Role of Schools in Socio-Emotional Development of Higher Secondary Level Students and its Impact on their Societal Adjustment

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KEY WORDS

ABSTRACT

Socio-emotional development consists of the child's experience, expression, and management of emotions and the ability to establish tremendous and profitable relationships with others. This research was conducted with the main objective to identify the role of schools in socio-emotional development of higher secondary level students and its impact on their societal adjustment with respect to investigate the grounds due to which students are involved in bad habits like abrupt anger, impatience, intolerance, overconfidence, superiority/inferiority complex, disobeying the teachers/elders, etc., and they are victims of mala fide activities also, such as smoking, ice addiction, misuse of mobile phones, unfair love, etc. It was a mixed-methods study (quantitative-cum-qualitative) conducted on public sector boys and girls higher secondary schools of Faisalabad division. The sample consisted of higher secondary grade (XI-XII) students, chairpersons (principals), parent and general members of the school councils. A Likert type scale and a semi-structured interview protocol was developed by the researchers for data collection. The instruments were validated by experts and questionnaire was pilot tested to ensure reliability employing Cronbach Alpha. The

findings revealed that there was a significant impact of social and emotional development on societal adjustment p < 0.000. There was a significant positive relationship of social development and emotional development with societal adjustment. Qualitative data revealed that schools are not playing their role in true spirit to develop higher secondary level students, socio-emotionally. Apart from this, parents and home environment also play a major role in spoiling the socio-emotional development of students. It is recommended that an action plan may be drawn and implemented by the government at public higher secondary schools' level for the proper socio-emotional development of students and their societal adjustment.

Introduction

Almighty has created man as the noblest of creatures and adorned him with the great blessing of education. Man has a lot to learn to live a successful life, and from the very beginning man has struggled in one way or another to lead life effectively. In order to achieve this goal, later on, people have set up institutions like schools, colleges and universities etc. which are still working. These institutions provide education and training to students in which teachers have a very important role to play. At the same time, this aspect is very important that if the students do not develop in the right direction, then it becomes difficult to adjust themselves with the society, as a result of which the society does not accept them and the students do not accept the society (Rassool, 2021).

Interacting with people, meeting rich and poor relatives, having the power to make decisions, planning for the future, etc., all these aspects jointly are called societal adjustment. Lack of societal adjustment makes it difficult for human beings, especially for young students to live in a society. (Kayhan & Meltem, 2020). Students are taught to be cooperative, competitive, revolutionary, courage to take initiative/ exercise leadership, share and care for fellows, reflect discipline and do participate in the ventures offered by the schools (Rosanbalm, 2021).

Social development refers to the process via which a child learns to engage with others around him. As the kid develops and understand his/her own individuality inside their community, they gain abilities to speak with other people and method their moves. Social development usually refers to

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how children broaden friendships and other relationships, as well as how a toddler handles conflicts with friends. (Kirk & Jay, 2018).

The development in language skills enable the students in social and emotional development very well. Language skills is a major source to convey our point of view and communicate with others. This is a virtuous circle, due to the fact as communication abilities enhance, the kid is better capable of communicate and interact with the humans around them. Build vanity as other kids provide the child with a few fun and exciting reports. Language skills develop the appropriate manners in the end cause, higher relationships with others and higher stages of self-esteem (Ismail, 1999).

Studies show that daily contact with parents is important for a child in developing relationships. Parents offer the child the first opportunity to build relationships, communicate, and interact. As a parent, we represent to our children each day a way to have interaction with the human beings around us. Community development is not emphasized like some other developments measure; it could be difficult for parents to recognize the manner and investigate how their child is developing relationships. There are some crucial developmental milestones at any age, in conjunction with a few pointers to assist mother and father assist their kids. (Khanda, 2017).

Researchers studied theories in detail, mentioned above but considers Erikson's Psychosocial Developmental Theory (1950) the best suitable to follow his research because it is the closer to the concepts of research under discussion i.e., students' adjustment in venues and occasions, students' social and emotional development at school, impact of socio-emotional development on students' societal adjustment etc. Erik Erikson became an ego psychologist who advanced one of the maximum famous and influential developmental theories. Even though his theory turned into encouraged with the aid of the paintings of psychologist Sigmund Freud, Erikson's concept centered on the improvement of the thoughts in preference to the improvement of the mind. What exactly became Erikson's theory of psychological development? Like Sigmund Freud, Erikson believed that persona develops in several tiers. In contrast to Freud's theory of sexual procedures, but Erikson's principle defined the results of social revel in all through existence. Erikson turned into interested by how social interactions and relationships performed a role in human growth and improvement (Marilena, 2018).

