

The Challenges of Social-Emotional Learning of College Students Toward Enhanced Learning Program

Lina Li^{1,*}

¹ College of Education and Liberal Arts, Adamson University, Manila, Philippines

* Corresponding author: Li Lina (Email: lln0619@126.com)

Abstract: Social-emotional learning plays a pivotal role in college students' academic career, which not only enhances students' well-being, but also motivates them to achieve higher academic success. This thesis investigates the current situation of social-emotional learning among college students in Yichun College in China, and finds that students have good performance in Self-Awareness, Self-Management, Relationship Skills, and Responsible Decision-Making, but there are some students who are weaker in social-emotional competence, and the school adopts the measures of opening a hotline for mental health assistance and The school has taken measures such as opening a mental health support hotline, offering courses related to emotional enhancement, and increasing the content of social-emotional learning in teachers' teaching activities, which have achieved good results.

Keywords: Social-Emotional Learning; College Students; Enhanced Learning Program.

1. Introduction

Social and Emotional Learning (SEL) is an educational concept proposed in the context of test-based education and the repeated occurrence of youth behavioural problems [1,2], as a supplement and improvement of cognitive learning-based school education, it has gradually received more and more attention and emphasis in the field of education and teaching. supplementing and completing school education that focuses on cognitive learning, it has gradually received more and more attention and emphasis in the field of education and teaching. The introduction of the concept of social-emotional learning (SEL) emphasises the process of learning, focuses on the overall development of human beings, and is an important way to cultivate physically and mentally healthy, balanced and active talents for the new century. It consists of five core skills, namely self-awareness skills, self-management skills, social awareness skills, interpersonal skills and responsible decision-making [3]. Together, these core skills form the foundation of social-emotional learning, helping students to better understand themselves in all aspects of their lives, build positive relationships with others, and make decisions when faced with a variety of scenarios. The SEL programme is based on the recognition that the best learning takes place in the context of supportive relationships that make learning challenging, engaging and meaningful.

Its positive effects are mainly reflected in several aspects. Firstly, at the psychological level, students trained in SEL have a higher sense of well-being, a stronger mindset, and are more inclined to rise to the occasion and persevere when encountering difficulties in life and academics, etc. [4]. Secondly, at the behavioural level, students with strong SEL literacy are usually more academically accomplished, perform better, have a lower probability of school bullying or addictive behaviours, and tend to maintain a positive, close, and harmonious relationship with their peers or family members [5]. Third, at the macroeconomic level, SEL-related programmes have an extremely high return on investment - according to reports, for every dollar invested in the SEL programme, it is reported that for every dollar invested in the

programme, there is a return of \$11 or some other variable form of return (CASEL website). As a result, social-emotional learning enhances college students' overall competencies on a variety of levels, which are not only beneficial in the academic realm, but also valuable in their professional and personal lives. By developing social-emotional intelligence and interpersonal skills, college students can better cope with challenges and build more fulfilling lives[6].

Social-emotional learning has gradually become an important means for countries to enhance the non-cognitive abilities of students, promote the healthy physical and mental development of children and adolescents, and cultivate competitive future citizens. Currently, social-emotional learning is developing rapidly in numerous countries. By June 2018, the United States had passed 16 state bills and resolutions related to SEL. There have been more than 500 different types of assessments on the implementation of social-emotional learning. Social-emotional learning programmes have been rolled out to thousands of schools in every state in the US and in some other countries[7]. Apart from the US, many countries and international organisations have proposed different frameworks for social-emotional learning based on local experiences, cultural characteristics and educational needs, and have carried out action projects based on school and classroom change, which have achieved important results in teaching and learning practices.

The Social and Emotional Aspects of Learning (SEAL) proposed by the United Kingdom includes five aspects, namely, self-awareness, self-management, motivation, empathy and social skills, and emphasises the importance of mental health education, which is incorporated into school curricula, with a focus on assisting students to develop affective movement, emotional regulation and employability skills[8]. It is integrated into school curricula and focuses on helping students develop affective-motor, emotional regulation and employment skills.

Australia is concerned about the social and emotional well-being (SEWB) of all its citizens. The Australian government and various organisations have developed a number of frameworks for social and emotional wellbeing for different

groups, and in 2003, the Australian Council for Educational Research (ACER) released a research tool on social and emotional wellbeing for adolescents, and in 2007, a large-scale research study on social and emotional wellbeing was conducted. In 2007, a large-scale study was conducted to categorise students' social-emotional well-being into seven associated dimensions, including general social-emotional well-being, resilience, positive social orientation, positive work orientation, positive school orientation, positive family orientation and positive community orientation. The Australian Institute of Health and Welfare (AIHW) recognises that social and emotional wellbeing refers to the way a person thinks and feels about themselves and others, including being able to adapt to and deal with everyday challenges (resilience and coping skills) and the ability to lead a fulfilling life[9,10]. Overall, social-emotional learning in Australia emphasises integration, holistic health and wellbeing, multiculturalism and inclusivity, focusing on the importance of student engagement and self-directed learning as well as the integration of social and emotional aspects into the curriculum to develop positive workplace skills.

At the same time, international organisations have begun to focus on the positive impact of social-emotional learning on people. OECD has issued a social-emotional learning implementation plan to ministries of education in 140 countries around the world, naming it Social and Emotional Skills. In 2017, OECD began a study on social-emotional learning, and in 2019, proposed a The Social and Emotional Skills (SES) proposed by OECD include emotion recognition and expression, emotion regulation and management, sympathy and empathy, interpersonal skills, decision-making and problem solving, and self-awareness and self-management, etc. It pays more attention to the individual's performance and emotion management ability in social interaction, and emphasises how the individual understands how to manage emotions. emotion management skills, emphasising how individuals understand and express their emotions, as well as how to build good interpersonal relationships with others, understand and support others' emotional experiences, etc. The main goal is to develop individuals to be more positive, healthy and successful in social life. Singapore and Finland have adapted the American framework for social-emotional learning locally, and have also developed social-emotional learning that suits their own situations[11].

