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SOCIAL-EMOTIONAL LEARNING IN PRESENT EDUCATION SYSTEM: A CONTENT ANALYSIS

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Abstract. Socio-emotional learning (SEL) is an educational approach that supports and enhances the social and emotional growth of students. However, the current education system is facing challenges in preparing students not just for academic success but also for personal and societal accomplishment. The objective of this study is to analyse the material related to SEL inside the current education system. This study utilises a content analysis of current literature and resources pertaining to SEL within the current education system. The following are some key elements that can help maintain SEL in present education system, which are: (a) emotional and physical safety; (b) mindfulness and self-regulation; (c) family and community engagement; and (d) assessment and evaluation. Ultimately, the essential components of emotional and physical security, mindfulness and self-control, involvement of families and communities, and assessment and evaluation are vital for maintaining SEL in educational settings. While there is a growing body of evidence that supports the benefits of SEL in schools, there are still several areas that require further examination.
Keywords: *social, emotional, learning, education system*

Introduction

Socio-emotional learning (SEL) is an educational approach that supports and enhances the social and emotional growth of students. SEL can support the development of essential life skills such as empathy, self-awareness, and teamwork. These qualities, in turn, can help students form meaningful relationships and achieve academic success. SEL in education aims to foster the all-encompassing growth of students, addressing their emotional, physical, and cognitive dimensions through a holistic methodology. SEL encompasses the aptitudes of students in domains such as self-awareness, self-control, empathy, interpersonal skills, and making responsible choices. The inclusion of age-appropriate activities and projects in SEL programs aims to foster the development of social and emotional competencies such as cooperation, mentoring, and critical thinking. These programmes also foster learning in a secure, respectful, and compassionate environment. An SEL strategy helps overcome factors that may hinder a student's academic success by focusing on the enhancement of students' social and emotional skills. SEL in the classroom promotes the development of self-awareness, self-regulation, interpersonal skills, and responsible decision-making in order to improve overall well-being. Social-emotional competencies hold significant importance in education due to their widely acknowledged crucial role in enhancing student's overall well-being. As educators increasingly recognize the importance of these skills, SEL is expanding. SEL promotes the cultivation of self-awareness, fosters meaningful connections, and enhances emotional control skills in students. Both academic performance and well-being exhibit enhancements. While some schools have

incorporated SEL into their curricula, further efforts are required to increase its prevalence.

However, the current education system is facing challenges in preparing students not just for academic success but also for personal and societal accomplishment. Students with a deficit in social and emotional skills face significant challenges in developing positive relationships, understanding their own emotions, managing their impulses, and making appropriate decisions. Furthermore, studies indicate that SEL plays a vital role in the comprehensive development and academic success of students. The problem stems from the fact that traditional educational methods primarily emphasise cognitive development and academic achievement, neglecting the importance of SEL. This discrepancy in education contributes to the perpetuation of problems such as bullying, below-average academic performance, a lack of flexibility, and mental health difficulties among students. The insufficient prioritization of SEL in education has a direct negative impact on students' capacity to effectively navigate and integrate into society. A lack of appropriate SEL opportunities prevents students from developing the skills and abilities required for success in their personal and professional lives. Therefore, it is crucial to integrate SEL into schools in order to tackle the current lack of integration between cognitive development and personal social development. This study aims to examine the fundamental elements that contribute to the maintenance of SEL within the education system. The study has several benefits, such as assisting instructors in detecting shortcomings in the current learning process and developing strategies to solve those shortcomings. By understanding this notion, educators can modify instructional methods, course design, curriculum, and the entire learning environment to offer students a more comprehensive learning experience, therefore enhancing their overall academic performance.

This study aims to analyse the SEL material in the current education system. This study anticipates that the study's findings will foster the development of several skills and qualities in students, including empathy, self-awareness, emotional regulation, problem-solving, and collaboration. These skills are beneficial for one's life after completing academic studies. Increasing the focus on character development can improve students' academic achievement and nurture their self-confidence and responsibility as engaged members of their communities. Furthermore, studies have shown that SEL has a positive impact on student behaviour. Equipping youngsters with the essential resources to regulate stress and powerful emotions reduces their propensity to exhibit disruptive or aggressive behaviours. In conclusion, promoting the development of students' social and emotional abilities can successfully reduce the prevalence of mental health problems among students. Considering the rising prevalence of mental health issues among young people, incorporating social-emotional learning into the educational curriculum could be a vital step in promoting positive physical and mental health outcomes. In summary, the study of social-emotional learning in education allows teachers to address shortcomings in their current curriculum, promote the growth of essential skills in young people, improve classroom behaviour, and help reduce mental health issues.

