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LEARNING PATTERNS AND SOCIAL-EMOTIONAL LEARNING OF BALKAN STUDENTS IN SECONDARY EDUCATION

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non scholæ sed vitæ discimus

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Mësohuni të ndizni zjarr kudo që ndodhi,
Në rrugët e shkurtra a ne shtigjet e gjata;
E di se nga kjo punë e vogël nuk lodhi,
C'kërkon një zjarr?- një shkrepëse e pak dru të thata.
Dhe mos e quani arkaik e vjetersirë zjarrin,
Zbuluesi i zjarrit ishte kaq modern një ditë,
Sa nga zilia punën, emrin dhe varrin
ia vodhën perënditë.

— Dritëro Agolli

Education is not preparation for life; education is life itself.

— John Dewey

to my mother Naile Ahmedi &

my father Fekri Ahmedi

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AD – Application Directed

CASEL – Collaborative for Academic, Social, and Emotional Learning

CQ – Cultural Intelligence

EI – Emotional Intelligence

EQ – Emotional Intelligence Quotient

ILP – Inventory of Learning Patterns

ILS – Inventory of Learning Styles

LP – Learning Patterns

MD – Meaning Directed

RD – Reproduction Directed

SEL – Social and Emotional Learning

SI – Social Intelligence

UD – Undirected

Abstract

In the present study, components related to learning patterns and social-emotional learning are measured in a sample of adolescents from the Balkan Peninsula, a post-Yugoslav region that for decades has been governed by economic distress, post-war turmoil, ethnic intolerance and emotional illiteracy. In order to understand the relationship between these two constructs, high school students from Albania, North Macedonia and Kosovo (N = 240) completed surveys designed to measure learning patterns and social-emotional competencies. Participants responded to a modified version of Vermunt's Inventory of Learning Styles (ILS) and Panorama's SEL Measures survey. The results show that the responses of high school students in the Balkan peninsula are organized in a three-pattern structure: the first factor is a saturation of the components of the MD and AD patterns; the second factor groups the components of the RD and UD patterns. The third factor is the so-called *passive* pattern and the result of the combination of several beliefs (conceptions and learning orientations). Moreover, the results suggest that there is an overt connection between learning patterns and social and emotional learning and its interpersonal and intrapersonal competencies. The connection between learning patterns and social-emotional learning seems to be relevant for improving future learning strategies and the development of healthier relationships. Moreover, the results suggest that Educational Psychology researchers and educators must understand and work together in the design of learning and teaching models that go beyond the acquisition of knowledge and skills.

Resumen

En el presente estudio, los componentes relacionados con los patrones de aprendizaje y el aprendizaje socioemocional se miden en una muestra de adolescentes de la península de los Balcanes, una región post-yugoslava que durante décadas ha sido gobernada por dificultades económicas, turbulencias de posguerra, intolerancia étnica y analfabetismo emocional. Para comprender la relación entre estos dos constructos, un total de 240 estudiantes de Albania, Macedonia del Norte y Kosovo completan sendos cuestionarios para la identificación de los patrones de aprendizaje y la caracterización del aprendizaje socioemocional. Los estudiantes responden a una versión modificada del Inventario de Patrones de Aprendizaje (ILS) y al cuestionario Panorama sobre aprendizaje socioemocional. Los resultados muestran que las respuestas de los estudiantes de secundaria, en la península balcánica, se organizan en una estructura de tres patrones: el primer factor agrupa los componentes de los patrones MD y AD; el segundo factor agrupa los componentes de los patrones RD y UD. Un tercer patrón denominado *pasivo* es el resultado de la combinación de varias creencias (concepciones y orientaciones de aprendizaje). Además, los resultados sugieren que existe una estrecha conexión entre los patrones de aprendizaje y la caracterización socioemocional de los estudiantes. En suma, la conexión entre los patrones de aprendizaje y el aprendizaje socioemocional parece ser relevante para la mejora futura de las estrategias de aprendizaje y el desarrollo de relaciones sociales más saludables. Los resultados sugieren que los investigadores en el área de la psicología de la educación y educadores deben trabajar unidos en la comprensión y el

diseño de modelos de aprendizaje y de enseñanza que vayan más allá de la adquisición de conocimientos y habilidades.

Palabras clave: patrones de aprendizaje; aprendizaje socioemocional; diferencias culturales; península balcánica.

Abstrakt

Në studimin e tanishëm, komponentët që lidhen me modelet e të mësuarit dhe aftësitë shoqërore-emocionale janë matur në një grup adoleshentësh nga Gadishulli Ballkanik, një rajon post-jugosllav që ndër dekada është zotëruar nga shqetësimet ekonomike, trazirat e pasluftës, intoleranca etnike dhe analfabetizmi emocional. Për të kuptuar marrëdhënien midis këtyre dy konstrukteve, nxënës të shkollave të mesme nga Shqipëria, Maqedonia e Veriut dhe Kosova (N = 240) plotësuan anketa të dizajnuara për të matur modelet e të nxënit dhe kompetencat shoqërore-emocionale. Pjesëmarrësit iu përgjigjën një versioni të modifikuar të Inventarit të Stileve të Mësimit (ILS) nga Vermunt dhe anketës së Masave SEL nga Panorama Education. Rezultatet tregojnë se përgjigjet e nxënësve të shkollave të mesme në Gadishullin Ballkanik janë të organizuara në një strukturë të trefishtë: faktori i parë është një saturim i komponentëve të modeleve MD dhe AD; faktori i dytë grupon komponentët e modeleve RD dhe UD. Faktori i tretë është i ashtuquajturi model *pasiv* dhe rezultat i kombinimit të disa koncepteve dhe orientimeve mësimore. Për më tepër, rezultatet sugjerojnë se ekziston një lidhje e hapur midis modeleve të të mësuarit dhe të mësuarit shoqëror-emocional dhe kompetencave të tij ndërpersonale dhe personale. Lidhja midis modeleve të të mësuarit dhe të mësuarit shoqëror-emocional duket se është e rëndësishme për përmirësimin e strategjive të ardhshme të të mësuarit dhe zhvillimin e marrëdhënieve më të shëndetshme. Për më tepër, rezultatet sugjerojnë se studiuesit dhe edukatorët e Psikologjisë Arsimore duhet të kuptojnë dhe të punojnë së bashku në hartimin e modeleve të të nxënit dhe të mësimdhënies që shkojnë përtej përvetësimit të njohurive dhe aftësive.

Fjalët kyçe: modele të të nxënit; të nxënit shoqëror-emocional; dallime ndër-

kulturore; rajoni i Ballkanit

I: INTRODUCTION

Chapter 1:

Introduction

One ought to hold on to one's heart; for if one lets it go,

one soon loses control of the head too.

— Friedrich Nietzsche

1.1. General introduction

The obstacles and issues that today's educators and students encounter is intimidating, as young people search for a sense of self and personal identity (Liljeholm et al., 2022). Social-emotional development along with sociocultural and environmental influences and experiences are closely intertwined and crucial to the way a person thinks and feels about themselves and others (Malti & Noam, 2016). Successful schools should prepare students not only to pass exams; but to pass the exam of life itself, through meaningful learning built around student well-being and a focus on a passion-based and strengths-based approach (Zimmerman, 2013).

Many young children experience a turning point in their lives throughout high school as they manage the mental, emotional, and hormonal changes that have an impact on both their personal and academic well-being (Fuchs, 2018). The attention a teacher pays to balancing the social and emotional components of learning may act as a catalyst and significantly impact students. However, the use of social-emotional learning (SEL) as a management and engagement strategy in the classroom is still in its infancy. Additionally, little research has been done explicitly on SEL in high school

adolescents who are being brought up in vulnerable environments scarred by violence, as was the case of the Balkan countries chosen for this study. Therefore, in the present study, it is envisioned that by conducting a thorough analysis of the advantages of SEL and its relation to learning patterns through the high school-specific lens, a renewed route to social-emotional learning and adolescent well-being in violence-affected settings, would be discovered and exploited. Nowadays violence comes in different shapes, within the educational system, bullying, social disengagement, mental health issues, and anxiety are on the rise (Van Noorden et al., 2015). Since adolescents spend the majority of their day at the school, it is crucial that educators and administrators are aware of their influence and are prepared to fulfil their requirements (Gueldner & Feuerborn, 2015). Many subject instructors are constrained by the frameworks of standardized testing; as a result, they are reluctant to integrate social-emotional learning (SEL) into classroom structures, partly because they lack the necessary resources and partly because they believe they may not have the time. Therefore, teachers ought to understand how to use SEL concepts, tactics, and strategies as well as the long-term impacts of social-emotional learning (Merrell, 2009).

Federico García Lorca once said, in his well-known lecture on *La imagen poética de don Luis de Góngora*, delivered in 1926 "a poet must be a professor of the five senses and must open doors of communication among them" (1926). By following his footsteps, we will perhaps be able to adapt to our purpose the guideline he suggests with a small alteration, by replacing "poet" with "educator, scholar, teacher, mentor, tutor". In a few words he said it all, enough at least for us, the scholars and educators, finding ourselves in his poet's disposition, to try and appreciate how, four

centuries later, this humble advice still vibrates, and finds us building bridges of communication among social-emotional domains and learning patterns.

Because it confers a certain level of personal power on those who dedicate themselves to developing their emotions, the topic of emotional education has drawn the interest of many experts from the most diverse fields of knowledge. As stated by Steiner, anyone who has undergone emotional education is aware that emotions can give people power, and the secret to personal strength relies on emotional intelligence because emotions on their own are strong (Steiner, 2003).

Researchers are discovering that social–emotional skills and academic success are inextricably connected, and that unified, coordinated education in both areas improves students' ability to thrive not only in school but in life (Elias & Arnold, 2006). Numerous correlational and longitudinal studies have shown that improving students' psychosocial adjustment and their attitudes, academic performance, and behavioural outcomes are all influenced by the development of their social-emotional competences (Weissberg et al., 2015).

A meta-analysis by Durlak et al. (2011) of 213 school-based initiatives involving over 270,000 children who took part in evidence-based SEL programs revealed an improvement in academic success of 11 percent when compared to students who did not take part in SEL programs. These evaluations revealed that children who engaged in SEL programs had improved classroom conduct, an increased capacity to handle stress and despair, and had adopted a positive approach about themselves, others, and school (Durlak et al., 2011; Payton et al., 2008). Thus, the present study shall focus on social-emotional learning (SEL) as an ongoing process of skills acquisition and mastery, involving emotions, perception and cognition, the relationship between

social-emotional competencies and learning patterns based on Vermunt's model, as well as the relation of social-emotional well-being and overall success in school and life.

Emotions have remained a constant challenge for humans ever since we developed the capacity to reflect on our own lives (Boddice, 2017). Concerns about studying emotions is not new, the need to understand emotions first emerged in the 19th century, namely with the work of Darwin and Freud (Zins & Elias, 2006). Other intellectuals have contributed to the historical development of mankind with their views on emotions, causing reason to occasionally take precedence over emotion. But in light of recent advancements in our understanding of human behaviour, this dichotomy is gradually being overshadowed. Along with psychology's historical advancement as a science, cognition also advances.

The Greek philosophers Socrates (470-395 B.C.), Plato (427-347 B.C.), and Aristotle (384-322 B.C.), as well as the French philosopher René Descartes (1596-1650), made significant contributions to the understanding of emotions, as did modern American psychologists William James (1842-1910), John Dewey (1859-1952), and James Cattel (1860-1944). These contributions led to the arrangement of factors that shape psychological schools, including structuralism, functionalism, behaviourism, gestaltism, psychoanalysis, and humanism. The first two are no longer in use, however, they laid the foundation for behaviourism, which is still in use today, in a significant way (Plamper, 2015). New research is currently looking at emotional processes in academic settings since earlier studies mostly focused on the emotional state of work-related stress and strain (Becker et al., 2014).

People and organizations must adjust to the ongoing changes in the contexts in which they work in today's world. One of the main goals of individuals who interact with people, who work in education, and thus live in a community is to understand emotions, which are one of the manifestations of human behaviour. And to understand emotions, according to Steiner, one has to cultivate the loving emotion which is the basis of emotional literacy:

> Love is at the very centre of emotional literacy. Any emotional intelligence that we may accumulate apart from the loving emotion is like a paint-by-the-numbers canvas that may look good to the casual gaze but is not the real thing. If you begin by giving and taking strokes you will open up your heart and access the only lasting basis for an emotionally literate life. (2003, p.168).

In order to counterbalance intellectual thought, the social-emotional aspects of human behaviour have grown in importance and have become more pertinent. Emotional intelligence is regarded as one of the core elements of human growth since it facilitates interpersonal interactions (Baldwin et al., 2017). In this way, the present study considers social-emotional learning (SEL) and learning patterns while attempting to comprehend the connection between instructional practice and social-emotional competency. In doing so, it highlights the need of fostering emotional competencies for both teaching and learning, demonstrating the necessity for educators to nurture their social-emotional skills in order to more effectively direct their students' academic progress. Students must similarly understand and improve their social-emotional skills in order to lead a healthy personal and academic life (Barry et al., 2017).

Accordingly, the key priority of social-emotional learning is to untangle the manner in which a combination of behaviours, cognitions, and emotions maximizes students' personal and academic achievement, the latter being a mutual target of many educational researchers (Abbey et al., 1985). As a result, there has been a growing need to develop increasingly more sophisticated models in order to understand the complexities of students' learning patterns. Therefore, it is relevant to introduce learning patterns based on Vermunt's model (ILS) as a significant cornerstone in this study.

Having established the importance of life skills, psychosocial development and well-being, it is crucial to elaborate and clarify the nexus between social-emotional learning with its domains and learning patterns, given that they share a common goal, that of significant transformation of the approaches to learning processes based on learning orientations and learning conceptions as well as personal and contextual influences. The concept of learning patterns examined in combination with social-emotional learning has another strength: it comprises a set of components that encompass elements of a conceptual, motivational, metacognitive and strategic nature, which gives this study a complexity rarely seen or investigated.

In the past two decades, research on educational outcomes has demonstrated the importance of positive social behaviours in encouraging academic achievement (Greenberg et al., 2003). It is essential to note that the constituents of SEL do not exist independently, but rather build off of the strengths and weaknesses of one another (Leerkers et al., 2008). Relational processes—bidirectional interactions between students, including reciprocally created interactions and subjective interpretations of those interactions—also operate dynamically to link SEL qualities, particularly

relationship skills and self/social awareness, to academic accomplishment. Prosocial interactions, for instance, can enhance mood, which improves learning, and vice versa (Bierman et al., 2009; Izard et al., 2001). Positive relationships with teachers and peers promote the development of linguistic, cognitive, and social information processing skills. As a result, the learning patterns model also consists of dynamic bidirectional components which depend on personal and contextual factors. Appropriately, educators, parents, students, and other members of the educational community believe that today's school has to teach beyond basic skills (reading, writing, counting) in order to deepen students' social-emotional competence, character, health, and civic engagement (Greenberg et al., 2003). Moreover, it seems that learning components that make a pattern - strategies, beliefs, and motivations - form an outstanding diversity of actions, postures, and attitudes, which shows that learning patterns are so varied and complex that they can be used to characterize individuals, certain cultures and student populations. Since the meaning-directed pattern (MD) and SEL competencies have been connected to academic achievement, and they are both malleable and compliant, improving social-emotional skills could result in improving the meaning-directed pattern, thus, enhancing academic success.

1.2.   Preparing learners for the 21st Century

The past decade has brought increased alienation among young people who struggle with questions of purpose as a developmental challenge (Ragelienė, 2016). Consequently, the refinement of moral excellence, passion, character, and other non-cognitive ends have received more attention by educators all over the world. However,

the educational system in the Balkans has not experienced many modifications (Zmas, 2012). One of the most significant challenges that educators face is to be tolerant and perceptive enough to recognize learning differences among their students. The notion that all students' cognitive skills are identical, leads to an arrogant sanctioning and discrediting of the different learning patterns adopted by each student (Respondek, Seufert, & Nett, 2019).

A number of cross-cultural, cross-sectional and longitudinal studies have focused on variations in students' learning patterns and approaches in different parts of the world using Vermunt's model of learning patterns (Martínez- Fernández & Vermunt, 2015; Rocha & Ventura, 2011; Vázquez, 2009). However, the question is to what extent studies exist which can identify the learning patterns of other students alongside those from Europe, Asia, South America etc. Thus, the current study aims to examine the learning patterns of students from three Western Balkan countries, respectively, Albania, Kosovo and North Macedonia and whether they face similar challenges in coping with learning, in order to enhance the current understanding of the consistency and variability of learning patterns across cultures. Moreover, it aims to analyse the relationship between learning patterns and social-emotional learning competencies in a sample of secondary education students.

Previous research provides rich evidence about the foundational role of social-emotional learning (SEL) in forming positive relationships in schools and academic achievement (Elias, 1997). As Chomsky (2002) maintained, most problems of teaching are not problems of growth but helping cultivate growth. Moreover, the quality of mental processes is the measure of educative growth, not the production of correct answers, and only when creative inquiry is given more importance than passing of

tests will the educational world undergo a kind of a revolution (Chomsky, 2000). Therefore, it is difficult to ignore the role and significance of socio-emotional interaction in the educational context. Furthermore, the study of emotions and socio-emotional interactions in the classroom can provide a deeper and more sophisticated understanding of the teaching and learning processes, personal and professional development as well as the problems that may arise, in order to improve the educational practice and work of teachers (Schutz et al., 2006).

Moreover, Vermunt's model of regulation of constructive learning processes tested the hypothesis that mental learning models and learning orientations predict processing strategies, mainly indirectly, through regulation strategies (Vermunt, 1998, p. 153). Nevertheless, the wide-ranging features of this model will make it possible to come to an understanding of various aspects of international students' learning as a whole. In this respect, a meta-analysis focused exclusively on social-emotional learning (Durlak et al., 2011) concluded that students within the age group of 5 to 18 years old, who had been exposed to social-emotional learning, improved significantly more than control group students, in their social-emotional competencies, perceptions and attitudes about self, others, and school environment, they also displayed pro-social behaviours and better results when dealing with problem solving. Some studies about social-emotional learning variables stated that the advantages also extend to the promotion of academic performance (Payton et al., 2008).

Some authors attribute this beneficial impact to socio-emotional learning factors being part of the most influential factors that impact learning (Wang et al., 1997). According to Klem and Connell (2004) students tend to become more disengaged as they progress from elementary to middle school and high school, and

there are minimal studies analysing the impact of the variables that influence this disengagement. Therefore, identifying a relevant set of factors within learning patterns and social-emotional variables will surely help us to understand more clearly the prevalence, and the change or not, of a certain type of learning pattern, and in addition, investigate its impact on student-related emotional well-being.

Through understanding how social-emotional learning is related to learning patterns with particular reference to the Balkan region, the present study stimulates further discussion on the importance of promoting student wellness, pro-social behaviour and its additive effects on academic performance. Far less research exists, investigating both learning patterns and social-emotional learning and its implications in education. Research suggests that students are rather accurate as to how they perceive their behaviour (Maag & Rutherford, 1986), however, conceptions of learning and learning orientations still remain unclear. Therefore, the social-emotional learning model and its factors related to learning shall help understand and clarify learning patterns components: learning conceptions, learning orientations, processing and regulation strategies in different territories.

1.3. Statement of the problem

There are a few studies that have provided an integrative but separate perspective as to how the various components of learning patterns relate to social-emotional learning. However, there are no studies focusing on the two models as a whole. By addressing social-emotional learning, and learning orientations including personal goals, motives, expectations, attitudes, worries and doubts that students may

encounter during the learning process, the current study will employ a comprehensive perspective towards the learning pattern model along with SEL in order to uncover the extent to which various learning components impact students' learning patterns.

The rationale behind the focal point of the study being high school students is related to the first major academic transition that students are subjected to, such as the transition from elementary to high school. At such times, performance standards rise, and students encounter an abrupt increase in academic challenge and negative feedback. From elementary school to middle school, many students show a sharp decline in motivation and grades. During these transitions, educators must take particular care to encourage optimistic perceptions that can displace the more destructive perceptions students might otherwise have. In order to examine the cross-cultural nature of learning patterns, there is certainly a clear need to continue studying learning patterns in more contexts and populations beyond the first years of higher education.

Firstly, it is evident that countries of the Balkan region have been absent from international research based on Vermunt's models on learning processes, therefore, a cross-cultural comparison regarding learning patterns in this part of the world, is clearly needed.

Secondly, there are no studies addressing the role of social-emotional learning (SEL) in relation with learning patterns and whether this relationship may be able to reshape existent learning patterns in any way. Moreover, social-emotional learning as a concept has not yet made its way in these countries, and interventions that could be used in mapping out areas of a personal and interpersonal nature need to be

introduced and enhanced in order to increase individual effectiveness, self-actualization and general well-being.

Apart from lack of research in the aforementioned region, an important cultural trait that makes it interesting to study this population in comparison with prior studies that have used Vermunt's model is on the one hand, the social identity crafted and reassembled as a result of recent armed conflicts in Kosovo and North Macedonia where educators and parents were directly affected, on the other hand, Albania's dictatorship transition into a democratic state and its struggle towards restructuring. As well as the manner in which both models in the study have been used concurrently to investigate the prevalent learning patterns among these Balkan high school students, emphasizing the variations and similarities in SEL, in a vulnerable setting that has been marked by socio-political issues, low income and armed conflicts, with the interest of contributing to the discussion by approaching the role of the cultural dimension in the description of the different compositions in the configuration of learning patterns.

The promotion of high-quality academic learning also appears to depend heavily on the understanding of learning patterns and the discussion of social-emotional skills, awareness, and growth. It is also crucial for one's own personal and interpersonal improvement. In conclusion, despite the fact that these factors are gaining scientific and practical momentum in many other nations, this field of study has been overlooked in Albania, North Macedonia, and Kosovo, making it difficult for educators to shift and adapt their instruction to new theories on feelings and emotion-based learning, mainly because of the unpredictable nature of emotions (Hawkins, 2017).

1.4. The current study

A comprehensive pursuit for schools is to educate students to be well informed, responsible, socially skilled, healthy, benevolent, and contributing citizens with the ability to see the world as an interconnected community (Garcia, 2011). However, the 21st century is a rapidly developing era in which adolescents encounter social, economic and political changes, which may lead to a variety of complicated values and ethics (Shoshani & Steinmetz, 2014). These values have created opportunities and challenges on students' personal, social-emotional development and their future. Likewise, inadequate psychosocial development can lead to poor mental health and diminished productivity of the youth throughout their lifespan (Guerra-Bustamante et al., 2019).

Since it enhances health and fosters high levels of self-confidence, which enable one to exhibit confidence in achievement as well as one's talents and resourcefulness in any given scenario, emotional well-being is crucial to a person's existence (Mano et al., 2019). A person's capacity for concentration and productivity might be hampered by stress and other types of depressive symptoms. People who are emotionally healthy are better equipped to operate in society and fulfil the demands of daily life. Previous studies have revealed that emotionally healthy people exhibit higher levels of mindfulness and self-compassion as well as lower levels of perceived stress (Galla, 2016). People who are in good emotional health have the tools they need to deal with the pressures of life. Compared to those who are not emotionally well, they bounce back from illness, change, or disaster (Katpar et al., 2017).

Given the function of emotions in the daily life of an individual, it can be presumed that emotions affect the cognitive processes and learning process as a whole, the achievement of students, and their well-being and mental health (Damasio, 2004). Positive emotions related to learning and achievement are crucial for the maintenance and development of student's curiosity, interest and motivation for learning and engaging in academic activities (Frenzel et al., 2009; Hidi & Renninger, 2006). In addition to connecting to ourselves and having experiences that lead to growth, social-emotional learning also serves as a nexus for more fully integrating explorations of personal and academic maturity, self-efficacy, sociability, leadership, family support and general well-being.

Numerous studies in various contexts have been conducted on the idea of emotional intelligence (El). Many of these empirical investigations have placed a strong emphasis on well-being and performance (Swanepoel & Britz, 2017). Emotional intelligence is the capacity to recognize and control one's emotions as well as those of others. Students acquire emotional intelligence, empathy for others, and problem-solving techniques through a process known as SEL (Schonert-Reichl, 2017).

Social-emotional learning (SEL) factors, including positive interactions with teachers, positive representations of self, emotion cognition, emotion regulatory abilities, social skills, and accepted peer status, often predict academic success, even when other relevant variables, such as earlier academic success, are already taken into account (Jones & Bouffard, 2012).

One of the main aims of this study is to provide evidence on how social-emotional learning and learning patterns may improve the educational process, students' well-being in vulnerable contexts, academic performance and encourage

educators to devote more efforts and resources to SEL in order to match their teaching approach to student's learning patterns and emotional needs.

1.5.   Specific research questions

The study shall develop in three significant lines: the learning patterns that dictate high school students' learning processes from three conflict-affected countries (North Macedonia, Albania and Kosovo), social-emotional learning in the abovementioned countries; and lastly, the discussion regarding the relationship between learning patterns and social-emotional learning and the impact they may have on academic performance.

The current study addresses the following research questions:

1. Which learning patterns are dominant in Balkan high school students?

2. What are social-emotional competences of a sample of adolescents in these countries?

3. What is the relationship between learning patterns and social-emotional learning?

4. What is the theoretical contribution of this study to Vermunt's model from a cross-cultural view?

All of the above has led us to carry out this research and has directed us to pose these questions to which we will try to provide answers in the following chapters.

II: THEORETICAL FRAMEWORK

Chapter 2:

Learning Patterns

When I am king they shall not have bread and shelter only, but also teachings out of books,

for a full belly is little worth where the mind is starved.

—Mark Twain

2.1. Defining learning patterns

Over the last decades, a lot of research has been conducted in exploring the ways in which students learn. In this respect, different theoretical models that consider several factors in a combined view of analysis. There is considerable evidence that students have a distinctive way of learning, sometimes referred to as learning approach (Biggs 1988), learning style (Evans et al., 2010) or learning pattern (Vermunt and Vermetten 2004).

The way in which students conceptualize learning, the motivations that are triggered towards it, the manner in which they are regulated and the processing strategies, determine a learning pattern. Findings show that cross-cultural differences in learning environments give rise to cross-cultural differences in students' learning patterns. The study explores how students' learning patterns relate to their learning experiences in different cultural contexts. Marambe et al. (2012) attributed Sri Lankan students' undirected learning patterns to the country's paternalistic culture; interviews

with Sri Lankan students revealed that almost 40% did not choose their fields of study by themselves, but rather accepted the choice of their parents or teachers, who have authority in their culture. In this way, cultural features as well as educational systems contribute to cross-cultural differences in learning patterns. Moreover, this chapter aims to summarize how, from a combined view of the four components (learning conceptions, learning orientations/motivations, processing strategies and regulation strategies), Vermunt (1998) defined the learning patterns.

2.2. Learning patterns and its components

The learning pattern model put forward by Vermunt and Donche (2017) has been chosen for the current study due to its comprehensiveness, which will help to investigate various aspects of student learning. The authors have defined the learning pattern as a *coherent whole* of learning activities that learners usually employ, their beliefs about learning and their learning motivation. It is a coordinating concept, in which the relationships between cognitive, affective, and regulative learning are united (Vermunt & Donche, 2017, p.270).

Furthermore, Vermunt (2005) defined a *pattern* as a concept which combines individual factors such as individual beliefs, motivation and the way of regulation with the learning activities used and the relationship between these elements. The aim of any research carried out in this domain is to increase learners' capacity for meta-cognitive control of their learning process by increasing awareness on how they learn, enabling them to monitor and select learning approaches that work best for them in different learning contexts. Meanwhile, recent research (Marambe et al., 2012;

Vermunt & Donche, 2017) based on Vermunt's (1998) theoretical-instrumental model have discovered some patterns that are the outcome of a combination of learning concepts (passive-idealistic) or motivations (passive-motivational). Similarly, patterns based just on actions have been identified (García-Ravidá, 2017; Vega-Martínez, 2022; Villar-López, 2013).

It is also evident, that students spontaneously make use of specific combinations of learning activities for instance, the factors identified by Vermunt (Vermunt, 1987, 1996, 1998, 2005; Vermetten et al., 1999). To clarify, in this study the term *pattern* has been applied, since the disadvantage of the term *style* is that it is often associated with an unalterable trait of students, embedded in their character (Entwistle, 2001; Entwistle & McCune, 2004).

Vanthournout et al. (2014) stated that there are differences and similarities between learning patterns and approaches to learning. Compared to related concepts, a learning pattern represents a more holistic notion, therefore this study aims to analyse students' learning patterns, simultaneously with social-emotional learning, in a comprehensive model.

In order to identify learning patterns, Vermunt's Inventory of Learning Styles (ILS) was developed, as a compatible instrument to detect relationships between the different components of the learning pattern model. The inventory allows the learner to acquire a better understanding of their own learning style and how they view their own progress. It also offers a vocabulary for discussing learning and the learning process, allowing learners and educators to communicate about how to create the most effective learning environment for everyone involved. Four main areas of learning components were integrated in order to achieve a multidimensional

diagnostic instrument on student learning; specifically, cognitive processing strategies, affective activities, learning conceptions, and regulation activities, where four main areas of learning processes were tested in a model of regulation of constructive learning processes (Vermunt, 1998). Furthermore, Vermunt refined the areas that influenced the learning patterns adopted by students and reorganized them into four domains of learning which he reported in Vermunt (1998). Based on the research carried out from 1970 to 1996, Jan Vermunt (1996, 1998) proposed in an innovative and refined way, the combined and integrated study of learning conceptions, motivational orientations and regulation and processing strategies. In this regard, Vermunt considered the following components:

Cognitive processing strategies, which include activities that are used to process information leading to certain learning outcomes.

Metacognitive regulation strategies as fundamental strategies in order to supervise, plan, control and evaluate the learning processes.

L*earning conceptions* as the concepts or mental models that the student has, with regard to their learning processes.

Learning orientations such as personal goals, motives, intentions, expectations, doubts, etc. that students experience during their studies.

2.3.   Cognitive processing strategies

These are activities that students use to process study materials and turn them into knowledge or skills. Representative instances may include looking for relations between different concepts, selecting relevant information, thinking of examples or

applications and memorizing. From the model of learning patterns, Vermunt (1996) defines these strategies as the activities of cognitive processing that students use to process learning contents.

Deep processing is constructed from two processes; the elaboration and structuring, where the student seeks to establish relationships, construct a link between the new theme and the previous ones, as well as, between subjects. This involves critical processing, in which they verify the accuracy of the reported inferences by various authors, the coherence of the learning achieved (which eventually generates conclusions constructed from the reports) and elaborated interpretations. That is, these students are able to go further in the understanding of the contents, the establishment of relationships and in integrated understanding of the issues addressed in different subjects.

Stepwise processing is configured from two strategies; trial and error, in which a repetitive practice leads to the memorization of learning contents in order to be able to reproduce them in an exam. The second strategy is analysis, through which the student seeks to separate the content, analysing in detail the facts, arguments, concepts and methods of resolution. This strategy is necessary as a preliminary step to the construction of learning in depth but needs the activation of critical and reflective thinking.

Concrete processing consists of strategies that prevail in the students who study the concepts that they consider useful in daily life and in their future professional career. More specifically, if the theoretical concepts are not plausible to be translated into practical acts, studying them has no value. In this way, they focus on the practical transfer of the content (Vermunt, 1996).

2.4.   Regulation strategies

Regulation strategies can be understood as the mediating component that handle learning actions. This construction can be generated by the student himself or externally stimulated by the teachers, classmates, etc. These strategies can be considered as the most dynamic aspect of metacognition (Vermunt, 1996); they refer to how students evaluate and choose certain didactic actions and not others, in order to control, supervise and review the process and the results of their learning. Vermunt's learning model, suggests two opposing regulation processes (self-regulation and external regulation) and a third that indicates a lack of regulation.

Self-regulation is considered from two points of view. The first refers to self-regulation oriented towards processes and learning outcomes, in which students plan and organize their studying, supervise their actions and evaluate the progress, correct errors and analyse the results. The second focuses on the regulation of learning contents. Thus, students seek to expand and substantiate by means of various sources the content provided by the teacher. However, both viewpoints characterize a student capable of adapting to the diverse demands of the environment.

External regulation is also defined from in two ways, the external regulation of learning processes, in which the student needs and expects that the planning, control and activation of processing strategies is stimulated from others during the learning process. These people can be teachers, tutors, partners or family. The second action focuses on the external regulation of the results, through which the student seeks to measure their learning answering the questions of the texts, the study guides,

proposed exercises, etc; concluding, in this way, that they only dominate the subject when they are able to give a correct answer to these evaluations. Its main characteristic is the difficulty of adapt and regulate their learning processes, depending on the guidance or advice from third parties.

