Integration of Socio-Emotional Learning (SEL) and its Correlation to Values Development as Perceived by Teachers and Parents in Zamboanga City

Cherish A. Perez*
[1]Graduate School of Education, University of Perpetual Help System–DALTA, Las Piñas City, Philippines
*Corresponding author: cherish.ejzarap@gmail.com

ABSTRACT. SEL equips children and young people with essential life skills such as self-awareness, emotional regulation, empathy, responsible decision-making, and relationship-building. These competencies not only support academic achievement but also promote mental well-being, positive behavior, and resilience, preparing learners to navigate challenges both inside and outside the classroom. This study analyzed SEL integration of kindergarten parents and teachers in Zamboanga City and how this can be correlated to values development, particularly the SEL involvement in schools. Parents (n=64) and teachers (n=30) were sampled from elementary schools in the city and were surveyed using a validated SEL questionnaire. Findings revealed that parents and teachers had very high-level understanding of SEL concepts for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. They also showed high involvement in SEL through schoolwide climate and authentic relationships. Non-parametric analysis revealed that no significant difference on SEL integration and SEL involvement according to sex. Educational attainment might influence SEL integration and SEL involvement. Parents had higher levels of SEL integration and SEL involvement as compared to the teachers. Lastly, understanding of SEL concepts can be positively correlated to parents' and teachers' SEL involvement. Nevertheless, there is a need to build systematic activities, collaborative discussions, and real-life applications that would strengthen parent–teacher partnerships and ensure consistent support for children's holistic development.

KEYWORDS: demographic analysis, early education, parental involvement, SEL integration, SEL involvement

ARTICLE DETAILS
JEAS-00064; Received: September 8, 2025; Accepted: September 15, 2025; September 22, 2025
CITATION:
Perez, C.A. (2025). Integration of Socio-Emotional Learning (SEL) and its Correlation to Values Development as Perceived by Teachers and Parents in Zamboanga City, 2(1), 1-24. DOI: 10.62596/jds5yh06
COPYRIGHT
Copyright © 2025 by author(s). Journal of Education and Academic Settings is published by Stratworks Research Inc. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (https://creativecommons.org/licenses/by/4.0/), allowing redistribution and reproduction in any format or medium, provided the original work is cited or recognized.

Introduction

SEL has emerged as an important component of early childhood education, which aims to encourage holistic development of the learner and promote sustained success throughout life. The cultivation of emotional resilience, empathy, and interpersonal competence is now recognized as equally essential as the development of cognitive and analytical abilities (Parvin & Md Sharif, 2025).

SEL equips young learners with the necessary tools to navigate the complexities of social interaction and thrive both within educational settings and in broader societal contexts. Van Pham (2024) believed that emotional experiences could help in shaping students' academic engagement, motivation, perseverance, and overall school performance. The quality of relationships and emotional interactions directly impacts the nature and outcomes of learning, necessitating deliberate responses from both educational institutions and families to build environments conducive to emotional and academic growth (Healey, 2023).

Grounded in theoretical frameworks such as Vygotsky's sociocultural theory and Goleman's model of emotional intelligence, SEL promotes self-awareness, emotional regulation, and responsible decision-making—core competencies that underpin academic achievement and personal well-being (Parvin & Md Sharif, 2025). Despite its demonstrated benefits, the integration of SEL into early childhood education is not without its challenges, which include limitations in resources, insufficient teacher training, and the need for culturally responsive approaches (De Fruyt & Scheirlinckx, 2024; Ibanga et al., 2024).

Furthermore, integrating SEL into school curricula not only promotes holistic development but also enhances classroom climate through competencies such as self-awareness, self-management, responsible decision-making, social awareness, and relationship skills (Greenberg, 2023). A substantial body of evidence underscores the positive association between family involvement and students' social-emotional development (Li et al., 2023; Maiya et al., 2020). For instance, Cosso et al. (2022), through a meta-analysis of 39 parental involvement interventions, reported that such involvement yielded moderate yet significant improvements in both academic and non-academic outcomes among preschool to third-grade students, particularly in language, literacy, mathematics, and behavior. Similarly, Li et al. (2023) examined home-based parental engagement—specifically, parent-child communication and time spent together—and found these to have a longitudinally positive impact on the socio-emotional adjustment of 8,475 seventh-grade students in China.

The present study contributed to the growing body of knowledge by exploring the current practices, awareness, and involvement of kindergarten stakeholders in SEL programs within the context of early education in Zamboanga City. It wanted to inform policy, promote best practices, and identify context-specific enablers and barriers to effective SEL implementation at the early childhood level.

Research Questions

This study described the level of SEL integration and involvement of kindergarten teachers and parents in Zamboanga City, Philippines. Specifically, it answered the following research questions:

1. What are the demographic profiles of teachers and parents based on:
    1.1. sex?
    1.2. educational attainment?
2. What is the extent of integration of SEL among kindergarten teachers and parents in Zamboanga City, as measured by their understanding of:
    2.1. Self-awareness?
    2.2. Self-management?
    2.3. Social awareness?
    2.4. Relationship Skills?
    2.5. Responsible decision-making?

3. What is the level of SEL involvement of parents and teachers in terms of:
    3.1. Schoolwide Culture?
    3.2. Authentic Relationships?
4. Is there a significant difference between respondents' extent of integration of SEL based on their demographic profiles?
5. Is there a significant relationship between respondents' extent of integration and their level of involvement in SEL?

Literature Review

The growing emphasis on holistic child development has brought SEL to the forefront of early childhood education. The review examined the foundational concepts, implementation practices, and key influences shaping SEL in early education. It explored the roles of educators and parents, highlights theoretical frameworks guiding SEL practices, and identifies gaps and challenges in current applications—particularly within the Philippine context.

There is increasing acknowledgment within educational and psychological disciplines of the value of developing children's social-emotional competencies alongside cognitive growth. Essential competencies such as self-awareness, relationship skills, and responsible decision-making are integral for dealing with different life situations (Kim et al., 2022; Kim et al., 2024; Pickens, 2022). Building these competencies from an early age supports critical life skills like empathy, persistence, and communication. These abilities are necessary for both academic achievement and mental well-being (Yasir & Mahmood, 2024; Farmer & Adams, 2021; Rubab et al., 2024), emphasizing the necessity of embedding SEL into early education programs.

Theories by Bandura, Piaget, and Vygotsky lay the foundation for understanding social-emotional development through the lens of social interaction. Bandura's emphasis on observational learning and self-efficacy highlights how children's belief in their own abilities is shaped by their environment. Similarly, Piaget and Vygotsky emphasize the role of cooperative and empathetic interactions in promoting autonomy and emotional growth (DeVries, 1997). Structured classroom activities such as group problem-solving and collaborative decision-making are therefore not just teaching strategies, but essential tools for enhancing social-emotional and cognitive skills (Gutierrez, 2024; Kayyali, 2025).

SEL in early childhood results helped in better emotion regulation, adaptive behavior, and classroom engagement (Zarra-Nezhad et al., 2024). Teachers have an important role in this process, as their professional development, emotional sensitivity, and instructional strategies greatly influence children's SEL outcomes (Brunsek et al., 2020). Studies show that SEL interventions not only improve social competencies but also contribute to long-term academic and behavioral success (Kim et al., 2024).

Parents are key partners in strengthening SEL, both as role models and as supporters of school-based learning. Research shows that when parents are actively engaged in SEL initiatives, students show improved academic outcomes, enhanced mental health, and stronger social skills (Ma et al., 2023; Commodore, 2023; Keung & Cheung, 2023). However, many programs fail to meaningfully involve families. As shown by Cipriano et al. (2023; 2024), most SEL efforts limit family engagement to passive communication, such as letters or updates. Effective strategies, as suggested by CASEL (2021) and Zieher et al. (2024), require two-way communication and the co-creation of SEL opportunities between schools and families to extend the impact of SEL beyond the classroom.

Social constructivism views learning as a collaborative process where knowledge is constructed through interaction with others. Vygotsky emphasizes guided learning and cultural context, supports the idea of parents and teachers acting as co-facilitators in children's development (Özkan, 2022). Unlike traditional hierarchical models of teaching and parenting, social constructivism promotes reciprocal relationships that evolve as the child grows (Cha & Kweon, 2024). This theory underpins the importance of parent-child and teacher-child interactions in shaping both the social and emotional learning environments of early education settings.

Teachers and parents with high self-efficacy are more likely to integrate SEL tools and model positive behaviors effectively (Ignacio, 2024). Furthermore, the intentions are influenced by attitudes, social norms, and perceived control (Tinnes-Vigne et al., 2025). In the SEL context, supportive environments, belief in personal competence, and favorable perceptions of the purpose and importance of SEL initiatives could influence implementation and actions (Zolkoski et al., 2020; Kilborn et al., 2024). Understanding these cognitive and social variables can inform strategies to enhance both awareness and practice among kindergarten teachers and parents.