Review of literature

Recent research has highlighted the complex and interconnected nature of social and emotional wellness. Main (2020) emphasises the need for controlling emotions and maintaining positive relationships with others, while Papakitsou (2020) explores how

emotions shape social interactions. Kharkivska (2021) examines the progression of emotional intelligence in aspiring social workers, acknowledging it as a vital component of their psychological culture and professional advancement. Maur (2022) asserts that emotions are crucial in comprehending the importance of social reality. Maur argues that emotions can enhance rational debates and empower individuals to critically evaluate and modify their viewpoints. Adhering to societal standards and accepting cultural ideas and conceptions allows individuals to efficiently execute their plans and build robust social bonds rooted in friendship, love, and cooperation (Zimyanina, 2021). Emotional and social intelligence encompasses the capacity to understand and express one's own emotions effectively, form robust interpersonal relationships, and manage everyday obligations, challenges, and stressors effortlessly (Zamfirescu-Mareș, 2024).

Segal-Andrews and Nelson-Major (2014) stress the importance of engaging in collaborative discourse and employing both individual and collective strategies in SEL. In their study, Styfanyshyn and Yurko (2020) examine the significance of SEL in modern educational environments, particularly in its role in shaping individuals and enhancing the effectiveness of the educational process. Segal-Andrews and Nelson-Major (2014) found that instructors have a vital role in educating students in a comprehensive manner, encompassing their social and emotional growth. This holistic approach not only enhances students' resilience in overcoming obstacles but also facilitates their seamless integration into society. Recent studies have highlighted the importance of social and emotional learning in the education sector, particularly in terms of developing emotional intelligence and social skills (Avandra and Neviyarni, 2023; Dragoslavova, 2021). Researchers have found significantly higher levels of emotional intelligence in university students, particularly in areas like relationship building, collaboration, and group skills (Getahun Abera, 2023). By looking at the rules and steps of emotional interactions, the field of emotion sociology, which uses symbolic interactionism and social exchange theory, can help us understand what makes people happy and fair (Trotsuk, 2021).

A recent study has highlighted the importance of SEL in the education system. Styfanyshyn and Yurko (2020) emphasise the significance of SEL in modern education, particularly in shaping people. Gimbert et al. (2023) present further evidence that underscores the significance of educators' SEL proficiency in improving their instructional approaches. Greenberg (2023) and Jones (2020) provide empirical evidence showcasing the advantageous impact of SEL on students' social, emotional, behavioural, and academic accomplishments. Greenberg notably emphasises the efficacy of evidence-based SEL initiatives. These studies highlight the critical importance of SEL in the school system and the necessity of integrating it into teaching methodologies. Brown and Donnelly (2022) research reveals that the development of social and emotional wellness, grounded in competences, depends on the values that shape our moral and ethical frameworks. Emotional intelligence positively influences academic performance by promoting empathy and a strong commitment to academics among students, thus contributing to the attainment of sustainable development goals (Estrada et al., 2021). The educational aspirations of secondary school students have a positive influence on their social aptitude and emotional intelligence, highlighting the necessity of offering practical education in rural regions (Supriatna et al., 2024). These studies emphasise the significance of social and emotional factors in influencing both personal and collective experiences.

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Materials and Methods

This study utilises a content analysis of current literature and resources pertaining to SEL within the current education system. To create a thorough search strategy, the initial step would be to establish specific search phrases such as "social," "emotional," "learning," and "education system." This study utilises databases such as ERIC (Education Resources Information Centre), PsyCInformation, Education Source, and Semantic Scholars to collect pertinent scholarly publications, reports, and studies. Boolean operators will perform the search, and specific search words can narrow down the results. This study defines the criteria for including and excluding sources to guarantee the selection of pertinent and high-quality materials for the content analysis. This study utilises data extraction techniques to classify and examine the primary themes, patterns, and discoveries associated with social-emotional learning in the education system. The technique would also include evaluating the quality and credibility of the sources to guarantee the accuracy and dependability of the conclusions drawn from the content analysis.