Research on social-emotional learning in China started relatively late. Since 2011, the Ministry of Education of China and the United Nations Children's Fund (UNICEF) have been conducting a pilot study on social-emotional learning in western China (five provinces and regions in Guangxi, Yunnan, Guizhou, Xinjiang, and Chongqing), aiming to help students develop emotional, social, and labour skills, improve their mental health, and reduce the incidence of mental health problems. China and United Nations Children's Fund, 2014), which aims to help students develop emotional and social skills and labour competencies, improve their mental health, reduce the incidence of mental health problems, and improve learning dynamics. Western China faces additional educational and social challenges, and its successful implementation and lessons learned can be replicated and shared nationwide to improve the entire Chinese education system. In 2016, the Ministry of Education of China furthered the implementation of the SEL programme by conducting a social-emotional Social Emotional Learning (SEL) was

implemented in 270 schools in Yanchi County, Ningxia Hui Autonomous Region, Qufu City, Shandong Province, Macheng County, Hubei Province, and Mutual County, Qinghai Province. Since then, social-emotional learning has begun to develop rapidly in China, with 525 primary and secondary schools in 11 counties in 11 provinces in the east-central and west-central parts of the country, benefiting more than 200,000 students. 2021 A research team from the East China Normal University (ECTNU) conducted a series of research studies on social-emotional competence of Chinese students based on the OECD's Global Social and Emotional Competence of Adolescents (SSES) programme, which is a global programme for measuring social-emotional competence among adolescents. Students' Social and Emotional Competence Measurement (SSES) research results and released the Report on the Developmental Levels of Social and Emotional Competence of Chinese Adolescents[12-15]. The report points out that Chinese students' emotional competence is influenced by schools, teachers, families, communities and other related subjects, and that only by paying full attention to the cultivation of students' emotional regulation ability, clarifying their own roles, and choosing the correct paths and strategies can we promote the enhancement of students' emotional regulation level.

Our framework also emphasises the joint collaboration of school, family and community. The dimension of "self" focuses on adolescents' self-awareness and self-management, which overlaps with the self-awareness and emotion management emphasised in the US, motivation in the UK, and resilience in Australia. The dimension of "others" has similar meanings to the social management and interpersonal communication proposed by the United States, empathy proposed by the United Kingdom, and interaction with others proposed by the OECD. The difference between China and the United Kingdom and the United States lies in the fact that social-emotional learning in the United Kingdom and the United States focuses more on the self, and the cultivation of social-emotional competence is also aimed at enhancing the personal competence of young people, while social-emotional learning in China focuses on the self as well as the collective. Our social-emotional learning requires students to identify with the collective, understand their responsibility to the collective, unite with the collective, and abide by the collective norms. This is in line with the ideology of our socialism.

University is an important stage in life learning, which is not only a stage of knowledge acquisition, but also a key period of personal growth and comprehensive quality development. Although college students are already adults in terms of age, their social experience before entering college is relatively simple and the problems they face are relatively homogeneous. When they enter university, they come from a familiar environment to a new place to start living and studying, and face a variety of pressures, such as academic pressure, social pressure, the challenge of adapting to new environments and building social relationships; digital technology obsessions, such as some college students being addicted to mobile phones, social media, and video games, and the fact that some college students may lack the required self-management and time-management skills, resulting in their inability to develop study plans, overcome problems and manage tasks effectively; socio-economic factors such as family background, socio-economic status and cultural

factors may also lead to different challenges for different students. These will contribute to depression, anxiety, loneliness and other emotional problems, affecting cognitive and emotional development and making it difficult for university students to cope with the challenges and stresses of life.

CASEL's consolidation of research related to SEL found that SEL can be implemented in six ways: (1) Campus Culture and Climate Building: Promoting social-emotional learning through the creation of a positive campus culture and a supportive school climate. This includes establishing a respectful, inclusive and supportive campus culture, setting up student support services and social-emotional learning centres, organising social-emotional learning activities and symposiums, as well as developing campus norms and codes of conduct, etc.; (2) Specialised courses or extracurricular activities: Setting up specialised social-emotional learning courses or extracurricular activities, for example, social-emotional skills training courses, empathy facilitation groups, emotional diary writing role-playing and teamwork programmes, etc. These courses and activities can provide dedicated time and space for students to learn and practise social-emotional skills; (3) Curriculum Integration: Integrating social-emotional learning content into the school curriculum is not limited to separate courses or activities. Social-emotional learning can be integrated into various disciplines, such as language arts, mathematics, science, and social studies, to promote students' social-emotional development through relevant themes and hands-on activities; (4) Instructional Strategies and Methods: Specific instructional strategies and methods are used to promote social-emotional learning, such as small group discussions, collaborative learning, case studies, role-playing, situational simulations, reflections, and discussions. These teaching methods can help students develop social-emotional skills such as co-operation, communication, problem-solving and decision-making. (5) Teacher training and support: Provide teacher training and support to help them understand and apply social-emotional learning theories and practices. This includes providing teachers with professional development opportunities, training programmes, resources and guidance, as well as establishing dedicated social-emotional learning teams or committees to support school implementation. (6) Home-School Collaboration: Establishing positive partnerships with parents and families to support students' social-emotional learning. This includes communicating with parents about the importance and goals of social-emotional learning, providing parent training and resources, establishing home-school co-operation programmes and activities, and communicating regularly with parents about students' social-emotional development.

