



Effect of Social and Emotional Learning Approach on Students' Social-Emotional Competence

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The purpose of this study is to examine the effect of social and emotional learning approach on student social-emotional competence. A quasi-experimental pre-test post-test non-equivalent design conducted with 207 Junior Secondary School students enrolled in form 3. The students divided into two groups: an experimental and a control group. The experimental group was taught through social-emotional learning approach, while the control group taught via traditional teaching approach. The development of social-emotional competence measured through a questionnaire at the beginning and the end of the classes. The results obtained from the analysis of covariance revealed that students in social and emotional learning approach classroom had positively demonstrated significant social-emotional competence compared to students in the traditional teaching approach group. Therefore, the utilized (social and emotional learning- RULER) has provided substantial procedures on how students can integrate and apply RULER's strategies in enhancing their social emotional competence. The implication for introducing social and emotional learning approach into teaching and learning was discussed.

Keywords: social and emotional learning, social-emotional competence, traditional-teaching approach, emotional adjustment, kalare

INTRODUCTION

In this 21st century, students' learning should go beyond the mere mastery of only core subjects in schools. Rather, in addition to knowledge and academic skills, schools are

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further encouraged to provide more support to develop students' social-emotional competence skills (Greenberg, 2010; Farrington et al., 2012). These comprise self-awareness (identifying and recognizing emotions, self-efficacy), self-management (impulse control and stress management, help seeking), social awareness (empathy, respect for others), relationship management (communication, relationship building), and responsible decision making (problem solving, personal, social, and ethical responsibility). In addition, contemporary schools especially in developed nations put much concern on developing students' socio-emotional competences that include imbuing students with ethical social responsibilities, citizenship education, making them to become self-assured and active members in the community (Ee, Zhou, & Wong, 2014; Suratno, Komaria, Yushardi, Dafik, & Wicaksono, 2019). However, in the case of Nigeria, the practice is quite different and fails to embrace the global shift in developing students' social emotional competences (Ee, Zhou, & Wong, 2014; Suratno, Komaria, Yushardi, Dafik, & Wicaksono, 2019). Moreover, teaching in Nigerian secondary schools gives much emphasis on cognitive academic skills development; the system neglects the social emotional aspect, which is an essential component of human development (Sklad, Diekstra, Ritter, Ben, & Gravesteyn, 2012; Jdaitawi, 2019). Thus, students' potentials are not fully realized and utilized in Nigerian secondary schools

For a volatile and multi-cultural society like Nigeria and Gombe state, youths face countless societal experiences that have a negative effect on their social and emotional development. For example, the state is confused today than it has been since the military eras, as it grapples with issues such as Boko haram insurgency, internally displace people, herder and farmers conflict, *Kalare* youth violence, political and interpersonal violence, student riots in schools, indiscipline and general sense of insecurity and fear. Therefore, schools been the central sites for enhancing students' wellbeing (Domitrovich, Durlak, Staley, & Weissberg, 2017; Vostanis, Humphrey, Fitzgerald, Deighton, & Wolpert, 2013); are the primary developmental settings in which many concerns arise and can be efficiently addressed (Greenberg, 2010). In line with this, schools are encouraged to improve the teaching and learning process through integrating both cognitive and socioemotional competences (Farrington et al., 2012; McCombs, 2004). Such competences can prevent maladaptive outcomes and make students become aware of sense of self, strengths and weaknesses, feelings and other dispositions. Again, it will help them to understand others' perspectives for effective negotiation, positive interaction, problems solving and making responsible decisions in life (Nielsen, Meilstrup, Nelausen, Koushede, & Holstein, 2015; Bashir, 2013). Promoting these competences can make a student to become competent and resilient person, who is capable of overcoming crisis and adversities happening in a society and in the learning environment (Ee, Zhou, & Wong, 2014; Suratno, Komaria, Yushardi, Dafik, & Wicaksono, 2019). Therefore, to address these challenges, teaching and learning, activity in schools is expected to apply approaches that work towards improving socio-emotional competence.

