



Research Paper

## Effectiveness of Collaborative Learning on Emotional Competence of Secondary School Students of Faridabad

Mr. Sandeep<sup>1</sup>, Dr. Sunita Sarswat<sup>2</sup>

<sup>1</sup>Research Scholar, Singhania University, Pacheri Bari, Jhunjhunu

<sup>2</sup>Assistant Professor, Singhania University, Pacheri Bari Jhunjhunu

### Abstract

In the dynamic evolution of education, Emotional Competence emerged as an urgent need in school education. Contemporary education has recognized the impact of emotional competence on the overall well-being and academic success of students. Emotional competence encompasses a range of essential skills, including emotional awareness, emotional regulation, empathy, and interpersonal communication. These skills are significant for students to adjust to their social and academic environments. This study investigates the effectiveness of collaborative learning as a pedagogical strategy for enhancing the emotional competence of secondary school students in Faridabad, a rapidly developing city in India. Collaborative learning, which includes group activities that promote peer interaction and shared learning experiences. This encourages not only the development of their academic skills but also their social and emotional development. The research employs a quasi-experimental design, involving a sample of 200 students from two secondary schools in Faridabad. These students were divided into two groups: an experimental group that participated in collaborative learning activities and a control group that continued with traditional lecture-based instruction. The study's primary objective was to assess the impact of collaborative learning on students' emotional competence. This was measured through a comprehensive Emotional Competence Scale before and after the intervention. The analysis of the data revealed significant differences between the experimental and control groups in post-intervention emotional competence scores. Students in the experimental group, who engaged in collaborative learning, demonstrated marked improvements in various aspects of emotional competence, including heightened emotional awareness, better emotional regulation, and increased empathy compared to their peers in the control group. The study also explored the role of gender and locale (urban vs. rural) in moderating the effects of collaborative learning. While both male and female students showed significant gains in emotional competence, the impact was particularly pronounced among female students. The findings indicated that students from urban areas exhibited slightly greater improvements in emotional competence than those from rural areas, though the difference was not statistically significant. These results underscore the potential of collaborative learning as a powerful tool for enhancing emotional competence in secondary school students. The study highlights the importance of integrating collaborative learning strategies into the educational curriculum to foster not only academic achievement but also the emotional and social development of students. The implications of this research extend to educators, policymakers, and curriculum developers, suggesting that a more holistic approach to education—one that balances cognitive and emotional learning—can better prepare students for the challenges of modern life. In conclusion, this study provides compelling evidence that collaborative learning significantly contributes to the development of emotional competence among secondary school students in Faridabad. The findings advocate for the widespread adoption of collaborative learning practices in educational settings, particularly in regions undergoing rapid social and educational transformation. Future research should continue to explore the long-term benefits of collaborative learning on emotional competence and its applicability across diverse cultural and educational contexts.

**Keywords:** Collaborative learning, emotional competence, emotional awareness, secondary education, Faridabad, quasi-experimental design, gender differences, urban-rural context.

### I. Introduction

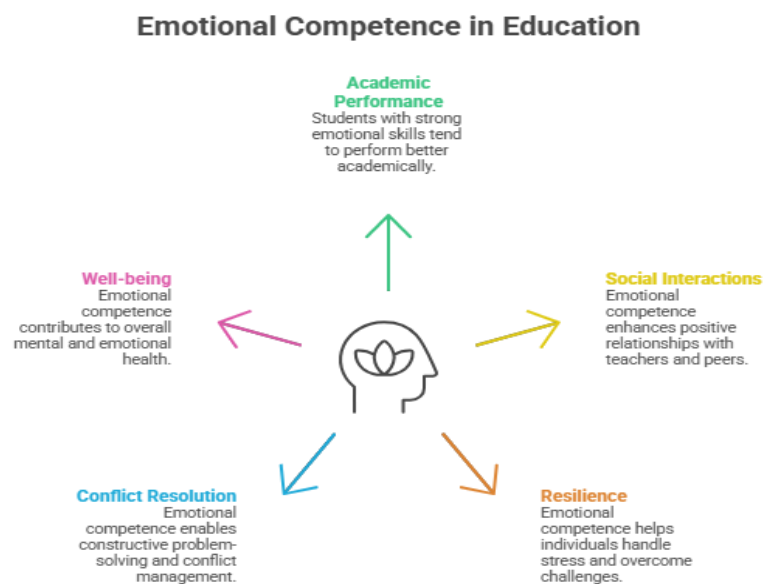
In the 21st century, global education systems are experiencing a paradigm shift, moving away from a sole emphasis on academic success toward holistic development. NEP 2020 promotes integrating cognitive, emotional, and social aspects of learning to equip students for intricate real-world challenges. The World

