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**Socio-emotional Skills among Secondary School Students of Standard Nine in terms of
Gender and Demographic Location of Udupi District**

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Abstract

Socio-emotional skills is an umbrella term used to describe psychological constructs such as personality traits, motivation, or values closely related terms are "character strengths," "non-cognitive skills," "soft skills," and "twenty-first-century skills". The concept of Socio-Emotional Learning (SEL) emerged in the year 1994. CASEL recommends that SEL Programs should have as direct targets five key competencies and socio-emotional skills are centered on the five domains such as Self-awareness (intra-personal domain), Self-management (intra-personal domain), Social awareness (inter-personal domain), Relationship skills (inter-personal domain) and Responsible decision making (both intra and inter personal). The research is a survey study involving simple random technique for a sample of 350 secondary school students of standard nine of Udupi District. It consists of the research questions such as whether there is any difference between Socio-Emotional Skills of rural and urban Secondary School Students of Standard Nine of Udupi District and whether there is any difference between Socio-Emotional Skills of Boys and Girls of Standard Nine of Udupi District.

The findings of the study reveal that Socio Emotional Skills of Rural and Urban Secondary School Students of Standard Nine of Udupi District differ significantly and Socio Emotional

Skills of Boys and Girls of Standard Nine of Udupi District differ significantly. The research paper determines that the development of socio-emotional competencies or skills contributes to better psychosocial adjustment of students, and improved attitudes, academic and behavioral results.

Keywords: socio-emotional skills, socio-emotional learning (sel), self-awareness, self-management, social awareness, relationship skills and responsible decision making

Introduction

The twenty-first century challenge for educators, families, and community members is seeking to raise and educate children who are knowledgeable, responsible, caring, and socially competent. A challenge for schools includes serving culturally diverse students with varied capabilities and inspirations for learning. The educational mission of the Schools will be most successful when they integrate efforts to promote children's academic, social, and emotional learning. Social and emotional learning (SEL) has a critical role in improving children's academic performance and lifelong learning. Researchers have demonstrated that SEL plays important roles in influencing non-academic outcomes, but also has a critical role in improving children's academic performance and lifelong learning.

Socio-emotional skills is an umbrella term used to define psychological constructs such as personality traits, motivation, or values closely related terms are "character strengths," "non-cognitive skills," "soft skills," and "twenty-first-century skills". working efficiently and persistently by individuals, build trusting relationships with others, cope with stress and setbacks,

lead and motivate others, and be creative and explore novel ideas are all defined by functional dimensions.

Theoretical Background on Social Emotional Learning (SEL)

In the year 1994, the concept of Socio-Emotional Learning (SEL) emerged in. Elias et al. well-defined it as: "the ability to comprehend, accomplish, and express the social and emotional aspects of one's life in ways to make a successful living. Tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development."

In 1994, the Collaborative Consortium for Academic, Social and Emotional Learning (CASEL) was founded to establish high-quality socio-emotional learning based on empirical evidence, and to promote the inclusion of SEL as an integral part of school-based education from preschool through secondary with the initiative of Timothy Shriver, Dr. Roger P. Weissberg and David Goleman. Research and intervention is the key reference for SEL Collaborative for Academic Social and Emotional Learning (CASEL) (2012, 2016) posits that socio-emotional skills are cognitive, affective and behavioral in nature and these competencies provide the foundation for maintaining high-quality social relationship for responding to challenges of life.

CASEL recommends that SEL Programs should have as direct targets five key competencies and socio-emotional skills are centered on the five domains:

(1) Self-awareness (intra-personal domain) -- the ability to understand one's own emotions, personal goals, and values. This means measuring one's strengths and limitations and possessing a well-grounded sense of self-confidence and optimism.

(2) Self-management (intra-personal domain) -- the ability to regulate emotions and behaviors. Managing stress, controlling impulses, and setting and working toward achieving personal and academic goals is the main idea.

(3) Social awareness (inter-personal domain) -- the ability to take the perspective of those from different cultures and backgrounds.

(4) Relationship skills (inter-personal domain) -- providing children with the tools they need to establish and maintain healthy and rewarding relationships.

(5) Responsible decision making (both intra and inter personal) -- the ability to consider ethical standards, safety concerns, and accurate behavioral norms for risky behaviors, to realistically evaluate the concerns of various actions, and to take the health and well-being of self and others into consideration (CASEL, 2003).

These five CASEL competencies reflect intrapersonal and interpersonal domains (National Research Council, 2012). Self-awareness and self-management deal with issues within the intrapersonal domain, whereas social awareness and relationship skills are interpersonal. Responsible decision-making is both an individual and social process and therefore overlaps both domains (CASEL, 2012).

