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RESEARCH PAPER

Perceptions and Strategies of Secondary School Teachers in addressing Social and Emotional Needs of Students in Skardu City

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ABSTRACT

The social and emotional development of students is crucial for their academic and personal growth, as emotionally and socially competent students tend to perform better academically. This study investigates the strategies employed by secondary-level teachers in private schools of Skardu city to support students with social and emotional concerns. Using a qualitative research approach, data were collected through interviews, observations, and document analysis, with participants selected via purposive sampling. The thematic analysis of the data revealed that factors such as the home environment, social media, peer interactions, school environment, and teachers' social and emotional wellbeing significantly influence students' social and emotional development. Indicators of social and emotional issues among students include lack of focus, isolation, disrespect towards teachers, and absenteeism. The study identifies key challenges, such as heavy syllabi, communication gaps with parents, and inadequate professional development for teachers, that need to be addressed. It emphasizes the importance of providing support and resources for teachers, employing counselors, fostering positive relationships, ensuring robust school management support, offering professional development opportunities, and integrating social and emotional development into the curriculum to enhance students' overall wellbeing.

Introduction

The Social and emotional development in students encompasses a broad range of skills and abilities that enable them to navigate the complexities of relationships, manage their emotions effectively, and engage in positive social interactions (Zamfirescu-Mareş, 2024). This developmental process begins early in life and continues throughout childhood and adolescence, shaping individuals' capacity to form meaningful connections, regulate their emotions, and make responsible decisions (Schwab, 2019; Zammit, 2024).

Social development involves acquiring the necessary skills to interact with others, including communication, empathy, cooperation, and conflict resolution (Sihotang et al., 2023). Emotional development, on the other hand, involves understanding and managing one's own emotions, as well as recognizing and responding to the emotions of others (Akintayo et al., 2024). Together, social and emotional development laid the foundation for academic success, mental well-being, and overall life satisfaction, highlighting the importance of nurturing these skills in educational settings (Allen et al., 2016; Avramidi et al., 2018).

Teachers play a critical role in fostering social and emotional development in students by creating supportive learning environments, promoting positive peer interactions, and teaching essential social and emotional skills (Al-Yagon, 2012; Blazar, 2016). Through activities such as cooperative learning, group discussions, and role-playing exercises, teachers can provide opportunities for students to practice communication, collaboration, and problem-solving skills (Blackwell et al., 2007).

Additionally, integrating social-emotional learning (SEL) programs into the curriculum can help students develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Muzaffar, et. al. 2017; Briesch et al., 2019). By prioritizing social and emotional development in the classroom, educators not only enhance students' academic achievement but also empower them to become resilient, empathetic, and socially competent individuals capable of thriving in diverse personal and professional contexts (Duckworth & Yeager, 2015; DeVries et al., 2022).

Literature Review

Social and emotional development has a very significant role in development in context of equipping students with the fundamental knowledge which can be enhancement of abilities to developing skills in them (Duckworth, 2014). It is also considered as the foundational pillar for educational success (Fan & Chen, 2001). For instance, it provides its pupils to be diligent, composed, fearless confident, expressive and authentic Social and emotional development train the pupils with those weapons which are very crucial for them such as problem-solving fighting for justice, not tolerating cruelty (Fernández, 2011), gender and inequality consequences and also teach them to be kind-hearted in contemporary society so that we can achieve long lasting success and prosperity (Durlak et al., 2011).

Such development not only plays a vital role in social behavior but also in academics (Farmer & Adams, 2021). It is how in a way that it enhances the competency in pupils regarding studies and also increase improvement in behavior of them in classroom which includes stress management etc. (Hobson et al., 2013). It also prepares these children to tackle the relationships of practical life hardships of practical life (Jennings &DiPrete, 2010). In any kind of teaching or education system of any structure, students need a facilitator that is teacher and a teacher needs students to fulfill the process of learning and teaching (Pittman & Richmond, 2007).

Social and emotional development covers this aspect very beautifully and teaches students about their essential roles in their families communities and places of work (Rimfeld et al., 2016). According to if social and emotional development and academics are merged and made a part of schooling it will benefit both pupils and teachers (Swift et al., 2021). It incorporates a sense of responsibility care and concern for others as well as themselves. Hence learning can be characterized as touching both the head and heart (Vaccaro et al., 2019). Therefore, academics and social and emotional development is associated together worldwide.