Economic Forum (2020) identified emotional intelligence, collaboration, flexibility, and problem-solving as key skills essential for future career preparedness. This evolution highlighted the understanding that academic prowess falls short for thriving in personal, societal, and professional spheres.

Emotional competence, a key element of socio-emotional learning (SEL), describes a person's capacity to recognize, understand, express, and manage emotions effectively, while promoting empathy and nurturing healthy relationships with others. Studies from CASEL (Collaborative for Academic, Social, and Emotional Learning) revealed that students engaged in targeted SEL programs experience an average improvement of 11 percentiles in academic performance, along with notable advancements in emotional control and social skills (Durlak et al., 2011). These results emphasize the relationship between emotional competence and academic success.

### **The Importance of Emotional Competence**

Emotional competence encompasses a range of skills, including emotional awareness, self-regulation, empathy, social skills, and responsible decision-making. These competencies play a crucial role in enhancing students' psychological well-being and academic engagement.



Studies have shown that emotionally competent students are:

- **20–30% more likely** to demonstrate higher levels of classroom engagement
- Better equipped to manage stress and anxiety, leading to improved mental health outcomes
- More capable of building positive peer and teacher relationships, which are strongly linked to academic motivation

Neuroscientific research further supports the importance of emotional competence. The functioning of the prefrontal cortex, responsible for decision-making and cognitive control, is closely linked with emotional regulation processes. It has been observed that emotionally stable students show improvements in attention, memory, and problem-solving abilities.

In the traditional education system, adolescence remained a neglected area in terms of biological, cognitive and socio-emotional development. UNICEF (2021) reported that approximately one in five adolescents worldwide experiences emotional or mental health problems. This highlights the urgent need to integrate emotional competence into school education. It is the period of development in which emotions directly affect academic and behavioural outcomes, resulting in life satisfaction.

### **Challenges in Developing Emotional Competence**

Despite its well-documented importance, emotional competence remains underemphasized in many traditional education systems. In India, school teaching practices remained predominantly exam-oriented, with limited scope for socio-emotional development. In a survey done by NCERT (2022), it was found that more than **60% of teachers had limited training in socio-emotional learning approaches**. This has indicated gaps in our education system during implementation.

Several factors influence the development of emotional competence:

- **Family Environment:** A supportive and communicative family encourage emotional awareness, whereas conflict-ridden environments may hinder emotional development.
- **Cultural Context:** Cultural norms shape emotional expression and regulation patterns among individuals.
- **Individual Differences:** It includes personality traits, behaviour, and prior experiences that affect emotional learning.
- **School Environment:** Teacher-student relationships and peer interactions significantly impact the emotional growth of the learner.

Additionally, digital technologies and social media have come with new emotional challenges such as cyberbullying, social comparison, and reduced face-to-face interactions. These challenges require urgent pedagogical interventions to support emotional development among the students.

### **Collaborative Learning as a Strategy for Enhancing Emotional Competence**

Cognitive learning is an effective pedagogical strategy, responsible for cognitive, social and emotional learning among students. Collaborative learning helps learners to construct their knowledge through social interaction and shared experiences, as mentioned in Vygotsky's social constructivist theory.

