



SOCIAL-EMOTIONAL SKILLS IN STUDENTS' LEARNING IN CAN THO UNIVERSITY, VIETNAM

Nguyen Thi Bich Phuong¹ⁱ,

Huynh Nhu Y²,

Dang Tran Kim Ngan²,

Nguyen Huu Tai²

¹Dr., Senior Lecturer,

School of Education,

Can Tho University,

Can Tho City,

Vietnam

²School of Education,

Can Tho University,

Can Tho City,

Vietnam

Abstract:

Based on an overview of domestic and foreign research related to the research field of the topic; the research of the topic has determined the urgency of the topic, research objectives, research objects and scope, research hypotheses, research tasks, and methods. The research on the topic has systematized the theoretical basis for the concept and manifestation of social-emotional skills in student learning: generalizing the picture of the current situation of recognizing the importance of social-emotional skills in student learning, the level of assessment of the manifestation and educational measures of social-emotional skills in learning, and finding out the factors that affect social emotions in student learning such as from the external environment, at school, family and external social relationships. Factors from the internal environment are the self-awareness of each student. From the current situation of the problem, the study has proposed educational measures for 504 students from 8 schools and colleges in Can Tho University (CTU), Vietnam. Some measures were to educate social-emotional skills for students through soft skills topics, teach soft skills to students through extracurricular activities, and soft skills education for students through integrated teaching.

Keywords: social-emotional skills (SEL), learning process, emotional education, Can Tho University

ⁱ Correspondence: email ntbphuong@ctu.edu.vn

1. Introduction

1.1 Rationale

In today's globalized society, the young generation is gradually having distorted thoughts and actions due to the influence of unofficial information sources on social networks. Young people using social networks early is a good thing, but filtering information that is true and false is very difficult. From social networks, the young generation can be directly affected by bad websites' emotions and thoughts. Emotions influence the actions and decisions individuals make, and emotions play an important role in how we think and behave. Based on these things, it can be affirmed that emotions are rare in most human actions.

Although emotions play an important role, they are extremely dangerous. Because emotions will directly affect the individual, if emotions are wrong, it will lead to inappropriate actions. Therefore, controlling emotions is a problem for everyone. Especially for today's young generation, the situation of letting emotions overwhelm reason and causing actions that do not conform to human ethics is increasing. For example, the problem of school violence among young people also arises from not controlling emotions, according to the electronic newspaper VTV News published on April 25, 2023, reporting on an incident: *"October 10, 2023, due to an emotional conflict, a male student at the University of Natural Resources and Environment was repeatedly beaten by a group of other male students at the same school with his hands, feet, and chairs. The male student who was assaulted then fainted"*, or *"At the end of 2022, public opinion was once again stirred by the incident of a 9th grade female student in Thanh Hoa who was brutally beaten by her classmates, then dragged to the field and then pressed into the mud, used his foot to continuously kick his face."* Many people watched but showed indifference, did not intervene, filmed, and distributed the clip on social networks. The above incidents and many more all arise from human emotions. The young generation is the future of the country, but the young generation lets their emotions be chaotic and do wrong actions that will directly affect their destiny. of the country. Therefore, emotional education is something that researchers are looking for ways to do.

Social and emotional competency education (SEL) is of great interest today because emotions are considered one of the important factors of human beings. Emotion control is also a difficult problem that many scientists are still researching. From social emotional skills will lead to an individual's behaviors, words, gestures, and activities, and managing these emotions is very important. A person who wants to be successful must first understand their own emotions and adjust their emotions to suit actual conditions. In the scientific research topic "Social-emotional skills in learning of students at Can Tho University", we will focus on researching the social-emotional status and emotional management skills of Can Tho University students. Can Tho University, in order to collect statistics and synthesize the learning attitudes and behaviors of current students in particular and Vietnamese youth in general.

Can Tho University is a place to prepare students with social-emotional skills and practice professional expertise for students. We realize that finding out "Social-emotional

skills in learning of students at Can Tho University" is an issue of concern because during the learning process, students will demonstrate emotional skills. In our society, we research and present a statistical table of students' social emotions to serve as a basis for future research.

1.2 Research Aims

The scientific research will collect information and data through questions to stimulate students' social-emotional skills, especially first-year students, then, collect statistics and synthesize the answers to serve the fields of education and training for students. The specific goals are

- 1) To find out and analyze the characteristics that affect social thinking skills in the learning of first-year students at CTU, and
- 2) To propose measures to educate social-emotional skills in studying for students.

1.3 Research Questions

The study tried to answer the following questions:

- 1) What is the level of social emotions of Can Tho University students?
- 2) What measures are there to educate social-emotional skills for students at Can Tho University?

2. Literature Review

2.1. Concepts of Social-emotional Learning

Many studies around the world have studied human emotions, because they believe that emotions have an influence on each individual's actions and decisions, according to Daniel Goleman (2007, p.43): "*Managing emotions represents the ability to adapt one's emotions to the situation is how people calm themselves down, escape the influence of anxiety, sadness, and anger, as well as see the consequences. negative consequences of the opposite situation*".

