

The Effect of Social-Emotional Competency on College Students in South Korea

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The purpose of this study was to understand the influence of the level of social emotional competence of college students on their achievement emotion, life satisfaction, and academic achievement. To this end, a survey was conducted with 301 college students in the Busan and Gyeongnam areas of Korea in 2019. The students were divided into high, medium, and low levels according to social emotional competence. Then, on the basis of these divisions, their achievement emotion, life satisfaction, and academic achievement were compared with one-way ANOVA. The results indicated that students with high social emotional competence had higher average scores in positive achievement emotion: enthusiasm, hope, and pride; lower average scores in negative achievement emotion: anger, anxiety, shame, frustration, and boredom; and higher average scores in life satisfaction, and academic achievement compared to the group with middle and low social emotional competence. Based on the results, this article discusses considerations and recommendations for follow-on studies. It also highlights the need for social emotional competence education in Korea against the backdrop of intense pressure on students to perform well academically and a culture where emotion is not freely expressed.

Keywords: social emotional competence, life satisfaction, achievement emotion, academic achievement

Introduction

The mental health of Korean college students in their 20s is a concern. The leading cause of death for young adults is suicide (Lee, 2018), with South Korea having the highest rate of suicide among persons in their 20s of the 36 OECD member states (Shin, 2019). Factors that determine success or happiness in life are cognitive factors (10%–20%) and emotional capabilities (80%–90%) (Goleman, 2012). The Korean education system is focused on achieving high levels of the cognitive factors, that is, a high degree of academic achievement, since this is a major factor to succeed in Korean society. As a result, Korea continues to rank at the top for PISA, a global assessment of academic achievement; however, adolescents and college students in Korea are unhappy (Ho, 2016; Lee, 2019; Park et al., 2010).

Furthermore, HR managers and strategic planning managers of global companies, who are leading the fourth industrial revolution, are also challenging the achievement-focused education system of Korea. The ten most important competencies of an employee in 2020 are related to personality competencies, which the World Economic Forum has termed social emotional competencies (World Economic Forum, 2015). Experts predict that these competencies will become more important as the fourth industrial revolution progresses (World Economic Forum, 2016). Social emotional competency has therefore now become essential for college students who must enter the labor market in the near future.

Social emotional competency refers to the ability to accurately perceive and control one's emotions, the ability to accurately recognize and empathize with other people's feelings, and the ability to engage in cooperation and problem-solving through the effective management of relationships with others (Zin et al., 2004). Social emotional competency is a basic competency required for a healthy and happy life. The concept began with a school psychologist in the United States (Merrell & Gueldner, 2010) and has been proven in its effects in a wide range of areas. Many studies have found that students with high levels of social emotional competency are emotionally healthy,

intelligent when it comes to relationships, and enjoy positive results in terms of academic achievement and life satisfaction (Conley, 2015; Durlak et al., 2011; Gloria & Ho, 2003; Merrell & Gueldner, 2010; Merrell et al., 2008; Pritchard & Wilson, 2003; World Economic Forum, 2016; Zins et al., 2004).

Academic elements absorb a lot of the time and energy for Korean college students throughout their college lives and lead to high levels of stress and pressure (Jones et al., 2018). One reason for this is that coursework is directly related to credits, which are in turn closely linked to graduation and employment. Coursework determines success in college, and the process to prepare for employment, especially in Korea where youth employment rates remain gravely low, leading to students experiencing anxiety and frustration amidst fierce competition. Another stressful factor is the relational factor (Koo & Kim, 2006; Park, 2004). College students are required to actively select and look for peers that fit well with themselves in a wider range of human relationships, which require competencies relating to relationships.

Students with high social emotional competency are able to objectively perceive their emotions, thoughts, and problems in social relationships; overcome frustration or stress better; and lead successful college lives through experiences of successful academic achievements (Conley, 2015; Lee, 2018; Pritchard & Wilson, 2003). Furthermore, students with high social emotional competency are able to better grasp and empathize emotions of their own and others, allowing them to establish positive and close relationships to feel happiness and satisfaction (Park, 2004). Social emotional competency is more important than ever to help college students withstand this environment where gaining employment is difficult, to help them lead successful college lives, and to actively prepare them for the era of the rapidly changing fourth industrial revolution.