Some empirical studies suggest that collaborative learning environments:

- Improve interpersonal skills and empathy by **30–40%** (Johnson & Johnson, 2017)
- Enhance emotional regulation through peer interaction and feedback
- Supports a sense of belonging and reduction in classroom anxiety
- Promote active engagement and deeper understanding of content

In collaborative learning environments, students work in small groups to achieve common goals. This requires them to work in teams through communicating, resolving conflicts, and understanding. These interactions shape their emotional competencies, which prepare them for real-life challenges. For example:

- Group discussions enhance **emotional expression and active listening**
- Peer problem-solving develops **empathy and perspective-taking**
- Conflict resolution tasks strengthen **self-regulation and decision-making**

Collaborative learning creates a learner-centred environment that helps in the development of emotional and social skills, unlike Traditional teacher-centred approaches.

### **Relevance of Emotional Competence to Secondary School Students**

The students at the secondary school level undergo different changes, such as identity formation, peer relationships, and academic expectations. This makes the synthesis of emotional competence significant at the secondary school level. Research indicates that students at this stage are more vulnerable to stress, anxiety, and emotional instability due to increased academic pressure and social complexities.

In the context of Faridabad, a rapidly urbanizing and industrially developing city in Haryana, students are exposed to diverse socio-economic and cultural environments. This diversity presents both opportunities and challenges:

- Exposure to diverse perspectives enhances social learning
- However, it may also lead to conflicts, peer pressure, and emotional stress

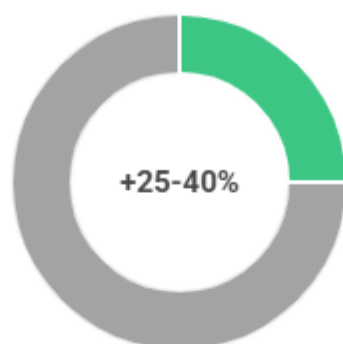
Data from regional educational reports indicated that urban adolescents in NCR regions, particularly in Faridabad, face higher levels of academic stress than the adolescents in rural regions. This makes the development of emotional competence not only desirable but essential to ensure the well-being and academic success of the students at this stage.

Moreover, with increasing competition and the demands of a globalised world, secondary school students require the development of skills such as collaboration, emotional resilience, and adaptability. The integration of collaborative learning strategies in teaching practices serves as an effective and pragmatic means to develop these competencies.

### **Purpose of the Study**

The present study systematically investigates the effectiveness of collaborative learning strategies in enhancing the emotional competence of secondary school students in Faridabad, Haryana. In the context of increasing emphasis on holistic education under frameworks such as the National Education Policy (NEP) 2020, this study seeks to empirically examine how structured peer-based learning environments contribute to the development of essential emotional skills, including emotional awareness, self-regulation, empathy, interpersonal communication, and responsible decision-making. This study provides insights for different stakeholders by addressing gaps in the socio-emotional learning of learners at the secondary school level. This may contribute to bridging gaps between theory and practice, which would result in making learners resilient and prepared for global challenges.

# Collaborative Learning Impact on Emotional Competence



**Empathy, Cooperation,  
Emotional Regulation**

The study assumes that emotional competence is not an innate trait alone but can be significantly developed through intentional pedagogical interventions. Collaborative learning, being an interactive and student-centered approach, helps students to actively engage in shared problem-solving, dialogue, and reflective thinking. This may enhance emotional competencies by fostering mutual respect, perspective-taking, and constructive conflict resolution.

## **Specifically, the study aims to:**

- Measure the level of emotional competence among secondary school students using standardized assessment tools across key dimensions such as emotional awareness, regulation, empathy, and social skills.
- Examine the impact of collaborative learning interventions (e.g., group discussions, peer tutoring, virtual collaborative tasks, and problem-based activities) on the enhancement of emotional competence.
- Compare the effectiveness of collaborative learning with traditional teaching methods, thereby establishing its relative pedagogical value.
- Analyze the influence of demographic variables, particularly:
  - Gender (male/female) – as studies indicate gender differences in emotional expression and regulation
  - Locale (urban vs. rural) – considering disparities in access to resources, exposure, and social environments

Empirical evidence suggests that collaborative learning environments can improve socio-emotional outcomes by 25–40% in terms of empathy, cooperation, and emotional regulation (Johnson & Johnson, 2017). Therefore, this study also aims to validate such findings within the specific socio-cultural context of Faridabad.

