

Testing the CASEL Model: Exploring Relationship between Social Emotional Competencies and Academic Performance of Distance Learners

Shugufta Naseem¹
Dr. Naila Naseer²
Mujeebur Rahim³

Abstract:

Social emotional competencies (SEL) enable an individual to understand thoughts, ideas, and feelings. These are also important for students' emotional, mental, and social well-being to achieve academic goals (Fitzgerald, Shipman, Pauletic, Ellesworth, & Dymnicki, 2022). In this study we investigated whether social and emotional variables correlate with academic performance of students through CASEL model. Survey was conducted (N=150 female and 70 male) distance learners. For measuring the levels of social emotional competence, the Social Emotional Competence Questionnaire (SECQ) was used which was based on CASEL model given by (Zhou & Ee, 2012). This scale contained five sub-constructs: "self-awareness competence, social awareness competence, self-management competence, relationship management competence, and responsible decision-making competence". For measuring academic achievement of students their result was taken. Results showed that academic achievement of distance learners is significantly correlated with social emotional abilities such self-awareness, social awareness, self-management, relationship management, and responsible decision-making. Social-emotional competencies (SEC) in distance learning should be the future focus of research for the reasons that they are the key competencies for academic success. Such learners can improve their ability to deal with educational challenges in remote settings if they acquire SEC, such as self-awareness, social awareness, relationship management, self-management, and responsible decision-making competence can enhance learners' ability to manage academic challenges in remote settings. Integration of SEC development should be the priority for institutions in distance education programs and facilitating a learning support culture. The areas for further studies could be constituted in effective interventions to strengthen SEC for the positive academic outcomes of distance learners.

Keywords: CASEL Model, Social Emotional Competencies, Academic Performance, Distance Learners

¹M. Phil Scholar, Distance, Non-formal and Continuing Education Department Allama Iqbal Open University, Islamabad, Pakistan corresponding author's Email: shugufta06@gmail.com

²Assistant Professor, Distance, Non-formal and Continuing Education Department, Allama Iqbal Open University, Pakistan, naila.naseer@aiou.edu.pk

³Ph.D Scholar, Department of Education, Faculty of Social Sciences, Arts and Humanities, Lincoln University College Malaysia Email: mrachim@lincoln.edu.my

Introduction:

Psychological factors like anxiety, social support, self-efficacy, and social-emotional competence affect the teaching-learning process and improve the teaching-learning process like aptitude, potential, interest, and academic achievement of an individual. Children from all backgrounds benefit from social emotional learning, which also enhances their school experience (Shriver & Weissberg, 2020). One of the most crucial psychological factors that have an important effect on learners' academic success is social-emotional competence. In accordance with the definition provided by (Collaborative Association Social Emotional Learning [CASEL], 2021) the process in which all students, adults, children get knowledge, and apply competencies to make healthy relations, control emotions, accomplish collective objectives, understand others feeling and help others, create positive or good relationship with other people and take decisions after identifying the strengths and weakness.

Social emotional competence is also beneficial for children, adults, and all students in terms of their future and present (CASEL, 2021). Different social and emotional competencies are required for an individual to develop behavior and ensure academic success. Emotional competence is described as the core competence that predicts the accomplishments of the place of work, teachers, and social relations among themselves (Brackett, Rivers, & Salovey, 2011; World Economic Forum [WEF], 2016; Zeidner, Matthews, & Roberts, 2012).

Social-emotional competence contains different competencies, abilities and traits that are necessary for students in the 21st century. Furthermore, the report is drawn on meta-analysis studies through social-emotional learning training are given to students and they got 11% more academic achievement (WEF, 2016). Wu, Hu, Fan, Zhang, and Zhang (2018) defined social-emotional competency as the practice of the appropriate attitude and manner to interact with others and to encourage positive conversation. For humans to create a happy, supportive atmosphere and to have cognitive ability as well as social emotional competence is essential. It includes five competencies, including self-awareness competence, social awareness competence, self-management competence, relationship management competence, and responsible decisions making competence (CASEL, 2012).

