

**ROLE OF EDUCATIONAL PSYCHOLOGISTS FOR SOCIAL AND
EMOTIONAL LEARNING OF STUDENTS AND HEAD TEACHERS: A
SYSTEMATIC LITERATURE REVIEW**

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Received: 11-07-2022

Revised:

23-08-2022

Accepted: 3-09-2022

Published: 30-12-2022

Abstract

The purpose of this research is to review evidence about the significance of assessment of educational psychologist and their role in the development of students learning process in different ways. It focuses on the different successful strategies that can transform students' life through learning behavioral, emotional and social interaction with others and the type of environment which is actually needed in educational sector. Nevertheless, the influence of academic psychologist and their effectiveness has proven fruitful for students' career building process. Teachers should also have development skill rather than teaching skill that fosters them to influence the adults directly and indirectly. The research also explains the importance of social and emotional skills learning for students at secondary level. Moreover, this paper highlights the need of coaching or training and working on mental healthcare of educational psychologist. Furthermore, it emphasizes the positive role of policy makers and society for the provision of expert educators that gives their potential for betterment of youngsters at secondary level.

Keywords: emotional development, academic performance, boarding, emotional development

1.1 INTRODUCTION

It is widely accepted that secondary school students' effective social and emotional growth requires educational psychology as a catalyst to manage increased demands of learning in their academic field and their social life as well. In contrast, the secondary stage is a critical time in adolescent life when behavioral and health disorders might manifest negatively. As a result, the participation of scholars is crucial for integrating young people into a marketable and productive profession. While academic academics' opinions are required. In addition, teachers must do a variety of tasks to advance academic learning and enhance the emotional and social skills of both students and teachers. Monitoring teachers and working on techniques for teacher training are tasks that fall under the purview of educational policy developers. To coach teachers, nevertheless, a proper and complete framework is required. Teachers' performance in this regard should be evaluated on a regular basis. The social and emotional learning of kids can be influenced by teachers in a variety of ways. A decade of research on the cognitive development of secondary school students has shown that multidisciplinary framework is urgently needed by both academics and policymakers since the future of learners is at stake. Educational psychologists and decision-makers must quickly address the numerous difficulties students are having with self-management, self-awareness, and other skills. A proper check and balance are crucial since teachers carry a lot of responsibility. As a result, the current study focuses on the necessity and evaluation of academic psychologists, the duties associated with students' positive social and emotional learning, and the situation of educational discourse in Pakistan.

RATIONAL OF THE STUDY

The need for young people to learn

social and emotional skills in their educational institutions and social environments is growing as a result of the changes taking place in the world. However, numerous psychologists have studied it and discovered that educational psychologists' facilitation role is crucial for improving students. Youth needs are still not being satisfied. Boys and girls alike should have the opportunity to develop their cognitive, social, ethical, moral, and emotional skills so they may play a significant part in the development and improvement of not just their society but also the entire country. Although there are many organizations working on youth development initiatives, psychologists are most suited to complete this role of supporting undergraduate students' social and emotional growth. In Pakistan, neither a significant structure nor an appropriate framework for their assessment exist. Therefore, competent educational analysts must deal with the growing divide between instructors and their social and emotional learning assessment methods at the secondary level.

1.2 STATEMENT OF THE PROBLEM

Many countries around the world are changing their ways of thinking, communicating, and interacting with one another in the modern period. Educational psychologists, who serve as a remedy and are in charge of advancing students' social and emotional learning at the non-primary level, are the main focus of these changes. An investigation carried out in Pakistan revealed that because healthcare practitioners know nothing about autism, they must be experts in their specialty. Although teaching methods vary from institution to institution, self-improvement and self-awareness are essential to a successful education, and classrooms are the ideal setting for evaluating both teachers' and students' progress. Professional academic

psychologists can help Pakistani students avoid potential issues with learning how to express themselves and manage their emotions. However, the issue is that an efficient approach is lacking for the correct provision of educational services. Due to the recent Covid-19 outbreak, face-to-face interaction between students and teachers was reduced, which disrupted both teaching and learning. Therefore, the goal of the current study is to connect minor level students with the best institutional therapists who can help them develop their interpersonal and communication skills.

