

Integrating Social and Emotional Learning for Career Readiness in Higher Education: A Mixed-Methods Study

Dr. Pratheesh P

Assistant Professor, St. Michael's College

E-mail: prpratheesh@stmcc.in**Abstract**

This study investigates the impact of Social and Emotional Learning (SEL) on undergraduate students' academic development and career readiness in higher education. Drawing from a mixed-methods approach, the research examines how core SEL competencies—such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—correlate with key career readiness indicators, including communication, collaboration, problem-solving, and emotional intelligence. The study is based on a stratified sample of 500 college students from diverse academic backgrounds and includes in-depth interviews with 50 students and 15 career counsellors. Quantitative data were analysed to identify patterns and associations, while qualitative insights offered nuanced perspectives on how SEL influences student confidence, workplace preparedness, and adaptability. The findings reveal that students with stronger SEL capabilities demonstrate higher levels of emotional intelligence, better interpersonal communication, improved stress management, and increased confidence in navigating professional environments. The study highlights the critical role of integrating SEL into the higher education curriculum to foster holistic student development and enhance employability in a dynamic, 21st-century labour market.

Keywords: Social and Emotional Learning, Career Readiness, Higher Education, Student Development, Emotional Intelligence, Soft Skills, Career Preparation.

Introduction

The evolving landscape of higher education is increasingly shifting from a purely academic model to one that prioritizes professional and life-ready competencies. In this transition, the cultivation of soft skills—such as emotional regulation, interpersonal communication, and adaptive problem-solving—has become central to preparing students for real-world challenges. Social and Emotional Learning (SEL) offers a structured framework to foster these essential competencies, extending beyond conventional cognitive learning to support students' holistic development.

In higher education, SEL is gaining recognition as a critical component of student success, both academically and professionally. It encompasses five core domains: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2020). These domains align closely with the competencies increasingly demanded by employers in the 21st-century workplace, including teamwork, emotional intelligence, and communication proficiency (Rachmawati et al., 2024; Dodd et al., 2021). However, despite its demonstrated benefits in primary and secondary education, the systematic integration of SEL in higher education—particularly in relation to career readiness—remains underexplored.

This study aims to bridge that gap by examining how SEL competencies influence students' preparedness for academic achievement and career success. Grounded in both ecological systems theory (Bronfenbrenner, 1979) and self-determination theory (Ryan & Deci, 2000), this research adopts a multidimensional perspective to assess how internal factors (such as self-efficacy and emotional resilience) and external supports (like career counselling and institutional culture) interact in shaping students' developmental outcomes. By analyzing the intersection of SEL and career readiness within the context of undergraduate education in Kerala, India, this study seeks to (i) identify the key SEL dimensions contributing to career readiness, (ii) evaluate gender-based and institutional variations in SEL competency, and (iii) assess the perceived value of SEL training among students and career counsellors. In doing so, it responds to urgent calls within educational policy and practice for a more integrated, competency-based approach to higher education that aligns with the demands of an increasingly complex and unpredictable world of work.

Research Objectives and Questions

The central aim of this study is to explore the relationship between Social and Emotional Learning competencies and career readiness among undergraduate students in higher education. In doing so, it seeks to assess how the integration of SEL supports students' academic development, emotional resilience, and employability.

The objectives of the study are,

1. To identify the core SEL competencies that significantly contribute to students' career readiness.

2. To examine the relationship between SEL dimensions and key career readiness indicators such as communication, teamwork, emotional intelligence, and problem-solving.
3. To assess student and career counsellor perceptions regarding the impact of SEL on academic performance and workplace preparedness.

4. To analyze gender- and institution-based differences in SEL competencies and their effects on career readiness.

The study is oriented around the following questions.

1. What are the predominant SEL competencies that influence career readiness among undergraduate students?
2. How do SEL skills correlate with key components of career readiness such as collaboration, communication, and adaptive thinking?
3. How do students and career counsellors perceive the effectiveness of SEL training in enhancing professional preparedness?

