

**Social Emotional Learning in Schools: Perceptions of Secondary School Teachers in Swat,
Pakistan**

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ABSTRACT

The research examines the understanding of Social Emotional Learning (SEL) among secondary school teachers within Swat Pakistan while recognizing the importance of this education aspect. Teachers in a region that deals with political instability alongside traditional education systems and little emotional expression must have their views about Social Emotional Learning examined because it is both urgent and crucial to understand. Data retrieval occurred through structured validated questionnaires sent to 200 secondary school teaching staff who worked at both public and private educational institutes. The survey evaluated teachers' knowledge of SEL as well as their understanding and problems they encounter when working with SEL through a five-point Likert scale. Research results indicate teachers show both adequate and advanced comprehension about SEL ideas when showing favorable stances regarding its classroom integration. The staff members encounter moderate integration barriers that stem from inadequate training procedures together with insufficient institutional backing and formal curriculums that are hard to adapt and social cultural restrictions. The study demonstrated that female and veteran teachers together with private school educators presented better awareness with favorable perceptions but public school educators encountered more implementation barriers. An analysis of correlations revealed that raising teacher understanding combined with positive attitudes directly corresponds to lower obstacles in implementing social and emotional learning programs. This demonstrates the critical value of developing

teaching staff abilities to achieve effective SEL practice. Teachers clearly understand SEL's significance for emotional intelligence development and interpersonal skills building besides creating supportive classroom environments yet they encounter substantial obstacles implementing those approaches. The research suggests that teachers need proper SEL education during training and the development of culturally appropriate frameworks while the government must revise educational policies and give supporting institutions. This study strengthens the debate about social-emotional learning in developing and post-conflict contexts by providing practical guidance for teachers and policy makers who want to develop emotional and social competencies in Pakistani schools.

Keywords: SEL education, Pakistani Schools, Emotional Intelligence

INTRODUCTION

During recent decades education institutions worldwide have started to add social and emotional development techniques to their teaching methods. Today education needs to develop students mentally plus care for their emotional health and help them build proper social skills. Social Emotional Learning acts as our complete framework for this approach (Oberle et al., 2020). Through SEL people learn how to identify and control emotions as well as set positive targets while creating relationships and making ethical choices. Educators and policymakers now make SEL a top priority because it builds complete students who resist hardships and lead us in the right direction.

During the 1990s CASEL and other organizations began promoting Social Emotional Learning as their main project. CASEL describes SEL as a skills framework made up of five essential parts: self-awareness, self-control, social perception, relationship-building, and making smart choices (Castro et al., 2024). These competencies help students do better in school and handle both emotional and social life inside and out of class.

SEL relies on extensive research that proves how it benefits students. Studies prove that quality SEL programs let students achieve better test scores and handle stress better while showing better conduct and stronger social connections. Students who participated in Durlak SEL program achieved 11 percentile points higher grades than those without this program (Durlak et al., 2022). Studies show SEL must be considered a basic element rather than an extra aspect of a student's education path.

SEL plays a crucial part in secondary schools because students must handle rising academic challenges alongside social and emotional growth. Adolescence is the key time when individuals build their personal identity while feeling deeply yet understanding advanced social bonds (Zhang et al., 2023). At this point students deeply feel the effects of social pressure along with school work worries plus family demands. Inadequate emotional and social support makes dealing with challenges which can push young people to disconnect themselves and develop behavioral or mental health issues.

Secondary schools should teach SEL programs so students can learn skills needed to handle these critical years. Teachers have a main part in teaching students about SEL practices. Teachers function as more than knowledge providers because they serve as mentors and supportive figures who guide students. Their mindset about SEL programming impacts their ability to properly program it within schools. SEL programs succeed based on the level of awareness training and understanding teachers possess (Rodriguez et al., 2020). Assessing how secondary school teachers view SEL will show improvement areas to help develop effective teaching programs.

Context of Swat, Pakistan

The Khyber Pakhtunkhwa (KPK) province of Pakistan contains Swat – a beautiful valley providing an elaborate environment to study Social and Emotional Learning (SEL) in education (Zubairi et al., 2022). Before the Taliban insurgency struck from 2007 to 2009 Swat became famous as a beautiful location filled with cultural assets. The Taliban attack in 2007 harmed education most for young women and harmed everyone mentally in the region. School restoration programs have limited success because there are few resources while many classrooms are too full and teachers are scarce plus parents resist modern learning methods.

