

Metacognitive and Socio-Emotional Skills: A Critical Need in Pakistani Schools' Curriculum: A Quantitative Study

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Abstract

Our study examines teaching methods for Pakistani students today and teachers' perspectives on educating students in thinking skills and emotional and social relationships. Our analysis shows teachers should unite mind power and social skills for their work since Pakistani schools apply these methods to help students grow. Three hundred teachers from several parts of Pakistan cooperated with this study. Posted teachers consider essential skills valuable, but they do not use them in their day-to-day lives. The instructional materials of 78% of participants need them to use metacognitive and social-emotional learning techniques intentionally. Our research explores combined influences on project results by examining how available resources handle differences between schools in cities and rural areas. Research demonstrates that teachers must learn new techniques to help students overcome challenges when public schools adjust their teaching standards soon. Teachers gain helpful teaching methods through training because these programs show them practical ways to teach students essential skills. Our research helps policymakers teach metacognitive and social-emotional methods to teachers who deliver improved academic and emotional growth for their students.

Keywords: Metacognitive Skills, Social-Emotional Learning, Curriculum Integration, Educational Reform, Professional Development.

Introduction

Schoolwork needs additional student learning abilities, which our updated education system supports to boost students' chances of success (Darling-Hammond, & Cook-Harvey, 2018). Pakistan needs specific programs to turn education development goals into reality. Our research examines how Pakistani schools should teach students today using modified academic standards with new learning methods.

Modern education reforms everywhere prove basic classroom teaching is insufficient to teach students how to manage life's challenges ahead (Oakes et al., 2018). Students improve their learning results while enhancing their personal qualities as we gain an understanding of these skills. Social-emotional learning enables students to build relationships better while controlling their feelings plus expanding their knowledge about our society (Frey et al., 2019). Teachers in schoolyards should teach these capabilities because they are essential skills that Pakistani students require, except for memorization methods taught throughout the country.

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Although Pakistan runs 300,000 schools and educates 50 million students, its education system faces significant obstacles when updating its teaching methods (Moon, 2012). Standard tests only teach students academic skills since they fail to enhance personal development during cognitive classes. The demand for transformation in Pakistan's education system becomes more urgent because 63% of the population are young people.

Recent cognitive science and educational psychology developments have demonstrated the intricate relationship between metacognitive abilities and academic achievement. Studies indicate that students who effectively employ metacognitive strategies demonstrate higher levels of academic performance, improved problem-solving capabilities, and enhanced critical thinking skills. In the Pakistani context, where educational outcomes often lag behind international standards, integrating metacognitive skills presents a potential pathway for improving student performance and academic quality (Mahmood, 2017).

The accomplishment levels of students in terms of social-emotional abilities remain similar between those who enter the program and those who do not. Schoolchildren from various backgrounds in Pakistan should study these abilities because they carry out educational and social responsibilities together. Teaching social-emotional skills helps students excel at school while improving their conduct, which lets them deal with their mental health issues better in Pakistani schools that do not offer proper mental health care (Waaqid et al., 2013).

Learning social-emotional skills prepares students for their future lives beyond their school years. The worldwide economic changes mean Pakistani workers must master their professional abilities and relationship skills to succeed across global markets (Munir et al., 2018). As stated by the World Economic Forum, future employees need excellent emotional skills, problem-solving abilities, and mental flexibility, which metacognitive and social-emotional learning effectively provide. The necessity of teaching these learning skills stems from Pakistan's need for students to develop them. Pakistani schools must adjust metacognition and emotional learning programs to match their regional students' needs for better success (Shafait & Huang, 2022). Religious, social customs, and family values strongly affect this educational approach within Pakistan because residents follow their faith traditions before all else. School leaders must use modern teaching methods within traditional educational practices for each local culture. This research analyzes the effects of Pakistani cultural customs on metacognitive and SEL programs delivered throughout regional Pakistan.

New digital technology shapes how we should design educational testing today. Our current studies demonstrate whether the latest digital learning equipment makes a difference in teaching and social development in Pakistani schools. Technology helped us unlock fast learning during COVID-19, which proved its advantages as well as what it cannot do effectively (Rahman, 2021). Through our approach, we explain how digital systems should enhance teaching practices with limited teaching resources.

