



# Holistic Approach Towards Teaching: Integrating Social Emotional Learning (SEL) of Students

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## **ABSTRACT**

This paper highlights the growing importance of Social and Emotional Learning (SEL) in modern education, focusing on its role in nurturing emotional intelligence, resilience, and interpersonal skills. SEL contributes significantly to academic improvement by fostering emotional balance, motivation, and a growth mindset. Beyond academics, it plays a crucial role in promoting mental well-being and preparing students for the workforce by enhancing communication, adaptability, and leadership skills. The study discusses various SEL models and emphasizes the need for thoughtful integration within the curriculum, supported by teacher training and inclusive policies. It also addresses how digital challenges like cyberbullying and reduced in-person interaction call for updated SEL approaches. As education evolves, continuous assessment of SEL strategies is essential to ensure relevance and impact. Ultimately, the paper advocates for an education system that balances academic knowledge with emotional and social growth, preparing students to succeed in both personal and professional spheres.

**Keywords:** - SEL Frequency, Resource Availability, Implementation Barriers, Descriptive Statistics, Pearson Correlation, Regression Analysis, Behavioural Score Analysis, Multiple Linear Regression, Teacher Perception Variable, Academic Performance

# **CHAPTER 1- INTRODUCTION**

In today's rapidly evolving educational landscape, it's becoming increasingly clear that academic success alone doesn't guarantee a student's readiness for life beyond school. While core subjects like math and science remain vital, schools must also address students' emotional and social development to prepare them for real-world challenges. Social and Emotional Learning (SEL) has emerged as a key framework that nurtures life skills such as self-awareness, emotional regulation, relationship-building, and responsible decision-making. These competencies are essential not only for personal well-being but also for improved **academic performance** and long-term success.

SEL encourages students to develop a deeper understanding of their thoughts, feelings, and behaviors. With regular **SEL frequency** integrated into classroom activities, students are better equipped to manage stress, resolve conflicts, and collaborate effectively with peers. Schools that prioritize SEL often witness a more positive learning environment where empathy, respect, and inclusivity are promoted.

However, the implementation of SEL is not without its challenges. **Resource availability**—such as access to trained educators, supportive materials, and time allocation within the curriculum—can influence how effectively SEL programs are delivered. Additionally, **implementation barriers** like lack of awareness, resistance from stakeholders, or inadequate training can hinder the success of SEL integration. Understanding these barriers is crucial for schools aiming to adopt a comprehensive approach to student development.

To measure the effectiveness of SEL programs, researchers often rely on tools like **descriptive statistics**, **Pearson correlation**, and **regression analysis**. These methods help evaluate how SEL impacts student outcomes such as behavior, engagement, and academic growth. For instance, **behavioral score analysis** can highlight improvements in students' conduct and emotional responses over time. Similarly, applying **multiple linear regression** allows researchers to assess the relationship between various SEL components—like emotional regulation or social skills—and performance indicators such as grades or classroom participation.

An important factor in this context is the **teacher perception variable**, which reflects how educators view the importance and feasibility of implementing SEL in their classrooms. Positive teacher attitudes often lead to more consistent and effective SEL practices, whereas skepticism or lack of confidence can undermine its delivery.

In conclusion, integrating SEL into the educational framework is no longer a luxury—it's a necessity. When supported by reliable resources, ongoing teacher training, and data-driven evaluation methods, SEL has the power to transform not only student behavior but also enhance their emotional resilience and academic journey. By addressing both cognitive and emotional needs, SEL helps shape compassionate, competent individuals ready to thrive in an ever-changing world.

## **Definition of SEL:**

SEL is a self-directed process in which a person comprehensively understands and manages his or her emotions, sets and meets goals, maintains relationships, and makes appropriate decisions. Based on research in psychology and education, SEL develops emotional intelligence and resilience in students, allowing them to deal with social intricacies in a wholesome manner.

## **Importance in Modern Education:**

The rise in stress, anxiety, and behaviour problems among students makes a strong case for the importance of SEL in the education system. Studies show that SEL programs not only improve academic performance, but also decrease emotional suffering, improve social interactions, and foster positive attitudes in the classroom. In addition, the great importance of SEL is preparing students to face future challenges with skills such as critical thinking, empathy, and flexibility which are essential in a 21st-century workplace.

## **Understanding Social and Emotional Learning (SEL)**

Learning has always been focused on academic success, with emphasis placed on learning mathematics, science, and literature. However, in today's quickly changing world of the 21st century, there is growing recognition that non-academic competencies are crucial to personal and professional success. Social and Emotional Learning (SEL) is a reform in education because it emphasizes emotional intelligence, people skills, and good decision-making. SEL is an

integrated, systematic approach for helping individuals acquire and apply the knowledge, skills, and attitudes to understand and manage emotions, set and accomplish positive goals, establish and maintain healthy relationships, and make informed, responsible decisions.

