Original Research Article

**SOCIO-EMOTIONAL LEARNING IN RELATION TO PRECEPTIVE TEACHING IMPROVEMENT OF TEACHERS IN BAGANGA**

**SOUTH DISTRICT**

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ABSTRACT

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| This study described the socio-emotional domain in relation to preceptive teaching Improvement of teachers in public elementary schools in Baganga District, Division of Davao Oriental . This study used quantitative research design utilizing correlational method. The respondents of this study were composed of 132 teachers in public elementary school using the universal sampling. The data analysis utilized the mean, pearson r and regression analysis. The findings disclosed that the degree of socio-emotional domain of teachers were manifested sometimes. Moreover, the level of preceptive teaching Improvement of teachers were sometimes manifested by the teachers. It was found out that there was significant relationship between the socio-emotional domain in relation to preceptive teaching Improvement of public elementary school teachers. It was revealed further that the domains of socio-emotional domain significantly influence to preceptive teaching of public elementary school teachers. Based on the findings, the public school teachers may develop the socio-emotional competencies that they can connect with students on a deeper level, understanding each student's needs, motivations, and challenges. This understanding enables teachers to tailor their preceptive approaches, adapting lessons to meet diverse learning styles and fostering an environment where all students feel supported and valued. Socio-emotional development may enhance teachers’ preceptive teaching and also for creating a nurturing, inclusive classroom that empowers both teachers and students to thrive. |

*Keywords*: Socio-emotional domain, preceptive teaching, Improvement,

school teachers

1. INTRODUCTION

Social-Emotional Learning (SEL) is a critical component in enhancing preceptive teaching practices. It strengthens teachers' ability to uphold structured instructional principles while cultivating an emotionally supportive and inclusive classroom environment. Preceptive teaching emphasizes clarity, discipline, and adherence to established pedagogical standards. When combined with SEL, which enhances emotional intelligence, empathy, and interpersonal skills, teachers are better equipped to foster classrooms where structure and emotional connection co-exist, benefiting both teaching effectiveness and student well-being.

Globally, the integration of SEL into preceptive teaching enables educators to develop self-awareness and self-management skills, allowing them to reflect on their practices and remain emotionally balanced amid classroom challenges. As Ekanayake (2024) argues, teachers who practice self-regulation can consistently enforce rules while maintaining composure and empathy, leading to a disciplined yet compassionate classroom climate. These attributes are essential for modeling professional behavior and maintaining a learning atmosphere conducive to student success.

Social awareness, a key dimension of SEL, equips teachers to understand the diverse cultural and emotional backgrounds of their students. This insight enables the adaptation of structured teaching methods to meet students' unique needs. Even when following rigorous lesson plans, teachers with high social awareness can identify students facing emotional or social barriers and adjust their strategies accordingly. Mahoney et al. (2021) affirms, teachers who build positive, respectful relationships with students, peers, and parents through SEL principles are more likely to achieve successful implementation of preceptive teaching practices, resulting in improved student behavior, engagement, and academic performance.

In the Philippine context, responsible decision-making—a core competency of SEL—empowers teachers to align structured teaching expectations with thoughtful, learner-centered approaches. As Cădariu and Rad (2025) note, SEL enables teachers to make ethical, inclusive, and context-responsive decisions that support both academic achievement and the emotional well-being of learners. By incorporating SEL into professional development programs, teachers can create disciplined yet compassionate classrooms, leading to more effective instructional delivery and holistic student growth (Molla, 2024).

Oberle et al. (2020) highlight that the integration of SEL and preceptive teaching forms a powerful framework for improving both teaching practice and student outcomes. While perceptive teaching focuses on structure, consistency, and discipline, SEL complements these with reflective and responsive strategies that enhance relationship-building and emotional support. Together, they ensure that classroom management and instructions are delivered with both rigor and empathy.