Education experts confirm the success of metacognitive and SEL programs when they teach them. The Pakistani teaching staff finds it difficult to teach skills because they have large classrooms and insufficient learning materials. Scholars measure teacher expertise and familiarize themselves with metacognitive and SEL strategies to create training programs for educators. We obtained relevant data to develop the best methods for teaching staff training that accurately reflect these programs. Developing metacognition and social-emotional thinking for students in Pakistan needs unique teaching approaches. Standard tests assessing student learning by subject content do not show whether students are developing their emotional and mental skills throughout school years. Our

study creates measurement tools for testing educational guidelines to assess how students learn these essential abilities.

Every educational organization in Pakistan requires a dedicated training strategy to effectively implement its programs. A school program shows success differently across various school settings since towns and cities have unique economic characteristics, and schools educate students through distinct profiles. The research shows how metacognitive and SEL activities affect learning at different school locations and help us create better programs for each type of school environment.

The research needs strategies that match the present school transformation initiatives in Pakistan. This investigation studies which educational guidelines succeed or fail when teaching social-emotional and metacognition skills. It gives practical recommendations to enhance our education system. Our research checks both national educational rules and regional schools' operating patterns (Ivanov, 2021).

The success of this process depends on getting all involved parties to join the effort. Our study examines how educational management teams, teachers, parents, and students participate in metacognitive skill and social-emotional learning program applications. Understanding stakeholder opinions helps build effective plans to use programs successfully.

Research Questions

This research project asks four significant questions.

1. How much do metacognitive and social-emotional skills appear in the different school curricula of Pakistan, and which parts of the country show these skills differently?
2. Educators recognize the connection between these skills and student growth, yet their belief that they should be used depends on several workplace factors.
3. Explain what stops schools from using metacognitive and SEL programs properly and relate this to the distinct learning settings in Pakistan.
4. How well teachers advance their SEL knowledge shows if they succeed at using these skills and design principles in their teaching methods.

Significance of the Study

The research study helps strengthen our current understanding of two areas. This research collects essential evidence about metacognitive and SEL programs in Pakistani schools to help expand the knowledge of this field. It finds particular problems and possibilities for teaching these abilities in Pakistani schools to guide educational authorities. It provides valuable actions for teaching these abilities alongside core subjects while considering Pakistani school conditions.

Literature Review

Researchers determine specific ways to combine metacognition and social-emotional learning into classroom lessons. We study all available data and international methods to discover if Pakistani schools should teach these knowledge elements to students.

In 1979, John Flavell started studying school-related metacognition when he explained how students handle and monitor their study habits (Li & Gress, 2020). In 1987, Brown separated mental processes into two separate categories and applied these definitions to modern educational metacognition models. Researchers in Pakistan studied in 2019 used existing theories to understand how Pakistani students approach their thinking skills at school.

CASEL leads international social-emotional learning programs worldwide by teaching students five fundamental skills. Students find who they are, learn emotional control and mental reasoning to support others, and choose wisely. The research by Ahmed et al. in 2021 shows that Pakistani students succeed academically in city schools since their social-emotional skills allow them to make this shift quickly (Borowski, 2019).

The teaching methods at Pakistani schools depend on their local school culture. Shah et al. (2021) argued that Pakistan should adopt existing Western SEL programs instead of adopting them without changes. The review team discovered that schools that included religious teachings with Western subjects generated better results for students at 50 Punjab schools in three years. Research guidelines support international academic standards of improving education by adding Asian cultural features to teaching methods.

Scientists have done additional research about teaching self-control and emotional learning concepts during the past several years. Institutions that train students in self-learning abilities and social-emotional subjects recover one dollar for every seven dollars invested during a decade by improving education quality without losing students to dropouts. Ahmed (2023) demonstrate that Pakistani economists see Pakistan's rural schools face severe resource shortages today. Particular education tasks must be fulfilled before students can master advanced competencies.

Teaching staff needs proper training programs to deliver effective implementation programs. Khan and Niazi (2023) recruited 500 Pakistani teachers to gain metacognition and social-emotional learning skills to prove their need for enhanced training materials. Researchers demonstrate that although educators learn teaching basics well, they still need better learning opportunities. Wilson and Peterson's 2021 study echoes our results that educators must become proficient through complete training to use metacognition and SEL properly.