The CASEL model covers maximum competencies. Therefore, it is adopted and used to conduct research studies. The abilities of an individual in which try to understand his/her feelings as well as sentiments and to build self-confidence are called self-awareness. The second competence is the social awareness competence. It is also the ability of an individual in which a person understands other feelings, emotions as well as sentiments to others. The abilities of individuals that are helpful to cope and regulate his/her sentiments and feelings are referred to as self-management competence. Relationships management competence is also the ability of the person that can talk with others and develop fruitful relations with others. Responsible decision-making competence is also an important skill that is needed for an individual to take decisions effectively. It enables an individual to identify strengths and weaknesses of situations before taking a decision. A fruitful and wise or healthy decision refers to achieving the overall objectives. This aspect is essential in our daily life and possible to solve complicated issues as well as problems.

Social emotional competencies are not only important for teachers to make their relationship with pupils but also needs to build positive relationship among students. Hence, these competencies may also give motivation, develop confidence of students and engagement with activities and create a comfortable situation, because these competencies effect on students over all personality. Emotional competence is also included abilities and skills of an individual that are referred as to detect the feelings, emotions and understand others behavior and make good relationship with others (Petrides & Furnham, 2000).

Social emotional competencies are very important in the teaching learning process and can improve the students' educational success. Hence, it can be described that the social-emotional competencies are not only useful for developing students' behavior but also helpful to improve students' academic performance in English language as well (Durlak, Weisberg, Dymnicki, Taylor, & Schellinger, 2011).

Different factors affect the academic achievement of students such as motivational factors, decision making power, understanding the actual situation, emotions, and feelings etc. Developing productive and positive relations may be possible through social emotional competencies. These competencies are also interlinked with the academic achievement of students learning. Students' attention during teaching learning process is based on an extremely influential sentimental, mental trait, feeling and an uncontrollable optimistic sentiment, intelligence of being fascinated, captivated, revitalized, and animated to mental development with more correctly as well as most efficient applications of psychomotor qualities such as identity, managing competencies, self-control, effective and efficient with most favorable diligence (Kpolovie, 2010). The requirement for psychologists to perform research work for establishing the fundamental function that attention in knowledge plays in learners' educational accomplishment at different grades of the learning scheme.

Parker, Duffy, Wood, Bond and Hogan (2005) investigated how emotional intelligence affected students' ability to move successfully from high school to higher education. The findings of the study showed that students with higher test scores exhibited a high degree of social emotional competence. It is necessary for both high school and postsecondary education. The main findings of the study by Jan and Anwar (2019) on graduate students' emotional intelligence, library use, and academic achievement revealed that those pupils or learners who had high levels of social emotional competence frequently visit the library and it was found the positive relationship in emotional intelligence with the academic achievement. Social emotional competencies relate to communication abilities that connect people within school or outside. Children are required to learn different competencies through interaction with their instructors and colleagues to improve their social-emotional competencies that refers to educational achievement and learning outcomes (Alzahrani, Alharbi, & Alodwani, 2019).

The educational success of students is significantly improved through emotional intelligence. Those learners who have significant and higher emotional competence may face challenges easily. They are also more self-confident and can be shown good academic performance. The emotional intelligence components such as self-control, sociability and wellbeing were found positive relationship with students' grade point average GPA whereas the component emotionality was correlated negatively (Ahmed, Asim, & Pellitteri, 2019). In one more study by Naseer et al. (2023) explored that students' emotional competencies have positive

correlation with their academic achievement. Emotional intelligence was a good predictor that improves academic performance of students learning particularly in student's transition to university from school (Parker, Summerfeldt, Hogan, & Majeski, 2004).

The research study conducted by Nasir and Masrur (2010) the relationship between the emotional intelligence and academic performance of university scholars. The results showed that there was found correlation coefficient between them. Roy, Sinha, and Suman (2013) described that those formal pupils who have significant and higher emotional intelligence are more motivated during learning. Furthermore, they proposed that if students' emotional intelligence skills are developed it can be possible that the students will perform good in their educational activities. Students' engagement with educational activities may be possible through the proper development of social emotional competencies of children. Students need social emotional support to achieve good academic scores (Nix et al., 2013). Distance learners face different issues due to low level of social emotional competencies which may cause low academic performance in learning. Due to communication gap, lack of social support and poor interaction with learners it is very difficult to provide a facilitative environment to distance learners.

Social emotional competence plays a crucial role in the educational sector to achieve objectives particularly regulating emotions and human development. Different factors affect the academic achievement of students learning. As compared to formal learners' distance learners face several social-emotional challenges such as lack of social support, isolation, lack of peers and teachers support. These challenges may impact their academic achievement. In recent years, distance learning has become increasingly popular, and this trend has accelerated during the coronavirus period. The shifting from formal to distance learning has highlighted its importance and to be needed to investigate the relationship between social-emotional competencies and academic achievement among distance learners.

