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**RESEARCH PAPER**

**Factors Effecting the Development of Social Emotional  
Competence of Muslim and Non-Muslim Students at the  
Secondary Level in Pakistan**

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This paper investigates the factors affecting the development of social-emotional competence of Muslim and Non-Muslim students at the secondary level in Pakistan. The study was a mixed-method in which the researcher used a QUAN-QUAL sequential explanatory model. All the Muslim and Non-Muslim secondary students, teachers, and head-teachers located in Punjab Province of Pakistan were the populations. A sample of 1124 respondents (800 Students, 300 Teachers, and 24 Head Teachers) was selected through the multistage sampling method. An adapted questionnaire for students, and a developed questionnaire for teachers, and an interview schedule for teachers and head-teachers were used for the collection of data. Descriptive and inferential statistics were used on quantitative data and thematic analysis technique was used on qualitative data. Results revealed that Muslim and non-Muslim secondary school students had a moderate level of social-emotional competence and Non-Muslim secondary school teachers had a very high level of agreement towards all factors of social-emotional competence while Muslim secondary school teachers had a high level of agreement towards all factors of social-emotional competence. This study recommends that social learning framework should be incorporated into the current curriculum to increase students' SEC.

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**Introduction**

The main aim of education is to impart knowledge and training for all fields of life. It is a process whereby a human being adjusts himself in various ways in his

or her physical, emotional, and social environment. It is the development of all these competencies in the individual, which enables them to cope with emerging challenges of life in addition to adapting to an ever-changing environment. It also entails opening the mind's doors, cleaning the soul, and self-realization. Teachers, parents, and caregivers are very keen and increasingly realizing that in life, it is more important than only passing standardized tests, and academic achievements, education should be focused on the growth of social-emotional competencies in a child (Urmila, 2018) from the primary stage to secondary.

The idea of social-emotional learning (SEL) was presented by Goleman and some other researchers and health care experts in 1994 and developed a framework of SEL known as Collaborative for Academic Social, and Emotional Learning (CASEL, 2018). The social-emotional learning framework is recognized as a process in which children attain and apply knowledge, attitude, and skills indispensable for their understanding and managing emotion, fixing and attaining optimistic goals, feeling and demonstrating empathy for others, setting up and maintaining a positive relationship, and producing responsible decisions (CASEL, 2018). The main aim of social-emotional learning (SEL) is to cultivate necessary social-emotional competencies (SEC) in children. Children's self-awareness, self-management, social-awareness, relationship skill, and competency for making responsible decisions are all covered by the social-emotional learning framework (DePaoli, Atwell, & Bridgeland, 2017).

According to CASEL (2013) that SEL program has following five direct targets of development of social emotional competencies in learners:

1. **Competency in self-awareness:** Self-awareness is the capacity to recognize and comprehend one's feelings, objectives, and values. It entails properly assessing one's strengths and limitations, as well as a firm feeling of self-assurance and optimism. It also involves the ability to understand one's talents and limits while maintaining a strong feeling of self-assurance and purpose.
2. **Competency in self-management:** Self-management is concerned with a person's ability to control their emotions and attitudes. Self-management focuses on coping with stress, controlling emotions, and setting and accomplishing personal and academic objectives. It also involves the ability to wait for gratification, handle stress, and feel motivated and empowered to achieve personal and group goals.
3. **Competency in social-awareness:** The ability to comprehend and sympathize with others, particularly those from varied origins, cultures, and circumstances, is referred to as social awareness. This involves the ability to

feel compassion for others, comprehend wider historical and societal standards for conduct in various circumstances, and identify family, school, and community resources and supports.

4. **Competency in relationship management:** Relationship management is concerned with an individual's ability to form and maintain healthy and supportive relationships, as well as navigate situations with a variety of people and organizations. It also involves the abilities to communicate clearly, actively listen, collaborate, work cooperatively to solve problems and constructively resolve conflict, traverse environments with varying social and cultural demands and possibilities, give leadership, and seek or offer aid when required.
5. **Competency in responsible decision making:** The basic goal of responsible decision-making is to help people develop the skills they need to make thoughtful and constructive decisions about their conduct and social interactions in a variety of contexts. This involves the ability to think about ethical norms and safety problems, as well as assess the advantages and implications of various acts on one's own, societal, and communal well-being.