Social-emotional competence is the capacity to interact with others, monitor and control cognitive processes, regulate one's emotions and behaviour. It also includes prompting students to get motivated and act to achieve the targeted goals, solve problems, and

communicate effectively. These abilities have generated attention from educators, researchers and policy-makers who have realised the important goals of education that comprise promoting students' ability to learn, producing healthy self-esteem individuals, who have self-control, empathy, social skills and morality. Students who have these attributes may be socioemotionally balanced, and academically successful in the classroom. (Weissberg, Durlak, Domitrovich, & Gullotta, 2015; Cheng, 2011).

Studies demonstrate that social-emotional competence contributes to human development across domains: cognitive, physical, communication (Weissberg, Durlak, Domitrovich, & Gullotta, 2015; Collaborative for Academic Social and Emotional Learning (CASEL), 2015). These domains do not exist in separation, but rather develop together throughout the life course. For instance, language acquisition firmly cements within a foundation of various other skills: such as hearing, capacity to differentiate sounds, and ability to pay attention and engage in social interaction. Just as cognitive, emotional and social capabilities reinforce and work together to create stronger academic and health outcomes (CASEL, 2015). In childhood, it is generally assumed that social, emotional, mental, physical and moral skills are the foundation of all competencies and learning (Loukatari, Matsouka, Papadimitriou, Nani, & Grammatikopoulos, 2019). Therefore, having skills in all these domains enables students to learn, develop healthy self-esteem, self-control, empathy, social skills and morality. Studies demonstrated that these skills are promotive factors associated with the development of individual competences; and deficits in this area of functioning are associated with poor competences and academic outcomes (O'Connell, Boat, & Warner, 2009; Jones, Greenberg, & Crowley, 2015; Loukatari et al. 2019).

Consequently, this study focuses on social-emotional competence because of the empirical evidences, which elucidated that individuals' competency is critical for socioemotional adjustment, healthy development and counteracting the adverse effects of exposure to adversities and violence (Weissberg, Durlak, Domitrovich, & Gullotta, 2015; Bashir, 2013). Most of youths involved in violence over world are victims because of absence of socio-emotional competences. Relatively, in Nigeria there is a youths' group called *Kalare* in Gombe state, whose actions depict violence. They are youths involving secondary schools' students that are identified with dearth of social and emotionally learning (Mbaya, 2013).

'Kalare' is politically motivated thugs' groups in Gombe state, Nigeria that create adversities and mayhem in the society. They move along with politicians as a guard in political rallies and other occasions to harass, intimidate, insult opponents and protect their masters from attacks. They were compensated with material incentive and promised made to them by the actors. These inspire other youths of their age like secondary schools' students to envy them and later join them and participate in violence (Mbaya, 2013). They consider themselves warriors, moving without been arrested by enforcement agencies because of their connection with the government. (Theophilus, Kingsley & Aondowase, 2013). Today in Gombe state the issue of *'Kalare'* is synonymous with every act of violence and indiscipline, a threat to human lives, properties, human rights and other indecent activities (Human Rights Watch, 2007).

Most of the communities, wards and politicians in the state have their own set of 'Kalare' who serve as guards whenever they are embarking on any activities (Bashir, 2013). While in an attempt by the government of Gombe state to eradicate the menace of *Kalare* violence in the state, the government re-integrated the youth back to schools and other skills acquisition centres to enable them to change their mindset and behaviours to become responsible citizens. Unfortunately, the policies achieved limited success; hence, the activities of *Kalare* violence continue to persist.

Consequently, students and teachers in Gombe state secondary schools experience fears of *Kalares'* attack. Learning activities are disrupted and both students and teachers become vulnerable and distressed while trying to survive in the learning environment. Hence, the students experience decreases in socioemotional abilities and other responsibilities, which are essential skills for building socioemotional competence. These experiences affect their ability to develop socio-emotional skills. Therefore, to achieve these competencies the teaching of social and emotional skills need to be considered as an essential task of school systems (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). In line with the above assertion, the study examines the effects of social and emotional learning approach on promoting social-emotional competence, in Gombe State, Nigeria.

