

Impact of Socio-Emotional Learning on Academic Success in Adolescents

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Abstract-This study investigates the relationship between socio-emotional learning (SEL) and academic success among adolescents. SEL programs are designed to enhance skills such as self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making. The sample comprised of 100 college students ranging in age between 16-17 years studying in Junior and Senior Intermediate in Nellore district. The sample consisted of 50 Boys and 50 Girl Adolescents. The participants were administered with Socio Emotional Learning scale developed by the Investigator. Chi – square test was used for analysis of the data. The results of the study indicate that there is significant difference between Socio emotional learning and Academic Achievement among Adolescents

Keywords: Socio-Emotional Learning, Academic Success, Adolescents, Self-Awareness

INTRODUCTION

In recent years, the role of socio-emotional learning (SEL) has gained increasing attention within educational research, particularly regarding its impact on adolescent academic success. As educational paradigms evolve to address the comprehensive needs of students, SEL has emerged as a critical component in fostering not only emotional well-being but also academic achievement. SEL encompasses a range of competencies, including self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making. These competencies are fundamental in helping adolescents to navigate the complex social and emotional landscapes of their development.

The adolescent years are a period marked by significant cognitive, emotional, and social changes, which can influence academic performance and overall well-being. Research indicates that adolescents who are equipped with robust socio-emotional skills are better positioned to manage stress, set and achieve goals, and build positive relationships—factors that are closely linked to

academic success. SEL programs in schools aim to integrate these competencies into the learning environment, thereby supporting students in their academic pursuits and personal growth. Durlak et al. (2011) found that students who participated in SEL programs demonstrated an 11-percentile-point gain in academic achievement compared to their peers who did not receive SEL instruction. This improvement is attributed to enhanced self-regulation, better focus, and increased engagement in the learning process. Raver et al. (2011) found that SEL programs enhanced students' emotional regulation and coping strategies, leading to improved academic performance and greater resilience in the face of academic challenges. Social and Emotional Learning (SEL) programs are instrumental in supporting adolescents through their developmental changes. By enhancing socio-emotional skills, these programs not only improve students' emotional regulation and coping abilities but also lead to significant gains in academic achievement.

OBJECTIVE

To study the relationship between Socio emotional learning and academic achievement among adolescents.

HYPOTHESIS

There is no significant difference between Socio emotional learning and Academic Achievement among adolescents.

METHODOLOGY

The sample of the study consisted of 50 boys and 50 girls in the age group of 16-17 years studying in Nellore District . The sample were selected by using stratified random sampling technique. The following grades like Above average, Average and Below Average was marked according to the grades achieved in 10th class for 16 years age group and Junior intermediate grades were considered for 17 years age group. The respondents were marked to

respond either Yes or No. The scoring was one mark for Yes and Zero mark for No Response.

RESULTS

Table 1: Distribution of sample according to Gender, class and age

SL.No.	Variable		Number	Per cent
1	Gender	Boys	50	50
		Girls	50	50
		Total	100	100
2	Class	Junior Inter	50	50
		Senior Inter	50	50
		Total	100	100
3	Age	16 years	50	50
		17 years	50	50
		Total	100	100

Table 1 presents data regarding the distribution of sample according to Gender, Class and Age. A sample of 50 Boys and 50 Girls were selected in Junior and senior Intermediate in the age group of 16 and 17 years.

Table 2: Distribution of grades according to academic achievement.

Sl.No	Grades	Frequency	Percent
1	Above Average	25	25
2	Average	45	45
3	Below Average	30	30

The above table shows that among 100 adolescents 45 per cent have secured average grades and 30 per cent have below average and 25 per cent have above average grade. Majority of the students have average and above average grade.

Table 3: Distribution of Gender and Academic Achievement among adolescents

SL.No.	Grades	Gender				
		Boys	Percent	Girls	Percent	Total
1	Above Average	10	20	18	36	28
2	Average	30	60	15	30	45
3	Below Average	10	20	17	34	27
	Total	50	100	50	100	100

Table -3 shows the distribution of Gender and academic achievement among adolescents. Among Boys 60 per cent have secured average and 20 per cent are below average and only 20 per cent have

above average grades. Among girls 36 per cent are above average and 30 per cent average and 34 per cent are below average. It is evident that majority of the girls had above average grades than boys.

Table 4: Distribution of Academic Achievement and Socio Emotional Learning among Adolescents

Socio Emotional Learning	Grade			Total	Chi-square value
	Above Average	Average	Below Average		
Good	12	05	02	19	81.254 (p<0.000)
Average	0	30	05	35	
Poor	02	07	06	15	
Very poor	0	03	28	31	
Total	14	45	41	100	

From the table it is clearly evident that there is significant association between Socio Emotional learning and Academic Achievement among Adolescents. The chi – square value was found to be 81,254 which was significant at 0.05 level. Therefore the hypothesis is rejected.

success in adolescents. By fostering socio-emotional skills, schools can support students in achieving better academic outcomes. These findings underscore the importance of integrating SEL into educational curricula to promote overall student development and academic achievement.

CONCLUSION

Students with high socio emotional learning show better academic performance than the students with low socio emotional learning. The study suggests that SEL programs can positively impact academic

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