



## Analyzing Factors Affecting Social-Emotional Competence at Secondary Level

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**Abstract:** *The study analyzed the factors affecting social-emotional competence (SEC) at the secondary level. A stratified random sampling technique was used. 382 students were taken as a sample after using desired sample size table. Two research tools were used, the Factors affecting social, emotional competence questionnaire and the Social-Emotional Competence Questionnaire (SECQ). Data were analyzed by using mean, percentage and standard deviation. Results indicated that friends' response, classroom environment and home environment affects SEC the most as compared to media interaction. It was concluded that self-consciousness, social consciousness and the factor decisiveness were possessed by the students the most. And the factor self-regulation was possessed by the students the least. The skills in which the students were weak included calming down, dealing with wrong things and skill of staying positive during crises.*

**Key Words:** Social-Emotional Competence, Secondary Level

### Introduction

Learning at the secondary school level usually is the result of students and teachers interaction and their day to day communication regarding the syllabus and scheme of studies. Students' ability to understand the attitude of their teachers and peers and act accordingly is important for their academic achievement and SEC development ([Taylor & Schellinger, 2011](#)).

SEC is the capability to recognize emotions and behavior patterns of the family members, peers, teachers, and other society members to understand them and act accordingly in order to achieve the desired goals of education, namely "social adjustment" ([Seal, Naumann, Scott & Royce-Davis, 2011](#)). It also deals with the recognition of one's own behavior patterns, ideas, beliefs, values and, in other words, one's own self and to make responsible decisions for one's own self ([DeLay, et al., 2016](#)).

The term social, emotional competence is derived from social competence and emotional competence. Social competence is the ability to have relations with one another to survive in society. The relations based on empathy, cooperation, respect of others helps the individual to get his desired results while living in the gathering of mixed abilities of the people, having different emotions, feelings, behavior and ideology ([Larson, Whitton, Hauser, & Allen, 2007](#)). The person who has the skill of social competence usually have a higher level of life satisfaction and a higher level of academic achievement rather than those persons who do not have the skill of social competence ([Smart & Sanson, 2003](#)). Social competence is the source of removing anxiety, depression and stress due to the healthy relationship with the members of the society. It is a skill of expressing the most suitable and acceptable verbal and non-verbal behavior in society ([Oberst, Gallifa, Farriols & Villaregut, 2009](#)). Social competence is a way to have a positive attitude in all types of relationships, i.e., kinship relationship, formalized relationship and non formalized relationship. Kinship relationship refers to genetical relations and marriage relations, formalized relationship refers to a counsellor, teacher and boss, and non formalized relationship refers to friends, family members and cousins ([Murakami, Murray, Sims & Chedzey, 2009](#)). Emotional competence is the ability to recognize, understand other's emotions and express one's own

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emotions accordingly ([Ciarrochi & Scott, 2006](#)). It is a skill based on emotional intelligence and a process of managing the life routine of a person wisely with having control over his emotions and his dealing with other people and solving his problems. Social competence and emotional competence are interrelated. Social competence provides the basis for emotional competence, and emotional competence is necessary for social competence. One who has the first competence necessarily has the second one ([Abraham, 2014](#)).

The objective of the SEC is to produce such educated manpower that not only possesses academic achievement, but they also have a sense of civic values. They may know well how to perform their social roles, how to deal with social problems and how to handle the unethical and problematic behaviors of others ([Virtual lab school, 2019](#)).

Teachers are in a position to directly affect the personality of the students in order to achieve the objectives of the schools related to SEC. They have the authority to transmit not only the knowledge or information to the students, yet they have the responsibility of their character building by enabling them to identify and adopt the most suitable patterns of behaviors that are mostly accepted by the society through practising these patterns in the classroom ([Jones, Barnes, Bailey & Doolittle, 2017](#)).

