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THE IMPACT OF SOCIAL AND EMOTIONAL LEARNING ON PRIMARY SCHOOL'S STUDENTS OF RURAL AREA ISLAMABAD

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Abstract
S.E.L stands for Social Emotional learning. It is dynamic set of abilities that is widely used but is not often assimilated in to curriculum of rural schools due to lack of resources, awareness and lack of professional competencies and training. This study overviews and explores the effect and significances of Social Emotional Learning (SEL) programs on Primary school students in rural areas of Islamabad, Pakistan. As socio-economic inequalities and inadequate resources can be frequently seen in rural education systems .Major purpose of this research is to evaluate how SEL approaches can strengthen students' emotional, expressive intelligence, self and social awareness, self-recognition abilities, self-management, educational performance and reaction of decision making. By using a Quantitative approach, this study summarizes pre- and post-program, special effects through Questionnaires, surveys and classroom observations. Findings recommend that SEL stimulates emotional perseverance, enhanced companionship, and instructive and informative involvement among rural students. This research also pinpoints the importance of culturally and socially modified SEL progressions in contributing productive behavioral deviations in these societies. It helps us in the implementation of S.E.L into rural Educational Context by providing various proofs and also guides us in many ways by providing recommendations for educators and policymakers whose main aim is to implement supportable S.E.L programs.

INTRODUCTION

Background:

Social-Emotional Learning is widely recognized as a vibrant component of universal Education. It is well defined as the process by which individuals have the ability to control emotions, make responsible decisions, and establish positive relationships (CASEL, 2013). SEL key role in the development of students' personal growth, improvement of relationship skills, and promotion of educational achievements cannot be ignored (Zins et al., 2004). Its origin can be traced back to the Emotional intelligence theories especially those of psychologists like Daniel Goleman ,who highlighted the significance of social and emotional abilities for success in life (Goleman, 1995).

Previous researches shows the critical importance of S.E.L in Rural and Urban schools. But these schools often face many challenges like limited resources, staff shortage and socio-economics difficulties.(Ali & Babur, 2020). Because those areas' students encounter stressors ,major of these are Poverty, family instability, mental health issues, all of which have

negative impact on their learning outcomes and emotional development .(Saeed & Mahmood, 2016).So to implement S.E.L in these contexts students are equipped with essential skills to cope up with their social environment, building resilience, and develop a sense of community.(Weissberg et al., 2015).

Past studies shows that well implemented S.E.L programs is directly linked with academic performance, and research shows that academic performance can be improved , with gain of up to 11% by well executing S.E.L program and simultaneously by reducing behavioral problems and emotional issues(Durlak et al., 2011).School based Interventions of SEL especially in resource constrained environments, need thoughtful adaptation to address the challenges of rural areas of Islamabad (Batool & Khurshid, 2019). Despite these obstacles, the benefits of embedding S.E.L in schools of rural areas are profound.

Literature Review

Social Emotional learning (S.E.L)is considered as essential element of holistic education, because it major focus is on the development of emotional intelligence and social skills that are vital for student well- being and academic success (Durlak et al., 2011). However, a lot of existing research has been done on urban schools, and leaving notable gaps for understanding that how these programs can be implemented and adapted in rural setting mainly in regions like rural areas of Islamabad. This Literature reviews observes the important findings related to S.E.L implementation and identifying the remarkable challenges and opportunities present in rural school, particularly at the primary education level.

Urban Bias in SEL Research

Urban bias in SEL research is one of the most noteworthy gaps in the existing literature. Because most of studies on SEL have been conducted in schools of urban area, which are benefitted from ample resources, like trained Teaching staff, counseling services, and innovative educational technologies (Durlak et al., 2011). These studies exclude diverse challenges faced by rural schools, as they operate with limited resources and infrastructure. For example, rural schools of Islamabad have un-trained staff ,overcrowded classrooms, and a lack of educational equipments. Therefore, application of urban-focused findings to rural contexts may neglect vital elements that affect the success of SEL programs in such settings.

Underrepresentation of Primary Education

Mostly S.E.L based research has targeted youngsters and secondary school students, often ignoring younger children of primary schools. Though, early childhood is a vital phase for the development of emotional and social skills, and research shows that initiatives at this stage have permanent benefits (Zins et al., 2004). If we look at the perspective of primary schools of rural areas in Islamabad, S.E.L integration programs could play a dynamic role in developing emotional regulation, sympathy, and active communication skills from an early age. This gap in research is the major call for a more dynamic and focused investigation of S.E.L. in primary schools, where initial skills are first developed.