All along, classroom teaching in Chinese universities has been suffering from the problem of neglecting the cultivation of students' social literacy, such as social cognition and social concept, social emotion and social practice, which leads to the low sociality of knowledge, sociality of learning, and sociality of teaching, and the classroom teaching has shown a weakened or even a deviation of value in promoting the development of students' social literacy [16].

Nowadays, deepening the reform of parenting styles is the focus of Chinese teachers' attention in the teaching process, paying full attention to and giving full play to the value of knowledge learning for the development of students' social literacy in classroom teaching, implementing in-depth

teaching, and leading the process of students' knowledge learning to the process of developing social cognition, social emotion and social practice ability.

If schools can take multi-year comprehensive measures to develop students' social and emotional skills, it can help students to better adapt to the academic environment, be able to interact with teachers, ask questions, and participate in discussions more easily, and improve their understanding of academics as well as achieve a number of academic outcomes; it can help to establish and maintain positive interpersonal relationships, which can reduce the sense of isolation and increase the sense of belonging, and thus reduce the risk of mental health problems[17]; It can give students more ways to resolve conflicts, including communication, expressing emotions, compromise and constructive communication; and can also help to reduce a variety of risky behaviours, including suicide, violence, and robbery, and students are more likely to make healthy choices rather than seek inappropriate paths when they are equipped with these skills [18].

2. Statement of the Problem

On the understanding and practice of students' social-emotional learning, which will help to improve the training and support programmes for teachers, to meet the personalized needs of students, and to provide information to government policy makers and university administrators on how to improve educational policies, resource allocation and curriculum design, and will help to promote educational reforms and raise the overall educational standards of our institutions, thereby, this study is anchored to the essential elements cited above. It is the objective of this paper to determine and assess the challenges of social-emotional learning of the college students in selected colleges in China so as to contribute to the sustainable development of society and the nation. Specifically, it seeks to answer to the following questions:

1. What is the assessment of the respondents on the sets of social-emotional competencies of the college students in relation to the following:

- 1.1 Self-awareness
- 1.2 Self-management
- 1.3 Inter and Intra relationship skills
- 1.4 Decision-making skills

2. What are the issues and concerns that respondents faced as regards to their social-emotional learning?

3. What inputs can be proposed based on the findings of the study?

3. Scope and Delimitation of the Study

Yichun College is a public second-base institution. Before entering the university, the students of this school, due to the constraints of traditional culture, social values, family and other factors, put most of their time and energy on the entrance examination in order to enter the university in their growing up process, with the content of their life blank, low self-awareness and social cognition, and weak socio-emotional ability, and encountered some difficulties in their life and learning frustrations to produce pessimism and misanthropy, resulting in the continuous occurrence of adverse events caused by psychological problems.

Therefore, observing and understanding the cognitive, affective and behavioural abilities of our students can help to

identify problems and points of improvement in the quality of education, and can facilitate the Yichun College to adopt appropriate educational measures and methods to meet the needs of different students, improve their learning experience and academic performance, and to understand the emotional and mental health of students for students experiencing problems in the emotional area, so as to facilitate the college to provide the appropriate counselling and support services.

Taking the undergraduate students of Yichun College as the research object, 300 students from freshmen to seniors were selected to take the social-emotional learning assessment, which explores the social-emotional competence of college students from four aspects, including self-awareness, self-management, Relationship Skills and Responsible Decision-Making. SPSS software was used to process the assessment data and the experimental results are as follows.

4. Results and Analysis

4.1. Reliability Analysis

To determine whether the parametric test will be used to address the research objectives, a normality test, namely the Shapiro-Wilk test, will be performed. Parametric testing is used when the p-values are greater than .05. If the p-values are less than .05 and the data is not normally distributed, nonparametric tests will be used.

The research questions posted in this study are once again recalled. Consequently, the findings are presented along with its interpretation and analysis.

Tables A and B present the reliability measurement, particularly the Cronbach's alpha of the scales, sets of cognitive, affective, and behavioral competencies, as well as teachers' understanding of the students' socio-emotional learning. Cronbach's alpha, abbreviated as CA, is a statistic used to assess construct reliability or internal consistency (Roldan & Sanchez-Franco, 2012; Kock, 2015). For Cronbach's alpha to be able to determine whether or not a measurement is reliable, the value of the measurement being analyzed must be equal to or greater than 0.70 (Fornell & Larcker, 1981; Nunnally, 1978). The analysis of the data showed that all of the domains for sets of cognitive, affective, and behavioral competencies, namely self-awareness (CA = 0.82), self-management (CA = 0.84), relationship skills (CA = 0.88), and responsible decision-making (CA = 0.91), as well as teachers' understanding of students' socio-emotional learning based on Learning responsiveness (CA = 0.89), Teaching and Learning Experience (CA = 0.88), Open Communication with students (CA = 0.88), and Modelling the Philosophy and Beliefs (CA = 0.90), satisfied the criterion for reliability and were considered to be good items with good internal consistency.

Table A: Reliability Measurement for Sets of Cognitive, Affective, and Behavioral Competencies (Cronbach's Alpha)

Construct	Cronbach's Alpha	No. of Item/s Deleted	No. of Items
Self-Awareness	0.82	0	8
Self-Management	0.84	0	8
Inter and Intra Relationship Skills	0.88	0	8
Responsible Decision-Making	0.91	0	8

Table B: Reliability Measurement Teacher's Understanding of Student's Academic and Socio-Emotional Learning (Cronbach's Alpha)

Construct	Cronbach's Alpha	No. of Item/s Deleted	No. of Items
Lessons' Preparation	0.89	0	8
teaching and learning Experience	0.88	0	8
Open Communication with students	0.88	0	8
Modelling the Philosophy and Beliefs	0.90	0	8

According to Table C, all the generated p-values for the Shapiro-Wilk test are greater than 0.05, indicating that the scores are normally distributed, Hence, to determine if there is a significant relationship between student sets of cognitive,

affective, and behavioral competencies and the teachers' understanding of students' academic and social-emotional learning.

