Social and Emotional Learning: A Study on Secondary Level Schools in Bangladesh

Puja Roy
Lecturer in English
Department of Language and Communication Studies
Khulna Agricultural University, Khulna
Khulna-9100, Khulna, Bangladesh
pujaroy5213628@gmail.com
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Abstract

In Bangladesh, social and emotional learning must be taught in secondary school settings. This study investigates the value of social and emotional learning in secondary education settings, as well as its difficulties. One hundred Bangladeshi students from various modern cities and some isolated locations of the country's numerous districts participated in the study. In this essay, I attempted to ascertain how students are now utilizing emotional intelligence in both their personal and academic lives. Simply put. The skills of social and emotional learning (SEL) include the capacity to identify and regulate one's emotions, solve issues creatively and build healthy relationships with others. This study examines how teenagers gain social and emotional skills by asking questions in four different areas. At the very beginning of this study, it will explain five core aspects of social emotional learning that prepare students not only to pass the test at school but also pass the test of life in future. Secondly it will explore students recent condition and challenges of integrating social-emotional learning in the classroom. Finally, it will share some findings from the study and some recommendation.

Keywords: Social and emotional learning (**SEL**)**,** Collaboration for Academic Social and Emotional Learning **(CASEL**) framework, Awareness, Management, Decision making

Introduction

Social and emotional learning is an essential coming up focus in education and student's mental health. SEL conducts a wide range of methods and ideas to encourage mental health

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and resilience, to educate social, emotional life skills and to prevent negative life outcomes through effective activities in academic sphere.

Social-emotional and life skills must be taught explicitly at the elementary and secondary levels like reading or math, if social-emotional skills are not taught systemically, they will not be internalized (Elias, 2006, P.7). In 2006, Cohen observed that- All SEL programs focus on promoting students social and emotional competencies. And, because of the significant impact of risk prevention and health promotion research, they all have tended to deal with behavior and skills that can be operationally defined. Many leaders in the field underscore the importance of skills based teaching and learning. Although. It is difficult to explain SEL in one sentence, one of the most influential and widely read definition of SEL is from the Collaboration for Academic Social and Emotional Learning (CASEL), a leading group of researchers and policy analysts who have championed the use of SEL in schools, CASEL's most visible definition of SEL from the organization's website reads.

Social and emotional learning is the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationship and handle challenging situations effectively. Research has shown that SEL is fundamental to children's social and emotional development- their health, ethical development, citizenship, academic learning and motivation to achieve social and emotional education is unifying concept for organizing and coordinating school based programming that focuses on positive youth development, health promotion, prevention of problem behaviors and student's engagement in learning. (CASEL 2006). Social and emotional learning (SEL) is a strengths- based, development process that begins at birth and evolves across the lifespan. It is the process through which children, adolescents, and adults learn skills to support healthy development and relationships. Adult and student social and emotional learning competencies include self- awareness, relationship skills and responsible decision making. (Weissberg et al.2015). Research indicates that social and emotional learning promotes academic achievement, well-being, positive life outcomes, decreased teacher burnout and can be a powerful tool for prevention and resilience when embedded with intentionally in curriculum, instruction and school climate. (Durlak et al, 20111: Taylor et al, 2017).

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The five Social–emotional learning competencies developed by CASEL are crucial to student's learning and growth. The chart below, known as the CASEL wheels, provides a quick break-downs.
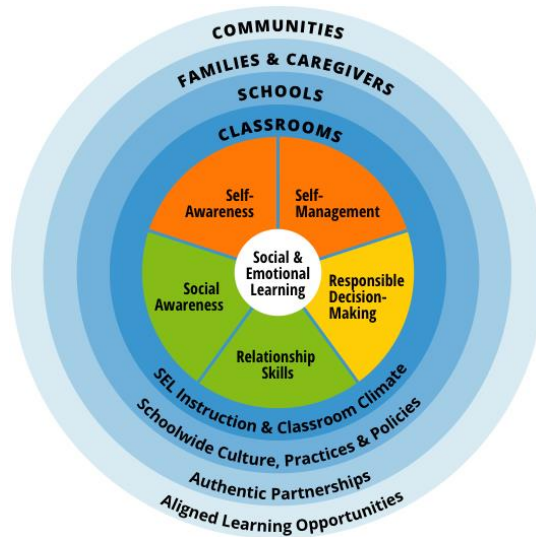

Chart- 01: CASEL Wheels

Elaboration of Key Terms

Competency-1, Self-awareness: To be self-aware as a student is to comprehend oneself, one's feelings, one's cultural identity, and one's own abilities in a healthy way. I had several questions ready for this study to find out how mindful they were of their own identities, desires, and mental health. Although they might not always have the words, students at this stage might benefit from being able to identify their feelings. An emotional wheel helps students support themselves emotionally and cognitively by highlighting a spectrum of emotions, such as jealousy, joy, and anger.