Material and Methods

The methodology employed a qualitative case study which focused on understanding social and emotional development in secondary schools within the Skardu district. The research aims to explore the current social and emotional issues faced by students and the challenges teachers encounter in addressing these issues. By adopting a qualitative case study approach, the study seeks to provide comprehensive insights into

social and emotional development in students at the secondary level, benefiting both researchers and educational practitioners. This methodology was specifically implemented in private schools offering secondary school classes within the Skardu district.

Research Design

The research design adopted for this study is a qualitative case study approach. Qualitative research methods were chosen to allow for an in-depth exploration of the social and emotional issues faced by secondary school students and the challenges encountered by teachers in addressing these issues. The case study design enables researchers to delve deeply into a specific context or setting, providing rich and detailed insights into the phenomenon under investigation. The focus on a single private school in the Skardu district allows for a detailed examination of social and emotional development within a specific educational environment.

Participants

The participants for this study were selected using purposive sampling. Six secondary school teachers from the selected private school were chosen based on their experience and expertise in working with secondary school students. Purposive sampling was employed to ensure that participants had firsthand knowledge and insights into the social and emotional dynamics within the school setting. The inclusion of teachers from various subject areas and levels of experience enriches the data collection process, providing diverse perspectives on the research topic.

Data Collection

Data collection methods included semi-structured interviews, observations, and document analysis. Semi-structured interviews were conducted with the selected teachers to explore their perceptions and experiences related to social and emotional development in students. Observations were carried out within the school environment to observe student behaviors and interactions firsthand. Document analysis involved the review of relevant documents, such as school policies, curriculum materials, and student records, to gain additional insights into social and emotional issues within the school.

Data Analysis

Thematic data analysis was applied to analyze the collected data. This involved several iterative stages, including transcription, transformation, coding, and interpretation. Transcripts of interviews and observations were analyzed to identify recurring themes and patterns related to social and emotional development in students. Finally, themes were identified and interpreted to draw meaningful conclusions and insights from the data.

Results and Discussions

The results are analyzed and discussed based on the perceptions of secondary school teachers and the strategies used by the teachers with the students to address the social and emotional needs. The qualitative data taken from the purposively selected private school teachers of Skardu city was the data source to analyze. Two themes of Perceptions of secondary school teachers with sub theme and one theme of strategies with sub theme is focused to have an insight of the actual ground realities.

Perceptions of Teachers towards Students' Social and Emotional Development

Social Media

"*The use of social media has both positive and negative effects on the social and emotional development of pupils*" *(Participant 1 and 6)*. The participants noted that "*students today spend a considerable amount of time on social media, which can impact their social and emotional development in various ways*" *(Participant 1 and 6)*. It is important to consider the potential impact of technology and social media on pupils' social and emotional well-being, as it may influence their ability to develop important skills such as empathy, communication, self-awareness, and self-regulation.

Another Participant in the field of education expressed the belief that "*modern-day students are increasingly being influenced by social media in their social and emotional development*" *(Participant 2)*. "*The internet and social media have reshaped and enhanced the way in which students behave and think, often leading to a preference for activities that do not require physical or verbal interaction with others*" *(Participant 2)*. The impact of social media on students' social and emotional development is a complex and comprehensive topic. On one hand, social media platforms can provide opportunities for connection, self-expression, and information sharing, which can contribute positively to social development. Students can engage with peers, join online communities, and develop relationships with individuals who share common interests. Additionally, social media can help students express themselves creatively and develop their digital literacy skills. However, there are also potential negative impacts to consider. Excessive use of social media can lead to social isolation, as students may prioritize online interactions over face-to-face interactions. The nature of social media can also contribute to feelings of inadequacy and low self-esteem, as students compare themselves to idealized portrayals on these platforms. Cyber bullying and online harassment are other significant concerns that can negatively affect students' emotional well-being.

Furthermore, constant exposure to digital devices and social media can disrupt sleep patterns, leading to fatigue and mood disturbances. The addictive nature of social media and the constant need for validation through likes, comments, and followers can also create a dependency and impact students' emotional regulation and self-esteem. To mitigate these potential negative impacts and promote healthy social and emotional development, it is important for students, parents, educators, and policymakers to prioritize digital well-being. This can be achieved by promoting digital literacy and responsible online behavior, setting limits on screen time, encouraging offline activities and face-to-face interactions, fostering open communication about the challenges of social media, and providing support for students who experience negative effects from social media use.