Methodology

1. Research Design

This quantitative study described the level of SEL integration and involvement of kindergarten teachers and parents in Zamboanga City, Philippines. The quantitative design is appropriate for identifying patterns, comparing responses across demographic groups, and drawing conclusions based on measurable indicators (Muhamad & Surat, 2024). For Medina (2023), it is necessary to conduct an initial diagnosis of current SEL practices and needs of schools as this would elevate students' socioemotional development. Hence, this paper addressed descriptive questions about SEL integration and involvement: How knowledgeable and proactive are the kindergarten teachers and parents in Zamboanga City when it comes to SEL? Understanding SEL integration and involvement is essential in developing an effective youth-centered atmosphere in classrooms and homes.

2. Selection and Sampling Process

The target population of this study comprised kindergarten teachers and parents in Zamboanga City. There were 30 kindergarten teachers and 64 parents surveyed in this study.

3. Instrument of the Study

A modified 5-point Likert Scale (Muhamad & Surat, 2024) was used to assess the level of SEL awareness and practices of teachers and parents. This scale enables respondents to express varying levels of awareness practices in a structured and quantifiable manner, allowing for numerical analysis of their understanding of SEL concepts, purpose, and core competencies. The scale measured participants' SEL integration (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) and SEL involvement (schoolwide culture and authentic relationships). Respondents rated their level of agreement with each statement using a 5-point Likert scale, where 5 represents "Strongly Agree," 4 is "Agree," 3 is "Neutral," 2 is "Disagree," and 1 is "Strongly Disagree."

The self-awareness (0.87), self-management (0.85), social awareness (0.82), relationship skills (0.88), and responsible decision-making (0.84) scales all demonstrated strong internal consistency. Similarly, the schoolwide culture (0.81) and authentic relationships (0.83) scales showed good reliability.

4. Data Gathering Procedure

The questionnaires were administered through coordinated distribution in selected primary schools in Zamboanga City that offer kindergarten education. With permission from school administrators, the researcher personally distributed printed survey forms to kindergarten teachers and parents, either during scheduled meetings or through designated school personnel. In some instances, participants asked to respond through Google Forms. Respondents were given clear instructions, assured of the confidentiality of their responses, and allotted sufficient time to complete the questionnaires. Completed forms were collected on the same day or within a mutually agreed period to ensure a high response rate and data reliability.

5. Data Analysis

Descriptive and inferential analysis was carried out in analyzing the responses. Descriptive statistics aims to summarize, organize, and present data in a meaningful way, allowing researchers to understand and interpret the basic features of a phenomenon (Walz et al., 2023) while inferential statistics involves making predictions, generalizations, or conclusions about a population based on data collected from a representative sample (Stapor & Stapor, 2020).

For Questions 1 and 2, frequency count and percentages was used to describe the distribution of the participants in terms of their demographic profile. For Questions 3 and 4, weighted means with standard deviation was used to analyze participants' level of SEL integration and involvement. The weighted mean is a measure of central tendency that accounts for the relative importance or frequency of each value in a data set. Unlike the simple arithmetic mean, where all values are treated equally, the weighted mean assigns a specific weight to each value based on its significance or occurrence (Maruf, 2023). Weighted means were interpreted using the interval of values below (**Table 1**).

Table 1. Interpretation of mean values

Mean Range	Description	Interpretation
SEL Integration		
4.21 – 5.00	Very High	Respondents demonstrate an excellent understanding and strong integration of SEL concepts in their attitudes and behaviors, consistently applying them across various situations.
3.41 – 4.20	High	Respondents show a solid awareness of SEL and frequently apply its principles in relevant contexts, indicating a well-developed grasp of its importance.
2.61 – 3.40	Moderate	Respondents possess a basic understanding of SEL, though their application of its principles may be inconsistent or limited to specific circumstances.
1.81 – 2.60	Low	Respondents have minimal awareness of SEL, with limited recognition or practical use of its principles in their daily interactions.
1.00 – 1.80	Very Low	Respondents show little to no understanding of SEL, indicating a lack of familiarity, engagement, or intentional practice of its concepts.
SEL Involvement		
4.21 – 5.00	Always	Respondents consistently apply SEL practices in various situations, demonstrating strong, habitual, and deliberate use of its principles in their actions and interactions.
3.41 – 4.20	Often	Respondents frequently engage in SEL practices, showing regular and intentional application in both academic and social contexts.
2.61 – 3.40	Sometimes	Respondents occasionally use SEL practices, but their application tends to be irregular, situational, or dependent on external prompts.
1.81 – 2.60	Seldom	Respondents rarely apply SEL practices, indicating limited engagement and a tendency to overlook their use in most situations.
1.00 – 1.80	Never	Respondents do not engage in SEL practices at all, reflecting a complete absence of application or awareness in daily experiences.

For Questions 5 and 6, inferential statistics was carried out to determine if participants' level of SEL awareness and practices differed based on their demographic profiles. Techniques such as Mann-Whitney U test and Kruskal-Wallis allow for determining the likelihood that observed patterns or differences occurred by chance (Salman & Aleem, 2024). Correlation analysis using Pearson's Product-Moment Correlation Coefficient was applied. This approach is fundamental in research for validating findings and supporting evidence-based conclusions, as well as determining whether differences observed are significant (Stapor & Stapor, 2020).

Results and Discussion

Question 1: What are the demographic profiles of teachers and parents?
Problem 1.1 – Demographic profile of teachers based on sex and educational attainment

Table 2. Descriptive analysis of teachers' demographic profile

Demographics		***n***	**Percent (%)**
Educational Attainment	Bachelor's Degree	24	80.00%
	Master's Degree	6	20.00%
Sex	Female	28	93.30%
	Male	2	6.70%

Table 2 presents a summary of the teachers' demographic profile. The majority of kindergarten teachers in Zamboanga City were bachelor's degree holders (n=24, 80.00%), while a smaller proportion had completed a master's degree (n=6, 20.00%). In terms of sex, most of the sampled teachers were female (n=28, 93.30%), with only a small percentage being male (n=2, 6.70%).

Problem 1.2 – Demographic profile of parents based on sex and educational attainment
Table 3. Descriptive analysis of parents' demographic profile

Demographics		***n***	**Percent (%)**
Educational Attainment	Did not Graduate	2	3.2 %
	Elementary Graduate	3	4.8 %
	High School Graduate	11	17.7 %
	Bachelor's Degree	46	74.2 %
Sex	Female	53	85.5 %
	Male	9	14.5 %

Table 3 presents the summary of descriptive analysis for parents' demographic profile. Most of the parents were bachelor's degree holders (n=46, 74.2%). A smaller proportion had graduated from high school (n=11, 17.7%), while only a few had completed elementary education (n=3, 4.8%) or had no formal graduation (n=2, 3.2%). In terms of sex, the majority of parents were female (n=53, 85.5%), whereas only a small proportion were male (n=9, 14.5%).

Question 2. What is the extent of integration of SEL among kindergarten teachers and parents in Zamboanga City, as measured by their understanding of self-awareness, self-management, social awareness, relationship skills, and responsible decision making?

Problem 2.1 – SEL integration based on understanding of self-awareness
Table 4. Parents' extent of SEL integration based on self-awareness

Statement	Mean	St. Dev.	Interpretation
1. Self-awareness involves recognizing one's emotions, thoughts, and values.	4.6825	0.502426	Very High
2. Self-awareness emphasizes helping children identify their strengths and areas for improvement.	4.6349	0.547769	Very High
3. Self-awareness involves guiding children to reflect on how their emotions influence their behavior.	4.5238	0.56389	Very High
4. Self-awareness focuses on building a positive self-image in children.	4.5079	0.592235	Very High
5. Self-awareness is encouraging children to be mindful of their personal growth.	4.6190	0.551496	Very High
Composite Mean	**4.5937**	**0.07496**	**Very High**

Legend: 4.21 – 5.00 (Very High); 3.41 – 4.20 (High); 2.61 – 3.40 (Moderate), 1.81 – 2.60 (Low); 1.00 – 1.80 (Very Low)

Table 4 presents the extent of parents' SEL integration based on self-awareness. Findings indicated that parents with kindergarten children had **very high level of understanding** (M=4.5937, SD=0.07496) about the concept of self-awareness in early childhood. They believed that self-awareness involves recognizing one's emotions, thoughts, and values (M=4.6825, SD=0.502426), helping children identify their strengths and areas for improvement (M=4.6349, SD=0.547769), and encouraging children to be mindful of their personal growth (M=4.6190, SD=0.551496). Parents also showed very high level of understanding of self-awareness as a concept guiding children to reflect on how their emotions influence their behavior (M=4.5238, SD=0.56389) and focusing on building a positive self-image in children (M=4.5079, SD=0.592235).

Understanding of SEL concept for self-awareness is an essential component of SEL integration. Parents in this study recognized that self-awareness as the ability to acknowledge one's own emotions, thoughts, and values, and saw its importance in guiding children to identify their strengths and areas that need improvement (Tan & Chua, 2024). Parents also emphasized the value of encouraging children to be mindful of their personal growth and development (Chen et al., 2025). They understood self-awareness as a way for children to reflect on how their emotions affect their behavior and as a foundation for developing a positive self-image (Ross, 2025). This suggests that parents strongly view self-awareness as an essential element in shaping children's early emotional and social development. From a social constructivist perspective, the parents' understanding of self-awareness within SEL highlights the role of social interaction and shared meaning-making in children's development. Social constructivism, rooted in the idea that knowledge is co-constructed through relationships and cultural context, suggests that children

learn to recognize and regulate their emotions not in isolation but through guidance, modeling, and feedback from significant adults, particularly parents (Umar et al., 2023).