There are many factors that affect the development of social emotional competence of the children. Religious belief is the most important factor which influences the overall development of social-emotional competence in children. No doubt, religion was one of the essential features that were participated an important role in the lives of most Pakistanis. Customs, society, and area were those factors in which individuals were influenced by religion (Streitz et al., 1999). Besides, religious beliefs, some other essential factors are available in the literature that influences the development of social-emotional competence in students. These factors are family risk, home environment, educational institutions, peer relationships, and learning resources. According to research, parents who provide a positive learning environment at home and are involved in their children's homework routines can help enhance their children's social/emotional foundation of skills, values, and attitudes (Giraldo-Garcia & Roy, 2018). Whitaker, Orzol, and Kahn (2006) described that family risk factors such as maternal depression, mental illness, substance abuse, family violence, and poverty affect the proper development of social-emotional competencies in children at early ages.). Collie (2020) stated that children's school experiences have an impact on all elements of their development, including their social and emotional development. Young children have several chances to interact with their classmates and develop strong social skills in the school setting. Various learning materials for teachers and students may improve students' social-emotional skills. Positive peer relationships are linked to positive learning behaviors such as motivation, attention, and social-emotional competence (Coolahan, Fantuzzo,

Mendez, & McDermott, 2008). Based on above evidences, the Conceptual framework of the present study is reflected as below:

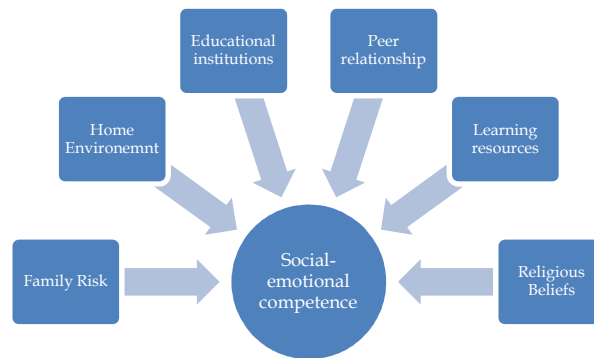


Figure 1: The conceptual framework of the study

### Literature Review

Social and emotional competence (SEC) is the framework of the social-emotional learning (SEL) model presented by CASEL (2008). Social and emotional competence deals with the student's set of behaviors that allow one to grow and interact positively with peers, siblings, parents, and other adults while emotional competence is a student's capability to control one's emotions to achieve one's goals (Alodwani et al., 2019). Social and emotional learning (SEL) is the process of developing social-emotional competence (SEC). Children and teens learn and use the information, attitudes, and abilities required to understand and control emotions, create and achieve good objectives, feel and exhibit empathy for others, build and maintain meaningful relationships, and make responsible decisions through SEL (Weissberg, Durlak, Domitrovich, & Gullotta, 2015).

Social and emotional skills can be taught, modeled, and practiced explicitly so that children, adolescents, and adults can effectively handle daily duties, interactions, and obstacles. SEL programming also helps kids develop social-emotional competence by creating caring, cooperative, culturally responsive, well-managed, participatory, and safe classroom and school cultures, climates, and learning environments (Osher & Berg, 2017). According to Frydenberg et al., (2017), that at the classroom and school levels, as well as through partnerships with families and community members, school-wide, systemic social and emotional learning programming is implemented for developing social and emotional competence in the children.

Many teachers are eager to assist their pupils in developing social and emotional skills regularly. Teachers' encouragement, according to Lippard et al., (2018), makes students more likely to participate in positive conduct and less likely

to misbehave as they progress in class. According to Lippard et al. (2018), teachers who focus on assistance improve children's good outcomes and help them develop cognitive skills. Positive teacher-child connections boost children's psychosocial abilities and drive them to communicate in the classroom. Negative teacher-child connections, on the other hand, have an impact on children's conduct and make them dread engaging with their classmates in the classroom (Breeman et al., 2015). According to Breeman et al. (2015), negative peer communication has an impact on children's emotional, social, and behavioral skills. Lippard et al. (2018), for example, discovered that the teacher-child contact had a significant impact on children's classroom behaviour.