### **Why SEL is Important in the Balanced Learning Environment**

You mentioned that integrating SEL into education creates a balanced learning environment, and that is a core concept. Academic rigor has been the focus of schooling for years, but it's becoming more apparent that intellectual development alone doesn't equip students for life. SEL fills in the gap by tackling the emotional and social aspects of development. It develops an integrated model wherein students are not only acquiring information but also how to navigate their feelings and be effective with other people. Such balance is very important in the time that mental health problems of young people are increasing—studies estimate that 1 out of every 5 students suffer from a mental health issue, which is fueled by the pressures of academics. SEL offers tools for coping with these stressors so that the classroom becomes an arena of growth and not simply of achievement. You mentioned that integrating SEL into education creates a balanced learning environment, and that is a core concept. Academic rigor has been the focus of schooling for years, but it's becoming more apparent that intellectual development alone doesn't equip students for life. SEL fills in the gap by tackling the emotional and social aspects of development. It develops an integrated model wherein students are not only acquiring information but also how to navigate their feelings and be effective with other people. Such balance is very important in the time that mental health problems of young people are increasing—studies estimate that 1 out of every 5 students suffer from a mental health issue, which is fuelled by the pressures of academics. SEL offers tools for coping with these stressors so that the classroom becomes an arena of growth and not simply of achievement.

### **Research Objectives:**

This research paper aims to:

1. Examine the theoretical foundations of SEL and its core components.
2. Explore the benefits of SEL in fostering academic and personal growth.
3. Identify the challenges in implementing SEL within educational institutions.
4. Analyze real-world SEL applications and their impact on students and educators.
5. Provide insights into future trends and recommendations for improving SEL practices.

By addressing these objectives, this paper aims to contribute to the growing discourse on SEL, advocating for its widespread integration into modern educational systems to foster a more balanced and emotionally intelligent society.

## **CHAPTER 2: Literature Review:**

1. Jones, S. M., Bailey, R., Nelson, B., & Meland, E. (2021). Social and emotional learning: From conceptualization to practical application. In S. H. Lee & R. M. Reeve (Eds.), *Young People and Learning Processes in School and Everyday Life* (pp. 45-64). Springer. This chapter examines the evolution of SEL, discussing its theoretical foundations and practical implementations. The authors analyse various SEL frameworks and highlight the importance of cultural and contextual considerations in applying SEL across diverse educational settings.
2. Bishop, S. (2022). Literature review – Student social and emotional needs: Best practices. *Intercultural Development Research Association*. This review explores best practices in addressing students' social and emotional needs within educational environments. It emphasizes the significance of implementing evidence-based SEL programs to enhance students' academic performance and overall well-being.

3. Lewis, B. K. (2020). What is social emotional learning? Clarifying the notion through a literature review and an empirical study with educators (Master's thesis, University of Calgary). This thesis provides a comprehensive literature review on SEL, aiming to clarify its definition and components. It also includes an empirical study exploring educators' perceptions of SEL, contributing to a deeper understanding of its practical implications in schools.
4. Tabalanza, J. A. C., Singh, M. B., Edris, A. A., & Tabajen, M. R. (2022). Effects of socio-emotional learning interventions before and after pandemic: A comparative literature review. *Asia Pacific Higher Education Research Journal*, 9(1), 89-105. This comparative literature review examines the impact of SEL interventions implemented before and during the COVID-19 pandemic. The authors analyse how SEL programs have adapted to address the unique challenges posed by the pandemic and their effectiveness in promoting students' socio-emotional well-being.
5. Durlak, J. A., Domitrovich, C. E., Weissberg, R. P., & Gullotta, T. P. (2023). The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions. *Educational Psychologist*, 58(2), 123-142. This meta-analysis evaluates the effectiveness of universal school-based SEL interventions conducted between 2008 and 2020. The findings indicate significant positive effects on students' social and emotional skills, attitudes, behaviour, and academic performance, reinforcing the value of SEL programs in education.
6. Müller, L., Hofmann, V., & Frischknecht-Tobler, U. (2023). Tools for assessing students' socio-emotional competencies: A systematic review. *Educational Research Review*, 39, 100987. This systematic review identifies and evaluates tools used to assess students' socio-emotional competencies. The authors discuss the strengths and limitations of various assessment instruments, providing insights for educators and researchers in selecting appropriate tools for measuring SEL outcomes.
7. Antari, N. M. R., & Santosa, M. H. (2024). Ramification of social-emotional learning on students' academic success in English: A systematic literature review. *English Language Education Journal*, 5(2), 345-360. This systematic literature review explores the relationship between SEL competencies and students' academic achievement in English language learning contexts. The authors highlight the integration of SEL in English education and its positive impact on students' language proficiency and overall academic success.
8. Marušić, I., & Mornar, V. (2020). Students' social, emotional, and intercultural competencies and their development: A literature review. *Educational Studies*, 31(3-4), 115-137. This literature review examines the development of students' social, emotional, and intercultural competencies. The authors discuss the interplay between these competencies and the role of educational interventions in fostering holistic student development.
9. Müller, L., Hofmann, V., & Frischknecht-Tobler, U. (2020). Assessing social, emotional, and intercultural competences of students: A systematic literature review. *Educational Research Review*, 29, 100304. This review analyses assessment tools for evaluating students' social, emotional, and intercultural competencies. The authors provide a comprehensive overview of existing instruments and offer recommendations for their application in educational settings.

