



**STUDENTS' SOCIAL AND EMOTIONAL SKILLS: THE CASE OF GRADE 7  
& 8 GOVERNMENT SCHOOLS in ADDIS ABABA ETHIOPIA**

**BY: Genet Tadesse**

**Advisor: Dawit Mekonnen**

A Thesis submitted to College of Education & Behavioral Studies School of  
Psychology of Addis Ababa University in partial fulfillment of the requirements  
for the Degree of Master of Arts in Social Psychology

**September 2018**  
**Addis Ababa, Ethiopia**

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I, the undersigned, declare that this study entitled “STUDENTS LEVEL OF SOCIAL AND EMOTIONAL SKILLS; IN THE CASE OF GRADE 7 & 8 GOVERNMENT SCHOOLS ADDIS ABABA ETHIOPIA” is my own work. I have undertaken the research work independently with the guidance and support of the research advisor.

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This is to certify that the thesis prepared by Genet Tadesse, entitled: “STUDENTS LEVEL OF SOCIAL AND EMOTIONAL SKILLS: IN THE CASE OF GRADE 7 & 8 GOVERNMENT SCHOOLS ADDIS ABABA ETHIOPIA” and submitted in partial fulfillment of the requirements for the Degree of Master of Psychology with the regulations of the University and meets the accepted standards with respect to originality and quality.

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## ***Abstract***

*This study examined students' social and emotional skills in elementary school students found in Bole sub city Addis Ababa. Measures taken by teachers in order to build their students social and emotional development level were also assessed. A sample of 95 elementary students and 10 teachers were used for the study. In the process of answering the basic questions, questionnaires, interviews and focus group discussions were applied to generate sufficient data. The data were analyzed using SPSS and summarized using frequency distribution tables and measures of central statistics. The study obtained answers to the research questions by using qualitative exploratory research method. As a result, the Social and emotional skills of elementary students was seen to be poor. Teachers were found to believe in the importance of teaching students regarding Social Emotional skills. But, practical measures being taken with the aim to build students' social and emotional skills were seen to be minimal. Furthermore, it is concluded that despite the efforts of their teachers, the majority of the students have poor awareness level regarding their social and emotional skills. Based on the major findings, recommendations were forwarded to improve the Social Emotional skills of students.*

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**Acronyms:**

CASEL COLLABORATIVE FOR ACADEMIC, SOCIAL AND EMOTIONAL LEARNING

CEE CIVIC AND ETHICAL EDUCATION

CSA CENTRAL STATISTICAL AGENCY

EI EMOTIONAL INTELLIGENCE

MOE MINISTRY OF EDUCATION

MOWYCA MINISTRY OF WOMEN YOUTH AND CHILDREN AFFAIR

PSEL PERSONAL, SOCIAL AND EMOTIONAL LEARNING

SED SOCIAL EMOTIONAL DEVELOPMENT

SEL SOCIAL AND EMOTIONAL LEARNING

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

Character education is an important aspect of learning which contributes for social behavior of students. Parents are the first contact points in building the character of their children. Family members and neighbors also play their own role in influencing the character of children. One of the purposes of schools is building academic achievement of their students. Ethiopian schools consider character education as a sideline business and hence less attention is given to character development (Jibril, 2002).

Schools are places where students learn academic and non-academic competencies in their lives. Schools, in most cases, want to accomplish their twin objectives of meeting academic achievement as well as cultivating the positive character of their students. However, the outcome-based system to education apparently pressurizes them to give too much emphasis to the cognitive development of their students, as a result, their effort and attentions are minimized for non-academic character related issues (Buchanan, 2008).

In most cases, schools' primary focus is building academic excellence of their students as they are evaluated by how many students they manage to promote to the next level than how many good students they have developed in terms of character. Apart from academic achievement, parents expect schools to develop the character of their children with the firm belief that combining both cognitive and non-cognitive abilities are imperative to build the all-rounded personality of children. The challenge is how schools meet their dual targets in a balanced way. Realizing the importance of the two major objectives, Lickona (1992) emphasized that, it is global fact that education has dual goals; to help people become smart and to help them become good.

Evidently, building academic competency of students regardless of character is equivalent to producing academically proficient but irresponsible citizens. When people lack character, no matter how competent they might be, putting their skills and knowledge into effect will be risked

due to character failure. Similarly, character without cognitive ability may not fetch the intended yield as expected (Allen, 2015).

According to Lickona (1992), character is defined in relation to personal, social and civic values one can portray in her/his own life and others. Klann (2007) also reported that skill education has received greater attention in all parts of the world due to the failure of educating moral and ethical values more than at any time by families, schools, religions, businesses and governments and international organizations.

The study by Endalcachew Bayeh (2016) concludes that because of several impeding factors, the current Ethiopian civics and ethical education failed to attain its intended purposes. The study further outlined various bottlenecks that include: content- and context-related problems, lack of civil societies' engagement, lack of democratic school administration, improper method of delivery, pressure from external environment, weak democracy, limited geographical coverage of the course, and lack of role model teachers. These facts have obvious impact on students' social and emotional skills.

Evidences from researches in the field revealed that social and emotional skills play a central role in shaping student achievement, workplace readiness, and adult wellbeing (Chien, Harbin et al. 2012; Delale-O'Connor, Farley et al. 2012; Guzman, Caal et al. 2014). Different researches conducted in last two decades have shown the importance of learning social and emotional skills in creating better outcomes for children. More and more, schools and youth-serving organizations are seeking ways to effectively integrate social and emotional learning into their classrooms and programs. But as of yet, the development of consistent standards, measures, and tools to support schools and organizations in measuring and monitoring these skills remains a need in the field (Gerge, 2012).

Understanding that, the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful. Social and emotional skills are critical to being good students, citizens, and workers. In addition, many different risky behaviors (e.g., drug use, violence, bullying, and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. This is best done through (1) effective classroom instruction; (2) student engagement in positive activities in and

out of the classroom; (3) coordinated school-wide programming and policies, and (4) broad parent and community involvement in program planning, implementation, and evaluation (Bond & Carmola-Hauf, 2004; Nation et al., 2003; Oberle, Domitrovich, Meyer, & Weissberg, 2016; Weare & Nind, 2011; Weissberg, Durlak, Domitrovich, & Gullotta, 2015). Effective SEL programming begins in preschool and continues through high school and beyond, and most importantly, it addresses the needs of both students and adults

In the light of the above, several studies implied how much the area of character education has got attention throughout the world. Therefore, investigate the study is important to contribute and indicate challenge of the areas, regain principles view, teachers' activities and its results on student's level of socialization.

This research also intended to assess to what extent social and emotional concepts are incorporated in the existing curriculum of education. The study further scrutinizes which contents and methodologies are relevant to integrate social and emotional skills in the curriculum and assessed the students' social and emotional skills which are still not well studied, especially in our city, Addis Ababa Ethiopia.

## **1.2. Statement of the Problem**

Evidence-based social and emotional learning (SEL) programs, when implemented effectively, lead to measurable and potentially long-lasting improvements in many areas of children's lives. In the short term, SEL programs can enhance children's confidence in them; increase their engagement in school, along with their test scores and grades; and reduce conduct problems while promoting desirable behaviors. In the long term, children with greater social-emotional competence are more likely to be ready for college, succeed in their careers, have positive relationships and better mental health, and become engaged citizens (Charles, 2005).

Many scholars (Gene Klann, 2007, Charles, 2005, and Jibril, 2002) broadly agree that today's schools must offer more than academic instruction to prepare students for college, career, and community success. Children's life conditions have changed dramatically in the last century. Many families face greater social and economic pressures. Schools and communities are increasingly multicultural and multilingual. Children are exposed to a more complex world

through the media and have unmediated access to information and social contacts through various technologies. These societal changes—as well as the shift from a manufacturing to an information economy—call for a new emphasis on learning how to manage students, personal, social and behavioral character has get high stress, along with others, and work in groups.

The problem is meant to be similar to Ethiopia. According to Addis Ababa Educational Bureau report (2016), which is focused on grade 8 students of Addis Ababa who sat for Ministry exam, the score for the past 8 years was not satisfactory. One of the reasons forwarded is that the student's behavior and interest for education becoming less and less through the years. These reports were also supported by studies of Getachew Dinku (2015) based on Civic and Ethical Education effect on student's behavior. The study finding implied that, Civic and Ethical Education didn't change student's attitude. In additions the study conducted by Walta Information Center (2017) reveal that civic and ethical education failed to bring positive behavior of students. Therefore, the problem indicates that, it is not a matter of civic or some single subject challenges, it need a broad bodies collaborative intervention of Curriculum developer, parents, teachers, and community participation to assess and to improve, character education in school.

Misconduct of students at school level has negative effect on the teaching-learning environments that result in low academic performance of students. In his study, (Tegenu, 2012) confirmed that poor discipline of students has negatively affected educational achievements of students.

