



ISSN (E): 2277- 7695

ISSN (P): 2349-8242

NAAS Rating: 5.03

TPI 2020; 9(7): 574-577

© 2020 TPI

www.thepharmajournal.com

Received: 15-05-2020

Accepted: 19-06-2020

Priyanka Panwar

Ph.D., Department of Human Development and Family Studies, College of Community Science, Punjab Agricultural University, Ludhiana, Punjab, India

Seema Sharma

Principal Extension Scientist, Department of Human Development and Family Studies, College of Community Science, Punjab Agricultural University, Ludhiana, Punjab, India

Corresponding Author:

Priyanka Panwar

Ph.D., Department of Human Development and Family Studies, College of Community Science, Punjab Agricultural University, Ludhiana, Punjab, India

Social-emotional learning as a predictor of academic achievement among adolescents

Priyanka Panwar and Seema Sharma

Abstract

The transitional phase of adolescence has an effect on education, happiness, safety and security of an individual. Adolescents at this period of life encounter certain difficult situations which has an impact on their academics. For that reason, learning should be amalgamated with social-emotional learning as it illustrates a part of education that links educational knowledge with certain skills essential for success in school. Therefore, the present study was intended to identify the relationship between social-emotional learning and academic achievement among adolescents belonging to joint and nuclear families. The study was conducted over a sample of 500 adolescents from eight government schools of Ludhiana city of Punjab. The study was quantitative in nature therefore; evaluation of grades or marks of adolescents' last performance were used to measure academic achievement among adolescents. The results of the study reported that substantial number of adolescents from nuclear families were observed to be at very good level in academics. Further, overall social-emotional learning was found to be non-significantly positively correlated with academic achievement in nuclear families while, in joint families, overall social-emotional learning was noted to be significantly positively correlated with academic achievement.

Keywords: Adolescence, social-emotional learning, academic achievement, family structure

1. Introduction

Adolescence is a period of rapid transitions in physical, cognitive, social and emotional developmental domains. Every day adolescents undergo certain real-life circumstances that can have an effect on their learning and well-being. This realism incites significant questions concerning what essential competencies schools should endorse and how instructors and students can communicate most efficiently and productively with one another ^[1]. However, several school-based prevention practices and their effects on crime, substance use, dropout, and other conduct problems may produce positive outcomes when effective Social-Emotional Learning (SEL) approaches are incorporated ^[2].

Social-Emotional Learning (SEL) is the process through which individuals attain and efficiently apply the knowledge, attitudes, and skills necessary to comprehend and regulate emotions, set and accomplish positive objectives, develop care and concern for others, set up and preserve constructive relationships, deal with challenging circumstances proficiently and make responsible decisions ^[3].

Social-Emotional Learning (SEL) is sometimes referred as 'the missing piece' because it characterizes a component of education that associates academic comprehension with a definite set of skills imperative to accomplishment in school, family, community, workfare along with life in general ^[4]. Parvez and Shakir (2014) ^[5] define academic achievement as the level of learning in relation to their acquired knowledge, understanding, skill and application in a particular area of the subject. Various social-emotional learning programs have demonstrated positive effects resulting in improvement of academic achievement, grade retention, and school attendance ^[6].

Gaur (2013) ^[7] did a comparative study on academic achievement of adolescents belonging to nuclear and joint families. The study was conducted on 160 school going adolescents (80 nuclear families and 80 joint families). The result indicated that there was a significant difference between the adolescents of joint families as compared to the adolescents of nuclear families. The joint families' adolescent girls were found to be academically stronger as compared to the nuclear families' adolescent girls. Another research conducted by Kendziora and Osher (2016) ^[8] examined 8-school district demonstration project with the aim at making the endorsement of social-emotional learning a systemic part of school districts' practice. The evaluation involved collection of qualitative (interviews and document review) and

quantitative (analysis of data from surveys and educational records) methods. They collected data from three grades (3, 7, and 10) where teachers rated for grade three students and students in grades 7 and 10 completed self-report instrument. The finding revealed that students' academic performance improved with the social-emotional learning program implementation.

