SOCIAL EMOTIONAL LEARNING AND EFFECT ON ACADEMIC PERFORMANCE OF STUDENTS IN ILORIN WEST LOCAL GOVERNMENT AREA OF KWARA STATE

BY

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A PROJECT SUBMITTED TO THE DEPARTMENT OF BIOLOGY/INTEGRATED SCIENCE, KWARA STATE COLLEGE OF EDUCATION, ILORIN, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE

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DECLARATION

I hereby declare that this project titled **'Social Emotional Learning and Effect on Academic Performance of Students in Ilorin West Local Government Area of Kwara State'** is my own work. I also declare that the information provided therein are mine and those that are not mine are properly acknowledged.

ADEDOKUN STEPHEN ADELEKAN   _____

    Name of Student   Signature and Date

CERTIFICATION

This is to certify that this research project titled "**Social Emotional Learning and Effect on Academic Performance of Students in Ilorin West Local Government Area of Kwara State**" was carried out by ADEDOKUN STEPHEN ADELEKAN. The project has been read and approved as meeting the requirements for the award of Nigeria Certificate of Education in the Department of Biology/Integrated Science, Kwara State College of Education, Ilorin.

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DEDICATION

This project is dedicated to Almighty God, my Parent, my Siblings, my friends and to those that helped in the course of achieving this.

ACKNOWLEDGEMENTS

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ABSTRACT

This study explores the impact of Social-Emotional Learning (SEL) on students' academic performance in selected secondary schools within Ilorin West Local Government Area, Kwara State. The research adopts a quantitative design with a sample size of 200 students drawn using a simple random sampling technique. The study employed a structured questionnaire to collect data, which was analyzed using descriptive statistics. Findings indicate a significant positive relationship between SEL competencies—such as self-awareness, emotional regulation, goal setting, and relationship building—and students' academic achievements, particularly in core subjects like Mathematics, English, and Science. Results also show that students who manage stress well and maintain good interpersonal relationships tend to perform better academically. The study highlights the urgent need for integrating SEL frameworks into educational curricula to foster holistic student development. The research offers valuable insights for educators, policymakers, and curriculum developers aiming to boost academic outcomes through social-emotional support systems.

CHAPTER ONE

INTRODUCTION

1.0   Background to the study

Academic   performance refers   to   the   extent to   which student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school, diplomas and bachelor's degrees represent academic achievement. Several factors affect academic performance including social and emotional learning.

Social and Emotional Learning (SEL) refers to the process by which children as well as adults acquire personal and interpersonal knowledge and skills that are requisite for understanding and managing emotions, setting and attaining goals, feeling and showing empathy for others, establishing and maintaining good relationships, demonstrating integrity in personal behavior. It can also be defined as an educational methodology aimed at fostering social and emotional skills within school curriculum.

SEL can be seen in different lights as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Collaborative for Academic, Social, and Emotional Learning (CASEL) described Social Emotional Learning as an essential component of education and human development that helps students learn well-being skills essential for success in school, work, and life (Elmi, 2020).

The significance of SEL in education cannot be emphasized enough. Over the past years, we have seen a steady move towards considering social and emotional skills as critical learning objectives in education. The argument has gained traction because it

acknowledges that teaching in schools is engagement with a student as a particle and is not only about cognitive development but also includes multiplex relationships that involve social and emotional dimensions, which turn out to be categorical. Research has demonstrated that students who are socially and emotionally competent tend to out perform their peers academically, exhibit positive behavior, and experience more favorable mental health outcomes (Taylor *et al.*, 2017). Therefore, SEL programs are being implemented in schools to imbibe these necessary skills in students.

On the other hand, one must do more than reduce SEL to its influence on academic performance. Many studies have investigated the effects of eating programs on stress reduction and academic performance. For example, a meta- analysis by Durlak *et al.* (2022) has shown that students participating in SEL programs at school perform better academically, the effect sizes for which are average but positive. SEL programs have also been associated with improvements in classroom behavior, increases in student engagement, and stronger relationships among students and between students and teachers more favorable, which create a healthier school climate for learning (Taylor *et al.*, 2017; Aradhya & Parameswaran, 2023).

There are a number of important reasons for the integration of SEL into educational settings. SEL first provides students with the tools to handle the complex world of social interaction and emotional tribulations. As our world becomes more globalized, both in academia and business, emphasis is placed on the importance of successfully communicating well, understanding others' perspectives, and managing your own emotions. Those skills are important for all students, but research tells us that students who grow up in poverty or other types of traumatic stress could benefit most from

receiving instruction in social-emotional learning (White & Walker, 2018; Durlak *et al.*, 2022).

The second reason is that SEL has proven to have a beneficial impact on the mental health and well-being of children. Developing mindfulness and self- awareness is also beneficial when dealing with more social-emotional challenges like student anxiety, depression, or challenging behaviors (Swierad, 2023). This is becoming more prevalent during COVID-19, as a lot of young people are struggling with mental health issues more than ever. Among the many benefits that can contribute to the creation of an emotionally safe and supportive learning environment for academic engagement (Fekkes *et al.*, 2016; Goh *et al.*, 2022) schools that prioritize SEL are.

Also, incorporating SEL programs is consistent with the wider principles of education, which aim to develop students into responsible citizens and life-long learners. This means that by cultivating social-emotional competencies, schools are strengthening purpose and resilience in students — which guide them when it comes to making conscious choices. These attributes are critical for the development of responsible, productive members of their communities (Ura *et al.*, 2019; Gomez *et al.*,2023).

The case linking SEL to academic success is being made stronger with every study that is now published. A wealth of evidence has demonstrated that students receiving SEL-based programs have better academic outcomes than those who do not. In fact, a meta-analysis by Taylor *et al.* (2017) that included 22 studies mainly conducted before 1988 found no overall differences in weight gain between patients treated with thioridazine and those managed with other antipsychotics. in diverse settings and age groups, interventions were able to enhance social-emotional competencies among

students through school-based SEL programs not only leading to educational success (Taylor *et al*., 2017; Franck *et al*., 2020).