Table C: Normality Test (Shapiro-Wilk)

	N	Shapiro-Wilk	
		W	p
Self-awareness	256	0.96	0.081
Self-management	256	0.96	0.056
Inter and Intra Relationship skills	256	0.94	0.078
Decision-making skills	256	0.92	0.067
Learning Responsiveness	48	0.98	0.710
Teaching and Learning experience	48	0.98	0.454
Open Communication with students	48	0.95	0.076
Modeling the Philosophy and Beliefs	48	0.95	0.062

4.2. Self-Awareness

Table 1. Extent of Sets of Cognitive, Affective, and Behavioral Competencies of the College Students in terms of Self-Awareness

Indicators	Mean	SD	Verbal Interpretation	Rank
I am aware of my beliefs and disposition in life	2.93	0.72	High Extent	5
My individuality matters to me most.	2.72	0.74	High Extent	8
Mutual encouragement among my peers is always uphold	2.97	0.75	High Extent	4
My character is important to me	3.17	0.73	High Extent	3
I guard my tongue not to hurt others	2.89	0.92	High Extent	6
My desires in life is always aligned to the reality	2.88	0.74	High Extent	7
I live up to the moral standards	3.44	0.68	High Extent	1
I take care of my physical and spiritual 'self'	3.18	0.71	High Extent	2
COMPOSITE MEAN	3.02	0.5	High Extent	

Legend: 1.00-1.50: Not at All (Very Low Extent); 1.51-2.50: Seldom (Low Extent); 2.51-3.50; Often (High Extent); 3.51-4.00: Always (Very High Extent)

Table 1 shows how the college students rated the extent of sets of cognitive, affective, and behavioral competencies in terms of self-awareness. The composite mean of the variable was 3.02, with a standard deviation of 0.50. This implies that college students have a high level of assessment and frequently live up to moral standards, that they take care of their physical and spiritual "self," that their character is important to them, that mutual encouragement among their peers is always maintained, and that they are aware of their

life beliefs and dispositions. College students with higher levels of appraisal, ethical standards, and self-focus may be more likely to have positive relationships and better adjust to college life, which can contribute to their personal and professional development. This has a high degree of similarity with the findings of other scholars.

4.3. Self-Management

Table 2. Extent of Sets of Cognitive, Affective, and Behavioral Competencies of the College Students in terms of Self-Management

Indicators	Mean	SD	Verbal Interpretation	Rank
I am good in time management.	2.75	0.72	High Extent	6
I never procrastinate on tasks	2.70	0.74	High Extent	7
Accomplishing difficult goals for better future is my objective in life	2.87	0.76	High Extent	4
I am satisfied with the institution of higher education that I attend. Boosting my confidence is a struggle for me	2.66	0.80	High Extent	8
Assessing my strengths before the task is part of my routine	2.86	0.68	High Extent	5
I am aware of my responsibilities as college student	3.04	0.65	High Extent	1.5
I am strict on deadlines	3.04	0.75	High Extent	1.5
I am always patient	2.91	0.70	High Extent	3
COMPOSITE MEAN	2.85	0.5	High Extent	

Legend: 1.00-1.50: Not at All (Very Low Extent); 1.51-2.50: Seldom (Low Extent); 2.51-3.50; Often (High Extent); 3.51-4.00: Always (Very High Extent)

Table 2 shows how college students rated the extent of various sets of cognitive, affective, and behavioral competencies in self-management. The tabulated data resulted in a composite mean of 2.85 and a standard deviation of 0.50. This implies that college students have a high level of assessment and are frequently aware of their responsibilities as college students, that they are strict on deadlines, that they are patient, that achieving difficult goals for a better future is their life goal, and that assessing their strengths prior to the task is part of their routine.

Chinese college students have a relatively strong level of self-management. This is probably related to the strict management of most universities in China. Students are required to live in the school dormitories and are not allowed to leave the school to live alone. Their daily routine must follow the school's regulations. Unified regulations save them commuting time and allow them to spend more time studying. However, some students are also addicted to games, online novels, etc., and face insufficient time management, which leads to increased pressure in studies and life. In addition, a

large number of Chinese parents hope that their children will enter a good university and find a good job. This also puts some pressure on most students, causing them to enter school with a clear goal: to find a good job. A job to survive. Therefore, when they enter college, they will regularly develop study plans and set specific goals and milestones to help them maintain learning motivation and direction. However, as students grow up, conflicts will arise between external pressure and the awakening of college students' internal consciousness, causing college students to face various emotional challenges, such as study pressure, interpersonal problems, employment pressure, etc. Good emotional management skills can help them better cope with challenges and pressures and maintain a balanced mentality.

However, individual college students may lack effective emotion management skills, resulting in greater mood swings or long-term anxiety and depression. There are diversity and differences in the current situation of self-management among college students, but for most students, good self-management ability is very important for adapting to college life, achieving academic achievements, and achieving personal development goals. Therefore, university education should pay attention to cultivating students' self-management abilities and helping them better cope with various challenges and pressures.