Schools are not only the institutions of providing information to the learners, but the main purpose of the schools is to enable the learners to take their own responsibility of learning, i.e., to develop the critical thinking skill, to develop the social adjustment skill and to develop problem-solving skill among them so that they might be able to cope with all perplexing situation of their life when they are outside the school or the educational institution, and they might be able to perform their social and personal duties as well ([Patrick, Ryan & Kaplan, 2007](#)). As a result of this social association and social preparation, the term SEC has evolved over the last two decades ([Weissberg, Durlak, Domitrovich, & Gullotta, 2015](#)).

In Pakistan, the teaching process and assessment system focus on lower levels of learning objectives, i.e., knowledge and comprehension. Most of the attention is given to the achievement of the cognitive domain of educational objectives at the secondary level. Whereas affective domain is concerned, it is not focused ([Chandio & Iqbal, 2016](#); [Iftikhar, Jafri & Arian, 2012](#); [Malik & Zaheer, 2012](#)). SEC is directly related to the affective domain of educational objectives ([Brett, Smith & Huitt, 2003](#)). In the affective domain, students learn how to receive the piece of information from others, how to act or respond accordingly, how to value the piece of information get from others, how to organize and even characterize it ([Kirk, 2020](#)). Keeping in view the whole scenario, the researcher thought it appropriate to conduct the study to analyze factors affecting SEC at the secondary level. Therefore following were the research objectives

1. To identify the factors affecting the social-emotional competence of secondary school students.
2. To examine the social-emotional competence of secondary school students.

## Literature Review

SEC is an umbrella term, including in itself various skills like self-reliance, self-management, social sensitivity, task orientation, openness to experience and positive reactions to challenges ([Stewart & Chisholm, 2012](#)). There are five components of SEC, namely

- Self-consciousness
- Self-regulation
- Social consciousness
- Relationship building
- Decisiveness ([Zhou & Ee, 2012](#)).

## Self-Awareness

It leads towards self-control, self-management, self-regulation and self-help skills. It is a door that opens the way of self-concept and self-reliance that leads toward emotional insight. It is a process whereby one understands himself, his emotions, feeling and attitude with others in the light of past experiences and the relations with others ([Raver, 2004](#)). One understands himself deeper how to communicate with others and in what tone to communicate with others and which type of relationship to be held with

others, i.e., with peers, teachers, administration and classmates in the educational institution, with a colleague, boss subordinates in the professional life, with friends, parents, spouse and children in the personal life ([Singh, 2014](#)). The self-awareness provided to the child at an early stage matters a lot for him, and on the basis of this self-awareness, he develops his attitude and behavior pattern that affects his whole life. And unconsciously the person uses that pattern of behavior throughout his life without thinking about the end result or consequences of that pattern of behavior ([Eisenberg & Fabes, 1997](#)).

## Self-Regulation

It is an umbrella term having organizing, self-controlling, self-directing, communicating and problem-solving skills in itself. Organizing is the activity of sequencing the elements of necessary work being done by a person. To set the priority list for the work and to sequence the essential steps of the work in the personal life of anyone is included in self-organization ([Marsh and Carven \(2002\)](#)). Self-controlling is the process of regulating one's own desires, priorities and emotions that become a hurdle in the way of getting success and achievement of goals. Self-directing is the process to monitor one's own progress, suggesting the path for one's own self and recognizing the opportunities for one's own self ([Raver, 2004](#)). Problem-solving skill includes identifying the problem, locating the alternate resources for the solution of the problem, selecting the best one option in the resources available, applying the chosen one solution of the problem and finally taking the follow up the mechanism of the solution of the problem to evaluate either it is a most suitable solution or the least suitable solution of the problem ([Mill & Kim, 2017](#)).

## Social Consciousness

It is a process of perceiving and comprehending the information of others and act accordingly. It is the process of sharing ideas, feelings and information to others in the most suitable and acceptable manner in society ([Denham, 2006](#)).

