

Socio-emotional learning skills and teaching practices of teachers and educators

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ABSTRACT

The COVID-19 pandemic reshaped the global educational system, mandating teachers to adapt to new modes of instruction. This shift heightened the importance of socio-emotional learning (SEL) in fostering effective teaching and learning. This study examined the socio-emotional skills of teachers and their instructional practices. A descriptive correlational design was employed, with data collected through a purposive sampling procedure. A total of 1,211 teachers from basic and higher education institutions across the Philippines were selected through stratified random sampling. Correlation analysis revealed a significant positive relationship between teachers' socio-emotional competencies, particularly self-awareness and relationship skills, and their instructional practices. These findings highlight the need to integrate SEL into professional development initiatives. It is recommended that a competency-based training framework be developed to strengthen teachers' socio-emotional capacities, ensuring they are well-equipped to meet the demands of post-pandemic education.

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1. INTRODUCTION

Education shapes human character. It enables one to understand the world, make sound decisions, and become adaptable in life's changing situations. The sudden onset of the COVID-19 pandemic abruptly shifted educational, economic, and social transactions across countries and communities. There was the physical discontinuance of classes, community quarantines, retrenchment of employees, travel bans, and many more. The global educational system, in particular, has been reframed by the outbreak of the COVID-19 pandemic [1]. The usual face-to-face classes were shifted to online or modular learning modalities. Teachers and students struggled to adjust to the new realities of teaching and learning. The deadly virus has affected not only the physical aspect of health but also the socio-emotional wellness of teachers, students, and other education stakeholders. On a positive note, some students and teachers have shown resilience, enhancing their skills and maintaining their socio-emotional well-being.

Socio-emotional learning (SEL), as a key component of a well-rounded education, involves the mindsets, skills, attitudes, and feelings that help students succeed in schools [2]. The educational community is increasingly focused on developing students' SEL competencies, which are linked to improved learning achievement [3]. It is noted that there is a strong link between the SEL skills and life outcomes [4].

Self-control, social competence, and people skills had the strongest impacts on desirable future outcomes. Educators who provide a safe and supportive environment, believe in their students, hold high expectations, and provide authentic work [3], [5] nurture the SEL of the students. SEL provides a foundation for safe and positive learning and enhances students' ability to succeed in school, careers, and life [6].

SEL skills include self-awareness, self-management, social awareness, and relationship skills [7]. Self-awareness refers to the ability to recognize and understand one's own emotions, thoughts, and values, and how they influence behavior, which includes self-confidence, emotional awareness, and accurate self-perception [8]. Another essential skill that promotes personal growth and personal development is self-management. It is the ability to regulate emotions and behaviors effectively in different situations [4]. Research highlights the need for teachers to develop social awareness to effectively understand and respond to students' emotions. Emotionally competent teachers are better equipped to manage classroom dynamics, foster positive relationships, and reduce burnout [9]. The teachers' ability to respond empathetically not only supports students' emotional regulation but also improves their engagement. Furthermore, teachers need to nurture the essential relationship skills like effective communication, teamwork, conflict resolution, and the ability to seek and offer support [10] to establish and maintain healthy relationships with the students, stakeholders, and co-teachers.

The Philippine educational system has recognized the need for the development of socio-emotional skills among students. In 2009, SEL was merged into *Edukasyong Pagpapakatao* (character education) to develop students' self-awareness, self-management, social awareness, relationship skills, and responsible decision making. This addresses the emotional quotient (EQ) of students so they become well-rounded lifelong learners [11]. In 2016, the learning action cell (LAC), a school-based continuing professional development for teachers, was institutionalized [12] to hone, among others, the teachers' socio-emotional competencies. Furthermore, Department of Education (DepEd) Memorandum No. 50, s. 2020, emphasizes that professional development priorities should align with the department's goal of continuously upskilling and reskilling teachers and school leaders to improve learning outcomes [13]. The importance of SEL is reflected in the Philippine professional standards for teachers (PPST). Three out of the seven domains of the PPST are focused on equipping teachers with SEL competencies: domain 2 (learning environment); domain 3 (diversity of learners); and domain 6 (community linkages and professional engagement) [14]. It is therefore important for teachers to develop their SEL skills to effectively manage classrooms, support student well-being, and maintain their professional resilience.