Societal adjustment is defined as the degree to which a person engages in social behavior. It is mature and directly related to social situations. (Micho, et al., 2016). The school makes every effort to ensure that the students' social and emotional development is appropriate so that they may adjust themselves well in society. Students face many social adjustment issues, such as the inability to participate in group activities, and those who do so, are often described as rude, stubborn, emotional, passive, and disrespectful people. Social adjustment problems can emerge during the learning process. (Bhat & Basu, 2021).

Traditional education, additionally called back-to-fundamentals, conventional, or customary education, refers back to the long-time period way of life that humans constantly use in schools also played a role in socio-emotional development of students and their societal adjustment. A few varieties of educational reforms assist the system of better training, and plenty of methods that focus on the wishes of students, e.g. life skills training, mental fitness, and emotional learning. (Roy & Giraldo, 2018).

If Pakistan manages to teach and train teen populace, it could have a huge population that could help sell economic increase and modernize the Pakistan. (Nordic, 2006). The schooling system in Pakistan is divided into six tiers: kindergarten (for a long time three to five), number one (grades one to 5), middle (grades six to eight), high (grades nine and ten, SSC), Higher Secondary (11th and 12th HSSC) (Pakistan schooling statistics, AEPAM, Islamabad, 2009).

At the same time as super strides were made in enhancing literacy and participation quotes, the schooling machine stays largely elitist with access to the pleasant academic opportunities available only to the more affluent or properly-linked. (Amir, 2020). Pakistan has a secondary training system that specializes in excessive-stakes assessments and excessive coaching. The structure and curricula of secondary training in British India have been mandated by using British colonialism and culminated in examinations administered by means of British forums of training. As noted earlier, after independence, Pakistan then hooked up its own Boards of Intermediate and Secondary training (BISEs), tasked with designing and carrying out very last examinations on the quilt of grades nine to twelve. (Maree, 2021)

Secondary education includes years of lower secondary education (grade nine and 10), observed by means of two years of upper secondary education, usually known as intermediate schooling (grades eleven and 12). There are 3 awesome specialization tracks in decrease secondary schooling: sciences, humanities, and generation. Students commonly choose three specialization subjects from this sort of regions (for example, economics, geography, and enterprise studies inside the humanities). Further, the curriculum consists of many center topics, especially Urdu, English, mathematics, Pakistani studies and Islamic research (ethics for non-Muslim students). "Social development" and "emotional improvement" encompass kid's knowledge, expression, and law of feelings and the capacity to increase relationships with others. It includes personal and internal processes. (Maree, 2021)

Social and emotional development is how children begin to understand who they are, how they feel and what to expect when interacting with others. It is the development of good relationships, experiences, and the abilities to manage and maintain emotions (Oxford, 2016). Good socio-emotional development is essential. This development affects a child's self-

esteem, empathy, ability to develop meaningful and lasting friendships and partnerships, and sense of value to others. Children's social and emotional development affects all other areas of development. (Maree, 2021)

Pakistan's Ministry of Education developed a learning-based curriculum for the entire nation in 2006 (Ministry of Federal Education & Professional Training, 2006). The main aim of the National Curriculum of Pakistan 2006 is to focus on knowledge, teacher, teaching, learner, learning, assessment, assessor and assesee. The National Curriculum of Pakistan 2006 is a mixture of two ideologies i.e., social efficiency and student centered and suggestions are given with implications to make it fully learner centered. Social efficiency, as experts defined it, is the position in education that calls for the direct teaching of knowledge, attitudes, and skills intended to shape the individual to predetermined social characteristics (Santamaría et al. 2021). Socio-emotional development is very important in a student's life, so there are many factors that affect the social and emotional development of students; important factors are the family and home environment, school, teacher, parenting style and peer groups, media, school, experiences, love, socio-economic status, health, etc. (Shala, 2017).

It is dire need to reform the Pakistani Education system. The newly introduced and inaugurated Single National Curriculum may be a great idea for reducing disparity in Pakistani education system. It may be beneficial for the students as well as teachers to eradicate the confusion in minds that upper class studying different and middle/lower classes different. It may be helpful for the whole nation especially for the students' development (Hussein & Vostanis, 2013). Education in Pakistan does not meet its real purpose. It has been treated as a means for imparting academic knowledge and teaching how to read and write (Natasha et al., 2022).

