**Evaluating the Impact of Social Emotional Learning on Rohingya Students'
Academic Performance (CGPA): Evidence from Bangladesh, Asian University
for Women**

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DEDICATION

To my exceptional parents, whose love and sacrifice have served as the foundation for my academic success. From the beginning of my studies to the completion of this thesis, your steadfast encouragement has been a continual source of strength. Your words of encouragement in times of doubt, as well as your celebration in times of accomplishment, have fueled my confidence and determination. Despite the ups and downs of this academic effort, your advice and faith in my talents have never wavered. Your selflessness, visible in every sacrifice made to secure my success, is a poignant reminder of your unending love. This thesis is a testimonial not just to my academic achievements, but also to your unwavering commitment to my development and objectives. With heartfelt thanks and admiration, I dedicate this thesis to you, my loving parents. Your unwavering support and affection have impacted not only my academic career, but also the person I've become. May this dedication serve as a modest mark of gratitude for everything you've done and continue to do for me. Thank you for being my guiding lights in life.

ABSTRUCT

This study investigates the influence of Social-Emotional Learning (SEL) on the academic performance, specifically Cumulative Grade Point Average (CGPA), of General Studies (GS) students at the Asian University for Women (AUW). The research aims to explore the correlation between SEL competencies and students' academic achievements, shedding light on the potential role of emotional intelligence, self-awareness, interpersonal skills, and resilience in shaping academic success. A mixed-methods approach will be employed, combining quantitative analysis of academic records and qualitative insights gathered through interviews and surveys. The study will assess the SEL proficiency of GS students at AUW and analyze its connection with CGPA, considering factors such as self-regulation, social awareness, and responsible decision-making. Findings from this research are expected to contribute valuable insights into the significance of SEL in the academic context, particularly for GS students at AUW. Understanding the relationship between emotional well-being and academic performance can inform educational practices, curriculum development, and support systems, fostering a holistic approach to student development within the unique cultural and academic environment of the Asian University for Women.

Keywords: Social-Emotional Learning (SEL), Cumulative Grade Point Average (CGPA), General Studies (GS) students, Self-awareness, Interpersonal Skills, Social Awareness, self-management skills, Resilience.

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CHAPTER ONE

INTRODUCTION

Social-emotional learning (SEL) stands as a cornerstone in the developmental trajectory of children, encompassing a spectrum of competencies crucial for navigating the complexities of human interactions and achieving academic success (Jones & Kahn, 2017, as cited in Daunic et al., 2021). Defined as the process by which individuals acquire and apply skills to recognize and regulate emotions, set and achieve goals, foster positive relationships, and make responsible decisions, SEL has garnered significant attention in educational research (Daunic et al., 2021). Numerous studies underscore the vital role of SEL in fostering early school success, emphasizing its profound impact on academic achievement and long-term socio-emotional well-being (Blair & Diamond, 2008; Downer & Pianta, 2006; Graziano et al., 2007, as cited in Daunic et al., 2021).

Despite the established link between social-emotional development and academic performance, certain populations face unique challenges that may impede their access to quality education. Among these are Rohingya students, originating from Myanmar and residing in refugee camps, who confront adversities stemming from experiences of displacement, violence, and trauma. The Rohingya community, subjected to persecution in their homeland, often grapples with psychological distress and disrupted learning environments, which can significantly impact their educational outcomes (UNHCR, 2020). Given the precarious circumstances faced by Rohingya students, there exists a critical need to explore interventions that address their socio-emotional needs and promote academic success. This thesis seeks to address this gap by examining the

impact of social-emotional learning interventions on the academic performance of Rohingya students enrolled at the Asian University for Women (AUW). With a specific focus on evaluating the influence of SEL practices on students' cumulative grade point average (CGPA), this research aims to provide empirical insights into the efficacy of SEL programs tailored to the needs of marginalized populations. By investigating the relationship between SEL implementation and academic outcomes within the context of higher education, this study endeavors to contribute to the discourse on equitable access to quality education for refugee and displaced communities.

Background of the Topic

The Rohingya people, who originate in Myanmar, have experienced long-term persecution and relocation, making them one of the world's most vulnerable refugee communities. Rohingya people have fled their homeland owing to persecution and discrimination, seeking asylum in neighboring countries such as Bangladesh. The majority of Rohingya refugees live in congested camps, where they face difficult living circumstances and restricted access to basic services, including schooling (UNHCR, 2020). In this scenario, Rohingya pupils' educational success becomes a crucial concern, since they face multiple hurdles to studying, such as trauma, poverty, and language barriers.

Social-emotional learning (SEL) emerges as a promising approach to tackling the numerous obstacles that Rohingya kids experience while also encouraging their academic performance. SEL refers to a collection of abilities and competencies that allow people to detect and control emotions, form positive relationships, and make responsible decisions (Jones & Kahn, 2017, quoted in Daunic et al., 2021). According to research, including social and emotional learning (SEL) into educational environments can increase students' socio-emotional

well-being and academic achievement. By developing resilience, self-awareness, and social skills, SEL programs provide students with the tools they need to overcome hardship and prosper academically.

Despite the potential benefits of SEL, implementing it in refugee education settings poses specific obstacles and considerations. Rohingya students who have been displaced and traumatized may require tailored interventions to meet their individual socio-emotional needs. Furthermore, language hurdles, cultural differences, and limited resources in refugee camps create logistical challenges for properly implementing SEL programs (Betancourt et al., 2013). Thus, there is an urgent need for research that assesses the feasibility and efficacy of SEL interventions in promoting Rohingya children' academic performance and addressing the complex interplay between socio-emotional well-being and educational outcomes.

This thesis aims to contribute to the growing body of knowledge by investigating the impact of SEL on Rohingya students' academic achievement, specifically their cumulative grade point average (CGPA). This study seeks to provide insight into the possible benefits and limitations of incorporating SEL into higher education settings for refugee populations by performing a comprehensive review of SEL programs conducted at the Asian University for Women (AUW). This study aims to develop evidence-based insights that will improve refugee education policy and practice, as well as boost efforts to promote inclusive and equitable access to excellent education for Rohingya pupils.

Statement of the problem

The Rohingya community, which has been evacuated from Myanmar and resettled in refugee camps in Bangladesh, suffers a number of socioeconomic obstacles, including restricted access to education and psychological trauma caused by violence and persecution. Within this

setting, the academic success of Rohingya students at institutions like the Asian University for Women (AUW) is of the utmost importance. Despite efforts to provide educational opportunities, Rohingya pupils face obstacles to studying, such as mental hardship, cultural adjustment, and language hurdles. Social-emotional learning (SEL) programs, which aim to improve students' socio-emotional well-being and academic achievement, have demonstrated potential in a variety of educational contexts. However, the effectiveness of SEL programs customized particularly to Rohingya students' needs has received little attention. Therefore, this research intends to analyze the influence of SEL on Rohingya students' academic performance, as indicated by changes in their cumulative grade point average (CGPA) at AUW.

Understanding the influence of social-emotional learning on Rohingya students' academic achievement is important for a variety of reasons. First and foremost, education provides a road to empowerment and socioeconomic mobility, particularly for oppressed groups such as the Rohingya. This study examines the effectiveness of SEL interventions to discover techniques that might improve the scholastic outcomes and long-term prospects of Rohingya kids in refugee situations. Second, improving socio-emotional well-being is critical for developing resilience and coping skills for Rohingya pupils who have been through substantial trauma and relocation. SEL programs provide a comprehensive approach to education, focusing on not only academic abilities but also emotional intelligence and interpersonal interactions. This study contributes to the wider conversation on inclusive and equitable education for displaced people by assessing the impact of SEL in the particular setting of Rohingya students at AUW, as well as informing future initiatives targeted at supporting their scholastic achievement.

Aim of the study

The purpose of this study is to assess the influence of social-emotional learning (SEL) interventions on the academic performance, especially the cumulative grade point average (CGPA), of Rohingya students at the Asian University for Women (AUW) in Bangladesh. This study aims to provide evidence-based insights that inform educational practices and contribute to the advancement of inclusive and equitable education for marginalized populations by investigating the effectiveness of SEL programs in the unique context of Rohingya students in higher education.

Objectives of the study

1. To investigate the present SEL treatments conducted at AUW and their compatibility with Rohingya students' socio-emotional needs.

2. To assess the effectiveness of SEL interventions on Rohingya students' academic achievement, as indicated by changes in CGPA over time.

3. Examine how certain SEL qualities, such as self-awareness, self-management, social awareness, relational skills, and responsible decision-making, impact the academic success of GS students at university.

4. Evaluate GS students' perspectives and experiences with the incorporation of SEL into their academic path, intending to identify areas of improvement and adjust SEL activities to better match their needs.

5. Create evidence-based suggestions for the integration and enhancement of SEL programs at Asian University for Women, with the objective of improving GS students' CGPA and promoting holistic development.

6. To make recommendations for improving the effectiveness of SEL programs for Rohingya students at AUW and to guide future activities geared at increasing their academic performance and socio-emotional well-being.

Study Questions

Here are the four main questions of my study:

1: How to decrease students' anxiety using SEL?

2: Does AUW use SEL in their teaching curriculum? If Yes at which level?

3: How well does SEL promote students' academic achievements (CGPA)?

4: How is SEL related to students' Academic achievements (CGPA)?

Significance of the study

This study is significant because it can fill crucial research gaps and contribute to academic scholarship as well as practical solutions in refugee schooling environments.