4.4. Inter and Intra Relationship Skills

Table 3. Extent of Sets of Cognitive, Affective, and Behavioral Competencies of the College Students in terms of Relationship Skills

Indicators	Mean	SD	Verbal Interpretation	Rank
I provide time and opportunities for social interaction	2.89	0.70	High Extent	7
I have rewarding peer group.	3.02	0.67	High Extent	4.5
I maintain healthy relationship with my teachers and schoolmates.	3.21	0.61	High Extent	1
I have good range of communication skills.	3.02	0.64	High Extent	4.5
I approach and address interpersonal conflict with others proactively	3.00	0.66	High Extent	6
I avoid potential conflict	3.11	0.66	High Extent	3
I resist peer pressure	2.79	0.73	High Extent	8
I listen actively to what others are saying	3.14	0.62	High Extent	2
COMPOSITE MEAN	3.02	0.48	High Extent	

Legend: 1.00-1.50: Not at All (Very Low Extent); 1.51-2.50: Seldom (Low Extent); 2.51-3.50; Often (High Extent); 3.51-4.00: Always (Very High Extent)

Table 3 shows how college students rated the extent of various sets of cognitive, affective, and behavioral competencies in relationship skills, with a composite mean of 3.02 and a standard deviation of 0.48. This indicates that college students rated the variable highly and frequently agree that they have healthy relationships with their teachers and

classmates, that they actively listen to what others are saying, that they avoid potential conflict, that they have a rewarding peer group, and that they have a wide range of communication skills.

4.5. Relationship Decision-Making

Table 4. Extent of Sets of Cognitive, Affective, and Behavioral Competencies of the College Students in terms of Responsible Decision-Making

Indicators	Mean	SD	Verbal Interpretation	Rank
I always identify my goal before a task	3.11	0.61	High Extent	6.5
I gather information before coming up for a decision	3.11	0.66	High Extent	6.5
Weighing options is important to me	3.16	0.69	High Extent	4
I am ready for the consequences of my decision	3.18	0.63	High Extent	3
I have responsible decision-making	3.14	0.68	High Extent	5
I uphold ethical standards in my actions.	3.32	0.63	High Extent	1
I always consider my values in beliefs in decision-making	3.23	0.62	High Extent	2
I consult others for important decision	3.08	0.68	High Extent	8
COMPOSITE MEAN	3.17	0.51	High Extent	

Legend: 1.00-1.50: Not at All (Very Low Extent); 1.51-2.50: Seldom (Low Extent); 2.51-3.50; Often (High Extent); 3.51-4.00: Always (Very High Extent))

Table 4 depicts the extent of various sets of cognitive, affective, and behavioral competencies in relationship skills among a sample of college students. The descriptive statistics

revealed a composite mean of 3.17 and a standard deviation of 0.51, indicating that the respondents have a high level of assessment and frequently agree that they uphold ethical

standards in their actions, that they consider their values and beliefs in decision-making, that they are prepared for the consequences of their decision, that weighing options is important to them, and that they make responsible decisions.

According to the above research, the core competencies of social-emotional learning of Chinese university students (Self-Awareness, Self-Management, Relationship Skills, Responsible Decision-Making) have better performance. The cognitive, emotional and behavioral abilities of college students are closely related to social-emotional learning. There is a close relationship between the core competencies and they complement each other and jointly promote the all-round development and success of college students.

Chinese college students perform better in social-emotional learning, which may be related to the rapid development of Chinese society. The great progress of China's economy in the early stage created a better employment environment and accommodated a large number of college students. The positive feedback from the job

market was strong. However, during and after the COVID-19 epidemic, when the economic conditions of various countries in the world were in recession, China The job market is like a barometer and has undergone significant changes, which has also had a greater impact on Chinese college students. Therefore, students who have entered school in recent years are more pragmatic, have clear goals for entering school, have strong plans for study, and are proactive. Participate in research teams formed by student groups and faculty. In order to respond to market changes, educational institutions have also actively launched various practical courses and employment courses that are combined with corporate talent needs, and actively promoted student corporate internships. This also greatly enriches students' extracurricular life and improves students' four core abilities in social and emotional learning.

4.6. Learning Responsiveness

Table 5. The Extent of Teachers' Understanding of Students' Social-Emotional Learning in relation to Learning Responsiveness

Indicators	Mean	SD	Verbal Interpretation	Rank
I design lessons with the elements of good social-emotional competencies like taking care of self and strong interpersonal skills	2.73	0.76	High Extent	4
I allow students to communicate and coordinate with others in the process of task completion	3.13	0.70	High Extent	2
Mutual encouragement among my students are promoted	2.92	0.74	High Extent	3
Mutual encouragement among my students are promoted	2.60	0.71	High Extent	8
I am clear what to plan and aim with my lessons	3.52	0.68	High Extent	1
Topics that catered on social-emotional competencies are always considered in my lectures	2.71	0.68	High Extent	6
I allow practical and relevant cases for studies	2.75	0.76	High Extent	5
Researches on social-emotional learning are materials I used in teaching	2.63	0.73	High Extent	7
COMPOSITE MEAN	2.87	0.54	High Extent	

Legend: 1.00-1.50: Not at All (Very Low Extent); 1.51-2.50: Seldom (Low Extent); 2.51-3.50; Often (High Extent); 3.51-4.00: Always (Very High Extent))

Table 5 summarizes the extent of teachers' understanding of students' socio-emotional learning in relation to the lesson's preparation. It generated a composite mean of 2.87 and a standard deviation of 0.54, indicating that teachers have a high level of assessment and that they frequently perceive that they are clear about what to plan and aim for with their lessons, that they allow students to communicate and coordinate with others in the process of task completion, that they promote mutual encouragement among their students, that they design lessons with elements of good social-emotional competencies such as self-care and strong interpersonal skills, and that they allow practical and relevant cases for studies. This may be closely related to the fact that in recent years, Chinese colleges and universities have been

vigorously promoting students' Civic and Political education work to enhance their character and ideological qualities. By vigorously promoting the Civic and Political Curriculum Programme, including the construction of Civic and Political courses, the Civic and Political elements have been added to various courses to enhance students' character and sense of responsibility. In the implementation of the curriculum plan, teachers have improved the teaching programme, innovated the syllabus, increased the number of course cases, and strengthened humanistic education in the process of learning academic courses.

