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## ROLE OF EDUCATIONAL PSYCHOLOGISTS FOR SOCIAL AND EMOTIONAL LEARNING OF STUDENTS AND HEAD TEACHERS: A SYSTEMATIC LITERATURE REVIEW

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### ABSTRACT

The purpose of this research is to review evidence about the significance of the role of educational psychologists for the social and emotional learning of students and head teachers in the development of student's learning process in different ways. The purpose of the study is to see the different successful strategies that can transform students' lives through learning behavioral, emotional, and social interaction with others and the type of environment that is needed in the educational sector through a literature review. The main objective of the study is to analyze the need for social and emotional development of students and head teachers at the secondary level. This systematic literature review explores the pivotal role of educational psychologists in fostering social and emotional learning (SEL) among both students and head teachers within educational settings. A conventional subject-searching method was used for the systematic literature review. The results of the study highlight the multifaceted contributions of educational psychologists in enhancing emotional intelligence, interpersonal skills, and mental well-being among students, while also supporting head teachers in creating emotionally supportive school climates and effective leadership practices.

*Keywords: Emotional development; Academic performance; Boarding; Emotional development.*

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### INTRODUCTION

It is widely accepted that secondary school students' effective social and emotional growth requires educational psychology as a catalyst to manage increased demands of learning in their academic field and their social life as well. In contrast, the secondary stage is a critical time in adolescent life when behavioral and health disorders might manifest negatively. As a result, the participation of scholars is crucial for integrating young people into a marketable and productive profession. While academic academics' opinions are required. In addition, teachers must do a variety of tasks to advance academic learning and enhance the emotional and social skills of both students and teachers. Monitoring teachers and working on techniques for teacher training are tasks that fall under the purview of educational policy developers. To coach teachers, nevertheless, a proper and complete framework is required. Teachers' performance in this regard should be evaluated on a regular basis. The social and emotional learning of kids can be influenced by teachers in a variety of ways (CASEL, 2021).

A decade of research on the cognitive development of secondary school students has shown that a multidisciplinary framework is urgently needed by both academics and policymakers since the future of learners is at stake. Educational psychologists and decision-makers must quickly address the numerous difficulties students are having with self-management, self-awareness, and other skills. A proper check and balance are crucial since teachers carry a lot of responsibility. As a result, the current study focuses on the

necessity and evaluation of academic psychologists, the duties associated with students' positive social and emotional learning, and the situation of educational discourse in Pakistan (Boekaerts & Corno, 2005).

### **Rational of the Study**

The need for young people to learn social and emotional skills in their educational institutions and social environments is growing as a result of the changes taking place in the world. However, numerous psychologists have studied it and discovered that educational psychologists' facilitation role is crucial for improving students. Youth needs are still not being satisfied. Boys and girls alike should have the opportunity to develop their cognitive, social, ethical, moral, and emotional skills so they may play a significant part in the development and improvement of not just their society but also the entire country. Although there are many organizations working on youth development initiatives, psychologists are most suited to complete this role of supporting undergraduate students' social and emotional growth. In Pakistan, neither a significant structure nor an appropriate framework for their assessment exists. Therefore, competent educational analysts must deal with the growing divide between instructors and their social and emotional learning assessment methods at the secondary level.

### **Statement of the Problem**

Many countries around the world are changing their ways of thinking, communicating, and interacting with one another in the modern period. Educational psychologists, who serve as a remedy and are in charge of advancing students' social and emotional learning at the non-primary level, are the main focus of these changes. An investigation carried out in Pakistan revealed that because healthcare practitioners know nothing about autism, they must be experts in their specialty. Although teaching methods vary from institution to institution, self-improvement and self-awareness are essential to a successful education, and classrooms are the ideal setting for evaluating both teachers' and students' progress. Professional academic psychologists can help Pakistani students avoid potential issues with learning how to express themselves and manage their emotions. However, the issue is that an efficient approach is lacking for the correct provision of educational services. Due to the recent COVID-19 outbreak, face-to-face interaction between students and teachers was reduced, which disrupted both teaching and learning. Therefore, the goal of the current study is to connect minor-level students with the best institutional therapists who can help them develop their interpersonal and communication skills.