Various studies in the field of SEL have specifically focused on students. However, few studies have explored how teachers' own SEL skills influence teachers' instructional behaviors, classroom climate, and pedagogical decision-making [15]–[17]. This study explores the teachers' SEL skills and their teaching practices. This research undertaking is essential as input to the existing knowledge on professional development and teachers' welfare. Its novelty lies in the shift of focus from students to the less explored essential dimension of teachers' socio-emotional competencies. Findings of the study can shed light on ways of supporting teachers' emotional well-being through professional development and school policies. This study contributes relevant insights to the less explored topic of teachers' SEL, as compared to the well-researched student SEL outcomes. Establishing the link between SEL skills and actual instructional practices across a national sample of teachers from different levels provides empirical evidence that would support the integration of SEL in teacher professional development. It addresses an important research gap by focusing on the emotional and instructional capacities of teachers, particularly in post-pandemic teaching contexts.

2. LITERATURE REVIEW

SEL theory is grounded in the broader framework of emotional intelligence of Gardner. The elements of emotional intelligence – self-awareness, self-regulation, internal motivation, empathy, and social skills are part of SEL [18]. As an emerging educational model, SEL approaches student development from all sides while factoring in the influence of external circumstances [19]. SEL provides a positive foundation upon which students learn about themselves and others in a safe, nurturing school environment. SEL skills help students achieve career goals and develop better relationships with family and friends. By centralizing the happiness and well-being of students, SEL offers an approach to education that values learners' autonomy, allowing them to become healthy and fulfilled adults.

There are many ways by which a teacher may integrate SEL in classroom activities. Creating a warm classroom culture, focusing on relationships and making discipline more inclusive, facilitates the development of SEL skills [20]. Additionally, the following principles [21] relevant to SEL can be explored by the teachers: i) model optimism, hope, kindness, resilience, and other positive emotions among the learners; ii) foster collaboration through innovative and highly interactive teaching and learning activities;

iii) create and sustain healthy social interaction through verbal and non-verbal immediacy; iv) praise and acknowledge the efforts of the students; and v) be more sensitive with the needs of the learners. Moreover, there are common teaching practices that promote SEL in the classrooms. These include student-centered discipline, teacher language, warmth and support, cooperative learning, classroom discussions, self-reflection, self-pursuit, competence building, modeling, constructive feedback, and coaching [3]. These examples can be modified to fit various grade levels and content areas and can generally be applied to multiple contexts.

A comprehensive meta-analysis of 424 studies involving over 575,000 students globally revealed that universal school-based SEL interventions significantly enhance students' social-emotional skills, attitudes, behaviors, and academic achievement [22]. Another meta-analysis study of 86 randomized SEL programs in China with 8,736 students demonstrated significant improvements in social-emotional competence, which includes enhanced SEL skills, positive social behavior, and reduced emotional distress [23]. Based on these findings, the researcher recommended enhancing social development to promote social-emotional skills. Another study conducted by the World Bank Group examined what employers expect from their employees. The results showed that many employers in the Philippines seek not only technical skills but also good work ethics, commitment, and effective communication skills in their employees [24]. Furthermore, key findings pointed out that employers found difficulty in looking for people with socio-emotional skills. The education sector is not able to produce graduates imbued with such skills. These findings highlight the importance of prioritizing the development of SEL in schools. The study recommended integrating socio-emotional skills into the K to 12 curriculum and including SEL in teacher training and professional development programs.

It is equally important for teachers to engage in continuous professional development and hone their socio-emotional competencies. SEL enables teachers to navigate the emotional demands of the teaching profession. Teachers who acquired SEL competencies are more likely to model these behaviors in their own classrooms, contributing to the social and emotional development of the learners. Moreover, teachers' emotional intelligence significantly impacts their instructional practices, classroom management, and students' academic and behavioral outcomes [16].

This study aimed to examine the SEL skills and instructional practices of teachers in support to the development of a responsive, relevant, and sustainable instructional delivery. Specifically, it sought to: i) determine the level of teachers' SEL skills in terms of: self-awareness and self-management skills and social awareness and relationship skills; ii) identify the instructional practices commonly implemented by teachers and educators in the classroom; and iii) analyze the relationship between teachers' SEL competencies and their instructional practices.

3. METHOD

3.1. Research design

This study employed a descriptive-correlational research design to establish the influence of SEL skills on the teaching practices of educators. The descriptive method is appropriate for identifying the current conditions and patterns within a population [25]. On the other hand, the correlational design is used to determine the extent and direction of relationships between variables [26].