Schools in Swat and rural Pakistan base their teaching approach on demanding students to memorize details while enforcing strict rules and high-performance tests (Kawsar et al., 2022). Students face social and mental health judgment which creates an uncomfortable space in the classroom for discussing emotions and social abilities. Teachers in these areas learn standard teaching methods instead of modern SEL educational strategies due to inadequate professional training. Social and Emotional Learning belongs in this environment as much as it does in personal life.

The traditional rules of normal life in Swat strongly limit social contact between men and women and discourage people from expressing their feelings freely. Traditional norms in the area make it difficult to put SEL practices into use because they need people to communicate and discuss emotions openly (Allbright et al., 2019). Understanding how Swat secondary school teachers view social and emotional learning as well as their knowledge and challenges helps create suitable educational reforms specific to this region.

Purpose of the Study

The study investigates how secondary school teachers in Swat appreciate Social-Emotional Learning given its impact on students both personally and educationally. The research investigates what teachers consider SEL to mean and think about it, how seriously they view including SEL in classes and what challenges stand in the way of using SEL practices in their lessons. This study aims to reveal secondary school teacher views about SEL integration in Swat schools to understand both the possible benefits and present challenges.

The views teachers hold are vital because they lead the practical application of educational plans. Educators' basic views of SEL determine whether they help its integration or reduce its success. Findings of this research will help education leaders and schools determine effective ways to train teachers in Social Emotional Learning methods across Pakistan.

Objectives of the Study

- The research investigates how secondary school teachers in Swat comprehend and understand Social Emotional Learning.
- The study aims to measure secondary school teachers' evaluation of social emotional learning significance in their educational programs.
- The investigation determines the obstacles teachers encounter when implementing Social Emotional Learning practices throughout their classroom instruction.
- The study aims to evaluate both institutional and professional support systems that exist for Social Emotional Learning (SEL) integration.

- The researchers will propose methods for SEL promotion through teacher training along with educational policy modifications.

LITERATURE REVIEW

The modern education system now understands that students must be socially and emotionally well while reaching their academic goals. Social Emotional Learning works as a core educational practice in modern times. SEL teaches students emotional control traits and social skills while teaching them how to make wise decisions to ready them for real life beyond school (Gimbert et al., 2023). This research study explores worldwide views about SEL programs while describing how these approaches benefit secondary schools plus what keeps them from working as expected in developing nations and conflict zones alongside why teacher opinions determine program achievement.

Global Emergence and Definitions of SEL

Social Emotional Learning emerged in American society during the 1990s when the Collaborative for Academic, Social, and Emotional Learning (CASEL) pioneered its development. CASEL explains that Social Emotional Learning refers to a well-structured way people both young and old develop emotional and social capabilities to handle their feelings, set good goals, understand others' feelings, build strong connections, and take responsible choices (Cavioni et al., 2024). According to CASEL people develop better personal competencies when they learn the five skills of self-awareness, self-management, social awareness, relationship building, and responsible decisions. During the last 20 years people around the world started supporting SEL programs. SEL has become a permanent part of school education in the USA plus Canada Australia Great Britain and mainstream schools through Europe. Schools use SEL as both an educational method to boost student success and a democratic tool to build better inclusive environments. Basic research across different nations proves that when SEL programs work properly they help students succeed at school and manage their emotions while building better behaviors and lasting personal fulfillment.

SEL and Academic Outcomes

Research has shown in multiple tests that students who develop social-emotional learning achieve better in their classroom work. Their analysis of 213 SEL programs revealed that students who joined these programs scored 11 percentile points higher at school through measurable academic results (West et al., 2020). The programs decreased emotional stress and improved students' school attitude plus their classroom conduct. Secondary schools need Social Emotional Learning programs since they help students handle their mental growth steps toward adolescence. Students now deal with tougher schoolwork while figuring out who they are and handling relationships with their classmates. SEL programs help students learn managing difficult situations by helping them build inner strength and better conversation skills. When SEL becomes part of daily school activities it forms a nurturing space that keeps students involved while reducing dropouts and helping them advance through education.