4.7. Teaching and Learning Experience

Table 6. Assessment of Teachers' Understanding of Students' Social-Emotional Learning in Relation to Teaching and Learning Experience

Indicators	Mean	SD	Verbal Interpretation	Rank
I emphasize relevant and practical issues on sociemotional learning with the class	2.73	0.71	High Extent	6
I always give competitive games to my class to boost confidence	2.27	0.82	High Extent	8
Accomplishing difficult goals and situating them to challenging issues are part of my teaching method	2.60	0.71	High Extent	7
I have always had a passion for teaching	3.23	0.59	High Extent	2
I lead the students to be mature and independent in decision-making	3.00	0.62	High Extent	3.5
I provide valuable opportunity to gain confidence in their abilities to become better adults	3.00	0.68	High Extent	3.5
I believe that experience is the best teacher	3.25	0.60	High Extent	1
I let my students gain more wisdom from actual observation	2.96	0.65	High Extent	5
COMPOSITE MEAN	2.88	0.50	High Extent	

Legend: 1.00-1.50: Not at All (Very Low Extent); 1.51-2.50: Seldom (Low Extent); 2.51-3.50; Often (High Extent); 3.51-4.00: Always (Very High Extent))

Table 6 depicts teachers' understanding of students' academic and socio-emotional learning in relation to their teaching and learning experience, with a composite mean score of 2.88 and a standard deviation of 0.50. This means that teachers have a high level of assessment and frequently believe that experience is the best teacher, that they have always had a passion for teaching, that they guide students to

be mature and independent in decision-making, that they provide valuable opportunities for students to gain confidence in their abilities to become better adults, and that they allow their students to gain more wisdom from actual observation.

4.8. Open Communication with students

Table 7. Assessment of Teachers' Understanding of Students' Socio-Emotional Learning in relation to Open Communication with students

Indicators	Mean	SD	Verbal Interpretation	Rank
I provide opportunities for social interaction in the classroom	2.69	0.69	High Extent	7
I inculcate "love for others" by requiring my student to join community outreach	2.52	0.65	High Extent	8
I deliver content as well as skills competently	3.19	0.61	High Extent	2
I communicate well and inspire	3.02	0.67	High Extent	3.5
Critical thinking skills in communication is also part of my method	2.79	0.65	High Extent	6
I communicate my learning goals clearly and objectively	3.25	0.64	High Extent	1
I give ample time to practice what they learned	2.96	0.58	High Extent	5
I solicit student feedback to improve my method	3.02	0.56	High Extent	3.5
COMPOSITE MEAN	2.93	0.47	High Extent	

Legend: 1.00-1.50: Not at All (Very Low Extent); 1.51-2.50: Seldom (Low Extent); 2.51-3.50; Often (High Extent); 3.51-4.00: Always (Very High Extent))

With a composite mean score of 2.93 and a standard deviation of 0.47, Table 7 illustrates teachers' understanding of students' academic and socio-emotional learning in relation to their communication with students. This suggests that the teachers have a high rating on this domain and that they frequently communicate their learning goals clearly and

objectively, that they are able to communicate well and inspire their students, that they solicit student feedback to improve their method, and that they provide ample time for their students to practice what they have learned.

4.9. Modelling the Philosophy and Beliefs

Table 8. Assessment of Teachers' Understanding of Students' Socio-Emotional Learning in Relation to Modelling the Philosophy and Beliefs

Indicators	Mean	SD	Verbal Interpretation	Rank
I set my objectives and beliefs with clarity	3.31	0.55	High Extent	1
I discuss with my students the ideal learning outcomes.	2.79	0.65	High Extent	8
I expound on their educational values and aspirations in life	3.21	0.62	High Extent	3.5
I always open the gate for improvement they hope to become	3.25	0.56	High Extent	2
I establish a dynamic interaction with my students	2.98	0.60	High Extent	7
I respect the preferences of my students when it comes to learning styles	3.21	0.54	High Extent	3.5
I measure their attainment using authentic assessment	3.17	0.63	High Extent	5.5
I see to it that they accomplish their goals in my course subject	3.17	0.56	High Extent	5.5
COMPOSITE MEAN	3.14	0.45	High Extent	

Legend: 1.00-1.50: Not at All (Very Low Extent); 1.51-2.50: Seldom (Low Extent); 2.51-3.50; Often (High Extent); 3.51-4.00: Always (Very High Extent))

Table 8 depicts teachers' understanding of students' academic and socio-emotional learning in relation to their Modelling the Philosophy and Beliefs, with a composite mean score of 3.14 and a standard deviation of 0.45. This implies that the teachers have a high rating and frequently set their goals and beliefs with clarity, that they are always open to

becoming better, that they expound on their educational values and aspirations in life, that they respect their students' learning styles and preferences, and that they measure their students' attainment using authentic assessment.