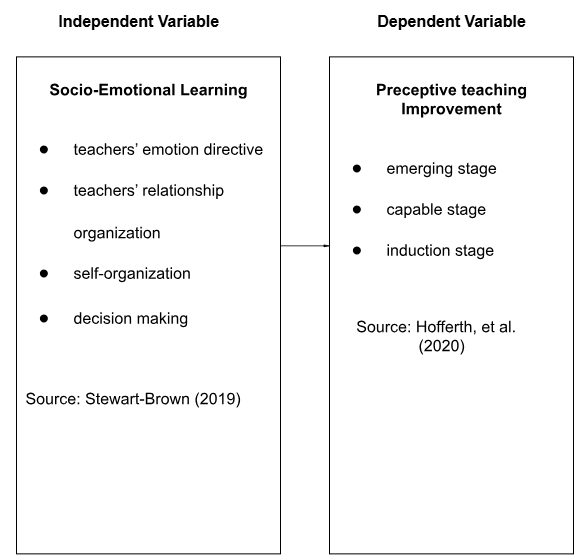
Classroom management is often challenged by emotional and behavioral dynamics. SEL provides teachers with tools to better understand their own emotional responses and those of their students. According to Najjarpour (2024), self-awareness and self-management enable teachers to remain calm during stressful situations and model appropriate emotional regulation, which students can emulate. A classroom governed by emotionally intelligent practices enhances the consistent application of preceptive teaching principles while maintaining respect and care.

Similarly, Hasanah et al. (2024) argue that teachers who are aware of their emotional state are more effective in managing disruptive behavior and sustaining focus on instructional goals. They can enforce rules firmly yet fairly, fostering a learning environment that is structured and emotionally safe. This balance is crucial for effective classroom instruction, especially in diverse and high-need settings.

In Baganga District, Division of Davao Oriental, SEL plays a pivotal role in helping teachers respond to students’ socio-emotional needs. Teachers with heightened social awareness can detect when students are emotionally distressed and tailor instruction to be more responsive and inclusive (Kozina, 2020). Eden et al. (2024) further supports this by stating that understanding students’ cultural and emotional contexts allows educators to create inclusive lesson content and foster mutual respect, which in turn increases student participation and motivation.

A local study in Baganga revealed that students often struggle with following classroom rules, resolving conflicts, and maintaining focus—challenges that affect their ability to thrive in preceptive learning environments. Integrating SEL into teaching addresses these issues by helping students develop self-discipline, build respectful relationships, and understand classroom expectations. When applied effectively, SEL reinforces the principles of preceptive teaching and cultivates a learning atmosphere that supports both academic and emotional development.

The researcher firmly believes that SEL significantly contributes to academic improvement by strengthening the preceptive process in teaching. This study aims to explore the relationship between SEL and preceptive teaching strategies in public elementary schools. The findings are expected to serve as a valuable reference for educators and parents alike in promoting meaningful learning experiences and overcoming barriers that hinder student growth. In doing so, the research seeks to contribute to the development of responsive and sustainable teaching practices that enhance both instructional quality and student well-being.

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**Figure 1:** Conceptual Framework of the Study

**1.1 Statement of the Problem**

This study aimed to determine the influence of socio-emotional learning in relation to the perceptive teaching development of teachers in public Elementary Schools. Specifically, this study sought answers to the following questions:

1. What is the level of socio-emotional learning of teachers in public elementary schools in

terms of the following domains:

1.1. teachers’ emotion directive,

1.2 teachers’ relationship organization,

1.3 self-organization, and

1.4 decision making?

2. What is the level of preceptive teaching improvement of teachers in public elementary schools in terms of:

2.1 emerging stage,

2.2 capable stage, and

2.3 induction stage?

3. Is there a significant relationship between the socio-emotional learning in relation to preceptive teaching improvement of teachers in public elementary schools?

4. Which domains of socio-emotional learning significantly influence to preceptive teaching improvement of teachers in public elementary schools in Baganga South Dirstrict, Division of Davao Oriental?

**1.2 Hypotheses**

Ho1. There is no significant relationship between socio-emotional learning in relation to the perceptive teaching improvement of teachers in public elementary schools.

Ho2. None of the domains in socio-emotional learning significantly influence preceptive teaching development of teachers in public elementary schools.

2. methodology

**2.1 Research Design**

This study employed non-experimental quantitative research design utilizing correlational methods. Quantitative research design relates to the design of research which used quantitative research methods. The design varies depending on the method used, which were telephone interviews, face-to-face interviews, online surveys, or surveys by post for instance (Peasgood et al., 2023).