Lack of regulation refers to the situation that determines the kind of regulation that the student activates. In general, there is no clear control and the ability to regulate the learning process is scarce or absent. All this leads to the student not knowing which strategies to access in order to respond to educational demands (Vermunt, 1996).

2.5. Learning conceptions

The conceptions of learning can be thought of as abstract and implicit syntheses of various ways to approach learning, which are organized as mental models (Johnson-Laird, 1983). At the same time, learning conceptions are understood as the epistemological framework that sustains beliefs about how knowledge is conceived and how learning is defined. According to Säljö (1979) learning conceptions affect both how students conceive or define a task (epistemological-conceptual level) and what actions they perform for its execution (behavioural-procedural level). Thus, learning becomes an active relationship between the learner and the task to be learned.

Furthermore, Vermunt (1998) proposes a component in which he initially calls the mental model, and later the conception of learning. Here he refers to beliefs about

the individual as a learner, their learning objectives, the implementation of educational actions, etc. This component includes five categories:

Knowledge construction: where the student considers that learning means the establishment of relations between the contents, expanding the material provided by the teacher, assigning a critical and reflective meaning to their learning.

Increase in knowledge: when this conception predominates, the learning is conceived passively, and its definition of learning is based on the accumulation of knowledge through retention.

Education as a stimulus: this conception is based on the belief that the teacher must motivate, inspire and drive students' learning processes; encouraging them to compare theories, reflect and criticize the contents.

Use of knowledge: this conception appears when the student believes that learning is acquiring information that will serve him in the future or in his daily life, the rest is considered unnecessary or an unsuccessful effort.

Cooperative learning: this belief about learning focuses on a conception based on the fact that knowledge is obtained from working together with peers; without them, the students would not achieve the educational goals, since the group is responsible for solving doubts and directing the constructive actions (Vermunt, 1998).

2.6.   Learning orientations

This component of learning patterns emphasizes the role of study motives or learning orientations to regulate and process information. The motivational orientations

activate an emotional state capable of affecting learning processes in different ways which may be neutral, positive, and /or negative (Alonso-Tapia, 2005; Vermunt, 1996). From the model proposed by Vermunt (1998), motivational orientations refer to the scope of personal objectives, motivations, expectations, attitudes, doubts that students may present when faced with certain educational events. The author groups them as follows:

Personal interest: define students who assume learning as a process enriching and personal growth in itself. They are motivated by personal interest.

Certificate oriented: characterizes students focused on obtaining a degree through means of passing exams, regardless of the quality of the apprenticeships achieved.

Self-evaluation oriented: this orientation is based on the student's need to demonstrate to himself/herself and to others that he/she is able to pass the exams and face the difficulties and challenges posed by higher education. This type of learning is encouraged by performance goals and it may prompt social comparisons of one's work with others which determines progress. Such comparisons may cause students who struggle to have negative self-evaluations of their abilities, which may deter motivation (Urdan & Mestas, 2006).

Vocation-oriented: frames the motivation of students who choose a career that they like and that they hope will provide them with the knowledge and skills needed to develop their future professional career and job placement.

Ambivalent: the main characteristic of this orientation is doubt. Students are not confident regarding their study capacities, they have doubts whether it is worth

the effort to complete tasks demanded of them, or they may come to believe that higher education is too demanding for them (Vermunt, 1998).

2.7.   Research on learning patterns

Initially, Vermunt (1996) looked into a group of 34 first-year students at an Open University in the Netherlands from the Cultural Sciences, Foundation Law and Natural Sciences. He identified four qualitatively distinct learning patterns using different semi-structure interviews that at the time of the study were still referred to as learning *styles*. But after Vermunt (2005) only the term *pattern* was used because it was understood that its configurations are changeable and adaptable according to certain personal and contextual factors. Moreover, Vermunt (2005) explains that these configurations are rather contextual, which differentiates them from more stable models rooted in certain biological mechanisms such as the tradition of learning styles. The patterns differed in five areas: the way in which students cognitively processed learning content, the way in which students prefer their learning to be regulated (self-regulated or externally regulated), the affective processes that occur during studying, the students' mental models of learning (or conceptions of learning) and their learning orientations (or motives). Vermunt (1996) noted that each student in his sample showed one of the four learning styles as dominant, although some possessed features of other patterns.

The learning patterns that were originally identified were four: *reproduction-directed learning;* learner's main goal is to pass their tests and assignments based on a learning conception focused on intake of knowledge, and usually through

memorization processing strategies and gradual analysis, rarely looking for certain meaning within the context. Similarly, their learning is regulated by various external factors (e.g., teacher, textbook). On the other hand, *meaning-directed learning* represents a deep approach towards learning, which students' learning is defined by an attempt to grasp a thorough knowledge of the specific content and implement it in different contexts. This type of learner uses higher-order cognitive abilities combined with intrinsic motivation to grasp academic subject, collaborate, and think critically and actively about the material being studied, based on a learning conception focused on the construction of knowledge. Student's learning is characterized by an effort to comprehend and their objective is to obtain a profound understanding of the context.

Typically, they accomplish this by critically analysing and organizing the instructional content as a whole. This category of students tends to handle effectively their learning activities on their own and take responsibility for the management of their learning through activation of self-regulation strategies, which they perceive as an independent acquisition of knowledge.

The third pattern identified is called *application directed learning*, and students in which this pattern prevails look for associations between what they are learning and its possible practical use. Their learning can be regulated either by themselves or by other, external agents. Students in this category place substantial value on knowledge that they can use, and they tend to be vocation oriented.

The last learning pattern is *undirected learning;* this pattern is typically noticeable on students who are subjected to some kind of change from one educational level or environment to another. It is usually characterized by a lack of

regulation, undetermined learning orientation, dependence on fellow students and concepts which emphasize stimulation by education or cooperation (Vermunt, 1996).

Therefore, the aim of this study was to discuss Vermunt's model with students from a still rather unexplored socio-cultural context (Balkan countries) hoping to contribute to a better understanding of the teaching and learning processes from a cross-cultural viewpoint. Additionally, Endedijk, Meijer, Vermunt, and Brekelmans (2009) carried out a longitudinal study in order to examine the growth of student teachers' self-regulated learning across a dual learning program. They included 81 student teachers and three measurement instances. The study revealed that student teachers exhibited increased passivity in their regulation throughout the entire program. Additionally, barely a third of the student teachers changed their approach to emphasise autonomous meaning-directed learning, while the others either avoided it or maintained an identical pattern throughout the duration of the study. The presumption is that teacher education programs can significantly contribute to the development of self-regulated learning, creating possibilities for directing student teachers' own education. Moreover, these findings demonstrate that chances for self-directed learning could be beneficial, but it is not always a sufficient environment for conceptions of student teachers to emerge, so that they can develop their own self-regulation and in turn become independent lifelong learners.

2.8. Learning patterns in Northern and Western European countries

The following section will discuss previous studies that have examined international students' learning patterns and how they are related to the study. As it has already

been established in the previous chapters, significant research regarding learning patterns emerged in the Netherlands with the substantial contribution of Jan D. Vermunt. Therefore, this chapter summarizes the following research in which Vermunt (1998) presented the theoretical model of learning patterns from a larger scale including 1,512 university students.

The results reported the four learning patterns already mentioned: 1) meaning-directed (MD); 2) application directed (AD); 3) reproduction-directed (RD); 4) undirected (UD). Vermunt's integrated model of learning was very influential within the higher education community in the Netherlands when it was published, and many studies followed and verified that the four distinct learning patterns could be clearly identified (e.g., Prins, Busato, Hamaker & Visser, 1996; Prins, Busato, Elshout, & Hamaker, 1997, quoted in Busato, Prins, Elshout & Hamker, 1998).

Busato et al. (1998) carried out an independent study to examine the development of learning patterns using the ILS, combining two research methods. One was a cross-sectional design involving student participants from the first to the fifth-year psychology course at the University of Amsterdam. They found no systematic relationships between the year of study and learning patterns, and contrary to their expectations, meaning directed and application directed learning pattern scores were not higher in later years, nor were the undirected and reproduction learning style scores lower in the later years.

For their second design, Busato et al. (1998) carried out a longitudinal study involving a subset of students from the first study who did the ILS twice with an interval of slightly more than 1 year. This time, they found that the means of the *meaning-directed* and *application-directed* learning scores increased over time, while

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the means of the *reproduction-directed* and *undirected* learning pattern scores decreased. This was more in line with what they had anticipated.

Busato et al. (1998), conducted a longitudinal study with a total of 1,600 Dutch students distributed among the first to fifth courses. As a result, they identified the four learning patterns. In turn, they found that meaning directed and application directed patterns increased in the last years, while reproduction directed and undirected remained constant. Veenman, Prins and Verheij (2003) with a sample of 1060 students from the Technical University of Delft in Netherlands, validated the ILS questionnaire in various technical careers demonstrating the structure and reliability of the model: especially in terms of strategies (processing and regulation) finding, in turn, lower or ambiguous scores in the conceptions of learning and motivational orientations.

Vermunt and Minnaert (2003) contrasted the ILS results in first and third quarter students in the social sciences (N=244) in the Netherlands. In the first stage of the study, they identified three learning patterns, meaning directed, reproduction directed and undirected. In turn, they found certain dissonances such as the absence of the pattern directed to the application and the saturation of the orientation towards the certificates in the reproduction directed patterns and undirected. In the third quarter they reported the greatest dissonance when defining, also three patterns. These patterns defined them as directed to meaning (remains constant), passive-idealistic, characterized by a joint saturation of all conceptions; and a third factor resulting from the combination of patterns directed to reproduction and undirected.

On the other hand, from the UK, Boyle, Duffy and Dunleavy (2003) from a sample of 273 university students who answered the ILS, evaluated the possibility of

generalizing the model of four patterns defined by Vermunt. Based on a confirmatory factor analysis, they concluded that this model is a valid instrument to apply in different domains or careers and identify the learning styles that it proposes. At the same time, they highlight the richness of the combination of the four key components that make it possible to identify learning patterns (conceptions and learning orientations, processing and regulation strategies).

Along the same lines, from Belgium, Ferla, Valcke and Schuyten (2008) validated the four components of the ILS in a sample of 473 first-year students of Psychology, Educational Sciences and Social Work. Through a structural analysis, they confirmed that learning conceptions directly influence the regulation strategies and that these determine the processing strategies. In turn, they maintained the theory about the relationship between the constructive conception of learning and deep processing, and between the reproductive conception and the superficial processing.

Donche and Van Petegem (2009) in an investigation with 1,232 students, over the course of the three-year PBL Bachelor's program at the Erasmus School of Law in Rotterdam, through a pre and post-test evaluation identified the four learning patterns. However, in a cluster analysis they defined three classes of groupings in which the patterns show certain nuances. Thus, the first conglomerate is portrayed by the combination of patterns directed to reproduction and undirected; the second is defined by the pattern directed to the meaning; and the third by a flexible pattern, resulting from the combination of meaning directed and application directed patterns. According to their findings, meaning-oriented learning improves with time whereas undirected learning declines. However, certain learning habits are more versatile than others. In a teacher education program's first year, it was discovered that the

formation of learning patterns was relevant to and reliant upon the learning patterns that the students had already acquired (Donche & Van Petegem, 2009).

2.9. Learning patterns in the cross-cultural setting

Vermunt, Bronkhorst and Martínez-Fernández (2014) discussed the study of learning patterns considering studies from various countries and continents around the globe, and present empirical evidence from studies in different cultures using the same research instrument. The results provided significant differences between the nations on the questionnaire's individual scales, but also differences in the mutual relations between the individual dimensions across different cultures, which seem to be explainable in terms of the cultural differences of the individual nations. These results serve as clear evidence that culture not only produces differences in learning results and learning strategies, but also unique compositions of relations between the individual elements of academic learning. Furthermore, Vermunt, Bronkhorst and Martínez-Fernández (2014) argue that research in this domain should go beyond Western countries.

To further understand cultural differences with regard to learning patterns, Vermunt, Bronkhorst and Martínez-Fernández (2014), published a meta-analysis in which they discuss the learning patterns from the report of five research studies in which they analysed the results of 3855 students (1572 from Hong Kong, 888 from Indonesia, 144 from Sri Lanka, 795 from the Netherlands, 102 from Spain, 115 from Colombia, 100 from Mexico and 139 from Venezuela). Through these studies they have identified four fundamental dimensions of learning patterns, providing a great

augmentation to previous research. In relation to the model, the internal consistency of the structure of the ILS inventory was confirmed, however, a factorial analysis varies depending on the origin of the sample (Martínez-Fernández & Vermunt, 2015). As a result, we can see other combinations beyond Vermunt's (1998) original proposal. For instance, it is possible to find a pattern based entirely on learning conceptions such as the passive-idealistic pattern (Marambe et al., 2012) or a pattern that is the outcome of the combined components from different original patterns (such as RD/UD). These configurations seem to be explained by cultural differences or possibly personal differences based on certain domains, age, or academic level. Consequently, a passive-idealistic pattern is found, which is generated from the whole of learning conceptions that are unrelated to strategies; or a passive-motivated pattern, which is formed from the sum of motivational orientations. Similarly, some patterns are only focused on strategies which have been described as active or action-oriented (Martínez-Fernández, 2019).

Regarding the identification of the patterns, the following is reported: 1) The first factor is related to meaning-directed pattern (MD), particularity, students from The Netherlands and Hong Kong show self-regulation strategies, the rest of the samples employ external regulation strategies. 2) In the second factor, with the exception of the Dutch students, the rest of the samples are identified with a passive-idealistic pattern which is essentially constructed from all learning conceptions. 3) The third factor is interpreted as reproduction-directed (RD). 4) The fourth pattern identified was undirected (UD) and it was detected in all samples.

However, the authors emphasize that the sub-scale of lack of regulation, characteristic of the undirected pattern, is reported in the configuration of other

patterns. For example, students from Colombia, Spain, Hong Kong, Mexico and Venezuela associate it with the reproduction-directed pattern; Dutch peers associate it to cooperative and stimulated learning; Indonesians to vocation-oriented guidance; and the students of Sri Lanka, to the personal orientation of learning. In relation to the application-directed pattern of learning, defined in the classic model of Vermunt (1998), the authors only identify it in the sample of Dutch students. Another particular characteristic about the reported findings is that the samples from Colombia, Indonesia, Mexico, Venezuela and Sri Lanka, are characterized by a pattern that is structured from the set of motivational orientation strategies, which has been perceived as a passive-motivational pattern.

Ajisuksmo & Vermunt (1999) found in their Indonesian study a passive-idealistic pattern among their first-year students and proposed that these students could be struggling to find their own conception of learning in a new academic context and they may not have had clear mental models of learning and strong study motives. They also concluded that the education systems in Asian countries have traditionally stressed on grades rather than the learning processes.

Marambe et al. (2012) analysed students' learning patterns in a cross-cultural study in higher education that elaborated and compared the results of using the ILS questionnaire to test students´ learning patterns from Indonesia, Sri Lanka and the Netherlands. Comparing the findings in the Dutch and the Sri Lankan studies the following was found. Significant differences between Sri Lankan and Dutch students showed up on 13 scales. Concerning learning strategies, Sri Lankan students scored lower on critical processing and memorizing, and higher on concrete processing, self-regulation and lack of regulation than Dutch students. In their conceptions of

learning, Sri Lankan students viewed learning more as construction of knowledge, intake of knowledge, use of knowledge, stimulating education and cooperative learning than Dutch students. In their learning orientations, Sri Lankan students reported to be more self-test oriented, vocation-oriented and ambivalent than Dutch students. Between Sri Lankan and Indonesian students, significant differences showed up on 8 of the scales. The mean scale scores between Sri Lankan and the Indonesian students were significantly different for two of the five processing scales.

The Sri Lankan students more often reported the use of relating and structuring strategies, while the Indonesian students reported the use of memorising and rehearsing strategies more often. No difference was found on any of the regulation scales between the two Asian groups. In their learning orientations, Sri Lankan students reported to be less certificate-oriented, self-test-oriented and vocation-oriented than Indonesian students. On the conceptions of learning scales, Indonesian students scored higher on intake of knowledge and use of knowledge; Sri Lankans endorsed stimulating education significantly more.

Both Asian studies did not show a clear, distinct application directed pattern that has been repeatedly reported by a number of Dutch investigations on university students in the first year of their studies, characterised by concrete processing, use of knowledge and a vocational orientation (Vermunt and Vermetten, 2004). Instead, in both Asian groups one of the factors was defined almost exclusively by conceptions of learning and was interpreted as a passive-idealistic learning pattern.

More recently, Vermunt and Donche (2017) based on early conceptualisations of the learning patterns model, combined metacognitive knowledge and beliefs and their self-regulated learning strategies in a more unified theoretical and empirical

framework, bringing together cognitive strategies, regulation strategies, motivation, metacognitive knowledge, and learning conceptions (e.g., Vermunt 1987; Vermunt and Van Rijswijk 1988).

They concluded that learning patterns adopted by students are integrated in a range of personal factors such as personality, academic motivation, goal orientation, attributions of academic success, self-efficacy, effort, epistemological and intelligence beliefs, prior education, age, and gender. This shows that although learning patterns have some stability associated with them, it does not rule out the possibility for change, growth and development. Thus, whether exposure to social and emotional learning may cause an alteration in patterns of learning, and/or learning outcomes, remains to be investigated.

Martínez-Fernández (2019) provided reflections and perspectives of the actual state of learning patterns in Ibero-America through an analysis of the role played by learning environments, previous knowledge, age, gender, and culture to understand the prevalence of some ways to learn and grow. The study of Jan Vermunt's model in Latin America began at the beginning of the 21st century (Alves de Lima et al., 2006). However, it is from the translation and adaptation of Martínez-Fernández et al. (2009) when a greater inquiry about the model in the territory of Ibero-America and the debate around it begins.

In chronological order, the first study is signed by Vázquez (2009), who reports the identification of the four learning patterns (MD, AD, RD and UD) in a sample of 420 first-year engineering students from Buenos Aires (Argentina). In her study, she uses a 100-item version of the ILS and concludes that the AD pattern (conception of learning based on the use of knowledge, vocational orientation and concrete

processing) predominates. However, she highlights the low index on the self-regulation sub-scales.

Regarding academic performance, she finds differentiated relationships depending on the type of subject or specific domain. For example, memorization strategies are significantly positively related to the grade in mathematical analysis, but the opposite is true (significant negative relationship) to the grade in chemistry. The author agrees that students adapt their processing strategies to the teaching style, an assessment that coincides with Vermunt's (1998) statements about greater variability in strategies, not in conceptions or motivations for learning. In any case, the significant positive role of the MD pattern is confirmed and the opposite in the case of RD.

In this line, Martínez-Fernández and García-Ravidá (2012), analyse a sample of 101 students from the master's degree in Teaching in Secondary Education at the University of Granada in Spain. For this, they use the version of the ILS in Spanish by Martínez-Fernández et al. (2009) and a personal data questionnaire that investigates personal and contextual variables. The authors do not replicate the Vermunt patterns and explain it by a possible hypothesis based on cultural reasons, in the territory of Latin America. Thus, a meaning-directed (MD) pattern with external regulation is identified, a *passive* pattern based only on beliefs and motivations, a RD/UD pattern, and the grades orientation sub-scales are isolated.

Regarding the rest of the variables analysed, the highest score of women in the passive pattern stands out, and that the older the age, the higher the score on the reproductive pattern (RD) sub-scales. Finally, a relevant issue is that the authors identify that the effort reported by the students has a significant positive role in their

academic performance; however, they point out that this effort is combined in a differentiated and personalized way with certain indicators of learning patterns.

In line with the need to expand the study of learning patterns in other territories, *New Perspectives on Learning and Instruction* collection by Vermunt et al. (2014) was compiled. In particular, the authors indicate that the growing international exchange of students, teachers and political-administrative officials of higher education systems requires a broad understanding of the ways of learning, and we add: of being and of living, in other contexts. Thus, understanding the different paths of academic success or failure should contribute to improving the processes of adaptation to other learning cultures, but from mutual enrichment, in a tone of inclusion.

In a similar study, Martínez-Fernández, García-Ravidá, & Mumbardó Adams (2019) analyse the relationship between learning patterns, associated factors, and academic performance in 115 Colombian first-year university students. They pose the need to discuss the Vermunt model in other contexts, with an aim to supply evidence toward a more robust, inclusive model. The results show a structure of four learning patterns consisting of different factor combinations according to Vermunt: 1) Meaning-directed with external regulation (MD/er); 2) Passive-Idealistic (PI); 3) Passive-Motivated (PM); and 4) Reproduction-directed with lack of regulation (RD/lr). The relationship between learning patterns and the different factors was not sustained. However, they found an interesting explanation of academic performance from the perspective of self-regulation and external regulation.

However, it is important to mention Hederich & Camargo's (2019) critical review of J. Vermunt's learning patterns model for the comprehension of individual

differences in learning. After a general description of the model, its main characteristics and the Inventory of Learning Styles (ILS) —used for its assessment, the paper offers a critical analysis of different aspects that are considered problematic in the model such as the definition of the undirected pattern and its operationalization in the ILS, concluding with a series of suggestions to improve the model in its precision and universality, which we will elaborate more on the limitations of this study.

2.10. Hofstede's cultural dimensions

Different authors have constructed, modified and updated different constructs in order to simplify the understanding of the complex world around us. More specifically, Hofstede (1983) has defined culture characteristics between nations and organisations. This section describes briefly the Hofstede model of six dimensions of national cultures: Power Distance, Uncertainty Avoidance, Individualism/Collectivism, Masculinity/Femininity, Long/Short Term Orientation, and Indulgence/Restraint.

According to Hofstede (1997), *power distance* can be defined as the extent to which less powerful members of institutions within a country accept that power is distributed unequally. For instance, in the large power distance societies the educational process is teacher-centred, while in the small power distance societies the educational process is student-centred where students are encouraged to find their

own intellectual paths. Moreover, power distance presents a cultural dimension that may have a large impact on student's relationships with their academic environments.

Uncertainty avoidance is related to the level of comfort or discomfort that the members of a society may feel when facing unknown or unstructured situations. For instance, a culture with weak uncertainty avoidance has more tolerance of deviant persons and ideas, anything different raises curiosity. While cultures with a strong uncertainty avoidance tend to show intolerance of deviant persons and ideas and perceive anything different as dangerous.

In Hofstede & Minkov (2010) Uncertainty Avoidance Index scores tend to be higher in East and Central European countries, in Latin-American countries, in Japan and in German speaking countries and lower in English speaking, Nordic and Chinese culture countries.

Individualism/Collectivism were described as polar opposites. Individualism stresses the importance of self-reliance and independence while collectivistic cultures are based on belonging to a social organisation where individuals are viewed as part of a larger group.

Masculinity/Femininity this dimension pertains to societies where gender roles and the distribution of values between genders is clearly distinct. Men are expected to be more assertive while women, caring and tender. The assertive pole has been called 'masculine' and the modest, caring pole 'feminine'. Additionally, Hofstede (1980) depicted Yugoslavia as having a high level of Collectivism, a strong degree of Uncertainty Avoidance, and being very Feminine but when Yugoslavia violently disintegrated into a number of separate states it was claimed that the national cultures

of each of these states: Serbia, Kosovo, Bosnia, North Macedonia etc, were identical to each other.

Long-term vs Short-term Orientation,

Values found at long term orientation were perseverance, thrift, ordering relationships by status, and having a sense of shame; values at the opposite, short term pole were reciprocating social obligations, respect for tradition, protecting one's 'face', and personal steadiness and stability. Moreover, in short term orientation societies, students attribute success and failure to luck while in long term orientation societies students attribute success to effort and failure to lack of effort.

Indulgence/Restraint

Indulgence stands for a society that allows relatively free gratification of basic and natural human desires related to enjoying life and having fun. Restraint stands for a society that controls gratification of needs and regulates it by means of strict social norms. In the former people are more likely to remember positive emotions, in the latter, people are less likely to remember positive emotions.

2.11. Hofstede's Cultural dimensions in the Balkans

In a study conducted by Vajjhala & Strang (2014) using a five-factor model modified from Hofstede's work, the Albanian national culture was estimated for the first time in the literature. The authors' multicultural approach was tested in the USA before being used in Albania. A statistically significant five-component structure was confirmed

using factor analysis once the instrument's validity was established. Using the power distance index, individualism versus collectivism, masculinity versus femininity, uncertainty avoidance index, and long-term orientation index, an asymmetric plot was made to compare Albania to five other hypothetically selected nations: China, the Czech Republic, Slovakia, Turkey, and the United States. The USA and China were chosen as opposites to symbolize, respectively, the West and the East. While the USA is a fully democratic nation with an open market economy, China is still a communist nation. Due to their geographical proximity to Albania and a review of the literature on the cultural influences of the Balkans, the Czech Republic and Slovakia were chosen. Turkey was chosen as the representative of the collectivist Muslim culture since it had previously dominated the nation for more than 500 years. Albania was found to be similar to its Balkan and Turkish neighbours, namely Czech Republic, Slovakia and Turkey, as compared with Asian or Western cultures such as that of the USA. Albania is quite comparable to China on the PDI and moderately similar to China on the MFi, according to the multicultural plot in Figure 3. On ICi, Albania is comparable to Turkey, while on UAi, it is more comparable to the Czech Republic and Slovakia. Albania showed a tendency of being somewhat more long-term oriented than Turkey and Slovakia, ahead of the Czech Republic, but well below China.

The USA and other Western-influenced expressive cultures like the UK or Australia have little in common with Albania. By considering the past, it is possible to understand these parallels and variances (Devlin & Godfrey, 2004). The Ottoman Empire strongly influenced Albanian culture, as evidenced by a number of artifacts, customs, and the country's nearly 50% Muslim population. This compelled Albania to collectivism, acceptance of the existing power system, and a concentration on the

short-term orientation. According to Hoxha and Hatala (2012), Albanian culture is a fusion of Balkan, Western, and Eastern European traditions. Moreover, Albania was ruled by the Roman empire for more than 300 years before being ruled by the Ottoman Empire for 500 years. The Yugoslav Republics and Slovakia, Albania's Slavic neighbours, have common boundaries and cultural ties. The high masculinity ranking, which is comparable to its Balkan neighbours, may have been impacted by this (Hoxha & Hatala, 2012). The political and economic structures of Albania were on the verge of collapsing in the late 1990s as a result of the fraudulent pyramid investment schemes that operated there from 1996 to 1997 (Jarvis, 2000). The national standards of risk-taking were impacted by these events, moving it above Slovakia in the avoidance of uncertainty.

Albania's economy is still in transition; hence it makes sense that it would have a moderate long-term orientation below the median of all other 62 countries. According to these findings, Albania seems to struggle to move past survival mode in order to plan strategically as a society with a long-term focus (Vajjhala & Strang, 2014).

According to Hofstede (2011) individualism is more prevalent in Western and industrialized nations, whereas collectivism is more prevalent in Balkan nations, particularly those from the post-socialist bloc like North Macedonia. Regarding power distance, North Macedonia has a very high score of 90, indicating that its power brokers are far detached from society. In this society, people accept a hierarchical structure where everyone has a role, and which is self-evident. The different distribution of power justifies the fact that those in positions of power receive greater

advantages than those in lesser positions in society, and hierarchy is understood as reflecting innate inequities.

Status symbols are quite important as a result of the disparity between the powerful and less powerful people (Hofstede Insights, 2022). North Macedonia has a collectivist culture with a low score of 22. This may be seen in their early integration and intense, ongoing devotion to a powerful, cohesive "in-group." In these civilizations, everyone is responsible for looking out for and defending their fellow group members. The importance of loyalty outweighs most other social norms. Offense brings humiliation and face loss in many communities. Regarding the Masculinity/Femininity index, with an intermediate score of 45, North Macedonia combines the masculine and feminine in certain areas while maintaining a distinct lack of a strong cultural value in others.

With a score of 87 on the uncertainty avoidance scale, North Macedonia shows that as a nation, they are aware of ways to prevent ambiguity. People are highly risk averse and do not readily embrace change. They uphold strict moral and ethical standards and are intolerant of unconventional behaviour and viewpoints. There is an emotional desire for strong rules, laws, policies, and regulations to reduce the amount of uncertainty. This may be one of the reasons why implementing reforms in education has been trivial compared to Western countries.

North Macedonia displays a more pragmatic than normative culture, scoring a comparatively high 62. People in pragmatic civilizations hold the view that reality is highly situational, contextual, and temporal dependent. They exhibit an easy adaptability to changing circumstances, a high desire to save and invest, and

thriftiness and persistence in completing tasks. The country of North Macedonia has a culture of restraint, as seen by the low score of 35 on this category. Restricted communities are more likely to be cynical and pessimistic. Additionally, they limit the fulfilment of their wishes and place little value on leisure time. People believe that societal expectations limit their behaviour and believe that treating oneself to indulgences is in some way improper.

Albania scored similar in all cultural dimensions according to Hofstede except for the Masculinity/Femininity index. Albania may be categorized as having a "Masculine" civilization since it received a very high score of 80 in this dimension. The common beliefs that everyone should "strive to be the best they can be" and that "the winner takes all" guide behaviour in school, the workplace, and recreational settings. They take great pride in their accomplishments and triumphs in life, which may be used as a foundation for recruiting and promotion choices at work. Individual disputes are settled with the intention of winning (Hofstede Insights, 2022).

In the case of Kosovo, the country is not listed in Hofstede Insights, however, based on research carried out mainly in the business field, Kosovo appears to be culturally similar to Albania and North Macedonia. According to Terziu (2016) although Kosovo is not seen as having a substantial gender divide, there is still a common preference for things that are excessive, fast, and strong. Men are confrontational in a traditional civilization, such as the Albanian society and this is demonstrated by the fact that women frequently have lesser status than males, yet this does not always imply that men are more performance focused. Many women are forced to work for foreign companies or relocate for economic or professional reasons

(Terziu, 2016). Likewise, Terziu (2016) states that Kosovo is shifting from collectivism to individuality, from moral and emotional commitment to more formal connections, as a result of new cultural norms that reinforce the transition to individualism, elevate the status and increase the number of members with an individualistic trend. In Kosovo, a person is more likely to defend their own interests than those of an organization. The author also claims that the Kosovo society is going from low avoidance of uncertainty to high avoidance of uncertainty. The author justifies this based on the early years of the transition, following 1999, where Kosovars showed an increasing tendency toward undertaking risks and a declining degree of avoidance of uncertainty. This is supported by a number of factors, including the Kosovars' desire for novelty and for things that were previously forbidden or unknown to them, the early years of the transition's lack of economic and political stability, a favourable geographic location, a trader mentality that was particularly prevalent in some cities in Kosovo, an excess of self-confidence and danger, and responsible or irresponsible ignorance of the uncertainty brought on by a lack of information (Terziu, 2016).

To sum up, despite the fact that there have been major attempts over the last years to modify the situation, the Balkan culture still has traits that are considered to be patriarchal. However, an increase in the proportion of women pursuing advancements in politics and academia as part of the feminist movement shows a population that is currently making greater attempts to improve its well-being and its level of education.

Chapter 3:

Social-Emotional Learning

The curriculum is so much necessary raw material,

but warmth is the vital element for the growing

plant and for the soul of the child.

— Carl Jung

3.1. Introducing Emotional Intelligence

Studies reveal that intelligence is not the only factor that predicts success and sense of achievement in life. Other emotional and social abilities aid in our capacity to maintain emotional and mental stability, enjoy positive social relationships, and become accustomed to and adapt to our surroundings. These abilities, which are so crucial to our daily lives, may be developed through learning (Van Rooy, Alonso, & Viswesvaran, 2005; Mayer, Caruso & Salovey, 1999; Bar-On, 1997). Therefore, the theories guiding this study are emotional intelligence (EI) which root the five core competencies of social emotional learning and the learning patterns model developed and refined by Jan Vermunt. The foundation of social-emotional learning is largely the awareness that learning occurs most effectively in environments that are intellectually challenging, meaningful, and engaging (Weissberg & Cascarino, 2013). In this context, I believe that emotional education represents a very important aspect for many different spheres of life, with a focus on the field of education, interpersonal relationships, communication, mental health, and social aspects that we encounter in

every sphere of life, without excluding special age groups, but with a focus on these areas in particular, from early childhood throughout adolescence. Therefore, it is crucial to remember that if education is focused on the holistic development of people, it must be viewed from a balanced viewpoint that considers both its cognitive component and its emotional dimension (Bernal & Ibarrola-García, 2014).

