

Developing Social Emotional Model for Adolescent Students Coping with Learning Difficulty in Tanzania Public Secondary Schools

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Abstract: - This collaboration action study developed social emotional model for adolescent coping with learning difficulty at secondary schools. Social emotions influence students coping with learning at school. This is true because students' emotion determine their social interaction with peers during the learning process. Pro-social emotions are highly associated with adolescent developing interest in learning. A total of 203 adolescent aged 13 to 17 years in public secondary school, responded to questionnaires and focus group discussion. Student emotions and social emotions regulation strategies were reported by teachers through the interview and researchers observation during class hours and break time. About 83% students reported adolescent demonstrated variety of social emotions at school, including fighting in the class, kicking, joyful and excitement presented with the mean of 2.5, 4.0, 4.0 and 3.5 respectively. However, aggressive social emotions had negative correlation with students developing interest in learning while at school ($r=-.091$, $p=.49$, $t (-699)$, $\beta=0.53$). Unlike to positive emotions which revealed significant correlation with students coping with learning difficulty at school. Teachers used guidance and counseling as the strategy in fostering active engagement among adolescent students towards learning adjustment. Because, guidance and counselling brings comfort, mental wellbeing and social awareness among adolescent students hence influence coping with learning at school. It is argued that the future emotional being and healthier youth is achieved through the introduction of social clubs and counselling sessions in schools to adolescent students. Because are vulnerable to social emotion problem which may obstruct them from attaining their learning goals.

Key words: Social Emotional Behaviour, Adolescent, coping, learning

I. INTRODUCTION

Social emotional is not a new concept across the world. Several authors (Musoga, 2017, Rowe and Fitness, 2018, Spencer, Walsh, Liang, Mousseau, & Lund, 2018) have argued that social emotions had been a serious case to adolescent students during the learning process. It has been recognised for its complexity among adolescent (Larson & Brown, 2007, Rubin, 1998), due to the product of multiple levels of deterministic. Rowe and Fitness (2018) supplemented that adolescent student's demonstrated anger, happy and sadness when at school for about 95%, 29% and

81% respectively. Students' social emotional skills are affected by the nature of their family, early educational experiences and social interaction (National Research Council (NRC), 2001; Muldoon, McNamara, Divine, Trew & Dowds, 2010). There has been high linkage between poor adolescent social emotions regulation and poor academic achievement at school (Ballemor, 2015). Because emphasise have been placed on emotions distorting an individual cognition (Smith-Lovin, Lewis, & Haviland, 1995). Emotion may influence the activeness and attention or divert astray an individual in doing the assigned task. Because adolescent students who lack social and emotional competences frequently demonstrate indiscipline habits (Bates, 2012). These effects are in fact central because both social emotions and cognition are the human functioning. For example, about 40% to 60% adolescent students in United State engage in physical fight are at risk for not achieving future academic success (Karevold, 2008).

Indeed adolescent Social Emotional Model (SEM) development deemed significant in emotions regulation for students' adjustment in academic learning at school. However, the role and context for its development seems complex and arguable by scholars (MacIntyre & Vincze, 2017). Scholars argue that it is better to understand social emotional behaviours among adolescent in relation to the real-life cultural contexts in which young people experience the emotions (Elias, Parker, Kash, Weissberg, & O'brien, 2008, Zeidner, Mathews, Roberts & MacCann, 2003; Saarni et al, 2006). The first emotions that can be recognised in adolescent student include joy, anger, sadness and fear.

Later, as children begin to develop a sense of self, more complex emotions like shyness, surprise, elation, embarrassment, shame, guilt, pride and empathy emerge to him or her (Austrial government, 2012, Pathak et al., 2011). Pekrun (2014) asserts that, these social emotions problem among students are the result of events outside the school which may be either positive or negative. Students who display negative emotions are weak academically and obvious portray poor academic learning when asked to demonstrate learning at schools (Katamei & Omwono, 2015). For example,

Simmons (2014) identified that in USA students at high schools at the middle of schooling had a depressive behaviours for about 20%. The study further established that 56.8% of students with low friendship nomination had low academic achievement, while students with high interaction had higher academic achievement about 43.2%.