## Relationship Building

It is the ability to have positive connections with others ([Frisby & Martin, 2010](#)). To build healthy relationship students need to have communication with others. Here it means they have the ability to understand each other, to talk with each other, genuinely listen to each other, not to criticize rudely, to stay with the topic, to admit their own mistakes and have the courage to say sorry when they are wrong and not to consume things but have a look on the reality ([Beatty-O'Ferrall, Green & Hanna, 2010](#)).

## Decisiveness

Reasonable decision making skill involves goals and objectives, insight of the matter and SWOT (strength, weaknesses, opportunities and threats) analysis. Students need to develop the skill of decision making in order to have social adjustment and judgment about their career and achievement. They also need to understand the importance of their decision and the importance of the activities based on their decision. They also need to realize the impact of their decision on themselves and on other people ([Joseph & Strain, 2013](#)).

## Research Methodology

### Research Design

The study is descriptive by nature. It involves defining the problem, formulating a hypothesis, testing the hypothesis, analyzing the relationship between variables and developing generalizations.

### Population and Sampling

All the students of 10<sup>th</sup> grade of Punjab, Pakistan, were the population of the study. However, the target population comprised of secondary school students from three districts of Punjab having the highest literacy rate, intermediate literacy rate and lowest literacy rate. And these are Rawalpindi, Multan and Rajanpur.

In the study, a stratified random sampling technique is used because there were three districts having different literacy rates. Each district is considered as a stratum. Each selected school in the selected district was divided into two strata, i.e. government-funded schools and non-public schools. Every stratum was additionally isolated into two parts, i.e. boys schools and girls schools. Thus, the test was included 12 schools (4 schools from each district). To meet the required sample size, 32 students were taken from each school by utilizing a simple random sampling procedure. In this way, the aggregate no. of the students 384 was achieved for having their opinion on the questionnaire.

**Table 1.** Required Sample Size Table

Categories	Population size	Sample size (confidence interval 95% & margin of error 5%)
Students	51096	382

([Raosoft, 2019](#)).

## Development of Research Tool

Two types of tools were developed.

- Factors affecting social-emotional competence questionnaire
- Social-Emotional Competence Questionnaire (SECQ)

## Factors Affecting Social Emotional Competence Questionnaire

A questionnaire on factors affecting SEC was developed by the researcher based on five points Likert scale after having a deep and comprehensive study of related literature. Seven factors were developed by the researcher in the questionnaire, i.e., teachers' responses, parents' responses, classmates' responses, friends' responses, classroom environment, home environment and media interaction.

## Social-Emotional Competence Questionnaire (SECQ)

A questionnaire on the Possession of SEC was developed by the researcher based on five points Likert scale after having a deep and comprehensive study of related literature. Five factors were developed by the researcher in the questionnaire, i.e., self-consciousness, social consciousness, self-regulation, relationship building and decisiveness.

## Pilot Study

Before administering the instrument in the actual field, a pilot study was conducted. Questionnaires were administered on the sample of 40 students in 2 schools in Multan city. The flaws were identified, and changes were made accordingly to finalize the tool.

## Validity and Reliability of the Instrument

Reliability was calculated and found to be 0.85, which indicates high reliability. The tool was got validated by three experts' constructive opinion

## Statistical Analysis

Data was analyzed mean performance-wise, percentage-wise and standard deviation were calculated for the study.

## Results

To achieve the first objective, identification of the factors affecting SEC of secondary school students, the result of the study is as follows

**Table 2.** Students' Attitude Regarding Teachers' Responses

No.	Statement	Options	SA	A	U	DA	SDA	M	SD
TR1	Positive Attitude of Teacher	F %	189 49%	49 12.7%	17 4%	68 17.7%	61 15.8%	3.61	1.59
TR2	Negative Attitude of Teacher	F %	66 17%	93 24%	0 0%	139 36%	86 22%	2.8	1.46
TR3	Modeling SEC	F %	203 53%	55 14%	11 3%	61 16%	54 14%	3.8	1.54
TR4	Encouragement of students	F %	139 36%	93 24%	0 %	66 17%	86 22%	3.3	1.62
TR5	Public dealing	F %	197 51%	66 17%	0 0%	64 16%	57 15%	3.7	1.56
TR6	Completion of syllabus	F %	70 18%	40 10%	26 7%	185 48%	63 16%	2.6	1.36
	Total	F	864	396	54	583	407	3.3	1.5