In literature, there are many factors that affects the development of social-emotional competence in children. Some important factors involved in this investigation are described as below: -

The factor related to Family risk includes maternal depression or mental illness in a family, parental substance abuse, family violence, poverty, and so on. Parents have an essential role in supporting children's healthy development by reducing family risk factors. Research illustrates that family risk factors such as substance use, mental health conditions, and domestic violence exposure can impact students' development and lack of social-emotional competencies in children (Whitaker, Orzol & Kahn, 2006). Sticca, Wustmann, and Gasser-Hass (2020) discovered in their study that the family risk factor was positively associated with the emotional problem of the students in the short as well as long term. Early family risks factors can negatively impact a variety of developmental outcomes. Brain development, cognitive development, academic development, language development, and emotional development are all possible results (Appleton et al., 2017; Mall et al., 2018; Sattler and Gershoff, 2019).

The home environment has an important impact on the social development of children. Positive healthy family environments have a substantial impact on children's social-emotional competence. According to studies, a child's home environment and family background have a significant impact on their social-emotional competence and academic achievement. As a result, if we blame schools or school systems for pupils' poor performance, we fail to see that parental participation is equally crucial. According to Grant (1988), an individual's personality is influenced by the family into which he or she is born, and children from higher-status households are more likely to stay in school longer, achieve higher grades and standardized test scores, and receive more academic awards. Fan and Chen (2001) showed positive educational outcomes for a general student population in their study assessing the influence of parental participation at home. Parents have a significant influence on their children's development of social-emotional talents by increasing their engagement in their children's activities at home. Parents' good

behavior at home, as well as their self-awareness, social awareness, relationships, self-management, and decision-making skills, can aid in the development of these traits in their children. As a consequence, parents' participation at home and school helps the development of their children's social-emotional qualities while also facilitating their academic accomplishment (EINokali, Bachman & Votruba-Drzal, 2010).

Educational institutions are important venues for the development of social and emotional competencies. Without a doubt, educational institutions have a significant influence on middle childhood and adolescent development (Eccles & Roeser, 2015). At school, where youngsters spend nearly all of their lives (5 to 18 years) preparing for their future. As a result, children's school experiences have an impact on all elements of their development, including their social and emotional development (Collie, 2020). As a result, teachers and other support staff must play their part by creating a healthy environment in which kids' social and emotional growth can take place.

Positive peer friendships are another crucial part of appropriate behavioral skills. Favorable characteristics such as social competence, motivation, attentiveness, and perseverance are more likely to be learned by young children who have positive peer interactions. On the other side, young children who have negative peer interactions are less likely to be accepted by their peers and are more likely to exhibit problematic behaviors for example like hyperactivity and inability to concentrate. In comparison to children who have positive peer interactions, these youngsters show higher levels of violence and much lower levels of social accommodation and academic accomplishment (Cohen & Mendez, 2009). Children connect with their classmates in school for a variety of reasons. During the classroom, talking with peers is equally as important as talking with teachers. As a result, learning-based cooperation and communication can help youngsters develop social and emotional skills. Small-group and whole-group exercises can also be used by teachers to help pupils communicate with one another. Relationships between children and their peers according to Breeman et al. (2015), had a significant impact on their social, emotional, and behavioral development.

Learning resources such as educational models, toys, storybooks, and other printed material can develop children's motor skills and social skills. So, learning resources related to social-emotional skills should be provided at schools for teachers and homes for children to study for proper development of social-emotional competence in children. Studies show that teaching through educational material related to social-emotional learning-rich content can develop social-emotional competencies in students. It can have a significant effect on the way they think, feel, and behave in and out of the classroom (Currie, 2020).