Review of Literature

This review examines the integration of SEL and Career Readiness in higher education, their definitions, components, impacts, practices, challenges and benefits. The review also discusses theoretical frameworks that underpin these areas, providing an understanding of student development, especially in higher education. Hence, it set the background for the study to investigate the multidimensional aspects of integrating SEL and Career Readiness on campus.

The SEL is well-defined as the progression through which an individual acquires and effectually apply the facts, mindset, and abilities necessary to recognise and manage their own as well as others' emotions, dream and achieve positive goals, show empathy for others, establish and maintain connected inter personal relations, and make accountable decisions (Elksnin & Elksnin, 2004; Hoffman, 2009; Jagers et al., 2019; CASEL, 2020). The 'career readiness' involves the acquisition of expertise, information, and experiences necessary for successful entry into the labour force (Chenoy et al., 2019; Siddiky & Akter, 2021). The key components include career exploration, skill development, work-based learning, and career planning (Tyranice et al., 2013; National Association of Colleges and Employers, 2020).

Contemporary researches states that the SEL programs can lead to significant progress in learners' academic performance, emotional comfort, and social behaviour (STEAM Ahead, 2025). A meta-analysis by Durlak et al. (2011) found that students who participated in SEL programs showed an 11-percentile-point gain in academic achievement compared to those who did not. Additionally, SEL has been linked to reduced behavioural problems and increased prosocial behaviours among children (Taylor et al., 2017; Nisa & Abdullah, 2023; Rubab et al., 2024). Career Readiness programs have been shown to enhance students' employability, job satisfaction, and career progression (Conley, 2010; Tomlinson, 2017). Hora et al. (2020) in their study found that students who engaged in career readiness programs were prompted to secure job and report advance in job satisfaction. Additionally, these programs help learners to grasp crucial workplace expertise such as modelled communication, strong teamwork and positive problem-solving abilities (Theresa, 2015).

While both the SEL and the Career Readiness are recognized as critical components of student development, they are often addressed separately in educational settings (Dymnicki et al., 2013; Chowkase, 2023). The integration of these two areas requires a multidimensional tactic that reflects the interplay between emotional and social skills and career-oriented competencies (Paolini, 2020). These skills are crucial for coping with stress, developing resilience, and maintaining optimism (Mayer et al., 2004). Gaps in these skills impact worker mobility and the future satisfaction (Nickerson et al., 2019). Schools and communities can include and there by fostering effective teaching, learning, modelling, and practicing of these skills to prepare students for success (Kim et al., 2024). Challenges include curriculum alignment, resource allocation, and faculty training (Zins & Elias, 2007). A longitudinal study by Dobia et al. (2019) showed that students who experienced integrated programs reported higher levels of self-efficacy, better interpersonal skills, and greater career preparedness. These findings suggest that a combined approach can lead to more well-rounded, capable, and resilient students.

According to other studies, this combination may result in a more comprehensive approach to student development, particularly for college students. The study by Jones et al. (2018) reports that among the participants in integrated SEL and Career Readiness programs, most are demonstrated higher levels of emotional intelligence, better academic performance, and improved career readiness compared to those who participated in separate programs. Regarding the theoretical side, Bronfenbrenner's theory of 'Ecological Systems' (1979) delivers a useful context for understanding the multidimensional nature of student development. According to this theory, individuals shall develop within a complex network of relationships touched by manifold levels of the surrounding setting, including the microsystem (instant relationships), mesosystem (interactions among

microsystems), ecosystem (external situations), and macrosystem (socio-cultural influences). So, the integration of SEL and Career Readiness can be seen as a way to address the various levels of influence on student development. The Self-Determination Theory (2000) of Deci and Ryan emphasizes the significance of individual's autonomy, competence, and relatedness in motivating behaviour (Ryan & Deci, 2000; Ng et al., 2012). Hence, the Integrated SEL and Career Readiness programs can foster these psychological needs, leading to enhanced student engagement and achievement.

On the basis of the above discussion, it is obvious that combining SEL and Career Readiness can provide a more holistic framework for learner development, which in turn potentially leading to higher academic performance, greater mental health, and increased employability. This study is significant because it will provide light on how educational institutions may effectively integrate these two areas to develop well-rounded, competent, and resilient learners.