Since Faridabad is a rapidly urbanizing region characterized by socio-economic diversity and educational variability. The study provides context-specific insights by examining how collaborative learning functions in diverse classroom settings within Faridabad.

## **Significance of the Study**

The present study is significant at multiple levels, namely, theoretical, pedagogical, and policy-oriented, specifically in the context of the Indian education system.

### **1. Educational and Pedagogical Significance**

The study contributes to the evolving literature on socio-emotional learning (SEL) by providing empirical evidence on the role of collaborative learning in enhancing emotional competence. While traditional teaching

methods in Indian classrooms primarily emphasized rote learning and exam-oriented education, this research advocates for a shift towards interactive, student-centered pedagogies.

Research indicates that students engaged in collaborative learning show:

- Higher academic achievement (by approximately 10–15%)
- Improved classroom participation and engagement
- Enhanced emotional resilience and reduced anxiety levels

By demonstrating these outcomes, the study supports the integration of collaborative strategies such as group work, peer learning, and project-based learning into mainstream classroom practices.

## **2. Psychological and Developmental Significance**

From a psychological perspective, the study addresses the urgent need to strengthen emotional competence among adolescents. According to recent reports:

- Nearly 20% of adolescents experienced emotional or behavioural difficulties
- Increased academic pressure and social challenges contribute to stress, anxiety, and low self-esteem

The study provides a practical framework for promoting students' mental health and well-being by bringing out the effectiveness of collaborative learning in improving emotional regulation and interpersonal relationships among secondary school students.

## **3. Policy and Curriculum Relevance**

The findings of this study address the national and global educational priorities, which include:

- NEP 2020, which focuses on holistic, multidisciplinary, and competency-based education
- UN Sustainable Development Goal 4 (Quality Education), which encourages inclusive and equitable education

The study provides evidence-based recommendations that can assist:

- Curriculum developers in integrating emotional competence into school curricula
- Teacher education programs in incorporating collaborative pedagogies and SEL training
- Policymakers in designing interventions that bridge the gap between cognitive and emotional learning

## **4. Contextual Significance**

Faridabad, as part of the National Capital Region (NCR), represents a unique educational landscape characterized by contributing to:

- Rapid urbanization and industrial growth
- Socio-economic diversity
- Distinction in school infrastructure and teaching practices

Students in such environments often face heightened academic competition, social comparison, and emotional stress. The study provides insights into the implementation of collaborative learning across urban and rural schools. This ensures the development of equitable access to opportunities for the learners.

## **5. Practical Implications for Teachers and Institutions**

The study assists teachers by:

- Providing structured collaborative learning models
- Demonstrating how emotional competence can be integrated into everyday classroom practices
- Encouraging the use of activity-based, experiential, and technology-supported collaborative strategies

These insights may help teachers to create inclusive classroom environments that nurture both academic and emotional growth.

## **Review of Studies on Collaborative Learning and Emotional Competence**

The recent studies (2023–2025) strongly mentioned the role of collaborative learning and social-emotional learning (SEL) in enhancing emotional competence among students. A recent systematic review by Lee and Yoo (2025) examined the effectiveness of SEL programmes on adolescents' mental well-being and found that structured interventions significantly improve emotional regulation, empathy, and overall psychological well-being. The study highlighted that students exposed to collaborative and SEL-based environments showed reduced acceptance of violence, increased happiness, and better emotional adjustment, emphasizing the need for integrating such approaches at a systemic level in education. Nadia et. al. (2025) in their quantitative descriptive study on crossword puzzle-based collaborative learning in informatics for Class X students, revealed improvements in empathy, self-confidence, communication, interaction and group work through observations and documentations.

Similarly, large-scale meta-analytic evidence (2024) based on over 90 studies involving more than 20,000 students revealed that participation in school-based SEL programmes leads to significant improvements

in social-emotional skills, academic achievement, behavior, and school climate. The findings indicated that these benefits are consistent across elementary and secondary levels and equally effective for both boys and girls, thereby reinforcing the universal applicability of collaborative and SEL-based pedagogies.