Informing Educational Practices:

This study can shed light on the efficacy of social emotional learning (SEL) programs adapted to the specific requirements of Rohingya pupils. By assessing the influence of SEL on academic performance, the findings can guide educational practices at Asian University for Women (AUW) and other institutions, supporting the creation of evidence-based initiatives to enhance Rohingya students' academic achievement.

Understanding the influence of SEL on academic achievement among Rohingya pupils adds to the larger conversation about inclusive and equitable education for underrepresented groups. By demonstrating the potential of SEL to enhance scholastic achievements for Rohingya

kids, this study supports for the implementation of inclusive policies and practices that emphasize all students' socio-emotional well-being, regardless of ethnicity or circumstance.

Addressing Refugee Schooling Challenges:

Limited resources, language problems, and trauma-related concerns are among the many challenges that refugees confront in their schooling. This study tackles these issues by investigating the function of SEL in reducing the impact of trauma and increasing resilience in Rohingya pupils. By identifying successful SEL tactics, the study makes practical suggestions for refugee education programs that seek to improve kids' academic performance and socio-emotional well-being.

Empowering Rohingya people:

Education is a critical tool for empowering displaced people and facilitating social mobility. This study helps to empower Rohingya communities and increase their access to quality education by assessing the influence of SEL on Rohingya students' academic performance. By emphasizing the need for socio-emotional assistance in refugee schooling, the study recommends educational interventions that emphasize Rohingya pupils' overall development.

In conclusion, the significance of this study stems from its potential to inform educational practices, advance inclusive education initiatives, address refugee education challenges, and empower Rohingya communities through evidence-based interventions that promote academic success and socio-emotional well-being.

Structural outline

This chapter presents an overview of social-emotional learning (SEL) and its importance in students' development, particularly in terms of academic performance and long-term socio-

emotional health. It stresses the particular problems that Rohingya students encounter in refugee camps and suggests investigating the impact of SEL interventions on their academic performance at the Asian University for Women (AUW). The chapter describes the study's precise aims, research issues, and relevance, stressing its potential to influence educational practices, alleviate refugee schooling difficulties, and empower Rohingya communities through evidence-based initiatives.

CHAPTER TWO

LITERATURE REVIEW

Education, an institution that plays a crucial role in increasing societies' existing cultural accumulation and passing this accumulation to future generations, has been undergoing significant change as a result of digitalization and globalization. This extraordinary development is reflected in the school, which is the major social context in which educational activities are carried out, as well as in the school's structure. In this context, developmental education models that underpin student personality services and support the student development process in all aspects, rather than academic achievement-oriented education trends based on the traditional school structure, are influencing pedagogical practices today (Yeşilyaprak, 2013 as cited in Kasikci & Ozhan, 2021). According to research, the benefits of social-emotional development go beyond immediate academic improvements. Students who acquire high social and emotional competencies are more likely to display positive behaviors, participate in lifelong learning, and succeed academically and professionally (Elias et al., 1997; Weissberg et al., 2015). Worldwide practices, followed by scientific study, reveal that social emotional learning is a highly promising technique for healthy development and adjustment, academic performance in children, and even behavioral problem prevention (Ljubtic & Maglica, 2020). Despite these findings, there is no systematic way to implement social-emotional learning in Bangladesh at Asian University for Women which is one of the popular universities in South Asia for women, and practice is not yet structured. Extensive, and occurs infrequently and spontaneously. Social-emotional learning (SEL) programs have shown a substantial influence on students' academic performance by developing critical socio-emotional skills that promote learning. According to research, SEL interventions help students control their emotions, develop empathy, form meaningful

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connections, and make responsible decisions (Durlak et al., 2011). These abilities contribute to a

positive classroom climate in which students feel comfortable, engaged, and driven to study,

resulting in better academic achievements (Jones & Bouffard, 2012). Furthermore, SEL

programs have been shown to lessen behavioral issues such as hostility and disruptive conduct,

hence establishing an environment favorable to learning (Durlak et al. 2011). By resolving

underlying socio-emotional difficulties, children can better focus on their academic activities,

resulting in higher academic accomplishment. Durlak et al. (2011) found that pupils who

participated in SEL programs improved their academic success by 11 percentile points compared

to those who did not participate. Furthermore, SEL treatments teach adolescents important

qualities like self-regulation and resilience, which are required for academic achievement

(Domitrovich et al., 2017). These abilities assist students to endure in the face of adversity,

successfully handle stress, and stay focused on their academic goals. According to research,

students who have good social-emotional competences are more likely to perform well

academically because they are better prepared to negotiate the challenges of the learning

environment (Jones & Bouffard, 2012). The effects of social-emotional learning on pupils'

academic achievement are significant and diverse. By developing sociol-emotional skills, SEL

programs build a supportive learning environment, eliminate behavioral issues, and provide kids

with critical tools for academic achievement. Integrating SEL into educational methods improves

not just academic performance, but also students' general well-being and long-term success.

The ability to navigate academic information is required for academic achievement. However, a drive for continuous growth and the ability to overcome difficult conditions can assist students in accessing and navigating the difficulties of working under the constraints imposed by society (Weissberg & Cascarino, 2013 as cited in Timothy & Martin, 2021). Teachers are the ones who work with kids to be not only academically proficient but also socially and emotionally proficient, despite an ever-changing landscape of standards and increased accountability (Adelman & Taylor, 2011). Many school districts and states have introduced programs or policies that include social-emotional learning (SEL) into existing academic requirements (Adelman & Taylor, 2011; Dymnicki et al., 2013). Teacher training, school culture, and the incorporation of SEL principles into the broader curriculum all influence the successful implementation of SEL programs (Dusenbury et al., 2015). Students' conduct and academic engagement improve when teachers actively incorporate SEL into their classes (Jennings & Greenberg, 2009). Finally, the development of emotional intelligence, interpersonal skills, and a healthy school climate through SEL interventions improves focus, reduces behavioral difficulties, and promotes long-term academic achievement. Further study is needed to investigate the intricacies of social-emotional learning implementation and its long-term consequences on varied student populations as schools continue to acknowledge the need to cultivate social and emotional abilities.

Social-emotional learning

Social-emotional learning (SEL) has received a lot of attention in the field of education because of its potential to improve many aspects of students' academic and personal development. SEL is the process by which people learn and apply the knowledge, attitudes, and skills required to understand and manage emotions, set and achieve positive goals, feel and show

empathy for others, form and maintain positive relationships, and make responsible decisions (CASEL, 2022). One area of interest in SEL research is its influence on students' cumulative grade point averages (CGPA). This literature review will investigate the association between SEL and CGPA by reviewing relevant research articles and theoretical frameworks.

The Importance of Academic Achievement and SEL

Academic accomplishment, generally assessed using CGPA, is an important result of the educational process. High academic accomplishment not only provides access to further education and professional prospects, but it also demonstrates students' command of essential information and abilities. While traditional educational techniques are largely concerned with cognitive development, there is rising understanding of the role of social and emotional aspects in students' academic achievement (Elias et al., 1997). SEL therapies try to develop these socio-emotional qualities in pupils, potentially improving their academic performance. Several research have looked into the link between SEL interventions and students' CGPA. Durlak et al. (2011) conducted a meta-analysis of 213 research involving over 270,000 students and discovered that SEL interventions had a substantial beneficial effect on academic success, with an effect size of 0.27. Similarly, Jones et al. (2015) found that students who engaged in SEL programs improved their academic performance more, including better CGPA scores, than those who did not participate.

SEL Competencies and Academic Success

CASEL defines SEL's fundamental competences as self-awareness, self-management, social awareness, relational skills, and responsible decision-making. These qualities are thought to help pupils achieve academic achievement through a variety of processes.

Self-awareness: Students who are self-aware recognize their own strengths and shortcomings, allowing them to set realistic academic objectives and track their progress. Self-aware students can change their study tactics by understanding their emotions and how they influence their learning (Brackett et al., 2011).

Self-management: Effective self-management abilities, such as time management and impulse control, allow students to concentrate on their academic objectives and avoid distractions. Students who can control their emotions and actions are more prepared to deal with academic obstacles and disappointments, resulting in higher CGPAs (Zins et al., 2004).

Social awareness: Empathetic pupils can grasp the opinions and feelings of others. This skill develops favorable interactions with students and instructors, resulting in a supportive learning environment that promotes academic accomplishment (Jones et al., 2017).

Relationships skills: Academic collaboration and teamwork require strong interpersonal skills such as communication, cooperation, and dispute resolution. Students with these skills may effectively collaborate on group projects, resulting in improved academic performance and a higher CGPA (Weissberg et al., 2015).

Responsible decision-making: The capacity to make responsible judgments while taking into account ethical issues and prospective repercussions is crucial for academic achievement. Students who make smart decisions are more likely to prioritize their academic duties and avoid actions that might lower their CGPA (Payton et al., 2008).

Theoretical framework of SEL

Several theoretical frameworks offer insights into how SEL promotes academic accomplishment. Deci and Ryan's Self-Determination Theory (SDT) stresses addressing students' psychological requirements for autonomy, competence, and relatedness. SEL interventions that promote students' autonomy in learning, develop a sense of competence, and nurture positive connections with peers and instructors are consistent with SDT concepts and are likely to improve their CGPA. Similarly, Bandura's Social Cognitive Theory (SCT) emphasizes the importance of observational learning, self-efficacy, and goal-setting in molding behavior and academic success. SEL programs that allow students to witness and model socio-emotional skills, create self-efficacy via mastery experiences, and define academic goals based on their interests and beliefs are congruent with SCT and may contribute to higher CGPAs.

