

Raising Awareness of Social-Emotional Competencies (SECs): A Growing Need in Higher Education

زيادة الوعي بالكفاءات الاجتماعية والعاطفية: ضرورة متنامية في التعليم العالي

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Abstract:

This article explores the need to develop social-emotional competencies (SECs) among EFL second-year students at Tizi-Ouzou University. It aims to examine students' attitudes (experiences and perceptions) toward existing social-emotional competencies and their impact on academic success in higher education. Using a quantitative approach, a questionnaire was administered to analyze the EFL students' attitudes and the current state of Social-Emotional Competencies. SPSS was used to analyze the frequency and identify which of the competencies the participants developed awareness of. The findings highlight the importance of integrating SECs into EFL curricula to foster resilience, motivation, and language proficiency. Additionally, a positive correlation was found between SECs and the students' overall learning experience. The study recommends developing a professional development framework and supportive strategies to nurture students' social-emotional competencies and enhance their social and academic growth.

Keywords: Social-Emotional Competencies (SECs), Higher Education, Quantitative Research, awareness, language proficiency

ملخص:

يستكشف هذا المقال الحاجة إلى تنمية الكفاءات الاجتماعية والعاطفية (SECs) لدى طلاب السنة الثانية في تخصص اللغة الإنجليزية كلغة أجنبية بجامعة تيزي وزو. ويهدف إلى دراسة مواقف الطلاب (تجاربهم وتصوراتهم) تجاه الكفاءات الاجتماعية والعاطفية الحالية وتأثيرها على النجاح الأكاديمي في التعليم العالي. باعتماد منهج كمي، تم توزيع استبيان لتحليل مواقف الطلاب في تخصص اللغة الإنجليزية كلغة أجنبية وتقييم الوضع الحالي للكفاءات الاجتماعية والعاطفية. تم استخدام برنامج SPSS لتحليل تكرار وتحديد أي من الكفاءات التي طور المشاركون الوعي بها. تؤكد النتائج على أهمية دمج الكفاءات الاجتماعية والعاطفية في مناهج اللغة الإنجليزية كلغة أجنبية لتعزيز المرونة والتحفيز وإتقان اللغة. بالإضافة إلى ذلك، كشفت النتائج عن وجود علاقة إيجابية بين الكفاءات الاجتماعية والعاطفية والتجربة التعليمية الشاملة للطلاب. يوصي البحث بتطوير إطار للتنمية المهنية واستراتيجيات داعمة لتعزيز الكفاءات الاجتماعية والعاطفية للطلاب، مما يساهم في نموهم الاجتماعي والأكاديمي.

1. Introduction

Emotions play a vital role in teaching and learning, influencing students' motivation, focus, and retention (Pekrun et al., 2002; Meyer & Turner, 2006). Education must address students' emotional needs alongside academic content, as emotional intelligence (EI) significantly impacts learning processes and outcomes (Goleman, 2006). Thus, understanding and managing the emotions experienced by students can enhance their learning experience. In this respect, incorporating Social-Emotional Competencies into the educational system has gained prominence globally. In the Algerian higher education EFL context, the extent to which teachers and students recognize the importance of social-emotional competencies remains unclear. This study is driven by addressing the need to develop social-emotional competencies in higher education to cope with 21st-century education skills. Despite the growing body of research (e.g., Brackett et al., 2012; Conley, 2015; Vandervoort, 2006) on implementing Social-Emotional Learning (SEL) methods, the development of social-emotional competencies in higher education is not yet consistently structured, particularly in the Algerian EFL context. This paper addresses the issue of EFL students' attitudes toward the development of social-emotional competencies, as understanding these attitudes is essential for identifying potential barriers and opportunities for effectively integrating SECs into the EFL curriculum. By focusing on this aspect, this study sheds light on the impact of developing social-emotional competencies in students' language learning experience, highlighting its essential role for EFL teachers and students as a foundation for effective education today.

The research questions guiding this aim are:

Q1: What are the EFL students' attitudes towards Social-Emotional Competencies?

