentiments and responses to others and the responses of others for them impact their SEC and their academic achievement (Aldrup, Carstensen, Köller & Klusmann, 2020).

US department of Health and Services (2017) defined SEC as the ability to have self recognition, self efficacy, self-regulation and to recognize emotions of others in order to develop social adjustment skill. Self recognition is a skill to know one's own self, belief, values, strenghts and weaknesses. Self efficacy is concerned with the belief that one has enough capacity to perform a specific set of actions. Self regulation refers to the idea that one has ability to control one self, one's track of actions, and evaluation of path to achieve the goals. University of Illinois (2017) defined SEC as an ability to recognize one's own self, one's own emotions and society and to understand others in order to develop healthy relationship with others. It is an umbrella term having the concept of self management, cooperative behavior, conflict resolution, emotion and behavior regulation and civic values in it (Liff, 2003). It focused on good communication skill with parents, peers, teachers and other persons to whom individual has to deal with in his daily life (Seal, Naumann, Scott & Royce-Davis, 2011). It also focused on positive reaction to frustration, having sense of responsibility and optimistic thinking behavior (Durlak, Weissberg & Gullotta, 2017). Major SEC behavior includes friendship, teamwork, social intelligence and work readiness, gratitude, helpfulness, generosity and conflict resolution (Stewart & Chisholm, 2012).

Zhou and Ee (2012) elaborated these five major components of SEC; Self-consciousness, Self regulation, Social consciousness, Relationship building and decisiveness. "Self-consciousness" is usually concerned with recognition of one's own strength, weakness and self-awareness that leads towards healthy life style adoption and social adjustment. "Self regulation" refers to the set of skills included planning, organizing, controlling, directing, communicating, problem solving, decision making, commanding and leading oneself. "Social consciousness" is the ability to recognize the behavior, feeling, attitude and emotions of other people. "Relationship building" is concerned with having positive connections with others and to learn from other's strength and weaknesses. It enables the students to control the expectations from others by keeping in mind their positions. "Decisiveness"

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refers to selecting a suitable course of action and it involves goals and objectives, insight of the matter and SWOT (strength, weaknesses, opportunities and threats) analysis.

Generally it is observed that the role of the teachers in the development of students social and emotional competence not just effect the students decision making skill, relation building skill, social adjustment skill, social problem solving skill, skill of feeling and judging the expressions of others yet it affect their academic achievement too. Students having SEC usually have these skills related to their academics; planning the goals, work readiness, organizing the content, seeking information, seeking assistance and exploration (DePaoli, Atwell & Bridgeland, 2017).

It is observed that the habit of the students is developed at early stage of their lives. Once it is developed, it is very difficult for anyone to change it. So to develop habit and the communication pattern of the students in the classroom, the features should be focused by the teachers are; friendship, honesty, kindness, spirituality, fairness, forgiveness and teamwork (Greenberg, Dornitrovich, Weissberg & Durlak, 2017).

All the desired abilities to live in the society are addressed in SEC i.e., positive reaction to challenges, honesty, kindness, fairness, forgiveness, hope, humor, spirituality, bravery, optimism, gratitude, curiosity, work readiness, enthusiasm, love for learning, opportunity recognition, self-help, openness to experience, life satisfaction, conflict handling, teamwork, self-awareness, self-management and self-evaluation. Either all these skills are endorsed by the teachers or included in the curriculum, these skill are part of the educational objectives and targeted to achieve in any educational system (Cohen, 2006; Berg, Osher, Same, Nolan, Benson & Jacobs, 2017).

Students who possess SEC, get better result in their academic achievement (Denham, 2006; Zin et al, 2004; Greenberg et al, 2017). Whereas another study revealed that there exist a weak relationship between students' achievement and SEC (Bastian, 2005). Due to the perplexed results presented in different studies, the researcher thought appropriate to conduct the study on relationship between SEC and students' academic achievement. Therefore following were the objectives of the study

1. To examine the social-emotional competence of secondary school students.
2. To identify the relationship between SEC and students' academic achievement.
3. To identify the relationship between components of SEC.

Research Questions:

On the basis of the objectives of the study following research questions were framed.