Arguably, Musoga (2017) maintained that students with low self-esteem, unhappy, rude and aggressive hide in the street rather than going to school. Similarly, literature reveals that students with such emotional state have poor interaction, stressed and overwhelmed all the time at school (Damon & Lerner, 2006, Richards, 2013, Nagpal & Divya, 2014). Because, emotions control the child attention, influence his or her motivation to learn, modify the choice of learning strategies, and affect his or her self-regulation in learning. Furthermore, emotions are part of students' identity and affects personality development, psychological health and physical health (Bourgeois, Bower, & Carroll, 2014, Pekrun, 2014).

From an educational perspective, emotions are important because it influence learning and development, but student emotional wellbeing should also be regarded as an educational goal that is important in itself (Elias, Parker, Kash, Weissberg, & Brien, 2007, Elias, 2004). Studies have been conducted aiming at establishing strategies for helping adolescent students to regulate their social emotions problem. The study by Esnari (2017) in California used Micro-Expression Training Tool (METT) as the strategy to improve adolescent students' social emotions skills. It was observed that the intervention was successful in improving social skills, emotional intelligence and communication among adolescents.

Furthermore, Social Emotional Aspects of Learning (SEAL) and Collaborative for Academic, Social and Emotional Learning (CASEL) has been viewed as another strategies used in enabling both adolescent and adult people to improve emotional skills (Huitt & Dawson, 2011, M. Elias et al., 2008). All these enable easy flexibility in reducing or controlling social emotions problem among adolescent students, because helps them to cool down a little bit when are sad, angry or anxiety (Ballemor, 2015). More studies have revealed how adolescent students need to learn to regulate their negative emotions upon its arousal (Ensari, 2017, Musoga, 2017, Spencer, Walsh, Liang, Mousseau, & Lund, 2018). This is by learning to chill out, be calm and learn to communicate with others and tell them up front how they feel about instead of just letting it remains inside himself or herself (Yeager & Yeager, 2017).

Yet few studies addressed emotional problems among adolescent students across the world (Yusuph, 2016). These emotions problem does not only accounts for coping in learning but also intense achievement pressures and high level of stress and unemotional stability among adolescent students while at school (Spencer et al., 2018). Nevertheless, no

evidence in Tanzania on the studies conducted addressing social emotional problem with an intervention study (Musonga, 2017, Shavega, 2015), an account which make an integrative skilled Social Emotional Strategies with intervention study imperative in Tanzania context. The model equipped adolescent with emotional regulation skills such as social skills, awareness, self-management, communication skills and interpersonal skills (Corso, 2007, Musonga, 2017).

Additionally, the developed model acted as the influencer of social emotional literacy among adolescent students (Ji & Dubois, 2013). It did not only promoted emotional literacy, but even interpersonal relationship between students and teachers. Interpersonal relationship among adolescent is very powerful avenues for individual development because influence social changes and adoptability among adolescent something which is very essential for academic adjustment at school (Yu, Johnson, Deutsch, & Varga, 2018). Thus, utilizing mixed methods, this study seeks to developed social emotional model for adolescent students coping with learning difficulty in Tanzania public secondary schools. Research suggest that adolescent students enjoy distinct support from teachers, co-friends and/or peers and parents (Spencer et al., 2018) this have all found to influencing adolescent self-esteem at school. However, it is unclear on the best strategies or model maximizes the self-esteem. To develop deeper understanding on social emotional and how it influence adolescent coping with difficulty learning at school, in-depth interview, focus group discussion and questionnaires were used with the help of mixed approach and functionalism theory. Accomplishing the aim of this study, the study answered two research questions:

1. Do social emotional behaviours affect adolescent students coping with learning difficult in public secondary schools?
2. What should be incorporated in the social emotional model development for adolescent students coping with difficult learning at school?