The table indicates that the factor of teachers' responses in the classroom affects the development of SEC. The teachers' positive attitude with students in the classroom, their modelling of SEC in the classroom, their behavior of encouragement of the students in the classroom to deal with their daily life problems and the skill they develop in the students to deal with others or to respect others affect the development of SEC the most. And their negative attitude, their threatening behavior or their shouting behavior in the classroom least affects the development of SEC.

**Table 3.** Students' Attitude Regarding Parents' Responses

S. No	Statement	Options	SA	A	U	DA	SDA	M	SD
PR1	Parent-children interaction	F %	139 36%	66 17%	0 0%	93 24%	86 22%	3.2	1.64
PR2	The angry mood of parents	F %	66 17%	93 24%	15 4%	139 36%	71 18%	2.8	1.41
PR3	Happy mood of parents	F %	151 39%	93 24%	9 2%	60 16%	71 18%	3.35	1.56
PR4	Modeling to stay calm	F %	59 15%	229 60%	3 1%	50 13%	43 11%	3.5	1.21
PR5	Hesitation in sharing feelings	F %	66 17%	197 51%	0 0%	64 16%	57 15%	3.4	1.34
	Total	F	481	678	27	406	328	3.25	1.4

The table indicates that parents children interaction, provision of opportunities to children to discuss their problems and issues of daily life, the happy mood of the parents (their encouraging attitude) and their skill to stay calm in different stressful situations develop SEC among students. And their shouting attitude, their insulting attitude is less effective.

**Table 4.** Students' Attitude Regarding Classmates' Responses

S. No	Statement	Options	SA	A	U	DA	SDA	M	SD
CR1	Criticism from classmates	F %	50 13%	101 26%	18 5%	153 40%	62 14%	2.8	1.33
CR2	Sharing attitude of classmates	F %	185 48%	40 10%	26 7%	70 18%	63 16%	3.5	1.6
CR3	Helping attitude of classmates	F %	203 53%	55 14%	11 3%	61 16%	54 14%	3.8	1.54
CR4	Hesitation in asking the question	F %	66 17%	197 51%	0 0%	64 16%	57 15%	3.4	1.34

S. No	Statement	Options	SA	A	U	DA	SDA	M	SD
CR5	Consideration of classmate's view	F %	151 39%	69 18%	3 1%	90 24%	71 18%	3.4	1.61
	Total	F	655	462	58	438	307	3.4	1.5

The table indicates the total mean of all the items 3.4 and the standard deviation 1.5, which shows that almost overall, the factor of classmates' response affect SEC of students.

**Table 5.** Students' Attitude Regarding Friends' Responses

S. No	Statement	Options	SA	A	U	DA	SDA	M	SD
FR1	The apologetic attitude of friends	F %	221 57%	61 16%	5 1%	52 14%	45 12%	3.9	1.47
FR2	Reading facial expressions	F %	63 16%	185 48%	0 0%	40 10%	96 25%	3.2	1.48
FR3	Tolerance of friends' mistake	F %	215 56%	58 15%	8 2%	52 13%	51 13%	3.9	1.51
FR4	Quarrel with friends	F %	69 18%	139 36%	5 1%	81 21%	90 23%	3.0	1.49
FR5	The caring attitude of friends	F %	229 60%	59 15%	3 1%	50 13%	43 11%	4.0	1.46
	Total	F	797	502	21	275	325	3.6	1.5

The table indicates the total mean of the items of factor "friends' response" 3.6 (greater than 3.00) and the standard deviation 1.5 that shows the high level of acceptance of the statements.