In conclusion, the evidence examined demonstrates that social-emotional learning has a considerable impact on students' CGPA. SEL treatments have been linked to improved academic achievement, with SEL abilities such as self-awareness, self-management, social awareness, relational skills, and responsible decision-making all helping students succeed. Theoretical frameworks like Self-Determination Theory and Social Cognitive Theory shed light on how SEL promotes academic attainment. Additional study is required to investigate the long-term impact of SEL on CGPA and to develop successful techniques for incorporating SEL into educational environments.

Chapter Summary

This chapter investigates the relationship between social-emotional learning (SEL) and academic accomplishment, with a particular focus on the Asian University for Women (AUW) in Bangladesh. It begins by looking at the changing global landscape of education, highlighting the

move toward developmental education models that promote overall student development over conventional academic-focused methods. The chapter examines the evidence and demonstrates the considerable benefits of SEL, such as higher academic achievement, good conduct, and lifelong learning. Despite the widely acknowledged usefulness of SEL, the implementation of formal SEL programs at AUW and throughout Bangladesh is limited and intermittent.

To address this gap, the chapter describes the study goal of examining the positive impact of SEL on global students' academic progress, as well as how AUW teachers presently practice SEL. The study's mixed-method approach, which includes surveys and interviews, aims to give insights on the integration of SEL into educational practices and its potential to improve students' academic achievements.

The research study delves deeper into the basic characteristics of SEL—self-awareness, self-management, social awareness, relational skills, and responsible decision-making—and how these relate to academic performance, specifically cumulative grade point average (CGPA). Drawing on empirical research, the chapter establishes a favorable association between SEL treatments and academic accomplishment, with SEL competences assisting students in setting realistic objectives, managing time efficiently, developing healthy relationships, and making responsible decisions. Theoretical frameworks like as Self-Determination Theory and Social Cognitive Theory provide important insights into how SEL promotes academic achievement. However, the chapter recognizes the need for more research to investigate the long-term impacts of SEL on CGPA and to create successful techniques for incorporating SEL into educational environments, particularly in refugee situations such as AUW.

CHAPTER THREE

MATERIALS AND METHODS

This chapter describes the data gathering and analysis methods utilized in this study. This study used both qualitative and quantitative methods to acquire a deeper understanding of the issue. It takes a mixed-approaches approach, integrating qualitative and quantitative methods to gain a more complete understanding of the data. This technique provides more depth than individual quantitative or qualitative study (Almeida, 2018). The AUW Ethnic Review Committee approved an online survey using Google Forms to assess the impact of social emotional learning on the CGPA of Rohingya students at AUW in Bangladesh. The survey was aimed to collect data on the following topics: observing the impact of SEL, motivation and success through SEL, and overcoming academic challenges with SEL, the integration and impact of SEL in the curriculum, the impact on teacher-student relationships and classroom dynamics, the challenges and recommendations for SEL implementation. Appendix D provides the survey's whole content. The survey data was analyzed using SPSS, while the interview data was reviewed conceptually.

This research aims to find the positive impact of social-emotional learning on Global students' academic achievement (exam score) and to find out how instructors at Asian University for women implement social-emotional learning in their classrooms. Mixed methods will be used in this research paper to answer research questions. Data will be collected through survey and interviews at Asian University for Women. The research conductor will survey over 50 Global Students and will interview 20 instructors at AUW. Interviews were conducted using digital voice recorders to ensure data quality and security. After that, all the captured data was uploaded to Google Drive and treated with strict secrecy.

The sections below include research techniques, study location, participants, data-gathering processes, and analytical approaches.

Research location

Chittagong, Bangladesh's second-largest city, provides a dynamic setting for research on social-emotional learning (SEL) interventions and their influence on academic attainment, especially at the Asian University for Women. Chittagong, located on Bangladesh's southeastern coast, has a rich cultural tapestry, busy urban life, and a varied population, making it a perfect location for studying the intricate interplay between socio-emotional well-being and educational outcomes.

As a research hub, AUW serves as a light of hope and opportunity for underprivileged communities, especially Rohingya students, who seek sanctuary and access to a high-quality education despite difficult circumstances. AUW, established in 2008, has emerged as a premier institution in supporting women's empowerment and creating a friendly learning environment for students from varied backgrounds. With a focus on academic success, social justice, and global citizenship, AUW offers a unique venue for researching the efficacy of SEL interventions specific to the needs of Rohingya students.

Practical factors and ethical concerns drove the choice to focus on AUW inside Chittagong City. While the Rohingya refugee camps in Cox's Bazar provide an ideal study environment, foreign researchers are unable to visit due to safety concerns and practical restrictions. By focusing the research on AUW, which has a large number of Rohingya students at all levels, the study can still get relevant insights into the implementation and effectiveness of SEL programs in promoting academic accomplishment.

To summarize, Chittagong City and AUW provide an appealing research venue for studying the influence of SEL interventions on academic attainment among Rohingya children. We hope that this study project will shed light on the role of education in developing socio-emotional well-being, strengthening marginalized populations, and promoting inclusive and equal access to excellent education in Bangladesh and beyond.

Participant

The participants in this study represent an important demographic subset: female Rohingya students from Myanmar who live in refugee camps and attend the Asian University for Women (AUW) in Chittagong, Bangladesh. These young women, majority of whom are between the ages of 16 and 19, account for around 72.7% of the survey participants. Their ages vary from 11 to 24, representing the Rohingya community's different experiences and origins. The survey included 55 students and provided useful insights into the influence of social-emotional learning (SEL) interventions on academic progress. Furthermore, three General Studies (GS) teachers, all with Master's degrees, participated in the research through insightful interviews and providing opinions on the application of SEL within the educational curriculum. These individuals create a dynamic cohort, demonstrating the significance of gender, age, educational experience, and cultural context in understanding the intricate link between SEL and academic achievement among Rohingya students at AUW. Tables 1 and 2 include information on survey and interview participants' educational backgrounds, ranging from GS to master's degrees, allowing for a varied range of experiences to be evaluated.

Table 1

Educational Background of survey participant

Educational Background	Frequency	Percent
GS (general studies)	41	74.5%
Pre-UG	11	20%
UG	1	1.8%
Master's degree	2	3.6%
Total	55	100%

Table 2

Educational Background of Interview participants

Educational Background	Frequency	Percent
Master's degree	3	100%
Total	3	100%

Participants shared the survey link with others to get varied experiences and perspectives for the research.

Data Collection

Due to Bangladeshi government restrictions on foreign researchers in Chittagong, I relocated my survey to the Asian University for Women (AUW) and focused on Rohingya students there. I contacted the Coordinator of GS students at AUW and shared my research interests and target population. I sought contact information for AUW's GS teachers, but the coordinator could not release the information due to confidentiality issues. However, she

suggested I send her an email regarding my interview questions and she will forward the email to all the 12 GS inductors and ask them to volunteer for an interview. I got responses from GS instructors and interviewed them. After enrolling a small number of participants, I reached out to senior Rohingya students and requested their help in sharing the survey link through their official Whatsapp groups. Then I went to each GS student's female dorm and asked them to fill out the Google form individually, and I answered all of their survey-related concerns. Finally, I received a large number of surveys' replies from Rohingya students at AUW.

I obtained data using two methods: online questionnaires and semi-structured interviews. The survey was completed by 55 individuals. I invited 12 GS instructors for my research interviews, and only three agreed to participate. The semi-structured interviews allowed me to do a qualitative theme analysis of the study subject.

Survey

The survey questions are intended to probe deeply into participants' thoughts and experiences with social-emotional learning (SEL) programs and their influence on academic achievement. The survey begins with demographic information such as gender, country, and age, which helps to comprehend respondents' different backgrounds. Questions on participation in SEL activities and frequency of engagement reveal the prevalence and consistency of SEL activity among participants. Furthermore, research examining the perceived impacts of SEL on self-awareness, stress management, communication skills, goal-setting abilities, and study habits provides a thorough assessment of its impact on numerous elements of academic life. The inclusion of a grading scale for general academic success, as well as the request for current CGPA, adds quantifiable data to the qualitative comments. Finally, investigating participants' ideas about the long-term effect and future advantages of SEL activities, as well as requesting

suggestions for change, encourages introspection and provides practical information for improving SEL programs to better promote academic achievement. Overall, these survey questions have been carefully designed to capture a comprehensive picture of the link between SEL and academic accomplishment, giving useful data for research and program creation. The whole survey is given in Appendix D.

Interview

My interview questions were carefully designed to elicit thorough information from General Studies (GS) instructors about the implementation and impact of social-emotional learning (SEL) in the academic setting. The first component began by gathering basic demographic data such as gender, academic credentials, and age. This fundamental data gave context for understanding the interviewee's viewpoints and experiences within the educational setting. Following the introduction, it delves into the interviewee's direct observations and experiences with SEL's influence on students' academic achievement. By asking for particular occasions in which the interviewee has directly observed the consequences of SEL, I wanted to gather firsthand testimonies that highlight the concrete advantages of SEL treatments. Moving on, the interview questions dive deeper into the behavioral changes noted in pupils that may be attributable to their participation in SEL. Inquiring about these changes and their expressions in the academic context helps you grasp the practical consequences of SEL on student behavior and academic results. Next, the interview questions shift to investigate the broader impact of SEL on students' drive to achieve academically. I wanted to demonstrate how SEL provides a conducive environment for student growth, resilience, and accomplishment using examples and stories, emphasizing its critical role in molding academic results. Finally, my interview questions aimed to obtain insights into the problems, triumphs, and recommendations for effectively

incorporating SEL into the institution's curriculum. By soliciting input and ideas from experienced educators, I wanted to uncover solutions for improving the integration and efficacy of SEL efforts in promoting students' overall development and academic achievement. Appendix F includes the interview protocol.

