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## Relationship between Socio-Emotional Skills of Teachers and Students' Performance at Postgraduate Level

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**Abstract:** *The research is an attempt to find out the relationship between teachers' socio-emotional skills and students' performance at the postgraduate level. The objectives of the study were to identify the socio-emotional skills of teachers and to measure the relationship between the socio-emotional skills of teachers and the construct of students' performance at the postgraduate level. The study was quantitative and descriptive in nature. The correlational survey design was adopted. Three public sector universities of district Faisalabad, such as UE Faisalabad, GCUF, and GCWUF, were the accessible population of the study. By using a convenient sampling technique, a total sample of 357 BS program students (211 female and 146 male) were selected from different departments of the three public sector universities. A structured and self-developed questionnaire was used to collect the data from the BS program students. The expert opinion and Cronbach's Alpha value techniques were used to assess the questionnaire's validity and reliability. All of the questionnaire statements were close-ended, and the respondents' perceptions were gauged using a five-point Likert scale. The collected data were analyzed using Statistical Package for the Social Sciences (SPSS version 22). The results showed that self-awareness, social awareness and relationship management were at higher levels in teachers than self-management and responsible decision-making.*

**Key Words:** Socio-emotional Skills, Teachers, Students' Performance, Postgraduate Level, Education

### Introduction

Socio-emotional skills are also referred to as non-cognitive, soft, or life skills. The combination of values, attitudes, and behaviours is required to "manage interpersonal and social situations effectively" and "deal with daily tasks and challenges effectively and ethically" (Guerra, Modecki, & Cunningham 2014).

These abilities are "social" in that they are designed to make each person's interactions with other individuals or groups of individuals more successful and "emotional in that they require understanding and managing emotions and behaviours or concentrating on specific aspects and dimensions. According to Riggio and Carney (2003), the ability to communicate socially with others, verbal expression, verbal communication understanding, role-playing, and self-presentation are all considered social skills.

In social situations, effective social Communication and social interaction both benefit from effective social skills (Argyle, 1992). Goleman (2001) defines social skills as being able to manage relationships' emotional ups and downs, accurately assess various social situations and networks, interact politely, and then continue to use these skills to lead and persuade, negotiate, and resolve conflicts for cooperation and teamwork. According to Albrecht (2006), social skill is the capacity for effective Communication in social settings. The use of both verbal and nonverbal abilities is referred to as social skills.

Social skills, according to Scheff (1990), are a phenomenon that maintains people and organizations in society. Such skills exist and manifest themselves in interpersonal interactions and are long-lived,

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dynamic, and often unexpected. "Shame and pride are considered the two basic social emotions; they deliver direct information to individuals about the status of their social bonds: shame indicates weak bonds and pride as strong bonds. Shame and pride arise when individuals visualize and value their own behaviours in the eyes of others."

Emotional skills are the capacity to recognize, explain, and manage one's own emotional expression as well as that of other people (Riggio & Carney, 2003). According to Hochschild's (1990) theory of "emotion work," teacher control their emotions as part of their jobs. If we use Scheff and Hochschild's views, emotional skills refer to the ability of teachers to understand and control their own emotions in ways that are advantageous to themselves and their partners as well as the relationship.

Teachers who lack socio-emotional skills are more likely to have issues with aggression, drug misuse, and obesity. The deficiency of the SES of teachers impacted the students' performance. Students cannot be motivated to study if teachers have imbalanced personalities (Jones et al., 2015). Teachers who have well-developed personalities and socio-emotional abilities encourage students to participate in resolving problems among themselves, assist in collaborating, and encourage them to form constructive Communication in their classrooms (Jennings & Greenberg, 2009).

The academic achievement of students is correlated with teachers' social-emotional skills. Students' performance and school success can be linked to students' capacity to control their emotions, attention, and behaviours (Greenberg et al., 2003; Zins et al., 2007). The development of students' cognitive ability, acquisition of academic material, and application of information are all facilitated by teachers who have strong social-emotional skills (Cunha & Heckman, 2008; Zins et al., 2007). Students who have teachers with strong social-emotional skills are more motivated to study, deeply committed to their education, spend more time on homework, and behave better in class (CASEL, 2015).