Results and Discussion

SEL is an educational approach that incorporates the development of social and emotional competencies in students. The following are some key elements that can help maintain SEL in present education system, which are: (a) emotional and physical safety; (b) mindfulness and self-regulation; (c) family and community engagement; and (d) assessment and evaluation.

Emotional and physical safety

In order to ensure students' emotional and physical well-being, SEL must prioritize the implementation of strategies to combat bullying and harassment, as well as foster a peaceful and empathetic atmosphere. A recent study has highlighted the importance of guaranteeing emotional and physical security for SEL in various settings. Shean and Mander (2020) emphasise the importance of emotional security in educational institutions, as it can positively impact students' welfare and academic performance. Lal et al. (2021) further elaborate on this concept in the workplace, particularly in the healthcare sector, where it is critical to offer emotional support and spiritual care to ensure staff's SEL well-being. Fredrick et al. (2021) and Gallan et al. (2020) both investigate the distinction between emotional and physical security. Gallan's study on mental health assignments among medical students reveals a disparity between their expected results and real-life encounters, emphasising the importance of emotional well-being as a notable concern. Fredrick's study on students in boarding schools emphasizes the significant impact of school-wide bullying on students' mental and physical well-being. Emphasising psychological safety is crucial in institutions and workplaces that function with high frequency, intensity, and performance levels (Lateef, 2020).

Ensuring a safe and protected setting for students, encompassing their emotional welfare as well as physical security, is crucial for SEL. This entails employing efficient strategies to address bullying and harassment while also cultivating a peaceful and empathetic environment for students. Recent research has highlighted the need to guarantee emotional and physical security in many settings. Shean and Mander (2020)

emphasise the importance of emotional safety in schools, which has a positive impact on students' welfare and academic performance. In their study, Lal et al. (2021) delve into the concept of SEL in the workplace, specifically in the healthcare sector. They emphasise the importance of offering emotional support and spiritual care to ensure the overall well-being of the workforce. Fredrick et al. (2021) and Gallan et al. (2020) both investigate the distinction between emotional and physical security. Gallan's research on mental health assignments among medical students reveals a disparity between their expected results and real-life encounters, emphasising emotional well-being as a noteworthy concern. Fredrick's study of boarding school students emphasises the significant impact of school-wide bullying on people's psychological and physical well-being. Ensuring psychological safety is of utmost importance in institutions and organisations that function with a high frequency, intensity, and degree of performance (Lateef, 2020).

Promoting emotional safety in schools can yield positive outcomes for students' academic, behavioural, emotional, physical, and mental well-being (Shean and Mander, 2020). Promoting self-assurance and fostering a secure online environment among primary school students has the potential to substantially decrease their engagement in cyberbullying (Touloupis and Athanasiades, 2022). Yusuf et al. (2023) argue that establishing a secure educational environment in schools is crucial during a pandemic to promote student well-being and ensure their psychological comfort and safety. Consequently, this enhances their eagerness to participate in learning and research. Gilemkhanova (2019) conducted a study that found a connection between higher socio-psychological safety in educational environments, enhanced academic performance, and reduced drug consumption among students. Integrating emotional education in elementary schools is critical for both students and teachers. Academic research highlights the importance of offering both initial and ongoing training to teachers, as well as integrating social and emotional learning (SEL) into the classroom (Delgado et al., 2023). It is essential to critically evaluate and rethink measures for ensuring safety in schools to create a secure and inclusive environment for black students, including their physical and emotional welfare (Heidelburg et al., 2022). These findings highlight the significance of adopting a complete safety strategy that encompasses the treatment of both emotional and physical aspects.