Data Analysis

To do data analysis using SPSS using my survey questionnaire, I would first need to enter the data into SPSS by generating a data file with each question representing a variable. Gender and nationality would be categorical variables, whereas age, frequency of participation in social-emotional learning activities, self-awareness ratings, stress management, communication skill improvement, goal-setting impact, changes in study habits, perceived impact on academic performance, CGPA, contribution to stress reduction, belief in long-term effects, and recommendations would be quantitative. Once the data has been entered, several statistical-analyses will be run. To investigate the association between involvement in social-emotional learning activities and academic success (as measured by CGPA), I use a correlation or regression analysis. I also use descriptive statistics to investigate the frequency distribution of responses to each question and generate means, standard deviations, and percentages. In addition, I use inferential statistics like regression or ANOVA to compare the mean scores of various groups, such as people who have taken part in social-emotional development programs vs those who have not. Thematic analysis may also be used to examine open-ended replies to proposals for improving social-emotional learning efforts, detecting common themes and patterns (Braun & Clarke, 2006).

Thematic analysis is an appropriate way for qualitatively analyzing the data received from the interview questions. This entails detecting themes or patterns in the interviewees'

comments (Braun and Clarke, 2006). After transcribing the interviews, the material would be

rigorously coded, with codes denoting major themes or ideas raised in the replies. These codes

would then be grouped into larger themes, providing a better understanding of how social-

emotional learning affects students' academic performance and experiences. For example, replies

to questions concerning observed changes in student behavior or success stories related to social-

emotional learning might be coded and categorized as themes such as increased self-confidence,

improved interpersonal skills, or better stress management. Similarly, theme analysis might

reveal insights into the obstacles to implementing social-emotional learning and ideas for

improving its efficacy, giving useful information to educators and administrators (Braun &

Clarke, 2006). Thematic analysis is a flexible and methodical way of interpreting qualitative

data, providing valuable insights into participants' experiences and perspectives on social-

emotional development in the academic environment.

Chapter Summary

Chapter Three describes the methodology used in this study, which used a mixed-

methods approach combining qualitative and quantitative techniques to thoroughly investigate

the impact of social-emotional learning (SEL) on the academic performance of Rohingya

students at Asian University for Women (AUW) in Chittagong, Bangladesh. The research venue,

AUW in Chittagong, was chosen for its varied student body and emphasis on strengthening poor

people. Data was gathered using an online survey of 55 participants and semi-structured

interviews with three General Studies (GS) instructors. Survey questions probed many facets of

SEL involvement and its perceived consequences on academic accomplishment, while interview

questions intended to elicit detailed views from instructors about SEL implementation and

impact. The data analysis included both quantitative analysis with SPSS for survey data and

thematic analysis for interview data, allowing for a thorough evaluation of the research issue.

Overall, this chapter gives a thorough description of the research strategy and methodology

utilized to investigate the link between SEL and academic achievement among Rohingya

students at AUW.

CHAPTER FOUR

FINDINGS

This chapter covers the research results. It summarizes survey findings and discusses interview themes. The interpretation and discussion of data significance is saved for Chapter Five.

Survey Findings

All my 54 participants were female Rohingya students, only one of my participants were form United State which was my supervisor. The table below depicts the age distribution of participants in my study, classifying them into four age groups: "12 to 15," "16 to 19," "20 to 23," and "older than 24." The "16 to 19" age bracket accounts for 74.5% of the overall sample, showing a strong concentration on teenagers and young adults. Following this, the "12 to 15" age group accounts for 16.4% of participants, indicating a significant participation of early adolescents in the study. In contrast, the "20 to 23" and "older than 24" age groups each account for a lesser proportion of the sample, at 5.5% and 3.6%, respectively. The cumulative percentages show a progressive increase in participant age as the categories pass, indicating a broad representation of adolescent and young adulthood in the research population.

Table 3

Age distribution of survey participants

Participants' Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12 to15	9	16.4	16.4	16.4
	16 to19	41	74.5	74.5	90.9

		Frequency	Percent	Valid Percent	Cumulative Percent
	20 to 23	3	5.5	5.5	96.4
	older than 24	2	3.6	3.6	100.0
	Total	55	100.0	100.0	

The table 4 divides research participants' educational credentials into four categories: "GS" (General Study's students), "Pre-UG" (Pre-Undergraduate), "UG" (Undergraduate), and "Master." The bulk of participants (74.5% of the overall sample) are General Study's students. The preponderance of General Study's students reflects a wide representation of persons with a broad academic concentration, which might reflect the study's target audience or research area. Following General Studies students, Pre-Undergraduate participants account for 20.0% of the sample, showing a large presence of those on the verge of starting undergraduate studies. Furthermore, a lower number of participants had undergraduate (1.8%) or master's degrees (3.6%), indicating a minority but still significant representation of people at various stages of their academic careers. The cumulative percentages reflect a transition from lower to higher educational credentials, highlighting the diversity of participants' academic backgrounds in the research. This breakdown of participant education degrees provides useful information on the composition of the study sample and the range of academic backgrounds represented. Understanding how participants are distributed across educational levels allows researchers to have a more detailed knowledge of the study population's demographics.

Table 4

Participants' Education qualification

Participants' Education qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	GS	41	74.5	74.5	74.5

		Frequency	Percent	Valid Percent	Cumulative Percent
	Pre-UG	11	20.0	20.0	94.5
	UG	1	1.8	1.8	96.4
	Master	2	3.6	3.6	100.0
	Total	55	100.0	100.0	

The survey's first component comprised demographic questions such as the respondents' age, nationality, education level, gender, and location of residence. The table 5 summarizes students' involvement in Social-Emotional Learning (SEL) activities at AUW (Asian University for Women). Participants are divided into two groups: those who answered "No" to engaging in SEL activities and those who said "Yes." The majority of students (81.8% of the entire sample) reported participating in SEL activities, with the remainder 18.2% indicating non-participation. This distribution demonstrates a high degree of engagement in SEL efforts among AUW students, indicating a proactive interest in improving social-emotional skills and well-being on campus.

Table 5

 Students' participation in SEL activities at AUW

Students Participation in SEL activities at AUW					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	18.2	18.2	18.2
	Yes	45	81.8	81.8	100.0
	Total	55	100.0	100.0	

The table 6 shows statistics on AUW students' engagement in Social-Emotional Learning (SEL) activities, categorized as "No" or "Yes" responses. For students who answered "No," the table shows their frequency of engagement, suggesting that they normally participate in SEL activities once a month, rarely, or perhaps occasionally, with a mean frequency of 1.5. Students

that replied "Yes" participate in SEL activities more frequently, whether on an occasional, weekly, or daily basis. These students have a much greater average frequency of involvement (3.5333). Furthermore, the standard deviation for both groups sheds data on the diversity of student involvement rates, with significantly larger variability reported among those who replied "Yes." This data provides useful insights into AUW students' levels of involvement in SEL activities. It implies that, while some students may not participate or participate occasionally, the vast majority actively participate in SEL activities, with some participating on a regular basis. The greater mean frequency among students who replied "Yes" suggests a proactive interest in and regular participation in SEL activities, which might indicate a strong commitment to personal growth, emotional well-being, and social development within the AUW community. Understanding these engagement patterns can help to build and execute targeted SEL programs and interventions that better match the different needs and preferences of AUW students.

Table 6

Summary case of participants' involvements in SEL

Case summaries						
Students participation in SEL activities	How often students participated in SEL activities					
	Rare	occasionally	Monthly	Weekly	Daily	Total
Yes	7	1	2	0	0	10
No	3	9	7	13	13	45
Total	55					

The table 7 shows statistics on students' self-awareness skill levels, which are divided into five categories: "not at all," "slightly," "moderately," "very," and "extremely." Each level shows the frequency and proportion of pupils who fit into that specific ability level category. The

majority of students self-report as having a "Very" degree of self-awareness competence, accounting for 43.6% of the entire sample, followed by "Moderately" (20.0%). Furthermore, 14.5% of students report being at the "Extremely" level, while the "Not at all" and "Slightly" levels are equally represented at 10.9% each. Overall, the table gives a thorough picture of the distribution of self-awareness skill levels among students, with a sizable number claiming high levels of self-awareness.

Table 7

Self-awareness skill of the participants

Students Self-awareness skill		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	6	10.9	10.9	10.9
	Slightly	6	10.9	10.9	21.8
	Moderately	11	20.0	20.0	41.8
	Very	24	43.6	43.6	85.5
	Extremely	8	14.5	14.5	100.0
	Total	55	100.0	100.0	

The table 8 shows statistics on students' stress management skills, which are divided into five levels: "Poor," "Fair," "Good," "Very Good," and "Extremely." Each level shows the frequency and proportion of pupils in a certain skill group. The majority of students (50.9% of the entire sample) assess their stress management abilities as "good," suggesting a satisfactory degree of ability. Furthermore, 28.3% of students rate their talents as "Very Good," indicating a high degree of competency. A smaller percentage of students identify with the "Fair" and "Extremely" categories, which account for 9.4% and 5.7% of the sample, respectively. Interestingly, a minor fraction of the data is missing, with two entries labeled "999.00," which

account for 3.6% of the total. Overall, the table shows that students have a generally good

opinion of their stress management skills, with a large proportion ranking themselves as "Good"

or "Very Good" in this respect.