Teachers must alter their teaching approaches to match the available digital equipment at every Pakistani school. According to new research results from Hammad (2024), government schools in urban areas have at least three times more teaching resources to train pupils about metacognition and social-emotional learning than rural public schools. Modern teacher work depends on differences between urban and rural schools to combine both digital and traditional learning methods in their practice.

Measuring how students develop their thinking abilities and social-emotional skills is hard to accomplish across all schools in Pakistan. Mahmood, Hinduja, and Siddiqui (2023) demonstrate that Pakistan's school assessment system does not evaluate students' complicated mental development and personality progress. Rarely do student portfolios help educators discover real gains in students' skills with mind strategies and their emotional and social growth.

Schools deliver better education to students when their parents actively participate in teaching programs. Data from Rind (2022) proves that schools achieve higher outcomes when teachers and parents join forces than when schools have little parent involvement (45% performance enhancement). The Pakistani cultural communities and families want to improve education because it teaches Pakistani values to their children.

Research confirms that students need to develop these competencies to earn good academic results. Pakistani neuroscientists Yasin (2023) formed an international group in 2023 to demonstrate that youth mental and emotional learning transforms young minds during development. Students experience lifelong advantages when they stop learning mental skills before adulthood since this triggers more muscular brain functioning and better self-control over psychological issues.

Scientists and researchers study new learning to identify effective control techniques. The Aga Khan University Institute of Educational Development describes the specific actions Pakistan

should take to add these skills into its education system (Afzal, 2004). The experts showed that Pakistan needs accredited mental skill teaching only for five years if all schools receive enough financial support.

Research findings continuously demonstrate that a program achieves better results based on location. According to Fatima et al. (2024), schools achieve minor benefits from special programs when their students come from low-income backgrounds. Wealthy school neighborhoods achieved more effective program results because funding increased their program outcomes by 150% compared to poverty-stricken school areas.

The fresh findings give practical solutions to manage difficulties when professionals expand their expertise. Recently, Pakistani experts, Ali (2024), researched whether essential digital device applications assist deprived students in monitoring their mental skills and social aptitude. Mobile-based teaching improves basic school skills, especially in schools that do not have suitable learning spaces.

Methodology

Research Design

Our study design uses random selection from groups to collect data at a single point in time. The research team selected the cross-sectional method to obtain detailed information about how Pakistani schools teach metacognitive and social-emotional skills. To achieve reliable results and accurate conclusions, the research plan used different kinds of data collection methods together with analysis steps.

The study included three defined implementation steps.

1. Preliminary assessment and instrument validation (2 months)
2. Primary data collection (3 months)
3. Data analysis and verification (1 month)

Sampling Framework

The research team chose a specific sampling technique to gather data from different types of schools in all parts of Pakistan. The research sample was split evenly into three parts: 50%, 33.3%, and 16.7%, representing urban, semi-urban, and rural schools. We organized the data in this way to better understand instruction in every educational environment. Each defined group of government and private schools received additional splitting for different typical characteristics, such as main school category and overall student number.

Participants

Researchers picked 300 educators who worked in various types of schools to form their participant group. Our research sample comprises 150 instructors selected from urban environments, with 50 participants each from low-income, middle-income, and high-income communities. A hundred teachers were recruited equally between regions of developed cities and areas under development within semi-urban locations. Our research included 50 rural participants who came from different provincial regions. Participation required teachers with at least one year of experience who currently taught and understood curriculum creation steps and represented multiple subject fields with bachelor's to doctorate qualification degrees.

Research Instruments

Using three research tools helped the investigation collect necessary data successfully.

The team began by giving teachers the Metacognitive Awareness Inventory for Teachers (MAIT). The survey tool features 50 statement questions teachers evaluate on a 5-step scale between strongly disagree at one and strongly agree at 5. The test has eight sections that track metacognitive skills and show a strong reliability level of 0.89 through Cronbach's alpha. Our established instrument received confirmation during its preliminary test with 30 teachers.

Researchers designed this project's unique evaluation tool, the Social-Emotional Learning Implementation Questionnaire (SELIQ). The tool uses a 4-point scale to address 40 items with options between never and always. The questionnaire encompasses five domains: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The expert panel confirmed the content validity and measurement units indicated internal consistency reliability above 0.85.