Mindfulness and self-regulation

In order to develop social and emotional skills, SEL also involves teaching students how to regulate their emotions and manage stress using mindfulness practices like meditation and deep breathing. Peixoto and Gondim (2020) emphasise the need for more research to fully understand the subjective aspect of mindfulness, whereas Mitsea et al. (2023) explore the potential of digitally assisted mindfulness interventions in improving self-regulation skills. MacDonald (2020) identifies specific elements of mindfulness that are associated with self-regulation in college students, while Toniolo-Barrios et al. (2020) provide a comprehensive analysis of the progress and trends in mindfulness research. Corti and Gelati (2020) study demonstrated the significant benefits of a mindfulness-centered intervention in improving self-regulation, emotional control, and motivation in college students. Opelt and Schwinger (2020) discovered a positive association between mindfulness and self-regulated learning. Nevertheless, they also noted that additional personality traits, such as self-discipline and dependent self-worth, hold similar significance in this particular situation. These findings highlight the

potential of mindfulness in enhancing self-regulation in learning, while also underscoring the need for additional research to gain a more profound understanding of its distinct mechanisms and advantages. Mindfulness-based interventions significantly improve the social-emotional skills of preschoolers, including their prosocial behaviour, self-regulation, and perspective-taking abilities (Berti and Cigala, 2020). Darabi (2021) study reveals that mindfulness training significantly enhances the self-regulation and conscious management of academic performance in female high school students. Mindfulness can improve focus, concentration, and social collaboration in education by promoting creative thinking and emotional self-regulation (Conboy and Clancy, 2023).

Strait et al. (2020) found that participating in a mindfulness session alone led to an increase in the frequency of meditation, a decrease in stress levels, and an improvement in self-regulation skills among college students. Berkovich-Ohana et al. (2019) present evidence supporting the idea that mindfulness meditation enhances self-regulation by altering self-awareness, which is a vital aspect of self-regulation. Weare (2019) highlights the importance of instructors acquiring mindfulness abilities themselves in order to effectively promote its practice in classrooms. In her 2020 study, Savina (2020) highlights the importance of self-regulation in early cildhood education and provides practical strategies for cultivating it inside the classroom. Studies have shown that introducing mindfulness-based courses in schools can enhance students' mental well-being, self-control, physical health, and academic achievement. Moreover, these programmes can exert a beneficial influence on staff members and the entire school system (Morton and Felver, 2020). Teachers who practice mindfulness in classrooms have a positive impact on students' well-being and social and intellectual development. Developing nurturing skills such as emotional regulation, empathy, and compassion accomplishes this goal (Lavy and Berkovich-Ohana, 2020). These studies collectively illustrate the ability of mindfulness education to enhance self-regulation within the education system.

Family and community engagement

Michael et al. (2023) conducted a study that underscores the importance of involving families and communities in encouraging students to adopt healthy behaviors. Creating inclusive opportunities, promoting good communication, and organising engaging family activities are essential for fostering participation in high-need communities (Kelty and Wakabayashi, 2020). Recognising and addressing preconceptions in our perception of various family structures is of utmost importance, since these biases might impact the extent of engagement and involvement of young individuals (Anakwe et al., 2020). Schools should strive to cultivate cultural competency in order to foster equitable engagement, employing a framework that takes into account diverse cultural backgrounds (Brion, 2022). Involving families and the wider community in SEL activities enhances SEL's fundamental principles and ideas and promotes a holistic approach to students' growth.

Flores and Springer (2021) emphasise the importance of culturally sustaining family interaction, which entails integrating immigrant families' cultural assets and expertise into classroom strategies. Eden et al. (2024) emphasise the complex and varied aspects of parent and community involvement, such as active participation in academics, engagement in school events, and advocating for equal educational opportunities. Robles-Goodwin et al. (2020) present an effective case study demonstrating the successful execution of a programme aimed at enhancing the self-assurance of Latino

parents in their ability to support their students's education. These studies emphasise the crucial importance of involving families and communities in order to promote academic achievement and enhance social progress. Research has shown that when families and schools work together, it has a significant effect on the well-being and development of young people. Specifically, this collaboration has a higher influence on reducing attention issues and emotional dysregulation during middle school years (Reinke et al., 2019; Smith et al., 2019).

Effective strategies such as communication, support, education, and partnerships between families and communities play a critical role in promoting beneficial behaviours among teenagers in both school and out-of-school interventions (Michael et al., 2023). By incorporating community involvement and family engagement into health and physical education programmes through the use of equitable practices, there can be a positive impact on student learning, development, and health (McMullen and Walton-Fisette, 2022). The COVID-19 pandemic underscored the significance of family engagement in prekindergarten education, leading to stronger bonds between households and educational institutions. We can enhance and sustain this cooperative approach between educators and families as a flexible tactic (Wilinski et al., 2022). Integrating environmental education into STEM curricula can have beneficial results for schools, families, and the community. Developing strategies specifically for families with diverse cultural and linguistic backgrounds is crucial (Hooks and Cruzado-Guerrero, 2021).