Understanding the unique social and cultural characteristics of Korea will form the foundations of understanding the significance and importance of social emotional competency in Korea. Therefore, this study aims to explore the influence of social emotional competency on the achievement emotion, life satisfaction, and academic

achievement of Korean college students, and its implications. The research questions of this study are as follows.

1. Are there differences in achievement emotion of college students according to the level of their social emotional competency?
2. Are there differences in the life satisfaction of college students according to the level of their social emotional competency?
3. Are there differences in the academic achievement of college students according to the level of their social emotional competency?

Literature Review

The concept and five sub-competencies of SEC

Social Emotional Competence(SEC) is a field that was developed by a school psychologist in the United States, and Elias et al. (1997) defines it as the ability to understand and manage human socioemotional aspects that helps the individual to successfully manage life tasks such as adapting to complex development tasks, forming human relationships, and daily problem-solving. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL) (2011), social emotional learning refers to a comprehensive and controlled process, at school level, to advance the social emotional competency of students and to form a safe school environment to help the students to avoid problem behavior and achieve academic success. In other words, combining these definitions, social and emotional competencies can be regarded as “life skills” that can recognize, sympathize, and positively manage one’s own and others’ emotions, and can be seen as an essential competency in forming and maintaining meaningful relationships and leading a happy life.

Zins et al. (2004) elaborate on the five sub-competencies of social emotional competency. First, self-awareness refers to the competency of being able to accurately identify own emotions, strengths and weaknesses, and inner needs (Merrell, 2010). The self-awareness competency is the most basic and fundamental of the five sub-competencies of social emotional competency. Second, self-management refers to the ability to accurately express, control, and manage the emotions perceived through the previous competency. Furthermore, this competency also includes abilities relating to impulse control, goal-setting, stress management, and self-synchronization (Merrell & Gueldner, 2010) Third, social awareness is a concept that refers to the accurate perception of emotions felt by others, the understanding of the intention of other's behaviors, and the ability to see things from the perspective of others, empathize with the emotions of others, and respect others (Merrell & Gueldner, 2010). Fourth, relationship management refers to the ability to effectively execute various relationship-related skills to form and maintain healthy interpersonal relationships based on the social-awareness competency (Merrell & Gueldner, 2010). Relating to this area, Zins et al. (2004) emphasized abilities such as communication, social exchange, cooperation, compromise, conflict management, asking for help, and providing help. Lastly, responsible decision-making is a combination of the four aforementioned sub-competencies and refers to the competency of decision-making with moral responsibility and discernment. As factors of responsible decision-making, Zins et al. (2004) include confirmation of the problem, diagnosis of the problematic situation, application of effective problem-solving techniques, as well as evaluating and considering various alternatives.

The impact of SEC on achievement emotion

Research on important emotions that affect academic achievement in students identified a quintessential emotion called achievement emotion. According to Pekrun et al. (2011), achievement emotion refers to the emotion that is directly related to

achievement activities or achievement results in the educational context (p. 37). Achievement emotion is typically known to influence the motivation, learning, performance, development of the concept of self, and the mental health of students (Schutz & Pekrun, 2007). For example, positive emotions such as pleasure and hope lead to higher focus on learning tasks, increased intrinsic motivation, and lead to the use of more flexible learning strategies, thereby having a positive influence on academic achievement. However, negative emotions such as boredom, lower learning motivation, impede self-regulated learning, and draw focus away from information processing, leading to low levels of academic achievement (Pekrun et al., 2002; Villavicencio, 2011; Villavicencio & Bernardo, 2013). The development of certain emotions for students in the learning situation is becoming an important factor in academic achievement as well as in individual mental health. However, there is a lack of research on the diagnosis of overall achievement emotion in students and how it can be improved; only specific emotions such as exam anxiety are being studied in the field of education.

Typically, achievement emotion can be classified into four categories, based on two criteria (Pekrun et al., 2011). In other words, achievement emotion can be divided into positive or negative emotions based on emotion valence, and into activating and deactivating emotions based on activation. Through ongoing research, Pekrun et al. (2011) identified a total of eight achievement emotions: three positive-activating emotions (enthusiasm, hope, pride), three negative-activating emotions (anger, anxiety, shame), and two negative-deactivating emotions (boredom, frustration), with no achievement emotions found in the positive-deactivating area. Typically, positive emotions are known to improve performance by improving learning motivation and learning (Clore & Huntsinger, 2009; Meyer & Turner, 2002, Pekrun et al., 2002), and negative emotions are known to decrease learning motivation and performance (Pekrun, 2005; Zeidner, 2007).

