

Government Teachers' Perception and Policy Provision on SEL – A Study in Selected Government Primary Schools in Bangladesh

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A thesis submitted to the BRAC Institute of Educational Development in partial fulfillment of the requirements for the degree of
Master of Education in Educational Leadership & School Improvement

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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Approval

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Ethics Statement

Hereby, I (Md. Ar Rafi Himel), assure that for the study “Government Teachers’ Perception and Policy Provision on SEL – A Study in Selected Government Primary Schools in Bangladesh” the under-mentioned statements are fulfilled:

1. This material is the author’s own original work, which has not been previously published elsewhere.
2. The paper reflects the author’s own research and analysis in a truthful and complete manner.
3. The results are appropriately placed in the context of prior and existing research.
4. All sources used are properly cited. Literally copied text are indicated as quote and referred properly.
5. This research is completed with full compliance with the ethics norm and upon approval of BRAC Institute of Educational Development's research ethics committee.
6. Consent had been taken from all the participants before doing the interviews.
7. The participants had also been ensured to have the freedom to withdraw their statements anytime they want.

Abstract

Bangladesh a, rising economy if south-east Asia is having a tremendous success in primary school enrollment and at the same experiences difficulties in ensuring quality after graduation from primary schools. COVID-19 has been a detrimental force in the overall educational landscape of the country. It was assumed that the existing system has lack in promoting students Social and Emotional Learning (SEL) and teachers are not fully aware of the importance of SEL, whereas remarkable results have been identified in countries where SEL was given a priority. To identify the SEL perspective of incumbent teachers and the existing policy, this study followed qualitative research, where 8 Government Primary School teachers have been interviewed and two major policy documents have been analyzed. Inadequate teachers' training, insufficient classroom infrastructure and lack of directions from the government are few key reasons for what teachers are being unable to successfully follow SEL framework. Additionally, policies do not clearly reflect about the framework though these have few direct and indirect guidelines on SEL competencies. The research has detail comparison between the data collected from the respondents with the existing documents. Several key recommendations is provided at the end of this study mentioning that substantial work is yet to be done to capitalize the current demographic dividend of Bangladesh.

Keywords: Social Emotional Learning (SEL); Government Teachers' Perception on SEL; Quality Education; National Education Policy (NEP10) on SEL; Systemic change in education

Dedication

This Thesis is dedicated to my respected mentor Mr. A H M Shahidul Islam with whom I have spent hours discussing different career perspectives.

Also, I want to dedicate this research to my mother, Husna Banu Khanam and my wife, Nafisa Enam Sithy for their continuous support.

Acknowledgement

I would like to show my gratitude to my advisor Dr. Tabassum Amina Madam for her invaluable and timely guidance. Additionally, I am extremely grateful to my respected teachers, Sabrina Ahmed Madam and Dr. Mohammad Mahboob Morshed Sir for their kind support during this study. Finally, I would like to share my sincere gratitude to all the respondents for their voluntary participation.

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Chapter 1: Introduction and Background

1.1 Introduction

Bangladesh has the largest primary education system in the world. Having more than 63,000 government primary schools with 19 million registered student and having an excellent enrollment rate, we are not performing enough in the job market. Moreover, the dropout rate in primary education is alarming. Additionally, students' performance is very poor in rural areas. The topic of this study is to see the perception of teachers - how they think these shortcomings could be swamped by incorporating Social Emotional Learning (SEL) in the primary education system and also to find the relation between SEL and existing policy provisions in the education system of Bangladesh.

Implementing SEL in the school, researchers found extraordinary results. Students with SEL skills have a higher achievement rate and more productivity (Elias et al., 1997, p. 1). Also, they show excellent behavioral qualities, perform well in responsible decision making and other social qualities (Romasz et al., 2004, p. 92). Collaborative for Academic, Social and Emotional Learning (CASEL) introduced Social Emotional Learning (SEL) and is still promoting its importance in schools. In Bangladesh, American Institute for Research is applying SEL components in some of the Bangladesh Rural Advancement Committee (BRAC) run schools. BRAC Institute of Educational Development (BRAC-IED) also promotes social-emotional skills through their Play-Lab. Both the operations are in a very smaller scale. Here, the purpose of this study is to see SEL through the teachers' lens and also to cross match the existing policy provisions of Bangladesh that supports SEL in the primary education.

I will use very transparent and clear data directly from the selected participants who hold rigorous teaching experience in the government primary school of Bangladesh. Adding to that, I will analyze the documents that are approved by the government and the result will enable me to portray the concurrent situation of Bangladesh's primary education system through the lens of SEL. However, the clarity, transparency will make this study significant for its replicability for the similar context set by this research. Schools with similar contexts can use the finding from this

study. It is to be very clear that I will not be focusing on what or how teachers are incorporating SEL in the classroom but their understanding and their perception of SEL (Nikolopoulou, 2022).

In the United States of America, State Education Agencies (SEA) are currently working on developing and promoting policies and regulations to implement SEL competencies within their education system. While creating an effective learning system, they are using the SEL framework in a systemic manner. Canada, Finland, Sweden, Germany is SEL framework and cultivating positive results. So, this study will allow me to explore more on the Bangladeshi context how SEL may improve positive outcomes in our country as well (Blyth et al., 2018).

1.2 Topic and Title

Social Emotional Learning: Government Teachers' Perception and Policy Provision on SEL – A Study in Selected Government Primary School in Bangladesh.

Social-Emotional Learning (SEL) is a framework to provide positive learning with more skills and abilities to feel confident about themselves both in school and in their career. My purpose for selecting this title is based on the need of our growing number of students. We have almost 100% enrollment in our primary education in Bangladesh, but one in five students cannot graduate from primary schools. Many of them remained illiterate even after graduation (Ahmed, 2007, p. 5). Most of the students cannot meet the minimum job requirement even after graduating from the system. This result clearly shows that there could be shortcomings of our teaching approach. SEL is widely accepted globally, and I believe, Bangladesh's education policy is not yet considering in incorporating SEL framework in our day-to-day teaching ("CASEL - CASEL," 1990). Adding to western country's sincere consideration of SEL in teaching-learning process, Asian countries, specially, East-Asian countries are also paying more attention to SEL considering its benefit towards high performance (Xu et al., 2019).

1.3 Problem Statement

While working in the primary education system of Bangladesh, I realized that a lot of work needs to be done to improve students' social and emotional skills. Teachers are also not fully aware of the situation. Lots of students graduating from the system cannot meet the minimum market standard. The students who are graduating from primary education with minimum literacy also

have a tremendous lack of social and emotional skills which trigger further dropout and poor performance both in academic and career perspective.

1.4 Research Question

1. What are the policy provisions we have that are related to SEL?
 - What provisions of National Education Plan (NEP) are related to SEL?
 - What provisions of Fourth Primary Education Development Plan (PEDP 4) are related to SEL?
2. What teachers are thinking about practicing SEL?
 - What do they understand about SEL?
 - How to incorporate SEL in the classroom?
 - What support do we need to incorporate SEL?

1.5 Purpose of the Research

Before the COVID-19 crisis, we were doing good in the enrollment of primary education, but a significant number of students were dropping out and remained illiterate even after graduating from primary schools. Students are failing to perform well in their careers as well. After the enormous education gap created during the coronavirus pandemic, we now need to think about how we may use SEL and proven teaching tools to reduce the gap at a faster pace. Teaching techniques are one of the reasons for our continuous failure in quality education. Incorporating the SEL framework in the teaching-learning process could create a sustainable solution for the teaching approaches. Here, the teacher's opinion and mindset are mostly related. What do they think about quality education and SEL? Do they believe that less connected students, who are at high risk of dropping out of school or virtually excluded students, may positively be impacted by SEL approaches?

1.6 Significance of the Research

The title of this topic indicates the area of the study – primary schools of Bangladesh. It aims to understand and portray primary schools' teachers' perceptions in incorporating SEL in the Bangladeshi context. There is no clear research information available in light of primary school

teachers' perception of using SEL in the classroom. Despite being acknowledged widely by CASEL a decade ago, schools started practicing a while ago (Linda, 2008), and primary teachers of Bangladesh still show less attention to SEL. Thus, this study will try to figure out why teachers do not pay much attention to this framework and to what extent national policy documents are empowering teachers in practicing SEL competencies in school activities. This study is also unique in understanding the importance of the SEL framework in primary schools of Bangladesh at times of school closure. COVID-19 opens up a wide array of opportunities to continue education, reducing the dependency on physical school. So, the gap in understanding and lack of knowledge about teachers' perception of primary education will be addressed by this study.

Chapter 2: Literature Review and Conceptual Framework

2.1 Literature Review

In recent years Bangladesh was doing excellent in enrollment in primary education. Again, it was a matter of great loss that the performance was not increasing in comparison with the enrollment. We still have a remarkable high school dropout rate. The major factors of non-schooling and dropouts are mostly economic and lack of socio-cultural in nature. Parents' view on not having proper mindset towards education are the key for not having good results in the system (Molla, 2004, p. 11).

Additionally, having significant accomplishments in progressing education and community-based learning we are somewhat failing in ensuring completion of primary education and acceptable learning achievement (Ahmed, 2018, p. 34). Empirical studies have suggested that Bangladesh, along with its neighboring countries, will go down significantly short of achieving the 2015 goal of Universal Primary Education interpreted as completion of the full cycle of primary education virtually in all the eligible age group (Ahmed et al., 2010). Teachers shared that, without having proper social and emotional skills students fail to answer properly on the exams (Buchanan et al, 2009).

There's developing observational proof with respect to the positive effect of SEL programs worldwide. SEL is also accepted as the method through which people learn and apply a set of social, enthusiastic, behavioral, and character abilities required to succeed in real life, the work environment, connections, and citizenship. Brackett, Bailey, Hoffmann, and Simmons (2019, p. 151) explain Social and Emotional Learning as the method of joining cognition, feeling, and conduct into educating and learning such that grown-ups and children construct self-and social mindfulness abilities, learn to oversee them possess and other's feelings and conduct, make mindful choice, and construct positive connections (Marsay, 2020)

In 1990, CASEL (The Collaborative for Academic, Social and Emotional Learning) introduced the importance of SEL. Recently, they have redefined the definition of SEL. They stated that incorporating SEL could result in holistic development of a student. They will acquire social and emotional skills and will be able to make responsible decisions for themselves and for their

communities to achieve positive goals. SEL also focuses on collaborative relationships, equity and co-creating healthy, safe and just communities (CASEL, 1990).

We can observe some positive impacts of SEL from a published article on the Kappan journal (Bailey, 2019). In the United States, the classrooms which incorporated SEL into their classroom found that students are performing good in academically and behaviorally (Durlak et al., 2011). Also, a research synthesis appearing in the December/January issue of Kappan (Mahoney et al., 2018) stated that the effects of SEL learning can impact more and remain up to three years provided having post interventions. (Sklad et al., 2012; Taylor et al., 2017).