2. Objectives of the study

1. To determine the level of academic achievement among adolescents in relation to family structure.
2. To identify the relationship between social-emotional learning and academic achievement among adolescents in relation to family structure.

3. Materials and Methods

3.1 Sample size: For the present study, 500 adolescents in the age group of 13-14 years were selected from eight government schools of Ludhiana, Punjab. The overall sample of 500 adolescents was equally distributed as per their family structure (i.e. 250 nuclear families and 250 joint families).

3.2 Sample selection: The sample for the present study was purposively selected as such to fulfill the criterion of 500 adolescents as per their family structure (i.e. 250 adolescents from nuclear families and 250 adolescents from joint families). The government schools were randomly selected from a list of all the government schools in Ludhiana, Punjab. The Principals were enlightened about the purpose of the study. After obtaining the permission, the class teachers of 7th and 8th grades were approached to identify the adolescents in the age group of 13-14 years and residing in nuclear and joint families.

3.3 Procedure of data collection: Prior to administration of different research instruments, the importance of the present study was explained to the participants. The participants were assured that they have the right to withdraw at any stage of research and the information provided by them would be solely used for the research purpose. After obtaining their willingness to take part in the research process, the questionnaires were given to participants. To elicit more systematic response, the research instruments were given one by one to the respondents in their normal class situations. The respondents were given sufficient amount of time to fill the questionnaires.

3.4 Research instruments: Evaluation of grades or marks of adolescents' last performance as per the school records and teacher's report of adolescents were the key criteria for assessing the academic achievement in this study. The grades in academics were identified on a five point scale by the selected schools in the present study. Each grade on the scale is equivalent to the following levels of performance mentioned below:

Grade	Level of Performance
A	Excellent
B	Very Good
C	Good
D	Satisfactory
E	Unsatisfactory

3.5 Statistical analysis of data

The data obtained was analyzed using suitable statistical techniques such as frequency, percentage, Z-test, and Karl Pearson's coefficient of correlation.

4. Results and Discussion

4.1 Socio-Personal Characteristics of the Respondents in Relation to their Family Structure

Age: The data pertaining to the age of respondents in joint families revealed that 60.00 per cent were in the age group of 14 years and 40.00 per cent were 13 years old whereas in nuclear families, 58.40 per cent were 13 years old and 41.60 per cent were 14 years of age.

Family size: A picture of joint families revealed that 72.00 per cent of respondents had above 8 members in the family followed by 27.60 per cent having 5-8 members and only 0.40 per cent had up to 4 family members. However, a different trend was observed in nuclear families. It was seen that no respondents had family size of above 8 members which further indicated that 63.60 per cent of respondents had 5-8 family members and 36.40 per cent had up to 4 family members.

Paternal education: Regarding paternal educational status with reference to respondents from joint families, it was reflected that a major proportion of fathers (32.80%) were educated up to high school followed by graduation (20.00%), primary (19.60%), intermediate (18.00%) and middle school (4.80%). Only few (4.80%) fathers were illiterate from joint families. Similarly, in case of nuclear families, most of the fathers (33.20%) were educated up to high school followed by primary (26.80%), intermediate (18.00%), graduation (8.80%) and middle school (6.80%). Merely few (6.40%) fathers were illiterate in nuclear families.

Maternal education: With reference to maternal educational qualifications, the data represented that in joint families, a major proportion (32.40%) of respondents were having mothers who were educated up to primary followed by intermediate (27.60%), high school (14.80%), middle school (6.00%) and graduation (0.40%). In illiteracy level, some of the mothers (18.80%) were illiterate in joint families. Following similar trend in nuclear families, most of the mothers (42.00%) had primary education followed by high school (18.80%), intermediate (6.40%), middle school (5.20%) and graduation (3.20%). Also, some of the mothers (24.40%) were illiterate in nuclear families.