Erick Erickson published his first 8 stages theory of human development in his book Childhood and Society in 1950. Different terminologies have been used to interpret Erickson's theory, like" Erickson's life cycle" or "human development cycle" etc., these all denotes to the Erickson's eight stages theory of human development, but remember it that the word "psychosocial" is Erickson's own term effectively from the words of psychological (mind and social). Thus, Erickson's this theory made prominent as eight stages of psychosocial theory (Maree, 2021).

Theoretical Framework of the Study

Among the roles of the teacher, it is a key role to assess the students individually so that a teacher may be able to be aware of students' social, emotional, interpersonal and intrapersonal skills, in order to solve the many of problems of the students and create an ideal learning environment. This type of practice can be done as an anecdotal note. (MacDonnell et al., 2021). Relationships are fundamental to socio-emotional development. Student's ability to form and maintain relations is a crucial part of his development.

Relationships are absolutely essential for students' socio-emotional development (Alzahrani, et al., 2019).

As youngsters grow, they discover ways to manage their feelings and emotions. Emotional outbursts seen in younger children, along with crying whilst separated from their own family or criticizing when they are disappointed, will decrease as kids grow old. School-age youngsters are beginning to understand more about emotions and will be able to talk about how they feel. Compassion and empathy for others also lead to the development of social and emotional perspectives.(Panizza et al., 2020).

Thus, proper social and emotional development of students plays an essential role in their lives, and psychologists/educators have developed many theories in this regard, among which the following are related to child development., e.g.; Erikson's theory of psychological development (1950), Bowlby's theory of attachment (1958), Freud's theory of psychological development (1905), Bandura's theory of social learning (1977), Piaget's theory of cognitive development (1936).

Methodology

Research Design

This research was descriptive in nature and mixed method (quantitative cum qualitative) was adopted to achieve the objectives. In fact, the objectives of the study were attempted to achieve through causal comparative design, for which five-point Likert scale (quantitative) was used. The qualitative data were explored using self-developed semi-structured interview protocol. Consequently, the design of this study was mixed-method in nature.

Population and Sample Selection

Male and female students of class 11 and 12 of rural and urban public higher secondary schools of the Faisalabad district were the population of the study. Chairpersons (principals), general members and parent members of school councils were the population of the study for qualitative part.

Sample size selected by using multi-stage stratified simple random sampling technique for quantitative part and purposive sampling technique for qualitative part of the study; for selection of sample size through simple random sampling researchers took a portion of the entire population (proportionally tehsil wise) to represent the entire data set, where each member had an equal probability of being chosen. Researchers created a proportionate stratified simple random sample using random draws.

Male and female students of class 11 and 12 of rural and urban public higher secondary schools in Faisalabad district were the sample for quantitative part of the study. The sample was selected by using proportionate stratified random sampling technique. Those students were included in sample

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selection process who are studying in the same school at least since class 6 to class 11, 12. The grand total of the students as sample was one hundred and sixty (160). This sample size was for the research instrument "Likert Scale".

The selection of chairpersons (principals), parent members and general members of school councils of the public higher secondary schools (male and female) was made by purposive sampling method. The grand total of school council members from Faisalabad district for conducting interview was 12. This sample size was selected for the research instrument "Semi-Structured Interview".

Research Instruments

For data collection, three research instruments were developed which included one Likert type scale for the students (Quantitative Part), and one interview protocol for qualitative data collection from the chairpersons (principals), parent members and general members of the school councils.

Validation of Quantitative Research Instrument

After developing the questionnaire for students for quantitative part of the research, shared with five experts to ensure their validity; three of them were from university faculty having expertise in research and educational psychology and two were senior principals from school side. In the light of their opinions, changes were made accordingly, and then piloted on a small sample in two public higher secondary schools of district Faisalabad. Pilot testing helped to identify the loopholes of the research instruments. In the light of results of data collection through pilot study, instrument was improved before using for the actual study. Students included in the pilot study were not taken in actual study sample.

