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Social and Emotional Self-Awareness Skills among Students: A Case Study

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Abstract: *Self-awareness is the competency of how feelings, ideas, and moral principles affect an individual's performance in various settings, including the family or the classroom. The main purpose of this study is to look at the self-awareness and practices of students within the classroom. There are multiple stakeholders, i.e., teachers, heads & researcher observations, were included in this research. The case study offered the chance to gather rich contextualized data for SEL self-awareness skills of students' skills and practices. The federal public secondary school was chosen to collect the data. Based on the results of the innovation configuration map (IC) on a list of potential participants, three schools were chosen. Before the final school site decision, a request for participation was made to all participating schools, with the administrators of each school participating. The information from the respondents was gathered using the purposive sampling technique. Student observations, focus group teacher interviews, and head interviews were used to gather data. To analyze the data, the researcher used NVivo 11 to interpret the results. The study results revealed that knowledge, abilities, and good communication among students, teachers, family & community are the best skills and practices indicated for decision-making. Curriculum designers should revisit the self-awareness competencies & practices in the curriculum.*

Key Words: Self-awareness, Case Study, Curriculum Designers, Decision Making

Introduction

Social & emotional Self-awareness skills involve the ability to precisely recognize individual feelings, thoughts, and moral values as well as the comprehension of how these factors influence one's performance. In addition, it also includes a person's ability to measure attitude, confidence, and a solid sense of self-assurance, allowing one to appropriately evaluate their strengths and weaknesses. According to Steiner (2014), the aim of this procedure is to help people become more self-aware by allowing them to reflect on their identity and compare themselves to others, which helps them become more aware of their weaknesses. This is because thinking can be distorted by "self-deception" when one lacks self-awareness skills.

Social & emotional development comprises a wide range of skills to attain the individual's full potential and succeed in all aspects of their lives. In education, it specifically refers to a student's capacity to comprehend others and oneself, control their emotions, focus and conduct, make wise choices, and interact socially and responsibly. Together, these elements produce a satisfying educational experience (Denham & Brown, 2010).

Teaching is a difficult process and a broad term in the teaching profession. A teacher interacts with others, thus being able to effectively manage emotions and learning an activity that requires social and emotional strength (Siddique et al., 2020).

School programs have been beneficial in fostering more positive attitudes regarding various aspects of life, but they have also improved prosaically behaviors and motivation and decreased the internalization

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of difficulties in students. Schools have a greater role in having social & emotional learning competencies on learner's skills development and (Jackson et al., [2023](#)).

Research Questions

- What are the researcher's observations regarding student's social & emotional self-awareness learning skills and practices within the classroom?
- What is the discussion of teachers regarding SEL self-awareness skills of students and practices?
- What are the views of heads regarding SEL self-awareness skills and practices?

Statement of the Problem

There are various elements, i.e., student engagement, communication gap, risky behavior, and poor relationships with their classmates, teachers, family, and community members, that are found in society. In this situation, social & emotional skills development and their implementation play an important role in society. There is a dire need for the society to develop student's skills and practices. The purpose of this study was to develop the competencies of students regarding self-awareness skills that are associated with successful, supportive community skills and practices. Students having active contributions are necessary for skills & practices for strong relation with teachers, classmates, family & community as well as to manage much risky behavior of others. It gives students important life lessons like self-awareness, accepting accountability for their actions, understanding one, and building relationships with others. Students' development of self-worth and confidence might also be crucial. According to this viewpoint, it is imperative to strengthen the bonds between social and emotional self-awareness learning development of learners.

Significance of the Study

Social & emotional self-awareness abilities have a great positive impact on student's development. Children who lack these competencies of a poor relationship, communication gap, and poor classroom interaction are unable to control their emotions, feelings & expression of thoughts, which makes it difficult for them to engage with others and develop good experiences with classmates, teachers, family, and community. Students with these competencies are also better able to make wise decisions and abstain from bad habits. It is an important idea that helps students develop the competencies to succeed in academic purposes within the classroom, the workplace, and outside. For this reason, it is a crucial consideration in education. The framework is especially helpful for self-preservation, empathy, good relationships, respect for others, self-control, forming relationships with family and & community, and making decisions. The majority of educators and educational institutions are conscious of their duty to support students in obtaining high academic standing, graduating from high school with the greatest credentials, and growing personally. By doing this, they can graduate from school with the skills and knowledge necessary to succeed in real-world skills and practices. In order to increase students' SEL skills & practice their professionalism and efficacy of classroom seating. Cooperative leaders can play a significant role in motivating teachers to engage in the classroom (Rubab et al., [2023](#)).