The Emotional Intelligence Quotient (EQ), which is more of a description of the capacity or aptitude to observe, then appraise, and finally regulate one's own and others' emotions, is frequently used to test emotional intelligence. There are currently three main emotional intelligence models that have been developed from research, analysis, and scientific studies which are as follows:

A. Goleman's EI performance model: Goleman defines EI as a group of traits that are centered on four capacities: self-awareness, relationship management, social awareness. According to Goleman, these four skills serve as the foundation for 12 EI subscales (emotional self-awareness, emotional self-control, adaptability, achievement orientation, positive outlook, influence, coaching and mentoring, empathy, conflict management, teamwork, organizational awareness, inspirational leadership) (Faltas, 2017).

B. Bar-On's EI competencies model: Emotional intelligence (EI), according to Bar-On, is a system of interrelated behaviour that originates from social-emotional skills. He contends that these abilities have an impact on behaviour and performance. The self-perception, self-expression, interpersonal, decision-making, and stress management scales, make up Bar-On's model of EI. Bar-On further suggested 15 subscales for the EI idea: esteem for oneself, self-

actualization, emotional self-awareness, emotional expressiveness, assertiveness, independence, social responsibility, empathy, problem-solving, reality testing, impulse control, adaptability, and optimism. According to Bar-On, these abilities are essential elements of emotional intelligence and govern interpersonal interactions (Faltas, 2017).

C. Mayer, Salovey, and Caruso's EI ability model: According to this model, knowledge gained from our perceptions of how emotions work and how to manage them enables us to think more clearly and make better decisions. The four-branch model of EI is highlighted by this framework. They contend that the four categories below may be used to categorize the talents and abilities of EI: 1) Perceive emotion; 2) understand emotion; 3) use emotion to help with cognition, and 4) manage emotion. These branches, which go from emotion perception through management, correspond to how the skill fits into the person's entire personality (Mayer et al., 2004). In contrast, emotion management is incorporated into one's objectives and goals. In other words, perceiving and understanding emotion indicate the relatively distinct aspects of information processing that are assumed to be bound in the emotion system (Mayer et al., 2004). These distinct branches provide the capacity to employ feelings as a cognitive tool, the ability to comprehend emotion, which includes the ability to evaluate feelings, understanding of probable tendencies in emotion through time, and appreciation for the results of emotions. They also involve the ability to categorize and distinguish between different emotions. The field of psychology known as emotional self-management takes into

account a person's personality, with objectives, self-awareness, and social awareness influencing how emotions are handled (Mayer et al., 2004). Additionally, each branch has abilities that advance in complexity from more fundamental talents to more advanced skills (Mayer et al., 2004).

According to Crowne (2009) the absence of connections between related constructs in the subject of intelligences is one of its drawbacks. Although there are occasional allusions to social intelligence (SI), emotional intelligence (EI), and cultural intelligence (CQ) when exploring these topics, there are no integrated models that combine all three of them. In spite of the fact that this is probably a result of academics trying to prove the distinctiveness and validity of their construct, it is crucial to consider how these areas are connected since it does a significant harm to each of them for a number of reasons (Crowne, 2009).

Researchers have also stressed the importance of seeing these ideas in a new context (Gardner, 1993, 1998; Gardner and Moran, 2006). First, from the viewpoint of academics, an integrated model of these three intelligences will aid in their comprehension and thus improve their respective fields. It will offer a fresh foundation for an empirical investigation that will demonstrate convergent validity, proving the similarity of these intelligences, and discriminatory validity, proving their distinction. Additionally, it will give academics a base from which to extend each of these structures into previously uncharted territory. Additionally, it will make it easier to comprehend how each construct relates to crucial academic performance factors like motivation and study habits.

In the first half of the 20th century Thorndike developed the concept of SI (Thorndike, 1936; Thorndike and Stein, 1937). At first, it was thought of as a single

model (Boyatzis & Sala, 2004), but later, others (Gardner, 1998, 2002; Marlowe, 1986; Salovey & Mayer, 1990; Wong and Law, 2002) defined SI as two personal intelligences, divided into interpersonal and intrapersonal intelligences, which include knowledge about oneself and others.

Gardner discusses multiple intelligences in particular, focusing on two intelligences he believes to be the foundation of EI with a stronger emphasis on cognition and understanding: intrapersonal and interpersonal. Intrapersonal intelligence is the capacity to access one's own feelings and to draw on them to monitor behaviour and interpersonal which is the capacity to read others' moods, motives, and mental states. According to his perspective, the two form the foundation of EI and places more emphasis on intellect and understanding than on emotion (Gardner, 1998). SI has been defined as the capacity for completing interpersonal activities (Kaukiainen et al., 1999) and for making responsible decisions in interpersonal interactions (Frederiksen et al., 1984). It has been described as a skill that enables one to develop appropriate conduct with the intention of attaining a certain objective (Björkqvist, 2007). According to some experts, social intelligence may be just as crucial as or even more so than the cognitive components (Sternberg & Grigorenko, 2006).

In order to properly behave in a setting, one has to have a basic understanding of social circumstances as well as the ability to accurately detect and interpret them, according to a summary of the studies in the topic. SI is thus described in this context as the capacity to communicate successfully with others. Additional associated notions have emerged since the emergence of SI. EI is one that has been quite popular among academics and industry professionals. Since its inception, many people have

acknowledged that EI is rooted in SI, despite the fact that EI was initially formed as a subset of SI (Salovey & Mayer, 1990).

Several studies (Salovey & Mayer, 1990; Gardner, 2002; Wong & Law, 2002; Cartwright and Pappas, 2008) have linked these factors to Gardner's personal intelligences. However, other researchers have different perspectives on how these two intelligences interact. Consequently, Crowne (2009) proposed a model of combined intelligences where social intelligence (SI) appeared to be the super-ordinate construct to emotional intelligence (EI) and cultural intelligence (CQ). The author also assembled common aptitudes linked to SI, the construct that supersedes EI and CQ, which include recognizing and interpreting clues, sensitivity to difficult circumstances, adaptability in actions, effective interpersonal communication, constant learning. Competencies related to EI include recognition and analysis of emotional signals, recognizing feelings, promoting emotional thinking, empathizing, efficient control of emotions, emotion expression and constant learning. Competencies related to CQ consist of observation and analysis of cultural signals, control of cultural understanding, processing cultural information effectively, suspending judgment, displaying culturally acceptable conduct, adapting skills to various cultural situations, learning constantly and motivation to study different civilizations.

The authors (Cornelius, 1996; Planalp and Fitness, 1999) note that the interaction of students may be understood from both the emotional dimension as well as the cognitive one due to the complex relationship between emotions, thinking (cognition), and behaviour. From this prespective, the belief that the social and emotional dimensions of interaction should be investigated simultaneously is

strengthened. In this way, student interactions on a social-emotional level serve as markers in the encouragement of interaction in this setting. To comprehend an individual's antisocial conduct, such as delinquency and crimes, the social bond theory was first put out in sociology (Hirschi, 1969). In the future, the *Social Bond Theory* was utilized to explain social and emotional learning (Newmann, 1992; Wehlage, 1989; Zins et al., 2004). In this domain, social-emotional learning is introduced through the participation and engagement of students in classroom activities. Accordingly, the efficacy of the school, including academic accomplishments, outcomes, and commitments at school, are all positively correlated with students' social interactions. Positive interactions between teachers and students are viewed from this theoretical perspective as signs of their social-emotional connection being strengthened as well as their attachment to educational programs. These factors are what motivate students to accept and uphold social norms and values as leaders of the society in which they live (Hirschi, 1969; Catalano & Hawkins 1996; Wehlage, 1989).

3.2.   Defining social-emotional learning

According to a report compiled to UNESCO by Jacques Delors under the significant title *Learning: The treasure within* (1998, p.47) there are four significant pillars of education: learning to know (gaining comprehension skills), learning to do (acting intelligently in life and being able to understand the global environment), learning to live together (gaining the competence to participate and cooperate with others),

learning to be (fully developing the creative potential of each individual and the ability to think rationally, self-awareness based on self-knowledge, cooperation and self-regulation). What happens when these four pillars are hindered by armed conflicts? Learning to know or gaining comprehension skills becomes impossible when education becomes unavailable or discriminatory. Learning to do or acting intelligently in life and understand the global environment becomes unmanageable when such environment has been impaired. Learning to live together, participate and cooperate with others becomes implausible when living together is the source of conflict and violence. And most importantly, learning to be, enhancing each individual's creative potential and logical thinking capacity, self-awareness based on self-knowledge, collaboration, and self-regulation, becomes unimaginable when people can no longer recall who they were.

In the 1990's, the Balkan region had sunk into chaos. The Yugoslav Wars, also known as the Balkan Wars, were a series of independent but interrelated ethnic conflicts, independence wars, and insurgencies that took place in the former Yugoslavia from 1991 to 2001, leading up to and following the collapse of the Yugoslav federation in 1992 (Nation, 2003). Albania was facing a post-communist era, while its neighbouring countries were on the brink of war. When Jacques Delors was guiding educators to search for the treasure within, in this territory there was no treasure left unharmed.

While social-emotional learning is vital to the healthy development of young people in all societies, it is especially critical in countries that have been weakened by violent conflict. According to previous research, populations in the Western Balkans continue to suffer from high levels of mental illness years after the conflict ended

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(Priebe et al. 2010). With these countries currently undermined by and recovering from conflict, it is crucial to think about how to define and approach SEL in order to address the social and emotional requirements of people, communities, and society as a whole (Clarke-Habibi 2019).

Sociological research suggests that the most neglected area in education programs is the development of empathy, interpersonal sensitivity, communication and cooperation skills, solving problems in relation with others, taking criticism, respecting principles as well as a sense of responsibility and self-esteem. Therefore, researchers emphasize the relationship between deficiencies development of social-emotional competences during childhood and adolescence and the difficulties of entering adulthood and taking on adult roles (Elias, Arnold & Hussey, 2002). Accordingly, Elias & Bruene (2005) describes social-emotional learning as a process through which students acquire critical life skills, recognize and manage emotions, strengthen relationships, foster an empathetic behaviour and avoid a negative psychosocial development. However, the construct of social -emotional learning (SEL) is not new. In *The Republic*, Plato refers to a holistic curriculum which demands a fair balance of the arts, physical education, character, science and moral judgment.

Therefore, social-emotional learning seems to play a crucial role in students' academic growth and accomplishments by equipping them with the skills, the attributes and the competencies that they need in a way that builds their self-regulation, autonomous learning, stimulates open mindedness and inquisitiveness. Additionally, this type of learning can lead to feelings of gratitude, compassion, kindness, and appreciation for life—positive virtues that help young people thrive as adults. Yet, most schools still deliberately adhere to a curriculum that neglects the

development of the aforementioned qualities, in the obsession with exam results (Dweck, Walton, & Cohen, 2014; Duckworth & Yeager, 2015).

In this regard, Vermunt (2005) distinguishes between learning results and exam achievements when examining learning patterns. Too often it was concluded that exam achievements only reflect a small portion of learning. Vermunt maintains that for exam achievements it is sometimes irrelevant what kind of thinking strategies students have used when learning, since memorizing can also be used in order to pass an exam, therefore, one cannot investigate learning processes through exam results. Worldwide research suggests that social-emotional learning represents a highly promising approach in the prevention of behavioural problems, promotion of positive adjustment, pro-social behaviour and improvement of academic success. Therefore, social-emotional learning is closely connected to pro-sociality. In this line, Roche-Olivar & Escotorin Soza (2014) give special importance to pro-social behaviour which among other elements, consists of the ability for communication, revealing feelings, decision making, problem solving, avoiding aggressiveness and controlling emotions, in order to improve quality of life and successfully integrate in the society.

The word *lifelong learning* has been interpreted in a variety of ways in various circumstances. However, the notion of lifelong learning for the acquisition of new information, abilities, and certifications through formal, and informal modes of education does appear to be shared by all of them. Along with other objectives, it also includes self-improvement for the sake of life enrichment (Steffens, 2015).

Accordingly, CASEL[1] identified five social-emotional learning (SEL) competencies which provide an orderly framework for delivering instruction that incorporates these supportive skills and empowers students to define their future, by encouraging relevant life skills such as adaptability and informed curiosity.

Five SEL Core Competencies as Identified by CASEL (2012)[2]

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behaviour. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-management: The ability to regulate one's emotions, thoughts, and behaviours effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behaviour, and to recognize family, school, and community resources and supports.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

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1   The Collaborative for Academic, Social, and Emotional Learning

2   Quoted from CASEL: Collaborative for Academic, Social, and Emotional Learning. Social and Emotional Learning Core Competencies. http://www.casel.org/social-and-emotional-learning/core-competencies

Responsible decision-making: The ability to make constructive and respectful choices about personal behaviour and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

3.3. Social-emotional domains

This section provides relevant information about the importance of measuring and defining student strengths: social-emotional competence. First, the definition of student strengths and social-emotional competence will be discussed. Next, evidence to support the importance of social-emotional assets in young children is provided. This evidence comes from two lines of research. The first area of research is beliefs held by teachers regarding essential school-readiness skills. The second line of research comes from evidence demonstrating the relationship between social-emotional assets and enhanced academic outcomes.

As mentioned in the previous section, social-emotional learning is an inherent part of human development and education, it elevates student's perspectives, fosters relationships and helps students understand the manner in which their distinctive identities shape their learning. Moreover, it is a broad term that consists of different domains. Denham et al. (2016) talk about three SEL domains: cognitive domain, social domain and emotional domain (Fig. 3.1.).

Figure 3.1. Domains of social-emotional learning (SEL) and example component skills.
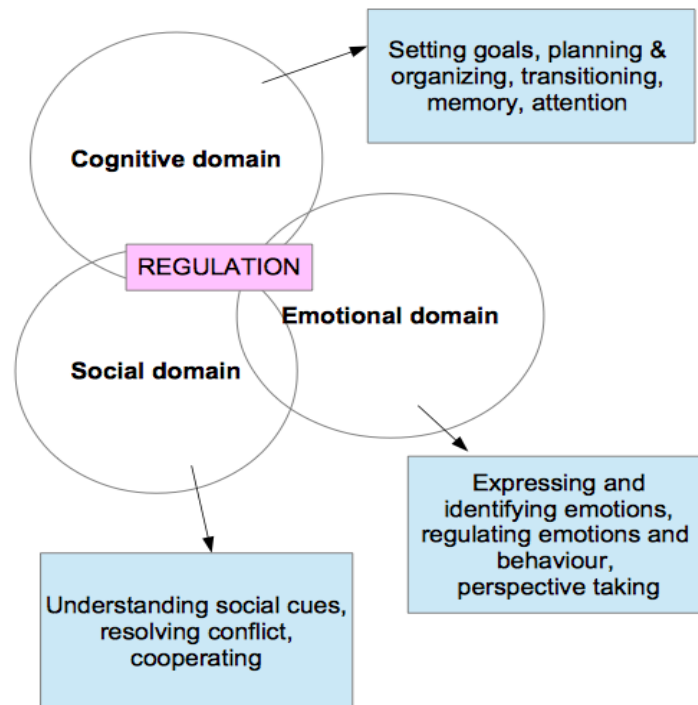
Within the social competence category, these three fundamental skills are regarded as broad skills — abilities that are critical in every situation. However, depending on the situation, multiple ways of demonstrating mastery of these fundamental abilities may be used. In environments where assertiveness is prized, behaviours like obedience and nonaggression in the face of provocation—behaviours that are adaptive in a school setting—might not be the best course of action among peers (Denham et al., 2016). Additionally, some research suggests that people interpret young children's socially competent activities differently based on the child's sex and/or race/ethnicity (Nelson et al., 2013). Children's interactions with social partners show that they possess social skills, hence it is important to consider these factors when measuring social competence. As stated above, social-emotional learning is a broad term which

includes cognitive, social and emotional domains; however, previous research has not investigated which of these domains and their components in combination with learning patterns contribute most to a student's academic success. On one hand, these competencies are treated as if they formed a coherent whole, which can be described by one umbrella term, and on the other hand there is no universal consent on what the component competencies are, whose names often seem to include collections of yet more basic skills (e.g., ability to set goals and organize activities) (Denham, 2006).

3.4. Definition of key terms

Student strengths encompass a variety of skills, including academic, social, emotional, and behavioural assets. Researchers have recognized the importance of social functioning as critical to a student's success in school, and that social-emotional competence is an important predictor of academic achievement (Diperna & Elliot, 2002). It is important to note that *competencies* are statements about the knowledge and skills required for success (competence) in a professional role while *competence* is defined as the achievement of competencies.

In defining social-emotional competencies, there has been a wide variety of definitions used. Social-emotional competencies can be defined as a student's ability to manage emotions, care about others, behave responsibly, and maintain positive interpersonal relationships (Wilczenski & Coomey, 2008). Similarly, social-emotional competence is related to the ability to understand and control one's own feelings and behaviours, to understand the feelings of others and to establish harmonious, friendly relationships with other people (Schonfeld et al., 2015). Such characteristics include

interpersonal skills (positive relationships with peers and adults), social support, empathy, problem solving, emotional competence and communicating emotions, self-conceptions, self-management, social independence, ability to listen and be attentive, and resilience (Merrell, 2011).

It is necessary to distinguish between the concepts of *social-emotional learning, social-emotional development,* social-emotional competencies and *social-emotional competence* that are often used interchangeably in literature (e.g., Jones et al., 2016). *Social-emotional learning* is of a multidimensional nature and includes assets such as social-emotional competencies which we have previously listed based on CASEL's core competencies and is related to the process of changes as a result of learning, while *social-emotional development* represents a fundamental domain of child development through which children master identity development, self-esteem, friendships, emotion regulation etc.

Social-emotional competence deals with the effects of one or both of these processes together and it includes all the skills and strengths acquired through the process of social-emotional learning. Furthermore, social-emotional competence is defined as a student's "ability to maintain friendships with his or her peers, engage in effective verbal communication, and feel comfortable around groups of peers" (Merrell, 2011, p. 3). (Merrell, 2011, p. 59). Moreover, *social-emotional competence* includes student's ability to "manage their emotions, care about others, behave responsibly, and maintain positive interpersonal relationships" (Wilczenski & Cook, 2014). In the present study, the level of students' social-emotional competence was

specifically focused on five different measures: grit, self-management, social-awareness, self-efficacy, and emotion regulation.

Human beings have been developing as a psychological whole, and within the mental system as a cognitive-emotional whole, therefore, they have remained in intimate interaction with the natural and social environment. This means that each of its actions contains both physical (e.g., body movements), cognitive (e.g., maintaining the image of the perceived object in the image memory) as well as emotional (e.g., inner feelings) and social (e.g., presence of a loved one) environment. Thus, every human activity requires using simultaneously the literary, cognitive, emotional and social competences.

The emphasis on the importance of social-emotional competencies in contemporary discussions on education is read not as reduction of the main areas of human functioning to emotional and social, but as an emphasis of those competences that are secondary or even overlooked in the organization of institutional teaching and education.

As established in the preparation of the Delors' report (1998), at the end of the 20th century, education systems in most countries for years were focused primarily on the development of cognitive skills, which are the basis of the so-called academic skills, based on learning and using the knowledge. This goal was subordinated to the entire teaching organization in the mainstream, basically invariably based on the thesis of Jan Amos Komensky (17th century) and Johann Heinrich Pestalozzi (18th century). The shape of social-emotional competencies, meanwhile, requires training in specific situations, which is difficult to carry out in an educational system designed primarily for the implementation of formal education (OECD, 2015).

If the school is to prepare its graduates for life and not only at the next stage of development (i.e., in the next school, at the next stage of education), but also throughout adulthood, then in addition to academic skills, it should be possible to develop the so-called soft competences, which are mainly determined by life's success, quality of life in adulthood.

Already at the end of the 20th century Goleman (2001) wrote about a dangerous paradox in which, although successive generations of children achieve higher and higher results in the study of IQ, their emotional integration is constantly decreasing. In his opinion, modern employers expect employees to be employed, apart from specific technical skills and the ability to learn at the workplace, first of all: the ability to listen and verbal communication, ability to adapt, creative responses to failures and obstacles, self-control skills, self-confidence, motivation for actions leading to the achievement of goals, ability to cooperate and to conduct teamwork, skills of refined dispute resolution. These expectations are therefore mainly related to the social-emotional competence of employees.

To sum up, no clear and widely shared principles have been developed so far to separate social-emotional areas from other areas of development which may also lead to difficulties in defining SEL. A possible solution is to adopt a different criterion for distinguishing the main aspects of human development in place of the three-part division: the cognitive, emotional and social aspect of development (Jones et al., 2016). An important suggestion of the same authors is also the fact that the structure of the SEL may change in the course of development and competences, that could function separately during adulthood but during the childhood period may have been one whole (Jones et al., 2016).

However, studies examining social-emotional learning and its many domains have been increasing in recent years and there is evidence that students are more successful and positive developments have been observed in terms of their emotions, opinions and behaviours, whereas a decrease is witnessed in their negative behaviours (Jones & Doolittle, 2017).

3.5.   Social-emotional measures in the present study

Grit

In psychology grit has been defined as a positive, non-cognitive trait based on an individual's perseverance, combined with the passion for a particular long-term objective. It includes solid work ethic and an emphasis on how to sustain interest and motivation to work toward future goals. There are few areas which have been identified: courage, conscientiousness (i.e., achievement oriented versus dependable), long-term goals and endurance, resilience (i.e., optimism, confidence and creativity) (Duckworth et al., 2007, pp. 1087). Grit analyses how well students are able to persevere through setbacks to achieve important long-term goals. (Example question: How often do you stay focused on the same goal for several months at a time?).

Self-management

This measure investigates how well students manage their emotions, thoughts, and behaviours in different situations. (Example question: During the past 30 days...how often did you come to class prepared?). The characteristics of self-management comprise emotional control, openness, flexibility, success, initiative, and optimism

(Webb, 2009). Self-management is the capacity to regulate one's feelings and restrain undesirable inclinations in harmful situations (Ikpesu, 2017).

According to Bradberry and Greaves (2009), self-management is also the capacity to maintain optimism in the face of hardship and be conscious of one's own emotional condition. The cornerstone of self-management is the capacity to control emotions in high-stress situations by understanding how emotions influence a person.

Moreover, individuals with high EI quotients are highly aware of their own emotional boundaries and choose settings where they are most able to regulate and control their emotions (Bradberry & Greaves, 2009). They also outlined the consequences of poor self-management. As was already established, successful self-management requires a person to be self-aware. Self-awareness and self-management are complementary qualities (Khalil, 2017). Additionally, social awareness is a key component of emotional intelligence, according to Goleman (2007).

Social awareness

Social awareness is described as the student's ability to consider the perspectives of others and empathize with them. (Example question: During the past 30 days...how carefully did you listen to other people's points of view?).

The personal abilities of empathy, listening, and feeling other people's emotions are all included in social awareness (Bradberry & Greaves, 2009). Social awareness, according to Nguyen et al. (2019), is the ability to identify your emotions in social circumstances and be conscious of your body language or visual stimuli, which can help or impede communication. In social contexts, body language can communicate more than words, according to Nguyen et al. (2019). One who is socially conscious can encourage or influence others (Goleman et al., 2017). Empathy, or the

capacity to perceive another person's feelings, worries, or opinions, is a component of social awareness (Goleman, 2014).

The cornerstone of EI theory is the capacity to read a room and determine how a person's actions will influence others (Mayer et al., 2016). Empathy, a component of social awareness, gives students the ability to inspire and persuade others (more passive in their learning) to accomplish their own goals. Goleman (2014) highlights that in order to be able to empathize with others, a person must first be self-aware and have a grasp of self-management. A person has the skills to manage relationships if they have self-awareness, emotion regulation, and social awareness (Mayer et al., 2016). Having the tools does not automatically indicate having the competence to manage relationships. Like any other ability, mastering social-emotional skills, requires practice (Goleman, 2007).

Self-efficacy

This measure focused on how much students believe they can succeed in achieving academic outcomes. (Example question: When complicated ideas are presented in class, how confident are you that you can understand them?). According to Bandura (1982) if self-efficacy is lacking, people tend to behave ineffectually, even though they know what to do. According to research, people can have an impact on one's self-belief. Recruits who successfully completed basic military training showed a considerable improvement in self-efficacy before and after (Tannenbaum et al., 1991). The rise in self-efficacy about physical ability among recruits who successfully finished the program was highlighted by Tannenbaum et al. (1991). Studies have also shown a link between self-efficacy and confidence (Bandura, 2012, 2018). According to Bandura (2012), people with high levels of self-efficacy are more inclined to see themselves as

active participants who can make a change. The example from Tannenbaum et al. (1991) shows that good experiences and relationships can increase self-efficacy. An individual's self-efficacy can also be raised through social engagement and positive feedback (Bandura, 2006).

Emotion regulation

This measure investigates how well students regulate their emotions. Emotion regulation is defined as a student's "self-awareness, metacognition, interpersonal insight, self-management, and direction" (Merrell, 2011). It also refers to the psychological processes that allow people to engage in goal-directed activities (Blair & Razza, 2007; Zhou & Ee, 2012). Examples of items measuring this construct include: "How often are you able to control your emotions when you need to?" Emotion regulation has a particular function in people's lives. It includes a dynamic yet intricate process that may be used to adjust emotional responses in an effort to conform to situational expectations. By improving emotional resilience to handle challenges in life, emotion regulation may lessen sensitivity to undesirable feelings (Mazefsky, 2015). Moreover, studies have concluded that one of the most important elements in a student's identity formation is the ability to regulate one's emotions (Shim et al., 2017).

Accordingly, recent studies on emotion regulation show that lower coping resources are a result of emotional regulation skill deficiencies (Pennequin et al., 2019). Understanding the dynamics of emotions and how they are regulated has benefited from studying emotion regulation techniques including cognitive reappraisal and expressive suppression. Cognitive reappraisal entails being aware of one's ideas and open to re-evaluating the circumstance (Daros et al., 2019). Other

skills such as empathy and responsibility were examined within the aforementioned constructs. Empathy is defined as the student's ability to understand and relate to others' situations and feelings (Merrell, 2011). Moreover, it plays a critical role in enabling individuals to feel and respond to the suffering of others, resulting in compassionate behaviour. In order to strengthen our individual and interpersonal bonds, one needs to enhance its capacities to empathize (Hoffman, 2000). Examples of items measuring empathy include: "During the past 30 days how much did you care about other people's feelings?", "During the past 30 days when others disagreed with you, how respectful were you of their views?". While responsibility is defined as a student's ability to accept responsibility, behave conscientiously and capacity to think before acting (Merrell, 2011). Some examples of items measuring this construct include "During the past 30 days, how often did you get your work done right away instead of waiting to the last minute?".

3.6. Social-emotional learning and academic achievement

G. Stanley Hall's (1904) book *Adolescence* marked the beginning of modern developmental psychology followed by an immense effort of educationists to apply the findings of psychological research and practice. The idea of a developmentally appropriate curriculum has already been regarded as an attempt to shape pedagogy around children's evolving psychic issues and interests. Which brings us to the establishment of secondary education (junior high school) and its aim to help students make the psychologically difficult transition from early childhood to

adolescence and, as such, is inherently considered a "therapeutic" institution (Tyack, 1974).

Caprara et al. (2000) conducted a study to examine the relationship between early prosocial behaviours and student academic achievement over a five-year span. A total of 294 third grade students from Rome, Italy were included in this sample. Measures included self-report ratings, ratings from their peers, and teacher ratings on their degree of helpfulness, sharing, kindness, and cooperativeness. Results indicated that students who have higher social-emotional assets had higher levels of academic achievement. Specifically, findings showed that students' prosocial behaviours (i.e., cooperativeness, kindness, helpfulness, and ability to console) predicted higher levels of academic achievement, both concurrently and in later grades.

A policy report by Raver and Knitzer (2002) examined research on the social-emotional development in young students, and how these skills are related to their school readiness and academic achievement. Specifically, these authors reviewed literature on emotion regulation, social-emotional competence, antisocial behaviours, and academic success. Based on their review of the literature they suggested that there is a connection between social-emotional competence and academic achievement, such that, social-emotional competence in the preschool years predicts higher academic achievement in the first grade. Particularly, young students are more likely to succeed in their transition to school and have higher academic outcomes if they possess the ability to relate to their peers and teachers in positive ways, identify and manage their feelings, and work attentively, cooperatively, and independently.

Denham (2006) also conducted a narrative review of the literature exploring many facets of social-emotional competencies related to school readiness.

Respectively, the author reviewed literature relevant to social relationship skills (e.g., taking turns, seeking help, joining others in small groups), social problem solving (ability to think about social interactions, making responsible decisions), and emotional and behavioural regulation (controlling, adapting, inhibiting, and improving one's emotions and behaviours). Based on her review, Denham concluded that each competency was related to a student's school readiness (e.g., readiness to learn, teach ability) and is important to assess. Denham did not provide information on which domain of social-emotional competence was most strongly associated with school readiness. In sum, there is evidence that social-emotional skills are important in kindergarten students, and that there is a positive relationship between student's school readiness and academic outcomes with social-emotional competence in young students.

Ultimately, studies suggest that students with higher levels of social-emotional competence are more equipped for school, adjust better to the school setting, and achieve higher academic success, on the other hand emotional illiterates are at a great disadvantage since they are unaware of the realm of feelings that are imperative for success in life as a whole (Denham, 2006; Hair et al., 2006; Raver & Knitzer, 2002).

Thus, social-emotional learning in secondary education, as well as its relationship with learning patterns in different cultural settings could provide students with the skills to overcome the increasing social-emotional and behavioural challenges during the transition period to higher education, sharpening their ability to adequately express a range of emotions, comprehend one's own and others' feelings, and control one's emotional expression and experiences as required.

3.7. Cross-cultural dimension of learning patterns and social-emotional learning

Although learning processes, teaching approaches and social-emotional factors have undergone many changes, in North Macedonia and Kosovo, schools are still loyal to a teacher-centred and authoritarian education system where the student is not expected to argue or challenge the thinking process of the teacher. On the other hand, in recent years some parts of Albania have already embraced a more student-centred approach, while other remote areas still preserve a traditional approach despite the official reforms in the curriculum (IED, 2015).

These developing countries have been marked by a violent process of civil war and ethnic cleansing, especially Kosovo. The first half of the twentieth century found Albania torn, plagued with territorial aspirations from all of its neighbours, followed with an exceptionally isolationist policy under communism that presented unprecedented challenges in the process of transition to democracy. However, the country managed to restore relative ethnic peace, religious tolerance, and political stability.

Similarly, North Macedonia experienced a comparable historical development, challenges of ethnic complexity, political conflict, and national reconciliation. By highlighting these various experiences, the ultimate purpose is to demonstrate that states and societies in the Balkan stretch have experienced significant emotional upheaval. Although they have been separated by only a frontier, these countries have become too different in terms of education, culture and mentality. Consequently,

knowledge about the influence of social norms, self-awareness, self-management, as well as different educational systems and pedagogies on adolescents' interpersonal relationships in these countries is lacking.

Because one of the most significant practical applications of research on students' learning patterns is to improve the quality of student learning and since social and emotional learning involves fostering social and emotional competencies in children through various strategies, including direct instruction and student-centred practices that create engaging learning environments, improving students' development of analytical, communication, and collaboration skills (CASEL, 2012; Jones & Bouffard, 2012), it is clear that improving students' learning patterns may need a differentiated approach as well. Cultural conceptions of well-being and human advancement may bring about very different goals for social and emotional development, both between countries and among different communities in the same country (Hecht & Shin, 2015; Rappleye et al., 2019).

Today more than ever, students encounter uncertainty, fear, and even a sense of distress. Many role models have deteriorated, unethical behaviour is commonplace, and new opportunities to develop and engage in negative behaviours are increasing. Essentially, this suggests that SEL is perhaps more significant than ever as a vital constituent of school reform (Zins, Walberg, & Weissberg, 2004).

The fundamental goal of social-emotional learning is to help students to improve their resilience as learners and become well integrated, contributing members of the society. In this regard, Hansen (2008) has observed that through self-awareness students and instructors can change conventional beliefs regarding teaching and learning so that academic performance is positively transformed in the

best interest of the society. However, the unreliability of the modern society has come to redefine the highly disposable rectitude of self-awareness.

Apart from student self-awareness, it is essential for teachers to be socially and emotionally competent exhibiting high self-awareness and high social awareness which ultimately contribute to a positive emotional climate in the classroom (Jennings & Greenberg, 2009). Teachers' social and emotional competence includes perceiving the feelings of self and others, using emotions to facilitate cognition and action, understanding emotions, and managing emotions (Denham et al., 2012). Teachers who develop their own social and emotional competence and act to reduce their stress and regulate their emotions not only feel better but also are more effective in teaching SEL skills (Zinsser et al., 2018).