1.3 THEORITICAL FRAMEWORK

The study's theoretical foundation is based on social and emotional learning theory and collaborative learning theory. In addition to this, other evaluation and teaching methodologies are used. Adult learners required the instructors' undivided attention and cooperation in order to produce the best results. Therefore, it will be advantageous for the students and head teachers if a qualified psychologist plays that position in understanding the students' talents or capability level and effectively instructing them. A method called collaborative learning enables students to effectively communicate and socially connect with their classmates and teachers. The social and emotional learning technique, on the other hand, can assist educational leaders and practitioners in providing greater assistance to students by assisting them in regulating their abilities, feelings, and behavior (Cassette, 2021). As a result, this practice can enhance students' abilities. The environment created by educational psychologists and students encourages learning at the most fundamental level.

Following are the goals of educational psychologists' research on social and emotional learning in secondary students:

- To identify the professional educational psychologist in the field of school education.
- To highlight the role of school psychologist for the social and emotional development of student and head teachers.
- To analyze the need of social and emotional development of students and head teachers at the secondary level.

1.4 RESEARCH QUESTIONS

1. What is the perception of people about the need of educational psychologists for social and emotional learning of head teachers at secondary level?
2. What is the role of school psychologists for cognitive skills buildings of head teachers?
3. How this socio-emotional studying process will be proven healthy for students at secondary level?

1.5 SIGNIFICANCE OF STUDY

It is hoped that the study's findings will have a substantial positive impact on the respondents, including students, parents, educators, and policymakers. Today, a variety of institutions and organizations work with students to involve them in various cognitive and curricular activities to advance their knowledge and experience and teach them new ways to interact with others and conduct themselves appropriately. Such skills enable students to succeed in both their academic and professional endeavors. It might boost their academic performance as together with beneficial social engagement. For students in secondary education, a friendly environment and professionally qualified institutional psychotherapists are critical. The development of morality is crucial for sustainability. These instructors encourage

students to memories material, broaden their knowledge, and pick up new skills and moral principles. They assess students using their knowledge and experience, and by taking into account their needs for social and emotional learning, they assist them in reaching their full potential while under their supervision. As a result, these educators collaborate with the local government to promote non-primary school children's learning of social values and behavioral ethics. Therefore, evaluation of their performance and services is required by taking into account the responsibilities of students in educational institutions. Therefore, they need to be evaluated frequently.

1.6 LITERATURE REVIEW

The necessity for well-trained educational psychologists and their assessment for social and emotional learning of students at the secondary level was a topic of controversy due to the growing complexity and global change in operations. The secondary level has continued to be a critical stage in development change that impacts students' academic approach. The meaning of social economic leaning and the function of educators in students' growth processes are explained in this literature study. The necessity of evaluating institutional scholars was also discussed. Students, instructors, legislators, and members of the community participated in the study. Evidence-based secondary level need assessments for experienced teachers, however, were highlighted for students' social and economic learning. On the other hand, it covered the laws and rules that support the unique learning and teaching process, improved institutional negative behavior, and highlighted the project's benefits and drawbacks. Although it showed teachers' efforts to improve students' social interactions, it also indicated the essential

components of Students also need to learn how to control their emotions since once they were aware of them, they tried to do so (Keltner, 2021). As compared to their peers, adults with low self-control and self-awareness are more prone to commit crimes. Through their psychological teams, numerous educational institutions are able to remove such obstacles. Additionally, the literature review concentrated on the synthesis of published research on the necessity of skilled educators' judgement teachers' emotional coaching for better knowledge provision and enhancing teacher-student interaction because teachers are the primary actor in the classroom (oyler, 2011) and they should be periodically monitored. As a result, these results are analyzed in relation to the effects of students' and teachers' talents. The major goal is to maximize the productivity of teachers while striving to improve undergraduate students' skill-learning through the elimination of disruptive behavior in the classroom.

1. Psychological needs of Students

Teachers have a crucial role in the success of their students and the development of strong cognitive skills for both the academic environment and the workplace. Adolescents go through bodily changes, but they also go through cognitive, emotional, and psychological changes that call for prompt intervention. It was accepted that their changing personalities helped them improve by enhancing their abilities and perspectives. So, provide them with the tools they need to handle challenges and thrive in demanding environments. Students were willing to build identity, competence, and autonomy, according to research by a psychologist at the National Academy of Science. To improve educational psychologists' understanding of learning and self-regulation, it is imperative to introduce qualitative methodologies. In contrast, a

guide was a need. The goal of the study was to establish a connection between the rise in psychological issues and potential solutions for promoting psychological wellbeing. Moreover, the general states of wellbeing among teachers were high throughout all career stages. Students were needed proper instructions and guidance regarding to develop moral and ethical values, discipline, ways of interaction and communication, wellbeing and to brush cognitive abilities. They were unable to found an effective strategy without a teacher. There was a large gap seen between students having skill development education for well-being and those who remained deprived from getting that opportunity. However, to reduce criminal activities such as juveniles' delinquency; improve the behavior of students, their social communication and polish their emotion control abilities teachers having psychological traits were needed.