II. METHODOLOGY

This study adapted the pragmatic thought as the best paradigm which encompasses action, situation and consequences in dealing with the phenomenon at hand, the researcher believed that Pragmatic was the best philosophy that governed this study. It provided the road map to researcher employing mixed research approach with the help of quasi-experimental and collaboration action research design in developing the research guidelines and specification after a thorough review and expert's appraisal. Pragmatic is concern of what works and solutions to problems (Licoln, 2011). This helped in designing social emotional model as the solutions for adolescent students coping with learning difficult. Cohen, et al., (2007) contend that one third of the population is the best sample size to be used in quantitative researcher as same statistical treatments need larger sample size. In the same vein, Sospeter (2017) maintains that for mixed approach the

best sample size is 10-20% of the total population under scrutiny. Participants included 203 adolescent students drawn from N= 1800 population of students from four public secondary schools (see table Table 1.1).

Table 1. 1: Sample Composition of the Study

Respondents category		
Schools	Teachers	Students
A	5	101
B	5	102
Total	10	203

Key: A: School A, B: School

Source: Field Data (2019)

Variables and Measurement

Thus, in this study social emotional Behaviours and adolescent students coping with learning difficulty were studied as independent and dependent variables respectively. Fighting, pinching, beating and kicking others at schools were the measure for aggressiveness. While, remoteness, loneliness, irregularly school attendance and separated measured isolation, whereby, happy and excitement represent pro-social emotions.

The choices of aggression and isolation based on the fact that about 14% of adolescent students have been reported been in fight at school (Borstein, Halm & Haynes, 2010). The extent to that physical aggression disrupts students' attention in learning at school (Larson & Brown, 2007b). Also, it has been estimated that 40% to 60% of adolescent students across urban and rural schools are jeopardized their future in engaging in conflictual with teachers, peer rejection, fight and not easily following school rules (Rowe & Fitness, 2018). On the other hand coping with difficulty learning as the dependent variable was measured by interest of students in learning, active in learning, students asking help from friends and attachment to key students. Thus, the researcher opted social emotions behaviours as the focus of this study was to develop the model for adolescent cope with learning difficulty at school.

Procedures and Data Collection Instruments

The researcher obtained consent for participants to participate in the study and no compensation was made for their participation. Again both closed and open-ended questionnaires was prepared adapting strategies used by Shavega, Brugman, & van Tuijl (2014) and William (2012). A questionnaire was administered to students. The measures were aggressiveness and isolation for unsociable emotions, happy and excitement for pro-social emotions. For example, "being happy motivate me to learn", excitement increases my interest in academic learning at school", "self-confidence helps in handling social emotions problem" and negative social emotions included aggressive and isolation, for example, "fighting in the class decreases my interest in

learning", "being rude made me rejected by peers", "fighting hallway the attention for learning in the class". The items was rated 5-point scale starting from "1=none, very low =2, moderate =3, high = 4 and very high=5". The items were subjected to Factor Analysis (FA) using SPSS version 21 to check reliability (see table 1.7). It is argued that if the value from FA is greater than the value from the parallel analysis the factor can be retained, but if it is smaller it can be rejected (Pallant, 2007). The data were also gathered using the interview and focus group discussion guide developed by the researcher. The interview and focus group discussion lasted for about 40 minutes. All interview and focus group discussion were audio recorded and transcribed before the data analysis. Furthermore the researcher developed the observation checklist rated on a 5 point scale which helped in collecting in-depth qualitative data on social emotional issues among adolescent students.