The ethical practices of students in Ethiopia, despite the Ethiopian Government's effort in installing the civic and ethical education in schools' curriculum, calls for further investigation. The study conducted by Mekonnen (2015) indicates that there are a number of disciplinary problems of students that hamper the teaching-learning process of schools. The miss behavior of students includes cheating on exams, failing to submit homework on time, coming late to schools, missing classes, absenteeism, leaving the school without permission, lack of respecting teachers, disobedience to school rules, drug use in schools, fighting in groups, using mobile for exchanging exam answers amongst each other, etc.

With the inclusion of learning social and emotional skills, it is expected that students will enhance their achievement motivations, which will, in turn, contribute to academic excellence

and positive behavior of students towards their lives, schools, and communities. In addition, the inclusion of learning social and emotional skills is expected to raise the interest of students to accept the existing civic and ethical education that is being implemented in the country. The intended learning of social and emotional skill contents may accompany the civic and ethical education.

The expected outcome of this study suggests that appropriate contents and method to weave social and emotional skills in the Ethiopian school system that is believed to be significant to gain academic and nonacademic achievements.

This study is deemed to fill the gaps by assessing the level of the students' awareness as related to their social and emotional development and attempts to answer the following key questions.

- What can be inferred from students' social skills?
- What is current level students' emotional skill in the study areas?
- What measures are taken by teachers to build students' social and emotional skills?

### **1.3. Objective of the study**

Generally, the study is designed to assess the current level of the students' social and emotional skills in elementary schools found in Bole sub city Addis Ababa. Specifically, it is intended to assess:

- To measure level of students' social and emotional skill.
- To assess measures taken by teachers in order to build their students social and emotional skills.

### **1.4. Significance of the study**

This study contributes its own part for parents, school principals, teachers, community as well as other researchers as standing point. As the problem is country wide, this simple study may also indicate students' positive behavior in the class room has impact in school achievement which is

substantially linked with subsequent life outcome. Specifically, as the study focused on school teachers and students, the recommendation and the major finding may show the intervention areas as well as degree of the challenges in the country.

### **1.5. Scope of the study**

There are ten sub cities in Addis Ababa City, the capital of Ethiopia. This ten sub cities in turn have ten woredas. Thus, the researcher chose Bole sub city as study areas for this study. The reason why the researcher chose this area is because of the low, middle and high class people are leaving in this area and those students are coming from those families also the area is convenient to collect data for the researcher. This study specifically addressed grade 7 and grade 8 Students in Bole Sub City, Wereda 13, Gerji, government schools Addis Ababa, the capital of Ethiopia. The reason why the researcher chooses those grade students because; in Ethiopian curriculum, Civic and Ethics education is given from 5th to 9th grade students. Therefore, those grade 7th & 8th students have a better understanding regarding elementary schools because of their maturity level. The study population will be school teachers and students in the selected schools.

### **1.6. Limitations**

Like all researches, this study had limitations. The research explores to assess the level of awareness of students social & Emotional skills in selected Addis Ababa elementary schools. Given the scarcity of time and resource, the study does not cover all schools in Addis Ababa. The research only targets selected elementary schools in Addis Ababa and do not entertain regions as a result this limited geographic coverage may be viewed as limitation of the research.

Furthermore, the study does not include a review of the curriculum, because its focus is students' awareness of social and emotional development.

### **1.7. Operational Definition of Terms**

**Audience:** The intended readers of the paper are school community in Addis Ababa such as students, teachers, parents, principals, administrators, guidance, researchers and counseling officers.

**Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with multi-cultural and multi-ethnic group and friends, respecting their value, ideas and communicating clearly and listening actively, negotiating conflict constructively, and seeking help and assist others when needed. It includes cooperation, help seeking and providing, and communication.

**Responsible decision-making:** Level of assessing own strength and weaknesses and recognition of consequence of action and the ability to make constructive choices to achieve positive outcome. It includes evaluation and reflection, and personal and ethical responsibility.

**Self-awareness:** Is knowing once own personality and precisely recognize once own filling and thought. It also includes identification and recognition of one's own emotions, recognition of strengths in self and others, sense of self-efficacy, and self-confidence.

**Self-management:** The technique, practice, or science of control the way own feel when something bad happens or dealing. It includes impulse control, stress management, persistence, goal setting, and motivation.

**Social awareness:** The ability to recognize how people feel by looking at their facial expressions. It is also empathy, respect for others, and perspective taking.

**Social-emotional skills:** refers to how school teachers enhance their students in social and emotional skills and assess the level of social and emotional skills of elementary school students in related to express their feelings, develop relationships, and practice social skills.

## **1.8. Structure of the Thesis**

The report of this study has divided into five chapters. The first chapter covers the introductory part of the research. It basically includes background of the study, statement of the problem, objectives of the study, significance of the study, Scope of the study, limitations of the study, and operational definition of terms.

The second chapter focuses on review of related literatures. It includes a brief description of the literature review such as related theories, theoretical reviews and empirical findings, conceptual

framework of the study which served as great help in the identification of the theories and ideas that were explored, such as data subsequently related to the study.

Third chapter included sub-sections such as research design and methods (data sources, target population, sampling techniques, data collection methods, reliability and validity and ethical consideration) and analysis of the study.

Chapter four covers Data Presentation, Analysis and Interpretation: It will be divided into sub-sections, namely, descriptive analysis which will be examined to look for the overall findings concerning the process Character education and its effect on students' level of personal social and emotional character. Finally, the fifth chapter covers Conclusions and Recommendations: Finally, this section will present a summary of findings, major conclusions and sets recommendations on how to enhance students' social and emotional skills.

## CHAPTER TWO

### 2. LITERATURE REVIEW

#### 2.1. Social-emotional skills

According to Cohen and others (2005), includes the child's experience, expression, and management of **emotions** and the ability to establish positive and rewarding relationships with others. It encompasses both intra- and interpersonal processes.

Social and emotional learning (SEL) plays a key role in children's positive character, academic readiness and success. Raver and Knitzer, (2002) stated that, "Students with strong SEL skills participate more in the classroom, have more positive attitudes about and involvement with school activities, role models in the class, and are given more instruction and positive feedback by teachers. Without SEL skills, young children are more likely to dislike school and perform poorly on academic tasks, and later experience grade retention and dropout."

Berkowitz and Bier (2004) highlight that an effective character education supports academic objectives of schools and promotes a great deal of learning in schools. Different researchers correlate character education with positive outcomes. The study prepared by Martin (2007) indicates that character education programs resulted in a reduction of alcohol and drug abuse, decrease in vandalism, and drop in discipline problems. Improved school attendance, increase in student morale, and growth in student responsibility are a few of the positive aspects of character education programs.

#### 2.2. Understanding Social and Emotional Learning

Social and Emotional Learning (SEL) is the process children and adults learn a set of skills, attitudes, and knowledge to understand their emotions, craft and attain their goals, show empathy for others, build and maintain positive relationship, and make pertinent decisions in a proactive way and manage their interactions effectively (Durlak, 2008)

### **2.3. Social and Emotional Learning and Its Impact**

SEL has been defined by different authors in broader different ways. In most of the definitions, it has been identified as an educational endeavor to teach students to know and manage their emotions productively. According to Elias et al. (1997) elucidates that SEL as Social and emotional competence is the ability to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development.

In another definition, SEL is described as the process in which children and adults learn a set of skills, attitudes, and knowledge to understand their emotions, craft and attain their goals, show compassion for others, build and maintain a positive relationship, proactively make appropriate decisions and manage their interactions effectively (Durlak, 2008). The importance of context and safe environment is emphasized to implement the set of skills acquired in SEL.

Similarly, Cherniss, Extein, Goleman, and Weissberg, (2006): defined SEL as: “The process of acquiring a set of social and emotional skills, self-awareness, self-management, social awareness, relationship skills, and responsible decision making—within the context of a safe, supportive environment that encourages social, emotional, and cognitive development and provides opportunities for practicing social-emotional skill”.

In the definitions, one can simply realize that the purpose of SEL is to transfer the set of life skills to students, teach how to evaluate own and the emotions of others, techniques of self-regulation and building of social skills for a productive relationship. In addition, SEL strives to build decision-making, problem-solving, and conflict-management skills of students.

The set of skills that are intended to be transferred through SEL are not only relevant for students during their school days but also in their personal and professional lives after school is finished. Those students who do not build their behaviors using SEL are less likely to succeed (Elias et al., 1997).

Proponents of SEL emphasize the importance of teaching student’s non-cognitive behaviors in their early years as these characters are relevant when they become adults.

Having seen the positive impact of SEL from various researches, I am initiated to study the topic of my research that will be implemented in Ethiopian schools starting from pre-KG so that students develop self-confidence and assertiveness. Students will also develop pro-social behaviors which will turn them into active citizens that participate in the socio, political, cultural, and economic affairs of their country. Various researchers repeatedly affirm that SEL results in positive outcomes. These effects of SEL are not limited to the achievement of positive behaviors but also enhancing the academic performance of students.