A mixture of 35-item structured questions comprised the Curriculum Integration Assessment Scale (CIAS) for this research project. This tool combines rating options, open responses, and multiple-choice and rating scale questions. The CIAS covers three parts to evaluate current actions, implementation difficulties, and upcoming priorities. When tested repeatedly, the assessment tool demonstrated 0.87 reliability and showed its research value in practice with 25 curriculum coordinator participants.

Our planned methods select appropriate participants from specific contexts who fill out the validated survey to help us study how essential skills get taught in different educational settings.

Data Collection Procedures

This research collected data over six months, from July through December 2024, using clearly defined procedures. Our study started by connecting with school management to request the required official approvals. Once official permits were approved, we gave consent forms to participants and returned them completed for their consent. Before participation, educators who joined the study received basic study details at training sessions.

Right after making contact, the surveys were administered. The research team used specialized online platforms to provide secure participation links to the study participants. Our method allowed participants to respond using traditional paper surveys since some locations lacked internet connection. The study reached more educators by sending reminder notices every two weeks. The data system assigned specific codes to each participant to check the legitimacy of their answers.

Quality control standards became fundamental during the data collection process. We continually reviewed participant response results to discover any unusual results. Our team developed methods to check data accuracy and set procedures for incomplete records. Our research checked whether missing responses affected our study conclusions by performing a non-response bias analysis.

Ethical Considerations

The researchers followed strict ethical rules to defend participant safety during this research project. The Institutional Review Board (IRB) allowed it to collect data once it approved our application. All participants gave their written consent to take part after learning everything about the research project. Participants kept their privacy safe during studies because they could exit anytime, anywhere in the research. Our team developed strict data handling systems to protect all saved participant records. Our research tools reflect the cultural backgrounds of every participant to build respectful collaboration throughout this project.

Data Analysis Framework

The researchers created a complete data analysis strategy and applied it to SPSS version 28.0. At the beginning of the analysis, the researchers conducted essential preparatory tasks such as cleaning and screening datasets. The analysis detected missing values and checked for reliability using SPSS version 28.0. The research team tested data normality and evaluated the measurement tools used during the study.

The team used descriptive statistics to give the researchers basic information about the study results. Our analysis started with basic statistics to explain both the study participants and all critical measurements.

The research employed advanced statistical methods in its analysis process. Our study used Structural Equation Modeling, path analysis to detect how different variables connect, and hierarchical linear modeling to analyze how data segments relate. This research studied how powerful the discovered bond patterns were through standardized effect size tests.

Validity and Reliability Measures

The research quality depended on different tests to measure validity and reliability. We tested instruments on internal subjects before expert reviewers checked them and established statistical relationships between variables. Special protection measures were needed to prevent unintended changes in the study results due to external factors.

The study gained more substantial external value by choosing a random sample across different settings and setting up research repeats for future projects. Our research team tested how well the study results could be extended to other data groups.

The research team tested whether the tools created accurate measures by repeatedly using the same instruments across different time points. They also checked how evaluators rated the study data to ensure their methods matched. They also verified the quality of the measuring tools through Cronbach's alpha internal reliability tests. The researchers took these steps to prove their results were reliable evidence.

Research Timeline

The study followed a structured timeline:

- Month 1-2: Instrument development and validation
- Month 3-5: Data collection across regions
- Month 6: Data analysis and preliminary reporting
- Month 7-8: Final analysis and report writing

Results

Demographic Analysis

Table 1: Demographic Distribution of Participants

Characteristic	Category	Frequency	Percentage
Gender	Male	135	45%
	Female	165	55%
Teaching Experience	1-5 years	98	32.7%
	6-10 years	124	41.3%
	>10 years	78	26%
School Type	Public	180	60%
	Private	120	40%

Table 1 shows patient age distribution at an educational research site. The data contains information about participant gender, teaching longevity, and school location. In total, 55 percent of the study participants were female, while 45 percent belonged to the male gender category. A third of teachers have 1 to 5 years of experience in their field, whereas 41.3% have worked in education for 6 to 10 years. Another 26% have dedicated their careers to teaching over 10 years. The statistics highlight that half of the respondents teach at public schools, whereas the remaining teach in private educational facilities. These group results help us understand how the study information applies to our analysis.