Maurice J. Elias (2014) pointed out: "*The same competencies neglected in the implementation of the Common Core are those that ultimately most help students become what the author calls college-ready, career-ready, and contribution-ready. These include communication, meta-cognition, resilient mindset, responsible character, and social-emotional learning, intertwined with academic knowledge. helps students become what the author calls college-ready, career-ready, and ready to contribute. These include communication, metacognition, resilient thinking, responsible character, and social-emotional learning, interwoven with academic knowledge.*" Therefore, if you miss the capacity to socialize, it can cause people to lose an important part of their skills, which can affect them.

Social research also raises many important issues that directly affect people's lives. To manage one's own emotions, the individual must understand what they want, need, and are asking for... Only then can they control their emotions well and be successful. According to the author group Maurice J. Elias, Mary Utne O'Brien, and Roger P.

Weissberg, in the study entitled "Transformative Leadership for Social-Emotional Learning", wrote: *"developing social-emotional competence is key to success in school and in life"*.

SEL addresses the development of five key areas of social-emotional competence (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2003):

- Self-awareness: identification and recognition of one's own emotions, recognition of strengths in one's self and others, a sense of self-efficacy, and self-confidence;
- Self-management: impulse control, stress management, persistence, goal setting, and motivation;
- Social awareness: empathy, respect for others, and the ability to see different perspectives on the same issue.

Meaning: *"Developing social-emotional competencies is the key to success in school and in life. SEL addresses the development of five key areas of social-emotional competence (Collaboration for Academic, Social, and Emotional Learning [CASEL], 2003): Self-awareness: identifying and recognizing one's own emotions yourself, recognizing the strengths of yourself and others, a sense of personal ability and confidence; Self-management: impulse control, stress management, perseverance, goal setting, and motivation; Social awareness: empathy, respect for others, and the ability to see different perspectives on the same issue."*

In Vietnamese settings, it is seen that the world is currently in a period of strong development of 4.0 technology in socio-economic fields. This development has also placed new demands on all citizens living in modern society. Because of this, education has become a factor of primary concern and plays an extremely important role in preparing qualified human resources for technological development. Education is considered a fundamental factor, in promoting that development. However, training geniuses in the field of science, does not stop at investing in knowledge, but at the same time, it is also necessary to have the right moral, humanistic, and aesthetic values. An equally important factor is social-emotional skills. Because in life, we always have to constantly respond to unexpected situations, people with social-emotional skills will help overcome challenges and improvise most appropriately.

Therefore, it is important in matters beyond the individual to control one's own emotions and regulate one's emotions. That is social-emotional skills. Because of the importance of social thinking skills, many universities, colleges, and recently published studies show more interest in developing social thinking skills for students.

In addition to research from abroad on social problems in learning, the domestic situation also has a number of studies of special interest in social problems. According to the group of authors Tran Thi Tu Anh, Dinh Thi Hong Van, Nguyen Phuoc Cat Tuong, Dau Minh Long (2019) presented: *"Social-emotional capacity is considered the foundation for human health and success. For adolescents, social-emotional capacity is especially important because due to age characteristics, the need for social relationships increases and emotional life has many complex changes. Social justice will be the criterion that inspires all human emotions, attitudes, and actions that people use every day."*

Pham Thi Phuong Nguyen (2019, p.16), social skills are very important: *"Emotional self-control skills are one of the core life skills, with other names such as "emotion control", "management". emotions", "coping with emotions", "handling emotions", "controlling*

emotions "...". Emotional self-control skills are the ability of people to clearly perceive their emotions in a situation. certain situations understand how emotions affect yourself and others, and know how to regulate and express emotions appropriately. Therefore, successfully forming and developing emotional self-control skills helps form good relationships in society, prevents people from deviating from the standards set by society, and at the same time emotional self-control skills are improved. Development will lead to the development of other life skills. This shows that the author believes that emotional self-control skills - a part of SEL - have a great influence on the development and progress of other skills.

One of the most important factors that affects social thinking skills is the ability of students to self-regulate their emotions. According to author Nguyen Thi Hai, in the topic "Emotional management skills of pedagogical students", *"emotional management is the process of adjusting one's own emotions to suit communication situations."* But the current situation, due to personal "ego" influencing too much the thoughts and actions of students, causes the relationship between students to become increasingly fractured. You do not know how to respond appropriately in each situation. The above things directly affect social relationships, leading to consequences for academic results, communication skills, teamwork skills, etc.

The research results just presented show that students need to change some personal views and form social research skills first in the university environment. However, in Vietnam today there is almost no research to deeply understand the reasons why students coming to the university environment have not yet formed social research skills. This is the issue that will be focused on in this study.

In the university environment, social-emotional skills are also a highly emphasized and emphasized issue. This has placed urgent requirements on lecturers (teachers), how to teach properly, so that students can develop social thinking skills well and in the right direction. Perhaps the problem is changing the one-way teaching style when the teacher is constantly the presenter and the students will be the "empty vessel" that fully absorbs the theories conveyed. Students will not be able to develop their own thinking, nor will they have a group work process to discuss with fellow students in class to form social research skills. The university environment will be the best place for students to train themselves, and social skills will be adjusted and gradually improved during the 4 years of university. However, practice shows that students still have many limitations in their own social research experiences. Meanwhile, social experience is especially important for students in forming thoughts and awareness and will be a decisive part of student success.