The concept that students regulate their learning process in different ways, was introduced in educational circles some years ago, encouraged, in part, by the Harvard psychologist Howard Gardner's theory of multiple kinds of intelligence in the early 80's. Whether learning patterns are universal in different cultures and contexts or not, is one of the questions that has been addressed in the study conducted by Vermunt, Bronkhorst and Martínez-Fernández (2014). Identifying among other patterns a few that emerged regardless of culture or background. Those being the aforementioned meaning-directed, application directed, reproduction-directed and undirected learning pattern.

Richardson (1994) concluded that even though a meaning orientation and reproducing orientation to learning emerges in all national systems, the interpretation for each culture differs. Although, meaning-directed learning, reproduction-directed learning and an undirected learning appeared to be universal across different

continents, there were also three other patterns which were found to be different: application-directed pattern, the passive-idealistic pattern and the passive-motivated pattern. More specifically, the passive-idealistic learning pattern, appeared to only contain ideas about learning but with no learning activity. While the passive-motivated pattern showed many learning orientations clustered on one factor with few or no loadings from other scales (Vermunt & Donche, 2017).

The relationship between students' learning habits and many personal variables has been the subject of numerous research studies. Personality, academic motivation, goal orientation, self-efficacy, effort, epistemological and intelligence views, prior education, age, and gender were among these personal characteristics. Openness to experience, conscientiousness, and neuroticism are three personality traits linked to parts of learning processes. According to a number of studies, openness to experience, conscientiousness, and analytic processing strategy usage are all positively correlated with student use of self-regulated and deep processing methods, while neuroticism which includes emotional instability, anxiety, self-consciousness, irritability, is strongly correlated with lack of regulation (Donche et al., 2013).

3.8. Links between social-emotional learning and learning patterns

Adopted from Buddhist traditions, mindfulness has gained great popularity in recent decades across a variety of sectors including education (Hyland, 2015). Its promotion in schools focuses on aspects of self-awareness and self-management and has been associated with positive academic outcomes (Burke & Hawkins, 2012). A notable example of mindfulness is *grit*, a concept referring to a mindset that views

achievement as a result of passion and resilience rather than talent (Duckworth, 2016). Therefore, students who endure in the face of hardship appear to have what Duckworth refers to as grit. According to Dweck (1999, 2010), this is the concept behind a *growth mindset* in learning. Grit, which is typically characterized as "passion and perseverance for long-term goals", is also connected to growth mindset (Duckworth, 2016). As Duckworth's investigation progressed, she discovered that Carol Dweck, was undertaking research to evaluate how a fixed conviction that failure is permanent may inhibit students from attaining academic success (Yeager and Dweck, 2020). Duckworth concluded that grit could be fostered by adopting a "growth mindset". Dweck's research showed that educating young kids how the brain can change when presented with a difficulty helped them persevere and acquire a growth mindset. Students with a growth mindset are more likely to be more engaged when they are met with challenges because they recognise commitment and effort (Hochanadel & Finamore, 2015).

Research has shown that students with a stronger growth mindset are *grittier* and more inclined to dedicate themselves in addressing difficulties resulting in a greater chance of achieving long-term goals (Hochanadel & Finamore, 2015). Within the field of education, grit has been increasingly promoted through educational policy as a way for students to cultivate interpersonal strength and to persevere through hardship and inequity (Stokas, 2015).

While both social-emotional learning and learning patterns share a focus on fostering academic achievement, social-emotional learning competencies shape students' educational experiences and provide them with critical psychological

resources that foster personal, social, and academic success with the core of both models being self-regulation which is an essential strategy to learn. On the other hand, the learning patterns model is multi-dimensional and grounded in students' experiences of learning in real-life study contexts with a great focus on the interrelationships between processing and regulation strategies.

Beltrán (1993) emphasizes awareness as an intentional and purposeful trait that leads to the achievement of a goal; there is a challenge to reflection and action through the attitudes, motivations and emotional controls that regulate the learning processes. In addition, the author argues that the key to motivating the student lies in facilitating or activating self-motivational mechanisms that are useful in all aspects of their lives (personal, educational and social). Certain people may use or understand emotions more effectively, enhancing their chances of academic competence. According to studies, youths have a great deal of difficulty controlling their emotions and coping with stress. Because of this, low regulation or instability of emotions may be extremely important for students' overall emotional health in both internal and external symptom domains (Van Eck et al., 2017).

Charles Darwin (1872), a pioneer in the study of emotional expression, suggested that all people exhibit emotions through actions that are very similar to those of anger, contempt, fear, delight, and surprise. Since feelings are seen as an essential component of human existence, it is believed that from an early age, intimate behaviour between infants and caregivers is not determined by genetic relatedness but rather by feelings (Valstar & Pantic, 2010).

Goleman et al (1992) argue that there are master aptitudes that determine how well human beings can use their intellect. These qualities include among others, passion, self-control, motivation and empathy and they represent the foundation for a fulfilling life.

Apart from the Goleman model which considers emotional intelligence as a set of social-emotional skills that contribute to management success and leadership, there are two other primary models of emotional intelligence: The Mayer-Salovey model (2004), where the authors describe this construct as the ability to recognize, comprehend, manage, and use emotions to enhance thinking; and the Bar-On model, which defines emotional intelligence (EI) as a set of interconnected emotional and social competences, skills, and behaviours that influence intelligent behaviour (Bar-On, 2006). In an earlier research, Mayer and Salovey (2004) discovered that emotional intelligence impacts an individual's efficacy when engaged in managing change.

According to Skaalvik & Skaalvik (2007) a national and worldwide emphasis on standardised tests to evaluate academic success has led schools, states, and countries to focus on achievement in the limited range of academic subject covered by such exams. In addition, classroom instructors confront rising workload issues, such as customizing the curriculum to individual students' requirements and adjusting to fast changing curriculum and policies. In this context, teaching children EI abilities may be viewed as diverting teacher resources and classroom time away from more vital activities that would boost test scores and accomplishment (Skaalvik & Skaalvik, 2007). Against this background, MacCann et al. (2020) conducted a meta-analysis study in order to investigate the extent to which student EI is related to academic

success. Their meta-analysis demonstrates that EI abilities are connected with improved academic success. This means that time spent teaching EI abilities may not always subtract from student accomplishment, provided that students with greater EI levels also achieve more where a concentration on sensing emotions is likely to be less effective than a focus on understanding and controlling emotions. Thus, by providing students with the help to grow in their awareness of themselves and others, how to recognise and handle their emotions, we are helping them academically as well. Moreover, disturbances and troubles they face in school tend to prevent real learning from taking place, and these issues are almost always related to their inner self. Therefore, not addressing students' inner lives, praising standardized test results, creating externally oriented learning environments means we are contributing to superficial learning, and forcing students to memorise information in order to succeed.

However, SEL experts agree that social-emotional learning cannot survive on its own, academic instruction is also needed, although it may appear strenuous and time consuming, it is a challenge worth pursuing. This is where learning patterns and all the data that has been collected up to date on learning patterns comes in handy. Along these lines, we believe that learning patterns model is a solid option in order to fill in the existing gap.

In this respect, a meaning-directed pattern (MD) based on construction of knowledge, intrinsic motivation, deep processing and self-regulation seem to be an interesting match for SEL. We think that once we identify the patterns of learning within a culture and the level of social-emotional intellect we can detect whether

there are flaws in their social-emotional aptitudes and their connection with the less desirable patterns (UD, RD). Therefore, as we explore this connection, we may enable educators to design a curriculum mainly focused on tackling these shortcomings through the treatment of the student as an integrated whole. The aforementioned aptitudes included in SEL should not be treated as optional nor a luxury, on the contrary, they are skills that all students desperately need in order to handle transition and increase prosocial behaviour (Pasi, 2001).

SEL can be incorporated or provided in a variety of ways in the school setting, whether it is taught as a distinct course or part of a health and guidance unit, each school should work towards creating a plan to teach these interpersonal skills in a coherent fashion. In a thorough search of recent research literature and a rigorous process for identifying evidence studies, extracting study information, and classifying the evidence, Grant et al., (2017) evaluated numerous SEL interventions across grade levels and school levels. 60 SEL interventions were evaluated in K–12 public schools in the United States and met the first three levels of evidence required by Every Student Succeeds Act (ESSA, Tiers I–III).

These interventions had positive effects on intrapersonal and interpersonal outcomes. Evidence shows that SEL interventions have improved intrapersonal and interpersonal skills, academic attainment and accomplishment, disciplinary outcomes, civic attitudes and behaviours, and school atmosphere and safety. Although the bulk of interventions have been validated at the elementary school level and in urban settings, many programs have favourable outcomes at other school levels and in different areas. With samples of students from low-income backgrounds or from racial or ethnic minority groups, several interventions have been proven effective (Grant et

al., 2017). Moreover, it turns out that students' attributions of academic performance and self-efficacy are related to their learning patterns. A research conducted among a sizable sample of students at a Belgian university revealed a distinct pattern of interrelationships, with the students' learning patterns playing a crucial role. Students who had a positive conception of learning used self-regulatory and external regulation tactics more frequently, took a deep approach to learning, frequently ascribed effort to academic success, and felt more self-sufficient than other students. When students shared a reproductive conception of learning, they used a surface approach to learning more frequently, an external regulatory method, and habitually ascribed their academic achievement to uncontrolled factors, such as the difficulty of their exams (Ferla et al., 2008).

Chapter 4:

Balkan Countries: past and existing issues

A learner with the simplest, a teacher, of the thoughtfullest

A novice beginning yet experient of myriads of seasons,

Of every hue and caste am I, of every rank and religion,

A farmer, mechanic, artist, gentleman, sailor, quaker,

Prisoner, fancy-man, rowdy, lawyer, physician, priest.

I resist any thing better than my own diversity,

Breathe the air but leave plenty after me,

And am not stuck up, and am in my place.

— Walt Whitman

Introduction

This section provides a political, social and economic description of Balkans' historical development and the system of education in the countries where the present study is focused on.

The Balkans, also known as the Balkan Peninsula, is a geographical area in south-eastern Europe comprising Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Kosovo, North Macedonia, Montenegro, Romania, Serbia and Slovenia, with all or part of each of those countries located within the region. Generally, the Balkans are bordered on the northwest by Italy, on the north by Hungary, on the north and northeast by Moldova and Ukraine, and on the south by Greece and Turkey or the Aegean Sea (depending on how the region is defined). The Balkans are washed by the Adriatic Sea in the west, the Ionian Sea in the southwest, and the Black Sea in the east. In the north, clear geographic delimitation of the Balkans becomes difficult

because the Pannonian Basin of the Great Hungarian Plain extends from central Europe into parts of Croatia, Serbia, and Romania. Portions of Greece and Turkey are also located within the geographic region generally defined as the Balkan Peninsula, and many descriptions of the Balkans include those countries too (Encyclopaedia Britannica, 2019).

4.1. Kosovo

Historically, Kosovo's education system was underfunded or underdeveloped due to its neglected position in former federations of Serbia and Yugoslavia (Tahirsylaj, 2010). After the First World War, Slavs invaded Kosovo, a step that resulted in the devastation of the Albanian language education system that was already extremely poor. The end of the Second World War marked some educational improvements, but Kosovo's education system developed some autonomy over educational affairs only between 1967 and 1980 (Hyseni et al., 2000). A country swamped with political, social, and economic struggle that forced an entire generation of children and young adults to go almost uneducated. Kosovo is still compensating for that today, with many of its adults finding themselves unqualified, undereducated and prone to internal implosion (Llapi and Peterson, 2015).

Thus, various issues nowadays originate from historical education (Yorke & Longden, 2008) where students, according to Valiente (2008), simply accept the teacher's authority and knowledge in traditional classrooms. Teacher's authority is still very present in many Balkan countries, including Kosovo and may also dominate the traditional conception of teacher as 'a hub of knowledge', often practiced in the form

of spoon-feeding (Smith, 2008), and the result of such spoon-feeding 'teacher-centeredness' is seen in the shape of variant issues hindering the learning process among Balkan students. In 2015, Kosovo was among 72 countries that took the PISA test (The Programme for International Student Assessment) which tests 15-year-old students in Sciences, Math and foreign languages. The results revealed that Kosovo ranked as one of the last three countries that scored very low.

4.1.1. Stages of the education system

Pre-school education

This type of education is equivalent to kindergarten. It begins at the age of 3 to 5 years old. It is followed by pre-primary education which prepares children within the age group of 5 to 6 years old for primary education. It is not obligatory.

Primary Education

In the context of Kosovo laws for education, the primary education ranging from grades 1-5 along with the lower secondary education is obligatory for all citizens and it begins when the child turns 6 years old. The mandatory is nevertheless free of charge. The second phase of the obligatory education is the so called lower secondary education which consists of teenagers usually around 12-15 years of age, therefore, grades 6-9. This education, according to the law, is also free of charge and publicly funded. The lower secondary education is held in the five official languages of Kosovo: Albanian, Serbian, Turkish, Croatian, and Bosnian.

Secondary Education

The higher secondary education is categorized in professional and general education and predominantly lasts around 3-4 years conditional on the educational curriculum that is planned by Kosovo's Ministry of Education. This level of education is not mandatory but nevertheless highly encouraged. Thus, all students who complete the higher secondary education basically do so on voluntary basis.

On the ground of professional secondary education, the main aim is to prepare the youth for professional labour markets with the offering of possibilities to pursue university or post-secondary studies. The higher secondary education is categorized in eight types of schools consisting of classes with various teaching profiles.

Higher Education

Higher education may be obtained from a variety of universities and educational institutions that provide high-quality professional training. Higher education is also accessible at public and private universities, with students receiving Associate's, Bachelor's, Master's, and Ph.D. degrees. There are also other timetables available, allowing students to pursue their education full-time or part-time. The network of higher education institutions brought about a number of changes, including the revision of a number of legislative criteria to allow such institutions to grow. Higher education standards and norms in Kosovo are backed by European standards, as is the strategy on higher education.

Table 4.1. Structure of the education system in Kosovo.

Grade	New Structure	Age
Kindergarten	Pre-school Education	3-5
Pre-primary		5-6
Grade 1	Primary Education (Compulsory)	6-7
Grade 2		7-8
Grade 3		8-9
Grade 4		9-10
Grade 5		10-11
Grade 6	Lower Secondary Education (Middle School) (Compulsory)	11-12
Grade 7		12-13
Grade 8		13-14
Grade 9		14-15
Grade 10	Upper Secondary Education (Theoretical and Vocational/Technical Gymnasia and Vocational Schools)	15-16
Grade 11		16-17
Grade 12		17-18

However, a considerable number of students in Lower Secondary Education do not continue with upper secondary education or vocational schools. Another major issue is that every year there are students that drop out of upper secondary education and end up without a qualification (Llapi, 2016). The Ministry of Education Science and Technology (2016) reported that between 2009 and 2015 over 20,000 lower and upper secondary students dropped out of school. This dropout rate is a concern that the Ministry of Education, Science and Technology is trying to address, but so far does not have any initiative for helping adults who have already left school without graduating. Thus, it is crucial that this phenomenon be addressed now in order to prevent future social problems (Llapi, 2016).

4.2. Albania

Albanian territories were inhabited for 100,000 years. Over the centuries the Albanian culture has been influenced by the Romans, Greeks, Turks and Italians. The first inhabitants of the present-day Albania were Illyrian tribes, a group of Indo-European people (Elsie, 2015).

Given its strategic location on the Adriatic Sea, Albania has long served as a stepping-stone for various nations and empires seeking invasion abroad. In the 2nd century B.C., the Illyrians were conquered by the Romans, and from the end of the 4th century C.E. they were ruled by the Byzantine Empire. Following invasion by Visigoths, Huns, Bulgarians, and Slavs, the Albanians were finally conquered by the Ottoman Empire in the 15th century. Albania was proclaimed independent after almost five centuries of Ottoman rule on November 28, 1912 (Encyclopaedia Britannica).

During most of the Second World War, Albania was invaded by Italian and German forces. After the Second World War, Albania became a Stalinist state and remained isolationist until its transition to democracy after 1990. Differing from other Central and Eastern European Countries that began their liberal social and economic reforms in the 1960s, the Albanian model was based on absolute rule of social property and centralized and planned economy driven by government economic policies (Gedeshi & Jorgoni, 2012).

In December 1990, political diversity and an open market economy were installed, marking the start of social and economic reforms. Moreover, Albanian is classified as a middle-income country since 2009. From 1990 onwards, the country has made enormous improvements in establishing a credible, multi-party democracy system and market economy (UNESCO, 2017).

4.2.1 Stages of the education system

The principle of equality is provided in the constitutional provisions of the Republic of Albania by law. In accordance with this, every individual in the Republic of Albania, has the right of education regardless of race, colour of skin, gender, language, religion, political or other convictions, national or social origin, property, birth, social status or any other personal circumstances (Article 20, 57).

The legal framework in Albania warrants the right to education for all children, regardless of their needs and special abilities. Law Nr. 69 of 2012 "On Pre – University Education" calls for free and mandatory education and it applies to children aged 6-16 years old. Underlying the process of inclusion is the assumption that the general classroom teacher has certain knowledge and understanding about the needs of different learners, teaching techniques and curriculum strategies.

In Albania the following forms of education can be distinguished: pre-university education and higher education. The obligatory education age in Albania is from 6 to 16 years old. It includes basic education and lower secondary education. Classification of the education level in Albania is done based on the International

Standards of Education approved by UNESCO General Conference in 1997. Based on the law on pre-university education the pre-university education system in Albania is composed by the following structures.

Pre-school education (Arsimi parashkollor) This type of education is equal to early education and day care system. It starts at the age of 0 to 5 years old. It is offered in day care centres (*çerdhe*) and kindergartens (*kopshte*). It is not obligatory.

Basic and Lower Secondary education (Arsimi 9 vjeçar) starts at the age of six and ends at the age of 15. It is divided into primary and lower secondary education. Primary education (*arsimi bazë*) starts at the age of 6 and ends at the age of 10. Lower secondary education (*arsimi i mesëm i ulët*) lasts from 10 to 15 years old.

Upper secondary education (Arsimi i Mesëm i Lartë), this type of education is offered in high schools (*shkolla të mesme*). Broadly speaking high schools can be general (*gjimnaze*), vocational (*profesionale*) and oriented (*të orientuara*). General upper secondary education lasts for three school years while professional ones last two to five years and it is in conformity with the Albanian National Qualification Framework.

Oriented Education Schools (Shkolla të arsimit të orientuar) include art schools, sport schools, foreign language schools and schools oriented in other education areas. Admission in these institutions is done based on specific criteria set by the decision of the Council of Ministers. All types of higher secondary education mentioned above are completed once the *State Matura* exam is finished. *State Matura* exams include three common subjects namely Albanian Language and Literature, Math and one foreign language. They also include optional subjects which are defined by guidance of the

Minister of Education. Organization and development of national *State Matura Exams* are regulated by guidance of the Minister[3].

Higher Education institutions in Albania are both public and private. Currently there are 16 public universities and 26 private higher education institutions. They operate in Tirana as well as in the main regions. Funding sources of public higher education institutions comprise of the state budget, student tuition fees, income from services rendered or generated by third parties, donations, scientific activities, international projects, bilateral or multilateral agreements, special funds. Under communist rule for most of the second half of the 20th century, Albania became one of the poorest and most isolated countries in Europe. Since the fall of communism in the 1990s, Albania has made steady progress in applying reforms in the system of education.

There is a new curriculum reform currently underway in Albania which aims to equip students with a broad set of competencies that include communication and higher order skills such as critical thinking, extracting and analysing information from a variety of sources, and utilizing multiple strategies for learning, including problem-solving, analysis, and presentation (UNESCO, 2017). The key competencies that underlie the new curriculum are aligned with the key competencies for lifelong learning that have been laid out throughout the European Union. The adoption of this approach in Albania's national curriculum framework has been seen as a significant step in curriculum modernization (UNESCO, 2017). According to the Country Background Report (IED, 2015), the current curriculum reforms are motivated by the

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3   According to the Website of Ministry of Education, Sports and Youth, Universities.

failings of the previous curriculum to achieve intended results and the need to improve students' performance.

Figure 4.1. Structure of the Education System in Albania according to Albanian National Qualifications Framework.
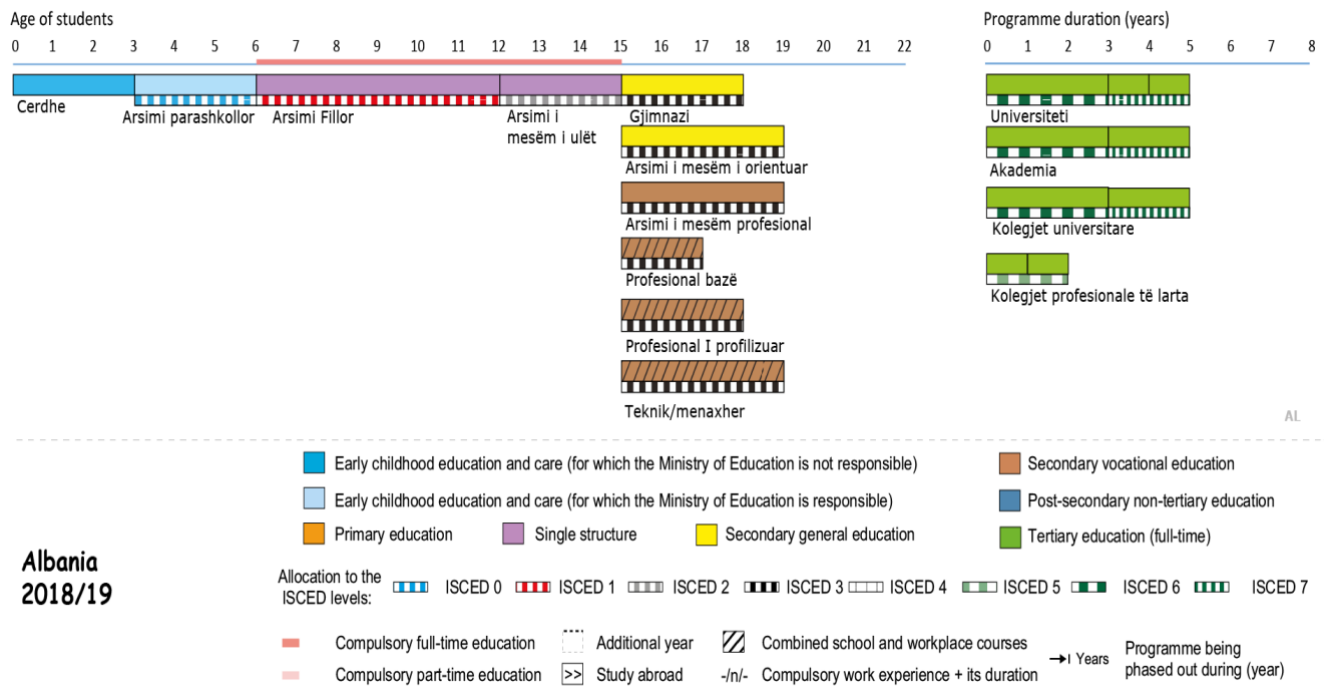
4.3. North Macedonia

This landlocked Balkan country emerged in 1991, after the split of the former Yugoslavia. The population of the Republic of North Macedonia is diverse. At the beginning of the 21st century, nearly two-thirds of the population identified themselves as Macedonians. Albanians are the largest and most-important minority in the Republic of North Macedonia. According to the last conducted census in 2002, they made up about one-fourth of the population. The Albanians trace their descent

to the ancient Illyrians and are concentrated in the north-western part of the country, near the borders with Albania and Kosovo.

Along with the rest of the Balkan Peninsula, North Macedonia underwent an impressive economic transformation after 1945, within the framework provided by Yugoslavia's system of "socialist self-management." Even so, Macedonia remained the poorest of the Yugoslav republics and was included throughout the communist period in the list of regions that merited economic aid from wealthier parts of the federation (Encyclopaedia Britannica, 2019).

4.3.1. Stages of the education system

The education system of North Macedonia comprises a mix of pre-school, primary (6-14 years), secondary (15-17/18 years) and higher education. Primary schools are supervised by municipal authorities and are state funded. There are both public and private secondary schools and higher education institutions. The compulsory school age is from age 6 to age 17, 18 or 19 (depending on the type of education) and the language of education is Macedonian, Albanian, Serbian or Turkish.

Primary education

As mentioned above, all primary schools in North Macedonia are public (free). Children attend from the ages of 6-14/15.

Secondary education

Secondary education is compulsory, and as a rule is public and free. There are also 16 accredited private secondary schools.

General secondary education

Secondary general education at a grammar school takes 4 years. The curriculum consists of fixed units (80%); elective subjects (20%). Students wanting to go on to higher education conclude their secondary schooling with a final exam: the *state matura* organized by the National Examination Centre, usually in June. The length of the school year in all three countries is early September to mid-June.

The government of North Macedonia realizes that fundamental changes in some aspects of education are necessary and serious reforms are to be introduced. In one of the speeches on education, delivered by the leader of the Democratic Union for Integration in North Macedonia, Ali Ahmeti affirmed the significance of reforms in education by referring to it as not only the mind of a nation but also its heart:

> The enlightened genius of our country, Sami Frashëri, rightfully stated that a nation's mind is its education, but it is also its heart and morality. For me and all of us, teaching has always had a special place, since our educators created a national and enlightening mission for which we are eternally thankful, but it also symbolizes a fundamental obligation for us to continue the path set by generations of many extraordinary advocates of education. The battles of our Renaissance people have not stopped, even today when we are facing challenges from different influences and clashes of civilizations and cultures. After many efforts and sacrifices of entire generations, today we have kindergartens, primary and secondary schools, as well as universities in the

Albanian language, but infrastructure alone is not enough, today more than ever we need quality and dedication (Ahmeti, 2015; 2017).

In North Macedonia, compulsory nine-year primary education was introduced in 2007 according to the concept of the nine-year primary upbringing and education. The law on primary education provides assurances for this level of education to be free for all children aged 6-14 and accessible to each child, particularly through provision of free textbooks and free transportation for those with a permanent residence at least 2 kilometres away from the nearest school.

In parallel with increasing the duration of primary education, reforms of the curricula were also initiated. The subject programs include development goals for the cycles of primary education, general goals for each grade and specific goals for each program. In addition, a program for life skills education and a guide were drafted, planned to be applied at the master class from the 2nd to 9th grades, covering basic skills to deal with challenges in students' daily lives (Education Strategy and Action Plan, 2018).

Learning accomplishments of students are critically low, which has been demonstrated by results achieved at international testing events. Standards which should define the learning outcomes for each cycle (I, II, III) of primary education are absent, the framework curriculum is overloaded, and the subject programs have little applicability to the local environment. Particularly, it may be noted that teaching of civil education and life skills is insufficient or inappropriate in a number of schools, while entrepreneurial skills are at low level among both students and teachers.

Since the 2007-2008 academic year, secondary education is compulsory for all citizens under equal terms and conditions stipulated by the law on secondary education, and the policy of enrolment in secondary schools was attuned according to this prerequisite. The law also provides textbooks for each pupil, free transportation or free accommodation in dormitories in order to guarantee equal access to quality education for all (Education Strategy and Action Plan, 2018).

The subject programs for secondary education were analysed with regard to the representation of multiculturalism in the aims and content. The curriculum for "Life Skills Education" was prepared, together with a manual for its implementation during the class hours. Curricula are overburdened while there are still subject programs which are outdated and do not provide continuity in the cognitive and social-emotional development of students, do not allow for integrated approach of learning processes, do not develop adequately broad and central competencies, do not support modern teaching approaches and do not reflect current social processes (Education Strategy and Action Plan, 2018).

A number of textbooks are obsolete and contain stereotypes, prejudice, and stigma and are lacking elements for coexistence, respect of differences, integration, personal growth, multiculturalism, which is complemented by a demotivating legislation on the textbooks' development and review. However, developing and enriching textbooks with additional content is a slow and long process and it fails to meet the needs of the teaching staff regarding the latest contents in certain areas, which contributes to an outdated teaching process.

Reforms in the sphere of secondary general education are not always coherent nor consistent with primary school's reforms, due to which the transition of students

from primary to secondary school is exceptionally stressful and reflects negatively on their attitude towards learning and achieving results (Education Strategy and Action Plan, 2018).

Figure 4.2. Structure of the Education System in North Macedonia according to North Macedonian Qualifications Framework (NQF).
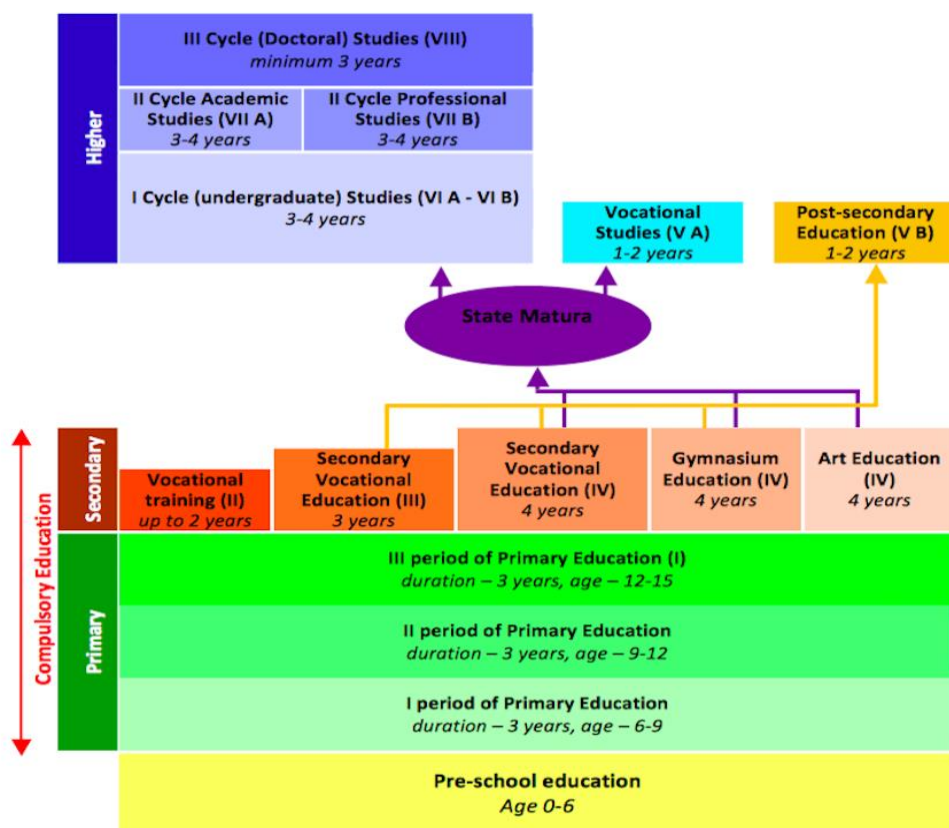
4.4. Historical events that marked the Balkans

In order to get a glimpse of the social-emotional development of the students in this part of the world, it is necessary to take a look at the historical upheavals that negatively affected family structures, education, and the young children whose lives

would begin in the consequences of war and their learning would develop in a destabilized society for years to come.

4.5.   Armed insurgency in Kosovo

Kosovo, which borders Albania, was a province of Serbia, which was a constituent republic of Yugoslavia from 1929 until 2003. Formerly regarded as the centre of Serbian culture and civilization, but over the course of several hundred years, its population shifted, with an Albanian ethnic majority. Despite the population change, Serbs believed Kosovo to be an indispensable part of their country (Rogel, 2004). Former Yugoslavia was made up of six nominally equal republics: Croatia, Montenegro, Serbia, Slovenia, Bosnia and Herzegovina, and Macedonia (now North Macedonia).

Despite the fact that Kosovo was a province of Serbia, it had its own administration. When Slobodan Miloševic was elected president of Serbia on a nationalist mandate in 1989, one of his first acts was to deny Kosovo of its autonomy by replacing Albanian officials with Serbian officials and closing down Albanian-language schools (Minorities at Risk Project, 2004).

Unsurprisingly, Kosovar Albanians responded by boycotting all Serbian institutions as a means of nonviolent demonstration, however, these approaches did not evoke the anticipated recognition from the international community. Meanwhile, Yugoslavia devolved into civil conflict when certain republics proclaimed independence in the early 1990s. When their nonviolent protests did not change

anything, many Kosovar Albanians began to look for other solutions, which gave rise to Kosovo Liberation Army (Minorities at Risk Project, 2004).

By 1998, the KLA's operations were considered a significant armed insurrection. Serbian special forces, and subsequently Yugoslav military forces, sought to reclaim control of the region. Atrocities perpetrated by the police, paramilitary organizations, and the army displaced a large number of people, and the crisis was widely documented in the world media (OSCE, 1999). The Yugoslav and Serbian armies retaliated with a merciless counteroffensive and ethnic cleansing. The UN Security Council denounced the use of disproportionate force and imposed international sanctions, but the bloodshed continued. Diplomatic talks began in February 1999 in Rambouillet, France, but broke down the following month (Iacopino et al., 2001).

