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**Analyzing the influence of integrating Social and Emotional Learning (SEL) on EFL Students Development and Teachers perception within the Educational Framework of Algeria**

*Dissertation submitted to the Department of English as partial fulfillment of the Master of Language Studies degree requirement.*

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**Incorporating Social and Emotional Learning : Examining the Impact on Students' Development and Teacher Perspectives in the Algerian Educational Context**

**Dedication**

I would like to dedicate this work to my constant source of inspiration and strength, encouraging me to pursue my dreams with unwavering support. Your endless sacrifices, selflessness, my mother ! Thank you for being my rock and strength. I am truly blessed to have you by my side, and I dedicate this dissertation to you with all my love and appreciation.

To my father, a remarkable man whose presence continues to resonate within my heart and mind. Although you are no longer with us in the physical realm, you remain etched in my soul.

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## **Abstract**

The field of education has experienced a significant shift in recent years, recognizing the importance of social and emotional development alongside academic knowledge and skills. This shift acknowledges the holistic needs of students and aims to nurture well-rounded individuals who can navigate the complexities of life. Integrating Social and Emotional Learning (SEL) into the education system equips students with essential skills such as self-awareness, empathy, resilience, and effective communication. This dissertation discusses the importance of Social and Emotional Learning (SEL) within the education system. It highlights that education is moving towards focusing on holistic student development that includes social and emotional skills alongside academic knowledge. This shift recognizes the need to cultivate well-rounded individuals who can navigate the complexities of life. Thus, the author examines educators' perspectives on integrating SEL and students' awareness of their social-emotional skills. Educators recognize the value of SEL but face challenges in implementing it effectively due to resource constraints and time pressures. Students also show varying levels of awareness of their social-emotional skills. However, for educators, there are practical implications like designing pedagogical strategies, motivating students, providing support structures, and creating an inclusive environment that fosters holistic development. The research findings come from qualitative and quantitative data analysis using two surveys of 24 English educators and 34 English language learners.

Overall, the results underscore the critical role of SEL in nurturing well-rounded individuals and provide insights for educators, administrators and policymakers. Addressing students' social and emotional needs can boost their well-being and academic performance.

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## **GENERAL INTRODUCTION**

Education plays a crucial role in transmitting knowledge and preparing learners for personal and professional success. While academic achievement is important, it is not sufficient to fully prepare learners for life's challenges. Social and emotional learning (SEL) is an important part of education, enabling learners to develop and acquire knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Today, SEL is recognized as an important component of a well-rounded education, and many schools and educational organizations around the world have incorporated SEL into their curricula and programming. Research has shown that SEL programs can have a positive impact on academic achievement, mental health, and social and emotional development, and there is increasing interest in the role of SEL in promoting equity and social justice in education. The primary objective of this study is to examine the attitudes of educators and students towards the implementation of social emotional learning (SEL) in school settings, and to investigate the potential efficacy of SEL in promoting students' emotional and cognitive growth. Additionally, the research aims to understand the importance of SEL in addressing social and emotional needs in education and to examine its effects on students' overall well-being and academic outcomes, as well as teachers perspectives and willingness to incorporate SEL. The main questions that guided this research are as follows ;

- To what extent do students understand their social and emotional competencies
- To what extent are teachers familiar with the concept of social-emotional learning (SEL) and its components ?

In an attempt to answer the above research questions, the researcher set the following hypothesis:

- Social emotional learning skills contribute to personal and academic development of learners
- Teachers need specific training and professional development to further incorporate social emotional learning.



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This dissertation is divided into two main chapters. The first chapter reviews the literature related to Social and Emotional Learning (SEL) and its constituent skills, highlighting its close relationship to various aspects of academic success. Additionally, the literature review provides a scientific foundation for SEL and emphasizes its importance, the role of teachers in its implementation, and how it can be incorporated into learning materials. And chapter two focuses on the methodology employed in the study, including the data collection tool utilized. It also details the data analysis techniques employed and presents the survey questionnaire findings gathered from both teachers and students. The chapter concludes with an overall summary of the study's primary aims and objectives, including answers to the research questions and that guided the study. In the end, a set of recommendations are suggested to advance research strivings for the future.

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Contex**

**CHAPTER ONE**

# **Incorporating Social and Emotional Learning : Examining the Impact on Students' Development and Teacher Perspectives in the Algerian Educational Context**

## **Chapter one :**

### **1. Introduction :**

In the world of education, language instruction has become more than just teaching grammar and vocabulary. Nowadays, it is about developing the whole person; That is, where social and emotional learning (SEL) comes in. In English as a Foreign Language (EFL) teaching, there is a growing interest in incorporating SEL. This work acknowledges why SEL is important in EFL instruction and how it can help the teaching-learning process.

By integrating SEL into EFL classrooms, we can create a supportive and inclusive learning environment that goes beyond language skills. SEL teaches EFL learners important skills like self-awareness, self-regulation, empathy, and effective communication. With these skills, EFL learners can navigate intercultural interactions, build relationships, and adapt to different social contexts with confidence. One of the best things about incorporating SEL into EFL instruction is, the impact on learners' emotional well-being. By encouraging self-reflection and emotional awareness, SEL helps EFL students recognize and manage their emotions effectively. This promotes a positive emotional climate in the classroom and enhances learners' resilience, self-confidence, and ability to cope with the challenges of language learning. Moreover, SEL in EFL classrooms helps students develop essential interpersonal and communication skills. Through collaborative activities, active listening, and empathetic engagement, learners cultivate effective communication strategies, cultural understanding, and mutual respect. These skills not only help with language learning but also prepare EFL learners for successful interactions in multicultural and global contexts.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) states, "Social and emotional learning is an integral part of education and human development. It is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions."

This chapter provides an overview of the dissertation and sets the stage for the acknowledgment of social emotional learning (SEL). The background and context of SEL are discussed, emphasizing its significance for student development and success. The purpose of the dissertation is outlined, along with the research questions that will guide the study.

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Furthermore, the components of SEL, namely self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, are defined to establish a comprehensive understanding of the topic. The chapter also highlights the evidence supporting the benefits of SEL for students. Additionally, the importance of teacher training and support for effective implementation of SEL is emphasized, drawing from previous research on SEL implementation and its effectiveness in schools. Finally, the challenges and barriers associated with incorporating SEL in the school curriculum are addressed, setting the stage for further exploration in subsequent chapter.

### **1.2. Background and context of social emotional learning (SEL) :**

SEL, or social emotional learning, is a concept that has been around for a while. It started in the mid-twentieth century with the humanistic psychology movement. This movement was all about how important it is to be aware of yourself, feel good about yourself, and grow as a person. People like Abraham Maslow and Carl Rogers were some of the first to talk about how emotional well-being was crucial to growing and developing.

The first SEL program was called "I Can Problem Solve. Myrna Shure made it in the 1980s. The goal was to teach young kids how to solve problems and understand their emotions. They did this by using stories and role-playing exercises. In the 1990s, emotional intelligence became a popular idea after Daniel Goleman wrote a book called "Emotional Intelligence : Why It Can Matter More Than IQ. Goleman said that emotional intelligence was more important than traditional measures of intelligence. He also said that emotional intelligence could be taught and developed.

Nowadays, a lot of people are interested in SEL programs. The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a non-profit organization that was started in 1994. They are a leader in the SEL field and they want to make sure that schools and other educational settings use SEL programs that have been proven to work. By teaching kids SEL skills like self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, which help learners, be more successful in school and in life.

However, Social-emotional learning has emerged as a response to the recognition that education should go beyond academic achievement to address the social and emotional needs of learners, and gained traction globally with educational systems recognizing its value in creating supportive environments that prioritize the development of students' social and

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emotional skills. Thus, Various fields have developed models to illustrate and explain Social and Emotional Learning (SEL). Yet, the framework established by the Collaborative for Academic, Social and Emotional Learning (CASEL) is widely recognized and implemented. It is considered to be a comprehensive framework that comprises several dimensions of skills required for successful social and emotional development. According to Ross and Tolan (2018), CASEL is one of the most prominent frameworks. Today, CASEL, along with many universities and organizations, is devoted to promoting SEL in schools across the nation and globally. There is ongoing research to investigate the impact of SEL on children's academic and personal achievements.

### **1.3. Definition of SEL and its components :**

Elias et al.(1997) defined SEL as the process of acquiring core competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively. The proximal goals of SEL programs are to foster the development of five interrelated sets of cognitive, affective, and behavioural competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Collaborative for Academic, Social, and Emotional Learning, 2005).

Social and emotional learning (SEL) is a comprehensive and transformative process that enables individuals, including children and adults, to acquire and apply essential knowledge, attitudes, and skills to understand, manage, and express emotions effectively. SEL encompasses the development of five competencies self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. It includes recognizing and understanding one's emotions, thoughts, and values, as well as their impact on behaviour, while embracing strengths and limitations. In addition, SEL promotes the ability to regulate emotions, thoughts, and behaviours in various situations, enabling individuals to set and work towards personal and academic goals, exhibit self-discipline, and effectively manage stress and impulse control. Furthermore, it involves the capacity to comprehend and empathise with others from diverse backgrounds and perspectives, including recognizing social norms, demonstrating respect, and displaying empathy and compassion. Moreover, SEL focuses on building and maintaining healthy and positive relationships through effective communication, active listening, cooperation, conflict resolution, and the establishment of meaningful

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connections. Lastly, responsible decision-making within SEL entails making ethical choices, considering the well-being of oneself and others, evaluating the potential consequences of actions, and engaging in problem-solving and critical thinking, all while adhering to social norms and ethical standards. Through SEL, individuals develop the necessary skills and competencies to enhance their well-being, academic success, and overall achievement in life.

### **1.3.1. Self-Awareness :**

"Self-awareness is the foundation of emotional intelligence. Without it, you can't understand your emotions, manage them effectively, or accurately perceive how others see you." - Daniel Goleman

In the context of social and emotional learning (SEL), self-awareness serves as the bedrock for individuals to comprehend their emotions, strengths, limitations, and values. By engaging in self-reflection and introspection, students can gain a better understanding of their thoughts and feelings, which in turn fosters a profound sense of self-awareness. This competency results in the development of self-confidence, self-efficacy, and a robust sense of identity, empowering students to tackle difficult situations, establish purposeful objectives, and make informed decisions that align with their values.

### **1.3.2. Self-Management :**

"Self-management refers to the ability to regulate one's emotions, thoughts, and behaviours effectively in different situations. It involves setting and working towards personal and academic goals, demonstrating self-discipline, and managing stress and impulse control." (Durlak et al., 2011)

In other words, Self-management pertains to the ability to effectively regulate one's emotions, behaviors, and impulses. Students are taught various strategies to manage stress, control impulses, and adapt to changing circumstances. Through the development of self-management skills, individuals can better cope with setbacks, persist through challenges, and cultivate a positive outlook. This involves acquiring skills such as time management, organization, and resilience, which ultimately enable them to navigate the demands of academia and personal responsibilities with greater efficiency and determination.

### **1.3.3. Social awareness :**

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Social awareness is the gateway to meaningful progress and transformative change. When students develop a deep understanding of the world around them, recognizing the challenges faced by others and embracing diversity, they become catalysts for positive social impact

The concept of social awareness involves acknowledging and accepting diverse perspectives, demonstrating empathy by understanding the emotions of others, and valuing both similarities and differences among individuals (Dunham and Brown, 2010). According to CASEL (2018), social awareness encompasses the capacity to comprehend and empathize with diverse perspectives, including those from different cultural and ethnic backgrounds. It also involves recognizing and adhering to social and ethical norms of behaviour, while identifying and utilizing resources and support within family, school, and community settings.

### **1.3.4. Relationship skills :**

"Responsible decision-making involves making ethical choices, considering the well-being of oneself and others, and evaluating the potential consequences of one's actions. It includes problem-solving, critical thinking, and taking into account social norms and ethical standards." (CASEL, 2020).

By way of explanation, Relationship skills encompass effective communication, collaboration, and the ability to build and maintain healthy relationships. SEL equips students with the interpersonal skills necessary to establish positive connections, resolve conflicts constructively, and work collaboratively with peers, teachers, and the broader community. By cultivating strong relationship skills, individuals develop teamwork, leadership, and effective communication abilities, enhancing their capacity to form mutually beneficial relationships and thrive in diverse social contexts.

### **1.3.5. Making responsible decisions :**

This competence according to Dunham and Brown (2010), is "the intersection of a number of other SEL components" (p.657). The aforementioned statement was expanded upon with illustrative instances, such as the integration of emotional understanding into present-day interactions, along with their outcomes. Furthermore, this social and emotional learning competency now encompasses the aptitude to make judicious ethical choices that take into account and demonstrate deference towards others, while also guaranteeing the welfare of the school and surrounding community. Moreover, the process of responsible decision-making

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entails taking into account ethical standards, assessing potential outcomes, and selecting options that align with personal and societal values. Social and Emotional Learning (SEL) provides students with the necessary skills to think critically, devise solutions to problems, and comprehend ethical principles. As students develop their responsible decision-making abilities, they become mindful individuals who consider the consequences of their actions on themselves and others. They gain the ability to make well-informed decisions, display integrity, and make constructive contributions to their communities and society.

### **1.4. The importance of SEL in students' development and success :**

In today's world, which is becoming more intricate and interlinked with each passing day, education has a more extensive significance than just the acquisition of academic knowledge. It is crucial to provide students with skills that promote their social and emotional growth. Social-emotional learning (SEL) has emerged as a vital aspect of education, stressing the value of emotional intelligence, self-awareness, and interpersonal abilities.

Incorporating social-emotional learning is not simply an add-on to education but rather an essential element that underpins student development and achievement. By integrating SEL into instructional methods, educators cultivate a supportive and inclusive learning atmosphere that equips students with the necessary tools to navigate real-life challenges beyond the confines of the classroom. As the significance of comprehensive growth gains recognition among teachers and policymakers, SEL offers a forward-thinking strategy to empower students in acquiring the vital skills required for a rewarding and successful future by

\_Addressing students' emotional well-being: which is integral to their holistic growth and development. Social and Emotional Learning (SEL) programs equip students with the necessary skills to comprehend and manage their emotions effectively. By facilitating self-awareness, self-management, and emotional regulation, SEL empowers students to effectively navigate the highs and lows of daily life, and cope with stress and adversity. This, in turn, results in enhanced mental health, decreased levels of anxiety and depression, and a heightened sense of well-being (Jones et al. 2017). When students' emotional requirements are met, they can actively participate in the learning process, leading to increased levels of motivation, concentration, and resilience.

\_Fostering interpersonal skills : through helping students develop essential social skills, such as empathy, active listening, and conflict resolution. These skills allow students to build and



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maintain positive relationships with peers, teachers, and the wider community. By fostering a sense of empathy and understanding, SEL promotes a supportive and collaborative learning environment where students feel valued, respected, and connected.

\_Building responsible Decision-making : where Social and Emotional Learning (SEL) program imparts upon students the ability to think critically and make ethical decisions. They are trained to assess the implications of their actions, analyse various viewpoints, and exhibit responsible conduct. Because of acquiring these skills, students demonstrate a more conscientious and principled approach in both their academic and personal endeavours, upholding integrity and ethical behaviour.

\_Promoting Safe and Inclusive School Environment : with creating a secure and inclusive environment within the school premises, where every student feels valued, appreciated, and supported. This approach promotes a sense of acceptance and belonging, which ultimately reduces the incidence of bullying, violence, and other negative behaviours. By ensuring that students feel emotionally and socially secure, they can focus on learning and achieve their full potential.

\_Developing academic success and achievement : Social and Emotional Learning (SEL) has a significant impact on the academic performance of students. According to research conducted by Durlak et al. (2011), students who participate in SEL programs demonstrate enhanced focus, self-regulation, and problem-solving skills, leading to improved academic achievement. By instilling competencies such as goal-setting, time management, and perseverance, SEL equips students with the necessary resources to excel academically. Furthermore, SEL promotes a favourable school environment by cultivating a sense of belonging and motivation, which are conducive to learning.