Review of Literature

Self-Awareness

Self-awareness is crucial to the process of personal development because it enables people to better manage their own lives and perform better. It can help manage stress in one's personal and professional life by recognizing and comprehending important matters of life. According to Arifin ([2019](#)), it is the capacity to identify their responsibilities and boundaries. As individual self-awareness increases, they shift into positive social & emotional behavioral changes.

Teachers Role for Promoting Social & Emotional Learning within School

School is responsible for developing social & emotional learning abilities to deliberately and covertly impart by teachers and peers, who serve as role models by exhibiting the use of these competencies in real-world situations. When teachers impart these abilities to students, they must own social and emotional learning



competencies. Thus, teachers' assistance with students' social and emotional safety plays an important role in achieving academic success (Ferreira et al., 2020).

Teachers' Social and Emotional Competency

The relational help of instructors to learners develops a powerful source of trust that is essential to discover their social interaction. This allows students to explore their social interaction with the security they need (Berry & Connor, 2010; Jennings & Greenberg, 2009). A pro-social attitude is demonstrated by having social & emotional competency teachers well-known about students' self-awareness. These teachers use their own emotions to motivate learning in both themselves and their students. Strong awareness, responsible policymakers, emotional and behavioral, management of academic & interpersonal management, and overall well-being characterize these educators. They take responsibility for their student's academic performance and general well-being, establishing a haven where students can grow up feeling confident, taking chances, learning updated skills & achieving educational and SE milestones, which are helpful for students' success in life.

SEL Practices within Schools

Social and emotional skills development has been rapidly rising in the last few eras. Recent developments in social & emotional learning have demonstrated that SEL programming can predict and increase students' chances of success in their academic and career outcomes, as well as dramatically increase their academic achievement (Oberle et al., 2017).

Multi-tiered system of support (MTSS) regarding SEL

Institutions are facing multiple types of students, including diverse competencies, motivation, and social & emotional skills. To fulfill the requirements of all students, the multi-tiered support system is very helpful in facilitating and preventing the learner's social & emotional issues. For academic, socio-emotional, and behavioral achievement, MTSS is an integrated, all-encompassing framework (Lane et al., 2013).

Role of Caring School Communities for Enhancing Social & Emotional Students Learning

Theorists propose several specific techniques to foster good relationships between educators and students, including culturally approachable teaching, social competencies, and fostering strong relations between communities and schools (Shiller, 2008). One of the main components of this collection of activities is authentic care. Within the social-emotional paradigm, authentic caring entails teachers and site managers who are concerned not just with their pupils' academic progress but also with their personal development. Both educators and people have an interest in getting to know their students' families and communities. Teachers in compassionate schools are just as concerned with helping their students pass school exams as they are with preparing them for life's challenges (Noddings, 2015).

Method & Procedure

This section entails a detailed explanation of the methodology that was being applied to this research. The basic reason for this research is to incorporate into secondary-level students' skills and practices. An exploratory research design was used, using a qualitative research approach.

Research Design

This study looks at the procedure that entails an explanatory & realistic method of qualitative research. This study aims to develop students' SEL abilities and practice. The secondary federal public schools were chosen for a case study of these secondary-level students. The research question and detailed explanation of social and emotional self-awareness skills & practices related to the phenomenon have a major role in the selection of case study research. It provides multiple varieties of collecting data sources, such as interviews, academic documents, focus group discussions, interviews, and direct observations (Creswell, 2007; Yin, 2014). In this regard, semi-structured interviews with heads, teacher focus group discussions, and student observation were conducted with the participants.

Site Selection Criteria

A case of site selection criteria was used for the study. These selected sites were made sure to answer the research questions. An innovative configuration map was used to access the sites; a popular research-based tool was utilized in educational settings to perform observations of each school (Hord et al., 2006). Three schools were put on a list of potential candidates based on their IC scores. Before the final school site decision, a request for involvement was made to all participating schools.

Description of the Case

Schools were selected based on locality & high performance regarding social & emotional self-awareness learning skills. SEL competencies practices promoted the academic program, management, and values of the schools. The primary SEL program disciplines are acknowledged as a trauma-informed, evidence-based SEL strategy that combines classroom management with SEL & self-awareness practices (Jones et al., 2017).