The social-emotional skills of the teachers might have a significant impact on students' performance. To improve social-emotional skills and build healthy connections in their classrooms, instructors might employ a variety of teaching tactics. By fostering good interactions, utilizing appropriate praise, including social-emotional skills in their curriculum, and establishing welcoming and supportive learning environments, teachers may help students develop their social-emotional abilities in the classroom (Yoder & Gurke, 2017). The phenomenon of high SES is not just related to teachers; students at all levels have researched it as well. As a result, students with better social-emotional abilities are more likely to complete their education, graduate, and perform better as adults (Davidson et al., 2017).

## Objectives of the Study

1. To identify the socio-emotional skills of teachers.
2. To investigate the difference in socio-emotional skills of male and female teachers.
3. To explore the relationship between the socio-emotional skills of teachers and students' performance.

## Research Hypotheses

- H<sub>0</sub>:** There is no significant difference between the socio-emotional skills of male and female teachers.
- H<sub>0</sub>:** There is no significant relationship between the socio-emotional skills of teachers and students' performance.

## Review of the Literature

Socio-emotional skills can help teachers develop their interventions that include explicit instruction of the five skill sets: "self-awareness, self-management, social awareness, relationship management, and responsible decision-making, as well as through encouraging, supportive student-teacher relationships" (Yoder, 2014).

These skills fall into two categories: emotional because they include recognizing and controlling emotions and behaviours or focusing on specific elements and dimensions, and social because they have the purpose of improving how every individual interacts with other people or groups of people. The socio-

emotional side of sociability is comprised of "social awareness, emotion management, and assertiveness" (Freudenthaler et al., 2008, p. 674) and is referred to as socio-emotional skills. When it comes to social awareness, an individual capacity to recognize the different demands of various social circumstances plays a crucial role. Such recognition enables one to control emotions appropriately (Boyatzis, Goleman, & Rhee, 2000).

The four categories of self-awareness, self-management, social awareness, and relationship management resulted from these ideas of social and emotional intelligence (Goleman & Boyatzis, 2008). Goleman (1996) originally identified four competencies, and Collaborative for Academic, Social and Emotional Learning (CASEL) (2015) added "responsible decision-making" as a fifth. The five key socio-emotional skills identified by CASEL were built on the foundation of these four categories. In the 1990s, CASEL first used the phrase "social and emotional learning" (Cherniss et al., 2006). Within its framework, CASEL identified five basic competencies that gave teachers a shared understanding of the information and skills that adults and children needed. SES is required to "enhance students' capacity to integrate skills, attitudes, and behaviours to deal effectively and ethically with daily tasks and challenges," as demonstrated by CASEL through the use of this extra competency (CASEL, 2017).

According to the Organization for Economic Cooperation and Development (OECD), skills are broadly defined as personal traits that contribute to at least one aspect of individual well-being and socioeconomic progress, can be determined in a useful way, and are flexible to changes in the external environment and investments (OECD, 2012). In accordance with CASEL (2015), socio-emotional skills are a set of knowledge, skills, and attitudes that serve to understand and manage emotions, make decisions, achieve goals, and maintain healthy relationships, as well as feeling and showing empathy for others (CASEL, 2015).

Depending on the perspectives, socio-emotional skills are referred to as non-cognitive, soft or life skills. They are a collection of behaviours, attitudes, and beliefs that a person needs in order to "navigate interpersonal and social situations effectively" and "deal effectively and ethically with" a variety of situations (Guerra, Modecki & Cunningham, 2014).

Salovey and Mayer (1990) defined emotional skills as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions" (p. 189). The socio-emotional skills of teachers are correlated with students' performance. Academic performance and school success can be linked to students' capacity to control their emotions, attention, and behaviours (Greenberg, 2003; Zins et al., 2007).

According to Duckworth et al. (2007), social and emotional intelligence is just as predictive of academic and professional success as IQ. The willingness to study, level of commitment to school, amount of time spent on schoolwork, and classroom behaviour are all higher in students with strong social-emotional competencies (CASEL, 2015). Teachers with greater social-emotional abilities are motivating students more likely to complete their education, graduate, and participate in society (Davidson et al., 2017).