3.2. Research participants and sampling procedure

The respondents of the study included 1,211 basic education teachers and college educators handling pre-service teachers in higher education institutions across the Philippines. Purposive sampling was employed to identify respondents who are actively engaged in instructional delivery and are in positions to model or influence teaching practices. Of the total participants, 356 were male and 855 were female, with representation from all 16 administrative regions in the country.

3.3. Research instruments

A modified version of the school-connect teacher SEL self-assessment survey [27] was used to collect data on teachers' social-emotional competencies and instructional practices. The original tool, designed to measure social, emotional, and academic competencies, was adapted to fit the context of teacher self-assessment. Items were reviewed and refined for clarity and contextual relevance before data collection. Moreover, the 4-point Likert scale was utilized to measure the teachers' SEL skills and instructional practices. It provides a balanced range of response options that allow respondents to express the degree to which they agree or identify with each statement: 4 (strongly agree); 3 (agree); 2 (disagree), and 1 (strongly disagree).

3.4. Validity and reliability of the instrument

The validity and reliability of the instrument were ensured through expert validation and pilot testing. The content validation was established through content validation by a panel of experts in education and educational leadership. Based on their feedback, necessary revisions were made. The instrument achieved a content validity index (CVI) of 0.92, indicating a high level of agreement among experts and strong content validity. Reliability was confirmed through a pilot test involving 50 teachers not included in the final sample. The internal consistency of the instrument was evaluated using Cronbach's alpha, with the following results: self-awareness and self-management: $\alpha=0.86$; social awareness and relationship skills: $\alpha=0.88$; and instructional practices: $\alpha=0.90$.

3.5. Data analysis

Descriptive statistics (frequencies, means, and standard deviations) were used to summarize the socio-emotional competencies and instructional practices of the respondents. To examine the relationship between SEL skills and teaching practices, Pearson's correlation coefficient (r) was calculated. This method is suitable for measuring the strength and direction of linear relationships between variables [28].

4. RESULTS AND DISCUSSION

4.1. Self-awareness and self-management skills of teachers

Table 1 presents the data on the teachers' SEL in terms of self-awareness and self-management skills. Based on the findings, it is revealed that teachers and educators, regardless of gender, level of education, type of school, and type of higher education, exhibited social-emotional competence as regards their self-awareness and self-management skills. Among the indicators, the respondents achieved the highest mean on the need to improve certain teaching practices for them to grow professionally. Teaching is a challenging endeavor. There are a lot of hoops to jump and curveballs being pitched daily. Somehow, teachers seem to keep it all together and maintain the focus of helping students find success. In consideration of the type of learners in the 21st century, where technology is at the forefront, there is a corresponding challenge among the teachers and educators to ensure that instructional delivery is made relevant and sustainable. The teachers unceasingly find ways not just to upgrade and upskill themselves with the current trends and strategies in teaching. This scenario is reflective of the self-awareness and self-management skills of the teachers and educators. Self-awareness involves paying attention to oneself and consciously knowing one's attitudes and dispositions [29]. It also involves understanding one's own emotions, personal goals, and values, including careful assessment of one's strengths and limitations, having positive mindsets, and possessing a well-grounded sense of self-efficacy and optimism [30]. These attributes denote that high levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected. As teachers and educators pave the way towards a successful day-to-day teaching and learning, the skill of self-awareness is paramount.

Table 1. Self-awareness and self-management skills

Statements	Mean	Standard deviation	Interpretation
I am aware of instructional teaching practices that I need to improve to grow professionally	3.43	0.73	Agree
I understand how student responses (positive and negative) affect my emotions and behaviors ...	3.30	0.75	Agree
I effectively use multiple strategies (e.g., breathing techniques and mindfulness) when I have strong ...	3.24	0.73	Agree
Through the effective management of my emotions (e.g., use of stress reduction techniques). I am better ...	3.34	0.74	Agree
To effectively implement positive instructional teaching practices, I usually understand the value of self-awareness in recognizing	3.40	0.71	Agree
Overall mean	3.34		Agree

Legend: 1–1.50 (strongly disagree), 1.51–2.50 (disagree), 2.51–3.50 (agree), 3.51–4.00 (strongly agree)

In the same vein, teachers and educators take cognizance of how self-management skills influence their social-emotional competence. Self-management, which is also referred to as "self-control" or "self-regulation", is the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, delaying gratification, motivating oneself, and setting and working toward personal and academic goals [21]. In this unprecedented time, it is evident that teachers and educators, as frontliners in the academe, possess self-management skills. It connotes that when one is

equipped with strong self-management skills, they tend to be more successful at work and thrive in any unanticipated situations. Based on the findings, it revealed that the respondents fare well in their self-management skills. This means that even during the pandemic, they can cope with the challenging situations in the way they manage their thoughts and emotions in the same way they can manage their academic responsibilities. They can follow through on the tasks and responsibilities assigned to them with well-regulated and well-controlled emotions.