The ways in which SEL can impact academic performance are described as follows. For example, SEL improves self-regulation — skills that are necessary to direct attention, motivation, and effort in academic tasks. According to a pair of studies, students with high self-regulation skills mandated for academic success, including goal-setting and perseverance in the face of frustration (Peddigrew *et al*., 2022). Greater self-discipline is related to better performance in school because the students who have it are also those mostable to deal with what the things that happen in the classroom require.

In other words, SEL helps to build positive student-to-teacher relationships and peer-to-peer relationships. When adult-child relationships are strong, it supports the development of an environment that allows students to express themselves without fear and take risks intellectually. In the subsequent studies, it was reported that student engagement and motivation play a mediator between positively related teacher-student relationships and academic (Franck *et al*., 2020). In addition, SEL teaches students to collaborate in groups and facilitates collaborative learning (Sandilos *et al*., 2022; Bishop *et al*., 2022), which may enhance their ability to work with others on group projects/homework and make the overall experience much more enjoyable.

SEL programs also frequently feature components of mindfulness and emotional awareness, which can improve cognitive skills and school performance. Mindfulness practices have been demonstrated to improve concentration, memory, and talent of

implementation capabilities and practice all academic prosperity qualities (Cipriano *et al*., 2023). Apart from this, SEL teaching faculty focus on raising student awareness regarding their thoughts and emotions, which in turn makes them better-equipped with a desire to flourish i.e., they build a growth mindset that persists through challenges and become resilient learners with positive attitudes to the challenge of learning.

This paper considers the effects of Social-Emotional Learning on students, focusing especially on the mechanisms by which an SEL approach improves learning outcomes and what this means for educational practice. We will contend that high-quality SEL programs develop students' emotional and social skills well beyond directly measured test scores, contributing to the comprehensive development of the whole child. Also, this paper seeks to help researchers, policymakers, and practitioners understand the ways in which social-emotional learning (SEL) impacts students' academic performance and identify potential implications for their work while contending that efficacious achievement in SEL programs not only amplifies students' emotional and social competencies but also propels academic success—altogether fortifying the comprehensive growth of children.

1.2 Aim and Objectives

Aim:

The aim of this research work is to investigate the effect of social emotion learning on students' academic performance in selected schools in Ilorin metropolis.

Objectives:

1. To examine the relationship between SEL and academic performance of students in Ilorin West Local Government Area of Kwara State.

2. To investigate the impact of SEL on students' academic achievement in core subjects (English, Mathematics, Science).

3. To identify the SEL skills that are most strongly correlated with academic performance.

1.2 Significance of the Study

1. The study will contribute to the existing body of knowledge on the relationship between SEL and academic performance.

2. The findings will provide insights for educators, policymakers, and stakeholders on the importance of incorporating SEL into the school curriculum.

3. The study will also inform the development of interventions aimed at promoting SEL skills among students.

1.3 Research Questions

1. Is there a significant relationship between SEL and academic performance of students in Ilorin West Local Government Area of Kwara State?

2. To what extent does SEL predict academic achievement in core subjects?

3. Which SEL skills are most strongly correlated with academic performance?

1.4 Limitations of the Study

1. The study will be limited to public secondary schools in Ilorin West Local Government Area of Kwara State.

2. The study will rely on self-report measures of SEL, which may be subject to

biases.

3. The study will not control for other factors that may influence academic performance, such as socio-economic status and parental involvement.

1.5 Definition of terms

1. Learning: Learning is the process of gaining new knowledge, skills, or behaviors. It can be achieved through studying, practicing, or experiencing something new.

2. Emotion: Emotions are reactions that human beings experience in response to events or situations.

3. Educators: a person who provides instruction or education; a teacher.

4. Self-awareness: Self-awareness is the ability to understand your own thoughts, feelings, and behaviors. It's a key part of emotional intelligence and can help you make better decisions, be more creative, and grow as a person.

5. Social-Emotional Learning: Social-emotional learning (SEL) is the process of developing skills to understand and manage emotions, build relationships, and make responsible decisions. It's an educational method that can be taught to students of all ages.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

SEL has been defined as the process of developing self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2015). SEL involves the acquisition of skills such as self-awareness, self-management, and social awareness, which are critical for academic and personal success (Durlak et al., 2011).

Research has shown that SEL is positively related to academic performance, social skills, and mental health (Taylor et al., 2017). SEL has also been found to be negatively related to problem behaviors such as aggression, delinquency, and substance abuse (Haggerty et al., 2010).

In Nigeria, the education system has been criticized for its focus on academic achievement at the expense of social-emotional development (Federal Ministry of Education, 2013). However, there is a growing recognition of the importance of SEL in Nigerian schools (Nigerian Educational Research and Development Council, 2017).

2.1 Historical Context of SEL in Education

The concept of Social-Emotional Learning (SEL) is not new, but it has come a long way since the first research on this topic started to emerge in the early 1990s. Social-emotional learning began as a response to a greater awareness of the role that emotions play in all areas of our development and social lives. By 1994, the entirety of SEL was not confined; it became official. This was the year that CASEL, the Collaborative for Academic, Social, and Emotional Learning, was founded. In the past decade, there has

been much success in educational policy and practice in developing a framework of social and emotional learning (SEL) that integrates students' emotional and social competencies with academic skills for many schools (Aradhya & Parameswaran, 2023; Zhou, 2023).

An old idea of the education system is that it has become too cognitive and emotional, allowing intellectual development to overshadow social growth as children learn. However, new research suggests that other skills are important in students' futures, and some of them have physical and mental health effects (Oliveira *et al.*, 2021; Farozin & Kurniawan, 2019). For this reason, the 21st century has brought about a considerable reconsideration of how educators and policymakers view academic topics, underlining that SEL should be implemented at equal or even higher rates than academics in order to provide a complete educational experience.

At the national and state level, they integrated SEL (since understood) into academic curricula under an over-arching umbrella of educational trends and converging philosophical movements regarding SEL onto a single set of standards or in developing integrative courses in comprehensive social-emotional learning ("Teachers' Perspectives and Experiences of Social Emotional Learning in a Secondary School in Qatar," 2021).