Social and Emotional Learning

The development of social-emotional competence (SEC) as an outcome of Social and Emotional Learning (SEL) enable learners to acquire the ability to monitor behaviours, control emotions, establish and maintain positive relationships and regulate learning. This has been reinforced by emotional intelligence theory which regards that pattern of competence mentioned above as a manifestation of students' social and emotional competence learned through emotional literacy (Izard, 2002). That is, students were given direct instruction on social and emotional learning to recognize, understand, label, express and regulate emotions. These are essential abilities for improving student social-emotional competence. Therefore, through SEL, children and youths learn and effectively utilize the acquired knowledge, attitudes, and abilities to comprehend and manage thoughts, set and accomplish positive goals, feel and demonstrate empathy for others; create and sustain positive relationships, and make responsible decisions (Weissberg, Durlak, Domitrovich, & Gullotta, 2015). The knowledge, skills, and attitudes needed to display social-emotional competence, require integration across affective, cognitive, behavioural systems and related teaching approach (Beauchamp & Anderson, 2010; Greenberg, Weissberg, O'brien, Zins, Fredericks, Resnik, & Elias, 2003). Learning approach in educational systems translates a set of principles about the nature of learning into the classroom, thereby creating a link between students and everyday life. These ideas may raise the overall competence for all school children and guide healthy living in a school community and beyond (Durlak et al., 2011). Hence, students spend a significant portion of their time in school during the days. As such, teachers should help students to develop competence that promotes well-being, healthy behaviour as well as positive academic skills. As students learn reading, math and

science through instruction and regular practice in school, social and emotional skills should be explicitly taught and regularly reinforced (Committee for Children, 2016).

Teaching emotional competency plays vital roles for school children in various ways. For instances, it ensures all children get the opportunity to learn the essential skills necessary for future success. Additionally, exposing students to social and emotional skills helps to improve students' competencies, behaviour and attitude toward school and learning improved (Durlak et al., 2011). For these reasons, learning approaches have a leading role to play in helping students develop in all ramifications (cognitive, physical, social, emotional and moral). Therefore, social and emotional learning approach integrates principles capable of promoting understanding and managing emotions, showing empathy for others, create and sustain positive relationships through teaching procedures used to accomplish the task of promoting student sense of self-awareness, self-management, social awareness, relationship management and responsible decision making. These abilities could ultimately develop students' social-emotional competence.

Furthermore, the context for this study is the latter years of middle adolescence (14-16), corresponding to the final years of intermediate education (grade 9) in Nigeria. This is a significant period in which developmental and contextual changes occur that lay the foundations for successful adolescent social and emotional adjustment (Huston & Ripke, 2006). For example, this stage sees cognitive advances that heighten children's ability to reflect on their successes and failures, and an expansion of their social worlds, with wider and more complex peer relationships that take increasing prominence in their lives (Panayiotou & Humphrey, 2017). Alongside this, the end of this period provides opportunities for the consolidation of self-regulation and other social-emotional skills that have typically advanced rapidly up in the preceding years (Murray, Rosanbalm, Christopoulos, & Hamoudi, 2015). More generally, middle adolescence is characterized by the continued drive to achieve competence, independence, and relatedness.