Credibility and Trustworthiness of Qualitative Research Instruments

One semi-structured interview protocol was developed to collect qualitative data from the chairpersons (principals), parent members and general members of the school councils. After developing interview protocol, it was shared with three university teachers having expertise in instrument development and two senior principals of the public higher secondary schools. Mock interviews were conducted to observe the suitability, adaptability and easiness for the samples under study. Changes were made in the light of results of the interviews and improved before applying on actual study. Chairpersons, parent members and general members of the school councils included in the pilot study, were not taken for the actual study.

Reliability of the Research Instruments (Quantitative)

Reliability of the tools for quantitative data collection was calculated through Cronbach's Alpha. Cronbach Alpha reliability of the instrument was calculated as .809. It was excellent for conducting educational research.

Hypotheses

H_01: There is no significant impact of role of schools to facilitate the students in socio-emotional development.

H_02: There is no significant impact of role of school in enabling them to adjust in venues and occasions.

Data Collection Procedure

Tool for collection of quantitative data through rating scale was administered by the researchers personally, and the qualitative data were collected by conducting interviews by face-to-face question/answer sessions. The data were collected after seeking permission by the worthy Supervisor/Head of the Department, The University of Lahore. The researchers tried to collect the data personally. After own brief introduction by the researchers, respondents were briefed about the purpose of research. It was explicitly conveyed to the respondents that this data collection will not have any effect on their job and academic result of the students. The researchers distributed the inventories among respondents of the study. Questionnaire for students was administered in their classroom in the absence of teacher while interviews of the school council members were conducted in the offices of school principals.

Delimitations of the Study

The study was delimited to; a) Public sector boys and girls higher secondary schools situated in District Faisalabad; b) Schools having a standing of 15 years after being built; c) Students who studying in same school from at least class six.

Data Analysis

Besides descriptive statistics, following inferential statistical techniques were applied to analyze the quantitative data collected through rating scales. Multiple Regression analysis was applied to compute the impact of independent variables i.e. social development and emotional development on the students' societal adjustment. Pearson's r Correlation was applied to analyze the correlation among social development, emotional development and societal adjustment.

Moreover, the data collected through interviews were analyzed by adopting Creswell's thematic analysis method that entails searching across a data set to identify, analyze, and report actual themes. It is not only a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes.

Data Analysis (Quantitative Part)

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$H_0 1$: There is no significant correlation among social development, emotional development and societal adjustment as perceived by students.

Table 1
Relationship among Social Development, Emotional Development and Societal Adjustment

Variables	1	2	3
1.Social Development	-		
2.Emotional Development	0.262**	-	
3.Societal Adjustment	0.578**	0.413**	-

**. significant at the 0.01 level (2-tailed).

There was a significant positive relationship of social development and emotional development with societal adjustment. The value of r between social development and emotional development (r=.262) revealed a weak positive relationship between two variables. The value of r between social development and societal adjustment (r=.578) revealed a strong positive relationship between two variables. The value of r between emotional development and societal adjustment (r=.413) revealed a moderate positive relationship between two variables.

Table 2
ANOVA Results of Dependent Variable and Predictors

Source of variation	SS	df	MS	F	P value
Regression	22.603	1	11.301	53.972	.<.001
Residual	32.875	57	0.209		
Total	55.478	59			

Note. R^2=0.407
To predict the regression model either it is fit or not, ANOVA was performed, the table of ANOVA revealed that there was a significant impact of social and emotional development on societal adjustment $p < 0.001$. It was concluded that model was fit for further analysis.
$H_0 2$: There is no significant effect of social development and emotional development on students' societal adjustment.

Table 3
Effect of Social and Emotional Adjustment on Societal Adjustment,

Variables	B	SE	β	t-value	p-value
Constant	0.564	0.291		0.940	0.54
Social Development	0.535	0.068	0.505	7.927	<.001
Emotional Development	0.269	0.061	0.280	4.403	<.001

Multiple linear regression was calculated to predict societal adjustment based on social development and emotional development as β = 0.505, t(157)=7.927, p<.001 for Social Development and β = 0.280, t(157)= 4.403, p<.001 for Emotional Development with R^2= .407. It was calculated that an overall 40.7% change was occurred in societal adjustment on the basis of social and emotional development. Thus, the null hypothesis "there is no significant effect of role of schools to facilitate the students in socio-emotional development rejected based upon the value p<.001.

Thus, the other null hypothesis "there is no significant effect of role of school in enabling them to adjust in venues and occasions" rejected.

Data Analysis (Qualitative Part)
Research Questions
    i.   In what way the social development and emotional development affects students' societal adjustment?
    ii.   What are the causes that disorder the students' life socially and emotionally outside the school?

