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## TEACHERS' SOCIO-EMOTIONAL LEARNING PRACTICES ON THE BEHAVIORAL DEVELOPMENT OF GRADE 2 LEARNERS

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### ABSTRACT

The study dealt with the teachers' socio-emotional learning practices and behavioral development of grade 2 learners in the selected elementary schools of selected municipalities in the Province of Cotabato for the school year 2023-2024. It specifically determined the level of teachers' socio-emotional learning practices and the level of behavioral development of grade 2 learners. Further, it determined the significant relationship between the teachers' socio-emotional learning practices and behavioral development of the learners; the influence of teachers' socio-emotional learning practices on the behavioral development of the learners. This research utilized a descriptive–correlation research design to analyze from the 304 respondents taken through stratified random sampling with the proportional allocation of samples. The instrument utilized is a self-made validated by experts. Results of the validity and reliability test using Cronbach's Alpha were .940 with 50 samples, which meant that the items in the instruments were highly reliable. Data gathering procedure using approved letters addressed to the Schools Division Superintendents, and the statistical tools utilized mean. To test the hypotheses, it employed Spearman rho and multiple linear regression. Teachers strongly agreed for curriculum integration, explicit instruction, emotion regulation technique, teacher training and support, and agreed for family involvement. Meanwhile, they were all highly practiced for social interactions, self-regulation, independence, and practiced for responsibility. Further, the teachers' socio-emotional learning practices were highly correlated with the behavioral development of the pupils. Teachers' socio-emotional learning practices were highly influenced on the behavioral development of the pupils.

**KEYWORDS:** Behavioral Development, Coping Practices, Intervention, Policy Formulation, Socio-Emotional Learning.

## 1. INTRODUCTION

Behavioral development of grade 2 learners is marked by an increasing trend of disruptive behavior, including difficulty in focusing, managing emotions, frequent outbursts, and limited social interaction skills. These behavioral challenges can hinder their ability to engage effectively in learning, impacting their academic performance and overall classroom experience (Weissberg, Durlak, Domitrovich & Gullotta, 2015).

Humphrey (2013) stated that socio-emotional learning (SEL) practices play a crucial role in the behavioral development of grade 2 learners. These practices teach essential life skills such as self-awareness, self-regulation, empathy, and effective communication. Sklad, Diekstra, De Ritter, Ben and Gravesteyn (2012) added that by fostering these skills early on, SEL programs help grade 2 learners better manage their emotions, develop positive relationships and exhibit improved behavior in the classroom. SEL practices encourage emotional intelligence and empathy, which can lead to reduced instances of disruptive behavior and improved social interactions among learners.

Numerous research studies have highlighted the positive impact of socio-emotional learning programs on learners' behavioral development. These studies provide valuable insights into the impact of SEL programs on various outcomes for learners. Durlak et al. (2011) found that SEL programs significantly improved social-emotional skills, attitudes, behavior, and academic performance. In addition, Jones et al. (2017) demonstrated that learners who participated in SEL programs exhibited reduced levels of aggression and improved social skills compared to their peers.

The research gap in understanding socio-emotional learning practices and their impact on the behavioral development of grade 2 learners is notable. While existing studies show promising short-term results, there is a lack of long-term research to assess whether these positive effects endure as learners progress through their education (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011). Moreover, Goodman, Joshi, and Nasim, (2015) said that there is a limited exploration of the variability among different SEL practices. Addressing these research gaps would provide a more comprehensive understanding of how to effectively support grade 2 learners in their behavioral development through socio-emotional learning.

It is in the context that the researcher is interested in conducting socio-emotional learning practices and focusing on behavioral development is crucial because it equips learners with

essential life skills that are vital for their personal growth and success in various aspects of life, ultimately paving the way for learners to thrive academically and emotionally. Thus, this study is deemed to be pursued.

### **1.1 Statement of the Problem**

This study aims to determine the level of teachers' socio-emotional learning practices on the behavioral development of grade 2 learners in the selected elementary schools of selected municipalities in the Province of Cotabato for the school year 2023-2024.

#### **Specifically, it sought to answer the following research questions**

1. What is the level of teachers' socio-emotional learning practices in terms of curriculum integration, explicit instruction, emotion regulation technique, teacher training and support, and family involvement?
2. What is the level of behavioral development of grade 2 learners in terms of social interactions, self-regulation, independence, and responsibility?
3. Is there a significant relationship between teachers' socio-emotional learning practices and behavioral development of the learners?
4. Do teachers' socio-emotional learning practices significantly influence the behavioral development of the learners?

### **1.2. Theoretical Framework**

This study is anchored on Bandura's (1977) Social Learning Theory. Based on Social Learning Theory, individuals learn by observing and imitating the behaviors of others, and this learning is influenced by the social environment. In the context of grade 2 learners, teachers serve as significant role models and social agents (Durlak, Weissberg, Dymnicki, Taylor and Schellinger, 2011). When teachers integrate SEL practices into their teaching, they model positive social and emotional behaviors for their learners. Grade 2 learners observe how their teachers recognize and manage emotions, engage in empathetic interactions, resolve conflicts, and communicate effectively (Duckworth, 2016).