Table 8

Participants stress management skills

Students stress managements skills					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	3	5.5	5.7	5.7
	Fair	5	9.1	9.4	15.1
	Good	27	49.1	50.9	66.0
	Very Good	15	27.3	28.3	94.3
	Extremely	3	5.5	5.7	100.0
	Total	53	96.4	100.0	
Missing	999.00	2	3.6		
Total		55	100.0		

The table 9 shows statistics on students' self-reported communication abilities, divided

into five levels: "Not at all," "Slightly," "Moderately," "Very," and "Extremely." Each level

represents the frequency and proportion of students that identify their communication abilities

inside a certain category. The majority of students (43.6% of the overall sample) assess their

communication abilities as "Very," with "Moderately" at 27.3%. Furthermore, 20.0% of students

rate their communication abilities as "extremely," suggesting a high level of competency. On the

other side, fewer students identify with the "Not at all" or "Slightly" categories, accounting for

5.5% and 3.6% of the sample, respectively. Overall, the table shows that students have a

generally good self-assessment of their communication abilities, with a considerable majority

ranking their skills as "Very" or "Extremely," indicating a high degree of confidence and competency in communicating.

Table 9

Participants' communication skills

Students communication skills					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	3	5.5	5.5	5.5
	Slightly	2	3.6	3.6	9.1
	Moderately	15	27.3	27.3	36.4
	Very	24	43.6	43.6	80.0
	Extremely	11	20.0	20.0	100.0
	Total	55	100.0	100.0	

The table 10 gives insights into students' academic aspirations and perceived performance, which are divided into five levels: "Not at all," "Slightly," "Moderately," "Very," and "Extremely." Each level shows the frequency and proportion of pupils in that particular group. The majority of students (49.1% of the overall sample) rate their academic objectives and performance as "Very," indicating a high degree of desire and achievement. Additionally, 23.6% of students rate their objectives and success as "Extremely," indicating a higher level of desire and accomplishment. A smaller number of students identify with the "Moderately" category (18.2%), while "Slightly" and "Not at all" levels had lower representation (7.3% and 1.8%, respectively). Overall, the table shows that students have a generally favorable impression of their academic aims and achievements, with a sizable proportion describing themselves as "Very" or "Extremely" successful in their academic pursuit.

Table 10

Participants' academic goals and successes

Students' Academic goals and success		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1	1.8	1.8	1.8
	Slightly	4	7.3	7.3	9.1
	Moderately	10	18.2	18.2	27.3
	Very	27	49.1	49.1	76.4
	Extremely	13	23.6	23.6	100.0
	Total	55	100.0	100.0	

The table summarizes the changes in students' study habits, which are classified into five levels: "No changes," "Slightly improvement," "Moderate improvement," "Very improvement," and "Significant improvement." Each level shows the frequency and proportion of pupils in that particular group. The vast majority of students (38.2% of the overall sample) express "Very improvement" in their study habits, indicating a significant change in their approach to learning. Additionally, 21.8% of students report a "Moderate improvement," indicating a considerable but less apparent difference. A smaller number of students indicate "Slightly improvement" (16.4%), while "No changes" and "Significant improvement" have lower representation, accounting for 14.5% and 9.1%, respectively. Overall, the table shows a favorable trend in students' study habits, with a large majority showing minor to considerable improvements in their learning practices.

Table 11

Change in students study habits

Change in students study habits

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No changes	8	14.5	14.5	14.5
	Slightly improvement	9	16.4	16.4	30.9
	Moderate improvement	12	21.8	21.8	52.7
	Very improvement	21	38.2	38.2	90.9
	Significant improvement	5	9.1	9.1	100.0
	Total	55	100.0	100.0	

The table shows statistics on changes in pupils' academic performance, divided into five

levels: "Not at all," "Slightly," "Moderately," "Very much," and "Extremely." Each level shows

the frequency and proportion of pupils in that particular group. The vast majority of students,

36.4% of the entire sample, indicate a "Very much" change in their academic performance,

suggesting a significant increase in their academic results. Furthermore, 32.7% of students report

a "Moderately" difference, indicating a discernible but not particularly significant improvement.

A smaller number of students report "slightly" changes (9.1%), while "not at all" and

"extremely" levels have a lower representation (1.8% and 20.0%, respectively). Overall, the table

shows a favorable trend in students' academic performance, with a large share suggesting varying

degrees of progress, ranging from minor to major, in their academic accomplishments.

Table 12

Change in students' academic performance

Change in students' academic performance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1	1.8	1.8	1.8
	Slightly	5	9.1	9.1	10.9
	Moderately	18	32.7	32.7	43.6
	Very much	20	36.4	36.4	80.0

	Extremely	11	20.0	20.0	100.0
	Total	55	100.0	100.0	

The table 13 shows the distribution of students' Cumulative Grade Point Average (CGPA), including individual GPA values and their accompanying frequencies and percentages. The majority of students, 22.0% of the overall sample, had a CGPA of 89.00, signifying excellent academic achievement. Furthermore, 12.2% of students obtained a CGPA of 86.00, while 19.5% achieved a CGPA of 92.00, indicating significant academic achievement. Other typical CGPA values are 100.00 and 72.00, which represent 12.2% and 4.9% of the sample, respectively. Overall, the table shows a wide variety of CGPA values, with a significant percentage of students displaying outstanding academic success, as seen by the prevalence of CGPA values more than 86.00. Furthermore, the existence of missing data labeled "999.00" for 25.5% of the sample indicates that some students do not have CGPA information. Participants who did not provide their CGPA wrote that they did not received their CGPA yet since it was their first semester at AUW.

Table 13

Participants CGPA

Students Cumulative Grade Point Average (CGPA)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.58	1	1.8	2.4	2.4
	72.00	2	3.6	4.9	7.3
	78.00	1	1.8	2.4	9.8
	79.00	2	3.6	4.9	14.6
	82.00	2	3.6	4.9	19.5
	84.00	1	1.8	2.4	22.0
	85.00	2	3.6	4.9	26.8

	86.00	5	9.1	12.2	39.0
	88.00	2	3.6	4.9	43.9
	89.00	9	16.4	22.0	65.9
	92.00	8	14.5	19.5	85.4
	97.00	1	1.8	2.4	87.8
	100.00	5	9.1	12.2	100.0
	Total	41	74.5	100.0	
Missing	999.00	14	25.5		
Total		55	100.0		

The table 14 shows statistics on the perceived contribution of social-emotional learning (SEL) to relieving stress from academic obstacles, which is divided into five levels: "Not at all," "Slightly," "Moderately," "Very," and "Extremely." Each level shows the number and percentage of responses in that particular category. The majority of respondents (30.9% of the overall sample) believe SEL contributes "Very" considerably to lowering stress associated with academic obstacles. Furthermore, 32.7% of respondents saw a "Moderately" contribution, with 14.5% seeing an "Extremely" influence. Smaller percentage of respondents see "slight" or "not at all" contributions (18.2% and 3.6%, respectively). Overall, the table shows that respondents had a good assessment of the function of SEL in reducing stress connected with academic obstacles, with a sizable proportion attributing a major influence to SEL interventions.

Table 14

Students' belief in SEL

To what extent do you think social-emotional learning has contributed to reducing stress related to academic challenges?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	2	3.6	3.6	3.6
	Slightly	10	18.2	18.2	21.8
	Moderately	18	32.7	32.7	54.5

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very	17	30.9	30.9	85.5
	Extremely	8	14.5	14.5	100.0
	Total	55	100.0	100.0	

The table 15 summarizes replies to questions about the perceived long-term impact of social-emotional learning (SEL) on personal growth and academic success. The responses are divided into five levels: "Not at all," "Slightly," "Moderately," "Very," and "Extremely." According to the research, a sizable proportion of respondents (30.9%) feel that SEL will have a "Very" substantial and long-term influence on their academic achievement. Furthermore, 25.5% of respondents expect a "Moderately" long-lasting influence, while 16.4% expect a "Extremely" long-term impact. Smaller shares of respondents, 14.5% and 12.7%, saw the influence as "slight" or "not at all," respectively. Overall, the table indicates that respondents have a good assessment of SEL's long-term impact on personal development, with a sizable proportion predicting long-term advantages for academic achievement.

Table 15

 SEL effectiveness in the long run

Do you think the effects of social-emotional learning on your personal development will have a lasting impact on your academic performance in the long run?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	7	12.7	12.7	12.7
	Slightly	8	14.5	14.5	27.3
	Moderately	14	25.5	25.5	52.7
	Very	17	30.9	30.9	83.6
	Extremely	9	16.4	16.4	100.0
	Total	55	100.0	100.0	

The table 16 shows responses to the question of whether people feel the benefits of social-emotional learning (SEL) will continue to impact their academic achievement in the long term. Responses are divided into two categories: "No" and "Yes." The statistics show that the vast majority (94.5% of the overall sample) feel that the benefits of SEL will continue to affect their academic achievement in the long run. In contrast, a tiny minority of respondents (5.5% of the sample) express uncertainty about the long-term influence of SEL on their academic results. Overall, the table illustrates respondents' significant conviction in the long-term impact of SEL on their academic achievement, highlighting the perceived worth and relevance of SEL programs.