The research prepared by Frary (1999) indicates that when schools invest their time in building the competencies of students in responsibility, decision making, self-awareness, self-control, social awareness, and social skills, students develop positive social behaviors which result in more engagement of students in classroom activities and better grades. The same study showed that social skill is found to be an essential element to ensure the effective implementation of the learning process in schools.

The study made by Berkowitz, 2004, revealed that schools tend to be successful in achieving their educational goals when they incorporate social and emotional learning into their curriculums. The same study suggests that incorporation of personal, social, and emotional issues are solutions for schools to achieve their educational objectives (Berkowitz, 2004).

Shapiro (2004), author of 101 Ways to teach children Social Skills firmly advocates that social skills can, and should, be taught, and he further argues that children with superior social skills have a significant advantage in life not only in relationships, but they do better in schools. Various school-based researchers confirm that social and emotional learning is the major input to promote positive physical and mental health, moral judgment, citizenship, academics, and achievement motivation (Durlak, 2008).

#### **2.4. Contents of Social and emotional learning**

The process by which children and adults learn to understand and SEL as the capacity to recognize and manage emotions, maintain positive relationships with others, solve problems effectively and make responsible decisions. Durlak, Weissberg, Dymnicki, Taylor, and Pachan (2006) as cited in CASEL 2005 outlines five components of emotional and social learning. The

details of each of the five components are given. The Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies these five interrelated competencies as central to social and emotional learning:

The study made by Berkowitz and Bier (2004) reveal that schools tend to be successful in achieving their educational goals when they incorporate social and emotional learning in their curriculum. The authors suggest that incorporation of personal, social and emotional issues are solutions for schools to achieve their educational objectives.

The literature review conducted by the University of Chicago Consortium on School Research (2002) reveal that intervention of schools in social and emotional learning has a positive effect on the academic achievements of students from kindergarten to high school.

When schools invest their time in building the competencies of students in responsibility taking, decision making, self-awareness, self-control, social awareness and social skills students develop positive social behaviors which results in more engagement of students in class room activities and achieve better results in their grades. The same study showed that social skill is found to be one factors of school academic enabler.

Various school based researches validate that social and emotional learning is the major input to promote positively physical and mental health, moral judgement, citizenship, academics, and achievement motivation. Various literatures and research findings strongly suggests that social and emotional learning need to be included in school curriculum.

Social and emotional learning is defined as the process through which we recognize and manage emotions, establish healthy relationships, set positive goals, behave ethically and responsibly and avoid negative behaviors Elias et al., 1997; Payton et al., (2000). Within the context of schools, social and emotional learning (SEL) involves the integration of two interrelated strands to promote successful school performance and youth development: (i) skills development and (ii) supportive environments. First, through evidence based classroom programmes such as Zippy's Friends, social and emotional skills are explicitly taught, practiced and applied to diverse situations so that students internalize them as part of their repertoire of behaviors. These skills and attitudes help students feel motivated to succeed, to believe in their success, to communicate

well with their teachers, to set academic goals, to organize themselves to achieve these goals, to overcome obstacles.

## **2.5. Conceptual Frame work**

Ideally, schools that promote SEL create a comprehensive plan to coordinate classroom curriculum and instructions through the lens of SEL. SEL is informed by and connects to virtually all important movements and frameworks in education, including school climate, policies and practice of equity.

For example, SEL and school climate are inextricably interrelated and mutually reinforcing. Positive school climate creates environmental conditions likely to support healthy social and emotional development in students, and when students have strong social and emotional skills they are likely to contribute to positive school climate, in a similar vein, approaches to reduce teacher stress recognize that teacher equanimity and self-regulation are likely to promote student SEL as teacher's model greater positive self-management and social awareness. Thus, strategies to reduce teacher stress can also contribute to an overall positive school climate where students are also likely to grow and develop socially and emotionally.

Evidence-based SEL programs reflect an understanding of the process of social and emotional development in elementary-school children, and provide appropriate programming for different grade levels.

Prior to elementary school, most children develop basic relationship skills and the ability to control their emotions and they rely more on adults for support. At the elementary level, effective SEL approaches help students achieve key developmental competencies, such as the ability to identify and express emotions and to establish and manage peer relationships and friendships with less support from adults. Students also become increasingly able to take the perspective of others, to understand when and why others might feel different emotions, and apply problem-solving strategies. The activities and practices found in effective programs reflected a deep understanding of how students develop socially and emotionally over time,

## **2.6. Methodological Framework**

Instructional methodologies play a pivotal role in the effectiveness of education and training programs. The SEL methodology should provide students the opportunity to practice critical and creative thinking, decision making, and problem-solving skills. The SEL method should make use of recall, application, analysis, synthesis, prediction, and evaluation techniques to attain conceptual thinking (Elias et al., 1997). The use of blending the methods will allow students to reflect and integrate the learning with their own situations. The students will go through five different steps that include information gathering, analyzing the information, taking action, and evaluation of the decisions, finally reflecting on the whole process for future learning as indicated in the instructional method of Papua New Guinea Department of Education (2003).

Elias et al. (1997) in their book entitled *Promoting Social and Emotional Learning*, stress that " It is most beneficial to provide a developmentally appropriate combination of formal, curriculum-based instruction with ongoing, informal, and infused opportunities to develop social and emotional skills from preschool to high school".

The guideline for educators developed by Elias et al. (1997) also indicates the importance of experiential learning method and lesson-based formal instruction. The same guideline stresses that SEL instruction should make use of a variety of teaching methods to ensure active involvement of students and promote numerous domains of aptitude.

Elias et al. (1997) indicate the different methods used by SEL and the methods include: storytelling, group discussion, rehearsal and practice, self-awareness and self-regulation, self-reflection and goal setting, artistic expression, Play, cooperative and small group learning.

In my experience as trainer I noticed that the traditional teacher-centered approach was proved to be ineffective to cater the needs of the learners, who are the end users of learning. I do agree with Elias et al. (1997) that participatory methodologies are appropriate to transfer the knowledge, skills and attitudes related to SEL. In my project, I will consider those methods that fit into the learning styles of students and the context of school environment in my country, Ethiopia. For instance, the class size in public schools in Ethiopia ranges from 50-80. Although interactive methods are relevant for effective transfer of knowledge, skills, and attitudes, considering the class size in selecting instructional methods is imperative.

## **2.7. Current Situation**

Civic and ethical education has been integrated into the Ethiopian school curriculum since 1995. The civic and ethical education has blended democratic civic education with ethno-cultural diversity. According to the Ministry of Education (MOE), the purpose of civic education in Ethiopia is to develop good moral character and civic competence of students MOE, (2007). The Ethiopian civic education focuses mainly on building civic virtues such as building a democratic system, the rule of law, equality, justice, patriotism, responsibility, industriousness, self-reliance, saving, active community participation, and the pursuit of wisdom. In my observation, civic education in Ethiopia overlooks personal and social virtues such as self-esteem, value clarification, vision, interpersonal skill, which are essential elements in cultivating pro-social behaviors and academic achievements of students.

In 2002, the government evaluated the civic education curriculum and admitted that it was not effectively implemented for various reasons (MOE, 2006b). In 2003, the Ministry of Education reviewed the civics curriculum and developed textbooks for grades 5-12 and simultaneously changed the course name to Civic and Ethical Education. Currently, civic and ethical education is an independent course and is being provided in all school in the country (Jibril, 2012).

The contents of civic and ethical education in Ethiopia mainly focuses on civic virtues rather than personal and social rights rather than social and emotional skills. As a result, the subject fails to motivate students for higher academic achievement and pro-social behaviors. The study conducted by Hailu (2007) indicated that the Ethiopian civic and ethical education lacks the inclusion of core social values and skills. Contrary to the noble objectives of the subject, studies show that disciplinary problems of students such as cheating in exams, absenteeism, lack of respecting teachers are getting worse from time to time (Jibril, 2012). Misconduct of students at school level hurts the teaching-learning environments that result in the low academic performance of students. In his study, Tegenu (2012) confirmed that poor discipline of students has negatively affected educational achievements of students.

MOE has commissioned two local research institutions in 2016, Walta Media and Communication Corporation and Ethiopian Policy Research Institute, to conduct a nationwide study on the evaluation of civic and ethical education in the country. The results of the two

studies show that despite the positive contributions of the education in building the conceptual know-how of students about democracy and rule of law, the education falls short of practically developing the pro-social behavior of students. The studies affirmed that the education is overly emphasized civic issues, while the coverage for ethical contents has been significantly low. Lack of proper attention and focus in leading civic and ethical education at the federal and regional levels has been one of the shortcomings that the studies pointed out.

Based on the recommendation of the studies, the Ethiopian government has taken various measures. Previously, the leading body of civic and ethical education was functioning at department level under the MOE. However, the department of civic and ethical education has been scaled up to directorate level, which shows that the Ethiopian government's attention to the education. In addition, the new directorate has mobilized curriculum experts to develop additional and a separate chapter on peace education and has started delivering the course to students starting from the beginning of year 2017 academic year. However, the new chapter on peace education has not been integrated in the existing student's manual.