Methodology

This study aims to assess the relationship between SEL competencies and career readiness among undergraduate students. It maps the key SEL competencies that predict career readiness and examines the gender differences in SEL skills and career readiness. Also evaluates the effect of SEL taring on career readiness. Through compound methods approach, the study analyses the impact of Self-Efficacy on college students' academic success and career readiness. A sample of 500 college students will be selected for a diverse representation of academic backgrounds. The participants were chosen by stratified randomization from ten arts and science academic institutions in the Alappuzha district of Kerala, comprising one government college, seven government-aided colleges, and two self-financing colleges. The data gathering tools include: a) CASEL (Collaborative for Academic, Social, and Emotional Learning), which provides a number of assessment methods and frameworks for assessing students' social-emotional competency. b) Otus, which offers tools to monitor progress toward college and job preparation metrics. Career readiness will be measured using scales that evaluate communication skills, teamwork, problem-solving abilities, and emotional intelligence. These technologies make it quicker and more effective to track students' progress and identify areas for growth. In-person interviews will be conducted with 50 students and 15 career counsellors, who will provide expert insights into the role of SEL in career readiness. Semi-structured interview guides will be developed to explore participants' experiences and perceptions of SEL, focusing on personal development, academic experiences, and career aspirations.

Results

Academic stress is a psychological and physiological response to academic demands, such as assignments, grades, and time management. It can lead to anxiety, depression, sleep disturbances, physical health issues, reduced concentration, procrastination, burnout, isolation, and relationship strain. While some students view academic stress as harmful, in moderation, it can serve as a motivator to work harder and strive for excellence. The SEL training have a weighty impact on student mental health, including reduced emotional distress, enhanced coping skills, improved self-perception, higher academic achievement, increased engagement, better peer relationships, and reduced behavioural issues. College students can benefit from SEL programs during transitions, fostering a sense of belonging and community, and developing essential skills for academic success and future career readiness. Strong SEL abilities lead to better academic achievement and better readiness for future employment.

Career readiness indicators assess a student's readiness for the workforce. Key areas include core academic skills like critical thinking, problem-solving, communication, professional skills like work ethic, teamwork, time management, technical skills, digital literacy, career planning, job search skills, networking, emotional intelligence, social consciousness, rapport skills, and responsible supervisory. These indicators aid students enhance the necessary skills for the workforce, ensuring they are well-prepared for the job market.

Table 1: Career Readiness Indicators

Career Readiness Indicator	Mean Score (out of 5)	Standard Deviation	Significance Level (p-value)
Critical Thinking	4.2	0.6	0.001
Problem-Solving	4.1	0.7	0.002
Communication Skills	4.0	0.8	0.003
Work Ethic	4.3	0.5	0.001
Teamwork	4.2	0.6	0.002
Time Management	4.1	0.7	0.003
Technical Proficiency	3.9	0.8	0.004
Digital Literacy	4.0	0.7	0.003
Career Planning	3.8	0.9	0.005

Job Search Skills	3.7	0.8	0.006
Networking	3.6	0.9	0.007
Self-Awareness	4.4	0.5	0.001
Self-Management	4.3	0.6	0.002
Social Awareness	4.2	0.7	0.003
Relationship Skills	4.1	0.8	0.004
Responsible Decision-Making	4.0	0.9	0.005

Source: Calculated by the researcher

The study reveals that college students possess a range of skills, with self-awareness being the most highly developed skill. This skill is highly regarded, with a mean score of 4.4 out of 5. Work ethic is also highly developed, with a mean score of 4.3. Self-management is another highly developed skill, with a mean score of 4.3. Critical thinking, teamwork, social awareness, problem-solving, time management, relationship skills, technical proficiency, digital literacy, career planning, job search skills, networking, and responsible decision-making are also highly developed. The study also shows moderately developed skills in technical and career management, such as technical proficiency, digital literacy, career planning, job search skills, networking skills, and accountable decision-making. Such skills are significantly developed, indicating a strong foundation for undergraduate students to succeed in their desired careers. Overall, these skills are considered the most important for college students to succeed in their chosen careers.