**Table 6.** Students' Attitude Regarding Classroom Environment

S. No	Statement	Options	SA	A	U	DA	SDA	M	SD
CE1	Friendship with teachers	F %	203 53%	55 14%	11 3%	61 16%	54 14%	3.8	1.54
CE2	Task centered environment of the classroom	F %	66 17%	197 51%	0 0%	64 16%	57 15%	3.4	1.34
CE3	Punishment of students	F %	232 60%	56 15%	3 1%	51 13%	42 11%	4.0	1.45
CE4	Feedback provision	F %	214 56%	59 15%	8 2%	52 13%	51 13%	3.9	1.51
CE5	Consideration of the opinion of students	F %	63 16%	185 48%	0 0%	40 10%	96 25%	3.2	1.48
	Total	F	778	552	22	268	300	3.6	1.4

The table indicates the mean score of total items of the factor classroom environment 3.6 (greater than 3.00) and the standard deviation of 1.4, which shows that the factor "classroom environment" affect the development of SEC.

**Table 7.** Students' Attitude Regarding Home Environment

S. No	Statement	Options	SA	A	U	DA	SDA	M	SD
HE1	Kindness to the children	F %	233 61%	55 14%	3 1%	50 13%	43 11%	4.0	1.46
HE2	Nervousness in a new situation	F %	218 57%	41 11%	9 2%	52 13%	64 17%	3.7	1.6
HE3	Act of being frightened from parents	F %	152 39%	92 24%	9 2%	61 16%	70 18%	3.3	1.5

S. No	Statement	Options	SA	A	U	DA	SDA	M	SD
HE4	Act of fighting	F	217	42	9	51	65	3.7	1.6
		%	57%	11%	2%	13%	17%		
HE5	Act of thinking before doing	F	66	197	0	64	57	3.4	1.34
		%	17%	51%	0%	16%	15%		
HE6	Socioeconomic status of family	F	188	50	17	67	62	3.6	1.59
		%	50%	13%	4%	18%	16%		
	Total	F	1074	477	47	345	361	3.6	1.5

The table indicates the overall mean of all items of the factor “home environment” 3.6 (greater than 3.00) and the standard deviation 1.5, which shows that the factor home environment affects the development of SEC.

**Table 8.** Students’ Attitude Regarding Media Interaction

S. No	Statement	Options	SA	A	U	DA	SDA	M	SD
MI1	Undesired effects of media	F	202	56	11	60	55	3.8	1.55
		%	53%	14%	3%	16%	14%		
MI2	Media addiction	F	203	55	11	54	61	3.8	1.5
		%	53%	14%	3%	14%	16%		
MI3	Participation in public debates	F	139	66	15	71	93	3.2	1.64
		%	36%	17%	4%	18%	24%		
MI4	Meeting new people through social media	F	62	186	0	39	97	3.2	1.48
		%	16%	48%	0%	10%	25%		
MI5	Lack of interaction with family	F	218	41	9	52	64	3.7	1.6
		%	57%	11%	2%	13%	17%		
	Total	F	824	404	46	276	370	3.5	1.5

The table shows the overall mean of all items of the factor “Media Interaction” 3.5 and the standard deviation 1.5, which shows that the factor media interaction affects the development of SEC among students.

### Students’ Social-Emotional Competence

To achieve the second objective, students’ possession of SEC, the result of the study is as follows

**Table 9.** Students’ Response Regarding Self-Consciousness

S. No	Statement	Options	SA	A	U	DA	SDA	M	SD
SC1	Handling different situations	F	229	59	0	53	43	3.9	1.46
		%	60%	15%	0%	14%	11%		
SC2	Knowledge of actions and reactions	F	45	221	5	61	52	3.4	1.26
		%	11%	57%	1%	16%	14%		
SC3	Understanding moods	F	127	162	2	32	61	3.7	1.41
		%	13%	42%	1%	8%	16%		
SC4	Understanding emotions	F	151	93	0	71	69	3.5	1.57
		%	40%	24%	0%	18%	17%		
SC5	Facial expressions	F	138	67	14	73	92	3.2	1.64
		%	36%	17%	4%	18%	24%		
	Total	F	690	602	21	290	317	3.5	1.4

It is indicated that the total mean scores of the statements of the factor “self-consciousness” is 3.5, and the standard deviation of the items is 1.4, which shows that mostly the students possess the skill of self-consciousness.

