

OPEN ACCESS

Volume: 12

Special Issue: 2

Month: January

Year: 2025

E-ISSN: 2582-0397

P-ISSN: 2321-788X

Citation:

Balusamy, K. "The Role of Social and Emotional Learning (SEL): Building Emotionally Intelligent Individuals." *Shanlax International Journal of Arts Science and Humanities*, vol. 12, no. S2, 2025, pp. 167–71.

DOI:

<https://doi.org/10.34293/sijash.v12iS2-Jan.8905>

The Role of Social and Emotional Learning (SEL): Building Emotionally Intelligent Individuals

Mr. K. Balusamy

*Assistant Professor in Perspective Education
KSR College of Education*

Abstract

Emotional Intelligence, however, cannot be defined; however, we can define Emotional Intelligence as the ability to know own's and people's emotions, both own and other people's, and use it in the right manner guiding our actions and thinking. Emotional Intelligence is an introduction to emotional intelligence in general but with reference to the workplace. In this work it discusses what emotional intelligence is and the importance of having self awareness, self management, awareness of others, and of relationship management. Emotions are one of the most important things and the most fundamental part of human experience. There is joy or pleasure when we do something and you lose, you are sad, or in the event that things do not appear the way it is supposed to we get envious or feel irritated. What is this emotion, what does it look like, what is contained within, how does it work on our thinking and other things in our life? Emotions are a difficult thing to define and come up with some sort of framework of how we can come to understand them. Complex concepts such as these lie somewhere at the intersection of philosophy, psychology and neuroscience.

We define social and emotional learning (SEL) this way, which is important part of education and human development. SEL is the process by which all young people and adults acquire and apply knowledge and skills to become, based on their own needs and as members of a community develop healthy identities, manage emotions, set and accomplish personal and collective goals, define and resolve conflict, engage in responsible decision making, show empathy, and establish and maintain supportive relationships with each other.

Introduction

The Delhi government had launched its 'happiness curriculum' in some public schools back in 2018. Instruction is conducted in a way that is not unlike any other core subjects, such as maths and science and it includes three main areas; mindfulness meditation; stories relating to issues of responsibility; and activities designed to elicit self reflection by students relating to their thoughts, emotions and behavior. It needed to make honest and responsible human beings, said Delhi's education minister. Socio-emotional learning (SEL) is exactly addressed by National Education Policy (NEP), 2020, which is explicit in incorporating SEL in school curricula and counselling and mental health services in school. The IDEA that says that SEL is the new frontier of school based mental health was making claims about how it works to help students make long term academic and career success.

In this context of an increasingly diverse world, students are more likely to come in contact with people from different backgrounds, with diverse beliefs and with capabilities that differ from the typical capabilities for the first time in the classroom. Thus, social and emotional learning (SEL) is focused on addressing these differences and ensuring that all students have the means to compete on an equal front and consequently do well, because it allows students to understand their thoughts and emotions, and recognize them as well as encouraging them to show more empathy to the people around them in the society and in the world.

Four Mediation Processes of Social Learning help to Decide Whether a New Behavior is Acquired Attention

The degree to which we notice the behaviour. Imitation needs a certain behaviour to grab our attention. We can clearly see it, if we imitate more than the amount of behaviors that we observe per a day then we also need our attention.

Retention

How well we remember the behaviour. We cannot do the behaviour without remembering the behaviour. As such, an observer sees a behaviour but does not do the behaviour unless it's made a memory of the behaviour then. Social learning is not immediate, and retention of information is an important closely related to social learning modelling of behaviour.

Reproduction

The ability to perform the behaviour we observe. Not daring to performs the behavior keeps us. We are also limited by our physical abilities when we attempt to imitate an observed behaviour.

Motivation

The will to imitate the behavior. In this respect, we refer to vicarious reinforcement as this mediational process. In this case it involves learning by seeing what happens to another person as a result of actions rather than through experience.

Assumptions of Social Learning Theory

People learn through observation. Learners can actually learned new behaviour and new knowledge by simply watching a model.

There are indirect consequences to reinforcement and punishment on behaviour and learning. What people with have formed expectations as to the possible consequence of future responses is based on either what occurs as a reinforcing, or what occurs as a punishing, consequence of current responses.

Mediational processes influence our behaviour. The cognitive factor determines whether this behaviour is acquired or not.

This does not mean that learning alters things. Learning something does not mean the behaviour changes.

Mental Health Benefits

Emotional intelligence supports children's mental health. It helps them:

- Reduce anxiety: Emotionally intelligent kids can better manage feelings of anxiety and fear, leading to fewer overwhelming emotions.
- Build self-esteem: Understanding their emotions helps children develop a positive sense of self-worth.

- Cope with stress: Children who know how to manage their emotions can handle everyday stress and avoid burnout.
- By focusing on developing emotional intelligence, we can support children's mental well-being and overall happiness.

Conflict Resolution

Emotionally intelligent children can handle disagreements and conflicts with more understanding. They are able to:

- Stay calm: Managing emotions helps children remain calm during arguments or tense situations.
- See others' points of view: Empathy allows them to understand the feelings of others, leading to fairer resolutions.
- Communicate clearly: Emotionally intelligent children can express their feelings and thoughts more effectively, helping them resolve conflicts without aggression.