\_Maintaining lifelong success : (SEL) has far-reaching implications for students' future success beyond their academic pursuits. The competencies that students develop through SEL, including self-awareness, self-management, and relationship skills, are highly valued in both the workplace and society at large. Employers are increasingly recognizing the significance of emotional intelligence in employees, as it affects their ability to work effectively in teams, provide leadership, and adapt to changing circumstances. By cultivating these skills at an early stage, SEL provides students with a distinct advantage in their future careers. Moreover, SEL promotes the development of responsible decision-making abilities, which enable

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students to make ethical choices, assess the consequences of their actions, and make positive contributions to their communities.

Additionally, incorporating Social and Emotional Learning (SEL) into English as a Foreign Language (EFL) instruction presents avenues for students to delve into and articulate their emotions, promoting a favourable emotional ambiance in the classroom. Through building self-awareness, students can recognize their emotions, contemplate their strengths and weaknesses, and competently control their emotional reactions. This emotional intelligence boosts learners' adaptability, ways of coping, and general state of being, empowering them to handle the stress and difficulties that come with learning a new language.

### **1.4.1. Evidence of the benefits of SEL for students :**

Social-emotional learning (SEL) provides numerous benefits for students that go beyond academic success. SEL equips students with the necessary skills and competencies to effectively manage their social and emotional lives, leading to personal growth and success. One of the main advantages of SEL is improved academic performance. Studies have consistently indicated that students who have SEL instruction show higher test scores, better grades, and increased motivation to learn. These positive results are attributed to SEL's focus on developing self-awareness, self-management, and responsible decision-making skills, which allows students to better handle stress and maintain focus on their academic goals. However, when we talk about the benefits of Social and Emotional Learning (SEL), academic achievement is one of the key areas that comes to mind. Studies have shown that students who participate in SEL programs tend to perform better academically. They score higher on tests, improve their grades, and feel more motivated to learn. This is because SEL equips them with skills like goal-setting, time management, and persistence, which all contribute to better academic outcomes. But that's not all. SEL also has a significant impact on students' social and emotional competencies. When students receive SEL instruction, they develop greater self-awareness, self-management, social awareness, relationship skills, and responsible decision-making abilities. These competencies help them interact better with others, show empathy, and resolve conflicts. They become more equipped to navigate social situations, build positive relationships, and communicate and collaborate effectively. What's more, SEL has been found to have a positive influence on students' mental health and well-being. SEL programs help students develop emotional resilience, coping strategies, and the ability to

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regulate their emotions effectively. This leads to reduced stress, anxiety, and depression levels. By fostering a supportive and inclusive learning environment, SEL contributes to a sense of belonging and connectedness, which is crucial for overall well-being. And the benefits of SEL don't stop there. Research shows that individuals who have received SEL instruction are more likely to experience positive outcomes in adulthood. They tend to have higher educational attainment, improved career success, healthier relationships, and lower rates of risky behaviours. This is because SEL equips students with the skills necessary to navigate challenges, make responsible choices, and contribute positively to society. All of this evidence supporting the benefits of SEL comes from a wide range of rigorous research studies, including randomized controlled trials, longitudinal studies, and meta-analyses. These studies have consistently demonstrated the positive impact of SEL on learners across different ages, cultural backgrounds, and educational settings.

### **1.5. Importance of teacher training and support for effective implementation of SEL :**

The effectiveness of social-emotional learning (SEL) programs in educational settings heavily relies on the training and support provided to teachers. Adequately trained and supported teachers can seamlessly incorporate SEL into their teaching methods, resulting in a positive and supportive learning environment for their students. The following reasons illustrate the significance of teacher training and support in the successful implementation of SEL programs.

- **Pedagogical Knowledge :** Teacher training provides educators with a solid grounding in pedagogical theories, instructional approaches, and exemplary techniques. It assists teachers in gaining a thorough comprehension of students' learning processes and how to develop and deliver impactful lessons that meet a variety of learning needs. In order to successfully incorporate Social and Emotional Learning (SEL) into their teaching practices, educators must possess a comprehensive understanding of its principles, concepts, and strategies. To achieve this, training programs are available to equip teachers with the requisite knowledge of SEL competencies, instructional approaches, and assessment methodologies. Armed with this knowledge, teachers are better equipped to deliver SEL lessons and activities that are tailored to suit the developmental requirements of their students.
- **Content Mastery and integration :** Training programs ensure that teachers have a strong command of the subject matter they are teaching. The successful integration of Social and

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Emotional Learning (SEL) necessitates the acquisition of particular abilities, including the facilitation of emotional discussions, the encouragement of attentive listening, and the creation of a favorable classroom atmosphere. Teachers can enhance their skills in these areas by participating in training programs that utilize modelling, role-playing, and practice sessions. As educators improve their social and emotional competencies, they become better equipped to lead and assist their pupils in their own SEL growth.

- **Classroom Management and Climate :** Creating a conducive and supportive learning environment for Social and Emotional Learning (SEL) requires effective classroom management. Educators can acquire skills and techniques for encouraging positive behaviour, resolving conflicts, and promoting a safe and inclusive classroom climate through teacher training. This training equips them to support SEL, as reported by Jones and Bouffard in 2012. Thus, Teachers who receive training and support can effectively embed SEL practices across the curriculum, fostering the integration of SEL skills into academic subjects, problem-solving tasks, and collaborative projects. This integration allows students to apply their social and emotional skills in authentic and meaningful contexts.
- **Differentiation and Individualization :** In teacher training, educators are taught the significance of customizing instruction to cater to the varying needs of their students. They receive training on how to personalize social and emotional learning (SEL) interventions and exercises to suit individual strengths, weaknesses, and cultural backgrounds. This approach guarantees inclusivity and improves student engagement, as stated by Brackett et al. in 2019. i, e ; Training programs provide teachers with strategies to differentiate instruction, accommodate various learning styles, and address individual student challenges.
- **Assessment and Progress monitoring :** Educational programs designed for teachers concentrate on developing methods of evaluating students' social and emotional growth that are effective. These programs aim to teach educators how to utilize formative and summative assessments to evaluate students' SEL competencies, pinpoint areas that require improvement, and furnish specific feedback to promote further development (Dusenbury et al. 2015).
- **Ongoing Professional Development :** Teacher training programs that are effective offer continuous professional development opportunities for educators. These programs aim to enhance educators' comprehension of social-emotional learning (SEL), keep them updated

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with current research and emerging practices, and continually improve their instructional methods (Collaborative for Academic, Social, and Emotional Learning, 2013).

Moreover, Teacher training and support are essential for the effective implementation of SEL in educational settings. Equipping educators with the necessary knowledge, skills, and resources enhances their ability to create a supportive learning environment, integrate SEL across subjects, and foster the social and emotional growth of students. Through ongoing professional development and collaboration, teachers can continually refine their practices, ensuring the long-term success of SEL implementation.

### **1.6. Previous research on SEL implementation and effectiveness in schools :**

Prior studies examining the implementation and efficacy of Social-Emotional Learning (SEL) in educational settings have consistently shown its favourable influence on students' development and overall welfare. The primary objective of SEL programs is to promote the social and emotional skills of students, thereby enhancing their academic achievements, fostering positive relationships, and improving their long-term life prospects.

\_One influential meta-analysis conducted by Durlak et al. (2011) looked at how school-based interventions could improve students' social and emotional learning (SEL). They analysed many studies and found that SEL interventions had positive effects on students' social- emotional skills, behaviour, and academic performance. These interventions helped students develop better social skills, behave better, and do better academically. The study also found that universal interventions, which are programs that help all students, were beneficial for everyone. Longer and more comprehensive interventions tended to yield greater benefits. Interventions that included multiple components, such as explicit instruction, practice opportunities, and real-life applications of SEL skills, were particularly effective. The study shows that implementing SEL programs in schools can enhance students' well-being, academic performance, and positive social interactions.

\_Another comprehensive review by Jones and Bouffard (2012) focused on integrating social-emotional learning (SEL) principles into the overall school environment is more effective than using standalone programs, according to research. Embedding SEL into the curriculum, classroom management strategies, and student-teacher interactions creates a supportive and inclusive environment that has a profound and lasting impact on students' social-emotional development. Thus, It's crucial to incorporate SEL strategies throughout the school day and

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provide explicit instruction of social-emotional skills to promote positive peer interactions. Effective SEL implementation requires teachers, administrators, and stakeholders to work together, with professional development and ongoing training being critical. Therefore, building a culture of SEL within the school involves fostering a shared understanding and commitment to social-emotional learning among all members of the school community. Implementing SEL principles into the school climate and daily practices can support students' social-emotional development and contribute to positive outcomes in their academic performance, behaviour, and overall well-being.

\_ The subsequent study was conducted by Taylor, Oberle, Durlak, and Weissberg (2017) to evaluate the enduring impacts of school-based social and emotional learning (SEL) interventions on the positive development of young people. By conducting a comprehensive meta-analysis, they analyzed a wide range of research studies and discovered significant evidence supporting the efficiency of SEL interventions in encouraging positive outcomes among young individuals. The findings showed that pupils who took part in SEL programs experienced notable improvements in social-emotional skills, well-being, and academic performance. Furthermore, the positive effects of SEL interventions were found to last over time, with students experiencing long-term benefits in various aspects of their lives. This study emphasizes the importance of including SEL interventions in schools to promote the holistic development of young people, thereby equipping them with the essential skills and resources required for their long-term success and well-being.

Research conducted in the past has consistently shown that implementing Social and Emotional Learning (SEL) in schools has a positive impact. SEL interventions help students develop their social and emotional skills, leading to improved academic performance, enhanced social relationships, and positive long-term outcomes. It is evident that SEL has a critical role in creating school environments that are supportive and nurturing, contributing to the overall well-being and success of students.

### **1.7. Challenges and barriers to incorporating SEL in the school curriculum :**

With the significance of Social and Emotional Learning (SEL) in promoting the comprehensive growth and well-being of students is increasingly acknowledged. And, despite the well-established advantages of SEL, its effective integration into the school curriculum is hindered by several obstacles and impediments which may be listed as follow :

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- Limited Time and Resources :

Educational institutions frequently have a predetermined set of lessons and a set duration for each, which can make it difficult to include supplementary social-emotional learning (SEL) activities. Inadequate resources, such as insufficient funding for training, materials, and programs, can also present obstacles.

- Lack of Teacher Training and Support : Numerous instructors may have not obtained sufficient instruction or opportunities for professional growth to proficiently execute SEL approaches. In the absence of suitable guidance and assistance, educators may encounter difficulties in incorporating SEL into their instructional methodologies.
- Resistance to Change : The implementation of social and emotional learning (SEL) may encounter opposition from individuals who prioritize conventional academic topics over developing social and emotional abilities. Overcoming this resistance to change and emphasizing the significance of SEL can present a notable challenge, as noted by Payton et al. (2008) and Weissberg et al. (2015).
- Assessment and Accountability : Evaluating and measuring the impact of SEL programs and interventions can be complex. Schools face challenges in selecting appropriate assessment tools and measuring outcomes related to SEL competencies (CASEL, 2017; Taylor et al., 2017). In other words, Academic achievement and standardized testing tend to be the main focus of schools. However, the absence of standardized evaluations to gauge Social and Emotional Learning (SEL) outcomes can create difficulties in showcasing the success and influence of SEL programs.
- Cultural and Contextual Factors : Various cultural and contextual elements may impact how SEL is perceived and comprehended. Adapting SEL strategies to suit the unique requirements and cultural differences of learners can be challenging.
- Resistance to Change : Implementing SEL may face resistance from stakeholders who prioritize traditional academic subjects over social and emotional skills. Overcoming resistance to change and promoting the importance of SEL can be a significant challenge (Payton et al., 2008; Weissberg et al., 2015).
- Sustainability and Long-Term Commitment : To attain a lasting effect with Social and Emotional Learning (SEL), a continuous endeavour and long-standing dedication are essential

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from all parties involved, comprising of school administrators, educators, and the community. If there is a lack of consistent attention and assistance, it can impede the thriving integration of SEL.

To overcome the obstacles and hindrances, it is essential to adopt a holistic strategy that encompasses continual training and development for educators, sufficient resources and assistance, cooperation among all parties involved, and a dedication to placing equal importance on students' emotional and social welfare as well as their academic success.(source??)

### **1.8. Conclusion :**

To sum up, including social and emotional learning (SEL) in the education of English as a Foreign Language (EFL) is essential for learners to ensure their overall growth. Our study has shown that SEL plays a vital role in developing students' emotional well-being, interpersonal skills, and academic success. Educators can create a supportive and inclusive learning environment by providing explicit instruction and opportunities to practice SEL competencies, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Moreover, SEL can help EFL learners improve their self-confidence, communication, collaboration skills, and resilience in the face of challenges. It also promotes positive teacher-student relationships and a sense of belonging in the classroom. Research has also demonstrated that SEL interventions have a positive impact on academic achievement, overall well-being, and long-term success in various areas of students' lives. Yet, incorporating SEL in EFL classrooms can be challenging, and it requires appropriate training and resources for teachers, addressing cultural differences and language barriers, and ensuring consistent implementation. Overcoming these barriers requires a collaborative effort between educators, policymakers, and other stakeholders to provide comprehensive support and professional development opportunities for teachers.

In conclusion, integrating SEL into EFL education can significantly benefit learners' personal, social, and academic growth. Prioritizing SEL competencies can empower EFL learners to



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thrive academically, navigate social interactions, and contribute positively to their communities. As we recognize the value of SEL, it is crucial to advocate for its integration and ensure that educators receive the necessary training and support to effectively incorporate SEL practices into EFL classrooms.

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**CHAPTER TWO**

# **Incorporating Social and Emotional Learning : Examining the Impact on Students' Development and Teacher Perspectives in the Algerian Educational Context**

## **Chapter two ; methodology :**

### **2.1. Introduction :**

This chapter offers insight on the empirical data gathered for this mixed methods study that aims at investigating the social-emotional learning (SEL) experiences and perspectives of both students and teachers in educational settings. The study seeks to understand students' self-awareness, learning styles, motivation, stress management, goal setting, time management, and their awareness of the impact of their actions on others. Additionally, the study aims to explore teachers' familiarity with SEL, their integration of SEL strategies in the classroom, their perceptions of the importance and effectiveness of SEL, the challenges they face in incorporating SEL, and the support and resources they require. By gathering insights from both students and teachers, this study aims to contribute to a deeper understanding of SEL implementation, identify areas for improvement, and inform the development of strategies and resources to support students' social-emotional development and well-being within educational settings. By doing so, one is seeking to validate or reject the research questions and hypotheses.

Before thoroughly investigating the analysis and discussion of the research findings, the chapter initiates with a section dedicated to describing the research design and the participants who took part in the study. Additionally, it provides comprehensive information about the data collection instrument utilized in this research, emphasizing the path undertaken to accomplish the goals and objectives of the study.

### **2.2. Research design :**

For the aim of investigating teachers' perspectives on the importance of incorporating Social and Emotional Learning (SEL) and its impact on teaching-learning process development, as well as learner's awareness and understanding of their social emotional skills. A mixed method study was employed to collect data on teachers and students' perceptions, attitudes, awareness, and effective practices regarding the significance of Social and Emotional Learning (SEL). Furthermore, two survey questionnaires were conducted; one was administrated to English teachers during May 2023, and the other was conducted among EFL learners. The results of this survey were gathered online using a survey site called GoogleForms.com.

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## **2.2.1. Participants :**

The research was carried out using an online platform, through which survey questionnaires were disseminated to English teachers and students. A total of 24 teachers, including middle school and secondary school teachers, as well as university teachers participated in this research. These participants were selected from various cities and regions across Algeria. The sample encompassed both male and female teachers representing a diverse range of teaching experience ranging from 1 to 22 years. Additionally, 34 students were the recipients of the second survey administration, from different regions and different levels. This variation in experience allows for valuable insights from both novice and experienced educators.

## **2.2.2. Questionnaire description :**

The survey initially focused on learning styles, allowing students to identify their preferred approaches among visual, auditory, kinesthetic, or reading/writing. This information can help educators personalize instructional methods to suit individual learning preferences.

The questionnaire also addressed students' motivations for learning and excelling in school, such as achieving good grades, recognition, pursuing personal interests, or social interactions. Understanding students' motivations can help educators create engaging learning experiences that align with their interests and goals.