Recent empirical studies have also emphasized the strong relationship between socio-emotional competence and academic outcomes. Research conducted under school-based mental health programmes (2023) found that improved socio-emotional skills are directly associated with better behavioral adjustment and enhanced learning outcomes. The study concluded that emotional competence acts as a catalyst for academic success rather than being an independent construct, highlighting the integrative role of collaborative learning environments in promoting both domains simultaneously. In addition, emerging studies on socio-emotional competencies for sustainable development (2024) have highlighted that emotional competence not only contributes to individual well-being but also plays a critical role in building resilient and socially responsible communities. These studies emphasize that collaborative learning fosters interpersonal understanding, cooperation, and social responsibility, which are essential for achieving long-term educational and societal goals. Recent program-based research such as the SEL4@11 initiative (2023–2025) has further explored innovative approaches, including digital and game-based collaborative learning environments. The findings suggest that structured collaborative interventions, supported by teacher facilitation and digital tools, significantly enhance students' emotional skills through continuous interaction, reflection, and guided practice. Moving slightly earlier, studies from 2021–2022 continue to reinforce these findings. Research by Zhang et al. (2021) demonstrated that digital collaborative platforms, including virtual classrooms and discussion forums, effectively promote emotional competence, particularly empathy and communication skills. The study emphasized that the reflective nature of online collaboration enhances emotional awareness, although limitations exist in developing non-verbal communication skills. Similarly, Durlak et al. (2022) found that collaborative learning not only improves emotional competence but also significantly enhances academic performance. The study reported that emotional skills such as resilience, emotional regulation, and motivation act as mediators that positively influence academic achievement.

Hofstede and Hofstede (2022), in their Cross-cultural research, stated that collaborative learning has universal positive effects on emotional competence across diverse cultural contexts. It has provided variations in the development of emotional skills across different cultures. The study has demonstrated stronger self-awareness and autonomy with the distinction in cultural practices. Earlier foundational studies also provide strong empirical support. Brody and Hall (2021) examined gender differences in emotional development and found that collaborative learning benefits both boys and girls, though in different ways—girls showed higher gains in empathy and emotional expression, while boys demonstrated improvements in emotional regulation and problem-solving skills. Rivers and Brackett (2020), through a longitudinal study, confirmed that sustained exposure to collaborative learning leads to long-term improvements in emotional awareness and empathy among adolescents. The study highlighted the importance of repeated social interaction in developing emotional competence during critical developmental stages. Zins et al. (2021) further supported these findings by demonstrating that students engaged in collaborative learning environments exhibit significant improvements in emotional regulation, interpersonal communication, and empathy. The authors concluded that collaborative learning provides a supportive social context that allows students to practice and refine emotional skills effectively. Despite the strong evidence supporting collaborative learning, challenges in implementation persist. Chen and Wong (2021) identified barriers such as lack of teacher training, resistance to non-traditional teaching methods, and difficulties in assessing emotional competence. Recent studies continue to echo these concerns, emphasizing the need for professional development, curriculum integration, and innovative assessment tools to effectively implement collaborative and SEL-based approaches in classrooms.

## **II. Methodology**

### **Research Design**

This study employed a quasi-experimental design, focusing on the effect of collaborative learning on the emotional competence of secondary school students in Faridabad. Two groups were selected: an experimental group, which received instruction through collaborative learning strategies, and a control group, which was taught using traditional lecture methods. This design was chosen to allow for a direct comparison between the two instructional methods and their impact on students' emotional competence.

### **Sampling**

The sample consisted of 200 students from two secondary schools in Faridabad, divided equally into control and experimental groups. A purposive sampling technique was used to select students from class IX, ensuring that the groups were matched based on their pre-test scores in emotional competence to maintain comparability.

**Tools for Data Collection**

1. **Mixed Type Group Test of Intelligence (MGMT):** Developed by Mahrotra (2008), this test was used to match the groups based on intelligence.
2. **Instructional Material Based on Collaborative Learning:** Developed and validated by the investigator, this material was used in the experimental group.
3. **Scale of Emotional Competencies:** Developed by Dr. H.C. Sharma and Dr. R. L. Bharadwaj (Revised version 2007), this scale was employed to measure the emotional competence of students.

