

The pedagogical challenges and Mitigating strategies of teaching social-emotional skills at the Secondary school level

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Abstract

Teenage, in human life, is considered a crucial phase that requires proper guidance, direction, and counseling so that they can maintain their vitality. However, Life Skills are considered unique contributing factors that appropriately develop young people to deal effectively with the demands and challenges of everyday life. This case study applied exploratory qualitative design to gain a more in-depth investigation and understanding by collecting a wealth of information from participants. Semi-structured Interviews were taken from Fifteen secondary teachers who were given six days of life-skills-based education training and were appointed using the sampling technique to gain an in-depth understanding of the issue. The data was analyzed using Thematic Analysis Techniques and the researcher followed trustworthiness and ethical considerations throughout the study to preserve the research procedure. Teaching social-emotional skills significantly benefit society and individuals' lives that bring betterment to the community. Due to culture, religion, and lack of progressive thinking among learners, teachers face challenges. Specific pedagogical strategies as best practices can be adopted for teaching Social-emotional skills for the development of the youth to save them from depression, anxiety, drug abuse, child abuse, and many others. The current study is limited to secondary school teachers' perceptions and the teaching of social-emotional skills as life skills-based education that may vary in other contexts. Therefore, researchers are encouraged to test the proposed propositions. For Practical implications, it is necessary to provide school teachers with training on social-emotional skills in the local context.

Keywords: *Teenage, Social-Emotional Skills, teaching pedagogy*

Introduction

Pakistan, since its inception, has made efforts for sustainable development. The country's total population is 212.48 billion, and it ranks fifth position in the list of countries with a high population. However, it is one of the countries that has attained minor progress in Millennium Development Goals 2, 4, and 5: Child Education, Child health, and reproductive health (Chidume et al., 2018). Moreover, 23% of the country's population consists of young people whose ages are between 10 to 19 (Wardlaw et al., 2014). These adolescents face various challenges and issues in their daily life such as social and emotional problems and sexual violence, substance abuse, and some other risky attitudes and violence. All these issues occur because adolescents have no good knowledge and skills to deal with issues. The only sources of knowledge for young people are friends, media, and parents, especially girls, whose only source of knowledge is their mothers. Parents do not feel comfortable discussing children related to such challenges that come to their children in their life, and they have no such skills to teach their children what to do it is also found that the health staff is also not competent and welcoming to deal with young people's concerns (Talpur & Khowaja, 2012). It is clear that there are various issues and challenges that young people face, and they do not get proper training, guidance, and knowledge to deal with them. Hence, Life Skills Based Education has been taken as an initiative to build such skills among adolescents to deal with their daily life demands and challenges.

Adolescents, in human life, are considered a crucial phase that requires proper guidance, direction, and counselling so that they can maintain their vitality; however, proper guidance and direction lead adolescents to make healthy choices in their life (Rusconi et al., 2013). During this phase, young people face challenges in their psychological and emotional way of life, but they also face challenges in their sexual phase of life when they create their space in society. In this phase, their skills and values should be developed so that they can be beneficial to their personality and can pay significant advantages to society in the future. However, there is a lack of reliable information and supportive relationships when they encounter a variety of pressures and difficult circumstances in their social life, which leads them to have adverse outcomes in their phase of adolescence. At the same time, rates of risky behaviour (e.g., substance use, delinquency, sexual activity) also rise markedly, especially among boys (O'malley, 2004). They,

during this phase, need adequate knowledge and skills that can improve their attitudes and encourage them to decide wisely in any situation. Regarding this, Life Skills are considered unique contributing factors that appropriately develop young people to deal effectively with the demands and challenges of everyday life. They change their intrinsic behaviour to human behaviour through life skills that bring better consequences to young people and society. In South Asia, Life Skills have been a significant subject for research during the past years as it keeps bringing change in young people's life. However, Life Skills Based Education has been a very uphill task in the current education system because societies are still reluctant to accept the sexuality of adolescents, parents, and teachers are still not developed to talk about such topics. Educational systems are still away from building such structures to promote life skills education.