Without identifying the relationship between social emotional competencies and academic performance of distance learner it is very challenging task to check whether social emotional competencies are significant with respect to age, experience, qualification, and academic achievement of distance learner. The sort of evidence found in literature regarding the social emotional competencies with academic achievement in distance education. So, the basic rationale for selecting this topic was to fill the gap in distance learners' social emotional competence, as not rich research evidence is found in literature in distance education. It was also needed that social emotional competence of distance learners may also be investigated to indicate their relationship with academic performance. So, it was pertinent to test the CASEL model for exploring relationship between social emotional competencies and academic performance of distance learners.

1. To investigate the overall correlation between distance learners' social-emotional competence and academic achievement.
2. To find out the correlation between the sub-scales of social-emotional competence (self-awareness, social awareness, self-management, relationship management, responsible decision making) of distance learners and their academic achievement.

H₀1: There is no significant correlation between overall social emotional competence and academic achievement of distance learners.

H₀2: There is no significant correlation between social emotional competencies (self-awareness, social awareness, self-management, relationship management, responsible decision making) of distance learners with academic achievement.

Conceptual Framework of the Study

The main aim of the study was to investigate the relationship between distance learners' social emotional competencies and academic achievement. So, the conceptual framework is made keeping viewing the objectives of the study. Academic achievement means the academic score of the Spring 2021 were taken in order to check the performance and also correlate with social emotional competencies.

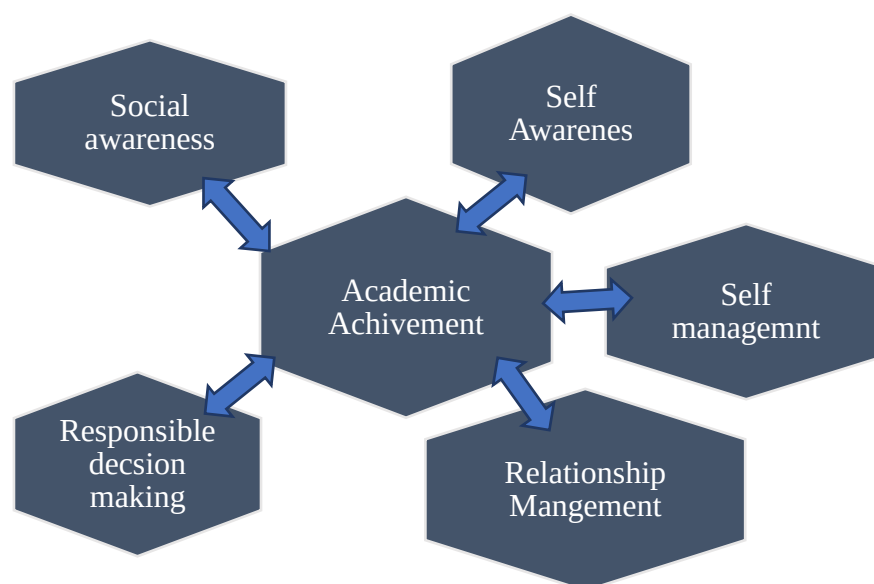


Figure 1. *Conceptual Framework between Social Emotional Competence and Academic Achievement*

Research Design. The research study aimed to investigate the relationship between the social-emotional competencies of distance learners and academic achievement. The study was conducted by correlational research design with a quantitative approach. A survey method was used to collect data from the respondents.

Population. The population of this study comprised 509 distance learners who were enrolled in course code 8611 in B. Ed 1.5 year (Spring 2021) at Allama Iqbal Open University Gilgit region. There were 348 female students and 161 male students who were enrolled in B. Ed 1.5 years in spring 2021.

Sample and Sampling Technique. Initially, the sample was selected through stratified proportionate sampling technique from the population. Following procedure was used:

- Total participants (population) were 509.

- An online sample size calculator (Rao Soft Sample size calculator 2022) was used to determine the appropriate sample size (Annexure A).
- This sample size calculator indicated 220 participants. These participants were selected randomly from the list obtained from authorities of Gilgit regional office, AIOU.
- The participants were selected from male and female strata. For this purpose, there were total 348 females in population and 150 female participants were selected randomly. There was total 161 males in population and 70 male participants were randomly selected by using table of random numbers (Annexure B).