Research indicates that teachers have a major impact on the socio-emotional development of their pupils, which has a long-lasting impact on their lives far into adulthood. (Hamre & Pianta, 2006; Pianta, Hamre, & Stuhlman, 2003). Teachers have an impact on their students not merely by what they teach and how they teach it but also through connections, the teaching and modelling of social and emotional concepts, and classroom management. Numerous contextual elements had an impact on this influence.

Teachers with a high degree of socio-emotional skills also manage their classrooms effectively and build positive relationships with their students, thereby not only enhancing SEL program implementation but also creating a healthy classroom climate (Malecki & Demaray, 2003; Yoon, 2002). When teachers encourage students in classrooms with emotional and educational support and community building, the chance of positive academic and behavioural student outcomes increases (Hamre et al., 2007; Suldo et al., 2009).

Teachers who are socially and emotionally competent have higher levels of self-awareness, are more capable of regulating their emotions, behaviour, and relationships with others, are more likely to manage their classrooms effectively, and as a result, have an impact on their students' academic and social growth (Jennings & Greenberg, 2009).



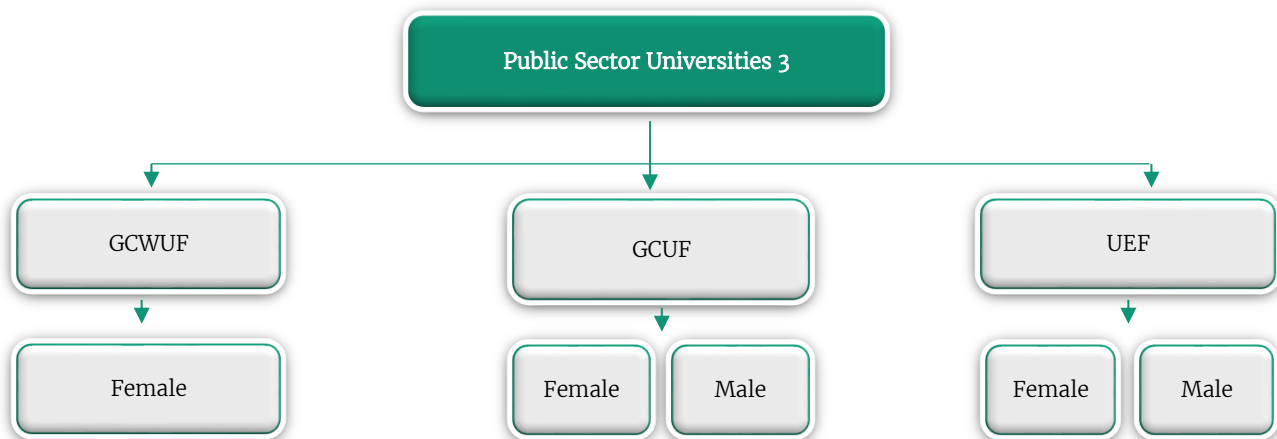
## Methodology

### Research Design

This study was quantitative and descriptive in nature. The correlational research design was used in this study. Correlational research sought to establish a relationship between the variables of study, which were the socio-emotional skills of teachers and students' performance at the postgraduate level.

### Population

The population of this study was comprised of all public-sector universities of District Faisalabad. Three public sector universities, the University of Education, Government College University of Faisalabad, and Government College Women University Faisalabad, were accessible to the population.



### Sample and Sampling Technique

In this study, a convenient sampling technique was used to get the sample. Convenient sampling is a method where the researcher selects participants because they are willing and easily available to be studied (Creswell, 2012). By using a convenient sampling method, a selection of 357 students from three public sector universities was made.