Assessment and evaluation

Schools should use assessment and evaluation tools to determine the effectiveness of SEL programs and make necessary adjustments to continuously improve them. Kidman and Chang (2022) emphasise the distinction between assessment and evaluation, with assessment largely focused on measuring effectiveness, while evaluation is primarily concerned with generating value. Sievertsen (2022) highlights the importance of assessments in furnishing information and fostering motivation for students, teachers, and schools. Nevertheless, Sievertsen (2022) also emphasises the capacity of judgements to sustain inequality. Cobeña et al. (2021) as well as Mekonen and Fitiavana (2021) advocate for the implementation of formative and authentic assessment approaches, since they have the capacity to enhance students' learning and development. These studies highlight the importance of implementing a more advanced and equitable method for assessing and evaluating education.

Recent studies have emphasised the significance of assessment and evaluation in the process of learning, specifically in the context of early childhood education (Dârlă, 2021). Research conducted by Sinaga et al. (2024) has demonstrated that self-evaluation and peer assessment are useful methods, and their accuracy is influenced by aspects such as self-confidence, emotional intelligence, and the quality of feedback. Furthermore, the importance of employing inventive assessment techniques in the digital age, such as those utilised in Society 5.0, has been emphasised (Oktaviana et al., 2022). Contemporary developments in the evaluation of adult education highlight the importance of employing a variety of assessment methods, focusing on learning outcomes, and fostering self-assurance and continuous learning (Mubayrik, 2020). Online evaluation systems are capable of accurately assessing students' learning and performance in remote higher education, hence overcoming the difficulties encountered by lecturers during the COVID-19 epidemic (Capperucci and Salvadori, 2021). The

topic of evaluating the performance of e-learning in medical education is experiencing growth, with a sporadic rise in publications in 2021, primarily from developed nations (Oluwadele et al., 2023). An evaluation and an innovative qualitative research article.

Recent research has highlighted the importance of assessment and evaluation in the learning process, particularly in the field of early childhood education (Dârlă, 2021). Research has shown the effectiveness of self-evaluation and peer assessment, with factors like self-confidence, emotional intelligence, and feedback quality influencing their accuracy (Sinaga et al., 2024). Moreover, there is an increasing acknowledgment of the need for innovative evaluation methods in the era of digital technology, namely those utilised in Society 5.0, as highlighted by Oktaviana et al. (2022). Current advancements in adult education focus on utilising diverse methodologies, developing assessments that enhance learning, and adopting assessments that prioritise the learning process. The objective of these approaches is to cultivate self-confidence and promote lifelong learning (Mubayrik, 2020). Online assessment systems have the ability to effectively evaluate students' learning and performance in remote higher education, hence overcoming the challenges faced by lecturers during the COVID-19 pandemic (Capperucci and Salvadori, 2021). The evaluation of e-learning effectiveness in medical education is a growing field that has seen an intermittent increase in publications in 2021, mainly from industrialised countries (Oluwadele et al., 2023).