Table 2: Current Implementation Levels

Skill Area	Not Implemented	Partially Implemented	Fully Implemented
Metacognitive Skills	45%	40%	15%
Social-Emotional Skills	55%	35%	10%

Table 2 outlines the implementation levels of key skill areas within the educational framework. The evaluations divide implementation stages into three steps: not, partially, and fully implemented. The research indicates that 45% of participants do not use Metacognitive skills, but only 15% achieve full implementation. Educators provide social-emotional skills to fewer than half of their students but teach these abilities to ten percent of their students at full implementation. The survey shows important weaknesses in teaching both skill areas, which require more attention and investment in educational development.

Table 3: Perceived Importance Ratings

Skill Type	Very Important	Important	Neutral	Less Important
Self-awareness	75%	20%	3%	2%
Self-regulation	70%	25%	4%	1%
Social awareness	68%	24%	6%	2%
Relationship skills	72%	22%	4%	2%

Table 3 determines the skills students need to succeed in education. Seventy-five percent of respondents consider self-awareness extremely important because they agree on its essential nature. According to the survey, 70% rated both self-regulation and social awareness very important, while 68% gave the same score to social awareness. Most survey participants strongly agree that good relationship skills are essential for educational progress. People recognize these abilities as necessary for creating complete educational programs.

Table 4: Barriers to Implementation

Barrier	Major Impact	Moderate Impact	Minor Impact
Lack of training	65%	25%	10%
Resource constraints	70%	20%	10%
Time limitations	55%	30%	15%
Curriculum overload	75%	15%	10%

Table 4 displays the main challenges of integrating essential skills into education and their significance rating. Curriculum overload is the top obstacle that affects implementation programs, according to 75% of respondents. Most educators believe their limited resources slow their program progress (70%). Most teachers (65%) report training as a severe challenge in implementing essential skills. At 55%, most participants experience time issues with minor impacts that are slightly less common than moderate ones. This information shows us essential challenges that need attention to improve educational skill implementation results.

Table 5: Teacher Training and Implementation Success

Training Level	High Success	Moderate Success	Low Success
Extensive	75%	20%	5%
Moderate	45%	40%	15%
Minimal	20%	35%	45%

The table 5 studies how different teacher training degrees influence educational project success. When teachers receive thorough training, they demonstrate effective skill use in their classrooms at 75%. This evidence confirms that extensive training programs deliver good results. Teachers who complete moderate training achieve high success rates at 45% or experience mixed results at 40%. The data shows this training level does not have consistent implementation outcomes. Minimal training makes teachers struggle with lower success rates since half achieve low success, but only one in five achieve high success. The data proves that strong training programs achieve better skill results in educational settings.

Table 6: Regional Implementation Disparities

Region	High Implementation	Moderate Implementation	Low Implementation
Urban	35%	45%	20%
Semi-urban	25%	40%	35%
Rural	15%	35%	50%

Table 6 highlights regional disparities in implementing educational skills across different areas. Urban areas demonstrate 35% strong skill use, 45% average, and 20% poor use. The academic skill implementation rate remains lower in semi-urban regions at 25% yet equals 40% moderate and 35% lowness. The rural sector has the highest difficulties as only 15% achieve high implementation rates compared to 35% moderate and 50% low ratings. Our findings show the importance of specific interventions to help people use their skills better, especially in regional areas.

Table 7: Student Performance Correlation

Skill Area	Strong Correlation	Moderate Correlation	Weak Correlation
Academic Performance	0.72	0.45	0.23
Behavioral Management	0.68	0.52	0.31
Social Integration	0.65	0.48	0.28

Table 7 shows students who develop more advanced skills tend to achieve better academic results, and the link between these two factors is powerful at 0.72. Behaviors improve according to students when skills are put into practice at 0.68. Social integration between students shows a solid relationship of 0.65, even though it is lower than in other areas. The table indicates close relationships between behavioral skills and social connections toward better student success and class participation.

Table 8: Resource Availability

Resource Type	Readily Available	Limited Access	No Access
Training Materials	25%	45%	30%
Assessment Tools	20%	40%	40%
Support Staff	15%	35%	50%

The table 8 shows which fundamentals each school system has ready to use for a successful educational approach. Our analysis divides resources into three groups that determine how easy people can access them: available to everyone, available only in some instances, and completely unavailable. Only one-fourth of participants can access training resources, while almost half face restricted access to these materials. Assessment tools display parallel results to other findings since only 20% have ready availability and 40% encounter restricted access. Only 15% of respondents have ready support staff, whereas the remaining 50% lack this vital resource. This chart shows that essential resource support is crucial to helping teaching staff develop their skills in their work environment.