Grandfather's education: The data depicted that in joint families, majority of the grandfathers (74.00%) were illiterate and rest were educated up to primary (25.60%) and middle school (0.40%).

Grandmother's education: With reference to educational level of respondents' grandmothers in joint families, the data pointed out that majority of the grandmothers (99.20%) were illiterate and merely 0.80 per cent had primary education.

Table 1: Socio-personal characteristics of respondents in relation to their family structure

Categories of Socio-Personal Characteristics	Nuclear Families (n ₁ = 250)		Joint Families (n ₂ = 250)	
	f	%	f	%
Age (years)				
13	146	58.40	100	40.00
14	104	41.60	150	60.00
Number of Siblings				
Up to 2	168	67.20	110	44.00
3-4	74	29.60	90	36.00
Above 4	8	3.20	50	20.00
Paternal Education				
Illiterate	16	6.40	12	4.80
Primary	67	26.80	49	19.60
Middle School	17	6.80	12	4.80
High School	83	33.20	82	32.80
Intermediate	45	18.00	45	18.00
Graduate	22	8.80	50	20.00
Maternal Education				
Illiterate	61	24.40	47	18.80
Primary	105	42.00	81	32.40
Middle School	13	5.20	15	6.00
High School	47	18.80	37	14.80
Intermediate	16	6.40	69	27.60
Graduate	8	3.20	1	0.40
Grandfather's Education				
Illiterate	-	-	185	74.00
Primary	-	-	64	25.60
Middle School	-	-	1	0.40
Grandmother's Education				
Illiterate	-	-	248	99.20
Primary	-	-	2	0.80

4.2 Assessment of Academic Achievement of Adolescents in Relation to their Family Structure

The data portrayed in the table 2 discloses frequency distribution of adolescents across different levels of academic achievement. It was brought to notice that there were non-significant differences as per family structure at all the performance levels of academic achievement. However, more percentage of adolescents from nuclear families (46.80%) were found to be at good level followed by very good level (44.00%) and only little proportion (2.80%) were noted at satisfactory level except for excellent level wherein adolescents from joint families (9.60%) outnumbered when compared with their counterparts. These findings of the study might have emerged owing to the fact that in nuclear families, typically both the parents work outside home to offer better education to their adolescents as parents place high value on education. Also, nuclear families grant financial stability which provides ample opportunities for adolescents to engage in various co-curricular activities and attend different types of classes and eventually, resulting in more success in academics.

Table 2: Per cent distribution of the adolescents across different levels of academic achievement in relation to their family structure

Academic Achievement	Levels	Nuclear Families (n ₁ = 250)		Joint Families (n ₂ = 250)		Z-value
		f	%	f	%	
		Satisfactory	7	2.80	3	
Good	117	46.80	114	45.60	0.26 ^{NS}	
Very Good	110	44.00	109	43.60	0.09 ^{NS}	
Excellent	16	6.40	24	9.60	1.31 ^{NS}	

Note: NS= Non-Significant

4.3 Correlation between different dimensions of social-emotional learning and academic achievement among adolescents in relation to their family structure

Data illustrated in table 3 depicts the correlation analysis between different dimensions of social-emotional learning and academic achievement among adolescents with reference to family structure. The results highlighted that among adolescents from nuclear families, self-awareness had significant positive correlation with academic achievement ($r= 0.12$; $p< 0.05$). So, this finding widens our knowledge that when adolescents residing in nuclear families were aware about their emotions and thoughts then, they had a propensity to accomplish good grades in academics. However, overall social-emotional learning and its other dimensions had non-significant relationship with academic achievement.