Reviews of Studies Related to Socio-emotional Skills

The findings of the study by (Ines Gomes 2022) revealed that instructional inputs on socio-emotional skills have helped students develop their mental, emotional and social abilities and could be used to produce a nurturance program to strengthen the promotion of social and emotional learning.

(Kasikci, Furkan and Ozhan, Metmet Bugra. (2021) from the study indicated that social-emotional learning skills significantly explained both academic achievement and happiness. Accordingly, increasing the level of social-emotional learning skills of middle school students will increase their academic achievement and happiness.

Research findings of (Allison Beggs & Sara Olson, 2020) indicated that enhanced positive student-teacher relationships and teacher-guided SEL curriculum positively impacted overall student well-being. In addition, the data indicated there remains a need for more studies in the school-wide SEL curriculum for more definitive results.

The findings of (Hanife ESEN-AYGUN Cigdem SAHIN-TASKIN 2017) imply that teachers should be informed about social-emotional learning and that efforts should be made to implement the Emotional and Social Development program effectively.

Insignificant results was found in the study by (Maribeth Dusal-Alpuerto, Leah Wilfreda E. Pilongo March 2018) between Self-Control and Assertion Hence, a need to focus on more intensive programs on developing Social Skills for the students to develop and hone at well-balanced personality.

Need for the Study

The current generation schools are increasingly multicultural and multilingual with students from diverse social and economic backgrounds. Educators and community agencies serve students with different motivation for engaging in learning, behaving positively, and

performing academically. A safe and positive learning, students' ability to succeed in school, careers, and life are ensured by a strong foundation of Social and emotional learning (SEL).

Students are more successful in school and daily life when they:

- Know and can manage themselves
- Understand the perspectives of others and relate effectively with them
- Make sound choices about personal and social decisions
- These social and emotional skills are some of several short-term student outcomes that SEL programs promote (Durlak et al., 2011; Farrington et al., 2012; Sklad et al., 2012).
- More positive attitudes toward oneself, others, and tasks including enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose
- More positive social behaviours and relationships with peers and adults
- Reduced conduct problems and risk-taking behaviour
- Decreased emotional distress
- Improved test scores, grades, and attendance

Therefore, in the present context greater social and emotional competence can increase the likelihood of confidence, readiness for new learning, career success, positive family and work relationships, better mental health, reduced criminal behaviour, and engaged citizenship.

Statement of the Problem

“Socio-emotional Skills among Secondary School Students of Standard Nine in terms of gender and demographic location of Udupi District”

Objectives of the Study

1. To study whether there is a difference between Socio-Emotional Skills of Boys and Girls of Standard Nine of Udupi District.
2. To study whether there is a difference between Socio-Emotional Skills of Rural and Urban Secondary School Students of Standard Nine of Udupi District.

Hypotheses of the study

H₁: There is a significant difference between Socio-Emotional Skills of Boys and Girls of Standard Nine of Udupi District.

H₂: There is a significant difference between Socio-Emotional Skills of Rural and Urban Secondary School Students of Standard Nine of Udupi District.

Variables of the Study

Independent Variables

Variable1: Socio-Emotional Skills

In the present study, Socio-Emotional skills are the skills that help the Secondary School Students of Standard Nine to identify and manage their feelings and behavior, have self-control,

build and manage healthy relationships, handle and overcome difficulties, make good decisions, build resilience, self-esteem and confidence. The components chosen for Socio-emotional Skills in the study are:

Self-Awareness: The capability to recognize one's emotions and thoughts and how they influence one's behavior. In the present study, it includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-Management: The capability to effectively regulate one's emotions, thoughts, and behaviors in different situations. In the present study, it is the ability to use appropriate coping skills in different situations

Social Awareness: The ability to empathize with others and see things from their perspective, even if they are from different cultures or have different backgrounds.

In the present study, it is the ability to take the perspective of and empathize with others from diverse backgrounds and cultures

Relationship Skills: The ability to create and maintain healthy and gratifying relationships with diverse individuals and groups.

In the present study, it is the ability to express ourselves, listen to others, ask for and offer help when needed, resist peer pressure, and resolve conflicts in appropriate ways.

Responsible Decision Making: The ability to make constructive and humble choices about personal behavior and social interactions. In the present study, it is the ability to engage in

responsible decision-making, take actions that follow the rules, protect our safety and the safety of others, show respect for ourselves and others

The variable was measured on a four point rating scale titled ‘Socio-emotional Skills Scale (SES)’ constructed by the researcher and validated by experts.

