



**Comparing Social Learning and Emotional Learning in their  
Impact on Teacher-Student Relationships: A Study of Effective  
Educational Practices**

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**Abstract:**

This study aims to compare the impacts of social learning relationships between teachers and students as a result of emotional learning context of effective educational practices. Both social learning and emotional learning are integral components of holistic education, and understanding their differential effects on the teacher-student relationship can contribute to improving educational outcomes. The study deals with quantitative measurements of student engagement, academic performance, and psychological and social health. The findings of this research will provide light on the practical use and training of teachers in these two pedagogical frameworks. About the best ways to foster relationships between teachers and students. The study examines the impacts of social learning and emotional learning on teacher-student relationships using variables such as engagement, academic achievement, and social-emotional well-being.

**Findings:** The study found that social and emotional learning have positive impacts on teacher-student relationships, improving communication, collaboration, trust, and rapport. Implementing these approaches leads to higher engagement, academic performance, and

enhanced social-emotional well-being. This highlights the importance of incorporating these strategies in educational practices.

**Keywords:** Social learning, Emotional learning, Teacher-student relationships, Educational, practices, Effective teaching

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### **Introduction:**

A healthy and encouraging learning environment is mostly fostered by effective teacher-student connections. These connections have a big bearing on how well students achieve academically, socially, and emotionally, and how their education turns out overall. Social learning and emotional learning have become increasingly popular in the search for successful educational methods. This study compares how various methods impact teacher-student relationships and looks at how they can assist students have successful educational experiences.

### **Social learning**

Social learning is a theory that implies that People learn new skills by observing, imitating, and modelling the actions of others. It focuses on the importance of interpersonal connections, teamwork, and the influence of social context on learning. Albert Bandura established the social learning theory, which highlights the significance of social interactions for environment, and cognitive processes.in learning. Social learning in the educational setting acknowledges that kids learn from peers in addition to teachers. It highlights the importance of group projects, cooperative learning opportunities, and collaborative activities. Students can learn new information and skills, develop critical social and cognitive skills, and observe and mimic behaviours through interacting socially with their peers. The sharing of ideas is encouraged via social learning, perspectives, and knowledge among students. It encourages active participation, discussion, and cooperation, fostering a sense of community and shared responsibility in the classroom. Through collaborative learning experiences, students develop communication skills, teamwork, problem-solving abilities, and critical thinking. Teachers play a crucial role in facilitating social learning by creating a supportive and inclusive learning environment. They encourage student collaboration, provide opportunities for group work, and foster a classroom culture that values respectful interactions and diverse perspectives. By incorporating social learning strategies, teachers can enhance student engagement, motivation, and academic achievement.

### **Teacher-student relationships**

The dynamic exchanges, ties, and links that develop between teachers and their pupils are referred to as "teacher-student relationships." Mutual respect, trust, communication, and support define these relationships. How well kids perform academically, socially, and in other areas depends greatly on the relationships between teachers and students. Emotionally, and in general in school. An environment that is helpful and favourable to learning is created by strong teacher-student connections. Students are more likely to actively participate in the learning process, contribute to class debates, and take academic risks when they have a connection to and confidence in their lecturers. Students that enjoy good relationships with their professors are more motivated, self-assured, and academically self-sufficient. Additionally, the interactions between teachers and students have a direct impact on how socially and emotionally mature pupils become. Students who have supportive and loving teachers have a secure place to express themselves, share their ideas, and grow in their social and emotional competencies. Positive self-esteem, good coping mechanisms, and prosocial behaviours are more prevalent in students who feel valued and understood by their teachers. The socioemotional atmosphere of the classroom is also influenced by the quality of the teacher-student interactions. Peer interactions, cooperation, and classroom cohesiveness are all enhanced when teachers build strong relationships with their students. Students are more at ease working in groups, participating in class activities, and cooperating with their classmates.

### **Social Learning and Emotional Learning**

Social learning refers to the method of learning by interaction with others, imitation, and observation. It acknowledges that people pick up knowledge, habits, and attitudes by seeing what other people do and how that turns out for them. Social learning in the educational setting emphasises the value of group projects, conversations, and peer relationships. It encourages the growth of social skills like empathy, teamwork, and communication. Students benefit from their peers' knowledge, share ideas, and form connections through social learning activities, which foster good teacher-student interactions.