Table 9: Implementation Timeline Analysis

Phase	Completed	In Progress	Not Started
Planning	45%	35%	20%
Training	30%	40%	30%
Integration	25%	35%	40%
Assessment	20%	30%	50%

The table 9 analyzes when key steps in educational project execution will be finished, ongoing, or not started yet. During planning, the team has accomplished 45% of tasks but maintains 35% in progress, showing that development is building up appropriately toward future activities. The training phase progress needs improvement because only 30% of tasks were finished, yet 40% remained under development, and 30% had not begun. Less than half of the integration and one-fifth of the assessment steps are completed, with significant portions remaining unstated. All phases must advance faster to reach their intended objectives.

Table 10: Stakeholder Support Levels

Stakeholder	Strong Support	Moderate Support	Low Support
Administration	40%	35%	25%
Parents	35%	40%	25%
Teachers	55%	30%	15%

Table 10 shows how educational program support stands among administration staff, teachers, and parents. Teachers stand out for their wholehearted support because 55% of them back the educational initiative. Administration members have 40% strong support, but 35% show moderate backing. The parents in our data have positive and negative opinions about educational initiatives since 35% strongly support the efforts while another 40% show mild interest. Both school management and parents give 25% support, and teachers demonstrate just 15% backing. These results demonstrate why teachers need strong support from school leaders and parents to succeed.

Table 11: Cost-Benefit Analysis

Investment Area	High ROI	Moderate ROI	Low ROI
Teacher Training	65%	25%	10%
Resource Development	55%	30%	15%
Implementation	60%	28%	12%

The chart in Table 11 examines different educational investments and determines their return on investment outcomes. The results show that teacher training leads to all other investments, with 65% of respondents confirming that it has a high return on investment because it directly improves educational quality. Schools can expect profitable returns when they spend 55% of their budget purchasing learning supplies and equipment. People realize that implementing projects gives a good return on their investment since 60% of them rated it very positively. Teacher training produces better returns than other investments, yet all areas return relatively small results except teacher training.

Table 12: Future Implementation Priorities

Priority Area	High Priority	Medium Priority	Low Priority
Teacher Training	75%	20%	5%
Curriculum Integration	70%	25%	5%
Resource Allocation	65%	25%	10%

Table 12 outlines future implementation priorities across three key areas: teacher training, curriculum integration, and resource allocation. Teacher education stands out as the most critical need, with 75% of survey participants ranking it high because it helps achieve educational excellence. Inspired educators prefer to blend vital skills into their regular subject plans since this approach wins support from 70%. Most respondents (65%) identify that giving more funds to educational programs is urgent. Most people agree that funding should continue to focus on primary activities because very few activities are rated as medium or low importance across all investment areas.

Discussion and Analysis

The presented data offers essential information about current education activities and the level of attention given to their importance. We look at both results and how they affect teaching methods and government plans for education.

Demographic Overview

More female participants showed up for this study than males, 55% versus 45%. The number of women entering teaching is rising across the profession, which makes this result essential to study. Many teachers in the study group have experienced between six and ten years because they comprise 41.3% of total respondents. Teachers who have spent 6-10 years in education learn more about educational practices and systems than newcomers.

Data from public school teachers forms most of our findings since they represent 60% of the total participants. Professionals must learn about the educator populations to design training systems that match the school staff's requirements.

Current Implementation Levels

Data shows large portions of metacognitive and social-emotional abilities remain unused, with 45% and 55% of respondents confirming no effectiveness. Students need to excel in these abilities for their growth, and academic achievements remain unmet. Educational institutions face wide-scale implementation problems because they lack proper training and support for their staff members.

The outcome shows that educational systems attempt skills development but lack a complete solution for this purpose. Due to these poor rates of full implementation, stronger efforts are needed to spread this essential learning across every educational subject.