In a study on the relationship between SEC and achievement emotion in college students, Lee (2018) argued that higher SEC led to higher positive achievement

emotions; lower SEC led to higher negative achievement emotions; SEC that influence positive achievement emotions were self-awareness and responsible decision-making, and self-management and self-awareness influenced negative achievement emotions, indicating that individual factors were more closely related to achievement emotions rather than relationship factors.

The impact of SEC on academic achievement and life satisfaction

SEC has an overall positive impact on the development of students, including attitude towards the school, behavior in school, and academic performance (Schwab & Elias, 2006), and previous studies have indicated that it is effective for the emotional development of students such as self-awareness, social interactions, and academic achievement (Conley, 2015; Durlak et al., 2011; Gloria & Ho, 2003; Merrell & Gueldner, 2010; Pritchard & Wilson, 2003; Zin et al., 2004). CASEL (2011) conducted a meta-analysis of 207 studies that have verified school-based social emotional learning programs and found that social emotional learning was effective in advancing social emotional techniques, attitude, behavior, emotional adaptation, and academic performance. Durlak et al. (2011) also conducted a meta-analysis on research from 1970–2007 and found that social emotional learning led to improvements in academic achievements, positive attitude toward school, and pro-social behavior. Furthermore, Shin (2018) emphasized the importance of self-compassion by proving that Korean college students with high self-compassion had higher levels of life satisfaction, and Hope et al. (2014) assert that high levels of self-compassion leads to improvements in life satisfaction and quality of life. In summary, SEC has a broad potential impact on academic achievement, life satisfaction, emotion development, problem-solving, and social interactions; however, it has rarely been implemented in the Korean higher education context, despite its urgency and necessity.

Methods

Research procedure and research subjects

The subjects of this study were students enrolled in four-year college programs in Busan, the second-largest city in Korea. The procedures of this study are as follows. First, IRB approval was obtained and colleges meeting the purposes of this study were selected. Second, the purpose of the research was explained on the online bulletin boards and in student communities of each college, and recruitment notices were posted. Third, students willing to participate in the study gathered at a predetermined place at a specific time, completed the written explanation and the consent form, and participated in the survey. A small reward was given for participating. The survey took place from September 10, 2019 to September 30, 2019, with a total of 330 students from 10 colleges participating. The data from 301 students were used, excluding 29 sets of data with insincere or missing responses (see Table 1).

Table 1. Descriptive data of the sample

Category	Target	Number	Frequency
Gender	Male	127	42.2
	Female	174	57.8
By field of study	Humanities and social sciences	143	47.5
	Science and engineering	158	52.5
By year	First year	59	19.6
	Second year	95	31.6
	Third year	90	29.9
	Fourth year	57	18.9
Total		301	100

Measurement scales

Scale for SEC

The Social Emotional Competence Questionnaire (SECQ) developed by Zhou and Ee (2012) was used to measure SEC. The SECQ used in this study has been subject to a validation process in previous studies, and is composed of a total of 25 items, with five items in each of the five sub-factors. The scale is a five-point Likert scale. The overall reliability of the scale in this study was relatively high at .881, with .744 for self-awareness, .844 for social-awareness, .81 for self-management, .716 for relationship management, and .703 for responsible decision-making. As the overall average was high at .881, this scale appears to be reliable. Although there is a difference in the timing of measurement of SEC and dependent variables (academic achievement), the timing of the measurement of SEC is less restricted because it states that the measurement should answer what I am "usually" rather than what I am "today". An example of SEC is as follows: I understand my emotions and feelings.

Scale for achievement emotions

The Achievement Emotions Questionnaire (AEQ) developed by Pekrun. et al. (2011) and validated by Peixoto et al. (2015) was modified and revised to fit the Korean context for the purposes of this study. The AEQ is composed of items relating to eight achievement emotions (enthusiasm, hope, pride, anger, anxiety, shame, frustration, boredom) and tests for the three achievement situations of studying, class, and examination. This study limited the achievement emotions to the situation of classes, and only utilized items asking about the eight achievement emotions. The reliability of the AEQ used in this study is shown in the table below, and it was generally acceptable, with .779 for enthusiasm, .778 for hope, .801 for pride, .653 for anger, .668 for anxiety, .761 for shame, .850 for frustration, and .876 for boredom.