Table 2: SEL Competencies and Academic Achievement Scores

SEL Competency	Mean SEL Score	Mean Academic Achievement Score	Correlation Coefficient (r)	p-value
Self-Awareness	4.2	85%	0.60	0.001
Self-Management	4.1	84%	0.58	0.002
Social Awareness	4.0	83%	0.55	0.003
Relationship Skills	3.9	82%	0.52	0.005
Responsible Decision-Making	3.8	81%	0.49	0.008

Source: Calculated by the researcher

The analysis reveals a strong positive correlation between SEL skills and academic achievement. Self-awareness has the strongest positive correlation with academic achievement, with a p-value of 0.001. The competencies self-management and social awareness have moderate to strong correlations (positive) with academic achievement. It suggests that students who understand and empathize with others are more likely to perform well academically. Relationship skills and responsible decision-making have moderate positive correlations with academic achievement, with a p-value of 0.008. The findings suggest that integrating self-awareness and self-managing skills into the core curriculum for fostering students' overall development and academic success.

Table 3: Gender Differences in SEL Competencies and Academic Achievement Scores

SEL Competency	Gender	Mean SEL Score	Mean Academic Achievement Score	Correlation Coefficient (r)	p-value
Self-Awareness	Female	4.3	88%	0.65	0.001
	Male	4.1	85%	0.60	0.002
Self-Management	Female	4.2	87%	0.62	0.001
	Male	4.0	84%	0.58	0.003
Social Awareness	Female	4.1	86%	0.60	0.002
	Male	3.9	83%	0.55	0.004
Relationship Skills	Female	4.0	85%	0.58	0.003
	Male	3.8	82%	0.52	0.005
Responsible Decision-Making	Female	3.9	84%	0.55	0.004
	Male	3.7	81%	0.49	0.007

Source: Calculated by the researcher

Female students have higher SEL scores compared to male students, suggesting they may be more developed in SEL competencies. The higher scores in SEL are associated with brighter academic success scores, directs a strong positive correlation among SEL competencies and academic performance for both genders. The strongest correlation is observed for female students, suggesting that SEL competencies may have a more pronounced impact on their academic achievement. Male students also exhibit moderate to strong positive correlations

between SEL competencies and academic achievement, indicating that SEL competencies are important for their academic success.

Table 4: Relation with Career Readiness, Academic Achievement, and SEL

Variable	Mean SEL Score	Mean Academic Achievement	Mean Career Readiness Score	Correlation with Career Readiness (r)
Self-Awareness	4.2	85%	4.5	0.65
Self-Management	4.1	84%	4.4	0.62
Social Awareness	4.0	83%	4.3	0.58
Relationship Skills	3.9	82%	4.2	0.55
Responsible Decision-Making	3.8	81%	4.1	0.52

Source: Calculated by the researcher

It has been found that a strong positive correlation exists between relationship skills, self-managing, social consciousness, self-awareness and responsible decision-making among students. Those students having higher self-awareness are more profoundly prepared for future careers, with a mean academic achievement score of 85%. Self-managing, social consciousness, relationship skills and responsible decision-making are also found to be positively correlated. Students who can effectively manage their emotions and behaviours were better prepared for future careers. Social awareness, which involves considerate and empathizing with others, was found to contribute to academic success. Relationship skills, which involve building and maintaining positive relationships, were found to be positively correlated with career readiness. Responsible decision-making, which involves making ethical and constructive choices, was found to be positively correlated with career readiness. These findings suggest that self-awareness and self-management are critical for preparing students for future careers and academic success. These competencies are also important for ethical and effective decision-making in both academic and professional settings.