Q2: To what extent is developing social-emotional competencies needed at university

2. Theoretical Background

2.1. Understanding Social-Emotional Competencies: Definition and Importance

Social-emotional education (SEE) is broadly defined as the process of acquiring and applying knowledge, dispositions, abilities, and skills to identify and manage emotions, set and achieve goals, demonstrate empathy, build positive relationships, and make responsible decisions (Venclovaite & Danylienė, 2018). Similarly, Cohen (2002) describes SEE as the use of techniques and approaches to develop social-emotional competencies, encompassing the skills and knowledge needed to understand, process, manage, and express the social-emotional aspects of life. Moreover, Social-Emotional Learning (SEL) extends this concept by linking academic knowledge with the skills essential for success in school, family life, the workplace, and broader social contexts (Elias & Arnold, 2006). In addition, SEL is recognized for its multiple benefits, including improving social interactions, fostering positive attitudes about oneself and others, reducing negative behaviors, and enhancing academic performance and attitudes toward school (CASEL, 2007b). Building on the significance of the social-emotional competencies, social-emotional development is an important aspect of education as it represents developing and supporting social-emotional competencies and skills in a proper environment and with the correct learning experiences. This process, essential for young people's integration into society is rooted in relationships and social support,

which play a crucial role in enhancing students' skills, motivations, and behaviors (Elias et al., 1997; Rose-Krasnor & Denham, 2009). Expanding on the broader importance of Social-Emotional Competencies, their relevance has become increasingly evident in English as a Foreign Language (EFL) contexts, where they play a pivotal role in supporting students' emotional and social needs during language acquisition. Integrating SECs into curricula enhances language acquisition, leading to better academic performance, improved behavior, and stronger interpersonal skills (Durlak et al., 2011). These competencies foster effective communication, empathy, and adaptability in diverse linguistic and cultural contexts.

2.2.Theoretical Perspectives about Social-Emotional Competencies (SECs)

An increasing body of evidence from both research and practical application indicates the conceptualization of education as a combination of social-emotional and character development along with academic learning. Adding to the literature, it is reported that Social-Emotional Learning (SEL) is considered to be a set of educational techniques based on cognitive and behavioral methods, developed to train students to improve self-control, social competency, empathy, motivation, and self-awareness (Diekstra and Gravesteyn, 2008). In this sense, Social-Emotional Learning (SEL) is the process of using both cognitive and behavioral methods for the sake of improving a set of socio-emotional competencies. Moreover, (Larson & al., 2007) assumed that Social competencies are considered the ability to successfully get involved in social and interpersonal relations, including the skill to interpret verbal and nonverbal messages. Furthermore, participating in developing social and emotional skills alongside peers and teachers allows students to delve into and grasp their own emotions and identities. According to Wu, Hu, Fan, Zhang, and Zhang (2018), social and emotional competency is characterized by employing appropriate behavior to engage with others and promote positive interaction.

2.3.Previous Research on Social-Emotional Development

Social-emotional development is one of human social behavior's most widely investigated aspects. Several studies have claimed the importance of social-emotional support and development. In one study, Lippard et al. (2018), emphasized that nurturing teacher-child relationships significantly enhances children's social, emotional, and cognitive abilities, fostering positive behavioral skills and academic achievements. Their findings underscore the importance of positive interactions in supporting social-emotional competency and shaping classroom behavior. Similarly, in 2011, Durlak et al. conducted a noteworthy meta-analysis of 213 school-based SEL programs involving 270,000 K–12 students; one of the largest research works on the subject of social-emotional learning. Their research findings revealed that students participating in these programs experienced improved social-emotional competencies, constructive social behavior, and reduced emotional distress and behavioral problems, demonstrating the broad benefits of SEL initiatives.

Another study by Opengart (2007) examined the alignment of Social-Emotional Learning (SEL) programs with the Emotional Intelligence (EI) framework in K–12 settings. While recognizing SEL programs' strengths in promoting skill acquisition and cultural relevance, Opengart identified gaps in preparing students for workplace demands and recommended enhancing teacher training to address adult workplace needs more effectively. In addition, Jonathan Cohen (2006) an influential figure in social and emotional education, argued that social-emotional skills, such as understanding emotions and building relationships, are foundational to a democratic society and improved quality of life. He proposed creating safe, caring school environments and fostering home-school partnerships to enhance societal outcomes.

Cohen also advocated for integrating social, emotional, academic, and ethical education to help children achieve personal and societal goals, while highlighting the role of schools in preparing responsible citizens.