Quantitative research design aimed at discovering how many people think, act or feel in a specific way. Quantitative research design involved large sample sizes, concentrating on the quantity of responses, as opposed to gaining the more focused or emotional insight that was the aim of qualitative research. The standard format in quantitative research design is for each respondent who was asked the same questions, which ensures that the entire data sample is analyzed fairly. The data supplied in a numerical format, and can be analyzed in a quantifiable way using statistical methods. Surveys can, however, be tailored to branch off if the respondent answers in a certain way - for instance people who were satisfied or dissatisfied with a service may be asked different questions subsequently (Quadery et al., 2021).

This method is used since the variables of this research study measure the relationship between socio-emotional learning in relation to preceptive teaching improvement of teachers in public elementary schools. This is also used to describe the statistical association between two or more variables (Sapra & Saluja, 2021).

**2.2 Research Respondents**

The respondents of the study were the teachers in Baganga,South District, Division of Davao Oriental. There were 132 out of 220 respondents in public school teachers. There were 132 respondents in Baganga Central Elementary School from Baganga, South District, Division of Davao Oriental, and respondents in Baculin Elementary School using Slovin’s formula, with a 95% confidence interval and a 5% margin of error. Universal sampling was used to determine the respondents of relationship socio-emotional learning in relation to preceptive teaching improvement of teachers in public elementary schools. The respondents were connected in the service for at least three years’ experience and above, wherein they provided more information regarding the study. This study was conducted in the school year 2024-2025.

**2.3 Research Instrument**

The instrument used in this study was the survey questionnaire on socio-emotional learning in relation to preceptive teaching improvement of teachers in public elementary schools. It was a researcher-made test that was based on some relevant studies and literature reviewed. Prior to the administration, the draft of this instrument was tested for content validity and reliability by the panel of experts in the field of Doctor of Education. Based on their comments and suggestions, revisions were made. To test for reliability and validity of the instrument the pilot testing was done in 30 teachers Elementary School in one separate school in the same district. The instruments were found reliable with Cronbach’s Alpha result above 0.7. In taking the test the participants answered the 50 items questions in 5 subscales.

**2.4 Data Gathering Procedure**

# The data were gathered through the following procedure:

# The researcher asked for permission and endorsement from the Dean of the Graduate School of Rizal Memorial Colleges for the Superintendent’s approval. After the approval of the Dean, a letter of request was submitted to the office of the Schools Division Superintendent. After the approval of the superintendent an endorsement letter was submitted to the School Heads. A letter asking permission form the school heads was attached to the appendices. After such, a schedule was made for the distribution of the test questionnaires for the pilot testing to find out the reliability and validity of the questionnaire. Hence, the explanation about the study and instruction for the tests were incorporated in the questionnaires. After the result of the pilot testing. The survey of all respondents was followed. After which the researcher retrieved the questionnaire and were submitted to the statistician for statistical treatment. After retrieving all the questionnaires, the data were tallied, tabulated, analyzed and interpreted.

# 2.5 Data Analysis

The data analyses were used in this study are the following:

This was used to measure the level of socio-emotional learning in relation to preceptive teaching improvement of teachers in public elementary schools in Baganga South District, Division of Davao Oriental.

This was used to determine the relationships between socio-emotional learning in relation to preceptive teaching improvement of teachers in public elementary schools.

This was used to determine the learning of socio-emotional learning significantly influence to preceptive teaching improvement of teachers in public elementary schools in Baganga, District, Division of Davao Oriental.

3. results and discussion

**3.1 Level of Socio-Emotional Learning of Teachers in Public Elementary Schools**

Table 1. *Level of Socio-Emotional Learning of Teachers in Public Elementary Schools*

|  |  |  |
| --- | --- | --- |
| Indicators | Mean  () | Descriptive Equivalent |
| teachers’ emotion directive | 3.17 | Moderate |
| teachers’ relationship organization | 3.22 | Moderate |
| self-organization | 3.10 | Moderate |
| decision making | 3.13 | Moderate |
| Overall mean | 3.14 | Moderate |

Presented in Table 1 is the summary of indicators in the level of self-organizational capacities among public elementary school teachers, based on the computed mean scores. As shown in the table, the indicator “teachers’ relationship organization” obtained the highest mean of 3.22, followed closely by “teachers’ emotion directive” with a mean of 3.17, and “decision making” with a mean of 3.13. The indicator “self-organization” garnered the lowest mean of 3.10. All indicators fall under the “moderate” descriptive level. The overall mean of 3.14 indicates that teachers moderately demonstrate self-organizational capacities across these domains.