Participants & Sample Size

For this study, a sample of thirty people was chosen. A purposive sampling technique was applied for this research. In qualitative research, purposive sampling is a useful technique for locating and choosing highly informed participants for a particular phenomenon. In this case, the phenomenon concerned students' developing social and emotional self-awareness competencies. Federal public secondary schools were considered for population. Three schools were included in the sample study. Data was collected from three heads. Six teachers & twenty-one students participated in gathering the data.

Data Collection

Heads participated in 25-minute semi-structured face-to-face interviews. A semi-structured teacher focus group discussion lasted for twenty-five minutes. Observations of the students' practices and competencies were observed in twenty minutes of each micro-context during the class timing regarding student's classmate interaction, attitude dealing with other classmates as well as teachers.

Data Analysis

NVivo 11, a qualitative data analysis program, was used to evaluate the findings by inserting all available data collection methods (e.g., focus groups, teacher interviews, principal interviews, and classroom observations). The researcher used all of the themes and patterns from focus groups, interviews, and student observations to comprehend the school-wide SEL approach. The data was categorized using this procedure to produce themes.

Results

This section addresses overarching questions of how secondary schools help students become more socially and emotionally aware of themselves for practice and achievement. The following major themes were used to develop and represent the student's competencies and practices. The following discussion regarding observations, teacher focus group interviews, and head semi-structured interviews are as follows:

Observation

Observation is an important element regarding students' practices and competencies. In the classroom, researcher observations were made in twenty minutes. Learner's practices could be seen in classrooms with recording and note-taking points. Students' interaction with classmates and teachers, attitude, conduct competencies, problem-solving skills, communication skills, and decision-making power in various matters were observed by researchers in the natural environment. Students were well-mannered and, regarding social interaction, respected others' feelings and emotions carefully. They were known about ethics, values, and respect for classmates, teachers, family, and community members. Student's classroom practices and competencies showed their excellency in classroom matters. When the researcher



asked the learners about their family and community interaction, they showed a good response regarding this. The researcher also observed teachers monitoring and implementing student's competencies within the classroom. The observation of the classroom was specifically focused on monitoring how the SEL skills-supporting practices and the previously established category themes of student practices were implemented. While promoting interpersonal abilities, understanding the practices that were incorporated into the academic micro-context was made easier by observing these classroom activities about improving students' social and emotional competence.

Focus Group Teachers Discussion

Focus group discussion teacher interviews were conducted with a twenty-five-minute duration regarding incorporated SEL self-awareness competencies and practices within the classroom. Teachers said that they provided the students opportunities to show their competencies and perform practices within the classroom. Teachers developed manners regarding classmates' interaction, respect for others' feelings, social and moral ethics, respect for family members' thoughts, and how to interact well with community members. Teachers not only teach regarding these competencies but also develop skills through classroom activities. They also develop student's attitudes regarding this matter. In this regard, students practiced good interaction with classmates, including control of emotion, control of risky behavior of others, stress management, and interpersonal relationships. This discussion offered the chance to understand respondents and experiences of categorical themes of student interaction, behavior, empathy, safe self-awareness, relationship competencies, policy making, and family & community practices. This discussion helps to illuminate the teacher's role regarding self-awareness practices. Teachers are the main source of students' development of skills while teaching and practicing. They can develop and motivate the students regarding skills and practices.

Heads Interviews

Theme 1: Student Interaction

Heads replied regarding how students interacted with their teachers, families, and neighbors. Good behavior, feelings, empathy, and the ability to express gratitude to teachers and other students are all crucial elements in the development of SEL self-awareness abilities for students' practice and success. Students having risky behavior do not perform good classroom practices & competencies. They also do not show their mental abilities and social interaction among family and community with risky behavior. Teachers have a beneficial role to play in helping students manage their stress and in resolving problems within the classroom, home, and community.

Theme 2: Responsible Decision Making

Heads replied that they were making decisions responsibly and representing other members. Students had to make decisions about how to engage with people and behave morally for others. It is the capability to make a positive decision about others' behaviors, taking into account safety considerations, pertinent social norms, and ethical values (right & wrong). Teachers' primary goal is to help learners acquire SEL skills, which include understanding good and bad behavior in others as well as societal problems in society. Heads said that these moral and social values set the standards for students' development of social and emotional self-awareness as well as their ability to learn and apply those abilities in the context of their families, communities, and classrooms.

