



Maharjan Sanisha

The role of teachers in fostering Social and Emotional Learning in students.

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The purpose of this bachelor's thesis is to review existing literature exploring the pivotal role of teachers in fostering the social and emotional learning (SEL) of their students. Recognizing the increasing acknowledgment of the importance of SEL in education, this study begins with the concept of SEL and its practical application, the paper investigates the profound impact of SEL on students, particularly in relation to their academic achievements. It also investigates the impact of teachers' beliefs on SEL and their own social and emotional competences on students' socio-emotional development. Extensive research affirms that SEL competencies are teachable, contribute to positive development while mitigating problematic behaviors, and ultimately enhance both academic achievement and students' wellbeing.

The collected evidence highlights the substantial impact that teachers have on the socio-emotional development of students, underscoring the diverse avenues through which teachers contribute to this growth, including instructional approaches, curriculum decisions, and interpersonal engagements. Following a thorough examination of existing research, this paper acknowledges the advantages of incorporating and applying Social and Emotional Learning in the classroom. Such integration is found to enhance students' self-efficacy and critical competencies like self-awareness and responsible decision-making.

The study emphasizes the paramount importance of teachers' Social and Emotional Competence (SEC) and how it influences both their professional and personal aspects. It affirms that SEC is central to sustaining teachers' well-being, motivation, and effectiveness in the classroom. The review recognizes the need for additional support especially for the novice teachers and also acknowledges the challenges faced by teachers in integrating social and emotional skills into their classroom and curriculum.

In addressing future needs and challenges in SEL research, the study emphasizes the necessity of conducting in-depth examinations of the professional development paths accessible to educators for enhancing their SEL proficiency.

In conclusion, this literature review provides a holistic analysis of teachers' contributions to students' social and emotional learning. It emphasizes the multifaceted influence teachers exert, the transformative impact of SEC, and the imperative need for ongoing professional development to enhance SEL proficiency and overall well-being among teachers and students.

Keywords: Social and emotional learning (SEL), Teacher-student relationship, Academic achievement, Teachers' Social and Emotional Competence (SEC), Classroom management.

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1. Introduction

Today the concept of education has changed. Previously, schools' priority was teaching traditional subjects, such as reading, writing, science, and arithmetic. But today, Social and Emotional Learning (SEL) is an educational movement that is gaining ground throughout the world. The concept of SEL has been increasing dramatically. According to researchers, teachers can promote students' social and emotional competence, and that doing so increases not only their SEL skills but also their academic achievement (Durlak et al, 2011). As Albert Bandura (1997) stated, learning occurs in a social context. Students typically learn in collaboration with their teachers, in the company of their peers, and with the encouragement of their families rather than alone. Teaching and learning in schools have strong social, emotional, and academic components (Zins, Weissberg, Wang, & Walberg, 2004).

Social emotional development plays an important role in children's ability to function in the school setting and achieve academic success (Aviles, Anderson, & Davila, 2006; Denham, 2006; Klein, 2002). Good social emotional competence is related to many positive outcomes of development, including prolonged attention span, better memory, and self-regulation, which are all crucial for academic success (Fredrickson & Branigan, 2005; Isen, 2003; Ray & Smith, 2010).

Over the past two decades, there has been a considerable amount of research done on students' social and emotional learning. The purpose of this study is to elucidate the role of teachers in social and emotional learning of students. When it comes to integrating social emotional tactics in the classroom, it is challenging to ask teachers to do something they might not have done themselves before. Teachers must possess the knowledge, skills and attitudes of social awareness, self-management, and relationship proficiencies before they can help their students gain these skills. It is an opportunity for self-growth to become competent and caring teachers. Students spend so much of their time with their teachers, so when teachers are self-aware and have taken enough time to be self-reflective, they will be ready to pass that confidence on to their students.

According to the Collaborative for Social, Emotional, and Academic Learning (CASEL, 2015) SEL can be taught in various ways, such as embedding it in the curriculum, running a standalone program, or implementing it as a school-wide effort. In all cases, teachers play a central role in running SEL.

Overall, the study aims in finding what is the role of teachers in SEL on students and understanding how teachers' own social-emotional wellbeing influence students' SEL.

To situate myself within this study, I would like to provide the reader with a sense of my personal background that led to exploring this topic. From my schooling experience in Nepal, I personally experienced that there was no correlation between social emotional learning and academic success. In my culture, it is normal to pretend we can just push emotions aside — or focus only on “positive” feelings. During school hours emotions of a child are just kept aside, those hours were considered to pursue academic qualification. Schools focused only on academic instruction and school management in their efforts to help students attain academic success. Child's social and emotional learning was considered to be taught at home and parents were ought to be solely responsible for it.

In the journey of pursuing higher education in Finland, I realized that students' social and emotional development is not an additional duty charged to schools along with academic instruction, but rather is an integral and necessary aspect of helping all students succeed. My experience in Finnish classroom settings; comfortable teacher and student relations, value of my idea and my culture, respect for my feelings, my willingness to study gave me realization that, in order for students to succeed in school and beyond, students must gain a set of skills and attitudes that include identifying emotions, managing behavior, making responsible decisions, establishing positive supports, recognizing personal strengths, communicating effectively, resolving conflicts, and achieving goals. Many students have been able to gain these skills on their own through various interactions and personal experiences. However, other students need more assistance and require being explicitly taught these skills in order to be able to generalize and apply these skills in multiple settings and situations to succeed.

The research will be an effort to better understand the role of teachers in influencing social-emotional development of their students. In brainstorming my research questions, first, I wanted research to what extent do teachers play pivotal role in enhancing students' social and emotional learning and secondly, I wanted to investigate how teachers' own belief on SEL, and social and emotional competences influence implementing or teaching social and emotional skills.