Competency-2, Self-management: According to the CASEL framework, self-management refers to regulating emotions, thoughts, and behaviors to achieve goals. In this research, when I divided five competencies into three parts, I chose the first part and included self-management in it to observe how students thought about management. Developing self-management helps to create a tranquil space in the classroom for students to step away, take a breath, and relax when they are anxious, angry, or just need time to themselves. In my daily experience, I felt so sad for such students when I found the lack in their personal lives. Students from my country are studying from different backgrounds. According to social and family contexts, students

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don't get appropriate education on norms, etiquette, and ethics at an early age. So, from my view, I think the classroom is the best place to teach how to manage emotions, think, and behave nicely with others. In this paper, I also asked some questions to observe the real situation of students' power and attitude toward self-management.

Competency-3, Responsible decision making: It makes every child envision themselves as leaders in the future. Demonstrating a desire to lead in the future is a crucial matter. Teachers have the ability to help their pupils make appropriate decisions and handle the fallout on their own in the classroom. I asked some questions about important situations and people's ability to make decisions at that particular time in my research. Students were required to consider carefully what course of action would be appropriate for handling difficult situations in life. A student's social and personal lives are impacted when they make a bad decision.

Competency-4, Relationship skills: This skill helps students build community in society. It enhances student's interaction skills and ability to build positive relationships with others. Relationships and skills trigger those types of students who are very introverted, silent or afraid, nervous, and lack self-confidence. In my study, I tried to find out those features in students.

Competency-5, Social-Awareness: In the classroom, students should have opportunities to consider perspectives other than their own. It is a very crucial issue for this generation to build up a perfect society. Showing empathy for others, helping others, coming forward with a forge to help people, and doing volunteer work in perilous situations should be the basic responsibilities of our students. In my paper, I organized some social awareness-based questions to know how people react in this situation.

Methodology

Participants and Settings: The study was made up of the secondary level students (class 6 to 10) of different districts of Bangladesh. The research data takes place in two types of schools including Bangla medium and English medium for finding out the real situation of social-emotional learning in manifold contexts. One hundred students participated in this study. The CASEL five addresses five broad and interrelated areas of competence and highlights student's entire mental situation. Students, families, schools and communities are all part of broader systems that shape learning development and experience(CASEL.org.2020 CASEL). This SEL framework based questionnaire supports the researcher in organizing ideas in order to consider

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student's opinions, perceptions and cognition capabilities towards themselves, their family and society. This coordinated survey will foster youth voice, agency and engagement to establish SEL in secondary curricula. The setting of the study was informal, as the researcher shared a questionnaire through Google form, and about 60 percent of th students answered the questions at home. 40 percent of students filled out the form in their school during the middle of the class and were instructed quite quickly to get through the questionnaire at a glance. The questionnaire was divided into three parts. The researcher stored the data such personality type identification of students including self-control, self-management and responsible decision making, relationship attitude and evaluation of social awareness in critical situation on other part of the questionnaire.

Data collection procedure: Most of the students were surveyed through a Google form, and in that situation, students got enough time to think about answering questions. The hard copies were divided into two classrooms with a total of forty participants from the secondary level. The whole questionnaire was divided into three parts regarding the five basic aspects of SEL (self-awareness, self-management, responsible decision-making, relationship skills, and social awareness).

In the first part, students were asked some personal questions so that the researcher could understand what type of personality they were. The researcher surveyed the data by asking some questions about self-awareness, motivation, personal choice, free-time habits, self-control, and management skills during ups and downs.

In the second part, the researcher tried to find out the students' interest in maintaining social and personal relationships within the community. How students establish relationships with family, friends, and sometimes acquaintances or new people in society are the prime topics of searching out students' communication skills in that part.

And in the final part, students provided some answers on social responsibilities, awareness and their own thought about society.

The researcher tried to cover all secondary level students from different schools and districts of Bangladesh to collect some variable data as well as to understand student's cognition of social and emotional learning at different ages.