Research Tools: The variable social emotional competence of distance learner was measured by social emotional competence questionnaire which is based on CASEL model given by (Zhou & Ee, 2012). This scale contained five sub-constructs: “self-awareness competence, social awareness competence, self-management competence, relationship management competence, and responsible decision-making competence”. Six Point Likert scale was used, ranged from “1 for very true of me to 6 not at all true of me”. Official permission from the developer of this scale was obtained by the researcher through email. For measuring academic achievement of distance learner’s result of spring 2021 were taken by the concerned officials of AIOU.

Validity: The questionnaire “social emotional competence” was adapted to measure the distance learner’s social emotional competence. By taking help of 06 experts, researchers, and counseling of supervisor some necessary modifications were made and content validity of this instrument was ensured. The researcher calculated CVI (Content Validate Index) by using the CVI analysis method given by Yusoff (2019) that contained response patterns as Aligned, Partially Aligned, and Non-aligned. The CVI index was calculated 0.99. Hence, the tool was used in the study as it revealed a high content validity index.

Reliability: After validation of tool, researcher conducted pilot study to check the reliability. By applying random sampling technique, 50 respondents were taken from the population, but these respondents of pilot study were not included in the actual sample. To check the tool’s internal consistency, Cronbach Alpha value was calculated.

Variables and Operational Definitions: Social Emotional Competence was independent variable and academic achievement was dependent variable of the study.

Social Emotional Competence: In this research, social emotional competence was operationally defined as the distance learners who possessed social emotional competence in sub-constructs given by CASEL model (self-awareness, social awareness, self-management, relationship management and responsible decisions making). Social emotional competence deals to understand the emotions, sensation of children and adult learners and determine the sympathy with others to build good relation, to achieve constructive goals and also helpful to assess the ethical results (CASEL, n.d.). In this research, social emotional competence was operationally defined in terms of CASEL model.

Following is the detail of CASEL model to measure social emotional competence:

Sub-Scales of SEC	Operational Definitions
Self-Awareness Competence	The competence of an individual that refers to understand his/her feelings, emotions, sentiments, and thoughts.

Social Awareness Competence	It is ability of individual to recognize others feeling, emotions and thoughts.
Self-Management Competence	It is ability of a human being to regulate and adjust his/her emotions and feelings in stressful situation. Self-management is also an ability of individual which relates to skills in successfully controlling his/her feelings, emotions, attitude, and behaviors (CASEL, 2012).
Relationship Management Competence	It is also an ability of an individual that refer to make mutual understanding and build a good relation, perform task in good way with others. Relationship management skills paved way to the ability of person to form and build fruitful relation, pay attention to others, effort politely, manage critical situation constructively, and support others (CASEL, 2012).
Responsible Decision Making	This competence enables an individual to make a responsible decision, analyze the overall positive and negative aspects and predict the results before applying on rational grounds. It is also the ability of a person to identify and study the issues with success. Responsible decisions making paved the way for the capacity to choose activities that are morally right, respectful to others, and safe.

Academic Achievement: In this study academic achievement was evaluated based on students' semester grades (Spring 2021). High achievement was operationally defined as online students who received "A" or "B" grades in the semester's final results (Spring 2021), took part in extracurricular activities, or achieved distinctions or success in their personal lives. Low achievement was operationally defined as students who took courses online and received final grades of "C," "D," or "F."

According to Solano-Luengo (2015) academic achievement is concerned with the evaluation of teachers' potential on subject-matter expertise. It is a multidimensional construct that is impacted in many ways by diversity in variables, such as an individual's personality and cognitive abilities as well as their educational background.

Data Collection: For data collection, both sources used, such as Google form through internet and personal visit where required. Individuals at their premises were visited for data collection to ensure excellence, impartiality and avoid individual bias and inaccuracy in data collection. Spring 2021 result of students in B. Ed program was taken from university after fulfilling proper procedure. The researcher took the list of students who enrolled in semester Spring 2021 from the Regional Director of Gilgit, AIOU. Initially, researcher contacted with 220 respondents and acknowledged about the purpose of the study and took their consent for the participation of the study. All the participants were given consent, and 200 students responded through Google. The rest of 20 participants gave their responses through hard form due to the unavailability of internet service in their locality. The participants had taken time to give responses, but the response rate remained 100%. To avoid human errors in data processing spread sheets were used to organize responses.