3. Methodology

This section presents the research methodology, emphasizing a quantitative approach to examine second-year EFL students' attitudes toward existing social-emotional competencies at Tizi-Ouzou University during the 2022/2023 academic year. It also outlines the data collection process and explains the data analysis procedures.

3.1. Participants

The study included 51 second-year EFL students at the University of Tizi-Ouzou during the academic year 2022/2023. The participants, aged between 18 and 22 years old, comprised 41 female students and 10 male students. As part of their listening and speaking course, they were required to prepare project work and deliver oral presentations.

3.2. Data Collection Instrument and Procedures

3.2.1. Instrument

A quantitative methodology characterizes the research design adapted for this study. The primary instrument used for data collection is a questionnaire adapted from the Panorama Social Emotional Learning Survey, originally by Dr. Hunter Gehlbach (Senior Research Advisor at Panorama and Vice Dean at the Johns Hopkins School of Education) and Dr. Samuel Moulton, (Director of Research at Panorama). This survey serves as a comprehensive tool. It assesses students' competencies and considers the social, environmental, and educational variables influencing student development. In aligning the questionnaire with the study's objectives, the researcher carefully selected and included the most pertinent competencies, contextualized to the academic setting under investigation.

3.2.2. Procedure

During the second term semester of the academic year 2022/2023, the questionnaire adapted from The Panorama Social-emotional learning survey was administered to second-year English as a Foreign Language (EFL) students at the Department of English of Tizi-Ouzou University. The questionnaire aimed to gather valuable insights into participants' attitudes toward developing social-emotional competencies. Emphasizing the importance of confidentiality, participants were assured that their responses would be treated with the utmost anonymity. The survey, requiring approximately 30 minutes to complete, sought to reveal a comprehensive understanding of students' attitudes toward the identified competencies. The structured questionnaire comprises a total of 31 items focused on seven distinct social-emotional competencies mainly: social-awareness, Self-management, Growth mindset, self-efficacy, classroom effort, emotion regulation, and school climate. Within each social-emotional competency, a set of questions is presented. Participants rated a series of questions employing varying Likert scales, adding depth and introducing a nuanced dimension to their responses. This approach enabled a comprehensive exploration of the diverse facets of participants' attitudes about the identified social-emotional competencies

3.3. Data Analysis Procedures

The Statistical Package for Social Sciences (IBM SPSS version 23.0) was employed to analyze the data. Descriptive statistics were used to compute the percentages.

4. Results

4.1. Students Social-Emotional Competencies SECs

Table 01. Descriptive statistics for Social-awareness

Questions	Response Options	Frequency	Percent
Q1: How carefully do you listen to your classmates' points of view while presenting their work?	slightly carefully	6	11,8 %
	Somewhat carefully	29	56,9 %
	Quite Carefully	16	31,4 %
	extremely		
Q2: How much do you care about your classmates' feelings while criticizing their work?	slightly carefully	6	11,8 %
	Somewhat carefully	29	56,9 %
	Quite Carefully	16	31,4 %
	extremely		
Q3: How often do you compliment your classmates' accomplishments?	Almost never	5	9,8 %
	Once in a while	2	3,9 %
	Sometimes	28	54,9 %
	Frequently	4	7,8 %
	Almost all the time	12	23,5 %
	Totally	51	100,0 %
Q4: How well do you get along with students who are different from you?	Do not get along at all	17	33,3 %
	Get along a little bit	18	35,3 %
	Get along somewhat	2	3,9 %
	Get along pretty well	9	17,6 %
	Get along extremely well	5	9,8 %

The data reveals that the group demonstrates strong social awareness and interpersonal relationships. The majority (56.9%) expresses care for their classmates' feelings, while 54.9% regularly offer compliments. Although 33.3% face challenges in getting along with different classmates, 35.3% report having positive relationships, indicating potential for greater social inclusivity.