2.1 Social Emotions Aspects

In "Research on the current status of soft skills education content according to the SEL model for students of vocational colleges in Can Tho City" published in Education Magazine (2022) by author Nguyen Thi Bich Phuong, stated the concept of Skills: *"SEL model: social-emotional competency is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage*

emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions responsibility” (CASEL, 2003).

In general, SEL is not simply an activity that provides the necessary capacity for people to understand and manage their own emotions, and maintain positive relationships with the surrounding environment, but SEL is also a process. Experience activities to foster people's emotional abilities, bringing positive effects in improving health, increasing problem-solving ability, forming good habits, and self-improvement. SEL is the key to leading people to success, not only in work and study, but also in relationships between people, helping individuals make the right choices through decisions, have an optimistic, positive attitude in life, reduce negative emotions, and adjust their attitude.

2.3 Social Emotional Expressions

In different learning contexts, learners will experience many different emotions depending on their emotions reacting to the impact of external factors. Social emotions in learning (HT) will be related to the interaction of teachers and learners, or between learners and learners, related to individuals and external factors from which Emotions arise: happiness, sadness, love, admiration, anger, envy, worry, excitement, disgust, etc. For learning activities, there are motivating factors such as excitement. interested in learning, interested in going to class, or excited about the assigned assignments, but on the contrary, there are still students who are bored with the lessons, or angry with the assigned learning tasks. Therefore, it is necessary to have emotional preferences and adjust personal emotions to help oneself in study, work, or social relationships. In this study, we will study the manifestations of social emotions according to the CASEL 5 model including: self-awareness, self-management, and social awareness, social awareness), relationship management skills, and responsible decision-making.

2.4. Students' Academic Social-emotional Skills

Self-awareness skills will have specific and clear manifestations for us to recognize, Huynh Mai Trang and Mai Hong Dao (2020) expressed that expressions of life skills of school students. They pointed out manifestations including manifestations of self-awareness skills in school students, knowing their health status and gender; correctly understanding one's position in family and school; knowing the basic points about their abilities and learning level; getting the recognizable qualities of one's morality and will; realizing their close feelings and easily recognizable interests. The first step is to know their own strengths and weaknesses. Next, demonstrations of skills show the confidence in school students; focusing attention and recognizing important signs of lessons at school and at home; knowing how to respond appropriately when listening to others (teachers, grandparents, parents, friends, children and so on. However, this is only a manifestation of school students' cognitive skills. The self-awareness skills in this study are applied to university students, so the concepts and expressions of self-awareness that the ability of people to understand and evaluate themselves and to observe and evaluate communicators based on non-verbal actions. Self-awareness skills will include rational

self-awareness and emotional self-awareness, which means relying on external signs along with one's own reasoning to come up with the final result of the problem.

2.5. The Role of Socio-emotional Skills in Student Learning

In the study entitled "Guidance on implementing integrated social and emotional education in primary schools in England" published in Vietnam Journal of Educational Sciences, 34, 61-64, Pham Thi Phuong Nguyen (2019) pointed out the benefits and role of SEL in high school students' learning: "*Effective emotional management and social communication require a combination complex set of thinking skills such as the ability to concentrate and solve problems, self-confidence such as a sense of competence and independence, and social awareness which includes the ability to empathize with others. others and resolve conflicts*". Some research results have shown that early implementation of SEL can bring some positive results for learners, such as: knowing and being able to self-manage emotions; understanding other people's perspectives and building effective relationships with them; making good choices that are decisive for individuals and society; have a more positive attitude toward yourself, others, and assigned tasks; reduce behavioral problems and risky behaviors; reduce mental stress; improve test scores, grades and study time.

In the long term, SEL can increase the likelihood of graduating from high school, being ready for post-secondary education, having career success, having positive family and work relationships, and having better mental health, and reducing criminal behavior. It can be seen that SEL helps learners succeed in school, at work, in relationships, and socially. To put it more simply, SEL is about educating skills so that learners can control themselves, behave positively with others, and make responsible decisions. That motivates the promotion of SEL application in education. This is a model that many universities in Vietnam have applied, and research clearly shows that the role of SEL is divided into two stages, short-term benefits and long-term benefit (Huynh Mai Trang and Mai Hong Dao, 2020).

2.6. Factors Affecting Students' Academic Social-emotional Skills

Nguyen Thi Hai (2014, p.25) stated that the overview of research on negative emotions in learning: "Emotions are 'primitive' human attributes but are influenced or controlled by both personal and contextual factors," such as determining the dominant and influential factors of emotions with the individual and contextual factors. The study also mentioned measures to overcome negative emotions: "*Second: Family is a strong support for individuals. Therefore, if they cannot provide professional support, parents must also spend enough time to care for and monitor their children's academic results.*" The measure to overcome negative emotions puts family at number 2 in the measure, where family plays a big role in learners' emotions. In summary, the factors shown by research to influence emotions include: individual, context, and family. This research also focuses on exploiting the three factors mentioned above to clearly show the level of impact on social emotions in the learning of students at Can Tho University.