1. What are the competencies of secondary school students regarding social-emotional.
2. What is the relationship between social emotional competencies and secondary school students' academic achievement?
3. What are the relationship among components of social emotional competencies?

Literature review:

SEC is a series of activities that enable the students to cope with his learning deficiencies, to gain intellectual development and to gain academic achievement (Wiburg & Brown, 2006). It refers to the set of activities to be performed by the students to achieve social adjustment, to solve his social problems and to regulate his social behavior with his family, peers and teachers (Castejon et al., 2008). According to Zhou and Ee (2012), there are five components of SEC i.e., self-consciousness, self-regulation, social consciousness, relationship building and decisiveness.

Domitrovich et al., 2017) argued that SEC bestows the following skills to students.

- Recognizing emotions
- Labeling emotions
- Expressing emotions
- Regulating emotions
- Social recognition
- Positive reaction to challenges

SEC enables students to be sympathetic audience, innovative scholars and the autonomous problem solvers by giving them the skill of social adjustment, decision making, communication, self-regulation, leadership and work readiness along with giving them higher level academic achievement (Riggs et al., 2006). Erikson introduced the eight stages of SEC development in 1956. The stages include hope, will, purpose, competence, fidelity, love, care and wisdom.

Hope is a state of mind for viewing the things in a positive way. It affects the individual's life adversely. It is a state that enable the person to face the most adverse and horrible situation in a positive way, having positive attitude with other that is one of the feature of SEC. Whereas the stage of SEC development is concerned, "hope" refers to the specific age group's state of mind from infancy to two years. In this age, if the child is treated with love and politeness, he would show the most trusted and secured attitude. If the child is treated badly, there would be insecurity observed in his attitude.

Will refers to do something which is not usually allowed to do or permitted to do. It is the ability and the determination of a person which is related to the decision making skill (Cooper, 2016).

Whereas the 2nd stage of SEC development is concerned, "will" refers to learn autonomy rather than shame to the specific age group of two to four years children. At this stage, the theory of Erikson's social and emotional development emphasizes the development of behavior of proud instead of feeling ashamed among children. According to him, the children who received care, love and attention of the parents show confidence, proud and positivity while the children who received careless attitude from parents show the stormy attitude, the stubbornness and the negativity in their behavior. And usually they feel ashamed on their acts. These types of children are difficult to handle.

Purpose refers to the ability to take initiative rather than to feel guilt on one's own dead or actions. It is specified to the age of three to five years, usually the preschool age. At this stage, the children if treated well, learn to develop imagination, they learn to cooperate with one another and lead one another. At this stage, if they are not treated well, they usually show the fearful attitude, the attitude of dependence on the adults, the attitude of showing restrictions to develop imagination or to play (Landy, 2009).

Competence refers to have the attributes of hardworking and playing different games by developing different rules, because it is a stage when child is in the school and almost this stage continuous till the end of the school period. Some of the children fell into the category of inferiority complex at this stage due to the lack of caring attitude and proper guidance. And the children who received guidance and caring attitude from adults manage their emotions successfully and take initiative at this stage freely. They mostly feel proud at their work (Denham et al., 2009).

Fidelity is concerned with the period of 13 years to nineteen years. It deals the teenage period which is the most emotional period and full of anxiety. Proper guidance is necessary for the child at this stage. Most of the children have completed or completing their school life and looking for colleges. At this stage, they become adolescence. They get finally their identity as manhood or womanhood. Beyond it, their personality is developed and their character is build. They are now mature persons having clear vision about the world, their future, their role in the world and their role to survive in the future (Cooper, 2016).

Love is the stage where child become adult and has experienced some physical changes in his development, he wants to be notices and cared by someone else. He gets attraction to the opposite gender. His feeling, thoughts and emotions has changed as compared to the previous age group's feeling, thoughts and emotions. Now he looks for sincerity, care and friendship that ultimate result in marriage. At this stage, if the individual is not guided and cared well, if he is not provided the freedom of expression and freedom of choice, he gets isolated. And after getting the status of isolation, when he imposed to get marriage with someone else whom he don't want to have, his SEC development affects diversely (Hobbiss, 2019). Care is the stage where attitude of love and care reflects most due to parenthood period of the individual.