In quest, to find the answers for the research questions, the study will go through the following sub questions as well. What are the benefits of promoting SEL in the classroom? Why do teachers need social and emotional learning competences?

2. Social and Emotional Learning

For purposes of consistency and clarity, the concept of Social Emotional Learning (SEL) will be used throughout this study to represent the social and emotional learning competencies in students.

In order to grasp the concept of SEL within the framework of this study's research inquiry, it is crucial to establish a precise definition of the term and to outline its practical manifestations. The contemporary backdrop within which SEL has evolved has a significant impact on how educators perceive their responsibilities in facilitating their students' comprehensive growth. Furthermore, it directly affects their ability to effectively introduce and incorporate SEL programs in their teaching. Essentially, this context offers valuable perspectives on teachers' perceptions of their classroom role and their approach to harmonizing social-emotional development with academic and intellectual growth. These facets bear considerable importance in a study centered on assessing teachers' competence in delivering SEL instruction. To commence, this section will provide a concise definition of SEL.

In recent decades, the concept of SEL has witnessed a substantial surge in prominence within the realm of education. While various interpretations exist, CASEL has formulated a prominent definition of SEL.

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL.org, 2015).

Derived from this definition, one can formulate an understanding of what SEL entails. Firstly, SEL is all-encompassing, as it pertains to individuals of all ages, and it is forward-looking, aiming to equip individuals with the essential skills for success in both educational and life contexts, with a preventive approach to addressing issues before they become problematic.

Secondly, SEL is anchored in competencies. It fosters the acquisition of knowledge, attitudes, and skills necessary for individuals to achieve social and emotional competence. SEL is the capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others, competencies that clearly are essential for all (Elias et al, 1997).

Social Emotional Learning (SEL) is a framework for developing social and emotional competencies in students (Durlak et al, 2011). It is the process of integrating cognition, emotion, and behavior in our lives (Brackett et al., 2019). Social and emotional learning is the capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others, competencies that clearly are essential for all students (Elias et al, 1997). Thus, SEL targets a combination of behaviors, cognitions, and emotions. Ultimately, SEL is suggested to prepare students to thrive under the challenges that life offers by enhancing their ability to integrate thinking, feeling, and behaving. According to Collaborative for Academic, Social, and Emotional Learning (CASEL) there are five interrelated competencies that are central to SEL encompassing interpersonal, intrapersonal, and cognitive competencies include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Figure 1: CASEL's five competencies wheel.



Figure 1 is the wheel of SEL competencies designed by CASEL. It consists of the five core competencies of SEL as well as the practitioners of SEL and different approaches (CASEL, 2020).

1. *Self-awareness* is the ability to identify and process one's own thoughts, emotions, ideas, and values and how they influence one's behavior. Moreover, it has the ability to self-assess one's own strengths, needs and weaknesses. Self-aware people possess a growth mindset and are optimistic towards challenging situations (Zins, Bloodworth, Weissberg, & Walberg, 2004, p. 7).
2. *Self-management* refers to the ability to regulate one's emotions, thoughts and behavior in different kinds of environment by controlling impulses, staying calm and motivating oneself, managing stress and acquiring the ability to work towards the required goal (Zins, Bloodworth, Weissberg, & Walberg, 2004, p. 7).
3. *Social awareness* is likewise the ability to socialize and empathize with others through understanding others' perspective and respecting different cultures and background, values and norms. Socially aware appreciates diversity, have empathy and respects for others.
4. *Relationship skills* points out the ability to establish and maintain social relationship with others by being socially engage through effective communication, being good listener, friendly and positive cooperation, giving and asking for help when needed, negotiating/ managing conflicts constructively.
5. *Responsible decision-making* is about the ability to make the personal and social choices and decisions that are ethically correct or based on ethical standards, social norms and also considering the consequences of the decisions made to oneself as well as to others. It is the ability to analyze the situation, identify the problem, evaluate and reflect on moral and ethical responsibility.

The skills required for encoding, interpreting, and structuring emotional and social information are essential for active participation in the learning process, fostering self-awareness, nurturing social awareness, and facilitating responsible decision-making, especially during the early stages of childhood (Humphries et al., 2018). These above five interrelated competencies can lead to a variety of personal, social, and academic successes and a transformation from being influenced by external factors to behavior that represents internalized values of empathy, wise decision-making, and personal accountability (Durlak et al., 2011).

2.1 SEL in practice

Gaining insight into the practical demonstration of SEL is another opportunity to bring clarity to this concept. In practice, SEL encompasses various forms, but it fundamentally rests on two closely connected elements, serving as the twin pillars of this construct. The first element is rooted in explicit teaching and pedagogy essential for nurturing social and emotional competence. The second element revolves around creating educational frameworks that foster a secure and empathetic school environment (CASEL, 2015; Durlak, Weisberg, Dymnicki, Taylor, & Schellinger, 2011).

Although SEL can be cultivated through seemingly straightforward means like positive interactions between adults and children, the primary cornerstone of SEL implementation places a strong emphasis on direct instruction. The method for delivering SEL instruction can assume various forms, including formal or informal curricula integrated into specific SEL periods or seamlessly woven throughout the school day, often involving differing levels of family engagement (Zins et al., 2004).

The approach and structure of SEL instruction may differ depending on the program or school's preferences, but researchers have identified essential qualities for effective SEL instruction. Kress and Elias (2006) outline several critical aspects of high-quality SEL instruction. Firstly, it is a multifaceted and long-term process, with the positive impacts of SEL instruction developing gradually, building upon prior instruction, much like the way learning occurs in other academic subjects. Secondly, student learning is most effective when employing instructional strategies that encourage engagement and collaboration among students, teachers, parents, and the community. Thirdly, effective instruction needs to be both direct and explicit, while also allowing opportunities for students to practice their skills in various real-life situations. Consequently, SEL should be approached through direct instruction provided through formal and informal means, deeply integrated into the school experience.