Data Analysis: The data in terms of hypotheses were analyzed by applying inferential statistics i.e., Pearson's Correlation Coefficient. Moreover, SPSS was used to analyze the data to more sufficiently and compatibility.

Demographic Information of Participants

General information regarding the selected sample describes the additional information of the participants which are shown as under:

Table 1. *Classification of Distance Learners by Gender*

	Frequency	Percent	Valid Percent
Male	70	31.8	31.8
Valid Female	150	68.2	68.2
Total	220	100.0	100.0

The above table 1 shows that 70 (31.8%) male distance learners of BEd (1.5 year) and 150 female (68.2%) selected from population to conduct the study.

Table 2. *Distance Learners with Respect to Academic Qualification*

	Frequency	Percent
MA/MSc	205	93.2%
Valid MPhil	15	6.8%
Total	220	100%

Table 2 describes the distribution of distance learners in terms of their academic qualification. 205 students had done their master's degree with percentage of 93.2 % and 15 students were M. Phil degree holders with a percentage of 6.8%. It is concluded that 93 percent of distance learners were master's degree holders.

Correlation between the Social Emotional Competencies and Academic Achievement

The aim of the study was to investigate the relationship between the sub-scales (self-awareness competence, social awareness competence, self-management competence, relationship management competence, responsible decision-making competence) of social emotional competence of distance learners with academic achievement are analyzed and interpreted which are as under:

Table 3. *Correlation between Sub-scales of Social-emotional Competencies and Academic Achievement (N=220)*

Social emotional competencies	Pearson Correlation (r)	P-value Sig (2-tailed)
Self-Awareness	.314**	.000
Social Awareness	.405**	.000
Self-Management	.379**	.000
Relationship Management	.302**	.000
Responsible Decision Making	.384**	.000

**Correlation is significant at the 0.01 level (2-tailed).

According to table 3, shows that the moderate significant correlation coefficient between the academic achievement of distance learners and self-awareness competence. It is proved that $r = .314^{**}$ at the P Value = .000. It is rejected the Null hypothesis. Furthermore, it can be determined that the self-awareness competence is an important competence that is required for distance learners to enhance their academic performance.

This table describes the statistically significant moderate correlation coefficient found between the academic achievement of distance learners and social awareness competence as the r value = $.405^{**}$ at the P value = .000 which is statistically significant correlation coefficient. Therefore, it is rejected the Null hypothesis completely. Furthermore, it is also drawn conclusion from the result of the study that the subscale social awareness competence of distance learners has also played a vital role to improve the academic performance of distance learners. So, it has concluded that special attention may be needed to improve the social awareness competence of distance learners.

It shows the statistically significant moderate correlation coefficient is found between self-management competence of distance learners and academic achievement. As the table r value = $.379^{**}$ is significant P value = .000. Hence, it is rejected the Null hypothesis. Besides, the self-management competence is a significant skill to enhance the academic performance of distance learners particularly in B.Ed program. It means when students can manage emotions, feelings and sentiments their performance may be enhanced. Although it is very challenging to all distance learners to control and manage themselves. When they do not manage or regulate emotions and sentiments it may create negative effects in their achievement. Therefore, it concludes that the self-management competence in distance learners play pivotal role to enhance their achievement.

As this table shows, a statistically significant moderate correlation coefficient is found between the relationship management competence and distance learners academic achievement $r = .302^{**}$ at the significant alpha value $P = .000$. Hence it is concluded and rejected the Null hypothesis. Furthermore, it is proved that relationship management of social emotional competence also plays an important role in order to achieve more and more success academically.

It demonstrates the statistically significant moderate correlation is found between responsible decision making and academic achievement of distance learners enrolled in distance

learning programs. As the table values prove that there is significant moderate relationship found between both variables where $r = .384^{**}$ at the P value = .000 Hence, it is rejected the Null hypothesis. It is concluded that responsible decision-making competence of distance learner may play an effective role to improve the academic performance of distance learners.

Correlation between Overall Social Emotional Competencies and Academic Performance

The objective to investigate overall relationship between social emotional competencies of distance learners and academic achievement is analyzed and interpreted as under:

Table 4. Correlation between Overall SEC and academic achievement N= (220)

Variables	N	Pearson Correlation (r)	P-value Sig (2-tailed)
Overall Social-emotional competence	220	.446 ^{**}	.000
Academic achievement	220		

^{**}. Correlation is significant at the 0.01 level (2-tailed).

