



---

## Relationship Between Social Emotional Competence (Sec) And Achievement In English Among Viii Grade Students

**Dr. Gagandeep Kaur** Assistant Professor, Department of Education (G.N.D.U. Asr.).  
Email id: gagandhillon33@yahoo.co.in

**Pooja Sharma** Research Scholar, Department of Education (G.N.D.U., Asr.).  
Email id: poojacommerce1981@gmail.com

---

### Abstract:

Social Emotional Competence (SEC) includes successfully managing emotional regulation and engaging positively in social settings. It includes five core competencies given by CASEL such as self-awareness, self-management, social-awareness, relationship management and responsible decision making. Knowing about one's social emotional ability in teaching learning process has a significant impact in the attainment of pre-determined instructional objectives. The present study conducted to find out the correlation between Social emotional Competence (SEC) along with its various dimensions with achievement in English among VIII grade students of government coeducational schools located in Amritsar district. For the data collection, a sample of 200 VIII grade students (98 male and 102 female) were taken. The investigator had taken self-constructed Achievement in English and Social Emotional Competence (SEC) for the collection of data. For descriptive statistics, Mean, S.D, Skewness and Kurtosis were calculated and normality of data had been checked. The inferential statistics was done through Karl Pearson's Product moment correlation to examine the relationship between the Social Emotional Competence (SEC), its dimensions and Achievement in English and t-test was used to investigate the significant difference between two groups. The findings of the study revealed that Achievement in English was positively correlated with Social Emotional Competence (SEC) and its various dimensions. Further, it was also found that there was no significant difference exists in Achievement in English on the basis of gender.

**Keywords:** Social Emotional Skills, Social Emotional Competence (SEC), Achievement.

### Introduction

After home, school is the apex educational institution where the child first contacts with the outside world. Around 12 years, a child spends more than 6 hours in the school. School is the most temple of learning in which the personality of the child develops holistically. It is a place where all aspects of personality develop like physical, emotional, social and intellectual etc. In present scenario, merely proficiency in academic activities are not so much important but gaining efficiency in handling critical situations with the help of various life skills or social emotional skills. The social emotional skills refer to the abilities that are associated with the managing of intrapersonal skills (self-awareness, and self-management)

and interpersonal skills (social-awareness, relationship management and responsible decision making) effectively to live a healthy and balanced life in social context. Social and emotional skills impact how children interact with others, how they deal with their feelings, and how they reply to the events that befall around them. In addition, these social and emotional skills are identified with the capability to duly express feelings similar as happiness, sadness, anxiety, and truthfulness; these abilities also help children to determine how to act when they feeling one of these feelings. In addition, children can learn about their own passions and individualities by exercising social and emotional skills with their peers and instructors. Wu, Hu, Fan, Zhang, and Zhang (2018) defined social and emotional skills as the use of respectable behavior to mingle with others and to foster positive interaction. Now a day, the achievement of scholars in different subjects is a primary concern of all types of educational flings. In the modernistic period, so numerous measures are espoused to assess the achievement of students. Zimmerman (2000) argued that – self-efficacy and social emotional skills of students in their capacities plays a significant part in determining the position of achievement. Hence, achievement is related to both the cognitive and affective disciplines of education. Students learn various subjects in their school life. Some are easy and some are difficult. Language is one of main subject which are the basis of all other subjects. Even the NEP 2020 and NCF 2023 focuses on three languages formula i.e. regional or native language, official language and international language. Therefore, English is becoming a global language now a days. It requires deep knowledge and understanding of different rules of prose and grammar on the part of students to become an expert in the field of education. The achievement of students is affected by many factors like intelligence, socio-economic status, parental involvement, family climate, family environment and social emotional competence. when children have social–emotional competencies, they can increase motivation, increase engagement in learning, and reduce anxiety to be ready for school (Turnbull et.al., 2022).

Shapiro et al. (2002) conducted an empirical study of students from four elementary schools from 1,822 self-reported pre-test and 1,567 post-test questionnaires of the participants. The investigators found that students participating in The Peacemakers Program, a school-based violence prevention program, demonstrated positive program effects including lower self- and teacher-reported aggression, better social emotional behaviour and a reduction in suspensions for violent behaviour. Linares et al. (2005) examined intervention effects of a universal prevention program of SEL offered by classroom teachers to public elementary school students. A sample of 119 students and their teachers were assessed in the fall and spring of Grade 4 and again in the spring of Grade 5. As compared to students in the comparison school, students in the intervention showed gains in student self-efficacy, problem solving, social-emotional competencies, and math grades. Payton et al. (2008) analysed three reviews of studies involving 1) universal SEL interventions 2) indicated SEL interventions and 3) after-school SEL interventions, for a total of 317 studies, involving 324,303 elementary- and middle-school students, found that SEL interventions led to positive effects on social-emotional skills, attitudes towards self, school, and others, social behavior, conduct problems, emotional distress, and academic performance as measured by