Religion is defined as an organized collection of ideas and behaviours that are followed individually or in a community, and which frequently entail worship of a higher controlling power such as a personal God, gods, or spirits (Koenig, 2009). It's also linked to spiritual practices such as prayer or meditation that involve emotions of connectedness to a higher power, "self-transcendence," and/or "participation in practices" (Aldwin et al., 2014). Religion may be a source of specific feelings, as well as a factor in social-emotional competence and emotional well-being (Silberman, 2003; Emmons, 2005). Furthermore, religious beliefs and practices have been linked to a variety of emotional regulation mechanisms (Watts, 2007; Vishkin et al., 2014). Religious persons are also said to have stronger emotional awareness and self-control abilities, according to studies (Allen, 1997; Geyer & Baumeister, 2005).

In the literature, there had many shreds of evidence about the various factors that affect children's development of social-emotional competencies. Such as the studies completed by Sticca, Wustmann, and Gasser-Hass (2020) discovered that family risk factors were positively associated with the emotional problem of the students in the short as well as long term. Early family risks factors can negatively impact a variety of developmental outcomes. The investigations directed by Appleton et al., (2017), Mall et al., (2018), and Sattler and Gershoff, (2019) found that family risk factors contribute towards children's brain development, cognitive development, academic development, language development, and emotional development. Jones and Doolittle (2017) conducted school-based research on social-emotional competence, which includes components of the social-emotional learning framework such as self-awareness, social awareness, self-management, relationship management, and responsible decision making. They observed a link between social-emotional abilities and optimal child development. Furthermore, numerous studies have found a beneficial relationship between children's social and emotional competence and academic performance (Nix, Bieman, Domitrovich, & Gill, 2013). Collie et al. (2018) discovered a positive relationship between higher social and emotional competence and higher academic outcomes, better school preparedness, strong educational commitment, a higher ratio of study completion, and improved wellbeing. Similarly, Lippard et al. (2018) discovered that positive teacher-child relationships promote children's social-emotional and cognitive development. Cook, Dearing, and Zachrisson (2018) discovered that only 38 percent of children had very good cooperative relationships, 24 percent had strong cooperative relationships, 17 percent had very good cooperative relationships, and 20 percent had very low cooperative relationships when they studied parent-teacher relationships and the development of social skills in children. Portela-Pino et al., (2021) investigated students' socio-emotional competence in self-awareness, social awareness, relationship management, and decision-making in a study. Their research found the lowest levels of social awareness and self-management. While students performed better in terms of relationship management.

### **Research Questions**

1. What is the overall level of social emotional competence of secondary school students belonging to Muslims & Non-Muslims communities?
2. What are teachers' perceptions about common factors that affects the development of social emotional competence of secondary school students belonging to Muslims & Non-Muslims communities?
3. Are there any significant differences of factors affecting students' social emotional competence according to teachers' religion?

### **Material and Methods**

The investigator used a mixed-method research approach in his investigation. The researcher used this strategy to gather quantitative data in the first phase and qualitative data in the second phase using the QUAN-QUAL sequential explanatory model. This paradigm begins with the collecting of quantitative data and then proceeds to the collection of qualitative data based on the quantitative data results for corroboration of the results of quantitative data. The population for this investigation consisted of all Muslims and non-Muslim secondary school students, secondary school teachers, and head teachers of public and private secondary schools in Pakistan's Punjab province. The researcher selected a sample comprising 800 secondary students, 300 secondary teachers for quantitative data, and 24 teachers for qualitative data through multistage sampling methods. In this way, total sample for this study was 1124 respondents. The researcher executed three research instruments, the first instrument was a questionnaire for teachers (30 items), the second was also a questionnaire for students (25 items), and the third was an interview for teachers and head teachers. The researcher has adapted students' questionnaire from the validated scale of Mingming and Jessie (2012) while others instruments were developed based on literature review. Professional views were obtained to validate the instruments and pilot testing was conducted to confirm the reliability of the instruments. Reliability of both instruments was occurred as ( $\alpha=0.722$ ) for students' instrument, and for teachers' instrument was ( $\alpha=0.923$ ). All the data were collected by the researcher himself and descriptive and inferential statistics was used on quantitative data and thematic analysis technique was used on qualitative data.