World Population Foundation (WPF) is one of the influential organizations that lead in sexual and Reproductive Health & Rights (SRHR). This organization works to impart comprehensive sexuality education to young people who face various issues and challenges in their daily life situations. It was assessed that there was a need for life Skills education for adolescents' health; hence this program started to function well in enhancing knowledge, improving attitude, and teaching practical skills to cope with daily life problems. The direct result of this program was to build a curriculum that was apposite culturally and a training manual for LSBE in Pakistan. The main goal of WPF's program has been presented in a way that involves life Skills Based Education in the mainstream curriculum. The program started working in collaboration with several national and NGO schools. From 2004 to 2013, the Life Skills Based Education program has made efforts to reach out to 1188 schools and 312807 students (Svanemyr et al., 2015). For adolescents, schools are effective platforms in which young people can learn how to deal with daily life problems, and life skills can be taught to them as a subject so that they can get better training by creating a supportive environment. However, in Pakistan, the education system is still away from stable structures compared to developed countries. The current education system of Pakistan does not have enough focus on the growth of essential life skills among adolescents, and it has little focus on fostering analytical thinking and healthy behaviours. In Pakistan, various parents and teachers are reluctant to talk about topics related to child abuse, and it makes it more troublesome to teach SRH rights and skills in education. Keeping this issue as a priority to save the young nation State decided to develop and implement life-skills-based education. Educational Department announced that life skills-based education

would provide various skills through which the children from classes 6 to 10 would know how to lead life and protect their bodies. Various lessons based on life skills-based education were part of the curriculum. Furthermore, the curriculum was announced to implement in 200 schools first. For effective implementation of the curriculum, the state decided to provide training to teachers so that they can implement life-skills education properly. In 2018, various teachers were given life skills-based education training in which they were taught how to implement this education in the classroom. From 2018 till now, some studies have shown its success as they have received a positive response; but still, life skills-based education faces critical barriers. Hence; this aims to explore the challenges faced by secondary school teachers in teaching social and emotional skills in the classroom.

The life Skills Education program started in 2004, and it has left a positive impact on the young people of Pakistan. However, every initiative faces new challenges, so the same is the case with the program. Unfortunately, social and emotional skills are still not actively taught in Pakistani schools or homes (Rashid, 2010). Such a deficiency in education may not equip children to recognize and control their emotions, which may hinder their goal-setting, relationship-building, and other aspects of their personal and professional development (Weissberg & Cascarino, 2013). From these studies, it is clear that teachers face a variety of challenges in teaching social-emotional skills, and the Life Skills Education program still faces resistance to reaching excellent progress. Hence, it is essential to examine those hindrances in teaching Life Skills Education in Pakistan. The teachers will accumulate new information to enhance their teaching practices and commence this program with a new passion for this study. Besides, a study will offer ways to benefit policymakers who can bring some changes to address issues. Various studies have been conducted on this area in which they mention its impacts, results, roles, significance, and importance in daily life. The main aim of this is to examine the challenges in teaching social-emotional skills in life-skills-based education at the secondary level in Pakistan.

Research Questions:

1. How do secondary School Teachers, perceive the role of teaching (Socio-Emotional Skills at the secondary level?
2. What kind of challenges do secondary school teachers face in teaching social-emotional life skills at the secondary level?

3. How do secondary school teachers face challenges in teaching social and emotional life skills at the secondary level?
4. What kinds of pedagogical strategies do secondary school teachers recommend as best practices for teaching social and Emotional life skills at the secondary school level?

Literature Review

Need for life skills for Adolescents

Adolescence is the most critical time of a person's life. Between childhood and adulthood, it refers to a time of significant physical, cognitive, emotional, and social transformation. It is via the ingrained moral codes of society, such as parental supervision and assistance, that teenagers learn to grow into responsible adults. Life skills have been drastically impacted as a result of globalization and the massive entrance of technology into our everyday lives. Adolescent stress is on the rise, thanks to today's hyper-competitive society and the absence of traditional standards and resources, leading to a wide range of mental health issues, such as depression, anxiety and the fear of being alone and rejected, as well as a lack of self-esteem, rage and interpersonal conflict (Smith et al., 2004).

As stated in the CBSE Life Skills Education Manual for teachers, adolescence is a critical period in the development of individual identity. Physical and psychological changes are linked to the development of a sense of self, as well as the capacity to deal with the social and psychological pressures of adulthood. Self-management concerns such as managing one's independence and closeness to or dependency on social groupings must be recognized and addressed.

There are several reasons why mental health and substance abuse prevention programs in schools should include life skills education, as outlined by the World Health Organization's Program on Mental Health, 1994. The ability to confront and overcome the challenges of everyday life is referred to as psychosocial competence. Adaptable and constructive behaviour is an individual's strength to keep a healthy mental nature and to view this idea of communicating with people, their way of leading life in a particular area, and the surrounding place adaptively and constructively.