Soon after, NATO had begun air strikes against Serbian military targets. In response, Yugoslav and Serbian forces drove out all of Kosovo's ethnic Albanians, displacing hundreds of thousands of people into Albania, North Macedonia and Montenegro. The NATO bombing campaign eventually expanded to Belgrade. In June NATO and Yugoslavia signed a peace accord outlining troop withdrawal and the return of nearly one million ethnic Albanians as well as another half a million, displaced within the province. Most Serbs left the region, and there were occasional reprisals against those who remained. UN peacekeeping forces were deployed in Kosovo, which came under UN administration (Iacopino et al., 2001).

Tensions in Kosovo between Albanians and Serbs persisted far into the twenty-first century. Anti-Serb riots erupted in a number of cities and villages across Kosovo in 2004. Nevertheless, Kosovo proclaimed independence from Serbia in February

2008. Despite the fact that the United States and a number of key European Union members chose to recognize Kosovo's independence, Serbia did not (Tansey, 2009).

4.6.   A quest for access to education in North Macedonia

In 2001, Albanians and Macedonians in the former Yugoslav Republic of Macedonia engaged in a low-intensity armed insurgency. The uprising occurred as a result of the Albanian minority's ongoing oppression in Macedonia (now North Macedonia) (Encyclopaedia Britannica, 2021). There were several incidents that led to the armed conflict, as well as numerous deaths. One of them was the use of Albanian language which was prohibited in higher education. The only option to pursue higher education in their native language was the University of Prishtina in Kosovo, although not everyone had the economic means to travel or reside in Prishtina for their studies (Minorities at Risk Project, 2004). Since Serbian strongman Slobodan Miloševic revoked Kosovo's autonomy in 1989 and closed the Albanian-run University of Prishtina, a cultural centre for Albanians from all over Yugoslavia, ethnic Albanians in North Macedonia had been denied the opportunity to pursue higher education in their native language. In 1995, police in North Macedonia responded aggressively against proposals to establish an Albanian language university. Flag and language disputes lasted far into the 1990's (Minorities at Risk Project, 2004).

According to the US Department of State's Report on Human Rights in North Macedonia (1996), ethnic Albanians in North Macedonia faced the following forms of discrimination: limited access to Albanian-language media and education; poor representation in public sector jobs; poor representation in the police corps; denial of

citizenship to many long-time ethnic Albanian residents of Macedonia; and discrimination in the military officer corps. As a result, Albanians of North Macedonia sought Albanian-language education and media, as well as increased representation in central and regional administration and the unceasing appeal for an Albanian-language university (US Department of State's Report on Human Rights in North Macedonia, 1996). The Macedonian police responded with acts of violence to these requests and the government announced the establishment of an Albanian-language university in Tetovo unconstitutional in December 1994. They later demolished the structure that was supposed to house the institution. Nevertheless, University of Tetovo was founded in 1994 with the cooperation of all ethnic Albanian political parties in North Macedonia. Once more, the Macedonian government replied by declaring the university illegal, claiming that it was equivalent to Albanian secession and hence a threat to the country's stability (Brunnbauer, 2004). Several times, police stormed the university's offices, arresting lecturers and students. When classes resumed, police used excessive force when attempting to enter faculty buildings disrupting lectures. Despite persecution, the authorities were never able to close the university, which continued to operate underground. Meanwhile, Macedonian officials were promoting the nationalistic idea of establishing a Macedonian state, which ran counter to the country's multi-ethnic reality (Minorities at Risk Project 2004).

Ethnic Albanians gathered yet again in 1995 to commemorate the formal inauguration of Macedonia's first, but illegal, Albanian-language university. Within a day, the university was shut down by police. For stirring a disturbance outside the illegal Albanian-language institution, the dean was sentenced to two and a half years in prison (Ceka, 2018). On identical allegations, others were eventually sentenced to

shorter terms. Inter-ethnic tensions in Macedonia were worsened by the conflict in neighbouring Kosovo in 1999. During the height of the crisis, around 250,000 Kosovar Albanian migrants came into North Macedonia (Ceka, 2018). Macedonian authorities were hesitant to accept Kosovar Albanian refugees and pushed for the evacuation of tens of thousands of them to other countries. Protests against higher education, the use of Albanian language and symbols, and discrimination went generally unheeded, leading ultimately to the emergence of an armed insurrection led by an ethnic-Albanian force known as the National Liberation Army (NLA). The majority of this guerrilla force's backing and recruiting came from local ethnic Albanians, while it also included ethnic Albanian militants who had fought in Kosovo (Iseni, 2013). Fighting in Kosovo had ceased in June 1999, following a NATO operation led by the United States against Serbia, which NATO officials accused of ethnic cleansing and genocide. From Kosovo and others, arms and people inspired by their recent freedom, flooded through North Macedonia's borders. The NLA fought Macedonian security forces for six months, until a peace settlement (The Ohrid Framework Agreement) supported by the international community put an end to the conflict in August 2001 (Lund, 2005).

The Ohrid Framework Agreement recognized the majority of ethnic-Albanian demands and instituted constitutional modifications to ensure Albanians as a community had certain rights. The agreement, which was signed by all main parties, stipulated that state-funded university education be provided in languages spoken by at least twenty percent of North Macedonia's population. It also guaranteed the encouragement, and development of minority communities' identity and community attributes, as well as the use of their community symbols; unbiased representation of various ethnic groups in public administration and the police; and decentralization of

power to the municipal level, giving Albanians more control in places where they were the majority (Lund, 2005).

After more than two decades of peace, the Albanian community's political unification is becoming a reality; nonetheless, social isolation, mistrust, and grief persist. Meanwhile, as a result of the overwhelming insecurity and political deception, many individuals, particularly young people, have been emigrating. According to a recent government study, eighty-five percent of final-year university students envision a future outside of the country. According to IMF statistics, the Balkan nations have seen the largest exodus from Eastern Europe. By 2012, North Macedonia, Albania, Bosnia & Herzegovina, Kosovo, Montenegro, and Serbia had lost nearly seventeen percent of their population (Atoyan et al., 2016).

4.7. Albania's transition to democracy

Albania has always functioned as a steppingstone for many nations and empires aiming to invade abroad, due to its strategic location on the Adriatic Sea. It has endured invasions by Visigoths, Huns, Bulgarians, and Slavs, and eventually the Ottoman Empire conquered Albania in the 15th century. On November 28, 1912, Albania was declared independent after nearly five centuries of Ottoman rule (Encyclopaedia Britannica, 2021).

During most of the Second World War, Albania was invaded by Italian and German forces. After the Second World War, it became a Stalinist state and remained isolationist until its transition to democracy after 1990. When the communist dictatorship took control in late 1944, it made reopening schools and restructuring the

whole education system to suit communist ideology a top goal. In this regard, Albania differed from its neighbours (Kosovo and North Macedonia), because the regime's goals for the new school system had been to eliminate illiteracy as soon as possible, to combat "upper class heritage and traditions" in the country's culture, to transmit to Albanian youth the ideas and principles of communism as interpreted by the party, and finally to educate children from all social classes on the basis of these principles (Kola, 2014). A fortunate outcome of the closed regime of Enver Hoxha is that in 1949 the government declared a law requiring all citizens between the ages of twelve and forty who could not read to attend classes in reading and writing. Writers, artists were encouraged and supported, Albanian cinematography was at its peak (although primarily to spread communist ideals), art in general was revived (Perez, 2017).

Official statistics indicate that illiteracy had been virtually eliminated by the late 1980s. From a total enrolment of fewer than 60,000 students at all levels in 1939, the number of people in school had grown to more than 750,000 by 1987; about 47 percent of all students were female. Moreover, during this time religious dispute was eliminated by declaring Albania the first atheist state, making it officially neutral in matters of religion (Zickel et al., 1994).

While its neighbouring countries were in the midst of rebellion and riots, Albania was struggling to transform itself from a communist country and slide straight into democracy. Unlike other Central and Eastern European countries that launched liberal social and economic reforms in the 1960s, Albania's model was founded on absolute authority of social property and a planned economy guided by government economic policies (Gedeshi & Jorgoni, 2012).

The Albanian transition was more than just a reconstruction of democracy, it was an educational and social process, a new generation that had to be guided into the future, a society that had been incapacitated emotionally. In December 1990, political diversity and an open market economy were installed, marking the start of social and economic reforms. From 1990 onwards, the country made enormous improvements in establishing a credible, multi-party democracy system and market economy (Fevziu, 2016).

4.8. Rebuilding adolescents' emotional health

When the social infrastructure has been harmed by wrongdoing, political instability, repression of social identities, mass antagonism, arbitrary action, deprivation and loss, and the arising impact of psychosocial health on individuals and communities is acknowledged, SEL has to be taken into account. In such cases, SEL skills should be cultivated through a conflict-sensitive approach that emphasizes peacebuilding, justice, and reconciliation (Clarke-Habibi 2019).

Additionally, the Recommendation of the European Parliament and the Council of Europe on key competences for lifelong learning (2006) indicates eight following key competences in the educational process, among which more than half are related to SEL: communication in the mother tongue; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competence; learning to learn; social and civic competence; sense of initiative and entrepreneurship; cultural awareness and creative expression.

Self-awareness and self-management in the context of creating and maintaining relationships in harmony with the environment represent a lifetime process of

personality development. The source from which we learn our first abilities in order to build our own identity is our family, which is later replaced by the educational setting. Therefore, social-emotional learning is an essential requirement for students' positive adjustment and well-being in school. It entails both children and adults acquiring and effectively using the information, attitudes, and abilities required for emotional understanding and management, positive goal setting, empathy expression, healthy relationship development, and responsible decision-making (CASEL, 2012). It is based on a progressive educational tradition as well as primary preventive and social competence enhancement literature in psychology, and it is aimed at improving children's social and emotional development.

However, teachers' levels of social-emotional competence vary so there is no guarantee of ideal conditions for social-emotional development for all students. Teaching soft skills through open communication, regular planning and timing, encouragement of movement, mindfulness, and concentration activities can help to prevent stressful situations, misunderstandings, and conflicts that are common in non-homogeneous groups and social communities.

It is necessary to pay attention to all academic environment participants, to harmonize interpersonal interactions, to sophisticate culture, trust, coordination, and motivation in a functioning educational process, in order to improve soft skills in students. Social–emotional abilities and academic accomplishment are intrinsically linked, thus, unified, coordinated preparation in both areas strengthens students' likelihood of succeeding not only in school but throughout their life (Elias & Bruene, 2005). According to Jones and Bouffard (2012) and Jennings and Greenberg (2009), teachers' knowledge of and comfort with SEL have a significant role in the

development of a student's grasp of SEL concepts. Teachers' views and experiences have an impact on how SEL is implemented in the classroom (Jennings et al., 2014).

An educator's perception of SEL is influenced by a variety of life events, including those from their families, their religion, their education, and their communities. If those life events were unpleasant, they had a greater impact on how individuals regarded SEL. On the other hand, educators with substantial adversities were better able to empathize with the situations of their students, and as a result, they valued the development of SEL abilities in their students more.

The main difficulties which hinder SEL implementation, according to teachers, are time limits, a lack of background understanding of SEL before entering the classroom, and a lack of administrative support (Campbell et al., 2015; Loveless & Griffith, 2014; Martínez, 2016). Therefore, there should be a shift from prioritising academic subject education to applying SEL instruction based on the results obtained from the learning patterns model.

Chapter 5:

Study Approach

Although this study does not claim to provide answers to all questions, it does consider the complex web of the social-emotional aspects of teaching and learning processes within the psychological domain, focusing on one aspect of SEL while investigating the relationships with learning patterns in a sample of high school students in the Balkans.

All this with the purpose of discussing strands of the development of these students and defining educational guidelines towards more inclusive, personal and more social learning processes that exceed the strictly academic.

In this sense, the work proposes, on the one hand, to go deeper into the role of social-emotional learning components and learning patterns linked as central factors in students' well-being. And, on the other, to approach the analysis of dominant learning patterns when influenced by social-emotional learning.

Based on the above, we carry out a study that, based on the description of social-emotional learning competencies and learning patterns, allows us to explain how and according to what factors this link can be explained. In the analysis of learning patterns and the level of use of social-emotional learning strategies, we have

considered the theoretical framework of the models related directly to academic success.

5.1. Objectives and hypothesis of the study

The first chapters have drawn attention to the pending questions with reference to the definition of social-emotional learning as a model and its components in the Balkan region as well as the review of the methods used that have marked not only the questions to be answered but also a possible way of addressing them:

1. Which learning patterns are dominant in Balkan high school students?

2. What are social-emotional competences of a sample of adolescents in these countries?

3. What is the relationship between learning patterns and social-emotional learning?

4. What is the theoretical contribution of this study to Vermunt's model from a cross-cultural view?

In this sense, we have specified the objectives of this research as follows:

5.2. Specific objectives

- Identify the dominant learning patterns in secondary education in the Balkan region.

- Provide an overview of social-emotional intelligence, SEL characteristics and competencies in order to expand our understanding of emotions in relation to learning processes.

- Analyse the relationship between social-emotional learning components and learning patterns.

- Discuss the role of culture, socio-political issues in the explanation of learning patterns and SEL, compare the data through a cross-cultural lens.

- Discuss the way emotional illiteracy may affect adolescents' learning experience and well-being.

5.3. Theoretical hypothesis

Based on previous research with regard to social-emotional learning and learning patterns, three theoretical hypotheses were established:

Hypothesis 1: Balkan students will score higher on the reproduction directed (RD) pattern due to the teacher centred system of education that still prevails and lack of SEL intervention programs.

Hypothesis 2: Students who score higher on social-emotional domains will also score higher on the meaning-directed (MD) pattern and their learning will be more regulated.

Hypothesis 3: Social-emotional learning has proven effective over the last two decades, with benefits including better academic performance, fewer disciplinary incidents and greater awareness and understanding for students about how to handle

their emotions. Thus, it could potentially shape Undirected learning into meaning-directed (MD) or application-directed (AD) and improve academic performance.

Hypothesis 4: Culture and context play a significant role on social-emotional learning competence and learning patterns. Therefore, subjects coming from a violence-affected setting, such as the case of Kosovo and North Macedonia, will display little social-emotional literacy.

5.4. Importance of the study

Little is known about social-emotional learning and learning patterns in the Balkan region in secondary education and throughout the later years of adolescence. This is mainly because social-emotional intelligence in this region is rarely addressed in the educational level, leaving a substantial gap in the literature that needs to be covered. Moreover, confronting the complex history of these countries (suffering from persistent social tensions, violence, deteriorating governance and fragility) from a psychological viewpoint within the educational field, increases the understanding and awareness of the society on how SEL and learning patterns might affect the current academic context. Through the analysis made by this study, educational entities and institutions will have a new approach on how to nurture adolescent's psychological health and increase academic performance. Researchers suggest that social-emotional learning and its effects on academic achievement should be explored further (Durlak et al., 2011; Farrington et al., 2012; Humphrey 2013; Zins et al., 2004). This is important for research, practice, and policy because high school students face different challenges, developmental transitions, risks, and school-based experiences that may

have a negative impact on their overall well-being and sense of self. For instance, social-emotional learning in high schools may incorporate the help that students need to successfully navigate the psychosocial experience of leaving school after graduation, as well as providing student support in career and college transitions.

5.5. Contributions to the literature

To date, there are currently no published empirical evaluations that have explored and identified learning patterns in the Balkans, based on Vermunt's model, and minimal research has investigated a combined impact of social-emotional learning and learning patterns on student-related well-being (i.e., grit, self-management, social-awareness, self-efficacy, emotion regulation) in this part of the world.

Findings will contribute to the literature pertinent to implications for supporting student well-being, in conjunction with student efforts, as well as the applicability of combining interventions that promote a positive education within schools. By examining and defining social-emotional competencies which are most related to academic achievement and which learning patterns are dominant in high school students, findings provide insights into the areas which may be the most potent in terms of intervention.

Moreover, few studies have used multiple samples from across settings which demonstrate students' social-emotional needs and their perception of the importance of social skills while identifying the patterns of learning which dominate, in a vulnerable, conflict-affected setting. Combined with the identification of learning patterns, the study aims to contribute to the psychological development and its close

link to educational practices. Moreover, it aims to address, in some way, the complicated interplay between emotion and cognition by opening a portal between SEL and learning patterns.

III: METHODOLOGICAL APPROACH

Chapter 6:

Method

6.1.   Design of the study

The design of the study was cross-sectional and cross-cultural. In this respect, the study analyses data from an intentional subset by convenience. The data was collected in 2018, particularly, samples from Albania, North Macedonia and Kosovo, respectively. Due to both the effectiveness and efficiency for answering the stated research questions, survey research was deemed suitable in order to provide a discussion on the link between learning patterns and social-emotional learning, which can be effectively achieved by using a quantitative approach that measures variables and analyses the scores.

6.2.   Participants and setting

Participants of the survey study are Balkan students from North Macedonia, Albania and Kosovo. The participants were 136 females (56.7%) and 104 were males (43.3%)

with a mean age of 16.8 years (range = 15 to 18). The study focuses on learning patterns and social-emotional learning in secondary education. It is between the ages of 15 to 18 years, in particular, in which fundamental changes occur across almost every sphere of life – intellectual/cognitive changes, and social-emotional changes which lead to a degree of vulnerability due to the transition from primary to secondary education.

During this time, students should master and develop their academic skills, and become more self-aware and reflective and have the capacity to act in accordance with their higher levels of social understanding. It is also during these years when students become less egocentric and are able to consider the feelings and perspectives of others as well as develop more solid patterns of learning. Thus, interaction with teachers, peers, the school environment in general and the culture of the territory, in particular, generate learning spaces; and ways to access knowledge. These spaces become the central scenario in which biological characteristics, personal potentials and social interactions are linked strengthening or weakening the future of students' achievements (Christie & Viner, 2005).

6.3. Instruments

Learning patterns

With regard to learning patterns, data has been obtained using the modified version of the Inventory of Learning Patterns (ILP) which is a reduced version consisting of 60 items. These items are distributed equally into four different components about student learning activities: processing strategies, regulation strategies, conceptions of learning, and learning orientations; with five sub-scales each. In this respect, we have

20 sub-scales with 3 items each which are answered on a 5-point Likert scale. This version was adapted and validated previously (Martínez-Fernández, García-Orriols, & García-Ravidá, 2015) from the original ILS consisting of 120 items (Vermunt, 1998). In this study, the ILP was translated by a certified translator into Albanian which is the official language in all three countries. Moreover, its 20 sub-scales are reported to be reliable in measuring learning patterns adopted by high school students. Table 6.1 shows the ILS items in correspondence with the original and the modified short version used in the present study.

Table 6.1. ILS items in correspondence with the original and short-version instrument.

PA	Sub-scales	ILS Vermunt (1998) (items)	ILP (items)
MD	Construction of knowledge	(85, 88, 92, 96, 98, 104, 116, 117, 119)	(1,6,11)
	Personally interest	(57, 65, 69, 74, 78)	(16,26,29)
	Elaboration	(6, 10, 13, 19, 25, 34, 35)	(35,38,40)
	Critical Thinking	(29, 39, 43, 49)	(31,36,45)
	Self-reg. Process	(21, 24, 31, 46, 50, 51)	(48,52,55)
	Self-reg. Content	(16, 28, 42, 54)	(47,50,56)
RD	Intake of Knowledge	(82, 86, 94, 100, 103, 106, 107, 112, 113)	(3,8,12)
	Certificate	(60, 63, 68, 70, 80)	(20,23,28)
	Memorizing	(2, 7, 9, 26, 33)	(32,39,42)
	External reg. of processes	(4, 5, 18, 32, 38)	(46,51,57)
	External reg. of results	(11, 12, 30, 44, 55)	(53,58,60)
AD	Use of knowledge	(81, 90, 95, 102, 108, 114)	(2,7,15)
	Auto-evaluation	(58, 61, 64, 72, 77)	(17,21,25)
	Vocational	(56, 62, 67, 71, 73)	(18,27,30)
	Analyze	(1, 17, 23, 40, 45, 53)	(33,37,41)
	Concrete Processing	(3, 14, 22, 48, 52)	(34,43,44)
	Self-reg. Process	(21, 24, 31, 46, 50, 51)	(48,52,55)
	Self-reg. Content	(16, 28, 42, 54)	(47,50,56)
	External reg. of processes	(4, 5, 18, 32, 38)	(46,51,57)
	External reg. of results	(11, 12, 30, 44, 55)	(53,58,60)
UD	Stimulate learning	(84, 89, 93, 99, 109, 111, 115, 120)	(5,10,13)
	Cooperative learning	(83, 87, 91, 97, 101, 105, 110, 118)	(4,9,14)
	Ambivalence	(59, 66, 75, 76, 79)	(19,22,24)
	Lack of regulation	(8, 15, 20, 27, 37, 41)	(49,54,59)

Sample question designed to identify cognitive processing strategies related to memorisation is:

Question #2: "I repeat the principal areas of the study topic until I know them by memory."

Sample question designed to identify regulation strategies according to self-regulation is:

Question #24: "When I begin to read a new chapter or article, I first analyse the best way to study it."

Sample question designed to identify regulation strategies learning orientations based on personally interested (intrinsic motivation) is:

Question #65: "I carry out my studies based on my interest in the topics being covered."

Sample question designed to identify learning conceptions according to the construction of knowledge is:

Question #104: "To assess my own learning progress, I should try to respond to self-formulated questions about a given topic or subject."

Social and emotional learning

In order to measure students' social-emotional competencies, Panorama Social Emotional Learning Measures were used, a survey created by Dr. Hunter Gehlbach and his research team at the Harvard Graduate School of Education (2014). This research-backed, open-source survey has been used in thousands of schools across the United States and are regularly checked for validity and reliability (Gehlbach & Artino, 2018). Many schools and districts have found positive correlations between these SEL measures and important student outcomes, including GPA, test scores, and attendance (Artino, La Rochelle, Dezee & Gehlbach, 2014).

The following section shows Cronbach's alpha (α), comparative fit index (CFI), and root mean square error of approximation (RMSEA) according to the report which

provides psychometric evidence for the reliability and validity of the survey (data collected during the 2016-17 school year from approximately 3,500,000 students in over 5,900 schools) regarding specific student topics: self-efficacy ($\alpha=0.78$, CFI=1.00, RMSEA=0.03), emotion regulation ($\alpha=0.84$, CFI=0.99, RMSEA=0.05), grit ($\alpha=0.74$, CFI=0.99, RMSEA=0.05), social awareness ($\alpha=0.80$, CFI=0.96, RMSEA=0.06), self-management ($\alpha=0.83$, CFI=0.89, RMSEA=0.09). Accordingly, all of Panorama's survey topics met or exceeded the typical sufficiency threshold of .70 (Gehlbach & Hough, 2018). The questions are applicable to all types of school settings and to communities serving students from a range of socioeconomic backgrounds. Sample questions for each student topic selected in the present study include: *During the last 30 days... How often did you remain calm, even when someone was bothering you or saying bad things?* (self-management); *How confident are you that you can complete all the work that is assigned in your classes?* (self-efficacy); *How often do you stay focused on the same goal for several months at a time?* (grit); *During the past 30 days...How carefully did you listen to other people's points of view?* (social awareness); *When you are feeling pressured, how easily can you stay in control?* (emotion regulation). Moreover, researchers have found positive correlations between these SEL measures and important student outcomes, including GPA, test scores, behavior, and attendance. Panorama's research shows that student academic performance and attendance is most correlated with self-efficacy and self-management, student behaviour most correlated with self-management and social awareness, (Gehlbach et al., 2016).

The survey, among other SEL aptitudes, measures student's growth mindset, self-management, social awareness, self-efficacy, learning strategies, classroom effort, social perspective-taking, emotion regulation and background. For this study we have

focused on five sub-scales which are answered on a 5-point Likert scale, located on the recommended section of the survey: grit, self-management, social-awareness, self-efficacy and emotion regulation.

6.4. Translation of the instruments

The researcher initially concentrated on the process of instrument translation and adaption in the Balkan setting to be in accordance with the study objectives. The main aim of this process is to create several language versions of the instruments that are conceptually equivalent in all of the target cultures and nations. That is, the instrument should practically operate in the same way and should be similarly natural and acceptable. Instead of language or literal equivalency, the emphasis is on conceptual and cross-cultural synchronization. Forward translation, expert panel review, cross-cultural cognitive reviewing, and concluding test for validation are proven strategies for achieving this aim (Ljungberg et al., 2015). As a result, the following actions were considered: Two psychologists with experience in psychometric testing reviewed the ILP and SEL Panorama Measures after having them translated into Albanian, which is the official language of all three countries. They were asked to provide feedback on the language and content of the survey's items. A psycholinguist from Albania evaluated the survey items and made changes to the language of description and cultural difficulties, such as areas where cultural differences can lead to misunderstanding or social norms might be breached. The data was then interpreted and analysed based on the answers to each question. Subsequently,

conclusions have been drawn through critical thinking, and carefully examined in order to synthesize the subjects' perceptions and insights.

6.5. Preliminary analysis

Data derived from the students' responses to the ILS and the SEL scales was firstly submitted into the statistical software program, IBM SPSS Statistics 25. Once entered, the data was scored using the scoring tools for each instrument and was then ready to be analysed.

Means, standard deviations, and additional descriptive data were calculated for each of the key variables including processing strategies, conceptions of learning, learning orientations and regulation strategies. Cronbach's alpha was calculated for the sub-scales of the learning patterns and social and emotional learning data set to assess internal consistency within this specific sample. Additionally, these alphas were compared with the sample of Latin American countries to determine any differences among each sample.

6.6. Data Screening

A total of 300 cases were examined to determine if they met the criteria for inclusion to be analysed for this study. Of these 300 cases, 24 participants were missing social and emotional learning data, or they did not return the measure, leaving a total of 276 participants. Additionally, 36 cases were excluded from the data set due to missing

data or because they did not complete the minimum number of items necessary for scoring on a given sub-scale, leaving a total of 240 participants.

6.7. Scale Reliability Across Samples

Cronbach's alpha was calculated in order to determine the internal consistency for each of the measures at each site used in the proceeding analyses. The Cronbach's alphas for each of the subscales ranged between .42 to .73. The alpha coefficients of the ILS scales were acceptable. However, lower values were obtained for critical processing (.49), intake of knowledge (.42), stimulated learning (.45), auto-evaluation (.44), personally interested (.34), and certificate-oriented (.37) (see Table 6.2.). The sub-scales personally interested (α=.34) and certificate oriented (α=.37) did not show good reliability and were eventually excluded from further analysis.

Table 6.2. Means (M) and standard deviations (SD) on ILS-scales of North Macedonian, (N=80), Albanian (N=80), and Kosovar (N=80) samples. Total N=240.

ILS-scales	Cronbach's Alpha	M(SD) N=240
Processing strategies		
Memorising and rehearsing	.61	2.93 (1.0)
Analysing	.58	3.69 (.91)
Concrete processing	.63	3.75 (.96
Critical processing	.49	3.30 (.91)
Elaboration	.65	3.86 (.91)
Conceptions of learning		
Intake of knowledge	.42	3.34 (.88)
Construction of knowledge	.57	4.12 (.78)
Use of knowledge	.59	4.39 (.67)
Stimulated learning	.45	4.07 (.76)
Cooperative learning	.54	3.55 (.99)
Learning orientations		
Auto-evaluation-oriented	.44	4.13 (.73)
Vocation-oriented	.55	4.49 (.63)
Certificate oriented	.37	
Personally interested	.34	
Ambivalence	.55	3.12 (1.05)
Regulation strategies		
External regulation of processes	.70	3.68 (.80)
External regulation of results	.57	3.87 (.85)
Self-regulation process	.58	3.77 (.91)
Self-regulation content	.73	3.51 (1.0)
Lack of regulation	.53	3.15 (1.02)

Reliability scales regarding SEL (see Table 6.3.) ranged between .56 to .78. The somewhat low Cronbach's alpha coefficients can be explained by the relatively few items, as well as both models (SEL and ILS) being used for the first time in the Balkan region, and in a sample of high school students.

Table 6.3. Means (M) and standard deviations (SD) on SEL-scales of North Macedonian, (N=80), Albanian (N=80), and Kosovar (N=80) samples. Total N= 240.

SEL-scales	α scales	M (SD)
Grit	.56	3.59(.59)
Self-management	.66	3.81 (.51)
Social awareness	.59	3.75 (.49)
Self-efficacy	.78	3.52 (.74)
Emotion regulation	.58	3.37 (.98)

Cronbach's alpha for each country with regard to social-emotional learning, as shown in Table 6.4. show that internal consistency is present in the sample, however, the scores range from .43 to .79 which are acceptable.

Table 6.4. SEL: Cronbach's Alpha for each country.

Country	Grit	Self-management	Social awareness	Self-efficacy	Emotion-regulation
Kosovo	.43	.51	.59	.79	.52
North Macedonia	.44	.67	.51	.76	.57
Albania	.66	.48	.59	.70	.43

Table 6.5. shows the Cronbach's alpha for all three countries. The scores range from .56 to .79. These scores may be due to the instrument being used for the first time in these countries. Therefore, observations, interviews and in situ activities ought to be conducted in order to extend the present findings.

Table 6.5. SEL: Cronbach's Alpha for the Balkans.

Grit	Self-management	Social awareness	Self-efficacy	Emotion-regulation
.56	.66	.59	.78	.58

IV: RESULTS, DISCUSSION

AND CONCLUSIONS

Chapter 7:

What people think, believe, and feel affects how they behave.

The natural and extrinsic effects of their actions, in turn,

partly determine their thought patterns and

affective reactions.

— Albert Bandura

Results

7.1.   Presentation of results

With the aim of presenting the results corresponding to each sample in a clear and thorough manner, this chapter will be organized into three general sections, according to the country of origin. In this sense, the samples correspond to high school SHMK "Drita", Kërçovë, North Macedonia, Shkolla e Mesme Teknike "Pjetër Bogdani" And Qendra e Kompetencës, Ferizaj, Kosovo and Shkolla "Woodrow Wilson", Tirana, Albania.

Each section begins with variance explained by extracted components, and rotated components are displayed in order to answer each research question. The identified learning patterns will be reported alongside social-emotional competencies, which will be assigned the name that best represents them, followed by an analytical review carried out on the relationship of learning patterns with certain contextual and personal factors and social-emotional learning factors. Finally, as a closing of the chapter, a joint analysis of all the sub-samples and of a general nature will be

presented, about the influence of certain conceptions and strategies on academic performance. Regarding the empirical structure that defines each of the learning patterns, an exploratory factor analysis (EFA) was performed on each sample. In this analysis, various psychometric and theoretical-conceptual adjustment tests were performed in order to determine the number of distinct constructs assessed by each set of measures.

At the time of the analysis, it was observed that there was trivial difference among the samples of North Macedonia, Kosovo and Albania. Consequently, it was decided to unify them and consider them as a single sample. That is, the samples were initially analysed separately, and the differences and similarities among these countries will be shown, however, the final analysis and conclusions refer to one sample of the Balkan region – given that the system of education in these countries and cultural background is similar – and a comparison was drawn with the rest of the European, Asian and Ibero-American samples. Having established the particularities that have been considered for the analysis of results; we shall proceed to the development of each section.

7.2. Dominant learning patterns in the Balkans

The results (see Table 7.1.) show two tests that indicate the suitability of the data for structure detection, KMO values between 0.8 which indicates that the sampling is adequate for factorial analysis (KMO = .86; χ^2 Bartlett = 1709.52; p <.01).

Table 7.1. KMO and Bartlett's Test for learning patterns.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.867
Bartlett's Test of Sphericity	Approx. Chi-Square	1709.525
	df	153
	Sig.	.000

In order to answer the first research question which aims to identify the dominant learning patterns in the Balkans, the variance explained by the initial solution, extracted components, and rotated components are displayed (see Table 7.2.). This first section of the table shows the *initial eigenvalues*. The *total* column gives the eigenvalue, or amount of variance in the original variables accounted for by each component. The percentage of *variance* column gives the ratio, of the variance accounted for, by each component to the total variance in all of the variables. The *cumulative* which in this case is 45.82 % column gives the percentage of variance accounted for by the number of components that are relevant.

Table 7.2. Total Variance Explained for learning patterns.

Factor	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.954	33.080	33.080	4.276	23.758	23.758
2	2.252	12.513	45.593	2.287	12.704	36.461
3	1.696	9.423	55.016	1.685	9.363	45.824
4	.967	5.371	60.386			
5	.880	4.891	65.277			
6	.773	4.295	69.572			
7	.760	4.225	73.797			
8	.640	3.557	77.353			
9	.629	3.494	80.847			
10	.523	2.903	83.750			
11	.455	2.527	86.277			
12	.445	2.474	88.751			
13	.435	2.419	91.170			
14	.394	2.189	93.359			
15	.361	2.007	95.366			
16	.319	1.771	97.137			
17	.273	1.515	98.652			
18	.243	1.348	100.000			

Extraction Method: Maximum Likelihood.