Teachers' Role and Perception in SEL Implementation

Teaching staff represents the key factor in making Social Emotional Learning work because policy frameworks guide this process (Zolkoski et al., 2021). Teachers learn SEL methods with students by showing them how to manage emotions and produce empathy before resolving conflicts. They develop spaces where students connect emotionally and share their views. Research shows that people have a limited

understanding of how to put social and emotional learning into classroom action. Teachers describe their training programs as insufficient for implementing SEL practices effectively. Teachers believe SEL to be helpful changes their practice much differently than those who view SEL as inconvenient work. Teachers who match SEL approaches to their educational values have a stronger natural instinct to use SEL methods every day. Teachers who considered SEL apart from classroom learning objectives made fewer specific plans to concentrate on this work. The results show we need to study and handle teacher beliefs whether or not SEL programs succeed.

SEL in Developing Countries

Developing nations encounter special barriers when adding SEL programs into their education systems because of their unique cultural and educational structures (Hoque et al., 2024). Schools have poor budgets and many students take up all available space while teachers lack proper training plus they need official support. People now appreciate the benefits of social and emotional learning in helping children cope with emotional and psychological effects of poverty and social struggles.

According to UNICEF research published in 2015 SEL programs provide better academic results while bringing peace to conflict areas. Students who deal with trauma or displacement gain better ways to manage emotions and achieve a secure base through SEL programs. When teachers customize social-emotional learning they help bring students and parents together in their community while building stronger connections with the whole society. Research from India and Kenya plus South Africa documents positive results when schools apply SEL programs locally (Joyner et al., 2021). Nairobi students who participated in SEL programs displayed fewer behavioral issues while developing better emotional control. Schools in India teach Life Skills Education which helps teenagers build better self-belief and understanding of others.

SEL in Pakistan: Research and Gaps

SEL practices remain neglected in the educational system throughout Pakistan. The government-approved school courses lack traditional emotional learning instructions and few teacher training programs include this subject. The community and international organizations have begun implementing SEL programs mainly in areas that experience conflict or natural crises (Jeong et al., 2023). Studies about Social-Emotional Learning in Pakistan are developing but their importance shows in published results. Punjab research teachers understood SEL principles even though they had never heard about them before. Karachi urban schools teachers know emotional intelligence matters but they need specific guidance to teach SEL practices. Current research indicates that the Pakistani education system requires more preparation to fully benefit from Social and Emotional Learning practices. Researchers mostly focus their work in urban secure areas and do not study SEL implementation in marginalized post-conflict regions particularly Swat.

Educational Context and Cultural Considerations in Swat

Swat sits in Khyber Pakhtunkwa province making it a valuable place to examine Social and Emotional Learning because of its history. Educational activity in the region was seriously affected during the militancy outbreak between 2007 and 2009 (Khan et al., 2018). Hazards damaged a great number of schools while also causing long-term mental problems for students and teachers. The return of peace fails to undo the lasting effects that trauma still imposes on students and teachers when combined with traditional values and school access differences. SEL programs at school will help students recover from trauma while restoring trust and strengthening relationships among students and between teachers and students. The

traditional social norms of Swat which strongly restrict communication between genders and give authority preference make it hard for students and teachers to do SEL activities which need true interactions.

Understanding how secondary school teachers in Swat view SEL is an important first step before building programs that work with local social and cultural norms. The assessment of teacher opinions helps identify ways to adjust SEL programs and match them with community standards when advancing their transformational aims.

METHODOLOGY

The content of this section contains the research design; population and sampling procedures; instrumentation; data collection methods; and, statistical technique of analysing the data obtained. To systematically explore and quantify secondary school teachers' perceptions of Social Emotional Learning (SEL) in Swat, Pakistan, a quantitative approach was adopted for the study. In order to collect standardised data from a relatively large sample and to reveal trends, patterns and relationships within the data, it was chosen to use quantitative methods.

Research Design

A descriptive survey research design was used in the study which is commonly used in educational research to collect information on attitude, opinion, behavior or characteristic of a certain group of people. With this design, the current study was suitable as the researcher could explain and make sense of teachers' perceptions of SEL without changing any variables. It was aimed to capture awareness, understanding & perceived challenge of SEL by secondary school teachers in Swat.

Population and Sample

The target population for the study were secondary school teachers of private or public schools of Swat District, Khyber Pakhtunkhwa, Pakistan. There is a greater need in Swat, where schools have been disrupted due to socio political instability and where this population was chosen because secondary school teachers serve as shaping force in the development of children emotional and social competencies.