Data analysis procedures

The quantitative data analysed using SPSS software version 21 and qualitative data were first transcribed before analysed using content analysis. Unlike to other tools the interview and focus group discussion allowed the respondents to reflect their own accounts contrasting opinions and agreement ideas (Langenkamp & Shifrer, 2018). Using content analysis is the powerful approach for qualitative starting from transcribing the main ideas rising from the content (Gutowski, White, Liang, Diamonti, & Berado, 2018). This process yield three major contents: a) social emotions demonstrated by adolescent, b) effects of social emotions over adolescent learning, c) strategies used to handle adolescent social emotions problem. The researcher calculated the mean, standard deviation and the variance for social emotions and adolescent coping with learning difficulty at school. Again inferential statistics such as t-test and multiple regressions were calculated. Sample of *t-test* used to justify the significance differences between the TGs and the NTGs of students while, simple linear regression calculated to show association between the dependent and independent variables. The major identified themes are hereby detailed presented.

III. RESULTS

Social emotional behaviours affect adolescent students coping with learning difficulty

The information pertaining, the effect that Social emotional behaviours have on adolescent students coping with learning difficulty at school was obtained by using questionnaires, interview, and FGD. Before the actual data collection the tools were piloted for validation and checked the reliability of the instruments. The researcher used Cronbach Alpha (CA) to test the reliability of the instruments used which were rated into 5 point scale ranging from 1=None, 2=very low, 3=moderate, 4=High and 5=very high. Subsequently, the items were subjected into SPSS version 21 to check their PCA. Subsequently using data (203) from the main study ten (10) items for unsociable emotions were subjected into SPSS

version 21 to check whether the data were suitable for PCA. The correlation matrix of the items revealed many correlations coefficient ranging from 0.3 to 0.6 with the diagonal coefficient correlation of 1.000. The Kaiser Mayer Olkin (KMO) and Bartlett's test was significant at 0.873, $P=.000$. PCA revealed two items with the eigenvalue exceeding 1, explaining the variance of 42.2%, and 13.8% respectively with the total variance of 56%. This enabled in making accurate decision of deleting or retaining the components for measures of unsociable emotions. After the PCA analysis two items revealed values less than 0.3 in the correlation matrix. Shavega (2015) argue that if the items value in correlation matrix is less than .3 the items is deleted but if it is greater than .3 items are maintained (see table 1.6). The items dropped were "Loneliness reduces my ability to focus in learning at school" and "Being remoteness lower my ability to engage with peer at school".

Thus, eight items were maintained so the total Cronbach's alpha and KMO measures changed to .87 and .89, $P=.000$. One items eigenvalue exceeding 1, explaining a total variance of 52.2% was found. The components were labeled "isolation" with two items and "aggressive" with six items. Therefore, for the numbers of items, mean, standard deviation, variance, reliability and decision of each item (see table 1.6).

The study revealed that social emotional behaviours have impact on students' academic achievement at school. It was found that adolescent students demonstrate number of social emotional behaviours which have impact in their learning process at school. During the observation adolescent students found kicking others at school was highly demonstrated as shown with the mean of 5.0 followed by beating others, fighting and pinching as presented with the maximum mean of 5 and 4.0 respectively.

Furthermore, this was alike to what reported during the interview with teachers that, most of the aggressive students are not actively engaged in learning in the class even when provided with exercise by teachers. As Teacher A from school B says,

"Actually social emotional behaviours had effect on students learning, for example, most of students who kick, pinch or fight in the class does not submit the exercise when provided with assignment and if they do so they do it very late compared to other who had pro-social emotions..."

This study shows that aggressive behaviours distort the learning climate and attention to other students when happen in the class or outside as it draw attention in observing the fight rather than concentrating on learning activity. However, many girls were involved in this study than boys the findings seems similar to other studies. This may be due to the influence of adolescents' age, which seems similar across countries regardless of diverse family background, family status, experiences and culture. The Table below summarises

the findings on the social emotions demonstrated by adolescent students (see table 1.2).

Furthermore, for accuracy regression analysis using ANOVA was calculated to find the relationship between social emotions among the adolescent students in coping with learning at school. Whereby aggressiveness, isolation and happy were compared with coping strategy to adolescent students. The results show high positive correlation between social emotions and students coping with learning ($r=.306$, $p=.000$, $F\ change = 12.425$) meaning increase of adolescent happiness and excitement were highly correlated with the increase in the interest of learning at school (see table 1.3). In addition, correlation was found between adolescent communicating feelings to friends with their level of motivation to learn at school. In the same way natural context exploration correlated between motivated live learning to adolescent students at ($r=.33$, $p=.000$, $\beta=.000$) implies that high students natural context exploration improve practical and alive learning as it arouse students interest during the learning by exploration than using usually learning environment (see table 1.3).