2.2 Key Components of SEL

The SEL includes a variety of social and emotional competencies that are essential for the development of students. The five main competencies of social and emotional learning as defined by CASEL are self-awareness, self-management, social awareness, relationship skills, and responsible decision-making ("Promoting social and emotional

learning in pupils with disability. The experiences of special teachers; their perceptions and practices", 2024) These components are essential for helping students understand and regulate their own emotions, as well as empathize with others and build positive relationships.

1. **Self-awareness:** This includes knowing one's own emotions, strengths, and weaknesses. This skill is a prerequisite for student growth, creating healthy self-images, and learning to develop an understanding of their feelings and the corresponding behaviors. One such study found that adolescents who performed better at self-awareness experienced more adaptive academic behaviors and resilience in the face of adversity (Czauderna, 2023).

2. **Self-management:** Self-regulation is the ability to control impulses and focus on long-term success rather than immediate pleasure. Students need to master this skill in order to plan for and reach their personal and academic goals. Evidence suggests that students with strong self-regulatory skills are better equipped to deal with stress and not only focus on their learning but also perform better academically (Oliveira *et al*., 2021).

3. **Social Awareness:** It includes the capacity to empathize, recognize social maneuvering, etc. This expertise is indispensable, more so in multicultural learning environments where students are exposed to various cultural paradigms. Recently, research has shown that social awareness helps to foster and maintain positive peer relationships (Farozin & Kurniawan, 2019), reducing bullying and conflict cases.

4. **Relationship Skills:** This includes communication (both verbal and written),

the ability to collaborate with others, work as part of a team, and manage conflict as well. These are important skills that support a classroom community and improve the use of these competitive behaviors. For example, students who have strong social skills are more likely to participate in group work and behave well at school (Olive *et al*., 2020).

5. **Responsible Decision-making:** The power to choose in a positive way of personal and social behavior. People who evaluate their outcomes are the student's capable deciders. Earlier research supports the finding that students who behave responsibly make fewer risky decisions and experience better academic outcomes (Wigelsworth *et al*., 2023).

2.3 Theoretical Frameworks Supporting SEL

There are many theoretical frameworks for implementing SEL systems in schools. **Emotional Intelligence (EI) theory**: this is popularized by Daniel Goleman in the 1990s. EI is, at root, simply the intelligent use and management of emotions in yourself and others which overlaps significantly with much of what SEL aims to accomplish. By linking emotion and immunology, Cavioni has also had a broader impact on teaching practice by suggesting that emotional literacy is important for successful learning (Cavioni, 2023).

The Developmental Assets Model: This suggests that positive youth development (i.e., health and well-being) occurs when children and young people cumulatively construct a range of internal as well as external assets such as social and emotional skills. In such a model, there resides the significance of networks and relationships that support resilience and positive youth development in the community (Liu, 2021). The

Developmental Assets Model posited that social and emotional competencies in youth could be developed through relationships with peers, adults at school, and family members within Social Emotional Learning programs.

Bronfenbrenner's Ecological Systems Theory: This offers a comprehensive way to look at the different levels of sociocultural context that are involved in child development. This concept suggests that family, school, and community are absolutely vital backgrounds if we want to investigate the home-student aspect. This interconnectedness helps educators see when resonance between the interventions and interventionists (If they are similar: the same type of language, place of origin, or cultural background) take it into account for us to follow when programming corresponding SEL leads to student needs (Elliott *et al.*, 2021).

Consequently, understanding the theoretical frameworks active in this area is essential for unraveling the complexities involved in social-emotion development. In this respect, teachers can use the frame to help develop interventions aimed at unique stressors their students face, and social-emotional learning programs look evidence-informed from all possible angles. More and more research is emerging on SEL that indicates that social and emotional competencies have a significant gradational impact on academic success (Durlak *et al.*, 2022). A meta-analysis of over 200 studies concluded that school-based SEL programs can improve academic performance among students, achieving an average effect size of 0.31 (Ura *et al.*, 2019). Thus, bringing in the concept of SEL to complement the curriculum within schools also reflects the extent of the relationship to resolve successful schooling among learning students.

Taylor *et al.* posit that SEL programs bolster students' social-emotional skills and

engagement in the classroom. As the data show, students who were instructed in SEL appear to be more likely to engage in discussions and teamwork during class, which contributes to a positive classroom climate (Zieher *et al*., 2021). Finally, this furthers the notion that SEL contributes to school belonging and peer connectedness (which are two predictors of academic achievement).

Furthermore, studies have shown that students see these SEL interventions positively through the years. Based on longitudinal research by Jones *et al*., students who engaged in SEL programs in elementary school showed better academic success and lower behavioral problems in high school (Syeda *et al*., 2023). The findings imply that not only will students perform well academically in the short term but, more significantly, that positive change contributes to surrounding student development and success during the existing phase of education.

The evidence base is convincing with regard to the effect on academic performance. In the interest of providing a more holistic outlook on student success, educators and policymakers should make it a top priority to invest in SEL programs enabling schools to cultivate a generation of students who are not only knowledgeable in content but practice emotional intelligence as well.

2.4 The Impact of Social-Emotional Learning (SEL) on Students' Academic Performance

Over the past years, there has been a growing interest in Social-Emotional Learning (SEL) and its impact on academic achievement. SEL is the process through which all One study found that when integrated within educational systems, SEL leads researchers to strengthen cognitive, social, and emotional skills on which learning

often depends, improving academic performance. This emphasis on SEL boosts student mental health and produces direct positive outcomes in their academic performance. Knowing why SEL affects academic performance is integral to how schools can best approach their educational processes to benefit more from their endeavors.

One of the essential ways SEL can improve student academic performance is by improving emotional regulation. Effective emotional regulation is the key to avoiding stress, remaining focused on learning, and maintaining concentration. According to Aguilar and Johnson (2022), the emotional regulation provided through SEL programs helps students handle academic stress, which leads them to less anxiety and, as a result, improved test scores. This increased academic achievement by teaching students how to control their emotions and allowing them to focus on their learning tasks. Emotional competence is critical for their school lives and a lifelong skill underpinning sustained learning and versatility.