Self-awareness was another crucial aspect covered in the survey. Participants were asked to evaluate their understanding of their strengths and areas for improvement, providing valuable insights into their self-perception as learners. This self-awareness can guide students in leveraging their strengths and developing strategies to overcome challenges.

The questionnaire also inquired about stress management strategies and preferred methods for dealing with difficult emotions. By understanding students' current awareness and utilization of stress management techniques, educators can offer appropriate support and guidance to help students navigate stressors and emotional challenges.

Goal-setting and time management were further explored in the questionnaire. Participants were asked about their goal-setting practices and their ability to manage time and prioritize tasks. This information can help students reflect on their current approaches and explore strategies for setting clear and achievable goals and enhancing time management skills.

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The impact of students' words and actions on others was another significant area of focus. Participants were asked about their awareness of this impact and their attention to the consequences of their behaviors. Recognizing the influence of their words and actions can encourage students to develop empathy and considerate behavior towards their peers.

The questionnaire also provided an opportunity for students to identify areas of personal growth. Participants were asked to select one thing they could do more of, such as increasing emotional awareness, controlling stress in the classroom, or responding appropriately. This self-reflection encourages students to explore ways to enhance their personal and emotional development.

Additionally, the survey examined students' experience of feeling overwhelmed or stressed during class and the reasons or situations contributing to their stress. This information can shed light on specific classroom stressors and guide educators in creating a supportive learning environment.

Lastly, the questionnaire addressed students' difficulties in participating or speaking up during class discussions or activities. Participants were given the opportunity to explain these difficulties or reasons for their hesitance. Understanding the factors that hinder student participation can assist educators in implementing strategies to encourage active engagement and create inclusive learning environments.

In conclusion, this comprehensive questionnaire delves into various aspects of students' learning experiences, including learning styles, motivations, self-awareness, stress management, goal-setting, time management, empathy, classroom stress, and participation difficulties. The collected data can provide valuable insights to inform educators' practices and enhance students' academic and personal growth.

### **Teachers questionnaire :**

The purpose of this questionnaire was to gather significant information from teachers regarding their knowledge of social and emotional learning (SEL), their implementation of SEL strategies in the classroom, their perception of the importance of social and emotional skills, and their experiences and challenges in incorporating SEL into their teaching practices. Teachers' opinions on the impact of SEL on student outcomes, the significance of prioritizing

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social and emotional skills in education, and their encounters with students displaying behavioral issues were also sought.

The first section of the questionnaire collected basic demographic information, such as the teacher's gender, school/organization, and years of teaching experience. These details help provide context to the responses and understand any potential variations based on demographics.

The questionnaire then evaluated the teachers' familiarity with SEL, asking them to rate their level of familiarity on a scale from very familiar to not familiar at all. This information helps gauge the overall knowledge base of the teachers regarding SEL concepts.

The definition of social-emotional learning was also explored, allowing teachers to articulate their understanding of SEL. This open-ended question allows for a range of responses, reflecting the teachers' perceptions and interpretations of SEL.

Teachers were then asked about the frequency of integrating SEL strategies and activities in their classrooms, with options ranging from daily to rarely or never. This question helps assess the extent to which SEL is being incorporated into regular classroom practices.

The questionnaire further examined the teachers' perspectives on the importance of acquiring and applying various social and emotional skills. Teachers were asked to rate the significance of skills such as understanding and managing emotions, setting and achieving positive goals, establishing and maintaining relationships, making responsible decisions, and showing empathy for others. This assessment provides insight into the teachers' perceived value of these skills in the educational context.

Teachers were also asked to indicate their level of agreement with statements regarding the impact of SEL on student outcomes, the promotion of a safe and inclusive school environment, the facilitation of lifelong success, and the improvement of student behavior. The responses help gauge the teachers' beliefs and attitudes towards the effectiveness of SEL practices.

The importance of prioritizing social and emotional skills in schools was also explored. Teachers were asked to rate the level of importance schools should place on cultivating these skills for students' personal growth and character development. This question provides an

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understanding of the teachers' views on the significance of SEL within the broader educational framework.

The questionnaire then inquired about the frequency of encounters with students exhibiting behavioral issues, ranging from never to always. This question helps identify the prevalence of behavioral challenges faced by teachers in their classrooms.

To assess the challenges faced in incorporating SEL, teachers were asked to select from a list of potential obstacles, such as limited time and curriculum demands, lack of resources or materials, resistance from colleagues or administrators, and limited training or professional development opportunities. This question enables the identification of common barriers that may hinder the effective implementation of SEL practices.

Teachers were also asked to suggest support or resources that would be helpful in further incorporating SEL in their teaching practice. The provided options included more training or professional development opportunities, access to SEL curricula or materials, collaborative planning with colleagues, and support from administrators and school leadership. The open-ended response option allows teachers to provide additional suggestions based on their specific needs.

In summary, this questionnaire aims to explore teachers' familiarity with SEL, their integration of SEL strategies, their perception of the importance of social and emotional skills, their experiences with students' behavioral issues, and the challenges they face in incorporating SEL. The responses provide valuable insights into the current state of SEL implementation in educational settings and offer suggestions for further support and resources to enhance SEL practices.

### **2.3. Data analysis techniques :**

#### **2.3.1. Quantitative analysis :**

Qualitative data analysis is a methodical approach to comprehending and interpreting non-numeric information, such as observations, interviews, and text. This process includes arranging, coding, grouping, and examining data with the goal of identifying recurring patterns and themes. By using techniques such as content analysis, thematic analysis, and grounded theory, qualitative researchers strive to capture the intricacies and subtleties of human experiences and social phenomena. This is an iterative and reflective process, where

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researchers actively engage with the data and critically assess their own assumptions. The findings are presented through detailed narratives and quotes, which contribute to developing theories and guiding practices in various fields. In general, qualitative data analysis provides a thorough understanding of the research subject and complements quantitative research approaches.

### **2.3.2. Quantitative data analysis :**

Quantitative data analysis is a methodical and unbiased process of examining numerical data to reveal patterns, connections, and tendencies. It requires the application of statistical techniques and methods to summarize, interpret, and draw meaningful conclusions from the data. Researchers who use quantitative methods collect data through surveys, experiments, or observations, then use statistical tools to analyze variables, test hypotheses, and quantify relationships between variables. The analysis typically involves descriptive statistics, such as means, frequencies, and measures of variability, as well as inferential statistics, such as t-tests, chi-square tests, and regression analysis. The ultimate goal of quantitative data analysis is to provide precise and generalizable results, enabling researchers to make dependable predictions and draw statistical inferences regarding the population of interest. It is widely utilized in various fields, including psychology, economics, and social sciences, for the purpose of discovering empirical evidence and supporting the decision-making process.

### **2.3.3. Data interpretation of the findings :**

#### **Students questionnaire :**

The analysis and interpretation of data collected from an online questionnaire is an essential component in comprehending the insights and implications of the responses provided by the respondents. By carefully analyzing and interpreting the data, we can identify patterns, trends, and relationships that can provide valuable insights and help achieve the research objectives. This process includes evaluating both the quantitative and qualitative aspects of the data, identifying significant themes, and drawing meaningful conclusions. The following section will delve into the interpretation of the data collected from the online questionnaire, which was addressed to a totality of 36 (100%) students consisting of 69% Tlemcen university students, and 31% from Algiers university. Additionally, the findings from this questionnaire analysis provide valuable insights into the experiences and needs of students, guiding



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educators in designing effective teaching strategies and support systems to enhance student learning outcomes and well-being.

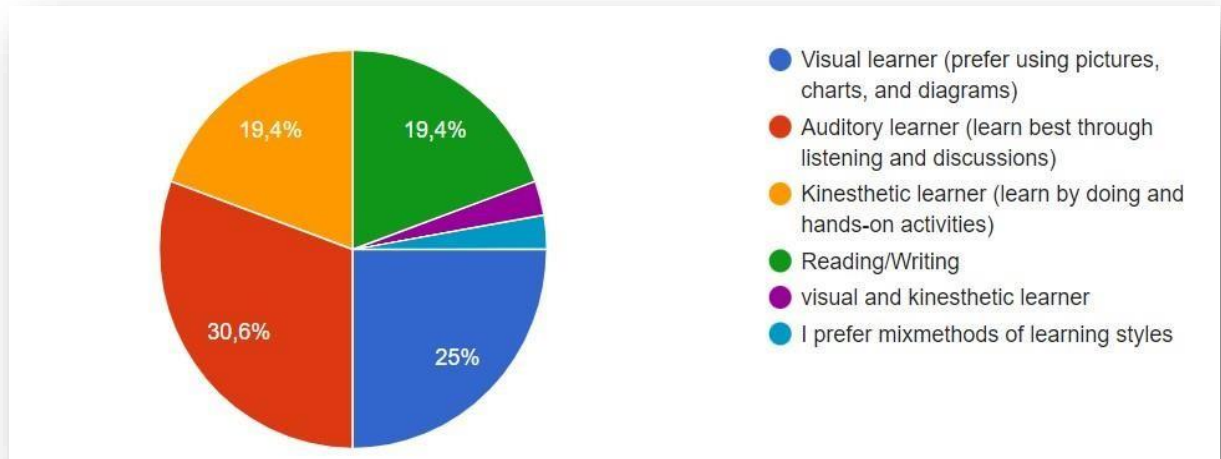
- Learning Styles :

The findings from the first question on students' learning style preferences reveal a diverse range of learning styles among the participants. According to the data, a significant proportion of students identified as auditory learners (30.6%), indicating that they learn best through listening and discussions. Visual learners accounted for 25% of the respondents, indicating a preference for using pictures, charts, and diagrams to enhance their learning. Similarly, 19.4% of students identified as both kinesthetic and reading/writing learners, suggesting that they learn effectively through hands-on activities and reading/writing tasks.

It is interesting to note that another student mentioned using a combination of all four learning styles, as well as a second student that claimed to prefer a combination of both visual and kinesthetic style, indicating a preference for a multimodal approach to learning. The results revealed that a significant portion of the participants identified as visual learners, highlighting the importance of incorporating visual aids such as pictures, charts, and diagrams into instructional strategies. The auditory and kinesthetic learning styles also had notable representation, suggesting the need for varied instructional methods that involve listening, discussions, and hands-on activities. This reinforces the notion that learning styles can be flexible and individualized, with some students benefiting from a variety of learning strategies.

The diversity of learning styles highlighted in these findings underscores the importance of considering various instructional approaches to cater to the needs of different learners. Educators can leverage this information to design and implement teaching strategies that incorporate visual aids, auditory elements, kinesthetic activities, and reading/writing tasks to create an inclusive and engaging learning environment. By recognizing and accommodating diverse learning styles, educators can enhance the overall learning experience and promote effective knowledge acquisition among students.

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**2.1Figure :** Learners preferred learning style

### • **Motivation Factors**

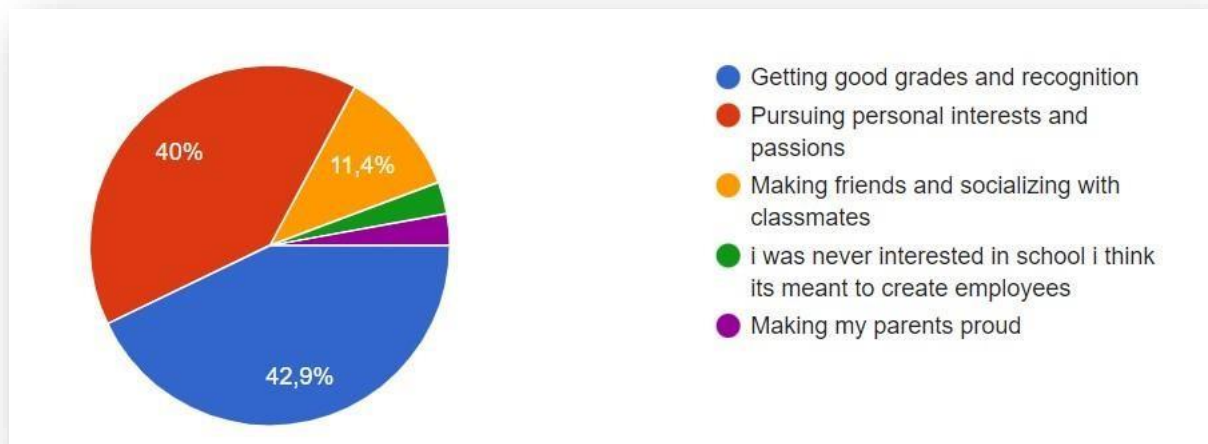
The findings from the second question shed light on the factors that motivate students to learn and excel in school. According to the data, the largest percentage of participants (42%) identified getting good grades and recognition as their primary motivation. This indicates that external factors such as academic achievements and acknowledgement from others play a crucial role in driving their engagement and performance.

Close behind, 40% of students highlighted that pursuing personal interests and passions serves as their primary source of motivation. This emphasizes the importance of intrinsic motivation, where students are driven by their own curiosity and genuine interest in the subject matter.

Furthermore, 11.4% of participants expressed that socializing with classmates and making friends was their main motivation. This suggests that the social aspect of school and the desire for social connections positively influence their engagement and commitment to learning.

Interestingly, one student mentioned that making their parents proud is the main reason for their dedication and success in the classroom. This indicates the impact of external motivators, such as parental expectations and support, in driving academic performance.

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**2.2. Figure :** about what Motivates Students to Learn and Do Well in class

- Self-Awareness

The findings from the third question provide insights into students' self-awareness of their strengths and areas for improvement as learners. The majority of participants, accounting for 58.3%, indicated a somewhat well understanding of their strengths and areas for improvement. This suggests that these students have some level of awareness and insight into their own abilities and areas that require further development.

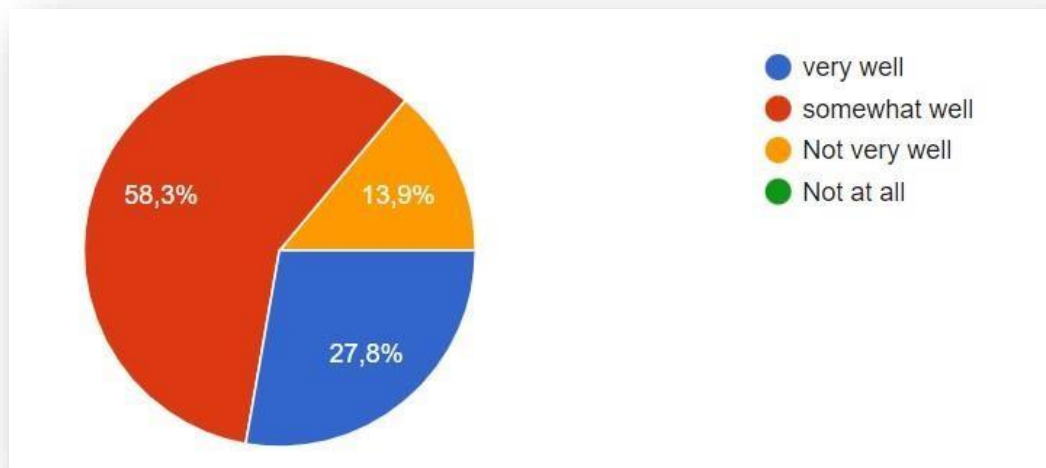
Furthermore, 27.8% of respondents indicated a very well understanding of their strengths and areas for improvement. This indicates a higher level of self-awareness among this group, suggesting that they have a clear understanding of their strengths and weaknesses as learners.

On the other hand, 13.9% of participants indicated a not very well understanding of their strengths and areas for improvement. This suggests that a portion of students may have limited self-awareness or may need further guidance and support in identifying their strengths and areas for growth.

Interestingly, none of the participants indicated a complete lack of understanding (not at all) regarding their strengths and areas for improvement. This could indicate that students,

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to some extent, recognize their strengths or are aware of areas where they need improvement, even if they do not have a comprehensive understanding.



**2.3. Figure :** Depicts the Students' feedback regarding their Level of Understanding their Strengths and Areas for Improvement as Students.