**Procedure**

1. **Phase I: Pre-test Administration**
  - Both groups were administered the Emotional Competence Scale to assess their initial levels of emotional competence.
2. **Phase II: Experimental Treatment**
  - The experimental group was taught using collaborative learning strategies for a period of 35 days. This involved activities such as group discussions, peer teaching, and collaborative projects.
  - The control group continued with traditional teaching methods, focusing on lectures and individual work.
3. **Phase III: Post-test Administration**
  - After the intervention, both groups were again assessed using the Emotional Competence Scale to measure any changes in their emotional competence.

**Data Analysis**

The data were analyzed using both descriptive and inferential statistics. Descriptive statistics such as mean, standard deviation, skewness, and kurtosis were used to summarize the data. Inferential statistics, specifically the t-test, were employed to compare the pre-test and post-test scores of the control and experimental groups.

**III. Results**

**Descriptive Analysis**

The descriptive statistics for the pre-test and post-test scores of the experimental and control groups are summarized in the tables below.

**Table 1: Descriptive Statistics of Emotional Competence Pre-Test Scores**

Group	N	Mean	Standard Deviation	Skewness	Kurtosis
Control Group	100	110.56	7.98	0.23	-0.34
Experimental Group	100	110.88	5.54	0.18	0.14

**Table 2: Descriptive Statistics of Emotional Competence Post-Test Scores**

Group	N	Mean	Standard Deviation	Skewness	Kurtosis
Control Group	100	119.16	6.0	0.15	-0.12
Experimental Group	100	126.03	7.57	-0.05	0.22

**Inferential Analysis**

The t-test was used to compare the pre-test and post-test scores of the two groups to determine the effectiveness of collaborative learning on emotional competence.

**Table 3: t-Test Analysis for Pre-Test Scores**

Group	N	Mean	Std. Dev.	t-Value	p-Value	Result
Control Group	100	110.56	7.98	0.18	>0.05	Not Sig.
Experimental Group	100	110.88	5.54			

**Table 4: t-Test Analysis for Post-Test Scores**

Group	N	Mean	Std. Dev.	t-Value	p-Value	Result
Control Group	100	119.16	6.0	4.02	<0.01	Sig.

Group	N	Mean	Std. Dev.	t-Value	p-Value	Result
Experimental Group	100	126.03	7.57			

#### **IV. Discussion of Results**

The analysis of the pre-test scores showed no significant difference between the control and experimental groups, indicating that both groups started with similar levels of emotional competence. However, the post-test analysis revealed a significant improvement in the emotional competence of students in the experimental group compared to those in the control group.

The results suggest that collaborative learning strategies are more effective in enhancing emotional competence among secondary school students compared to traditional teaching methods. The significant difference in post-test scores underscores the positive impact of collaborative learning on students' ability to manage and express their emotions effectively.

These findings are consistent with previous research that highlights the benefits of collaborative learning in promoting social and emotional development. By working together in groups, students are able to practice and improve their emotional skills, such as empathy, emotional regulation, and effective communication.

In conclusion, this study demonstrates the potential of collaborative learning as a valuable instructional strategy for improving emotional competence in secondary school students. The findings have important implications for educators and policymakers seeking to foster both academic and emotional development in students.

#### **Educational Implications**

The findings of this study have significant implications for educational practices, particularly in the context of fostering emotional competence among secondary school students. The demonstrated effectiveness of collaborative learning in enhancing emotional competence provides a strong rationale for integrating this approach into the broader educational framework. Below are several key educational implications drawn from the study:

##### **1. Integration of Collaborative Learning into Curriculum Design**

The study suggests that integration of collaborative learning strategies into the curriculum enhances emotional competence among secondary school students. Traditional, teacher-centred approaches were not sufficient to address the emotional and social development needs of students. Curriculum developers and teachers should include collaborative learning activities, such as group discussions, peer teaching, and collaborative projects, into their daily teaching practices based on the needs of the subjects. This integration will provide students with regular opportunities to practice emotional skills in real-time, promoting their emotional competence alongside academic learning.