Table 4 describes the statistically significant correlation between overall social emotional competence and distance learners' academic achievement. The tables also show that the $r = .446^{**}$ significant at the P value, $P = .000$. There is statistically significant moderate correlation coefficient between them. Hence, null hypothesis is rejected. Furthermore, the above table 4.5.1 shows that social emotional competencies play a significant role in improving the academic achievement of distance learners enrolled in B.Ed program through distance learning program.

Findings and Discussion

The other major objective of this study was to investigate the relationship between subscales of social emotional competencies and academic achievement of distance learners. There is statistically significant moderate correlation found between the academic achievement of distance learners and Self-awareness competence. It is proved that $r = .314^{**}$ at the P Value = .000. Furthermore, it can be concluded that self-awareness competence is important competence that is required for distance learners to enhance their academic performance. The significant statistically moderate correlation found between the academic achievement of distance learners and social awareness competence as the r value = .405^{**} at the P value = .000 which is significant. The subscale social awareness competence of distance learners has also played a vital role in improving the academic performance of distance learners. So, it has come to conclusion special attention my needs to improve the social awareness competence of distance learners.

The significant moderate statistically relationship found between self-management competence of distance learners and academic achievement. As the table r value = .379^{**} is significant p-value = .000. Besides, the self-management competence is a significant skill to enhance the academic performance of distance learners particularly in B.Ed program. A significant correlation coefficient is found between the relationship management competence and academic achievement of distance learners whereas $r = .302^{**}$ at the significant alpha value $P = .000$. Hence, it is proved that relationship management social emotional competence also plays

an important role to achieve more and more success academically. There is a significant moderate statistical relationship found between responsible decision making and academic achievement of distance learners enrolled in distance learning programs. It means that all the social emotional competencies are very important in order success students in their academic sessions. As the table values prove that there is significant moderate relationship found between both variables; $r=384^{**}$ at the P value= .000. Hence, it is concluded that responsible decision-making competence of distance learner may play an effective role in improving the academic performance of distance learners.

There is a significant statistical relationship between overall social emotional competence and academic achievement of distance learners enrolled in distance learning programs. The results show that the $r=.446^{**}$ significant at the P value, $P=.000$. There is moderate statistically correlation coefficient between them. Hence it is concluded that social emotional competencies play a significant role in improving the academic achievement of distance learners enrolled in B.Ed program through distance learning program. Subsequent studies affirm your results associated with your premise on social-emotional competencies (SECs) and academic performance with distance learners. For example, MacCann et al. (2020) revealed that with respect to SECs, emotional intelligence does predict academic performance. In line with this, your studies found that self-regulation behavior and effective and appropriate decision-making improve academic performance among distance learning students (MacCann et al., 2020). According to Kumar et al. (2023), an evaluation of the study highlights that the emotional self-competence a crucial determinant of student performance, especially distance learning students in teacher training colleges. According to Kumar et al. (2023), competencies such as self-awareness and self-regulation are central to academic achievement. As the study results are verified by other related studies that students' social and emotional progress is crucial for their performance in school and in life and those with greater emotional intelligence have a better likelihood of academic achievement than those with poorer emotional intelligence (Pandey et al., 2019; Tyagi, Garima, Gautam, 2017; Fatum, 2008).

Conclusions and Recommendations:

1. Distance learners' academic achievement is significantly correlated with sub-scales of social emotional competence, such as self-awareness, social awareness, self-management, relationship management, and responsible decision-making. Hence, it is described that these competencies play a significant role in improving the distance learners' academic achievement.
2. Distance learners' academic achievement is correlated with location, income, experience, and academic qualification. Similarly, social emotional competencies of distance learners are improved by gender, income, experience, and academic qualification. Overall, the study shed light on the importance of social emotional competencies on academic achievement of distance learners including with demographic factors such as experience, academic qualification, age, locality, gender and income.
3. This study was investigated the relationship between social emotional competencies with academic achievement of distance learner with correlation research design so future research

study may be conducted regarding the development of social emotional competence of distance learners as their role is very important for academic success.

4. This study conducted only on distance learners of B.Ed 1.5 year program, future research study may be conducted in school levels both private and public schools.

This study was investigated the relationship between social emotional competencies with academic achievement of distance learner with correlation research design so future research study may be conducted regarding the development of social emotional competence of distance learners as their role is very important for academic success.

