



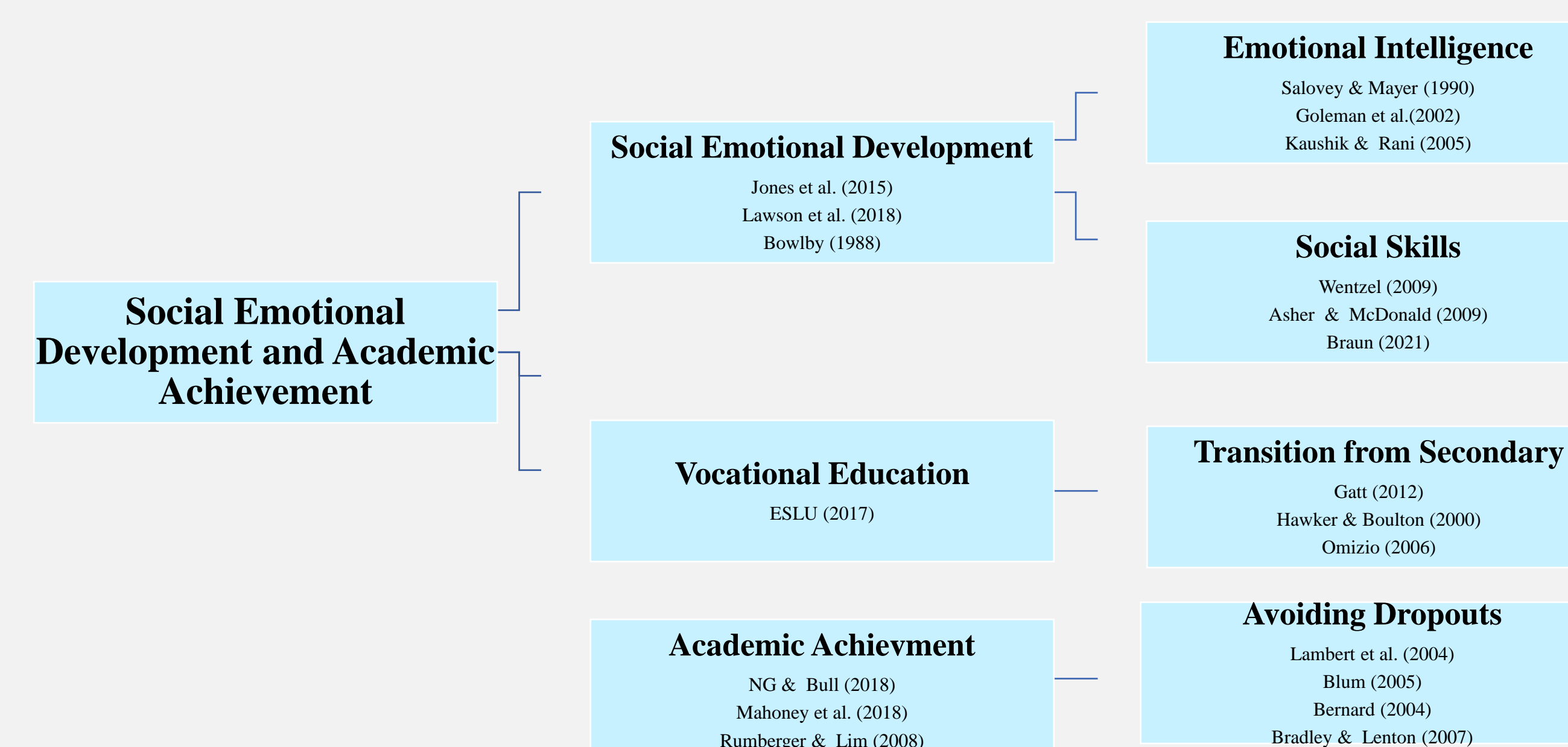
Problem Statement

The aim of this research is to explore if there is a link between social emotional development and students' academic achievement amongst MCAST students.

While we tend to give a lot of importance to academic success, Social Emotional Development skills prepare a student to manage feelings, build resiliency, resolve conflicts, take decisions, build, and maintain relationships, self-esteem and have a positive mindset.



Research Project Literature



Recommendations

The Enhancement of Social Emotional Skills Model

- Training to Educators in Social Emotional Development
- More awareness in Support Services
- Increase Professional Support
- Regular activities while including all MCAST students as part of the Curriculum
- Longer sessions in small groups during CSR and Pastoral Care
- Introducing a unit on Social Emotional Skills to Levels 1, 2 and 3
- More group work in the classroom

- Training to Educators in Social Emotional Development will eventually help educators to share their knowledge while enhancing Social Emotional Skills amongst students and increase the sense of belonging in the classroom.
- Addressing wisely the awareness of the support offered on campus will bring more students to trust Professionals and seek their help.
- Increase Professional Support to reach more students in order to meet their problems encountered during their studies.
- Including regular activities as part of the curriculum will help to unite more students from different institutes together while enhancing friendships and be more active on campus and enhance the sense of belonging.
- Increase CSR and Pastoral Care sessions and reduce class-sizes during these sessions in order to maximise the learning outcomes as students will participate more willingly in a small group, furthermore, will enhance their self-confidence.
- Introduction of a Social Emotional Skills Unit in lower levels to raise more awareness of the importance of these skills in their life.
- More group work in class can consolidate friendships while enhancing Social Emotional Skills. This could be also as a preparation to work in a team, a useful skill needed in their future career path.