The information obtained from the director of the new directorate shows that MOE is interested and committed to review the curriculum in the near future, and for that reason the directorate is willing to collaborate with local and international bodies in the field of character education. I strongly believe that this study will be an important input to the MOE in its endeavor in reviewing the civic and ethical education curriculum towards the inclusion of PSEL.

Apart from the school system, personal and social development services have not been adequately rendered in Ethiopia. Recognizing this void, The Ethiopia Adolescent and Youth Status Report issued by the Ministry of Women Children and Youth Affairs (2014) indicates that lack of adolescent and youth focused personality development and identity formation infrastructures are the biggest challenges in the youth policy. The study conducted by Jibril (2012) has also pointed that altruism, integrity, and the cooperative spirit seem to have declined in Ethiopian students. The experiences of countries such as America, UK, and Singapore indicate that they have included personal, and social virtues in their character education (Ruiz, 2017). However, in Ethiopia, civic and ethical education lack integration of personal and social skill elements that encourages students to be successful in their life endeavors.

## **CHAPTER THREE**

### **RESEARCH METHOD**

#### **3.1 Research Design**

Descriptive research design is employed through survey to explore Social and emotional skills of elementary school students with the aim to evaluate and determine the adequacy of a program under existing condition against the established standards. The descriptive method is of special importance for this particular study to describe the level of social and emotional skills: in the case of grade 7 & 8 government schools at Bole sub-city, Addis Ababa, Ethiopia.

#### **3.2. Population and Sampling**

##### **3.2.1. Participants**

There are ten sub-cities in Addis Ababa, Ethiopia. Under this ten sub city there are ten weredas. Therefore, among those ten sub-Cities the researcher selected Bole sub-city wereda 13 government schools for this study. The study population of both Bole Gerji and Bole Community government elementary schools, grade 7 & grade 8 students were purposefully selected to address the research subject. There are 471 students in those both schools.

##### **3.2.2. Sampling technique**

A survey questionnaire has been tested. Feedback from the test result is used as an input to improve the questionnaire. A focus group discussion guide was prepared and pilot tested with 20 students from other school (Addis Ketema).

Since the total population of students in grade 7 & 8 are less than 550 the sample size is determined by using rule of thumb, the rule stated that, 20 – 30 % as a sample should be taken. Therefore, the study used 20% of them. The researcher randomly selected 95 students and 10 teachers for interview from the selected two schools.

##### **3.2.3. Sampling procedure**

There are two government schools in Bole sub city wereda 13 and the total number of students is 471. Once the selection of those 2 schools is done, the next step was a selection of respondents from each of the selected schools. During the data collection, the classes both grades 7 and 8 were 152 from Bole community and 319 from Bole Gerji elementary school. To do so, from both

schools, the researcher randomly selected 95 students proportionally from each school using questionnaires.

The researcher personally administered 10 questionnaires and conducted interviews with 10 teachers depending on their availability and willingness. Student participants and teachers were willing. To ensure quality of data the researcher check for completeness, clarity, consistency and accuracy by the principal data collector. A total of 105 respondents were involved in this study, including students and teachers.

### **3.3. Data Collection instruments;**

Data was collected by structured questioner and face to face interview. In order to achieve the objective of this study, the researcher used both primary and secondary sources of data. The primary sources of data were the main sources of this study because, primary data is factual and original data collecting with an aim for getting solution to the problem at hand whereas secondary data is just the analysis and interpretation of the primary data. Therefore, primary data was collected from the respondents such as school teachers and students based on a structurally designed questionnaire and interview. Secondary data is collected from annual report of the office, journals, articles, documents, related researches, & internet.

The filling out of the questionnaire is conducted in a place where it is convenient for the participants. After briefing about the objectives and the purpose of the study the researcher administered the questionnaire and assisted the participants while filling out the questionnaire. The questionnaire includes three items: demographic items, items related with social development awareness and items related with emotional development awareness.

Selected schools were approached and participants were involved based on their engagement. In the questionnaire the structured questions have two parts. i.e. 28 open ended emotional and social scale and 25 Social Emotional Competence Questionnaire and the interview have also 10 close ended questions related to social emotional learning.

In order to triangulate the findings from structured questionnaire, qualitative information was collected through interview from school teachers. The researcher believed that data collected through interviews give important insights to investigate the students' level of awareness towards social emotional character by offering richer and detailed information. A total of ten interview

questionnaires were presented to 10 school teachers. The interview questions were prepared by the researcher. The participants were selected from the sample schools based on their willingness to participate during the interview. Ten school teachers were interviewed in my study to learn their perception towards the subject and also explore how they view personal and social learning contributes to the academic achievements if it is integrated in the school system.

### **3.4. Data collection procedure**

Questionnaires Consists –socio-demographic characteristics, structured survey questionnaire was adopted from Social-emotional and Character Development scale developed by Peter Ji (2013) and Development and Validation of the Social Emotional Competence scale (The international journal of emotional education 2012) had been used to obtain the required information. The questionnaire is translated in to Amharic and participants of the study were given orientations about the objectives of the study. Ninety-five participants (students) took part in filling out the questionnaire and interview having for 10 teachers. During data collection, verbal consent and appropriate assistance had been made available to respondents while filling out the questionnaire. The researcher myself together with a trained assistant had done the administration of the translated questionnaire.

### **3.5 Analysis of results**

The data obtained from the questionnaire were organized for analysis by assembling the responses of informants under the results of the quantitative data analysis. The questionnaire included demographic, general and scale questions. The collected data is analyzed in the finding section of this research and interpreted in the discussion section of this paper using appropriate methods in line with the objective of the research.

Descriptive statistics used to analyze the demographic (gender, age, grade) status and general question to assess the students level of awareness in relation to Social and Emotional character was analyzed in percentage.

The responses from the scales properly filtered and coded to make ready for statistical processing. The data was analyzed by SPSS.

Qualitative data from the interview and questionnaires was transcribed and then categorized and presented to strengthen the finding. The questionnaire was used to answer the research questions

regarding students' level of awareness about their social development level, and students' level of awareness about their emotional development level. The interview is used to answer the research question regarding the measures taken by teachers in order to build their students social and emotional development level.

### **3.6. Validation**

In order to establish content validity, both the questionnaire and the interview questions were judged by graduate students from social psychology. They were asked to categorize the items. In addition, they were asked to give comments on them and suggest additional items to be included.

Based on the result of the experts' ratings, the researcher made some changes on the items. Pilot study was conducted to avoid ambiguity and for the purpose of evaluating the proper ways of administering the questionnaire and the semi structured interview. The pilot has been used for determining the reliability of the measurements. Participants of the pilot study were not considered for the main study.

### **3.7. Ethical consideration**

Participation of respondents was strictly on voluntary basis. Informed consent had been asked orally and the purpose of the study was explained by the researcher. In addition, the participants were informed by the researcher that their responses will be kept confidential to the researcher.

## **CHAPTER FOUR**

### **RESULTS**

#### **Introduction**

This chapter presents and analyses the data collected and discusses it accordingly. Data is presented and analyzed using frequency tables and percentages. Finally, discussions are made based on the data presented and analyzed. Subsequently, an assessment of students' awareness regarding their social and emotional development level was presented.

#### **4.1. Demographic Characteristics of Respondents**

A total of 95 students from which 49(51.6%) were from grade 7 and 46(48.4%) from grade 8 were included in the study making the response rate 100%. From the total participants 60 (63%) were female students, while 35 (37%) were male students.

#### **4.2. Relationship Management**

As in the below, table 2, regarding questions related to students' relationship management skill 36 (38%) of them agreed that they have participated in some school club while other 19 (20%) strongly agreed. To the contrary, 28 (29%) disagree that they have participated in some school club whereas 12 (13%) of the respondents strongly disagree with participating in school clubs.

Out of the total respondents 36 (38%) of them strongly agree that they can have relationship with several ethnic and religion background students respecting their value but in contrast 8% of them disagreed with creating r/ship with students from different ethnic and religious background. The majorities of the students either strongly agree (43%) or agree (38%) that they create positive group dynamics. Regarding response to peer pressure, 23 (24%) strongly agree that they respond in a healthy manner to peer-pressure on self and others while other 38 (40%) agree with that. Likewise, 36 (38%) of the participants agreed that they can discussed freely about the advantage and disadvantage of social medias with families and friends.

**Table 2: Relationship Management Skill**

No.				
	Questions related to Relationship Management skills		Number of students	Percent
1	I participate in some of school clubs	Disagree	40	42%
		Agree	55	58%
2	I relate with several ethnic and religion background friends respecting their value	Disagree	8	8%
		Neutral	23	24%
		Agree	64	68%
3	I Create positive group dynamics	disagree	6	6%
		Neutral	12	13%
		Agree	77	81%
4	I respond in a healthy manner to peer-pressure on self and others	disagree	9	10%
		Neutral	25	26%
		Agree	61	64%
5	I discussed freely advantage and disadvantage of social media with families and friends	disagree	16	16%
		neutral	32	34%
		Agree	47	40%

### 4.3. Emotional Skills

#### 4.3.1. Students Self-Development skill

It can be seen from the result, that 69 (73%) of the study participants disagree that their teachers taught them to make themselves better person in contrast to 8 (8%) who agree with that. But, the other 16 (17%) strongly agree that their teachers taught them to make themselves better person. Majority of the respondents 51 (54%) said that they have not taught to keep trying at something until they succeed.