Emotional learning focuses on developing students' emotional intelligence and self-awareness, enabling them to understand their feelings, empathize with others, and maintain emotional control. Incorporating emotional learning into the curriculum fosters trust, empathy, and effective communication, strengthening relationships between teachers and students. Social learning improves interpersonal skills and encourages collaboration, while

emotional learning fosters empathy, self-control, and a healthy emotional climate. By combining social and emotional skills, students can navigate social situations, participate in cooperative learning, and form lasting relationships with teachers and peers.

### **Review of Literature:**

(Boyce, n.d. 2016) studied “Fostering children's social and emotional learning through teacher-student relationships and peer-based partnerships.” and said that In order to promote young children's healthy cognitive “Social and emotional learning (SEL)” is essential for social and emotional development. this research. By addressing less desired behaviours and encouraging prosocial skills through informed peers, it emphasises the advantages of SEL in early childhood education. The project unveils a website that encourages SEL practises among parents and educators.

(Pogue & Ahyun, 2006) studied “Teacher nonverbal immediacy and credibility impact student motivation and affective learning.” And said that According to the study, teacher. The impact of credibility and nonverbal immediacy emotional learning and motivation of students. Unlike professors with little immediacy or credibility, the results showed that very immediate, credible teachers had greater affective learning and motivation. Teacher credibility and interpersonal communication are essential for effective instruction.

(Baroody et al., 2014) studied “Study on fidelity of implementation of responsive classroom training in fifth grade” and said that The Responsive Classroom (RC) approach is a method for teaching social-emotional skills and delivering curriculum that supports instructors in fostering supportive learning environments. The effect of RC training on both positive and unfavourable student-teacher relationships was investigated in this study. According to the findings, teachers used more RC techniques after receiving RC training, which was associated to closer relationships. However, when anticipating conflict, no indirect effect was seen.

(Oberle et al., 2016) studied “Establishing systemic social and emotional learning approaches in schools: a framework for schoolwide implementation” and said that The article highlights the importance of integrating high-quality programming in classroom approaches for social social, as well as emotional learning (SEL), highlighting the requirement for an all-encompassing approach and the CASEL Theory of Action.

(Poulou, 2017) studied “An examination of the relationship among teachers' perceptions of social-emotional learning, teaching efficacy, teacher-student interactions, and students'

behavioural difficulties” and said that the study investigated the relationships between student-teacher relationships, teachers' perceptions of students' emotional intelligence, social and emotional learning capacities, and the efficacy of instruction, as well as students' emotional and behavioural challenges. Teachers' assessments of students' EI and SEL, as well as their interactions with students, were shown to have a strong link with one another. Instructional effectiveness, but not between students' emotional and behavioural issues. The conclusions affect both research and practise.

(Stillman et al., 2018) studied “Strengthening social emotional learning with student, teacher, and schoolwide assessments” and said that This case study explores a school focusing on emotional intelligence using assessment results to create a supportive learning environment and improve students' and community members' EQ. Teachers improved self-awareness and decision-making, while analysing student and adult competencies, classroom practices, and school methods using a three-part benchmarks framework.

(Yang, 2021) studied “Online Teaching Self-Efficacy, Social–Emotional Learning (SEL) Competencies, and Compassion Fatigue Among Educators During the COVID-19 Pandemic” and said that the study looked at how COVID-19 affected the self-efficacy and social and emotional learning of online teachers. Abilities, finding that experienced instructors and White ancestors were more susceptible to compassion fatigue. To prevent this issue, online teaching must promote self-efficacy.

(Zheng et al., 2022) studied “Social media on blended learning: the effect of rapport and motivation” and said that Chinese students who become friends with their teachers on social media are included in this study to compare blended learning. According to the findings, effective and cognitive learning are superior than face-to-face instruction. Superior mediating effects and a strong link between academic self-concept and cognitive learning can be found. The grade point average showed no real differences.

### **Methodology:**

A self-administered questionnaire is developed and used for collecting data from various demographics to obtain the best diverse opinions of the people. The area of the study was limited to Delhi NCR. The sample size for the data is 100 respondents.