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Districts	Divisions	Number of students
Khulna city	Khulna	40
Meherpur	Khulna	30
Sunamganj	Sylhet	05
Habiganj	Sylhet	10
Sylhet city	Sylhet	15

Table-1: List of the districts, divisions and student numbers

Level	Male	Female	Total
6	02	04	06
7	05	05	10
8	05	06	11
9	07	06	13
10	20	20	40
S.S.C	10	10	20

Table-2: Number of students at each level and gender composition

Part A: Analysis of personal thoughts and attitude

The description of the personality type and personal opinion were sorted out by (Part-A) **The questionnaire**. In this section researcher took multiple options where students could answer more options that matched with their attitude. As a result, one student was not specified into only one attitude. According to this part, researcher asked five questions to their students including student's leisure time habits, their dream, introspection and about the close one they care for in their life.

Response-1

Free time habits	Percentage %
Reading books	40
Playing games	30

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Gossiping	28
Watching movies	27
After school program	09
Sitting alone	09
Others	30

Table-3: Comparison of free time habits of students

Response-2

Position	Percentage%
A millionaire	30
A president	13
A great researcher	21
An actor/actress	12
A great player	14
Others	24

Table-4: Comparison of holding position in society

Response-3

Self-confidence	Percentage%
Beautiful	09
Great student	41
Fighter	12
See your dreams are fulfilled	31
Appreciation	21
Holding good position	22
Others	15

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Table-5: Comparison of boosting self-confidence factors

Response-4

Self-awareness	Percentage%
Good person	61
Bad person	06
Brave person	19
Weak person	16
A confident person	37
Others	08

Table-6: Comparison of self-thought about personality

Response-5

Caring Person/Objects	Percentage
Mother	71
Father	54
Siblings	37
Friend	30
Study	20
Hobbies	15
Others	3

Table-7: Comparison of most caring Person or objects

Part-B: Analysis of Relationship's attitude

In this part, students were analyzed by some social relationship based questions. Social relationships tended to find out how students of secondary level maintain their personal and social relationships in the aspect of CASEL framework.

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Chart-2: Attitude of Interacting with new people Chart-3: Classwork' Performance

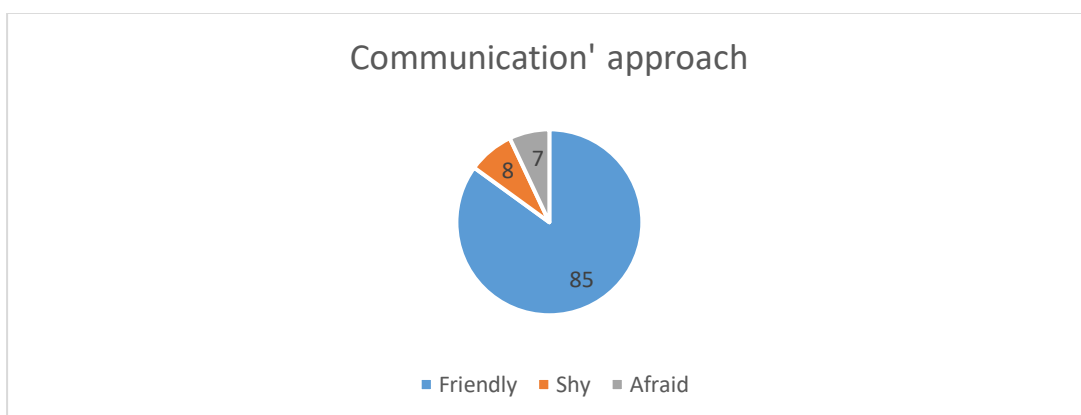**Chart-4: Problem solving' attitude   Chart-5: Classwork' approach**

Chart-6: Communication' approach with teacher

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Part-C: Analysis of Social Awareness' approach

Social awareness tends to understand the ability of applying empathy and responsibility for others. It is defined by the Collaborative for academic, social and emotional learning(CASEL) as 'the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. It is the ability to understand social and ethical norms for behavior and to recognize family, social and community resources and supports.

