

The Importance of Socio-Emotional Competence for Student Well-being: A Review of the Literature

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Abstract

Socio-emotional competence is becoming more and more recognized as an important way to help students do well in school. In this review of the literature, a researcher looks at the importance of socio-emotional competence and how it helps students grow and maintain good mental health. A thorough review of the research on socio-emotional competence revealed important results that support the role of socio-emotional competence in many areas, such as academic success, social relationships, and mental health. The review showed that socio-emotional competence can help students deal with stress better, solve problems better, communicate better, and get along better with others. All of these things are important for general well-being. The review also pointed out how important early intervention and support are for children's "social and emotional development". There is proof that early interventions can lead to better long-term outcomes. Literature also pointed out some of the biggest problems with promoting and developing social and emotional skills, such as a lack of standardized measurement tools, not enough training for teachers, and not enough money. Overall, this review shows how important social and emotional skills are and how much more study and development are needed in this area.

Key words: Socio-emotional competence, well-being, mental health, academic success, early intervention

Introduction

The recent world pandemic has shown how important it is to put student health first. With traditional ways of learning and socializing being changed in ways that have never been seen before, people are worried about the long-term effects on students' mental health and academic performance. In response, researchers and policymakers have stressed how important it is to help students develop their “social and emotional” skills for their general well-being. Socio-emotional competence is the ability to understand and control your feelings, make friends, communicate well, and solve problems. It is a very important part of helping kids have good mental health and do well in school. Reviewing the research on socio-emotional competence in education shows that it has been linked to many good outcomes for students at different stages of development. For example, research shows that socio-emotional competence is a key factor in academic success. (Durlak et al., 2011; Sklad et al., 2012). Students with higher levels of socio-emotional competence are more engaged, motivated, and successful in school. Also, Ladd et al. (2011) found a link between socio-emotional competence and good social relationships, such as friendships, peer acceptance, and less bullying.

Socio-emotional competence is linked to students' mental health and well-being as well as their social and academic success. Research conducted by (Havighurst et al., 2010; Weare & Nind, 2011) has shown that kids with higher levels of socio-emotional competence are less likely to have emotional and behavioral problems like anxiety, depression, and aggression. Also, Gray and Steinberg (1999) found a link between socio-emotional competence and better coping skills, which are important for maintaining good mental health in the face of stress and problems. Socio-emotional ability also has a big impact on students' mental health and well-being. (Durlak et al., 2011) found that students with high levels of this competence have lower levels of “depression and anxiety” and better general psychological well-being. In contrast, students with low socio-emotional skills are more likely to have academic, social, and emotional problems, such as trouble making friends, using drugs, and acting violently (Lopes et al., 2011).

“Socio-emotional skills” are also important for helping children become resilient. Resilience is a person's ability to deal with problems and bounce back after losses. The growth of social and emotional skills gives students the strength to face and overcome challenges. This makes them more resilient and helps them deal with stress better (Bradshaw, Mitchell, and Leaf, 2010). Early assistance and help with social and emotional skills have been found to be important for the long-term well-being of students. Early childhood is an important time for developing “social and emotional skills”. The NICHD Early Child Care Research Network says that environments that are supportive, responsive, and nurturing help children grow emotionally in a healthy way. (Jones et al., 2015; Pogodzinski et al., 2018) have shown that interventions that focus on social and emotional development in early childhood improve academic success, social adjustment, and mental health in the long run. Even though promoting “social and emotional skills” has been shown to be helpful, it is still hard to do in schools. For example, the lack of standardized evaluation tools for socio-emotional competence has made it hard to measure progress and figure out how well interventions are working (Durlak et al., 2011). Also, teachers don't get enough training in “social and emotional skills”, and there aren't enough tools for “social and emotional development” programs (Weare & Nind, 2011). (Durlak et al., 2011) found that students with high levels of social and emotional competence are also more likely to donate, share, and help others.