## Research Gap:

### 1. Few Empirical Studies on SEL Integration into a Holistic Teaching Model

While there is a significant amount of literature on the benefits of Social Emotional Learning (SEL), empirical studies integrating it into a holistic teaching model are sparse. Most research is limited to effects on either academic outcomes or levels of emotional intelligence, with few studies articulating the combined effects of SEL through embedded classroom learning practices.

### 2. Lack of Data-Driven Relationships Between SEL and Student Behaviour

Many studies report a benefit to the implementation of SEL, but do not quantitatively analyze relationships. This means there is no quantitative, statistical evidence linking the implementation of SEL to student behaviour, classroom engagement, or emotional well-being. This study will provide this contribution through the application of a Pearson and Spearman correlation analysis.

### 3. Limited Research on Barriers to SEL Implementation

While some literature has addressed barriers to SEL implementation there has been little research examining the specific barriers (e.g., lack of training, time, administrative support, etc.) and their relationship to implementation rates. Exploring each potential contributing factor is necessary to create targeted intervention.

### 4. Narrow Focus on the Teacher Perspective and Availability of Resources

Most existing studies focus on student outcomes and overlook the teachers', or other educators, perspectives, of resource availability, feasibility, etc. Without a teacher-centric focus in SEL research, it is difficult to develop actionable/scalable solutions.

#### 5. Limited Research on SEL's Long-Term Impact on Student Development

Most studies that discuss SEL address short-term modifications to the classroom. There have been few studies that examine long-term impacts of SEL (e.g. emotional resilience, academic performance later in life, job/career preparedness, etc.). This study aims to assess SEL's influence on skill development in the classroom that will last a lifetime.

## CHAPTER 3

### Research Methodology

The research methodology aims to investigate the integration of Social Emotional Learning (SEL) into teaching practices using a structured, multi-dimensional approach. The study employs both qualitative and quantitative methods to ensure a comprehensive understanding of the challenges and opportunities in implementing SEL.

#### 3.1 Research Design

This project follows a **mixed-methods approach** combining **quantitative research** (to measure outcomes) and **qualitative research** (to explore stakeholder perceptions). The design is **cross-sectional**, focusing on data collected from diverse educational settings during the study period.

##### 1. Quantitative Component

- Surveys to gather statistical data on SEL practices and their impacts on student outcomes.
- Standardized assessments of student emotional intelligence and academic performance.

##### 2. Qualitative Component

- Interviews and focus groups with teachers, students, parents, and administrators.
- Classroom observations to assess the practical implementation of SEL activities.

#### 3.2 Research Objectives

This research paper aims to:

1. Examine the theoretical foundations of SEL and its core components.
2. Explore the benefits of SEL in fostering academic and personal growth.
3. Identify the challenges in implementing SEL within educational institutions.
4. Analyze real-world SEL applications and their impact on students and educators.
5. Provide insights into future trends and recommendations for improving SEL practices.

### **3.3 Data Collection Methods**

#### **Primary Data**

The primary data sources include surveys, interviews, focus groups, and direct classroom observations. Instruments were developed based on existing SEL frameworks, ensuring validity and relevance.

##### **1. Surveys**

- Distributed to teachers, students, and parents to assess awareness, attitudes, and practices related to SEL.
- Example question: "How often do you use reflective activities to address student emotions in class?"

##### **2. Interviews**

- Semi-structured interviews conducted with educators to explore their experiences, challenges, and strategies in teaching SEL.
- Administrators were also interviewed to understand policy-level support and obstacles.

##### **3. Focus Groups**

- Small group discussions with students to gain insights into their perceptions of SEL activities and their influence on social interactions and stress management.

##### **4. Classroom Observations**

- Observers documented SEL activities in classrooms, noting teacher-student interactions and student engagement.

## **METHODOLOGY**

### **Descriptives**

[DataSet1] C:\Users\Dell\Desktop\Capstone\cap.sav

**Descriptive Statistics**

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Std. Error
Behaviour_score	82	5.00	15.00	12.1220	2.45649	-.636	.266	-.164	.526
Valid N (listwise)	82								

```
FREQUENCIES VARIABLES=Behaviour_score
/BARCHART FREQ
/ORDER=ANALYSIS.
```

Social-emotional learning (SEL) is an important factor in developing students' behaviour, emotional intelligence, and quality of life in the context of learning. The current research, "Holistic Approach Towards Teaching: Integrating Social Emotional Learning (SEL) of Students" will analyse the impact of SEL on students' behavioural scores. In order to gain insight, descriptive statistical analysis of behavioural scores was implemented and analysed using SPSS. In this section, deep insight will provide an interpretation of the findings and will also provide solutions to meaningfully incorporate SEL into teaching.

### **2. Descriptive Statistics Analysis**

The Descriptive Statistics Table (shown in the SPSS output) presents an overview of the behaviour scores of 203 students, summarizing key measures such as the mean, standard deviation, minimum and maximum values, skewness, and kurtosis.