The researcher also examined how aggressive social emotions may influence adolescent student coping with learning at school. The idea behind was aggressive emotions distort the learning climate as it demotivate students from learning attitude. Multiple regression analysis was calculated, moderate correlation was revealed between the aggressive social emotions and adolescent learning interest at school ($r=.180$, $P=.019$) (see table 1.4). This implies that aggressive emotions among adolescent made student lack social interaction from peers as peers run away from the adolescent who demonstrate aggressive emotions at school. It from this point the students lose hope and failure coping in learning at school. Also, the results showed marginal negative correlation between students' loneliness and ability to focus in learning at school ($r=-.171$, $\beta=0.163$, $t=2.532$ and $p=0.01$). Implying that there are evidence where some loneliness adolescent separate from fellow seeking privacy for more intensive learning than aggressive students.

This implies that most of adolescent students who are aggressive at school had low coping strategy in learning. The data shows that they had difficult in adjusting to academic learning at school compared to those who had pro-social behaviours. This was alike to what reported during the interview with teachers that, most of the stubborn students are not actively engaging in learning in the class even when provided with exercise by teachers. As Teacher A from school B had this to say,

"Actually social emotional behaviours had effect on students learning, for example, most of students who kick, pinch or fight in the class does not submit the exercise when provided with assignment and if they do so they do it very late compared to other who had pro-social emotions..."

This study shows that aggressive behaviours distort the learning climate and attention to other students when happen in the class or outside because it draw attention in observing the fight rather than concentrating on learning activity. This implies that negative social emotions influence students learning negatively, while positive social emotions had positive influence in adolescent learning as it increases the interest in sharing ideas from fellow students. Thus, encouraging adolescent students to play, exploring the natural context, attaching to key people and expressing their feeling to key friends influenced their functionality of working like organism at school.

Items Incorporated in Developing SEM for Adolescent Students coping with Learning

It was found that teachers do identify students with these social emotional problems and propose solutions for helping them to adjust in learning. The study shows that teachers used parents calling strategy and creating close social relationship to student as another strategy of helping them to adjust emotionally. However, it was found that not all parents do respond positively when alerted to attend school due to his/her child issues. This study reveals that, SEL programming results in significant shifts in social, emotional and academic competencies as well as improvements in the quality of learning environments among students (Brackett & Rivers, 2013). Thus, the developed model is expected to cure this upon teachers adapting and implementing the proposed model to adolescent students.

Furthermore the study indicates that, teachers used guidance and counseling programme, encourage play and exploration, solidarity, communicating feeling to key people and attachment to key students at school as the strategy to help adolescent students cope with learning difficulty. The findings show that attachment to key friends enabled adolescent to cope with learning at school as shown with the mean of 3.9. The table 1.5 summarise the findings.

The study revealed that attachment to key friends enabled adolescent students coping with learning as presented with the mean of 3.87. This was similar to what reported during the focus group discussion with teachers, as one teacher argued that,

“...birds of the same feather flocks together...it is obvious that when student A have company with students who come to school late or fight at school it very likely s/he develop the habits of doing like his/her friend but when attach to those who come early or perform nicely at school s/he likely to do the same...”

This implies that teachers and education stakeholders are urged to ensure safety environment for their children. This is by being sure with friends whom they interact with during the entire life of schooling. The findings concur with Ensari

(2017) in California USA used microexpression training intending to improve emotional skills among adolescent students. The study employed quasi-experimental design whereby pre- and post-test was carried out in a class involving high school students. Before the pre-test was carried out to students, students were given prior practices to familiarize them with how the test will be conducted. The findings indicate that, students in the treatment (training) group show improvement in comparison control group (non training) (Ensari, 2017). Implying that students social emotional skills was improved as they were less stressed, which influenced them to cope with their learning ability at school.