- Stress Management

The findings from question four shed light on students' awareness and proficiency in managing stress and difficult emotions. A small percentage of students (13.9%) demonstrated a commendable level of awareness and were able to employ effective strategies to cope with stress. However, a significant portion of students (47.2%) expressed some level of awareness but indicated a need for further development in this area. This suggests that although these students have some knowledge of stress management techniques, they may require additional support or guidance to enhance their skills. Furthermore, a notable proportion of students (30.6%) reported struggling with stress management, indicating a need for targeted interventions and resources to address their specific challenges. Lastly, a minority of students (5.6%) admitted to a lack of awareness and expressed a desire to learn more about managing stress and difficult emotions. Additionally, a notable percentage struggled with stress management,

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highlighting the challenges some students face in dealing with stress and difficult emotions. The finding that a minority of students expressed a desire to learn more about stress management suggests an openness to gaining new skills and knowledge in this area.

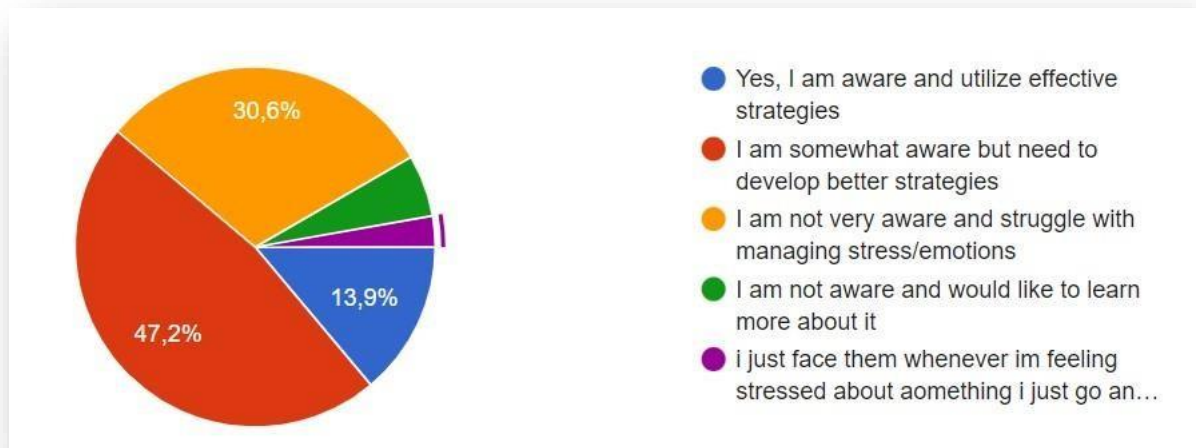


**2.4. Figure :** Awareness and Utilization of Stress Management Strategies Among Students.

- Goal Setting

Question five investigated students' goal-setting practices for academic and personal growth. The data reveals that 19.4% of students reported regularly setting clear and achievable goals, indicating a proactive approach to their academic and personal growth. The majority of students, accounting for 55.6%, set goals occasionally but not consistently, suggesting a need for further encouragement and support in maintaining a consistent goal-setting routine. A smaller proportion, comprising 16.7% of students, indicated a preference for not setting goals and going with the flow, which could indicate a lack of understanding or motivation towards goal-setting. Finally, 8.3% of students expressed uncertainty regarding effective goal-setting techniques, indicating a potential need for guidance and education in this area.

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**2.5. Figure :** Students' Engagement in Goal-Setting for Academic and Personal Growth.

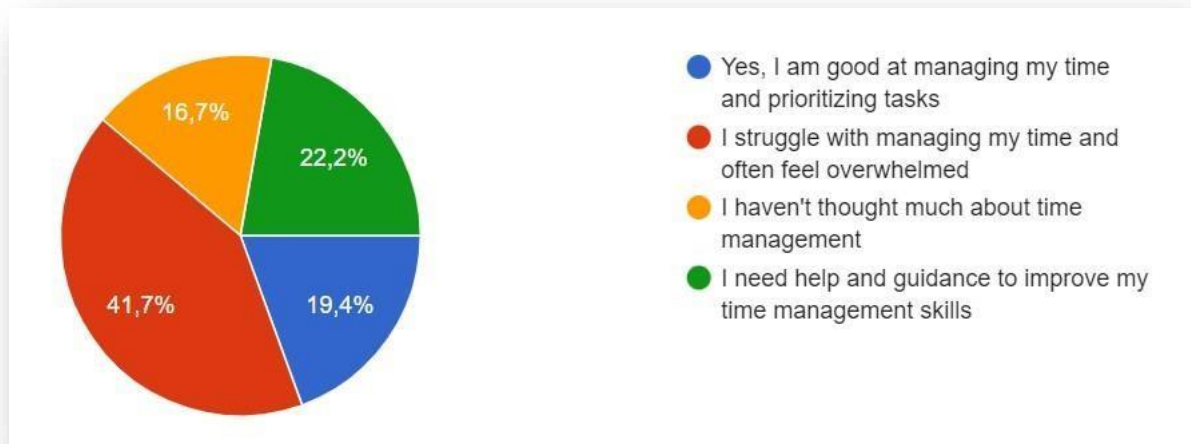
- Time Management

The findings from question six provide insights into students' time management skills and their ability to prioritize tasks. Only a small percentage (19.4%) of participants reported being proficient at managing their time and prioritizing tasks effectively. This suggests that a significant portion of students may struggle with time management, as indicated by the 41.7% who reported feeling overwhelmed.

Furthermore, 16.7% of participants admitted that they had not given much thought to time management, indicating a lack of awareness or understanding of its importance. This highlights the need for education and guidance on time management strategies to help students develop these essential skills.

A notable proportion (22.2%) expressed a need for help and guidance to improve their time management skills. This signifies that students recognize the importance of effective time management but require support in developing and implementing strategies.

## Incorporating Social and Emotional Learning : Examining the Impact on Students' Development and Teacher Perspectives in the Algerian Educational Context

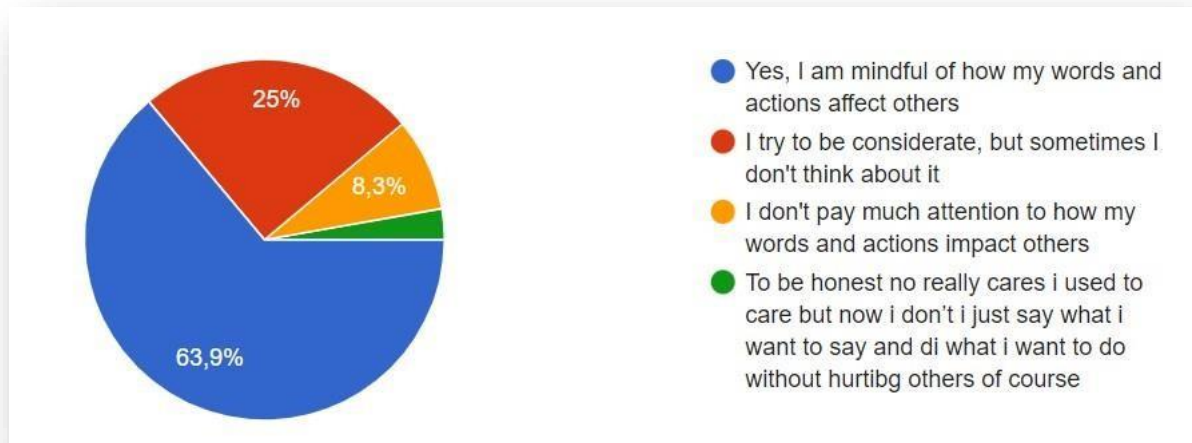


**2.6. Figure :** Time Management and Task Prioritization:Students' Perspectives.

### **Emotional Awareness**

The findings from Question seven indicate that a majority of students [63,9%] demonstrated a high level of awareness regarding the impact of their words and actions on others. They acknowledged the importance of being mindful and considerate in their interactions. However, a significant portion [25%] admitted to occasionally overlooking the impact, indicating a need for further reflection and improvement in their behavior. Additionally, a small percentage [8,3%] stated that they did not pay much attention to their impact, and one student expressed a lack of concern unless it caused significant harm. These results suggest the importance of promoting empathy and reinforcing the values of respect and understanding among students.

## Incorporating Social and Emotional Learning : Examining the Impact on Students' Development and Teacher Perspectives in the Algerian Educational Context



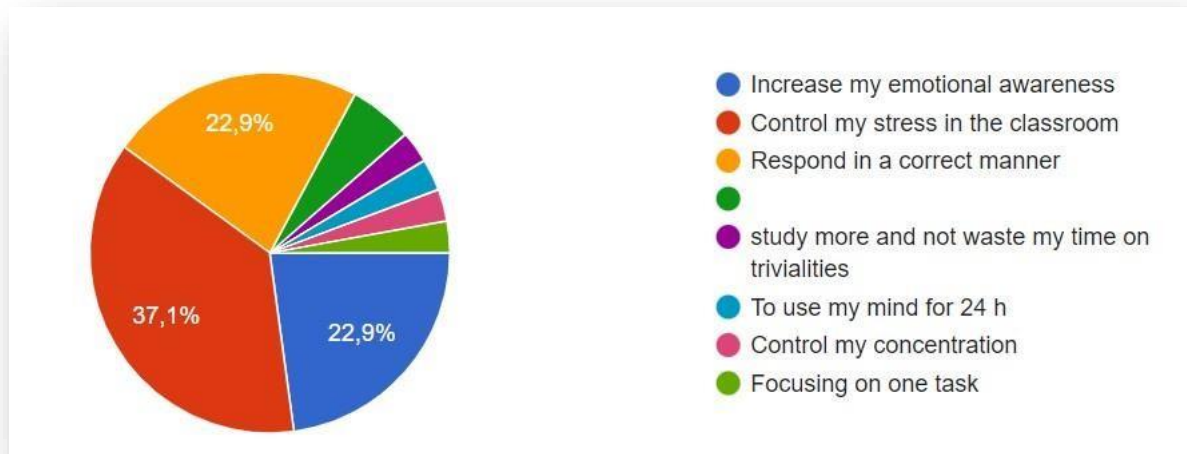
**2.7. Figure :** Awareness of the Impact: Students' Reflection on Their Words and Actions

### **Enhancing Emotional Awareness**

The findings from Question eight reflect the diverse areas of improvement that students identified in relation to their emotional well-being and academic performance. Approximately 22.9% of students expressed a desire to increase their emotional awareness, recognizing the importance of understanding and regulating their emotions. Additionally, 37.1% of students emphasized the need for stress control, indicating a recognition of the impact of stress on their overall well-being. This highlights the significance of providing students with strategies to effectively manage stress in the classroom. Furthermore, 22.9% of students prioritized responding in a correct manner, indicating a desire for improved academic performance and decision-making skills. The additional specifications provided by some students, such as the need to study more and avoid wasting time on trivialities, highlight their awareness of the importance of focused and efficient work habits.



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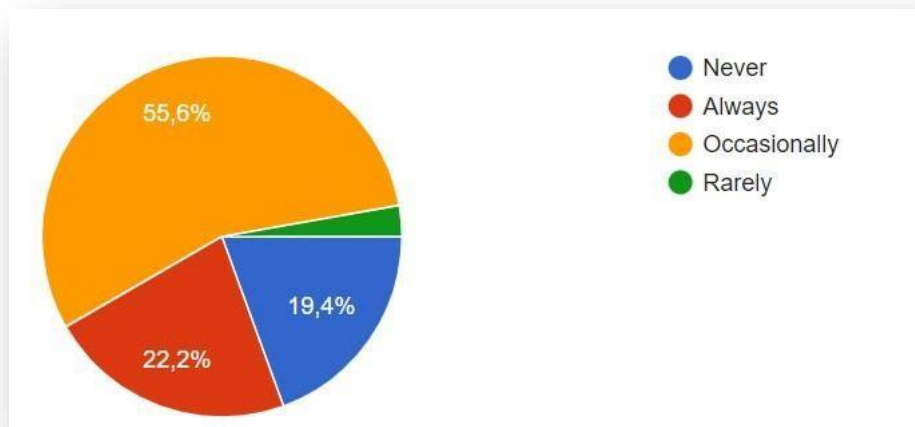


**2.8. Figure :** Students' Focus on Personal Growth: Enhancing Emotional Awareness

### **Classroom stress**

Question nine explored students' experiences of feeling overwhelmed or stressed during class. The results indicate a significant portion of students (55.6%) reported experiencing stress sometimes, highlighting the presence of stress as a common occurrence in the classroom. This suggests that various factors, such as academic pressure, workload, or social dynamics, may contribute to students' stress levels. Additionally, a considerable portion (22.2%) reported experiencing stress always, indicating a persistent and ongoing struggle with stress during class. These students may require additional support and intervention to manage their stress effectively. On the other hand, a small percentage (19.4%) reported never experiencing stress in class, indicating either effective stress management skills or a favorable classroom environment that promotes well-being. However, it is crucial to recognize that even those who reported rarely experiencing stress (2.8%) may still benefit from strategies and support to maintain a positive and stress-free learning environment.

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**2.9. Figure :** about Students' Experience of Stress Levels during Class .

### **Stress Triggers and Classroom Participation Difficulties**

The findings from Question ten shed light on the common stress triggers experienced by students during class. Factors such as heavy workload, fear of failure, high expectations, difficulty understanding the subject matter, project presentations, and classmates' judgment were identified as significant stressors. These stress-inducing factors can have a significant impact on students' well-being and academic performance. It is crucial for educators to recognize and address these stressors in order to create a supportive and conducive learning environment. Moving on to Question eleven, it explored the difficulties faced by students in participating or speaking up during class discussions or activities. The reported challenges included shyness, social anxiety, fear of being wrong or judged, lack of confidence, language barriers, and a preference for observing rather than actively engaging. These difficulties can hinder students' active participation and limit their opportunities for learning and expressing their ideas.

### **Teachers questionnaire :**

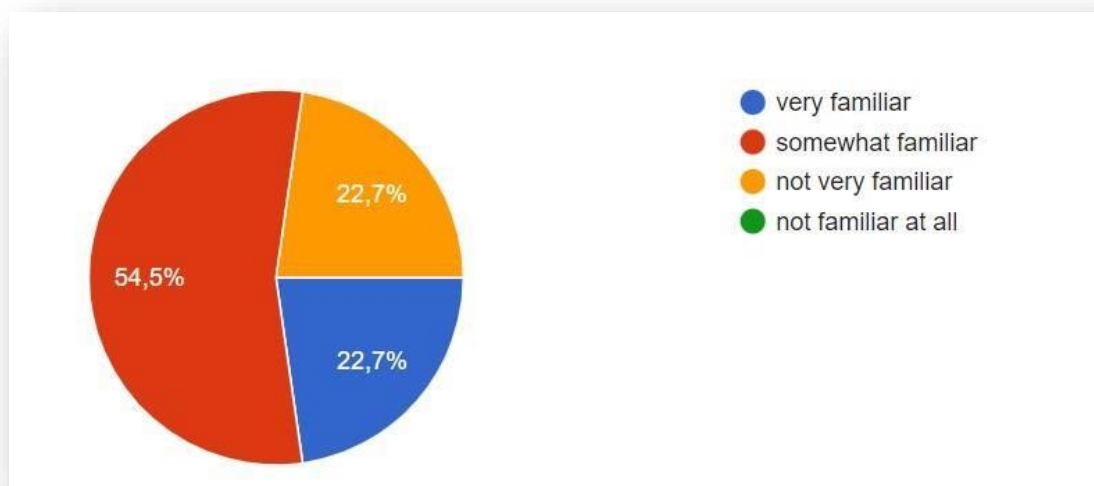
The teachers survey was conducted with a total of 22 teachers, representing 100% of the participants. Out of these teachers, 49.2% were Algiers2 university English teachers, while the 50.8%, were Tlemcen university English teachers. Regarding gender distribution, 77% of the participants were female, while the remaining 23% were male.

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In terms of teaching experience, the survey revealed that 10 teachers reported having teaching experience ranging from 1 to 5 years. On the other hand, the other 12 teachers indicated that their teaching experience was longer, ranging from 6 to 22 years. This indicates that the participants have considerable experience in teaching the English language.