Table 02. Descriptive statistics for Self-Management

Questions		Almost never	Once in a while	Sometimes	Frequently	Almost all the time
Q1: How often do you come to class prepared to present your work?	F	7		18		26
	%	13,7%		35,3%		51%
Q2: How often do you get your work done right away, instead of waiting until the last minute?	F	16	2	21	5	7
	%	31.4 %	3.9%	41.2%	9.8%	13.7%
Q3: How often do you pay attention and resist distractions?	F	11	3	28	2	7
	%	21.6%	5.9%	54.9%	3.9%	13.7%
Q4: How often do you allow others to speak without interruption?	F	7	1	10	7	14
	%	13.7%	2%	19.6%	13.7%	27.5%
Q5: How often do you keep your temper in check?	F	6	3	21	7	14
	%	11.8%	5.9%	41.2%	13.7%	27.5%

It highlights strengths and areas for improvement in self-management practices. While there is a positive attitude toward readiness (51%) and some aspects of time management (41.2%), there are notable challenges in maintaining focus, allowing others to speak without interruption and emotional regulation.

Table 03. Descriptive statistics for Growth-mindset

Questions: How possible is it for you to change:		Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
• Being talented	F	12	17	5	4	13
	%	23.5 %	33.3 %	9.8%	7.8%	25.5%
• Liking the subject	F	2	20	12	5	12
	%	3.9%	39.2 %	23.5%	9.8%	23.5%
• Your level of intelligence	F	3	8	9	8	23
	%	5.9%	15.7 %	17.6%	15.7 %	45.1%
• Putting forth a lot of efforts	F	8	14	9	4	16
	%	15.7 %	27.5 %	17.6%	7.8 %	31.4%
• Behaving well in the class	F	5	15	9	3	19
	%	9.8%	29.4 %	17.6%	5.9%	37.3%
• Easily to give up	F	16	9	7	15	4
	%	31.4 %	17.6 %	13.7%	29.4 %	7.8 %

The table suggests that there is a generally positive attitude toward the potential for personal growth and change, particularly in areas related to effort (31.4%), behavior (37.3%), and intelligence (45.1%). However, there are variations in the perception of the variability of different traits.

Table 04. Descriptive statistics for Self-efficacy

Questions: How possible is it for you to change:		Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
Q1: How confident are you that you can complete all the work that is assigned in your class?	F		11	10	18	12
	%		21.6%	19.6%	35.3%	23.5%
Q2: When complicated ideas are presented in class, how confident are you that you can understand them?	F	4	12	10	9	16
	%	7.8%	23.5%	19.6%	17.6%	31.4%
Q3: How confident are you that you can learn all the material presented in your class?	F	2	14	16	12	7
	%	3.9%	27.5%	31.4%	23.5%	13.7%

The results depict a positive trend in self-efficacy, with a large percentage expressing confidence in completing assigned work (23.5%), understanding complex ideas (31.4%), and learning academic material. The diversity in answers indicates that individuals have varying degrees of confidence, but the majority lean toward a positive view of their academic abilities.

Table 05. Descriptive statistics for Effort

Questions:		Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
Q1: How much effort do you put into getting involved in discussions during class?	F	7	14	14	4	12
	%	13.7%	27.5%	27.5%	7.8%	23.5%
Q2: When your teacher is speaking, how much effort do you put into trying to pay attention?	F	1	12	5	13	20
	%	2%	23.5%	9.8%	25.5%	39.2%

The results of this table indicate that students are generally invested in their engagement and attention in class. In both aspects evaluated, a significant portion of the participants report having made a great effort, emphasizing the importance they place on being involved in discussions (23.5%) and paying attention during instruction (39.2%).

Table 06. Descriptive statistics for Emotion regulation

Emotion regulation Questions	Response Option	Frequency	Percent
Q1: When you are feeling pressured, how easily can you stay in control?	Not at all easily	20	39,2%
	Slightly easily	13	25,5%
	Somewhat easily	4	7,8%
	Quite easily	11	21,6%
	Extremely easily	3	5,9%
Q2: How often are you able to pull yourself out of a bad mood?	Almost never	4	7.8%
	Once in a while	13	25,5%
	Sometimes	25	49 %
	Frequently	3	5.9%
	Almost all the time	6	11.8%
Q3: When students around you get angry, how relaxed can you stay?	Not relaxed at all	5	9.8%
	Slightly relaxed	17	33.3 %
	Somewhat relaxed	5	9.8 %
	Quite relaxed	12	23.5 %
	Extremely relaxed	12	23.5 %
Q4: How often are you able to control your emotions when you need to?	Almost never	6	11.8%
	Once in a while	10	19.6%
	Sometimes	14	27.5%
	Frequently	4	7.8%
	Almost all the time	17	33.3
Q5: Once you get upset, how often can you get yourself to relax?	Almost never	5	9.8 %
	Once in a while	5	9.8 %
	Sometimes	18	35.3 %
	Frequently	11	21.6 %
	Almost all the time	12	23.5 %

The findings suggest that students exhibit diverse emotion regulation abilities. While some struggle with specific aspects, such as staying in control under pressure (39,2%)

or pulling themselves out of a bad mood (25.5%), others demonstrate competence in managing emotions (33.3%).