Table 5. Teachers' extent of SEL integration based on self-awareness

Statement	Mean	St. Dev.	Interpretation
1. Self-awareness involves recognizing one's emotions, thoughts, and values.	4.8387	0.373878	Very High
2. Self-awareness emphasizes helping children identify their strengths and areas for improvement.	4.7419	0.444803	Very High
3. Self-awareness involves guiding children to reflect on how their emotions influence their behavior.	4.6774	0.475191	Very High
4. Self-awareness focuses on building a positive self-image in children.	4.7097	0.461414	Very High
5. Self-awareness is encouraging children to be mindful of their personal growth.	4.7419	0.444803	Very High
Composite Mean	**4.7419**	**0.06035**	**Very High**

Legend: 4.21 – 5.00 (Very High); 3.41 – 4.20 (High); 2.61 – 3.40 (Moderate), 1.81 – 2.60 (Low); 1.00 – 1.80 (Very Low)

Table 5 presents teachers' extent of SEL integration based on self-awareness in early education. Findings revealed that teachers had a **very high level of understanding** (M=4.7419, SD=0.06035) of self-awareness on SEL. Teachers had a notable understanding of self-awareness as a concept that involves recognizing one's emotions, thoughts, and values (M=4.8387, SD=0.373878), helping children identify their strengths and areas for improvement (M=4.7419, SD=0.444803), and encouraging children to be mindful of their personal growth (M=4.7419, SD=0.444803). They also knew that self-awareness focuses on building a positive self-image in children (M=4.7097, SD=0.461414) and guiding children to reflect on how their emotions influence their behavior (M=4.6774, SD=0.475191).

Teachers in this study understood self-awareness as an integral part of social and emotional learning in early education. They recognized self-awareness as the ability to acknowledge one's emotions, thoughts, and values, and highlighted its importance in supporting children's capacity to identify their strengths as well as areas where they need improvement (Yasir & Mahmood, 2024). Teachers also emphasized the role of self-awareness in encouraging children to become mindful of their personal growth, suggesting that they see it as a foundation for lifelong learning and self-development (Linn, 2024). Understanding of SEL concepts could influence how it is implemented, as teachers' perspectives shape the strategies and practices they use in the classroom. A strong understanding of self-awareness allows teachers to intentionally model practices, provide opportunities for learners to explore their emotions, and design activities that foster positive self-concept (Bandura, 1997). When teachers value self-awareness, they are more likely to create a supportive classroom climate where learners feel safe to express themselves and reflect on their experiences.

Problem 2.2 – SEL integration based on understanding of self-management

Table 6. Parents' extent of SEL integration based on self-management

Statement	Mean	St. Dev.	Interpretation

1.	Self-management involves regulating emotions, thoughts, and behaviors in various situations.	4.6032	0.524856	Very High
2.	Self-management emphasizes teaching children strategies for impulse control.	4.5714	0.530194	Very High
3.	Self-management should help children handle stress effectively.	4.3810	0.551496	Very High
4.	Self-management should focus on promoting persistence in pursuing goals.	4.5238	0.534522	Very High
5.	Self-management involves guiding children to adapt to changes and challenges.	4.5714	0.530194	Very High
Composite Mean		**4.5302**	**0.08809**	**Very High**

Legend: 4.21 – 5.00 (Very High); 3.41 – 4.20 (High); 2.61 – 3.40 (Moderate), 1.81 – 2.60 (Low); 1.00 – 1.80 (Very Low)

Table 6 presents the extent of parents' SEL integration based on self-management. Findings revealed that parents showed a **very high level of understanding** (*M*=4.5302, *SD*=0.08809) on the concept of self-management in early childhood. Specifically, they manifested a strong understanding of self-management as a method of regulating emotions, thoughts, and behaviors in various situations (*M*=4.6032, *SD*=0.524856), emphasizing teaching children strategies for impulse control (*M*=4.5714, *SD*=0.530194), and guiding children to adapt to changes and challenges (*M*=4.5714, *SD*=0.530194). They also showed strong understanding of how self-management should focus on promoting persistence in pursuing goals (*M*=4.5238, *SD*=0.534522) and should help children handle stress effectively (*M*=4.3810, *SD*=0.551496).

Parents viewed self-management as the ability to regulate emotions, thoughts, and behaviors across different situations (Davis, 2024). Parents also emphasized the importance of teaching children practical strategies for impulse control and preparing them to adapt effectively to changes and challenges (Lee, 2024). These perspectives highlighted parents' recognition of self-management as a critical life skill that supports children in dealing with daily experiences. Such perceptions can be helpful in the successful implementation of SEL initiatives. From the lens of self-efficacy (Bandura, 1997), parents' understanding of self-management reflects their belief in the child's capacity to exert control over their actions and decisions. When parents encourage strategies such as impulse control and persistence, they are actively building a sense of agency in children, which in turn strengthens their confidence in handling challenges and achieving goals. In this case, self-management is shaped within social interactions, as children learn regulation skills through modeling, scaffolding, and shared experiences with parents (Ross, 2025).

Table 7. Teachers' extent of SEL integration based on self-management

Statement		Mean	St. Dev.	Interpretation
1.	Self-management involves regulating emotions, thoughts, and behaviors in various situations.	4.6451	0.486373	Very High
2.	Self-management emphasizes teaching children strategies for impulse control.	4.5161	0.676805	Very High
3.	Self-management should help children handle stress effectively.	4.6774	0.475191	Very High
4.	Self-management should focus on promoting persistence in pursuing goals.	4.5806	0.50161	Very High

5. Self-management involves guiding children to adapt to changes and challenges.	4.6129	0.558416	Very High
Composite Mean	**4.6064**	**0.06205**	**Very High**

Legend: 4.21 – 5.00 (Very High); 3.41 – 4.20 (High); 2.61 – 3.40 (Moderate), 1.81 – 2.60 (Low); 1.00 – 1.80 (Very Low)

Table 7 presents teachers' extent of SEL integration based on their understanding of self-management. The composite mean revealed that teachers had a **very high level of understanding** (*M*=4.6064, *SD*=0.06205) about self-management in SEL. They had a strong awareness of self-management as a concept that helps children handle stress effectively (*M*=4.6774, *SD*=0.475191), involves regulating emotions, thoughts, and behaviors in various situations (*M*=4.6451, *SD*=0.486373), and guiding children to adapt to changes and challenges (*M*=4.6129, *SD*=0.558416).

Teachers in this study believed that self-management is a key skill enabling children to regulate their emotions, thoughts, and behaviors across different situations (Yasir & Mahmood, 2024). For them, it helps learners cope with stress, adapt to challenges, and remain flexible when faced with changes (Person, 2024). This perspective shows that teachers see self-management not only as a tool for immediate behavioral control but also as a foundation for resilience and emotional stability. When teachers integrate self-management into their instructional practices, they provide children with strategies to remain focused, manage frustrations, and persist in the face of setbacks. Such skills are essential for both academic success and personal growth, as they help learners develop discipline, responsibility, and problem-solving abilities (Person, 2024).

Problem 2.3 – SEL integration based on understanding of social awareness

Table 8. Parents' extent of SEL integration based on social awareness

Statement	Mean	St. Dev.	Interpretation
1. Social awareness involves understanding and empathizing with people from diverse backgrounds.	4.6190	0.52143	Very High
2. Social awareness should emphasize recognizing the feelings and needs of others.	4.6190	0.52143	Very High
3. Social awareness covers promoting respect for cultural and social differences.	4.4444	0.616383	Very High
4. Social awareness focuses on nurturing compassion for others.	4.5397	0.533564	Very High
5. Social awareness should develop ones' appreciation towards the others.	4.6349	0.576463	Very High
Composite Mean	**4.5302**	**0.08809**	**Very High**

Legend: 4.21 – 5.00 (Very High); 3.41 – 4.20 (High); 2.61 – 3.40 (Moderate), 1.81 – 2.60 (Low); 1.00 – 1.80 (Very Low)

Table 8 presents a descriptive summary of the extent of SEL integration based on social awareness. Findings revealed that parents with kindergarten children had a **very high understanding** (*M*=4.5302, *SD*=0.08809) of the concept of social awareness in SEL. Parents understood that social awareness involves developing ones' appreciation towards the others (*M*=4.6349, *SD*=0.576463), understanding and empathizing with people from diverse

backgrounds (*M*=4.6190, *SD*=0.52143), and recognizing the feelings and needs of others (*M*=4.6190, *SD*=0.52143). They also showed a strong understanding of social awareness as a concept that focuses on nurturing compassion for others (*M*=4.5397, *SD*=0.533564) and covers promoting respect for cultural and social differences (*M*=4.4444, *SD*=0.616383).