While direct and explicit SEL instruction is crucial, it remains incomplete if the school environment does not support and nurture student learning. Therefore, the second fundamental aspect of SEL practice involves creating a safe school environment where students feel a sense of belonging in a caring community. Rather than focusing on short-term interventions targeting specific issues such as bullying or substance abuse, comprehensive SEL programs are enduring, multifaceted, and multilayered initiatives that impact all aspects of the school experience (Kress & Elias, 2006). A favorable school atmosphere can be cultivated by implementing practices at

the class or school level, which are shaped by the attitudes of staff, students, and community members (Kress & Elias, 2006).

The diverse ways in which SEL instruction can be implemented in practice contribute to the complexity of precisely defining the concept and understanding what it entails for teachers tasked with implementing SEL programs. At a minimum, effective SEL instruction must prioritize students, consider the ecological context, and adopt a systematic approach, while simultaneously fostering a supportive school environment characterized by positive attitudes, perspectives, and conduct from all members of the school community (Zins et al., 2004). The specific components of SEL practices within a particular setting will be tailored to meet the distinct requirements of that school.

2.2 Impact of Social and Emotional learning in students

Social emotional learning (SEL) involves developing social emotional competencies through explicit instruction and student-centered learning approaches that help students develop communication and collaboration skills (Friedlander et al., 2014). Social emotional competencies, like; to understand and manage emotions, set and achieve positive goals, feel and show caring and concern for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2012). The instruction of these competencies in schools help children acquire and apply the knowledge, skills, and attitudes that can enhance personal development, establish satisfying interpersonal relationships, and lead to effective work (Zins, Weissberg, Wang, & Walberg, 2004). In simple words SEL can be stated as an educational approach that empowers students across all age groups to gain a deeper understanding of their emotions, embrace them fully, and cultivate empathy towards others. These acquired skills subsequently assist students in making constructive, accountable choices, establishing strategies to accomplish their objectives, and fostering healthy relationships with their peers. Students are more successful in school and in their day-to-day lives when they are self-aware, can manage their emotions, can take the perspectives of others and relate to them, and can make sound personal and social choices (Weissberg, Durlak, Domitrovitch, & Gullotta, 2015).

Research has demonstrated the significant role of SEL in promoting healthy student development and academic achievement. Extensive research confirms that SEL competencies: can be taught, that they promote positive development and reduce problem behaviors, and that they improve students' academic achievement and citizenship (Payton et al, 2008). When SEL

is taught in classrooms, students can successfully master these competencies as well as achieve other social emotional benefits. When students face difficulties and experience poor academic performance, they naturally perceive school and learning as potential sources of anxiety which automatically leads to a decrease in their self-efficacy, motivation, engagement, and sense of connection with school. By equipping students with the tools associated with Social Emotional Learning (SEL), they can take greater responsibility for their actions, experience a stronger sense of belonging, and develop a genuine intrinsic interest in their education. A student who has consistently benefited from SEL experiences is better equipped to effectively manage stress and is less likely to experience depression (Payton et al, 2008).

Multiple studies examining the impact of SEL programs have found positive outcomes (Brown, Jones, LaRusso, & Aber, 2010; Durlak et al., 2011; Jones et al., 2011; McCartney & Rosenthal, 2000; Washburn et al., 2011). Durlak et al. (2011) conducted the largest meta-analysis of both quasi-experimental and experimental evaluations and found positive results of SEL programs. This study analyzed 213 school based SEL programs, all primary intervention programs, meaning they were the only programs being used in the schools, across six measures: social and emotional skills, attitudes towards self and others, positive social behaviors, conduct problems, emotional distress, and academic performance. There were improvements in all of these domains as a result of the intervention, and there was little difference in effectiveness based on student age or ethnicity (Durlak et al., 2011). More than 300 research studies conducted by independent scientists and synthesized by CASEL shows that SEL programming in school and after-school settings significantly improves the conduct and academic performance of both the highest needs students (those already identified by schools as at risk for problems) and the general student population (Leading an SEL school, 2018). Skills related to SEL may be developed through personal interactions and experiences or they can be taught explicitly. Children who participate in social and intellectual interactions with their peers and teachers by actively participating in learning, effectively communicating, asking for help when needed, and collaboratively working in cooperative learning groups are more likely to succeed (Salovey & Sluyter, 1997).

2.3 The link between Social Emotional Learning and Academic achievement

In recent years, the education system has faced growing demands to enhance academic achievement, primarily through standardized testing in core subjects. This increased emphasis