One is the **individual - the learner** himself, which comes from the individual's self when looking at a problem, in social relationships. There are many things that directly

impact each person's personal emotions, of course, this affects social-emotional skills in general and of students in particular. We can divide it into two major impacts, which include: internal - "individual self-awareness", external - "family, contextual factors". This greatly affects students' emotions, especially their social-emotional skills.

The second thing that affects social emotions in learning is external factors, for this factor includes "family, society, context", including the following specific issues:

- Family

It is known that family is the cradle that nurtures the best and most precious qualities of a person, forming the personality of that family member. Because of that importance, it is not too difficult to understand. when family has become a factor that affects students' social-emotional skills in learning. In Phuong and D.T.M's research on the role of family education in human resource development in Vietnam today, the conclusion was "*understanding the position and role of the family in human resource development*", our Party affirms throughout its leadership: "*The family is the cell of society, the place to maintain the race, and the important environment to form, nurture and educate human personality, preserve and promote good traditional culture, fight social evils, create human resources to serve the cause of building and protecting the Fatherland*".

- Context

The context can be the social and the learning ones. In a social context, there is a group of people living together and carrying out communication relationships to achieve the goals they set, while each person is a certain individual and carries the same characteristics. Give yourself your own color, personality, and emotions. When performing communication tasks in a relationship, there will be communications with the same emotional frequency, while there will be people who just stop at a certain emotion. The other person has many different emotions. Because of these, students have an impact on their social emotions, dealing with different emotions, and having to adjust their emotions towards different relationships. Emotions in academic or social relationships are influences that force the subject to change direction in order to achieve success in communication, this is even more evident in a classroom.

The research will continue to inherit the factors that research has found to affect social emotions, including: "*personal factors, family factors, social factors*", however, it will be developed. Develop and clearly identify factors that affect students' social emotions by level, and point out specific parameters to demonstrate the factors that affect students' social emotions in learning.

3. Research Methodology

3.1 Research Objectives

The specific goals would be

- 1) to find out and analyze the characteristics that affect social thinking skills in the learning of first-year students at CTU, and
- 2) to propose measures to educate social-emotional skills in studying for students.

3.2 Research Questions

The study tried to answer the following questions:

- 1) What is the level of social emotions of Can Tho University students?
- 2) What measures are there to educate social-emotional skills for students at Can Tho University?

3.3 Participants

The subjects of the study were 504 students of Can Tho University in a wide range of majors from 8 schools and colleges.

Table 3.1: Number of participants

No	Schools/ Colleges	Number	Percentage (%)
1	School of Education	244	48.40
2	College of Agriculture	146	29.00
3	College of Environment and Natural Resources	36	7.10
4	Institute of Food and Biotechnology	33	6.50
5	College of ICT	23	4.60
6	School of Foreign Languages	13	2.60
7	College of Economics	05	1.00
8	College of Engineering Technology	04	0.80
Total		504	100

3.4 Instruments

The following research methods are document research, questionnaire survey, and data processing method using mathematical statistics. In particular, the questionnaire survey is the main research method. The questionnaire on the social-emotional skills of students at Can Tho University includes two parts:

- Part 1 is a student self-assessment scale on social-emotional skills;
- Part 2 comprises a scale for measuring factors affecting students' social-emotional skills.

Basically, it is based on a 5-level Likert scale with the lowest level being 1 (minimum) and the highest level being 5 (maximum) with the distance value calculated according to the formula $(\text{maximum}-\text{minimum})/N = (5-1)/5 = 0.8$. The results are summarized according to the rating level of each level depending on the rating level of each survey content, the specific convention levels are as follows: level 1 - Completely disagree (1, 00–1.80); level 2 – Disagree (1.81–2.60); level 3 – Agree 50% (2.61–3.40); level 4 – Somewhat agree (3.41–4.20); Level 5 – Completely Agree (4.21–5.00).

The obtained survey questionnaires were processed using IBM SPSS 16.0 software with a descriptive statistics function. The statistics used include average score - Mean, standard deviation - SD, and Cronbach's Alpha reliability ≥ 0.8 .

4. Findings and Discussions

The following are the results of the two research questions.