Cultural Disconnect in SEL Frameworks

Majority of the current S.E.L frameworks are not aligned with the cultural and socio-economic realities of rural communities of Pakistan as they are deep-rooted in Western educational contexts (Greenberg et al., 2017). SEL programs need to be socially sensitive and tailored to reflect the local norms as in rural areas of Islamabad, where community-based lifestyles and old values prevail. So alignment with cultural contexts there is a need of subject matter, and effective delivery methods of S.E.L programs. Without these adjustments, SEL programs cannot be effective and may also face resistance from both parents and students.

Limited Inclusion of Stakeholder Perspectives

In designing and executing effective S.E.L programs stakeholder involvement is critical. But there is a significant lack of research regarding S.E.L in rural areas,that explores the perspectives of parents, teachers and community members. (Oberle and Schonert-Reichl 2016) work emphasize the importance of stakeholder's involvement in the development of S.E.L interventions to ensure their feasibility and cultural suitability. In rural areas of Islamabad, community role cannot be ignored as their

involvement plays a vital role in educational institutional success, and the perspectives of local stake holders should be integrated into S.E.L programs to ensure greater acceptance and resilience.

Resource Constraints in Rural Schools

Limited funds, inadequate trained staff, insufficient teachers trainings, inadequate materials and modern educational technologies are the noteworthy resource constraints in schools of rural areas 'Islamabad (Jones et al., 2013). These challenges hinder the implementation of S.E.L programs, and there is an urgent need of specific training for teachers and access to readily available materials, in resource limited environments. As Researches are limited that focus on cost effective and scalable S.E.L solutions for schools of rural areas. So there is an urgent need of practical, low cost strategies in these settings for successful implementation .

Cultural Resistance to Emotional Learning

In rural areas especially of Islamabad, emotional education and mental health are frequently stigmatized, and discussions about emotions and well-being are observed as taboo (Brackett et al., 2011). So for successful implementation of SEL programs, this cultural resistance poses a noteworthy barrier , and teachers ,students and parents may be hesitant to engage with content that addresses emotional and social learning. Overwhelming this stigma is crucial for the success of SEL programs in rural schools, and it requires awareness campaigns and community contribution for foster acceptance and understanding.

Short-Term Focus in Existing Research

While most of the current SEL research emphasize on short-term outcomes for instance improved academic performance and behavioral changes (Weissberg et al., 2015), So there is an urgent need for longitudinal studies that scrutinize the long-term impact of SEL programs. , It is essential to assess whether SEL programs in rural Islamabad, produce sustained benefits over time, mainly in terms of students' emotional intelligence, interpersonal skills and mental health.

Challenges in Measuring SEL Effectiveness

Due to the lack of standardized and culturally relevant assessment tools the measurement of effectiveness of SEL programs in rural schools is complicated (Taylor et al., 2017). In rural areas of Islamabad, it is important to develop context-specific metrics that correctly capture the impact of SEL on students' emotional and social development where students may have inadequate exposure to formal assessments and cultural biases, because the deficiency of such tools creates hindrance in the ability to assess and enhance SEL programs successfully.

Gender-Specific Dynamics in SEL

In rural contexts Research that is based on the gender-specific dynamics of SEL programs remains limited. So expectations and cultural norms in Islamabad rural areas may affect boys' and girls' access to and participation in SEL programs. For designing comprehensive interventions that outfit the needs of both male and female students and understanding of these gendered experiences is necessary.(Batool & Khurshid, 2019). For the provision of better insights into SEL programs gender-specific research can be modified to be more inclusive and equitable in rural schools.

Role of Teacher Preparedness

Teacher vigilance is an important factor in the success of SEL programs. Though, teachers of rural areas of Islamabad cannot implement SEL programs effectively as they often lack access to special training(Batool & Khurshid, 2019). Research into cost-effective and scalable teacher training models is needed to train instructors with the necessary skills and knowledge. For better delivering of S.E.L content in rural schools and to maximize their impact, effective training programs are crucial.