Social and Emotional Learning (SEL) approach (RULER)

RULER is a Social and emotional learning intervention for students in kindergarten through intermediate/Junior secondary that develops social and emotional abilities through teaching on social and emotional related ideas and the introduction of anchor tools for leveraging emotions in the classroom. The experimentation uses a "top-down" approach and comprises professional development training for school staff on improving the skills and knowledge of the adult to create positive learning setting and incorporation of student skill-building for handling and leveraging emotions within the context of a usual teaching and learning curriculum. Social and emotional learning approach (RULER) is founded on the achievement model of emotional literacy (Rivers & Brackett, 2010) which suggests that emotional literacy is acquired through experience and develops through: (a) acquiring emotion-related knowledge and competences; (b) creating climate that are secure and supportive for experiencing a varied range of emotions; (c) providing steady opportunities to practice and get feedback on utilizing emotional intelligence so that their benefits become improved; and (d) frequent exposure to adults who model emotional intelligence (Rivers et al., 2013).

Present Study

Given that student social-emotional competence can be improved by social and emotional learning (SEL) interventions (Wang & Holcombe, 2010), we hypothesized that SEL approach (RULER) can foster additional indisputable developmental paths for students, particularly those at risk for understanding one-self, self-identity and understanding others (McCormick & O'Connor, 2015). To inform this hypothesis, the current paper studied the impact of SEL approach (RULER) on classroom setting to enhance more explicit developmental paths to improve social-emotional competence, which has to do with understanding of one-self and that of others and draw upon them as a means of understanding and managing student's behaviour. precisely, the study examined whether students who participated in the social and emotional learning approach (experimental groups) would show improvements in social-emotional competencies and when compared with students in the control groups.

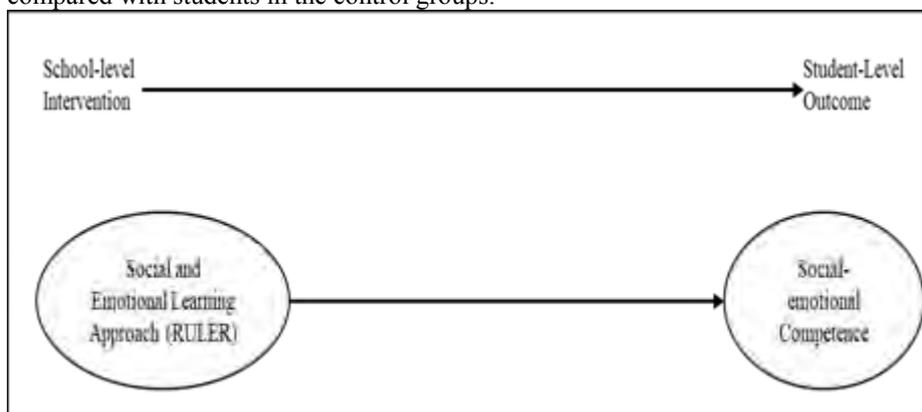


Figure 1
Conceptual Framework of Hypothesized Pathway of the Study

METHOD

Design

A quasi-experimental design was employed for the study, a pre-test post-test non-equivalent group design to collect data on Junior Secondary School students social-emotional competence in Gombe state, Nigeria. This type of design assumes that the groups are equated ab-initio to control for the possibility of prior competence (Pallant, 2011; Creswell, 2012). The purpose of this design is to show that the difference between the initial score and the final score in the experimental group is caused by treatment, in a controlled situation which further increases the external validity of the design. Two groups of intact classes from two different Junior secondary schools in Nigeria were exposed to two different approaches to teaching. One group exposed to social and emotional learning (experimental) and the other group was exposed to the traditional teaching approach (control). Social-emotional competence was tested before and after

the intervention to determine the influence of the intervention on the experimental and control group.

Population and Sample

This research was conducted on students of form 3 (nine grade), in the second term of 2018/19 academic year for ten weeks using English language curriculum contents of the instruction. The study involved 207 students from two intact classes in 2 junior secondary schools, 117 students (experimental group) and 90 students (control group). It was unlikely to secure access for total random of the students; thus, the sample was an intact class of form 3 students that registered for the academic year (Gay & Airasian, 2000). The students' age ranged from 15-16 years, and they were in their second term of study. All these students were attending the schools.