The aforementioned interpretations and implications of the findings support that teachers' social-emotional competence is necessary in promoting a positive learning environment and building positive teacher-student relationships [31]. This is indeed a key to both teachers' occupational well-being and ultimately to positive student development. Teachers who are emotionally stable and resilient tend to remain in the profession. To further promote long term teacher effectiveness and teacher well-being, policies for structured training, coaching and health support can be aggressively pursued by education policymakers.

4.2. Social awareness and relationship skills of teachers

Table 2 displays the statistical data indicating teachers' social-emotional competencies in terms of social awareness and relationship skills. Social awareness is the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. On the other hand, relationship skills refer to the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.

The findings show that the overall mean is 3.31, with the interpretation of agree. This indicates that most of the teachers exhibit these competencies in dealing with their learners. It reveals that the teacher respondents believed that they have in themselves the needed awareness to understand and empathize with the viewpoints and feelings of their students, and to create and maintain a healthy relationship with their students.

Table 2. Social awareness and relationship skills

Statements	Mean	Standard deviation	Verbal interpretation
I am usually aware of how many emotions, culturally grounded beliefs, and backgrounds are precursors to ...	3.37	0.75	Agree
I try to understand why my students are or are not actively participating ...	3.28	0.72	Agree
I clearly communicate behavioral and academic expectations in a manner that addresses students' individual needs and ...	3.31	0.72	Agree
I used the instructional teaching practices to help form meaningful relationships with my students and cultivate their SEL ...	3.32	0.70	Agree
I used the instructional teaching practices to help cultivate my students' SEL skills ...	3.25	0.70	Agree
Overall mean	3.31		Agree

Legend: 1–1.50 (strongly disagree), 1.51–2.50 (disagree), 2.51–3.50 (agree), 3.51–4.00 (strongly agree)

Table 2 also shows that teachers are usually aware of how many emotions, culturally grounded beliefs, and backgrounds are precursors to successful learning. This has a weighted mean of 3.37, interpreted as agree. For SEL to flourish, the teacher ought to maintain a happy classroom atmosphere, which, hopefully, cascades from a happy school environment. According to the national association of school psychologists, a school's environment plays a crucial role in students' academic performance, mental well-being, and overall success. When students feel a strong sense of connection, acceptance, and respect within their school community, they are more likely to thrive both academically and emotionally [32].

Teachers in the classroom play a crucial role in the development of learners' intellectual, social, and emotional domains of their beings. They should develop in themselves social and emotional competencies and translate them into teaching practices that are beneficial to learners. Employing these competencies, teachers are teaching with compassion and care and helping children develop these social and relationship skills to become confident learners and eventually become well-adjusted adults. Similarly, performing classroom functions with these competencies provides learners opportunities to work hard academically and to develop confidence in achieving their academic goals. However, when teachers poorly manage the social and emotional demands of teaching, students' academic achievement and behavior both suffer [15]. As an implication for practice, teachers must be well supported in their workplaces to continually acquire social awareness skills and manage classroom challenges effectively. Schools whose teachers are employing these social-emotional competencies create an environment that increases academic performance, lessens behavioral problems, and improves the quality of relationships of the students who eventually become productive, responsible, and contributing members of society [33].

4.3. Instructional practices of teachers

Table 3 shows the teachers' instructional practices that promote the development of socio-emotional skills. The overall mean of 3.31 indicates that teachers implement these practices reasonably well. The teachers are the main instrument in inculcating knowledge, developing skills, and attitudes among students. Teachers play an important role in shaping students' socio-emotional development by exemplifying social and emotional competencies, fostering positive teacher-student relationships, and effectively managing classroom dynamics [34]. These instructional practices contribute to creating a supportive learning environment that enhances students' social and emotional growth.

