

## **IMPACT OF SEE LEARNING ON ACADEMIC MOTIVATION AND ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS**

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### **Introduction:**

Learning is a very important aspect of life that cannot be ignored. To enhance the process of learning, educators around the globe are trying to design various learning models, tools and strategies. However, many a times, the emphasis is on the cognitive domain, the affective and the psychomotor domains. The need of the hour in-line with NEP-2020 insists on social, emotional and ethical development of the students.

Young children have an immense capacity to grasp, learn and cultivate social, emotional and ethical skills; beyond what is being offered to them at present. To make this possible, they need practical tools.

Daniel Goleman, author of Emotional Intelligence and Linda Lantieri, developer of multiple SEL and conflict transformation programs and a recognized leader in the SEL movement; have added some components to the traditional SEL approach- compassion, attention-training and systems-thinking. Dalai Lama has also emphasized that children should be educated with a program including compassion, cultivation of ethical mindfulness, training of the mind and emotions and a recognition of our common humanity and interdependence.

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### **Introduction:**

SEE Learning provides the educators with the necessary tools to enhance the social, emotional and ethical development of the learners. SEE Learning provides educators with a comprehensive framework for the cultivation of social, emotional and ethical competencies that can be used right from kindergarten to professional education.

#### **SEE Learning includes-**

- Social and Emotional Learning
- Ethics and compassion
- Peace Education
- Systems Thinking
- Informal Education
- Trauma and Resilience

SEE Learning Framework comprises of 3 domains- Personal, Social and Systems and 3 dimensions-Awareness, Compassion and Engagement.

Many researchers are working on how SEE Learning influences academic motivation and academic achievement. Hence, the present research is directing towards studying what the Secondary School students

perceive and expect SEE Learning with regards to the effect of SEE Learning and students' academic motivation and academic achievement.

**Problem under Consideration:**

The given study was designed to address questions which could help the researcher to relate SEE Learning with academic motivation and academic achievement.

1. Do our students realize the importance of SEE Learning?
2. Do our students want to use SEE Learning to support learning?
3. Do our students believe that SEE Learning can foster their learning experience?
4. What is the amount of time our students are ready to devote to implement SEE Learning in their various academic processes?

**Method:**

This descriptive, exploratory study drew a random sample of Secondary School students (N=120) of females(n=58) and males (n=62), and 22 teachers (16 females and 6 males) from Secondary Schools, who were administered a questionnaire on how SEE Learning affects academic motivation and academic achievement among Secondary School students. The purpose of collecting the data was to perform a group research and analyse on how SEE Learning affects Secondary School students' academic motivation and academic achievement.

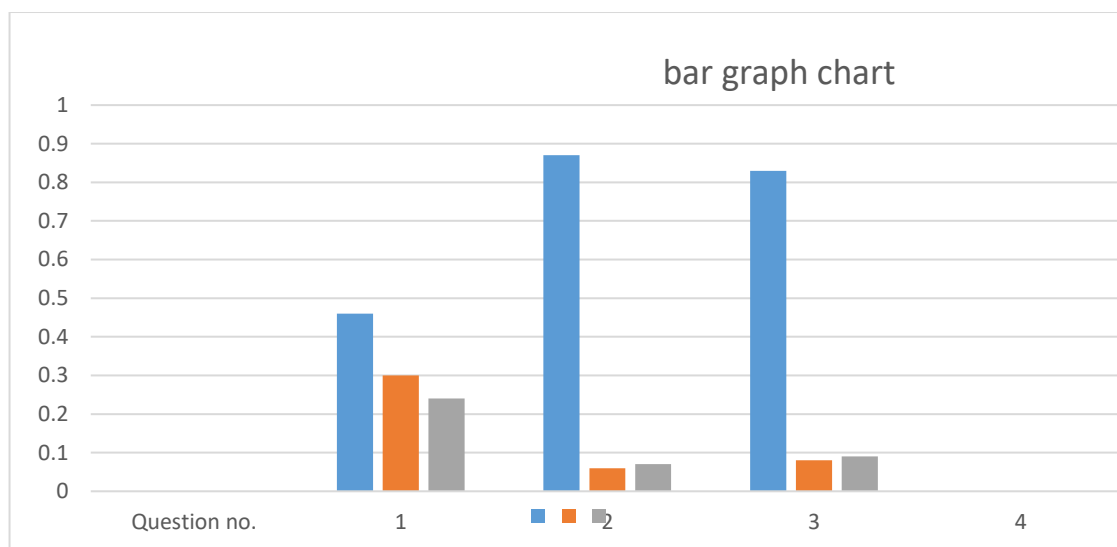
The results of the survey were as follows-

Results from the survey indicate that 93% of the students were interested to blend SEE Learning with the other teaching techniques.

1. Students were asked, "Do you realize the importance of SEE Learning?"  
46% were aware about it and hence replied positively. 30% were not aware perfectly, hence remained neutral, 24% were totally not aware about it.
2. Students were asked, "Do you want to use SEE Learning to support learning?"  
87% were in favour of it, 6% could not decide and 7% were not in favour of it.
3. Students were asked, "Do you believe that SEE Learning can foster their learning experience?"  
83% felt that it could help in channelizing learning process through appropriate learning experience. 8% were neutral, while remaining 9% were not too keen about it.
4. Students were asked, "What is the amount of time our students are ready to devote to implement SEE Learning in their various academic processes?"  
45% felt 2-3 hours per day could be spent, 12% felt less than 2 hours per day would be possible, while remaining 43% were not sure whether they would like to implement SEE Learning or would utilize less than an hour per day for the same.

Discussion according to the data that was collected, most Secondary School students preferred to use SEE Learning to enhance the learning processes.

Question no.	Positive reply	Neutral	Negative reply/undecided
1.	46%	30%	24%
2.	87%	6%	7%
3.	83%	8%	9%
4.	45% (2-3 hours)	12% (<2 hours)	43% (not sure or < 1 hour)



Thus, to summarize the result-

\*SEE Learning has a great impact on both, academic motivation and academic achievement in the Secondary School students.

\*SEE Learning developed a sense of compassion among the learners.

### Conclusions:

The benefits of blending SEE Learning with regular learning processes are-

- Increases students' academic motivation and academic achievement.
- Increases collaborative and cooperative learning among the students.
- Removes all sort of pre-existing barriers- social, emotional and ethical.
- Provides students with 21<sup>st</sup> century skills, which would increase the levels of satisfaction among the students.

However, it must be understood that sufficient training modules and tools should be provided to the teachers. This will equip them to deal with the challenges of SEE Learning well.

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