

Social emotional learning and school stress

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Abstract

Social and emotional learning (SEL) is the process by which children and adults learn to understand and manage emotions, maintain positive relationships and make responsible decisions. It is widely accepted that children's early school success depends heavily on successful social emotional development. Social and emotional learning refers to a wide range of skills attitude and behaviour that can affect a student's success in school and life. The goal of social and emotional learning is to give students the skill they need to work in terms communicates their ideas and manage their emotions.

The basic aim of this research is to examine the predicting role of social emotional learning skills in educational stress. The objective of the study is the understanding to the relationship between social emotional learning and educational stress. The research was conducted on 100 secondary school students. Social emotional learning and educational stress scale were used as measures.

Keywords: social emotional learning, school stress, responsible decisions

Introduction

In Ancient Era of Education students read in Gurukula, Matha & Madarsa. They had to give up their homes and stayed in Gurukula, Matha and Madarssa. In these institutions of education, teachers looked after their students like own children. In this way, they (students) attached socially and emotionally with their teachers but in this technological era students like to read through E-resources. In case of working parents have not sufficient time for their children? They felt lonely whole day. It may be one reason for stress and social emotional backward, mostly psychologist accepts that social and emotional maturation effected their learning. Physical, mental, social & emotional development are strongly related to the learning level of a child and progress in one area affects progress in the others (Encyclopedia of education in all Vol. II 1996). Therefore if we bring positive changes in one it would affect over all development. Now a days, mostly parents focus on cognitive development and neglected social and emotional development. We bring changes through social and emotional learning. The field of social and emotional learning grew out of the work of Howard Gardner Peter Salovey and John D. Mayer in the mid-1980s and 1990s. In 1990s, Salovey and Mayer published a review of the research on emotion related skills in order to examine the place of social and emotional skill in intelligence.

Social and emotional learning brought up result of conceptualizing the intelligence's relationship with success and Happiness. It was defined as a vital process in which children and adults develop their skills attitude and values in order to reach social and emotional competence. (Stern 1999) [16].

What is SEL?

Social Emotional Learning is the process of acquiring through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to

understand manage emotions, set sit and achieve positive goals, feel and show empathy for Athens, establish and maintain positive relationships and make responsible decisions. (CASEL2017) [4].

Social emotional learning is also defined as the process of acquiring a set of social and emotional skills-self-awareness, self-management, social awareness, relationship skills and responsible decision making within the context of a safe, supportive environment that encourages social emotional an cognitive development and provides opportunities for practicing social skills (Charness, et.al. 2016). Social emotional learning abilities have important effect in terms of academic achievement, motivation in learning process, increasing school interest taking part in cooperation process, coming of social abilities into prominence and improving problem solving abilities.(Arslan and Akin,2013; Arslan, et.al. 2012) [3, 2]. Social emotional learning is a complementary approach that is handled in social and emotional terms where an individual express himself /herself through the lifelong aims and managing and perceiving levels of these aims.(Novick, et.al.2002; Patrikakou,et.al.2005) [12]. Scientific researches show that social emotional learning has importance in factors that affect individual's success. (Elias, et.al.1997; Patrikakou, et.al.2005) [12].

Educational Stress

The term of stress was originally defined by Selye in 1930s. It is not merely a stimulus and response, instead of it is a process that individuals interpret and cope with troubles and challenges. It is an evolution of an external pressure and associated psychological results or effects on the psychological system (Lanzarus, 1993). It is defined as physiological and mental reactions of an individual's to the pressure from the environment, perceptions and others (Grant et. al., 2006; Hess & Copeland, 2006) [7].

"Stress is a negative emotional cognitive behavioral and

physiological process that occurs as a person tries to adjust or to deal with stressors” (Bernstein, 2008). Kaur (2014) find out that the academic stress vary on gender base Girls students is more stressed than male students. Prabhu (2015) revealed that higher secondary school level students experienced moderate level of academic stress specially students than the government school’s students. Deb (2015) [5] noticed that student’s academic stress and parental pressure as well as psychiatric problems were positively correlated in Indian context. Examination related anxiety had significant positive association with problems among students. Subramani and Kadiravan (2017) [14] found a significant difference in Govt. & Pvt. School student’s pressure from study and workload. Pvt. School Students bear more academic stress than Govt. students. Ghos (2016) [6] reported same results.

Need and Significance

Now a day, Parents pressurized to bring maximum marks in their exams. Parents want their offspring’s get highest/maximum marks in exam and settled in multinational company/Govt. Jobs. In this way they in reducing stress and decreased social and emotional attachment. Social Emotional Learning may be helpful education, social and emotional attachment their school. Therefore I want to study of social emotional learning and stress of High school students. The problem of statement is entitled as “Social Emotional Learning and Educational stress”.

Objectives

1. To investigate the status of Social Emotional Learning and Educational Stress of High school students on the bases of school management and Gender and to cottar of school.
2. To find out correlation between Social Emotional Learning and Educational Stress.