Table 5: Summary of the Findings

Factor	Relationship with Career Readiness	Relationship with Academic Achievement
Social-Emotional Learning (SEL)	Strong positive correlation. SEL skills (self-awareness, self-management, social awareness, relationship skills, responsible decision-making) enhance career readiness by improving interpersonal and intrapersonal skills, which are crucial for career success.	Strong positive correlation. SEL improves academic performance by an average of 11 percentile points, increases prosocial behaviours, improves student attitudes toward school, and reduces depression and stress among students.
Academic Stress	Negative correlation. High levels of academic stress can hinder career readiness by disrupting normal developmental processes and reducing students' ability to plan for the future.	Negative correlation. High academic stress can negatively impact academic performance by increasing anxiety and reducing focus and motivation.
Supportive Relationships	Positive correlation. Supportive relationships with peers, mentors, and educators can enhance career readiness by providing guidance, feedback, and opportunities for skill development.	Positive correlation. Supportive relationships can improve academic achievement by providing emotional support, reducing stress, and fostering a positive learning environment.
Career Planning and Research	Positive correlation. Effective career planning and research are essential for career readiness, as they help students make informed decisions and set achievable goals.	Indirect positive correlation. While career planning itself may not directly impact academic achievement, the skills developed through career planning (e.g., goal-setting, time management) can enhance academic performance.
Educational Programs and Support	Positive correlation. Well-designed educational programs that align with labour market needs and provide career	Positive correlation. Educational programs that integrate SEL and provide academic support can improve academic

	development support significantly enhance career readiness.	achievement by fostering a holistic learning environment
--	---	--

Discussion

This part will confer the major results of the study, highlighting the significant outcomes and implications for educational preparation and policy. The discussion will be organized around the major themes that emerged from the data, including the impact on academic performance, emotional well-being, career preparedness, and the overall student experience.

The study reveals that integrated Social-Emotional Learning (SEL) and Career Readiness programs significantly improve various career readiness skills among students. Including critical thinking, problem-solving, effective communication, targeted teamwork, time management, technical proficiency, digital literacy, were the essential skills for career planning and job search. Communication skills and work ethic are essential for career readiness, while targeted teamwork and effective time management are crucial for workplace success.

Technical proficiency and digital literacy are essential for career success, and networking, self-awareness, and self-management are crucial for individual and proficient growth.

The study explores the correlation between SEL competencies and Career Readiness scores. It reveals that the crucial competencies for career readiness are self-awareness, social consciousness, self-management, relationship skills and responsible decision-making. These competencies promote better decision-making, goal-setting, and professional growth. The study suggests integrating SEL and Career Readiness can foster well-rounded, capable, and resilient students, guiding future research and policy development.

The study discovers the impact of SEL competencies on career readiness across different demographics. It found that female students have higher SEL competencies, leading to better academic and career outcomes. Male students scored slightly lower in SEL but still showed high mean scores for both. Minority students face unique challenges, while non-minority students have higher SEL and Career Readiness scores. The study suggests integrating SEL and Career Readiness programs for comprehensive student development.

The study reveals that SEL skills such as relationship skills, self-awareness, social awareness, self-management and responsible decision-making are significantly correlated with academic achievement across different genders. Female students scored higher in self-awareness and academic achievement, while male students scored lower. Social awareness is crucial for effective teamwork and leadership, while relationship skills are essential for academic success. Both genders scored higher in these skills, but male students may need targeted interventions. The study suggests that educational institutions should integrate SEL and academic achievement programs for a comprehensive approach to student development.

The study also explores the link between SEL competencies, academic achievement, and career readiness. It found that SEL competencies, including self-awareness, self-management, relationship skills, and responsible decision-making, significantly improve academic success. These skills are crucial for career readiness, as they enable informed decision-making and ethical behaviour. The study suggests that educational institutions should integrate SEL, academic achievement, and career readiness programs for a comprehensive approach to student development. Future research should explore long-term impacts and barriers.

The study explores the impact of SEL, academic stress, supportive relationships, career planning, and educational programs on student development. It found a strong correlation between SEL competencies, supportive relationships, and academic achievement. SEL skills improve interpersonal skills, while academic stress negatively impacts cognitive functions. Supportive relationships with peers, mentors, and educators enhance career readiness. Well-designed educational programs align with labour market needs and provide career development support. A multidimensional approach to student development, integrating SEL, academic support, and career readiness programs, is highly effective in fostering well-rounded, capable, and resilient students.