The effects of SEL on students' academic performance and achievement are critical, and it is a better means to improve all aspects related to socialization among students, like social skills. Effective communication, empathy, and cooperative skills are qualities that succeed both in academic and non-academic environments, according to Gibson *et al*. According to Sarracino (2021), these students also positively affect classroom dynamics as they present solutions to problematic behaviors and create social interactions, including those involved in SEL programs. When students are socially connected to their teachers, they will participate in class more than others who do not share the same relationships with their peers. Better still are those improved

interactions that create a positive learning environment where students experience less stress about speaking in class, share their thoughts without hesitation, and take intellectual risks. This fosters more student engagement, which invariably leads to better academic results.

Academic performance also has an essential effect on developing healthy attitudes toward learning, which makes SEL another critical factor. Students can grow their growth mindset through society and emotional finding out techniques, empowering them to view issues as a way for advancement instead of likely hurting their ability. Rodríguez *et al.* Research suggests that students who receive SEL curricula are better equipped to adapt and continue to learn when they encounter academic obstacles, leading to dramatic increases in learning outcomes Monahan *et al.* (2020). Academic success hinges on the ability to persevere through challenging coursework and challenges as well as being able to go far in their extra mile efforts of understanding complex material and completing challenging assignments because teaching social survival skills leads to college students learning and practicing the best way to bounce back from failure as well as respond more intelligently next time. Additionally, SEL helps students authentically understand and manage themselves, qualities that are crucial for academic success. Having a realistic view of our strengths and weaknesses allows us to set and meet attainable goals in our educational work and understand the secondary gains we get from actions that hold us back. According to Every Student Succeeds Act (ESSA), self-management involves using skills like time management, setting goals, and controlling impulses. All these are critical for academic achievement. Winston and Cheung (2023) found

that students who took part in an SEL curriculum did better on their self-management (which foreshadows academic achievement i.e., staying organized and focused). These students are also more likely to hand in assignments on time, have better exam preparation, and have a higher likelihood of focusing during class, directly affecting their academic results.

A significant component of SEL is developing a connection to the school community, which has also been tied to academic improvement. Versatility and empathy are key during SEL programs, encouraging the concept of WE building in schools that cultivates bonds among students and between students and the famous. Students who perceive belonging within their school culture are more engaged and have higher academic achievement (Wilson & Ford, 2021). This leads to increased student participation in things like school functions and learning experiences, which have been shown to correlate with better academic achievement. SEL leads to a positive school climate, which engages students in learning and grows an expectation of high achievement and educational support.

The influence of SEL on academic achievement also manifests in the decrease in delinquent behaviors, which may get in the way of learning. By teaching SEL, we provide kids with tools to control their feelings and behavior, allowing fewer disruptions in the classroom. According to Barros and Silva's (2019) research, schools implementing an SEL program saw fewer disciplinary referrals and reclaimed more instructional time, leading to better academic outcomes for all students. Less disruptions will allow teachers to spend more time on instruction, Mayes said, which is better for students. Additionally, students less involved in negative behaviors have

better relationships with their teachers, which helps maintain a positive and effective learning environment.

Not only does SEL come with academic benefits, but it also improves students' executive functioning skills, which they need to learn. These executive functions include abilities like working memory, cognitive flexibility, and inhibitory control, all related to academic tasks such as problem-solving and following multi- step instructions. According to Bianchi *et al*. According to a study by Sokal *et al*. (2021), those students involved in SEL programs experienced notable enhancements of these executive functions, which led to better outcomes in subjects rooted in higher-order thinking, such as math and science. These cognitive skills from SEL make students better prepared to learn academic subjects, especially those focused on critical thinking and adaptability, and they more effectively prepare young people for a workforce where the jobs they will hold have yet to be invented.

SEL also affects the student's motivation, one of the main factors defining academic success. Motivated students will be more likely to engage in the learning process and become better goal-setters and achievers. They will persevere when facing difficulty. This aligns with the recent work of Harper and Luna (2020), who found that students exposed to Social Emotional Learning (SEL) describe a group of competencies demonstrated better intrinsic motivation than their non-SEL peers. Research shows that intrinsic motivation driven by interest in the subject or enjoyment of the learning process is longer lasting and more effective for sustained, long-term academic success than extrinsic motivators (doing well on a test and getting into college). SEL prompts intrinsic motivation that was not there to begin with, and it turns learners into learners

for life, thereby leading them toward better academic achievement.

Finally, there is a ripple effect of the impact SEL has on various other impairments, such as reduction in stress and anxiety-related problems, which are significant deterrents to academic success among students. Overwhelming academic stress can stifle focus, retention, and your ability to perform at peak levels. This empowers students to do better academically by giving them coping mechanisms to manage stress and anxiety. Hansen & Green, 2022) concluded that students within SEL programs reported less anxiety, correlating to a higher degree of focus, resulting in higher academic achievement. Stress reductions also have a more broadly framed impact, potentially enhancing the general school experience for students and encouraging academic engagement on many levels.All in all, the effects of social-emotional learning on academic results for pupils are numerous and obvious. It improves skills such as emotional regulation, social awareness, resilience, self-awareness, and executive function all of which help cause an improvement in academic achievement. On top of that, SEL creates a more positive school climate, decreases problem behaviors, and enhances motivation, ultimately leading to higher engagement in the learning process. SEL lays the groundwork for academic achievement by tending to students' emotional and social needs both critical components of a great education. Ideally, as SEL programs spread to more schools and districts, we should also strengthen our understanding of what works or doesn't work in these interventions to ensure they continue improving student academic performance inside and outside the classroom.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The research design, population for the study, sample and sampling techniques, instrument for data collection, instrument validity and reliability, procedure for data collection and data analysis techniques are all covered in this chapter.

3.1 Research Design

The quantitative research design was used for the study. The quantitative research design is mainly concerned with measuring different types of variables and describing their frequencies, averages and correlations. The outcomes of this design are represented in the form of statistics, tables, charts, graphs and numbers.

Population for the Study

The population for this study comprises of public secondary schools within Ilorin West Local Government Area of Kwara State.

3.2 Sample and Sampling Techniques

The sample of the study totaling 200 respondents were drawn from senior secondary school students in the 10 selected secondary schools from Ilorin West LGA of Kwara State. Simple random sampling technique was adopted to select 20 students from each school which make the sample a representative sample of the population.