Mental, emotional, and social well-being may all be improved by a man's skills to communicate amazingly with others. Increasing one's psychosocial competence has the potential to have a significant influence on health issues that are connected to one's behaviour or one's failure to cope with the pressures and demands of everyday life. Students are given the chance to interact with people from a wide range of backgrounds, cultures, and beliefs at school. A person's social standards and regulations are taught in this setting. The maturity and composure required to deal with tough social situations will be instilled in children who have received a comprehensive education that includes life skills as an integral part of the curriculum.

The Social-Emotional Skills in Life Skills-Based Education

Students learn in a social setting at school. Teachers, classmates, and parents all have a role in helping kids grow as they study. Emotional health has the potential to both help and impedes students' intellectual progress. Pakistan's schools and homes have a serious issue with social and emotional education (Rashid, 2010). The lack of awareness and grip over one's feelings would also harm a child's future development, both personally and professionally (Weissberg & Cascarino, 2013). Most of these things are elements of what is known as social-emotional skills and they are all things that may help us better understand ourselves and others (Barlas et al., 2022). Pakistani society places a great value on interpersonal and emotional skills. When one tries to get success in life and at school, the skills stated above must be acquired. There is no formal training for youngsters, even though these skills should be expected. Due to a lack of educational resources, parents must educate their children on social and emotional learning (SEL) at home instead of at school. Families should expect their children to learn these abilities in school. Universities all over the world are beginning to integrate courses on social and emotional elements in their curriculums because of the crucial influence that these variables play in the educational process.

Schools are great for teaching children the social and emotional skills they need to succeed since they keep the approach to practically all learners and must provide education to them both intellectually to grow into responsible members of society who contribute to society (Dusenbury et al., 2014). Social and Emotional Learning (SEL) is becoming increasingly prevalent in teachers' lesson designs (Dusenbury et al., 2014). According to a resolution issued by the National Conference of State Legislators in 2001, social and emotional skills should be taught in

schools. A rising number of states are contemplating requiring students in kindergarten through 12th grade to participate in SEL activities. Many organizations and websites are dedicated to studying emotional intelligence in the United States alone, (Hoffman, 2009). (SEL). Many of these organizations market SEL programs, seminars, and educational resources to the general public, companies, and educational institutions alike.

Another emerging trend is the deployment of SEL programs in other nations. According to (Hoffman, 2009), the Worldwide Academy of Education produced a list of various international organizations and country-specific websites devoted to SEL activities and projects in 2005. (IAE). Social and emotional learning may have a favourable impact on student's academic performance in countries like Germany and Israel, as well as Denmark, Turkey, and Hong Kong. SEL programs have been successfully implemented by a broad range of people and nations (Aguilar et al., 2019).

SEL programs that are implemented as preventive measures rather than corrective measures, i.e. as a reaction to a specific problem, have proven considerably more effective and valuable than programs that are implemented as corrective measures (Aguilar et al., 2019). For example, research funded by the William T. Grant Foundation shows that long-term school-based programs that are integrated into the daily routine of students are most beneficial. Because of this, SEL activities should be included in the curriculum regularly throughout the school year. A growing number of students and educators throughout the globe are beginning to see the benefits of SEL programs both in the classroom and in school culture.

Social-emotional skills programs have been generally overlooked in Pakistan's education system due to a lack of professionals in the area, low levels of program implementation effectiveness, minimal economic input, and poor administration, tracking, oversight, and training (Memon, 2007). Pakistan's educational system is characterized by wide disparities between public and private institutions. Private schools in Pakistan are comparable to public schools in the United States, even though there is still a lot of variation among them. There are several famous educational institutions in Pakistan's urban areas that are similar to charter and private schools in the United States.

Mental Health

Due to the stigma attached to mental illness, a significant number of these persons remained untreated (Khan, 2021). Because of this, many individuals with mental health problems do not seek treatment. Some men deny it by saying that there are any mental health problems with them. Although they know they can't control everything, some people choose not to seek help.

Adolescents and children get a meagre 1% of all outpatient mental health services available in the nation (World Health Organization, 2009). In the process of recognizing and assisting people with mental health disorders, educational institutions play no part.

In Pakistan, for example, drug use is on the rise, with 6.75 million people reported to be abusing illicit drugs. The total of 4.25 million drug-addicted individuals out of the 6.75 million total.