This implies that while teachers are able to manage emotions, relationships, and classroom decisions to some extent, there is still considerable room for improvement in strengthening their internal self-management and professional autonomy. Developing these capacities further could enhance teachers’ ability to adapt, collaborate effectively, and perform consistently under various educational demands.

This finding aligns with the study of Shir and Ryff (2022), who stressed that teachers with strong self-organizational skills tend to exhibit better emotional regulation, decision-making, and interpersonal relationships within school communities. Similarly, Bardach et al. (2022) emphasized the role of emotional and relational management in teacher well-being and classroom effectiveness. Furthermore, Wu (2023) argued that fostering teachers’ self-organization contributes significantly to reflective practice, instructional resilience, and professional fulfillment.

**3.2 Level of Preceptive Teaching Improvement of Teachers in Public Elementary Schools**

Table 2. *Level of Preceptive Teaching Improvement of Teachers in Public Elementary Schools*

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | Mean  () | Descriptive  Equivalent | Indicators |
| emerging stage | 3.25 | Moderate | emerging stage |
| capable stage | 3.13 | Moderate | capable stage |
| induction stage | 3.13 | Moderate | induction stage |
| **Overall mean** | **3.14** | **Moderate** | **Overall mean** |

Presented in Table 2 is the summary of indicators in the level of professional development stages among public elementary school teachers, based on the computed mean scores. As shown in the table, the indicator “emerging stage” obtained the highest mean of 3.25, followed by both the “capable stage” and the “induction stage”, which shared an equal mean of 3.13. All indicators are interpreted as “moderate” in descriptive level. The overall mean of 3.14 suggests that the teachers are moderately positioned across various stages of professional development.

This indicates that teachers are in a transitional phase, demonstrating foundational competencies while gradually moving toward higher levels of professional growth. While they show signs of promise and potential in their teaching practice, further support and structured development opportunities are needed to elevate them to advanced levels of expertise and effectiveness.

This finding is consistent with the study of Pandey and Sharma (2022), who emphasized that professional development is a continuous process, and many educators progress through developmental stages over time with the aid of mentorship, reflective practice, and institutional support. Likewise, Smets and Struyven (2020) highlighted the need for schools to provide differentiated support aligned with the developmental stages of teachers to ensure sustained career growth and effectiveness. Moreover, See et al. (2020) argued that targeted interventions at the emerging and capable stages lead to improved instructional quality and teacher retention.

**3.3 Significant Relationship Between the Socio-Emotional domain and didactic teaching Development of Teachers in Public Elementary Schools**

Table 3. *Significant Relationship Between the Socio-Emotional domain and didactic teaching Development of Teachers in Public Elementary Schools*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variables** | **R** | **Degree of Relationship** | **p-value** | **Decision** |
| Socio-Emotional Domain | 0.83 | High | 0.000 | Reject Ho1 |
| Didactic Teaching |

Presented in Table 3 is the correlation analysis between socio-emotional development and academic development among public elementary school learners. The relationship between the two variables yielded a correlation coefficient (r) of 0.83, indicating a high degree of positive correlation. The computed t-value of 7.31 and p-value of 0.000, which is less than the 0.05 significance level, confirm that the relationship is statistically significant. Given these results, the null hypothesis (Ho₁) is rejected, confirming that socio-emotional development is significantly related to academic development.

This finding implies that learners with well-developed socio-emotional skills—such as self-awareness, emotional regulation, and interpersonal competencies—tend to perform better academically. Socio-emotional maturity supports learners’ ability to concentrate, manage stress, engage positively with peers and teachers, and remain motivated, all of which contribute to enhanced academic outcomes.

This is consistent with the findings of Kotaman (2023), who emphasized that socio-emotional development forms the foundation for cognitive functioning and academic success. Furthermore, Mahoney et al. (2021) highlighted that children who receive consistent emotional support and social learning opportunities show increased classroom engagement and improved learning outcomes. Likewise, Van Pham (2024) found that integrating socio-emotional learning (SEL) programs in schools significantly boosts students’ academic performance, especially in settings that promote emotional well-being and supportive teacher-student relationships.