Stratified random sampling technique was employed to ensure that both male and female teachers and teachers from urban and rural school were represented. Therefore, the schools were divided into various educational zones and schools were randomly selected from each stratum. In the study, 120 male and 80 female teachers participated in the study, a total of 200 teachers. The number of participants was judged suitable considering the number of people that composed the population and the scale of the study, as it created enough samples to engage in statistical analysis while keeping data collection and processing as easy as possible.

Research Instrument

A structured questionnaire specially developed for the study was the principal instrument of data collection. An existing SEL literature was drawn upon to develop a questionnaire, particularly the CASEL framework, and was tailored to match the local educational and culture of Swat.

The questionnaire comprised three sections:

Section A: Demographic Information

In this section, subjects were asked items regarding age, gender, teaching experience, academic qualifications, subject area, and whether they were at a public or private type of school.

Section B: Awareness and Understanding of SEL

In this section, items were designed to measure teachers' familiarity with SEL concepts, sources of knowledge about SEL and understanding of the five core competencies (self awareness, self management, social awareness, relationship skills, responsible decision making).

Section C: Perceptions and Challenges

In this section, teachers' attitudes toward SEL, their opinion regarding the significance of SEL integration in the classroom, their views about SEL advantages and barriers, and their SEL practices confidence were assessed.

A five point Likert scale was used with all items in Sections B and C (i.e., from 1 = Strongly Disagree to 5 = Strongly Agree). The scale enabled capturing their agreement or disagreement with several statements about SEL.

The pilot study comprising 20 teachers from closely matched nearby school district helped to validate the questionnaire. Unclarified items were adjusted based on the pilot feedback to make sure the content validity and culture relevance of the instrument were assured. The Cronbach's alpha reliability coefficient of the final instrument was found to be high (0.82) indicating high internal consistency.

Data Collection Procedure

The collecting of the data was done for four weeks. Before any data collection, formal letter of permission were taken from the District Education Office Swat and among the headteachers of the chosen schools. The questionnaires were given to the schools which were visited by the researcher. He distributed them and gave the schools a brief orientation of the questions.

All participation was voluntary and responses were assured of their confidentiality and anonymity. Teachers were also encouraged to give honest and reflective answers in order to avoid social desirability bias. The questionnaires were given completed on site and collected or after a scheduled time after agreement with the school administration.

200 questionnaires out of 220 interviews were returned completed and usable, equating to a 91% response rate, which is high for survey research.

DATA ANALYSIS

Grigorenko C. 2014b. Effective strategy: Instruction of reading 5. Applied Pedagogy was developed by: City Publishing House for Overseas Russian Universities. 34 pp.: 134 – 135 After the data collection phase, the responses were encoded and entered into the Statistical Package for the Social Sciences (SPSS) version

25 for analysis. The descriptive statistics on the demographic characteristics and general patterns of teachers' responses are frequencies, percentages, means, and standard deviations.

Inferential statistical techniques were used to explore relationships between variables of gender, experience, and perceptions of SEL. These included:

- Independent sample t tests were conducted to explore gender differences in the perceptions.
- Served to compare the differences among the groups using teaching experience and school type by applying one-way ANOVA.
- Relationships between awareness level and implementation challenges perceived were identified by using Pearson correlation.

All statistical tests were $p < 0.05$ significance level.

ETHICAL CONSIDERATIONS

The research study was conducted bases on ethical guidelines in performing research using human participants. All respondents gave their informed consent, and participants were further assured that their data would be used for research and research alone. To satisfy ethical compliance the research design and instrument were reviewed and approved by an academic supervisor.

RESULTS

Descriptive Statistics

The overall summary statistics of three main variables, SEL Awareness, SEL Perception, and SEL Challenges are presented at Table 1. Likert scales were used to rate each on a 5-point scale.

Table 1: Descriptive Statistics of Key Variables

Variable	Mean	Standard Deviation	Minimum	Maximum
SEL Awareness	3.46	0.61	1.88	5.00
SEL Perception	3.81	0.48	2.47	5.00
SEL Challenges	2.93	0.67	1.10	4.57

Interpretation

With the average SEL Awareness score of 3.46, teachers understand SEL in a moderate level.

As shown by the SEL Perception score ($M = 3.81$), educators generally have a positive attitude towards SEL and its importance in schools.

This implies a moderate degree of difficulty in the implementation of SEL practices ($M = 2.93$; SEL Challenges).