Teenage drug users are mostly unrecognized by law enforcement. International Narcotics Control Board, 2013; World Health Organization, 2009; UNODC, 2013) Nonpsychiatric doctors are treating those who have been identified, but they pay little attention to counselling and other forms of coping. In addition, accessing mental health therapy and counselling is difficult in Pakistan. As a result of cultural and social factors, many people are aware that they need help but are reluctant to seek it out. The majority of Pakistanis are not capable to get “mental health therapy” and attain the required skills for facing issues and leading a normal life because of a lack of mental health services in Pakistan (World Health Organization, 2009).

When a person develops a social-emotional mental illness as an adult, they may show symptoms or warning indications as early as infancy. To do this, a variety of measures are used, such as the creation of welcoming environments, the direct instruction of coping mechanisms, and collaboration with neighbourhood groups, schools, and families (Rickwood, 2007). To help schools better meet the needs of students and provide a loving and supportive learning environment, social-emotional programs may be used (Lynn et al., 2003). For children who are in danger or who are coping with mental health difficulties, SEL programs cannot substitute for complete mental health counselling. Programs that target the foundation that fosters all children's success in early intervention are assisted by SEL programmes (Collaborative for Academic, Social, and Emotional Learning, 2013a). Evidence-based therapies and preventive mental health research are new ideas in Pakistan, but they are vital. All of these factors have combined to raise the incidence of mental health issues in the US during the last ten years.

Conceptual Framework:

The world bodies such as UNICEF, UNESCO, and WHO list the ten core Life Skills as Self-awareness, Critical thinking, Creative thinking, Decision making, Problem Solving, Effective communication, Interpersonal relationship, Empathy, coping with stress, and Coping with emotion. These skills had been divided into three categories as mentioned in the below framework: Thinking Skills, Emotional Skills, and Social Skills. After that, there were some skills, and this study focused on social-emotional skills. In the development of social-emotional skills, this framework showed some challenges. It means social-emotional skills were dependent on these challenges. If the teacher faced these challenges, students would not develop effective social-emotional skills. If the teacher had not faced these challenges, students would have developed effective social-emotional skills.

Figure 1
Conceptual Framework



Research Methodology

This case study applied exploratory qualitative design to gain a more in-depth investigation and understanding by collecting a wealth of information from participants who referred to an issue as a "bounded system" (Yazan, 2015), in which the researcher used a variety of research instruments to better understand the case (Lewis, 2015), or a "unit with limits" (Merriam, 1998). " an integrated system" (Stake, 1995).

The population in this study was all teachers who were given of six days life-skills-based education training. The purposive sampling technique was utilized to appoint fifteen research participants from three school clusters.

Semi-structured Interviews were taken to gain an in-depth understanding of the issue While collecting data from participants, various ethical considerations were kept in mind.

The data was analyzed using Thematic Analysis Techniques following all formalities.

The researcher followed the trustworthiness and ethical considerations throughout the study to preserve the research procedure. Confidence in data, interpretation, and procedures employed to assure research quality is referred to as study trustworthiness (Connelly, 2016).

Discussions And Analysis

1. Teachers' perceptions regarding the teaching of Social-Emotional life skills

A. Betterment of the society:

For the betterment of society educational management has an influential role. Teaching social-emotional life skills could contribute to the betterment of society. Teaching social-emotional skills to adolescents would also be a part of society, and society would function better.

Regarding this, the two participants shared similar arguments.

Participant-1 shared the following statement.

"Through this education, betterment can be brought in the society. I say that there must be such teaching of skills for the betterment of the society."

Participant 2 also shared his word in this way.

"The training I got was effective, and teaching this education is for the betterment of the society. Teaching these skills improves the society, and brings betterment in the society."

From the above statements of these participants, it can be defined that teaching social-emotional skills are essential for bringing development to society. Adolescents are part of society, and if they make good decisions, avoid conflicts, and rescue themselves from risky behaviour, society will work in peace, progress, and prosperity. In this way, it would be for the betterment of society. Further, they also present that if adolescents cooperate, collaborate, and have better relations, then it would be the betterment of society because these all are members of society. Moreover, adolescence is the phase in which adolescents' intellectual, physical, emotional, and

social capabilities are high. If they take any wrong step in society due to a lack of social-emotional skills, it would also create trouble for society.

B. Coping up with the challenges:

Teaching social-emotional skills can help adolescents to cope with challenges that come in daily life. These specific challenges sometimes present difficulty in leading life in a proper way.

Hence, one of the participants shared one point, which is as under:

"Of course, they help learners cope with daily life challenges. For example, if we do not teach them how to tolerate society, they will not be good citizens. It is essential to develop social-emotional life skills, and I saw the result among learners that they had developed good skills to face them."