**3.4. Significant Influence of the Domains of Socio-Emotional on the Preceptive Teaching Improvement in of Teachers Public Elementary Schools**

**Table 4.** *Significant Influence of the Domains of Socio-Emotional on the Preceptive Teaching Improvement in of Teachers Public Elementary Schools*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 1.09 | 0.40 |  | 5.30 | 0.000 | Significant |
| teachers’ emotion directive | 0.54 | 0.30 | 0.60 | 3.38 | 0.000 | Significant |
| teachers’ relationship organization | 0.62 | 0.48 | 0.58 | 3.35 | 0.020 | Significant |
| self-organization | 0.61 | 0.53 | 0.50 | 3.32 | 0.001 | Significant |
| decision making | 0.45 | 0.42 | 0.50 | 3.30 | 0.004 | Significant |
| **Regression Model** | | | | | | |
| Preceptive Teaching Improvement=1.09 + 0.54 (Teacher’s Emotion) + 0.62 (Teachers’ Relationship Organization) + 0.61 (Self-Organization) + 0.45 (Decision Making) | | | | | | |
| R=0.64; R²=0.40; F=3.46; p-value=0.000 | | | | | | |

Presented in Table 4 is the regression analysis examining how different socio-emotional domains—teachers’ emotion directive, teachers’ relationship organization, self-organization, and decision-making—significantly influence preceptive teaching improvement among public elementary school teachers. The regression model indicates that all four domains positively contribute to preceptive teaching improvement, with varying levels of influence.

Among the domains, teachers’ emotion directive has the strongest influence on preceptive teaching improvement (B = 0.54, Beta = 0.60, t = 3.38, p = 0.000), suggesting that teachers who manage and express their emotions effectively are more likely to improve their instructional responsiveness and engagement in the classroom. This is followed by teachers’ relationship organization (B = 0.62, Beta = 0.58, t = 3.35, p = 0.020), highlighting the importance of fostering positive interpersonal relationships in enhancing teaching practices. Self-organization comes next (B = 0.61, Beta = 0.50, t = 3.32, p = 0.001), underscoring the role of time management, goal setting, and personal responsibility in improving teaching effectiveness. Lastly, decision-making also plays a significant role (B = 0.45, Beta = 0.50, t = 3.30, p = 0.004), indicating that well-informed and reflective decision-making supports instructional adaptability and precision.

The regression equation is as follows:

Preceptive Teaching Improvement = 1.09 + 0.54 (Teachers’ Emotion Directive) + 0.62 (Teachers’ Relationship Organization) + 0.61 (Self-Organization) + 0.45 (Decision-Making)

The model explains 40% of the variance in preceptive teaching improvement (R² = 0.40), with a multiple correlation coefficient of R = 0.64, an F-value of 3.46, and a p-value of 0.000, indicating that the overall regression model is statistically significant.

This finding suggests that socio-emotional competencies are essential to teachers' development of effective, responsive, and student-centered teaching practices. When educators regulate their emotions, build collaborative relationships, manage themselves effectively, and make sound decisions, they are more likely to improve their teaching performance and classroom interactions. Strengthening these socio-emotional domains equips teachers with the tools needed for professional reflection, pedagogical growth, and meaningful student engagement.

This aligns with the research conducted by Zenki-Dalipi et al. (2024), who emphasized the integral role of socio-emotional skills in developing competent and reflective teachers. They noted that teachers who actively enhance their emotional awareness, interpersonal relations, and self-management are more prepared to face the dynamic challenges of classroom teaching. Furthermore, Durrani and Makhmetova (2025) highlighted that socio-emotional development promotes teacher well-being, resilience, and decision-making capacity, which are crucial for sustaining effective instruction. Additionally, Adeoye et al. (2024) found that strengthening these domains leads to a more empowered, collaborative, and progressive teaching force, ultimately elevating both teacher performance and student achievement.

**5. CONCLUSIONS**

Based on the overall findings of this research, the following conclusions are drawn:

The level of socio-emotional learning in terms of teachers’ emotion directive; teachers’ relationship organization; self-organization and decision making was moderate, hence sometimes observed by the teachers. The level of preceptive teaching Improvement in terms of capable stage; induction stage and induction stage was moderate, which means sometimes manifested by the teachers. The result further revealed that there was a significant relationship with high degree of correlation between socio-emotional learning and preceptive teaching Improvement which means that any changes in socio-emotional learning were strongly correlated with changes in the preceptive teaching improvement.