4.1 Current Status of Social-emotional Skills in Learning of Students at Can Tho University

Table 4.1: Expressions of self-awareness in the learning of students at Can Tho University

Self-awareness in learning	N	1	2	3	4	5	M	SD
1. When I encounter a difficult question that the teacher assigns, I often use my self-awareness to answer it. If not, then I start asking my friends.	504	3.6	5.4	7.1	42.9	44.2	4.01	1.114
2. In a study group, if members express that they do not like my opinion, I immediately review and adjust it.	504	3.4	4.0	9.1	51.4	32.1	4.05	0.935
3. I would be angry if someone else came to show off my achievements when they saw I got a bad score.	504	20.4	12.7	10.3	37.3	19.2	3.22	1.429
4. I always think I'm the best and don't need to learn from anyone.	504	38.9	13.3	8.5	21.8	17.5	2.66	1.579
5. If I have an advantage such as presenting or singing, I am willing to participate to experience my ability.	504	6.7	4.2	8.5	43.5	37.1	4.00	1.110
6. When I solve a difficult problem, I will try to find some other solutions.	504	3.2	4.2	8.5	49.2	34.9	4.09	0.939
7. When I receive a low score, I will learn from the experience and be determined to get a high score next semester.	504	3.2	4.6	9.9	42.9	39.5	4.09	0.998
Total	504						3.73	0.605

Table 4.1 shows that the majority of students highly appreciate the manifestations of self-awareness in learning ($M = 3.73$, $SD = 0.605$). Overall average score for the performance "When I receive a low grade for a course, I will learn from experience and am determined to get a high score next semester" and "When I solve a difficult problem, I will try to find some other solutions" It accounts for the highest percentage, but when compared to SD, "When I receive a low score, I will learn from the experience and be determined to get a high score next semester" the SD is 0.998, which has a score far from the average value. "When I solve a difficult problem, I will try to find some other solutions", $SD = 0.939$.

Next to position number 2 "In a study group, if the members express that they do not like my opinion, I immediately review and adjust it" ($M = 4.05$, $SD = 0.935$) received by the student. The second highest rated parameter and the third highest rated parameter is "When I encounter a difficult question that the teacher assigns, I often use my self-awareness to answer. Just started asking friends." ($M = 4.01$, $SD = 1.114$), ranked 4th as "If I have an advantage like presenting or singing, I'm willing to participate to experience my ability." ($M = 4.00$, $SD = 1.110$).

Besides, students evaluated their own self-awareness: "I will be angry if someone else comes to show off my achievements when they see that I have a bad score" ($M = 3.22$, $SD = 1.429$), "I always I think I'm the best and don't need to learn from anyone." ($M = 2.66$, $SD = 1.579$). This is a negative expression of self-mastery and is rated by students with a

very low GPA, which proves students' awareness of self-mastery. However, the evaluation parameters are still within the agreement level.

4.1.2 Self-management Skills of Students at Can Tho University

- *Self-management or self-management* is the ability to manage one's emotions, thoughts, and behavior effectively in different situations and to achieve goals and aspirations. This includes the ability to delay gratification, manage stress, and motivate oneself in work, study, etc. Students who know how to manage themselves will live responsibly with their actions and try to do everything in the best way. Self-management skills will include managing personal emotions in situations, demonstrating discipline and self-motivation, being proactive in work, and developing responsibility, in which managing personal emotions in situations is changing emotions to suit communication conditions and circumstances.
- *Demonstrating self-discipline and motivation* is considered a very important skill because it requires awareness and consistent action. In simple terms, this job means that the student himself must set a standard of action, with rewards and punishments for himself to accomplish the set goals. Below are specific expressions and actions that evaluate the level of self-management of students while studying at Can Tho University.

Table 4.2: Expression of self-management in learning of students at Can Tho University

Self-manage in studies	N	Percentage					M	SD
		1	2	3	4	5		
1. When doing group exercises, even though I disagree with the opinion, I still gently give suggestions and contribute with goodwill to the group.	504	3.2	4.6	9.9	42.9	39.5	4.11	0.976
2. Even though you don't like group A, you still respect and happily listen to group A's report.	504	1.8	4.0	7.9	52.0	34.3	4.13	0.852
3. I always set goals and complete them on time (e.g.: do the homework assigned by the teacher on time).	504	4.2	4.4	8.3	46.2	36.9	4.07	0.999
4. Proactively seek out teachers to suggest more appropriate learning methods for the classroom.	504	5.2	5.8	11.1	43.7	34.3	3.96	1.072
5. I always do my job as a group leader well, which is to divide and support members in group work.	504	3.6	5.6	7.9	43.1	39.9	4.10	1.007
Total	504						4.07	0.597

Table 4.2 shows that the majority of students highly appreciate the manifestations of self-management in learning (M = 4.07, SD = 0.597), the overall average score on the expression "Even though you don't like group A, you still respect and happily listen to group A's report" highest with (M = 4.13, SD = 0.852).

Ranked 2nd with the expression "When doing group exercises, even though I disagree with the opinion, I still gently give suggestions and contribute with goodwill to the group" with M = 4.11, SD = 0.976), and ranked 3rd and last 2 expression "I always do my job as a group leader well, which is to divide and support members in group work"

(M = 4.10, SD = 1.007). "Proactively come to find teachers to suggest more suitable learning methods for the classroom" (M = 3.96, SD = 1.072).

4.1.3 Social Cognitive Skills of Students at Can Tho University

Social cognition is human thinking on social decisions, which can be simply understood as the way people process information in life. For studying, students need to have social awareness skills to handle situations, identify their own emotions, and use their own emotions appropriately. The results of the social awareness survey of students are shown in Table 4.3.