Procedure

The data was collected in two different instances. Firstly, the students were informed about the nature of the study, and they were also assured that the results of both pre-test and post-test would not be revealed to anyone and would only be accessed by the one who is doing the research. For this study, we included only those students in the intact classes who also consented to participate. After performing these formalities, seeking consent from the head of concerned departments, a pre-test was given before the study to all the groups, and after ten weeks of intervention, post-test was given to the groups. Students in the treatment group were introduced to the social-emotional learning approach. The units of instruction used in this study were limited to nine topics and one hour every period of the English courses syllabus. The students were given chances to present a practical activity to prove the mastery of the skills. Same units and time were for the control group. The traditional teaching approach was used in teaching students in the control group.

Instrument

The study employed an instrument Social Emotional Competence Questionnaire (SECQ) developed by Zhou & Ee (2012). The instrument was employed to measure the student's social-emotional competence of the students. It was adopted because of its applicability throughout various language and settings and accordingly, the students were requested to respond to 25 items gauged on a five-point Likert scale. The instrument contained 25 items and five subscales from 1 (not at all true of me) to 5 (very true of me) with five items for each component, so that better understanding of self and others can be obtained. The sample of the items comprises; self-awareness (I can read people's faces when they are angry); social awareness (I understand why people react the way they do); self-management (I can stay calm in stressful situations); relationship management (I will always apologise when I hurt my friend unintentionally); and responsible decision-making (When making decisions, I consider the consequences of my actions). The scale is valid and reliable with alpha coefficient of $\alpha = 0.88$ (Coryn et al., 2009; Zhou, & Ee, 2012).

Data Analysis

In terms of the quantitative method, data were analysed in SPSS software for calculating the mean scores, standard deviation, and analysis of covariance ANCOVA. The reason for the choice of this analysis technique is, the study tests the effects of the introduce social and emotional learning approach on a categorical variable which is the independent variable (experimental group) on a continuous dependent variable (social-emotional competence), controlling the effects of selected other variables (pre-test), which covary with the dependent variable. The technique reduces the within-group (or error) variances, making the test more powerful (Pallant, 2011). Social-emotional competence scale pre-test and post-test data were analysed in SPSS software (version 25). Since the distribution of pre-test post-test was normal, and it is $n > 30$, the parametric test was utilised (Pallant, 2011). Analysis of covariance ANCOVA was run to determine whether there is a statistically significant difference between the variables after controlling the covariate.

FINDINGS

Before performing the ANCOVA test, the assumption testing was conducted for normality, linearity, independence of observation, homogeneity of variance, and homogeneity of regression slope. To examine the univariate normality of the dependent variable to the independent variable, Kolmogorov-Smirnov tests were used. The normality assumption was tenable for all variables with Skewness value of -0.09 and Kurtosis -0.119, which indicates that the values are within the recommended normality range (Pallant, 2013; Hair, Black, Babin, Anderson, & Tatham, 2006; Jarque and Bera, 1980). Also, Linearity was checked by examining scatterplots. A curvilinear relationship was not observed, so the assumption of linearity was found to be tenable. The assumption of independence of observation was checked and found no relationship between the observations in each group with a value of 0.667, indicating the assumption was found to be acceptable. Similarly, the assumption of homoscedasticity (homogeneity of variance) was determined by Levene's Test of Equality of error for homogeneity of variance. The result of Levene's Test of Equality of Error provided evidence that the assumption of homogeneity of variance across groups was satisfactory and that the assumption was tenable with the value of 0.169 which is higher than the α . Equally, the assumption of regression slope was tenable with the value of 0.771 meaning, there is no statistically significant interaction between the covariate and the dependent variable. More so, descriptive statistics analysis was performed to obtain the mean and standard deviation and finally the result the result of analysis covariance (ANCOVA). The results of the findings were summarised below:

Table 1
Mean and Standard Deviation for Experimental and control group on Social Emotional Competence

Group	Mean	Std. Deviation	N
Experimental	3.543	0.428	117
Control	3.420	0.290	90
Total	3.489	0.379	207

Table 1 showed the descriptive statistics for the experimental and control group. Respondents with high levels of social-emotional competence recorded the highest mean value in the group (experimental and control). The result showed that; SEC in the experimental group recorded the mean of 3.543 and a standard deviation of 0.428 while the control group had a mean score and standard deviation of 3.420 and 0.290, respectively. This implies that experimental recorded a higher mean SEC score than the control group. Because of this observed difference in mean scores, hypothesis was tested at 0.05 levels to determine if the observed difference was significant.