Ultimately, the essential components of emotional and physical security, mindfulness and self-control, family and community involvement, and assessment and evaluation are vital for maintaining SEL in educational settings. Traditionally, schools have prioritised academic achievements and cognitive development, often neglecting the importance of personal and social growth. Recognising the positive impact of SEL on a student's life is crucial for enhancing their academic achievement in the classroom. By placing emphasis on the development of SEL skills, educators enable students to gain competencies in areas such as understanding and empathising with others, effective communication and relationship-building, self-reflection and self-understanding, and the ability to make sound judgements and decisions. These qualities are essential for students to thrive in both their personal and professional pursuits. Furthermore, the implementation of SEL in schools can efficiently address the challenges faced by students in today's world. Bullying's emotional challenges and behavioral issues significantly affect students at educational institutions. Integrating SEL into the curriculum can enhance the acquisition of positive behaviors and promote empathy among students, thereby facilitating the cultivation of strong relationships with their peers. By integrating SEL skills, educators may help students develop constructive risk-taking behaviours, reduce anxiety and tension, and provide them with techniques to overcome negativity. SEL is a crucial component of education that encompasses emotional and physical well-being, mindfulness and self-control, involvement of families and communities, and assessment and evaluation, as depicted in *Figure 1*.
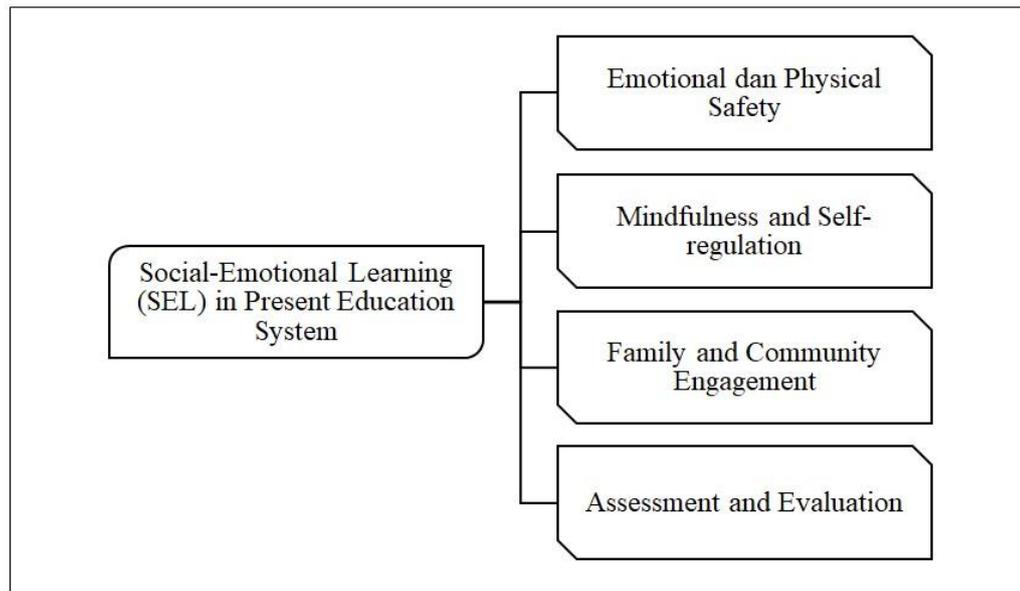
Figure 1. Social-emotional Learning in Education (SEL).

Conclusion

By incorporating SEL into the curriculum, we can promote the development of students' emotional intelligence, empathy, and self-control. This, in turn, enhances the overall academic experience for students, promoting their well-being and creating a balanced and cohesive learning environment (Jones, 2020). This review highlights the importance of giving priority to SEL in schools. This technique elucidates how it enhances the linkage between cognitive development and personal social development. Considering the extensive benefits linked to SEL, such as enhanced academic achievement and psychological health, it is imperative to bolster the efforts made by educators to encourage this approach and help students develop the essential skills required for success in all aspects of their lives. SEL in educational institutions is of utmost importance, as it not only contributes to academic achievements but also plays a significant role in ensuring long-term success and overall well-being. The school faces a variety of challenges, including inequality in school access, the impact of technology on the learning process, and the importance of social-emotional development. Resolving these challenges is crucial to ensuring that all students, regardless of their background, have equitable access to a top-notch education and the essential skills needed for future success. Collaboration between educators and policymakers is required to develop effective solutions and methods that address learners' educational needs in the 21st century.

While there is a growing body of evidence that supports the benefits of SEL in schools, there are still several areas that require further examination. One potential area for further study is to analyse the impact of SEL on disadvantaged populations, such as students from economically disadvantaged households, marginalised communities, and students with disabilities. Another issue that requires further investigation is the long-term influence of SEL on academic and life outcomes, such as post-secondary education achievements and employment placement success. Furthermore, future research should focus on investigating and enhancing SEL programmes. This should encompass analysing and improving several aspects, such as teacher training, integration into the

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curriculum, technology-based interventions, and engagement of parents and the community. This research has the ability to fill the gaps in knowledge surrounding the successful implementation of SEL, which can result in advantages for all students, reduce disparities in academic performance, and foster educational fairness.

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Conflict of interest

The authors confirm that there is no conflict of interest involved with any parties in this research study.

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