Theme 3: Healthy Self Awareness

Heads replied that a positive atmosphere for self-awareness, emotional stability, and self-esteem are essential elements for positive self-awareness. Teachers need to develop the learner's attitude and abilities to become aware of respect for others thinking, feelings, and emotions. Educators and families must create a safe space where students may develop their social and emotional intelligence as well as their learning skills for success.

Theme 4: Empathy

Heads replied that regarding SEL learning skills succeeding others, they must be aware of others' perspectives, understanding, and feelings. Teachers serve as facilitators, helping students apply their knowledge, abilities, and attitudes to comprehend and control the emotions of their peers, experience empathy and demonstrate it, build and sustain healthy relationships, and make responsible decisions.

Theme 5: Family & Community Practices

Heads replied families have a major role in helping high school students develop their SEL self-awareness abilities when they make decisions about their lives and their futures. Families know the interests, experiences, and cultures of their young students, and their viewpoints can help schools engage students better and support SEL. According to heads, community collaborations, which frequently give high school students the chance to build supportive relationships and participate in activities that are important to them, can also play a significant role in boosting SEL competencies. Schools may foster real-world learning opportunities and boost student engagement by combining SEL with service learning. On the other hand, educators have a crucial role in helping students acquire fundamental ideas, such as the distinction between right and evil, as well as respect for others. Teachers in the classroom, families, and the community are crucial.

Theme 6: Leadership Assistance for SEL Skills & Practices

According to head teachers, significant effects on a variety of school-related factors, such as school climate and culture, teacher well-being, retention, and student's academic success, are crucial for fostering SEL self-awareness learning abilities. The significance of SEL self-awareness for enhancing student skills, competencies, and practice is being recognized by decision-makers and leadership support in an educational environment, which is defined by the behavior, interactions, family, and community practices of the students.

Discussion

The method of achieving self-awareness competencies, self-control management, and interpersonal practices are necessary within the classroom, outside, family, workplace, and community development. Strong social-emotional abilities help the students to achieve institutional, professional, social & moral standards by empowering them to handle their life problems. To realize their full potential and achieve in all spheres of their lives, people need to attempt to develop a wide range of abilities related to SEL skills & practices (Denham & Brown, 2010). It is specifically the student's capacity to comprehend others and oneself, control their emotions, focus and conduct, make wise choices, and interact socially and responsibly. Social & emotional factors provide a favorable educational experience, skills, or a precocious ability to read reliable indicators of a child's success in school. Children gain confidence and achieve higher levels of academic success when they learn how to handle issues, get along with their classmates, become more conscious of and capable of managing and expressing their feelings, and maintain positive connections. With the help of social-emotional learning, students can improve their problem-solving, goal-setting, emotional recognition and management, self-control, perspective-taking, building and sustaining positive connections, and lowering negative outcomes (Durlak et al., 2011). Pro-social attitudes are demonstrated by socially and emotionally competent teachers who have a high level of self-awareness. These teachers use their own emotions to motivate learning in both themselves and their students. Students have an understanding of related sources of constancy when they receive cooperative support from their teachers. This allows students to discover their social interaction with the security they need for a better-sustaining life (Berry & Connor, 2010; Jennings & Greenberg, 2009).

Conclusion

This study has explored the integration of social and emotional learning abilities across secondary school students. The atmosphere of a school has the power to transform learning conditions, and the educational environment needs to be taken into consideration for learning to take place. Pro-social abilities are demonstrated by socially and emotionally competent teachers who have a high level of self-awareness.



These teachers use their own emotions to motivate learning in both themselves and their students. Strong social -awareness, - decision & policy making, emotional and behavioral self-management, interpersonal relationship management, and overall well-being characterize these educators. Secondary schools established the framework for fostering students' social and emotional development by using coordinated and regular procedures that produced predictable experiences made up of structures, practices, and good relations. School leadership created a central role for SEL self-awareness and offered continuous, proactive, and visible support to involve all staff members in SEL promotion through transformative leadership methods. As a result, a safe, accepting, and familial learning atmosphere was established as the prerequisite for encouraging students' good growth.

Recommendations

- Heads should foster a supportive environment for students to improve their SEL self-awareness abilities.
- SEL programs must encourage long-term advantages to monitor sustainability for students' growth.
- Heads should set up pre-service teachers' training and counseling seminars to teach students the best practices for social and emotional self-awareness and learning skills.
- It is recommended that curriculum designers incorporate learning skills into the curriculum for future consideration.
- Policymakers must implement academic practices to improve the students' self-awareness, as well as their social and emotional well-being.

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