3.3 Instrument for Data Collection

The instrument used for data collection was the questionnaire developed by the researcher on the Investigation into Socio Emotional Learning and its effect on academic performance of students in Ilorin West Local Government Area of Kwara

State. The instrument has four sections A and B. Section A comprises of the respondents' demographic data while Section B contains items designated to generate data on the significant relationship between socio-economical learning and academic performance of students. This was presented on a Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD) and Disagreed (D) scale.

3.4 Validity of Instrument

The questionnaire which addresses the objectives of the research was developed and submitted to the researcher's project supervisor in Kwara State College of Education to ensure both face and content validity of the instrument. The inputs and modification done by the project supervisor were done before the final draft was approved.

3.5 Reliability of Instrument

In order to establish the reliability of the instrument, a pilot test will be carried out. The questionnaire will be administered once to a student in each of the school selected in Ilorin West Local Government Area in Kwara state. The respondents will be similar to the students for the research. Split half method will be employed to determine the internal consistency and reliability of the instrument using Pearson product movement correlation coefficient formula.

3.6 Procedure for Data Collection

The researcher will visit the selected schools and inform the management of his mission elaborating on the objectives of the study. The researcher will also get consent from the school management before administering the questionnaire to randomly selected students in the schools. The filled questionnaires will be retrieved after the respondents filled them.

3.7 **Data Analysis Techniques**

Data from the questionnaires will be analyzed using the descriptive statistics of frequency counts and percentages mean and average weighted response (AWR). Descriptive statistics of frequency counts and percentages will be used in analyzing demographic variables and response for research questions. Hence, responses that have higher percentage of Strongly agreed and agreed will be tagged positive while response with Strongly Disagreed and Disagreed were rated negative.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

This Chapter shows the analysis of results of each item contained in the instrument for data collection (questionnaire) administered to the respondents.

4.1 Results and Findings

4.1.1: Section A: Respondents Personal Information

Table 1: Distribution of respondents by Gender

Gender	Frequency	Percentage (%)
Male	78	39.0
Female	122	61
Total	200	100

Table4.1: shows that 39% of the respondents were male students while the remaining 61% were female students.

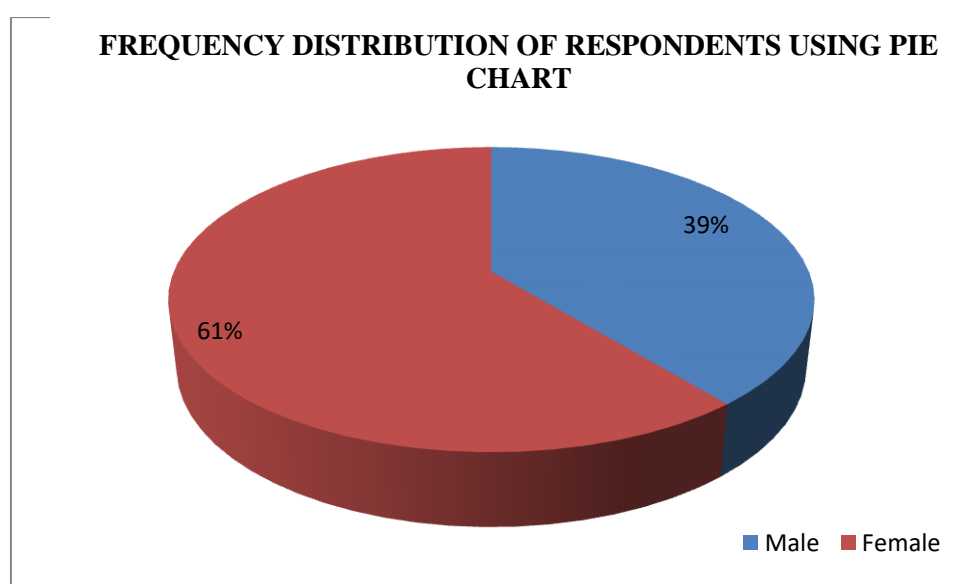## Figure 4.1: Statistical presentation of respondents by gender using pie chart

FREQUENCY DISTRIBUTION OF RESPONDENTS USING PIE CHART

39%

61%

■ Male ■ Female

Table 4.2: Distribution of respondents by age

Age(Years)	Frequency	Percentage(%)
15-16	86	43.0
17-18	82	41.0
19- 20	27	13.5
21 and above	5	2.5
Total	200	100

Table 4.2: shown above indicates that (86) 43.0% of the respondents used were between the ages of 15 and 16 years, (82) 41.0% were between 17 and 18 years, (27) 13.5% were between ages 19-20 years while the remaining (5) 2.5% were respondents were 21 years and above.

Figure 4.2: Statistical presentation of respondents by Age using Bar Chart
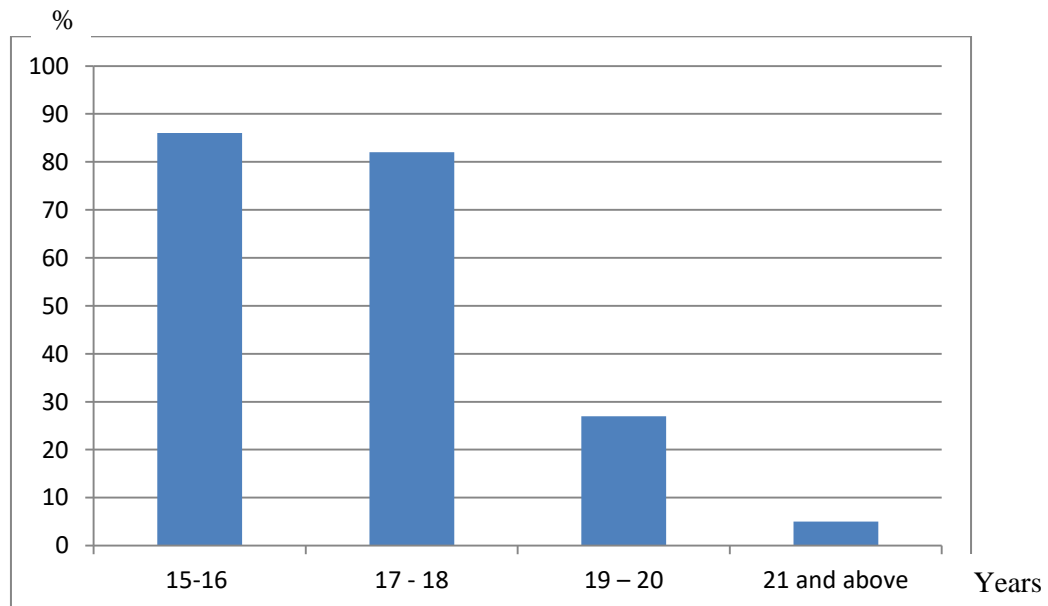
FREQUENCY DISTRIBUTION OF RESPONDENTS USING BAR CHART