Overall, social media can have both positive and negative impacts on students' social and emotional development. It is essential to strike a balance and promote mindful and responsible use of social media platforms to ensure students' well-being in the digital age.

Daily Dealings of the Student

A participant responded to the question by sharing the perspective on how social and emotional development can be observed in students. "*Students who express their feelings and emotions effectively, have positive attitudes towards school and their peers, and are able to successfully navigate complex tasks are indicative of positive social and emotional development.*

However, she also acknowledged that some pupils may exhibit behaviors that suggest they are not developing socially and emotionally in a positive or productive manner, such as being unfriendly towards classmates, preferring isolation, and refusing to work in groups" (Participant 2). Through daily interactions and observations of students, social and emotional issues can be identified and observed. Teachers, parents, and other caregivers can pay attention to various indicators that may suggest the presence of such issues. These indicators include changes in behavior, mood swings, withdrawal from social activities, difficulties in managing emotions, poor academic performance, decreased self-esteem, and increased conflicts with peers or authority figures. By actively engaging with students and creating a supportive and nurturing environment, educators and caregivers can develop a deeper understanding of students' social and emotional well-being. This can involve regular conversations, active listening, and empathetic responses to their concerns. Additionally, observing students during group activities, classroom discussions, and free time can provide insights into their social interactions, emotional responses, and overall well-being.

It is important to note that every student is unique, and their social and emotional issues may manifest differently. Some students may be more vocal about their struggles, while others may exhibit subtle signs that require a keen eye for observation. By being attentive, responsive, and proactive in addressing students' needs, educators and caregivers can play a significant role in supporting their social and emotional development.

Way of Communication

Some participants in the educational setting expressed the belief that *"the manner in which students communicate with their teachers and peers may serve as an indicator of their social and emotional development" (Participant 1, 2 and 3).* It has been observed that some students tend to report minor issues about their peers to the teachers or administration, which suggests a need for further development in their social and emotional skills. The way students communicate with their peers and teachers can provide valuable insights into their social and emotional development level. Here are some indicators that can be observed:

Verbal expression: Students who are socially and emotionally developed tend to communicate effectively and confidently. They express their thoughts and ideas clearly, engage in meaningful conversations, and actively participate in discussions. They demonstrate good listening skills and show respect for others' opinions.

Nonverbal cues: Nonverbal communication, such as body language, facial expressions, and gestures, can reveal a lot about a student's emotional state. Students who are emotionally developed exhibit positive nonverbal cues, such as maintaining eye contact, using appropriate facial expressions, and displaying open and relaxed body language. Conversely, students who struggle with social and emotional development may exhibit signs of discomfort, anxiety, or aggression through their nonverbal cues.

Empathy and perspective-taking: Socially and emotionally developed students show empathy towards their peers and demonstrate an ability to understand and consider others' perspectives. They exhibit kindness, compassion, and a willingness to help others. They can navigate conflicts or disagreements with empathy and seek peaceful resolutions.

Collaboration and teamwork: Students with strong social and emotional skills work well in groups and demonstrate effective collaboration and teamwork. They actively contribute to group tasks, respect others' ideas, and demonstrate good problem-solving

skills. They can navigate group dynamics, resolve conflicts constructively, and support their peers.

Assertiveness and self-advocacy: Socially and emotionally developed students are comfortable expressing their needs, opinions, and boundaries assertively and respectfully. They can advocate for themselves and communicate their concerns or requests to both peers and teachers in a confident and appropriate manner.

Relationship-building: Students who are socially and emotionally developed are often skilled in building positive relationships. They form genuine connections with their peers and teachers, seek out social interactions, and demonstrate strong interpersonal skills. They can establish and maintain healthy friendships, resolve conflicts effectively, and navigate social situations with ease. By observing students' communication patterns, educators and caregivers can gain insights into their social and emotional development. Identifying any areas of difficulty or growth can help in providing appropriate support and interventions to foster their overall well-being.