### **Familiarity with SEL**

The fourth question reveals that the majority of participants (51. %) indicated "Somewhat familiar" when asked about their familiarity with social and emotional learning (SEL). This implies that these participants possess a certain degree of knowledge or exposure to SEL, but they may not consider themselves experts in the field. Furthermore, 23. % of participants chose "Not very familiar," indicating that they have limited knowledge about SEL. It is plausible that these participants have heard about SEL but may lack a profound understanding of its principles or implementation strategies. Interestingly, 19% of participants reported that they are "Very familiar" with SEL. This suggests that a significant portion of the respondents have a deep understanding and knowledge of SEL. Their familiarity may be due to prior training, professional development, or personal interest in the subject. However, it is noteworthy that none of the participants selected the "Not familiar at all" option, indicating that all respondents have some level of familiarity with SEL.



**2.10. Figure :** Teacher's Familiarity with SEL Concept

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## **Definition of SEL**

In question 5, respondents were asked to define social-emotional learning (SEL) in their own words. Some teachers had responses like :

- SEL is the type of learning that relies heavily on socio-emotional skills and strengths to promote healthy environment and inclusive learning in an educational context. In other words, SEL can simply be defined as the process in which learner's self awareness, emotional intelligence and interpersonal skills are put forward and reinforced to ensure both academic and personal success and achievements from the part of learners.
- It is possessing self-awareness, self-control, adaptability and even social intelligence.
- It is a concept that has re-emerged in social studies highlighting individuals' well-being (mainly teachers and learners) at their learning context/workplace.
- It's a learning method in which teachers are required to consider the emotional and social background of the learner when the learning process takes place.
- Social and Emotional Learning is the practice of obtaining and utilizing crucial social and emotional aptitudes that enhance individual's overall health, prosperity, and constructive interactions. SEL encompasses building self-awareness, self-control, social consciousness, relationship capabilities, and the ability to make sound decisions. The primary objective of SEL is to promote empathy, regulation of emotions, efficient communication, conflict resolution, and ethical decision-making.
- Consideration of the social emotional aspect of your students and adapting your teaching methods accordingly.

The teachers' definitions highlight the importance of considering learners' emotions, fostering positive attitudes and values, and recognizing the connection between social-emotional competencies and academic/personal growth.

## **Integration of SEL Strategies**

Question six was about how frequently do teachers integrate SEL activities and strategies in their classrooms. The majority of teachers (33.3%) reported integrating SEL strategies and

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activities on a daily basis. This suggests a high level of commitment to incorporating SEL into their classroom practices and indicates that these teachers recognize the importance of addressing social and emotional aspects regularly.

Additionally, another 33.3% of teachers reported integrating SEL strategies and activities on a monthly basis, indicating that they allocate specific time and effort to SEL practices but not as frequently as on a daily basis.

A smaller percentage of teachers (4.8%) reported integrating SEL strategies and activities on a weekly basis. This suggests a less frequent but still consistent effort to incorporate SEL into their classroom routines.

On the other hand, 23.8% of teachers reported integrating SEL strategies and activities rarely or never. This may indicate challenges or barriers preventing them from integrating SEL regularly, such as time constraints or limited familiarity with SEL concepts.

HOwever, it's worth noting that one teacher mentioned integrating SEL based on the situation's need, which suggests a flexible approach to incorporating SEL when specific circumstances or student needs arise.



**2.11. Figure:** Frequency of Teachers' Integration of SEL in the Classroom

### **Importance of Social and Emotional Skills**

In question seven, the researcher sought to determine the level of importance that teachers attributed to learners acquiring and applying five specific social and emotional skills. To

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to assess this, a Likert scale was utilized, consisting of five points ranging from "essential" to "very essential." The purpose was to measure and gauge the varying degrees of significance that teachers placed on these skills.

First, the skill establishing and maintaining relationships and participating in classroom is viewed as a highly essential skill by the majority of educators, with 81.1% considering it very essential. This finding underscores the recognition of the significance of positive and healthy relationships in the learning environment. Educators understand that students' ability to form and maintain connections with their peers and teachers can enhance their social competence, communication skills, and overall well-being. By fostering positive relationships, students feel a sense of belonging, support, and collaboration, which contributes to their academic engagement and personal development. Additionally, 18.1% of educators find this skill essential, reinforcing the importance of creating a nurturing and inclusive classroom environment that prioritizes relationship building. While a small percentage (4.5%) of educators expressed a neutral opinion, the overall consensus highlights the critical role of establishing and maintaining relationships in promoting students' social-emotional growth, resilience, and success in their educational journey.

Following closely behind is the skill of "Setting and achieving positive goals," considered as a highly essential skill by a significant majority of educators, with 72.7% stating it is very essential. This finding highlights the recognition of the importance of goal-setting and goal attainment in students' academic and personal growth. Educators understand that when students learn to set realistic and meaningful goals, they develop a sense of purpose, motivation, and self-discipline. By teaching students effective goal-setting strategies, educators empower them to take ownership of their learning, strive for excellence, and overcome challenges. Additionally, 22.7% of educators view this skill as essential, further emphasizing its significance in promoting students' success. While a small percentage (4.5%) of educators expressed a neutral opinion, which indicates the crucial role of setting and achieving positive goals in fostering students' self-efficacy, resilience, and long-term achievement.

The findings of the next skills, Understanding and managing emotions, reveal a strong consensus among educators regarding the importance of understanding and managing emotions for learners. A significant majority of 72.7% of educators perceive this skill as

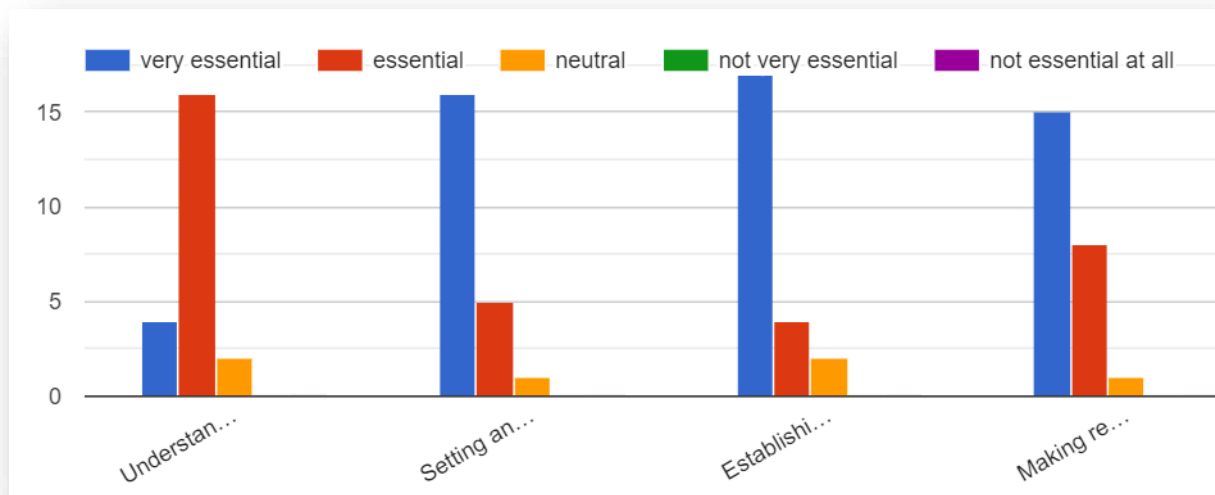
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essential, indicating a recognition of its significance in students' overall development. An additional 18.1% of educators also consider it very essential, further emphasizing the value of equipping learners with the ability to understand and regulate their emotions. However, a small proportion of 9.8% of educators hold a neutral opinion, suggesting a need for further exploration and discussion on the importance of this skill. Which indicates that fostering emotional intelligence is crucial for students' well-being and success in various aspects of their lives.

The forth skill feedback demonstrate significant agreement among educators regarding the importance of making responsible decisions for learners. A majority of 63.6% of educators perceive this skill as very essential, indicating a strong recognition of its value in shaping students' decision-making abilities. Additionally, 36.3% of educators consider it essential, reinforcing the notion that developing the capacity to make responsible choices is a key aspect of students' personal growth and development. However, a small percentage of 4.5% of educators hold a neutral view on the matter, suggesting a potential need for further exploration and discussion. Concluding that cultivating the skill of making responsible decisions is vital for students' overall well-being and their ability to navigate various challenges and opportunities in their lives.

Finally, the skill of "Feeling and showing empathy for others" is considered essential by 63.6% of educators, indicating a widespread recognition of the positive impact of empathy on students' social and emotional development. Furthermore, 18.1% of educators perceive it as very essential, underscoring the significant role of empathy in fostering positive relationships and creating a supportive and inclusive learning environment. However, a notable percentage of 18.3% of educators hold a neutral opinion, suggesting a potential need for further exploration and understanding of the concept. which, emphasize the recognition of empathy as a fundamental skill that contributes to learners' overall well-being, interpersonal connections, and their ability to navigate diverse social contexts with understanding and compassion.

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**2.12. Figure :** Importance of Acquiring and Applying Social and Emotional Skills for Learner

### **Agreement with Statements**

When evaluating the extent of agreement with the given statements on social-emotional learning (SEL) in question eight, it is evident that a significant majority of respondents hold positive views regarding SEL's.

For the statement regarding the consistent and positive effects of social-emotional learning (SEL) on student outcomes. A significant proportion of 59% of educators agree with this statement, highlighting their belief in the beneficial impact of SEL on various aspects of students' development and achievement. Moreover, 20% of educators strongly agree, underscoring a high level of confidence in the effectiveness of SEL in enhancing student outcomes. On the other hand, a small percentage of 4.5% of educators disagree with the statement, indicating a divergence of opinions on the topic. Additionally, 18% of educators express a neutral stance, suggesting a need for further exploration or clarification of the evidence and research supporting the positive effects of SEL which concludes that, the majority of educators recognize and support the notion that SEL plays a vital role in improving student outcomes and contributing to their overall growth and success.



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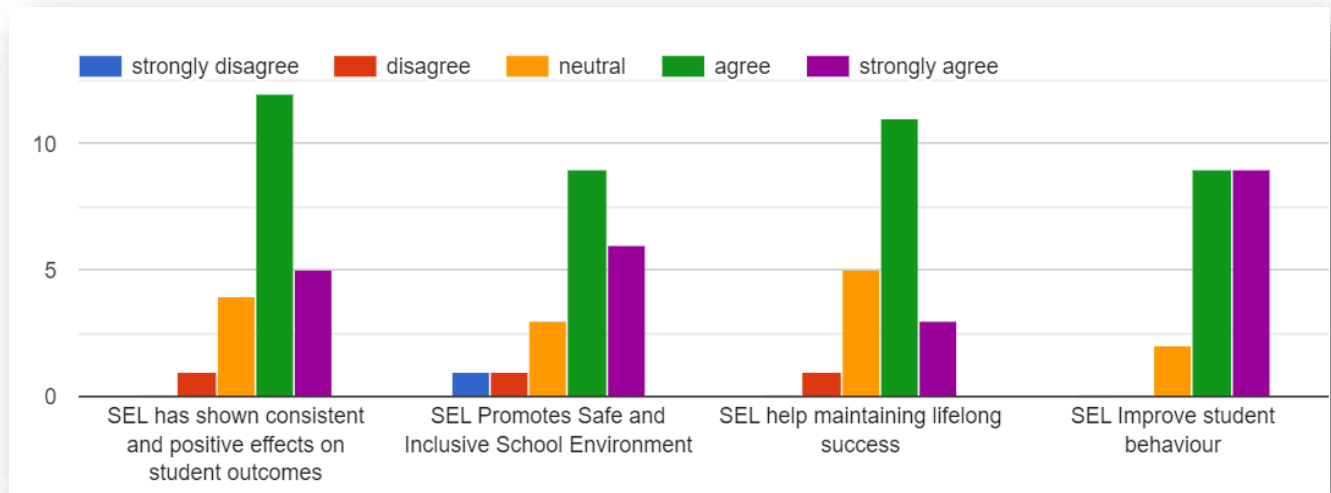
In terms of the statement on SEL promoting a safe and inclusive school environment, the findings reveal a generally positive perception. A significant proportion of respondents, 27.2%, strongly agree with the statement, indicating a high level of support for SEL's role in creating a safe and inclusive atmosphere. Additionally, 40.2% of respondents agree with the statement, further emphasizing the belief that SEL contributes to fostering a positive school environment. However, it is worth noting that a small percentage, 4.5%, express disagreement with the statement, suggesting a divergence of opinions among the respondents. Furthermore, 28.1% of respondents remain neutral, indicating a level of uncertainty or lack of a clear stance on the matter. Overall, the data suggests that a substantial majority recognizes the potential of SEL in promoting a safe and inclusive school environment, although a minority hold differing viewpoints or remain undecided.

Regarding SEL's contribution to lifelong success, A significant proportion of respondents, 57.6%, agree that SEL contributes to lifelong success, highlighting the perceived importance of developing social and emotional skills for sustained achievement. Additionally, 14.6% of respondents strongly agree with the statement, further emphasizing the conviction that SEL plays a crucial role in maintaining lifelong success. On the other hand, a small percentage, 4.5%, express disagreement with the statement, suggesting a divergence of opinions among the respondents. Furthermore, 23.3% of respondents remain neutral, indicating a level of uncertainty or a lack of a definitive stance on the matter. In the main, The majority of respondents strongly believe in the positive impact of SEL on long-term achievements, underscoring the widespread consensus on the significance of cultivating social and emotional skills for sustained success. However, a small portion of respondents hold differing opinions or remain uncertain. Nevertheless, the overall sentiment strongly supports the notion that SEL is instrumental in fostering lifelong success.

The last statement which is about SEL The improvement of student behavior through SEL, reveals a positive consensus among educators regarding the impact of SEL on student behavior. A substantial percentage of respondents strongly agree (45.4%) and agree (45.4%) that SEL has a positive influence on student behavior. This indicates a recognition of the effectiveness of SEL in fostering positive behavioral outcomes among students. The relatively low percentage of neutral responses (9.1%) suggests that the majority of educators have formed a clear opinion about the benefits of SEL in improving

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student behavior. These findings highlight the importance placed on SEL as a valuable approach for enhancing and promoting positive behavior in educational settings.



**2.13. Figure :** Teacher's Levels of Agreement with Statements on SEL

### **Importance of Prioritizing SEL**

The next question was about the importance of prioritizing the cultivation of social and emotional skills in schools, as an integral aspect of educating students towards personal growth and character development revealed that none of the participants chose the option "Not important" when considering the importance of schools prioritizing the cultivation of social and emotional skills. This indicates that all teachers recognize some level of significance in integrating social and emotional skills in education.

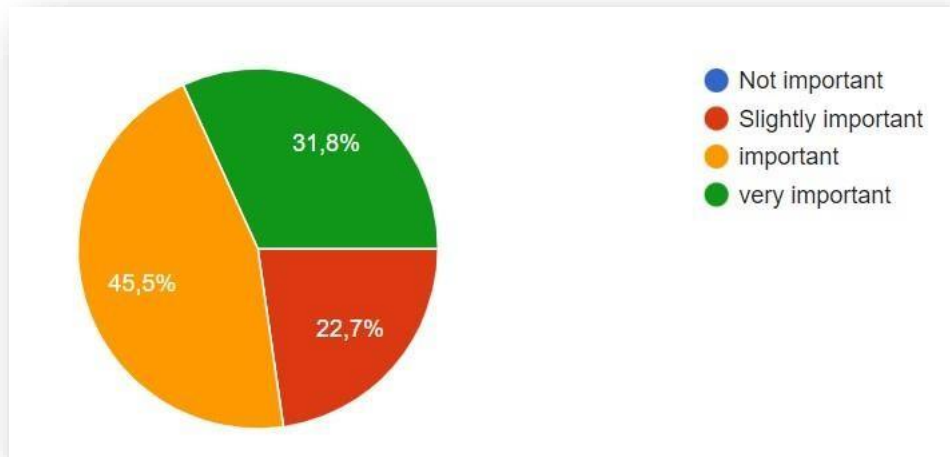
The majority of teachers (42.9%) considered it "Important" for schools to prioritize the cultivation of social and emotional skills. This suggests that they recognize the value and impact of these skills on students' personal growth and character development.