Gender-Based Comparison

Table 2: Mean Scores by Gender

Gender	SEL Awareness	SEL Perception	SEL Challenges
Male	3.42	3.78	2.91
Female	3.52	3.85	2.96

Interpretation

Male and female teachers' awareness of SEL and attitudes towards SEL are slightly higher and more positive, respectively.

However, the difference in the challenge score between the genders was minimal suggesting that the perceived barriers may be similar for both genders.

Experience-Based Analysis

Table 3: Mean Scores by Teaching Experience

Experience (Years)	SEL Awareness	SEL Perception	SEL Challenges
1–5	3.38	3.69	2.91
6–10	3.50	3.81	2.87
11–15	3.56	3.86	2.94
16+	3.71	3.99	3.04

Interpretation

Awareness and perception do increase marginally with years of experience but this does imply any more informed or more supportive of SEL than newly minted teachers.

Experience also brings on some difficulties, perhaps indicating that as one becomes more aware of systemic and contextual constraints, challenges gradually rise.

School Type Comparison

Table 4: Mean Scores by School Type

School Type	SEL Awareness	SEL Perception	SEL Challenges
Public	3.44	3.77	2.96

Private	3.52	3.88	2.89
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Interpretation

The awareness and perception scores of the teachers in private schools were marginally higher than others who work in public schools.

Teachers in public schools reported slightly more challenges in implementation, which could be institutional or regulatory barriers.

Correlation Analysis

Table 5: Pearson Correlation Between Variables

Variables	SEL Awareness	SEL Perception	SEL Challenges
SEL Awareness	1	0.48**	-0.22*
SEL Perception	0.48**	1	-0.38**
SEL Challenges	-0.22*	-0.38**	1

Interpretation

SEL awareness and perception are highly related ($r = 0.48$, $p < 0.01$); as awareness grows, so does positive perception.

SEL challenges are negatively correlated with teachers' awareness and positive perceptions and imply that teachers aware and with positive perceptions face less SEL barriers in implementation.

DISCUSSION

This study aimed to understand how Pakistani secondary school teachers see Social Emotional Learning work in Swat district. The research assessed the extent of awareness teachers had, recognized how important SEL is, and faced what obstacles to put SEL into practice by studying quantitative data from 200 educators. This research shows valuable information about teaching Social Emotional Learning approaches in settings with limited resources after conflict has ended.

Awareness and Perception of SEL Among Teachers

Most secondary school teachers in Swat understand social-emotional learning concepts quite well. Teachers scored 3.46 out of 5 in the survey showing basic awareness of SEL elements while mainly understanding self-awareness and relationship skills plus responsible decision making. Different sources including classroom practice or training at work and their inherent knowledge about personal and social development help teachers become more aware of SEAL. Teachers now understand that education requires teaching academics plus helping students develop correct behavior standards while maintaining sound emotional well-being. The research results showed good outcomes when examined for how participants viewed them.

Teachers generally believe that SEL benefits students as indicated by their average perception score of 3.81. They see how developing this approach creates excellent classroom connections and minimizes conduct problems. International studies confirm that teachers who grasp and respect the importance of SEL tend to practice it more successfully. Female teachers and teachers who have worked longer received higher results than other participants on all evaluation criteria. Over time teachers have met various students with emotional needs and diverse requirements which makes them value SEL principles. Female teachers often naturally develop skills in emotional instruction which fits perfectly into SEL teaching.

Implementation Challenges

Although teachers support Spending Education Time on Social Emotional Learning the results show that they face average implementation obstacles in their classrooms. Two groups face problems when teaching SEL with these main obstacles working together.

Lack of formal training

Most teachers mentioned not receiving professional support to teach social and emotional skills. Teachers who want to help their students with SEL need formal training and tools to integrate it properly in their daily lessons.

Overburdened curriculum

Teachers explain that their existing academic workload and test-driven system takes up all available space making it hard to include SEL activities. The Pakistani education system has an underlying problem because it favors learning by memory instead of promoting total student growth.

Cultural and contextual constraints

Swat people maintain traditional societal values that limit the free expression of emotions between men and women. Our social traditions prevent essential programs including open class talk and teamwork plus emotional skill training from working properly.

Infrastructural limitations

Public schools struggle to allocate resources to SEL programs because these facilities have overfilled classrooms with demanding students and managers.