### **Theoretical Framework**

The study's theoretical foundation is based on social and emotional learning theory and collaborative learning theory. In addition to this, other evaluation and teaching methodologies are used. Adult learners require the instructors' undivided attention and cooperation in order to produce the best results. Therefore, it will be advantageous for the students and head teachers if a qualified psychologist plays that position in understanding the students' talents or capability level and effectively instructing them. A method called collaborative learning enables students to effectively communicate and socially connect with their classmates and teachers. The social and emotional learning technique, on the other hand, can assist educational leaders and practitioners in providing greater assistance to students by assisting them in regulating their abilities, feelings, and behavior (Ferreira et al., 2021). As a result, this practice can enhance students' abilities. The environment created by educational psychologists and students encourages learning at the most fundamental level.

### **Objectives of Study**

The following are the goals of educational psychologists' research on social and emotional learning in secondary students:

1. To identify the professional educational psychologist in the field of school education.
2. To highlight the role of school psychologists in the social and emotional development of students and head teachers.

3. To analyze the need for social and emotional development of students and head teachers at the secondary level.

### **Research Questions**

1. What is the perception of people about the need for educational psychologists for the social and emotional learning of head teachers at the secondary level?
2. What is the role of school psychologists in the cognitive skills building of head teachers?
3. How this socio-emotional studying process will be proven healthy for students at the secondary level?

### **Significance of Study**

It is hoped that the study's findings will have a substantial positive impact on the respondents, including students, parents, educators, and policymakers. Today, a variety of institutions and organizations work with students to involve them in various cognitive and curricular activities to advance their knowledge and experience and teach them new ways to interact with others and conduct themselves appropriately. Such skills enable students to succeed in both their academic and professional endeavors. It might boost their academic performance together with beneficial social engagement. For students in secondary education, a friendly environment and professionally qualified institutional psychotherapists are critical. The development of morality is crucial for sustainability. These instructors encourage students to memorize material, broaden their knowledge, and pick up new skills and moral principles. They assess students using their knowledge and experience, and by taking into account their needs for social and emotional learning, they assist them in reaching their full potential while under their supervision. As a result, these educators collaborate with the local government to promote non-primary school children's learning of social values and behavioral ethics. Therefore, evaluation of their performance and services is required by taking into account the responsibilities of students in educational institutions. Therefore, they need to be evaluated frequently.

### **LITERATURE REVIEW**

The necessity for well-trained educational psychologists and their assessment of the social and emotional learning of students at the secondary level was a topic of controversy due to the growing complexity and global change in operations. The secondary level has continued to be a critical stage in development change that impacts students' academic approach. The meaning of social economic learning and the function of educators in students' growth processes are explained in this literature study. The necessity of evaluating institutional scholars was also discussed. Students, instructors, legislators, and members of the community participated in the study. The evidence-based secondary level needs assessments for experienced teachers, however, were highlighted for students' social and economic learning. On the other hand, it covered the laws and rules that support the unique learning and teaching process, improved institutional negative behavior, and highlighted the project's benefits and drawbacks. Although it showed teachers' efforts to improve students' social interactions, it also indicated the essential components of Students also need to learn how to control their emotions since once they were aware of them, they tried to do so (Keltner, 2021). As compared to their peers, adults with low self-control and self-awareness are more prone to commit crimes. Through their psychological teams, numerous educational institutions are able to remove such obstacles. Additionally, the literature review concentrated on the synthesis of published research on the necessity of skilled educators' judgment of teachers' emotional coaching for better knowledge provision and enhancing teacher-student interaction because teachers are the primary actors in the classroom (Oyler, 2011) and they should be periodically monitored. As a result, these results are analyzed in relation to the effects of students' and teachers' talents. The major goal is to maximize the productivity of teachers while striving to improve undergraduate students' skill learning through the elimination of disruptive behavior in the classroom (Asif et al., 2020).