SEL mainly focuses on self-awareness, social awareness, self-management, relationship skill, and responsible decision-making. Students having SEL skills not only achieve more, but they also seem to have more behavioral quality (Durlak et al., 2011). They show empathy and a sharing mindset. According to new research (Weissberg, 2016) these five components are the key to SEL. To enable these components coordinated classroom, family-wide, and community practice are also essential.

According to Edutopia, social awareness reflects the understanding of one's own emotion and focusing on self-efficacy. It creates optimism. Self-management works largely on self-control. Managing emotion and stress creates positive energy to follow the goal. Thirdly, social awareness helps us to understand others, see things empathetically and motivates us to understand social norms, community, and behavior. Fourthly, relationship skills trigger the value of leadership. It teaches us to act in the proper way with social norms. It also helps to manage conflict and increase negotiation skills. Finally, responsible decision-making skills teach us to make constructive choices. Ethical behavior, considering well-being and critical thinking skills are key in this component. Mindfulness is the key to connecting these components with one another. Developing mindfulness with an activity helps them to grow with better problem solvers (Elias, 2018).

SEL and School climate is vividly inter-connected. The Climate or culture of the school establishes the context where SEL takes place. Without proper culture and motivation, SEL cannot be implemented by force. Proper culture in the school helps students to take academic risks, make trustful relations, and become more self-aware (Holahan & Batey, 2019). In a proper school culture, students should feel safe and equal, not being judged by their color, religion, or race. A healthy and energetic school climate can ensure proper developing space for SEL.

Teaching-Learning is another important thing that goes hand in hand with SEL. Most of the teachers experienced that it is easier to provide effective management in the class where the student is socially and emotionally balanced. On the other hand, students show unethical attitudes, anarchy, and low self-esteem where there is a lack of SEL (Charles, 1992). Also, in terms of achievement, SEL has a higher percentage in academic results compared to the classroom where SEL is not present. Furthermore, students who have SEL lack, shown negative influence on other students in the teaching-learning process (Elias, Zins, Graczyk & Weissberg, 2003; Emmer & Tough, 2001).

Teachers who are already implementing SEL in the classroom and beyond, follow certain steps. Firstly, they incorporate a high range of SEL skills into the lesson, design activities based on this. They focus on how SEL can help us to reach our desired outcome. Later, the teacher runs a regular survey to check whether the learning is aligned or not. Teachers may also provide several resources and interventions to keep the activities aligned. After that, educators push some unbiased messages about equality. They also volunteer some activities to stay focused and get an equitable society. Now to support the process, teachers need to be trained and SEL components, school culture should be aligned, incorporate SEL to school's mission and vision. Then the school can support and monitor teachers' performance to see the continuous development. Following this manner, schools are having positive results for both students and teachers (Brackett et al., 2019).

Despite all the facilities of SEL it requires rigorous training and resources for the teachers as well. Teachers' qualification and quality of the school are also key characters for SEL. Another study found that there was a vivid effect of teaching experience on the teachers' beliefs of each sector: self-reflection, school context, professional learning in SEL, resources for student aid and educating all students. Several similar studies also show that experience is another key factor in implementing SEL teaching-learning in the classroom (Wenling & Sidhu, 2020).

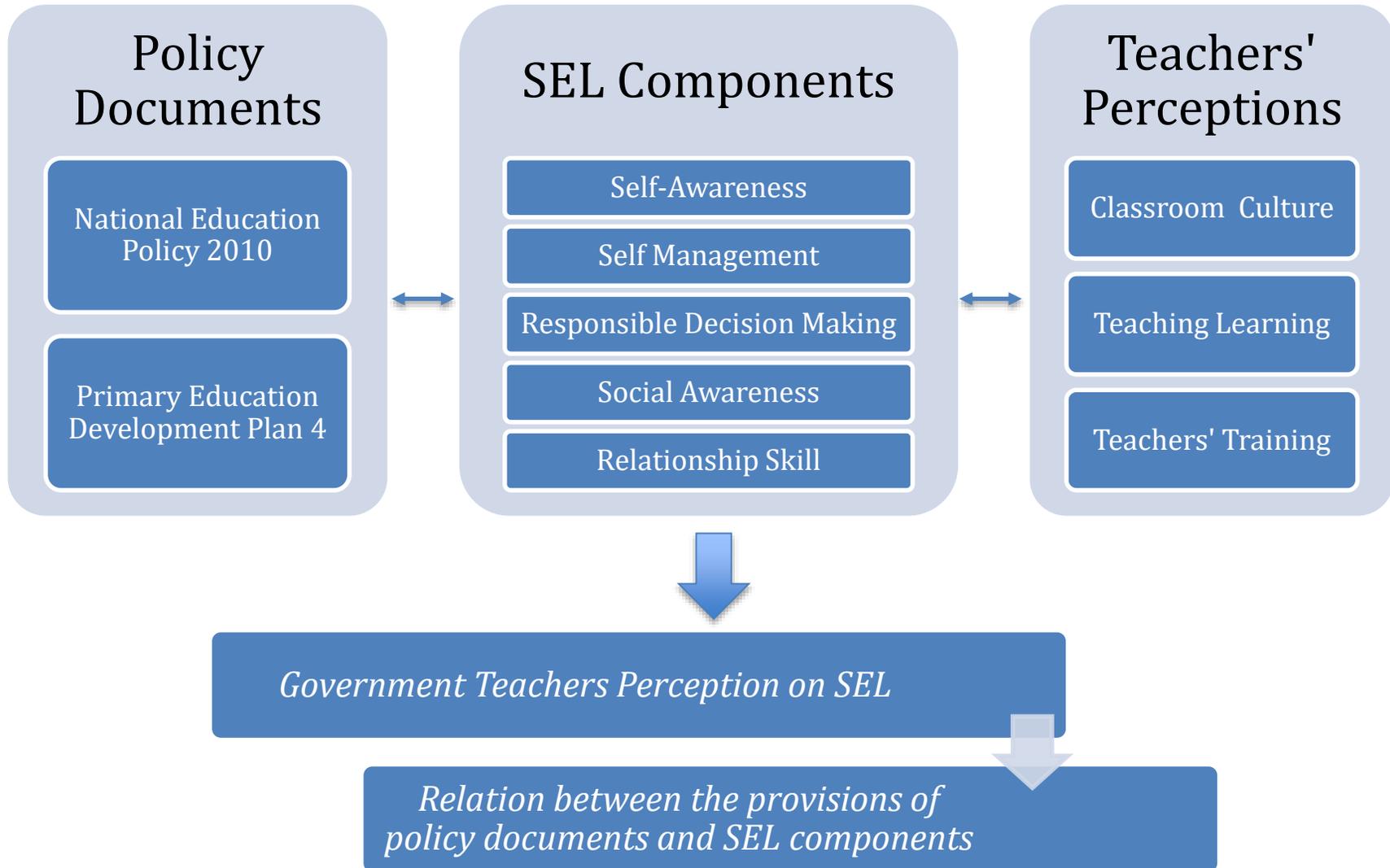
If we look into the Bangladesh National Education Policy 2010 (NEP), we can relate some provisions with SEL. In the policy, they clearly stated the development of students' social skills, the importance of social skills from pre-primary education, learn through play concept, and equal education for all regardless of religion, caste, or color. NEP also focuses on the importance of universal education from the pre-primary education resolving different media in the ecosystem. It may help in education inclusiveness. On the other hand, NEP largely misses the importance of

classroom culture or climate. Additionally, it misses teachers' minimum qualification and their need-based training. NEP10 didn't mention anything about students' decision-making responsibility. It is a core component of SEL (Ministry of Education, 2010, p. 5). These are some prominent research gaps on which we can reflect on this paper.

Teachers may play a very important role by embedding SEL into their lesson plans or daily activities. They make more personal and practically relatable plans which will increase students' focus on subject matter. Some teachers use a dedicated slot to practice SEL each day. They can create a partnership between younger and older students, and keep some time allocated to express their feelings/experience on a lesson, students learned. Teachers can also decorate their lessons based on SEL competencies. For example, they can use role-play or group work and use a holistic classroom management improvement plan to address the SEL competencies (National University, 2022). SEL has a lifetime impact on students' life and career.

Some visionary groups are also working to introduce alternative ways to bring positive change in the education system of Bangladesh. BRAC Institute for Educational Development (BRAC IED) introduced play-based models to create a proof based on model outcomes. They are also promoting play in education and building capacity among national and international partners. Play is an instrument for learning – a wellspring of happiness, explorative, and intelligent encounters that advances the improvement of psychological, physical, engine, and social-emotional skills in childhood (Report, 2022)

2.2 Conceptual Framework



2.2.1 Description of Conceptual Framework

This conceptual framework illustrated the key concept of this research and how the study was carried out. As a basic concept of the conceptual framework, this study brought my known knowledge and identified the gaps in the phenomenon and described the methodological drawing of the project to reach the desired outcome (Varpio et al., 2019). I focused on SEL components and compared it to our day-to-day teaching. What do teachers think about SEL, are they practicing its components in any capacity, or how do they believe it impacts a student's learning outcome. Also, I analyzed the policy provision of SEL in the existing policy document whether our system allows it in practice or made an importance in teaching-learning.

Chapter 3: Methodology

This chapter consists of the methodology of the research study. It includes research approach, site, research participants, sampling procedure, data collection method, interview method, data analysis process.

3.1. Research Approach

In this study, qualitative approach has been used. This research approach helped to visualize school teacher's understanding of Social Emotional Learning (SEL) and the supports they got to implement SEL strategies in their classrooms. The sampling wasn't enormous but it carried a clear picture to support the purpose. A structured interview had been conducted to collect detailed information from a selected group. Later, I analyzed the data to figure out the findings.

3.2 Research Site

The research site was 4 different schools from 3 different education thana. All of the schools were located inside Dhaka city corporation. The schools were located in the under-served part of the city and the children of these schools mostly belong to the underprivileged community. All the schools maintain double shift activities and covers the grades from pre-primary to Eight. Average class size of the selected schools varies from 30 to 75. The teacher student ratio of the selected schools falls between 1:40 to 1:75

I had the opportunity to serve in a government primary school with similar scenario where I have experienced insufficient number of teachers, shortage of spaces in the schools, lack of library and playground and other essential elements that require to ensure social-emotional learning. The schools that have been chosen for the study were not significantly different than what I witnessed. The interviews were taken via zoom meetings to avoid the risks of COVID-19. The participants were at their homes; Zoom meeting links were sent via text messages. I performed the interview, data collection and documentation of the data from my home.

Needless to mention that, all the schools selected for this study are situated in Dhaka. As Dhaka, being the capital of the country, is home for around 10% of the total population of Bangladesh, it shares maximum diversity of problems, opportunities and solutions. I intentionally, kept my research area at Dhaka, and chose three education thanas from 3 different corner of the mega city so that I can capture diversified information from diversified communities.