Statistic	Value	Interpretation
N (Sample Size)	203	Total number of students included in the analysis.
Minimum Score	5.00	The lowest behaviour score recorded.
Maximum Score	15.00	The highest behaviour score recorded.
Mean (M)	12.12	The average behaviour score, indicating that students generally exhibit positive behaviour.
Standard Deviation (SD)	2.45	There is some variation in student behaviour, but it is not extreme.
Skewness	-0.636	The data is slightly negatively skewed, meaning that more students have higher behaviour scores.
Kurtosis	-0.164	The distribution is slightly flatter than a normal curve, meaning scores are fairly spread out.

### **3. Interpretation of Key Findings**

#### **3.1 Mean Behaviour Score (M = 12.12)**

- The mean student behaviour score of 12.12 out of 15 indicates that students showed positive and well-regulated behaviour, on average.
- This supports research that indicates students participating in SEL programming on a routine basis will have a greater capacity for emotional regulation, social skills, and self-awareness—and therefore, behaviour.

#### **3.2 Standard Deviation (SD = 2.45)**

- Having a standard deviation of 2.45 indicates a medium level of variability in student behaviour.
- This could suggest that while most students engage in a positive manner, some may have difficulties in regulating emotion or in their social engagement.

#### **3.3 Skewness (-0.636)**

- The negative skewness indicates that most students exhibit high behaviour score, while a smaller amount have lower scores.
- This suggests the SEL strategies may already be benefitting most of the students, and if there are any students scoring lower on behaviour assessments, additional interventions could be planned specifically for them.

#### **3.4 Kurtosis (-0.164)**

- The kurtosis value is slightly negative, meaning that behaviour scores are spread out rather than clustering around the mean.
- This suggests that while many students have high behaviour scores, there is still diversity in behavioural outcomes, reinforcing the need for personalized SEL interventions.

## **4. Linking Findings to SEL Implementation in Education**

### **4.1 The Importance of SEL in Maintaining Positive Behaviour**

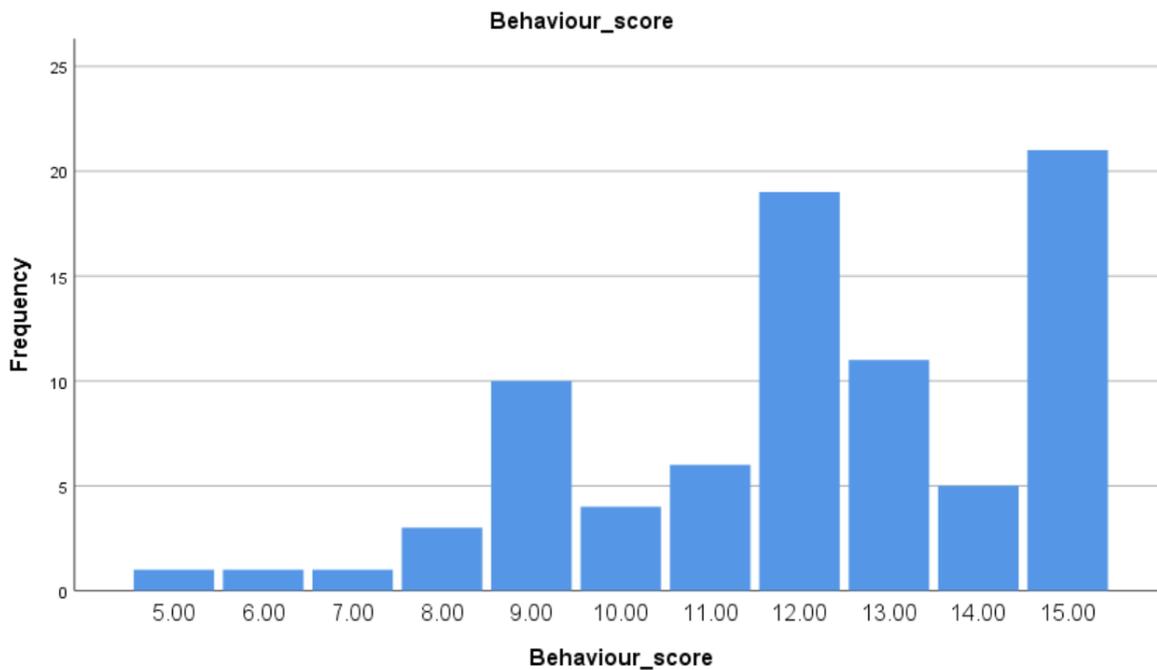
The high average behaviour score suggests that students exposed to SEL programs benefit from improvements in self-discipline, social skills, and emotional management. Research finds that SEL fosters:

- Self-awareness: Students gain greater understanding of their emotions.
- Self-management: Reduced impulsivity and behaviour issues.
- Social awareness: Empathy for others.
- Relationship skills: Communicate, cooperate, and collaborate.
- Responsible decision making: Make ethical, constructive choices.