### **Psychological Needs of Students**

Teachers have a crucial role in the success of their students and the development of strong cognitive skills for both the academic environment and the workplace. Adolescents go through bodily changes, but they also go through cognitive, emotional, and psychological changes that call for prompt intervention. It was accepted that their changing personalities helped them improve by enhancing their abilities and perspectives. So, provide them with the tools they need to handle challenges and thrive in demanding environments. Students were willing to build identity, competence, and autonomy, according to research by a psychologist at the National Academy of Science. To improve educational psychologists' understanding of learning and self-regulation, it is imperative to introduce qualitative methodologies (Boekaerts & Corno, 2005). In contrast, a guide was needed. The goal of the study was to establish a connection between the rise in psychological issues and potential solutions for promoting psychological well-being. Moreover, the general state of well-being among teachers was high throughout all career stages. Students needed proper instructions and guidance regarding developing moral and ethical values, discipline, ways of interaction and communication, well-being and to brush cognitive abilities. They were unable to find an effective strategy without a teacher. There was a large gap seen between students having skill development education for well-being and those who remained deprived of getting that opportunity. However, to reduce criminal activities such as juvenile delinquency; improve the behavior of students, and their social communication, and polish their emotion control abilities teachers having psychological traits were needed.

### **Significance of need for academic psychotherapist assessment**

The debate on the assessment of psychologists to help the students understand their behavior and ideas remained under consideration. There are different ways through which a teacher influences the learning of students at the secondary level. In specific and well-structured social and economic learning, psychological teachers have played potential to influence their students' development through direct and indirect methods and behaviors (Oyler, 2011). Whereas, teachers demonstrated that the provision of emotional support periodically helped in self-confidence. Special instructors were needed for special education and to shape the students' way of thinking. The way teachers and students interact in such an environment plays a great role in making the learning process effective. Due to their expertise in their field, their monitoring and tutoring tactics were exceptional. Therefore, based on careful observation, it has been shown that teachers with psychological backgrounds could easily assist pupils in managing their emotions and identifying useful coping mechanisms. Their great qualities unintentionally influenced young people as well. Despite the fact that the study examines instructors' effectiveness as psychologists from the Teach for America program, it also reveals the relationship between academic success and socioemotional growth influenced by teachers' actions. However, it is imperative that teachers change their strategies and methods if they are working or not. To close any gaps in students' learning, their conduct and interactions with other members of the faculty and students should be taken seriously. There is a serious need for a reassessment of Pakistan's academic regulations.

### **Programs and policies about master's assessment need**

Adult education instructors prepare lesson plans and provide curriculum instruction. Specific policies and programs that were created to enhance the social and economic learning process were one of the most crucial tactics. Since it is widely believed that adults need to be transformed, numerous programs, including those promoting social and emotional learning, teen smoking reduction, skill development, etc., have been developed in an effort to produce effective outcomes. Instead of encouraging students, teachers assisted them in the development of these abilities to better their interactions, outlooks, and behaviors; a psychiatric evaluation of the students was also required to determine the state of their mental health (Bronfenbrenner, 2021). However, policymakers and local society's efforts to support teachers' social and economic development have positive results since teachers have the power to influence adult learners' cognitive and behavioral patterns through skill development, therefore these programs specifically target teachers. For instance, in the Chicago School Readiness Project, teachers' behavioral control tactics were

put into practice, directly affecting how effectively they performed their duties. In addition, it was noted that the programs' agenda included conducting a program for psychologist training and education in order to raise the standard of the learning environment. According to Bronfenbrenner (2021), ecological systems have placed a strong emphasis on the acquisition of skills. In Pakistan, there was also no system in place for holding educators accountable, which led to problems with teacher evaluation. The agenda must include working on emotional coaching for teachers. Consequently, the document's emphasis was on the mechanism. Which teachers can oversee and promote the unique growth of their students, as well as the requirement for academic psychotherapists and evaluations of their efficacy. In summary, Pakistan needs to reassess its academic policy immediately.

### **Issues regarding assessment of instructors in the field of Socio-emotional Development**

Home and school environments have an impact on students' social and emotional competency. The issues of methodology, context, and terminology were constantly under discussion despite the recognition of mental, cognitive, behavioral, and academic benefits (Darling-Churchill & Lippman, 2021). It is known that teacher evaluation is a crucial academic tool for more effective and efficient learning. On it, several counties are working. The study concentrated on the topic of the teachers' emotional makeup. Lack of consensus on vocabulary to reflect psychologists' social and emotional attitudes was one of the problems facing policymakers. Whereas, numerous terminologies were used in the skill development educational sector like emotional literacy and social competence (Crick & Dodge, 2021). Moreover, issues related to reliability and measuring the access to social development learning were less than satisfactory level. Lack of assessment, poor teamwork, and insufficient teacher professional development all had a role in the failure of policy formulation. Furthermore, giving too much attention to the possible educational indicators was insufficient. It was agreed that students' comprehension was becoming more complicated, and this highlighted the inadequacy of teachers' evaluation procedures. The implementation of a strong framework can address these problems. Last but not least, during the COVID-19 period, social and emotional learning approaches were not very effective, and as a result, due to lockdown sessions, educational psychologists were not effectively monitored. There are numerous studies that are undertaken in Pakistan that produced the finest healthcare delivery and student development that was healthcare-focused. Therefore, developing such strategies that lessen any kind of annoyance is really needed (Ferreira et al., 2021).