### **Results and Discussion**

Descriptive analysis was conducted to compute Mean scores and standard deviations. On the basis of literature, the researcher adopted the below criteria to judge the students' attitude towards their level of social emotional competence. The adopted criteria are as below:



Mean Score:	Level of Agreement:
Less than 1.8	-Very low
1.8 to 2.5	-Low
2.6 to 3.4	-Moderate
3.5 to 4.2	-High
4.3 and above	-Very High

**RQ 1:** What is the overall level of social emotional competence of secondary school students belonging to Muslims & Non-Muslims communities?

**Table 1**  
**Overall Means and SDs of students' attitudes towards the factors of social emotional competence (N=800) (412 Muslims & 388 Non-Muslims).**

S. No.	Factors of social emotional competence	Muslim Students		Non-Muslim students		Level of agreement
		Mean	SDs	Mean	SDs	
1.	Self-awareness	2.93	1.408	3.03	1.452	Moderate
2.	Social-awareness	3.10	1.299	3.11	1.273	Moderate
3.	Self-management	3.06	1.351	3.34	1.308	Moderate
4.	Relationship management	3.64	1.244	3.66	1.213	High
5.	Responsible decision making	2.77	1.305	2.90	1.255	Moderate
<b>Overall Result</b>		3.10	1.321	3.20	1.300	Moderate

The results of Table 1 illustrate the factor-wise level of social-emotional competence of the Muslim and non-Muslim secondary students. It is evident from the outcomes of the mean score and standard deviation that Muslim and non-Muslim secondary students had a moderate level in self-awareness with a mean value of (Mean=2.93, SD=1.408) & (Mean=3.03, SD=1.452), moderate level in social-awareness as mean value for this factor was appeared as (Mean=3.10, SD=1.299) & (Mean=3.11, SD=1.273), moderate level in self-management with a mean value of (Mean=3.06, SD=1.351), high level in relationship management mean value for this factor has appeared as (Mean=3.64, SD=1.244) & (Mean=3.66, SD=1.213), and moderate level in decision making with a mean score of (Mean=2.77, SD=1.305) & (Mean=2.90, SD=1.255) factors of the social-emotional competence. Moreover, the overall mean score and SD of the Muslim students were (Mean=3.10, SD=1.321), while non-Muslim students were (Mean=3.20, SD=1.300).

**RQ 2:** What are teachers' perceptions about common factors that affects the development of social emotional competence of secondary school students belonging to Muslims & Non-Muslims communities?

**Table 2**  
**Overall Means and SDs of Teachers' perceptions towards factors affecting the development of students' social emotional-competence (N=300) (176 Muslim Teachers & 124 Non-Muslim Teachers)**

S. No.	Factors affecting students' SEC	Muslim Teachers		Non-Muslim Teachers		Level of agreement
		Mean	SDs	Mean	SDs	
1.	Family risk	4.10	0.909	4.23	0.603	High
2.	Home environment	3.97	0.952	4.18	0.648	High
3.	Educational institutions	4.09	0.949	4.27	0.666	High
4.	Peer relationship	4.12	0.782	4.25	0.583	High
5.	Learning resources	3.86	0.920	4.08	0.781	High
6	Religious beliefs	4.12	0.886	4.02	0.788	High
<b>Overall Result</b>		4.02	0.902	4.20	0.656	High/Very High