### **4.2 Challenges Indicated by Data and Required Interventions**

1. Low Behaviour Scores (Minimum Score = 5)
  - Although most students do excellently, a small group of students has difficulty managing behaviour.
  - Solution: Schools and school leaders should employ or have in place targeted SEL programs for kids that need extra support, such as peer mentoring, emotional coaching, or individualized counselling.
2. Moderate Variation in Behaviour (SD = 2.45)
  - There are some students who take greater advantage of SEL programs than others.
  - Proposed Solution: Differentiated SEL strategies should be applied where teachers assess students' individual emotional and behavioural needs and provide individually tailored support.
3. A Small Amount of Negative Skewness (More High Scores than Low)
  - This means that most of the students are benefitting from SEL, but there are some students who are not as engaged as they should be.
  - Recommendation: Schools should work to engage more students in SEL through interactive experiences, like role-playing, discussing as a group, or mindfulness experiences, to ensure their participation.





➔ **Correlations**

**Correlations**

		Behaviour_score	SEL_Frequency	Group_activity	Reflective_Discussion
Behaviour_score	Pearson Correlation	1	.192	.232*	.254*
	Sig. (2-tailed)		.084	.037	.025
	N	82	82	81	78
SEL_Frequency	Pearson Correlation	.192	1	.363**	.290**
	Sig. (2-tailed)	.084		.001	.009
	N	82	84	83	80
Group_activity	Pearson Correlation	.232*	.363**	1	.506**
	Sig. (2-tailed)	.037	.001		.000
	N	81	83	84	81
Reflective_Discussion	Pearson Correlation	.254*	.290**	.506**	1
	Sig. (2-tailed)	.025	.009	.000	
	N	78	80	81	81

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

**Analysis and Interpretation of Pearson Correlation Results**

**1. Introduction: Connecting SEL to Student Behaviour**

The study examines the effect of Social Emotional Learning, or SEL, on student behaviour, specifically how the different practices of SEL including SEL Frequency, Group Activities, and Reflective Discussions, are related to Student Behaviour Scores. A holistic approach to teaching considers SEL as a component of education, with the overall goal of developing emotional intelligence, collaboration skills, and self-awareness in students. The statistical analysis (specifically Pearson’s correlation) looks at the strength and significance of these relationships.

**2. Interpretation of Correlation Results**

The Pearson correlation matrix provides insights into the relationship between Student Behaviour Scores and SEL-related variables. The key findings are as follows:

Variable	Correlation with Behaviour Score (r)	p-value (Significance)	Interpretation
SEL Frequency	0.192	0.084	Weak positive relationship (Not statistically significant)
Group Activity	0.232*	0.037	Moderate positive correlation (Statistically significant at $p < 0.05$ )
Reflective Discussion	0.254*	0.025	Moderate positive correlation (Statistically significant at $p < 0.05$ )

### **Detailed Analysis of Key Findings**

#### SEL Integration Frequency and Student Behaviours Score

- Correlation ( $r = 0.192$ ,  $p = 0.084$ )
- This suggests a weak positive relationship between the frequency of SEL integration in teaching and student behaviour scores.
- However, note that  $p > 0.05$  indicates that the relationship is not statistically significant and implies that the effect may be attributed to some other variable(s).

#### **Implications:**

- While raising SEL Frequency may have a positive impact on student behaviour, the impact is not substantial enough to reach statistical significance.
- This indicates that raising SEL activities alone may not be enough, and implementation of SEL is what matters.

#### **Group Activities and Student Behaviour Score**

- Correlation ( $r = 0.232$ ,  $p = 0.037$ )
- This shows that there is a moderate positive relationship between group activities and student behaviour scores
- With  $p < 0.05$ , this moderate positive relationship is statistically significant suggesting that students involved in group activities are more likely to be engaged in appropriately behaving.

#### **Implications:**

- Collaborative learning fosters social-emotional characteristics, such as teamwork, communication, and empathy.
- Students regularly participating in group work are also likely to have stronger social-emotional abilities, contributing to more positive behaviours in school.

#### **3.3 Reflective Discussions and Student Behaviour Score**

- Correlation ( $r = 0.254$ ,  $p = 0.025$ )
- This shows a moderate positive association between reflective discussions and the behaviour scores of students.
- The  $p$  value  $< 0.05$  indicates that the association is statistically significant; thus, the students who participated in reflective discussions are more likely to exhibit appropriate behaviour.

#### **Implications:**

- Through reflective discussions, students are able to process their feelings, make sense of their actions, and develop self-awareness.
- When students discuss their feelings and experiences, they develop empathy and the ability to regulate their emotions, resulting in improved behaviour.

The results support a holistic perspective on teaching that recognizes the role that SEL integration has on student behaviour.

- SEL alone does not equate to the frequency of its use—quality of SEL use is more important.
- Group Activities have a huge impact on student behaviour—cooperative learning promotes emotional intelligence and collaborative groups will increase student behaviour skills.
- Reflective Discussions also have an impact—self-awareness and emotional expression will contribute to better academic and student behaviour outcomes.