### Development of Instruments

Instruments in the shape of questionnaires on a five-point Likert-type scale were self-developed after discovering indicators from the literature review. The following Likert-type scale was used with five points:

**Table 1**

S. No	Rating Scale	Rating Value
1	Strongly Agree (SA)	5
2	Agree(A)	4
3	Undecided (UD)	3
4	Disagree (DA)	2
5	Strongly Disagree (SDA)	1

The instrument consisted of three parts. The first part was comprised of the demographic data. The second and third parts of the instruments consisted of items related to the socio-emotional skills of teachers and students' performance.

### Reliability of the Instruments

The word "reliability" refers to how well an instrument always consistently measures something (Gay, 2012). In this regard, the researcher conducted a pilot study to confirm the reliability of the instrument. In a pilot study, data was collected from 30 postgraduate students. Data collected in pilot testing were analyzed in SPSS, and a scale reliability test was used to confirm the reliability (Cronbach's alpha value)

of the instruments. The Cronbach's Alpha value appeared, which confirmed that the questionnaire was reliable and could be used for data collection from a large sample.

**Table 2**

*Cronbach's alpha values of the scales*

Global Scale	Items	Cronbach's Alpha
Socio-emotional skills	34	.82
Students' performance	12	.58

**Table 3**

*Values for cronbach's internal consistency on subscales of socio-emotional skills*

Subscale	Cronbach's alpha value
Self-awareness	.077
Social –awareness	0.81
Self-management	0.85
Relationship management	0.77
Responsible decision making	0.79

### Data Analysis

After data collection, analysis was conducted using the statistical program of social sciences (SPSS version 22). Both descriptive and inferential statistics were applied. Mean and standard deviation were computed to assess the socio-emotional skills of the teachers. Pearson "r" was applied to determine the correlation between the socio-emotional skills of teachers and students' performance at the postgraduate level. A t-test was used to compare the socio-emotional skills of teachers with students' performance at the postgraduate level on the basis of gender.

**Table 4**

*Comparison of the socio-emotional skills of teachers*

Institutions	N	Mean	Std. Deviation
Self-awareness	357	25.21	6.609
Social –awareness	357	25.41	5.933
Self-management	357	18.96	4.412
Relationship management	357	22.06	5.872
Responsible decision making	357	15.75	4.316

The score of teachers' socio-emotional skills was presented on its five skills such as "self-awareness, social awareness, self-management, relationship management and responsible decision making". The mean score and standard deviation values of self-awareness were (M= 25.21, SD=6.609), social –awareness mean score were (M=25.41, SD= 5.933), Self-management mean score (M=18.96, SD= 4.412) relationship management mean score (M = 22.06, SD = 5.872) and responsible decision making (M = 15.75, SD=4.316) were recorded. Hence, the result shows that self-awareness, social awareness and relationship management were at higher levels in teachers than self-management and responsible decision-making.

**H<sub>0</sub>:** There is no difference between the socio-emotional skills of male and female teachers.

**Table 5**

*Overall gender comparison of socio-emotional skills*

Gender Value	N	Mean	SD	t	Sig
Female	211	1.0880	23.710	1.293	.591
Male	146	1.0553	23.025		

N, 357\*





An independent sample–test was applied to compare the gender-wise perception of students about the socio-emotional skills of teachers.  $t = (1.293)$ ,  $p = (.591 > .05)$ . The statistically significant value should be less than .05. The findings demonstrated that there was no significant difference between the male and female students' perceptions regarding the socio-emotional skills of teachers.

**Table 6**

*Component of gender-wise comparison of socio-emotional skills of teachers*

Scale Value	Gender Value	N	Mean	SD	t	sig
Self- Awareness	Female	211	25.64	6.431	1.489	.249
	Male	146	24.58	6.832		
Social- Awareness	Female	211	25.74	6.313	1.336	.036
	Male	146	24.92	5.321		
Self- Management	Female	211	19.26	4.630	1.503	.087
	Male	146	18.55	4.055		
Relationship-Management	Female	211	22.42	6.228	1.243	.046
	Male	146	21.67	5.088		
Responsible-Decision making	Female	211	15.71	4.396	-.224	.568
	Male	146	15.82	4.360		