4.10. The issues

Table 10. Coding and Frequency Responses

Issues	Narrative	How many participants mentioned it
Internet addiction of students	Most students can arrange their own learning and life, some students are addicted to games, online novels, etc., without long-term plans	1
Issue in self-expression	limitations in their own ideological ideas, and they are afraid that the ways and means will mislead the students.	2
Students' indifference	Students have a weak sense of active learning and active thinking, they do not actively seek help from teachers and classmates when they encounter problems, and individual students easily trust people when they encounter scams	1
Lack of clear direction	Many students have a weak awareness of social-emotional learning, do not have a clear understanding of themselves during college, do not engage in career planning, and do not think deeply about the future	1
Lack of patience	Some students in the technical service, encountered some old people who do not easily understand our technology, patience is not enough, communication skills need to be further improved, in the usual coursework, can be appropriate to carry out activities in this regard	1

Although most of the students in this university are better in self-awareness, self-management, interpersonal skills and responsible decision-making, some of them are weaker in

social-emotional competence, with problems and concerns as shown in Table 10. Firstly, some university students are facing the challenge of Internet addiction, where their excessive

dependence and addiction to the Internet and online games negatively affects their personal academics, life and social life, which is a social problem that is gradually gaining attention. College students addicted to online games or social platforms may spend a lot of time in the virtual world while neglecting their classroom tasks and study progress. Prolonged indulgence in the virtual world and lack of real-life social and emotional support may make them feel lonely, helpless and frustrated, and prolonged sitting, long hours of eye gazing at the screen, and lack of physical exercise may have an adverse impact on the physical health of college students. Internet addiction may affect college students' interpersonal relationships, making them communicate and interact less with their families, friends and classmates, which may cause college students to be disconnected from the real society and affect their normal interactions with others. To address the problem of Internet addiction among Chinese college students, comprehensive measures need to be taken. This includes strengthening preventive education on Internet addiction, improving college students' Internet literacy, and establishing support mechanisms and mental health service systems. At the same time, families, schools and all sectors of society should also make joint efforts to pay attention to college students' Internet health problems and promote their healthy and positive development.

Second, students' indifference. Students have a weak sense of active learning and active thinking, do not take the initiative to seek help from teachers and classmates when they encounter problems, and individual students are prone to be gullible when they encounter scams. Each student's personality and growing environment are different. Individual students may have problems such as low self-awareness, low self-esteem, and being easily influenced by others, which leads to their lack of active learning and thinking consciousness, and their tendency to be gullible. Moreover, the prevalence of fast-paced, competitive and information explosion in the social environment may lead to apathy and negative emotions among students. Negative values and behavioural patterns in society may also have an adverse effect on students. Schools should focus on the all-round development of students and design diversified and interesting teaching activities to stimulate students' interest in learning and thinking. Teachers should pay attention to students' emotional needs and give them adequate support and encouragement. Personalised counselling and care should be given to individual students in response to their characteristics and needs, so as to help them build up their self-confidence, cultivate independent learning and critical thinking skills, and improve their ability to resist fraud.

Third, there is a lack of clear direction. Some students have a weak sense of socio-emotional learning, do not have a clear understanding of themselves during college, do not engage in career planning, and do not think deeply about the future. Parents are more influential in the choice of majors and career planning of Chinese college students. In the choice of majors for college students, most parents base their choice on the employment situation rather than their children's interests and hobbies. In populous China, where there are many people competing for a position, much of the advice is biased towards utilitarianism. There is no gap year for high school students in China. Many students pay less attention to themselves and do not understand their interests and hobbies, which leads to many students choosing majors they don't like during their college years, and as a result, there will be a lot

of students who will be confused and don't know how to plan for their future. Schools can provide guidance and counselling services on career planning to help students understand their interests, abilities and values, and guide them in career exploration and planning; carry out education on emotional growth to guide students to understand their emotional needs and values, help them establish positive life goals and values, and cultivate self-awareness and self-management skills; design colourful courses and activities to stimulate students' interest and motivation in learning, so that they can gain a sense of achievement and satisfaction in learning, and enhance their confidence in and expectations for the future; and establish a comprehensive student support system, including psychological counselling services, academic counselling, employment guidance, etc., to provide students with all-round support and assistance, and help them get through the difficult times in learning and life.

Fourth, lack of patience. Some students encountered some old people who could not easily understand our technology in technical services, lack of patience and communication skills need to be further improved, and activities in this regard can be carried out appropriately in the usual coursework. Teachers can organise students to participate in group work projects in class, so that they can learn to work with their peers, listen to and respect the opinions of others, and cultivate the spirit of teamwork and patience. Schools can carry out emotional education activities to help students realise the importance of patience, guide them to pay attention to the feelings and needs of others, and cultivate the qualities of understanding and tolerance.

Fifth, the problem of self-expression. Limitations of their own ideology and fear of methods and means to mislead students. Students' self-expression problems may stem from the limitations of their own ideology and the fear of methods and means to mislead students. This situation may cause students to appear hesitant and lack confidence in expressing their views, and they may even choose to remain silent for fear of misleading others. Schools and teachers should encourage students to be open-minded and respect and welcome different views and opinions. Through activities such as discussions and debates, students should be made aware that different viewpoints can promote thinking and understanding, rather than emphasising their own views. Attention should be paid to the development of students' critical thinking skills, so that they can learn to question and analyse information, and to judge the credibility and reasonableness of information, which will help them to better understand and express their own views, and at the same time avoid misleading others. Schools and families should provide a safe and supportive environment for students and encourage them to express their ideas and opinions courageously. By giving students positive feedback and encouragement, they can help build up their self-confidence and enhance their self-expression skills.

5. Summary of Results

The following are found based on the research problems and parameters of the study:

A study of college students' core competencies for social-emotional learning-Self-Awareness, Self-Management, Relationship Skills, and Responsible Decision-Making-showed intriguing insights, with means of 3.02, 2.85, 3.02 and 3.17, all of which indicate that college students possess strong core socio-emotional competencies.