2. Significance of need of academic psychotherapist assessment

The debate on the assessment of psychologist to help the students to understand their behavior and ideas was remained under consideration. There are different ways through which a teacher influences learning of students at secondary level. In a specific and well-structured social and economic learning, psychological teachers were played potential influence on their students development through direct and indirect methods and behaviors (Webb, N. L, 2019). Whereas, teachers demonstrated that the provision of emotional support periodically helped in self- confident. Special instructors were needed for special education and to shape the students' way of thinking. The way of teachers and students' interaction in such environment was played a great role in to make learning process effective. Due to their expertise in their field, their monitoring

and tutoring tactics were exceptional. Therefore, based on careful observation, it has been shown that teachers with psychological backgrounds could easily assist pupils in managing their emotions and identifying useful coping mechanisms. Their great qualities unintentionally influenced young people as well. Despite the fact that the study examines instructors' effectiveness as psychologists from the Teach for America programme, it also reveals the relationship between academic success and socioemotional growth influenced by teachers' actions. However, it is imperative that teachers change their strategies and methods if they are working or not. To close any gaps in students' learning, their conduct and interactions with other members of the faculty and students should be taken seriously. There is a serious need for a reassessment of Pakistan's academic regulations.

3. Program and policies about master's assessment need

The foundation of the country is made up of AAs instructors. Specific policies and programmes that were created to enhance the social and economic learning process were one of the most crucial tactics. Since it is widely believed that adults need to be transformed, numerous programmes, including those promoting social and emotional learning, teen smoking reduction, skill development, etc., have been developed in an effort to produce effective outcomes. Instead of encouraging students, teachers assisted them in the development of these abilities to better their interactions, outlooks, and behaviors; a psychiatric evaluation of the students was also required to determine the state of their mental health. However, policymakers' and local society's efforts to support teachers' social and economic development have positive results since teachers have the power to influence adult

learners' cognitive and behavioral patterns through skill development, therefore these programmes specifically target teachers. For instance, in the Chicago School Readiness Project, teachers' behavioral control tactics were put into practice, directly affecting how effectively they performed their duties. In addition, it was noted that the programmes' agenda included conducting a programme for psychologist training and education in order to raise the standard of the learning environment. According to Bronfenbrenner (2002), ecological systems had placed a strong emphasis on the acquisition of skills. In Pakistan, there was also no system in place for holding educators accountable, which led to problems with teacher evaluation. The agenda must include working on emotional coaching for teachers. Consequently, the document's emphasis was on the mechanism which teachers can oversee and promote the unique growth of their students, as well as the requirement for academic psychotherapists and evaluations of their efficacy. In summary, Pakistan needs to reassess its academic policy immediately.

4. Issues regarding assessment of instructors in the field of Socio-emotional Development

Home and school environments have an impact on students' social and emotional competency. The issues of methodology, context, and terminology were constantly under discussion despite the recognition of mental, cognitive, behavioral, and academic benefits (Darling- Churchill & Lippman, 2021). It is known that teacher evaluation is a crucial academic tool for more effective and efficient learning. On it, several countries are working. The study concentrated on the topic of the teachers' emotional makeup. Lack of consensus on vocabulary to reflect psychologists' social and emotional attitudes was one of the problems facing policy

makers. Whereas, numerous terminologies were used in skill development educational sector like emotional literacy and social competence (Crick & Dodge, 2021). Moreover, issues related to reliability and measuring to the access of social development learning were less than satisfactory level. Lack of assessment, poor teamwork, and insufficient teacher professional development all had a role in the failure of policy formulation. Furthermore, giving too much attention to the possible educational indicators was insufficient. It was agreed that students' comprehension was becoming more complicated, and this highlighted the inadequacy of teachers' evaluation procedures. The implementation of a strong framework can address these problems. Last but not least, during the Covid-19 period, social and emotional learning approaches were not very effective, and as a result, due to lockdown sessions, educational psychologists were not effectively monitored. There are numerous studies that are undertaken in Pakistan that produced the finest healthcare delivery and student development that was healthcare-focused. Therefore, developing such strategies that lessen any kind of annoyance is really needed.