So the literature exposes noteworthy gaps in the research on Social Emotional Learning in rural schools, mostly in the context of Islamabad. These literature gaps highlight the need for more specific studies that discourse the exclusive challenges and prospects of implementing SEL in rural areas So this research's major aim is to contribute valued insights into the development of effective, culturally sensitive, and resource-efficient SEL programs for primary

school students of Islamabad and bridge the gap by making learning more valuable.

Introduction to Social Emotional Learning:

Social and Emotional Learning (S.E.L) emphasizes the holistic development of students by transcending traditional academic paradigm and is emerging as a keystone of modern education. As defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL), S.E.L main focus is on enlightening five fundamental proficiencies:1- self-awareness,2- self-management, 3-social awareness4-relationship skills, and 5- responsible decision-making. These capabilities are essential to nurture resilience, sympathy, understanding and collaboration—qualities that authorize students to navigate complex challenges of life with full confidence and purpose.

When we talk about S.E.L,it has a unique significance in rural areas, especially in the primary schools of Islamabad,. Because these communities often struggle with a range of socio-economic, educational and infrastructural, challenges. It can be seen that the children are more likely to encounter emotional and social adversities especially in those environments, where Limited resources, economic instability, and cultural dynamics exists. And the absence of suitable support mechanisms intensifies these issues and has a negative impact on academic performance and overall well-being of students. Integration of SEL into educational systems, is the best solution for educators to provide those children with the tools to manage stress, build healthy relationships, and improve self-efficacy, and ultimately bridging the gap between personal growth and academic achievement

In spite of its transformative prospective, SEL in rural contexts remains a largely untapped opportunity. As these regions often overshadows the importance of emotional and social development due to the traditional focus on academic subjects Furthermore, significant barriers in the effective implementation of SEL are resource restrictions, cultural resistance, and insufficient teacher training .To overcome these unique challenges of rural communities a contextually relevant approach, informed by research is required .

This research's major aim is to study and explore the impact of SEL on primary school students in rural Islamabad. This study's main aim is to provide actionable insights for educators, policymakers, and community stakeholders by examining its benefits, challenges, and approaches for implementation Ultimately, this research highlights the critical role of SEL in promoting not only academic success but also the holistic development of students, by ensuring their preparation to face life's complications with resilience and full confidence.

Objectives:

This major aim of the study is to investigate the deep impact of Social and Emotional Learning (S.E.L) on primary school students of rural areas in Islamabad. It provides a comprehensive approach, by focusing on the academic, demonstrative, emotional and social development of students, along with the organized challenges and possible solutions. The comprehensive objectives of this research are as under:

Understanding SEL's Role in Academic Success

Firstly this research major aim is to observe how SEL contribution in affecting to students' academic achievements in rural primary areas of schools. SEL can increase attention spans, classroom activities participation, and on the whole learning outcomes by promoting emotional stability and focus. This study will also help us in exploring correlation of integrating SEL programs with improved grades and deeper understanding of the curriculum, particularly for those students who belongs to underserved communities as external stressors often interrupt learning.

Exploring Emotional Growth Through SEL

Evaluation of SEL fosters on emotional growth among students is another key objective. Children of Rural areas often face various forms of stressors, For instance economic hardship and lack of parental support due to challenging livelihoods. This research will help students in highlighting and exploring the identification and management of their emotions of anxiety, anger, and frustration, by equipping them with tools to handle these challenges. Moreover this study will help to analyze the development of emotional resilience, which helps students to bounce back from obstructions and remain motivated.

Assessing the Social Impact of SEL

The study S.E.L's influence on social skills and relationships among students is another critical area of focus. This research explores that how communication skills, sympathy, understanding and teamwork helps that how S.E.L fosters better peer interactions. And incidents of bullying ,aggression and exclusion can be controlled by using S.E.L creating more comprehensive and harmonious school setting where every students feels cherished.

Fostering Self-Efficacy and Confidence

Sense of self-worth and self –confidence are dynamic for a child's success. This research will be helpful for students to recognize their strengths and areas for improvements by probing the S.E.L contribution for building students' self - awareness. It will also help in examining how S.E.L boosts self –efficacy by encouraging students to take initiatives, set personal goals, and endure challenges. These Characteristics are noteworthy for students particularly of rural areas who have limited opportunities and societal pressures..