Answers of School Council Members (Chairpersons, Parent Members and General Members) against the Interview Questions.

1. **What do you understand from socio-emotional development of students?**
   Most of participants knew about the socio-emotional development of students.
2. **Who stands responsible for socio-emotional development of students?**
   Almost half of participants replied that the home or parents are the more responsible for students' socio-emotional development and the others argued that school is responsible for socio-emotional development of students.
3. **What do you understand about societal adjustment of students?**
   Most of participants knew very well about the societal adjustment, on the other hand some are responded irrelevant about the societal adjustment.

4. Why is socio-emotional development of higher secondary level students important, and what does school play role for the socio-emotional development of higher secondary level students?

All participants responded very clearly that the students; socio-emotional development is a dire need of the era because intolerance, anger, depression are increasing and they told that these all thing are happening due to the lack of students' socio-emotional development. Almost all of participants replied that students of higher secondary classes are teenager, so socio-emotional development of these students by the school, plays a vital role.

5. What is the role of teachers and parents in the socio-emotional development of students in their area of influence?

Most of participants answered that main role in socio-emotional development is of parents, so their role in socio-emotional development of students is very poor, as this development starts at home but home environment of students studying in public sector schools is pitiable, after that teachers play their role in students' socio-emotional development, which also needs a major change in teachers' professional development.

6. What do you think that the scenarios at school serve the purpose of socio-emotional development at school?

Most of participants answered that school provides different scenarios like group work/practical, games, debates, speech, dialogues, stage play etc., to develop students socially and emotionally.

7. In what way teachers training (pre-service, in-service) serve the purpose of socio-emotional development?

Most of respondents replied that a minor part of students' socio-emotional development is presented in teachers training and refresher courses. They argued that it should be equally part of training as other course work.

8. What are problems being confronted in socio-emotional development of students by the teachers in teaching learning process?

Participants said that society does not cooperate with teachers in students' socio-emotional development, as if a teacher tries to teach something about manners or social practices, students feel embarrassment and mostly students complain it to their parents and most of parents misbehave with teachers.

9. How do environmental and biological factors affect socio-emotional development of students?

Most of participants answered that environmental and biological factors have significant impact on students' socio-emotional development, i.e., economic status, locality, heredity, education etc., play an important role in students' development.

10. What role do students play in self socio-emotional development?

Most of participants replied that students themselves are not interested in their own socio-emotional development, such cases come up who are worried about their career and seek something about their own guidance. Thus, the data revealed the answer of the first RQ "In what way the social development and emotional development affects students' societal adjustment?" that social development and emotional development plays a vital role in students' societal adjustment because socio-emotional development includes such experiences, practices and activities which are necessary for the successful societal adjustment e.g., socio-emotional development includes literary competitions speech, debates, role plays, quiz programs, role modeling etc., sports and games competitions, home economics competitions, group leading activities etc., all these activities teach a lot to students and enhance the learning level of life skills which are important for successful societal adjustment.

Thus, the data revealed the answer of second R.Q. "What are the causes that disorder the students' life socially and emotionally outside the school?" that are many of reasons behind the disordered life of higher secondary level students e.g., poor/bad home environment, parents' carelessness, unhealthy community and company, less interest of key figures of the society, less interest of school heads, weak student-teacher relationship etc.

Discussion

Successful adjustment is crucial to having a high level of life. Individuals who are not able to adjust nicely are much more likely to have clinical tension or despair, and experience of feelings of hopelessness, anhedonia, concentrating issues, sleep issues, and reckless conduct. While living in a society, one has to accept the customs and traditions of that society, one has to live according to the culture, to conform to that society, one has to control his/her emotions i.e., grief, happiness, anger, anxiety, etc., (Behera & Behera, 2015).

As Hussein & Vostanis, 2013 explored that social and emotional development is an integral part of in the life of students, both developments support the societal adjustment. In this regard schools play a vital role in the development of students' socio-emotional development and they affect their societal adjustment. But unfortunately in Pakistani public higher secondary schools are not playing their role in true spirit, likewise this study explored that public male and female higher secondary schools located in Faisalabad Division, are not playing their role in true spirit in the socio-emotional development of students and because of this students of higher secondary level cannot adjust themselves in the society in a better way, vise versa, students are deteriorating their lives due to unavailability of proper socio-emotional development.