1.7 METHODOLOGY

For this study a systematic literature review was carried out to search for and select relevant studies. Such a review helps in integrating and systematically arranging the studies and their results. Also, it helps to provide a thorough analysis of the studies and to identify the challenges that are needed to develop future research

Research Approach:

The study looked at the systematic literature review. There are many researches reviewed for doing systematic review.

Research design

Research has done thorough review of the literature. Data for this study was gathered from a variety of sources, including prior studies and reliable articles, in order to determine whether educational psychologists are necessary in educational institutions for the social and emotional growth of students.

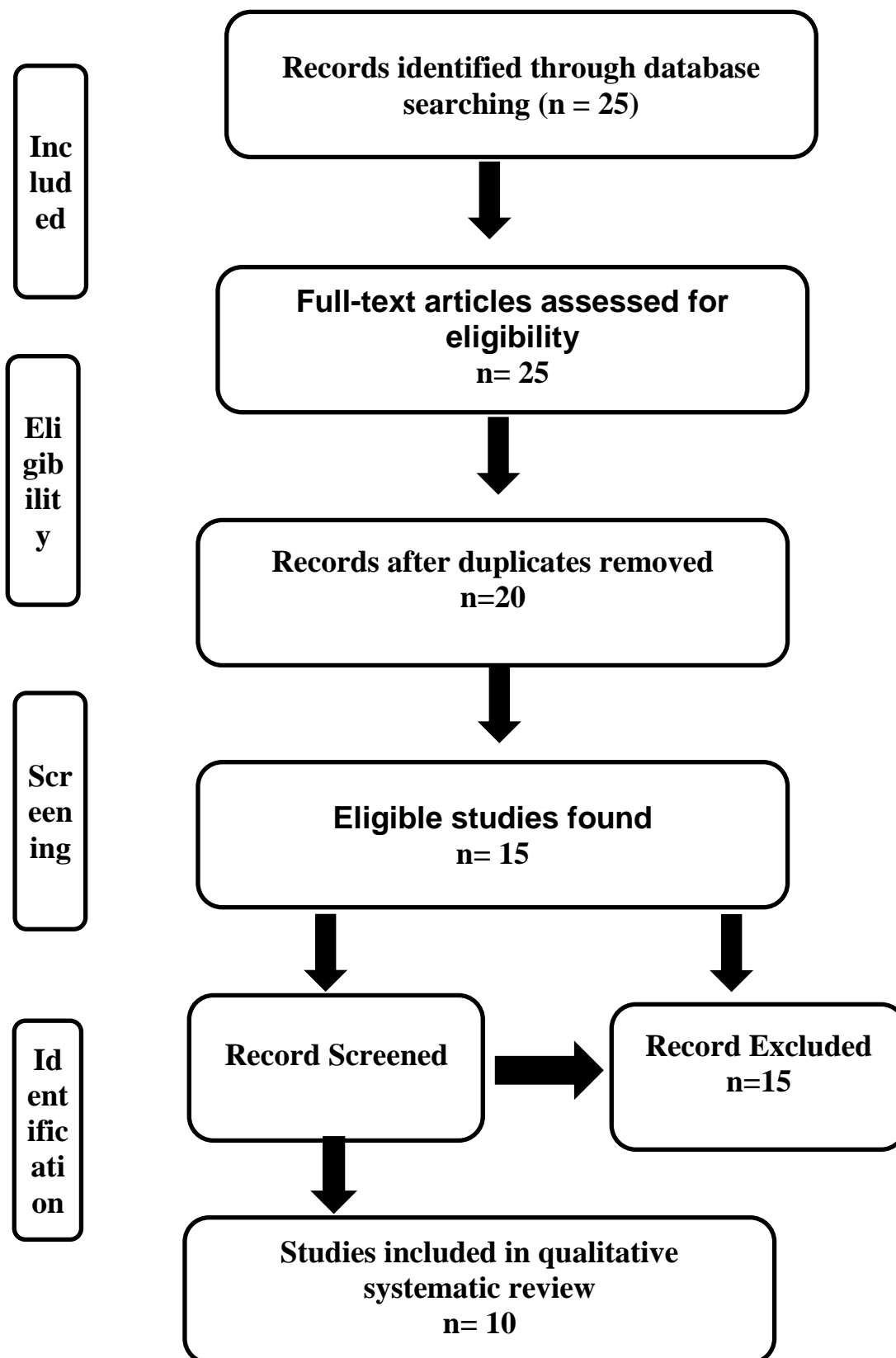
Data collection tool

As there are multiple tools that are being used by researchers but my data collection tool was systematic review.