The Rotated Exploratory Factor Matrix about ILS-sub-scales (see Table 7.3.) shows the factor extractions using Varimax rotation. Kaiser normalization was used as a method to obtain stability of solutions across samples. (KMO = .86; χ^2 Bartlett = 1709.52; p <.01). This type of factor analysis of the ILS is carried out with the subscales in order to continue with the tradition of the research area. For this reason, an analysis of the reliability of each of the subscales has been carried out beforehand. Thus, under the same analytical procedure, we have elements for cross-cultural discussion in order to compare this structure in a Balkan sample with those obtained in other territories. The table shows items that load highly in each of the identified factors. As can be seen in Table 7.3. factor loading of ILS-scales on three extracted and rotated factors are presented (45.82% explained variance). The first factor was dominated by processing strategies related to MD and AD patterns together with self and external-regulation

strategies, elements typical of MD and AD in action (strategies). For that reason, we define this pattern as a combination of MD and AD strategies. Different scales of learning conceptions and orientations loaded on Factor 2. Similar kinds of loading appeared in a recent research with a Chinese sample of students across secondary school, high school and college (see Song & Vermunt, 2021) and can be interpreted as a *passive learning pattern* since they only contain ideas and motivations with regard to learning but without revealing any activity nor control of their own learning. This pattern may be characterised by low levels of intrinsic motivation, self-esteem, self-worth, curiosity to learn, and joy in learning. Factor 3 displayed high loadings of ambivalence, lack of regulation, and cooperative learning, acknowledged as undirected learning, together with an intake of knowledge as a learning conception and with memorisation as a processing strategy. Based on these results, which show a combination of elements of the RD pattern with elements of the UD pattern, we have called this pattern RD/UD.

Table 7.3. The factor loadings of ILS scales in a 3-factor Varimax solution for the whole sample; (loadings >-.30 and <.30 omitted)

	Factor		
	MD/AD active	**Passive**	**RD/UD**
Elaboration	,771		
Analysing	,727		
Critical thinking	,726		
Self-regulation content	,710		
Concrete processing	,682		
External regulation of results	,676		
Self-regulation processes	,659		
External regulation of processes	,551		
Use of knowledge		,698	
Auto evaluation		,665	
Construction of knowledge	,420	,647	
Personally interested		,580	
Vocation-oriented		,527	
Stimulated learning		,415	
Ambivalence			,602
Lack of Regulation			,596
Certificate oriented			,593
Intake of knowledge			,540
Memorising and rehearsing			,540
Cooperative learning		,300	,404

Extraction method: Maximum likelihood.
Rotation method: Varimax normalization with Kaiser.
a. The rotation has converged in 7 iterations.

Factor 3 displayed high loadings of ambivalence, lack of regulation, and cooperative learning, acknowledged as undirected learning, together with an intake of knowledge as a learning conception and with memorisation as a processing strategy. Based on these results, this factor in the present study is defined as RD/UD. Similar loadings have been reported in previous studies and were interpreted as *passive-idealistic* and *passive-motivated* patterns, respectively (Vermunt et al., 2014).

7.3.   Social-emotional learning in the Balkans

Table 7.4. shows Exploratory Factorial Analysis (KMO = .82; χ² Bartlett = 293.42; p <.01) regarding SEL and demonstrates that SEL is a one-dimensional construct with an explained variance of 42.25% which suggests that there is substantial correlation in the data. Variable collinearity indicates how strongly a single variable is correlated with other variables, values above 0.4 are considered appropriate, in this case it is 0.8.

Table 7.4. KMO and Bartlett's Test SEL

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.821
Bartlett's Test of Sphericity	Approx. Chi-Square	293.427
	df	10
	Sig.	.000

With regard to SEL, Table 7.5. shows the total variance, in the first section of the table *initial eigenvalues*. The *total* column gives the eigenvalue, or amount of variance in the original variables accounted for by each component. The percentage of *variance* column gives the ratio, of the variance accounted for, by each component to the total variance in all of the variables. The *cumulative* which in this case is 42.25 % column gives the percentage of variance accounted for by the relevant number of components which in our case is one component.

Table 7.5. *Total Variance Explained for SEL*

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.670	53.391	53.391	2.112	42.250	42.250
2	.742	14.831	68.222			
3	.598	11.965	80.187			
4	.529	10.589	90.777			
5	.461	9.223	100.000			

Extraction Method: Maximum Likelihood.

Furthermore, factorial analysis demonstrates that there is only one dominant underlying mechanism present in our sample (see Table 7.6.) which suggests that all SEL items fit onto a single theoretical construct. This makes SEL a unidimensional construct which refers to measuring a single ability, attribute, construct, or skill. Therefore, SEL skills have many layers of complexity which appear to be narrowed down into a single, measurable dimension. Factor scores range from .48 to .71.

Table 7.6. Factor Matrix[a]

SEL Components	Factor
	1
SEL Grit	.631
SEL Self-management	.717
SEL Social awareness	.667
SEL Self-efficacy	.719
SEL Emotion regulation	.489

Extraction method: Maximum likelihood.
a. 1 factor extracted. 3 iterations required.

The data evaluated in this section are presented in order to fulfill the third aim, which is to determine the link between learning patterns (MD/AD, passive, RD/UD in this study according to our first aim) and SEL. First, descriptive statistics for each country (mean and standard deviation) are presented in relation to the identified learning patterns (see Table 7.7.). ANOVA analysis is then used to dive deeper into the statistics. It uses a factorial design with SEL and each of the learning patterns identified as dependent variables (see Table 7.8.). The descriptives table (see Table 7.7.) provides useful descriptive statistics, including the mean, standard deviation for SEL and each identified learning pattern (MD/AD, passive, RD/UD) for each country. This allows us to make the following observations about the data: Albania shows a higher score regarding SEL and MD/AD, North Macedonia appears to be less passive and less RD/UD. By contrast, Kosovo shows more of a passive learner, compared to Albania and North Macedonia.

Table 7.7. Descriptive data in learning patterns for each country

		Mean	Std. Deviation	Minimum	Maximum
MD/AD	Kosovo	3,6156	,69184	2,25	4,83
	North Macedonia	3,3026	,58913	1,29	4,58
	Albania	**4,1372**	,52803	1,79	4,75
	Total	3,6852	,69578	1,29	4,83
PASSIVE	Kosovo	4,2813	,48676	2,83	5,00
	North Macedonia	**3,8997**	,56304	2,50	5,00
	Albania	4,3896	,30589	3,61	5,00
	Total	4,1902	,50830	2,50	5,00
RD/UD	Kosovo	3,3556	,55758	2,33	4,83
	North Macedonia	3,1049	,52786	1,61	4,28
	Albania	3,3299	,73087	1,89	4,67
	Total	3,2634	,61981	1,61	4,83
SEL	Kosovo	3,5953	,45417	2,66	4,80
	North Macedonia	3,3716	,47297	2,46	4,41
	Albania	**3,8724**	,38368	2,82	4,69
	Total	3,6131	,48262	2,46	4,80

Table 7.8. shows the output of the ANOVA analysis and whether there is a statistically significant difference between our group means. We can see that the significance value is below 0.05. and, therefore, there is a statistically significant difference in means.

Table 7.8. Mean differences analysis in learning patterns according to each country (ANOVA)

		Sum of squares	df	Mean sum of squares	F	Sig.
MD/AD	Between groups	28,445	2	14,222	38,629	,000
	Within groups	87,258	237	,368		
	Total	115,703	239			
PASSIVE	Between groups	10,597	2	5,298	24,548	,000
	Within groups	51,154	237	,216		
	Total	61,751	239			
RD/UD	Between groups	3,044	2	1,522	4,063	,018
	Within groups	88,773	237	,375		
	Total	91,816	239			
SEL	Between groups	10,071	2	5,036	26,174	,000
	Within groups	45,597	237	,192		
	Total	55,668	239			

The following post hoc test (see Table 7.9.) explores differences between means of multiple groups; findings show that students from Albania scored higher in SEL and are more MD/AD. Interestingly, students in North Macedonia appear to be less passive and less RD/UD. Compared to Albania and North Macedonia, on the other hand, Kosovo shows a more average learner. Findings reveal a better situation regarding SEL and MD/AD pattern in Albania and North Macedonia, than Kosovo. Students grouped in the MD/AD and passive patterns seem to be from Kosovo and

North Macedonia, which means that these students are concerned about the learning process and they are interested in learning, and yet, they lack action. Scoring high in SEL and passive pattern seems to be the case of Kosovo. Finally, from these findings, we may conclude that the three aforementioned Balkan countries are in need of SEL interventions, therefore, designing a scheme to address students' emotional health is crucial. We might infer that SEL education and implementation in Kosovo require more urgent attention given that teenagers there are more passive learners.

Table 7.9. Multiple comparisons; means about learning patterns (Scheffé)

Dependent Variable	(I) Participant's Country	(J) Participant's Country	Sig.
MD/AD	Kosovo	North Macedonia	,005
		Albania	,000
	North Macedonia	Kosovo	,005
		Albania	,000
	Albania	Kosovo	,000
		North Macedonia	,000
PASSIVE	Kosovo	North Macedonia	,000
		Albania	,339
	North Macedonia	Kosovo	,000
		Albania	,000
	Albania	Kosovo	,339
		North Macedonia	,000
RD/UD	Kosovo	North Macedonia	,037
		Albania	,965
	Macedonia	Kosovo	,037
		Albania	,069
	Albania	Kosovo	,965
		North Macedonia	,069
SEL	Kosovo	North Macedonia	,006
		Albania	,000
	North Macedonia	Kosovo	,006
		Albania	,000
	Albania	Kosovo	,000
		North Macedonia	,000

* Mean difference is significant at .05.

7.4. Correlations between learning patterns and SEL

Table 7.10. shows correlation coefficients for each variable in this list with regard to all three countries (Albania, North Macedonia, Kosovo). According to Pearson's correlation analysis (see Table 7.10.), the *MD/AD active* learning pattern score and social-emotional learning (SEL) sub-scales have a significant positive relationship (r=.404; n=240; p<.001) with a medium effect size (between .30 and .50). Similarly, there was a positive correlation between the *passive* pattern and SEL (r=.336; n=240; p < .001). On the other hand, the *RD/UD* pattern, has a positive correlation but statistically not significant with SEL (r=.086; n=240; p=.182) with a medium effect size.

Table 7.10. Correlations all countries.

	MD /AD	PASSIVE	RD/UD
PASSIVE	**,515(**)**		
	,000		
	240		
RD/UD	,282(**)	,151(*)	
	,000	,019	
	240	240	
SEL	,404(**)	,336(**)	,086
	,000	,000	,182
	240	240	240

** The correlation is significant at 0,01 (bilateral). * The correlation is significant at 0,05 (bilateral).

The tables below show Pearson's correlations for each country. High school students in Albania (see Table 7.11.) display a positive correlation with SEL; *MD/AD active* (r=.127; n=80; p=.261), *passive* (r=.102; n=80; p=.366) and RD/UD (r=.039; n=80; p=.732) however, there is a weak relationship between the two variables.

Table 7.11. Correlations(a) Albania

ALBANIA	MD/AD	PASSIVE	RD/UD
PASSIVE	,192 ,088 80		
RD/UD	,149 ,188 80	-,084 ,460 80	
SEL	,127 ,261 80	,102 ,366 80	,039 ,732 80

a Participant's Country = Albania

Similarly, high school students in North Macedonia (see Table 7.12.) display a positive correlation with SEL but marginally significant; *MD/AD active* (r=.160; n=80; p=.157). Likewise, *passive* (r=.146; n=80; p=.195) and RD/UD (r=.004; n=80; p=.971) show a positive correlation to SEL but statistically not significant.

Table 7.12. Correlations(a) North Macedonia.

NORTH MACEDONIA		MD/AD	PASSIVE	RD/UD
PASSIVE	Pearson Correlation Sig. (bilateral) N	,503(**) **,000** 80		
RD/UD	Pearson Correlation Sig. (bilateral) N	,248(*) ,027 80	,173 ,125 80	
SEL	Pearson Correlation Sig. (bilateral) N	,160 ,157 80	,146 ,195 80	,004 ,971 80

** The correlation is significant at 0,01 (bilateral).* The correlation is significant at 0,05 (bilateral).a Participant's Country = North Macedonia

In the Kosovo sample a positive correlation was found between *MD/AD active* and SEL (see Table 7.13.) with significant values (r=.402; n=80; p<.01). We can also conclude that there is a statistically significant correlation between the *passive* learning pattern and SEL given that the Sig. (bilateral) value in high school students from Kosovo is 0.002 which is less than .05. On the other hand, RD/UD pattern shows no statistically significant correlation to SEL (r=.046; n=80; p=.683).

Table 7.13. Correlations (a) Kosovo.

KOSOVO		MD/AD	PASSIVE	RD/UD
PASSIVE	Pearson Correlation	,461(**)		
	Sig. (bilateral)	,000		
	N	80		
RD/UD	Pearson Correlation	,383(**)	,158	
	Sig. (bilateral)	,000	,160	
	N	80	80	
SEL	Pearson Correlation	,402(**)	,345(**)	,046
	Sig. (bilateral)	,000	,002	,683
	N	80	80	80

** The correlation is significant at 0,01 (bilateral). a Participant's Country = Kosovo

Students from Kosovo are more passive, this could be as a consequence of the historical events that marked the country, addressed in Chapter 4. Factor loadings (see Table 7.14.) display the correlation between MD/AD and SEL. The correlations between MD/AD and SEL sub-scales' indicate that MD/AD active has a positive correlation with grit (r=.19; p <.004); self-management (r=.36; p<.001); social-awareness (r=.27; p<.001); self-efficacy (r=.37; p<.001) and emotion regulation (r=.28; p<.001). The correlation between the *passive* pattern and SEL shows positive association with almost all SEL sub-scales'; self-management (r=.30; p<.001), social

awareness (r=.19; *p*<.004), self-efficacy (r=.24; *p*<.001), and emotion regulation (r=.32; *p*<.001)), with the exception of grit (r=.12; *p*=.07). Lastly, the correlation between *RD/UD* and SEL shows no apparent correlation. It should be noted that the relationship between the self-management subscale and the scores in the MD/AD and passive patterns have a medium effect size.

Table 7.14. Correlations MD/AD.

		SEL Grit	SEL Self-management	SEL Social awareness	SEL Self-efficacy	SEL Emotion regulation
MD/AD	Pearson Correlation	.186[**]	.359[**]	.269[**]	.371[**]	.276[**]
	Sig. (2-tailed)	**.004**	**.000**	**.000**	**.000**	**.000**
	N	240	240	240	240	240

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation between *passive* learning pattern and SEL is shown by Pearson 2-tailed factorial analysis (see Table 7.15.). Moreover, *passive* learning pattern is positively associated with all SEL scales. However, grit (r=.12; n=240; p=.072) displays a marginally significant relationship. On the other hand, self-management (r=.30; n=240; p<.001), social awareness (r=.19; n=240; p<.005), self-efficacy (r=.24; n=240; p<.001), and emotion regulation (r=.32; n=240; p<.001) exhibits a significant relationship to the *passive* pattern.

Table 7.15. Correlations Passive.

		SEL Grit	SEL Self-management	SEL Social awareness	SEL Self-efficacy	SEL Emotion regulation
PASSIVE	Pearson Correlation	.116	.302**	.186**	.235**	.317**
	Sig. (2-tailed)	**.072**	.000	.004	.000	.000
	N	240	240	240	240	240

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation between *RD/UD* and SEL is shown by Pearson 2-tailed factorial analysis (see Table 7.16.). *RD/UD* is positively correlated with all SEL scales as follows: grit (r=.014; n=240; p=.827), self-management (r=.079; n=240; p=.221), social awareness (r=.079; n=240; p=.220), self-efficacy (r=.120; n=240; p=.064), and emotion regulation (r=.018; n=240; p=.781). Apart from self-efficacy which shows a marginally significant relationship, other variables show a statistically not significant relationship in the predicted direction.

Table 7.16. Correlations Reproduction-directed/Undirected.

		SEL Grit	SEL Self-management	SEL Social awareness	SEL Self-efficacy	SEL Emotion regulation
RD/UD	Pearson Correlation	.014	.079	.079	.120	.018
	Sig. (2-tailed)	.827	.221	.220	.064	.781
	N	240	240	240	240	240

**. Correlation is significant at the 0.01 level (2-tailed).

Overall, Table 7.17. shows the concluding correlations between SEL and the identified learning patterns in high school students in the aforementioned countries.

Table 7.17. Correlations between social-emotional learning variables and the identified learning patterns.

	MD/AD	PASSIVE	RD/UD
PASSIVE	.515		
RD/UD	.282	.151	
SEL	**.404**	**.336**	.086

To summarize, objectives 1, 2, and 3 have been appropriately addressed in Chapter 7, while objective 4 consists of a set of reflections that have been presented in Chapter 8.

Chapter 8:

I think my deepest criticism of the educational system is that it's all based upon a distrust of the student. Don't trust him to follow his own leads; guide him; tell him what to do; tell him what he should think; tell him what he should learn. Consequently, at the very age when he should be developing adult characteristics of choice and decision making, when he should be trusted on some of those things, trusted to make mistakes and to learn from those mistakes, he is, instead, regimented and shoved into a curriculum, whether it fits him or not.

— Carl Rogers

Discussion

Discussion of the findings

In this section, the research questions that were posed at the beginning of this doctoral thesis are answered on the basis of the theoretical framework and the results obtained.

8.1.   Which learning patterns are dominant in Balkan high school students?

In this sample of the aforementioned Balkan countries, a configuration of three learning patterns is identified, as proposed by the Vermunt (1998) model. However, we found the presence of certain traces that are far from the original model. In this way, three patterns of the four typical ones are identified: meaning-application-directed active (MD/AD active), passive, and reproduction-directed with undirected (RD/UD). On the one hand, the conjunction of MD/AD patterns related to better academic results; and on the other hand, that of RD/UD patterns related to less

desirable results, seems interesting. In this sense, it is possible that these types of conjunctions seem to be a kind of evolutionary explanation found in the middle of an academic transition phase in these young people. This finding could support the transformative hypothesis in the explanation of learning patterns acquisition (according to Martínez-Fernández, et al., 2021). The findings of passive or action-focused patterns are similar to those reported in other studies outside Europe (Ajisuksmo & Vermunt, 1999; García-Ravidá, 2017; Marambe et al., 2012; Martínez-Fernández, García-Ravidá & Mumbardó, 2019). Compared with previous studies conducted using the same model, the combination of learning patterns components reported from students in the Balkan region were generally different from those reported in the Netherlands (Vermunt & Minnaert, 2003). Thus, the congruence between beliefs and strategies found by Vermunt (1998; 2005) in samples of Dutch students is not found in this Balkan sample. In this case, the configurations based on different combinations among the components, or that pattern resulting from the combination of all the conceptions (such as passive) are more similar to the findings reported from Ibero-America (according to García-Ravidá, 2017; Martínez-Fernández & Vermunt, 2015; Vega-Martínez, 2022; Vermunt & Donche, 2017).

As the ILS becomes increasingly used in different contexts and cultures, it may become predictable that dissonant patterns would transpire, making it theoretically challenging to decode learning patterns that are not straightforwardly equivalent with Vermunt's original results. The dissonant learning patterns of Indonesian students in Ajisuksmo and Vermunt (1999) could have been influenced by both the cultural context, and the fact that the students in their sample were in the first year of studies.

In the present study, the MD/AD active occurs with the presence of external regulation (MD/external) (similar to García-Ravidá, 2017; Martínez-Fernández & García-Ravidá, 2012; Vermunt, Bronkhorst, & Martínez-Fernández, 2014). Therefore, the students identified in it, would be characterized by a high capacity for adaptation mediated by self-regulation and by external regulation, which would allow them to distinguish which techniques are the most appropriate for each learning situation.

In these cases, external regulation seems to indicate the need for external guidance on the part of their teachers in order for them to validate and approve their learning processes. It is this support that would serve as the starting point for these students to feel capable of building deep, critical and reflective learning; since they have at their disposal the necessary concepts and strategies that allow them to adapt to the demands of the educational environment.

The second pattern identified was passive pattern. This pattern is similar to the passive-idealistic pattern which has been reported in studies of Sri Lankan and Indonesian students (Marambe et al., 2012), as students retain a lot of conceptions about learning and learning orientations while being incapable of developing correct strategies to handle learning tasks. Nevertheless, in this study the passive pattern is defined not only on the basis of learning conceptions, but also includes certain motivational orientations. This shows that Balkan students contain ideas and motivations with regard to learning but without exhibiting well-defined activities and thus failing to contribute.

The third pattern, similar to the original proposal, is a combined reproduction-directed and undirected pattern (RD/UD). Therefore, if the MD pattern was characterized as directed to action; this RD pattern would be defined as a more

consistent pattern between conceptions, motives and strategies. In this sense, for these students learning is memorizing and gathering knowledge that must be reproduced. The identification of this pattern is in line with the early results of Vermunt (1998) and the different studies that have analysed learning patterns. However, in Balkan students this pattern does not seem to fit into a clear universal definition.

The UD pattern on its own is the last one similar to the classic proposal, and it is also reported in samples from Spain (Martínez-Fernández & García-Ravidá, 2012), Netherlands (Busato et al, 1998; Vermunt & Minnaert, 2003), Indonesia (Ajikusmo & Vermunt, 1999), and Portugal (Rocha & Ventura, 2011). This score in the UD pattern is constructed from ambivalent motivational orientation and the absence of regulation, so in line with the thinking of Rocha and Ventura (2011), characterized by being an inactive pattern; since it relates to students who do not know what and how to activate and, much less, develop a learning process; the lack of relationship with the conceptions of learning, strategies and motivations, can be a way to justify that it is very difficult to move students who score high in this factor towards self-regulation actions.

However, in Balkan students the Undirected pattern was identified in a merged form with reproduction-directed (RD), thus, showing some kind of distinctive route that these students have access to, in order not to meet with academic failure. Thus, academic performance is positively and significantly related with this pattern because the information may have been memorized and the student may have enough regulation to mark sufficient correct answers.

The findings reported here are established on a variable-based analysis (factor definitions and their score), and the relationship between the different subscales. Although individuals have dominance of several of the components of the subscales analysed, it seems clear that one of the challenges in the area of learning patterns is the classification of subjects based on techniques such as cluster analysis (according to Vega-Martínez, 2022).

8.2. What are social-emotional competences of a sample of adolescents in these countries?

Social-emotional learning sub-scales in these countries were put through factorial analysis and only one unidimensional factor emerged which refers to measuring a single ability, attribute, construct, or skill. Results showed a slight difference among the three Balkan countries where students from Albania scored higher in social-emotional competencies than those of North Macedonia and Kosovo. This may be as a result of the significant progress that has been made in improving the quality of educational institutions in Albania, but the quality of staff and their level of training and knowledge still remains inadequate (Hyseni Duraku et al., 2021). Findings confirm that certain scores on learning patterns sub-scales are related to social-emotional learning. This relationship is clearer between SEL and scores in the MD/AD pattern, and even in the case of scores in the passive pattern. However, there is not apparent relationship between the SEL construct and scores on the RD/UD pattern.

Overall, in contrast to other western societies, students from the aforementioned Balkan countries seem to be experiencing substantial increases in anxiety, inability to advocate effectively for themselves, and difficulties regulating

stress as a result of the present lack of universal attention on social-emotional learning (Hyseni Duraku et al., 2021). Moreover, a variety of practical issues seem to hinder the implementation of social-emotional learning in basic and secondary education, including teachers' limited training. The transformation of schools into social-emotional learning environments calls for multi-planning activities, and it is a process that depends on society's support, curriculum reform, schools' organization, teacher training, and the establishment of supportive, specialized services which are currently lacking in these countries. Findings confirm that learning patterns depend on social-emotional literacy and transformation depends on students with developed social-emotional skills.

Pajares (2000) claimed that the students who show higher self-efficacy are more successful, more determined and their academic performance is generally positive, unlike the less successful students who are reluctant to consider tasks that they may consider as overly demanding due to lack of confidence and abilities for success.

Lastly, I would like to refer to John Dewey on *Experience and Education*. He rightfully claimed that progressive education is more difficult to carry on than the traditional structure. Not only because traditional education tends to emphasize the external conditions that control experiences, rather the lack of devotion to the internal factors.

> What avail is it to win prescribed amounts of information about geography and history, to win ability to read and write, if in the process the individual loses his own soul: loses his appreciation of things worthwhile, of the values to which these things are relative; if he loses desire to apply what he has learned and,

above all, loses the ability to extract meaning from his future experiences as they occur? (Dewey, p.20).

Moreover, the acknowledgment by policymakers that fragile states need different learning strategies than developed nations is supported by a growing corpus of information, evidence, and high-level policy recommendations on how to interact in a number of crucial areas in conflict-affected and fragile nations (Rappleye et al., 2019). Additionally, there is more attention being paid to global variables that might exacerbate already unstable conditions and necessitate holistic measures across all levels of educational systems. The frameworks and goals used to direct intervention in fragile nations must be reexamined as a result of these findings (OECD, 2015).

8.3.   What is the relationship between learning patterns and social-emotional learning?

Bandura (1986) already stated that learning occurs in a social context with a vibrant and shared interaction of the person, environment, and behaviour. This theory was referred to as the social cognitive theory which stressed social influence and its importance on external and internal social reinforcement. However, the theory had its limitations, one of them being that it does not focus on emotion or motivation, other than through reference to past experience. There is little attentiveness on these factors. Therefore, investigating learning patterns (learning conceptions, orientations and strategies) alongside SEL (grit, self-efficacy, emotion regulation, social-awareness, self-management) fills in the gaps that were present in the aforesaid theory. Likewise, there is a significant relationship between SEL and *MD/AD active pattern.* Given that we know the positive relationship of the MD pattern, as well as the AD pattern, with

academic performance. It could be argued (in line with Greenberg et al., 2003) that adequate social-emotional development contributes to better learning processes and enhanced performance.

Additionally, *Passive pattern* showed a positive relation to SEL as well, which was not expected. However, it should be noted that in this relationship, the role of perseverance, effort and passion (grit) is not observed. This seems to be explained by the prevalence of a passive pattern based on beliefs and motivational orientation, which is not connected with learning actions. According to White (1959) and Deci (1975), intrinsic motivation is based in the need to be effectively self-determining and to have a meaningful impact on one's environment. When students learn things that are useful to a task that they are undertaking, learning will be more active; in other words, there will be a fuller engagement with the material. Findings suggest that Balkan students do not approach the material with the anticipation of using it, so they do not become fully involved in the learning process even though they may be motivated. On the other hand, if students are assigned material in order to be tested on it, the learning may be more passive. Given the importance that tests have in the Balkans, students tend to absorb the facts, but they appear to be less active in interpreting and integrating them. Tests are widely used as instruments of evaluation and control, and many research studies have confirmed that domineering, evaluative procedures tend to destabilise intrinsic motivation and leave students feeling passive (Deci & Ryan, 1980).

Moreover, it is relevant to highlight that there is no apparent correlation between social-emotional learning and *RD/UD pattern.* This pattern dominant in students who use memorisation and lack of strategy as a means to approach learning

has been associated with less academic accomplishment and more failure. Thus, confirming that students with enhanced social-emotional skills tend to fall into patterns which have been associated with better academic performance and fundamentally healthier learning habits. This makes it necessary to analyse the role of social-emotional skills regarding learning pattern components.

The evidence obtained in the present study indicates that the usage of the ILS could be extended to secondary education and be used alongside social-emotional learning. Adequate internal consistency was detected, indicating the suitability of ILS with respect to research on younger students.

8.4. What is the theoretical contribution of this study to Vermunt's model from a cross-cultural view?

Despite its limitations, some due to the usage of the model for the first time in the region, the current study has made contributions to the field of learning patterns based on Vermunt's model, in a variety of ways.

Firstly, little is known about the strategies and perspectives on learning of younger students, especially those in secondary education, as most prior research on learning patterns have mostly been undertaken with students in higher education. Vermunt and Donche (2017) suggest that learning patterns ought to be studied in a broader range of contexts and populations beyond the first years of higher education. Accordingly, we have extended the study of learning patterns to high school students in the Balkan region.

Secondly, the current study enhances our understanding of the consistency and variability of learning patterns alongside social-emotional learning. The key variability

rests in the use of learning strategies, with Balkan students showing a higher tendency to adopt various cognitive processing and regulation strategies, while concurrently being characterized with the MD/AD active pattern, than those from European countries.

All things considered; Balkan high school students seem to be capable of some flexibility with respect to the adoption of learning patterns. With this knowledge, teachers and tutors will be able to provide better reinforcement for students as they adapt to a new educational environment and to support them in successfully moving on to higher education. Special attention should be paid to the cultivation of deep-processing strategies and capacities for self-regulation. Furthermore, pattern flexibility is important, and students should increase their skills in order to flexibly switch between patterns and to choose the most appropriate one(s) in a given situation. Apart from teaching students what to learn, teachers should guide learners to reflect on their ways of thinking and learning, and to increase their capacity to discern the most appropriate way of working and learning in response to the demands of a specific task.

Thirdly, we found that social-emotional competencies have an important relationship with the score on learning patterns sub-scales. In this case, it is possible to establish a hypothesis that highlights the role of mastering social-emotional skills in relation with learning patterns. Our findings suggest that these SEL-skills are associated with scores on different learning patterns sub-scales, and that can play a dynamic role in the development of the students' learning patterns, in shaping how they think and learn and in identifying what motivates them. Students with enhanced social-emotional skills assign higher goals to themselves and exercise more effort and

willingness to have them accomplished. Thus, SEL seems to have some explanatory influence in the concurrence of the MD and/or AD pattern.

Therefore, educators should be attentive to how their students think and how they manage their day-to-day anxieties and concerns, provide strategic encouragement in relation to processing information and regulating their learning, and direct them to develop appropriate cognitive processing strategies, enhance regulation strategies and increase motivation through social-emotional learning. To sum up, the link between learning patterns and social-emotional learning affords opportunities for individuals to explore their personal, social and cultural identities as part of their social and emotional development, and supports an overall climate of inclusion, warmth, and respect. According to educator Linda Darling-Hammond (2015), social and emotional intelligence must be promoted and supported just as much as technical knowledge and skill development if not more so. Learning, academic performance, and even future prospects can all be significantly impacted by changes in a student's mental and emotional state. When there is discussion on educational reform, the focus is on what is thought to be necessary for a high-quality education: uniforms, tests, class size, teacher compensation, discipline, etc. The interaction between social-emotional competence and overall well-being, the vital bond between teacher and student to foster academic performance, are topics that are seldom brought up or considered in reform debates. The basis of learning is this connection (Darling-Hammond, 2015).

The brain changes in a way that enables us to think, feel, and react differently at each significant stage of development as people mature from childhood to adulthood. According to research, the portions of the brain responsible for reasoning

and emotional control do not fully develop until the mid-20s, even if the emotional elements of the brain reach their entire development between the ages of ten and twelve (Sprenger, 2020). While this does not justify poor adolescent conduct, it does provide a scientific explanation for why high school adolescents exhibit strong emotions without having proper means to self-regulate. The study of relationships and emotions' impact on brain function as well as social and emotional neuroscience have made significant advances in the past twenty years. It is therefore irresponsible to continue to separate emotion from learning, notwithstanding the desire to improve student academic achievements. In the present study, an attempt has been made to show that emotion (through the social-emotional learning model) and learning (through learning patterns model) are the gateway to in depth learning and psychological well-being.

Chapter 9:

Conclusions, limitations and future perspectives

The present research addresses the issue of social-emotional learning and learning patterns in secondary education, in the Balkan Peninsula. The preceding chapters have presented the most important theoretical contributions and reviews on the subject and the results of the study derived from the research carried out. Next, we will present a single chapter of conclusions and discussion based on the questions and objectives set out in the doctoral thesis and, subsequently, we will present the limitations with proposals for improvement, as well as the lines of research towards which future work can be derived.

9.1.   Conclusions of the study

In summary, the study aims to shed light on the importance of social-emotional learning and its interaction with learning patterns, in order to improve not only students' academic performance, but also their life. The most fundamental attitude that can be formed is that of the aspiration to keep on learning. For these attitudes are essentially what count in the future. And this can only be achieved with a great shift of our attention as educators from the external going inwards, especially when we are dealing with a vulnerable context affected by violence.