From the above quote of the participant, it is clear and transparent that teaching social-emotional skills help learners cope with the challenges they face in daily life. These skills make them effective and good decision-makers to handle the situation appropriately. Besides, it also presents those adolescents develop skills through this teaching and become good citizens of society. If some adolescents do not deal with their daily life challenges, they might not perform well compared to those who are developed socially and emotionally.

2. Challenges in the teaching of social-emotional life skills

A. Religious Challenge

Data revealed that to some extent Religion is one of the challenges that hinder teaching social-emotional skills at the secondary school level. Data shows that it hindered straightforwardly discussing significant points. Two of the participants shared their views as follows.

P4 said these lines regarding it.

"We live in such a society which has various issues. Moreover, when we tell this society some points, we take care of some things. These cultural and religious challenges hinder us from discussing everything with students openly."

P5 said these words as follows.

"Religion is one of the challenges. According to religion, learners believed that it is prohibited to talk on such points."

From both quotes, it can be defined that religion is one of the challenges that hinder teaching social-emotional skills. These statements show that various learners misinterpret religion, creating trouble for teachers to talk openly on social topics essential to children. For example,

any teacher who talks about the causes of child abuse, so the learners are shocked when they would listen to a discussion on such topics. For them, it becomes irrelevant to the topic. Hence, adolescents have some myths about religion, and these myths were creating problems for teachers to talk openly on various topics.

B. Cultural challenge:

Data show that some cultural barriers it is also one challenge that creates trouble in teaching social-emotional skills among learners. Participants presented various points to tell those learners to have strict norms according to a culture that hindered them from talking clearly. One of the participants said the following lines regarding it.

"I faced some challenges in teaching these skills. In our society, it is not easy to talk about such topics. Our society is not developed as compared to others' societies. Here, culture is a major challenge, too. I used to teach slowly and gradually so that students can understand."

From this statement, it can be known that participants face culture as one of the challenges. Culturally, this society is not developed, and adolescents have strict cultural values that hinder teaching. Culture is one of the challenges that creates difficulty for them to talk openly on various topics. It creates trouble in this way that adolescents lead life according to following cultural taboos. Culture is one the heritage that is a significant part of life; hence, it creates a hindrance for teachers to discuss openly with children. Teachers fear parents may complain to the management about what is taught in the school. Hence, the cultural challenge is also one challenge that hinders a lot.

C. Lack of progressive thinking due to unawareness:

Findings show that challenge of lack of progressive thinking due to unawareness among learners in teaching social-emotional skills has a significant influence. One of the participants said the following lines regarding it.

"Yes, there are some challenges that I faced in the classroom. I teach in a government school, and there are more than 100 students in the classroom. These children belong to humble families who are not developed and have no progressive thinking to adopt new things. So, these children have different backgrounds, casts, and thinking; hence, they take some points as negative points in learning."

From the quotes mentioned above, it can be interpreted that a lack of progressive thinking among adolescents due to unawareness is also one of the significant challenges in teaching social-

emotional skills. Adolescents do not have progressive thinking that can adopt new concepts, values, and skills in life. They believe in traditional values and patterns in leading life, and they assume modernization in a negative sense. This attitude brings a lack of interest among them, and they do not seriously adopt these skills. Due to a lack of awareness regarding social-emotional skills, they do not value these skills, and they understand that teacher is wasting time without teaching English, Math, and science.

3. Pedagogical strategies as best practices for teaching social-emotional life skills at the secondary school level

A. Counselling Seminar

counselling is recommended as one of the best strategies for teaching social-emotional skills. Participants presented a variety of reasons why counselling is the best practice in teaching social-emotional skills. Two participants shared their views, and they are as under.

P1 said these words as follows:

"Counselling seminar is the best practice in teaching social-emotional skills. Teachers must take opinions from the students. In counselling seminars, students can be aware more and each student will tell every point according to their part."

P5 also shared a few words as follows:

"Counselling seminar strategy is essential in teaching social-emotional skills among the learners. Because the learners share their opinion, recommendation, and arguments through discussion, it would be visible to teachers how the learners think."

From the above quotes of both participants, it is clear that a counselling seminar is recommended as best practice in teaching social-emotional skills. It plays a vital role in providing a better understanding of the topics to students and helps develop social-emotional skills among adolescents. Through group discussion, the learners share their thoughts, opinions, and arguments on the topics that make the ability to think themselves on specific topics from their lens. This strategy is essential, vital, and better for teaching these skills.