Approximately one-fourth of the teachers (23.8%) indicated that it was "Slightly important." Although this percentage is relatively lower, it still demonstrates that a significant portion of teachers acknowledges the importance of social and emotional skills to some extent.

A significant portion of teachers (33.3%) deemed it "Very important" for schools to prioritize the cultivation of social and emotional skills. This indicates a strong belief in the

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transformative power of these skills and their role in fostering holistic development among students.



**2.14. Figure :** about "Importance of Prioritizing Social and Emotional Skills in Schools for Personal Growth and Character Development"

### **Encounter with Behavioral Issues**

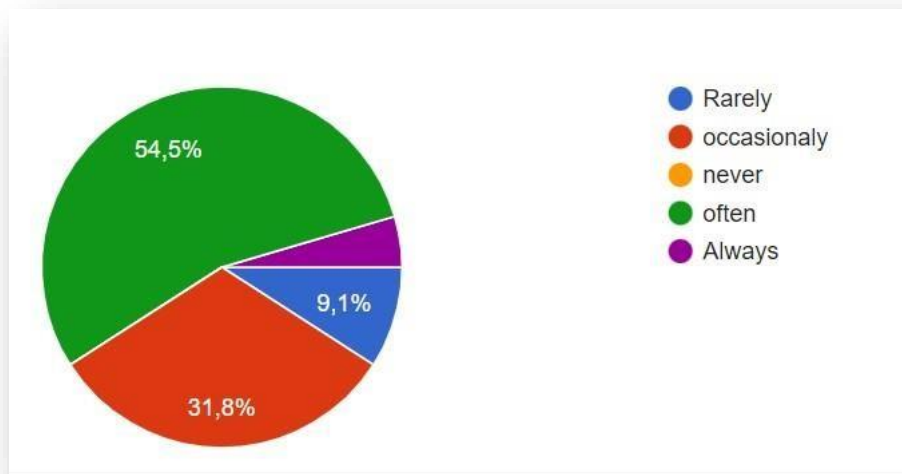
Based on the responses of question ten, it can be inferred that the majority of teachers (52.4%) indicated that they often encounter students with behavioral issues in their classrooms. This suggests that behavioral issues are a relatively common occurrence for these teachers, requiring them to address and manage such issues regularly.

A significant portion of teachers (33.3%) reported encountering students with behavioral issues occasionally. This indicates that while these issues may not be as frequent as for the "often" category, they still arise from time to time in their classrooms.

A smaller percentage of teachers (9.5%) mentioned encountering students with behavioral issues rarely. This suggests that these teachers experience such issues infrequently, indicating a more manageable classroom environment in terms of behavioral challenges.

A few teachers (4.8%) reported always encountering students with behavioral issues. This implies that for these teachers, behavioral issues are a constant presence in their classrooms and require continuous attention and intervention.

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**2.15. Figure :** "Frequency of Encountering Students with Behavioral Issues"

### **Challenges in Incorporating SEL**

Based on question eleven, the challenges that teachers face in incorporating social-emotional learning (SEL) in their teaching practice can be summarized as follows :

**Limited time and curriculum demands :** The majority of teachers (71.4%) indicated that limited time and the demands of the curriculum pose a challenge in integrating SEL into their teaching practice. This suggests that teachers feel overwhelmed by the existing workload and struggle to find sufficient time to dedicate to SEL activities.

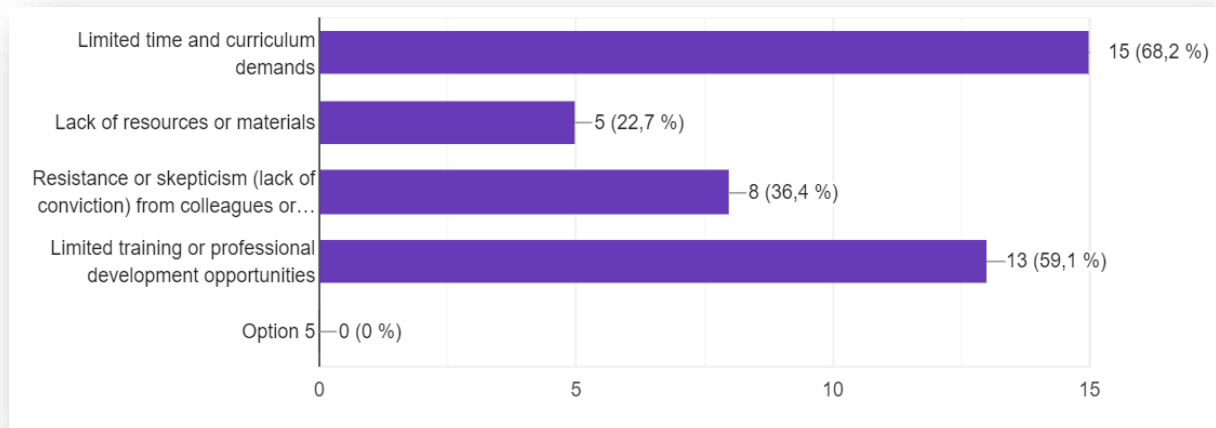
**Lack of resources or materials :** A significant portion of teachers (23.8%) reported a lack of resources or materials as a challenge in implementing SEL. This indicates that teachers may not have access to adequate tools, materials, or programs specifically designed to support SEL instruction.

**Resistance or skepticism from colleagues or administrators:** A notable percentage of teachers (33.3%) mentioned facing resistance or skepticism from their colleagues or administrators when it comes to incorporating SEL. This suggests that some individuals within the educational community may not fully embrace or recognize the importance of SEL and its integration into the curriculum.

**Limited training or professional development opportunities:** A majority of teachers (61.9%) expressed that limited training or professional development opportunities pose a challenge in

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implementing SEL. This indicates that teachers may not have received sufficient training or support to effectively incorporate SEL strategies into their teaching practice.



**2.16. Figure :** "Challenges in Incorporating Social and Emotional Learning (SEL) in Teaching Practice"

### **Desired Support and Resources**

The findings indicate that the majority of educators (59.1%) face the challenge of limited training or professional development opportunities when incorporating SEL in their teaching practice. This suggests that there is a need for further investment in providing educators with the necessary training and resources to effectively implement SEL. Additionally, a significant portion of educators (18.2%) express the challenge of limited access to SEL curricula or materials, highlighting the importance of ensuring availability and accessibility of these resources. The relatively equal percentages of educators (18.2%) facing challenges related to collaborative planning and sharing of best practices with colleagues imply the need for greater support and platforms for educators to collaborate and exchange ideas on incorporating SEL effectively. Furthermore, the low percentage (4.5%) of educators who perceive support from administrators and school leadership in implementing SEL highlights the importance of fostering a supportive environment at the institutional level to promote successful integration of SEL in teaching practices. Overall, these findings underscore the importance of addressing these challenges and providing adequate support and resources to educators for the successful implementation of SEL in educational settings.

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**2.17. Figure :** "Support and Resources for Enhancing SEL Implementation in Teaching Practice"

### **Common Classroom Issues**

Educators face numerous challenges in the classroom that can impact the teaching and learning process. Various challenges arise in the classroom that can impact students' learning experiences. Illnesses and social problems can affect attendance and engagement, while lack of confidence and enthusiasm towards learning hinder academic progress. Differentiated instructional strategies are necessary to address diverse learning needs. Disruptive behavior and lack of motivation pose additional obstacles, requiring educators to find ways to engage and support students. The attention and support given to struggling students are crucial for their academic success. Overall, student behavior and motivation play a significant role in shaping the classroom environment and learning outcomes. Understanding and addressing these issues are crucial for creating a conducive learning environment and ensuring optimal student outcomes. In this context, some of the most common issues that educators encounter in the classroom will be explored :

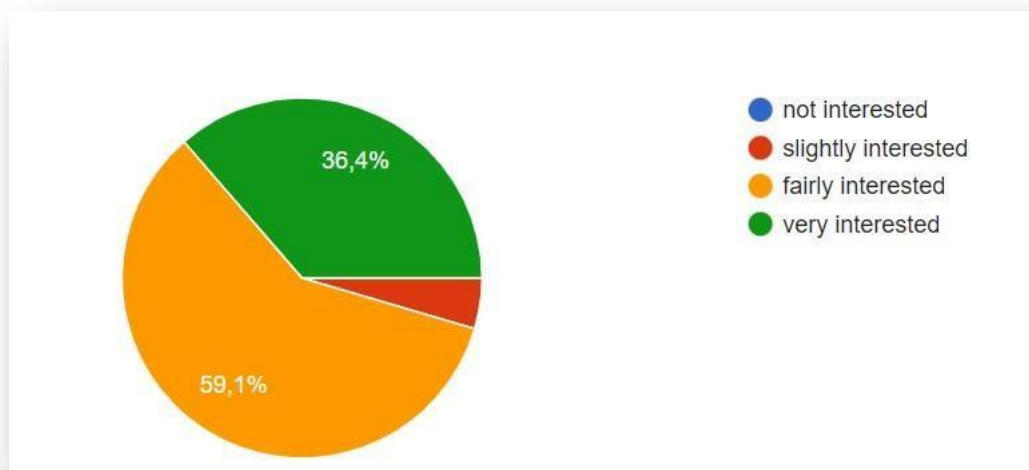
- Illnesses, social problems.
- students' lack of confidence, lack of enthusiasm towards learning.
- students lack of motivation.
- students behaviours.
- students engagement, and time constraints.

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- The lack of attention from certain students.

### **Interest in training**

The subsequent question in the survey asked teachers whether they would be interested in joining, in receiving training on the best practices that support students in acquiring and applying social and emotional skills. The majority of respondents (59.1%) expressed a fair level of interest in receiving training on best practices that support students in acquiring and applying social and emotional skills. Additionally, a considerable percentage (36.4%) showed a high level of interest in such training. These findings indicate that educators recognize the value and importance of equipping themselves with the knowledge and skills necessary to effectively promote social and emotional development in their students. Only a small percentage (4.4%) reported being slightly interested or not interested at all, suggesting that the majority of educators see the value in continuous professional development in this area.



**2.18. Figure :** "Interest in Training for Best Practices in Social and Emotional Skills Acquisition and Application"

### **Strategies for Promoting a Positive and Inclusive Classroom Environment**

Creating a positive and inclusive classroom environment is a fundamental aspect of promoting students' social and emotional development. Educators play a critical role in fostering this development by creating a supportive and inclusive atmosphere that nurtures students' social and emotional well-being. Furthermore, teachers mentioned some strategies and

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practices employed to promote a positive and inclusive classroom environment that supports SEL which can be listed as follows ;

- Establishing healthy links with the learners enhances the learning environment and achievements
- Help learners to manage emotions and develop social skills.
- I encourage students to learn new skills, I engage them in real life activities that promote reflection of active actions, how to be good citizens, and I show to each student that they are important to me, to their peers, creating a collaborative space.
- Understanding as much as possible students' characters, their styles of learning, promoting tolerance and mutual respect, which go hand in hand with implicitly including SEL. By setting classroom goals for presentations and tasks for instance, discussions, expressing opinions in class where both speakers and listeners respect one another, group work to prepare them for future tasks where group work is necessary. In addition to situation play, to see their reactions and what they will do in real life situations ( it's worth mentioning that I'm not an expert and I lack experience therefore this is my perspective and the way I tried to create a sane classroom environment)
- Creating opportunities for pair and group work and allow them to talk.
- By always encouraging the spirit of discussion and self expression
- Motivate students to think about their feelings, actions, and how they interact with others. Utilize resources like journals, self-evaluation tasks, and objective-establishing activities to assist students in cultivating abilities to be conscious of themselves and manage their emotions. however, there is not enough time to dedicate to SEL activities, the existing curriculum leaves little room for addressing students' social and emotional needs
- Promote a culture of kindness, respect, and acceptance among students. Embrace diversity and teach students to appreciate and value differences. Address any incidents of bullying or exclusion immediately and efficiently.
- One way to integrate social and emotional learning (SEL) into academic subjects is by discussing emotions and motivations of characters in literature classes or engaging students in group activities that promote teamwork and collaboration. Additionally, it is recommended to allocate dedicated time for teaching and practicing SEL skills, even if it's just a few minutes each day or a designated period each week. This time



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can be utilized for discussions, role-plays, or interactive activities that focus on emotional regulation, empathy, or conflict resolution.

As noticed, educators prioritize building relationships with their students, fostering trust, and creating a sense of belonging. By getting to know their students individually, educators can better understand their unique needs, strengths, and challenges. This allows them to tailor their teaching approaches and provide personalized support.

### **2.3.4. Overview of the data collected :**

Overall, the findings from the analysis of the questionnaires provide valuable insights into students' learning styles, motivation factors, self-awareness, stress management, goal setting, time management, emotional awareness, classroom stress, stress triggers, and difficulties in classroom participation. The teachers' questionnaire also provides insights into teachers' familiarity with social and emotional learning (SEL), their definitions of SEL, the integration of SEL strategies in the classroom, and the importance they attribute to social and emotional skills.

Regarding students' learning styles, the data reveals a diverse range of preferences, with auditory, visual, kinesthetic, and reading/writing styles being prominent. This highlights the need for varied instructional methods that cater to different learning styles and incorporate visual aids, auditory elements, and hands-on activities.

In terms of motivation factors, students identified external factors such as getting good grades and recognition, as well as internal factors such as pursuing personal interests and passions, as their primary sources of motivation. This emphasizes the importance of both extrinsic and intrinsic motivation in driving student engagement and performance.

The findings also indicate that students have varying levels of self-awareness, with the majority having some understanding of their strengths and areas for improvement. However, a portion of students may require further guidance and support in identifying their strengths and areas for growth.

When it comes to stress management, the data suggests that while some students demonstrate awareness and proficiency in managing stress, a significant proportion struggle with stress management and require targeted interventions and resources. This highlights the need for

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educators to provide support and strategies to help students effectively cope with stress and difficult emotions.

In terms of goal setting and time management, the findings reveal a need for further encouragement and support in maintaining consistent goal-setting routines and developing effective time management skills. This suggests that students would benefit from guidance and education in these areas to enhance their academic and personal growth.

The data also sheds light on students' emotional awareness and the impact of their words and actions on others. While the majority of students demonstrated a high level of awareness, a portion acknowledged occasional lapses in considering their impact. This highlights the importance of promoting empathy and reinforcing respect and understanding among students.

The findings related to classroom stress and participation difficulties indicate that stress is a common occurrence in the classroom, with various factors triggering stress among students. Additionally, students face challenges such as shyness, social anxiety, fear of judgment, and lack of confidence when it comes to active participation in class discussions or activities. These difficulties can hinder students' learning experiences and need to be addressed to create a supportive and inclusive classroom environment.

Moving on to the teachers' questionnaire, the data reveals that the majority of teachers have some level of familiarity with SEL, although some have limited knowledge in this area. Teachers recognize the importance of addressing social and emotional aspects in the classroom and report integrating SEL strategies and activities, with a majority doing so on a daily basis.

Teachers attribute a high level of importance to social and emotional skills, particularly in establishing and maintaining relationships and participating in the classroom. This underscores the recognition of the significance of positive and healthy relationships in the learning process.

The findings indicate also that a substantial number of teachers experience behavioral issues among their students to varying degrees of frequency. This highlights the significance of addressing student behavior as a crucial aspect of creating a positive and productive learning environment. It underscores the need for teachers to possess strong classroom management

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skills, employ effective behavior management strategies, and receive support and professional development to effectively address and mitigate behavioral challenges.

Teachers encounter several challenges when incorporating SEL. Limited time and the demands of the curriculum pose a significant challenge, as teachers feel overwhelmed by their existing workload and struggle to find sufficient time to dedicate to SEL activities.

Additionally, a lack of resources or materials hinders the implementation of SEL, indicating that teachers may not have access to adequate tools or programs specifically designed to support SEL instruction. Resistance or skepticism from colleagues or administrators is another obstacle, as some individuals within the educational community may not fully embrace or recognize the importance of SEL.

