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Role of Social Emotional Learning on Emotional Intelligence

Dr. M. Malathy

Assistant Professor, Senthil College of Education, Puducherry

Abstract

Social emotional learning is a overall human development and it provides a platform for quality of learning. Emotional intelligence is most important topic in the research it emphasizes the individual emotions in all places. This paper reveals that the role of social emotional learning on emotional intelligence of IX standard student’s. The subjects of the research are 45 students’ from secondary schools in Puducherry region. Normative survey method was adopted for the investigation. The sample was taken by employing stratified random sampling technique. Social- emotional learning scale constructed and validated by the investigator and emotional intelligence scale constructed and standardized by Anukool Hyde, Sanjyot Pethe and Upinder Dhar. for collecting the data. The data were analyzed by using descriptive analysis, differential analysis and correlational analysis techniques. The major findings was that the level of social emotional learning and emotional intelligence of IX standard students’ is average and there is a significant difference between social emotional learning of IX standard students’ with regard to Gender, Locality, Type of school and there is a significant difference between emotional intelligence of IX standard students’ with regard to Locality, Type of school, there is no significant difference between emotional intelligence of IX standard students’ Gender.

Keywords: Social Emotional Learning, Emotional Intelligence and Students.

Introduction

As education systems changed student teacher relationship in a safe and trustful environment. The modern education system provides students to compete with their holistic development. Social - emotional learning focused to develop positive developments. Its deals with how to control emotions manage relationships and solve issues. Social and emotional skills promote positive mental health. Students who have developed social and emotional skills to control emotions themselves, resolve negative conflict, and feel positive about others. It creates personal and group competencies and makes relationships with students’ staff and parents interact.

Emotional intelligence is the ability to give positive relationship with others and ourselves. It has been applicable in every field like psychology, academics, management and life sciences. Social and emotional learning (SEL) and emotional intelligence (EQ) are important for students because they help students develop skills that can lead to:

- Positive outcomes: Students who develop social and emotional skills can have increased achievement scores, fewer negative behaviors, and better school attendance.
- Healthy relationships: Students can learn to establish and maintain healthy relationships based on cooperation.

- Responsible decision-making: Students can learn to make rational and moral decisions.
- Effective communication: Students can learn to communicate effectively with their peers.
- Self-awareness: Students can learn to identify and recognize their emotions and personal interests and strengths.
- Self-management: Students can learn to regulate their emotions to handle stress, control impulses, and motivate themselves.
- Empathy: Students can learn to take the perspective of and empathize with others.

Need and Importance

Educational institutions should be focused on developing intellectual development of the students. Students have been pushed to get high intelligence quotient (IQ) in their educational experience. Social emotional learning is an educational imperative and it provides Integrative learning and overall human development. It gives personal and group competencies and maintain a good relationship with others. Life is all about emotions and how we handle them. And emotional intelligence is helps us to learn and understand our emotions and others in the society. And also help us to live happily with our loved ones, colleagues, and wider society in good times and bad. So, learning how to hand emotions is a skill that we should stand to improve. This study was focused on discovering therole of social-emotional learning on emotional intelligence of standard IX students.

Review of Related Studies

Slade M. Simpson(2023) conducted a study on The Effects of Social-Emotional Learning, Classroom Relationships, and Collaborative Learning on Students’ Emotional Intelligence and Academic Achievement. This study was conducted in a highly populated, suburban school district in Minnesota. The study consisted of 24 participants ranging in age from fourteen to sixteen who were enrolled in a freshman level intermediate algebra course. Instruments used in this study include an emotional intelligence self-assessment, given asboth a pre-test and a post-test that was adapted from a model created by Paul Mohapel. Academic data was collected utilizing paper summative assessments. Both were completed inside the classroom in a testing environment. This study used a quasi-experimental design using descriptive, quantitative data. Emotional intelligence data was collected through the use of a self-assessment. And the result shows that the level of emotional intelligence in four categories is average.