standardized test scores or grades. Rosenblatt and Elias (2008) conducted an empirical study of 154 students in grades 5 through 6 in an urban, low socio-economic school district found that students receiving a social-emotional learning intervention demonstrated a significantly smaller drop in GPA than their peers who did not receive the intervention. Durlak et al. (2011) investigated a meta-analysis of 213 studies evaluating SEL programming efforts demonstrates its benefits to youth from elementary through high school and across urban, suburban, and rural schools in the U.S. The primary outcomes were increases in students' social and emotional skills, improvements in students' prosocial attitudes and behavior, better mental health, and improved academic performance, including an 11-percentile-point gain in achievement assessed through report card grades and test scores. Taylor et al. (2017) reviewed a total of 82 school-based, universal SEL programs involving 97,406 kindergartens to high school students. Results showed that, compared to controls, students who had received an SEL intervention continued to show increases in social-emotional skills, positive behavior, and academic achievement and decreases in conduct problems, emotional distress, and drug use. Effect sizes were moderate; the strongest effects were found for academic achievement. Wang et al. (2019) investigated the effects of social-emotional competency on pupils' academic achievement, academic emotions and attitudes, and interpersonal relationships. A sample of 7106 fourth-grade and fifth-grade students in western China was taken. The results were: (1) social-emotional competency positively predicted pupils' academic achievement, academic emotions and attitudes, including learning anxiety and interest. social-emotional competency positively predicted pupils' interpersonal relationships, including peer relationships and teacher-student relationships. Further, focusing on gender study Gill (2014) investigated a study on educational, social and emotional adjustment of boys and girls of visual handicapped students of a special school at Faridabad. The findings show that, there was no significant difference between educational adjustments of the special school students with respect to gender. Kothri and Wesley (2020) investigated the impact of social-emotional learning intervention on emotional intelligence of adolescents. The study aimed to understand if there arises any difference in scores of EI post the SEL intervention. Second, the gender differences with respect to EI were also be analyzed. The findings from the study revealed a significant difference in scores from pre-test to post-test ( $t = -4.66, P < 0.05$ ). With respect to gender, no significant difference was found. To sum up, it can be concluded that social emotional competence is the outcome of social emotional learning. Exhaustive review of above studies clearly indicates that social emotional competences play a vey positive and significant role in enhancing the academic achievement as well as making the individuals socially emotionally competent. The studies of gender differences also exhibited that the gender of respondents doesn't affect the achievement and social emotional competence of students. So, the prime objective of the present study is to examine the relationship between achievement and social emotional competence of VIII grade students and also study the gender differences with regard to achievement and social emotional competence. Hence, the following objectives and hypotheses are framed keeping in mind the present study:

**6059 | Dr. Gagandeep Kaur      Relationship Between Social Emotional Competence (Sec) And Achievement In English Among Viii Grade Students**

## **Objectives**

1. To find the relationship between Social Emotional Competence and Achievement in English among VIII grade students.
  - 1(a) To find the relationship between Self – Awareness of Social Emotional Competence and Achievement in English among VIII grade students.
  - 1(b) To find the relationship between Self- Management of Social Emotional Competence and Achievement in English among VIII grade students.
  - 1(c) To find the relationship between Social - Awareness of Social Emotional Competence and Achievement in English among VIII grade students.
  - 1(d) To find the relationship between Relationship Management of Social Emotional Competence and Achievement in English among VIII grade students.
  - 1(e) To find the relationship between Responsible Decision Making of Social Emotional Competence and Achievement in English among VIII grade students.
2. To study the Social Emotional Competence among VIII grade students w.r.t. gender.
3. To study the Academic Achievement among VIII grade students w.r.t. gender.

## **Hypotheses**

1. There exists no significant relationship between Social Emotional Competence and Achievement in English among VIII grade students.
  - 1(a) There exists no significant relationship between Self – Awareness of Social Emotional Competence and Achievement in English among VIII grade students.
  - 1(b) There exists no significant relationship between Self- Management of Social Emotional Competence and Achievement in English among VIII grade students.
  - 1(c) There exists no significant relationship between Social - Awareness of Social Emotional Competence and Achievement in English among VIII grade students.
  - 1(d) There exists no significant relationship between Relationship Management of Social Emotional Competence and Achievement in English among VIII grade students.
  - 1(e) There exists no significant relationship between Responsible Decision Making of Social Emotional Competence and Achievement in English among VIII grade students.
2. There exists no significant difference between Social Emotional Competence among VIII grade students w.r.t. gender.
3. There exists no significant difference between the Achievement in English among VIII grade students w.r.t. gender.