Table 4.3: Distribution of respondents by type of school

Type of School	Frequency	Percentage(%)
Public	150	75.0
Private	50	25.0
Total	200	100

Table 4.3: it shows that 75% of the respondents were from Public Secondary School while 25% were drawn from the private school.

Figure 4.3: Statistical presentation of respondents by Type of School using Pie Chart
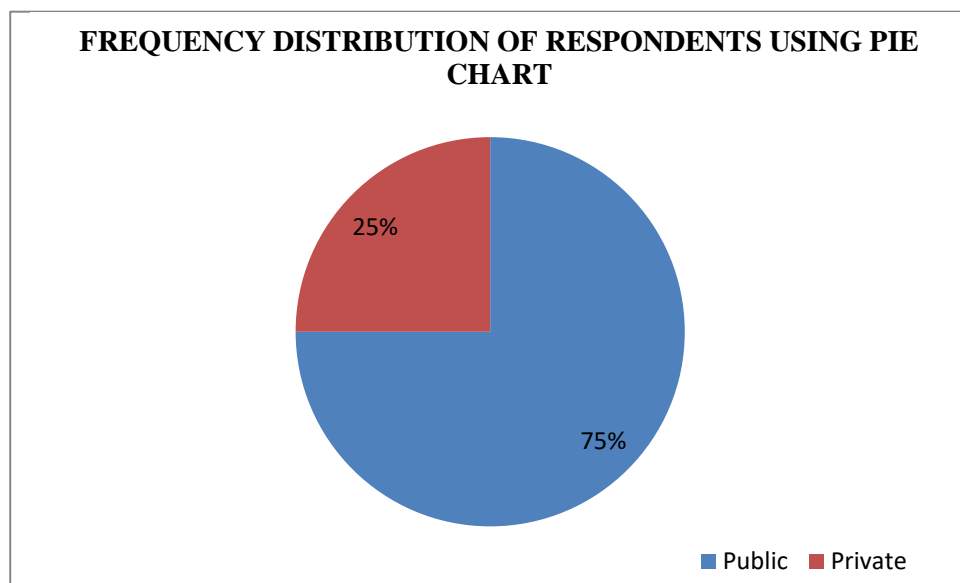
Table 4.4: Distribution of respondents by Class

Class	Frequency	Percentage
SS 1	56	28.0
SS 2	72	36.0
SS 3	72	36.0
Total	200	100

The table 4.4 shows that all the respondents used for the study were from the 3 classes in the senior secondary school i.e. SS 1 (28.0%), SS 2 (326.0%) and SS 3 (36.0%).

Figure 4.3: Statistical presentation of respondents by Class using Line Graph
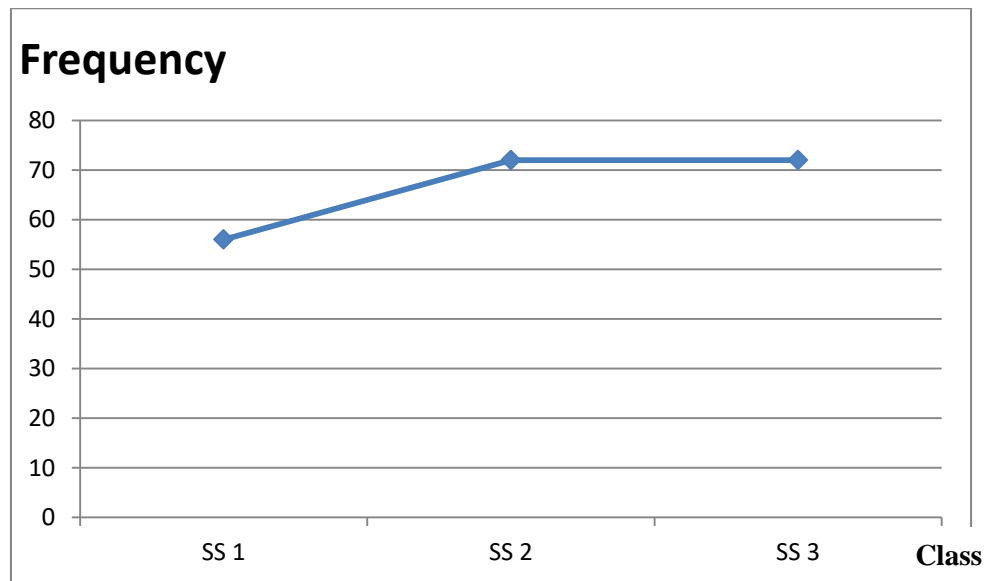
Table 4.5: Distribution of respondents by class category

Class Category	Frequency	Percentage
Art	48	24.0
Commercial	59	29.5
Science	93	46.5
Total	200	100

Table 4.5 shows that 24.0% of the respondents are in Art class, 29.5% are in Commercial class while 46.5% are in Science class.