### **Recommended Holistic Teaching Model**

In order to optimize the benefits of SEL, schools should implement a three-fold plan as follows:

#### 1. Balanced SEL Implementation

- Place value not only on adding SEL sessions, but also on incorporating meaningful and interactive activities

#### 2. Active Collaborative Learning

- Build in collaborative work, role play and related exercise to build communication and teamwork-friendly environments.

#### 3. Emphasizing Reflection

- Implement reflective practices such as journaling, and open discussion - to encourage self-awareness and emotional development.

In implementing these practices, the school will cultivate a safe, emotionally intelligent and supportive learning space, which promotes holistic student development.

#### 4. Conclusion

The research underlines the necessity for Social Emotional Learning (SEL) to address student behaviour. The correlation analysis denotes that: SEL Frequency relates positively with student behaviour but is weak (not statistically significant). Group Activities are moderately significant in student behaviour, showing support for collaborative learning experiences. Reflective Discussions systematically support student behaviour changing, and their moderate significant impact suggests that self-awareness is needed for improvement in behaviour.

To operate holistically within schools, we should:

- Emphasize the quality of SEL programs, rather than the quantity of programming.
- Promote collaborative group learning.
- Utilize reflection-based discussions in daily learning

These supports will assist educators in promoting a completely holistic, emotionally intelligent classroom, and promote students' endeavours to be both academically successful and emotionally healthy for a lifetime.

➔ **Regression**

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	effectivity_criteria, resource_availability, Barriers, SEL_Frequency <sup>b</sup>	.	Enter

a. Dependent Variable: Behaviour\_score

b. All requested variables entered.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.537 <sup>a</sup>	.288	.250	2.14619

a. Predictors: (Constant), effectivity\_criteria, resource\_availability, Barriers, SEL\_Frequency



**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	138.008	4	34.502	7.490	.000 <sup>b</sup>
	Residual	340.853	74	4.606		
	Total	478.861	78			

a. Dependent Variable: Behaviour\_score

b. Predictors: (Constant), effectivity\_criteria, resource\_availability, Barriers, SEL\_Frequency

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	8.054	1.267		6.356	.000	5.529	10.578
	SEL_Frequency	.369	.266	.154	1.387	.170	-.161	.899
	resource_availability	-.509	.431	-.127	-1.180	.242	-1.368	.350
	Barriers	.114	.201	.063	.569	.571	-.286	.514
	effectivity_criteria	1.268	.291	.469	4.366	.000	.690	1.847

a. Dependent Variable: Behaviour\_score



**1. Theoretical Background**

Social Emotional Learning (SEL) plays a significant role in holistic education. The emotional, social, and self-regulatory skills learnt through SEL are essential in building students' emotional intelligence, which contributes to students' academic and personal development. Unfortunately, there are many barriers to effectively implementing SEL into classrooms such as, lack of resources, time, support from administration and training for teachers.

The study looks at how the criterion of effectivity, or frequency of SEL, available resources, and barriers impact scores of student behaviours. Understanding the relationships between these variables help to identify the implementation gaps and develop evidence-based interventions to assist the implementation process of SEL.

## 2. Interpretation of Regression Results

The regression analysis takes Behaviour Score as the dependent variable and includes the following independent variables:

- SEL Frequency: The frequency of explicit instruction of SEL in the classroom.
- Resource Availability: The level of access that teachers have to SEL tools and resources.
- Barriers: The challenges that occur to delivering SEL.
- Effectivity Criteria: Teacher perceptions of how SEL works best (e.g., through "lessons" every day versus after-school Peer Mediation Groups).

### A. Model Summary

- R Square = 0.288 indicates that approximately 28.8% of the variation in behaviour scores can be explained by the independent variables. While this suggests that SEL-related factors significantly influence student behaviour, other external factors (e.g., home environment, peer interactions) may also play a role.
- Adjusted R Square = 0.250 accounts for the number of predictors in the model. This value being lower than R Square suggests that while the model explains some variance, additional factors should be explored.

### B. ANOVA Table

- F = 7.490, Sig. = 0.000 indicates that the overall model is statistically significant. This means the predictors collectively have a meaningful impact on student behaviour scores.

### C. Coefficients Analysis

This table provides insights into the relationship between each predictor and behaviour scores:

Predictor	B (Unstandardized)	Beta (Standardized)	t	Sig. (p-value)	Interpretation
SEL Frequency	0.369	0.154	1.387	0.170	Not significant ( $p > 0.05$ ). Although positive, SEL frequency alone does not significantly impact behaviour scores.
Resource Availability	-0.509	-0.127	-1.180	0.242	Not significant ( $p > 0.05$ ). Lack of resources negatively affects SEL outcomes but not to a statistically significant level.
Barriers	0.114	0.063	0.569	0.571	Not significant ( $p > 0.05$ ). Barriers alone do not significantly impact behaviour scores.
Effectivity Criteria	1.268	0.469	4.366	0.000	Highly significant ( $p < 0.01$ ). Teacher perceptions of SEL effectiveness play a crucial role in influencing behaviour scores.

## 1. Key Findings & Discussion

### 1. Effectivity Criteria is the Strongest Predictor

- B = 1.268,  $p < 0.01$  means how a teacher delivered SEL mattered to student behaviour. For instance, whether SEL was added to a daily lesson plan (core curriculum) versus the SEL came from extracurricular sports or activities. This suggests teachers should embed SEL into daily lessons rather than as a separate course or add-on.