## **Methodology**

### **Sample:**

A sample of 200 VIII grade students (98 male and 102 female) were selected randomly from the co-educational government schools of district Amritsar, Punjab.

### **Research Design:**

The present investigation was designed to study the correlation between Social Emotional

Competence and Achievement in English among VIII grade students. In addition to this, further correlation was also examined between different dimensions of social emotional competence and achievement in English. T-test was employed to find out the gender differences with regard to Social Emotional Competence and Achievement.

**Tools Employed:**

- i. Social Emotional Competence Scale constructed and standardized by the investigator
- ii. Achievement test in English constructed by the investigator

**Analysis and Interpretation**

For descriptive statistics, Mean, S.D, Skewness and Kurtosis were calculated and normality of the data had been checked. The inferential statistics was done by using Karl Pearson’s Product moment correlation to examine the relationship between the social emotional competence and achievement in English and t-test was used to investigate the significant difference between two groups on the basis of gender. The following Table showed the descriptive statistics of Achievement in English, Social Emotional Competence (SEC) and its Dimensions for the normality of data:

**Table 1: Showing Descriptive Statistics of Achievement in English, Social Emotional Competence (SEC) and its Dimensions**

Variables Descriptive Statistics	Ach. in English	SEC	SA	SM	SOA	RM	RDM
<b>Mean</b>	17.79	13.78	3.71	3.79	3.26	3.73	3.21
<b>S.D.</b>	6.01	9.05	5.52	5.52	4.71	5.52	4.70
<b>Skewness</b>	.088	.083	.035	.037	.162	.067	-.119
<b>Kurtosis</b>	-.149	-.125	-.461	-.400	-.231	-.393	-.424

\*Ach: Achievement in English, \*SEC: Social Emotional Competence, \*SA: Self-Awareness  
 \*SM: Self-Management, \*SOA: Social-Awareness, \*RM: Relationship Management and  
 \*RDM: Responsible Decision Making

The values for “skewness and kurtosis between -2 and +2 are considered acceptable in order to prove normal univariate distribution” (George & Mallery, 2010). It is clearly depicting from the above Table 1, that all the values of skewness and kurtosis of different variables were within range. So, it can be concluded that the data fulfils the condition of normal distribution of data.

The following Table 2 showed the results of correlation between Achievement in English and Social Emotional Competence (SEC) and its various dimensions i.e. from hypotheses 1

to 1(e).

**Table 2: Showing Correlation between Achievement in English and Social Emotional Competence (SEC) and its various Dimensions**

Dependent Variables	ACH.	SEC	SA	SM	SOA	RM	RDM
<b>ACH</b>	1	.802**	.799**	.738**	.828**	.733**	.830**
<b>SEC</b>	.802**	1	.841**	.829**	.824**	.818**	.685**
<b>SA</b>	.799**	.841**	1	.850**	.855**	.848**	.764**
<b>SM</b>	.738**	.829**	.850**	1	.792	.794**	.862**
<b>SOA</b>	.828**	.824**	.855**	.792**	1	.692**	.861**
<b>RM</b>	.733**	.818**	.848**	.794**	.692**	1	.857**
<b>RDM</b>	.830**	.685**	.764**	.862**	.861**	.857**	1

\*Correlation is significant at .05 level

\*Ach: Achievement in English, \*SEC: Social Emotional Competence, \*SA: Self-Awareness

\*SM: Self-Management, \*SOA: Social-Awareness, \*RM: Relationship Management and

\*RDM: Responsible Decision Making

As shown in Table 2, the coefficient of correlation between social emotional competence, different dimensions and achievement in English were less than 1 and  $p < .05$ . Therefore, it inferred that all the variables have significant positively correlation between social emotional competence, different dimensions and achievement in English. Hence, hypotheses 1 and 1(a) to 1(e) were accepted.

The following Table 3 showed the results of hypotheses 2 by employing t-test to find out the significant difference between Social Emotional Competence among VIII grade students on the basis of gender.