**Table 10.** Students' Response Regarding Social-Consciousness

No.	Statement	Options	SA	A	U	DA	SDA	M	SD
SoC1	Personality judgment	F	153	93	8	62	68	3.3	1.55
		%	39%	24%	2%	16%	18%		
SoC2	Knowing others' feelings	F	43	223	5	62	51	3.4	1.25
		%	11%	57%	1%	16%	14%		
SoC3	Feeling down	F	153	91	0	73	67	3.5	1.57
		%	40%	24%	0%	18%	17%		
SoC4	Understanding others' actions and reaction	F	153	93	7	60	71	3.3	1.57
		%	39%	24%	2%	16%	18%		
SoC5	Understanding others' moods	F	231	57	0	54	42	3.9	1.46
		%	60%	15%	0%	14%	11%		
Total		F	733	557	20	311	299	3.5	1.5

It is indicated that the total mean scores of the statements of the factor "social consciousness" are 3.5, and the standard deviation of the items is 1.5, which shows that mostly the students possess the skill of social consciousness.

**Table 11.** Students' Response Regarding Self-Regulation

S. No	Statement	Options	SA	A	U	DA	SDA	M	SD
SR1	Dealing with crises	F	67	92	15	137	73	2.8	1.41
		%	17%	24%	4%	36%	18%		
SR2	Manage anxiety	F	72	181	5	81	45	3.4	1.31
		%	19%	47%	1%	21%	12%		
SR3	Dealing with wrong things	F	75	91	14	135	69	2.9	1.41
		%	19%	23%	4%	36%	18%		
SR4	Stay positive	F	63	185	0	40	96	3.2	1.48
		%	16%	48%	0%	10%	25%		
SR5	Use of calm down strategy	F	66	93	15	139	71	2.8	1.41
		%	17%	24%	4%	36%	18%		
Total		F	343	642	49	532	354	3.0	1.4

It is indicated that the total mean scores of the statements of the factor "self-regulation" are 3.0 (in the range of acceptance), and the standard deviation of the items is 1.4, which shows that the average number of the students possess the skill of self-regulation however average number of students don't possess the skill of dealing with crises, dealing with wrong things and the skill of calming down.

**Table 12.** Students' Response Regarding Relationship Building

No.	Statement	Options	SA	A	U	DA	SDA	M	SD
RB1	Apologetic attitude	F	149	92	9	62	72	3.3	1.5
		%	39%	24%	2%	16%	18%		
RB2	Comforting friends	F	64	184	0	39	97	3.2	1.48
		%	16%	48%	0%	10%	25%		
RB3	Avoiding criticism	F	129	160	2	31	62	3.7	1.42
		%	33%	42%	1%	8%	16%		
RB4	Possessing tolerance	F	93	71	0	62	158	2.7	1.7
		%	24%	18%	0%	16%	42%		
RB5	Maintaining dignity	F	214	59	6	53	52	3.9	1.52
		%	56%	15%	2%	13%	13%		
Total		F	649	566	17	247	441	3.36	1.5

It is indicated that the total mean scores of the statements of the factor "relationship building" is 3.36 (in

the range of acceptance) and the standard deviation of the items is 1.5, which shows that the average number of the students possess the skill of relationship building.