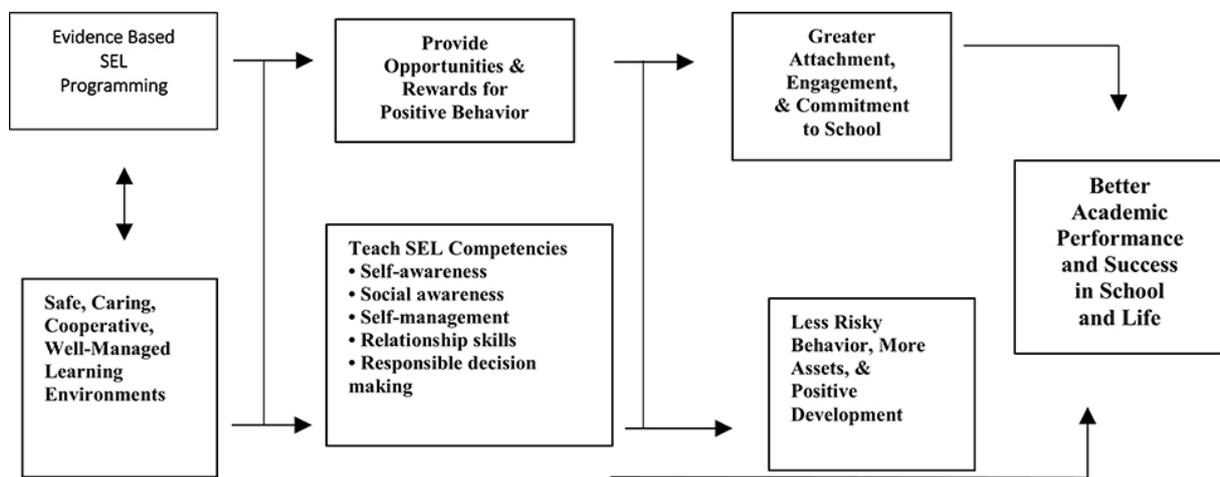
on meeting external standards has placed significant pressure on teachers. Gradually, educators and researchers have recognized the significant role of Social and Emotional Learning (SEL) in shaping students' academic success. SEL programs are designed with the overarching goal of improving a comprehensive set of cognitive, emotional, and behavioral skills that are considered fundamental for academic success. These programs target specific skills, including recognizing and managing emotions, understanding different perspectives, building and sustaining positive relationships, and employing critical thinking to make responsible decisions and handle social situations effectively (Zins & Elias, 2006). These competencies encourage children's active participation in learning activities and create a positive classroom environment, ultimately enhancing their academic performance (Eisenberg, Valiente, & Eggum, 2010). To explore the profound influence of SEL on academic achievement, this study shed light onto evidence supported by relevant research and studies.

Numerous studies have demonstrated the positive correlation between SEL programs and academic achievement. According to a meta-analysis conducted by Durlak et al. (2011), students who participated in evidence based SEL programs showed significant improvement in their academic performance, scoring 11 percentile points higher than their peers who did not receive SEL instruction. These programs enhance students' ability to manage their emotions and stress, leading to better concentration, focus, and problem-solving skills – all of which are crucial for academic success (Durlak et al., 2011). In addition to improving academic performance, SEL has been linked to a reduction in behavioral problems among students. A study by Jones and Bouffard (2012) found that students who participated in SEL programs exhibited decreased conduct problems and aggressive behavior, creating a more conducive learning environment. When disruptive behaviors are minimized, teachers can devote more time to instruction, leading to improved learning outcomes for all students (Jones & Bouffard, 2012). SEL equips students with essential skills such as self-awareness, self-regulation, and interpersonal competence. These skills enhance students' motivation and engagement with their learning process. According to a study by Taylor et al. (2017), students with strong SEL skills are more likely to be motivated to learn, participate actively in class, and take on challenging tasks. This increased motivation translates into a greater willingness to persevere through academic challenges, leading to improved achievement outcomes (Taylor et al., 2017).

The most effective way for schools to fulfill their educational mission is by integrating initiatives that support the academic, social, and emotional development of children (Elias et al., 1997). Social and emotional learning plays a pivotal role in enhancing both children's

academic accomplishments and their lifelong learning. Extensive research has shown that SEL not only influences nonacademic outcomes significantly but also plays a crucial part in enhancing children's academic performance and lifelong learning (Zins et al., 2004). The book "Building Academic Success on Social and Emotional Learning," edited by Zins et al. (2004), offers substantial evidence indicating that SEL can not only advance students' social development and mental well-being but also bolster their academic achievements. Figure 2 illustrates the correlation between evidence based SEL programs and improved academic performance, leading to success both in school and in life.

FIGURE 2. Evidence-based SEL programming paths to success in school and in life by Zins et al. (2004).



Based on the review of the evidence, it illustrates that social and emotional learning (SEL) interventions and skill development should be integrated into a supportive learning environment. These enablers in turn lead to positive child development, greater attachment and increased engagement in school. The ultimate outcome is improved academic performance and overall school success (Zins et al., 2004).

Furthermore, research conducted by Payton and colleagues in 2008 provided compelling evidence regarding the impact of school based SEL programs on children. Their study investigated the influence of SEL programs on various aspects of children's academic outcomes, such as school grades and standardized achievement test scores. The results were highly noteworthy. Students who participated in the SEL program, when compared to those in the control group, exhibited significant improvements across multiple domains. These

enhancements included the development of better social and emotional skills, improved self-perception, and attitudes toward self, school, and others, as well as positive changes in social behavior. Additionally, participating students showed a decrease in conduct problems, misbehavior, and aggression, along with reduced emotional distress, including stress and depression, and overall enhancement in academic performance, as indicated by test scores and school grades, showed marked improvement (Payton et al., 2008).

Research consistently demonstrates that Social and Emotional Learning plays a pivotal role in enhancing academic achievement. By integrating SEL programs into educational curricula, schools can foster not only a supportive and inclusive learning environment but also equip students with the skills and attitudes necessary to thrive academically by improving self-regulation, interpersonal skills, motivation, and mental well-being.

3. Social and emotional learning and teachers

The role of teachers has now extended to not only teaching specific content, but also mentoring and facilitating students through social-emotional programming and practices. Extensive research evidence now confirms that SEL skills can be taught and measured, that they promote positive development and reduce problem behaviors, and that they improve students' academic performance, citizenship, and health-related behaviors (Kimberly. A & Schonert-Reichl, 2017). In the education process, teacher effectiveness is the crucial link between a relevant curriculum and achieving desired outcomes. The teacher, thus, plays the central role of an active agent in conceptualizing, creating, and in delivering a curriculum (Paris, 1993).