The data also show that majority of the participants 58 (61%) disagree that their teachers taught them to set goals for themselves (make plans for the future). Furthermore, 53 (56%) of them do not think that they are taught to try to be their best as opposed to 15 (16%) of the participants agree that they were taught to try their best.

**Table:3. Students Self-Development**

No.	Self-Development		Number of Students	Percent
11	My teachers taught me to make myself a better person.	Disagree	71	75%
		Agree	24	25%
12	My teachers taught me to keep trying at something until I succeed.	Disagree	53	56%
		Agree	42	44%
13	My teachers taught me to set goals for myself (make plans for the future).	Disagree	60	63%
		Agree	45	37%
14	I am taught to try to be my best.	Disagree	57	60%
		Agree	38	40%

### **4.3.2. Self-Control**

According to the data presented in table 4 below, it becomes evident that 60 (63%) of the 95 participants disagree that they are taught to wait for their turn in line patiently. From a total of 95 participants 36 (38%) of them disagreed that they are taught to keep their temper when they argue with others.

In addition, 14 (15%) of the participants strongly disagree with being taught about controlling their temper when they argue with other kids. Similarly, 37 (39%) of the participants disagree that they are taught to follow the rules even when nobody is watching. And, 29 (31%) of them disagreed that they are taught to ignore when they call them with bad names. In addition, 37 (39%) of the students strongly disagree that they are taught about this behavior.

**Table:4 Students Self-Control**

No.	Self-Control		Number of Students	Percent
15	I am taught to wait my turn in line patiently.	Disagree	64	67%
		Agree	31	33%
16	I am taught to keep my temper when I have an argument with other kids.	Disagree	50	53%
		Agree	45	47%
17	I am taught to follow the rules even when nobody is watching.	Disagree	48	51%
		Agree	47	49%
18	I am taught to ignore other children when they tease me or call me bad names.	Disagree	66	70%
		Agree	29	31%

**4.3.3. Students Self-Awareness**

Table 5, Regarding students Self –Awareness skills, out of the total 95 respondents, 64 (67%) of the participants strongly agreed that they know what they are thinking and doing followed by 27 (28%) respondents who agreed that they know what they are doing. Furthermore, 43 (45%) of the respondents agree that they understand why they do what they do whereas 41 (43%) of them strongly agree to the same question. Regarding their own mood and feeling 36(38%) of the participants strongly agreed that they know their own feeling, 35(37%) of them slightly agreed and 24(25%) of them are neutral.

Respondents were asked about whether they can read people's faces when they are angry or not 21 (22%) of them strongly agreed that they can read but 15 (16%) of the participant responded that they can't read people's faces when they are angry.

**Table 5: Self-Awareness**

No.	Questions related Self-Awareness		Number of students	Percent
1	I know what I am thinking and doing.	Disagree	0	0%
		Neutral	4	4%
		Agree	91	96%
2	I understand why I do what I do.	Disagree	0	0%
		Neutral	11	12%
		Agree	84	88%
3	I understand my moods and feelings.	Disagree	0	0%
		Neutral	24	25%
		Agree	71	75%
4	I know when I am moody.	Disagree	8	8%
		Neutral	26	27%
		Agree	61	65%
5	I can read people's faces when they are angry	Disagree	29	31%
		Neutral	28	29%
		Agree	38	40%

#### 4.3.4. Students Self-Management

The summary table 6: shows that more than half 59 (62%) of the students including 41 students who disagree and 15 students who strongly disagree) replied not to be taught me to stay calm in stressful situations. Specifically, out of those 95 participants 41 (43%) of them disagreed that they are taught to stay calm in stressful situations while 15 (16%) strongly disagree. On the other hand, only 9 (9%) of the participants agreed that they are taught to stay calm when they are stressed.

Respondents were asked about staying calm and overcome anxiety in new or changing situations 22(23%) of the respondent disagreed, 52(55%) of them have neutral opinion and only 6% of the respondents agreed that they can overcome anxiety in new or changing situations. Similarly, respondents were asked about staying calm when things going wrong 24(25%) of them disagreed, and 13% of them strongly disagree but only 13 respondents agreed that they are taught to stay calm even if things getting wrong. This shows that most of the students do not agree that they are taught about self-management.

**Table 6: Self-Management**

No	Students Self-Management		Number of Students	Percent
1	My teachers taught me to stay calm in stressful situations.	Disagree	56	59%
		Neutral	30	32%
		Agree	9	9%
2	My teachers taught me to stay calm and overcome anxiety in new or changing situations.	Disagree	35	37%
		Neutral	52	55%
		Agree	8	8%
3	My teachers taught me to stay calm when things go wrong.	Disagree	36	38%
		Neutral	40	42%
		Agree	19	20%
4	I am thought to control the way I feel when something bad happens.	Disagree	44	47%
		Neutral	33	35%
		Agree	18	19%
5	When I am upset with someone, I will wait till I have calmed down before discussing the issue.	Disagree	41	43%
		Neutral	37	39%
		Agree	17	18%

### 4.3.5. Student's responsible Decision-Making skill

The majority of the respondents in table 7, 52 (55%) disagreed that they are taught to take in to account the consequences of their actions before making decisions, but only 4% of the respondent strongly agree with this idea. Likewise, 51 (54%) respondents disagree they are taught to ensure that there are more positive outcomes when making a choice. Regarding if they are taught to weigh the strengths of the situation before deciding on my action, 22 (23%) disagree whereas 23 (24%) agree with it.

Respondents were also asked if they were taught about their consideration for the criteria chosen before making a recommendation and 44 (46%) of the student disagreed, 19 (20%) of them agreed and 20 (21%) of them give neutral answer.

Regarding the question considering the strengths and weaknesses of the strategy before deciding to use it 32 (34%) of the participants disagreed. On the other hand, 22 (23%) of the participants agreed that they are taught to consider the strategy before giving decision. This means the students do not think that they are taught about decision-making skills.

Table 7: Student's responsible Decision-Making skill is displayed in the table below

No	Decision Making Skill		Number of Students	
1	I am taught at school, when making decisions to take into account the consequences of my actions.	Disagree	55	58%
		Neutral	32	34%
		Agree	8	8%
2	My teachers taught me to ensure that there are more positive outcomes when making a choice.	Disagree	51	54%
		Neutral	30	32%
		Agree	14	15%
3	I am taught to weigh the strengths of the situation before deciding on my action.	Disagree	26	27%
		Neutral	33	35%
		Agree	36	38%
4	My teachers taught me to consider the criteria chosen before making a recommendation.	Disagree	48	50%
		Neutral	20	21%
		Agree	27	28%
5	I am taught to consider the strengths and weaknesses of the strategy before deciding to use it.	disagree	36	38%
		neutral	21	22%
		Agree	38	40%

#### **4.4. School teachers interview result**

The result from the interview illustrates that according to the result, over half of the teachers among the interviewed, said that social and emotional learning is a critical part of a students' education and knowledge about the social and emotional development level of their students. In fact, all but three of the respondents said that they didn't know about the social and emotional development of their students. None of those surveyed felt it was unimportant.

Half of those interviewed felt that the current Ethiopian education curriculum includes topics related to social and emotional development while the remaining said that our educational curriculum doesn't include the social and emotional learning. In addition to those responses, two of the respondents who answered that our curriculum contains social and emotional learning also wrote the following comments: *"yes it includes but it is not fully applicable on the ground"*.

#### **4.4. School teachers interview result**

As indicated, and ten teachers were involved in this study as respondents to the interview questions, the result from the interview illustrates that, over half of the teachers among the interviewed, said that social and emotional learning is a critical part of a students' education and knowledge about the social and emotional development level of their students. In fact, all but three of the respondents said that they didn't know about the social and emotional development of their students. None of those surveyed felt it was unimportant.

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##### **4.4.1. Measures were taken by teachers in order to build their students social and emotional development level.**

According to the result of interview with teachers, they were asked what they may do to build students social and emotional development level. As a response, some teachers said that they

create positive interactions and responsiveness to students' needs. Others said that they try to create a supportive environment which can help develop good relationship between their students and they do their best to become warm, responsive, and sensitive in ways that validate students' emotions and support them in social and academic activities.

Similarly, the majority of the interview participants agreed for further scale up the existing education in terms of content and method regarding students' social and emotional development. In order to do this, respondent said that it involves training teachers to deliver explicit lessons that teach social and emotional skills, then finding opportunities for students to reinforce their use throughout the day. Since teachers are the engine that drives SEL programs a teacher's social and emotional awareness and sensitivity, they contribute to a positive emotional climate in the classroom. Therefore, Training can increase teachers' awareness of their role in students' social and emotional learning. It can help them become more willing to show emotions, remain emotionally positive in the classroom, and modulate their negative emotions. Training can also give new teachers specific strategies to use in reacting to students' negative feelings.