In this part, students are examined to observe the ability of perspective taking, showing empathy to others, appreciating diversity and to show respect for others. The researcher raised five questions on approach of helping classmates, accepting mentality to the new diversity in class, responsible decision making approach during helping unprivileged people, social welfare during natural disaster and thought about leadership role. Participants were allowed to choose more than one options in the questionnaire.

a. **Attitude of supporting classmate or friend**

Attitude types	Percentage%
Try to understand the problem first	59
Help him as soon as possible	78
Staying back	1
Ignoring	1
Send him to other person	1

Table-8

b. **Accepting approach of new caste or diversity in the class**

Approaches	Percentage%
Think them as equal as you	68
Interested	52
Experienced before	7
Criticize	2
Not comfortable	4

Table-9

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c. **Responsible decision making approach during critical period (Priority based)**

Approaches	Percentage%
Discuss the problem first	35
Provide food first	37
Give them education	6
Sharing advise and rules first	8

Table-10

d. **Social welfare approach during facing natural hazard**

Chart-7: Social welfare' approach

e. **Student's role model in the society (Leadership)**

Role models	Percentage%
A teacher	73
A political leader	16
An entertaining blogger	2
Others/None	7

Table-11

Result and Discussion

When the students of secondary level from different district of Bangladesh answered that three parts of the questionnaire, the following traits of SEL framework-based attitudes are found.

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Part A	Part B	Part C
1. Free time habits: Reading books, Playing games, gossiping, watching movies and other habits.	1. **Introducing with new people**: Excited, not interested and shy.	1.**Supportingpeers approaches:** Understanding problem, help and ignore.
2. Dreams:A millionaire, a great researcher, a president and others professions**.**	2. **Classwork performance habits**: Excited, bored and not comfortable.	2. **First approach with new diversity**: Accept as equal, interested, having experience and criticize.
3. Confidence boosting factors: Beautiful, a great student, Dreams come true, good position, fighter and others.	3. **Problem solving attitude:** Support, discuss, criticize and not interested.	3. **Responsible decision making approaches** : Discuss, providing food, education and advice.
4. Self-awareness: A good person, confident, bad person, brave, weak and others.	4. **Communication approach preference during classwork**: Group, individual and pair.	4. **Social welfare approaches**: Volunteer work, asking for help and staying at home.
5. Most caring person: Mother, father, friends and siblings.	5. **Relationship with teacher**: Friendly, shy and afraid.	5. **Wish to see as role model**: A teacher, a political leader ,blogger and others.

Table-12

According to the study calculation (Table-12), students prioritized reading books during their leisure time and assigned other activities the lowest value. When it comes to a student's interest, the current trend indicates that since they recognize the importance of money, becoming a millionaire was their first option. While some students also opt to pursue careers as researchers or excellent students, those were, on average (based on individual reports), their second or third choices for most of them. When students think of themselves as attractive, they feel confident, and the majority of female students gave replies along those lines. When

questioned about their perception of themselves as individuals in the eyes of others, the majority of students gave themselves positive feedback, which was extremely encouraging for them. Ultimately, the student's mother is their top choice in this section, demonstrating their close and supportive relationship. The researcher discovered in part-b that students endorsed having good relationships with peers, new cast members, new persons, and teachers in every section of the questionnaire. Some pupils chose the options "not interested," "boring," and "not comfortable," demonstrating their disinterest in the classroom. In the last section, students prioritized feeding others over helping others, demonstrating their capacity to make appropriate, responsible decisions in a time of crisis. Students also decide that during a time of natural disaster, volunteering should come first. Finally, kids believe that a teacher has the ability to guide the country and serve as a social role model.

Conclusion

I attempted to observe students' SEL proficiency based on five fundamental components in this study. Due to time constraints, I was unable to incorporate further sub-core elements of SEL-based questions into the questionnaire. In this study, students provided feedback. However, readers may have wondered why certain feedbacks were made, and this is something I would like to investigate further in the future. This manuscript is the first to systematically document the impact of social and emotional learning on secondary school levels in Bangladesh. In my study, I tried to focus on importance of implementing SEL in our academic and personal life. I would like to do further write up on this issue. Recent research also finds that principal leadership in supporting SEL programming enhances student benefits from (Kam, Greenberg & Walls,2003) and that professional development for teachers, student and other sectors is critical to ensure the quality of SEL program implementation (Devency, et al. 2006).The current research contributes to our understanding of the importance of SEL in students' academic and personal lives, even though there is still much to learn about SEL and the best ways to adopt and support it in the classroom.

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Department of Language and Communication Studies
Khulna Agricultural University, Khulna
Khulna-9100, Khulna, Bangladesh
pujaroy5213628@gmail.com

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