As grade 2 learners witness these SEL practices in action, they are more likely to imitate and incorporate these behaviors into their repertoire. This observational learning process contributes to the development of pro-social behaviors and emotional regulation skills among learners. For example, when teachers model active listening during classroom discussions,

learners are more likely to practice active listening when interacting with their peers (Emmons, 2019).

Furthermore, McKown, Russo-Ponsaran, Allen, Johnson, and Russo (2016) added that Social Learning Theory emphasizes the importance of reinforcement and feedback in shaping behavior. When teachers provide positive reinforcement and feedback for learners' use of SEL skills and behaviors, it strengthens the likelihood that learners will continue to exhibit those behaviors in the future. This feedback loop is essential for the sustained development of positive behavioral patterns.

In summary, Social Learning Theory provides a theoretical framework for understanding how teachers' SEL practices influence the behavioral development of grade 2 learners. By modeling, reinforcing, and providing feedback on social and emotional skills, teachers contribute to the development of a positive classroom culture and support learners in acquiring important social and emotional competencies (Fehr, Sprecher, & Underwood, 2019).

## **2. Methods**

This chapter contains the discussion of the research design, locale of the study, research respondents, sampling procedure, research instrument, the data gathering procedures, data analysis, trustworthiness of the study, statistical analysis, and ethical consideration.

### **2.1 Research Design**

This study utilized descriptive survey of Calmorin and Calmorin (2005) to determine the level of teachers' socio-emotional learning practices and behavioral development of grade 2 learners.

Further, employed a correlational method to determine the relationship and influence of the teachers' socio-emotional learning practices on the behavioral development of grade 2 learners (Stallman, 2012).

### **2.2. Research Respondents**

The respondents of the study were the 304 grade 2 teachers from the 3 Congressional Districts in the Province of Cotabato taken through stratified random sampling technique with proportion and allocation. The teachers were chosen as respondents of the study based on the following criteria: Teachers held permanent positions with 3 years and above in the service

and handled advisory classes. They were grade 2 teachers from the 3 Congressional Districts of the Province of Cotabato.

**Table 1: Respondents from the Grade 2 teachers in three congressional districts, Province of Cotabato.**

<b>Congressional Districts</b>	<b>Population Size</b>	<b>Sample Size (Quanti)</b>
<b>Congressional District 1</b>		
Alamada Central District	21	5
Alamada West District	23	6
Alamada East District	20	5
Aleosan Central District	21	5
Aleosan North District	24	6
Aleosan South District	20	5
Libungan Central District	23	6
Libungan East District	19	5
Midsayap Central District	31	7
Midsayap East District	36	9
Midsayap South District	32	8
Midsayap North District	29	7
Pigcawayan Central District	23	6
Pigcawayan North District	22	5
Pigcawayan South District	23	6
Pikit Central District	20	5
Pikit East District	17	4
Pikit West District	22	5
<b>Congressional District 2</b>		
Antipas District	24	6
Arakan Central District	23	6
Arakan North District	17	4
Arakan West District	21	5
Magpet Central District	25	6
Magpet East District	21	5
Magpet West District	18	4
Makilala Central District	19	5
Makilala North District	16	4
Makilala East District	18	4
Makilala West District	20	5
Pres. Roxas Central District	23	6
Pres. Roxas North District	20	5
Pres. Roxas South District	17	4
<b>Congressional District 3</b>		
Banisilan Central District	22	5
Banisilan West District	19	5
Banisilan East District	15	4
Carmen Central District	30	7
Carmen South District	33	7
Carmen West District	29	7

Carmen Southwest District	33	7
Kabacan Central District	35	8
Kabacan East District	31	7
Kabacan North District	30	7
Kabacan South District	33	7
Matalam Central District	24	6
Matalam North District	22	5
Matalam South District	25	6
Mlang Central District	20	5
Mlang East District	24	6
Mlang West District	26	6
Mlang South District	23	6
Tulunan Central District	28	7
Tulunan East District	24	6
Tulunan South District	25	6
<b>Total</b>	<b>1259</b>	<b>304</b>

### 2.3. Research Procedure

The researchers used stratified random sampling technique. Stratified sampling by proportion is a technique used to ensure that different subgroups within a population are fairly represented in a study. In this method, the population is divided into distinct strata based on a specific characteristic, and samples are drawn from each stratum in proportion to their actual size in the population. This approach enhances the accuracy of results by reducing sampling bias and ensuring that smaller or larger groups are neither overrepresented nor underrepresented (Osher & Berg, 2017). In the context of the study, stratified sampling technique using Slovin's formula was applied for the purpose that only grade 2 teachers covered in the study in the selected municipalities of the 3<sup>rd</sup> congressional district in the province of Cotabato (Jones et al., 2021).

$$n = \frac{N}{1 + N e^2}$$

where:

n = Sample size

N = population size/total population of 3 districts

e = Desired margin of error at 5% at 95% level of confidence

1 = Constant

## 2.4. Research Instrument

The researcher used a self-made questionnaire on the teachers' socio-emotional learning practices and behavioral development based on readings and literatures. The questionnaire was subjected to a validity and reliability test using Cronbach's Alpha.