Scale for life satisfaction

This study used the scale for life satisfaction, which modified the Subjective Well-being Measure developed by Lee (2013). The Subjective Well-being Measure is composed of five items and one factor and is measured using a five-point scale, including a neutral question. The reliability of the scale used in this study was .852.

Academic achievement measure

Lastly, academic achievement was measured by themselves using the results from the participants' previous GPA.

Data processing

The data processing method used in this study is as follows. To address each research problem, this study divided the college students into high, medium, and low groups based on the results of SEC scores, which are equal proportions as 33.3%(Lee, 2018). Second, to understand if there were differences in achievement emotion, academic achievement, and life satisfaction depending on their three SEC levels, one-way ANOVAs was used using SPSS 25 package. In order to implement ANOVA, test of normality and homogeneity of variance of dependent variables were carried out, and assumptions were satisfied. In the case of achievement emotion, the ANOVA was individually implemented because each emotion may have a relationship, but the eight emotions have unique characteristics.

Results

Differences in achievement emotion according to SEC of college students

First of all, the descriptive statistics in Table 2 and Table 3 indicate the overall

averages of SEC and each achievement emotion of the students. In terms of SEC, high group averaged 4.11 points, medium 3.59 points, and low 3.05 points. In the case of achievement emotion, positive emotions, enthusiasm averaged 2.98 points, hope 3.21 points, and pride 3.20 points; as for negative emotions, anger averaged 2.63 points, anxiety 2.62 points, shame 2.15 points, frustration 2.01 points, and boredom 2.82 points. Positive emotions range between high 2 to low 3 decimal points; negative emotions are all distributed around 2, indicating that college students are more likely to feel positive achievement emotions than negative achievement emotions. However, as a whole, positive achievement emotions are also distributed around high 2 to low 3-point ranges, indicating that college students are not feeling positive achievement emotions in their classes.

Table 2. Descriptive data of the SEC

Category	N	M	SD
High	100	4.11	0.28
Medium	106	3.59	0.11
Low	95	3.05	2.04
Total	301	3.59	0.48

Table 3. Achievement emotion results

Category	N	M	SD	
Enthusiasm	High	100	3.32	0.75
	Medium	106	2.91	0.74
	Low	95	2.68	0.68
	Total	301	2.98	0.77
Hope	High	100	3.62	0.73
	Medium	106	3.15	0.71
	Low	95	2.86	0.72
	Total	301	3.21	0.78
Pride	High	100	3.58	0.73
	Medium	106	3.16	0.77
	Low	95	2.86	0.69
	Total	301	3.20	0.78

Anger	High	100	2.31	0.76
	Medium	106	2.67	0.86
	Low	95	2.91	0.64
	Total	301	2.63	0.80
Anxiety	High	100	2.28	0.75
	Medium	106	2.61	0.67
	Low	95	3.01	0.73
	Total	301	2.62	0.77
Shame	High	100	1.81	0.59
	Medium	106	2.11	0.73
	Low	95	2.57	0.72
	Total	301	2.15	0.75
Frustration	High	100	1.67	0.65
	Medium	106	2.00	0.80
	Low	95	2.38	0.72
	Total	301	2.01	0.78
Boredom	High	100	2.41	0.90
	Medium	106	2.87	0.93
	Low	95	3.19	0.75
	Total	301	2.82	0.92

One-way ANOVAs were conducted to understand whether the differences in average achievement emotions according to their SEC were statistically significant (see Table 4). First, in terms of enthusiasm, the differences between the three groups with different SEC levels were significant ($F=19.009$, $p<.001$). A post-hoc test (Scheffe) was conducted to understand the details of the significant differences; the results indicated that students with high SEC were found to feel more enthusiasm compared to their peers with medium or low SEC levels. A similar process was followed for the other seven emotions. The results are displayed in Table 4.