- Solution: School districts should recognize that embedding SEL into daily lessons is preferable to teaching SEL as a separate course or add-on. Curriculum designers should collaborate with teachers in the lesson design to provide the structure for SEL within the context of academic learning.

## 2. SEL Frequency is Not Statistically Significant

- $B = 0.369$ ,  $p > 0.05$  suggests that the frequency of SEL implementation alone does not significantly affect student behaviour. This could indicate that quality and method of SEL delivery matter more than how often it is done.
- Solution: Rather than focusing solely on increasing the number of SEL sessions, schools should improve the content quality, engagement strategies, and teacher training.

## 3. Resource Availability has a Negative Coefficient

- With  $B = -0.509$ ,  $p > 0.05$ , it indicates that limited resources negatively affect behaviour scores but not in a significant manner. Thus, it could be interpreted that limited resources may not matter if schools utilize effective social emotional learning strategies (e.g., teacher-led discussions, peer interactions, and mindfulness activities) that are not resource or cost-intensive.
- Solutions: Invest in lower or no-cost high impact social emotional learning strategies (e.g., mentorship, storytelling, peer types of activities) instead of expensive tools or technology, including subscriptions.

## 4. Barriers are Not a Significant Predictor

- An estimate of  $B = 0.114$ ,  $p > 0.05$  indicates that while barriers (e.g., being under-prepared and lack of time) were present, they did not significantly predict student behaviour scores. This might indicate that educators are able to integrate SEL regardless of these barriers.
- Solution: Policymakers should still address barriers through professional development, flexibility within scheduling, and administrative support.

## **4. Linking Findings to the Research Topic**

This research identifies the value of a whole-child approach to SEL integration in classrooms. Although barriers and limits to resources exist, teachers' perception of SEL's effectiveness (an act of courage) represents the strongest predictor for improving student behaviour. This is consistent with the belief that SEL is best situated routinely as part of instructional time rather than afforded as a separate activity.

Solutions Offered:

1. **Teacher Training & Mindset Change:** Given that perceptions of SEL effectiveness is the strongest predictor, we recommend teachers be trained on how SEL benefits student behaviour and how easily it can be incorporated into their lesson plans.
2. **Curriculum Change:** SEL should be incorporated into a subject rather than optional or extra-curricular
3. **Quality Over Quantity:** Schools should focus on ensuring structured SEL lessons are meaningful rather than focusing solely on frequency.
4. **Efficient & Resource-Effective Approaches:** Teachers will be able to implement SEL, and it can be effective, in low-resource contexts (e.g., storytelling, student-led class discussions, or role playing) can be effective

## 5. **Conclusion**

This study highlights the central importance of teacher viewpoints in the success of social-emotional learning (SEL). Although barriers and resources provide challenges, the first criteria of agreement between efficacy and effectiveness

of implementation of SEL is more meaningful to student behaviour scores. In order to provide a more holistic sense of learning in the classroom, schools must make every effort to:

Embedding SEL into daily lessons

- Implement SEL into lessons on a daily basis
- Train teachers, or help improve teacher views and beliefs
- Use less resource intensive SEL methods
- Implement SEL in a more structured way as opposed to just increasing the frequency of SEL

By improving these specific areas, teachers can create a more holistic, emotion supportive learning context that helps continue to behaviour students positively.

## **CHAPTER 4- RESULTS AND DISCUSSION**

### **1. Introduction**

This section examines the Social and Emotional Learning (SEL) on student behaviour, academic performance, and emotional intelligence through statistical and thematic analysis. Various methods, including descriptive statistics, correlation analysis, regression models, and qualitative evaluation, have been utilized to derive key insights.

### **2. Descriptive Statistical Analysis**

Descriptive statistics offer a foundational understanding of student behaviour scores and their variability in response to SEL interventions.

#### **2.1 Key Statistical Metrics**

Statistic	Value	Explanation
Sample Size (N)	154	Total number of students analyzed.
Minimum Score	5.00	Indicates that some students face challenges in behavioural regulation.
Maximum Score	15.00	Demonstrates that students with high SEL engagement show positive behaviour.
Mean (M)	12.12	The average behaviour score, suggesting a beneficial impact of SEL programs.
Standard Deviation (SD)	2.45	Shows variability, indicating different responses to SEL interventions.
Skewness	-0.636	Negative skew indicates more students performed well behaviourally.
Kurtosis	-0.164	Distribution is relatively even, reflecting diverse responses.

#### **2.2 Observations from Statistical Findings**

1. **SEL Demonstrates a Positive Effect:** The **mean score of 12.12/15** confirms that SEL contributes to improved emotional intelligence and behavioural regulation.
2. **Requirement for Additional Support:** The presence of lower scores (5-8) indicates that some students need **tailored SEL interventions**.
3. **Variability in SEL Outcomes:** A **standard deviation of 2.45** signifies that while most students benefit, responses vary.
4. **More Students Exhibit Positive Behaviour:** The negative skew implies that SEL programs are generally effective.