Furthermore, limited training or professional development opportunities contribute to the challenges faced by teachers. Many educators express the need for more training and support to effectively incorporate SEL strategies into their teaching practice. This highlights the importance of investing in providing teachers with the necessary training and resources to successfully implement SEL.

Despite these challenges, the findings indicate that educators are interested in receiving training on best practices that support students in acquiring and applying social and emotional skills. This demonstrates that teachers recognize the value and importance of equipping themselves with the knowledge and skills necessary to promote social and emotional development in their students. The majority of teachers expressed a fair to high level of interest in continuous professional development in SEL.

To promote a positive and inclusive classroom environment that supports SEL, teachers employ various strategies. These include establishing healthy relationships with students, helping them manage emotions and develop social skills, promoting tolerance and mutual respect, encouraging discussion and self-expression, creating opportunities for collaboration and teamwork, and fostering a culture of kindness, respect, and acceptance. Addressing incidents of bullying or exclusion promptly and efficiently is also crucial.

In a nutshell, the surveys insight demonstrate the importance of considering diverse learning styles, promoting intrinsic and extrinsic motivation, fostering self-awareness, providing stress management support, encouraging goal setting and time management skills, promoting emotional awareness, addressing classroom stress and participation difficulties, and

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integrating SEL strategies in the classroom. These insights can guide educators in designing effective teaching strategies and support systems to enhance student learning outcomes and well-being. However, addressing the challenges faced by teachers in incorporating SEL is essential to foster students' social and emotional development. This can be achieved by providing adequate support, resources, and training opportunities to educators. By implementing strategies that promote a positive and inclusive classroom environment, teachers can create a conducive atmosphere for students to thrive socially and emotionally.

### **2.4. Discussion of the findings in relation to the research questions and hypotheses :**

Social-emotional learning (SEL) plays a critical role in students' personal and academic development. Understanding students' social and emotional competencies and supporting teachers in incorporating SEL are key factors in creating a positive and inclusive classroom environment. This essay examines the findings from a survey analysis, discussing their implications in relation to research questions and hypotheses. The insights gained shed light on the importance of considering diverse learning styles, promoting motivation, fostering self-awareness, providing stress management support, encouraging goal setting and time management skills, promoting emotional awareness, addressing classroom stress and participation difficulties, and integrating SEL strategies in the classroom. Furthermore, it emphasizes the need for targeted training, resources, and professional development opportunities to empower educators in effectively implementing SEL.

Research Question 1: To what extent do students understand their social and emotional competencies?

The survey findings reveal that students possess varying levels of self-awareness regarding their strengths and areas for improvement. While the majority demonstrate some understanding of their social and emotional competencies, there remains room for further growth. This supports the hypothesis that social-emotional learning skills contribute to personal and academic development. The results underscore the importance of nurturing students' self-awareness and providing guidance to help them recognize their strengths and areas for growth. By doing so, educators can facilitate students' social and emotional growth and enhance their overall well-being.

Research Question 2: To what extent are teachers familiar with the concept of social-emotional learning (SEL) and its components?

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The data from the teachers' questionnaire highlights that most teachers possess a level of familiarity with SEL, although some have limited knowledge in this area. This finding supports the hypothesis that teachers require specific training and professional development to effectively incorporate social-emotional learning. It emphasizes the importance of equipping educators with the necessary support and resources to enhance their understanding and implementation of SEL strategies. By investing in targeted training and development opportunities, educational institutions can empower teachers to create a nurturing classroom environment that fosters students' social and emotional development.

Research Question 3: Are teachers interested in receiving training to support SEL incorporation?

The survey findings indicate that teachers express a genuine interest in receiving training on best practices to support students in acquiring and applying social and emotional skills. This aligns with the hypothesis that teachers need specific training and professional development to further incorporate social-emotional learning. The results underscore the importance of providing ongoing training opportunities that cater to the needs and interests of educators. By addressing these needs, educational institutions can equip teachers with the knowledge and skills necessary to effectively integrate SEL strategies into their teaching practice. This, in turn, promotes a positive and inclusive classroom environment conducive to students' social and emotional development.

In conclusion : The findings from the survey analysis shed light on the importance of social-emotional learning in students' personal and academic development. The discussion highlights the need to consider diverse learning styles, foster motivation, promote self-awareness, provide stress management support, encourage goal setting and time management skills, promote emotional awareness, address classroom stress and participation difficulties, and integrate SEL strategies in the classroom.

Moreover, the survey findings emphasize the importance of supporting teachers in their journey to effectively incorporate SEL. By providing adequate training, resources, and professional development opportunities, educators can enhance their understanding and implementation of SEL strategies. This investment in teacher support enables the creation of a positive and inclusive classroom environment that fosters students' social and emotional development, ultimately enhancing their overall well-being and academic success.

## **Incorporating Social and Emotional Learning : Examining the Impact on Students' Development and Teacher Perspectives in the Algerian Educational Context**

To truly embrace the transformative power of social-emotional learning, educational institutions must recognize the significance of addressing diverse learning needs and empowering teachers through continuous training and professional development. By doing so, educators can create a positive and inclusive classroom environment that supports students' social and emotional development, ultimately enhancing their overall well-being and academic success.

### **2.5. Summary of the main findings and implications for practice :**

The goal of social and emotional learning (SEL) is to develop students in a comprehensive manner by providing them with necessary skills, attitudes, and knowledge to handle social interactions, regulate emotions, establish and achieve goals, and make responsible decisions. This article seeks to summarize the primary conclusions of a research study that scrutinized students' social and emotional requirements and the implications for educational practices. The following summary provide valuable insights on students scial and emotional needs and how educators can effectively address students' social and emotional needs to enhance their learning outcomes and overall well-being.

#### **Learning Styles and Instructional Methods:**

The research findings reveal a diverse range of learning styles among students, including auditory, visual, kinesthetic, and reading/writing preferences. This emphasizes the need for educators to adopt varied instructional methods that cater to different learning styles. Incorporating visual aids, auditory elements, and hands-on activities can significantly enhance students' engagement and understanding.

#### **Motivation Factors:**

Students identified both external and internal factors as significant sources of motivation. External factors, such as grades and recognition, and internal factors, such as pursuing personal interests and passions, play crucial roles in driving student engagement and performance. Educators should leverage both extrinsic and intrinsic motivators to foster students' motivation and maximize their learning potential.

#### **Self-awareness and Growth:**

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While most students demonstrated some level of self-awareness, the research suggests that additional guidance and support may be necessary. Educators should create opportunities for self-reflection and growth, allowing students to identify their strengths and areas for improvement. By fostering self-awareness, educators can empower students to take ownership of their learning and personal development.

### **Stress Management:**

The data indicates that a significant proportion of students struggle with stress management. It is imperative for educators to provide targeted interventions and resources to help students effectively cope with stress and difficult emotions. Teaching stress management techniques, promoting emotional well-being, and creating a supportive environment can enhance students' resilience and improve their academic performance.

### **Goal Setting and Time Management:**

The findings reveal a need for additional support in developing consistent goal-setting routines and effective time management skills. Educators should provide guidance and education in these areas to help students enhance their academic and personal growth. By fostering goal-setting and time management skills, students can improve their organizational abilities and become more effective learners.

### **Emotional Awareness and Empathy:**

The majority of students demonstrated a high level of emotional awareness, although occasional lapses were acknowledged. Educators should continue promoting empathy, respect, and understanding among students, reinforcing the importance of considering the impact of their words and actions on others. Cultivating emotional intelligence can contribute to positive interpersonal relationships and create a harmonious classroom environment.

### **Classroom Stress and Participation Difficulties:**

The research highlights that stress is a common occurrence in the classroom, and students face various challenges, including shyness, social anxiety, fear of judgment, and lack of confidence in participating actively. To address these difficulties, educators should create a supportive and inclusive classroom environment that encourages students to overcome their barriers and actively engage in class discussions and activities.

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Students behaviour :

many teachers encounter behavioral problems among their students with varying degrees of regularity. This emphasizes the importance of tackling student behavior as a critical factor in establishing a positive and productive learning atmosphere. It emphasizes the necessity for educators to possess effective classroom management abilities, use successful behavior management methods, and get assistance and professional development to manage and minimize behavioral difficulties. By doing so, teachers can promote a conducive learning environment and encourage positive behavioral outcomes for their students.

Teachers' Familiarity with SEL and Challenges:

While most teachers have some level of familiarity with SEL, the research identifies several challenges in effectively incorporating it into their teaching practice. Limited time, curriculum demands, lack of resources, and resistance from colleagues or administrators pose significant obstacles. Educational institutions should provide teachers with targeted training, resources, and support to overcome these challenges and successfully integrate SEL strategies into their classrooms.

Implications for Practice :

Based on the findings, several practical implications emerge for educators :

- Design instruction that caters to diverse learning styles, incorporating visual aids, auditory elements, and hands-on activities to optimize student engagement and understanding.
- Utilize a combination of extrinsic and intrinsic motivators to foster students' motivation, ensuring a balance between external rewards and internal fulfillment, educators can set clear goals and provide meaningful feedback, empower students with autonomy and choice, offer diverse learning experiences, use gamification and rewards strategically, foster a positive classroom culture, integrate students' interests and passions, and celebrate achievements and progress. These strategies create a motivating and empowering learning environment, where students feel a sense of ownership, engage actively, and find personal meaning in their learning journey. By leveraging both extrinsic and intrinsic motivators, educators can enhance students' motivation and maximize their learning potential.



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- Create opportunities for self-reflection and growth, guiding students to identify their strengths and areas for improvement, and empowering them to take ownership of their learning, by guiding students to identify their strengths and areas for improvement, and empower them to take ownership of their learning. Constructive feedback should be provided that highlights both strengths and areas for growth, encouraging students to reflect on their performance and set goals for improvement. It is also important to encourage students to assess their learning process, identifying strategies that have been effective and areas where they may need to adjust their approach. A growth mindset should be fostered by promoting the idea that intelligence and abilities can be developed through effort and persistence, rather than being fixed traits.

- Facilitating peer and self-assessment activities is another effective strategy, where students can evaluate their own work and provide constructive feedback to their peers. Creating a supportive and non-judgmental environment is crucial, where students feel comfortable discussing their strengths, challenges, and goals. Guidance and resources should be provided for students to develop their self-awareness and self-management skills, such as time management techniques or stress reduction strategies.

- Provide targeted interventions and resources to help students effectively manage stress and develop resilience, promoting emotional well-being in the classroom.

- Teach goal-setting techniques and time management skills to enhance students' organizational abilities and support their academic and personal growth. : To help students manage stress and build resilience, educators can employ various strategies. They can teach practical techniques such as deep breathing exercises, mindfulness, and self-care strategies. Creating a supportive classroom environment where students can express their emotions and seek help is also important. Educators can collaborate with mental health professionals to offer stress management workshops and integrate social-emotional learning (SEL) activities into the curriculum. These activities promote self-awareness, emotional regulation, and healthy coping strategies. By providing these interventions and resources, educators can equip students with the necessary tools to manage stress effectively and cultivate emotional well-being in the classroom.

- Foster empathy, respect, and emotional awareness among students, emphasizing the impact of their words and actions on others, and promoting positive interpersonal relationships, where

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educators can utilize a variety of strategies. Some of these strategies include facilitating open discussions and activities that encourage students to consider and appreciate diverse viewpoints. Additionally, educators can incorporate literature and case studies that highlight empathy and compassion, which allows students to explore the experiences and emotions of others. Modeling empathetic behavior and providing guidance on conflict resolution can also be effective in promoting positive interpersonal relationships. Finally, implementing activities that encourage active listening, perspective-taking, and understanding of emotions can help to increase students' emotional awareness. By emphasizing the impact of their words and actions on others, educators can foster a culture of respect and empathy, which can lead to a supportive and inclusive learning environment for all students.

- Create a supportive and inclusive classroom environment that addresses students' stress and participation difficulties, encouraging active engagement and creating a sense of safety and belonging, here for instance,educators can establish clear behavior expectations and create a safe space for students to express their thoughts and ideas. Encouraging open communication and active listening can help students overcome participation challenges. Group activities and collaborative projects foster a sense of belonging and encourage active engagement. Providing one-on-one guidance, mentoring, or counseling can help students who struggle with stress management or participation difficulties. Educators can promote empathy and understanding by encouraging students to respect and appreciate diverse perspectives, cultures, and backgrounds. By prioritizing every student's well-being and active involvement, educators can create an inclusive classroom environment that nurtures personal growth and learning.

- Offer teachers ongoing training, resources, and support to effectively incorporate SEL strategies into their teaching practice, overcoming the challenges associated with time constraints, curriculum demands, and limited resources.

By implementing these practices, educators can effectively address students' social and emotional needs, leading to enhanced learning outcomes, improved well-being, and a positive and inclusive classroom environment. The findings underscore the importance of recognizing and catering to students' diverse needs, fostering their self-awareness and emotional intelligence, and equipping educators with the necessary tools and support to create an

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optimal learning environment for all students, and by comprehending these findings, summarize this

### **2.6. Recommendations for effective SEL incorporation in universities and schools :**

In order to promote the holistic development of students, SEL equips students with essential skills and competencies that enable them to navigate social interactions, regulate their emotions, set and achieve goals, and make responsible decisions. As universities and schools strive to create supportive and inclusive learning environments, it is crucial to implement SEL effectively. This section presents key recommendations for incorporating SEL in universities and schools, focusing on strategies that enhance student engagement, faculty training, curriculum integration, support services, assessment, collaboration, and continuous improvement. By following these recommendations, educational institutions can optimize the benefits of SEL and contribute to students' overall well-being and academic success.

**Curriculum integration :** Integrating social and emotional learning (SEL) concepts and skills into existing courses through curriculum integration allows students to see the relevance of SEL in various academic contexts. Incorporating discussions on effective communication and collaboration into group projects, and integrating self-reflection activities into reflective essays or class discussions, ensures that SEL is not seen as an isolated subject but rather an integral part of the overall learning experience.

**Faculty training and support :** Providing faculty members with professional development and training on SEL principles and strategies equips them with the knowledge and skills needed to effectively incorporate SEL into their teaching practices. This training can include workshops on fostering emotional intelligence, creating supportive classroom environments, and implementing SEL activities. When faculty members serve as role models for SEL, students are more likely to embrace and internalize these skills.

**Student engagement :** Fostering student engagement in SEL involves creating opportunities for self-reflection, collaborative learning, and interactive activities. This can include journaling exercises, group discussions on emotional awareness, role-playing scenarios that require empathy and problem-solving, and service-learning projects that encourage responsible decision-making. Engaging students actively in SEL activities promotes their social and emotional growth.

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**Support services :** Enhancing support services such as counseling and mentoring ensures that students' social and emotional needs are addressed. Providing easily accessible resources and advertising support services effectively encourages students to seek help when needed.

Offering individual or group counseling sessions, mentorship programs, and workshops on stress management and resilience equips students with the necessary support to navigate their social and emotional challenges.

**Assessment and evaluation :** Developing mechanisms to assess students' social and emotional competencies allows for tracking their progress over time. This can be done through surveys, self-assessments, and performance-based tasks that evaluate skills such as communication, self-awareness, and empathy. Gathering data on students' SEL development informs program improvements and provides evidence of the impact of SEL incorporation on their well-being and academic success.

**Collaboration with external parents :** Collaborating with external organizations, community partners, and alumni networks enhances SEL initiatives by providing additional resources and expertise. Partnering with experts in relevant fields can offer guest lectures, workshops, and internship opportunities that further enhance students' social and emotional growth. Engaging external partners also strengthens the connection between academic learning and real-world applications of SEL skills.

**Continuous evaluation and improvement :** Regularly evaluating the effectiveness of SEL incorporation strategies and gathering feedback from students and faculty allows for continuous improvement. This feedback can be collected through surveys, focus groups, or reflective discussions. Adapting and refining SEL initiatives based on feedback and data ensures that the programs remain relevant and effective in meeting students' social and emotional needs.