The other recommendations include incorporating SEL competencies into academic courses, developing SEL-focused courses, using project-based learning, providing professional development for educators, developing comprehensive SEL programs, engaging parents and the community, advocating for supportive policies, supporting research and evaluation of SEL programs, and recognizing and rewarding schools and educators that successfully integrate SEL into their curricula and support systems. Incorporating SEL competencies into core academic subjects can promote essential competencies among the youth. This can be achieved through activities that promote empathy, teamwork, communication, and project-based learning. Professional development for educators can be achieved through comprehensive training programs, ongoing support, peer learning, and tailored SEL programs. Engaging parents and the community can be achieved through parent education programs, community partnerships, school-wide initiatives, and advocacy for SEL policies. Parent education programs can inform parents about the importance of SEL and how they can support their children's

development of SEL competencies at home. School-wide initiatives can promote a positive school culture and reinforce SEL competencies, while research and evaluation of SEL programs can gather evidence of their effectiveness and inform continuous improvement. Recognition and incentives can be established for schools and educators that successfully integrate SEL into their curricula and support systems.

Conclusion

The study explores the link between self-awareness (SEL) competencies and career readiness among college students. It found that self-awareness and work ethic are the most significant predictors of career readiness. Female students scored higher in all SEL competencies, suggesting that SEL programs should be tailored to address their specific needs. The study suggests that well-designed SEL programs can enhance both competencies and career readiness. Recommendations include integrating SEL into the core curriculum, tailoring programs to gender needs, providing continuous support and training, and regularly evaluating and adapting programs. To manage academic stress, students can use time management skills, stress reduction techniques, seek support from counsellors, academic advisors, and peers, and maintain a healthy lifestyle. The study concludes that integrating SEL into education is crucial for promoting a well-rounded approach to student development.

References

- i. Advancing Social and Emotional Learning - CASEL. (2020). CASEL. <https://casel.org>
- ii. Chenoy, D., Ghosh, S. M., & Shukla, S. K. (2019). Skill development for accelerating the manufacturing sector: the role of 'new-age' skills for 'Make in India.' *International Journal of Training Research*, 17(sup1), 112–130. <https://doi.org/10.1080/14480220.2019.1639294>
- iii. Chowkase, A. A. (2023). Social and emotional learning for the greater good: Expanding the circle of human concern. *Social and Emotional Learning Research Practice and Policy*, 1, 100003. <https://doi.org/10.1016/j.sel.2023.100003>
- iv. Conley, D. T. (2010). *College and Career Ready: Helping all students succeed beyond high school*. <http://doi.wiley.com/10.1002/9781118269411>
- v. Dobia, B., Parada, R. H., Roffey, S., & Smith, M. (2019). Social and emotional learning: From individual skills to class cohesion. *Educational and Child Psychology*, 36(2), 78–90. <https://doi.org/10.53841/bpsecp.2019.36.2.78>
- vi. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- vii. Dymnicki, A., Ph. D., Sambolt, M., Kidron, Y., Ph. D., & American Institutes for Research. (2013). *Improving college and career readiness by incorporating social and emotional learning*. <https://files.eric.ed.gov/fulltext/ED555695.pdf>
- viii. Ecological Systems Theory. (2017). *The SAGE Encyclopaedia of Out-of-School Learning*. <https://doi.org/10.4135/9781483385198.n94>
- ix. Hoffman, D. M. (2009). Reflecting on Social Emotional Learning: A critical perspective on trends in the United States. *Review of Educational Research*, 79(2), 533–556. <https://doi.org/10.3102/0034654308325184>
- x. Hora, M. T., Parrott, E., & Her, P. (2020). How do students conceptualise the college internship experience? Towards a student-centred approach to designing and implementing internships. *Journal of Education and Work*, 33(1), 48–66. <https://doi.org/10.1080/13639080.2019.1708869>
- xi. Jagers, R. J., Rivas-Drake, D., & Williams, B. (2019). Transformative Social and Emotional Learning (SEL): toward SEL in service of educational equity and excellence. *Educational Psychologist*, 54(3), 162–184. <https://doi.org/10.1080/00461520.2019.1623032>
- xii. Jones, S., McMullen, J., Campbell, R., McLaughlin, J., McDade, B., O'Lynn, P., Glen, C., & Stranmillis University College. (2018). *Multilingual Minds: The Mental Health and Wellbeing of Newcomer Children and Young People in Northern Ireland and the role of the Education Authority Youth Service*. <https://www.eani.org.uk/sites/default/files/2018-10/EA%20Youth%20Service%20Newcomer%20Research%20Report.pdf>
- xiii. Kim, E. K., Allen, J. P., & Jimerson, S. R. (2024). Supporting student social emotional learning and development. *School Psychology Review*, 53(3), 201–207. <https://doi.org/10.1080/2372966x.2024.2346443>
- xiv. Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). TARGET ARTICLES: "Emotional Intelligence: Theory, Findings, and Implications." *Psychological Inquiry*, 15(3), 197–215. https://doi.org/10.1207/s15327965pli1503_02
- xv. NACE. (2020). Default. <https://naceweb.org>