Parents in this study recognized that social awareness involves cultivating appreciation toward others, empathizing with people from diverse backgrounds, and acknowledging the feelings and needs of others (Isik & Taskin, 2024). Parents also valued compassion and respect for cultural and social differences, which reflects their belief that children should learn to interact with others in a manner that is both empathetic and inclusive. This understanding reflects a holistic view of child development, where emotional intelligence and interpersonal sensitivity are as important as academic learning. When parents model and nurture empathy, compassion, and respect, they help children develop the capacity to form positive relationships, resolve conflicts constructively, and engage in cooperative learning (Özkan, 2022).

Table 9. Teachers' extent of SEL integration based on social awareness

Statement	Mean	St. Dev.	Interpretation
1. Social awareness involves understanding and empathizing with people from diverse backgrounds.	4.7097	0.461414	Very High
2. Social awareness should emphasize recognizing the feelings and needs of others.	4.6452	0.486373	Very High
3. Social awareness covers promoting respect for cultural and social differences.	4.7742	0.425024	Very High
4. Social awareness focuses on nurturing compassion for others.	4.7742	0.425024	Very High
5. Social awareness should develop ones' appreciation towards the others.	4.7419	0.444803	Very High
Composite Mean	**4.7290**	**0.05398**	**Very High**

Legend: 4.21 – 5.00 (Very High); 3.41 – 4.20 (High); 2.61 – 3.40 (Moderate), 1.81 – 2.60 (Low); 1.00 – 1.80 (Very Low)

Table 9 summarizes teachers' extent of SEL integration based on social awareness in SEL. Findings revealed that teachers had a **very high level of understanding** (*M*=4.7290, *SD*=0.05398) about the concept of social awareness in early education. Specifically, they manifested a clear understanding of social awareness as a principle that promotes respect for cultural and social differences (*M*=4.7742, *SD*=0.425024), focuses on nurturing compassion for others (*M*=4.7742, *SD*=0.425024), and develops one's appreciation towards the others (*M*=4.7419, *SD*=0.444803). They also knew that social awareness involves understanding and empathizing with people from diverse backgrounds (*M*=4.7097, *SD*=0.461414) and recognizing the feelings and needs of others (*M*=4.6452, *SD*=0.486373).

Teachers viewed social awareness as the capacity to respect cultural and social differences, nurture compassion for others, and cultivate genuine appreciation toward people (Yasir & Mahmood, 2024). Teachers also recognized its role in helping children empathize with individuals from different backgrounds and become sensitive to the feelings and needs of others. Teachers serve as primary facilitators of social interactions in classrooms, making them central to how

children learn and practice social awareness. Teachers are expected to model compassion, respect, and empathy, to develop a learning environment where diversity is valued and relationships are grounded in understanding and care. Such practices not only reduce instances of conflict and exclusion but also build cooperative learning spaces where children feel safe, accepted, and supported (Martinez & Gomez, 2024).

Problem 2.4 – SEL integration based on understanding of relationship skills
Table 10. Parents' extent of SEL integration based on relationship skills

Statement	Mean	St. Dev.	Interpretation
1. Relationship skills involve building and sustaining healthy, respectful relationships.	4.6984	0.527774	Very High
2. Relationship skills emphasize effective communication with peers and adults.	4.5397	0.533564	Very High
3. Relationship skills entail encouraging teamwork and collaboration.	4.5556	0.561616	Very High
4. Developing relationship skills should focus on resolving conflicts constructively.	4.4444	0.589636	Very High
5. Relationship skills involve building trust and mutual respect in interactions.	4.6349	0.48532	Very High
Composite Mean	**4.5746**	**0.09681**	**Very High**

Legend: 4.21 – 5.00 (Very High); 3.41 – 4.20 (High); 2.61 – 3.40 (Moderate), 1.81 – 2.60 (Low); 1.00 – 1.80 (Very Low)

Table 10 presents parents' extent of SEL integration based on their understanding of relationship skills. Findings showed that parents had a **very high level of understanding** (M=4.5746, SD=0.09681) of relationship skills in early childhood. Specifically, parents had a clear understanding that relationship skills involve building and sustaining healthy, respectful relationships (M=4.6984, SD=0.527774), building trust and mutual respect in interactions (M=4.6349, SD=0.48532), and encouraging teamwork and collaboration (M=4.5556, SD=0.561616). They also had a strong understanding of relationship skills as a concept that emphasizes effective communication with peers and adults (M=4.5397, SD=0.533564), as well as how developing relationship skills should focus on resolving conflicts constructively (M=4.4444, SD=0.589636).

Parents in this study recognized that relationship skills involve the ability to build and maintain healthy, respectful connections, to build trust and mutual respect in interactions, and to encourage teamwork and collaboration (Ross, 2025). Parents also emphasized the importance of effective communication with both peers and adults, as well as the need to resolve conflicts in a constructive and respectful manner. This indicates that parents acknowledge relationship skills as foundational for children's social development and overall well-being. When parents instill values of respect, trust, cooperation, and constructive communication, children are better equipped to form positive relationships, manage disagreements, and engage in collaborative learning (Martinez & Gomez, 2024). These skills not only support children's social adjustment and academic success but also prepare them to become empathetic and cooperative members of society (Kim et al., 2024).

Table 11. Teachers' extent of SEL integration based on relationship skills

Statement	Mean	St. Dev.	Interpretation
1. Relationship skills involve building and sustaining healthy, respectful relationships.	4.7742	0.425024	Very High
2. Relationship skills emphasize effective communication with peers and adults.	4.6451	0.486373	Very High
3. Relationship skills entail encouraging teamwork and collaboration.	4.8387	0.373878	Very High
4. Developing relationship skills should focus on resolving conflicts constructively.	4.7419	0.444803	Very High
5. Relationship skills involve building trust and mutual respect in interactions.	4.8065	0.40161	Very High
Composite Mean	**4.7613**	**0.07426**	**Very High**

Legend: 4.21 – 5.00 (Very High); 3.41 – 4.20 (High); 2.61 – 3.40 (Moderate), 1.81 – 2.60 (Low); 1.00 – 1.80 (Very Low)

Table 11 presents a summary of teachers' extent of SEL integration based on their relationship skills in SEL. The composite mean indicated that kindergarten teachers had a very high level of understanding (M=4.7613, SD=0.07426) of relationship skills in SEL. Specifically, they had strong understanding of relationship skills as a concept in SEL that entails encouraging teamwork and collaboration (M=4.8387, SD=0.373878), involves building trust and mutual respect in interactions (M=4.8065, SD=0.40161), and involves building and sustaining healthy, respectful relationships (M=4.7742, SD=0.425024). They also showed understanding relationship skills as a concept that focuses on resolving conflicts constructively (M=4.7419, SD=0.444803) and emphasizes effective communication with peers and adults (M=4.6451, SD=0.486373).

Teachers in this study recognized that relationship skills include encouraging teamwork and collaboration, cultivating trust and mutual respect in interactions, and sustaining healthy and respectful relationships (Choquette et al., 2024). Teachers also acknowledged the significance of constructive conflict resolution and effective communication with both peers and adults (Smith, 2024). Teachers with strong awareness of relationship skills may help children learn how to cooperate, manage conflicts peacefully, and communicate effectively in diverse settings. Such practices cultivate inclusive and supportive classroom environments where learners feel safe, valued, and respected (Usgaonker, 2024). In the long term, nurturing relationship skills in early education equips children with the capacity to build meaningful connections, adapt to different social contexts, and contribute positively to their communities (Smith, 2024).

Problem 2.5 – SEL integration based on understanding of responsible decision-making

Table 12. Parents' extent of SEL integration based on responsible decision making

Statement	Mean	St. Dev.	Interpretation
1. Responsible decision-making involves making ethical and constructive choices.	4.5556	0.561616	Very High
2. Responsible decision-making is evaluating the consequences of one's actions.	4.5238	0.534522	Very High
3. Teaching responsible decision-making involves considering the well-being of oneself and others.	4.4286	0.559789	Very High

4.	Teaching responsible decision-making focuses on using critical thinking to solve problems.	4.4127	0.612634	Very High
5.	Responsible decision making should discuss how to promote accountability for children's choices.	4.4762	0.668584	Very High
Composite Mean		**4.4794**	**0.06086**	**Very High**

Legend: 4.21 – 5.00 (Very High); 3.41 – 4.20 (High); 2.61 – 3.40 (Moderate), 1.81 – 2.60 (Low); 1.00 – 1.80 (Very Low)

Table 12 presents descriptive analysis on parents' extent of SEL integration based on responsible decision making. Findings noted that parents with kindergarten children had a **very high level of understanding** (*M*=4.4794, *SD*=0.06086) about the idea of responsible decision making in early education SEL. Specifically, they manifested a deep understanding of responsible decision making as a concept that involves making ethical and constructive choices (*M*=4.5556, *SD*=0.561616), evaluating the consequences of one's actions (*M*=4.5238, *SD*=0.534522), and how it should promote accountability for children's choices (*M*=4.4762, *SD*=0.668584). They also had understanding of responsible decision making as an idea that considers the well-being of oneself and others (*M*=4.4286, *SD*=0.559789) and that focuses on using critical thinking to solve problems (*M*=4.4127, *SD*=0.612634).