**Table 3: t-Values for the Social Emotional Competence (SEC) with respect to Gender**

Variable	Gender	N	Mean	t	p-value
<b>Social Emotional Competence</b>	<b>Male</b>	192	16.99	.852	.395
	<b>Female</b>	208	18.69		

The above Table revealed that mean value of male respondents is 16.99 against female respondents of 18.69 on social emotional competence. It was inferred that female respondents are better in social emotional competence when compared to male respondents. The calculated value of 't' for social emotional competence is .852,  $p = .395 > .05$ . This shows that there is no significant difference in mean scores of social emotional competences with respect to gender. Hence, the hypothesis (2), "There exists no significant

difference in mean scores of social emotional competence among VIII grade students with respect to gender". is not rejected.

The following Table 4 showed the results of hypotheses 3 by employing t-test to find out the significant difference between Achievement in English among VIII grade students on the basis of gender.

**Table 4: Achievement in English with respect to gender**

Variable		N	Mean	SD	t	p-value
GENDER	MALE	192	17.67	5.96	.804	.422
	FEMALE	208	18.15	5.89		

The Table 4 revealed that mean value of female respondents is 18.15 against male respondents of 17.67 on achievement of VIII grade students. It is inferred that female respondents are more active academically when compared to male respondents. The calculated value of 't' for achievement on the basis of gender is .804,  $p = .422 > .05$ . This shows that there is no significant difference in mean scores of achievement with respect to gender. Hence, the hypothesis (3), "There exists no significant difference of achievement in English among VIII grade students with respect to gender "is not rejected.

### Implications and Recommendations

Findings of the study revealed that social emotional competence positively correlated with the achievement in English of VIII grade students. Students who are socially emotionally competent are more motivated, happy, optimistic and positive attitude towards life as compared to students who are low in social emotional competence. For living a successful and balanced life, social emotional skills play a very important role in one's life. As there was no significant difference exists between social emotional competence and achievement on the basis of gender but the mean of girls are more as compared to boys, so efforts can be made to explore more opportunities to enhance more equality and equity in education. It is recommended that future research can be conducted on other boards or also include private schools. Other factors can also be taken with social emotional competence like family environment, socio-economic status and parenting style for further study. Moreover, the achievement scores of other subjects in education may also be taken.

### References

1. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions: Social and Emotional Learning. *Child Development*, 82(1), 405-432.
2. Gill, S. (2014). Emotional, social and educational adjustment of visually handicapped students of special schools students. *International journal of scientific and research publications*, 4(3), 14-42.
3. Kothari S, & Wesley, MS( 2020). Impact of social-emotional learning intervention on

emotional intelligence of adolescents. *Indian J Soc Psychiatry*, vol. 36, 303-309. Available from: <https://www.indjsp.org/text.asp?2020/36/4/303/305944>

4. Linares, L. O., Rosbruch, N., Stern, M. B., Edwards, M. E., Walker, G., Abikoff, H. B., & Alvir, J. M. J. (2005). Developing cognitive-social-emotional competencies to enhance academic learning. *Psychology in the Schools*, 42(4), 405-417.
5. Payton, J., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M. (2008). The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.
6. Rosenblatt, J. L., & Elias, M. J. (2008). Dosage effects of a preventive social-emotional learning intervention on achievement loss associated with middle school transition. *The Journal of Primary Prevention*, 29(6), 535-555.
7. Shapiro, J. P., Burgoon, J. D., Welker, C. J., & Clough, J. B. (2002). Evaluation of the peacemakers program: School-based violence prevention for students in grades four through eight. *Psychology in the Schools*, 39(1), 87-100.
8. Turnbull, K. L., Mateus, D. M. C., LoCasale-Crouch, J., Coolman, F. L., Hirt, S. E., & Okezie, E. (2022). Family routines and practices that support the school readiness of young children living in poverty. *Early Childhood Research Quarterly*, 58, 1-13.
9. Taylor, R., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta analysis of follow-up effects. *Child Development*, 88(4), 1156-1171.
10. Wang, Yehui, Yang, Zhaoxi, Zhang, Yingbin, Wang, Faming, Liu, Tour and Xin, Tao (2019). The Effect of Social-Emotional Competency on Child Development in Western China. *Front. Psychol.*, <https://doi.org/10.3389/fpsyg.2019.0128>
11. Wu, Z., Hu, B. Y., Fan, X., Zhang, X., & Zhang, J. (2018). The associations between social skills and teacher-child relationships: A longitudinal study among Chinese preschool children. *Children and Youth Services Review*, 88, 582-590.
12. Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary educational psychology*, 25(1), 82-91.
13. [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NCF-School-Education-Pre-Draft.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NCF-School-Education-Pre-Draft.pdf)
14. [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)