Classificatory Variables

Gender- Boys and Girls: Conceptual gender is defined as the range of characteristics pertaining to femininity and masculinity. Gender refers to the sexual orientation or the sex of a person. In this study it is treated as a classificatory variable and limited to the selection of boys and girls of Udupi district.

Demographic location- Rural and Urban: The present study includes Secondary Schools located in Rural and Urban areas of Udupi District.

Tools Used in the Study

The Socio Emotional Skills Scale (SES)- Constructed by the researcher and validated by the experts.

Population of the Study

The population consisted of Secondary Schools of both Rural and Urban areas, Boys and Girls, of Udupi District. The researcher used Random Sampling Technique for the selection of sample from both Rural and Urban Secondary Schools.

Sample of the Study

The Researcher used the simple Random Sampling Technique for the selection of sample from Rural and Urban, Secondary School. The Sample consisted of 350 students of Secondary School Students of Udupi District. The Sample included both Boys and Girls. The students of standard nine were in the age range of 14-15.

Analysis and Interpretation of Data

Objective 1: To study whether there is a difference between Socio-Emotional Skills of Boys and Girls of Standard Nine of Udupi District.

Table 1

Scores on Socio-emotional skills of Boys and Girls of Standard Nine of Udupi District

Variable	N	Mean	SD	't' value	Result
Girls	175	102.337	7.1206	8.106	Significant
Boys	175	112.063	14.916		at 0.05 level

Interpretation

From the table 1, it is observed that the obtained 't' value 8.106 is greater than the theoretical value 't' 1.97 at 0.05 level of significance at 348 degrees of freedom. Hence the formulated null hypothesis "There is no significant difference between Socio- Emotional Skills

of Boys and Girls of Standard Nine of Udupi District” is rejected and the statistical hypothesis “There is a significant difference between Socio- Emotional Skills of Boys and Girls of Standard Nine of Udupi District” is accepted.

Objective 2: To study whether there is a difference between Socio-Emotional Skills of Rural and Urban Secondary School Students of Standard Nine of Udupi District.

Table 2

Scores on Socio-Emotional Skills of Rural and Urban Secondary School Students of Standard Nine of Udupi District

Variable	N	Mean	SD	‘t’ value	Result
Urban	175	112.79	713.89	2.805	Significant
Rural	175	101.81	8.53		at 0.05 level

Interpretation

From Table 2 it is observed that the obtained ‘t’ value 2.805 is greater than the theoretical value 1.97 at 0.05 level at 348 degree of freedom. Hence the formulated null hypothesis “There is no significant difference between Socio-Emotional Skills of Rural and Urban Secondary School Students of Standard Nine of Udupi District.” is rejected and the statistical hypothesis

“There is a significant difference between Socio-Emotional Skills of Rural and Urban Secondary School Students of Standard Nine of Udupi District.” is accepted.

Major Findings of the Study

- The Socio- Emotional Skills of Boys and Girls of Standard Nine of Udupi District differ significantly.
- Socio-Emotional Skills of Rural and Urban Secondary School Students of Standard Nine of Udupi District differ significantly.

Educational Implications

Practical Implications of Socio-emotional Learning for Students

- It improves their future learning engagement, academic success, and readiness for school.
- It helps children’s language development, literacy skills, and learning engagement.
- These competencies provide a foundation for better school adjustment, more positive attitudes toward school and one’s self, a more supportive learning environment and less school-related anxiety, which intern will lead to enhanced academic skills.
- Socio Emotional Skills are prominent among girls than boys according to the present study. These students can help other students to focus on Socio Emotional Skills. Teachers need to facilitate and guide the students using variety of socio-emotional competencies especially for boys.

As the present study highlighted that Socio-emotional skills of urban students was higher than rural students, the following strategies were found to facilitate SEL in rural schools:

- an evidenced based SEL curriculum that supports the needs of the rural learners
- a methodical process to train teachers in using various strategies to develop social and emotional skills among students
- an intentional partnership with parents and collaboration where parents could also strengthen the psychological behaviour and needs of their children
- Future research utilizing the outlined strategies to facilitate SEL in rural settings where research could encompass the various opportunities and facilities that boost the social learning and academic performance of rural students.

Limitations of the Study

- The sample was drawn from the population of secondary schools of urban and rural areas in Udupi District.
- The present survey study was limited only to secondary school students studying in standard nine
- For the purpose of the survey, only self-designed Tool titled ‘The Socio Emotional Skills Scale (SES)’ was used to measure the socio emotional skills among secondary school students.

Conclusion

This study concludes that Socio-emotional Skills increase the functional capacities of students such as good relationship with peers, able to cope up with stress and problems, being

creative, exploring novel ideas and higher socio-emotional skills contribute to better psychological attitudes, behaviour and performance in academics.

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