3.3 Research Participants

The selection criteria for the teachers were very specific. They have to be a teacher of government primary school of Bangladesh and have teaching experience for at least 5 years. In total, 8 participants from 4 schools have been chosen for the study. Among them, two teachers were from Dumni Government Primary School (GPS), three were from Ganaktuli GPS, one from Dhaka Central Jail GPS, two from Rayerbazar GPS had been chosen. All the participants teach specific subjects and grades from pre-primary to grade eight. All of them work in both the shifts- morning and day and they share almost similar opinion about their teaching community. Clear permission had been recorded from the participants to avoid any ethical issues in future.

3.4 Sampling Procedure

Eight government primary school teachers from Dhaka City Corporation were the target population for this research study. Purposeful sampling had been used to choose these four schools and eight participants to collect in-depth information to support the finding process. Purposeful sampling involves selecting participants and the research site based on researcher's decision. (Creswell, 2014).

3.5: Data Collection Method

Data collection was via online platform as there was COVID-19 pandemic during that time. It was impossible to meet participants on-site and conduct the interviews. Since I served in under resourced primary schools for a little more than two years, I built strong connection with number of government primary school teachers. Thus, I had the opportunity to find teachers who were the best fit for the study. At first, I used my personal connection to reach the desired school and using the contact numbers of the Head Teacher (HT)/Assistant Teachers (ATs). Initially, I communicated with the participants and asked whether they were opting for an academic engagement. Later I talked to them about my study and cordially proposed them to volunteer. With their consent, I formally started my activity. Then, using the Zoom online platform, video call link was sent to the participants well ahead of the interview via email, mobile message, and WhatsApp. However, during the time of the interview, three respondents kept their video off and used only audio for communication. Here, I repeated the data I received

from the respondents to the respondents again and took their consent on my understanding. That was how the accuracy of the data was ensured.

Structured interview method was used to collect data. I made rigorous excel spreadsheet and jotted 4 major questions and few supporting questions for the interview. The questions were set in such a way that it would provide all the necessary information required for the study. I took notes on the excel spreadsheet as the participants answered to the questions. The duration of each call was around 55-70 minutes. Consent was taken from the participants to record the call and use the information for further need. All the data points were synthesized in the excel spreadsheet and later analyzed for future usage.

3.6 Interview Method

As stated earlier, the interviews were taken via online platform. The interview was conducted in a structured way where questions were pre-set. At first, participants were asked some generic questions such as their names, workplace, experience etc. Later, I moved into more subject specific questions where their experience/knowledge related to SEL was identified. Also, in the later part of the interview the teachers talked about what kind of support they need to incorporate SEL in their day-to-day lessons. Most of the notes were taken on the data collection sheet during the interview. The cross-checking of the statements of participants and few missing sentences were transcribed from the recording afterwards.

3.7 Role of the Researcher

Qualitative researchers aim to create a rich description of the phenomenon of interest (Streubert Speziale & Carpenter, 2003). The researcher must approach the subject as a “collaborator” and an equal in the research process, as it is the support and confidence of these individuals that make it possible. But the researcher is one of the most significant instruments of the study. According to Strauss and Corbin (1998) qualitative is informational research, the biasness and one’s own thought can leave a footprint on the collected data points. My own interest and beliefs might have an impact on the collected and analyzed data yet I tried my utmost best not to be biased while working on this study.

I personally witnessed during my service period that teachers don’t implement SEL curriculum in their lesson plans. Yet I kept aside my belief and constructed an in-depth interview model

aiming to receive raw information from the field level. Whatever conclusion I came up from the study, it was after gathering and analyzing all the data points.

I started communicating with the potential participants between March to early June of 2021. I preferred capturing detailed experience of the participants rather than focusing on quantitative data only. While initially communicating with the participants, I was preparing the draft questions. Later I finalized the questionnaire before conducting the interviews. In the excel spreadsheet, I have collected sufficient amount of information to analyze the data.

3.8 Data Analysis

I used qualitative approach for data analysis for this study. The potentiality of conducting qualitative research is notable and yet dependent upon researchers being able to conduct grounded, rigorous analyses, and more generally, understanding what it means to do qualitative analysis (Lester et al., 2020). Qualitative data analysis bring meaning to a data set by including wide range of materials such as conversational data, images etc. (Anfara et al.,2002). The data points collected throughout the study was stored as an excel spreadsheet. The file contains detailed information regarding their understanding of study as well as personal information such as name, age group, service time, demographic information of the community they teach etc. The spreadsheet was stored in multiple places for backup purpose. I have conducted thematic data analysis method to analyze the qualitative data. All the interviews were taken in Bangla, later translated into English. For transcribing, the recordings were heard several times and then documented.

To conduct a thematic analysis, I have followed a six-step approach. (Caulfield, 2022). The first step was becoming familiar with the data itself. I have studied the excel sheet, went back and forth to become familiar with the data points. It helped me getting an overview of the information I recorded. Then I highlighted the significant and key phrases or statements from the sheet. Next, I labeled the phrases with several codes. I took hand notes so that I can pay more concentration to the codes together. I went back and forth in the data sheet to make sure I am not missing on important things. After that, I fine-tuned the codes I have generated and drew some patterns amongst the codes. Eventually, I combined similar codes together to generate a theme. In the process, I pay much heed to the codes that were more relevant to the study. In order to make sure that the themes I have generated were accurate and useful, I went back to the data set and compared the themes with the statements of the interviewees. When, I

was sure that the themes were good to go, I defined them with understandable and relatable names. Finally, after finishing the appropriate naming of the themes, I wrote details of the themes by analyzing the data sheet.

3.9 Document Analysis

To conduct the document analysis, at first, I collected all the documents that I had plan to study and verified by some of my peers whether I picked the right document. Then I skimmed through them to see which of them were needed for my research work. I found two documents that were helpful to perform the document analysis. The purpose of the document analysis was to thoroughly study them and see if there were any policy provisions of Social and Emotional Learning in these documents. This process allowed me to evaluate the quality and purpose of the documents and to see if the documents have necessary information that might be relevant for the study. (Indeed Editorial Team, 2021). While studying these national documents, I highlighted the parts that might be relevant. Once I was done with the highlighting, I checked the statements again to understand if it was relatable to my study. Then I summarized all the relevant information, ensured the creditability of the analysis by adding data source, such as page numbers, paragraph numbers etc.

The two documents I chose for the document analysis were National Education Policy 2010 and Fourth Primary Education Development Plan (PEDP4). The first one, National Education Policy is focused on establishing a universal, uniform and well-designed education system. (Directorate of Primary Education, Government of Bangladesh, 2020). It also focuses on cultivating the humanistic values in students whereas PEDP4 mostly focused on the infrastructure development. The objective of the document was to ensure education for all and provide an inclusive and equitable education system for all the children from pre-primary to grade 5 (Fourth Primary Education Development Program, 2018).

3.10 Ethical Issues and Concerns

Before start my work in this study, a research proposal has been submitted to BRAC Institution of Educational Development (BRAC IED). I started collecting data only after getting approval in my research proposal from BRAC IED. Before conducting the interviews, consent has been taken from all the participants. I maintained a neutral role and let the participants be comfortable to share their opinions and knowledge regarding the research issue. Full confidentiality has been ensured for the data that has been taken. The participants carry the

freedom to withdraw their statements anytime they want. No data modification has been done by the researcher. Moreover, the data points were kept intact as the participants has stated.

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3.10 Trustworthiness & Rigor

The interviews had been recorded and transcribed. After the data accumulation and data analysis, I have called the participants and shared the key findings with them. Also, assurance has been given that the study findings wouldn't be used for any commercial purpose and their name will never be mentioned in any form of publication or documentation. On top of that, it has been clearly communicated that this research was solely for academic purpose. As this research follows the qualitative approach, a concern could arise for credibility and trustworthiness of the findings. To address this issue, and to strengthen the acceptance of this study, researcher ensured credibility, dependability and transferability (Langtree, 2019). I maintained and facilitated prolonged engagement, persistent observation, and member check to establish credibility of the data. My strategy on data collection and presentation of the context with adequate description ensured the transferability so that the finding can be further contextualized. Nonetheless, all the steps of this research were recorded and well-articulated, which supports the dependability of this study (Moser, 2017).

3.11 Limitations of the Study

One of the key limitations of the study is that the data has been collected through Zoom online platform. Performing online interviews was difficult as all of the participants did not have proper user orientation of using online platforms, specially, using several video and audio functions. On top of that, internet connections were not stable in Bangladesh. The interviews

were interrupted few times throughout the session though we came back and the I narrated the context again with last minutes conversation so that the same momentum retained. However, as this study follows only qualitative research method, researcher could not instrumentalize data triangulation to increase credibility of the findings.

Besides, I had more access to under resourced school only. This study doesn't contain findings from popular or highly reputed schools, which are also termed as "expensive" schools of the country. The main reason behind this was my personal experience and connection though the number of reputed or expensive schools are largely outnumbered by the under-served schools, which was selected as research site for this study, in Bangladesh's education system (Ministry of Education, 2022). As I have taught and worked in under resourced school, I was well-aware of the context and impact of these schools in our country.

Chapter 4: Results

The purpose of the conduction of the study was to understand policy provision of SEL in our national documents, and to see SEL through government primary school teachers' lenses and how they are incorporating SEL in their classroom in recent times.

In this study I gathered information and insights from eight participants on several questions under three prime research question. The factual information has also been collected to get a better picture about the participants' demographic background. Policy documents have been studied thoroughly to identify SEL provisions. The responses of the participants were invaluable for the analysis of the study. Therefore, in this chapter, the policy and data analysis are documented in this study.

4.1 Demographic background of the Interviewees

The interviewee participants are Primary school teachers. I took interview of eight participants, among them, seven teachers were female and one was male. Four teachers have been interviewed from Lalbagh education thana, two from Dhanmondi and two from Dumni education thana. All the teachers have minimum five years of teaching experience to twenty years, which clearly supports the criteria that I set earlier for the participants. All of them works at double shift. Firstly, I will provide a bulk description of the participants for the reader to understand the context where interviewees came from and relate the findings to the latter's clear understanding. Furthermore, the interview will be given a pseudo name or pseudonym to increase the readability of the research.

Interviewee 1

In this research, I will use a pseudonym for Interviewee 1 as Mahveen Hamdan. The interview took place on March 5, 2021 at 7.30 PM Bangladesh Time using Zoom online platform. Mahveen is working as an assistant teacher in a Government Primary School (GPS) under Gulshan Education Thana in Dhaka, Bangladesh. She completed her Master of Arts (MA) in Bangla from a reputed government college in Rangpur, Bangladesh. Mahveen is married and belongs to a middle-class family. She worked in a school that is situated in a lower-class society where most of the families in his working community are day laborers. The GPS she works is a double shift school and she teaches Bangla, English, Mathematics, Social Science and General Science to grades 1,3,5,6, and 8. The primary school has total of 557 students as of

education year 2021. On an average, the teacher-student ratio of Mahveen's school is 1:46. Mahveen answered all the questions asked and open for further engagement if required, for the research.