Moreover, the study pointed out that, applying SEL programmes to students helps in reducing behaviours such bullying drug abuse and use, interpersonal violence at school hence their persistence at school help them to cope with learning. In addition, the quality of SEL programmes at school provides students with opportunities to contribute in class, school and experience satisfaction which enhance their motivation of continuing staying at school. The study established number of strategies used to improve social emotional skills which included peer tutoring, cooperative learning and consulting experts.

IV. DISCUSSION

This study offers an empirical examination of social emotions and its influence over adolescent coping with learning at school. Namely, pro-social emotions, unsocial emotions and coping emotional strategies were critical discussed based on the study findings. In attempting to answer what social emotions adolescent demonstrated and the strategy to be used in helping them cope with learning. This study shows that adolescent demonstrated both pro-social emotions and unsociable emotions such aggressive, rude, fighting and isolation during schooling. It also provides rich detailed information about the effect of social emotion over adolescent and the ways teachers use in handling these emotional problems aiming at helping adolescent adjust in learning difficulty at school. These accounts suggests that the future adolescent life schooling is victimized if no critical examination and established programme to combated these social emotional problem, which the current study deemed important for.

Despite of these social emotional problems over adolescent, yet the study established that some adolescent were aware on social emotional problem and how to escape upfront. This is by establishing passion and enthusiasm to teachers and peers groups relationship during schooling which deem agent for social cohesion. This study join other line researchers eg.(Langenkamp & Shifrer, 2018, Yu et al., 2018) that have explored adolescent social relationship and the underlie teachers noticing for adolescent improving learning outcome. In the same way, Spencer et al., (2018) examined girls perceptions stress over their future school success. The study established that students stress navigate the collaboratively

learning success. The findings are similar to (Musoga, 2017) in Nakuru Kenya who established that aggressiveness, anger, fear, low-self-esteem and isolation from peers are among the social emotional behaviours facing children.

Additionally, Kambuga (2016) contend that adolescents are faced with number of emotional turmoil including anxiety, fear and isolation that affect them negatively in academic performance. This implies that aggressive behaviours among adolescent students are highly demonstrated at school compared to pro-social emotions and they tend to draw students astray during the learning process. In the same way, Davey et al., (2008) revealed number of social emotional behaviours among adolescent students which are negative and positive emotions. Negative emotions such as aggressive emotions affect students learning, while pro-social emotions had positive influence in adolescent learning as it increases the interest in sharing ideas from other students (Larson & Brown, 2007a). Researchers established that negative social emotions is a results of number of reasons including, environment, culture, peer group and family status (Spencer et al., 2018).

However, Fu & Law (2018) argued that the quality of caregiver's attachment increase adolescent ability to negotiate and develop future tasks including self expression and emotional controlling. This implying that self-expression and emotional regulation are essential among adolescent as it influence self-adjustment over emotional problems. In light to this the study is consistency with that of Bourgeois et al., (2014), Boyd et al., (2010) and Davey et al., (2008) who argued that social competency among adolescent students influence likelihood of student learning. In the same way, Cherniss (2000) and Goleman (2011) maintains that positive emotions influence academic learning by influencing students' capacity, attention, and motivation to interact in school setting. Raver (2002) concluded that Children who are well-adjusted emotionally have significantly greater chance of early school success, while children who experience serious emotional difficulty face grave risks of early school difficulty. Because they seem detached from friends and even fail to actively engaging in study activities at schools. Although scholars pointed that peer relationship seem offering time, attention and promote more supportive in managing intense pressure and emotions problem among adolescent (Spencer et al., 2018, Worker, Iaccopucci, Bird, & Horowitz, 2019). This implies that social identity and cohesion among adolescent is created through sense of social interaction among peers. The findings are in line with what functionalism theory which pointed out that, individual thought to function like organisms with various social emotions working together like organ to maintain cohesion, integration, solidarity and equilibrium which develop habits of learning at school (Yakkaldevi, 2014). Thus, it is from this point the researcher developed the social emotional model for enabling adolescent students to cope with learning difficulty at school.