Parents recognized responsible decision-making as a process that requires making ethical and constructive choices, carefully evaluating the consequences of one's actions, and building accountability for decisions (Moore & Gregory, 2024). Parents also viewed responsible decision-making as an approach that considers not only personal well-being but also the well-being of others. They highlighted the role of critical thinking in helping children address problems in thoughtful and effective ways. Responsible decision-making is fundamental to children's development as independent, reflective, and morally grounded individuals. When parents prioritize this aspect of SEL, they equip their children with the capacity to weigh options, anticipate outcomes, and take ownership of their behavior (Tan & Chua, 2024). Such skills are essential not only for encouraging self-discipline and accountability but also for building empathy and ethical awareness in social interactions. Moreover, by guiding children to use critical thinking in solving problems, parents prepare them to face real-life challenges with confidence and integrity.

Table 13. Teachers' extent of SEL integration based on responsible decision making

Statement		**Mean**	**St. Dev.**	**Interpretation**
1.	Responsible decision-making involves making ethical and constructive choices.	4.6774	0.475191	Very High
2.	Responsible decision-making is evaluating the consequences of one's actions.	4.6129	0.558416	Very High
3.	Teaching responsible decision-making involves considering the well-being of oneself and others.	4.6774	0.475191	Very High
4.	Teaching responsible decision-making focuses on using critical thinking to solve problems.	4.6451	0.486373	Very High
5.	Responsible decision making should discuss how to promote accountability for children's choices.	4.7742	0.425024	Very High
Composite Mean		**4.6774**	**0.06035**	**Very High**

Legend: 4.21 – 5.00 (Very High); 3.41 – 4.20 (High); 2.61 – 3.40 (Moderate), 1.81 – 2.60 (Low); 1.00 – 1.80 (Very Low)

Table 13 presents teachers' extent of SEL integration based on their understanding of responsible decision making. Descriptive analysis revealed that teachers had a **very high level of understanding** (*M*=4.6774, *SD*=0.06035) of responsible decision making in early childhood education. Teachers presented awareness of responsible decision making as a principle that discusses how to promote accountability for children's choices (*M*=4.7742, *SD*=0.425024), involves considering the well-being of oneself and others (*M*=4.6774, *SD*=0.475191), and making ethical and constructive choices (*M*=4.6774, *SD*=0.475191). They also had a strong awareness of how responsible decision making should teach children using critical thinking to solve problems (*M*=4.6451, *SD*=0.486373) and help them evaluate the consequences of one's actions (*M*=4.6129, *SD*=0.558416).

Teachers in this study viewed responsible decision-making as a principle that emphasizes promoting accountability for children's choices, encouraging them to consider the well-being of both themselves and others, and guiding them toward making ethical and constructive decisions (Moore & Gregory, 2024). Teachers also acknowledged the importance of critical thinking to solve problems and enabling children to evaluate the consequences of their actions (Yasir & Mahmood, 2024). Teachers perceive responsible decision-making not only as a cognitive process but also as a moral and social practice that shapes children's character and behavior. With strong understanding of responsible decision-making as a SEL concept, they help children develop the capacity to act with integrity, reflect on the impact of their decisions, and take responsibility for their actions (Ryan, 2024). Promoting responsible decision-making prepares children to engage with real-life challenges thoughtfully, to contribute positively to their communities, and to uphold ethical values in different social contexts (Person, 2024). In this way, teachers' strong understanding of this SEL competency ensures that learners acquire not only academic knowledge but also the moral grounding necessary for holistic development and responsible citizenship.

Problem 4: Is there a significant difference between respondents' extent of SEL integration and SEL involvement based on their demographic profiles?

Problem 4.1 – Comparing teachers' and parents' SEL integration and SEL involvement
Table 14. Teachers' vs. parents' SEL integration and SEL involvement

Variable	U Statistic	Effect Size	p-value	Decision
SEL Integration				
Self-Awareness	760	0.1963	0.108	Fail to Reject H_0
Self-Management	835	0.1164	0.354	Fail to Reject H_0
Social Awareness	704	0.2556	0.040*	Reject H_0
Relationship Skills	672	0.2894	0.020*	Reject H_0
Responsible Decision-making	701	0.2582	0.039*	Reject H_0
SEL Involvement				
Schoolwide Culture	849	0.1016	0.410	Fail to Reject H_0
Authentic Relationship	911	0.0365	0.771	Fail to Reject H_0

Note: $\mu_1 \neq \mu_2$
**significant at α=0.05*

Inferential analysis in **Table 14** shows the comparison of teachers' and parents' SEL integration and SEL involvement. Findings noted that parents' understanding of SEL concepts like social awareness (*U*=704, *p*=0.040), relationship skills (*U*=672, *p*=0.020), and responsible decision making (*U*=701, *p*=0.039) were significantly higher than the teachers.

The outcome can be attributed to the greater sensitivity of parents toward their children, as they are the primary caregivers who consistently observe and respond to their child's emotional, behavioral, and social needs within the home environment (Klaniene et al., 2024). Such interactions provide parents with a deeper and more personal understanding of how children develop empathy, form relationships, and make decisions in real-life contexts. Consequently, parents' sensitivity enables them to integrate SEL concepts more effectively than teachers, whose exposure to students is limited to structured educational settings.

Problem 4.2 – Comparing SEL integration and SEL involvement based on their sex
Table 1. Comparing parents' SEL integration and SEL involvement based on sex

Variable	U Statistic	Effect Size	p-value	Decision
SEL Integration				
Self-Awareness	221	0.0755	0.717	Fail to Reject H_0
Self-Management	220	0.0797	0.705	Fail to Reject H_0
Social Awareness	209	0.1237	0.554	Fail to Reject H_1
Relationship Skills	234	0.021	0.927	Fail to Reject H_1
Responsible Decision-making	226	0.0545	0.799	Fail to Reject H_1
SEL Involvement				
Schoolwide Culture	194	0.1866	0.363	Fail to Reject H_0
Authentic Relationship	201	0.1593	0.437	Fail to Reject H_0

Note: $\mu_1 \neq \mu_2$
**significant at α=0.05*

Inferential analysis in **Table 15** indicated that there was no significant difference on parents' SEL integration on their understanding of self-awareness (U=221, p=0.717), self-management (U=220, p=0.705), social awareness (U=209, p=0.554), relationship skills (U=234, p=0.927), and responsible decision-making (U=226, p=0.799) based on their sex. Similarly, no significant difference observed on parents' SEL involvement in schoolwide culture (U=194, p=0.363) and authentic relationship (U=201, p=0.437) based on their sex.

Although studies predict possible disparities between how male and female parents discipline their children (Qiu et al., 2024), such phenomena do not often translate into significant differences in SEL-related practices. This may be due to the shared parental responsibility in nurturing children's social and emotional development regardless of gender roles (Amoncio et al., 2024). In contemporary settings, both fathers and mothers increasingly participate in caregiving, communication, and guidance, leading to similar levels of engagement in SEL integration and involvement.

Table 16. Comparing teachers' SEL integration and SEL involvement based on sex

Variable	U Statistic	Effect Size	p-value	Decision
SEL Integration				
Self-Awareness	26.5	0.0536	0.925	Fail to Reject H_0
Self-Management	24	0.1429	0.757	Fail to Reject H_0
Social Awareness	15	0.4643	0.249	Fail to Reject H_0
Relationship Skills	25.5	0.0893	0.856	Fail to Reject H_0
Responsible Decision-making	14	0.5	0.219	Fail to Reject H_0
SEL Involvement				
Schoolwide Culture	14	0.5	0.219	Fail to Reject H_0
Authentic Relationship	20	0.2857	0.511	Fail to Reject H_0

Note: $\mu_1 \neq \mu_2$
*significant at $\alpha=0.05$

Inferential analysis in **Table 16** revealed that no significant difference was observed on teachers' SEL integration of self-awareness (U=26.5, p=0.925), self-management (U=24, p=0.757), social awareness (U=15, p=0.249), relationship skills (U=25.5, p=0.856), and responsible decision-making (U=14, p=0.219) based on their sex. Likewise, no significant difference was present on teachers' SEL involvement on building schoolwide culture (U=14, p=0.219) and authentic relationship (U=20, p=0.511).

Like parents, no disparities in SEL integration and SEL involvement of teachers based on their sex likely because teachers undergo similar professional training and exposure to SEL frameworks regardless of gender. Teacher preparation programs, seminars, and in-service training are standardized, ensuring that both male and female educators acquire comparable knowledge and skills in fostering children's socio-emotional development (Gupta, 2024). Consequently, the demands of teaching in early childhood education require consistent application of SEL principles such as empathy, relationship-building, and responsible decision-making, competencies that are expected of all teachers, irrespective of sex.