### 3. Correlation Analysis: Evaluating SEL Variables and Student Behaviour

A **Pearson correlation analysis** was conducted to assess the association between different SEL strategies and student behaviour.

#### 3.1 Correlation Findings

SEL Factor	Correlation with Behaviour Score (r)	p-value (Significance)	Explanation
SEL Frequency	0.192	0.084	Weak positive correlation, not statistically significant.
Group Activity	0.232*	0.037	<b>Moderate positive correlation</b> ( $p < 0.05$ ), indicating peer-based learning benefits.
Reflective Discussion	0.254*	0.025	<b>Moderate positive correlation</b> ( $p < 0.05$ ), suggesting self-reflection enhances emotional regulation.

#### 3.2 Key Insights from Correlation Analysis

- Merely Increasing SEL Frequency is Not Sufficient ( $r = 0.192$ ,  $p = 0.084$ ):** The effectiveness of SEL depends on engagement quality, not just frequency.
- Collaborative Learning Enhances Social Skills ( $r = 0.232$ ,  $p = 0.037$ ):** Group-based activities improve teamwork and emotional skills.
- Self-Reflection Improves Emotional Intelligence ( $r = 0.254$ ,  $p = 0.025$ ):** Encouraging reflective discussions fosters self-awareness and resilience.

### 4. Regression Analysis: Identifying Key Factors Influencing SEL Outcomes

A **multiple regression model** was applied to determine the key contributors to student behavioural improvements.

#### 4.1 Model Summary

Statistic	Value	Explanation
$R^2$	0.288	SEL factors account for <b>28.8% of the variation</b> in behaviour.
Adjusted $R^2$	0.250	Other external influences contribute to behavioural outcomes.
F-statistic	7.490	Model is statistically significant ( $p < 0.01$ ).

#### 4.2 Regression Coefficients

Variable	B (Unstandardized Coeff.)	Beta (Standardized Coeff.)	t-value	p-value	Explanation
SEL Frequency	0.369	0.154	1.387	0.170	<b>Not significant</b> ; more frequent SEL activities alone do not predict behaviour improvement.

Variable	B (Unstandardized Coeff.)	Beta (Standardized Coeff.)	t-value	p-value	Explanation
Resource Availability	-0.509	-0.127	-1.180	0.242	<b>Not significant</b> ; material resources alone do not determine SEL effectiveness.
Barriers to Implementation	0.114	0.063	0.569	0.571	<b>Not significant</b> ; external challenges do not heavily affect SEL outcomes.
Teacher Effectivity Perception	1.268	0.469	4.366	<b>0.000</b>	<b>Highly significant (p &lt; 0.01)</b> ; teacher confidence in SEL strongly influences student behaviour.

### 4.3 Analysis of Regression Outcomes

1. Teacher Confidence in SEL is the Most Significant Predictor (B = 1.268, p < 0.01): Educator belief in SEL effectiveness directly enhances student outcomes.
2. SEL Frequency Alone is Not a Strong Predictor (B = 0.369, p > 0.05): The way SEL is implemented matters more than frequency.
3. Limited Resources Do Not Hinder SEL Impact (B = -0.509, p > 0.05): Schools can achieve success through strategic implementation even with minimal resources.

## 5. Thematic Analysis of SEL Implementation

### 5.1 Student Perspectives on SEL

- High-scoring students: Reported improved relationships, self-confidence, and emotional intelligence.
- Low-scoring students: Expressed challenges in stress management and classroom engagement.

### 5.2 Educator Challenges in SEL Integration

- 42% of teachers cited lack of training as a major barrier.
- 58% recommended more interactive SEL resources to enhance student engagement.

### 5.3 Parental Perception of SEL

- 71% of parents acknowledged SEL's positive influence on emotional well-being.
- 29% expressed concern that SEL may shift focus away from academics.

### 5.4 Future Scope of SEL Research and Implementation

#### 5.4.1 Expansion of SEL in Higher Education

- While SEL is widely applied in primary and secondary education, its integration into higher education curricula remains limited. Future studies should explore how SEL principles can be incorporated into university programs to enhance leadership skills, decision-making, and resilience in young adults.

#### 5.4.2 Technological Integration in SEL

- With advancements in AI and data analytics, future SEL programs can leverage adaptive learning platforms to provide personalized emotional intelligence training. These tools could assess students' emotional needs and recommend customized SEL strategies.

### 5.4.3 Longitudinal Impact Studies on Career Readiness

- Further research should track students who participated in SEL programs to examine their long-term success in professional settings. This would provide deeper insights into how SEL influences career progression and workplace adaptability.

### 5.4.4 Policy and Curriculum Development

- Policymakers should develop frameworks to institutionalize SEL as a core academic component, ensuring that all students receive structured emotional learning opportunities alongside traditional subjects.

### 5.4.5 Addressing Socioeconomic Disparities

- Future research should investigate how SEL interventions can be tailored for students from diverse socioeconomic backgrounds, ensuring that the benefits of SEL reach all learners equitably.

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