Remote studies from developing nations expose the same challenges to SEL implementation through weak school resources and social traditions along with minimal government backing (UNICEF 2015, Aber et al. 2017). The results confirm that teachers want to support SEL but need the full backing of their school system.

Correlational Insights

A relationship survey confirmed more learning about SEL brings better understanding of its value. Teachers with better understanding and positive views about SEL also showed lower ratings for teaching obstacles.

The research shows that trained staff members might need more support so we can specifically address learning needs. When teachers receive professional training their understanding grows while they find it less hard to use SEL strategies in their classroom. Jennings and Greenberg (2009) discovered that teacher training stands as a key factor in making SEL programs work as intended.

Public vs. Private School Differences

Private school teachers showed stronger beliefs about the approach than public school teachers yet faced fewer obstacles in putting it into practice. School differences such as governance freedom student class sizes program guidelines and school leader modernization could explain this gap between public and private school results.

Public school teachers feel limited by school bureaucracy and rules since there are fewer chances to enhance their skills. Better access to SEL resources needs government action to assist teachers from all types of schools.

Implications for Practice and Policy

Our results bring clear guidance for those who set education policies and lead schools as well as trainers who prepare teachers.

- Teachers should learn about SEL during their preparation to teach and throughout their careers.
- Change teaching plans to teach academic materials with lessons that develop social and emotional skills.
- Schools should make SEL materials that follow regional cultures and enable students to understand one another emotionally.
- Schools should receive SEL packages plus time repairs with leadership checks to reach SCHOOL daily programs.

The specific needs in different areas depend on where SEL work should take place. The use of CASEL framework as a starting point should be adjusted according to the needs of specific socio-cultural environments in Pakistan.

CONCLUSION AND RECOMMENDATIONS

CONCLUSION

This research project examined Pakistani secondary school teachers' views on Social Emotional Learning in education because it is an important part of complete education. The research findings came from statistical results gathered through 200 teachers. The teachers showed strong knowledge of SEL techniques and backed the need for these skills in secondary education schools. People recognized that teaching SEL helps both improve students' emotional understanding and handles class conduct better while promoting personal growth. While most teachers had positive views on SEL teaching they pointed out they faced moderate difficulties putting SEL concepts into action. Church curricula, minimal training, small resources,

and social customs in Swat created most of these difficulties. Female and teaching veterans displayed greater understanding and friendliness towards Social Emotional Learning which demonstrates their potential as partners during SEL campaign promotion and deployment. Greater teacher knowledge about and higher satisfaction with SEL practice resulted in reduced work difficulties through our correlation tests. This shows why teacher training needs to come first. Research outcomes reveal that although teachers value the idea of Social-Emotional Learning they don't have sufficient practical backing to put these ideas into practice. To bring SEL programs to schools throughout Pakistan including Swat requires implementing policies and developing training programs that match local cultures.

RECOMMENDATIONS

This research suggests the following actions to help secondary schools in Swat and neighboring areas adopt SEL successfully.

School administrators should include SEL practices in their teacher education programs.

Teaching professionals need thorough education on social and emotional learning at all phase.

Teacher training institutions should work with experienced SEL organizations to build teaching materials that match cultural values of Pakistan.

Woman educators and top-ranked teachers need to receive special training as champions for social and emotional learning.

Create an SEL framework that suits cultural practices

International SEL systems need to become culturally correct for both Swat society and Pakistan.

SEL programs need to support Muslim tribal traditions through teaching concepts that match Islamic values.

Revise Curriculum to Embed SEL

The official teaching guides at national and provincial levels must add SEL content into their guidelines for daily education.

School teachers should reinforce SEL through existing lessons about personal development and good behavior.

Provide Institutional Support and Resources

School leaders need to set aside regular weekly hours for teaching and discussing personal development matters.

Teachers need SEL tool-kits that include activity materials to share posts and use feeling charts in the classroom.

The government needs to provide fund support to schools that show new ways to teach students social-emotional skills.

Leaders should advocate for and establish SEL policies throughout their education system

School education needs national and provincial policies to identify SEL as an essential teaching subject.

Schools must show their Student Emotional Learning efforts during their official checks and performance reviews.

Leaders from different groups such as parents and community members should participate in programs that spread awareness about SEL practices.

Conduct Further Research

Researchers must continue conducting both small-area and long-lasting studies to examine how Students Emotional Learning affects Pakistani students.

Research teams need to study what students and parents think about Social-Emotional Learning to build complete knowledge about this approach.

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