1.8 Data Analysis

The study articles that followed used a systematic evaluation of the literature and critical discourse analysis to identify the key problems with the implementation of students' social and emotional learning. They have examined the primary contributing factors, such as monetary, administrative, and social issues, that affect the evaluation of educational psychologists and have drawn attention to the pressing need to address this issue at the secondary levels of students' social and emotional development and the provision of better educational psychotherapist faculty.

Study Selection process:



Sr. No	Author	Year of publish	Title	Study Design	Findings
1	Louise Nichols, Vanessa Parffrey, Robert Burden	2017	Preventing Disruptive Behavior in Schools: The Educational Psychologist as School System Consultant	Country: Australia Cross sectional	The main focus was the need of expert team of educational psychologist for academic institute and it developed a working model for secondary school.
2	Nancy E. Perry	2010	Introduction: Using Qualitative Methods to Enrich Understandings of Self-Regulated Learning, Educational Psychologist	Country America Phenomenological study	The growing interest of learning of socio-emotional skills development demanded well-disciplined, capable and socio-cognitive instructors. Educators have a great impact on learners' abilities. Hence, for screening of educational psychologists is essential for qualitative provision knowledge and skills development either social or emotional.

3	Nancy E. Perry, Karen O. VandeKamp, Louise K. Mercer & Carla J. Nordby	2010	Investigating teacher-student interaction that foster self-regulated learning	Country: Columbia Descriptive study	As education is key factor that is promoting globalization. There is a dire need to create a friendly environment between teacher and student to make learning process effective. In this regard government and society can play an effective role.
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4	Sally Zepeda, Abdurrahman Ilgan. Albert M. Jimenez Atakan Ata, Muhammed Akram	2017	Teachers' psychological well-being: a comparison among teachers in USA, Turkey and Pakistan	Country: Turkey Descriptive survey design	The protection of teachers' well-being, their mantle is also very important so their assessment of their psychological issues need attention. This kind of assessment is recommended not only in Pakistan but also in overseas countries.
5	Alex Maggs, Ronald White	1989 - 2015	The educational psychologist Facing a new Era: cross sectional study	Country Australia cross sectional study	This illustrates the faded division between special and regular education and highlighted the question about the accountability of educational psychotherapists because the responsibilities of success and failure of students is on their shoulders. Whereas, multiple evaluation programs are considered as a priority and systematic analysis is contributed in efficiency of both teachers and students. accountability of educational psychotherapists because the responsibilities of success and failure of students is on their shoulders. Whereas, multiple evaluation programs are considered as a priority and systematic analysis is contributed in efficiency of both teachers and students.
6	William W Cooley	1974	Assessment of Educational psychologist Effects on teachers learning	Country:	This focused on the approach that how assessment is useful for educational policy makers. Additionally, this paper revealed the fact that the abilities and motive of teachers is going is leading the students for goal achievement or not. The measurement of academic process and the analysis for field data examination were considered.

7	Dildar, S. M., Saif, N. N., & Naz, A.	2016	Review of educational policies of Pakistan: Planning and implication flows	Education is very important in every society either on national or international level. The educational policies in Pakistan should be updated periodically and implemented properly to enhance their sustainability.
8	L Woolfson, R Whaling, A Stewart Taylor & Francis	2003	An integrated framework to guide educational psychologist practice	This covers the original design of training for educational psychologists. Apart from these coaching strategies for teacher should be managed.
9	Nazish Imran, Mansoor R Chaudry, Muhammad W Azeem, Muhammad R Bhatti, Zaidan I Choudhary,	2011	A survey of Autism Knowledge and attitude among the health care professional in	It is found that in Pakistan, knowledge of regarding mental health care among professional is limited. This decreases the efficiency of psychologists and they cannot perform their duties as they have to do it.
10	John Dunlosky, Katherine A. Rawson,	2013	Improving Students' Learning with Effective Learning Techniques: Promising Directions from Cognitive and Educational Psychology	It involves helping students to better regulate their learning through the use of effective learning techniques. cognitive and educational psychologists have been developing and evaluating easy-to-use learning techniques that could help students achieve their learning goals.