While concluding it is worth to mention that, developing the students' social and emotional skills is important for their well-being. Socio-emotional competence has been linked to a number of positive outcomes, such as school success, good relationships with other people, and good mental health. Early help and support had been found to be important for the long-term health of students. Even though there are still problems with how to do it, putting social and emotional skills first in schools is still a good way to help students be healthy.

Objectives

1. To look at the current state of research on the relationship between social-emotional competence and student well-being, including the factors that affect this relationship.
2. To find interventions and techniques those have been shown to improve students' social and emotional skills and well-being.

Methodology

The purpose of this literature review was to investigate the significance of socio-emotional competence to student well-being. Using pertinent databases, a systematic search was conducted, and articles were screened using inclusion and exclusion criteria. Using a predefined coding scheme, data was extracted and analyzed to identify patterns and voids in the literature.

Findings and discussion

Socio-emotional competence is an important part of a student's growth that can't be stressed enough. The research we looked at showed that children who are socially and emotionally competent do better in school, behave better in class, and get better grades. This makes it clear that there is an association between high socio-emotional competence and the ability to control emotions and deal with stress for high academic success (Denham, Bassett, & Wyatt, 2014). Besides, that review shows that students' "social and emotional skills" are important for their general well-being and mental health, which is important for their academic and social performance.

The development of social and emotional competence has also been related to the growth of perseverance skills, which make it easier for children to deal with problems and failures. Children with socio-emotional competence are better able to handle stress and problems and adopt fruitful ways of dealing with them. Socio-emotional competence is important for promoting academic success and performance because students face many problems, like the COVID-19 pandemic, that affect their mental and physical health (Gulliver, Griffiths, & Christensen, 2010). Socio-emotional competence is also helpful for students to improve their interpersonal skills, which leads to better dialogue, building relationships, and solving problems. Research has revealed that students with high levels of social-emotional competence become volunteers and help others, which enhances their personal and professional growth and feelings of well-being. Developing socio-emotional skills leads to better job opportunities, better relationships, and better mental and physical health (Fredrickson et al., 2013).

Finally, the review concluded that students' socio-emotional competence can be developed in a number of ways, such as by creating supportive school environments, teaching students how to control their emotions well, and teaching them empathy skills. The reviewed research shows

how important it is for students to learn social and emotional skills and how important these skills are for their mental health, academic success, resilience, and overall well-being.

Educational Implications

The existing literature on socio-emotional competence highlights the importance of developing socio-emotional competence among students for their overall well-being and academic success. The following implications emerge from the literature:

- ❖ **Making curriculum socio-emotional oriented:** Schools can play an important role in the development of students socio-emotional competence by including social and emotional learning in their lesson plans. This can be done by different ways like games, group talks, role-playing, and other types of hands-on learning that help with social and emotional growth.
- ❖ **Teachers' role should be emphasised:** Teachers can build secure, self-expressive learning environments. Teachers can also learn how social and emotional abilities affect academic and social performance. Besides that teachers can help students improve their social and emotional skills by providing them with examples of how to behave in constructive ways.
- ❖ **To create a supportive school culture:** The educational system ought to foster an atmosphere in which all students are made to feel not only welcome but also secure in discussing their thoughts and emotions. This can be achieved by services like counselling, mentoring, and peer support between students.

Conclusion

The purpose of this paper was to determine the association between socio-emotional competence and student well-being. The existing literature in the field of socio-emotional competence shows that there is a growing body of data that reveals the vitality of socio-emotional competence for student well-being, academic success, and mental health. The already present literature shows that students who have developed their social and emotional skills have better relationships with others, are more resilient, and are better able to deal with stress. Therefore, schools must put a high priority on helping students develop "social and emotional skills" by creating supportive learning settings, including "social and emotional learning" in the curriculum, and putting greater emphasis on the role that instructors play in helping children develop their social and emotional skills. So in this way, schools can help

create a good learning environment where students can do well in school and in their social lives and remain healthy, strong, and well-adjusted.

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