Teachers/Educators are increasingly recognizing the profound influence of students' social and emotional well-being on their academic performance (Fleming & Bay, 2004). They have observed a surge in disruptive behavior and mental health challenges within the classroom, which significantly disrupt the teaching and learning environment (Aubrey & Ward, 2013). When students exhibit misbehavior, teachers find themselves dedicating more class time to discipline, resulting in diminished learning opportunities (Aubrey & Ward, 2013). Consequently, educational systems are shifting toward a preventive approach that incorporates the development of social and emotional skills (Aubrey & Ward, 2013). These social and emotional learning skills equip students with the tools to effectively manage their behaviors and address challenges in a healthy and constructive manner (Aubrey & Ward, 2013).

Students who are uninvolved in classroom and school activities often experience a sense of disconnection and encounter difficulties in achieving success (Christenson & Havsy, 2004). The incorporation of social and emotional learning skills into the curriculum can serve to heighten students' involvement in the classroom (Christenson & Havsy, 2004). Actively engaging students in the curriculum not only fosters their success but also promotes positive behavior (Christenson & Havsy, 2004). To boost student engagement, teachers/educators should establish a supportive environment that encourages effective communication, offers assistance with personal and school-related issues, and provides opportunities for student participation and achievement (Christenson & Havsy, 2004). Additionally, teacher pedagogy plays a pivotal role in enhancing student engagement (Christenson & Havsy, 2004). The instruction of social and emotional learning skills, encompassing aspects like cultivating a sense of enjoyment for school, building personal connections, nurturing autonomy, enhancing

competence, and bolstering motivation, not only increases student engagement and success but also reduces stress (Christenson & Havsy, 2004).

According to Weissberg et al. (2015), one of the most widely adopted SEL methodologies involves equipping teachers with the tools to deliver explicit lessons on social and emotional skills, thereby providing opportunities for students to apply and reinforce these skills throughout the school day (2015, p. 8). In the SEL framework, the development of social and emotional competencies extends beyond the classroom into the broader school context and reaches into the realms of family, community, and even the political landscape (Weissberg et al., 2015).

According to Heckman et al, (2008) skill formation can be conceptualized on several basis that (i) skills are multidimensional; (ii) abilities can be inherited but also developed; (iii) skills beget skills through a multiplier process; and (iv) skill attainment at one stage in the life cycle raises skill attainment at later stages. Therefore, the process of acquiring skills depends on several factors:

1. The type of skill that will be developed and, in this case, social and emotional skills such efficacy, empathy, self-control, self-awareness.
2. The inputs that are required to acquire and/or develop that skill in the classroom, such as learning materials, syllabi, curricula, or training schemes.
3. Time allocation for the development of the skill.
4. The implementation process to promote social and emotional learning.

Generally, it can be said that the development of the social and emotional skills in schools and classrooms are related with the curriculum, pedagogical strategies, classroom management and school climate. Hence, the teachers play a unique and determinant role in the process of social and emotional development. While the importance of teachers in explicitly teaching and supporting young students' social and emotional skills has been acknowledged, there is a prevailing issue: teachers often express a lack of confidence in what and how to teach these skills (Anderson, M, 2015). According to a report by Schonert-Reichl et al. (2016), there is scarce evidence of pre-service teacher education students (PSTEs) receiving training on effectively promoting SEL in the classroom. Furthermore, these student teachers are typically instructed on managing misbehavior rather than fostering prosocial behavior. Consequently, when these newly trained teachers begin their professional roles, there is an assumption that they possess the necessary personal confidence, competence, and abilities to establish and

maintain a safe and supportive learning environment, cultivate meaningful relationships with students, colleagues, parents, and other school staff, and serve as exemplary role models of self-regulatory behaviors. Given the immense responsibility teachers bear concerning the curriculum, activities, and assessments, it becomes evident how challenging it can be to integrate the teaching of social and emotional skills effectively.

Kimberly Schonert-Reichl (2017) examined the responsibilities of teachers in implementing SEL programs and practices within schools and classrooms. Her findings emphasize that the success of SEL programs is intricately linked to the beliefs and well-being of teachers. This underscores the significance of teacher training in SEL and the need for a deliberate focus on SEL within initial teacher training programs (Schonert-Reichl, 2017).

Giving more emphasis on teachers' role in teaching social and emotional skills to students, it is important to shed light on teachers' own social and emotional competences. Here, I focus on teachers' competences because it is what that drive individuals' actions. Social and emotional competence (SEC) play a key role in what teachers do in the classroom, including their instructional practices, classroom management, and support provided to students. In the end, it is teachers who influence students through how and what they teach and through the way they relate.

3.1 Importance of Teachers' social and emotional competences (SEC)

Teachers' capacity to play an effective role in developing social and emotional skills of their students depends on their own endowment of social and emotional skills either innate or acquired (Jennings and Greenberg, 2009). For example, teachers implement SEL programs in schools and classroom more successfully when they have a positive attitude towards the program, when they are highly motivated to deliver it with devotion and when they feel confident that they themselves possess the skills and knowledge to do well (Durlak and Dupre, 2008). One of the components within Bandura's "triadic reciprocal interaction" model involves the teacher's belief in a student's potential for growth (Bandura, 1978, p. 346; 2001). According to Bandura's theory, teachers' self-efficacy exerts an influence on students' self-efficacy (Bandura, 1977; Goddard, Hoy, & Hoy, 2000). Teachers' perceptions can yield positive impacts on student achievement (Goddard, Hoy, & Hoy, 2000). Therefore, educators must undergo training in social and emotional learning and self-efficacy strategies and possess a positive sense of self-efficacy to be able to believe in their students and teach them to believe in