1.9 FINDINGS

This chapter focuses on the discussion based on the purpose and the objectives put forward by the study. It also includes a conclusion and recommendations. This segment of the research discusses the finding of the study based on the experience of the educational psychotherapist and the learners at secondary level.

- Majority of the higher-level students have doubt about the learning process because of lack of resources and expert team for guidance, so that educational sector is facing challenges especially in Pakistan.
- Failure of implementation of educational policies created a vacuum in delivery of special education at secondary level.
- Educational policies and programs are not implemented properly, whereas nepotism and favoritism has seen.
- In Pakistan teachers' have limited or less command in their field, for example they have inadequate knowledge of autism.
- Local society is not imparting to monitor teachers either they are serving well or not.
- Traditional classroom is a reliable learning source but digitalization has cut down the face-to-face interaction at large scale. In this why students have limited chance to meet anyone physically.
- Problem of lack of accountability of teachers has been found during research that needs to address on time.
- Teachers without psychological knowledge and experience are unable to perform their duties in effective way. There are large

numbers of institutes where no psychologist has been found.

- According to psychologists' perspective, well-trained team is needed to boost up cognitive and behavioral learning of adolescents.
- As per students' opinion, learning cannot produce effective results in underdeveloped countries like Pakistan, where majority of students are unable to access quality learning and facing lack of expert teachers who help them to polish their abilities and learn new thing.
- Periodic assessment of teacher's mental health care is missing in Pakistan.
- This research also elaborated that the serious efforts are needed by the government and policy makers to promote such activities that assist teachers and students to develop social and emotional skills.

CONCLUSION

In conclusion, the study's findings revealed that while both educational psychologists and students believe that the current learning process is ineffective, it is still possible for lower-level students to learn qualitatively through numerous coordinated efforts made by teachers, parents, society, and the government. Although teachers and those who establish educational policy in Pakistan are working on it and trying their best, learning moral values and self-awareness is falling due to a lack of skill and knowledge in mental and behavioral therapy.

The evaluation of teachers that is required to provide knowledge that is skill-based is not as effective as it should be. On the other hand, a lack of social and emotional development in the educational system is making the work environment for young people difficult. Additionally, there is a lot of work that has to

be done to enhance kids social and emotional abilities in order to boost the academic sector and assure children's wellbeing. The study also stressed the need for the top educational psychologists who take responsibility for their work because they can contribute significantly to learners' progress. The study not only provided evaluations of instructors' social and emotional skills but also a method for resolving a wide range of issues. It answers any question that might arise and is thought to be significant by society and decision-makers. Because they would be better supervised and evaluated by the decision-makers in education, instructors would assess the social and emotional needs of their students in a positive way. The purpose of this study is to support and encourage educational psychotherapists in fostering social and emotional learning in secondary pupils.

RECOMMENDATIONS

It is clear from the foregoing debate and conclusion that the educational system needs numerous improvements. The following suggestions have been made to improve the role of educational psychologists in supporting secondary students' social and emotional learning, and they are described below:

- Higher level institutions should be provided expert educational psychologist to ensure provision of behavioral skills development of students.
- School psychologist must have in educational institution it will help to create social and emotional development of the head teachers because head teachers have special role on overall development of the institution and teachers and they have special role for creating an effective role in educational institutions.
- Teachers should be provided necessary trainings regarding their duties, so they

perform their best.

- The team of educational policy makers should be revised to increase the efficiency of the policy makers and to insure effective or advance policies for educational sector as well.
- For covering a gap in educational sector, systematic educational policies are needed which analyze problems systematically.
- Improve the educational climate of the learning place for example classroom and make sure to keep students under observation.
- Timely assessment of youngsters social and emotional development is prerequisite.
- Provision of skills related to social and emotional learning should be the top priority of the policy makers.
- Politicians and local society must take part in teachers assessment assignments.
- In Pakistan, teachers coaching and training programs should be a part of educational policies and must be updated with time because it would increase their knowledge.
- Take some steps, like to start campaigns, to promote student-teachers friendly and healthy relation.
- It is need of the time to modernize traditional education system to go parallel with exemplary education system of the world.
- In Pakistan, the need of assessment of teacher's mental health care issue should be considered at the top of the list.

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