## Analysis and Discussion:

### Demographic data:

Socio-Economic Characteristics	No. of		
	Respondents	Percentage	
Gender	Male	63	63
	Female	37	37
Age	Below 10 Years	18	18
	10 - 13 Years	34	34
	14 - 17 Years	29	29
	Above 17 Years	19	19
Locality	Rural	27	27
	Urban	73	73

The data shows that 63% of the respondents are male, and 37% are female. The age distribution reveals that the largest group consists of respondents aged 10 to 13 years (34%), followed by 14 to 17 years (29%), below 10 years (18%), and above 17 years (19%). Additionally, 73% of the respondents are from urban areas, while 27% are from rural areas.

### Regression Analysis:

The provided data represents the results of a statistical analysis, likely conducted through regression analysis, examining the relationship between Teacher-Student Relationships and two predictor variables: Emotional Learning and Social Learning. The model's performance is summarized through several key metrics.

Model Synopsis				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.791 <sup>a</sup>	.625	.618	.85493
a. Predictors: (Constant), Emotional Learning, Social Learning				
b. Dependent Variable: Teacher-Student Relationships				

The “R Square value of 0.625 indicates that approximately 62.5% of the variability in Teacher-Student Relationships can be explained” by the two predictor variables, Emotional Learning and Social Learning.

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	117.126	2	58.563	80.123	.000 <sup>b</sup>
	Residual	70.167	96	.731		
	Total	187.293	98			
a. Dependent Variable: Teacher-Student Relationships						
b. Predictors: (Constant), Emotional Learning, Social Learning						

The ANOVA table shows the sources of variation in the data. The Regression line accounts for 117.126 units of variation with 2 degrees of freedom, while the Residuals (unexplained variation) amount to 70.167 units of variation with 96 degrees of freedom. “The F-statistic of 80.123 and its associated p-value of 0.000 suggest that the model is statistically significant, meaning” the predictor variables are likely contributing to predicting Teacher-Student Relationships significantly.

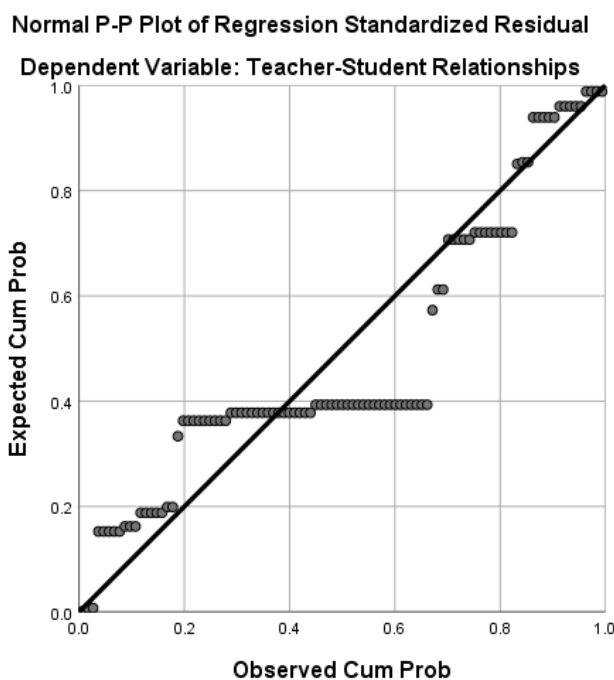
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.198	.216		.917	.362
	Social Learning	.423	.059	.449	7.115	.000
	Emotional Learning	.611	.065	.594	9.414	.000
a. Dependent Variable: Teacher-Student Relationships						

The Coefficients table provides information about how much each predictor variable contributes to the outcome. The Unstandardized Coefficients (B) indicate that for each unit increase in Emotional Learning, Teacher-Student Relationships tend to increase by 0.611 units, and for each unit increase in Social Learning, Teacher-Student Relationships tend to increase by 0.423 units.

Residuals Statistics					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.2316	5.3681	2.6869	1.09323	99
Residual	-2.75687	1.93482	.00000	.84616	99
Std. Predicted Value	-1.331	2.453	.000	1.000	99
Std. Residual	-3.225	2.263	.000	.990	99

a. Dependent Variable: Teacher-Student Relationships

The Residuals Statistics table shows information about the residuals (the differences between actual and predicted values). The Mean of the Residuals is approximately 0, which indicates that the model is well-calibrated.