### **2.7. Conclusion :**

This study examined the perspectives of teachers and students on Social and Emotional Learning (SEL) and its impact on the teaching-learning process. The findings emphasized the importance of considering diverse learning styles, motivation, self-awareness, stress management, goal setting, time management, emotional awareness, classroom stress, and participation difficulties. Teachers recognized the significance of SEL but faced challenges in implementing it due to limited time and resources. They expressed a need for more training in

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SEL. The study suggests several practical implications for educators, including designing instruction for diverse learning styles, fostering motivation, promoting self-reflection and growth, providing support for stress management and resilience, teaching goal-setting and time management, fostering empathy and respect, creating a supportive classroom environment, and offering training and support for SEL implementation. Additionally, recommendations for effective SEL incorporation in universities and schools include curriculum integration, faculty training and support, student engagement, support services, assessment and evaluation, collaboration with external partners, and continuous evaluation and improvement. Implementing these recommendations can enhance students' well-being, engagement, and learning outcomes.

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**GENERAL CONCLUSION**

The recent focus on social and emotional development in education has marked a significant shift in the field. Traditionally, education has prioritized academic knowledge and skills, but it has now expanded to acknowledge the holistic needs of students, including their emotional well-being and social interactions. This shift has recognized that education should aim to contribute to the development of well-rounded individuals, beyond purely economic purposes. Scholars like John Dewey have played a crucial role in advocating for an education system that has nurtured good citizenship and has supported students' personal growth. This new perspective acknowledges that education should equip students with not only academic knowledge but also the necessary skills to navigate the complexities of life.

By integrating social and emotional learning (SEL) into the education system, students have been given the tools to develop self-awareness, empathy, resilience, and effective communication skills. These skills have been essential for personal growth and have created a positive and supportive learning environment. Furthermore, SEL has contributed to the overall well-being of students, fostering mental health and helping them cope with the various social and emotional issues they may have encountered. This present research has aimed mainly to study students' awareness about social-emotional skills and teachers' perspectives about its implementation and effectiveness. The researcher has attempted to assess the validity of the main hypotheses, which have stated that: - Social-emotional learning skills have contributed to the personal and academic development of learners - Teachers have needed specific training and professional development to further incorporate social-emotional learning.

Moreover, this dissertation has explored the importance of Social and Emotional Learning (SEL) in the teaching-learning process and its impact on students' development and success. The findings have revealed the significance of considering diverse learning styles, motivation, self-awareness, stress management, goal setting, time management, emotional awareness, classroom stress, and participation difficulties. Educators have recognized the value of SEL but have faced challenges in implementing it due to constraints such as limited time and resources. The study has emphasized the need for teacher training and professional development in SEL to effectively incorporate it into educational practices.

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The practical implications derived from the research have highlighted the importance of designing instruction that has catered to diverse learning styles. Thus, the data has indicated that it has been important to use different teaching methods that have catered to various learning styles, including visual aids, auditory elements, and hands-on activities. Students have identified external factors such as grades and recognition, as well as internal factors such as pursuing personal interests and passions, as their primary sources of motivation. While some students have had self-awareness, others may have required additional guidance in areas such as stress management, consistent goal-setting, and time management skills. It has been essential to promote empathy, respect, and understanding among students. Teachers have faced challenges in implementing SEL, including stress, limited time, participation difficulties, lack of resources, and resistance from colleagues or administrators. They have expressed a need for more training and support in SEL strategies. Despite these challenges, teachers have been interested in continuous professional development in SEL. To create a positive and inclusive classroom environment, teachers have fostered healthy relationships, have helped students manage emotions and develop social skills, have promoted tolerance and respect, have encouraged collaboration, and have addressed incidents of bullying promptly. However, teachers, students, administrators, and parents have all had important roles to play in creating a conducive learning environment. It has been noteworthy that many teachers have acknowledged a lack of proper training in addressing sensitive matters like students' social and emotional well-being. However, some teachers have taken the initiative to educate themselves by searching and reading about it, while others have learned through trial throughout their teaching careers. This has demonstrated the teachers' willingness to learn and improve for the benefit of their students' overall development and academic progress.

Furthermore, the challenges identified through data analysis, such as stress, lack of self-awareness, and limited resources, have been mitigated through a robust SEL implementation. SEL programs have taught students effective stress management techniques and have provided them with the support needed to cope with difficult emotions. By promoting self-awareness, students have better understood their strengths and areas for growth, enabling them to set realistic goals and make informed decisions about their academic and personal development. Additionally, by providing teachers with comprehensive SEL training and resources, the challenges they have faced in implementing SEL have been addressed, resulting in a more seamless integration of SEL practices in the classroom.

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Overall, SEL has effectively addressed the issue of student disengagement by fostering a sense of belonging and purpose. When students have felt connected to their peers and teachers, and when their emotional well-being has been prioritized, they have been more likely to be actively engaged in their learning. SEL has provided students with the necessary tools to manage stress, build resilience, and develop positive relationships, which has improved their overall motivation and willingness to participate in class activities. Thus, a strong implementation of SEL has had the potential to improve teaching quality, positively influenced student behavior, increased engagement, and effectively addressed the challenges identified in the data analysis. By nurturing students' social and emotional skills, education has become more holistic, fostering not only academic success but also the well-being and personal growth of students.



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**Appendix**

**Teacher's questionnaire :**

Thank you for participating in this questionnaire. The purpose of this survey is to gather insights and perspectives on the incorporation of social-emotional learning (SEL) in educational settings from the perspective of teachers. Your responses will help contribute to our understanding of the challenges, benefits, and strategies related to SEL implementation. Please answer each question to the best of your ability. Your responses will remain confidential.

1-Teacher's gender :

Male

Female

2-School/Organization:

.....

3- Years of Teaching Experience:

.....

4-How familiar are you with the concept of social and emotional learning (SEL)?

- a) Very familiar
- b) Somewhat familiar
- c) Not very familiar
- d) Not familiar at all

5-How would you define social-emotional learning (SEL)?

.....  
.....  
.....

6-How frequently do you integrate SEL strategies and activities in your classroom?

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- a) Daily
- b) Weekly
- c) Monthly
- d) Rarely or never

7- As educators, How essential do you consider it for learners to acquire and apply the following social and emotional skills?

	Very crucial	Somewhat crucial	neutral	crucial	Very crucial
Understanding and managing emotions					
Setting and achieving positive goals					
Establishing and maintaining relationships and participating in classroom					
Making responsible decisions					
Feel and show empathy for others					

8-To what extent do you agree with each of the following statements?

	Strongly disagree	disagree	Neutral	agree	Strongly agree
SEL has shown consistent and positive effects on student outcomes					
SEL Promotes Safe and Inclusive School Environment					

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SEL help maintaining lifelong success					
SEL Improve student behaviour					

9-To what extent do you consider it important for schools to prioritize the cultivation of social and emotional skills as an integral aspect of educating students towards personal growth and character development?

- not important
- slightly important
- important
- very important

10-How often do you personally encounter students with behavioural issues?

- Never
- Rarely
- Occasionally
- Often
- always

11-What challenges, if any, do you face in incorporating SEL in your teaching practice?

(Select all that apply)

- a) Limited time and curriculum demands.
- b) Lack of resources or materials.
- c) Resistance or skepticism from colleagues or administrators.
- d) Limited training or professional development opportunities.
- e) Other (please specify)

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.....

12- In your opinion, what kind of support or resources would be helpful in further incorporating SEL in your teaching practice? (Select all that apply)

- a) More training or professional development opportunities.
- b) Access to SEL curricula or materials.
- c) Collaborative planning and sharing of best practices with colleagues.
- d) Support from administrators and school leadership.
- e) Other (please specify)

.....  
.....

13- What are the most common issues that you face in the classroom?

.....  
.....

14- How interested are you in receiving training on the best practices that support students in acquiring and applying social and emotional skills?

- not at all interested
- slightly interested
- interested  fairly interested
- very interested

15- How do you promote a positive and inclusive classroom environment that supports SEL?

.....  
.....  
.....  
.....

## **Incorporating Social and Emotional Learning : Examining the Impact on Students' Development and Teacher Perspectives in the Algerian Educational Contex**

Thank you for your valuable input. Your responses will contribute to our understanding of incorporating social-emotional learning in educational settings. If you have any additional comments or insights, please feel free to share them in the space provided below. Your participation is greatly appreciated.



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## **Student's questionnaire :**

1.How would you describe your learning style?

- a) Visual learner (prefer using pictures, charts, and diagrams).
- b) Auditory learner (learn best through listening and discussions).
- c) Kinesthetic learner (learn by doing and hands-on activities).
- d) Reading&writing.

2.What motivates you to learn and do well in school?

- a) Getting good grades and recognition.
- b) Pursuing personal interests and passions.
- c) Making friends and socializing with classmates.
- d) Other (please specify)

3.How well do you understand your strengths and areas for improvement as a student?

- a) Very well.
- b) Somewhat well.
- c) Not very well.
- d) Not at all.

4.Are you aware of your preferred methods for managing stress or difficult emotions?

- a) Yes, I am aware and utilize effective strategies.
- b) I am somewhat aware but need to develop better strategies.
- c) I am not very aware and struggle with managing stress/emotions.

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d) I am not aware and would like to learn more about it.

5. Do you actively set goals for your academic and personal growth?

a) Yes, I regularly set clear and achievable goals.

b) I set goals occasionally, but not consistently.

c) I rarely set goals and prefer to go with the flow.

d) I am not sure how to set effective goals.

6. Do you actively set goals for your academic and personal growth?

a) Yes, I regularly set clear and achievable goals.

b) I set goals occasionally, but not consistently.

c) I rarely set goals and prefer to go with the flow.

d) I am not sure how to set effective goals.

7. Are you able to manage your time effectively and prioritize tasks?

a) Yes, I am good at managing my time and prioritizing tasks.

b) I struggle with managing my time and often feel overwhelmed.

c) I haven't thought much about time management.

d) I need help and guidance to improve my time management skills.

8. Are you aware of the impact of your words and actions on others?

a) Yes, I am mindful of how my words and actions affect others.

b) I try to be considerate, but sometimes I don't think about it.

c) I don't pay much attention to how my words and actions impact others.

d) I am not sure.

9. If there is one thing I could do more of, it is

. Increase my emotional awareness.

. Control my stress in the classroom.

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. Respond in a correct manner.

10. Do you ever feel overwhelmed or stressed during class?

. Never . sometimes . very often

11. Are there any particular reasons or situations that contribute to your stress during class?

.....  
.....

12. Have you ever encountered difficulties in participating or speaking up during class discussions or activities? (YES/NO), if yes , explain what are the difficulties, or why do you find it difficult to speak up during class?

.....  
.....  
.....  
.....

Thank you for taking the time to complete this questionnaire. Your responses will help us understand your knowledge and awareness of social-emotional learning and guide our efforts to support your social and emotional development.

## Abstract

The field of education has experienced a significant shift in recent years, recognizing the importance of social and emotional development alongside academic knowledge and skills. This shift acknowledges the holistic needs of students and aims to nurture well-rounded individuals who can navigate the complexities of life. Integrating Social and Emotional Learning (SEL) into the education system equips students with essential skills such as self-awareness, empathy, resilience, and effective communication. This dissertation discusses the importance of Social and Emotional Learning (SEL) within the education system. It highlights that education is moving towards focusing on holistic student development that includes social and emotional skills alongside academic knowledge. This shift recognizes the need to cultivate well-rounded individuals who can navigate the complexities of life. Thus, the author examines educators' perspectives on integrating SEL and students' awareness of their social and emotional skills. Educators recognize the value of SEL but face challenges in implementing it effectively due to resource constraints and time pressures. Students also show varying levels of awareness of their social-emotional skills. However, or educators, there are practical implications like designing pedagogical strategies, motivating students, providing support structures, and creating an inclusive environment that fosters holistic development. The research findings come from qualitative and quantitative data analysis using two surveys of 24 English educators and 34 English language learners. Overall, the results underscore the critical role of SEL in nurturing well-rounded individuals and provide insights for educators, administrators and policymakers. Addressing students' social and emotional needs can boost their well-being and academic performance.

## ملخص

شهد ميدان التعليم تحولاً كبيراً في السنوات الأخيرة، مع الاعتراف بما يلي أهمية التنمية الاجتماعية والعاطفية إلى جانب المعرفة والمهارات الأكاديمية. يقر هذا التحول بالاحتياجات الشاملة للطلاب ويهدف إلى رعاية جيدة للأفراد الذين يمكنهم التنقل في تعقيدات الحياة. التكامل الاجتماعي والعاطفي التعلم (SEL) في نظام التعليم يزود الطلاب بالمهارات الأساسية مثل الذات- الواعي والتعاطف والمرونة والتواصل الفعال. هذه الأطروحة تناقش أهمية التعلم الاجتماعي والعاطفي في النظام التعليمي. يسلط الضوء أن التعليم يتجه نحو التركيز على التنمية الشاملة للطلاب التي تشمل المجتمع والمهارات العاطفية إلى جانب المعرفة الأكاديمية. هذا التحول يعترف بالحاجة إلى تزرع أفراداً جيدين يمكنهم التنقل في تعقيدات الحياة. وهكذا، فإن صاحب البلاغ يدرس وجهات نظر المعلمين حول دمج SEL ووعي الطلاب باجتماعهم- المهارات العاطفية. يدرك المعلمون قيمة SEL لكنهم يواجهون تحديات في تنفيذه بفعالية بسبب قيود الموارد وضغوط الوقت. يظهر الطلاب أيضاً مستويات متفاوتة الوعي بمهاراتهم الاجتماعية - العاطفية. ومع ذلك، أو المعلمين، هناك عملي آثار مثل تصميم الاستراتيجيات التربوية، وتحفيز الطلاب، وتقديم الدعم ، وتهيئة بيئة شاملة تعزز التنمية الشاملة. جاءت نتائج البحوث من تحليل البيانات النوعية والكمية باستخدام دراستين استقصائيتين لـ 24 مربو اللغة الإنجليزية و 34 متعلماً للغة الإنجليزية . بشكل عام، تؤكد النتائج على الدور الحاسم لـ SEL في رعاية الأفراد الجيدين وتقديم رؤى ثاقبة للمعلمين والإداريين وصانعي السياسات. مخاطبة الطلاب" ويمكن للاحتياجات الاجتماعية والعاطفية أن تعزز رفاههم وأدائهم الأكاديمي.

## Résumé

Le domaine de l'éducation a connu un changement important au cours des dernières années, reconnaissant l'importance du développement social et émotionnel parallèlement aux connaissances et aux compétences universitaires.

Ce changement tient compte des besoins holistiques des élèves et vise à favoriser une des personnes capables de naviguer dans les complexités de la vie. Intégration sociale et émotionnelle L'apprentissage (SEL) dans le système éducatif permet aux élèves d'acquérir des compétences essentielles telles que la sensibilisation, l'empathie, la résilience et une communication efficace. Cette thèse traite importance de l'apprentissage social et émotionnel (SEL) dans le système d'éducation. Il souligne que l'éducation tend à se concentrer sur le développement holistique des élèves qui comprend

Ce changement reconnaît la nécessité de cultiver des individus bien équilibrés qui peuvent naviguer dans les complexités de la vie. Ainsi, l'auteur examine le point de vue des éducateurs sur l'intégration du SEL et la sensibilisation des élèves à leur compétences émotionnelles. Les éducateurs reconnaissent la valeur du SEL, mais font face à des défis dans sa mise en œuvre efficacement en raison des contraintes de ressources et de temps. Les élèves montrent également des niveaux variables de sensibilisation à leurs compétences socio-émotionnelles. Cependant, ou les éducateurs, il y a

des implications comme la conception de stratégies pédagogiques, la motivation des étudiants, le soutien et la création d'un environnement inclusif qui favorise le développement holistique. Le Les résultats de la recherche proviennent de l'analyse qualitative et quantitative des données à l'aide de deux enquêtes sur 24 Des éducateurs en anglais et 34 apprenants en anglais. Dans l'ensemble, les résultats soulignent le rôle essentiel du SEL dans l'éducation des individus bien équilibrés et fournir des idées aux éducateurs, aux administrateurs et aux décideurs. Adresser les étudiants

les besoins sociaux et émotionnels peuvent stimuler leur bien-être et leur rendement scolaire.