Almost all respondents believed that Social & Emotional education will have a positive impact on their students and in the school community as a whole. Respondents said that Schools will be most successful in their educational mission when they integrate efforts to promote children's academic, social, and emotional learning. Social and emotional education has a critical role in improving children's academic performance. Likewise, all participants' believed that Social and Emotional education have a role in shaping the behavior of students. They said that social and emotional learning can improve classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves and others.

More than half of the respondents argued that social and emotional learning to be rendered in conjunction with current educational curriculum. Respondents comments that: recently there is a challenge for educators, families, and community members in seeking to raise and educate children who are knowledgeable, responsible, caring, and socially competent. Therefore, our education must be prepared in conjunction with students' social and emotional learning.

## **4.5 DISCUSSION**

Social skills consist of, team work, interpersonal relationships, assertive communication, conflict resolution, developing others, negotiation skill, handling peer influence positively, compassion for others, and cooperation with others. Emotional skills are composed of self-awareness, self-control/management, social awareness, empathy, relationship skills, responsible decision making, problem solving, social responsibility and stress tolerance.

### **4.5.1. Social & Emotional Skills**

#### **Self-Development**

A study conducted by David Bornstein and published by *New York Times* (July 2015) reveals that there is a powerful relationship among social and emotional competencies, academic success and lifelong well-being. The author presents research showing that social and emotional competency in Kindergarten predicts high school graduation, college degree attainment, employment, welfare recipient status, and involvement with the criminal justice system. It details the benefits of integrating social and emotional development with academic learning, including an 11-percentage-point gain in academic achievement, an \$11 return for every 1\$ invested.

Regarding the result related to self – development, majority of the respondents do not think that they are taught to make themselves a better person and to keep trying something until they succeed. Near to three-fourth of the students responded that they are not taught to make themselves a better person and to keep trying something until they succeed. The majority said that they are not taught to set goals for themselves (plan their future) and try their best.

Furthermore, the students lack awareness about self-management, including impulse control, stress management, persistence, goal setting, and motivation. And, they have a poor level of awareness regarding relationship skills, such as cooperation, help seeking and providing, and communication.

As far as a student's purpose in life, most of the teachers that were involved in this study believe that majority of the current students lack purpose and aspiration in their future lives. The reasons given for lack of students' hope in their education include lack of proper guidance from families;

influence of media, which consistently promote Western life styles; the prevalence of bad governance and unethical practices of the immediate environment; looking for shortcuts to income earning alternatives rather than staying in school for longer years; feeling that there is no job in the country that accommodates new graduates; and believing that education is not the only means of preparing to earn a living.

Some teachers stated that, students who are from an upper-class family, because of their family fulfilling most of the material needs for their children; they get what they demand, so they feel that they have already achieved everything, and that has eroded their aspiration. The children believe that the salary employers pay in the country is low and they feel that it is not enough to cover the living costs by comparing what their parents spend for educational fee, clothing, entertainment and other expenses for their children and as a result their aspiration for future employment is very much limited.

There is a perception gap between students and their teachers, as far as the subject of purpose in life is concerned. The older generation criticize the current students for not spending much time in their studies due to various attention destructive instruments such as information overflow in social medias, TV and Radio stations. The current generation is living in the era of information technology, and access to information reduces their study time, which was viewed as laziness by parents and teachers. In addition, students believed that there are several options in life apart from educational success. However, families and teachers tended to believe that success in life is achieved mainly through education.

The study revealed that there is a sharp difference amongst students and teachers in relation to purpose Social and Emotional Learning. To bridge the perception gap between students and teachers, there is a need for open discussion about social emotional development. to bridge such perception gap in the future.

### **Self-Control**

Researches indicated that self-regulation strategies, to some extent, could negatively affect the students' achievement in mathematics (Mousoulides & Philippou, 2005:327). The results show that the majority of the participants do not think that they are taught about self-control just as do

most of the students do not agree that they are taught about Self-management. The study findings show that most of the students do not think that they are taught about decision-making skills.

### **Self-Awareness,**

According to Durlak et.al (2008), the detail issues that need to be covered in the five major emotional and social learning contents of self-awareness—Identification and recognition of one's own emotions, recognition of strengths in self and others, sense of self-efficacy, and self-confidence. Ergul (2004:220) argues that students' high self-efficacy beliefs are significantly related to high academic achievement. However, the result of this study most of the participants of the study have poor awareness regarding self-awareness.

### **Social Awareness**

The research done by Frary (1999) indicates that when schools invest their time in building the competencies of students in responsibility, decision making, self-awareness, self-control, social awareness, and social skills, students develop positive social behaviors which result in more engagement of students in classroom activities and better grades. Ideally, schools that promote SEL create a comprehensive plan to coordinate all school activities through the lens of SEL. SEL is informed by and connects to virtually all important movements and frameworks in education, including school climate, teacher stress, and equity (a brief discussion of equity is included below in the discussion of cultural and linguistic sensitivity). For example, SEL and school climate are inextricably interrelated and mutually reinforcing. Positive school climate creates environmental conditions likely to support healthy social and emotional development in students, and when students have strong social and emotional skills they are likely to contribute to positive school climate. In a similar vein, approaches to reduce teacher stress recognize that teacher equanimity and self-regulation are likely to promote student SEL as teacher's model greater positive self-management and social awareness. Thus, strategies to reduce teacher stress can also contribute to an overall positive school climate where students are also likely to grow and develop socially and emotionally. However, this study reveals that this is not the case in the two schools selected for the study.

The SEL method should make use of recall, application, analysis, synthesis, prediction, and evaluation techniques to attain conceptual thinking (Elias et al., 1997). The use of blending the methods will allow students to reflect and integrate the learning with their own situations. The students will go through five different steps that include information gathering, analyzing the information, taking action, and evaluation of the decisions, finally reflecting on the whole process for future learning as indicated in the instructional method of Papua New Guinea Department of Education (2003). Conversely, the study results obtained from the interview conducted with the teachers did not show that teachers allow students to reflect and integrate the learning with their own situations. The results obtained from the research questionnaires also prove that the students have poor awareness regarding decision making skills.

According to Berkowitz and Bier (2004), an effective character education supports academic objectives of schools and promotes a great deal of learning in schools. Different researchers correlate character education with positive outcomes. The study prepared by Martin (2007) indicates that character education programs resulted in a reduction of alcohol and drug abuse, decrease in vandalism, and drop in discipline problems. Improved school attendance, increase in student morale, and growth in student responsibility are a few of the positive aspects of character education programs. However, the statistics obtained from the schools shows that the students' performance and behavioral development is declining. Therefore, the schools need to improve their effort in building their students' social and emotional behavioral development.

### **Role of Teachers in Influencing Positive Behaviors of Students**

Students responses revealed that, most of the teachers are not good role models for students in terms of character building. On the other hand, teachers and students believe that there are some of teachers are role models to students. However, teachers and students admitted that there only a few teachers who are negative role models for students.

Different reasons were mentioned why teachers fail to be positive role models for their students some of the reasons include: lack of due respect for teaching profession by the society, lack of teachers' intentionality in their jobs, instability of teachers in their profession, lack of passion for teaching.

As for the misbehaviors, some teachers were accused of coming to school drunk, harassing female students, not complying with dress code of the school, coming to school unprepared, wearing a hair style contrary to the school rule, improper time management, borrowing money from students, giving exam answers to students for money, and discrimination of students along ethnic and religious lines.

One of the teachers said:

“Teaching is not chosen as a dream profession by the entrants. Those who scored least in their school leaving exams in Ethiopia join teachers colleges, as they have no alternative. Since teachers are not passionate, they consider their jobs as a transition to other fields so that they practice teaching half-heartedly”.

He also highlighted that competent teachers do not remain in teaching profession for long, so in most cases schools are forced to work with less competent and impassionate teachers.

This researcher believe that the education has not sufficiently contributed to the Social Emotional development of students. However, all respondents believe that Social and Emotional Development has significantly augmented conceptual knowledge of students. It was reported that students demand their rights in assertive ways, which is considered as a positive contribution of the education. It was also noted that students fail to fulfill their obligations as much as they demand their rights.

One of the teachers explained about the change he noticed due to his civic and ethical teaching: “My students have increased their understanding about civic and ethical issues in a satisfactory way as evidenced by their high scores in the subject, but their conduct has not been improved as much as the result they score.”

Almost all teachers shared the view that the SED parts of the education outweigh the ethical elements in terms of content and focus; hence, their teaching failed to convey Social and Emotional issues with the intended depth.

Teaching of SED is not only a matter of conceptual knowledge but also requires practical demonstration of the character traits they are supposed to learn in class. school environment and

the communities they live in do not encourage social emotional development based personalities due to corruption, favoritism, and partiality on the basis of economic status and political orientation. to the current generation through education. Some students also share the same view as their teachers. Most respondents believe CEE has significantly increased the conceptual knowledge of students, but the intended practical change on character development is a goal that is not met.