Table 16

SEL benefits on academic performance in the long run

In your opinion, do you believe the benefits of social-emotional learning will continue to influence your academic success in the long run?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	5.5	5.5	5.5
	Yes	52	94.5	94.5	100.0
	Total	55	100.0	100.0	

The "Model Summary" table shows the performance metrics of a regression model designed to predict academic achievement using several variables such as social-emotional learning (SEL), stress management skills, academic objectives, self-awareness, and communication abilities. The table shows that the model's R Square value is 0.126, indicating that the predictors included in the model account for about 12.6% of the variation in academic achievement. However, the Adjusted R Square value is slightly negative (-0.033), indicating that adding more predictors did not increase the model's overall explanatory power. The standard

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error of the estimate is 15.46273, which is the average difference between the observed and projected values by the model. Overall, the table sheds light on the model's capacity to explain a fraction of the variance in academic achievement using the included variables, but with limits in prediction accuracy.

Table 17

Model Summary of Regression

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.354[a]	.126	-.033	15.46273
a. Predictors: (Constant), In your opinion, do you believe the benefits of social-emotional learning will continue to influence your academic success in the long run?, students' stress managements skills, Students Academic goals and success, Students Self-awareness skill , do you think the effects of social-emotional learning on your personal development will have a lasting impact on your academic performance in the long run?, Students communication skills				

Interview Finding

Theme: Social-Emotional Learning (SEL) in Academic Environments

For qualitative data, I divided my data into one theme which is social-emotional learning in academic environments, and six sub-themes which are observing the impact of SEL, Motivation and success through SEL, overcoming academic challenges with SEL, integration and impact of SEL in curriculum, influence on teacher-student relationships and classroom dynamics, and challenges and recommendations for SEL implementation.

Observing Impact of SEL:

Interviewee 1, an English language teaching specialist, emphasizes the value of self-awareness, a key SEL component, in improving students' academic success. By starting

conversations with GS students about their strengths and weaknesses, she provides a secure atmosphere in which students may acknowledge opportunities for development. This proactive approach not only assists students in setting academic goals, but it also promotes trust and rapport in the classroom, resulting in greater academic achievements. Similarly, Interviewee 2 tells a story of a shy student who developed confidence via SEL and gave a four-page speech at a cultural event. This shift demonstrates SEL's long-term usefulness in enabling pupils to overcome academic obstacles and thrive in their efforts. Interviewee 3 affirms this by seeing GS students' progressive development in connecting with peers and instructors, attributing their success to SEL exercises incorporated into the classroom.

Motivation and Success through SEL:

Interviewee 1 connects self-awareness to academic performance, allowing students to define and achieve goals by recognizing their own strengths and weaknesses. This tailored approach encourages students to strive for greatness and overcome challenges throughout their educational journey. Interviewee 2 highlights the student-centered character of SEL, promoting active participation through group discussions and real-world scenarios. By allowing students to take responsibility of their learning, SEL promotes intrinsic motivation and creates a positive learning environment. Interviewee 3 emphasizes the transforming influence of SEL on GS students, illustrating their journey from feeling overwhelmed to prospering in a demanding academic environment.

Overcoming Academic Challenges with SEL:

Interviewee 2 emphasizes the early hurdles that GS (General Studies) students endure when learning English, showcasing their persistence and drive. By establishing a friendly and encouraging learning environment, the educator assists pupils in overcoming their linguistic

challenges. Using interactive teaching approaches, such as task-based activities, instead of traditional lectures encourages active participation and supports the idea that making errors is a normal part of the learning experience. This method instills confidence in pupils and motivates them to continue their language-learning journey. Furthermore, the educator highlights the need for empathy and support, acknowledging the youth of GS students and the need for patience and compassion as they navigate their academic aspirations.

Interviewee 3 acknowledges the enormous challenge of language boundaries in the classroom. Addressing this difficulty demands novel teaching practices that take into account pupils' different language origins. Overcoming language obstacles entails using appropriate communication tactics and offering additional assistance to ensure comprehension and participation. By recognizing and actively addressing these language obstacles, educators may provide a more inclusive and welcoming learning environment in which all children, regardless of language competence, can prosper academically. This proactive approach not only improves students' language abilities, but it also helps them achieve academic achievement and integrate within the learning community.

Integration and Impact of SEL in Curriculum:

Interviewee 3 describes how group work may be used to integrate SEL into the curriculum while also boosting student collaboration and emotional growth. This hands-on approach not only increases academic engagement but also develops critical life skills required for success outside of the classroom.

Influence on Teacher-Student Relationships and Classroom Dynamics:

Interviewee 1 emphasizes the importance of providing a supportive classroom climate in which kids feel respected, heard, and protected. By creating such an environment, pupils are

more likely to follow classroom rules and participate actively in learning activities. This sense of comfort and support promotes effective learning, which leads to greater academic performance and higher marks, resulting in a good cumulative grade point average (CGPA). Thus, educators' foundation of trust and inclusion lays the groundwork for students' academic achievement by fostering a positive learning environment. Interviewee 2 emphasizes the reciprocal interaction between teachers and students, highlighting the value of mutual trust and collaboration. Educators foster a link of respect and collaboration with students by encouraging them to take responsibility of their learning experience. This trust encourages students to actively participate in class discussions and activities, resulting in a deeper engagement with the subject. As students become more committed in their learning experience, their drive to achieve grows, resulting in improved academic performance. Finally, this mutually beneficial relationship between instructor and student creates a healthy learning environment favorable to academic progress and accomplishment.

Challenges and Recommendations for SEL Implementation:

Interviewee 1 highlights time limits and curricular limitations as difficulties to adopting SEL, emphasizing the significance of advocacy and explanation to encourage student engagement. Interviewee 2 discusses the education gap among GS students, arguing for patience and help in developing critical thinking abilities. Interviewee 2 recommends investing in professional development possibilities such as the Salta degree or the Cambridge Institute's Teaching Knowledge Test (TKT) program. These programs provide instructors with crucial skills and expertise in student engagement and effective teaching approaches, both of which are required for effective SEL implementation in the classroom. Schools may better support SEL programs by improving teachers' abilities through such training initiatives, which will eventually

benefit students' academic and social-emotional development. Interviewee 1 underlines the significance of incorporating Social-Emotional Learning (SEL) into the curriculum with the approval of educational authorities. By incorporating SEL concepts into the curriculum, both students and instructors may benefit, creating a more conducive learning environment. Furthermore, Interviewee 1 argues for proper training for educators so that they may successfully implement SEL tactics into their teaching practices, guaranteeing seamless integration and maximum impact on student development.

Interviewee 3 advises supporting student-centered ways to improve SEL implementation, highlighting the importance of ongoing modification to suit students' changing needs. Finally, the perspectives shared by these interviewees illustrate SEL's transforming influence on students' academic achievement, conduct, motivation, and overall classroom dynamics. Educators may successfully promote students' overall development and academic performance by incorporating SEL into the curriculum and implementing student-centered initiatives.

Chapter Summary

Chapter Four summarizes the study findings, with an emphasis on survey responses and interview topics related to Social-Emotional Learning (SEL) in academic settings. The survey results provide valuable insights into the demographics and participation levels of Rohingya female students at Asian University for Women (AUW), with a focus on their involvement in SEL activities, educational backgrounds, self-awareness, stress management skills, communication abilities, academic goals, study habits, academic performance, and perceptions of SEL's impact on academic success. The statistics show a considerable concentration of students aged 16 to 19, primarily General Study students, who participate actively in SEL activities and have good assessments of their SEL-related abilities and academic performance.

The interview findings focus on six sub-themes related to SEL in academic settings: observing the impact of SEL, motivation and success through SEL, overcoming academic challenges with SEL, integrating and impacting SEL in the curriculum, influence on teacher-student relationships and classroom dynamics, and challenges and recommendations for SEL implementation. Using qualitative data, educators demonstrate SEL's transforming influence in increasing students' self-awareness, motivation, and academic performance. They talk on the necessity of developing supportive and inclusive classroom settings, fostering mutual trust and collaboration between instructors and students, and dealing with obstacles like language difficulties and curricular limits. Overall, the interviews emphasize the importance of SEL in enhancing kids' overall development and academic accomplishment, as well as the necessity for educators to have continuing support and training to properly implement SEL programs.

In conclusion, Chapter Four presents a thorough analysis of the research findings, providing important insights into the demographics, involvement levels, and attitudes of SEL among Rohingya female students at AUW. The survey results show that students engage in SEL activities and have favorable opinions of their SEL-related abilities and academic achievement. The interview findings go deeper into SEL's transformational influence on students' academic progress, classroom dynamics, and teacher-student relationships, as well as problems and recommendations for its implementation. Together, these findings add to our knowledge of the role of SEL in fostering students' overall development and academic achievement in academic settings.

CHAPTER FIVE

DISCUSSION

This chapter provides a summary of study findings, incorporating quantitative and qualitative data from Chapter Four. The major purpose is to address the central four research questions. The overall objective is to provide insights into how social-emotional learning effects Rohingya students' academic performance at AUW. These are the four main research questions:

1: How to decrease students' anxiety using SEL?

2: Does AUW use SEL in their teaching curriculum? If yes, at which level?