Table 2

Analysis of Covariate (ANCOVA) Result for Students Social-Emotional Competence

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2.815 ^a	2	1.407	10.734	0.000
Intercept	21.963	1	21.963	167.508	0.000
SECPRE	2.045	1	2.045	15.593	0.000
GROUP	0.847	1	0.847	6.457	0.012
Error	26.748	204	0.131		
Total	2549.867	207			
Corrected Total	29.563	206			

Table 2 showed the ANCOVA results. It indicated that there is a significant difference in the post-test scores between the experimental and control group on the social-emotional competence with an F value of = 6.457; p-value = 0.012 < α). Based on this, the null hypothesis was rejected. The result demonstrates the strongest and statistically significant contribution of independent variable (social and emotional learning approach) in promoting the dependent variable (social-emotional competence).

DISCUSSION AND CONCLUSION

Based on the study's findings, the results confirm that social and emotional learning has a role to play in improving the social-emotional competences of students. This tallies with the findings of Weissberg, Durlak, Domitrovich, & Gullotta (2015), that the social and emotional skills of students significantly increased as they understand their strengths and weakness, feelings and other dispositions. These are skills taught in social and emotional learning class for promoting student's socioemotional competence. In the social and emotional learning approach, students are provided with the chance to collaborate and engage in activities to obtain accurate feedback of their emotion by regularly plotting their moods and use the mood meter to determine their level of pleasantness and arousal or energy level. These enable students to build in their self-regulation and relationship management skills. It also helped them in engaging with others confidently and in learning more effectively by working with their peers. It is evidenced by the class activities which have also significantly affected the learning experience of students (Ee, Zhou, & Wong, 2014; Suratno et al., 2019). In other words, given opportunities to understand others' perspectives for effective negotiation and interaction as well as how to solve problems and make responsible decisions in life, support their social awareness and relationship management skills as well as self-regulation skills (Bashir, 2013; Ee, Zhou, & Wong, 2014; Jdaitawi, 2019). These

assertions support the previous related studies including Loukatari et al., (2019) Beauchamp & Anderson, (2010) Greenberg, et al., (2003) that student taught by social and emotional learning approach develop better communication and connection with others than students taught in a traditional setting. Similarly, in the current study, the students' (controlled group) thoughts and feelings remain an unspoken, or unexpressed and the group displayed high level of stress and fear from *Kalare* attack. While for the experimental group who experienced social and emotional learning have shown significant improvement in social and emotional competences.