The findings of this study are in line with the research conducted by Walta Media and Communication Corporation (2017) and Ethiopian Policy Research Institute and Ministry of Education (2017), which pointed out that the curriculum on CEE has given more coverage to civic parts of the learning while giving less attention to SE contents. Perceiving CEE as a political education by school community has also been identified by Walta Media and Communication Corporation (2017) and Ethiopian Policy Research Institute and Ministry of Education (2017), which implies that there is a need for an intervention that reviews the curriculum critically and comes up with practice-oriented lessons that encourage students to exercise what they learn in their school, homes, and environment teachers believe that contents of personal issues have not been designed in a manner that motivates students for personal growth and advancement. The respondents believe that much needs to be done to make the session attractive for the students by injecting motivational contents such as emotional development and social skill elements.

All the respondents stated that there are some contents included in the curriculum to enhance personal skills of students, but social and emotional issues have not been incorporated in the Ethiopian CEE. The teachers, including students, believe that SED is not sufficiently covered in the Ethiopian Curriculum.

Research repeatedly show that inclusion of SEL in the school curriculum contributes to the enhancement of academic success, reduces antisocial practices, and contributes to developing citizens with caring and responsible attitudes (Elias et al., 2004). The desirable outcomes of SEL cannot be fully achieved because the Ethiopian CEE curriculum has not sufficiently incorporated such issues

Teachers welcomed the idea of incorporating SEL in the Ethiopian curriculum. The respondents believe that the inclusion of SEL will contribute to the development of well-rounded students. One teacher explained that “Weaving SEL into the school curriculum will motivate students to take personal responsibility in their school life and also contribute to the transformation of the school culture towards a new approach and paradigm.”

Accepting the idea of incorporating SED in the school teachers and students shows that there is a need for the SED type of education. This finding is in line with the guidelines developed for the promotion of SEL by Elias et al. (1997), which advises educators that integration of SED should be based on the identified local needs and interests.

### **Level of Students to Start Social and Emotional Skills**

Responses of participants were sought on the issue of providing SEL from grade 7 to grade 8 level. All the respondents (teachers) strongly suggested SEL to be given starting from pre-KG level. Different reasons have been given for SEL to be taught from pre-KG on. Most respondents believe that pre-KG childhood period is a time when students develop their personalities, and investing time on SEL is like laying the foundation for children.

The agreement of respondents with the idea to start SEL from childhood is reflected in the research of National Scientific Council on the Developing Child (2007), which asserts that working on children’s early experiences is tantamount to laying the foundation for their social behavior, emotional regulation, and literacy.

Different views were reflected as far as the inclusion of CEE for students from pre-KG to grade four. The course syllabus of Ministry of education (Education, 2007) shows that CEE is provided for pre-KG students using games, while the course from KG to grade four students is being given not as a standalone course but combined with other subjects. Most teachers raised the issue that they believe that the Social Emotional learning should be included in the curriculum from KG, because during their young age it is easy for them to develop/build self-sufficient and easy relationship with peers. Therefore, all teachers suggested that SEL should be included as one of the compulsory subject for best outcome of the students.

Some respondents also argued that the course lacks focus and intentionality when it is provided in conjunction with other subjects. They suggested that the course to be given separately for students from pre-KG so that students to developed and build their independence from their childhood.

As far as my understanding successful teachers are who has the interest of teaching. During my research I observed that the teachers and students doesn't have close relationship for positive understanding to solve problems among them-selves. Due to those reasons, there is no quality teaching and students learning. Therefor this tendency of the student's misbehavior despite respecting the school role and the common goal of the society and neglecting their duties and responsibilities make them not to be committed to learning.

# CHAPTER FIVE

## SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, the major study findings are summarized, conclusions are drawn based on the findings and recommendations are forwarded for the concerned bodies.

### 5.1 Summary

In this study, it was intended to assess the level of the students' awareness as related to their social and emotional development level in elementary schools. It was also tried to assess measures taken by teachers in order to build their students social and emotional development level. A sample of 95 elementary students and 10 teachers were sampled and engaged in the study. In the process of answering the basic questions, a questionnaire, interviews and guide based focus group discussions were applied to generate sufficient qualitative data. So, a total of 105 respondents were involved in this study, including students and teachers. After the data has been collected, it was analyzed and summarized using tables and percentages. The study obtained answers to the research questions by using qualitative research method. It has successfully revealed students' level of awareness regarding their social development level, the students' level of awareness regarding their emotional development, and the measures taken by teachers in order to build their students social and emotional development level. In line with this, major findings of this study are summarized as follows.

- The finding showed that the students whose self-developments is in relatively medium level, which are leading to more successful in limiting unwanted stimulations, keeping expressions of emotions under control, sustaining attention and fulfilling tasks that are not enjoyable but important for learning. Students no longer carry out every instruction given by teachers and parents say and they are no longer accepting of punishment if they do not fulfill what is required of them. Today's generation of students are aware of their rights and does not readily respect rules at home or at school. Therefore, students must learn, develop and practice new methods of maintaining discipline by school teachers.

- Although, study discovered that the students tended to over management themselves while marking, there was a significantly low result between school environment and out school which is indicating that students have medium concept of quality on self-management.
- The study shows that, student's Relationship Management skills taken as an indicator has seen to be of low student's Relationship Management skills in determining teaching learning activity to school. Study has shown how students Relationship Management skills are medium level and it is uniquely positioned in their personal development to be attentive to the ethical implications of educational decision-making.
- The study also revealed that little focus is given to build students' characters of honesty and truthfulness. As a result, most students reported not to be taught to apologize for wrong deeds, to tell truth when done something wrong, to keep promises and admit mistakes. This shows that no significant measure is being taken to build sense of honesty in the children.
- Majority of the students reported that they were not taught to try set goals for future, to keep up trying until succeed and to be better person. These shows that no significant measures and lessons were given to develop pro-social developments of the students. As a result, the awareness level of students' regarding their self-development is poor.
- Almost all teachers (the respondents) believed that Social & Emotional education will have a positive impact on their students and in the school community as a whole. But it become evident those measures taken to actualize these beliefs are insignificant.

## **5.2 Conclusion**

The major finding of the study students' level of social and emotional skills in elementary schools found in Bole sub city, Addis Ababa shows that the majority of the students have poor social and emotional skills. In view of this poor level of Social and Emotional Skills (SES), it is possible to understand that proper education regarding Social and Emotional Skills is not properly given to the students. As a result, the SES awareness of elementary students regarding social and emotional development level was seen to be poor.

Teachers are found to believe in the importance of teaching students regarding SES. But, practical measures taken in order to build their students social and emotional development level is not as such significant. Furthermore, the researcher concludes that despite the efforts of their teachers, the majority of the students have poor level of social and emotional development.

## **5.3 Recommendations**

In order to improve students' awareness of their social and emotional development, the researcher suggested the following recommendations:

- Even though the current Ethiopian education curriculums include topics related to social and emotional developments, teachers need to fully implement them at ground level.
- In order to build students social and emotional development level the government should further scale up the existing education in terms of content and method regarding students' social and emotional development. These needs training teachers to deliver explicit lessons that teach social and emotional skills, and then finding opportunities for students to reinforce their use throughout the day.
- Since teachers are the engine that drives SEL programs a teacher's social and emotional awareness and sensitivity contribute to a positive emotional climate in the classroom. Therefore, Training can increase teachers' awareness of their role in students' social and emotional learning. It can help them to become more willing to show emotions, remain emotionally positive in the classroom, and modulate their negative emotions.
- Schools will be most successful in their educational mission when they integrate efforts to promote children's academic, social, and emotional learning. Social and emotional

education has a critical role in improving children's academic performance. Social and Emotional education have a role for shaping the behavior of students. Social and emotional learning can improve classroom behavior and increased ability to manage stress and depression, and better attitudes about themselves and others. In order to achieve this, teachers along with the society should work together to improve students social and emotional development.

- Social and emotional skills should be rendered in conjunction with current educational curriculum. Recently, there is a challenge for educators, families, and community members in seeking to raise and educate children who are knowledgeable, responsible, caring, and socially competent. Therefore, the government must prepare the curriculum in conjunction with students' social and emotional skills. Integration of SES in the school curriculum would need to come from the authority of Ethiopian Ministry of Education. I believe the need for SES should be promoted by different media and influential personalities in the country so that the education will get public acceptance.

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## **Annexes: A**

### **Interview with teachers**

Sample question for teachers

1. Do you know about social and emotional development level of your students?
2. Do you think the current education in Ethiopia includes topics related to social and emotional development?
3. What measures do you take in order to build your students social and emotional development level?
4. Do you agree for further scale up the existing education in terms of content and method regarding students' social and emotional development?
5. Do you like the current contents of education regarding students' social and emotional development?
6. Do you think Social & Emotional education will have positive impact on your students and in the school community as a whole?
7. Is Social and Emotional education being the role of shaping the behavior of students?
8. Do you support if social and emotional learning to be rendered in conjunction with current education?
9. Do you want social and emotional learning to be given as an independent subject?
10. Do you think you are a role model in building the positive behavior of students?