References:

1. Ahmed, Z., Asim, M., & Pellitteri, J. (2019). Emotional intelligence predicts academic achievement in Pakistani management students. *The International Journal of Management Education*, 17(2), 286-29. doi: <https://doi.org/10.1016/j.ijme.2019.04.003>
2. Alzahrani, M., Alharbi, M., & Alodwani, A. (2019). The effect of social-emotional competence on children's academic achievement and behavioral development. *International Education Studies*, 12(12), 141-149. <https://doi.org/10.5539/ies.v12n12p141>
3. Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and personality psychology compass*, 5(1), 88-103. <https://doi.org/10.1111/j.1751-9004.2010.00334>
4. Collaborative for Academic, Social, and Emotional Learning (CASEL). (2020). *History and fundamentals of SEL*. Retrieved from: <https://casel.org/history/>
5. Collaborative for Academic, Social, and Emotional Learning. (2012). CASEL guide: Effective social and emotional learning programs: Preschool and elementary school edition. Retrieved from https://advancingstudentsforward.org/2481-2/?Gclid=cjwkcajwgqejbhbaeiwauwhioato5vt1lwwsnxkr7mu3rmb1m0u0zqlyucgirq9icnv2ygyryzeunjroctn0qavd_bwe
6. Collaborative for Academic, Social, and Emotional Learning. (2015). CASEL. Social and emotional competence involves successfully managing emotional arousal and engaging positively in social settings. *The Education Hub*. Retrieved from <https://theeducationhub.org.nz/what-is-social-and-emotional-competence/>
7. Collaborative for Academic, Social, and Emotional Learning. (2018). Core SEL competencies. Retrieved from <https://casel.org/core-competencies/>
8. Collaborative for Academic, Social, and Emotional Learning. (2020). CASEL. Social and emotional competence involves successfully managing emotional arousal and engaging positively in social settings. *The Education Hub*. Retrieved from <https://theeducationhub.org.nz/what-is-social-and-emotional-competence/>
9. Collaborative for Academic, Social, and Emotional Learning. (2021). CASEL guide: Effective social and emotional learning programs. Retrieved from <https://schoolguide.casel.org/>.
10. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school

- based universal interventions. *Child development*, 82(1), 405-432. <https://doi.org/10.1111/j.1467-8624.2010.01564>.
11. Fatum, B. A. (2008). *The relationship between emotional intelligence and academic achievement in elementary-school children*. University of San Francisco. Retrieved from <https://www.proquest.com/openview/8494dfa454404561f53607ffdd5d5dfc/1?pq-origsite=gscholar&cbl=18750>
 12. Fitzgerald, M. M., Shipman, K., Pauletic, M., Ellesworth, K., & Dymnicki, A. (2022). Promoting educator social emotional competence, well-being, and student-educator relationships: A pilot study. *Mental Health & Prevention*, 26, 200234. <https://doi.org/10.1016/j.mhp.2022.200234>
 13. Gautam, A. (2017). An Impact of Emotional Intelligence on the Academic Achievement of the student: A case study on students of Career Point University. *International Journal of Advanced Scientific Research and Management*, 2(7), 88-93. Retrieved from: http://ijasrm.com/wp-content/uploads/2017/07/ijasrm_V2S7_298_88_93.pdf
 14. Jan, S. U., & Anwar, M. A. (2019). Emotional intelligence, library use and academic achievement of university students. *Journal of the Australian Library and Information Association*, 68(1), 38-55 <https://doi.org/10.1080/24750158.2019.1572482>
 15. Kpolovie, P. J. (2010). Effects of information processing styles and types of learning on students 'learning. *Nigerian Journal of Empirical Studies in Psychology and Education*, 1(11), 6-16.
 16. MacCann, C., Jiang, Y., Brown, L. E., Double, K. S., Bucich, M., & Minbashian, A. (2020). Emotional intelligence predicts academic performance: A meta-analysis. *Psychological bulletin*, 146(2), 150. <https://doi.org/10.1037/bul0000219>
 17. Meher, V., Baral, R., & Bankira, S. (2021). An Analysis of Emotional Intelligence and Academic Performance of Four-Year Integrated B. Ed. Trainees. *Shanlax International Journal of Education*, 9(2), 108-116. <https://files.eric.ed.gov/fulltext/EJ1287743.pdf>
 18. Naseer, N., Qamar, A., & Kanwal, W. (2023). Distance Learner's Emotional Intelligence and Maturity. *Alhamd Multidisciplinary Research Journal*, 2(02), 139-152. Retrieved from <https://amrj.aiu.edu.pk/wp-content/uploads/2023/06/AMRJ-09-vol2-issue2.pdf>
 19. Nasir, M., & Masrur, R. (2010). An exploration of emotional intelligence of the students of IIUI in relation to gender, age and academic achievement. *Bulletin of education and research*, 32(1), P 37-51 Retrieved from: <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=941643a9d03afa03ef42c4fd4423e28564ad88ed>
 20. Nix, R. L., Bierman, K. L., Domitrovich, C. E., & Gill, S. (2013). Promoting children's social-emotional skills in preschool can enhance academic and behavioral functioning in kindergarten: Findings from Head Start REDI. *Early Education & Development*, 24(7), 1000-1019. <https://doi.org/10.1080/10409289.2013.825565>
 21. Pandey, P. K., Gupta, N., Pandey, P., & Giri, P. (2019). The Impression of Emotional Intelligence on University Students' Academic Performance. *International Journal of Recent Technology and Engineering* ISSN: 2277-3878, Volume-8 Issue-3, P, 1-8 doi: <https://doi.org/10.35940/ijrte.C4583.098319>
 22. Parker, J. D., Summerfeldt, L. J., Hogan, M. J., & Majeski, S. A. (2004). Emotional intelligence and academic success: Examining the transition from high school to