Socio-emotional learning has been shown to significantly influence the preceptive teaching improvement of teachers. This implies that higher levels of socio-emotional competence, particularly in areas such as emotional regulation, relationship management, self-organization, and decision-making, are associated with more effective and responsive teaching practices. The positive regression coefficients for all four domains indicate that as these socio-emotional skills improve, so does the teacher’s ability to plan, reflect on, and adjust their instructional strategies. In essence, the stronger a teacher’s socio-emotional foundation, the greater their capacity to enhance didactic teaching performance in public elementary schools.

**6. RECOMMENDATIONS**

In the light of the findings and conclusions, the following recommendations are offered for consideration:

The school administration may create educational partnerships between teachers and parents that would lead to building positive and effective relationships. Administrators should continue to research ways of forming a more collaborative professional domain community to ensure the greatest amount of parent involvement and nurturance for teachers with special and diverse needs.

Ultimately, educational staff is most versed in how educational environments are constructed, their cultures, and internal beliefs. Educational staff has a responsibility to share these practices and beliefs with parents to support teachers.

School officials may develop caring strategies to assist parents with the enrichment of domain experiences at home, it may be just as important for parents to be actively involved in decisions that schools make about their teachers.

It is also recommended that a reorientation for parents on their basic responsibilities should be conducted at the school level during PTA assembly. School administrators should continue to investigate ways to increase parents’ positive attitude towards their teachers’ education and to impress upon the parents that their attitude is related to their student emotional social literacy and didactic teaching performance and should also promote school programs that enable parents to increase a student’s perception of cognitive competence, and to fund future research to better understand the mechanisms by which this occurs.

Teachers may apply and establish ‘caring classroom environment’ through participation in cooperative and helping activities, positive discipline techniques and positive role modeling, and the use of role-play, games and stories to enhance teachers’ understanding of others. The approach could be extended to the whole school and included community activities. The teachers should experiment different pedagogy to provide delivery of teaching strategies that will meet the needs of the learners during the domain process.

The teacher and parents may continue to support in dealing with preceptive teaching Improvement and continue to socio-emotional domain of teachers’ emotion directive; teachers’ relationship organization; establish positive goals; responsible decisions; and decision making is sometimes observed to improve the preceptive teaching Improvement of the teachers.

Hence, teachers may develop an intervention program to help the teachers who have a problem in preceptive teaching Improvement concerns such as home visitation, home reading program, parent teacher conference and remedial program. Hence, this program would enhance the teachers’ performance towards better preceptive teaching Improvement. Likewise, keep the parents informed about the benefits of keeping their children in school regularly.

Teachers should assign homework that will create opportunities for important interactions among schools, families, teachers, and other adults who help care for teachers. Should also provide a well-designed homework that will helps teachers learned; it also offers parents opportunities to see what teacher’s domain are, talk with children about their domain, and interact with parents or guardian and other school-community members about ways to support student domain.

Parents and guardians may need to become more socially and politically active to ensure that their children receive school experiences that are related to meaningful educational outcomes. Moreover, the parent should always check the work and assignment of their children regularly.

Lastly, a similar or comparative study exploring other indicators is suggested to be conducted in order to obtain information related to parents and teachers collaborations on thepreceptive teaching improvement which are not included in this study.

Consent (where ever applicable)

This study was conducted in strict compliance with established ethical principles to safeguard the rights, dignity, and welfare of all participants. Prior to the commencement of data collection, the researcher secured all necessary authorizations, including the endorsement of the Dean of the Graduate School of Rizal Memorial Colleges and ethical approval from the institution’s Ethics Review Committee. The ethical guidelines observed were based on the framework outlined by Pregoner et al. (2025), ensuring alignment with current standards for conducting educational research involving human subjects. Participation in the study was completely voluntary, with respondents fully informed about the study’s objectives, scope, and their right to decline or withdraw at any time without facing consequences. Informed consent was obtained to confirm their awareness and agreement to participate. To maintain confidentiality, no personal identifiers were collected, and all data were treated with strict confidentiality. The information gathered was exclusively used for scholarly purposes. These measures ensured that the research was conducted with transparency, ethical soundness, and professional responsibility.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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