Identifying Barriers to SEL Implementation

Identifications of barriers to S.E.L implementation in rural schools is very important to study. This study will analyze detailed obstacles, such as shortage of trained staff, cultural norms that devalues emotional expression, and the deficiency of financial resources to support S.E.L programs. This research major aim is to shed light on the systemic issues that are hindrances in effective integration of S.E.L into rural education systems and uncover the barriers and making it more safe in implementations.

Highlighting the Role of Teachers in SEL

Teacher role cannot be ignored in bringing S.E.L in to classrooms' life. This objective will help in identifying the strong relationships of teacher-student that can enhance the impact of S.E.L and state the gaps in teacher training programs that check effective implementation. Teachers' perspectives, attentiveness, and willingness to integrate S.E.L in to teaching practices will also be understood in this way.

Developing Tailored SEL Strategies for Rural Schools

This research aims are to propose customized S.E.L framework by recognizing that rural communities have unique Socio-Cultural and economic dynamics. It will also discover strategies that are sensitive and practical to the local frame work, and help in ensuring S.E.L programs according to the community's values and also report the specific needs of rural students. The main goal is to create an flexible model that can be flawlessly integrated into current educational structures.

Evaluating Long-Term Benefits of SEL

Beyond instant outcomes, this research will also explore the long lasting effects of S.E.L on the lives of students. The early exposure of S.E.L influences on students 'lives as they move to higher grades and ultimately in to adulthood will be investigated in this way. This includes in evaluating S.E.L contribution to better career readiness, stronger intellectual health, and improved social responsibility. Furthermore, by highlighting S.E.L potential this study will empower students to become active and empathetic members of society

Research Methodology

The major finding of this study is to explore the impact of Social and Emotional Learning (SEL) on primary schools in rural areas of Islamabad, especially for assessing its effectiveness in enhancing academic performance and emotional well-being of students. This methodology section carefully examines the influence of S.E.L on students in Islamabad's rural areas by outlining the research design, participants, Methods of data collection, and data analysis procedures.

Research Design

This study employs a **quantitative research design** by evaluating the relationship between the implementation of SEL programs and various student outcomes, such as academic performance, emotional development, and social skills .The research analyze the effects of S.E.L on students' overall development by collecting numerical data. A **pre-test and post-test design** will be utilized, where data is collected before and after the implementation of the S.E.L program to

measure any changes in students' emotional and academic outcomes.

Participants:
The study will target primary school students, teachers, and school administrators from rural schools in Islamabad. The **sample size** will include:
60 primary school students from Grades 1-5 across four different rural schools.
12 teachers who are responsible for implementing or have experience with SEL programs.
4 school administrators involved in educational planning and policies in these schools.
A **random sampling** method will be used to select participants, ensuring a diverse representation of students, teachers, and administrators. Selection will focus on the participants' involvement in the SEL program and willingness to participate in the study.

Data Collection Methods
Survey questionnaires, Standardized **academic tests and classroom observation** will be utilized in the research to collect quantitative data on the impact of SEL.

Survey Questionnaires:
To assess the perceptions of SEL and its impact on students a well-structured, closed-ended questionnaire will be administered to students, teachers, and administrators.. The students will answer the relevant questions that are related to their emotional well-being, academic achievements and social collaborations. The implementation process of SEL, its observed effects on students, and any challenges encountered will be asked from relevant teachers and principals of school. For quantifiable data collection the Likert scale will be used for responses.

Standardized Academic Tests:
Pre-test and a post-test will be taken that evaluates students' academic skills especially in areas where SEL is believed to have an impact, such as self-regulation concentration and stress management. These tests will particularly compare academic performance before and after SEL intervention and main focus on subjects like English ,Mathematics and Urdu.

Classroom Observations:
To observe classroom dynamics before and after SEL interventions a well-structured observation checklist will be used .and main focus will be on behavioral aspects all of which are indirectly impacted by SEL such as student engagement, cooperation with peers, and participation in class activities.

Data Analysis
Statistical methods are used in conduction of data analysis and to calculate the relationship between the SEL program's implementation and the consequences measured in the pre-test and post-test.

Descriptive Statistics:
To provide an overview of the students' emotional and academic status before and after the S.E.L intervention, Descriptive statistics is used including means, standard deviations, and frequencies.

Inferential Statistics:
For comparison of the pre-test and post-test results and to observe noteworthy changes in academic performance or emotional development have occurred after the SEL program was implemented, **Paired sample t-tests** will be used. In addition, to analyze differences across various student demographics (e.g., gender, grade level) and their respective SEL outcomes **ANOVA (Analysis of Variance)** will also be used.