### **METHODOLOGY**

For this study, a systematic literature review was carried out to search for and select relevant studies. Such a review helps in integrating and systematically arranging the studies and their results. Also, it helps to provide a thorough analysis of the studies and to identify the challenges that are needed to develop future research. The study looked at the systematic literature review. There are many pieces of research reviewed for doing a systematic review. Research has done a thorough review of the literature. A conventional subject-searching method was used for the systematic literature review. Data for this study was gathered from a variety of sources, including prior studies and reliable articles, in order to determine whether educational psychologists are necessary in educational institutions for the social and emotional growth of students. As multiple tools are being used by researchers, my data collection tool was a systematic literature review and data collected through different previous literatures.

### **Data Analysis**

The study articles that followed used a systematic evaluation of the literature and critical discourse analysis to identify the key problems with the implementation of students' social and emotional learning. They have examined the primary contributing factors, such as monetary, administrative, and social issues, that affect the evaluation of educational psychologists and have drawn attention to the pressing need to address this issue at the secondary levels of students' social and emotional development and the provision of better educational psychotherapist faculty.

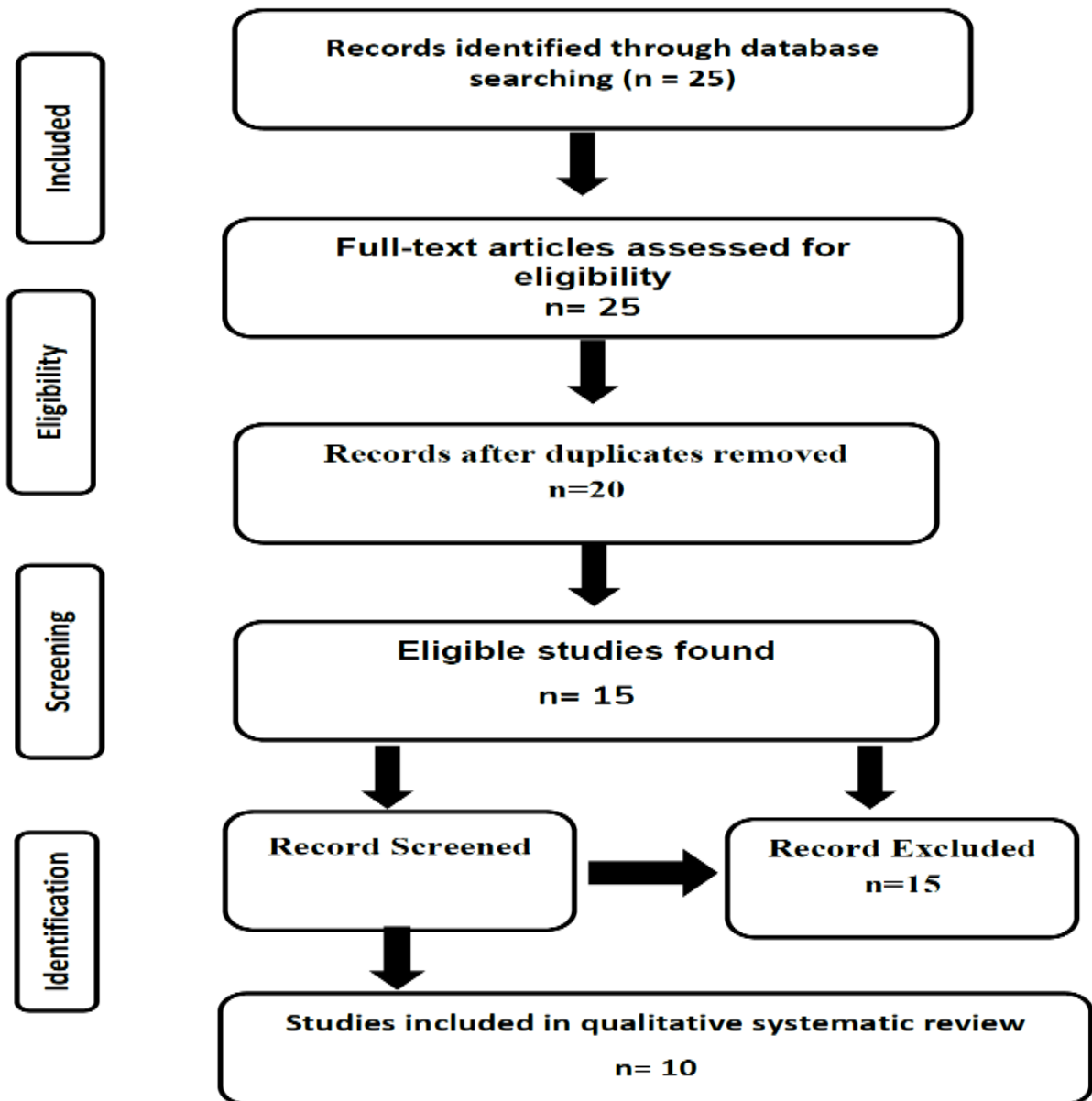


Figure 1. Study Selection process: Through Conventional subject searching.

Table 1. Previous studies for literature review.

Sr. No	Author/Year	Title	Findings
1	Louise et al. (1989)	Preventing Disruptive Behavior in Schools: The Educational Psychologist as School System Consultant	The main focus was the need of expert team of educational psychologist for academic institute and it developed a working model for secondary school.
2	Perry (2023)	Introduction: Using Qualitative Methods to Enrich Understandings of Self- Regulated Learning.	The growing interest of learning of socio-emotional skills development demanded well-disciplined, capable and socio-cognitive instructors. Educators have a great impact on learners' abilities. Hence, for screening of educational psychologists is essential for qualitative provision knowledge and skills development either social or emotional.

3	Perry et al. (2023)	Investigating teacher-student interaction that foster self-regulated learning	As education is a key factor in promoting globalization. There is a dire need to create a friendly environment between teacher and student to make the learning process effective. In this regard, government and society can play an effective role.