Table 3. Teachers' instructional practices

Statements	Mean	Standard deviation	Verbal interpretation
I encourage my students to work with other students ...	3.23	0.66	I implement this practice reasonably well
I create learning experiences in which my students ...	2.94	0.77	I implement this practice reasonably well
I provide opportunities for my students to share their work ...	3.31	0.66	I implement this practice reasonably well
I help students learn how to respond to and learn from ...	3.36	0.60	I implement this practice reasonably well
I hold in-depth discussions about content with my ...	3.37	0.58	I implement this practice reasonably well
I tell my students the learning goals for each lesson ...	3.54	0.58	I implement this practice extremely well
I provide my students strategies to analyze their ...	3.43	0.60	I implement this practice reasonably well
I model and practice new learning with my students before asking them to ...	3.39	0.58	I implement this practice reasonably well
I give my students frequent specific feedback to let ...	3.37	0.61	I implement this practice reasonably well
I use student misconceptions to guide my instruction without singling the ...	3.13	0.71	I implement this practice reasonably well
Overall mean	3.31		I implement this practice reasonably well

Legend: 1-1.50 (I do not implement this practice); 1.51-2.50 (I seldom implement this practice); 2.51-3.50 (I implement this practice reasonably well); 3.51-4.00 (I implement this practice extremely well)

Among the instructional practices, informing students of the learning goals for each lesson is practiced extremely well by the teachers. This has a weighted mean of 3.54. A learning goal is a statement of what students are expected to know or will be able to do. Informing students of learning targets at the start of any activity is a must for all teachers, for teaching without direction is like starting a journey without knowing the destination. Goals are crucial to school success (and areas of life beyond the classroom). Setting and tracking goals help the child learn important life skills such as planning, organization, and time management while also building communication skills, self-awareness, and confidence. Students' awareness of their learning objectives for the day can inspire them and promote greater engagement.

Table 3 also shows that the teacher respondents provide their students with strategies to analyze their work with the use of assessment tools like performance rubrics and peer reviews. This has a weighted mean of 3.43, interpreted as being practiced reasonably well. The use of self-assessment tools enhances the development of students' socio-emotional skills. Engaging in self-assessment fosters self-awareness and reflective practice among students, leading to improved academic performance. Programs like INSIGHTS have shown that students who participate in SEL interventions exhibit enhanced language skills and sustained academic benefits over time [35]. Additionally, this also encourages metacognition and the development of critical thinking skills.

Another instructional strategy employed by teachers is modelling and practicing new learning with students before asking them to perform independently. This has a weighted mean of 3.39, which means that this is implemented reasonably well. Modeling is an instructional approach in which a mentor demonstrates how to perform a task or complete an assignment before mentees attempt it themselves. This guidance helps mentees build confidence and develop essential skills through observation and practice. This is also an excellent classroom management technique. Through explicit modelling, the teacher provides a clear example of a model or strategy, and this should happen at every grade level and in every subject area. For modelling to be successful, the teachers need to plan the modelling carefully. This technique provides a high level of teacher-student interaction, thus making the students feel more confident in demonstrating what they learn without fear of being bullied or the object of laughter in class.

4.4. Relationship between the teachers' socio-emotional learning competencies and teaching practices

Table 4 shows that teachers' social-emotional competencies and the teaching practices factors have a p-value of 0.001, which is less than the level of significance 0.05. Therefore, the null hypothesis is rejected. This means that teachers' social-emotional competencies and teaching practices are moderately correlated with a Pearson coefficient value of 0.3706. This also means that the higher their social-emotional

competencies, the higher their teaching competence. These findings highlight the importance of dominant theoretical beliefs and practices in shaping teachers' perspectives during literacy instruction for non-native English speakers [36]. This further suggests the need for professional development programs that integrate SEL training, as teachers with strong SEL skills can create supportive learning environments that enhance student engagement and academic success [37]. Additionally, SEL competencies may play a role in culturally responsive teaching, helping educators address the diverse needs of students more effectively. Exploring specific SEL strategies that contribute most to teaching effectiveness could further inform best practices in education. Researchers from the American Institutes for Research (AIR) reviewed existing literature on evidence-based SEL programs that focus on the relationship between specific instructional practices, positive learning environments, and student social and emotional competencies and were able to identify teaching practices most frequently referenced across the SEL programs [3]. Several policy implications can be culled from this finding. Educational policies should support professional development programs that facilitate explicit teaching and practice of SEL to enhance engagement and academic outcomes [38]. School leadership and governance policies need to provide an enabling environment that supports SEL implementation including allocating resources and creating pedagogical frameworks for teachers to effectively incorporate SEL into their instructional practices.