The outcomes of Table 2 describe the factor-wise teachers' perceptions towards the factors affecting social-emotional competence of the Muslim and non-Muslim secondary students. It is evident from the outcomes that Muslim teachers had a high level of agreement to the family risk factor with the overall mean value of (Mean=4.10, SD=0.909), while non-Muslim teachers had a very high level of agreement to the family risk factor with the overall mean value of (Mean=4.23, SD=0.603). Results show that Muslim secondary teachers had a high level of agreement with a mean value of (Mean= 3.97, SD=0.952), while non-Muslim secondary teachers had also a high level of agreement with a mean value of (Mean=4.18, SD=0.648) towards home environment factor which affects students' social-emotional competence. Outcomes illustrate that Muslim secondary teachers had a high level of agreement with a mean value of (Mean= 4.09, SD=0.949), while secondary school teachers belonging to the non-Muslim community had a very high level of agreement with a mean value of (Mean=4.27, SD=0.666) towards home environment factor which affects students' social-emotional competence. Statistical results proved that Muslim secondary teachers had a high level of agreement with a mean value of (Mean=4.12, SD=0.782), while secondary school teachers belonging to the non-Muslim community had a very high level of agreement with a mean value of (Mean=4.25, SD=0.583) towards peer relationship factor which affects students' social-emotional competence. Products of the above table show that Muslim secondary teachers had a high level of agreement with a mean value of (Mean= 3.86, SD=0.920), while non-Muslim secondary teachers had also a high level of agreement with a mean value of (Mean=4.08, SD=0.781) towards peer relationship factor which

affects students' social-emotional competence. Results proved that Muslim secondary teachers had a high level of agreement with a mean value of (Mean= 3.86, SD=0.920), while non-Muslim secondary teachers had also a high level of agreement with a mean value of (Mean=4.08, SD=0.781) towards peer relationship factor which affects students' social-emotional competence. Results describe that Muslim secondary teachers had a high level of agreement with a mean value of (Mean= 4.12, SD=0.886), while non-Muslim secondary teachers had also a high level of agreement with a mean value of (Mean=4.02, SD=0.788) towards religious beliefs factor which affects students' social-emotional competence. The overall results reflected in the above table shows that Muslim secondary teachers had a high level of agreement towards all factors of social-emotional competence with a mean value of (Mean=4.02, SD=0.902), whereas secondary school teachers belonging to the non-Muslim community had a very high level of agreement towards all factors of social-emotional competence with a mean value of (Mean=4.20, SD=0.656).

RQ:3. Are there any significant differences of factors affecting students' social emotional competence according to teachers' religion?

**Table 3**  
**Teachers' religion wise comparison about factors affecting the development of students' social emotional competence**

Factors	Religion	N	Mean	SD	df	t-value	P-value
Family risk	Muslim	176	4.10	.749	298	-2.016	.045
	Non-Muslim	124	4.23	.339			
Home Environment	Muslim	176	3.97	.791	298	-3.100	.002
	Non-Muslim	124	4.18	.385			
Educational Institutions	Muslim	176	4.09	.801	298	-2.473	.014
	Non-Muslim	124	4.26	.380			
Peer relationship	Muslim	176	4.12	.653	298	-2.101	.036
	Non-Muslim	124	4.25	.365			
Learning Resources	Muslim	176	3.86	.704	298	-3.021	.003
	Non-Muslim	124	4.07	.529			
Religious Beliefs	Muslim	176	4.11	.784	298	1.231	.219
	Non-Muslim	124	4.02	.576			

The figures mentioned in table 3 demonstrate the outcomes of the t-test. T-test was applied to investigate the significant differences based on teachers' religions regarding the above factors affecting students' social-emotional competence. Based on results it has been discovered that there had statistically significant differences between Muslim teachers (Mean=4.10, SD=.749) and non-Muslim teachers (Mean=4.23, SD=.339),  $t(298) = 2.016$ ,  $p = .045 < 0.05$  regarding family risk factor, significant differences between Muslim teachers (Mean=3.97, SD=.791) and non-Muslim teachers (Mean=4.18, SD=.385),  $t(298) = 3.100$ ,  $p = .002 < 0.05$  regarding home environment factor, significant differences between Muslim teachers (Mean=4.09, SD=.801) and non-Muslim teachers (Mean=4.26, SD=.380),  $t(298) = 2.473$ ,  $p = .014 < 0.05$  regarding educational institutions factor, significant differences between Muslim teachers (Mean=4.12, SD=.653) and non-Muslim teachers (Mean=4.25, SD=.365),  $t(298) = 2.101$ ,  $p = .036 < 0.05$  regarding peer relationship factor, significant differences between Muslim secondary school teachers (Mean=3.86, SD=.704) and non-Muslim secondary school teachers (Mean=4.07, SD=.529),  $t(298) = 3.021$ ,  $p = .003 < 0.05$  regarding learning resources factor and insignificant difference between Muslim secondary school teachers (Mean=4.11, SD=.784) and non-Muslim secondary school teachers (Mean=4.02, SD=.576),  $t(298) = 1.231$ ,  $p = .219$  regarding religious belief factor.