4	Özü e al. (2017)	Teachers' psychological well-being: a comparison among teachers in USA, Turkey and Pakistan	The protection of teachers' well-being, their mantle is also very important so their assessment of their psychological issues need attention. This kind of assessment is recommended not only in Pakistan but also in overseas countries.
5	Maggs & White (1982)	The educational psychologist Facing a new Era: cross-sectional study	This illustrates the faded division between special and regular education and highlights the question about the accountability of educational psychotherapists because the responsibility of success and failure of students is on their shoulders. Whereas, multiple evaluation programs are considered as a priority and systematic analysis contributes in the efficiency of both teachers and students. accountability of educational psychotherapists because the responsibility of success and failure of students is on their shoulders. Whereas, multiple evaluation programs are considered as a priority and systematic analysis contributes to the efficiency of both teachers and students.
6	Cooley (1974)	Assessment of educational effects	This focused on the approach that how assessment is useful for educational policymakers. Additionally, this paper revealed the fact that the abilities and motives of teachers lead the students to goal achievement or not. The measurement of the academic process and the analysis for field data examination were considered.
7	Saif and Naz (2016)	Review of educational policies of Pakistan: Planning and implication flows	Education is very important in every society either on national or international level. The educational policies in Pakistan should be updated periodically and implemented properly to enhance their sustainability.
8	Woolfson et al. (2003)	An integrated framework to guide educational psychologist practice	This covers the original design of training for educational psychologists. Apart from these coaching strategies for teacher should be managed.
9	Imran et al. (2011)	A survey of Autism Knowledge and attitude among the health care professional in	It is found that in Pakistan, knowledge of regarding mental health care among professional is limited. This decreases the efficiency of psychologists and they cannot perform their duties as they have to do it.
10	Dunlosky et al. (2013)	Improving Students' Learning with Effective Learning Techniques: Promising Directions from Cognitive and Educational Psychology	It involves helping students to better regulate their learning through the use of effective learning techniques. cognitive and educational psychologists have been developing and evaluating easy-to-use learning techniques that could help students achieve their learning goals.