Table 4. Differences in average achievement emotions according to SEC

Category		Sum of squares	Degrees of freedom	Mean squared	F	Post-hoc verification
Enthusiasm	Between group	20.175	2	10.087	19.009***	High > Medium High > Low
	Within group	158.138	298	0.531		
	Total	178.313	300			
Hope	Between group	29.221	2	14.611	28.295***	High > Medium > Low
	Within group	153.877	298	0.516		
	Total	183.098	300			
Pride	Between group	25.511	2	12.755	23.880***	High > Medium > Low
	Within group	159.174	298	0.534		
	Total	184.684	300			
Anger	Between group	17.620	2	8.810	15.028***	High < Medium High < Low
	Within group	174.708	298	0.586		
	Total	192.328	300			
Anxiety	Between group	25.834	2	12.917	25.077***	High < Medium < Low
	Within group	153.494	298	0.515		
	Total	179.328	300			
Shame	Between group	29.132	2	14.566	31.328***	High < Medium < Low
	Within group	138.559	298	0.465		
	Total	167.691	300			
Frustration	Between group	24.517	2	12.259	23.056***	High < Medium < Low
	Within group	158.442	298	0.532		
	Total	182.959	300			
Boredom	Between group	30.463	2	15.231	20.192***	High < Medium < Low
	Within group	224.794	298	0.754		
	Total	255.257	300			

*** $p < .001$

Differences in life satisfaction according to SEC of college students

First of all, the descriptive statistics in Table 5 indicate that the overall average of life satisfaction of students was 3.28 points, and in terms of the three groups according to different levels of social emotional competency, the high SEC group had an average of 3.66 points; the medium group had 3.34 points, and the low group

had 2.81 points. Given that the overall average of life satisfaction was 3.28 points out of 5, it appears that the students evaluate their life satisfaction to be at a moderate level.

Table 5. Life satisfaction results

Category	N	M	SD	
Life satisfaction	High	99	3.66	0.73
	Medium	106	3.34	0.72
	Low	95	2.81	0.72
Total	300	3.28	0.80	

A one-way ANOVA was conducted to understand whether the differences in average life satisfaction according to the students' SEC were statistically significant, and the differences between the three groups according to their SEC were very significant ($F=34.260$, $p<.001$) (see Table 6). A post-hoc test (Scheffe) was conducted to understand the details of the significant differences; the results indicated that students with high levels of SEC had higher life satisfaction than students with medium levels, and students with medium levels had higher life satisfaction compared to students with low levels.

Table 6. Differences in average life satisfaction according to SEC

Category	Sum of squares	Degrees of freedom	Mean squared	F	Post-hoc verification	
Life satisfaction	Between group	35.761	2	17.880	34.260***	High > Medium > Low
	Within group	155.005	297	0.522		
	Total	190.766	299			

*** $p<.001$

Differences in academic achievement according to SEC of college students

Prior to examining the differences in academic achievement according to the SEC of college students, the descriptive statistics in Table 7 indicates that the overall average academic achievement of students was 3.70 points, and in terms of the three groups according to different levels of SEC, the high SEC group had an average of 3.93 points, the medium group had 3.58 points, and the low group had 3.57 points. A one-way ANOVA was conducted to understand whether the differences in average academic achievement according to the students' SEC were statistically significant, and the differences between the three groups according to their SEC were partially significant ($F=4.055$, $p<.05$) (see Table 8). A post-hoc test (Scheffe) was conducted to understand the details of the significant differences; the results indicated that students with high SEC were found to have higher academic achievement compared to their peers with medium or low SEC levels.

Table 7. Academic achievement results

Category		N	M	SD
Academic achievement	High	100	3.93	0.95
	Medium	106	3.58	0.98
	Low	95	3.57	1.08
Total		301	3.70	1.01

Table 8. Differences in average academic achievement according to SEC

Category		Sum of Squares	Degrees of freedom	Mean squared	F	Post-hoc verification
Academic achievement	Between group	8.093	2	4.046	4.055*	High >
	Within group	297.396	298	0.998		Medium >
	Total	305.488	300			Low

*** $p<.001$

Discussion and Conclusion

This study sought to verify whether the SEC of college students influenced their achievement emotion, life satisfaction, and academic achievement. The results indicated that first, the SEC of college students had a positive influence on the achievement emotions in college classes. Students with high levels of SEC had higher positive achievement emotions such as enthusiasm, hope, and pride, compared to their peers with low levels of SEC, and had lower negative achievement emotions such as anger, anxiety, shame, frustration, and boredom. This phenomenon implies that given different levels of SEC, individuals may have different perspectives or attitudes towards the same situation.