Mahfooz Alam (2018)conducted a study on A Study of Emotional Intelligence of Adolescent Students. Adolescence is the time of growing up from childhood to adulthood. It is a period of physiological and mental growth. However, it is more than that. In another word, it is a time for the maturing of mind as well as behaviour. This paper seeks to investigate the emotional intelligence of adolescent students with respect to the type of school, area, and gender. The study was conducted on 200 adolescents (100 boys100 girls) studying in senior secondary schools selected purposively from East Singhbhum, Jharkhand. Their ages range from 16 to 20 years. Emotional Intelligence Inventory by Mangal and Mangal (2004) was used to collect the necessary data. To find out the significance of the difference between the various comparison groups “t” test was applied. Results showed that secondary school students differed significantly in terms of the nature of school and gender on emotional intelligence. Result further revealed in relation to area students did not differ significantly in their emotional intelligence.

Objectives of the Study

- To find out the level of social emotional learning of IX standard students’.
- To find out the level of emotional intelligence of IX standard students’.
- To find out whether there is any significant difference in the social emotional learning of IX standard students’ with respect to Gender, Locality, Type of school.
- To find out whether there is any significant difference in the emotional intelligence of IX standard students’ with respect to Gender, Locality, Type of school.
- To find out there is any significant relationship between social emotional learning and emotional intelligence of IX standard students’.

Hypotheses of the Study

- The level of social emotional learning of IX standard students’ is high.
- The level of emotional intelligence of IX standard students’ is high.
- There is no significant difference in the social emotional learning of IX standard students’ with respect to Gender, Locality, and Type of School.
- There is no significant difference in the emotional intelligence of IX standard students’ with respect to Gender, Locality, and Type of School.
- There is no significant relationship between social emotional learning and emotional intelligence of IX standard students’.

Method of the Study and Sample

Normative survey method of research was used. The present study was conducted on 45 IX standard students’, out of which 21 boys and 24 girls of Puducherry region. The sample was selected by using stratified random sampling technique.

Measurement of Instruments

Social emotional learning scale constructed and validated by the investigator. This scale consists 20 items included three dimensions self awareness, social awareness, relationship management. And emotional intelligence scale constructed and standardized by Anukool Hyde, Sanjyot Pethe and Upinder Dhar. The scale consists of 34 items included ten dimensions self awareness, empathy, self motivation, emotional stability, managing relation, integrity, self development, value orientation, commitment, altruistic behaviour.

Statistical Analysis

Descriptive analysis, differential analysis and correlational analysis techniques were employed to find out the social emotional learning and emotional intelligence of IX standard students’.

Results and Analysis

Hypothesis: 1

The level of social emotional learning IX standard students’ is high.

Table 1 Mean and Standard Deviation of Social Emotional Learning of IX Standard Students’

Variable	N	Mean	S.D	Level (M+ S.D)
Social Emotional Learning	45	84.27	7.18	91.45
				77.09

The computed mean and standard deviation of social emotional learning scores of IX standard students' is for the entire sample is found to be 84.27 and 7.18 respectively. From the above table-1 the mean value lies in between 77.09- 91.45. Hence, it is concluded that the social emotional learning of IX standard students' is average. So the research hypothesis is rejected.

Hypothesis: 2

The level of emotional intelligence of IX standard students' is high.

Table 2 Mean and Standard Deviation of Emotional Intelligence of IX Standard Students

Variable	N	Mean	S.D	Level (M+ S.D)
Emotional Intelligence	45	137.59	12.34	146.93
				125.25

The computed mean and standard deviation of emotional intelligence scores of IX standard student's for the entire sample are found to be 137.59 and 12.34 respectively. From the above table-2 the mean value lies in between 125.25- 146.93. Hence, it is concluded that the emotional intelligence of IX standard students' is average. So the research hypothesis is rejected.

Hypothesis: 3

There is no significant difference in the social emotional learning of IX standard students' with respect to Gender, Locality, and Type of School.