## Findings

This segment of the research discusses the findings of the study based on the experience of the educational psychologists, head teachers, and the learners at the secondary level. The majority of the higher-level students have doubts about the learning process because of a lack of resources and an expert team for guidance, so the educational sector is facing challenges, especially in Pakistan. Failure of implementation of educational policies created a vacuum in the delivery of special education at the secondary level. Educational policies and programs are not implemented properly, whereas nepotism and favoritism have been seen. In Pakistan teachers have limited or less command in their field, for example, they have inadequate knowledge of autism. Local society is not imparting to monitor teachers whether they are serving well or not. The traditional classroom is a reliable learning source but digitalization has cut down the face-to-face interaction at large scale. In this way, students have limited chances to meet anyone physically. The problem of lack of accountability of teachers has been found during research that needs to be addressed on time. Teachers without psychological knowledge and experience are unable to perform

their duties in an effective way. There are large numbers of institutes where no psychologist has been found. According to psychologists' perspective, a well-trained team is needed to boost up cognitive and behavioral learning of adolescents. As per students' opinion, learning cannot produce effective results in underdeveloped countries like Pakistan, where the majority of students are unable to access quality learning and face a lack of expert teachers who help them to polish their abilities and learn new things. Periodic assessment of teacher's mental health care is missing in Pakistan. This research also elaborated that serious efforts are needed by the government and policymakers to promote such activities that assist teachers and students to develop social and emotional skills.

## **CONCLUSIONS**

In conclusion, the study's findings revealed that while both educational psychologists and students believe that the current learning process is ineffective, it is still possible for lower-level students to learn qualitatively through numerous coordinated efforts made by teachers, parents, society, and the government. Although teachers and those who establish educational policy in Pakistan are working on it and trying their best, learning moral values and self-awareness is falling due to a lack of skill and knowledge in mental and behavioral therapy.

The evaluation of teachers that is required to provide knowledge that is skill-based is not as effective as it should be. On the other hand, a lack of social and emotional development in the educational system is making the work environment for young people difficult. Additionally, there is a lot of work that has to be done to enhance kids' social and emotional abilities in order to boost the academic sector and ensure children's well-being. The study also stressed the need for top educational psychologists who take responsibility for their work because they can contribute significantly to learners' progress. The study not only provided evaluations of instructors' social and emotional skills but also a method for resolving a wide range of issues. It answers any question that might arise and is thought to be significant by society and decision-makers. Because they would be better supervised and evaluated by the decision-makers in education, instructors would assess the social and emotional needs of their students in a positive way. The purpose of this study is to support and encourage educational psychotherapists in fostering social and emotional learning in secondary pupils.

## **RECOMMENDATIONS**

It is clear from the foregoing debate and conclusion that the educational system needs numerous improvements. The following suggestions have been made to improve the role of educational psychologists in supporting secondary students' social and emotional learning, and they are described below. Higher-level institutions should be provided with expert educational psychologists to ensure the provision of behavioral skills development of students. School psychologists must have in educational institutions it will help to create social and emotional development of the head teachers because head teachers have a special role in the overall development of the institution and teachers and they have a special role in creating an effective role in educational institutions. Teachers should be provided necessary training regarding their duties, so they perform their best. The team of educational policymakers should be revised to increase the efficiency of the policymakers and to ensure effective or advanced policies for the educational sector as well. To cover a gap in the educational sector, systematic educational policies are needed that analyze problems systematically. Improve the educational climate of the learning place for example classroom and make sure to keep students under observation. Timely assessment of youngsters' social and emotional development is a prerequisite. The provision of skills related to social and emotional learning should be the top priority of policymakers. Politicians and local society must take part in teachers' assessment assignments. In Pakistan, teachers' coaching and training programs should be a part of educational policies and must be updated with time because it would increase their knowledge. Take some steps, like to start campaigns, to promote student-teacher friendly and healthy relations. It is a need of the time to modernize the traditional



education system to go parallel with the exemplary education system of the world. In Pakistan, the need for assessment of teacher's mental health care issues should be considered at the top of the list.

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