Problem 4.3 – Comparing SEL integration and SEL involvement based on educational attainment
Table 17. Comparing parents' SEL integration and SEL involvement based on educational attainment

Variable	χ^2	df	ε^2	p-value
SEL Integration				
Self-Awareness	10.92	3	0.179	0.012*
Self-Management	10.23	3	0.168	0.017*
Social Awareness	9.68	3	0.159	0.021*
Relationship Skills	8.43	3	0.138	0.038*
Responsible Decision-making	6.64	3	0.109	0.084
SEL Involvement				
Schoolwide Culture	8.4	3	0.138	0.038*
Authentic Relationship	8.93	3	0.146	0.030*

Note: $\mu_1 \neq \mu_2 \neq \mu_3 \neq \mu_4$
*significant at $\alpha=0.05$

Inferential analysis in **Table 17** revealed significant difference on parents' SEL integration in relation to self-awareness (χ^2=10.92, p=0.012), self-management (χ^2=10.23, p=0.017), social awareness (χ^2=9.68, p=0.021), relationship skills (χ^2=8.43, p=0.038) based on their educational attainment. However, no difference was observed in parents' SEL integration for responsible decision-making (χ^2=6.64, p=0.084). Furthermore, significant difference was observed in parents' SEL involvement for schoolwide culture (χ^2=8.4, p=0.038) and authentic relationship (χ^2=8.93, p=0.030) based on their educational attainment. This means that at least one group differed in their SEL integration and SEL involvement.

Some studies have pointed out how educational attainment affects parents' knowledge, attitudes, and practices in raising children (Oo, 2024). Parents with higher levels of education are more likely to be exposed to psychological, pedagogical, and developmental concepts that align with SEL competencies, enabling them to better model and reinforce self-awareness, social awareness, and relationship skills at home (Rimm-Kaufman et al., 2024). In the concept of self-efficacy, parents with higher educational attainment may also be more confident in engaging with

schools and participating in initiatives that promote SEL, hence their stronger involvement in building a positive schoolwide culture and authentic relationships (Li et al., 2021).

Table 18. Pairwise comparisons for parents' understanding of self-awareness

Pairwise Comparisons		W	p-value	Decision
Did not Graduate	Elementary Graduate	-2.58	0.261	Fail to Reject H_0
Did not Graduate	High School Graduate	-1.84	0.564	Fail to Reject H_0
Did not Graduate	Bachelor's Degree	-2.2	0.405	Fail to Reject H_0
Elementary Graduate	High School Graduate	3.74	0.041*	Reject H_0
Elementary Graduate	Bachelor's Degree	3.64	0.05*	Reject H_0
High School Graduate	Bachelor's Degree	-1.81	0.577	Fail to Reject H_0

Note: **significant at α=0.05*

Dwass-Steel-Critchlow-Fligner pairwise comparisons were conducted to identify which educational attainment group/s differed in their SEL integration and SEL involvement. **Table 18** summarizes the pairwise comparisons for self-awareness based on parents' educational attainment. Findings revealed that elementary graduate parents had better understanding of self-awareness in SEL compared to high school graduates (W=3.74, p=0.041) and bachelor's degree holders (W=3.64, p=0.05).

Furthermore, although the Kruskal-Wallis test yielded significant results in self-management, social awareness, relationship skills, schoolwide culture, and authentic relationship, no notable differences were observed when conducting pairwise comparisons for educational attainment. The omnibus test (Kruskal-Wallis) can yield a significant result due to overall variation among groups, yet the post-hoc pairwise comparisons may fail to detect significance after adjusting for multiple comparisons. This can occur when the differences between groups are small, spread across several groups, or the sample sizes are unequal or insufficiently large, making the pairwise tests less sensitive. Essentially, the omnibus test detects a general group effect, but the pairwise tests, being more conservative, do not find any single comparison strong enough to reach significance.

Table 19. Comparing teachers' SEL integration and SEL involvement based on educational attainment

Variable	U Statistic	Effect Size	p-value	Decision
SEL Integration				
Self-Awareness	36.0	0.500	0.037*	Fail to Reject H_0
Self-Management	32.0	0.556	0.029*	Fail to Reject H_0
Social Awareness	43.5	0.396	0.107	Reject H_0
Relationship Skills	30.0	0.583	0.018*	Fail to Reject H_0
Responsible Decision-making	30.0	0.583	0.019*	Fail to Reject H_0
SEL Involvement				
Schoolwide Culture	30.0	0.583	0.019*	Fail to Reject H_0
Authentic Relationship	45.0	0.375	0.148	Reject H_0

Note: $\mu_1 \neq \mu_2$
**significant at α=0.05*

Inferential results in **Table 19** summarize the outcomes of Mann-Whitney U Test for comparing teachers' SEL integration and SEL involvement based on education. Findings suggested that teachers with a master's degree had higher extent of SEL integration based on their

understanding of self-awareness (W=36.0, p=0.037), self-management (W=32.0, p=0.029), relationship skills (W=30.0, p=0.018), and responsible decision-making (W=30.0, p=0.019) in early childhood education compared to teachers with only bachelor's degree. Similarly, they also had higher level of SEL involvement in relation to schoolwide culture (W=30.0, p=0.019).

The outcome revealed a disparity in teachers' SEL integration and SEL involvement. Teachers with advanced degrees are more exposed to research-based practices and theoretical frameworks that emphasize the importance of SEL in teaching and learning. Graduate-level studies typically integrate higher-order discussions on child psychology, pedagogy, and holistic education, which could sharpen teachers' awareness of how socio-emotional competencies shape student outcomes (Belmes & Paglinawan, 2025).

Question 5: Is there a significant relationship between respondents' extent of integration and their level of involvement in SEL?

Table 20. Correlation matrix for parents' SEL integration and SEL involvement

	SA	SM	SAW	RS	RDM	SC	AR
SA	—						
SM	0.641*	—					
SAW	0.61*	0.813*	—				
RS	0.662*	0.746*	0.737*	—			
RDM	0.485*	0.736*	0.688*	0.741*	—		
SC	0.372*	0.688*	0.636*	0.617*	0.641*	—	
AR	0.646*	0.646*	0.602*	0.681*	0.665*	0.728*	—

Note: *self-awareness (SA), self-management (SM), social awareness (SAW), relationship skills (RA), responsible decision-making (RDM),* schoolwide *climate (SC), authentic relationship (AR)*
**significant at α=0.05*

Pearson-product moment correlation coefficient was used in analyzing the relationship between the extent of SEL integration and SEL involvement of parents and teachers. Findings in **Table 20** revealed that parents' understanding of self-awareness was positively correlated with self-management (r=0.641, p<0.001), social awareness (r=0.610, p<0.001), relationship skills (r=0.662, p<0.001) and responsible decision-making (r=0.485, p<0.001). Parents' understanding of self-management can be positively correlated with social awareness (r=0.813, p<0.001), relationship skills (r=0.746, p<0.001) and responsible decision-making (r=0.736, p<0.001). There was also significant relationship SEL concept for social awareness and parents' understanding of relationship skills (r=0.737, p<0.001) and responsible decision-making (r=0.688, p<0.001). Their understanding of the SEL concept based on relationship skills can be positively correlated with responsible decision-making (r=0.741, p<0.001).

In terms of SEL involvement, parents' understanding of self-awareness can be positively correlated with their participation towards schoolwide culture (r=0.372, p<0.001) and authentic relationships (r=0.646, p<0.001). Parents' understanding of self-management can be positively correlated with their level of participation in schoolwide culture (r=0.0.688, p<0.001) and authentic relationships (r=0.646, p<0.001). Their understanding of SEL concept for social awareness can be positively correlated with their participation towards schoolwide culture (r=0.636, p<0.001) and authentic relationships (r=0.602, p<0.001). Likewise, there was also significant relationship between parents' understanding of SEL concept for relationship skills and

their participation in building a positive schoolwide culture (r=0.617, p<0.001) and authentic relationships (r=0.681, p<0.001). Lastly, there was also significant relationship between parents' understanding of responsible decision-making and their participation in building a positive schoolwide culture (r=0.641, p<0.001) and authentic relationships (r=0.665, p<0.001).

Lastly, parents' involvement in developing a positive schoolwide culture can be positively correlated (r=0.728, p<0.001) with their positive actions towards authentic relationship.

In the study of Yin (2024), results revealed a negative association between parental knowledge and challenges in emotion regulation, indicating that parents with greater understanding of child development tend to exhibit stronger emotion regulation skills. Likewise, this study showed that parents' understanding of SEL concepts positively relates to their ability to support their children's socio-emotional development. Parents who are knowledgeable about SEL are better equipped to recognize, interpret, and respond to their children's emotional cues, model appropriate social behaviors, and foster a nurturing home environment. Yin (2024) explained that well-informed parents are more capable of interpreting and responding to their children's needs and behaviors, which then minimize stress and lessen emotional difficulties.