3: How well does SEL promote students' academic achievements (CGPA)?

4: How is SEL related to students' Academic achievements (CGPA)?

When investigating the influence of social-emotional learning (SEL) on academic success, it is critical to understand the context and importance of such interventions. Chapter one establishes the context by highlighting the significance of SEL interventions geared to Rohingya students at Asian University for Women (AUW), Bangladesh. This study not only addresses critical gaps in academic knowledge, but it also provides practical answers to the particular issues that Rohingya students confront in refugee education settings. The study's goal in examining the efficacy of SEL programs in improving academic performance among Rohingya pupils is to improve educational practices, alleviate schooling difficulties, and empower underprivileged groups through evidence-based interventions.

How to decrease students' anxiety using SEL?

Building on this basis, the literature review examines the theoretical theories and empirical data supporting the usefulness of SEL in academic settings. The progress of education,

influenced by digitization and globalization, has resulted in a paradigm shift toward comprehensive student development, with SEL playing a critical role. SEL treatments have been demonstrated to have several advantages, going beyond academic achievement to include lifetime learning, positive habits, and professional success. However, obstacles remain in properly implementing SEL, demanding systematic techniques and teacher training to maximize its influence on students' academic progress and well-being. One of the interviewees said that when the students improve self-management and self-awareness skills they will learn how to deal with academic challenges and anxiety. She said "one the crucial components of SEL is Self-awareness and self-management because once students acknowledge their strengths and weaknesses they will use self-management skills to work hard on their weaknesses and strengths and they will set academic goals for themselves. Other interviewee said "SEL activities in the classroom keep GS students motivated.

Does AUW use SEL in their teaching curriculum? If yes, at which level?

Survey and interview finding presents a thorough examination of the study's findings, explaining the influence of SEL through survey data and interview discussions. Demographic statistics show a considerable concentration of individuals aged 16 to 19, who actively participate in SEL activities at AUW. The survey results support participants' favorable judgments of SEL-related abilities and academic success. Using qualitative data, educators demonstrate how SEL improves students' self-awareness, motivation, and academic accomplishment, highlighting the necessity of building supportive classroom settings and fostering trust between instructors and students. According to the interview finding AUW does not have SEL in their curriculum but GS instructors said they always use SEL activities whenever they get the chance for better learning of the student and they suggested that AUW

should have a specific course for Rohingya students. One of the interviewee said that most of the GS students are not familiar with the concept of SEL or they do not know what SEL is but the SEL activities always pops up in our classroom during the lessons. The interviewee said that she always prepares her course material and class activities according to students' need. For example, being English teacher for GS beginner level she asked her students that what your strength and weaknesses are, most of the students' responded that they have zero knowledge in English language and they wanted to started the lesson form the beginner level. That shows that they are aware of their weaknesses and strengths.

How is SEL related to students' Academic achievements (CGPA)?

The importance of SEL interventions in addressing refugee education issues cannot be emphasized. Refugee students, notably Rohingya students, confront several challenges such as insufficient resources, language hurdles, and trauma-related issues. By looking at the function of SEL in decreasing the impact of trauma and developing resilience among Rohingya pupils, the study makes practical recommendations for refugee education programs, empowering marginalized groups and contributing to their overall well-being. As I did a regression test between students CGPA (dependent variable) and SEL four components (independent variable), according to result I found out that there is a weak positive connection between dependent variable and independent variables and only 12% variation in dependent variable has been explained by independent variables. However, most of the survey and interview participants showed a positive insight about the effect of SEL in student academic performance. The reason behind regression test result is that almost 15(25%) survey participant did not provided their CGPA in the survey.

How well SEL promote students' academic achievements (CGPA)?

The incorporation of SEL into educational settings has enormous potential for improving students' academic progress and overall development. SEL programs, based on theoretical frameworks such as Self-Determination Theory and Social Cognitive Theory, promote critical competences such as self-awareness, self-management, and relational skills, all of which benefit students' academic achievement. However, continuing support and training for educators, as well as organized SEL practices, are required to maximize the impact of SEL interventions and promote equitable education for all students.

Finally, the combination of these studies highlights the transformational potential of SEL in educational settings, particularly for underrepresented groups such as Rohingya students at AUW. By addressing socio-emotional needs and developing essential abilities, SEL programs help to create inclusive learning environments that promote students' overall growth and academic performance. As we traverse the challenges of refugee education and educational justice, SEL stands out as a light of hope, inspiring both students and communities to succeed in the face of tragedy. One of the interviewees shared that one of my pupils first demonstrated reluctance and shyness, which appeared to derive from a fear of being criticized or making mistakes. Recognizing her concern, I engaged her in a helpful conversation, reminding her that making errors is a normal part of the learning process and that she need not be afraid of being judged by her classmates or me. Furthermore, I urged her peers to be encouraging and supportive, creating a loving environment in which she felt safe expressing herself. These initiatives eventually produced remarkable benefits. The student, who was first hesitant to speak out in class, progressively overcame her shyness. She developed confidence in her talents via regular encouragement and positive reinforcement, and she eventually emerged as one of the

most expressive and active kids in the classroom. She no longer shows indications of shyness and is actively participating in class discussions, exhibiting great development in her communication skills and confidence. This shift demonstrates the significance of creating a welcoming and inclusive learning atmosphere in which students feel appreciated and encouraged to overcome their inhibitions. Educators may assist shy and hesitant students reach their full academic and social potential by developing an acceptance and encouraging culture.

Chapter Summary

This chapter presents a complete review of the study's findings, combining quantitative and qualitative data from Chapter Four to answer four key research questions. The study aims to fill critical gaps in academic knowledge by investigating the efficacy of social-emotional learning (SEL) interventions on Rohingya students' academic performance at Asian University for Women (AUW), Bangladesh, while also providing practical solutions to the challenges that Rohingya students face in refugee education settings. Drawing on a review of the literature and survey results, the chapter emphasizes the importance of SEL in lowering student anxiety, improving academic performance, and supporting general well-being. Despite the lack of SEL in the AUW curriculum, the study emphasizes educators' attempts to include SEL activities and calls for separate SEL classes customized to Rohingya students' needs. Finally, the chapter underlines SEL's transformational potential in building inclusive learning environments and fostering educational equality for marginalized groups, framing it as a source of hope in refugee education and educational justice programs.

CHAPTER SIX

CONCLUSION

The comprehensive study of the impact of social-emotional learning (SEL) on Rohingya students' academic performance at the Asian University for Women (AUW) in Bangladesh, presented in five chapters, provides invaluable insights into the intersection of education, socio-emotional well-being, and refugee experiences. This study takes a mixed-methods approach, addressing crucial research issues, analyzing survey data, and conducting qualitative interviews to give a comprehensive picture of SEL's usefulness in improving academic performance and encouraging holistic student development.

The importance of this discovery cannot be emphasized. In an environment where Rohingya children experience several barriers to receiving excellent education, this study provides light on the potential of SEL interventions to alleviate these constraints and empower oppressed populations. By highlighting AUW as a beacon of hope for impoverished students, particularly Rohingya girls from Myanmar, the study underscores the need of personalized interventions in fostering educational fairness and social mobility.

The findings in Chapter Four highlight the favorable effects of SEL exercises on participants' self-awareness, stress management, communication skills, and academic achievement. Despite the lack of SEL from the AUW curriculum, instructors indicate a commitment to incorporating SEL concepts into their teaching techniques, calling for dedicated courses to meet the unique needs of Rohingya students. This demonstrates educators' resilience and resourcefulness in using SEL to build supportive and inclusive learning environments.

Chapter Three presents a strong methodological framework for studying the impact of SEL, integrating quantitative research with theme insights from qualitative interviews. By

carefully selecting Chittagong, Bangladesh, as the research site and involving both students and teachers as participants, the study guarantees a thorough knowledge of SEL's impact in the classroom. The study's rigorous data gathering and analysis yields useful recommendations for future refugee education research and practices.

The research review offered in Chapter Two contextualizes the changing educational landscape and underlines the value of SEL in boosting academic performance. Drawing on academic frameworks such as Self-Determination Theory and Social Cognitive Theory, the review emphasizes the significance of SEL abilities in determining student achievement. Despite the limitations of properly adopting SEL, the research emphasizes its transformational potential in encouraging holistic student development.

The first chapter establishes the framework for the study by explaining its aims, research questions, and importance. The chapter emphasizes the necessity of addressing Rohingya students' special needs by situating the research within the context of refugee education and AUW's commitment to social justice. The study's goal is to use evidence-based interventions to influence educational practices, empower underrepresented groups, and contribute to larger initiatives for educational equity and social inclusion. Finally, this research makes an important addition to the disciplines of refugee education and social-emotional development. The study, which investigates the influence of SEL on Rohingya students' academic achievement, provides practical answers to the difficulties that underprivileged people confront. SEL emerges as a strong instrument for advancing educational fairness, creating resilience, and empowering underrepresented people as educators, policymakers, and community stakeholders' work together to make it happen. As we work through the intricacies of refugee education and social justice, SEL serves as a light of hope, promoting transformational change and inclusive growth.

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Appendix A: Participants Advert

Hello, my name is Khurshid Arif. I am an MA student at Asian University for Women in Chittagong, Bangladesh. I am now completing a paper called "Evaluating the Impact of Social Emotional Learning on Rohingya Students' Academic Performance (CGPA): Evidence from Bangladesh, Asian University for Women." If you are a Rohingya female student (Indigenous community) in Bangladesh, your involvement in this survey is critical, and I cordially welcome you to take part in this research. Your views and experiences can help promote an inclusive and fair educational system.