##### **2. Teacher Training and Professional Development**

The effective implementation of collaborative learning requires teachers who are trained in skills to manage diverse student interactions. Without proper training, teachers may struggle to create the supportive and inclusive environment necessary for collaborative learning to thrive. Schools and educational institutions should invest in professional development programs that focus on training teachers to effectively implement collaborative learning strategies. These programs should include important aspects such as group management, conflict resolution, and techniques to inculcate emotional awareness and empathy among students.

##### **3. Focus on Social and Emotional Learning (SEL)**

The significant improvement in emotional competence observed in the experimental group highlighted the urgent need for focus on Social and Emotional Learning (SEL) in schools. SEL should not be an adjunct to the curriculum but an integral part of the overall educational experience. Schools should adopt comprehensive SEL programs that are aligned with collaborative learning strategies. These programs should include specific objectives for developing emotional competence and opportunities for students to engage in activities. This may promote emotional awareness, empathy, and interpersonal skills among them.

##### **4. Support for Diverse Learning Environments**

The study suggested that for effective collaborative learning is required across different student demographics, including those from various socio-economic backgrounds and locales. However, the implementation of collaborative learning may need to be revisited to the specific needs of different student populations. Teachers should consider the needs and diversity of the learners while preparing collaborative learning activities. For example, rural students might benefit from activities that connect emotional learning with community-based experiences, while urban students may require a focus on diverse social environments. These personalised collaborative learning approaches may result in maximum benefit to the learners.

### **5. Promotion of Inclusive Learning Environments**

Collaborative learning promotes inclusivity by engaging all students in the learning process, regardless of their academic or social abilities. This inclusive approach is crucial for fostering a sense of belonging and enhancing the emotional competence of all students. Schools should prioritize the creation of inclusive learning environments where every student feels valued and supported. Collaborative learning strategies should be designed to ensure that all students, including those with special needs or those who may be socially marginalized, are actively involved and can contribute to group activities.

### **6. Parental Involvement and Community Engagement**

The development of emotional competence is not confined to the classroom; it extends to the home and community environments. Engaging parents and the wider community in collaborative learning initiatives can reinforce the emotional skills learned at school. Schools should involve parents and community members in the educational process by organizing workshops, seminars, and community events that focus on the importance of emotional competence. Encouraging parental involvement in collaborative learning activities at home can help reinforce the emotional skills students develop in school.

### **7. Assessment and Evaluation of Emotional Competence**

Traditional assessment methods may not adequately capture the development of emotional competence in students. The study's findings highlight the need for more comprehensive assessment tools that can evaluate both academic and emotional growth. Educational institutions should develop and implement assessment frameworks that include measures of emotional competence. These assessments should be used to monitor students' progress in developing emotional skills and to guide instructional decisions. Formative assessments, self-reflections, and peer evaluations can be valuable tools in this process.

### **8. Long-Term Impact and Sustainability**

The long-term benefits of collaborative learning on emotional competence suggest that this approach should be sustained throughout a student's educational journey, from primary school to secondary school and beyond. Schools should develop long-term strategies for embedding collaborative learning into the educational experience at all levels. This may include creating a continuum of collaborative learning opportunities that evolve with students as they progress through different stages of their education, ensuring that emotional competence is continuously nurtured.

## **V. Conclusion**

The educational implications of this study are far-reaching, highlighting the critical role that collaborative learning can play in developing the emotional competence of secondary school students. By integrating collaborative learning strategies into the curriculum, providing targeted professional development for teachers, and creating inclusive and supportive learning environments, schools can significantly enhance both the emotional and academic outcomes for students. These efforts will prepare students not only for academic success but also for the emotional and social challenges they will face throughout their lives.

## **VI. Recommendations**

The following recommendations are made based on the findings of the present study:

- **Integration of Collaborative Learning in Schools:** Schools should incorporate collaborative learning strategies into their teaching practices. These teaching practices focus particularly on programs aimed at developing emotional and social skills.
- **Teacher Training:** Professional development programs should equip teachers with the essential skills to implement collaborative learning and support students' emotional development.
- **Further Research:** More research should be conducted at primary, higher secondary and higher education levels on collaborative learning and emotional competence. This may provide variable insights across different subjects and educational levels.

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