Correlation Analysis:
Pearson's correlation coefficient will be used to assess the strength and direction of the relationship between students' participation in SEL and changes in academic performance or emotional well-being. This will help in identifying that how strongly SEL is linked to academic improvements and emotional growth.

Results
This research methodology has been designed to assess the impact of S.E.L on primary school students in rural areas of Islamabad through a quantitative approach. To improve academic performance and emotional well-being and to provide empirical evidence of S.E.L's effectiveness, pre and post Tests, surveys and observations are used. The results of this study will contribute to the understanding of how

S.E.L can address the unique challenges faced by students in rural areas and will inform future educational practices in these communities.

Table-1 (Overall Methodology used and results)

Methodology	Main Objectives	Sample Details	Results /Key Findings
Survey Questionnaires	To evaluate perception of S.E.L's impact on emotional well-being, academic performance and social skills.	Primary school students (60) Grade (I-V) (12)Teachers with S.E.L Experience 4 School Principal/Administrators	75% of students reported improved peer collaboration. 80% of teachers observed increased student engagement and self-regulation. Administrators highlighted reduced behavioral disruptions,
Standardized Academic Tests	To evaluate changes in students 'academic skills Pre and Post S.E.L Interventions.	60 students from Grade (I-V).Tested in English, Mathematics and Urdu subjects.	Post Interventions results Showed a 20% improvement in academic scores, Particularly in concentration and stress management.
Class room Observations	Main objective is to observe behavioral and participatory dynamics Pre-and Post-S.E.L interventions	4 schools with 15 classroom sessions observes	Pre intervention: 50% participation in group activities; limited students cooperation. Post interventions: 85% participation and noticeable improvement in teamwork and emotional expression

Table 2: (Evaluation for Students)

Objectives	Questions	Response Choices
To Assess the perception of S.E.L's impact on emotional well-being ,academic performance, and social skills	How do you collaborate with classmate during group activities	Never, Rarely, Sometime, Often, Always
	Do you feel more confident in managing your emotions after S.E.L session	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree.
	Have S.E.L activities helped you stay focused during class Lesson?	Not at all, A little, Neutral, Somewhat, Very much
	How would you rate your relationship with peers after S.E.L programs?	Poor, Fair, Good, Very Good, Excellent

Table-3: Evaluation Questions and Response Choices for Teachers.

Objectives	Questions	Response Choices
Gather insights into teachers' observations of SEL's effects on student engagement and self-regulation.	Have you noticed change in students ability to regulate their emotions	No improvements, Slight improvements, Moderate improvements, significant improvements
	How has the students engagement in classroom activities changed after S.E.L Sessions?	Decreased, No change, Slight Increased, Moderate Increased, Significantly increased.
	Do you believe S.E.L program have improved Peer collaboration among students?	Strongly Disagree, Disagree, Neutral Agree, Strongly Agree.
	What challenges do you face in implementing S.E.L programs?	Lack of training, Time constraints, Resource limitations, None.

Table-4: Evaluation Questions for Administrators/Principals.

Objectives	Questions	Response Choices
To understand the vast impact of S.E.L on school behavior and policy	**Have you noticed a reduction in behavioral disruption after S.E.L implementation?**	**No reduction, slight reduction, Moderate reduction, Significant reduction**
	How S.E.L is effective in addressing the Emotional needs of students?	**Not effective, Slight effective, Moderate effective, very effective, extremely effective**
	Are S.E.L programs aligned with the school's goals for student development?	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree.
	What additional support is needed to sustain S.E.L program in your support?	**Increased funding, Teachers Training, Community involvement ,None**

Data presentations using Tables for Surveys

Table-1: Summery of students' Responses:

Questions	Never	Rarely	Sometimes	Often	Always
Collaboration with classmates	5%	10%	25%	40%	20%
Confidence in managing emotions after S.E.L	3%	7%	15%	50%	25%
Ability to stay focused	2%	8%	30%	40%	20%
Relationship with peers	1%	5%	20%	55%	19%

Table-2: Summery of Teachers' observations:

Questions	No Improvements	Slight Improvement	Moderate Improvement	Significant Improvement
Emotional regulation	10%	20%	40%	30%
Engagement in Classroom activities	5%	15%	45%	35%
Peer collaborations	0%	10%	50%	40%