Interacting with people, meeting rich and poor relatives, having the power to make decisions, planning for the future, etc., all these things jointly

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are called "societal adjustment". Lack of societal adjustment makes it difficult for human beings, especially young students, to live in a society. The social and emotional development of students is very important for successful social adjustment in which school life plays a very important role in both of these aspects. School is a platform where a student starts to learn how to cope with life socially, emotionally, economically, politically, and culturally. Among all these aspects, the social development of the students plays a vital role in their societal adjustment. The process of learning how to express oneself and engage with others is known as social development. Children's capacity to respond to and engage with their social environment changes with time. This is known as social development. School addresses the following aspects regarding the social development of the students. Students are taught to be cooperative, competitive, revolutionary, courageous to take initiative/ exercise leadership, share and care for fellows, reflect discipline, and do participate in the ventures offered (Rosanbalm, 2021).

Hence, studies explored that students' socio-emotional development in the developed countries is considered as a key issue. They give more importance to students' socio-emotional development rather than course work. As we see that some developed countries have bag less schools, they work hard on the students' socio-emotional development and other life skills. Without students' socio-emotional development it is impossible to flourish any nation. The basic reason behind the success of developed countries is social and emotional development of students, because the curriculum of developed countries mostly based upon skills, and no skill can be learned without proper social and emotional development. For example, Japan always focuses on students' social and emotional development, in this relation after the long morning assembly, physical teacher conducts exercise session, later on students come in their classrooms and clean their classrooms by themselves, what is this, this all the part of socio-emotional development.

As regards societal adjustment of students, many of occasions and venues at school level where students have to show their societal adjustment on the basis of social and emotional development. If there will be deficiency in socio-emotional development, ultimately societal adjustment will also be affected. So, most of cases reported regarding the violence of school's code of conduct by the students is due to lack of socio-emotional development. Studies explored that a large of number of such case are reported from developed countries like Pakistan, India, Nepal, Bangla Desh, etc.

Thus, this research supports the past studies that socio-emotional development of students is an integral part of the life, societal adjustment depends upon the proper positive socio-emotional development, furthermore, home environment and schools are the basic venues where children's proper and positive socio-emotional development can be done but unfortunately Pakistan is lacking in this field. Moreover, it was explored that there is lack of socio-emotional development in higher secondary level students of public

sector higher secondary Faisalabad District data analysis showed that there is no significant impact of social and emotional development on students' societal adjustment. So, role of schools is not satisfactory related to students' socio-emotional development.

Conclusions and Recommendations

On the basis of data, it is concluded that without proper action plan framed by the schools, it is likely to be impossible to develop students socially and emotionally and their societal adjustment cannot be successful without proper framework of action plan. Our country Pakistan can be stand in line with developed countries if Government pay some attention on this point. So, students' proper socio-emotional development is factor that can change the destiny our dear homeland Pakistan.

Based on the findings of the study, following recommendations were given;

Research revealed that parents are major cause in the deterioration of the students' socio-emotional development by their extreme carelessness towards them, it is recommended that parents may spare sometime on daily basis to inquire their children's activities. This may help keep the students alert that they are being asked so they have to be careful about their activities. In this way, students may be able to develop socially and emotionally to a great extent.

This study revealed that parents of students are less cooperated with school management regarding students' socio-emotional development as the socio-emotional development of the students determines their future, so the parents of the students may be fully cooperated with the school/teachers. In this regard, it is recommended that public higher secondary schools may also conduct monthly parent-teacher meeting on the pattern of private schools, in which parents may be required to attend the meeting compulsory.

An action plan may be launched by the School Education Department by setting a specific duration of socio-emotional development in which students may be taught about how to lead life successfully. Marks of in final assessment of students may be added regarding their socio-emotional development activities.

According to this research, public higher secondary schools lack student-teacher interaction, it is not only the responsibility of a teacher to cover up the course but it is also included in his/her core responsibilities to teach the students by be aware their individual differences, so, it is recommended that teachers may focus students abilities according to their individual differences, teachers may ask students about their social activities also, it may create an environment of belongingness in students that will help them in developing socially and emotionally very well.

As research revealed that there was a lot of roles of schools in socio-emotional development for their societal adjustment, but despite the fact that the students are suffering from deterioration, it is suggested that more research

may be done to investigate the factors affecting the socio-emotional development of the students so that they can be remedied and the students can adjust properly in the society. And in this way, they can become useful citizens for the country and nation.

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