Interviewee 2

Interviewee 2 will be called as Maisha Baten in this study. She participated in the interview session on March 7, 2021 at 3.00 PM Bangladesh Time. As mentioned earlier the communication has been conducted through zoom platform. Baten graduated from National University of Bangladesh and completed her M.Sc. in Physics. She is from a well-established family, which belongs to an upper-middle income society. Currently, she is working as a Head Teacher of a GPS situated in Lalbagh Education Thana of Bangladesh. She has a concrete 8 years of experience teaching in GPS in Dhaka and more than 3 years of experience as a Head Teacher. Maisha Baten works in a rather larger school where average teacher-student ratio is 1:75. Her working community is generally lower class where a few families belong to lower-middle class. She oversees the all the educational and management activities of the school and teaches science in Grades 5 and 8.

Interviewee 3

I will name interviewee 3 as Rohi Rasul in this study. She gave the interview on March 10, 2021 at 4.00 PM Bangladesh Time. Born and raised in a middle-class family, Rohi completed her B.Sc. in Chemistry from Bangladesh National University and joined one of the GPSs under Lalbagh Education Thana, Dhaka as an Assistant Teacher. Rohi, now has more than 14 years of teaching experience. She teaches English, Social Science, General Science and Bangla to Grades Pre-Primary, 5,6,7 and 8. Her working community is similar to my other respondents-lower-class. However, few of the families of her working community belong to lower-middle class as well. Rohi works in an overcrowded school where an average teacher-student ratio is 1:75.

Interviewee 4

In this study, interviewee 4 is named after Soha Kaba. I conducted the interview with Soha Kaba on April 10, 2021 at 3.00 PM Bangladesh Time. Soha is Physics graduate and holds more than 5 years of experience as Head Teacher in a GPS located in Lalbagh Education Thana, Dhaka. She joined in Bangladesh Civil Service (BCS) as a Non-Cadre immediately after her graduation from a renowned public university in Dhaka. From the Non-Cadre service, she was

appointed as a Head Teacher for the mentioned GPS. Soha belongs to an upper-middle class family and holds a vivid affection with cultural activities. Her working community is rather less-crowded, where an average teacher student ration is 1:30. However, the people living in her working community, is similar to other respondents, belong to lower-class. She oversees all the physical activities of her school and teaches Mathematics, General Science and English in grades 1, 4 and 5. Her school is also a double-shift school and located in a nice environment friendly place.

Interviewee 5

The only male respondent of this study is pseudonymized to Amir Nour. He is also a Head Teacher of a GPS located in Dhaka. Nour have more than 8 years of experience working in a GPS. He completed his M.Sc. in Chemistry from a reputed public university of Bangladesh. He teaches General Science and Math in grades 5 and 6 in his double-shift school, where an average teacher-student ratio is 1:49. Nour comes from an upper-middle income family, and works in a lower-class community, where most of the males are rickshaw pullers or farmers. He has a good knowledge on government documents. I conducted the interview with. Nour on April 12, 2021 at 5 PM Bangladesh Time.

Interviewee 6

In this study, interviewee 6 will be named as Azeen Nazir. She belongs to a middle-income family. Nazir competed her MA in English from Bangladesh National University. After her graduation, she joined a GPS as an assistant teacher and currently holds more than 10 years of experience working under Lalbagh Education Thana, Dhaka. Her working community mostly come from lower class community. However, she described that few of the families of her working community are belong to lower-middle to middle-class community. The average teacher-student ration of her school is 1:65. Apart from that, she is responsible to teach in grades 2,3,5,6,7, and 8. During her interview on May 15, 2021 at 6.30 PM Bangladesh Time, Nazir mentioned that her school has a good playing capacity for the students.

Interviewee 7

Interviewee 7 is pseudonymized to Fareeha Amber. She is working in a GPS under Dhanmondi Education Thana, Dhaka for more than 10 years now. Before joining into the teaching profession, she completed her M.Sc. in Botany from Bangladesh National University. She also belongs to a middle-income family and working in a lower-income community. She works in

a really overcrowded school where average teacher-Student ratio is 1:75. Facing the challenge every day, Amber is responsible to teach in grades 1,2,3 and 4. She gave the interview on May 27, 2021 at 7.00 PM Bangladesh time.

Interviewee 8

The final respondent for this study is pseudonymized to Mandal Sahli. She is working in a GPS under Dhanmondi Education Thana for more than 12 years now. I conducted the interview with Sahli on June 3, 2021 at 8.00 PM Bangladesh Time. She graduated in Physics from Bangladesh National University. After completing her M.Sc., she started working in a GPS as assistant teacher and now teaching grades 1,3,4 and 5. Her working community falls into lower-class, where a few families are from middle-class background. Sahli is from a middle-class family and found teaching as a holy profession to serve the community.

4.2 Documents Analysis

Social Emotional Learning is an integral part of achieving social and emotional excellence for students. According to research, SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (Fundamentals of SEL, 2022). At the center of the CASEL framework, there are five core social and emotional competencies. Those are self-awareness, self-management, responsible decision making, social awareness, and relationship skills.

In many parts of the world, SEL is being prioritized. Educators show a growing interest in SEL as many youth problems is noticed as a result of improper or inadequate emotional socialization or education. (Hoffman, 2009). However, when I started thinking and formulating my plan to work on this research, first, I was curious to know what our teachers perceive about SEL and, at the same time, realized that there could be policy provisions of SEL in several policy documents. In this research study, I will be analyzing two documents to identify policy provisions that might be relevant to SEL. First, National Education Policy 2010 which will be followed by Primary Education Development Plan 4 (PEDP 4).

4.2.1 National Education Plan 2010

The first Education Policy of free Bangladesh was formulated by scholar Dr. Kudrat-e-Khuda. In 2010, National professor Kabir Chowdhury led the formulation process of education policy in according to the first education policy prepared by Kudrat-e-Khuda. After careful investigation, rounds of discussion and several modifications, the education commission published the national education policy document at 2010, which is still in practice. (Chandan, 2016)

National Education Policy 2010 aims to improve and excel in all aspects of education in Bangladesh. I will analyze the policy documents to identify any policy provision that is relevant to SEL. Provisions can be either direct or indirect. I will also look for specific indications of the document to determine if there are any components of SEL addressed in the policy documents.

In the policy document, at the second chapter, page 4, aims and objectives of pre-primary education has been discussed. There the document states- “Grooming them to be tolerant to others and infuse them in the ideas about discipline necessary for the subsequent formal education” (Ministry of Education, 2010, p. 11).

This statement, indicates that the policymakers are trying to state their interest in establishing a tolerant culture in the schools which can in the long run help students to achieve good relationship skills. Relationship skill is an important part of SEL based learning. However, infusing students in disciplinary activities for their formal education is not the objective of Social and Emotional learning. Thus, this statement doesn’t directly connect with SEL even though it supports a component of SEL, relationship skills.

To implement and incorporate SEL in our education sector, we need to focus on creating an environment where students are able to flourish and teachers can provide the required environment. In the strategies part under the title of pre-primary education it is mentioned that,

Teaching will be conducted in a pleasant environment characterized by love and care in appreciation of children’s spontaneous vigor, spirit and their natural inquisitive facilities and curiosity. The safety of the children will have to ensure to resist any possibility of physical or mental tortures on them. (Ministry of Education, 2010, p. 11)

Here, the focus is on the environment where teaching is conducted. To ensure that the teachers are teaching in better environment. Here, it is also necessary to develop teachers own social and emotional skills as these skills equip teachers to handle student behavioral needs, develop relationships with students, effectively manage classrooms, and disseminate by modeling; these skills are also associated with reduced teacher burnout and more turnover. Also, to create a positive learning environment, the educators knowledge on student's social and emotional development is essential in forming positive classroom environments, developing positive student-teacher relationships, and fostering pro-social student development (Jennings and Greenberg, 2009). However, in the policy document there were no specific mentions of addressing the social emotional skills of the teachers. There were no provisions of the steps that should be taken to ensure the teachers are well equipped to implement social emotional learnings in their classrooms. In the later part of the statement, safety is addressed. It is connected to self-awareness, another component of SEL. The student is aware if he/she feels belongingness to an optimum learning environment. Thus, one component of SEL is indirectly identified in this statement. In the beginning of the aims and objectives under the title Primary education, it is mentioned that curriculum and textbooks should be presented in a way to cultivate humanistic values. Social emotional learning directs us to be more humane and to be tolerant to other's perspective. Here, the necessity for a good environment mentioned again. To support the necessity of a healthy environment, the document imposed that "A congenial and joyful environment need to be created to promote healthy physical and mental development of the children" (Ministry of Education, 2010, p. 12).

The policy document is focusing the necessity of providing a healthy environment and later connecting it with the mental development of a child. Now, this is an important aspect of SEL. Mental health issue is closely connected with it. SEL programs have been said to provide effective, preventive intervention to children and youth in school settings to enhance resilience, positive social, and emotional development (Durlak et al. 2011; Poulou 2007). Skills can be taught and the learner's competency in their performance can be measured (Hoffman, 2009), which clearly indicates that it is possible to teach SEL skills to our children and they will be able to excel in life. Even though mental development has been mentioned, no direct integration of SEL has been identified in the statement. Again, National Education Policy 2010 states that the purpose of the documents is-

to help the students inculcate moral and spiritual values like idea of justice, sense of duty, discipline and etiquettes, non-communalism, human rights, accommodative attitudes toward corporate living, curiosity, friendliness and perseverance, and to encourage them to acquire scientific, cultural and human values and to shun superstitions. (Ministry of Education, 2010, p. 12)

This statement is directly linked to one of the major components of Social- Emotional Learning, which is relationship skills. Communalism means division in sociopolitical groups based on their religious or ethnic affiliation (Merriam-Webster, n.d.). Whereas non-communalism means a person or group who is not provoked by communalist approach. The person rather believes in a humanistic approach which is a key to build extraordinary relationship in society. The person is curious, maintains good relationship with peers, and encourage peers to achieve excellency in career rather than believing the superstitions. Being tolerant to other religions is also a form of non-communalistic approach. (Bangla Tribune Desk, 2019). Accepting the diversity and advocating human rights are strongly linked to relationship building skills. Thus, it is visible that one component of SEL, relationship skill is directly connected to the statement. Another aspect of Social-Emotional learning can be connected with the statement in such a way that the person who follows non-communalist approach is undoubtedly aware of the societal issues. Here comes the concept of social awareness which is a person's ability to look through the lens of others, their ability to consider different perspective and interact with people accordingly. (Positive Action Staff, 2020) They understand how to fit in a community and contribute in the community. S/he holds a strong urge to break the barriers and promote creative thinking. The statement clearly mentions about human rights. Thus, it's evident that the statement is referring to social awareness to some extent.