Parents Support their Child with SEL at Home

Second, parents are in a unique position at the very beginning as first teachers and they have the opportunity to model and reinforce their social emotional tendencies to their children. However, if they combine their forces, families and schools can pool information about which methods for their respective respective individual children do.

Hoffman acknowledges the 'very important' relationship between parents and schools, with both agreeing that there are things students are learning in school 'that are transferable to the home' and things parents are learning at home 'that they may not even actually think of as an SEL skill they can communicate to the teacher.'

For example, a parent may report to the teacher that a brief period of reflection or meditation, or deep breathing can be an aide to a child's feelings in the house, also by modelling this practice in the class.

"We have to have really great respect for the expertise of the home and the expertise of the school," concludes Hoffman.

If you are on the lookout for books and games that can also support social emotional development at home, Confident Parents Confident Kids has a number of resources.

The Role of Emotional Intelligence in Relationship Building

In essence, emotional intelligence (EQ) is the ability to manage your emotions, understand your own emotions and know how to read, understand and feel empathy to others' emotions. This is not even self awareness but rather total understanding of when you have an emotion and also others and connecting even deeper. EQ is about what is known as empathy – that is, seeing from inside someone else's shoes and genuinely understanding what the other person feels, has sense of, and needs. So as to be active and patient listening without making assumption or judgement.

Openly Communicate

Empathetic interaction with others enable the development of a safe and supportive environment towards open communication, when others feel understood and respected. Interaction with empathy gets you closer to an approach that builds trust and respect and in processes healthy and long life relationships.

Respond Better

Regulating one's emotions on their own and other people's emotions constitute empathy. When we try to empathize with others emotions, it allows us to reply to their emotions with more care and

more support. This teaching helps us sort out problems, calm problem situations, settle a conflict, for settling disagreement etc.

Forge Stronger Bonds

Being able to self aware of our own emotion and other people's and being able to understand non verbal cues therefore lets us listen with attention. This itself is a two way street and it is a great indicator on how relationships can be deeper or stronger.

Enhance Leadership Skills

It is crucial for being a good leader to use empathic leadership. Empathy is not just a natural thing, leaders need to feel it and express it to the people around them and take it up so high that they feel it in them, get to connect well with their team members and this continues to build a positive culture. This means that leaders will be able to understand, then they can make informed decisions, they can motivate followers with an informed interest in their needs and wants, and in doing so win trust and loyalty.

Sound Mentoring

If one empathizes with other and understands fairly, what people need and what drives them in life, one more people would involve you in his work or seek advice from you. It would reward you so much to see people grow under your wing just like nurturing people.

I hope this article of mine has triggered your empathetic side and will help you navigate your realm of connections with a broader understanding of members' needs and aspirations in life.

Aspects Of Emotional Intelligence

Your emotional intelligence works pretty much as an 'inward journey' but the results will always feel by your outer ones. To do this, it starts with becoming more self aware & more self managed and then goes out to other people as social awareness.

Conclusion

It is very important to bring the emotional intelligence in students for their growth. Equally important as an academic achievement they are these skills, which act as a key factor to create empathetic, responsible and resilient individuals. Schools help their pupils to learn how to identify and manage their emotions, which then helps them to manage problems more adequately. In addition to helping these youngsters improve their academic performance, it also allows for their personal growth by developing meaningful relationships and making way for their success in other areas of life. At long last, emotional intelligence, which is the emphasis of the preceding, will finally lay the foundation for a better future.

References

1. Cherniss, C., Goleman, D., Emmerling, R., Cowan, K., & Adler, M. (1998). Bringing emotional intelligence to the workplace. New Brunswick, NJ: Consortium for Research on Emotional Intelligence in Organizations, Rutgers University, 1-34.
2. Fianko, S. K., Jnr, S. A. J. S. A., & Dzogbewu, T. C. (2020). Does the interpersonal dimension of Goleman's emotional intelligence model predict effective leadership?. African Journal of Business and Economic Research, 15(4), 221.
3. Goleman, D. (1996). Emotional intelligence: Why it can matter more than IQ. Bloomsbury Publishing.

4. Kennedy, K., Campis, S., & Leclerc, L. (2020). Human-Centered Leadership: Creating Change From the Inside Out. *Nurse Leader*, 18(3), 227-231.
5. Nelis, D., Quoidbach, J., Mikolajczak, M., & Hansenne, M. (2009). Increasing emotional intelligence:(How) is it possible?. *Personality and individual differences*, 47(1), 36-41.
6. Serrat, O. (2017). Understanding and developing emotional intelligence. In *Knowledge solutions* (pp. 329-339). Springer, Singapore.
7. Singh, A., Prabhakar, R., & Kiran, J. S. (2022). Emotional Intelligence: A Literature Review Of Its Concept, Models, And Measures. *Journal of Positive School Psychology*, 6(10), 2254-2275.
8. Zeidner, M., Matthews, G., & Roberts, R. D. (2012). What we know about emotional intelligence: How it affects learning, work, relationships, and our mental health. MIT press.