The study in USA revealed that, in the world schools must meet the social and emotional developmental needs of students for effective teaching and learning to take place for students to reach their full potential (Brackett & Rivers, 2014). This implies that, for students in school to learn effectively schools should ensure safety and conducive environment to students which ensure their social emotional needs are met. Yet no designed emotional model for helping adolescent adjust in difficulty learning situation (Butchart, 2017), including giving adolescent students tools necessary to cope with emotions at school enable them to be kindness, care, escape from bullying state which in turn influence coping with learning at school. No structured career guidance and counselling session in school, if conducted rarely. Thus, fostering social emotional model in secondary school was the purpose of this study. It has been asserted that the development of such social emotional model is fostered through incorporation of teachers as experts, parents, students themselves and peer groups (Institutes for Research, 2015, Spencer et al., 2018). This line with Mbae (2013) and Williams-Mbengue (2013) who argues that collaborative classroom approach maximise the students social emotional skills which in turn influence they academic achievement. It important to emphasise that the findings are both descriptive and inferential treated, and are drawn from small sample of secondary schools in Tanzania. Thus, caution will be taken account when applying this findings broadly.

V. CONCLUSION

Taken account both social emotions can obstruct and propel adolescent students learning during schooling. Although some adolescent demonstrated serious social emotions such as aggressive, fighting, anger, isolation and low self-esteem which found impeding students learning habits. But, in the presence of social support from teachers, parent and peers with the help of structured guidance and counselling sessions and encouraging play and exploration as well as more action oriented learning activities fostered adolescent coping with learning. Because it foster students' social emotional basic skills such as cooperation, following directions, attending school regularly, demonstrating self-control and paying attention during learning. Thus, the agent model for governing adolescent coping with learning difficulty is necessary in public secondary school, as means of producing healthier, emotional being and active human resources in Tanzania who can pace towards achieving 2030Tanzania vision.

Compliance with Ethical Standards

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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APPENDIX 1

Table 1.2 Social Emotional Behaviours among Adolescent Students

Social emotions	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic
Joyful	4.00	4.00	4.0000	0.00000
Excitement	3.00	4.00	3.5000	.70711
Loneliness	1	2	1.50	.707
Remoteness	1	2	1.50	.707
Separated	2	3	2.50	.707
pinching others student	2	4	3.00	1.414
beating others	1	5	3.00	2.828
fighting with others	1	4	2.50	2.121
kicking others	3	5	4.00	1.414

Source: Field Data (2019)

Table 1.3 Model Summary, Coefficients of social emotions

Model Summary(b)										
Change Statistics										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.306a	0.09	0.09	0.78	0.1	12.4	2	241	0	1.76
a. Predictors: (Constant), Motivated to learn when I am happy, Excitement increases my attention in the class.										
b. Dependent Variable: I have interest in learning at school										
Coefficients(a)										
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics			
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF		
1	(Constant)	3.37	0.24		14.2	0				
	Motivated to learn when I am happy	0.12	0.05	0.161	2.49	0.01	0.892	1.12		
	Excitement increases my attention in the class.	0.17	0.05	0.212	3.27	0	0.892	1.12		

Source Field data (2019)

Table 1.4: Shows the effect of unsociable emotions on students coping with learning

		Coefficients(a)				Collinearity Statistics				
Coefficient		Unstandardized Coefficients		Standardized Coefficients		Tolerance		VIF		
model 1		B	Std. Error	Beta	t	Sig.				
(Constant)		3.84	0.246		15.615	0				
Loneliness reduces my ability to focus in learning at school.	-0.17	0.132	0.052	0.163	2.532	0.01	1	1.03		
Being aggressive other run away from me.	1.000	0.032	0.038	0.054	0.837	0.4	1	1.03		
Model Summary(b)										
R	R Square	Adjusted R Square	Std. Error of the Estimate	F Change	df1	df2	Sig. F Change	Durbin-Watson		
.180a	0.03	0.024	0.809	4.037	2	241	0	1.798		