Direct provision of self-management has been found in one of the aims and objectives of the National Education Policy 2010, which says-

to take effective steps to ensure the acquisition of essential knowledge, subject-based knowledge, life skills, attitudes, values and the sense of social awareness to meet their basic learning needs that will enable them to move ahead to the next level of education. (Ministry of Education, 2010, p. 12)

Self-management/regulation is an essential element for a child's growth. But it is equally important in our personal lives to set priorities, manage time boundaries, hold thyself accountable when necessary and also maintain well-being (Grady & Gough, 2014). The statement focuses on being aware of one's own need and taking necessary steps to achieve excellence. Thus, the statement is clearly connected to self-management. To address the dropout issue, it is suggested that-

The school environment will be made attractive and joyful. Some important steps that will be taken in this regard include adequate facilities for games, sports, cultural activities, warm interaction between teachers and students, caring and sympathetic attitudes of the teachers and a clean physical environment of the school. Separate modernized lavatories will be made for boys and girls. Physical punishment will have no place. (Ministry of Education, 2010, p. 14)

The necessity of well-formed school environment has come to discussion several times in this document. A good environment is connected to mental development of the students. However, here in this statement we can see that what measures could be taken to ensure a good environment. The preferable steps are having enough facility of games, sports and cultural activities. These are the areas where students can practice several social and relationship skills. When students are playing, they practice skills such as group work, decision making, bonding with peers etc. It is seen that while playing, the players tend to display robust brain behavior before initiating a movement. (Hatfield & Hillman, 2001) and they tend to take decisions more often while playing which in general is linked to responsible decision making. It is the ability to make constructive and informed choices about their personal behavior, how they interact based on the ethical standards, result of consequences of their actions while being considerate toward own wellbeing as well as to others. (Roeser, 2022). All these components are seen when students participate in sport or cultural activities at school. Decision-making skills strengthen when the students have the opportunity to navigate challenging situation by themselves (Roeser, 2022).

An indication of interaction between teacher and students is mentioned in the statement. The school is assumed to be the primary source of development for youth which influences the evolution of social behavior and the teachers are in charge to help students in the process of

their social and emotional growth. The students are likely to be more interested in school if they have an empathetic, caring and sympathetic teacher in their classroom. Positive actions from teachers are likely to improve students' behavior as well as decreasing the disruptive behaviors and results in further increase of positive teacher-student interactions. (Sutherland & Oswald, 2005). It enables students to feel safe and welcome in such environments and such environments are conducive to their mental health. By the end of the statement, physical punishment is said to be forbidden. It is one of the most important aspects to make students feel safe and welcomed in school. Physical punishment makes students demotivated in attending schools and they tend not to come to school. It is evident that physical punishment is detrimental to cognitive and academic achievements (Font & Cage, 2018). Also, students who have experienced physical punishments show lower performance at school (Kurtz et al., 1993) and they struggle to manage their thoughts which causes significant problem in the thought process (Lansford et al., 2002) than children who doesn't experience physical punishments.

In the teacher requirement and promotion process under the heading strategies, it is noticed that teachers are recruited based on the degree they are holding relevant to teach the designated class which is an important aspect to ensure formal education of the students. However, there is no mention of teacher's social and emotional skill assessment (Directorate of Primary Education, Government of Bangladesh, 2020). There is little scope of assessing Social Emotional learning while recruiting teachers in the existing system. Little scopes of assessing SEL while recruiting teachers.

Under the subheading of the supervision and monitoring of education within the school, I have noticed the mention of necessity of sufficient training programs for Head teachers in order to supervise the school environment (Ministry of Education, 2010, p. 18). But there is no mention of SEL related trainings in the statement. Since Head Teachers are one of the significant stakeholders in the school context, arranging trainings for them could help implementing schools as they would be able to share their learnings upon the teachers.

Direct provisions of SEL components have not been found in the National Education Policy 2010, However, Indian National Education Policy has already integrated SEL as a key tool to boost up the education system and to develop good human beings capable of rational thought and action, possessing compassion and empathy (Pillai, 2022).

Overall, National Education Policy 2010 had tried to ensure education for all. It included every social class, physically challenged students as well as different ethnicity. In the pre-primary

and primary section, the documents have emphasized on ensuring the wellbeing of the students, grooming them to be tolerant to others, the necessity of pleasing environments at school. It has focused on the mental health of the students and the teachers. The documents have connection with several SEL competencies such as social awareness, self-awareness, self-management and responsible decision making. The document has also described how relationship between teacher and student can accelerate the learning process. However, no mention of SEL was noticed in the document analysis.

4.2.2 Fourth Primary Education Development Plan (PEDP 4)

Fourth Primary Education Development Program (PEDP4) is a national document which focused on ensuring quality pre-primary and primary education for all children of the country through an efficient, inclusive and equitable system. The document mostly focusses on infrastructure development to achieve the objectives which can be termed as infrastructure management, i.e., Infrastructure in classrooms, teacher's room, lavatories, furniture, water supply, playing fields, garden and other school owned items and management can plan to address the need for further development of the school including maintaining the already established infrastructures (Department of Education and Department for Community Development, 2005). My analysis is to see and identify the policy provisions of this document and compare it to the SEL competencies.

There are five major components of Social and Emotional learning. The elements comprising those five components accelerate the presence of SEL environment in our classrooms. One of them is classroom size. It means how many students a teacher has to handle at a time in one classroom. To establish SEL competencies or to address its need in our classrooms, it is necessary for us to have fewer number of students in classrooms because with large influx of students create much impediment for teachers to manage the environment of the classroom. They often fail to ensure 100% participation from each student. Issues on standard infrastructure have been mentioned in the document (Directorate of Primary Education, 2018, p.5). In the same page, under the classroom subheading, it is found that the preferable size of the classroom should be 40:1. But in most cases, the classroom size is more than that in our context. Overcrowded classes severely affect teachers' ability to teach and conduct the classroom effectively and efficiently. It also creates distractions among students because when they are clustered together, they misbehave and caused more distractions in the class which causes serious damage in the teaching-learning experience and the absorption of knowledge

(Meje, 2012). The importance of sitting arrangement is mentioned. Seating arrangement can impact how the teacher communicates with the students and how the students interact with one another (Directorate of Primary Education, 2018, p.15). It can enhance the teaching and learning. A good seating arrangement build good communication among the peers. It is evident that contrasting seating arrangement can result in several social interaction opportunities (Iqbal et al., 2021). Seating arrangement in classroom can affect the learning. Participation of students in the classroom generates and promotes higher order thinking skills, and this cognitive simulation gives them an environment to promote positive and effective learning experiences (McKeachie, 1990). In our classrooms, we tend to use linear seating arrangements but non-linear seating arrangements such as semi-circles or a u-shape enhances the chances of direct communication between students and teachers (Sztejnberg & Finch, 2006). Such seating arrangements promote positive student-student and teacher-student interaction. It also builds good relationship and communication skills between the teacher and students.

From my experience of teaching at a primary school for 2 years, I have seen that more than 15 teachers sit in one small sized room with no proper washroom or praying facility, especially it is an added challenge for the female teachers. Here, Privacy is serious concerns for the female teachers. In many schools, both the male and female teachers sit in the same room which causes serious concerns for the female teachers having infants or maternal issues. On top of that, in some schools, the headmaster and the assisting teachers share the same room. It can make the teachers feel uncomfortable sometimes and more challenging to focus on classroom preparation. Under the subheading “Teachers and Teacher’s Room” ideal sitting arrangements for the teachers is mentioned. It indicates that school should have a teachers’ room as large as a classroom where no more than 12 teachers can sit. If the school exceeds 600 students, there must be a separate room for the head teacher as well (Directorate of Primary Education, 2018, p.5). If the teachers room remains unorganized and crowded, it becomes difficult for the teachers to work in such a place as during their break teachers have to plan for the next periods. Sometime they have to read and prepare some classroom materials too. Thus, having a proper sitting system for the teachers is crucial to ensure the proper teaching learning process.

The National Education Policy 2010 and PEDP4, both documents emphasized on separate modernized lavatories for both the boys and girls. Under the subheading “Wash Blocks” it is said that there will be sex-segregated washroom facility especially at the schools receiving sanitation facility (Directorate of Primary Education, 2018, p.8). But if it is not possible to create separate lavatories, at least there will be different entrances for the male and females as

privacy is concerned for the students of all age. Older girls/females or female teenagers need additional toilet and washing facilities at school. The maintaining program of the school can function well and run-in full potential provided that the community is involved effectively (Department of Education and Department for Community Development, 2005).

Even though school infrastructure is a primary catalyst for the Social and Emotional learning, the document does not directly mention SEL or its competencies. It has focused on elements that accelerates the practice of SEL such as classroom size, sitting arrangement etc. However, I can seldom identify any clear provision of SEL in PEDP 4.

In short, Government of Bangladesh has been implementing Primary Education Development Program 4 to provide quality education for the children of Bangladesh in a system that is inclusive and equitable. PEDP4 is document which is specialized for school infrastructure and facility development. The planning included classroom, teacher's room, multipurpose room, wash blocks, water supply, seating arrangements etc. There was no identification of the term SEL in the policy document nor the components of SEL was directly identified. However, there are elements which accelerates the practice of those SEL components. One of them was good seating arrangement, which was also mentioned by the teachers during the interview. A good seating arrangement helps to establish good communication with peers. The ideal teacher student ratio is said to be 1:30 in the document which is very conducive to practice SEL in class. A well-planned infrastructure can help to incorporate SEL in our classrooms.

4.3 Data Analysis

After thoroughly studying the data and analyzing them using thematic data analysis approach (Kiger & Varpio, 2020), I have conducted a rigorous analysis. However, I faced several challenges using the thematic data analysis approach. One of them was the scarcity of data and another was the interpretation of the data received from the interviewee. In order to overcome the challenges, I performed the coding as precise as possible. Furthermore, I circle back to the interviewee again, with their consent to check back whether the information I have perceived are align with his or her understanding. However, while doing the interview, I asked several following questions to the interviewees, which also helped me performing the coding wisely and assisted me master the challenges (Belotto, 2018). Consequently, I identified several themes to express the understanding of the study. The major themes are as follows-

- i) Familiarity of Teachers with SEL;

- ii) Understanding of SEL;
- iii) Integration of SEL in curriculum;
- iv) Training module;
- v) Incorporation SEL in Education;
- vi) Engagement with stakeholder;
- vii) Infrastructure development.

The themes are explained in a detailed way below-

i) **Familiarity of Teachers' with SEL:** Amongst the eight research participants, four of them nodded positively about the awareness of SEL and rest of the participants were skeptical about their familiarity with the term. However, the participants' responses indicate that some of them has heard indirectly about SEL. Here, one interviewee learned about it by self-studying, two of them heard indirectly from different sources but not from any government or established sources. On the other hand, two of the interviewees mentioned that they heard about it in the Primary Teachers Training Institute (PTI) in the subject titled 'Professional learning in two parts.' Another two interviewees mentioned that they heard about SEL in the primary education curriculum document. One interviewee informed that she learnt about SEL from the activity of different NGOs. Overall, only five of the interviewees mentioned that they often hear about SEL and among three of those five interviewees linked SEL to subject-based excellency while two of those five interviewees interpreted it to emotionally strong classrooms.