### **Results of Qualitative Data**

After quantitative data analysis, sixteen (16) teachers two from each district and eight (08) head teachers one from each district were selected for conducting interviews. The total sample size for the interview schedule was 24. The thematic technique was adopted to interpret the qualitative data to support the corroboration of quantitative data. The qualitative data also revealed that secondary school teachers and head teachers had good understandings of social-emotional competence. They stated that family risk, home environment, educational institutions, peer relationships, learning resources, and religious beliefs are the factors that affect the social emotional complete of the students significantly. Some important claims of teachers and head teachers are mentioned below: -

T10 and T11-T16 responded that "Art of dealing with others, behavioral control, strong decision making, and effective social communication is called Social Emotional Competence. It is the ability to grow in the future effectively. It makes the individual capacity to manage emotional arousal and engage positively in a social setting. It creates problem-solving skills in students to cope with the challenges of life as well. It helps the students to gain academic and lifelong success. T16 also voiced that "As a teacher, I can say that SEC is the overall capacity to manage lifelong activities and develop a balanced personality. Similarly, HT1 described that "Social-emotional competence is a positive way of conveying one's feelings to others. It is a

process by which students interact and communicate with others in a positive way and good behavior.

In responses to the family risk factor that affect the development of a student's SEC, T9 described that "Family background and family culture affects the development of SEC in every student. Some families' cultures and setup are not supportive factors in the development of SEC. Students who belong to separated families are not much confident and reciprocal in their academic and social life. Some students come from separated families and they are isolated and they have some behavioral problems. They mostly behave like ill-mannered students and quarrel with others". HT2 responded that "Parenting style, family culture and socio-economic status of the family directly influence the personality of the individual. The very first school of a child is his/her home and family. Ethical and moral training of child starts from his/her early years in family.

Qualitative data concluded that according to T2 and T6 claims that "Home is a fundamental platform for all children to learn and better develop moral skills. Social-emotional competency is largely influenced by any minor disturbance in their environment either in Muslim families or Non-Muslim families. As children do most of their tasks they learned from their environments so children from the stable and positive environments are more probable to be strong decisions makers and have higher academic records."

It has been concluded through qualitative data that according to T2 claim that according to my opinion, an educational institution is a central place in the student's moral and emotional development. How educators lead the institutions' matters in this case. So, teacher intentions in managing and establishing social behaviors of their students, their activities in class and playground illustrate the student's SEC. HT2 claimed that "As a principal, I think the educational institution is not only responsible for the provision of information but also responsible for the training of students to equip them with basic skills to perform their obligations.

This study has revealed that according to T2 claim that "According to my point of view secondary students spend more time with their peers so positive peer relationships make critical contributions to healthy social-emotional development. But this may be a big challenge as they can also face occasional stressors and peer conflicts.

This investigation has exposed that according to the T2 claim that Secondary school students spend more time on the internet and social media that's why all these resources they engage in largely influence the development of social-emotional competency. It depends upon their ethical values like Muslims and Non-Muslims and how they engage in these resources.