**Annexes : B**

**QUESTIONNAIRE**

**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF PSYCHOLOGY**

Development and Validation of the Social Emotional Competence scale

(The international journal of emotional education 2012)

**Instruction 1: - General Information of Participant Students**

This part of the questionnaire, tries to gather some general information related with character education please give the requesting information by putting (x) or (√) marks on the appropriate spaces.

Questions	Answers
1/School name	_____
2/ Grade level	7 <input type="checkbox"/> 8 <input type="checkbox"/>
3/gender	male <input type="checkbox"/> female <input type="checkbox"/>

The Social Emotional Competence Questionnaire

Instruction: below questions provided to measure students level of awareness, of Self - Awareness, social awareness, self-management, relationship management & Responsible Decision-Making skill.

Therefore, indicate your response based on agreement level, 1 for strong disagreement, 2- Disagreement, 3 Neutral, 4 Agreement and 5 strong Agree. Please indicate using tick (x) sign.

Questions related Self-Awareness					
Questions	1	2	3	4	5
1 I know what I am thinking and doing.					
2 I understand why I do what I do.					
3 I understand my moods and feelings.					
4 I know when I am moody.					

5	I can read people's faces when they are angry					
Questions related students – social awareness						
	Questions	1	2	3	4	5
1	I recognize how people feel by looking at their facial expressions.					
2	It is easy for me to understand why people feel the way they do.					
3	If someone is sad, angry or happy, I believe I know what they are thinking.					
4	I understand why people react the way they do.					
5	If a friend is upset, I have a pretty good idea why.					
Questions related student's Self-management						
	Questions	1	2	3	4	5
1	My teachers taught me to stay calm in stressful situations.					
2	My teachers taught me to stay calm and overcome anxiety in new or changing situations.					
3	My teachers taught me to stay calm when things go wrong.					
4	I am taught to control the way I feel when something bad happens.					
5	When I am upset with someone, I will wait till I have calmed down before discussing the issue.					
Question related to Relationship Management skills						
	Questions	1	2	3	4	5
1	I participate in some of school clubs					
2	I relate with several ethnic and religion background friends respecting their value					
3	I Create positive group dynamics					
4	I respond in a healthy manner to peer-pressure on self and					

	others					
5	I discussed freely advantage and disadvantage of social media with families and friends					
Questions related students –Responsible Decision-Making skill						
Questions		1	2	3	4	5
1	I am taught at school, when making decisions to take into account the consequences of my actions.					
2	My teachers taught me to ensure that there are more positive outcomes when making a choice.					
3	I am taught to weigh the strengths of the situation before deciding on my action.					
4	My teachers taught me to consider the criteria chosen before making a recommendation.					
5	I am taught to consider the strengths and weaknesses of the strategy before deciding to use it.					

**መጠይቅ**

**የአዲስ አበባ ዩኒቨርሲቲ የሥነ ሳይንስ ጥናት እና ትምህርት ኮሌጅ  
የሥነ አይምሮ ጥናት ትምህርት ክፍል**

**መመሪያ** :- አጠቃላይ መረጃ ለተሳታፊ ተማሪዎች

ይህ መጠየቅ \_\_\_\_\_ በተያያዙ ጉዳዮች ላይ አጠቃላይ መረጃ ለመስጠት የተዘጋጀ ነው።

እባክዎ ለተጠየቁት ጥያቄዎች (X) በተገቢው ቦታ ላይ በማስቀመጥ ምላሽ ይስጡ።

ጥያቄ		መልስ	
1	የትምህርት ቤቱ ስም		
2	የክፍል ደረጃ	7 <input type="checkbox"/>	8 <input type="checkbox"/>
3	ጾታ	ወንድ <input type="checkbox"/>	ሴት <input type="checkbox"/>

**መመሪያ**:- ከዚህ በታች ያሉት ጥያቄዎች እራስን ማወቅ፣ ማህበራዊ እውቀት፣ እራስን ማስተዳደር፣ ግንኙነቶችን ማስተዳደር እና ሀላፊነት በተሞላበት መልኩ ውሳኔ የመወሰን ክህሎትን በተመለከተ ተማሪዎች ያላቸውን የእውቀት ደረጃ ለማወቅ የተዘጋጀ መጠይቅ ነው። እባክዎ የመስማማት ደረጃዎን ይግለጹልኝ። 1 እጅግ በጣም አልስማማም 2 አልስማማም 3 አስማማለሁም አልስማማም 4 አስማማለሁ 5 እጅግ በጣም አስማማለሁ እባክዎ (X) በተገቢው ቦታ ላይ ያስቀምጡ።

እራስን ከማወቅ ጋር የተያያዙ መጠይቆች					
መጠይቅ	1	2	3	4	5
1	የማደርገውንና የማስበውን ነገር አውቃለሁ።				
2	ለምን እንዳደረኩ እና ምን እንዳደረኩ መረዳት እችላለሁ።				
3	ስሜቴንና ፍላጎቴን እረዳለሁ።				

4	ጥሩ ስሜት ላይ ስሆን እረዳለሁ					
5	ሰዎች ሲናደዱ የሰዎችን ፊት ማንበብ አችላለሁ					
<b>ከተማሪዎች ማህበራዊ እውቀት ጋር የተያያዙ መጠይቆች</b>						
	መጠይቅ	1	2	3	4	5
1	የፊት ገጽታቸውን በማየት ምን እየተሰማቸው እንደሆነ መረዳት እችላለሁ።					
2	ሰዎች ስለተሰማቸው ስሜት ለምን እንደሆነ ማወቅ እችላለሁ። .					
3	አንድ ሰው ሲያዝን፤ ሲናደድ ወይም ሲደሰት ምን እያሰበ እንደሆነ ማወቅ እችላለሁ።					
4	ሰዎች የሚሰጡት አጻፋ/ ምላሽ ለምን እንደሆነ መረዳት እችላለሁ ።					
5	ኃይማኖት ቢሰላጭ ለምን እንደተበሳጨ በትክክል ማወቅ እችላለሁ።					
<b>ተማሪዎች እራስን ከማስተዳደር ጋር የተያያዙ መጠይቆች</b>						
	መጠይቅ	1	2	3	4	5
1	በሚያስጨንቅ ሁኔታ ውስጥ ተረጋግቼ መቆየት እችላለሁ።					
2	ጭንቀት ውስጥ ስሆን አዲስ ወይም መፍትሄ በሚሆኑ መንገዶች አራሴን አረጋጋለሁ።					
3	ነገሮች በተሳሳተ መንገድ ሲሄዱ ተረጋግቼ መቆየት እችላለሁ።					
4	መጥፎ ነገሮች ሲፈጠሩ ሲሜቴን መቆጣጠር እችላለሁ።					
5	በሆነ ሰው ስበሳጭ በነገሩ ላይ ከማውራቴ በፊት እስከረጋጋ አጠብቃለሁ።					
<b>ግንኙነትን የማስተዳደር ክህሎት ጋር የተያያዙ መጠይቆች</b>						
	መጠይቅ	1	2	3	4	5
1	በተወሰኑ የትምህርት ቤት ክበባት ውስጥ እሳተፋለሁ።					
2	የተለያዩ ብሄርና ሃይማኖት ያላቸውን ኃይማኖት አክብራ እኖራለሁ።					

3	ልዩነት በማጥፋት አዎንታዊ የሆነ ማህበር ወይም ሀብረት እፍጥራለሁ።					
4	በኋላይ ሆነ በልሎች ላይ ለሚደረጉት አቻ ግፊት ጤናማ በሆነ መንገድ እመልሳለሁ።					
5	የማህበራዊ ድረገጾች ጥቅምና ጉዳት በነጻነት ከቤተሰቤና ከጋራዎቼ ጋር እወያያለሁ።					
<b>ተማሪዎች ሀላፊነት በተሞላበት መልኩ ውሳኔን የመወሰን ከህሎት ጋር የተያያዙ መጠይቆች</b>						
<b>መጠይቅ</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	ውሳኔ ስወስን ውጤቱ ምን ሊሆን እደሚችል ከግምት ውስጥ አስገባለሁ።					
2	ምርጫ በምመርጥበት ወቅት የበለጠ አዎንታዊ የሆኑ ውጤቶች እንደሚገኝ እርግጠኛ ሆኜ ነው።					
3	በድርጊቱ ከመወሰኔ በፊት የነገሮችን ክብደት አያለሁ ወይም ግንዛቤ ውስጥ አስገባለሁ።					
4	አስተያየት ከመስጠቴ በፊት የተመረጡ መስፈርቶችን ግንዛቤ ውስጥ አስገባለሁ።					
5	እኔ እቅዴን ለመጠቀም ከመወሰኔ በፊት የእቅዴን ጥንካሬና ድክመቱን እመለከታለሁ።					