Teachers' Social and Emotional wellbeing

"Assessing the social and emotional development of a student involves evaluating the level of social and emotional development of the teachers as adults. They argue that teachers play a critical role as nation builders and shapers of students' personalities, and therefore, their own social and emotional well-being is essential to promoting healthy development in their students" (Participant 1 and 4). Additionally, some participants have expressed feelings of pride and fulfillment when observing students who possess desirable social skills, speaking manners, obedience, and friendliness, while also acknowledging the need for personal growth in these areas. The social and emotional wellbeing of teachers is an essential factor that plays a crucial role in the social and emotional development of students. Teachers are responsible for not only imparting knowledge but also for shaping the characters of their students. They are role models for their students, and their behavior and attitudes can significantly impact the students' social and emotional wellbeing. When teachers are stressed, overwhelmed, or experiencing emotional burnout, it can affect their ability to connect with their students and provide a supportive learning environment. On the other hand, when teachers are happy, motivated, and engaged, they can inspire and encourage their students to achieve their full potential. Teachers who prioritize their social and emotional wellbeing can model healthy behaviors and coping strategies for their students. They can create a positive and supportive classroom environment that fosters social and emotional growth. Teachers who are aware of their own emotions and can regulate them effectively are better equipped to help their students do the same.

Peer Relationship

Peer relationships have a significant impact on the social and emotional development of students. *"During childhood and adolescence, peers become increasingly important social agents, influencing the way students think, feel, and behave. Peer interactions provide opportunities for students to learn social and emotional skills, such as empathy, communication, and conflict resolution, which are crucial for building healthy relationships"* (Participant 5). Peers play a crucial role in students' social and emotional development. They provide opportunities for socialization, belonging, and emotional support. Interacting with peers helps students develop perspective-taking, empathy, conflict resolution, and problem-solving skills. Peers also serve as role models and influence each other's behavior. Additionally, peer interactions expose students to diversity and foster social competence

and communication skills. Creating inclusive environments and promoting positive peer relationships are essential for supporting students' social and emotional growth.

Home Environment

All the six participants said that the home environment plays a crucial role in the social and emotional development of students. Factors such as the number of family members, the income or financial status of parents, and the relationship between parents can all have a significant impact on a student's social and emotional growth. The home environment significantly impacts the social and emotional development of students. A nurturing and supportive home environment provides a foundation for positive emotional well-being and healthy social relationships. Factors such as parental warmth, responsiveness, and consistent discipline contribute to the development of secure attachments and emotional stability in children. Effective communication, active listening, and parental involvement in children's lives promote strong social skills, empathy, and self-regulation. Conversely, a negative home environment characterized by neglect, conflict, or inconsistent parenting can hinder social and emotional development, leading to behavioral and emotional challenges. Creating a supportive and loving home environment is crucial for fostering positive social and emotional growth in students (Muzaffar, 2016).

Strategies for Recognizing Social and Emotional Issues in Students

The behavior of the student

All the participants believed that a student's social and emotional challenges can be evident in how they interact with their peers and communicate in class. In some cases, students may also exhibit defiance toward their teachers. Recognizing these behavioral patterns can assist educators in identifying and addressing students' social and emotional needs in a learning environment. By observing the behaviors of students, potential social and emotional issues experiencing can be identified. Signs such as withdrawal, isolation, frequent mood swings, persistent sadness or anxiety, difficulty forming or maintaining relationships, aggression, or academic decline can indicate underlying social or emotional challenges. It's important for teachers, parents, and caregivers to pay attention to these behaviors and provide appropriate support and intervention to help students address their social and emotional needs.

Lack of concentration in studies or wasting their time on unnecessary activities

"Frequent requests to leave the classroom to use the restroom or get water, spending an extended period of time in the cafeteria, and skipping classes are all examples of behaviors that may indicate a student is struggling with social and emotional issues" (Participant 1). These actions could be a result of anxiety, depression, or other underlying emotional difficulties that require further attention and support from educators.

Excessive engagement in unnecessary activities can sometimes be a sign of social and emotional issues, it's important to consider other factors as well. Students may engage in unproductive or time-wasting activities due to boredom, lack of motivation, or simply a need for relaxation. However, if this behavior becomes chronic, interferes with their daily functioning, or serves as a coping mechanism for underlying emotional distress, it could indicate deeper social and emotional issues. It's crucial to assess the overall context and consider additional signs or symptoms to determine whether further support or intervention is necessary.