Participation in this study is completely voluntary, and your choice will be honored. I've produced a permission form to ensure that you're fully informed about the research, including the duties required, any dangers, and advantages of participation. You must carefully review this form before making a choice.

Appendix B: Information Sheet Guidelines

My name is Khurshid Arif, and I am a master's student in education at AUW. I am writing

my master's thesis. This leaflet provides information on the study and your involvement.

To the Participant:

- Participants are free to choose whether or not to participate in this project.

- Participants can withdraw from the study at any moment.

- Participant's decision will not have any negative consequences.

- Participants will receive a copy of the Participant Information Sheet.

Description of Project

- This project is about the impact of social emotional learning on Rohingya students'

  academic performance (CGPA).

- I will invite participants to conduct an online survey in English.

  I will also do a 30-minute interview with several participants.

Investigators and Contacts

- Student's Name: Khurshid Arif

- Students Email address: khurshid.arif@auw.edu.bd

Funding

- Asian University for women

Benefits and risks

- Participants may gain psychological advantages by expressing their personal experiences,

  ideas, and feelings about prejudice as part of the research.

Privacy and Confidentiality

- Your confidentiality will be protected to the extent permitted by the technology used. There are no assurances about third-party interception of data exchanged via the Internet.

- Confidentiality cannot be preserved if the researcher has grounds to suspect the subject intends to hurt himself or others, or if child or elder abuse is occurring.

- Confidentiality has legal restrictions.

Data Storage

- This information will be saved on my password-protected laptop. Audio recordings will be discarded once transcribed and stored. Data will be erased at completion of the research.

Shared Findings

- My finished thesis will be presented as part of my degree. The content will be shared inside AUW Library and maybe published in academic journals in the future. Unless otherwise approved, the information will not be posted publicly or on social media.

Further Information

If you have any questions, problems, or complaints during the research, please contact the thesis adviser.

Name: Dr. Kaythlyn Eillott

Position: Postdoctoral Research Fellow, Boston children's Hospital, Trauma and Community Resilience Center

Address: Boston Children's Hospital

Email: Kathlyn.Elliott@childrens.harvard.edu

Appendix C: Voluntary Consent Form

Evaluating the Impact of Social Emotional Learning on Rohingya Students' Academic Performance (CGPA): **Evidence from Bangladesh, Asian University for women**

(MASTER'S THESIS)

Principal Investigator: Khurshid Arif

Organization: Asian University for Women

Purpose of the research

The aim of this study is to systematically evaluate the impact of Social Emotional Learning (SEL) interventions on Rohingya students' academic performance, especially their Cumulative Grade Point Average (CGPA), at the Asian University for Women in Bangladesh. Given the particular problems that Rohingya children encounter, such as relocation, trauma, and limited access to quality education, knowing how SEL programs might improve their academic performance is critical. This study aims to provide empirical evidence and practical insights that can inform policy decisions, curriculum development, and educational interventions aimed at improving Rohingya students' academic success and holistic well-being in higher education settings.

Why are you invited to participate in this study?

In this study, I will survey Rohingya students at AUW and interview GS(General study) Instructors. You are invited to participate in this study because you have been identified as a member of those communities based on the information provided by the Academic Registry department in AUW.

What is expected from the patient/ respondent?

I will ask you some questions related to socio-demographics- like age, gender, and education

qualification and questions regarding your experiences of participating in SEL activities during

school time. I will also ask about whether and how your experiences with SEL in school have

affected your academic performance. The interview will take about 30 minutes.

Privacy, anonymity, and confidentiality

Your responses during the interview will be confidential, and nobody other than the student

investigator and the thesis supervisor of this study will be able to access them. I won't use your

name in any of my notes. Instead, I'll use a different name (a pseudonym). Similarly, I won't

ever

use your name when I share the study results at conferences or for publication.

Right not to participate and withdraw

Your participation in this study is completely voluntary. You have the right to withdraw from the

study at any time you wish. You will also be able to withdraw yourself at any time during the

study without giving any reason. You may choose not to answer any questions that you do not

like.

For further information

If you have further questions regarding this study and the rights to participate in the study, you

can

contact the student investigator of this study at the address given below to ask questions. You

may

contact the addresses below to ask questions. If you want to know more about your rights as a

participant in this research or for any other queries please contact:

Contact address:

Khurshid Arif

MA. Education

Student Investigator

Asian University for Women,

20/A M.M Ali Road, Chittagong 4000

Email: khurshid.arif@auw.edu.bd

Do you have any questions?   Yes   No

Do you agree to participate in this research project? Yes   No

Consent: I acknowledge that the study has been explained to me. I have also been allowed to ask

questions about the goals and procedures of the study. In signing this consent form, I give my

consent to participate in this study.

_____   _____

Signature of Participant   Signature of Investigator

Date: _____   Date: _____

Appendix D: Participant Survey

Social-emotional learning (SEL) is an approach that teaches individuals of all ages how to better understand their emotions, feel them fully, and show empathy for others. These taught behaviors are then used to assist students in making positive, responsible decisions, developing frameworks to attain their objectives, and developing positive relationships with others. While SEL is not a specific subject like history or arithmetic, it can be included into the fabric of a school's curriculum. Students may be more willing to participate and less prone to mentally check out during their studies if educators make academic lessons more personal and accessible to them. SEL can have a long-term positive impact in the classroom by encouraging empathy, self-awareness, and feelings of safety and inclusion.

Survey question:

1. What is your Gender?

   - Male

   - Female

2. What is your nationality?

3. How old are you?

4. Have you participated in any social-emotional learning programs or activities during your time at [School/University]?

   - Yes

   - No

5. On average, how often do you participate in social-emotional learning activities in a month?

   - Rare

- Occasionally

- Monthly

- Weekly

- Daily

6. To what extent do you believe social-emotional learning has helped you become more self-aware of your strengths and weaknesses?

    - Not at all

    - Slightly

    - Moderately

    - Very

    - Extremely

7. How would you rate your ability to manage stress and regulate emotions during academic challenges, influenced by social-emotional learning?

    - Poor

    - Fair

    - Good

    - Very good

    - Excellent

8. Do you think participating in social-emotional learning activities has improved your communication and interpersonal skills with peers and instructors?

    - Not at all

    - Slightly

    - Moderately

- Very

- Extremely

9. To what extent has social-emotional learning influenced your ability to set academic goals and stay motivated to achieve them?

    - Not at all

    - Slightly

    - Moderately

    - Very

    - Extremely

10. Have you noticed any changes in your study habits as a result of your engagement in social-emotional learning activities?

    - No change

    - Slightly improvement

    - Moderate improvement

    - Very improvement

    - Significant improvement

11. In your opinion, has social-emotional learning positively influenced your overall academic performance? Rate on a scale of 1 to 5, with 1 being 'Not at all' and 5 being 'Very much.

    - 1

    - 2

    - 3

    - 4

- 5

12. Please provide your current Cumulative Grade Point Average (CGPA).

13. To what extent do you think social-emotional learning has contributed to reducing stress related to academic challenges?

- Not at all

- Slightly

- Moderately

- Very

- Extremely

14. In your opinion, do you think the effects of social-emotional learning on your personal development will have a lasting impact on your academic performance in the long run?

- Not at all

- Slightly

- Moderately

- Very

- Extremely

15. In your opinion, do you believe the benefits of social-emotional learning will continue to influence your academic success in the long run?

16. What specific recommendations do you have for incorporating or enhancing social-emotional learning initiatives to further support academic success?

Appendix E: Interview Protocol

Interview Questions:

1. What is your gender?

    a. Male

    b. Female

2. What is your academic qualification?

3. How old are you?

4. Can you share specific instances where you've personally observed the impact of social-emotional learning on a student's academic performance?

5. Have you noticed any changes in students' behavior that you believe can be attributed to their engagement with social-emotional learning? How have these changes manifested in the academic setting?

6. From your perspective, how does social-emotional learning contribute to students' motivation to succeed academically? Can you provide examples to illustrate this?

7. Can you share any success stories of individual students whose academic success can be linked to their involvement in social-emotional learning activities or programs?

8. In your experience, how has social-emotional learning assisted students in overcoming academic challenges or setbacks?

9. How do you integrate social-emotional learning into your curriculum, and have you noticed any resulting impact on students' academic engagement and achievement?

10. Are there specific social-emotional learning programs or initiatives that you believe have a more noticeable impact on students' CGPA? What makes them effective?

11. How do you think social-emotional learning influences teacher-student relationships, and in what ways might this influence students' academic outcomes?

12. Can you describe how the incorporation of social-emotional learning principles has influenced the overall dynamics of your classroom? How does this impact students' academic experiences?

13. Have you faced any challenges in implementing social-emotional learning, and how have you adapted your approach to address these challenges while still fostering positive academic outcomes?

14. Have you sought feedback from students about their experiences with social-emotional learning and its potential impact on their academic journey? What have they shared?

15. Based on your experiences, what recommendations would you provide to educators or school administrators to enhance the integration and effectiveness of social-emotional learning in supporting students' academic success?

Appendix F: Confirmation of University Ethical Approve

The research for this project was submitted for ethical review to the Ethical Review Committee (ERC) of the Asian University for Women. It was submitted on Sep 25, 2023, and approved by the AUW ethics committee procedure on Oct 23, 2023.