Also, the findings support other studies that social and emotional skills are primarily needed for complete human development involving social interaction, effective teacher students' relationship, withstand social and emotional pressure. Therefore, in addition to cognitive-academic skills, students should learn how to recognise, understand, label, express and regulate emotions, identify emotions, develop empathy, establish and maintain a healthy relationship for the development social-emotional competence (Weissberg, Durlak, Domitrovich, & Gullotta, 2015; Durlak et al., 2011). Another evidence that supports the results of this study is Ee, Zhou, & Wong, (2014), which revealed that the social and emotional learning approach improved student's social and emotional outcomes when compared to the traditional method. The study revealed that social and emotional learning approach serves as prerequisites for enhancing the sense of self and socioemotional balance of students compared to the traditional teaching approach (O'Connell, Boat, & Warner, 2009; Jones, Greenberg, & Crowley, 2015). The study showed that leveraging emotion through socioemotional related approach lead to effectiveness of the result. The result supported the significant of using a socioemotional intervention with a broader focus in addressing more competencies in an explicit way. Such findings are in corroboration with the competencies conceptualize under emotional intelligence theory that proper recognition, use and understanding of emotions in relation to both oneself and others, as well as effective management of them, are related to social and emotional competencies for facing situations of emotional intensity (Mayer & Salovey, 1997). Thus, the study makes a significant contribution to the field by empirically confirming some of the methods through which SEL is theorized to lead to improved students social-emotional competence (Durlak et al., 2011). This finding suggests the importance of supporting social and emotional learning approach intervention in efforts to increase social-emotional competence of students. From the perspective of social and emotional learning, this study has proven that improving social-emotional competence through social and emotional learning approach (RULER) is feasible. This is because the approach anchor tools that support the development of social-emotional competence and the features that characterize the social-emotional competence are able to engage students in meaningful social and emotional based activities that promote their socioemotional skills. If planned appropriately as part of an educational curriculum or method of teaching, the same anchor tools and features of RULER approach would be able to facilitate the improvement of effectual and meaningful social-emotional competence of students in Junior secondary schools.

IMPLICATIONS AND FUTURE SUGGESTIONS

Researchers, teachers and academics have been given much efforts in improving the cognitive skills of school children. However, education as a process is defined as "*education of the whole child*" (Weissberg, Durlak, Domitrovich, & Gullotta, 2015; Durlak et al., 2011). This implies that the process should also integrate both cognitive and socioemotional competence skills development to take care of all phases of human growth. As such, the findings of the present study provide insightful information on the new teaching approach that can be utilized to improve student social-emotional competence. Thus, relevant authorities in Nigeria, such as Ministry of Education, as well as teachers and students will be informed on relevance of the approach in enhancing teaching and learning activities. For example, having realized the importance of the approach in promoting students' social-emotional competences, the Nigerian Ministry of Education should endeavour to review the secondary school curriculum to integrate the approach in teaching and learning activities. This will help to have a conducive and friendly learning environment; and to promote self-discipline and respect for one another. These are all attribute of social-emotional competence. Furthermore, the study has familiarised teachers with a better understanding of teaching approach and skills essential for enhancing students social-emotional competence. Therefore, Nigerian teachers can incorporate social and emotional learning approach into their teachings to help students to improve social-emotional competence. On the students' part, the approach could help them to recognise, understand, label, express and regulate their emotions, identify emotions, develop empathy, establish and maintain healthy relationship. These can be achieved through encouraging students to apply perspective-taking, problem-solving and self-management strategies through role-play, giving opportunities to practice and identify emotions in themselves and others as well as brainstorming on potential solutions to a problem. More so, the findings will benefit those researchers in Nigeria who are currently working on social and emotional development with a focus on strategies to promote such competence. They can use this study as one of the examples in Nigerian context. This study also contributes to the present literature on social-emotional competence in general and in the Nigeria context.

Hence no investigation is exhaustive; therefore, some directions are also suggested for future studies. First, the study solely is carried out in one state in Nigeria. Therefore, Future researchers may replicate a similar study in a different state of Nigeria to confirm the findings for generalization. Secondly, this study was exclusively carried out for ten weeks; hence, the complex nature in the change of pattern in the social-emotional attributes of students cannot be understood thoroughly. Thus, future studies may replicate a similar study for one year or more to gain an in-depth knowledge related to the dynamic nature of social-emotional competence and its correlation with students' cognitive competence. Finally, the current study emphasised on the effect of social and emotional learning on students' social-emotional competence using quantitative research design, and social emotional competence questionnaire as a source of data collection tools. Therefore, future studies are recommended to carry out longitudinal mixed-method studies in which interviews can be integrated to listen to the voice of learners for "how do they improve their social-emotional competence over the period?" Such studies

would likely explore the different learning strategies that learners practice for enhancing their competence.

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