Figure 4.5: Statistical presentation of respondents by Class using Line Graph
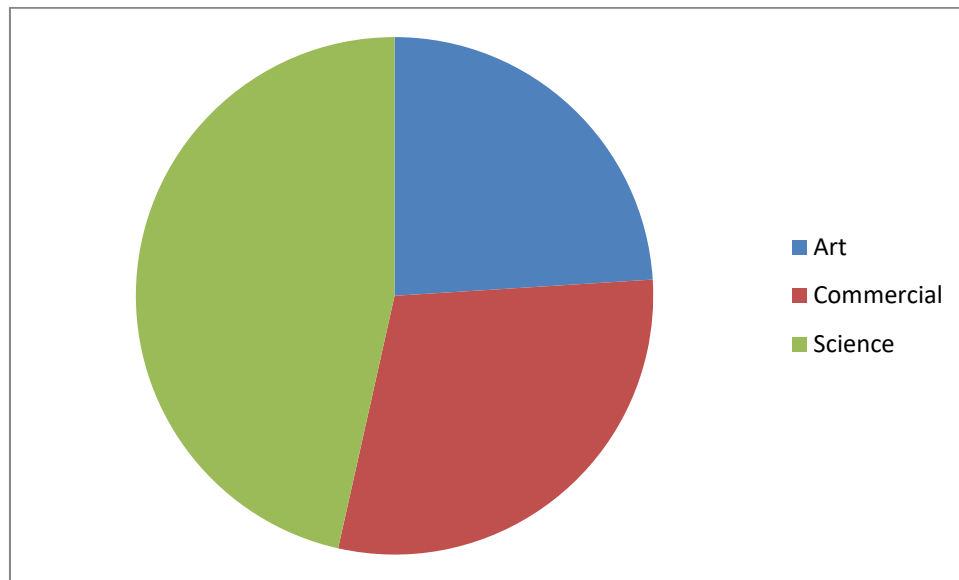
4.1.2 Presentation of Data

Response to research question

Research Question 1: Is there any significant relationship between Socio-Emmotional Learning (SEL) and students' academic performance?

Table 4.5: Showwing respondent's response to research Question One

S/N	ITEMS	(SA)	(A)	(D)	(SD)	SA & A (%)	D & SD (%)
1	feeling confident to expressing my thoughts and feelings in class increase chances to perform better	78	81	27	14	159(79.5%)	41(20.5%
2	participation in classroom activities with a positive attitude helps to increase academic performance	72	71	27	30	143(71.5)	57(28.5)

3	taking responsibility for ones actions and behavior in school makes a good and responsible student	68	70	31	31	138 (69)	62(31.0)
4	staying focused and motivated even when tasks are difficult makes a strong student	73	69	34	24	142(71.0)	58(29.0)
5	Ability to manage emotions effectively make student a better person	65	69	23	43	134(67.0)	66(33.0)

From the above Table 4.5: it could be seen that item 1 revealed that 79.5% of the respondent, responded that feeling confident to expressing their thoughts and feelings in class increase chances to perform better while 20.5% of the respondents oppose the statement in Item 1: hence feeling confident to expressing individual thoughts and feelings in class increase chances to perform better. From Item 2, it was revealed that 71.5% of the respondents give a positive response while 28.5% gave a negative response of item 2 (participation in classroom activities with a positive attitude helps to increase academic performance): Hence, participation in classroom activities with a positive attitude helps to increase academic performance.

From Item 3: it was revealved that 69% of the respondents gave a positive response while 31% of the respondents give a negative response to the Item : Hence, taking responsibility for ones actions and behavior in school makes a good and responsible student.

From Item 4: it was revealved that 79.0% of the respondents gave a positive response

while 21% of the respondents give a negative response to the Item 4: Hence, staying focused and motivated even when tasks are difficult makes a strong student.

From Item 5: it was revealved that 67.0% of the respondents gave a positive response while 33.0% of the respondents give a negative response to the Item 5: Hence, Ability to manage emotions effectively make student a better person

Research Question 2: To what extent does SEL predict academic achievement in core subjects?

Table 4.6: Showwing respondent's response to research Question Two

S/N	ITEMS	(SA)	(A)	(D)	(SD)	SA & A (%)	D & SD (%)
1	Acquiring Socio-Emotional skills help to perform better in maths and sciences	40	48	78	34	88(44.0%)	112(56.0%
2	Feeling confident and calm, enhance better results in tests.	72	71	27	30	143(71.5)	57(28.5)
3	Ability to manage stress affects how well science or math are being learnt	65	70	31	34	135 (67.5%)	65(32.5%)
4	Good relationships with classmates help me succeed in schoolwork	73	69	34	24	142(71.0)	58(29.0)
5	SEL skills have helped improve my grades over time	65	69	23	43	134(67.0)	66(33.0)

From the above Table 4.5: it could be seen that item 1 revealed that 44.0% respondents, Responded that acquiring Socio-Emotional skills help to perform better in math while 56.0% of the respondents oppose the statement in Item 1: hence Aquiring Socio-Emotional skills are not a determinant for better performance in math and sciences.

From Item 2, it was revealed that 71.5% of the respondents gave a positive response while 28.5% gave a negative response of item 2 (Feeling confident and calm, enhance better results in tests.): Hence, Feeling confident and calm, enhance better results in tests.

From Item 3: it was revealved that 67.5% of the respondents gave a positive response while 32.5% of the respondents give a negative response to the Item 3: Hence, Ability to manage stress affects how well science or math are being learnt.

From Item 4: it was revealved that 71..0% of the respondents gave a positive response while 29.0% of the respondents give a negative response to the Item 4: Hence, Good relationships with classmates help to succeed in schoolwork

From Item 5: it was revealved that 67.0% of the rrespondents gave a positive response while 33.0% of the respondents give a negative response to the Item 5: Hence, SEL skills have helped improve students grades over time

Research Question 3: Which SEL skills are most strongly correlated with academic performance?

Table 4.7: Showwing respondent's response to research Question Three

S/N	ITEMS	(SA)	(A)	(D)	(SD)	SA & A (%)	D & SD (%)
1	I perform better academically when I understand and manage my emotions.	40	68	58	34	108(54.0%)	92(46.0%
2	Being able to manage stress helps me concentrate and achieve better grades.	72	71	27	30	143(71.5)	57(28.5)
3	Setting academic goals and staying organized improves my academic performance.	65	72	29	34	137 (68.5%)	65(31.5%)
4	Understanding others' perspectives helps me collaborate better during group assignments.	73	69	34	24	142(71.0)	58(29.0)
5	Having positive relationships with teachers and classmates helps me stay motivated in school.	65	69	23	43	134(67.0)	66(33.0)

From the above Table 4.6: it could be seen that item 1 revealed that 54.0% of the respondents, responded that they perform better academically when they understand and manage my emotions while 46.0% of the respondents oppose the statement in Item 1: hence students perform perform better academically when they understand and manage their emotions .