The social-emotional learning parameters of teacher understanding - Learning responsiveness, Teaching and Learning Experience, Open Communication with students, Modelling the Philosophy and Beliefs- showed intriguing insights with mean values of 2.88, 2.87, 2.93, and 3.14, respectively, all of which indicate a deep understanding of social-emotional learning by teachers.

Correlation analyses showed that four dimensions of teacher understanding-Learning responsiveness, Teaching and Learning Experience, Open Communication with students, Modelling the Philosophy and Beliefs - and students' Self-Awareness, Self-Management, Relationship Skills, and Responsible Decision-Making have insignificant associations. A significance level greater than 0.05 emphasises the findings of the strength of these relationships.

Despite the fact that most college students perform well in the core competencies of social-emotional learning, individual college students' social-emotional learning is challenged by Internet addiction, self-expression problems, student indifference, lack of clear direction, and lack of patience. Schools and teachers are urged to develop appropriate measures to enhance students' social-emotional learning.

6. Recommendations

Although most of the students in this school are better in self-awareness, self-management, Relationship Skills and Responsible Decision-Making, some of them are weaker in social-emotional competence, and in order to promote the improvement of social-emotional competence of the students, Yichun College has carried out some related programmes, such as opening a mental health assistance hotline [19,20], opening courses related to emotional enhancement, and increasing the content of social-emotional learning in the teaching activities of teachers [21]. For example, in the process of teaching activities, close contact with students' life background and life experience, so that students can experience the society in paying attention to the society and participating in the society, to improve social perception, to guide students to understand the society, to know themselves, and to obtain perceptual experience and in-depth experience of social life. Moreover, in classroom teaching, the diversity of students' social experience is realised as much as possible, and practical activities are deeply coupled with specific disciplines, so as to achieve the purpose of enriching students' social experience by carrying out discipline-oriented practical activities. Social experience emphasises students' effective participation in disciplinary activities, in-depth understanding of social situations, enrichment and deepening of experience, and promotion of the transformation of social experience into social concepts. Second, social-emotional learning tools and resources suitable for students have been developed using technological means including online educational resources and emotionally intelligent apps to enhance students' interest and participation in social-emotional learning. Thirdly, schools provide regular social skills training, including skills in positive communication, conflict resolution and friendship building, to help students improve their interpersonal skills, while rewarding and encouraging positive socio-emotional behaviours and establishing positive incentives to motivate them to participate more in socio-emotional learning and positive social interactions.

These programmes have helped to create positive learning environments, enhance students' general well-being, improve

interpersonal relationships, promote academic success, and foster a sense of social responsibility. However, there are also challenges in the implementation of these programmes, such as some students may feel resistant or disinterested in social-emotional learning, leading to impediments to learning; schools have limited resources, and teachers need insufficient training and support on social-emotional learning content; assessing students' progress in social-emotional learning is challenging, and these skills are often difficult to quantify, and determining students' achievements and progress may require different methods; social-emotional learning programmes need to be implemented in diverse cultural and values environments, which can lead to challenges, and certain curriculum content may conflict with specific cultures or values. Social-emotional learning initiatives should be implemented throughout the school system and focus on sustained efforts. By integrating multiple efforts, the overall development of students' social-emotional learning can be promoted.

7. Conclusion

Based on the findings of this study, the following are concluded:

This study provides a comprehensive understanding of the specific manifestations of social-emotional learning core competencies among Chinese university students, and the findings indicate that university students generally possess strong social-emotional core competencies, which are important skills that they have accumulated during their formative years. This situation suggests that college students have begun to cultivate and develop their socio-emotional skills, which are crucial for them both in college and in their future careers. Having good self-awareness can help them to better understand their emotions and behaviours so that they can better manage their emotions and cope with stress. Meanwhile, good interpersonal skills enable them to build good relationships, communicate and collaborate effectively. Responsible decision-making skills enable them to make informed choices when faced with challenges and choices.

This study shows the level of teachers' understanding of social-emotional learning, and the results indicate that teachers have a fairly good knowledge and understanding of social-emotional learning. Firstly, teachers' understanding of Learning responsiveness (LR) shows their awareness of how to better understand and meet students' learning needs. Secondly, teachers' perceptions of Teaching and Learning Experience show a degree of awareness of how they can use their experience to support student learning. The understanding of open communication with students (Open Communication with students) demonstrated that teachers were aware of the importance of having open and trusting channels of communication with their students. Finally, high scores on Modelling the Philosophy and Beliefs (Modelling the Philosophy and Beliefs) show the importance teachers place on communicating values and beliefs in their teaching.

Taken together, these results indicate that teachers have positive perceptions and awareness of social-emotional learning and are willing to incorporate these philosophies into their teaching practices. This is crucial for enhancing students' social-emotional development as teachers' attitudes and behaviours tend to influence students' learning experiences and emotional development. Therefore, the findings of this study emphasise the important role of teachers in developing students' social-emotional learning skills and the fact that they

are aware of and willing to actively participate in this process.

The study summarised the challenges of social-emotional learning among university students, and although the majority of students performed well, there were still individual students who faced a range of problems, such as internet addiction, self-expression problems, student indifference, lack of clear direction and lack of patience. To address these challenges, the study calls for schools and teachers to take appropriate measures to enhance students' social-emotional learning. These measures may include: providing targeted training and education to help students recognise the dangers of Internet addiction and provide effective coping strategies; encouraging students to actively participate in self-expression to improve their communication skills and expressiveness; enhancing students' motivation and interest in learning, and stimulating their enthusiasm for learning and growth; providing more support and guidance to help students establish clear goals for their learning and life and and formulate feasible plans to achieve these goals, etc.

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