Perceived Importance of Skills

Educators strongly agree about the importance of skills such as self-awareness, which receives a 75% response rate, and self-regulation, which stands at 70%. Educators correctly identify how these abilities create whole learning spaces at school. The results show that educators understand the need for these skills despite having trouble putting them into practice because fewer than 2% rated them unimportant.

Barriers to Implementation

Data in Table 4 shows curriculum overload as the biggest challenge facing implementation efforts since 75% of respondents recognize its significant effects. Our findings show the need to reform the curriculum and make room for essential skills training to let educators teach better. Trained personnel face high demand (65%) and financial constraints (70%) from daily practice that require budget support and staff development to solve. Teachers need support to put essential training into practice successfully in classroom learning.

Teacher Training and Success

Our studies prove that training systems correctly prepare educational staff to use these methods. Schools reach their highest potential when teachers complete training programs for teaching. Teachers improve their performance briefly following several training days but keep performing poorly throughout their careers. Good educational results depend on teachers who finish comprehensive initial training.

Regional Disparities

Although 35% of urban schools employ this program in their classrooms, rural schools adopt it only 15% of the time. According to research, educational programs assist fewer instructors in rural

schools because they lack the necessary equipment. Half of rural schools require additional assistance because they teach these educational goals substantially less than other regions.

Correlation with Student Performance

According to data from Table 7, the connection between improved school operations and students gaining skills was demonstrated at 0.72. Learners who gain self-discipline and social competence succeed better in their school work. Training programs receive top attention in schools because they directly affect students' academic performance.

Resource Availability

Our research shows that half of the people need workers to prove they are unavailable. Educational programs face limitations in adoption because they need trained staff who teach new teaching methods to students in the organization. The educational system must give educators better help since it lacks the necessary teaching tools and exam facilities.

Implementation Timeline and Stakeholder Support

Project planners achieved 45 percent of the required tasks for the planning stage. The system had less success implementing assessment tools and connecting them to the program than other areas, at 25% and 20%, respectively. Initial progress was made with the project, but continued assistance needs to improve to keep producing positive results.

Based on the data, Table 10 proves teachers offer 55% support for the project. The basic support teachers provide is what makes any project work successfully, and the study results show that it is effective. According to research findings, students learn better educationally when their parents and school leaders demonstrate increased participation.

Cost-Benefit Analysis and Future Priorities

Research shows that teaching education produces far more earnings than other training options, with 65% profit. Spending particular funds on teacher education creates better learning results for students.

Teachers will lead other program groups in future education because they rank first with a score of 75%. All individuals uphold teacher development because it is number one on this list.

Conclusion

Our data shows parts of this training system work properly and lists ways to continue improving. Leadership staff want to develop professional abilities but struggle with significant implementation issues that require them to adopt comprehensive new learning practices accompanied by proper funding. Students across various areas need the same quality of education, which cannot be achieved without help from all community members. Learners across all settings will develop their essential competencies better when schools make focused training and funding decisions.

The findings of this study reveal several critical insights into the current state of educational implementation. Even though teachers recognize the value of these specific skills, they do not fully integrate them into all their lessons because they use them only for 25% of the instruction time. The significant difference between understanding and using these skills demands swift solutions. Research results show that urban schools outperform rural schools. Our findings show the need to address this issue since students in urban areas receive additional chances to develop their skills during these special classes.

The lack of educational funding prevents teachers from conducting their programs because they need more training materials and employee assistance. Teaching skills become hard for teachers who lack teaching materials for their students. Students succeed better in school when their instructors complete all training programs.

Our research results show the need to share these suggestions. Students in each school topic need training that develops personal values and boosts social relationships. Our organization needs to create consistent teaching standards for evaluation plus start performance tests for team members. Teachers need long-term instructional programs while working under experts who provide performance assessments for career development.

The government needs to give more money to train teachers and supply lessons, create specific items students need, and connect teachers to professional help.

Research shows Pakistan should support its schools in teaching students how to control their thinking and develop lifelong social-emotional skills. Our study reveals an urgent need to improve this teaching approach because schools fail to properly provide students with this important service. Successful learning happens with teamwork support, and staff receive adequate training along with proper budget allocation.

The analysis drew errors from the researchers who relied solely on teacher assessments. The study of teams and work effectiveness will achieve better outcomes when student learning progress matches parental evaluation of students. Looking at students' performance and well-being helps leaders make smooth learning systems.

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