Further investigation of data among adolescents from joint families illustrated that self-awareness ($r= 0.26$; $p< 0.01$), self-management ($r= 0.15$; $p< 0.05$) and relationship management ($r= 0.12$; $p< 0.05$) dimensions of social-emotional learning had significant positive correlation with academic achievement. Thus, it could be concluded from the findings that when adolescents living in joint families were able to understand and manage their emotions and thoughts as well as maintain good relationship with others then, they were likely to attain better grades in academics. However, the data further revealed that social awareness and responsible decision making were non-significantly associated with academic achievement.

Moreover, overall social-emotional learning was significantly positively correlated with academic achievement ($r= 0.15$; $p< 0.05$). Therefore, the result of the study suggests that adolescents from joint families, who had good social-emotional learning competencies, tended to achieve better grades in academics.

Table 3: Correlation between different dimensions of social-emotional learning and academic achievement among adolescents in relation to their family structure

Academic Achievement	Adolescents (n=500)					
	Self-Awareness (r)	Social Awareness (r)	Self-Management (r)	Relationship Management (r)	Responsible Decision Making (r)	Overall Social-Emotional Learning (r)
Nuclear Families (n ₁ = 250)	0.12*	0.02	0.04	0.01	-0.02	0.05
Joint Families (n ₂ = 250)	0.26**	0.002	0.15*	0.12*	0.06	0.15*

Note: *Significant at 5% level, **Significant at 1% level; r= correlation coefficient

5. Conclusion

The findings of the present study highlighted that more number of adolescents from nuclear families were noted to be at very good level in academics as compared to adolescents from joint families. Furthermore, the correlation analysis emphasized that overall social-emotional learning had non-significant positive correlation with academic achievement in nuclear families and in joint families, overall social-emotional learning was found to be significantly positively correlated with academic achievement. Therefore, it could be concluded that when adolescents living in joint families possessed good social-emotional learning competencies then, they were more apt to achieve better grades in academics. The notion of joint families is very old in Indian traditions. The environment in which an individual is raised largely determines the values and education he/she possesses. Thus, family members play a very significant role in the school life of adolescents as there are more people in joint families to cater to the educational needs of the adolescents and also, to guide them in the path of right or wrong. Therefore, for adolescents to develop strong social-emotional learning competencies and to perform well in educational area, parents must center on rearing and nurturing adolescents in joint families.

6. References

1. Weissberg RP, Cascarino J. Academic learning + social-emotional learning = national priority. *Kappan*. 2013; 95(2):8-13.
2. Wilson DB, Gottfredson DC, Najaka SS. School-based prevention of problem behaviors: A meta analysis. *Journal of Quantitative Criminology* 2001; 17(3):247-272.
3. Collaborative for Academic, Social, and Emotional Learning (CASEL). 2013 CASEL Guide: Effective Social and Emotional Learning Programs-Preschool and Elementary School Edition. CASEL, Chicago, 2012, 4-11.
4. Elias MJ. Academic and Social-Emotional Learning. *International Academy of Education*, France, 2003, 3-7.
5. Parvez M, Shakir M. Academic achievement of adolescents in relation to academic anxiety, gender, and choice of academic stream. *Research on Humanities and Social Sciences*. 2014; 4(12):107-115.
6. Durlak JA, Weissberg RP. A major meta-analysis of positive youth development programs. Invited presentation at the annual meeting of the American Psychological Association, Washington, DC, 2005.
7. Gaur R. A Comparative Study of Adjustment Problems and Academic Achievement of Adolescents belonging to Nuclear and Joint Family. *Innovative Thoughts International Journal*. 2013; 1:1-3.
8. Kendziora K, Osher D. Promoting Children's and Adolescents' Social-emotional Development: District Adaptations of a Theory of Action. *Journal of Clinical*

Child and Adolescent Psychology. 2016; 45(6):797-811.

9. Zhou M, Ee J. Development and validation of the Social Emotional Competence Questionnaire (SECQ). *The International Journal of Emotional Education*. 2012; 4(2):27-42.