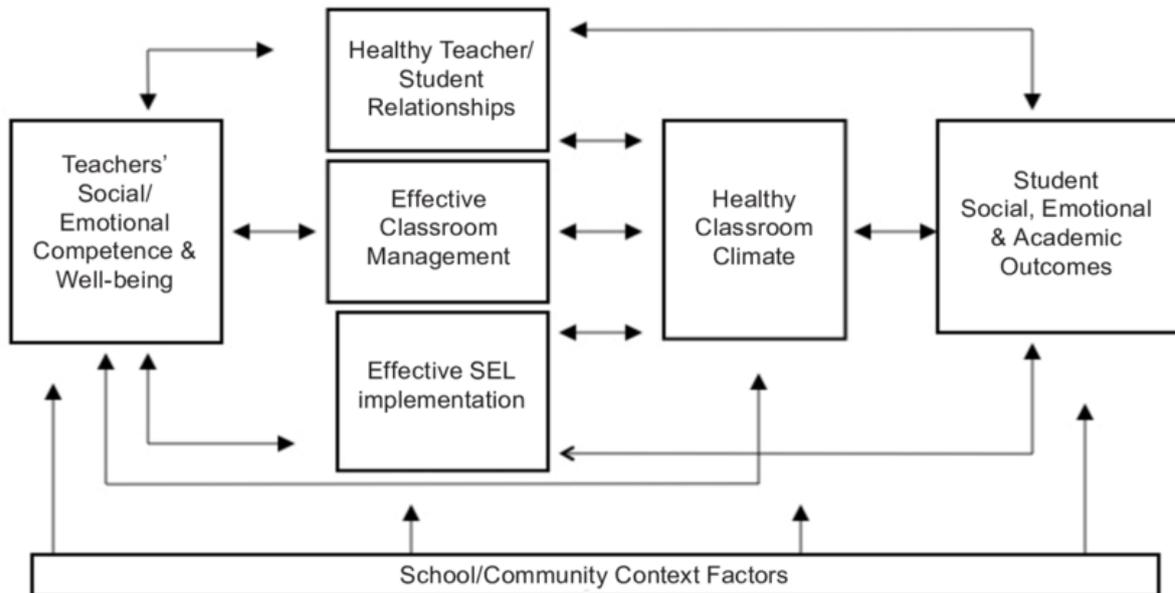
themselves through social and emotional learning skills (Goddard, Hoy, & Hoy, 2000). When teachers have faith in the educational system, hold favorable sentiments about the classroom curriculum, and feel valued as both educators and members of the school community, their self-efficacy is bolstered (Goddard, Hoy, & Hoy, 2000). Enhanced teacher self-efficacy within the school environment leads to improved student achievement (Goddard, Hoy, & Hoy, 2000). Students' self-efficacy is reinforced when their teachers acknowledge their efforts to succeed (Bandura, 1978; Goddard, Hoy, & Hoy, 2000).

The teacher's motivation to incorporate SEL is contingent upon their perception and beliefs about social and emotional learning. It also hinges on whether the activities within the SEL program align with their individual teaching methods, their comfort level in delivering SEL content, their commitment to implementing behavioral management strategies, their dedication to enhancing students' SEL skills, and crucially, whether they receive encouragement and support from school leaders/principals and colleagues in fostering a school culture that promotes SEL (Domitrovich et al., 2016).

According to Jennings and Greenberg (2009), teachers who are competent with social and emotional competences are self-aware. They are able to recognize their own emotions and are capable of using their emotions positively to motivate their pupils to learn and acknowledge their own strengths and weaknesses. Teachers with high social and emotional competences are also socially aware. They understand, value and respect other's emotions including their students, and students' families, colleagues to build a strong and supportive relationship. Moreover, they also possess cultural awareness. They understand and respect other people's perspective as they are aware every individual process thing differently, this helps them to avoid conflict. Significantly, they are responsible and sensible, they care how their decisions affect others and their wellbeing. Finally, such competent teachers acquire great self-management skills even in challenging situations they regulate their emotions and behavior in a positive way to promote a healthy classroom environment. (Jennings and Greenberg, 2009) When teachers can cope with social and emotional challenges, they can think, function, and perform better. Teaching becomes more enjoyable, and the teachers feel more efficacious. However, when they are not able to handle challenging situations and lack the social emotional skills, they experience distress and become unable to provide emotional and instructional support for their students.

Jennings and Greenberg's (2009) Prosocial Classroom Model suggest that teachers' social-emotional competence and wellbeing affect the classroom management strategies they use, the relationships they form with students, and their ability to implement SEL programs and practices.

Figure:3 The Prosocial classroom model.



Source: (Jennings and Greenberg, 2009).

The figure illustrates a model in which teachers' social emotional competences and wellbeing influences the classroom atmosphere and students' outcomes. Firstly, teachers' social and emotional competences are the main factor in development of supportive teacher and student relationship. A teacher who can recognize an individual student's emotions and understands cognitive appraisal can acknowledge and effectively respond to the students' need. For example, if the teacher can identify the student's challenging behavior and difficulty is due to the problems faced at home, the teacher may show great concern and empathy to help student cope with the situation rather than being strict and reinforcing punishments.

Secondly, the highly socially emotional competent teacher is more likely to conduct classroom management more effectively and efficiently by understanding the classroom dynamics. They skillfully use their emotional expressions and verbal support to motivate the students in learning and manage student's behavior.

Thirdly, according to the Jennings and Greenberg (2009), the teachers with higher social and emotional competence, implements the social emotional curriculum more effectively as they themselves would be an outstanding role model of desired social and emotional behavior. Their understanding and experiences would support them in applying process-based activities in their everyday situations naturally. Hence in the model (Figure 3), the transactional relationship between healthy teacher-student relationship, effective classroom management, implementation of SEL and the healthy classroom can be conceptualized. Consecutively, healthy classroom climate directly contributes to students social emotional and academic outcomes. Improvement in classroom climate certainly reinforces teachers teaching efficacy and commitment in teaching profession which results in teacher's wellbeing. There are also other contextual factors like co-teachers, colleagues, principals and leaders' positive feedback and support, personal life management that might affect the teachers' performance of social and emotional abilities in the classroom.