Table 3 Significant Difference in Social Emotional Learning of IX Standard Students' with Respect to Demographic Variables

Gender Locality, Type of School	N	Mean	SD	Calculated 't' value	Table Value	Level of Significance
Boys	21	112.34	9.67	2.70	1.96	S
Girls	24	111.25	8.34			
Rural	15	110.67	8.02	3.41	1.96	S
Urban	30	122.89	10.25			
Government	20	120.54	9.05	4.67	1.96	S
Private	25	115.76	7.24			

From the table 4 it is clear that the 't' value is 2.70. The calculated 't' value 2.70 is greater than the table value at 0.05 level of significance. Hence the null hypothesis is rejected. It is concluded that boys and girls students' differ significantly in their social emotional learning.

The 't' value is 3.41. The calculated 't' value 3.41 is greater than the table value at 0.05 level of significance. Hence the null hypothesis is rejected. It is concluded that rural and urban students' differ significantly in their social emotional learning.

The 't' value is 4.67. The calculated 't' value 4.67 is greater than the table value at 0.05 level of significance. Hence the null hypothesis is rejected. It is concluded that government and private students' differ significantly in their social emotional learning.

Hypothesis: 4

There is no significant difference in the emotional intelligence of IX standard students' with respect to Gender, Locality, and Type of School.

Table 4 Significant Difference in Emotional Intelligence of IX Standard Students' with Respect to Demographic Variables

Gender Locality, Type of School	N	Mean	SD	Calculated 't' value	Table Value	Level of Significance
Boys	21	112.34	9.67	2.70	1.96	S
Girls	24	111.25	8.34			
Rural	15	110.67	8.02	3.41	1.96	S
Urban	30	122.89	10.25			
Government	20	120.54	9.05	4.67	1.96	S
Private	25	115.76	7.24			

From the table- 5 it is clear that the 't' value is 1.70. The calculated 't' value 1.70 is smaller than the table value at 0.05 level of significance. Hence the null hypothesis is accepted. It is concluded that boys and girls IX standard students' do not differ significantly in their emotional intelligence.

The 't' value is 4.92. The calculated 't' value 4.92 is greater than the table value at 0.05 level of significance. Hence the null hypothesis is rejected. It is concluded that rural and urban IX standard students' differ significantly in their emotional intelligence.

The 't' value is 2.87. The calculated 't' value 2.87 is greater than the table value at 0.05 level of significance. Hence the null hypothesis is rejected. It is concluded that government and private IX standard students' differ significantly in their emotional intelligence.

Hypothesis: 5

There is no significant relationship between social emotional learning and emotional intelligence of IX standard students'.

Table 5 Significant Relationship between Social Emotional Learning and Emotional Intelligence of IX Students'

Variables	N	'r' Value	Level of Significant
Social Emotional Learning and Emotional Intelligence	45	0.74	Significant & positive

From the above table- 5, it is clear that there is significant and positive relationship between social emotional learning and emotional intelligence of IX standard students'.

Findings and Discussion the Study

- The social emotional learning of IX standard students' is average.
- The emotional intelligence of IX standard students' is average.
- There is a significant difference between social emotional learning of IX standard students' with regard to Gender, locality and Type of school.
- There is no significant difference between emotional intelligence of IX standard students' with regard to Gender, and there is a significant difference between with regard to locality and type of school.
- There is significant and positive relationship between social emotional learning and emotional intelligence of IX standard students'.

Conclusion

Emotional intelligence should be very important to students' academic success.

In this study both emotional intelligence and social emotional learning are average in IX students'. So the teachers can support the development of emotional intelligence by inculcate social-emotional learning, maintenance of good relationship, and collaborative learning into their classrooms. Effective social emotional learning curriculum should be provide students to improve their self-awareness, stress management, confidence, and ability to self-regulate their emotions. It gives students the way to work collaboratively in their classmates to improve their learning abilities and also creating to a high sense of classroom community and healthy

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