$N=357^*$ ,  $P < 0.05$

Table 6 shows the findings of an independent sample t-test to test the hypothesis; there is no discernable difference between the self-awareness of teachers and the gender-wise perception of students. For the self-awareness of teachers, the t -t-value is 1.489. The p-value is  $.249 > 0.05$  at the level of significance, which shows that there is no significant difference between the teacher's self-awareness. So, the null hypothesis is accepted. Mean values show that females have more self-awareness than male teachers. For the social awareness of teachers, the t- t-value is 1.336, and the p- p-value is  $.036 < .05$  at the level of significance, which shows that there is a significant difference between the social awareness of teachers and the perception of students. So, the null hypothesis is rejected. For the self-management of teachers, the t-value is 1.503. The p-value is  $.087 > .05$  at the level of significance. So, the null hypothesis is rejected. Mean values show that female teachers tend to be more self-managed than male teachers. For the relationship management of teachers, the t-value is 1.243, and the p-value is  $.046 < .05$  at the level of significance, which shows that there is a significant difference between the relationship management of teachers and the perception of students. So, the null hypothesis was rejected.

For teachers' responsible decision-making, the t-value is  $-.224$ . The p-value is  $.568 > .05$  at a level of significance, which shows that there is no significant difference between teachers' responsible decision-making. So, the null hypothesis is accepted. Mean values show that female teachers are more responsible decision-makers than male teachers.

**H<sub>0</sub>:** There is no significant relationship between the socio-emotional skills of teachers and students' performance

**Table 7**

*Pearson product moment correlation between socio-emotional skills of teachers with students' performance*

Scale	N	r	Sig.(2 – tailed)
Socio-Emotional Skill	357	.541	.000
Student Performance	357	.541	.000

Table 7 shows that the Pearson correlation coefficient was applied to test the relationship between the socio-emotional skills of teachers and students' performance. It was found that the significance value should be less than 0.01 (2. tailed) with a correlation value of 0.541. The test results proved that the emotional skills of the teachers and student performance are positively correlated, ultimately rejecting the null hypothesis there was a significant relationship between the socio-emotional skills of teachers and students' performance.

**Table 8**

Correlation between self-awareness of teachers with constructs of students' performance

Scale	N	Mean	Std. Deviation	r-Value	Sig.
Self-Awareness	357	25.21	6.609		.000
TSR	357	12.66	3.005	.246	.000
ECM	357	12.22	2.829	.545	.000
CC	357	12.66	3.005	.545	.000

TSR= teacher-students relationship, ECM= effective classroom management, CC= Classroom Climate

Table 8 shows that the relationship between self-awareness and the construct of students' performance was investigated by using the Pearson correlation coefficient. The correlation value of teacher-student relationship ( $r = .246$ ), effective classroom management ( $r = .545$ ), and classroom climate ( $r = .545$ ). The p-value was  $.000 < 0.01$  at the level of significance, which shows that there was a significant relationship between self-awareness and the construct of students' performance.

**Table 9**

Correlational between social-awareness of teachers with students' performance (TSR, ECM, CC)

Scale	N	Mean	Std. Deviation	r-Value	Sig.
Social-Awareness	357	25.21	5.933	1	.000
TSR	357	12.22	2.829	.288	.000
ECM	357	12.66	3.005	.550	.000
CC	357	12.66	3.005	.550	.000

Table 9 reveals that the relationship between social awareness and students' performance was analyzed using the Pearson correlation coefficient. The result is statistically significant and should be less than 0.01 (2-tailed) with a correlation value for the teacher-students relationship ( $r = .288$ ,  $p < 0.00$ ), effective classroom management ( $r = .550$ ,  $p < 0.00$ ), and classroom climate ( $r = .550$ ,  $p < 0.00$ ). The test result proved that teachers' social -awareness and students' performance are positively correlated. So, the hypothesis was rejected.

