

# ENGAGING INNOVATIVE KNOWLEDGE THROUGH APPLIED QUALITATIVE RESEARCH

MCAST 2<sup>nd</sup> ANNUAL CONFERENCE IN QUALITATIVE RESEARCH METHODS



## Social Emotional Development's influence on Academic Achievement in VET Context

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## Aim

- Explore if there is a link between social emotional development and students' academic achievement amongst MCAST students.

## Objectives

- Understand the students' social emotional development and how they can be supported.
- Discover factors that keep students from obtaining good academic results.
- Reduce the drop-out rate at MCAST by building school connectedness as it reinforces positive health and academic outcomes.

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## Research Question

- How does social emotional development impact on academic achievement of students in a vocational college?

## Sub questions

- How can students improve their social emotional development skills?
- What can be done to improve the social emotional skills of adolescent students?
- What are the factors that are keeping students from academic self-efficacy?

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# Literature Review Main Topics

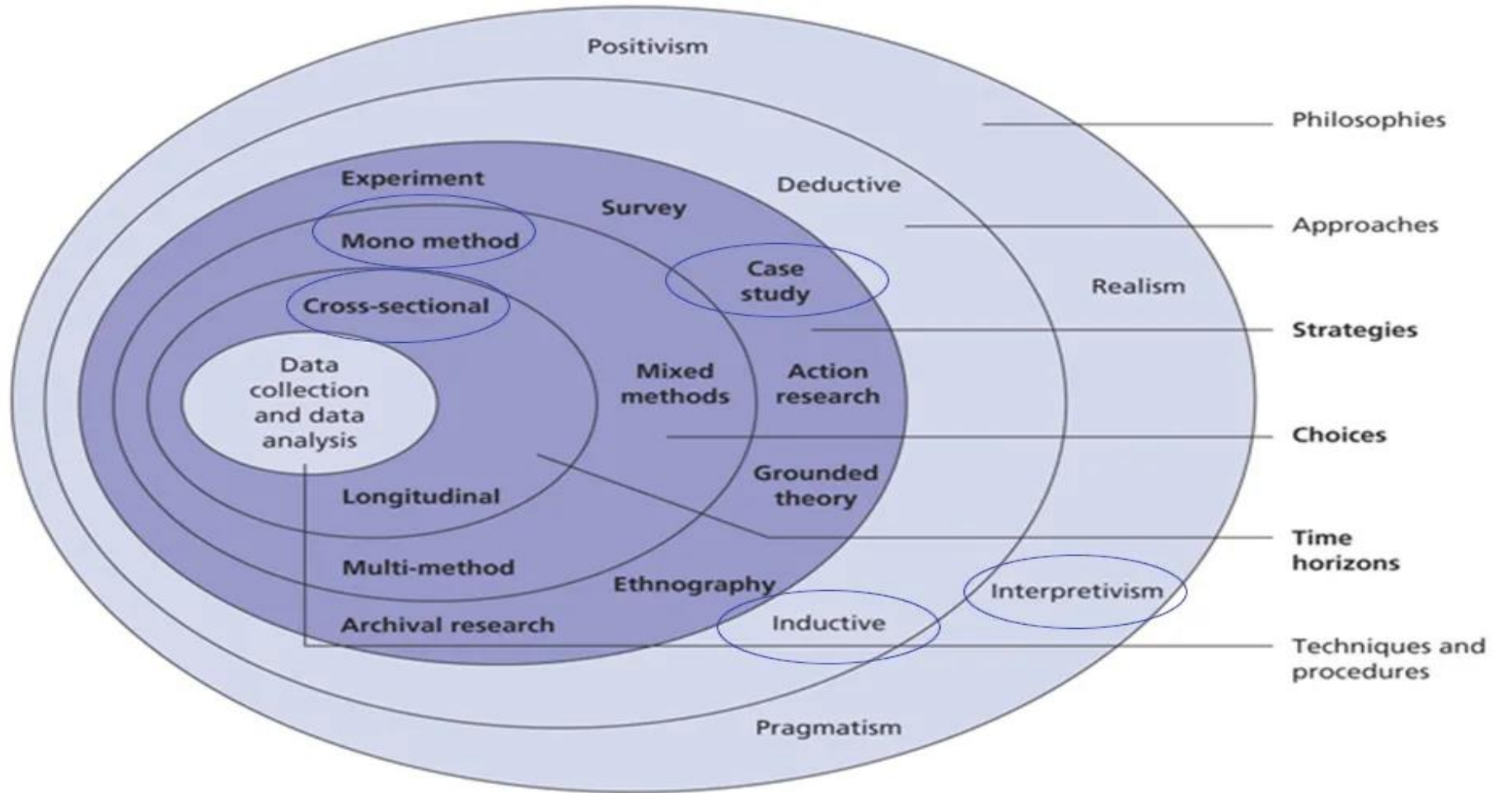
- Social Emotional Development
- Emotional intelligence
- Social Skills
- Vocational College
- Transition from Secondary School
- Academic Achievement
- Avoiding Dropouts

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## Methodology



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# Research Method

- Qualitative
- Reflexive Thematic Analysis
- Sampling
- In-depth Interviews
- Ethical Considerations
- Quality assurance in the qualitative research process

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Main Themes	Sub-themes	Descriptors
<p><b><u>Theme 1</u></b>  <b>Mentors' identification of students' Social Emotional Development (SED) and academic progress</b></p>	<ul style="list-style-type: none"> <li>• Social Emotional Development and academic progress amongst levels 1,2,3.</li> <li>• Resilience difficulties</li> <li>• Supporting Social Emotional Development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Social Emotional Skills and academic progress vary amongst different levels.</li> <li>▪ Lack of emotional intelligence leading to negative impacts.</li> <li>▪ Creating a positive classroom climate.</li> </ul>
<p><b><u>Theme 2</u></b>  <b>Academic environment supporting or hindering Social Emotional Development</b></p>	<ul style="list-style-type: none"> <li>▪ Transition from secondary school</li> <li>▪ Social connectedness</li> <li>▪ Multidisciplinary team</li> </ul>	<ul style="list-style-type: none"> <li>• Difference in environment needs to be backed up from secondary.</li> <li>• Supportive and inclusive relationships.</li> <li>• Cooperative college staff working in a person-centred approach.</li> </ul>

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Main Themes	Sub-themes	Descriptors
<p><b><u>Theme 3</u></b>  <b>Extended professional support</b></p>	<ul style="list-style-type: none"> <li>• Need for adequate and timely provision of extended professional support.</li> <li>• Necessity of additional professionals</li> </ul>	<ul style="list-style-type: none"> <li>• The need for extended professional support enhancing SED</li> <li>• The college needs more professionals to sustain more support.</li> </ul>
<p><b><u>Theme 4</u></b>  <b>Recommendations for the provision of enhanced Social Emotional Development</b></p>	<ul style="list-style-type: none"> <li>• Enhancing the Sense of belonging</li> <li>• Involvement of students in campus activities</li> <li>• Provision of Social Emotional Skills</li> </ul>	<ul style="list-style-type: none"> <li>• The feeling of Trustworthiness and security increase positive output and decrease dropouts.</li> <li>• Increase communication and self-awareness.</li> <li>• Reduce students in class especially during CSR and pastoral care classes, improve academic outcome if students are well equipped in Social Emotional Skills.</li> </ul>



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# Conclusion

- Main findings
- Recommendations
- Implications for further Studies

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## THANK YOU