- university. *Personality and individual differences*, 36(1), 163-172.
[https://doi.org/10.1016/S0191-8869\(03\)00076-X](https://doi.org/10.1016/S0191-8869(03)00076-X)
23. Parker, J., Duffy, J., Wood, L., Bond, B., & Hogan, M. (2005). Academic achievement and emotional intelligence: Predicting the successful transition from high school to university. *Journal of the first-year experience & students in transition*, 17(1), 67-78. Retrieved from: <https://www.ingentaconnect.com/content/fyesit/fyesit/2005/00000017/00000001/art00003>
24. Petrides, K. V., & Furnham, A. (2000). On the dimensional structure of emotional intelligence. *Personality and individual differences*, 29(2), 313-320.
[https://doi.org/10.1016/S0191-8869\(99\)00195-6](https://doi.org/10.1016/S0191-8869(99)00195-6)
25. Roy, B., Sinha, R., & Suman, S. (2013). Emotional intelligence and academic achievement motivation among adolescents: a relationship study. *Researchers' world*, 4(2), 126-129.
<https://doi.org/10.1016/j.rws.2013.03.004>
26. Shriver, T., & Weissberg, R. (2020). A response to constructive criticism of social and emotional learning. *Phi Delta Kappan*, 101(7), 52-57.
<https://doi.org/10.1177/0031721720917543>
27. Solano Luengo, L. O. (2015). Rendimiento académico de los estudiantes de secundaria obligatoria y su relación con las aptitudes mentales y las actitudes ante el estudio. Retrieved from <https://portalcientifico.uned.es/documentos/5f63fc8629995274fc8e83fTyagi, G., &>
28. World Economic Forum. (2016, March). New vision for education: Fostering social and emotional learning through technology. Geneva: World Economic Forum. Retrieved from <http://hdl.voced.edu.au/10707/443447>.
29. Wu, Z., Hu, B. Y., Fan, X., Zhang, X., & Zhang, J. (2018). The associations between social skills and teacher-child relationships: A longitudinal study among Chinese preschool children. *Children and Youth Services Review*, 88, 582-590.
<https://doi.org/10.1016/j.childyouth.2018.03.052>
30. 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. Retrieved from [https://books.google.com.pk/books?hl=en&lr=&id=7n7icwxvd2sc&oi=fnd&pg=pr7&dq=zeidner,+m.,+matthews,+g.,+%26+roberts,+r.+d.+\(2012\).+what+we+know+about+emotional+intelligence: 20mit%20press.%5c&f=false](https://books.google.com.pk/books?hl=en&lr=&id=7n7icwxvd2sc&oi=fnd&pg=pr7&dq=zeidner,+m.,+matthews,+g.,+%26+roberts,+r.+d.+(2012).+what+we+know+about+emotional+intelligence: 20mit%20press.%5c&f=false)
31. Zhou, M., & Ee, J. (2012). Development and validation of the social emotional competence questionnaire (SECQ). *International Journal of Emotional Education*, Volume 4, pp 27-42 Retrieved from: <https://www.um.edu.my/library/oar/handle/123456789/6140>