Wisdom is the stage where individual becomes mostly mature. If the individual gets the development of previous stages successfully, he becomes contented and happy person, who has good relations with others, strong control over his emotions and has proud on his actions and his achievements. Such a person's supports the development of SEC in others, where as those persons who have not get successful achievements at the previous stages of SEC development mostly tends to seem despair from their relatives and other people with whom they have interaction in their daily life. So they don't perform their role well in the development of SEC in other persons' life.

Research Methodology:

Research Design:

Descriptive study was used to get the facts accurately about the phenomenon being study. Koul (2007) explained that descriptive research clarifies the existing situation of the specific variable on

which the research is being conducted. Usually the survey method is used to collect the data and to observe the real situation. After collecting the data, it is tabulated for further statistical analysis and to find out the realities.

Population and Sampling:

All the students of 10th grade of Punjab, Pakistan were the population of the study. However, the target population comprised of secondary school students from three districts of Punjab Rawalpindi (having the highest literacy rate), Multan (having intermediate literacy rate) and Rajanpur (having lowest literacy rate).

Sample size table was used to determine the appropriate sample of the study. For this purpose, total no. of students currently enrolled in the 10th class of the secondary schools of three districts of Punjab Rawalpindi, Multan and Rajanpur was achieved by visiting the official website of Punjab government. Confidence interval 95% and margin of error 5% was used to determine the sample size that is mostly used for the standard survey and ensures that the acquired data is more reliable (Cohen, L., & Morrison K., 2007).

Table 01: Required Sample Size Table

Categories	Population size	Sample size(confidence interval 95%, margin of error 5%)
Students	51096	382

(Raosoft, 2019).

Development of research Tool:

Instruments for information gathering are given beneath.

- I. Questionnaire on Social-Emotional Competence (SEC)
- II. Documents analysis

Questionnaire on Social-Emotional Competence (SEC)

Edmondson (2005) argued that five point Likert scale is most useful to collect the data. It is easy to understand and to respond by the respondents. So a questionnaire on SEC was developed by the researchers dependent on the five point Likert scale and all five elements of SEC; Self-consciousness, Self regulation, Social consciousness, Relationship building and decisiveness were used as factors. It ranges from strongly agree to strongly disagree. All five options are strongly agree, agree, undecided, disagree and strongly disagree.

Document analysis

Students' academic achievement scores of 9th grade in the final term exams held by BISE Multan, BISE Rawalpindi and BISE D.G.Khan (as the result of Rajanpur district was declared by BISE D.G.Khan) were gotten from the concerned schools from where the data was obtained. Later on, it was verified from the gazette 2019 of BISE Multan, BISE Rawalpindi and BISE D.G.Khan.

Validity and reliability of the instrument

To have the content validity of the instrument, it was sent to the group of experts. The items suggested to be eliminated were removed from the instruments. Changings were made in the items as per directed by the experts where the items suggested to be changed in questionnaire.

Cronbach's α is mostly used to judge the reliability of the instrument having more than 2 response options. The norm of acceptance for Cronbach's α is 0.7 and higher (Heale & Twycross, 2015). So the reliability of the instrument was measured by using Cronbach's α . Following is the reliability of each factor of questionnaire.

Tool	Factors	Reliability by using Cronbach's α
Questionnaire on Social-Emotional Competence (SEC)	Self-consciousness	0.91
	Social-consciousness	0.85
	Self-regulation	0.82
	Relationship building	0.81
	Decisiveness	0.76

Statistical analysis:

Researchers make use of correlation coefficient for this research. According to Vockell (1983), "It is most commonly used for identifying the relationship which shows the results from -1.00 to +1.00. The

number between 0 to +1.00 shows the positive relationship and the value between -1.00 to 0 shows negative relationship. Moreover, data was analyzed mean performance wise, percentage wise.

Results:

In connection with the research objective no. 01, this result of the study is as follows.

Table 02 social-emotional competence of secondary school students

Sr. no	Factors	SD	D	U	A	SA
1	Self-consciousness [SC]	3%	11%	0%	47%	39%
2	Self regulation [SR]		14%	2%	3%	41%
3	Social consciousness [SoC]		17%	5%	10%	40%
4	Relationship building [RB]		8%	9%	7%	33%
5	Decisiveness [D]	3%	16%	6%	38%	37%

From the table above, it can be concluded that mostly the students possess the skill of SEC as the response of majorities fall in the categories of A and SA which indicates their agreeance. Some of the responses fall in the categories of SD and D, this shows their disagreement. And a little bit of responses fall into the category of U that stands for undecided.