Table 07. Descriptive statistics for School Climate

School Climate Questions	Response Option	Frequency	Percent
Q1: How often do your teachers seem excited to be teaching your class?	Almost never	4	7.8 %
	Once in a while	8	15.7 %
	Sometimes	17	33.3 %
	Frequently	13	25.5 %
	Almost always	9	17.6 %
Q2: How fair or unfair are the rules for students at your University?	Very unfair	18	35.3 %
	Somewhat unfair	3	5.9 %
	Slightly unfair	1	2%
	Neither unfair nor fair	19	37.3%
	Slightly fair	2	3.9%
	Somewhat fair	3	5.9%
	Very fair	5	9.8 %
Q3: How pleasant or unpleasant is the physical space at your university?	Very unpleasant	9	17.6 %
	Somewhat unpleasant	7	13.7 %
	Slightly unpleasant	4	7.8 %
	Neither unpleasant nor pleasant	9	17.6%
	Slightly pleasant	9	17.6%
	Somewhat pleasant	8	15.7%
	Very pleasant	5	9.8 %
Q4: How positive or negative is the energy at your university?	Very unpleasant	5	9.8%
	Somewhat unpleasant	7	13.7%
	Slightly unpleasant	4	7.8%
	Neither unpleasant nor pleasant	16	31.4%
	Slightly pleasant	8	15.7%
	Somewhat pleasant	7	13.7%
	Very pleasant	4	7.8%
Q5: at your university, how much does the behaviour of other students hurt or help your learning?	It hurts my learning a tremendous amount	1	2%
	It hurts my learning some	4	7.8 %
	It hurts my learning a little bit	4	7.8 %
	Neither hurts nor helps	26	51 %
	It helps my learning a little bit	6	11.8% %
	It helps my learning some	8	15.7%
	It helps my learning a tremendous amount	2	3.9%
Q6: How much respect do classmates in your class show you?	No respect at all	2	3.9%
	a little bit of respect	2	3.9%
	some respect	15	29.4%
	quite a bit of respect	10	19.6%
	a tremendous amount of respect	22	43.1%

The findings reveal mixed perceptions, with teacher enthusiasm varying and 35.3% considering university rules unfair. Emotions toward the environment are mostly neutral or slightly positive (17.6%), while the university's energy is perceived as balanced, with

31.4% neutral. Student behavior's impact on learning is generally neutral (51%), though respect among students stands out positively at 43.1%, reflecting strong interpersonal relationships

5. Discussion

The results provide a comprehensive overview of various aspects regarding the necessity of fostering social-emotional competencies. By analyzing students' attitudes toward social-emotional competencies, a deeper understanding can be gained and the significance of contributing to students' academic success can be acknowledged.

An important finding that has arisen in this study is that students' social awareness and interpersonal relationships are revealed to be highly fostered. It is apparent from the findings that students demonstrate prosocial behaviors, displaying strengths in attentive listening, empathetic criticism, and recognition of classmates' accomplishments. Thus, the high level of engagement during discussions and the emphasis on concern for classmates' feelings suggest a positive and supportive social environment. This finding is consistent with the results obtained by Schutte and Loi (2014) who observed that higher levels of emotional intelligence are generally associated with a variety of interpersonal outcomes, such as increased cooperation. Therefore, Social awareness serves as the foundation for relationship skills and the learning environment needs to provide stability and a sense of belonging (Caine, 1994).