3.2 Teachers' SEC influence the quality of teacher- student relationship.

Managing relationships is a fundamental aspect of Social and Emotional Competence (SEC) that significantly influences teachers' capacity to establish and sustain nurturing and supportive connections with their students. Classrooms with warm teacher-student relationships support deep learning and positive social and emotional development among students (Kimberly. A & Schonert-Reichl, 2017) and additionally, most teachers recognize the significance of social and emotional skills and acknowledge the responsibility of schools in cultivating these competencies in students. Socially and emotionally competent teachers are more sensitive and caring towards their students which results in strong and supportive teacher-student relationship (Jennings and Greenberg, 2009). This positive relationship among teacher and student has a fundamental effect on students' academic performance and achievements, school engagement, social functioning and learning motivation (Baker, J. A., Grant, S., & Morlock, L., 2008). Socially and emotionally competent teachers possess not only necessary skills that are required to form a supportive relationship with their students but also have the ability to recognize the students' emotions and their influence in students' behavior, hence, can respond more effectively to the students' needs and establish trust and respect (Elias, 2009).

Students who feel a strong connection or feel comfortable with their teachers are more likely to talk or interact more frequently and receive more constructive guidance, motivation, and also

positive criticism from the teachers. This positive teacher-student relationship draws students into the process of learning and promotes the desire to learn more (Kaufman, S., & Sandilos, L., 2010). Like any other relation is built on trust, understanding and care, a positive teacher-student relationship is also nurtured with support, trust, responsiveness, and involvement. Students and children in supportive and warm environment feel the sense of security that allows them to explore unique and different situations (Bretherton & Munholland, 1999) therefore, when teachers are warm and supportive, they provide the students with the sense of belongingness and connectedness with the school environment also give the sense of security and confidence in exploring new ideas and taking risks as well, which are fundamental to learning (Murray & Greenberg, 2000).

In understanding healthy teacher and student relationships, it is also important to understand that maintaining a warm and supportive attitude can be challenging, particularly when disruptive student behaviors hinder the teacher's ability to fulfill their primary instructional role (G. R. Mayer, 2001). In practice, teachers routinely encounter circumstances that trigger emotions such as anger, contempt, anxiety, sadness, and frustration which results in stress and burnout. These challenging events and emotions often occur during the interaction with the students who are not emotionally regulated or students who are at high risk of developing behavioral disorders and emotion regulation difficulties. It is those students who need most care, affection, and support (Jennings and Greenberg, 2009). A teacher's supportive and empathetic responses to students' difficult behaviors can create enduring positive impacts on their social and emotional development, particularly in the early grades (Lynch & Cicchetti, 1992). Teachers dealing with overwhelming negative emotions often exhibit reduced enthusiasm for fostering positive relationships with their students. They tend to become less engaged, less patient, and less compassionate (Blase, 1986). Moreover, the negative effect displayed by teachers may exert lasting impacts on students. When students develop poor connection with teachers it is more likely to result in negative perception of school, potentially leading to dislike and fear which might also escalate into isolation and disinterest. When students feel disconnected from school, they are more likely to exhibit antisocial behaviors, engage in delinquency, and experience academic setbacks (Jennings and Greenberg, 2009).

According to Jennings and Greenberg (2009), teachers who possess social-emotional competencies (SEC) are less likely to experience burnout because they're able to work more effectively with challenging students as it is one of the main causes of burnout. Socially and emotionally competent teachers have the ability to recognize their students' emotions and

understand the underlying reasons behind them. This insight enables teachers to respond with empathetic understanding when a student displays challenging behavior and guides them in a more suitable direction.

To nurture and sustain positive relationships with their students, educators must learn how to effectively convey their emotions within and beyond the classroom environment (Hargreaves, 2000). Hence, being socially and emotionally competent benefits their wellbeing as well as influence in building positive and healthy relations with students.

3.3 Teachers' SEC impacts in classroom management

Fostering social and emotional growth for every student within classrooms requires instructing and demonstrating social and emotional skills. It involves creating chances for students to practice and refine these skills and giving them opportunities to apply what they've learned in various situations. Social and Emotional Competence (SEC) among teachers plays a pivotal role in shaping effective classroom management. This influence extends beyond traditional teaching methods, as teachers with higher levels of SEC are better equipped to create a positive and productive learning environment.

As discussed in the above section (see figure 3) teachers with a strong SEC possess a heightened awareness of their own emotions and those of their students. They can empathetically connect with students, leading to improved relationships and a more supportive classroom atmosphere (Jennings & Greenberg, 2009). This empathetic understanding allows them to proactively address behavioral issues, redirecting student conduct in a constructive manner. Furthermore, teachers with high SEC can effectively manage classroom dynamics, as they are more adept at recognizing the emotional and social needs of their students. This insight enables them to tailor their instructional methods, offering differentiated support and addressing individual challenges (Brackett et al., 2012).

To further understand classroom management and organization, Olowe and John (2017) have explained classroom management as teacher's actions and directives aimed at establishing an effective learning environment. It involves teachers practicing rules and procedures with students, proactively addressing their needs, devising plans to acclimate new students, and adapting instructions as required (McLeod et al., 2003; Stronge et al., 2004). Teachers use the term "classroom management" to denote the process of ensuring the smooth flow of lessons,

even in the presence of disruptive student behaviors. This term also encompasses a wide array of skills and techniques that teachers employ to ensure that students remain organized, orderly, attentive, focused, and academically engaged throughout the class (The Glossary of Education Reform, 2014).