In conclusion, the analysis suggests that Emotional Learning and Social Learning are both important predictors of Teacher-Student Relationships. The model appears to be a good fit, explaining about 62.5% of the variability in the data, and the coefficients indicate that both Emotional Learning and Social Learning have a positive impact on improving the quality of Teacher-Student Relationships. However, further analysis and interpretation of the context and data collection process would be needed to draw more robust conclusions.



## **Discussion:**

**Comparison of Social Learning and Emotional Learning Effects:** The comparison of the consequences and emotional development dynamics between teachers and students are shown some key insights. While both approaches contribute to positive teacher-student connections, they operate through different mechanisms and have distinct impacts. Social learning primarily focuses on the social interactions and collaborative learning experiences among students. It emphasizes the importance of peer interactions, group work, and cooperative activities. By engaging in such activities, students develop essential social skills and improve communication, teamwork, and empathy. These skills foster a sense of belonging and community, leading to stronger teacher-student relationships. Social learning also promotes active student engagement and participation in the learning process. On the other hand, the main goals of emotional learning are to increase students' emotional intelligence and self-awareness. It gives giving students the skills and knowledge they need to understand, regulate, and recognise their own emotions as well as sympathise with those of others. The classroom setting is made safe and supportive by emotional learning, which gives children a sense of being respected, appreciated, and understood. By encouraging trust, transparency, and empathy, this setting facilitates fruitful teacher-student interactions.

## **Implications for Effective Educational Practices:**

1. The results of this study have significant ramifications for good instructional strategies. Educators can incorporate both social learning and emotional learning strategies to cultivate positive teacher-student relationships and enhance overall educational outcomes.
2. Educators can design activities that promote peer interactions, group work, and cooperative learning. These activities facilitate student collaboration and engagement, leading to stronger teacher-student relationships.
3. Educators can integrate emotional learning activities into the curriculum to enhance students' emotional intelligence and self-awareness. This can be achieved through exercises that promote reflection, empathy, and emotional regulation.
4. Educators can establish a classroom environment that values inclusivity, respect, and open communication. This can involve creating a safe space for students to express their emotions, providing support and understanding, and promoting a sense of belonging.

5. Educators can benefit from professional development programs that focus on building their skills in implementing social learning and emotional learning strategies. This equips teachers with the necessary tools and knowledge to create a conducive learning environment that supports positive teacher-student relationships.

### **Recommendations for Teachers and Schools:**

1. Incorporate cooperative learning activities: Teachers can design lessons that promote collaboration, group work, and peer learning. This encourages students to work together, share ideas, and develop teamwork skills, strengthening their relationships with both their peers and teachers.
2. Bring classroom integration of social and emotional learning can adopt a comprehensive approach that incorporates social-emotional learning across subjects and grade levels. This ensures that students have opportunities to develop emotional intelligence, self-awareness, and empathy, contributing to positive teacher-student relationships.
3. Provide support for teachers' professional growth: Schools should provide educators with opportunity to expand their expertise in social and emotional learning pedagogy via professional development programmes. Teachers may build and sustain strong connections with their students with the help of this assistance.
4. Foster a positive school climate: Schools can create a supportive learning environment where all students are valued and where kindness, empathy, and teamwork are emphasised. Improving the quality of the connections between instructors and their pupils requires the adoption of policies and practises that foster such an environment.

### **Conclusion:**

In conclusion, “this study looked at the effects of social and emotional development within the framework of good educational practises on teacher-student relationships. The results highlight the importance of both strategies in developing a pleasant and encouraging teacher-student relationship. Social learning strengthens teacher-student relationships by encouraging communication, teamwork, and empathy among students through its focus on collaboration and peer interactions. Increased student involvement and active participation in the learning process result from the promotion of a feeling of community and shared responsibility. By emphasising the growth of students' emotional intelligence and self-awareness, emotional learning, on the other hand, supports healthy teacher-student interactions. It establishes a

secure and encouraging learning atmosphere in the classroom where children are respected, valued, and understood. The relationship between teachers and students is strengthened through emotional learning because it promotes open communication, mutual trust, and empathy. These findings have significant ramifications for good instructional strategies” To promote strong teacher-student connections, educators can integrate both social learning and emotional learning practises into their teaching methods. Practical advice for educators and schools includes developing a supportive classroom climate, prioritising the development of emotional intelligence, and creating chances for collaborative learning.

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