**Table 13.** Students’ Response Regarding Decisiveness

S. No	Statement	Options	SA	A	U	DA	SDA	M	SD
D1	Consideration of consequences	F %	50 13%	101 26%	18 5%	153 40%	62 16%	2.8	1.33
D2	Positive outcome	F %	128 33%	161 42%	2 1%	30 8%	63 16%	3.7	1.42
D3	Situation analysis	F %	74 19%	179 47%	6 1%	80 21%	45 12%	3.4	1.32
D4	Wise recommendation	F %	228 8%	60 15%	0 0%	54 14%	42 11%	3.9	1.46
D5	Analyzing pros and cons	F %	216 56%	57 15%	10 2%	51 13%	50 13%	3.9	1.5
	Total	F	696	558	36	368	262	3.5	1.4

It is indicated that the total mean scores of the statements of the factor “decisiveness” are 3.5 (in the range of acceptance), and the standard deviation of the items is 1.4, which shows that the average number of the students possess the skill of decisiveness.

## Discussion

The first objective of the study was to identify the factors affecting SEC of secondary school students. After having analysis, it was found that factors teachers’ response, parents’ responses, classmates’ responses, friends’ responses, classroom environment, home environment and media interaction affect the development of SEC.

The teachers’ positive attitude with students in the classroom, their modelling of SEC in the classroom, their behavior of encouragement of the students in the classroom to deal with their daily life problems and the skill they develop in the students to deal with others or to respect others affect the development of SEC the most. And sharing attitude of classmates, the helping attitude of the classmates and consideration of classmates’ positive views affect the most. This is in the streamline with the result previously conducted by [Becker & Luthar \(2002\)](#). According to this study, the teachers’ support in the classroom and appreciation from peers helps a lot in the development of SEC among students.

In the study, it was founded that parents children interaction, provision of opportunities to children to discuss their problems and issues of daily life, parents’ encouraging attitude, and their skill to stay calm in different stressful situations develop SEC among students. And the act of kindness to the children affects the most in the development of SEC, whereas the act of being frightened from parents affect the least in the development of SEC. These findings are in line with the results previously conducted by [Pierce \(2000\)](#). According to him, the lack of a strong relationship between parents and the children and strict behavior of the parents creates the problem related to SEC among children.

[Schultz, Richardson, Barber & Wilcox \(2011\)](#) argued that cooperation of friends paves the way to get SEC, and so is the finding of the present study, it was found that apologetic attitude of the friends, caring attitude of the friends and tolerance of friends’ mistakes affect the most in the development of SEC. [Frey, Nolen, Edstrom & Hirschstein \(2005\)](#) argued that students who have media interaction a lot are noticed to have dense friendship networks that affect their SEC. [Guo & Johnson \(2020\)](#) investigated that undesired effects of media such as hate speeches affect the development of students’ SEC, and so is the result of the present study.

The second objective of the study was to examine the SEC of secondary school students. After analysis, it was found that the most possessed skills are handling different situations and understanding one’s own mood that is included in the factor of self-consciousness. Most of the students possess the

skill to understand the mood of others that is included in the factor of social consciousness. They are weak in possession of the skills of calming down, dealing with wrong things and skill of staying positive during crises that are included in the factor of self-regulation. They are good at keeping their dignity and avoiding criticism in case of quarrels with friends; however, they are not good at dealing with every matter with tolerance that is included in the factor of relationship building. They are good at making recommendations wisely; however, they are weak in considering the consequences before taking the actions that are included in the factor of decisiveness.

## **Conclusion**

For the first objective, it is concluded that friends' response, classroom environment and home environment affecting SEC the most as compared to other factors. While the factor least affect the development of the SEC is media interaction. For the second objective, it is concluded that self-consciousness, social consciousness and the factor decisiveness are possessed by the students the most. And the factor self-regulation is possessed by the students the least. The skills in which the students are weak included calming down, dealing with wrong things and skill of staying positive during crises in the factor of self-regulation. Students are not good at dealing with every matter with tolerance, and they are weak in considering the consequences before taking the actions. Both of these are included in the factors of relationship building and decisiveness, respectively.

Furthermore, it is suggested that for the development of SEC training must be provided to the teachers and other staff.

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