In the Balkan region, three different groups were identified: *Meaning Directed/Application Directed active* which showed a relevant connection with *emotion regulation* and *social awareness*. *Passive* learning pattern*:* this group displayed better *self-efficacy* and *social awareness*. *Undirected/Reproduction-directed*: this group displayed a good relationship with *grit*.

There seem to be more cross-cultural differences in learning patterns than just a general distinction between Asian and Western cultures. There is a clear connection between learning patterns and social-emotional learning and its interpersonal and intrapersonal competencies. Balkan high school students apply strategies and access combined patterns which are different from other samples across cultures.

Initially, we thought *passive* and RD/UD learning pattern would not be related to SEL. However, *passive* learning pattern showed a significant positive correlation with self-management, self-efficacy and emotion regulation. RD/UD did not display any significant correlation to SEL variables.

After comparing the samples among the three countries Kosovo, North Macedonia and Albania, we found trivial differences which were concluded to be a result of the historical development and the various modifications in the system of education in these countries. Students in Albania were more external in their learning while students in North Macedonia and Kosovo appeared to be less passive and less reproduction directed, they also scored lower in social-emotional competencies. On the other hand, Albanian students scored higher in social-emotional competencies.

In conclusion, the study emphasizes the significance of social-emotional learning and how it interacts with learning patterns in order to enhance students' overall quality of life alongside their academic achievement (in terms of Zimmerman,

2013). EI and psychological health appear to be closely related. In this study, SEL and several characteristics relating to a group of adolescents' social-emotional competence are examined in relation to learning patterns. Several evaluation tools were used to achieve this goal, acquiring the relevant statistical characteristics and correlation indices. Results show both a positive and a negative link between social-emotional competence and learning patterns which was particularly thought-provoking.

Finally, some contributions to be highlighted are that this study seems to be the first one to identify learning patterns in the Balkan region (specifically, Albania, North Macedonia and Kosovo) and further extends the empirical findings, for comparison purposes. Additionally, it is the first study that addresses the relationship between social-emotional learning and learning patterns. Several limitations of the current study have to be acknowledged and should be considered when evaluating these findings, in order to formulate a more accurate and complete choice for future studies. Self-evaluations are rarely perfect, they are often susceptible to bias from students wanting to make an impression; therefore, it is necessary to design dynamic, in situ activities that increase the validity and consistency in the identification of learning patterns.

For SEL to contribute not only to individual well-being but also collective well-being, a coherent, contextually appropriate and conflict sensitive nationwide strategy must be adopted. And when it comes to assessing social-emotional competence, there is the issue of whether someone low in self-awareness can be trusted to accurately evaluate their own strengths and weaknesses (Goleman, 1998). Additionally, from a methodological point of view, too, the Inventory of Learning Patterns may need adaptation, since more researchers are identifying combined patterns or only three

patterns emerge as was the case with the Balkan sample and the recent study conducted with a Chinese sample (Song & Vermunt, 2021). Furthermore, more research on strategies for effective social-emotional learning implementation (e.g., raising awareness, teacher development) and the extent of communication between educators and parents is needed to better understand the obstacles and improve practical recommendations (Jones & Doolittle, 2017). Moreover, the present study could be extended by using a causal approach, to properly identify a cause-and-effect relationship, analyse the data to determine why the relationship between SEL and learning patterns has developed, and determine how it might apply to a larger context, in order to improve internal processes, learning outcomes, and create more effective intervention programs.

Ultimately, assessing teachers' attitudes toward social-emotional learning and learning patterns in preschool education could aid educators in identifying areas where they require additional support and in implementing effective and successful SEL programs.

9.2. Limitations and future perspectives

While this study did address a gap in research, it is confined in transferability to a more expansive population of urban high schools. The results of this study cannot be transferred to other rural schools or contexts that have not been affected by conflict with certainty as it would be impossible to know their experiences. Should this study be replicated, results might then be confirmed as being transferrable. A replication must adhere to the original study's boundaries in order to preserve the study's

integrity. Future replications of the study should, it is advised, be conducted outside of the cities, in more rural areas. This would make it possible to determine whether the research's findings are particular to a certain geographical area. Although the research accounted for student age and gender. The researcher had to make the supposition that there is no discernible difference between the study's male and female participants. To offer more systematic results and findings, a further research of the same type with a larger sample size may take the learners' ages and genders into account.

The findings that have been presented need to be repeated in more varied and vulnerable contexts. In order to learn how to implement SEL at the school context, home, and work as effectively as possible, it is crucial to continue studying it. Future research should employ a wide range of techniques to investigate the connection between learning patterns, social-emotional learning and a greater variety of human performance. In order to provide a more thorough and comprehensive account of social-emotional competencies and academic performance, we should investigate developing an extended multidimensional model that integrates the best conceptual and psychometric features of existing models of SEL and learning patterns.

Furthermore, and in light of the current pandemic situation brought on by Covid-19, the training provided in schools and universities had to adapt to the situation by organizing both theoretical and practical teaching in an online or blended modality; it would be interesting to investigate the impact of this change in teaching and learning methodology on the impact it had on social-emotional literacy and well-being, as well as the ways it may have affected learning patterns. Future research

should also focus on teachers' personal and professional experiences with SEL, as this study only examined the students' point of view.

Without forgetting educators coping with the pandemic's side effects, it would therefore be interesting to administer the instruments (ILP and Panorama SEL Measures) with the goal of evaluating whether the application of the new modalities during the pandemic, in the same context may generate different findings from this research and the factors that help or hinder learning patterns and SEL outcomes, in order to identify potential training needs to handle unusual and unforeseen circumstances.

Conclusively, this study has added to our understanding of how learning patterns emerge across Western Balkans, particularly in vulnerable contexts marked by violent events. The learning conceptions and motivations of students, which in turn determine their learning patterns, appear to be influenced by cultural and educational settings. Interventions that just change the learning environment on the surface have little impact on altering learning patterns. All four domains of a learner — learning conceptions, motivations, regulation, and processing strategies in combination with social-emotional domains — must be addressed in order to influence desired changes. This continues to be an issue for elementary and secondary schools in the Western Balkans which brings about consequences for educational policy, curriculum design and delivery, instructional techniques, assessments, and other elements that have an influence on the learner and the learning environment.

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APPENDICES

Annex 1. Inventory of Learning Patterns (ILP) short version

ILP Inventory of Learning Patterns

Short version

(Martinez-Fernandez, & García-Orriols, 2017)

(Inventory of Learning Patterns-short version)

The Inventory of Learning Patterns was developed with the purpose of investigating the way students approach their studies and how they perceive their own learning. The original instrument (Vermunt, 1998), called ILS, is composed of 120 items that inquire about the learning conceptions, motives and attitudes towards the study, as well as about processing and regulation strategies.

Martinez-Fernandez, as part of a post-doctoral project, leads the adaptation, translation and validation of the ILS to be applied in samples of Ibero-American university students (Martinez-Fernandez, et al., 2009). Subsequently, the same author leads the adaptation (and reduction) of the ILS to be applied in the field of Primary Education and beginnings of Secondary (infants from 10 to 14 years) (Martinez-Fernandez et al., 2015).

The adapted and reduced version is composed of 60 items selected from the original instrument and equally distributed in the 20 sub-scales of the instrument (three for each of them). It has been applied to three generations of students (9, 10 and 11 years) during three consecutive years (2015, 2016 and 2017) as part of a broad longitudinal project in which learning patterns are identified and analyzed, with the purpose of optimizing them based on the design of certain training actions (Martinez-Fernandez, Galera Bassachs, & García-Orriols, 2017).

In this manner, Martinez-Fernandez & García-Orriols (2017), present a reduced version that they have called ILP short version. It is a short version of the original ILS to be applied in samples of university students.

INSTRUCTIONS

The instrument is composed of two parts: A and B. Each part consists of a list of statements related to university studies and the way of studying. You are asked to, please, indicate to what extent each statement applies to you. You can express your opinion on a scale of 1 to 5. **Keep in mind that the list of statements has nothing to do with correct or incorrect answers but rather that you express your own opinion.** The goal is to get an idea of your own study habits and your personal opinion about study and education. This means that a sincere and honest response is automatically a correct answer. The purpose is to identify the different points of view, the reasons and the learning activities carried out by the university students with the purpose of offering them a greater, and better support, to their study activity.

Please, read carefully each statement and then indicate to what extent it applies to you by circling or marking the number corresponding to your personal opinion.

PART A: OPINIONS ABOUT STUDYING AND STUDY MOTIVES

This part of the instrument refers to the reasons, objectives and attitudes that students have regarding their studies.

Then, for each statement (statement-affirmation) indicate to what extent this applies to what you think about yourself. **Keep in mind that you are not asked to indicate whether you consider a motive or objective to be good, fair or bad; you are only asked to indicate to what extent you consider that a statement corresponds to your opinion or personal experiences.**

The meaning of the numbers after each statement is as follows:

In part A
1 = Disagree entirely
2 = Disagree for the most part
3 = Undecided
4 = Agree for the most part
5 = Agree entirely

PART A: OPINIONS ABOUT STUDYING

№.	Opinions	Assessment				
1	To me, learning means trying to approach a problem from many different angles, including aspects that were previously unknown to me.	1	2	3	4	5
2	The things I learn have to be useful for solving practical problems.	1	2	3	4	5
3	To me, learning is making sure that I can reproduce the facts presented in a course.	1	2	3	4	5
4	When I have difficulty understanding particular topics, I prefer to ask other students for help.	1	2	3	4	5
5	When I have difficulty understanding something, the teacher should encourage me to find a solution by myself.	1	2	3	4	5
6	I should try to think up examples with the study materials of my own accord.	1	2	3	4	5
7	To me, learning means acquiring knowledge that I can use in everyday life.	1	2	3	4	5
8	I should memorize definitions and other facts on my own.	1	2	3	4	5
9	I consider it important to be advised by other students as to how to approach my studies.	1	2	3	4	5
10	The teacher should encourage me to reflect on the way I study and how to develop my way of studying.	1	2	3	4	5
11	In order to learn, I have to summarize in my own words what the subject matter means.	1	2	3	4	5
12	To me, learning means: trying to remember the subject matter I am given.	1	2	3	4	5
13	The teacher should motivate and encourage me.	1	2	3	4	5
14	When I prepare myself for an exam, I prefer to do so together with other students.	1	2	3	4	5
15	To me, learning is providing myself with information that I can use immediately or in the longer term.	1	2	3	4	5

PART A: STUDY MOTIVES

№ .	Motives	Assessment				
16	I do these studies because I like to learn and to study.	1	2	3	4	5
17	I want to show others that I am capable of successfully doing a higher education programme.	1	2	3	4	5
18	What I want to acquire above all through my studies is professional skill.	1	2	3	4	5
19	I have little confidence in my study capacities.	1	2	3	4	5
20	I aim at attaining high levels of study achievements.	1	2	3	4	5
21	I want to discover my own qualities, the things I am capable and incapable of.	1	2	3	4	5
22	I wonder whether these studies are worth all the effort.	1	2	3	4	5
23	I study above all to pass the exam.	1	2	3	4	5
24	I doubt whether this type of education is the right type of education for me.	1	2	3	4	5
25	I want to test myself to see whether I am capable of doing studies in higher education.	1	2	3	4	5
26	When I have a choice, I opt for courses that suit my personal interests.	1	2	3	4	5
27	When I have a choice, I opt for courses that seem useful to me for my present or future profession.	1	2	3	4	5
28	To me, written proof of having passed an exam represents something of value in itself.	1	2	3	4	5
29	I do these studies out of sheer interest in the topics that are dealt with.	1	2	3	4	5
30	The main goal I pursue in my studies is to prepare myself for a profession.	1	2	3	4	5

PART B: STUDY ACTIVITIES

Knowledge and understanding do not develop on their own: it takes effort to master each specific part of the subject that is studied or prepared. This part of the inventory refers to the activities that students perform in the context of their studies.

Read carefully each statement, and then indicate, by marking the corresponding number, what is the degree of frequency with which you perform this activity, when you are studying. You must bear in mind that terms such as "course", "subject" and / or "subject" refer to the courses, subjects or subjects you are taking or taking.

The meaning of the numbers after each statement is as follows:

In part B
1 = I do this seldom or never
2 = I do this sometimes
3 = I do this regularly
4 = I do this often
5 = I do this almost always

№.	Activities	Assessment				
31	I draw my own conclusions on the basis of the data that are presented in a course.	1	2	3	4	5
32	I memorize the meaning of every concept that is unfamiliar to me.	1	2	3	4	5
33	I study details thoroughly.	1	2	3	4	5
34	I use what I learn from a course in my activities outside my studies.	1	2	3	4	5
35	I try to relate new subject matter to knowledge I already have about the topic concerned.	1	2	3	4	5
36	I compare my view of a course topic with the views of the authors of the textbook used in that course.	1	2	3	4	5
37	I analyze the separate components of a theory step by step.	1	2	3	4	5
38	I try to construct an overall picture of a course for myself.	1	2	3	4	5
39	I repeat the main parts of the subject matter until I know them by heart.	1	2	3	4	5
40	I try to discover the similarities and differences between the theories that are dealt with in a course.	1	2	3	4	5
41	I do not proceed to a subsequent chapter until I have mastered the current chapter in detail.	1	2	3	4	5
42	I memorize definitions as literally as possible.	1	2	3	4	5
43	I try to interpret events in everyday reality with the help of the knowledge I have acquired in a course.	1	2	3	4	5
44	I pay particular attention to those parts of a course that have practical utility.	1	2	3	4	5
45	I try to be critical of the interpretations of experts.	1	2	3	4	5
46	I study according to the instructions given in the study materials or provided by the teacher.	1	2	3	4	5
47	In addition to the syllabus, I study other literature related to the content of the course.	1	2	3	4	5
48	When I start reading a new chapter or article, I first think about the best way to study it.	1	2	3	4	5
49	I realize that it is not clear to me what I have to remember and what I do not have to remember.	1	2	3	4	5

№.	Activities	Assessment				
50	If I do not understand a study text well, I try to find other literature about the subject concerned.	1	2	3	4	5
51	I use the instructions and the course objectives given by the teacher to know exactly what to do.	1	2	3	4	5
52	When I have difficulty grasping a particular piece of subject matter, I try to analyze why it is difficult for me.	1	2	3	4	5
53	I test my learning progress solely by completing the questions, tasks and exercises provided by the teacher or the textbook.	1	2	3	4	5
54	I notice that the study instructions that are given are not very clear to me.	1	2	3	4	5
55	To test my learning progress when I have studied a textbook, I try to formulate the main points in my own words.	1	2	3	4	5
56	I add something to the subject matter from other sources.	1	2	3	4	5
57	I learn everything exactly as I find it in the textbooks.	1	2	3	4	5
58	I experience the introductions, objectives, instructions, assignments and test items given by the teacher as indispensable guidelines for my studies.	1	2	3	4	5
59	I realize that I miss someone to fall back on in case of difficulties.	1	2	3	4	5
60	If I am able to complete all the assignments given in the study materials or by the teacher, I decide that I have a good command of the subject matter.	1	2	3	4	5

ILP Inventari i Modeleve të të Nxënit

Versioni i shkurtër

(Martínez-Fernández, & García-Orriols, 2017)

(ILP Inventari i modeleve të të nxënit - Versioni i shkurtër)

Inventari i modeleve të të nxënit u zhvillua me qëllim të hulumtimit të mënyrës se si nxënësit u qasen studimeve të tyre dhe si e perceptojnë të mësuarit e tyre. Instrumenti origjinal (Vermunt, 1998), i quajtur ILS, përbëhet nga 120 artikuj që kërkojnë konceptet e mësimit, motivet dhe qëndrimet ndaj studimit, si dhe strategjitë e përpunimit dhe rregullimit.

Martínez-Fernández, si pjesë e një projekti pas doktoratës, drejton përshtatjen, përkthimin dhe validimin e ILS që do të aplikohet në mostrat e studentëve të Universitetit Iberoamerikan (Martínez-Fernández, et al., 2009). Më pas, autori i njëjtë udhëheq adaptimin (dhe reduktimin) e ILS që do të zbatohet në fushën e Arsimit Fillor dhe fillimet e Arsimimit të Mesëm (nxënësit 10-14 vjeç) (Martinez-Fernandez et al, 2015).

Versioni i adaptuar dhe i reduktuar përbëhet nga 60 artikuj të përzgjedhur nga instrumenti origjinal dhe të shpërndara në mënyrë të barabartë në 20 nën-shkallët e instrumentit (tre për secilën prej tyre). Ai është aplikuar për tre breza të studentëve (9, 10 dhe 11 vjet) gjatë tri viteve të njëpasnjëshme (2015, 2016 dhe 2017) si pjesë e një projekti të gjerë në të cilin identifikohen dhe analizohen modelet mësimore me qëllim të optimizimit të tyre bazuar në hartimin e disa veprimeve të trajnimit (Martínez-Fernández, Galera Bassachs, & García-Orriols, 2017).

Në këtë mënyrë, Martínez-Fernández & García-Orriols (2017), paraqesin një version të reduktuar që ata e kanë quajtur versioni i shkurtër i ILP. Është një version i shkurtër i ILS origjinal që do të zbatohet në mostrat e studentëve të shkollës së mesme.

UDHËZIM

Instrumenti përbëhet nga dy pjesë: A dhe B. Secila pjesë përbëhet nga një listë e deklaratave që lidhen me studimet e mesme dhe mënyrën e studimit (mësimit). Ju kërkohet të, tregoni se

deri në çfarë mase secila deklaratë vlen për ju. Mund të shprehni mendimin tuaj në një shkallë prej 1 deri në 5.

<u>Mbani në mend se lista e deklaratave nuk ka të bëjë me përgjigje të sakta ose të pasakta, rëndësi ka që ju të shprehni mendimin tuaj.</u> Qëllimi është të krijoni një pasqyrë për zakonet tuaja të mësimit dhe opinionin tuaj personal rreth të mësuarit dhe edukimit. Kjo do të thotë që një përgjigje e sinqertë dhe e ndershme është automatikisht një përgjigje e saktë. Qëllimi është identifikimi i këndvështrimeve të ndryshme, arsyeve dhe aktiviteteve të të mësuarit të kryer nga nxënësit e shkollës së mesme me qëllim të ofrimit të një mbështetje më të madhe dhe më të mirë për aktivitetin e tyre mësimor.

E rëndësishme

Lexoni me kujdes secilën deklaratë dhe pastaj tregoni se deri në çfarë shkalle vlen për ju duke e rrethuar numrin përkatës.

Kjo pjesë e instrumentit i referohet arsyeve (motiveve), objektivave dhe qëndrimeve që kanë nxënësit lidhur me studimet e tyre.

Pastaj, për çdo deklaratë tregoni se deri në çfarë shkalle kjo vlen për atë që mendoni për veten tuaj, duke rrethuar numrin përkatës. **<u>Mbani mend se nuk ju kërkohet të tregoni nëse e konsideroni një motiv apo objektiv të jetë i mirë, i drejtë apo i keq; ju kërkohet vetëm të tregoni deri në çfarë shkalle mendoni se një deklaratë i përputhet mendimit tuaj ose përvojave tuaja personale.</u>**

Kuptimi i numrave:
Numrat sipas deklaratave kanë kuptimin e mëposhtëm:

<div style="text-align:center">

Nën A

1 = Nuk pajtohem aspak

2 = Nuk pajtohem me pjesën më të madhe

3 = I/e pavendosur

4 = Pajtohem me pjesën më të madhe

5 = Pajtohem plotësisht

</div>

PJESA A: OPINIONE RRETH STUDIMIT (MËSIMIT)

№.	Opinioni	Vlerësimi				
1	Për mua, të mësosh do të thotë të përpiqesh t'i qasesh një problemi nga kënde të ndryshme, duke përfshirë aspektet që më parë kanë qenë të panjohura për mua.	1	2	3	4	5
2	Gjërat që mësoj duhet të jenë të dobishme për zgjidhjen e problemeve praktike.	1	2	3	4	5
3	Për mua, të mësuarit është të sigurohem që unë mund të riprodhoj faktet e paraqitura në një lëndë mësimore.	1	2	3	4	5
4	Kur kam vështirësi të kuptoj tema të veçanta, unë preferoj të kërkoj ndihmë nga nxënës të tjerë.	1	2	3	4	5
5	Kur kam vështirësi të kuptoj diçka, mësuesi duhet të më inkurajojë të gjej një zgjidhje vetë.	1	2	3	4	5
6	Unë duhet të përpiqem të sajoj shembuj vetë duke u bazuar në materialet mësimore.	1	2	3	4	5
7	Për mua, të mësuarit do të thotë: të fitosh njohuri që mund të përdoren në jetën e përditshme.	1	2	3	4	5
8	Unë duhet të mësoj përmendësh përkufizimet dhe faktet e ndryshme nga materialet mësimore.	1	2	3	4	5
9	E konsideroj të rëndësishme që të marr këshilla nga nxënësit tjerë se si t'u qasem studimeve të mia.	1	2	3	4	5
10	Mësimdhënësi duhet të më inkurajojë të reflektoj më tepër për mënyrën si studioj dhe si të zhvilloj mënyrën time të studimit.	1	2	3	4	5
11	Për të mësuar, unë duhet të bëj një përmbledhje me fjalët e mia se për çfarë bëhet fjalë në një lëndë të caktuar.	1	2	3	4	5
12	Për mua, të mësuarit do të thotë: përpjekja për të mbajtur mend temën që më është dhënë.	1	2	3	4	5
13	Mësimdhënësi duhet të më motivojë dhe inkurajojë.	1	2	3	4	5

| 14 | Kur përgatitem për një provim (test), preferoj ta bëj këtë së bashku me nxënës të tjerë. | 1 | 2 | 3 | 4 | 5 |
| 15 | Për mua, të mësosh do të thotë: të siguroj veten me informata që mund t'i përdor menjëherë ose në afat më të gjatë. | 1 | 2 | 3 | 4 | 5 |

PJESA A: MOTIVET E STUDIMIT

№.	Motivet	Vlerësimi				
16	Ndjek këto lëndë sepse më pëlqen të mësoj dhe të studioj.	1	2	3	4	5
17	Dua t'u tregoj të tjerëve se jam i/e aftë të kryej me sukses këtë program shkollorë	1	2	3	4	5
18	Ajo që dua të fitoj para së gjithash përmes studimeve të mia është aftësia profesionale.	1	2	3	4	5
19	Kam pak besim në kapacitetet e mia të studimit.	1	2	3	4	5
20	Kam për qëllim të realizoj nivele të larta të arritjeve mësimore	1	2	3	4	5
21	Unë dua të zbuloj cilësitë e mia, gjërat për të cilat unë jam i/e aftë dhe i/e paaftë.	1	2	3	4	5
22	Pyes veten nëse ia vlen të bëhet gjithë kjo përpjekje për të studiuar.	1	2	3	4	5
23	Mbi të gjitha, unë mësoj vetëm për të kaluar provimin.	1	2	3	4	5
24	Unë dyshoj nëse ky lloj i arsimit është lloji i duhur i arsimit për mua.	1	2	3	4	5
25	Dua të sprovoj veten për të parë nëse unë jam i aftë të kryej studime në arsimin e lartë.	1	2	3	4	5
26	Kur kam për të zgjedhur, zgjedh lëndë që u përshtaten interesave të mia personale.	1	2	3	4	5
27	Kur kam për të zgjedhur, zgjedh lëndë që më duken të dobishme për profesionin tim të ardhshëm.	1	2	3	4	5
28	Për mua, prova me shkrim që kam kaluar një provim përfaqëson diçka me vlerë.	1	2	3	4	5
29	Unë mësoj thjeshtë nga interesimi absolut për temat që trajtohen.	1	2	3	4	5
30	Qëllimi kryesor që ndjek në studimet e mia është përgatitja për një profesion në të ardhmen.	1	2	3	4	5

PJESA B: AKTIVITETET E STUDIMIT

Njohuritë dhe të kuptuarit nuk zhvillohen vetë: kërkohet përpjekje e madhe për të zotëruar secilën pjesë specifike të lëndës që studiohet ose përgatitet. Kjo pjesë e inventarit i referohet aktiviteteve që nxënësit kryejnë në kontekstin e studimeve të tyre.

Lexoni me kujdes çdo deklaratë, dhe pastaj tregoni, duke shënuar numrin përkatës, cila është shkalla e frekuencës me të cilën e kryeni këtë aktivitet, kur jeni duke studiuar. Duhet të keni parasysh se termet si "lënda", "lëndë" dhe / ose "lëndë" u referohen kurseve ose lëndëve që po merrni.

Kuptimi i numrave pas secilës deklaratë është si më poshtë:

Nën B
1 = Unë e bëj këtë rrallë ose kurrë
2 = Unë e bëj këtë ndonjëherë
3 = Unë e bëj këtë rregullisht
4 = Unë e bëj këtë shpesh
5 = Unë e bëj këtë pothuajse gjithmonë

Nº.	Aktivitete	Vlerësimi				
31	I nxjerr konkluzionet e mia në bazë të të dhënave që paraqiten në një lëndë	1	2	3	4	5
32	Mësoj përmendësh kuptimin e çdo koncepti që është i panjohur për mua.	1	2	3	4	5
33	I studioj hollësisht detajet.	1	2	3	4	5
34	Përdor atë që mësoj nga një lëndë edhe jashtë shkollës.	1	2	3	4	5
35	Përpiqem të lidh njohuritë që kam tashmë me lëndën e re dhe temën në fjalë.	1	2	3	4	5
36	Unë krahasoj pikëpamjen time për një temë të caktuar me pikëpamjet e autorëve të tekstit të përdorur në atë lëndë.	1	2	3	4	5
37	I analizoj komponentët e ndarë të një teorie hap pas hapi.	1	2	3	4	5
38	Përpiqem të krijoj një pamje të përgjithshme për një lëndë të caktuar.	1	2	3	4	5
39	Unë përsëris pjesët kryesore të lëndës derisa i mësoj përmendësh.	1	2	3	4	5

40	Përpiqem të zbuloj ngjashmëritë dhe dallimet midis teorive që trajtohen në një lëndë.	1	2	3	4	5
41	Unë nuk vazhdoj në kapitullin tjetër derisa e kuptoj kapitullin e tanishëm në detaje.	1	2	3	4	5
42	Mundohem të mbaj mend përkufizimet fjalë për fjalë, sa të jetë e mundur.	1	2	3	4	5
43	Unë përpiqem të interpretoj ngjarjet në realitetin e përditshëm me ndihmën e njohurive që kam fituar në një kurs.	1	2	3	4	5
44	U kushtoj vëmendje të veçantë atyre pjesëve të një kursi që kanë dobi praktike.	1	2	3	4	5
45	Unë përpiqem të jem kritik ndaj interpretimeve të ekspertëve.	1	2	3	4	5
46	Unë studioj sipas udhëzimeve të dhëna në materialet e studimit ose udhëzime të dhëna nga mësuesi.	1	2	3	4	5
47	Përveç programit, lexoj edhe literatura të tjera që kanë të bëjnë me përmbajtjen e kursit.	1	2	3	4	5
48	Kur filloj të lexoj një kapitull apo artikull të ri, së pari mendoj për mënyrën më të mirë për ta studiuar atë.	1	2	3	4	5
49	Unë e kuptoj se nuk është e qartë për mua çfarë kam për të mbajtur mend dhe çfarë nuk kam për të mbajtur mend.	1	2	3	4	5

№.	Aktivitete	Vlerësimi				
50	Nëse nuk e kuptoj mirë tekstin e studimit, përpiqem të gjej literatura të tjera për temën në fjalë.	1	2	3	4	5
51	I përdor udhëzimet dhe objektivat e kursit të dhëna nga mësuesi për të ditur saktësisht se çfarë duhet të bëjmë.	1	2	3	4	5
52	Kur kam vështirësi të kuptoj një pjesë të caktuar të lëndës, përpiqem të analizoj pse është e vështirë për mua.	1	2	3	4	5
53	E testoj progresin tim të të nxënit vetëm duke plotësuar pyetjet, detyrat dhe ushtrimet e dhëna nga mësuesi ose teksti.	1	2	3	4	5
54	Kam vërejtur se udhëzimet e studimit që jepen nuk janë shumë të qarta për mua.	1	2	3	4	5
55	Për të testuar progresin e mësimit kur kam studiuar një tekst, përpiqem të formuloj pikat kryesore me fjalët e mia.	1	2	3	4	5
56	Unë gjithmonë i shtoj diçka lëndës nga burime të tjera.	1	2	3	4	5
57	Unë mësoj gjithçka pikërisht ashtu siç e gjej në tekstet shkollore.	1	2	3	4	5
58	Unë mendoj se hyrjet, objektivat, udhëzimet, detyrat dhe artikujt e testimit të dhëna nga mësuesi si udhëzime të domosdoshme për të studiuar.	1	2	3	4	5

№.	Aktivitete	Vlerësimi				
59	E kuptoj që më mungon dikush që të mbështetem në rast vështirësish.	1	2	3	4	5
60	Nëse jam në gjendje të kryej të gjitha detyrat e dhëna në materialet e studimit ose nga mësuesi, atëherë nënkuptoj se e zotëroj mirë atë lëndë.	1	2	3	4	5

Annex 3: SEL Panorama Measures translated in Albanian

ZHVILLIMI SOCIAL DHE EMOCIONAL

Për çdo deklaratë tregoni se deri në çfarë shkalle kjo vlen për atë që mendoni për veten tuaj, duke rrethuar përgjigjen përkatëse. **Mbani mend se nuk ju kërkohet të tregoni nëse e konsideroni një përgjigje të saktë apo të pa saktë; ju kërkohet vetëm të tregoni deri në çfarë shkalle mendoni se një deklaratë i përputhet mendimit tuaj ose përvojave tuaja personale.**

Cila është gjinia juaj? _____   Cila është përkatësia juaj etnike?_____
Ju lutem tregoni gjuhën primare që flisni në shtëpi._____ Çfarë lloj notash zakonisht merrni?_____

Artikulli	Përgjigje				
1. Sa shpesh qëndroni të fokusuar në të njëjtin qëllim për disa muaj?	Pothuajse asnjëherë	Ndonjëherë	Disa herë	Shpesh	Pothuajse gjithmonë
2. Nëse nuk arrin të arrish një qëllim të rëndësishëm, sa ka mundësi që të provosh përsëri?	Aspak fare	Pak gjasa	Disi ka gjasa	Shumë e mundshme	Jashtëzakonisht e mundshme
3. Kur jeni duke punuar në një projekt që ka shumë rëndësi për ju, sa i/e fokusuar mund të qëndroni kur ka shumë shpërqëndrime?	Aspak i/e fokusuar	Pak i/e fokusuar	Disi i/e fokusuar	Mjaft i/e fokusuar	Jashtëzakonisht i/e fokusuar
4. Nëse ju shfaqet ndonjë problem përderisa jeni duke punuar drejt një qëllimi të rëndësishëm, sa mirë mund të vazhdoni të punoni?	Jo mirë	Pak mirë	Disi mirë	Mjaft mirë	Jashtëzakonisht mirë

5. Disa njerëz ndjekin disa nga qëllimet e tyre për një kohë të gjatë dhe të tjerët shpesh i ndryshojnë qëllimet e tyre. Gjatë viteve të ardhshme, sa gjasa ka që ju të vazhdoni të ndiqni një nga qëllimet tuaja aktuale?	Aspak fare	Pak gjasa	Disi ka gjasa	Shumë e mundshme	Jashtëzakonisht e mundshme

6. Sa shpesh keni ardhur në klasë të përgatitur?	Pothuajse asnjëherë	Ndonjëherë	Disa herë	Shpesh	Pothuajse gjithmonë
7. Sa shpesh keni ndjekur udhëzimet në klasë?	Pothuajse asnjëherë	Ndonjëherë	Disa herë	Shpesh	Pothuajse gjithmonë
8. Sa shpesh keni bërë punën tuaj menjëherë, në vend që të prisni deri në minutën e fundit?	Pothuajse asnjëherë	Ndonjëherë	Disa herë	Shpesh	Pothuajse gjithmonë
9. Sa shpesh i keni kushtuar vëmendje mësimit duke ju rezistuar shpërqëndrimeve?	Pothuajse asnjëherë	Ndonjëherë	Disa herë	Shpesh	Pothuajse gjithmonë
10. Kur keni punuar në mënyrë të pavarur, sa shpesh keni qëndruar të fokusuar?	Pothuajse asnjëherë	Ndonjëherë	Disa herë	Shpesh	Pothuajse gjithmonë
11. Sa shpesh e keni mbajtur qetësinë, edhe kur dikush ju ka shqetësuar ose ju ka thënë gjëra të këqija?	Pothuajse asnjëherë	Ndonjëherë	Disa herë	Shpesh	Pothuajse gjithmonë
12. Sa shpesh keni lejuar të tjerët të flasin pa ndërprerje?	Pothuajse asnjëherë	Ndonjëherë	Disa herë	Shpesh	Pothuajse gjithmonë
13. Sa shpesh keni qenë të sjellshëm për të rriturit?	Pothuajse asnjëherë	Ndonjëherë	Disa herë	Shpesh	Pothuajse gjithmonë
14. Sa shpesh keni qenë të sjellshëm me studentët e tjerë?	Pothuajse asnjëherë	Ndonjëherë	Disa herë	Shpesh	Pothuajse gjithmonë
15. Sa shpesh e keni humbur kontrollin?	Pothuajse asnjëherë	Ndonjëherë	Disa herë	Shpesh	Pothuajse gjithmonë

16. Sa i keni dëgjuar me kujdes pikëpamjet e njerëzve të tjerë?	Jo me kujdes	Pak me kujdes	Disi me kujdes	Mjaft me kujdes	Me shumë kujdes
17. Sa shumë jeni kujdesur për ndjenjat e njerëzve të tjerë?	Aspak	Pak	Disi	Mjaftueshëm	Jashtzakonisht shumë
18. Sa shpesh i keni komplimentuar arritjet e të tjerëve?	Pothuajse asnjëherë	Ndonjëherë	Disa herë	Shpesh	Pothuajse gjithmonë

19. Sa raport të mirë keni pasur me studentë

të ndryshëm nga ju?	Aspak të mirë	Pak të mirë	Disi të mirë	Shumë të mirë	Jashtzakonisht të mirë
20. Sa qartë keni qenë në gjendje të përshkruani ndjenjat tuaja?	Aspak qartë	Pak e qartë	Disi qartë	Mjaft qartë	Jashtëzakonisht qartë
21. Kur të tjerët nuk pajtohen me ju, sa të respektueshëm keni qenë për pikëpamjet e tyre?	Aspak	Pak	Disi	Shumë	Jashtëzakonisht i respektueshëm
22. Deri në ç'masë keni qenë në gjendje të mbroni veten tuaj pa i vënë të tjerët poshtë?	Aspak	Pak	Disi	Pak a shumë	Jashtëzakonisht shumë
23. Deri në çfarë mase keni qenë në gjendje të mos pajtoheni me të tjerët pa filluar një argument?	Aspak	Pak	Disi	Pak a shumë	Jashtëzakonisht shumë
24. Sa jeni të sigurt se mund të përfundoni të gjithë punën që është caktuar në lëndët tuaja?	Aspak i/e sigurt	Pak i/e sigurt	Disi i/e sigurt	Shumë i/e sigurt	Jashtëzakonisht shumë i/e sigurt
25. Kur paraqiten tekste të komplikuara në klasë, sa jeni të sigurt që mund t'i kuptoni ato?	Aspak i/e sigurt	Pak i/e sigurt	Disi i/e sigurt	Shumë i/e sigurt	Jashtëzakonisht shumë i/e sigurt
26. Sa jeni të sigurt se mund të mësoni të gjithë materialin e paraqitur në lëndët tuaja?	Aspak i/e sigurt	Pak i/e sigurt	Disi i/e sigurt	Shumë i/e sigurt	Jashtëzakonisht shumë i/e sigurt
27. Sa jeni dakord që ju mund të bëni punën më të vështirë që është caktuar në lëndët tuaja?	Aspak dakord	Pak dakord	Disi dakord	Pak a shumë dakord	Shumë dakord
28. Sa jeni dakord që ju mund të mbani mend atë që keni mësuar në lëndët tuaja të tanishme, vitin e ardhshëm?	Aspak dakord	Pak dakord	Disi dakord	Pak a shumë dakord	Shumë dakord
29. Kur ndieni presion, sa lehtë mund të qëndroni nën kontroll?	Aspak lehtë	Pak lehtë	Disi lehtë	Pak a shumë lehtë	Shumë lehtë
30. Sa shpesh jeni në gjendje të tërhiqni veten nga një humor i keq?	Pothuajse asnjëherë	Ndonjëherë	Disa herë	Shpesh	Pothuajse gjithmonë

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USER GUIDE

SOCIAL-EMOTIONAL LEARNING

PANORAMA EDUCATION

November 2015

Overview

Social-emotional learning (SEL) describes the mindsets, skills, attitudes, and feelings that help students succeed in school, career, and life, such as as growth mindset, grit, and sense of belonging at school. Educators use many names for these skills, such as "non-cognitive skills", "soft skills", "21st century skills", "character strengths," and "whole child."