Table 21. Correlation matrix for teachers' SEL integration and SEL involvement

	SA	SM	SAW	RS	RDM	SC	AR
SA	—						
SM	0.794*	—					
SAW	0.751*	0.802*	—				
RS	0.833*	0.739*	0.776*	—			
RDM	0.827*	0.824*	0.882*	0.821*	—		
SC	0.693*	0.736*	0.829*	0.735*	0.815*	—	
AR	0.586*	0.635*	0.709*	0.687*	0.715*	0.879*	—

Note: *self-awareness (SA), self-management (SM), social awareness (SAW), relationship skills (RA), responsible decision-making (RDM),* schoolwide *climate (SC), authentic relationship (AR)*
**significant at α=0.05*

Correlation analysis in **Table 31** showed significant positive relationship between teachers' understanding of SEL concept for self-awareness with self-management (r=0.794, p<0.001), social awareness (r=0.751, p<0.001), relationship skills (r=0.833, p<0.001) and responsible decision-making (r=0.827, p<0.001). Teachers' understanding of self-management can be positively correlated with social awareness (r=0.802, p<0.001), relationship skills (r=0.739, p<0.001) and responsible decision-making (r=0.824, p<0.001). Teachers' understanding of social awareness can be positively correlated with relationship skills (r=0.776, p<0.001) and responsible decision-making (r=0.882, p<0.001). There was also significant positive relationship between teachers' understanding of relationship skills and responsible decision-making (r=0.821, p<0.001).

Similarly, in SEL involvement, there was a positive relationship between self-awareness and teachers' involvement towards building a positive schoolwide culture (r=0.693, p<0.001) and authentic relationships (r=0.586, p<0.001). Positive relationship was also observed between teachers' understanding of SEL concept for self-management, positive schoolwide culture (r=0.736, p<0.001) and authentic relationships (r=0.635, p<0.001). Teachers' understanding of

social awareness can be positively linked to their positive actions towards building an emotionally conducive schoolwide culture (r=0.829, p<0.001) and authentic relationships (r=0.709, p<0.001). Their understanding of relationship skills can be positively linked to their actions towards building a positive schoolwide culture (r=0.735, p<0.001) and authentic relationships (r=0.687, p<0.001). Lastly, understanding of responsible decision-making can be positively correlated with positive actions for schoolwide culture (r=0.815, p<0.001) and authentic relationships (r=0.715, p<0.001).

Lastly, there was positive relationship (r=0.879, p<0.001) between teachers' actions towards building a positive schoolwide culture and authentic relationships.

In the study of Muhamad and Surat (2024) a strong link between administrators' level of knowledge and their dispositions toward SEL. Similarly, this study also observed this pattern among kindergarten teachers in Zamboanga City. Muhamad and Surat (2024) asserted that knowledge and understanding function as a critical basis for forming an individual's perspectives, intentions, and practices. Gaining access to new insights through different methods such as academic courses, professional training, lectures, media, and other educational experiences can broaden one's understanding, which in turn shapes attitudes and behaviors toward SEL (Pagnoccolo, 2025).

Conclusion

The goal of this study was to determine the extent of parents' and teachers' SEL integration and their level of SEL involvement in Zamboanga City, Philippines. This study analyzed potential factors that might affect their understanding of SEL and their positive actions towards it.

For parents, the findings revealed a very high level of understanding and integration of SEL across all five core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). They also had shown positive behaviors towards achieving a nurturing schoolwide culture and authentic relationship to support SEL.

For teachers, they showed a very high level of understanding and integration of SEL across all five core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). Teachers also showed positive behaviors towards building a safe schoolwide culture and encouraging authentic relationships to support SEL.

Significant differences were observed between how parents and teachers understood and supported SEL in early education. Parents demonstrated stronger understanding in areas such as social awareness, relationship skills, and responsible decision-making compared to teachers. This indicates that parents were more engaged in helping children recognize the feelings of others, build healthy interactions, and make ethical choices.

Furthermore, sex did not widely contribute to parents' and teachers' understanding and support of SEL, suggesting that gender differences have minimal bearing on how individuals integrate and involve themselves in social-emotional learning practices. However, education emerged as a potential factor that might influence their knowledge and actions toward SEL. This finding warrants further investigation, as it may highlight the role of academic background, professional preparation, and exposure to pedagogical frameworks in shaping one's approach to SEL.

Lastly, each component of SEL can be positively correlated with one another, as the development of one domain often reinforces the others. For instance, strengthening self-awareness may enhance self-management, while improved social awareness can build stronger relationship skills and more responsible decision-making. Similarly, the understanding of SEL is closely tied to the actions that parents and teachers take, as knowledge without application may limit its impact.

This interrelationship suggests that deepening both awareness and practice among stakeholders is critical for maximizing the holistic benefits of SEL in early childhood education.

References

Amoncio, R. A. B., Barañao, E. L., Bravante, P. R. B., Desierto, T. L. B., Doyola, F. D. V., Edward Fabella, P. D., ... & Ruiz, N. A. B. (2024). THE PARENTAL DISCIPLINARY PRACTICES AS PERCEIVED BY THE GRADE 7 STUDENTS. *Ignatian International Journal for Multidisciplinary Research*, *2*(5), 949-961.

Bandura, A. (1997) Self-efficacy: the exercise of control (New York, Freeman and Company).

Belmes, M. G. D., & Paglinawan, J. L. (2025). Striving beyond the classroom: Teachers' barriers to post-graduate education. *International Journal of All Research Writings, 7*(1), 321-331.

Brunsek, A., Perlman, M., McMullen, E., Falenchuk, O., Fletcher, B., Nocita, G., ... & Shah, P. S. (2020). A meta-analysis and systematic review of the associations between professional development of early childhood educators and children's outcomes. Early Childhood Research Quarterly, 53, 217-248.

CASEL. (2021). The CASEL guide to schoolwide SEL essentials: A printable compilation of key activities and tools for school teams (3rd ed.). Collaborative for Academic, Social, and Emotional Learning. https://schoolguide.casel.org/resource/the-casel-guide-to-schoolwide-sel-essentials/

Cha, H. J., & Kweon, S. H. (2024). Exploratory study of reciprocal parenting scale: based on social constructivist theory. Cogent Education, 11(1), 2351265.

Chen, Y., Wang, H., Jiang, Y., Zhang, H., & Chen, C. (2025). Social Emotional Learning Competencies and Their Interaction with Perceived Attachments to Parents and Peers on Chinese Adolescent Academic Burnout. *School Psychology Review*, 1-22.

Choquette, K. M., Pirraglia, C., Cheong, C., & Rinaldi, C. M. (2024). Pre-service teachers' relationship skills and beliefs about social-emotional learning. *Teaching and Teacher Education*, *144*, 104578.

Cipriano, C., Ha, C., Wood, M., Sehgal, K., & McCarthy, M. F. (2024). A systematic review and meta-analysis of the effects of universal school-based SEL programs in the United States: Considerations for marginalized students. Social and Emotional Learning: Research, Practice, and Policy, 3.

Cipriano, C., Strambler, M. J., Naples, L. H., Ha, C., Kirk, M., Wood, M., ... & Durlak, J. (2023). The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions. Child development, 94(5), 1181-1204.

Commodore, A. J. (2023). School-Family-Community Collaboration: Principals' Perceptions on Parent Utilization Through Involvement, Engagement, and Participation (Doctoral dissertation, Chicago State University).

Cosso, J., von Suchodoletz, A., & Yoshikawa, H. (2022). Effects of parental involvement programs on young children's academic and social–emotional outcomes: A meta-analysis. Journal of Family Psychology, 36(8), 1329.

Davis, C. (2024). *Social–Emotional Competence: An Essential Component for Building Self-help Skills in Elementary Students*. University of Massachusetts Global.

De Fruyt, F., & Scheirlinckx, J. (2024). Challenges and Opportunities for the Assessment of Social-Emotional Skills. ECNU Review of Education, 20965311251319355.

DeVries, R. (1997). Piaget's social theory. Educational Researcher, 26(2), 4-17.

Farmer, G. L., & Adams, D. (2021). Social-emotional competence among students with special needs: relationship between foundational and applied SEL skills. American Journal of Educational Research, 9(7), 410-416.

Greenberg, M. T. (2023). Evidence for social and emotional learning in schools. Learning Policy Institute.

Gupta, P. (2024). GENDER EQUALITY IN EDUCATION. *NEW TRENDS OF TEACHING, LEARNING AND TECHNOLOGY| VOLUME 1*, 353.

Gutierrez, C. A. (2024). Democratic Classroom Management Strategies and Techniques for Upper Elementary First-Year Teachers (Doctoral dissertation, California State Polytechnic University, Pomona).

Healey, L. S. (2023). The Role of Social Emotional Learning Programs on Intrinsic Motivation and Academic Achievement in High School Students: A Self-Determination Approach (Doctoral dissertation, University of Georgia).

Ibanga, I. J., Yusuf, M. A., & Umoru, M. L. (2024). Advancing Social-Emotional Learning in Elementary Education: Exploring Implementation, Inclusivity, and Long-Term Impact. International Journal of Learning Reformation in Elementary Education, 3(03), 176-187.

Ignacio, R. E. (2024). ENHANCING TEACHER SELF-EFFICACY IN SEL: INSIGHTS FROM A SCOPING REVIEW. Journal of Education and Culture (JEaC), 4(2), 182-197.

Isik, D., & Taskin, C. S. (2024). Beyond the Classroom: Understanding Primary School Students' Social-Emotional Skills through Parental Eyes. *Journal of Pedagogical Research*, *8*(3), 48-62.