Table 3: Relationship between SEC and students' Achievement based on districts

District	N	Correlation	p-value	Ranges of Correlation
Rawalpindi	128	0.45	0.044	Moderate / Sound
Multan	128	0.27	.001	Low/ Slight
Rajan Pur	128	0.14	.344	Negligible

Significance level. $\alpha = 0.05$

Best (1989) suggested these ranges of correlation values

.00 to .20 _____ Negligible

.20 to .40 _____ Low

.40 to .60 _____ Moderate

.60 to .80 _____ Substantial

.80 to 1.00 _____ High

Table 3 shows the intensity of the correlation between score of SEC and students' achievement. The largest correlation found existed in Rawalpindi District only (0.44, P-value < 0.05) that shows significance relationship between SEC and academic achievement of the students. Whereas Multan and Rajanpur districts were concerned, the relationship founded insignificant, P-value > 0.05. correlation between SEC and achievement of the students was weak or negligible.

Table 4: Correlation among SEC factors and students' achievements

Factors	Correlation	Ranges of correlation
Self regulation [SR]	0.45	moderate
Self-consciousness [SC]	0.23	low
Social consciousness [SoC]	0.21	low
Relationship building [RB]	0.61	substantial
Decisiveness [D]	0.41	moderate

Table 4 reveals that self regulation factor was moderately correlated with achievement scores which indicates that higher self regulation skill higher the achievement scores. Whereas self consciousness factor and social consciousness factors are concerned, both have low strength of correlation with achievement scores which indicates that these factors are less concerned with students' achievement scores. In case of relationship building factor, it was substantially correlated with students' achievement scores that show higher the relationship building, higher the achievement scores of students. However, the factor of decisiveness was moderately correlated with students' achievement which shows that the students who possess the skill of responsible decision making certainly get good scores.

Discussion:

Based on the analysis of description on students' perception about SEC, 14 % students disagreed and 86% students have the perception of self-consciousness as they agreed with the statement. Whereas self-regulation factor is concerned, 16% students disagreed, 3% of them remained indecisive and 81% of them agreed with the statements. For the factor of social- consciousness, 22% students disagreed with the statements, 10% of them remained indecisive and 68% students have the perception of social consciousness as they agreed with the statements. Moreover for the factor of relationship building, 17% students disagreed, 7% students remained indecisive and 76% students agreed with the statements. And for the last factor decisiveness, 19% students were not in favor of the description as they disagreed with the statement, 6% students were remain indecisive and 75 % students were in the favor of the description as they agreed with the statements.

Based on the result of correlation, it was found that some of the factors were moderately correlated with students' achievement and some were slightly. It also verifies the results of the researches previously done by Wear and Gray (2003) that proved a positive correlation between SEC and students' achievement. Policy Analysis for California Education (PACE) researchers also revealed that the results of the academic achievement are highly correlated with their scores of SEC (Hamilton and Stecher, 2019).

Wang et al., (2019) depicted that SEC has positive effect on academic achievement , positive effect on students emotions and attitude i.e., learning anxiety and positive effect on the relationship development skill i.e., relationship with peers and relationship with teachers. It was found that the students who posses good behavior, good communication skill with others and enlarged social circles have standard academic achievement that is in line with the present study.

Conclusion:

The aim of the study was to determine the relationship between social-emotional competence (SEC) and students' academic achievement at secondary level. On the basis of findings of the study it is concluded that there is a positive relationship between social-emotional competencies and students' academic achievement at secondary level. Moreover, it can be concluded that students who do not possess the skills of self-consciousness, social-consciousness, self-regulation, relationship building and decisiveness (the components of SEC), may lack academic confidence. Due to this lack of academic confidence they may have less competent in their studies. So both SEC and achievement affect and complement each other.

Furthermore, it is suggested that development of SEC is not only the task of the teacher in the classroom; other staff of the school must also be involved in it. And for the effective development of SEC among students, training must be provided to the teachers and other staff.

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