In the context of the present study, a noteworthy observation is the prevailing positive disposition toward personal development and self-efficacy. However, a crucial aspect that emerges from the data is the pronounced impact of individual variances in beliefs concerning personal capabilities and growth potential, as elucidated by Dweck (2006) and Bandura (1986). Dweck's seminal work on mindset accentuates the significance of a growth-oriented mindset, where individuals believe their abilities can improve through diligent effort and continuous learning. Conversely, Bandura's theory of self-efficacy underscores the pivotal role of one's confidence in their aptitude to perform tasks proficiently. It is imperative to underscore that recognizing and addressing these divergences can significantly contribute to fostering a more inclusive and efficacious learning environment. A sense of belonging in classrooms promotes happiness, enthusiasm, and confidence in learning, while isolation leads to anxiety and frustration that hinder academic performance (Osterman, 2000; Furrer & Skinner, 2003). To support learning, students must develop emotional skills, such as regulating emotions and reducing stress, alongside social skills like empathy, kindness, and cooperation. These findings suggest that self-efficacy and a growth mindset are among the most developed social-emotional competencies in students. Based on these findings, it is evident that EFL students hold positive attitudes and value the development of Social-Emotional Competencies.

Another finding that stands out from the results is that the group's reported efforts in class engagement align with research highlighting the positive impact of active participation on learning outcomes. Accordingly, numerous studies have reported the benefits of using active learning techniques compared with traditional lectures such as decreased failure rates (Freeman et al., 2014), improved performance on tests (Deslauriers et al., 2011; Hake, 1998), improved short and long-term retention (Di Vesta and Smith, 1979; Ruhl et al., 1987), as well as enhanced understanding of complex concepts (Laws et al., 1999; Redish et al., 1997). Drawing from these insights, it can be concluded that Positive social-emotional development influences the students' self-confidence, empathy, and ability to develop meaningful relationships.

Additionally, the diverse emotion regulation abilities observed resonate with studies emphasizing the need for tailored support and strategies for individuals with varying

emotional needs (Gross, 2015; Brackett et al., 2019). This suggests recognizing and accommodating diverse learning styles and emotional well-being to foster a more inclusive and effective educational environment. Scholars such as Durlak & Weissberg et al., (2011), note that the more emotional and warm the pedagogue is with children, the more helpful and friendly the students are in the classroom. This finding is also consistent with that of V. Zakrewski (2012) who confirmed the role of teachers in demonstrating diligence and empathy for students' emotional intelligence because when students feel the teacher is a caring adult, students' academic achievements are significantly better. Furthermore, research highlights school climate as a critical factor influencing academic outcomes (Cohen, 2006; Sherblom, Marshall, & Sherblom, 2006). The findings reveal a connection between the group's reported class engagement and research showing the benefits of active participation in learning. Therefore, it is apparent that students recognize the importance of developing social-emotional competencies at university, not only for academic success but also for their well-being.

6. Conclusion

This article has highlighted the critical need to develop social-emotional competencies (SECs) in EFL Algerian students at the University. The study's findings provide valuable insights into students' attitudes toward Social-Emotional Competencies and emphasize their potential impact on personal growth and academic success. In light of the findings, it seems that integrating Social-emotional competencies into the EFL curriculum is essential for creating well-rounded, emotionally intelligent students who can thrive academically. As supported by the literature, the development of Social and Emotional Competencies emphasizes the crucial need to enhance these skills. Furthermore, by incorporating supportive strategies into educational practices, we can create environments that foster the growth of emotionally intelligent and socially competent individuals. Following the study's findings, it is clear that students in higher education hold positive attitudes toward social-emotional competency development mainly those that facilitate personal and interpersonal awareness. This not only contributes to success in higher education but also prepares individuals for achievements beyond the classroom. Therefore, it is highly recommended to integrate in future courses that provide insights on strategies for fostering and teaching students' social-emotional competencies. It is also imperative to initiate teachers' training on developing activities that align with social-emotional learning and teaching methods that prioritize the development of social-emotional competencies because developing these competencies in the classroom helps students become more productive, self-aware, and socially aware citizens. Considering these points, social and emotional development offers a theoretical foundation and practical guidance for enhancing students' ability to recognize, process, and utilize emotions effectively.

In conclusion, despite some limitations, this study contributes valuable insights to the research on social-emotional learning in Algerian higher education. Notably, it focuses on students' awareness of social-emotional competencies, leaving the exploration of teachers' awareness of SECs unexamined. As a small-scale research, this investigation highlights the importance of broader, more comprehensive research to understand the dynamics of social-emotional learning in this context.

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