Source Field Data (2019)

Items	Mean	Std. Deviation	Kurtosis	
	Statistic	Statistic	Statistic	Std. Error
Key friends increase my ability of learning at school.	3.8128	1.03619	-.693	.340
Attachment to key students increased my learning ability at school.	3.8762	1.14585	.019	.341
I have Interest in learning at schools when am happy	4.8374	4.99685	92.774	.340

Table 1.6: Descriptive statistics on Pro-social, Unsocial and social emotional skills with Cronbach's Alpha

	Mean	Std. Deviation	Variance	Cronbach's Alpha if Item Deleted	Decision
Pro-social emotions					
Understand ones feeling and thought	3.63	1.109	1.231	0.932	accepted
Motivated to learn when I am happy	3.63	1.109	1.231	0.932	accepted
I have interest in learning at school	4.52	0.819	0.671	0.934	accepted
Key friends increase my ability of learning at school.	4.58	0.735	0.541	0.937	deleted
Excitement activate my learning at school	4.18	1.01	1.021	0.916	accepted
Excitement increases my attention in the class.	4.18	1.01	1.021	0.916	accepted
Joyful activate my thinking ability during and after class hours.	4.18	1.01	1.021	0.916	accepted
Social emotions Skills					
Action oriented activities increase cohesiveness at school	4.18	1.008	1.015	0.916	accepted
Acknowledgment increase appropriate social emotions.	4.19	1.005	1.01	0.916	accepted
Natural context improve live learning.	4.18	1.008	1.015	0.916	accepted
Social awareness skills increases level of handling and understanding others emotions	4.37	0.914	0.835	0.936	accepted
self-confidence helps in handling social emotions problem.	3.79	1.187	1.409	0.938	accepted
Communicating feeling to friends.	4.18	1.01	1.021	0.916	accepted
Playing and exploration increases my Ability to learn at school.	4.18	1.01	1.021	0.916	accepted
Isolation Emotions					
Loneliness reduces my ability to focus in learning at school.	4.23	1.01	1.019	0.851	deleted
Being remoteness lower my ability to engage with peer at school.	4.14	1.092	1.193	0.845	deleted
Separated at school demotivate interest in learning.	3.69	1.491	2.222	0.808	accepted
Hiding in streets made me loose good truck of learning at school.	3.86	1.472	2.167	0.809	accepted
aggressive Emotions					
Being aggressive other run away from me.	3.71	1.394	1.944	0.807	accepted
Not following school rules and regulation results to conflict with teachers.	3.87	1.49	2.221	0.805	accepted
Am rejected from peers group because of pinching others student	3.89	1.36	1.849	0.811	accepted
Being rude made me rejected by peers.	4.03	1.387	1.925	0.814	accepted
Beating others reduces their cooperation in learning with me.	4.12	1.349	1.82	0.814	accepted
Students fighting in the class disrupt my learning attention.	3.38	1.481	2.195	0.828	accepted

Source: Field Data (2019)

Table 1.7: coefficients showing unsociable emotions and interest in learning

Table 1.7: coefficients showing unsociable emotions and interest in learning													
		Unstandardized Coefficients		Standardized Coefficients			95% Confidence Interval for B			Correlations		Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	3.943	1.415		2.787	0.006	1.153	6.734					
	Being aggressive other run away from me.	0.406	0.322	0.095	1.261	0.209	-0.229	1.042	0.076	0.089	0.089	0.875	1.143
	Students fighting in the class disrupt my learning attention.	-0.199	0.284	-0.053	-0.699	0.485	-0.759	0.362	-0.019	-0.049	-0.049	0.875	1.143
a. Dependent Variable: I have Interest in learning at schools when am happy													