Hypothesis

HO₁: There is no significant difference in SEL among High school students in relation to their school management.

HO₂: There is no significant difference in SEL among High school students in relation to their gender.

HO₃: There is no significant difference in Educational stress among High school students in relation to their school management.

HO₄: There is no significant difference in Education stress among High school students in relation to their gender.

Research procedure

The present study is a normative survey method which is categorized under descriptive research. High School Students of U.P. Board is the Population for this study. No. of 200 High school students will be selected as sample with the technique of simple Random sampling. The sample is considered male & female students and Govt. & Pvt. School students.

Tools

The following tools base selected for data collection.

1. Social Emotional Learning competency scale (SELS) is used which was developed by Gulcan & Ali (2017). It consisted of 26 items on 5 Points Likert rating scale. This tool consisted of 5 sub dimensions.
2. Education stress Scale (ESS) is used which was developed by Sun *et al.* (2011). It consisted 16 items (five factors: work load, worry about, grades, self-expectation and despondency).Each items was presented on five points Likert scale strongly agree shows high educational stress.

Data analysis

Data is being analyzed on the basis of following tables.

Table 1: Social Emotional Learning student of High school standard

Group	No.	Mean	Standard Deviation	t- value	Degree of freedom	Remark
Govt. school students	44	54.31	7.99	5.42 #	98	Reject
Pvt. school students	56	64.43	10.13			

#0.5 Level of significance

On the basis of table no.1 it is cleared that t-value is 5.42 on Social Emotional Learning among Govt. & Pvt. School students of High school standard. There is a significant difference on 0.5 Level of Significance. Therefore Ho₁ (There is no significant difference in SEL among High school students in relation to their school management.) is

being rejected. SEL of Pvt. School Students (64.43) is more than Govt. school students (54.31). The reasons of it may be school environment, use of teaching learning material, Participation in social activities, good student teacher relation. These reasons could increase social emotional learning

Table 2: Social Emotional Learning student of High school standard

Group	No.	Mean	Standard Deviation	t- value	Degree of freedom	Remark
Male	57	57.07	6.39	1.76 #	98	Accept
Female	43	60.18	11.19			

#0.5 Level of significance

On the observation of table no.2 t-value is 1.76 on Social Emotional Learning among male and female student of High school standard.

There is no significant difference on 0.5level of significance. Therefore Ho₁ (There is no significant

difference in SEL among High school students in relation to their school management.) is being accepted but SEL of female student (60.18)is more than male students(57.07).The main reason of it may be women’s emotional level high than male.

Table 3: Educational Stress of High school standard students

Group	No.	Mean	Standard Deviation	t- value	Degree of freedom	Remark
Male	57	30.98	7.99	2.8 #	98	Reject
Female	43	35.76	9.02			

It is noticed in table no.4 that t-value was 2.8 on educational stress of male and female student of High school standard. There is a significant difference on 0.5Level of significance. Therefore Ho4 (There is no significant difference in Educational stress among High school students in relation to

their gender.) is being rejected. Educational stress of high school standard female students (35.76) is more than male students (30.98). Kaur, (2014) also find out the same results. The reasons of it may be school environment, use TLM, participation in social activities and student teacher relation.

Table 4: Educational Stress of High school standard students

Group	No.	Mean	Standard Deviation	t- value	Degree of freedom	Remark
Govt. school students	44	31.13	6.39	3.13#	98	Reject
Pvt. school students	56	36.47	11.19			

#0.5 Level of significance

It is concluded on the basis of table no.4, t-value is 3.13on educational stress of male and female student of High school standard. There is a significant difference on 0.5Level of significance. Therefore Ho4 (There is no significant difference in Educational stress among High school students in relation to their gender.) is being rejected. Educational stress of female students (36.47) is more than male students (31.13). Subramani and Kadhiraan (2017) [14] & Ghos (2016) [6] also find out the same results. Mostly students from private schools belong to upper middle class and their parents are being well educated. On the other side, majority of students in government schools are from poor socio economic background and illiterate family.

Table 5: Correlation between SEL and ES

Variable	r	r ²	Remark
SEL	0.223	0.049	Low positive correlation
ES			

SEL = Social Emotional Learning ES =Educational Stress

Table no.5 revealed that the correlation between SEL and ES low positive correlation it means social emotional learning and educational stress affected each other. We can reduce educational stress with the social and emotional development of students. Arslan and Akin, (2013) [3]; Arslan, et.al. (2012) [2]; Novick, et.al. (2002); Patrikakou, et.al. (2005) [12]. Concluded that social emotional learning increased success of students.

Implications

The findings of the study indicated the need for understanding social emotional learning and academic stress among high school students. Community awareness programmes could be organized to increase social emotional learning. Social Emotional Learning aware parents about academic stress and ways to handle it in an efficient way. Teachers can provide interventions to reduce stress among students.

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