B. Use of Technology in the teaching

Using technology in the classroom to teach social-emotional skills would be the best practice. Technology would be an effective strategy in providing content from the internet and showing videos regarding the topics. One of the participants said these lines as given below.

"I, in my teaching, use technology to teach the students. Technology is an effective strategy in teaching social-emotional skills, and I use it and show videos to students on various topics for good understanding."

From the above quotes, it can be understood that technology has great potential to teach social-emotional skills to adolescents. It shows that teaching social-emotional skills can be better if teachers use technological strategies so that learners can get an understanding of the topics in a proper way. By showing videos to students, the teacher can develop practical knowledge, skills, and attitude toward social-emotional skills among adolescents. This strategy, from the quotes, shows that it provides desired outcomes to the teachers if they implement ineffective ways of teaching social-emotional skills.

The study conducted on social-emotional skills as life skills-based education based on the perception of secondary school teachers reveals teaching social-emotional skills in this way that improves society, makes adolescents able to cope with daily life challenges and develops adolescents in life. Regarding the betterment of society, it presents that society becomes better when adolescents are developing socially and emotionally. They will positively contribute to society and will become responsible citizens of society. Socially and emotionally developed adolescents play a vital role in society by promoting collaboration and cooperation. Children's social and emotional development can best be fostered at schools, where they have easy access to a wide range of students and are held to high standards for both their academic and extracurricular development (Durlak et al., 2011). Hence, it can be understood that teaching adolescents social-emotional skills contributes to society's betterment.

Further, the findings of the study highlight that those adolescents cope with the challenges they face fewer issues in daily life. In this way save themselves from a variety of problems which put them into trouble, so social-emotional skills help them face those challenges in daily life.

Essential resources for building psychological, emotional, cognitive and behavioural and resilience abilities for coping with daily obstacles as well as constructive participation in the community have been recognized as life skills (Desai, 2010; Galagali, 2011). Hence, various issues such as drug abuse, alcoholism, child abuse, depression, anxiety, and stress spoil adolescents' life, but the teaching of social-emotional skills help them to get rid of such problems. Further, it also suggests that adolescents take many benefits from teaching. Empathy, self-awareness, decision-making based on ethical and responsible principles, and the ability to

cultivate meaningful interpersonal interactions are all part of developing students' social and emotional intelligence (Owino, 2013). The teaching of these skills helps learners to develop such attitudes, which provides many benefits to them. Findings show that teachers face some issues in teaching social-emotional skills. These challenges include religious, cultural, and a lack of progressive thinking among learners due to unawareness. Due to religious and cultural challenges, the teachers do not discuss various points openly with students. Specific issues are not discussed clearly, like the issue of child abuse. Due to these challenges, society has some strict and conservative beliefs that hinder them from talking about such issues and learning new skills. According to (Svanemyr et al., 2015) life-skills-based education programs face various barriers to effective implementation in some provinces, and these barriers are due to cultural and religious taboos against issues. Besides, the society has no progressive thinking as it is conservative, which creates a problem for teachers to teach such concepts.

In the final part of the findings, the study suggests some effective pedagogical strategies as best practices to teach social-emotional skills to adolescents. In Pakistan, teaching focus remains limited to content knowledge of Maths, science, and English. However, other life skills are not taught effectively. The study suggests some pedagogical strategies such as counselling seminars, and the use of technology that can be used for teaching social-emotional life skills. From this reference, it is clear that there is a need for effective pedagogical strategies as best practices for teaching social-emotional skills.

Conclusion and Recommendation

From the whole study, it can be concluded that teaching social-emotional skills significantly benefits society and individuals' lives. It brings improvement, betterment, and development to society. Moreover, this study also suggests that teachers face challenges in teaching social-emotional skills due to culture, religion, and lack of progressive thinking among learners. So, it indicates that stakeholders should take quick steps to develop an effective strategy with religious scholars to address the myths of society, and families should be involved in this strategy to work and bring change to their children. Families should provide better education to children so they can change their mindsets and myths regarding religion, culture, and society. Finally, this study concludes that specific pedagogical strategies as best practices can be adopted for teaching. Social-emotional skills are essential for individuals in society; if these skills are not developed in

the youth of Pakistan so society would be more destructive; because of issues such as depression, anxiety, drug abuse, child abuse, and many others. It would never resolve automatically. Education is essential, but it is more critical when saving a life, more job and money. So, effective implementation of social-emotional skills education has been a significant need in the Pakistani context for competition with developed societies.

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