Isolation and Lack of concentration

"Being isolated in class is an indicator of having some social and emotional problems" (Participant 2). Students who are facing social and emotional issues may struggle to focus and understand class materials, as their concentration levels are often low. This experience highlights the need for teachers to be aware of the social and emotional factors that may affect their students' academic performance and work collaboratively with colleagues and parents to address these issues.

Isolation can be a significant sign of social and emotional issues in students. When students consistently isolate themselves and withdraw from social interactions, it may indicate underlying challenges such as anxiety, depression, low self-esteem, or difficulties forming and maintaining relationships. Isolation can further exacerbate these issues and negatively impact their overall well-being and academic performance. It is important for educators, parents, and peers to recognize and address signs of isolation in students, offering support, fostering inclusive environments, and encouraging healthy social connections.

Verbal communication

"Students who may have social and emotional issues can be identified by paying attention to the verbal communication with their peers, lower administrative staff, and teachers" (Participant 3). Many students may display disrespectful language towards lower administrative staff, which could be an indication of underlying emotional difficulties. By examining the level and nature of their communication, educators can better understand the social and emotional needs of these students and provide appropriate support to help them succeed in their academic and personal lives.

The nature of verbal communication can indeed provide insights into the social and emotional issues of students. Certain patterns or characteristics in their speech, such as frequent aggression, excessive self-criticism, avoidance of social interactions, or difficulty expressing emotions, can indicate underlying challenges. Students who struggle with social and emotional issues may display poor communication skills, difficulty in expressing their needs or emotions effectively, or a lack of empathy and understanding towards others. Paying attention to the quality, tone, and content of their verbal communication can help identify and address these issues, promoting healthier social and emotional development.

The discipline of the student

"A student's level of discipline, such as punctuality and adherence to the dress code, can be an indicator of their social and emotional development. Students who follow school rules are considered socially and emotionally developed, while those who do not may be facing underlying issues. For instance, the student may be struggling with issues at home or financial difficulties, which can affect their behavior at school" (Participant 3). These behaviors can also indicate social and emotional difficulties and require further attention from educators to address the root cause of the student's actions. The level of discipline exhibited by students can serve as an indicator of their social and emotional growth. Students who demonstrate self-discipline, self-control, and the ability to follow rules and regulations are likely to have developed certain social and emotional skills. These skills may include impulse control, empathy, respect for others, and the ability to manage their emotions effectively. *"Some students may intentionally break school rules as a way of seeking attention or responding to verbal bullying by teachers in the classroom"* (Participant 5). On the other hand, students who

consistently display a lack of disregard for rules, or difficulty regulating their behavior may be experiencing challenges in their social and emotional development. By assessing the level of discipline in students, educators and caregivers can gain insights into their overall social and emotional well-being and provide appropriate support and guidance.

Absenteeism

Participants 3, 4 and 5 observed that students who are frequently absent from class may be experiencing social and emotional issues. For example, one participant shared an experience where a student consistently arrived late to college, which led the participant to investigate the root cause of the student's behavior. Upon speaking with the student's parents, it was revealed that the student had transportation issues, and they were trying to resolve the problem but had been unable to do so. Such experiences highlight the importance of recognizing the social and emotional factors that may impact a student's attendance and addressing these issues to help ensure that all students have equal access to education. Frequent absenteeism can indeed be an indicator of social and emotional issues in students. When students consistently miss school without valid reasons, it may suggest underlying difficulties they are facing. These challenges could include social anxiety, bullying, mental health issues, or disengagement from academic or social environments. Absenteeism can be a coping mechanism for students who are struggling to navigate social interactions, manage emotions, or deal with stress. By identifying patterns of absenteeism, schools and educators can intervene and provide necessary support to address the underlying social and emotional issues impacting students' attendance and overall well-being.

Assigning the task of creative writing

Participant 6 shared a unique method of identifying students with social and emotional issues. The social topics are given for creative writing, drawing or artwork in the class, which allows students to express their feelings and emotions. Through this activity, the participant can identify students who may be facing social and emotional issues. An experience was shared that a student wrote a good story that mentioned some of their domestic problems, through the poem the teacher was able to understand the student's state of social and emotional development.