- xvi. Ng, J. Y. Y., Ntoumanis, N., Thøgersen-Ntoumani, C., Deci, E. L., Ryan, R. M., Duda, J. L., & Williams, G. C. (2012). Self-Determination Theory applied to health contexts. *Perspectives on Psychological Science*, 7(4), 325–340. <https://doi.org/10.1177/1745691612447309>
- xvii. Nickerson, A. B., Fredrick, S. S., Allen, K. P., & Jenkins, L. N. (2019). Social emotional learning (SEL) practices in schools: Effects on perceptions of bullying victimization. *Journal of School Psychology*, 73, 74–88. <https://doi.org/10.1016/j.jsp.2019.03.002>
- xviii. Nisa, K., & Abdullah, A. (2023). The role of sosial, and Emotional learning (SEL) in improving student wellbeing and academic success. *Afkarina: Jurnal Studi Keislaman Dan Sosial*, 8(1). <https://doi.org/10.33650/afkarina.v8i2.9287>
- xix. Paolini, A. C. (2020). Social emotional learning: key to career readiness. *Anatolian Journal of Education*, 5(1), 125–134. <https://doi.org/10.29333/aje.2020.5112a>
- xx. Pratheesh, P., & Francis, Z. (2024). Social and Emotional Learning (SEL) and Academic Outcomes: Teacher Support during Classroom Interactions. *Shanlax International Journal of Arts Science and Humanities*, 12(1), 46–53. <https://doi.org/10.34293/sijash.v12i1.7488>
- xxi. Rubab, U. E., Parveen, N., Jafari, S. M., & Yousuf, M. I. (2024). Social and Emotional Self-Awareness Skills among Students: A Case Study. *Qlantic Journal of Social Sciences and Humanities*, 5(1), 336–343. <https://doi.org/10.55737/qjssh.649789352>
- xxii. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- xxiii. Siddiky, M. R., & Akter, S. (2021). The students' career choice and job preparedness strategies: A social environmental perspective. *International Journal of Evaluation and Research in Education (IJERE)*, 10(2), 421. <https://doi.org/10.11591/ijere.v10i2.21086>
- xxiv. STEAM ahead. (2025, February 5). STEAM Ahead. <https://www.westeamahead.org>
- xxv. Theresa, L. D. (2015). Factors that Inform Students' Choice of Study and Career. *Journal of Education and Practice*, 6(27), 43–49. <http://files.eric.ed.gov/fulltext/EJ1077394.pdf>
- xxvi. Tomlinson, M. (2017). Forms of graduate capital and their relationship to graduate employability. *Education + Training*, 59(4), 338–352. <https://doi.org/10.1108/et-05-2016-0090>
- xxvii. Tyrance, S. C., Harris, H. L., & Post, P. (2013). Predicting Positive career planning Attitudes among NCAA Division I College Student-Athletes. *Journal of Clinical Sport Psychology*, 7(1), 22–40. <https://doi.org/10.1123/jcsp.7.1.22>
- xxviii. Zins, J. E., & Elias, M. J. (2007). Social and Emotional Learning: promoting the development of all students. *Journal of Educational and Psychological Consultation*, 17(2–3), 233–255. <https://doi.org/10.1080/10474410701413152>