Table 4.3: Expression of social cognitive skills of students at Can Tho University

Social awareness in students' learning	N	Percentage					M	SD
		1	2	3	4	5		
1. When listening to your group's report, I will take notes and find out the strengths and weaknesses of your group to learn from.	504	3.6	3.4	9.5	43.1	40.5	4.13	0.970
2. I listen to group members' opinions about ideas for developing an outline.	504	3.6	2.6	11.1	50.8	31.9	4.05	0.924
3. I will observe the expressions of the person I am communicating with to have the most appropriate attitude.	504	3.2	3.6	6.2	45.4	41.7	4.19	0.934
Total	504	3.47	3.2	8.93	46.43	38.03	4.12	0.640

Table 4.3 shows that, based on the average score, the majority of students highly appreciate the manifestations of social cognitive skills of students at Can Tho University (M = 4.12, SD = 0.640). The overall average score on the expression "I will observe the expressions of the person I am communicating with to have the most appropriate attitude" was rated highest (M = 4.19, SD = 0.934), followed by the expression "When I listen to your group's report, I will take notes and find out the strengths and weaknesses of your group to learn from" (M = 4.13, SD = 0.970) and ranked 3rd and last expression "I listen to the opinions of, group members about the idea of building an outline" (M = 4.05, SD = 0.924).

In general, the manifestations of social cognitive skills of students at Can Tho University are at a high level, from an average score of M = 4.05 to 4.19.

4.2 Current Status of Factors Affecting Students' Social-Emotional Skills in Academic Learning

From the current situation of the problem, the research has found factors that affect social emotions in students' learning. Students' external social, family, and personal factors are expressed in specific data tables.

Table 4.4: Social factors affecting social emotions in learning of students at Can Tho University

External social factors	N	Percentage					M	SD
		1	2	3	4	5		
1. Comments from people around me about me.	504	2.4	1.2	7.5	40.3	48.6	4.32	0.038
2. Everyone's criticism about my performance in class.	504	2.8	3.0	8.1	49.8	36.3	4.14	0.040
3. Friends' suggestions on my decision making in life.	504	7.3	1.4	10.3	42.7	38.3	4.03	0.049
4. I only listen to myself to decide everything academically and socially.	504	8.7	4.0	9.5	41.3	36.5	3.93	0.053
Total	504						4.105	0.045

From Table 4.4, it can be seen that social factors have a great influence on social emotions in students' learning, specifically in the test, considering the average score of students evaluated according to the scale of degree ($M = 4.105$, $SD = 0.045$), this proves that external social factors have greatly influenced students' social skills, in which the expression "comments from people around me" ($M = 4.32$, $SD = 0.038$) was rated by students as having the highest influence among the remaining expressions, ranking number one. The expression "everyone's criticism about my performance in class" ($M = 4.14$, $SD = 0.040$) ranked 3rd is still very influential.

"Friends' suggestions on my decision-making in life" ($M = 4.03$, $SD = 0.049$), ranked last. The most influential is the expression "I only listen to myself to decide everything academically and socially" ($M = 3.93$, $SD = 0.053$).

The above expressions are considered to greatly affect students' social emotions, comments and criticism will be a huge factor influencing students' decisions.

4.3 Some Measures to Educate Social-Emotional Skills in the Learning of Students at Can Tho University

Using the basis of proposed measures, the authors put out a number of measures on social-emotional education for students, to help students achieve high results in learning and social relationships.

4.3.1 Social-emotional Education for Students Through Soft Skills Topics

For educating social-emotional skills for students through soft skills topics, the learner will be the center of the teaching process. This is a measure to form learners' in-depth knowledge of soft skills and practice social-emotional skills in learning. There are seven basic soft skills including communication skills, critical thinking skills, and problem-solving, entrepreneurship, ethics, leadership, learning skills and information management, teamwork skills, in the process of educating social-emotional skills, teachers must integrate appropriate social-emotional awareness theories into each lesson. expression in soft skills for learners to identify.

For the measure that puts teacher responsibility first, because it is necessary to know how to choose and appropriately combine each expression into ability groups, teachers must proactively give suggestions and lessons through each section. introduced to learners. To implement this measure, teachers are required to design and develop

topics related to Social Education (SEL). Helps learners gain skills to recognize and manage their own emotions, be responsible for decisions, and establish better relationships.

4.3.2 Social-emotional Education for Students Through Extracurricular Activities

For this measure, it is necessary to have the main preparation of teachers, creating activities that interest learners and theories to put into practice for students. Particularly, students must have a cooperative and cooperative attitude. Positive, this is essential for a lesson, whether at school or extracurricular. Teachers must proactively give comments after finishing activities and teaching theory by sharing with students, empathizing, and listening to students' opinions.

