

Comparative Analysis of Theoretical Frameworks of Social and Emotional Learning

Abstract: Social and Emotional Learning (SEL) refers to a set of knowledge, skills, and attitudes that enable students to regulate their emotions effectively, develop positive interpersonal relationships, and make responsible decisions. Despite the confirmed positive effects of SEL, the field is characterized by notable terminological and conceptual inconsistencies across different theoretical frameworks. In this context, the aim of the paper is to examine the similarities and differences among the key theoretical frameworks of social and emotional learning, with a particular focus on the structure of competencies, terminology, and the conceptual foundations on which they are based.

The study is grounded in a qualitative analysis of contemporary scientific literature aimed at identifying common elements across different frameworks, as well as at detecting specificities in the ways social-emotional competencies are defined and classified. The findings indicate a substantial overlap in the definition of core competencies, but also reveal differences in their conceptualization and terminological specification. In conclusion, the identified differences among theoretical frameworks hinder their comparability, as well as their consistent application in both research and educational practice. The pedagogical implications of the study point to the need for greater conceptual precision, terminological standardization, and the integration of existing theoretical frameworks.

Keywords: social-emotional learning, theoretical frameworks, comparative analysis.