This research has discovered that according to T9 statement that “No doubt, religious beliefs are factors affecting on the development of SEC in students. Every religion focuses on positive behavior and strong social etiquettes. Religious beliefs remind every human about accountability of her/his deeds. Likewise, Christianity religion also focuses on the positive and reciprocal attitude of individual and teaches about the strong social equality and inter religion harmony. On the other hand, religion advises the individual to control his emotional and never allows the person to do anything unethical which creates hatred and aggression in society. So, in my view, religious beliefs affect the development of social emotional competence in students”. Moreover, according to the statement of HT6 to HT8 that “Religion is integral part of every individual and every individual act upon the teaching of any religion in any society. Every religion of universe teaches to respect and serve humanity as well. Religious teaching emphasizes on community and human service and direct to perform many social assignments in a good way. So, it is well known philosophy of religion to create social and emotional relationship with each other, promote inter religion harmony and acknowledge the privileges of others. It is my opinion that religion has great effect on the development of SEC in students even they are Muslims are non-Muslims.

## **Discussion**

According to the findings of this study, students from both Muslim and non-Muslim secondary schools had moderate levels of social-emotional competence in self-awareness, social awareness, self-management, relationship management, and responsible decision making. These findings are in line with the findings of Jones and Doolittle (2017) discovered that factors of social-emotional competencies were associated with positive child development. The study’s findings of Lippard et al., (2018) are also consistent with the findings of the current study as they reported that a positive teacher-child relationship helps students’ social-emotional and cognitive development. Furthermore, the investigation of Portela-Pino et al., (2021) discovered the lowest scores in self-awareness, social awareness, relationship management, self-management, and decision-making which are in line with the conclusions of this study.

This study found that secondary school teachers belonging to Non-Muslim community had a very high level of agreement towards all social-emotional competence factors (family risk factor, home environment factor, educational institutions factor, peer relationship factor, learning resources, and religious beliefs factor), whereas Muslim secondary school teachers had a high level of agreement towards all social-emotional competence factors. These findings are in line with the findings discovered by Sticca, Wustmann, and Gasser-Hass (2020) as they also discovered that family risk factors were completely linked with the emotional problems of the students in the short as well as long term. Moreover, the studies

directed by Appleton et al., (2017), Mall et al., (2018), and Sattler and Gershoff, (2019) found that family risk factor contributes to children's mind development, cognitive development, academic development, language development, and emotional development are supported the findings of the present study. Furthermore, this study discovered statistically significant differences in attitudes between Muslim and non-Muslim secondary school teachers. Furthermore, it was discovered that experienced wise instructors of both religions shared similar opinions toward all factors that impact the development of social-emotional competency in secondary students.

## **Conclusions**

It has been concluded that Muslim and non-Muslim secondary school students had a moderate level of social-emotional competence. Based on the above outcomes, this study has revealed that overall Non-Muslim secondary school educators had a very high level of agreement towards all factors of social-emotional competence such as (family risk factor, home environment factor, educational institutions factor, peer relationship factor, learning resources, and religious beliefs factor), while Muslim secondary school teachers had a high level of agreement towards all factors of social-emotional competence. It has been concluded that Non-Muslim secondary school teachers had high perceptions about family risk factor that affects the development of students' SEC as compared to Muslim secondary school teachers. Non-Muslim secondary school teachers had high perceptions about the home environment factor that affects the development of social-emotional competence of students as compared to Muslim secondary school teachers. Non-Muslim secondary school teachers had high perceptions about educational institutions factor that affects the development of students' SEC as compared to Muslim secondary school teachers. Non-Muslim secondary school teachers had high perceptions about peer relationship factor that affects the development of students' SEC as compared to Muslim secondary school teachers. Non-Muslim secondary school teachers had high perceptions about the learning resources factor that affects the development of students' SEC as compared to Muslim secondary school teachers. While Muslim secondary school teachers, as well as Non-Muslim secondary school teachers, had the same perceptions about religious beliefs factor that affects the development of students' SEC. Qualitative data also revealed that secondary school teachers and head-teachers had good understandings of social-emotional competence. They explained that family risk, home environment, educational institutions, peer relationship, learning resources, and religious beliefs are the factors that affect the social-emotional complete of the students significantly.

## **Recommendations**

The future investigation should be expended to other regions of Pakistan such as Sindh Province where a large numbers of the non-Muslim community are living. Moreover, future researcher should conduct studies at primary level by involving Muslim and Non-Muslim parents as well.



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