4.3.3 Social-emotional Education for Students Through Integration in Teaching

The method of social-emotional education for students through integration in teaching is learner-centered, so the active participation of students is required in the teaching and learning process. This is a method to form and develop in students the necessary competencies, especially the ability to apply knowledge to effectively solve practical situations. During the learning process, students will be trained by instructors and maximize their abilities. It is the active, proactive search for knowledge of students, the lecturer is only the organizer and guide, encouraging learners to gain knowledge through their own actions. With this measure, students will no longer passively absorb knowledge but require students to think for themselves to form and develop capacity. During this process, lecturers will help students orient their abilities. Students will encounter real-life situations and find solutions. In the process of solving emerging situations, students need to apply their thinking, attitudes, actions, and emotions, which will fully exploit students' social skills and abilities. To implement integration in teaching, teachers need to design and teach topics related to Social Education (SEL). Helps students gain skills to recognize and manage their own emotions, be responsible for their actions, and establish good relationships.

5. Conclusions

5.1 Conclusion

Theoretically, this study has reviewed domestic and foreign research showing that research on social-emotional skills in students' learning has received very little attention. Especially at Can Tho University, there are few research topics. Overview of the theoretical basis for social-emotional skills in student learning is the ability of students to control their own emotions in learning activities, social communication activities, and related activities. Those five basic competencies include *self-awareness skills, responsible decision-making skills, relationship management skills, social awareness skills, and self-management skills*.

For students' social-emotional skills in learning, there will be many factors that impact and influence students' social emotions, including three main groups. The first is

the school, which will include relationships in learning, teachers, and issues related to the educational environment. The second is the family environment, one of the secondary causes leading to social-emotional effects on students, and finally the external social environment. Social emotions in students, if managed well, will be the premise for success in communication relationships and high results in work and study for students. Improve that, requires educational measures in the school itself, so that you can be aware of the importance of social-emotional skills, through the following three measures

- 1) educating students' social-emotional skills in learning through soft skills topics,
- 2) training students' social-emotional skills in learning through extracurricular activities, and
- 3) teaching students on social-emotional skills in learning through integrated teaching.

5.2 Suggestions

5.2.1. For Can Tho University Board

It is necessary to pay attention to students' awareness of social-emotional skills in learning. With awareness only at a fairly high level, there are still some students who do not know or only little is known about this emotional skill, which will greatly affect academic communication and the students' emotions. The goal must be set for every student to recognize the expressions and skills of social emotions, so that students can adjust and be more appropriate in communication and learning situations. From the perspective of a modern society and advanced education, approaching SEL is extremely necessary and urgent, not only educating learners with specialized knowledge, but also requiring integrated teaching social-emotional skills to students, which not only helps students academically but also in social relationships, achieving better quality and success.

There is also a need to issue guidance documents on integrated teaching with social-emotional skills for students, organize large activities to listen, share, and educate students about social-emotional skills. social-emotional skills in learning, in addition to encouraging topics on social-emotional skills, promoting the training of lecturers with highly specialized knowledge of these social-emotional skills.

Can Tho University is able to develop specific regulations on teaching and learning social-emotional skills.

5.2.2. For Lecturers

Lecturers are the ones who organize and directly teach students, because of that, the role and responsibilities of lecturers are brought to the fore, holding a leading role in planning teaching activities. Learning in each module clearly aims to not only teach technical knowledge but also social-emotional skills in learning for students.

Lecturers may update new information on research surrounding social-emotional skills in learning for students, and conduct exploratory surveys on the current state of students' awareness of social-emotional skills to build a suitable program.

Lecturers need to design lively lectures for thematic education and organize activities for students to practice to better understand social-emotional skills. For integrated education, there needs to be a smooth coordination between the two amounts of knowledge to avoid confusion between the two amounts of professional knowledge and skills.

5.2.3. For Students

Students play the role of learners, who directly absorb the knowledge transmitted by lecturers, so students need to proactively learn about issues surrounding social-emotional skills to easily learn, and quickly absorb the theories taught by the lecturer.

Students must participate in class seriously because these are new concepts that require concentration to listen and understand. If students do not know or cannot define the amount of knowledge, they have just acquired they should ask immediately as lecturers teach directly. After being taught, students must have the attitude to recognize and adjust their emotions accordingly, and know how to control and change in a more positive direction.

Acknowledgments

To have this paper done, the authors, first of all, to the teaching staff from School of Education (SoE), Can Tho University (CTU), Vietnam, for their great teaching and learning guidance towards research-doing techniques as well. Secondly, they would like to express their sincere thanks to 504 participants from 8 schools and colleges in CTU. Their participation played a major role in obtaining the data used in this research. Thirdly, they would like to thank Dr. Thai Cong Dan and Miss Thai Phan Bao Han, English teachers, for their useful assistance with the entire paper proofreading, English modification, and format, too. Fourth, their respectful thanks would go to *the European Journal of Alternative Education Studies Board* for this paper to be published to the public worldwide, especially those interested in teaching and learning soft skills in educational contexts to get rid of learning stresses for better school achievements. And, last but not least, this research would not have been done if it had not received the funding from CTU board, so the researchers would pose their great thanks to CTU board for the finance and favourable conditions to have this paper done as planned as well.

Conflict of Interest Statement

The author declares no conflicts of interest.