This approach highlights the importance of providing a creative outlet for students to express themselves and for teachers to listen and identify potential issues that may be affecting their students. Assigning tasks that involve creative writing can serve as a valuable tool for identifying and understanding the social and emotional issues that students may be facing. Creative writing offers students a safe and expressive outlet to explore their thoughts, emotions, and personal experiences. By engaging in this form of self-expression, students may reveal deeper insights into their social interactions, personal struggles, and emotional well-being. When students engage in creative writing, they have the freedom to choose their topics, characters, and narratives. As they delve into their writing, they may unknowingly reveal aspects of their social relationships, such as feelings of loneliness, conflicts with peers or family members, or challenges in forming connections with others.

Through their stories, poems, or personal reflections, students may express their anxieties, fears, hopes, or aspirations, providing a glimpse into their emotional state and social experiences. Teachers and educators can carefully review and analyze students' creative writing pieces to gain a deeper understanding of their social and emotional wellbeing. By paying attention to recurring themes, character dynamics, and emotional

expressions within the writing, educators can identify signs of distress, emotional struggles, or social difficulties that students may be experiencing. This information can then guide educators in providing appropriate support, interventions, or resources to help students navigate and address their social and emotional issues effectively. Furthermore, creative writing can also empower students to explore alternative perspectives, problem-solving strategies, and emotional resilience within their narratives. Through the process of crafting stories or reflecting on their own experiences, students may discover new insights, develop empathy, and gain a greater sense of self-awareness. This, in turn, can contribute to the social and emotional growth by fostering emotional intelligence, self-reflection, and improved communication skills.

Challenges Faced by Teachers in Addressing Social and Emotional Issues of Students

Lack of professional development in the area of social and emotional development

"Due to the lack of training in social and emotional learning it is difficult to handle students who have social and emotional issues in her class" (Participant 1). This opinion of the participant suggests that the teacher mentioned lack of training and expertise in social and emotional learning, which hinders her ability to effectively deal with students who have social and emotional issues in her classroom. These students consistently disrupt the class, making it challenging for the teacher to maintain order and focus on covering the syllabus. While the teacher attempts to remain calm, there are occasions where she has to scold the disruptive students in order to regain control of the class and meet the curriculum requirements.

This opinion also shows that the teacher's limited training in social and emotional learning limits to understand and address the underlying causes of the disruptive behaviors exhibited by some students. Without the necessary skills to handle these issues, the teacher may find it difficult to create a supportive and inclusive classroom environment where students' social and emotional needs are addressed effectively. As a result, the disruptions persist, and the teacher may resort to disciplinary measures to maintain order, even if it hinders the learning process. This also highlights the importance of providing teachers with adequate training and support in social and emotional learning. By equipping educators with the knowledge and strategies to manage social and emotional issues in the classroom, teachers can create a more conducive learning environment and develop positive relationships with their students. This, in turn, can help reduce disruptive behaviors, improve student well-being, and enhance overall academic performance.

Heavy syllabus and exams

"At the secondary level, the syllabus is very heavy. Teachers just focus towards covering the syllabus, taking exams and checking papers. In free time, mostly have to check the notebooks or answer sheets. Teachers become unable to spare some time with the students who need help or who need extra attention or time" (Participant 2). At the secondary level, the curriculum is extensive and demanding, leaving teachers with little time to address the individual needs of students. Teachers are occupied with covering the syllabus, conducting exams, and grading papers, often using the free time for administrative tasks such as checking notebooks and answer sheets. This situation can leave teachers feeling helpless and unable to effectively address the needs of all their students. From this point of view of the participant, it can be understood that the heavy workload and time constraints imposed by the syllabus and administrative tasks create challenges for teachers in meeting the diverse needs of their students. The pressure to cover the curriculum and complete assessments can take precedence over providing individualized support and attention to students who

may require it the most. This lack of time and attention may leave students feeling neglected and hinder their academic progress and overall well-being.

A huge strength of the class

Another participant mentioned that "the huge strength of the class is another obstacle in dealing with students having social and emotional problems". (Participant 3) One of the participants is of the opinion that, "Identifying students with social and emotional issues in a class of 45 to 50 students is a big problem. It is challenging to notice each student's behavior and understand their individual needs. This makes it difficult for teachers to provide support to all students effectively. Teachers need to find ways to address this challenge and make sure that every student gets the help they need for their emotional well-being". (Participant 2) The participant 3 highlights the difficulty faced by teachers in identifying students with social and emotional issues in a large classroom setting. With a class size of 45 to 50 students, it becomes challenging for teachers to observe and understand the behavior and individual needs of each student. As a result, providing effective support to all students becomes a significant challenge. The opinion suggests that teachers need to find strategies and methods to address this challenge and ensure that every student receives the necessary help for their emotional well-being. From this point of view, it can be understood that the participant acknowledges the limitations imposed by a large class size on the ability to identify and support students with social and emotional issues. In such a setting, teachers may find it difficult to notice subtle behavioral changes or individual struggles that students might be experiencing. This lack of awareness can hinder timely intervention and support, potentially impacting the emotional well-being and academic performance of these students.