Social-emotional learning is an important part of a well-rounded education. Research shows that SEL is an important lever for boosting academic achievement. Positive social-emotional skills are also correlated with improved attendance and reduced disciplinary incidents.

When looking at SEL in a school setting, we encourage schools to focus measurement and improvement efforts on three general areas: student competencies (or skills), student supports and environment, and teacher skills and perspectives:

1. Student competencies involves the social, emotional, and motivational skills that help students succeed at school, in their careers, and in life. Examples of student competencies include Grit and Growth Mindset.

2. Student supports and environment involves the environment in which students are learning, which influences their academic success, their social-emotional development, and their growth as human beings. Measures of student supports and the school environment include Teacher-Student Relationships, Sense of Belonging (at school), and School Safety.

3. Teacher skills and perspectives captures teachers' readiness and preparation to support SEL on campus. This area looks at whether teachers feel that they have the skills, knowledge, and resources to support students' social-

emotional outcomes. Examples of these measures include: Professional Learning About SEL and
School Climate.

Within each of the three broad areas, Panorama offers a set of measures, each focused on a particular sub-topic. Schools can choose to use the measures that are most appropriate for their community, and match their school or district SEL framework, while retaining the validity of each measure.

We hope these SEL measures help your school, network or district to understand and support student development in these critically important areas.

Who should use Panorama's SEL measures?

Panorama's SEL measures are designed help educators understand students' social-emotional competencies and their perceptions of how supported they are in their school environment. The questions and prompts are created to be broadly applicable and can be used in many types of school settings, including public, independent, and charter schools. These SEL measures are appropriate for school communities serving students from a range of socio- economic backgrounds.

Questions and prompts are designed for two separate groups: students in grades 3-5 and students in grades 6-12.
There are also optional questions for teachers of these students.

Research Process

These SEL measures have been used in thousands of schools across the United States and are regularly checked for validity and reliability. Many schools and districts have found positive correlations between these SEL

measures and important student outcomes, including GPA, test scores, and attendance.

Many of the SEL measures were created by Dr. Hunter Gehlbach, Associate Professor at the Gevirtz Graduate School of Education at the University of California, Santa Barbara (UCSB) and Director of Research at Panorama Education. Some measures have been adapted from work developed by the CORE Districts, Transforming Education, and their research partners, as well as work developed at Harvard University by Dr. Hunter Gehlbach and his research team at the Harvard Graduate School of Education. We are grateful for the support and contributions of our partners.

Using the Measures

To meet the needs of your school communities, we encourage you to choose which SEL measures to use by selecting the scales that seem most important in your community. The scales are grouped into three categories: student competencies, student supports and environment, and teacher skills and perspectives. Within categories, we have also divided the scales into "recommended" and "supplemental" scales, as an indication of which scales many of our partners have chosen to measure.

At Panorama, we believe that all educators deserve access to the best tools available, which means that we are committed to offering Panorama's SEL measures for free. The measures are "free" in that we invite educators everywhere to use them at no cost. We only ask that you identify the measures as "Panorama Education Social-Emotional Learning Measures" so that others may find them as well. If you have any feedback about the measures, contact us at research@panoramaed.com.

Student Competencies

The social, emotional, and

motivational skills that help

students succeed at school, in their

careers, and in life.

Grit — *Recommended p. 8*

How well students are able to persevere through setbacks to achieve important long-term goals.

Example Question: How often do you stay focused on the same goal for several months at a time?

Growth Mindset — *Recommended p. 9-10*

Student perceptions of whether they have the potential to

change those factors that are central to their performance in

school.

Example Question: In school, how possible is it for you to change...how easily you give up?

Self-Management — *Recommended p. 11-12*

How well students manage their emotions, thoughts, and behaviors in different situations.

Example Question: During the past 30 days...how often did you come to class prepared?

Social Awareness — *Recommended p. 13-14*

How well students consider the perspectives of others and empathize with them.

Example Question: During the past 30 days...how carefully did you listen to other people's points of view?

Self-Efficacy — *Recommended p. 15*

How much students believe they can succeed in achieving academic outcomes.

Example Question: When complicated ideas are presented in class, how confident are you that you can understand them?

Learning Strategies — *Supplemental p. 16*

How well students deliberately use strategies to manage their own learning processes generally.
Example Question: How often do you use strategies to learn more effectively?

Classroom Effort — *Supplemental p. 17*

How much effort students put into school and learning.
Example Question: How much effort do you put into your homework for this class?

Social Perspective-Taking — *Supplemental p. 18*

The extent to which students consider the perspectives of their teachers. *Only for students in grades 6-12. Example Question: How much effort have you put into figuring out what your teachers' goals are?*

Self-Efficacy About Specific Subjects — *Supplemental p. 19*

How much students believe they can succeed in achieving academic outcomes in specific subjects.
Example Question: How confident are you that you can learn all the material presented in your [SUBJECT] class?

Emotion Regulation — *Supplemental p. 20*

How well students regulate their emotions.
Example Question: How often are you able to control your emotions when you need to?

Background Questions — *Recommended p. 33*

Demographic questions about respondents that could be included and may be of interest to many schools.
Example Question: What is your race or ethnicity?

Student Supports and Environment

The extent to which the environment in

which students are learning influences their

academic success, their social-emotional

development, and their growth.

Teacher-Student Relationships — *Recommended p. 21*

How strong the social connection is between teachers and students within and beyond the school.
Example Question: How many of your teachers are respectful towards you?

Sense of Belonging — *Recommended p. 22*

How much students feel that they are valued members of the school community.
Example Question: How connected do you feel to the adults at your school?

School Safety — *Recommended p. 23*

Perceptions of student physical and psychological safety while at school.
Example Question: How often do you worry about violence at your school?

Engagement — *Supplemental p. 24*

How attentive and invested students are in school.
Example Question: In your classes, how eager are you to participate?

Rigorous Expectations — *Supplemental p. 25*

How much students feel that their teachers hold them to high

expectations around effort, understanding, persistence, and

performance in class.

Example Question: How often do your teachers take time to make sure you understand the material?

Valuing of Specific Subjects — *Supplemental p. 26*

How much students feel that an academic subject is interesting, important, and useful.
Example Question: How often do you use ideas from [SUBJECT] class in your daily life?

Valuing of School — *Supplemental p. 27*

How much students feel that school is interesting, important, and useful.
Example Question: How important is it to you to do well in your classes?

Teacher Skills and Perceptions

The readiness and preparation of teachers to support SEL on campus.

Teacher Self-Reflection — *Recommended p. 28*

Faculty perceptions of their professional strengths and areas for growth related to social-emotional learning.

Example Question: How confident are you that you can engage students who typically are not motivated?

Professional Learning About SEL — *Recommended p. 29*

Perceptions of the amount and quality of professional growth and learning

opportunities available to faculty related to social-emotional learning.

Example Question: At your school, how valuable are the social-emotional learning (SEL) professional development opportunities?

School Climate — *Recommended p. 30*

Perceptions of the overall social and learning climate of the school.

Example Question: How positive are the attitudes of your colleagues?

Resources for Student Support — *Recommended p. 31*

Perceptions of the adequacy of the school's resources for student support.

Example Question: When students need help from an adult, how often do they have to wait to get that help?

Educating All Students — *Supplemental p. 32*

Faculty perceptions of their readiness to address issues of diversity.

Example Question: How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?

Grit — *Recommended*

How well students are able to persevere through setbacks to achieve important long-term goals.
Grades 6-12

Item	Responses				
How often do you stay focused on the same goal for several months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If you fail to reach an important goal, how likely are you to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
If you have a problem while working towards an important goal, how well can you keep working?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are you to continue to pursue one of your current goals?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely

Grades 3-5

Item	Responses				
How often do you stay focused on the same goal for more than 3 months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If you fail to reach an important goal, how likely are you to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
If you have a problem while working towards an important goal, how well can you keep working?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well

Growth Mindset — *Recommended*
Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

Grades 6-12

Item	Responses				
Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In school, how possible is it for you to change:					
Dispositional Mindset					
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Liking the subjects you are studying	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behavioral Mindset					
Putting forth a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

Growth Mindset — *Recommended (cont.)*

Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

Grades 3-5

Item	Responses				
Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In school, how possible is it for you to change:					
Dispositional Mindset					
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Liking the subjects you are studying	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behavioral Mindset					
Giving a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

Self-Management — *Recommended*

How well students manage their emotions, thoughts, and behaviors in different situations.

Grades 6-12

Item	Responses				
During the past 30 days...					
How often did you come to class prepared?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you follow directions in class?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you get your work done right away, instead of waiting until the last minute?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you pay attention and resist distractions?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
When you were working independently, how often did you stay focused?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you remain calm, even when someone was bothering you or saying bad things?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you allow others to speak without interruption?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often were you polite to adults?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often were you polite to other students?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you keep your temper in check?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time

Self-Management — *Recommended (cont.)*

How well students manage their emotions, thoughts, and behaviors in different situations.

Grades 3-5

Item	Responses				
During the past 30 days...					
How often did you come to class prepared?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you follow directions in class?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you get your work done right away, instead of waiting until the last minute?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you pay attention and ignore distractions?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
When you were working independently, how often did you stay focused?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you remain calm, even when someone was bothering you or saying bad things?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you allow others to speak without interrupting them?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often were you polite to adults?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often were you polite to other students?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you keep your temper under control?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time

Social Awareness — *Recommended*

How well students consider the perspectives of others and empathize with them.

Grades 6-12

Item	Responses				
During the past 30 days...					
How carefully did you listen to other people's points of view?	Not carefully at all	Slightly carefully	Somewhat carefully	Quite carefully	Extremely carefully
How much did you care about other people's feelings?	Did not care at all	Cared a little bit	Cared somewhat	Cared quite a bit	Cared a tremendous amount
How often did you compliment others' accomplishments?	Almost never	Once in a while	Sometimes	Often	Almost all the time
How well did you get along with students who are different from you?	Did not get along at all	Got along a little bit	Got along somewhat	Got along pretty well	Got along extremely well
How clearly were you able to describe your feelings?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
When others disagreed with you, how respectful were you of their views?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
To what extent were you able to stand up for yourself without putting others down?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
To what extent were you able to disagree with others without starting an argument?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount

Social Awareness — *Recommended*

How well students consider the perspectives of others and empathize with them.

Grades 3-5

Item	Responses				
During the past 30 days...					
How carefully did you listen to other people's points of view?	Not carefully at all	Slightly carefully	Somewhat carefully	Quite carefully	Extremely carefully
How much did you care about other people's feelings?	Did not care at all	Cared a little bit	Cared somewhat	Cared quite a bit	Cared a tremendous amount
How often did you compliment others' accomplishments?	Almost never	Once in a while	Sometimes	Often	Almost all the time
How well did you get along with students who are different from you?	Did not get along at all	Got along a little bit	Got along somewhat	Got along pretty well	Got along extremely well
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When others disagreed with you, how respectful were you of their views?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
To what extent were you able to stand up for yourself without putting others down?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
To what extent were you able to disagree with others without starting an argument?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount

Self-Efficacy — *Recommended*

How much students believe they can succeed in achieving academic outcomes.

Grades 6-12

Item	Responses				
How confident are you that you can complete all the work that is assigned in your classes?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
When complicated ideas are presented in class, how confident are you that you can understand them?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can learn all the material presented in your classes?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can do the hardest work that is assigned in your classes?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you will remember what you learned in your current classes, next year?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Grades 3-5

Item	Responses				
How sure are you that you can complete all the work that is assigned in your class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
When complicated ideas are discussed in class, how sure are you that you can understand them?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you can learn all the topics taught in your class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you can do the hardest work that is assigned in your class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you will remember what you learned in your current class, next year?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure

Learning Strategies — *Supplemental*

How well students deliberately use strategies to manage their own learning processes generally.

Grades 6-12

Item	Responses				
When you get stuck while learning something new, how likely are you to try a different strategy?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How confident are you that you can choose an effective strategy to get your schoolwork done well?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
Before you start on a challenging project, how often do you think about the best way to approach the project?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how well do your learning strategies help you learn more effectively?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How often do you use strategies to learn more effectively?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Grades 3-5

Item	Responses				
When you get stuck while learning something new, how likely are you to try to learn it in a different way?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How sure are you that you can figure out a good way to get your schoolwork done well?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
Before you start on a challenging project, how often do you think about the best way to do it?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how well can you figure out how to learn things?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well

Classroom Effort — *Supplemental*

How much effort students put into school and learning.

Grades 6-12

Item	Responses				
How much effort do you put into getting involved in discussions during class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
When your teacher is speaking, how much effort do you put into trying to pay attention?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
How much effort do you put into your homework for this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
Overall, how much effort do you put forth during this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
How much effort do you put into learning all the material for this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort

Grades 3-5

Item	Responses				
How hard do you try to get involved in discussions during class?	Not hard at all	Slightly hard	Somewhat hard	Quite hard	Extremely hard
When your teacher is speaking, how hard do you try to pay attention?	Not hard at all	Slightly hard	Somewhat hard	Quite hard	Extremely hard
How much effort do you put into your homework for this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
Overall, how hard do you try in class?	Not hard at all	Slightly hard	Somewhat hard	Quite hard	Extremely hard
How much effort do you put into learning all the material for this class?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A tremendous amount of effort

Social Perspective-Taking — *Supplemental*

The extent to which students consider the perspectives of their teachers. *Please note that this measure is only available for students in Grades 6-12.*

Grades 6-12

Item	Responses				
How hard do you try to understand your teachers' point of view?	Not hard at all	Slightly hard	Somewhat hard	Quite hard	Extremely hard
During class, how hard do you try to understand what your teachers are feeling?	Not hard at all	Slightly hard	Somewhat hard	Quite hard	Extremely hard
Overall, how much effort do you put into figuring out what your teachers are thinking?	Almost no effort	A small amount of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
How much effort have you put into figuring out what your teachers' goals are?	Almost no effort	A small amount of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
How much do you try to understand your teachers' motivation for doing different classroom activities?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
When your teachers seem to be in a worse mood than usual, how hard do you try to understand the reasons why?	Not hard at all	Slightly hard	Somewhat hard	Quite hard	Extremely hard

Self-Efficacy About Specific Subjects — *Supplemental*

How much students believe they can succeed in achieving academic outcomes in specific subjects. *We suggest students take this measure about their core classes in ELA, Math, Social Studies, and Science.*

Grades 6-12

Item	Responses				
How confident are you that you can complete all the work that is assigned in your [SUBJECT] class?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
When complicated ideas are presented in your [SUBJECT] class, how confident are you that you can understand them?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can learn all the material presented in your [SUBJECT] class?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can do the hardest work that is assigned in your [SUBJECT] class?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you will remember what you learned in your current [SUBJECT] class, next year?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Grades 3-5

Item	Responses				
How sure are you that you can complete all the work that is assigned in your [SUBJECT] class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
When complicated ideas are discussed in your [SUBJECT] class, how sure are you that you can understand them?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you can learn all the topics taught in your [SUBJECT]class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you can do the hardest work that is assigned in your [SUBJECT] class?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
How sure are you that you will remember what you learned in your current [SUBJECT] class, next year?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure

Emotion Regulation — *Supplemental*

How well students regulate their emotions.

Grades 6-12

Item	Responses				
When you are feeling pressured, how easily can you stay in control?	Not easily at all	Slightly easily	Somewhat easily	Quite easily	Extremely easily
How often are you able to pull yourself out of a bad mood?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When everybody around you gets angry, how relaxed can you stay?	Not relaxed at all	Slightly relaxed	Somewhat relaxed	Quite relaxed	Extremely relaxed
How often are you able to control your emotions when you need to?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Once you get upset, how often can you get yourself to relax?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When things go wrong for you, how calm are you able to remain?	Not calm at all	Slightly calm	Somewhat calm	Quite calm	Extremely calm

Grades 3-5

Item	Responses				
How often are you able to pull yourself out of a bad mood?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When everybody around you gets angry, how relaxed can you stay?	Not relaxed at all	Slightly relaxed	Somewhat relaxed	Quite relaxed	Extremely relaxed
How often are you able to control your emotions when you need to?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Once you get upset, how often can you get yourself to relax?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When things go wrong for you, how calm are you able to stay?	Not calm at all	Slightly calm	Somewhat calm	Quite calm	Extremely calm

Teacher-Student Relationships — *Recommended*

How strong the social connection is between teachers and students within and beyond the school.

Grades 6-12

Item	Responses				
How many of your teachers are respectful towards you?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
If you walked into class upset, how many of your teachers would be concerned?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
If you came back to visit class three years from now, how many of your teachers would be excited to see you?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
When your teachers ask how you are doing, how many of them are really interested in your answer?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
How many of your teachers would you be excited to have again in the future?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers

Grades 3-5

Item	Responses				
How respectful is your teacher towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
If you walked into class upset, how concerned would your teacher be?	Not at all concerned	Slightly concerned	Somewhat concerned	Quite concerned	Extremely concerned
When your teacher asks, "How are you?", how often do you feel that your teacher really wants to know your answer?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How excited would you be to have your teacher again?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited

Sense of Belonging — *Recommended*

How much students feel that they are valued members of the school community.

Grades 6-12

Item	Responses				
How well do people at your school understand you as a person?	Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How connected do you feel to the adults at your school?	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected
How much respect do students in your school show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect
How much do you matter to others at this school?	Do not matter at all	Matter a little bit	Matter somewhat	Matter quite a bit	Matter a tremendous amount
Overall, how much do you feel like you belong at your school?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

Grades 3-5

Item	Responses				
How well do people at your school understand you as a person?	Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How much support do the adults at your school give you?	No support at all	A little bit of support	Some support	Quite a bit of support	A tremendous amount of support
How much respect do students at your school show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect
Overall, how much do you feel like you belong at your school?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

School Safety — *Recommended*

Perceptions of student physical and psychological safety while at school.

Grades 6-12

Item	Responses				
How often are people disrespectful to others at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How likely is it that someone from your school will bully you online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often do you worry about violence at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
At your school, how unfairly do the adults treat the students?	Not at all unfairly	Slightly unfairly	Somewhat unfairly	Quite unfairly	Extremely unfairly
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How often do students get into physical fights at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Grades 3-5

Item	Responses				
How often are people disrespectful to others at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How likely is it that someone from your school will bully you online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often do you worry about violence at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How often do students get into physical fights at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Engagement — *Supplemental*

How attentive and invested students are in school.

Grades 6-12

Item	Responses				
How excited are you about going to your classes?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
How often do you get so focused on activities in your classes that you lose track of time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
In your classes, how eager are you to participate?	Not at all eager	Slightly eager	Somewhat eager	Quite eager	Extremely eager
When you are not in school, how often do you talk about ideas from your classes?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how interested are you in your classes?	Not at all interested	Slightly interested	Somewhat interested	Quite interested	Extremely interested

Grades 3-5

Item	Responses				
How excited are you about going to this class?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
How focused are you on the activities in this class?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
In this class, how excited are you to participate?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
When you are not in school, how often do you talk about ideas from this class?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How interested are you in this class?	Not at all interested	Slightly interested	Somewhat interested	Quite interested	Extremely interested

Rigorous Expectations — *Supplemental*

How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

Grades 6-12

Item	Responses				
How often do your teachers make you explain your answers?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How much do your teachers encourage you to do your best?	Do not encourage me at all	Encourage me a little	Encourage me some	Encourage me quite a bit	Encourage me a tremendous amount
How often do your teachers take time to make sure you understand the material?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how high are your teachers' expectations of you?	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high

Grades 3-5

Item	Responses				
How often does your teacher make you explain your answers?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When you feel like giving up, how likely is it that your teacher will make you keep trying?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How much does your teacher encourage you to do your best?	Does not encourage me at all	Encourages me a little	Encourages me some	Encourages me quite a bit	Encourages me a tremendous amount
How often does your teacher take time to make sure you understand the material?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how high are your teacher's expectations of you?	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high

Valuing of Specific Subjects — *Supplemental*

How much students feel that an academic subject is interesting, important, and useful. *We suggest students take this measure about their core classes in ELA, Math, Social Studies, and Science.*

Grades 6-12

Item	Responses				
How interesting do you find the things you learn in [SUBJECT] class?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from [SUBJECT] class in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in [SUBJECT] class?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How much do you see yourself as a/an [SUBJECT] person?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How useful do you think [SUBJECT] class will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

Grades 3-5

Item	Responses				
How interesting do you find the things you learn in [SUBJECT]?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from [SUBJECT] in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in [SUBJECT]?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How useful do you think [SUBJECT] will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

Valuing of School — *Supplemental*

How much students feel that school is interesting, important, and useful.

Grades 6-12

Item	Responses				
How interesting do you find the things you learn in your classes?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from school in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in your classes?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How much do you see yourself as someone who appreciates school?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How useful do you think school will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

Grades 3-5

Item	Responses				
How interesting do you find the things you learn in school?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from school in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in school?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How useful do you think school will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

Teacher Self-Reflection — *Recommended*

Faculty perceptions of their professional strengths and areas for growth related to social-emotional learning.

Item	Responses					
How confident are you that you can engage students who typically are not motivated?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	
How confident are you that you can help your school's most challenging students to learn?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	
How thoroughly do you feel that you know all the content you need to teach?	Not thoroughly at all	Slightly thoroughly	Somewhat thoroughly	Quite thoroughly	Extremely thoroughly	
Thinking about grit in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "grit."
Thinking about growth mindset in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "growth mindset."
Thinking about social awareness in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "social awareness."
Thinking about self-management in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "self-management."
Thinking about self-efficacy in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "self-efficacy."
To ask about additional competencies:						
Thinking about [COMPETENCY] in particular, how confident are you that you can support your students' growth?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "[COMPETENCY]."

Professional Learning About SEL — *Recommended*

Perceptions of the amount and quality of professional growth and learning opportunities available to faculty related to social-emotional learning.

Item	Responses				
In terms of social-emotional learning (SEL) in particular, how supportive has the school been of your growth as a teacher?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
At your school, how valuable are the social- emotional learning (SEL) professional development opportunities?	Not at all valuable	Slightly valuable	Somewhat valuable	Quite valuable	Extremely valuable
When it comes to social-emotional learning (SEL), how helpful are your colleagues' ideas for improving your teaching?	Not at all helpful	Slightly helpful	Somewhat helpful	Quite helpful	Extremely helpful
How often do your social-emotional learning (SEL) professional development opportunities help you explore new ideas?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How relevant have your social-emotional learning (SEL) professional development opportunities been to the content that you teach?	Not at all relevant	Slightly relevant	Somewhat relevant	Quite relevant	Extremely relevant
Thinking of social-emotional learning (SEL) in particular, how much input do you have into individualizing your own professional development opportunities?	Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input
Overall, how much do you learn about supporting your students' social-emotional learning (SEL) from the leaders at your school?	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount

School Climate — *Recommended*

Perceptions of the overall social and learning climate of the school.

Item	Responses				
On most days, how enthusiastic are the students about being at school?	Not at all enthusiastic	Slightly enthusiastic	Somewhat enthusiastic	Quite enthusiastic	Extremely enthusiastic
To what extent are teachers trusted to teach in the way they think is best?	Not at all trusted	Trusted a little bit	Trusted somewhat	Trusted quite a bit	Trusted a tremendous amount
How positive are the attitudes of your colleagues?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
How supportive are students in their interactions with each other?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
How respectful are the relationships between teachers and students?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
How optimistic are you that your school will improve in the future?	Not at all optimistic	Slightly optimistic	Somewhat optimistic	Quite optimistic	Extremely optimistic
How often do you see students helping each other without being prompted?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
Overall, how positive is the working environment at your school?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

Resources for Student Support — *Recommended*

Perceptions of the adequacy of the school's resources for student support.

Item	Responses				
When students need help from an adult, how often do they have to wait to get that help?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
For students who need extra support, how difficult is it for them to get the support that they need?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How important is it for your school to hire more specialists to help students?	Not important at all	Slightly important	Somewhat important	Quite important	Extremely important

Educating All Students — *Supplemental*

Faculty perceptions of their readiness to address issues of diversity.

Item	Responses				
How easy do you find interacting with students at your school who are from a different cultural background than your own?	Not at all easy	Slightly easy	Somewhat easy	Quite easy	Extremely easy
How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?	Not knowledgeable at all	Slightly knowledgeable	Somewhat knowledgeable	Quite knowledgeable	Extremely knowledgeable
If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How easy would it be for you to teach a class with groups of students from very different religions from each other?	Not at all easy	Slightly easy	Somewhat easy	Quite easy	Extremely easy
In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How easily do you think you could make a particularly overweight student feel like a part of class?	Not at all easily	Slightly easily	Somewhat easily	Quite easily	Extremely easily
How comfortable would you be having a student who could not communicate well with anyone in class because his/her home language was unique?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?	Not at all easily	Slightly easily	Somewhat easily	Quite easily	Extremely easily

Background Questions

Demographic questions about respondents that could be included and may be of interest to many schools.

What is your gender?
What is your race or ethnicity?
Please indicate the primary language you speak at home.
What kinds of grades do you usually get?

Dr. Hunter Gehlbach is the Director of Research at Panorama Education and an Associate Professor of Education at UC Santa Barbara's Gevirtz Graduate School of Education. He is an educational psychologist with an academic focus in helping social scientists and practitioners design better surveys and questionnaires. He is particularly interested in helping schools think about ways to use surveys to improve teacher and student outcomes, and teaches classes in each of these areas at UC Santa Barbara. After graduating with a B.A. from Swarthmore College in psychology and education, Dr. Gehlbach taught high school social studies before returning to school for a M.Ed. in school counseling from the University of Massachusetts-Amherst and a Ph.D. in educational psychology from Stanford.

Panorama Education partners with school districts and state departments of education to design and implement survey programs for students, parents, and teachers. Panorama offers a technology platform to support survey administration and create reports that are clear, actionable, and, most importantly, help teachers and administrators improve their schools. Panorama's client services team helps districts and states implement survey programs in line with best practices. Panorama currently runs survey programs in over 6,500 schools in 35 states, including those in the Dallas Independent School District, San Francisco Unified School District, Aspire Public Schools, and Teach for America.

Learn more about Panorama:
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Annex 5: SEL items for each sub-scale

Grit

How well students are able to persevere through setbacks to achieve important long-term goals.

Q1. How often do you stay focused on the same goal for several months at a time?

Q2. If you fail to reach an important goal, how likely are you to try again?

Q3. When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?

Q4. If you have a problem while working towards an important goal, how well can you keep working?

Q5. Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are you to continue to pursue one of your current goals?

Q10. During the past 30 days...When you were working independently, how often did you stay focused?

Self-management

How well students manage their emotions, thoughts, and behaviors in different situations.

During the past 30 days...

Q6. How often did you come to class prepared?

Q7. How often did you follow directions in class?

Q8. How often did you get your work done right away, instead of waiting until the last minute?

Q9. How often did you pay attention and resist distractions?

Q10. When you were working independently, how often did you stay focused?

Q11. How often did you remain calm, even when someone was bothering you or saying bad things?

Q12. How often did you allow others to speak without interruption?

Q13. How often were you polite to adults?

Q14. How often were you polite to other students?

Q15. How often did you keep your temper in check?

Q3. When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?

Q4. If you have a problem while working towards an important goal, how well can you keep working?

Social-awareness

How well students consider the perspectives of others and empathize with them.

During the past 30 days...

Q16. How carefully did you listen to other people's points of view?

Q17. How much did you care about other people's feelings?

Q18. How often did you compliment others' accomplishments?

Q19. How well did you get along with students who are different from you?

Q20. How clearly were you able to describe your feelings?

Q21.When others disagreed with you, how respectful were you of their views?

Q22.To what extent were you able to stand up for yourself without putting others down?

Q23. To what extent were you able to disagree with others without starting an argument?

Self-efficacy

How much students believe they can succeed in achieving academic outcomes.

Q24. How confident are you that you can complete all the work that is assigned in your classes?

Q25. When complicated ideas are presented in class, how confident are you that you can understand them?

Q26. How confident are you that you can learn all the material presented in your classes?

Q27. How confident are you that you can do the hardest work that is assigned in your classes?

Q28. How confident are you that you will remember what you learned in your current classes, next year?

Emotion-regulation

How well students regulate their emotions.

Q29. When you are feeling pressured, how easily can you stay in control?

Q30. How often are you able to pull yourself out of a bad mood?

Q9. How often did you pay attention and resist distractions?

Q11. How often did you remain calm, even when someone was bothering you or saying bad things?