About the Authors

Mrs. Nguyen Thi Bich Phuong is currently a senior lecturer at School of Education (SoE), Can Tho University (CTU), Vietnam. She got her doctoral degree in psychology in 2028. Her main research issues are school counselling, soft skills, life skills, learning needs, Social Emotion Learning (SEL), and educational administration. She can be contacted at ntbphuong@ctu.edu.vn.

Huynh Nhu Y, Dang Tran Kim Ngan, Nguyen Huu Tai are seniors at Department of Vietnamese Linguistics & Literature Teacher Education, SoE, Can Tho University (CTU), Vietnam. They are about to graduate from CTU in 2024. They are interested in doing research about teaching and learning Vietnamese Linguistics and literature at any level and educational aspects.

References

- Abrahams, L., Pancorbo, G., Primi, R., Santos, D., Kyllonen, P., John, O. P., & De Fruyt, F. (2019). *Social-emotional skill assessment in children and adolescents: Advances and challenges in personality, clinical, and educational contexts*. *Psychological Assessment*, 31(4), 460–473.
- Beamish, W. & Bryer, F. (2015). *Social and emotional learning*, In S., Garvis & D., Pendergast (eds.), *Health and wellbeing in childhood*. Cambridge University Press, Melbourne, Australia.
- Bruce, C. (2001). *Emotional Literacy in the Early Years*. Sage Publications, London, UK.
- CASEL. (2003). *Safe and Sound: An educational leader's guide to evidence-based social and emotional learning (SEL) Programs*.
- Chuong, H. L. A. (2014). Expressions of life skills of elementary school students. *Science Magazine*, (54), 190.
- Collaborative for Academic, Social, and Emotional Learning (CASEL), (2017). *Key Implementation Insights from the Collaborating District Initiative*, Chicago.
- Colman, A.M. (Ed.) (2001). *Psychology dictionary*. New York: Oxford University Press.
- Dang Khac Anh (2008). *Planning and decision-making skills*, printed in Tran Thi Thanh Thuy (Editor, 2008).
- Daniel Goleman. (2007). *Emotional intelligence – how to turn your emotions into intelligence?*. Labor and Social Publishing House. Hanoi.
- David M. Kaplan (2000). *Skill in job*, Miblih by the American Job Association.
- Davidson, H. (2011). *Kidzmix: Helping kids become social heroes ages 5 – 12 years*. Kidzmix Publishing (online)
- De Houwer, J., Barnes-Holmes, D. & Moors, A. (2013). What is learning? On the nature and value of the functional definition of learning. *Psychon Bull Rev* 20, 631–642 (2013).
- Hoang Phe (2023). *Vietnamese Dictionary*. Danang Publishing House, Dictionary Center. 2003.
- Huynh Mai Trang, Mai Hong Dao (2020). Students' emotions in learning. *Science Magazine of Ho Chi Minh City University of Education*. Volume 17, number 2, 2020.
- Le Huu Thao, Tran Van Nam (2007). *Chinese-Vietnamese dictionary*. Ho Chi Minh City National University Publishing House, p.268.
- Maurice J. Elias (2014). Social-emotional skills can boost Common Core. *Phi Delta Kappan*. Volume 96, Number 3, October 2014.

- Nancy Guerra, Kathryn Modecki, Wendy Cunningham. *Developing Social-Emotional Skills for the Labor Market: The Practice Model*. Social Protection and Labor Global Practice Group November 2014. World Bank Group.
- Ngo My Tran, Vo Thi Huynh Anh (2021). The impact of critical thinking and problem-solving skills on the learning outcomes of students in the economics department – Can Tho University. *Ho Chi Minh City University Science Magazine*, No. 17, May 2021 (pp. 50 -64).
- Nguyen Thi Hai (2014). Self-emotional management skills of pedagogical students. Doctoral thesis in Psychology, Vietnam Academy of Social Sciences.
- Nguyen Thi My Loc, Dinh Thi Kim Thoa (2010). Value education and life skills for high school students. Training materials/Teacher training. Hanoi National University Publishing House.
- Pham Thi Phuong Nguyen (2019). Research on the structure of emotional self-control skills. *Vietnam Journal of Educational Sciences*, No. 54, June 2019.
- Tran Thi Tu Anh, Dinh Thi Hong Van, Nguyen Phuoc Cat Tuong, Dau Minh Long. (2019). Current status of social-emotional capacity in learning of adolescents. *Vietnam Journal of Educational Sciences*. No. 21, September 2019. (pp.39-43)
- Tran Thi Tu Anh, Dinh Thi Hong Van, Nguyen Phuoc Cat Tuong, Dau Minh Long (2019). The current state of social-emotional capacity of adolescents. *Education Magazine*, No. 21, September 2019.
- Vu Dung (2008). *Dictionary of Psychology*. Bach Khoa dictionary publisher.
- Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2004). A scientific basis links social and emotional learning to school success. In J. E. Zins, R. P. Weissberg, M. C. Wang, & H. J. Walberg (Eds.), *Building academic success on social and emotional learning: What does the research say?* (pp. 3–22). Pedagogical College Publishing House.

Creative Commons licensing terms

Authors will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Alternative Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflict of interests, copyright violations and inappropriate or inaccurate use of any kind content related or integrated on the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).