The communication gap between teachers and parents

"Once a student is identified with social and emotional issue, it is important to involve the parents in resolving the problem. However, sometimes parents may not respond to school, which are challenging. In such cases, it is necessary to have a face-to-face discussion with parents to address the issue effectively" (Participant 4). The participant highlights the significance of involving parents in resolving social and emotional issues identified in students. The participant suggests that once a student's challenges are recognized, it is important to engage the parents in the process of finding a solution. However, the participant also acknowledges that there can be difficulties in contacting and engaging parents, as they may not respond to phone calls or meetings at the school. In such cases, the participant emphasizes the necessity of having a face-to-face discussion with the parents to effectively address the identified issues. From this interpretation, it can be understood that the participant recognizes the crucial role parents play in supporting their child's social and emotional wellbeing.

Involving parents in addressing these issues ensure a collaborative approach, where the school and the parents work together to find appropriate solutions. However, the participant also highlights the challenges that can arise when parents are unresponsive or difficult to reach through conventional means of communication like phone calls and meetings. In such situations, a face-to-face discussion becomes necessary, as it provides an opportunity for direct and more effective communication, allowing for a deeper understanding of the student's needs and concerns. This interpretation emphasizes the importance of establishing open lines of communication with parents and the need for alternative methods, such as face-to face discussions, to engage them effectively when traditional modes of communication fail. It highlights the significance of building strong partnerships between schools and parents to create a supportive and collaborative

environment for addressing social and emotional issues in students. By involving parents and maintaining effective communication channels, schools can ensure a holistic approach to supporting the well-being and development of their students.

Teacher-student relationship

"At the beginning of her teaching career, she had adopted a strict approach with her students, which resulted in a distance and dislike between the teacher and student. Realizing that respect and love are crucial in building trust and rapport with students, decided to change approach and focus on earning their respect and admiration. By showing warmth, kindness, and genuine interest in her students' lives and issues, she was able to create an environment where students felt safe and comfortable to share their problems with her" (Participant 5). The story is a powerful reminder that the bond between teachers and students is critical to their social and emotional development and that a positive and nurturing relationship can transform the lives of students in profound ways.

Conclusion

Social and emotional development is essential for the overall wellbeing of secondary-level students, and teachers are pivotal in fostering this growth by creating a supportive environment and implementing appropriate interventions. Teachers have identified several factors that influence students' social and emotional development, such as the home environment and uncertainties about the future. Signs of social and emotional challenges include difficulties in maintaining focus, social withdrawal, disrespect towards teachers, and frequent absenteeism. To promote social and emotional development, teachers work to establish strong, positive relationships with students, adapt their teaching methods to meet individual needs, serve as positive role models, and provide opportunities for students to express their thoughts and feelings. Additionally, it is crucial to address obstacles like overwhelming curricula, communication barriers between teachers and parents, and insufficient professional development opportunities for educators. The study emphasizes the importance of supporting teachers through resources and training, employing school counselors, fostering positive student-teacher relationships, ensuring robust support from school administration, and integrating social and emotional learning into the educational framework. By addressing these areas, schools can create a more conducive environment for the social and emotional growth of students, ultimately enhancing their academic performance and personal development.

Recommendations

- Regular training sessions and workshops should be organized to equip teachers with the skills needed to address students' social and emotional needs effectively.
- Employ dedicated school counselors to provide specialized support to students facing social and emotional challenges and to assist teachers in managing these issues.
- Establish regular communication channels between teachers and parents to ensure a collaborative approach to addressing students' social and emotional concerns.
- Create a supportive and inclusive school culture that encourages positive peer interactions and a sense of belonging among students.
- Implement programs and resources aimed at supporting teachers' social and emotional wellbeing, recognizing that the emotional health directly impacts the ability to support students.

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