Successful management involves empowering students to self-regulate during their daily learning and activities. One aspect of the teacher's responsibility is equipping students with the skills necessary to navigate and fulfill the requirements of the school's social and instructional setting. Given the varying activities and the diverse needs of children, teachers must employ a range of strategies tailored to different situations and individual requirements (Jones, S.M., Bailey, R., & Jacob, R., 2014).

The widely recognized framework that CASEL introduced as a core competence of SEL; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, assists teachers in customizing their teaching plans to suit each students' unique needs and requirements. By considering these five interrelated components, teachers can establish a fair and inclusive classroom environment for students. Understanding a student's background and perspective enables a teacher to adapt their curriculum to accommodate these factors. Socially and emotionally competent teachers strategically organize students, seating arrangements, timing, and educational resources to enhance the learning processes efficiently (Sieberer-Nagler, 2015). Additionally, SEC empowers teachers to model and teach social and emotional skills, which are essential for students' personal and academic development. This includes skills like self-regulation, conflict resolution, and empathy. By imparting these abilities, teachers equip their students with tools for better self-control and interpersonal interactions (Zinsser et al., 2017).

Teachers' own proficiency in social and emotional learning equips them to directly address students' ongoing issues through guidance or demonstration. Consequently, by utilizing their SEC, teachers not only excel in classroom management but also effectively apply SEL skills across their teaching activities (Esen-Aygun & Salim-Tasking, 2017). According to Wiseman and Hunt (2008), effective classroom management places teachers in various unforeseen scenarios where they must showcase their skills in employing successful classroom management strategies. Additionally, it is crucial for teachers to adeptly manage students' behavior since the actions of one student can impact the behavior of others, classroom safety,

ongoing learning activities, and significantly affect the teacher's workload (Wiseman & Hunt, 2008).

In conclusion, teachers' social and emotional competence significantly influences classroom management by fostering positive teacher-student relationships, teaching essential social and emotional skills, and tailoring instructional approaches to better meet the needs of their students.

4. Discussion

The aim of this literature review was to take a closer look into social and emotional learning and the pivotal role of teachers in enhancing students' socio-emotional development. In addition, it has also aimed to present supporting evidence regarding the influence of SEL on students' academic achievements. The research addressed the question: to what extent do teachers play a pivotal role in enhancing students' social and emotional learning and how teachers' own belief on SEL, and social and emotional competences influence students social and emotional learning? The available evidence indisputably affirms that teachers exert a substantial influence on the socio-emotional development of their students, regardless of whether this influence is direct or indirect, intentional, or unintentional, and whether it results in positive or negative outcomes. A comprehensive analysis of the literature review in this paper leads to several key findings: teachers maintain influence over their students' socio-emotional development through their instructional methods, curriculum choices, and their interpersonal interactions with students. Teachers possess significant power to impact their students' learning experiences. Their understanding of SEL, their beliefs about how SEL affects students' academic achievements, and their recognition of the significance of a well-designed SEL intervention program all play crucial roles in determining the program's effectiveness.

According to Greenberg (2003), acquiring social and emotional skills is similar to the process of learning other academic abilities. Just like academic skills, the impact of initial learning of social and emotional skills becomes more significant over time. This progression is essential for helping children navigate intricate situations related to academic success, social interactions, citizenship, and overall well-being. It has also been discovered that one of the most effective strategies for fostering students' socio-emotional development within the classroom involves the implementation of a coordinated set of explicit and specialized activities, techniques, and practices designed for socio-emotional learning and growth. This approach can be integrated into socio-emotional learning interventions or extended beyond them. Integrating Social Emotional Learning techniques into the classroom has significantly benefited students' self-efficacy, encompassing essential competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills (CASEL Guide, 2015; Zins & Elias, 2006).

Furthermore, this research paper emphasizes the importance of teachers' social and emotional competence. For teachers to have a meaningful impact on their students' learning, they must

possess elevated levels of Social and Emotional Competence alongside appropriate beliefs and perceptions. In today's constantly evolving society and educational landscape, teachers find themselves taking on numerous new and unfamiliar roles compared to the traditional school environment. This demands that they maintain optimal well-being and possess adaptable, transferable, and flexible competencies. Social and Emotional Competence is undeniably central to this transformation. This review provides an intricate examination of how SEC significantly influences both the professional and personal aspects of teachers' lives. It is evident that Social and Emotional Learning plays a pivotal role in sustaining teachers' well-being and motivation in their careers. Moreover, it exerts a profound impact on teacher-student relationships, the efficacy of classroom management, and the successful implementation of SEL programs.

In this comprehensive literature review, my objective was to provide an all-encompassing analysis of the existing literature regarding teachers' contributions to the development of their students' social and emotional learning. I strived to maintain objectivity throughout and ensured that my personal opinions or perspectives did not influence the presentation of my research.

While there is a growing acknowledgment of the role teachers play in explicitly teaching and supporting young students' social and emotional skills, many teachers have expressed a lack of confidence when it comes to understanding what and how to effectively teach these skills (Anderson. M, 2015). Integrating the teaching of social and emotional skills into the already extensive responsibilities of curriculum, activities, and assessments can be especially challenging, particularly for novice teachers. According to a report by Schonert-Reichl et al. (2016), there is almost no evidence to suggest that pre-service teacher education students receive training on how to actively promote SEL in their classrooms.

Considering the future needs and challenges in SEL research, practice, and policy, it is imperative to conduct thorough examinations of the available professional development opportunities for educators to enhance their SEL proficiency. This necessitates a comprehensive exploration of the content within training programs and university courses. Furthermore, there is a pressing need for research focused on how teachers can receive additional support to boost their SEL capabilities and overall wellbeing.

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