General Research Approach

Qualitative Research

- The qualitative approach is the most suitable for this research as I can discover new insights, ideas, and generate new theories as data will be gathered from other people's experiences.

Reflexive Thematic Analysis

- Thematic analysis (Braun and Clarke, 2022) is a very flexible tool to analyse data in a qualitative study. Braun and Clarke (2022) suggest a six-phase approach to Thematic analysis being: familiarising with the dataset, coding, generating initial themes, developing and reviewing themes, refining, defining and naming themes and finally the writing.

Semi-structured Interviews

- The interviews done to MCAST Mentors guided me to understand the Social Emotional Development of students attending MCAST and if it is influencing their studies.

Research Objectives

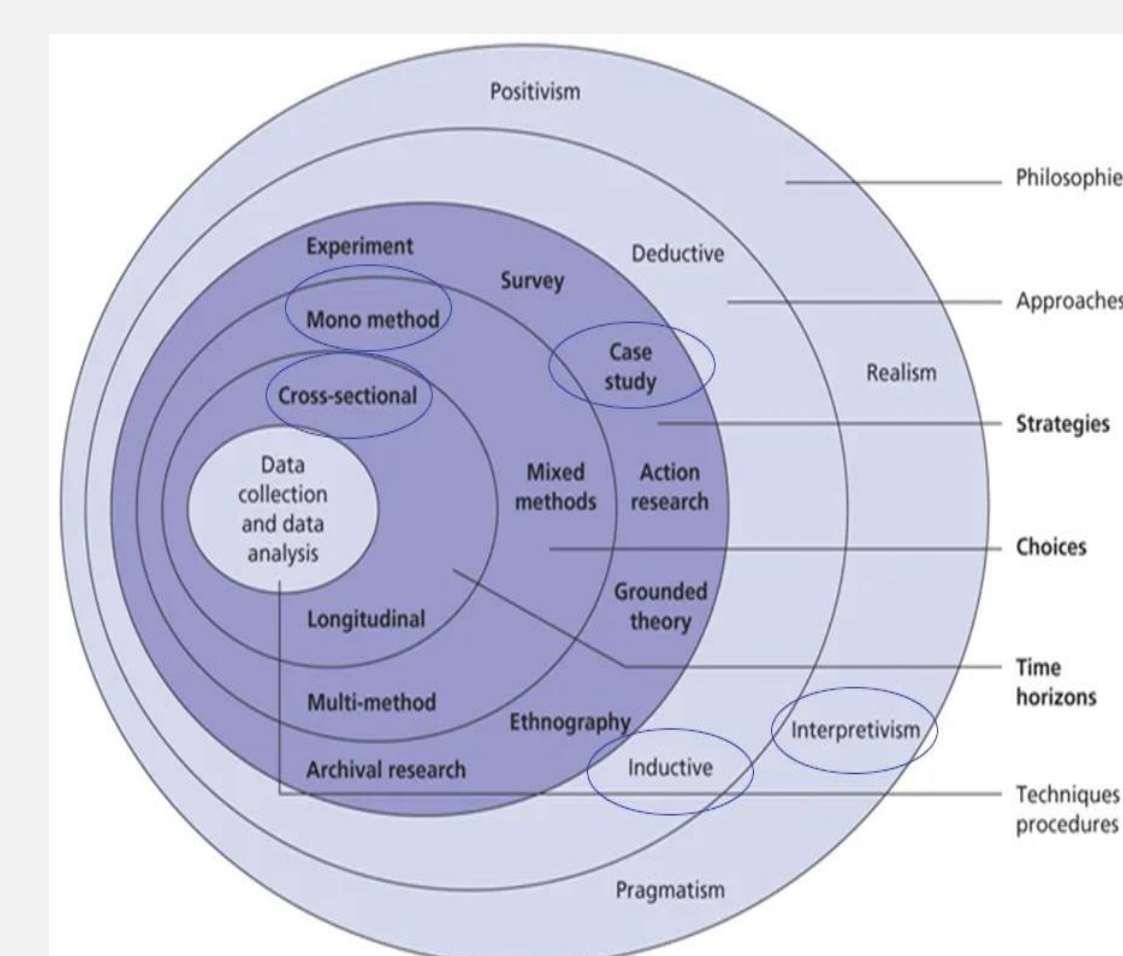
Objectives

- 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.

Main Research Question:

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

Research Methodology



Philosophy: Interpretivism

Approach: Inductive

Strategy: Case study

Choice: Qualitative

Time horizon: Cross-sectional

Data collection: Semi-structured Interviews

Key Findings

Main Themes	Sub-themes
Theme 1 Mentors' identification of students' Social Emotional Development (SED) and academic progress	<ul style="list-style-type: none"> • Social Emotional Development and academic progress amongst levels 1,2,3. • Resilience difficulties • Supporting Social Emotional Development
Theme 2 Academic environment supporting or hindering Social Emotional Development	<ul style="list-style-type: none"> • Transition from secondary school • Social connectedness • Multidisciplinary team
Theme 3 Extended professional support	<ul style="list-style-type: none"> • Need for adequate and timely provision of extended professional support. • Necessity of additional professionals
Theme 4 Recommendations for the provision of enhanced Social Emotional Development	<ul style="list-style-type: none"> • Enhancing the Sense of belonging • Involvement of students in campus activities • Provision of Social Emotional Skills

Key References

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