When the interviewees were asked about the importance of SEL, two of them said when they hear about SEL, it doesn't get much importance as subject-based learning. According to them teachers focus mostly of lecturing or finishing the textbooks. Nour mentioned that SEL gets importance in outdoor activities such as cultural and national programs. One respondent added that COVID-19 created a huge importance of SEL in education. Thus, she is hearing more regularly about it than in last 4 to 5 years. Moreover, Fareeha Amber thinks that SEL is getting more importance than before in government directives in concurrent situation. She stated that

Previously it didn't get much importance but scenario has changed over the years. Now SEL is getting more importance in the government directives. They are trying to create teaching-based on SEL teaching techniques. Teacher and government officials are trying to come-out of lecture-based teaching. (personal communication, May 27, 2021)

A critical viewpoint is found in discussion with Azeen Nazir. She said that her awareness on SEL is limited in SEL based learning, as she didn't hear much about it during her teaching-learning period. However, she heard about it few times in subject based training though very briefly which acted as a limitation for her to get a deeper understanding of the topic. She also put light on the fact that Information Technology (IT) related learning gets more importance in education sector as educators firmly believes that IT is related to child's technical development whereas SEL is ignored as it is neither related to technical learning nor related to traditional learning.

ii) **Understanding of SEL:** Participants understanding on SEL varied widely from one person to another. While some participants have concrete idea about the topic, others had ambiguous ideas. Despite of their differences on understanding of SEL, all of the participants conceded into one similar position which is the high importance of SEL for child's growth and overall prosperity.

One of the participants stated that SEL is highly needed for the children and this should be the first thing to ensure. Her reasoning behind this is the students come from different social levels and they have very different set of emotions and social values in their lives. Interviewee 4 realized the importance of SEL after starting her teaching career. To her, Socio-Emotion is very important and it is linked to mental health issues. She firmly believes that a great understanding of SEL will create significant impact on the society. Also, it will leave a great impact on their personal and family values. Interviewee 3 connected SEL to a child's psychology by commenting briefly on it. She stated that "SEL is showing importance on each child's psychology. It observes the students and helps to identify their needs and areas of interest" (R. Rasul, personal communication, March 10, 2021).

While another participant linked SEL to overall growth of a child. She stated-

These are broadly related to students' development for overall growth. And students need to learn from the early age. In government primary schools SEL is not directly taught but students learn about some parts of it discretely. But in most cases, all the students don't get all these skills even after finishing grade 5. (A. Nazir, personal communication, May 15, 2021)

Fareeha Amber mentioned that SEL is not focused on textbooks rather it is linked to learning and practicing life skills in schools and community. According to her statement, education will not be effective if it doesn't help the students and the society. While Mandal Sahli looked through another lens. Her perception indicates that SEL is widely has a relation to not promoting racism. Her viewpoint is-

SEL skills are practiced in regular life when people interact with each other irrespective of their body size and shape, skin tone, religion, then they are filled with more humane quality and high moral values, which is one crucial to the application of Socio-Emotion skills in real life. (personal communication, June 3, 2021)

iii) **Integration of SEL in curriculum:** In the earlier part of the structured interview with the participants, two participants mentioned that they hear about SEL in curriculum. In the later part the interview, participants were asked to share their knowledge of incorporation of SEL in curriculum. In response four interviewees informed that they are not aware about any specific integration of SEL in curriculum documents.

The other four of the eight interviewees mentioned that they couldn't identify any direct indication of SEL in curriculum but they have observed several indirect provisions of SEL in several areas in the curriculum, such as it may be embedded through competencies. Also, curriculum focuses on social well-being of the students to some extent which is related to SEL competencies. She stated –

Curriculum is more focused on the social ability whereas it focuses less on the emotional ability of the students. Since social ability is a component of SEL, I think SEL is embedded in the curriculum to some extent. It is embedded through different competencies.” (F. Amber, personal communication, May 27, 2021)

One of the four participants who observed some integration of SEL in curriculum mentioned that it is indirectly incorporated in competencies as a bi product. Amir Nour had a mixed response about integration of SEL in curriculum. He said even though he didn't hear about integration of SEL in curriculum document, he thinks that it not directly incorporated in curriculum but students can learn about it through cultural education He said that “SEL is not directly embedded in the curriculum but it is possible for the students to learn about it from

cultural activities apart from their allocated textbooks” (personal communication, April 12, 2021). Mandal Sahli thoughts that SEL should be dedicated subject as it is highly needed in modern world to create a better understanding amongst all (personal communication, June 3, 2021).

iv) **Training Module:** When the interviewees were asked about dedicated training on SEL, all of them mentioned that they didn’t have or heard about any SEL focused training, but they received training on inclusive education. One participant mentioned that PTI training introduced the idea of SEL in a small dimension. One interviewee informed that she didn’t hear about SEL but she thinks it is related to adolescence self-awareness. She stated that “No, I didn’t hear about such training on SEL. Neither I participated about such kind of training. But I have heard about adolescence self-awareness. Maybe this is related to SEL.” (F. Amber, personal communication, May 27, 2021). Another interviewee said that “I have heard many people talking about SEL these days, but I did not receive any training regarding SEL nor have seen anyone organizing trainings on such topic” (M. Hamdan, personal communication, March 5, 2021)

Ms. Rohi Rasul also says she didn’t even hear about any dedicated training on SEL from any source let alone having one. Only one participant said that SEL is briefly introduced in PTI. She said “No, I didn’t receive such kind of training. But I have heard briefly about SEL in PTI trainings.” (personal communication, May 15, 2021)

All of the interviewee thought they need dedicated training of SEL to implement it widely in their classrooms and develop SEL skills for their students. Soha Kaba emphasized on the importance of selection of trainer and training materials. She said- that “Yes, selection of trainer is very important. Proper selection of trainer and training material, content development is necessary.” (personal communication, April 10, 2021)

Ms. Mahveen Hamdan believes that bi-annual training on SEL will help teachers to gather enough knowledge to implement it effectively on their classrooms. Whereas interviewee 8 focused on the quality rather than the quantity. She mentioned,

There are lots of training happening here and there which is of no use. We need properly planned and efficient training rather than scattered trainings every now and then. Effective training is needed for creating a positive mindset. But these trainings should

be properly monitored otherwise the goal of the trainings will not be ensured. (personal communication, March 5, 2021)

v) **Incorporation of SEL in education:** The teachers shared same ground about the incorporation of SEL in our education system. All of them answered affirmatively that SEL is much important in our classroom. Also, it is crucial to ensure the overall development of our education system. The participants aligned with its necessity regardless of the socio-economic background of the students and its importance for their' development. According to the interviewees SEL largely complements and facilitates the education for students. Teachers also mentioned that it is also important to learn SEL skills from family and community not only from the school. Nazir mentioned that "Incorporation of SEL in our classrooms are very important but it is also important to learn from family as well because it is a continuous process and community plays a significant role in child's development" (personal communication, May 15, 2021). Furthermore, Amber stated that "This is a much important topic as we are depending on one another, these skills help the students to grow properly, mentally as well as morally" (personal communication, May 27, 2021).

Despite of understanding the importance of SEL, the teacher mentioned how difficult it gets to implement SEL in real life. The most addressed challenge was the teacher student ratio, inability to reach individual students, family conditions of the students, teachers' capacity, parents' economy, the system, teacher mentality and other factors. One common concern that arose from few respondents was the teacher student ratio.

The challenge to incorporate SEL in our classroom is the size of our classrooms. Our classrooms are large, number of students are higher in each class, but the number of teachers is significantly insufficient. Thus, teachers cannot reach individual students. (A. Nazir, personal communication, May 15, 2021).

Another teacher put light on diverse family background of the students. According to her, Student come to their school from diverse social background thus sometime it becomes difficult to convey the message about SEL to the parents and oftentimes parents doesn't understand or acknowledge the topic as they are not familiar with it. I have often noticed parent's apathy to their children's social and emotional growth. Since my workplace was located on an underserved community, I have seen strong affiliation towards child labor as they think of it as

a realistic solution to their problems. Emotional needs of the students are mostly overlooked and students in these community struggle to channel their emotions. Another noticeable fact I have found is students are less likely to come to school regularly in such community. According to my understanding, they are already linked with some sort of physical labor to support their family. However, Mandal Sahli mentioned that parents are more interested in money-making activities rather than incorporating SEL competencies within their family, which is not also irrational considering their socio-economic perspective.

Parents are not very much motivated to know about SEL. They don't bother much if their children are learning about SEL competencies or not as the students are mostly from the under-served family. Their parents are more interested in child labor rather than SEL activities. (personal communication, June 3, 2021).

However, Nour spoke briefly about parents' mindset. As I have experienced during my service period in a primary school, He also mentioned how power dominance hinders the implementation of ideas such as SEL. He stated-

Family unawareness, teacher involvement towards students and ensuring proper nutrition are some of the challenges but parents' mindset on accepting new concept is a hindrance. Also, political/educational influencers showing power dominance to create biasness that hinders the implementation of SEL too. People in power often creates impediments for teachers whether their commands are not being followed or if the traditional system is being hampered. (personal communication, April 12, 2021).

According to my own experience, I have seen that political leaders play an important role here in the school communities. They are able to get something implemented if they want to. Also, they can cut something off if that doesn't see necessary to them. Their power dominance hinders the process of progressive growth in any organization.

vi) **Engagement with stakeholders:** There are several challenges to incorporate the SEL in our existing system. The teachers also spoke briefly about the challenges. One significant way to address the challenges is to develop understanding and communication with the stakeholders. Here, the major stakeholders are parents, teachers, school management

committee, government, education administrations, elected parliament members, TEO office, community influencers, local community, also the friends of the students. According to the interview participants, engagements with the stakeholder can be of great impact factor. They mentioned several possible solutions such as family counseling, Teacher-Teacher counseling, Parent-Teachers meeting, creating Student-Teacher friendly policies, communication with SMC by HT and authority, emphasizing on cultural programs and many more.

Amongst the eight interviews respondents, four of them emphasized on the necessity of parents' involvement on the topic. According to them, parents show a fixed mindset which acts as a barrier to implement SEL in classroom. They are more habituated with lesson-based learning and tends to dismiss co-curriculum activities or learnings. Here, Hamdan emphasized on family counseling whereas Baten mentioned about dedicated parent-student training on SEL. She also added that it is likely that parents will show less interest on such trainings. Amber thinks that it is important to strongly maintain the culture of monthly parents meeting in schools' premise to aware parents and address the necessity of the SEL as an independent agenda for their children's moral and social development.