Table 4. Significant relationship between the teachers' SEL competencies and teaching practices

Variables	R-value	p-value	Interpretation	Decision
Social-emotional competencies and teaching practices	0.3706*	0.001	Significant	Do not accept Ho

Note. *= significant at $p < 0.01$

The results of the study align with prior research showing the importance of teachers' SEL skills in enhancing instructional quality and student engagement. For instance, a study by Schonert-Reichl [15] emphasized that educators with strong SEL competencies create more emotionally supportive classrooms. Teachers with high emotional awareness are better able to manage classroom dynamics. Similarly, SEL programs significantly improve both teacher behavior and student outcomes [31]. In the Philippine context, several studies [1], [28] also highlighted how teacher resilience and emotional management became essential during the shift to flexible learning modalities. A study by Acosta *et al.* [24] also stressed that soft skills—often tied to SEL—are crucial for employability and that SEL is a foundation for teacher competence [3]. This supports the study's findings on long-term instructional impact and that the integration of SEL improves school climate and academic achievement [21]. Moreover, the findings also support the studies [6], [21] SEL frameworks by empirically validating the link between teachers' SEL competencies and instructional practices. These findings collectively reinforce the present study's conclusion that fostering teachers' SEL competencies is not only timely but essential.

Although the study is limited by its cross-sectional design and reliance on self-reported data, which may affect the accuracy and causality of findings, it still provides insights useful for school leaders and policymakers in designing capacity-building programs that address not only pedagogical but also emotional dimensions of teaching. It extends previous research by surveying a large national sample of educators from both basic and higher education sectors in the Philippines, allowing for broader generalizability. Transformation in education involves not only the integration of technology but also the continuous development and reinforcement of teachers' socio-emotional competencies through targeted and sustained professional development programs.

5. CONCLUSION

The results of the study revealed that teachers and educators possessed socio-emotional skills of self-awareness, self-management, social awareness, and relationship skills. A significant relationship between teachers' SEL skills and teaching practices was established. The teachers further recognized the value of improving their teaching practices and effectively managing their emotions and behaviors in various academic engagements. Teachers were usually aware of how emotions, culturally grounded beliefs, and backgrounds are precursors to successful learning. This implies that educators who possess strong socio-emotional skills are better equipped to provide positive learning experiences tailored to diverse student needs. As teaching and learning continue to transform, the socio-emotional competencies should be nurtured among teachers and educators through targeted professional development programs, so they remain responsive, emotionally healthy, and capable of developing the academic and personal growth of the 21st-century learners. Further, schools and teacher education institutions can initiate the establishment of professional learning communities to encourage teachers to share best practices and attend enhancement programs on

managing stress and classroom challenges. Policies have to be institutionalized that support explicit teaching and practice of SEL.

Moreover, while the study established a correlation between SEL competencies and teaching practices, it did not explore causality or investigate contextual factors, such as school culture, leadership, or workload, that may moderate or mediate this relationship. It also did not account for longitudinal effects, which limit understanding of how SEL competencies develop or shift over time and their long-term impact on both teachers and students. Despite these limitations, the results highlight the importance of sustained professional development focused on SEL to support teacher well-being and instructional effectiveness. Thus, future studies may be conducted to determine the long-term impact of teachers' social-emotional competencies on student learning outcomes and well-being to provide insights on effective teacher development.

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AUTHOR CONTRIBUTIONS STATEMENT

This journal uses the Contributor Roles Taxonomy (CRediT) to recognize individual author contributions, reduce authorship disputes, and facilitate collaboration.

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C : Conceptualization

M : Methodology

So : Software

Va : Validation

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Vi : Visualization

Su : Supervision

P : Project administration

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CONFLICT OF INTEREST STATEMENT

The authors declare that there are no conflicts of interest related to this study.

INFORMED CONSENT

Informed consent was duly obtained from all participants involved in this study prior to data collection.

ETHICAL APPROVAL

This study was exempted from full board review as it did not involve vulnerable populations or address sensitive topics. Nonetheless, all ethical standards, including the principles of confidentiality, anonymity, and responsible data handling, were strictly observed. Ethical standards for research involving human participants were strictly followed. Anonymity and confidentiality were ensured throughout the data collection and analysis process. No personally identifiable information was disclosed in any part of the study, and access to raw data was limited to the research team.

DATA AVAILABILITY

The data supporting the findings of this research are available from the lead author, [MAM], upon reasonable request. Due to privacy concerns and ethical restrictions, the data are not publicly accessible.

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