**Table 10**

Correction between teachers' self-management and students performance (TSR, ECM, CC)

Scale	N	Mean	SD	R	Sig.
Self-management	357	18.97	4.412	1	.000
TSR	357	12.22	2.829	.295	.000
ECM	357	12.66	3.005	.490	.000
CC	357	12.66	3.005	.488	.000

Table 10 presents that the relationship between the self-management construct of students' performance was investigated using the Pearson correlation coefficient. The result was statistically significant and should be less than 0.01 (2- Tailed) with a correlation value of teacher-student relationship ( $r = .295$ ,  $p < 0.00$ ), effective classroom management ( $r = .490$ ,  $p < 0.00$ ), and classroom climate ( $r = .488$ ,  $p < 0.00$ ). So, the null hypothesis was rejected. There was a significant relationship between self-management and the construct of students' performance. The result shows that there was a positive correlation between self-management and constructs of students' performance at the postgraduate level.

**Table 11**

Correlation between relationship management and students' performance (TSR, ECM, CC)

Scale	N	Mean	Std. Deviation	r-Value	Sig.
Relationship management	357	22.06	5.872	1	.000
TSR	357	12.22	2.829	.334	.000
ECM	357	12.66	3.005	.546	.000
CC	357	12.66	3.005	.546	.000



Table 11 demonstrates the relationship between the management and the construct of students' performance. The statistical test Pearson correlation coefficient was used over the data. The result was statistically significant and should be less than 0.01 (2- 2-tailed). The correlation value of the teacher-student relationship ( $r = .334, p < .000$ ), effective classroom management ( $r = .564, p < .000$ ) and classroom climate ( $r = .546, p < .000$ ). So, the null hypothesis was rejected.

**Table 12**

*Correlational between responsible decision making with students performance (TSR, ECM, CC)*

Scale	N	Mean	SD	R	Sig.
Responsible decision making	357	15.75	4.316		
TSR	357	12.22	2.829	.287	.000
ECM	357	12.66	3.005	.545	.000
CC	357	12.66	3.005	.545	.000

Table 12 shows the statistical association between responsible decisions and the construct of students' performance used by the Pearson correlation coefficient. The results are statistically significant; they should be less than 0.01 (2- 2-tailed) with the correlation value of teacher-student relationship ( $r = .287, p < 0.01$ ), effective classroom management ( $r = .545, p < 0.01$ ), and classroom climate ( $r = .545, p < 0.01$ ). Hence, the null hypothesis was rejected, which shows that there were significant relationships between responsible decisions and the construct of students' performance.

## Discussion

This study determined the relationship between the socio-emotional skills of teachers and students' performance at postgraduate level. The results of the present study indicate that self-awareness, social awareness, and relationship management were at higher levels in teachers than the skills of self-management and responsible decision-making. The results of the study were the same as those conducted by Portela-Pino and others (2021) on socio-emotional skills as predictors of students' performance differences by gender. According to the study, the findings indicated that the socio-emotional skills of female teachers were high, highlighting self-awareness, relationship management, and Responsible decision-making. The lowest scores were in social awareness and self-management.

In this study, there were no differences based on gender-wise perception of students except in self-awareness, self-management and relationship management.

There was a discernable difference between social awareness and responsible decision-making in females and males. In the study by Heras, Cepa, and Lara (2016), women scored higher in terms of social and emotional competencies. In this instance, the differences may be explained by women's higher social acceptance. Social behaviours can be influenced by cultural norms, contextual factors, and an individual's gender orientation. Therefore, the feminine role would be associated with greater emotional strength and openness, as well as social skills related to acceptance, empathy, and the expression of good sentiments. In contrast, a male position is associated with aggressiveness, instrumentality, and the expression of negative emotions. When men are compared to women, who tend to be more reliant and conformist, men engage in more socially engaged behaviour.

## Conclusion

The aim of the study was to determine the relationship between the socio-emotional skills of teachers. There was also a notable distinction between social awareness and relationship management, with gender-wise perception of students tend to be more social awareness and relationship management in females than males. There were noteworthy differences between the self-awareness, self-management and relationship management gender-wise perceptions of students.

There was a significant relationship between the socio-emotional skills of teachers and the construct of students' performance. The influences of socio-emotional skills ("self-awareness, social awareness, self-management, relationship management, and responsible decision making") were also shown to be



positively correlated with the construct of students' performance (teacher-student relationship, effective classroom management and classroom climate) at the postgraduate level.

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