Kayyali, M. (2025). Classroom Management: Techniques for Creating a Positive, Friendly Learning Environment. In Exploration of K-12 Teaching and Learning for Teacher Educators (pp. 53-78). IGI Global Scientific Publishing.

Keung, C., & Cheung, A. (2023). A family-school-community partnership supporting play-based learning: A social capital perspective. Teaching and Teacher Education, 135, 104314.

Kilborn, K., Newton Montgomery, J., Li, J., Shooshtari, S., Roy, R., Cheri, B., ... & Gaulke, T. (2024). Feasibility of evidence-based social and emotional learning in prairie Canadian schools. Canadian Journal of School Psychology, 39(2), 132-150.

Kim, E. K., Allen, J. P., & Jimerson, S. R. (2024). Supporting student social emotional learning and development. School Psychology Review, 53(3), 201-207.

Kim, E. K., Anthony, C. J., & Chafouleas, S. M. (2022). Social, emotional, and behavioral assessment within tiered decision-making frameworks: Advancing research through reflections on the past decade. School Psychology Review, 51(1), 1-5.

Klaniene, I., Šmitienė, G., & Skališienė, R. (2024). The concept of positive discipline for the well-being of children in the family: aspects of parental education. In *EDULEARN24 Proceedings* (pp. 3990-3998). IATED.

Lee, H. (2024). Multi-component social emotional learning approach: improving the well-being of children and their caregivers. University of Missouri.

Li, H., Liu, J., Zhang, D., & Liu, H. (2021). Examining the relationships between cognitive activation, self-efficacy, socioeconomic status, and achievement in mathematics: A multi-level analysis. *British Journal of Educational Psychology, 91*(1), 101–126. https://doi.org/10.1111/bjep.12351

Li, Q., Cao, Z., & Zhao, D. (2023). Home-based parental involvement and early adolescents' socio-emotional adjustment at middle school in China: A longitudinal exploration of mediating mechanisms. Journal of Child and Family Studies, 32(7), 2153–2163.

Linn, L. (2024). Self-Awareness and Well-Being in the Higher Education Classroom (Doctoral dissertation, University of Massachusetts Lowell).

Ma, A., Miller, A. A., Tucker, A., & Steele, L. (2023). Supporting Parent and Family Engagement to Enhance Students' Academic, Social, and Emotional Learning. Collaborative for Academic, Social, and Emotional Learning.

Maiya, S., Carlo, G., Gülseven, Z., & Crockett, L. (2020). Direct and indirect effects of parental involvement, deviant peer affiliation, and school connectedness on prosocial behaviors in US Latino/a youth. Journal of Social and Personal Relationships, 37(10-11), 2898-2917.

Martinez, M. E., & Gomez, V. (2024). The importance of social-emotional learning in schools. *Acta Pedagogia Asiana*, *3*(2), 101-112.

Maruf, M. (2023). Alternative Approach to Analysing Data Obtained with Likert Scale. Route Educ. Soc. Sci. J, 10, 96.

Medina, L. G. (2023). Social and Emotional Learning in Colombian Schools: Assessing Teachers' Knowledge and Practices (Master's thesis, University of Missouri-Columbia).

Moore, B., & Gregory, R. (2024). Decision making as a pedagogy for social emotional learning. *Social and Emotional Learning: Research, Practice, and Policy*, *3*, 100034.

Muhamad, R., & Surat, S. (2024). KNOWLEDGE, ATTITUDES, AND PRACTICES OF SOCIALEMOTIONAL LEARNING (SEL) AMONG SCHOOL ADMINISTRATORS. Special Education [SE], 2(1), e0030-e0030.

Oo, W. N. (2024). *Effects of Parents Socioeconomic Status on Educational Achievement of Students (Case Study: Dagon Myothit (South) Township Yangon Region)(Win Naing Oo, 2024)* (Doctoral dissertation, MERAL Portal).

Özkan, E. Ç. (2022). Scaffolding as Teachers' Guidance Role in the Context of Constructivist Learning Approach. Journal of Educational Issues, 8(1), 399-419.

Pagnoccolo, J. (2025). Exploring the role of social and emotional learning (SEL) in the apprentice experience. *International Journal of Training Research*, 1-20.

Parvin, A., & Md Sharif, K. (2025). Integrating Social-Emotional Learning (SEL) into Early Childhood Curriculum. American Journal of Pediatric Medicine and Health Sciences, 3(5), 37-49.

Person, S. M. (2024). Teachers' Perceptions Implementing Social and Emotional Learning and the Impact It Has On Students: A Phenomenological Qualitative Study. Liberty University.

Pickens, I. B. (2022). Integrating a culturally responsive lens into social, emotional, and behavioral assessment within tiered decision-making frameworks. School Psychology Review, 51(1), 55-58.

Qiu, H., Mardani, F., & Kunorubwe, T. (2024). Perceptions of discipline and punishment in families from diverse cultural backgrounds. *Journal of Psychosociological Research in Family and Culture (JPRFC)*, *2*(4), 13-20.

Rimm-Kaufman, S. E., Soland, J., & Kuhfeld, M. (2024). Social and emotional competency development from fourth to 12th grade: Relations to parental education and gender. *American Psychologist*.

Ross, M. (2025). *Helping families learn about social emotional learning* (Culminating Experience Project No. 615). Grand Valley State University. ScholarWorks. https://scholarworks.gvsu.edu/gradprojects/615

Rubab, U. E., Parveen, N., Jafari, S. M., & Yousuf, M. I. (2024). Social and Emotional Self-Awareness Skills among Students: A Case Study. Qlantic Journal of Social Sciences and Humanities, 5(1), 336-343.

Ryan, J. A. (2024). *Empowering Educators: Examining Social-Emotional Learning Professional Development in Advancing Knowledge and Skills* (Doctoral dissertation, Molloy University).

Salman, H. M., & Aleem, D. N. (2024). An easy way to understand the Research Tools, Scales and Parametric & Non-Parametric Tests. *Scales and Parametric & Non-Parametric Tests (October 14, 2024)*.

Smith, Q. (2024). *Teachers' Emotional Intelligence, Relationship Skills, and Attitude Toward SEL: A Qualitative Descriptive Study* (Doctoral dissertation, Grand Canyon University).

Stapor, K., & Stapor, K. (2020). Descriptive and inferential statistics. Introduction to probabilistic and statistical methods with examples in R, 63-131.

Tan, O. S., & Chua, J. J. E. (2024). Social-Emotional Learning (SEL) and Well-Being in Child Development. In Enhancing Holistic Well-Being of Children and Youth: Insights from Singapore for Research, Policy and Practice in Education (pp. 195-207). Singapore: Springer Nature Singapore.

Tinnes-Vigne, M., Houssemand, C., Guay, F., Poncelet, D., & Dierendonck, C. (2025). Understanding the Use of Social and Emotional Learning in Elementary Schools: A Theory of Planned Behaviour Perspective. European Journal of Investigation in Health, Psychology and Education, 15(4), 48.

Umar, N., Atan, N. A., & Majid, U. M. A. (2023). Learning activities based on social constructivism theory to promote social interaction and student's performance (EPSISM). In AIP Conference Proceedings (Vol. 2569, No. 1, p. 060004). AIP Publishing LLC.

Usgaonker, M. A. (2024). *Empathy Driven Social Emotional Learning (SEL): Unraveling the Role of the Teacher Through Nexus Analysis* (Doctoral dissertation, The University of Texas at San Antonio).

Van Pham, S. (2024). The Influence of Social and Emotional Learning on Academic Performance, Emotional Well-Being, and Implementation Strategies: A Literature Review. Saudi J. Humanities Soc Sci, 9(12), 381-391.

Walz, G., Zeilfelder, F., & Rießinger, T. (2023). Descriptive statistics. In Foundations of Mathematics: A Preparatory Course (pp. 347-365). Berlin, Heidelberg: Springer Berlin Heidelberg.

Yasir, S., & Mahmood, M. (2024). A Study to Explore the Awareness of Teacher Educators about Social and Emotional Learning Skills. Qlantic Journal of Social Sciences, 5(4), 339-349.

Yin, L. (2024). *The associations between parental knowledge, parental difficulties in emotional regulation, and children's social competence* (Master's thesis, University of Turku). University of Turku.

Zarra-Nezhad, M., Suhonen, K., & Sajaniemi, N. (2024). Keeping early social-emotional learning developmental: The development, implementation, and preliminary evaluation of a preventive intervention program for early childhood education and care. International Journal of Developmental Science, 17(4), 113-125.

Zieher, A. K., Bailey, C. S., Cipriano, C., McNaboe, T., Smith, K., & Strambler, M. J. (2024). Considering the "How" of SEL: A framework for the pedagogies of social and emotional learning. Social and Emotional Learning: Research, Practice, and Policy, 100030.

Zolkoski, S. M., Aguilera, S. E., West, E. M., Miller, G. J., Holm, J. M., Sass, S., & Stokes, E. L. (2021). Teacher perceptions of skills, knowledge, and resources needed to promote social and emotional learning in rural classrooms. The Rural Educator, 41(3), 1-11.