Other than the engagement of the parents, the most addressed point was the importance of the intervention of authorities in power positions, such as government, policy-makers, Head Teachers, SMS etc. Six interviewee mentioned importance about authoritative interventions. Soha Kabir spoke about policy maker's responsibility. She mentioned

Policy makers should take responsibility to ensure proper integration of SEL in our education system. They should make policies which are in favor of the students and the teachers. Also, policy makers should have conversation with teachers and the student to understand their context and make time bound in order to make create and implement realistic policies. (personal communication, April 10, 2021).

Nour addressed that communication with concerned stakeholders through variety of programs might be the key to success. He also said that SMC often tends to dismiss topic that doesn't bring substantial economic opportunities. To him, it is the Head Teacher and school authorities' responsibility to create more communication opportunity between different stakeholders by bringing them to one common platforms, maybe through various program, national day events etc. (personal communication, April 12, 2021).

While the previous interviewees focused more on communication between stakeholders, Mandal Sahli emphasized more on organizing cultural and sports events in the school premise as these are the platforms where the students can practice the socio-emotional skills they learnt through their lesson and various activities at school.

vii) **Infrastructure development:** I have found through the study is that the teacher-students relation is hampered or cannot build up in a healthy manner. The main reason could be extremely lower number of teachers in education institutions, small sized classrooms with excessive students. While interviewing teachers about what kind of infrastructural supports do they need to implement SEL widely in their classrooms, four of the teachers mentioned that they need more classrooms. Nour mentioned that besides more classrooms, they need large hall rooms and technological support. Whereas Amber emphasized on the necessity of well decorated classrooms. She says-

More classrooms, mainly properly furnished with adequate and usable desks and chair with flexibility in formation is necessary for ensuing a quality classroom where SEL competencies can be practiced. We also need well decorated classrooms with nicely put visuals to attract students to come and concentrate to the lessons. (personal communication, April 12, 2021)

While Fareeha Amber focused on well decorated and well-furnished classrooms, Sahli talked about playgrounds. She spoke,

We need to increase the number of classrooms because accommodation of more students in one classroom makes it difficult for the teachers to look after individual needs of the students. Also, we must encourage students in play-based learning from early age. It helps students to gain social-emotional skills through plays. Having usable playgrounds in the school premise is a must. (personal communication June 3, 2021).

Sahli mentioned about environmental development as it is necessary for the wellbeing of a students. It is difficult to ensure learning in an unpleasant environment where students are not welcomed and doesn't feel valued (personal communication, June 3, 2021).

4.4 Summary

In this chapter, I have studied two national documents, NEP10 and PEDP4 and analyzed interviews collected from 8 respondents where they shared varying understanding on the topic-SEL. They emphasized on several issues such as the importance of infrastructure development, the importance of sports and cultural activities on education, the need for proper training and integration of SEL in our curriculum. However, our national documents did not state direct provision of SEL. It didn't mention the term "SEL" to address and promote its importance but there is mention of some components of SEL such as social awareness, self-management and relationship skills. NEP10 put light on the importance of good infrastructure for the wellbeing of the students. Next, PEDP is a dedicated document for infrastructural development. It elaborated the points that were briefly noticed in NEP10, such as classroom, modernized lavatories for the students etc. However, the topic discussed about the size of the classroom wasn't identified in this document. Moreover, the documents have strengthened some teacher student facilities to ensure quality education but no clear indication of SEL was identified. In this regard, my respondents also reflected on the repairment issues, shortage of classrooms and inadequate facility to conduct outdoor activities. In short, the documents analyzed in respect of the information gathered by the respondents matches in some place and also misses in some cases.

Chapter 5: Discussion

This chapter aims to discuss the results found from the document analysis and the data analysis. There might be some recommendation along with the discussion.

5.1. Discussion of the Results:

In recent years, even after doing a wonderful task in accomplishing an excellent enrollment rate in primary education, Bangladesh is not progressing much when it comes to increase in academic performance (Directorate of Primary Education, Government of Bangladesh, 2016). According to our data analysis it also reflected by the teachers that students fail to grow properly without having adequate social and emotional skills as it can develop necessary life skills among the student such as relationship building skills, decision making skills and other core social-emotional skills. That clearly indicates that there is a developing need for SEL in the education sector. According to CASEL, incorporation of SEL in education can result in a holistic development of the students. From my two-year experience in education sector of Bangladesh, I have also witnessed that lack of social and emotional skills can result into dropout, poor performance and unstable growth of a children. Most of the students are unable to meet the minimum job requirement even after a long period of schooling.

In this study, several themes have been generated by interviewing eight participants and analyzing two documents. In the previous chapter, I have discussed the themes in details based on the collected data. In the result section, I have covered the understanding of SEL among the teachers, barriers of the teachers in implementing SEL competencies, what sort of support could help them, and requirement of training modules and infrastructure. A large portion of their responses were connected to our two analyzed national documents, namely, National Education Policy 2010 and PEDP 4.

In the literature review section, we have discussed that teachers play an important role in establishing SEL competencies in education through their classroom. However, according to the participants of this study, only a few could share little about SEL competencies and none of them have a concrete idea on it. One of the participants linked SEL to mental health while the other thought it is related to having more humane quality and high moral values. It was also noticeable that two participants think they have observed SEL provisions in the objective of Primary Education Curriculum. However, curriculum analysis has not been conducted for this

study as the teachers mention of curriculum' provision and SEL competencies was not quite vivid. It can be further discussed in another study.

According to the respondents, it is mandatory to get proper training on SEL. Without proper training, they won't be able to implement social and emotional learning competencies in the classrooms. Even though many trainings are arranged for teachers in our country, no specified or dedicated training module on SEL has been identified in our context. We have observed in the literature review section that training was recommended for the teachers for successful implementation of SEL competencies. In our country, Some teachers learned about it individually and the rest heard about it from NGOs or other sources as the formal SEL based training is absent in the existing system. However, according to the participants the existing training and learning opportunities are not adequate for them to incorporate SEL competencies in the classrooms or through lessons. Teachers recommended a specific training could enhance their learning and streamline their knowledge on SEL competencies. At the same time, the current policies don't reflect any direct indication of SEL or allocation for dedicated trainings on SEL for the teachers. That is one of the reasons why, The participants also think that it is very important to incorporate SEL in our classrooms, however, it doesn't get much importance to the policymakers. One of the probable supports for this statement could be that, our national documents are yet to address SEL directly. It is necessary to have sufficient policy provision of SEL while making new policies regarding education system. Policymakers, politicians can play a significant role in implication of any new idea as mass people are influenced by them. Another reason could be that the policymakers are not fully aware of SEL and its importance. More and more national and international seminars and workshops should be arranged by the government and non-government entities so that policymakers and the key decision makers of the country can also enrich their knowledge and share their views on SEL, which might reflect on the national documents on the future. Sometime it gets challenging for teachers in implementing new ideas as the basic needs are not reflected in the policy provisions. As a result, teachers face several difficulties while implementing new or needed interventions. For instance, they face difficulties while incorporating SEL competencies in classrooms and preparing their lesson plans.

The need of training and supporting the training through proper budgeting and prioritizing may be necessary as the current policies are not addressing the need. When we looked on the studies based on USA and other countries which successfully are in practice of SEL competencies in the classroom education, we found that those classrooms are well-equipped and

infrastructurally sound. The overall situation can also be discussed based on the annual expenditure of education. Looking towards the public expenditure on education, Bangladesh is still falling behind in comparison with India and Sri Lanka, Bangladesh has still the lowest performers in achieving good results. In last two decades, India and Sri Lanka spent 16.54% and 9.90% respectively, where Bangladesh spent 11.84% of its GDP on education (Macrotrends, n.d.). As a result, the average school year of Bangladesh is 6.2 years but the same for India and Sri Lanka is 6.5 years and 10.6 years respectively (Raihan, 2022). This clearly indicates that not only more budget needs to be allocated a sustainable and substantial reform is also necessary to strengthen the backbone of the nation. Therefore, the finding from our respondents is evident, specific training and adequate school infrastructure is essential to strengthen student emotional and social competencies.

Furthermore, another major challenge is the large size of classrooms. It is often observed that one classroom has up to 100+ students, which is an enormous number for a standard class. It becomes very difficult for the teacher to handle the overall classroom culture and provide proper attention to individual student. In the literature review we have studied when a large group of students are clustered together without having classroom norms, they often do mischiefs, which largely affects the sound teaching-learning process. To implement SEL in classroom the preferable class size is a significant factor. Bangladesh is having 30:1, Pakistan 44:1, and India 34:1 in an average student-teacher ratio nationally while USA is having 16:1, Finland 14:1 in their primary schools (UNESCO Institute for Statistics, 2020). However, the teacher-student ration of Government Primary Schools (GPS) of Bangladesh is 37:1, which may become 100:1 for few GPS (Ministry of Education, 2022). Our findings from the respondent's data indicates that more classroom and more teachers are required to operate optimum teaching-learning process.

SEL competencies demands interactive classroom seating arrangements. Here, student-teacher ratio comes into effects. The importance of a good seating arrangement was also clearly mentioned in PEDP4. The document stated that seating arrangement has a significant impact on the teaching learning. It also contributes to effective teacher student interactions and student-student interactions. Previously in the 2nd chapter, we have discussed that the classroom culture is key factor for SEL implementation. Proper classroom culture help students to be more aware socially, individually and enable them to take risk, become more mindful and give more self-management capacity. Having effective classroom infrastructure help schools to ensure such good seating arrangements. From the analyzed document, It is clear that planned

infrastructure maybe allows schools to create round-table arrangements, horseshoe (U-shape) arrangements, nested or group seating arrangements etc. Though PEDP4 addressed the issue clearly, National Education Policy didn't mention about seating arrangements but it emphasized on ensuring a good learning environment for the students as a whole. A good seating arrangement, such as circular arrangement can promote the development of good relationship between teachers and students. Also, it can promote sufficient communication with the peers and help them bond with their classmates. Additionally, it can promote learning and create an environment which is conducive to learning, it may help building conflict management skills, anti-racism, non-colonial mindset etc. Selected teachers for this study also believe the same and mentioned that current system has lack to ensure proper interactions between teacher and student, which may create a hinder to build self-management, another core competency of SEL.

As mentioned earlier, NEP 2010 focused on a safe and pleasant environment for children. It has been studied that teaching must be conducted in a way which will ensure the students can engage themselves in the learning environment with their full potential. The responsibility of ensuring an effective learning environment largely relies on the teacher. It is his or her duty to foster a positive teacher-student relationship to give the students a sense of belongingness. This sense on belongingness eventually results into self-awareness. They are aware of their own emotions which is one of the prime components of SEL. The analyzed documents also prohibited physical punishment which doesn't directly connect to SEL. However, physical punishment is detrimental to the healthy growth of a student. It tends to demotivate students to attend the school as well as reduces the performance of the students. It's often noticed that the students who are physically punished, they face significant issues in managing their emotions which causes problems in their thought process too. It can also make them feel low about their potentiality and ability which hampers their self-awareness process (Tiwari, 2018). It has been said that without having SEL competencies, students may tend to choose anarchy, have low self-esteem in their real life. Here, to address this issue, policy documents clearly discouraged any sort of corporal punishment and encouraged to increase emotional capacity for students.