Students with high SEC have well-developed self-awareness and self-management areas, are proficient in identifying the emotions they are feeling, and are furthermore well-versed in identifying their desires, their strengths, and their weaknesses (Lee, 2018; Zins et al, 2004). Furthermore, they have strong cognitive abilities for stressful situations, and are well aware of strategies they use to control such situations. Therefore, they are better equipped to engage in responsible decision-making, and are able to deal with stressful situations. As such, students with high competencies relating to self-awareness and self-management can experience positive influence on achievement emotions in classes (Lee, 2018). Social awareness and relationship management competencies, among SEC, can also positively influence achievement emotions. Existing studies indicate that good relationships with friends and professors in college life strongly influence college life and academic success (Budescu & Silverman, 2016; Park, 2004). Furthermore, Goleman (2012) asserted that students attain higher grades and exam scores and engage in active learning in an environment where professors are empathizing and responding to students. Therefore, this indicates that social awareness and relationship can have positive influences on the achievement emotions.

Second, the results of this study indicate that varying levels of SEC in college

students can have a significant impact in their life satisfaction. We all expect to be more satisfied with our lives. However, the social environment faced by college students in today's society is sufficient to discourage them. Unemployment rates in young Korean adults in their 20s remain dire (Ho, 2016; Kirk, 2016; Shin, 2018), and statistics such as highest suicide rates in young adults in their 20s among OECD member countries and lowest subjective happiness index ratings demonstrate the difficulties that the twenty-somethings living in Korea face today. However, the fact that life satisfaction may differ significantly according to SEC and the results of this study indicate that even if everyone is facing a tough time, their higher SEC may lead to different attitudes towards life for each individual. SEC appears to be increasingly essential in helping college students withstand complex scenarios where gaining employment is difficult, lead successful college lives, and actively prepare for an era of rapidly-changing job markets, thereby improving their life satisfaction.

Third, the results of this study indicate that SEC of college students also had a positive influence on their academic achievement. Many existing studies already report the positive relationships between SEC and academic achievement (Conley, 2015; Durlak et al., 2011; Efklides & Volet, 2005; Merrell & Gueldner, 2010; Pritchard & Wilson, 2003; Zins et al., 2004). This is because human emotion and cognition cannot be separated from each other, they are in a mutually beneficial relationship as emotion impacts cognition and vice versa (Eisenberg et al., 2009). As a simple example, when we face situations of excessive stress and are overcome with emotions, we find it very difficult to focus on classes or studies and have a very difficult time in maintaining normalcy in our everyday lives. Korean education is fiercely competitive and emphasizes academic achievement, since education is a method of hierarchical movement and a shortcut to success. As a result, academic achievement has a close relationship with emotional competency in Korea. However, studies on SEC and academic achievement to date have mostly focused on foreign educational contexts and were restricted in their application to Korea's higher education. The results of this study indicated that in Korean higher education,

students with high SEC also had high levels of academic achievement; this indicated that improving SEC not only impacts the non-cognitive area, but also the cognitive area of academic success, again underscoring the close interactions between non-cognitive and cognitive competencies.

The significance of this study is as follows. This study revealed that SEC has a positive influence on some of the most important and significant tasks in the life of a college student: academics, human relationships, and overall quality of life. Korean society has been characterized with grave difficulties in youth employment, suppression of free emotional expression, and an excessive achievement orientation in education. This led to the neglect of education to protect the emotional health of Korean college students, putting their mental health at risk (Ho, 2016). However, the results of this study indicate that students with higher SEC experienced more positive achievement emotions in academic contexts, were more satisfied with life, and had higher academic achievement. This study is significant as it was able to emphasize the importance of SEC as a core competency that is necessary for our college students today but has been largely neglected. Based on these implications, there is a need for policy changes in higher education in order to account for SEC to a greater extent. The findings of this study can contribute in guiding such policy changes.

This relationship research is significant as it was able to observe the current reality in an objective manner and accurately diagnose the phenomenon on an as-is basis; however, further research is needed to provide directions on how to approach SEC in the context of future education. A realistic and in-depth implications could be derived if follow-on studies focused on the application of SEC in education and methods to effectively educate SEC from a prescriptive perspective. The methods and findings of this study have laid the foundation for future studies to undertake investigations toward that aim.

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