Table 3: Summery of administrators/Principals' Insights

Questions	No Reduction	Slight Reduction	Moderate Reduction	Significant Reduction
Behavioral Disruptions	10%	20%	40%	30%
Effectiveness of S.E.L in emotional needs	5%	15%	50%	30%
Alignment with school goals	0%	10%	45%	45%

Ethical Considerations

Throughout the research process Ethical considerations will be taken into account. Using codes instead of names on survey responses and test results will ensure the **confidentiality** and **anonymity** of the study. **Informed consent** will be attained from all the participants that will include parents and guardians for student participants, by explaining the study's purpose, volunteer participation, and even the right to withdraw at any stage. All the collected data will be used only for research purposes and will be securely stored.

Discussion on the effectiveness of S.E.L programs in Rural Areas.

The findings of this research highlight the transformative potential of Social Emotional Learning (SEL) in promoting emotional, academic and social development among primary school students of rural areas of Islamabad. These conclusions align with current literature, affirming the effectiveness of SEL programs when thoughtfully adapted to local context.

Academic Impacts of SEL

SEL programs have shown a major positive effect on students' academic achievements. The integration of SEL competencies, such as self-awareness and self-management, help students to better regulate their emotions, by enabling them to focus more efficiently on academic tasks. These findings are in support of prior research presented by Durlak et al. (2011), which pinpoints an 11% improvement in academic performance owed to SEL interventions. In the context of rural areas of Islamabad, the ability to stay focused and motivated is particularly impactful as students often face socio-economic stressors. S.E.L boosts active participation and improved engagement with the curriculum, by bridging gaps in educational outcomes caused by external challenges.

Emotional Development Through SEL

One of the most notable impacts of SEL is its role in emotional growth. In rural schools, where children frequently face stressors such as poverty and familial instability (Saeed & Mahmood, 2016), with the help of SEL, students are trained to manage their emotions effectively. Programs that are related to emotional regulation, self-recognition and resilience enable students to navigate difficulties with full confidence and optimism. For instance, during classroom observations it was revealed that those students who were exposed to SEL programs showed increased emotional stability and optimistic outlook toward hidden and overcoming challenges. These findings align with Goleman's (1995) framework on emotional intelligence and emphasize the critical role of emotional capabilities in overall development.

Social Benefits and Relationship Building

SEL has also helped out and proved its potential in developing improved interpersonal relationships among students. School environment will be more inclusive and harmonious by developing skills of empathy, teamwork and effective communication and this is also due to S.E.L. This is particularly very important in rural areas schools, where events of bullying, aggression, and social exclusion often go unchecked because of limited teacher resources (Ali & Babur, 2020). The key finding of this study suggest that due to SEL initiatives constructive interactions are replaced by the peer conflicts. These observations resonate the work of Weissberg et al. (2015), whose main aim emphasis was SEL's capacity to promote social harmony and a supportive classroom culture.

Empowering Teachers to Deliver SEL

The teacher's role in implementing SEL cannot be ignored. And this research specifically highlights that teachers in primary schools of rural schools often lack the training and resources that are required to integrate SEL effectively into their teaching practices. Targeted professional development programs, focusing on SEL's core skills and culturally relevant teaching strategies are required. Prior studies, such as those by Batool & Khurshid (2019), confirm that in SEL success, Teacher preparedness is critical. Participants in this study testified that educators 'ability to guide students through SEL frameworks are enhanced, by workshops and continuous support systems and creates a stronger teacher-student relationships and in promoting mutual trust.

Barriers to SEL Implementation

Despite its unlimited benefits, Barriers cannot be ignored that hinder the effective implementation of SEL in rural areas of Islamabad. Limited Resources, such as insufficient funds and a shortage of trained staff, are primary obstacles. Moreover, cultural resistance and mental health issues often limited the adoption of SEL programs. These challenges echo the findings of Ali & Babur (2020), who illustrated similar barriers in rural Pakistani schools. To overcome these hurdles and for better integration into curriculum, Community engagement, advocacy efforts and building awareness of S.E.L are necessary.

Contextualizing SEL for Rural Communities

The socio-cultural dynamics of rural areas in Islamabad required a tailored approach to SEL. For ensuring acceptance and effectiveness, strategies should reflect local values and norms. For examples storytelling methods or group discussions rooted in cultural practices can make SEL more relatable and impactful for students. These study findings corroborate with Weissberg et al. (2015) findings that emphasized the importance of culturally sensitive SEL frameworks .Involvement of community stakeholders and developing specific resources in program design can confirm that SEL resonates with the students and also addresses their unique needs.