SEL supports a student not only doing good in exam but also being mindful, responsible and empathetic. From my analysis, our policy document also supports the essence of student improvement beyond textbook education. NEP 2010 focuses on cultivating humanistic values. It emphasized on helping students to gain moral and spiritual values, incorporating a sense on duty in their life, maintain proper etiquettes, showing non-communalism behavior, vouching

for human rights, accommodative attitude toward a situation, cultivating curiosity, friendliness and perseverance. Therefore, it can enable a student to develop skills like relationship skills and social awareness. It can also develop the behavioral quality in human being. However, direct mention of the term “SEL” was not identified in NEP 2010. Throughout the document, major incorporation of acts to ensure a better relationship has been noticed in several segments, one of them was through conducting sports and cultural events at school as it provides an opportunity to bond with their peers. These activities help students to make informed choices and helps in developing the skills of working in a group. Their negotiation skills and decision-making skills are likely to be increased. Students can strengthen their responsible decision-making skills when they have the access to negotiate and explore variety of situations. Adding to that point, sports can enhance brain activities and simulate the cognitive development. It also helps student achieving behavioral quality as participating in sports they will be able to act in ways that doesn't harm their peer's wellbeing. In other words, students will articulate their behavior in a systemic way that illustrate the respect of different opinion and diversity. The participants reflections on this issue are similar to the national policy documents. They emphasized outdoor activities and adequate interactions parallel to textbook learning in order to ensure appropriate social and emotional skills.

Both the document NEP10 and PEDP4 focused on the importance of sex segregated modernized lavatories. Having common lavatories for both male and female students, may create unsafe or uncomfortable issues for the students and teachers, especially for the female students and teachers. Even though school infrastructure is a prime catalyst for SEL, I could not identify any direct mention of SEL in these documents. However, the document urged to ensure several infrastructure developments which is conducive to the implementation SEL. In relation to participants reaction on this issue, their voice is not similar to what PEDP4 states. Participants focus are more into size of the classroom and infrastructure related to teaching-learning rather than washroom facilities. However, lavatories are critical to student sincere participation and concentration. It gets even more critical for primary education system where children are associated. In the underserved communities of Bangladesh, several stigmas are related to lavatory and facility operation of school infrastructure and also for social awareness. Though our documents and participants voice are varying in this issue, the real picture shows a tangible challenge is still present and needs to be overcome for the successful implementation of SEL.

Following the conceptual framework, I interviewed the selected respondents and analyzed the documents to see how far the teachers perceive and the documents are compatible with the SEL framework. Teachers' lack of understanding and knowledge have been addressed in the lens of classroom culture, teaching learning and teachers' training, and at the same time, documents have been analyzed to identify to what extent policy is supporting our teachers to practice and promote SEL based teaching-learning. After having a comparative analysis, I have drawn few specific recommendations.

5.2: Recommendation:

After carefully studying the research data and documents for understanding of SEL among the teachers and policy provisions of SEL in national documents, several recommendations have been generated by me. The recommendations are as follow-

- There should be training organized by the government to further spread the knowledge, importance and understanding of SEL for the teachers. A monitoring system or self-assessment rubric for the teachers to observe their progress on SEL incorporation in the classroom should be established for the successful operation of the training and related interventions.
- The policy makers and the authorities should support teachers in adapting new ideas in their classroom through having specific policy provisions in the national policy documents that provides guidelines in the education system of the country.
- To facilitate sound teaching-learning process, adequate school infrastructure should be constructed with sufficient budget allocation for operation and maintenance.
- School activities should be re-designed and follow established and internationally accepted SEL framework to ensure holistic development of the students. Adequate financial and intellectual resources can be mobilized by increasing investment in education and establishing vibrant discussion platforms for the experts to practice their knowledge and contribute for educational development. Allocating more financial resources can be mobilized directly from development budget or through the technical/development assistance of development partners.
- Special interventions, such as creating sound teaching-learning environment, providing adequate opportunity for students' emotional growth are required to establish positive classroom culture, as it has a substantial amount of influence over a student's behavior even after graduating from schools.

- Effective implementation of the SEL framework demands appropriate qualifications of the teachers. Recruitment standard of the teachers can be revised to recruit more qualified teachers. Prior teaching experience, at least having first class or equivalent result in bachelor degree from reputed university, sound analytical ability, leadership skills and emotional strengths can be assessed in the teacher recruitment which is currently absent in the existing system.

5.3: Summary

The chapter discussed the research study briefly. I related two documents and participant's interviews under few discussion points which are Behavioral quality, social awareness, relationship skills, teaching learning and training and resources. I did not make any assumption of my own but only discussed the findings based on the study. However, in some parts I have lightly presented my thoughts. By the end of the discussion, I have presented several recommendations.

To conclude, SEL is not yet a familiar topic in Bangladesh. There are several barriers in incorporating SEL but the most important point is teachers are affirmative about it. They believe it is a must for the excellence in education. There should be sufficient as well as direct policy provisions for a better implementation of SEL.

Chapter 6: Conclusion

The research aims to identify the understanding of GPS teacher on SEL and the existing policy provision to support SEL in teaching-learning process of government primary school. Qualitative research approach was undertaken for this study where 8 GPS teacher from 3 different education thanas were interviewed and two national policy documents have been analyzed. In the current situation, although Bangladesh is doing good in primary education enrollment rate, it still largely struggles in completion and ensuring quality of education. Also, the quality of the graduates is not satisfactory enough to meet the standard for next level. The main assumption of not being able to meet the standard was the absence of social emotional learning embedded into regular teaching-learning process. Teachers shared less to no concrete understanding on SEL. More over the term 'SEL' is quite new to most of the teachers interviewed. However, teachers paid keen interest to implement SEL competencies within and outside the classroom for holistic development and mentioned about specific training, improved classroom infrastructure and support from the policy makers are few prime elements that they require to effectively process teaching-learning within and beyond classroom activities. On the other hand, the existing policy documents do not have any direct provisions of SEL for the teachers to follow. However, the policy supports emotional and social ability of students specially through outdoor activities, national day programs, cultural events and lesson planning. Documents also supports adequate infrastructure and healthy student-teacher ratio. Hence, it misses any direct provision of teachers training and guidelines for SEL based teaching learning process. Based on this conclusion, policy makers should consider incorporating SEL framework into the policies directly and allocate resources so that teaching-learning process for the primary school adapt quality education for holistic development of the students. While working on this research it has been found that curriculum should be analyzed in another research as it carries most of the lesson related directions. However, to reduce the problem stated in this study, policy makers should take necessary steps to revise the national document or publish necessary circular to address SEL framework in order to establish effective teaching learning process and at the same time, empower GPS teachers to promote SEL competencies in school activities. Additionally existing system can promote SEL competencies more and aid teachers in executing SEL based teaching-learning. To better understand the result, future studies may consider interviewing GPS teacher outside Dhaka especially from remote and disaster-prone areas, and interviewing experts and policy makers. In fine, the impact of having

SEL framework in the education system, which was mentioned in the literature review has addressed through this study and several eye-opening results have been generated.

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Appendix A. Letter of Consent

Interview

Consent Letter

Title: Government Teachers' Perception and Policy Provision on SEL – A Study in Selected Government Primary School in Bangladesh

Dear Respondent,

Greetings!

I am MD. Ar Rafi Himel, a Master (M.Ed.) student of BRAC University. I seek your cooperation for my thesis purpose. My thesis title is: “Government Teachers' Perception and Policy Provision on SEL – A Study in Selected Government Primary School in Bangladesh”. In partial fulfillment of my Master's degree, I need to do this research project and conduct interviews. As a requirement to achieve my degree, I'm studying the above-mentioned research project. In this respect, I seek your cordial co-operation and you are requested to participate in the interview. Note that all the information provided by you will be strictly confidential and your credentials will not be published in any circumstances. Your kind response will be used only for this academic research and the data will not be published in the future. If you feel uncomfortable to answer any question, feel free to avoid or skip the question. But you are requested to respond the correct answer that you believe to be and from your own understanding.

I would really appreciate it if I could take 50 to 70 minutes of your valuable time.

Thanks in advance

Md. Ar Rafi Himel

M.Ed. Student,

BRAC University

I have read the above and discussed it with the researcher. I understand the study and agree to participate.

Signature and Date

Appendix B. Structured Interview Guidelines

Personal Interview

I would like to ask few questions about your view on Social Emotional Learning (SEL).” You understanding on SEL, and the current system of teaching-learning process of our Government Primary School. You will be answering the questions asked as a teacher and you are cordially requested to share your candid opinions and perspectives. Please feel free to be honest while answering as this conversation will be entirely confidential.

Questionnaire

Q1. Tell me a little about yourself and the school – Factual Question

- a. Can you please tell me the name of you school?
- b. Where is the school located?
- c. How many students you have in your school?
- d. Which grade you are teaching?
- e. How long you have been teaching?
- f. What subjects are you teaching?
- g. How many shifts are there in your school?
- h. What is the average class size in your school?
- i. How do you want to describe your school community based on solvency?
- j. What is the teacher-student ratio in your school?
- k. What is the school condition – infrastructure wise?

Question 2 - What do the teachers understand about SEL?

Q2. 1 Did you ever hear about SEL?

- a. If yes - Where did you hear about SEL?
- b. How often you hear about SEL?

c. How much importance SEL gets when you hear about it?

Q2. 2 What is your primary thoughts on SEL?

a. Do you know of anything on our curriculum about SEL?

Q2. 3 Did you receive any training where you got the opportunity to learn about SEL?

a. If yes, who provided you the training?

b. Why did you receive the training?

c. Did you get the opportunity to practice your skills on SEL in the Classroom?

Q2. 4. Do you have any student in your school who has the SEL skills?

Q2. 5 Exactly when do you notice these skills in a student?

Q2. 6 Do you think SEL is ignored in our education system?

Question 3 - How to incorporate SEL in the classroom?

Q3. 1 How do you think we can develop SEL component on students?

a. How important it is to incorporate SEL in the classroom?

Q3. 2 What are the basic challenges incorporating SEL in the school?

a. What do you suggest to overcome these challenges?

Q3. 3 In your opinion who are the main stakeholders to incorporate SEL in our classrooms?

a. How can the stakeholders can be engaged to develop SEL skill for the student?

Sub Question 4- What support we need to incorporate SEL?

Q11. What is the main support you think you need to develop SEL skills for Students?

a. Based on teaching-learning

b. Based on Infrastructure

c. Based on Teacher training

d. Based on Classroom culture