From Item 2, it was revealed that 71.5% of the respondents gave a positive response while 28.5% gave a negative response of item 2 hence, Being able to manage stress helps students concentrate and achieve better grades.

From Item 3: it was revealved that 68.5% of the respondents gave a positive response while 31.5% of the respondents give a negative response to the Item 3: Hence, Setting academic goals and staying organized improves my academic performance.

From Item 4: it was revealved that 71..0% of the respondents gave a positive response while 29.0% of the respondents give a negative response to the Item 4: Hence, Understanding others' perspectives helps students collaborate better during group assignments.

From Item 5: it was revealved that 67.0% of the respondents gave a positive response while 33.0% of the respondents give a negative response to the Item 5: Hence, Having positive relationships with teachers and classmates helps me stay motivated in school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Summary

This study investigated how social-emotional competencies influence the academic success of secondary school students in Ilorin West LGA. The five SEL core areas—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—were assessed through a structured questionnaire. The study reveals:

- A strong correlation between SEL and enhanced academic engagement and performance.

- That students with better emotional regulation, stress management, and social interaction skills achieved better academic results.

- SEL was particularly effective in improving students' attitudes towards learning, classroom participation, and motivation.

- Students who reported high SEL competencies exhibited increased focus, reduced behavioral problems, and greater resilience in academic tasks.

Conclusion

The findings confirmed that Social-Emotional Learning significantly contributes to the academic performance of secondary school students. SEL not only supports academic growth but also enhances students' emotional intelligence, social skills, and psychological well-being. Students with strong SEL competencies are more likely to set academic goals, manage classroom stress, collaborate with peers, and remain motivated in their studies. The evidence strongly supports the integration of SEL into

secondary school curricula as a key strategy for promoting educational equity, student engagement, and long-term academic success.

Recommendations

Based on the findings, the following recommendations were made:

1. **Curriculum Integration**: Educational authorities should incorporate SEL into the national and state school curricula, ensuring it is taught systematically from early years to secondary levels.

2. **Teacher Training**: Teachers should be professionally trained in SEL techniques to better guide and support students' emotional and social development.

3. **Policy Implementation**: The Ministry of Education should develop policies that mandate SEL practices in schools, with periodic assessments to track progress and effectiveness.

4. **Parent Engagement**: Parents should be educated on the importance of SEL at home, and schools should involve them in programs that reinforce emotional and social learning.

5. **Further Research**: More in-depth studies using longitudinal and mixed-method approaches should be conducted to evaluate the long-term effects of SEL on academic and behavioral outcomes.

6. **Psychosocial Support Systems**: Schools should establish counseling and mental health support services to address students' emotional challenges and enhance learning environments.

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QUESTIONNAIRE

KWARA STATE COLLEGE OF EDUCATION, ILORIN

DEPARTMENT OF BIOLOGY INTEGRATED SCIENCE

Dear Respondent,

RESEARCH QUESTIONNAIRE ON THE INVESTIGATION INTO SOCIAL EMOTIONAL LEARNING AND EFFECT ON ACADEMIC PERFORMANCE OF STUDENTS IN ILORIN WEST LOCAL GOVERNMENT AREA OF KWARA STATE

I am a student of the department of Biology/Integrated Science Kwara State College of Education, Ilorin. I am currently working on an academic research project that is titled "**Investigation into Socio Emotional Learning and effect on academic performance of students in Ilorin West Local Government Area of Kwara State".** Kindly respond honestly by ticking (√) the appropriate responses to the questions or information needed. Your responses and information in the questionnaire will be confidential and anonymous. So please do not write your name or the name of your school anywhere in the questionnaire.

Thank you very much

_____

Adedokun Stephen (22/0093)

Section A: Personal Information

Please respond to the following questions by (√) accordingly

    A. Your gender (tick): Male ( ) Female ( )

    B. Your age (tick): 15-16 ( ) 17 – 18 ( ) 19 – 20 ( ) 21 and above ( )

    C. Type of school: Public ( )   Private ( )

    D. Class: SS one ( ) SS two ( ) SS three ( )

    E. Category of Class: Art ( ) Commercial( ) Science ( )

Section B:

Research Question One: Relationship Between Socio-Emotional Learning (SEL) and Academic Performance of Students

Instruction: Please kindly tick appropriately, (A) Agreed, (SA) Strongly Agreed, (D) Disagreed and (SD) Strongly Disagreed.

S/N	ITEMS	(SA)	(A)	(D)	(SD)
1	feeling confident to expressing my thoughts and feelings in class increase chances to perform better				
2	participation in classroom activities with a positive attitude helps to increase academic performance				
3	taking responsibility for ones actions and behavior in school makes a good and responsible students				
4	staying focused and motivated even when tasks are difficult makes a strong student				

S/N	ITEMS				
5	Ability to manage emotions effectively make student a better person				

Research Question Two: Impact of Socio-Emotional Learning (SEL) on Academic Achievement in Core Subjects

Instruction: Please kindly tick appropriately, (A) Agreed, (SA) Strongly Agreed, (D) Disagreed and (SD) Strongly Disagreed.

S/N	ITEMS	(SA)	(A)	(D)	(SD)
1	Emotional skills help to perform better in math				
2	Feeling confident and calm, enhance better results in tests.				
3	Ability to manage stress affects how well science or math are being learnt				
4	Good relationships with classmates help me succeed in schoolwork				
5	SEL skills have helped improve my grades over time				

Research Question Three: Which Socio-Emotional Learning (SEL) Skills are most strongly correlated with academic performance

Instruction: Please kindly tick appropriately, (A) Agreed, (SA) Strongly Agreed, (D) Disagreed and (SD) Strongly Disagreed.

S/N	ITEM	(SA)	(A)	(D)	(SD)
1	I perform better academically when I understand and manage my emotions.				
2	Being able to manage stress helps me				

	concentrate and achieve better grades.				
3	Setting academic goals and staying organized improves my academic performance.				
4	Understanding others' perspectives helps me collaborate better during group assignments.				
5	Having positive relationships with teachers and classmates helps me stay motivated in school.				