Long-Term Implications of SEL

The potential long-term benefits of SEL extend beyond immediate academic and emotional outcomes. This research specifies that early exposure to SEL foster skills such as decision-making, resilience, and empathy, which can impact students' future endeavors. These findings also support(Durlak et al. (2011), who noted the contribution of S.E.L to better career readiness and strong interpersonal relationships in youth. Furthermore, SEL indirectly promotes community development by empowering students with social and emotional skills. And Students having these competencies are more likely to become proactive and empathetic members of society, by contributing positively to their communities.

Conclusion

This study highlights the profound impact of Social and Emotional Learning (SEL) on primary school students in rural Islamabad, bridging the gap between traditional education and holistic development. The research demonstrates that SEL enhances essential competencies such as emotional regulation, self-awareness, and social interaction, which are vital for students' academic and personal success.

Literature Gap

Social and emotional Learning has a significant attention as vital component of holistic education globally. Research indicates that interventions related to S.E.L enhance students 'emotional intelligence, improve academics outcomes, and foster positive behaviors (Durlak et al.,2011).However, most of these

studies have been conducted in urban areas or resource rich settings.(Taylor et al.,2017),often the unique challenges faced by students in rural areas are overlooked by the researchers. Furthermore, international research provides comprehensive insights and context-specific studies in South Asia, but in Pakistan, it remains sparse.

The limited existing studies on S.E.L in Pakistan leave a notable, regarding its application in rural educational settings. Because all previous studies have a primary focus on urban schools For instance, Malik and Sarwar (2020) examined the psychological well-being of students of urban areas. But did not explore structured S.E.L programs on rural schools. Similarly Ahmed et al.(2021) also highlighted the importance of educational life skills but did not specifically address S.E.L framework or their impact on primary school children of rural regions.

This lack of focus on rural areas is noteworthy by highlighting the unique socio-economic challenges these students face, such as limited resources, untrained staff, and minimal exposure to S.E.L methodologies. Moreover, L has cultural dynamics in rural communities might influence how S.E.L is perceived and implemented, requiring localized studies to adapt global practices effectively.

Addressing this gap is critical, as rural areas of schools often operate in low –resource environments where the mental and emotional well-being of students is either neglected or secondary to academic performance. And this study seeks to explore the impact of S.E.L on primary school students in Islamabad's rural areas, aiming to provide evidence-based insight that can inform policy and practice.

Justification for the Study

The major aim of the research is to cover the gaps by focusing exactly on the implementation and impact of S.E.L in primary schools of rural areas of Islamabad. This study provides out valuable insight for policy makers, educators and community leaders by addressing of contextual frame work, resource constraints and cultural resistance.

Key Findings:

S.E.L helps in improving students 'ability to manage emotions,resolve conflict,and build healthy relationship.

By following S.E.L program's implementation behavioral and academics improvement can be observed.

Though widespread S.E.L adaptation in rural schools significant barriers like resource constraints and cultural stigma cannot be ignored.

Recommendations:

For Educators:

Inclusion of S.E.L activities in daily lesson plan by using cultural relevant examples and effective way of engaging students through story telling.

For policy makers:

To ensure scalability and sustainability,develop and generate funds for S.E.L training programs specifically tailored to rural school.

For Community Stakeholders:

Raise awareness compaigns about the importance of S.E.L through workshops and community events for reducing stigma and foster collective support.

It can be concluded, S.E.L integration in rural educational settings serves a best pathway not only to improve academics outcome but also helps in nurturing emotional resilient and socially adept individuals. By highlighting the identified barriers and adopting evidence based strategies, educators and policy makers can unlock the transformative potential of S.E.L, paving the way for a brighter future for students in rural area of Islamabad and beyond.

Limitations

Despite the comprehensive approach, this study has a few limitations:

Generalizability:

As the main focus of study was primary schools so the findings may not be generalized to all rural and urban schools.

Self-Report Bias:

The data collection methods rely on self-reported questionaires, which could introduce biasness if participants provide socially desirable answers.

Time Constraints:
Due to Shortage of time, Long Term effects of S.E.L cannot be fully assessed.

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