Part I of the questionnaire is the teachers' socio-emotional learning practices such as curriculum integration, explicit instruction, emotion regulation technique, teacher training and support, and family involvement. Each indicator includes five items. The following scales were used in the study:

Scale:

**Table 2a. Likert Scale on the Teachers' Socio-Emotional Learning Practices.**

<i>Level</i>	<i>Range</i>	<i>Descriptive Equivalent</i>	<i>Descriptive Interpretation</i>	<i>Percentage</i>
<i>5</i>	<i>4.21-5.00</i>	<i>Highly Practiced</i>	<i>The item described is always observed or the condition is very extensive.</i>	<i>91-100%</i>
<i>4</i>	<i>3.41-4.20</i>	<i>Practiced</i>	<i>The item described is always observed or the condition is moderately extensive.</i>	<i>81-90%</i>
<i>3</i>	<i>2.61-3.40</i>	<i>Moderately Practiced</i>	<i>The item described is sometimes observed or the condition is met.</i>	<i>71-80%</i>
<i>2</i>	<i>1.81-2.60</i>	<i>Slightly Practiced</i>	<i>The item described is rarely observed or the condition is limited.</i>	<i>61-70%</i>
<i>1</i>	<i>1.00-1.80</i>	<i>Very Rarely Practiced</i>	<i>The item described is seldom observed or the condition is very limited.</i>	<i>51-60%</i>

Part II consists of the behavioral development of grade 2 learners which includes the following indicators: social interactions, self-regulation, independence, and responsibility. Each indicator includes five items. The following scales were used in the study.

Scale:

**Table 2b. Likert Scale on Behavioral Development.**

<i>Level</i>	<i>Range</i>	<i>Descriptive Equivalent</i>	<i>Descriptive Interpretation</i>	<i>Percentage</i>
<i>5</i>	<i>4.21-5.00</i>	<i>Highly Developed</i>	<i>The item described is always observed or the condition is very extensive.</i>	<i>81% - 100%</i>
<i>4</i>	<i>3.41-4.20</i>	<i>Strongly Developed</i>	<i>The item described is always observed or the condition is moderately extensive.</i>	<i>61% - 80%</i>
<i>3</i>	<i>2.61-3.40</i>	<i>Moderately Developed</i>	<i>The item described is sometimes observed or the condition is met.</i>	<i>41% - 60%</i>
<i>2</i>	<i>1.81-2.60</i>	<i>Slightly Developed</i>	<i>The item described is rarely observed or the condition is limited.</i>	<i>21% - 40%</i>
<i>1</i>	<i>1.00-1.80</i>	<i>Less Developed</i>	<i>The item described is seldom observed or the condition is very limited.</i>	<i>1% - 20%</i>

## 2.5. Data Gathering Procedure

The researchers prepared a letter addressed to the office of the Schools Division Superintendent seeking permission to conduct the study in the selected elementary schools in the selected municipalities within the Province of Cotabato. The researchers also formulated a parallel letter addressed to the District Supervisors requesting to conduct the study in different schools. The authors used the granted permission to coordinate with the principals to facilitate the conduct of survey. They immediately proceeded in administering the survey questionnaire. The researcher gave enough time for the respondents to think about and analyze every item in the questionnaire. After gathering the needed data, the authors tallied and tabulated the same for statistical analysis and interpretation with the help of the statistician.

## 2.6. Data Analysis

### Data and Statistical Analysis

Considering the descriptive nature of this study, a **quantitative approach** was employed to analyze numerical data (Patton, 2014). The collected data were tallied using a coding sheet and statistically processed and interpreted with the assistance of a statistician. The following statistical tools were utilized

**Mean and Weighted Mean** (Garambas, 2011) were used to describe the level of teachers' socio-emotional learning practices and their impact on learners' behavioral development.

**Spearman Rho Correlation** (Garambas, 2011) was employed to determine the significant relationship between teachers' socio-emotional learning practices and the behavioral development of Grade 2 learners.

**Multiple Linear Regression Analysis** (Garambas, 2011) was conducted to assess the extent to which the independent variables (teachers' socio-emotional learning practices) influenced the dependent variables (learners' behavioral development).

### 3. RESULTS

It was found out in the study that on the level of teachers' socio-emotional learning practices, these were all **strongly practiced** for curriculum integration, explicit instruction, emotion regulation technique, teacher training and support, and **practiced** for family involvement.

Meanwhile, on the level of behavioral development of grade 2 learners, these were all **highly developed** for social interactions, self-regulation, independence, and **developed** for responsibility.

Further, the teachers' socio-emotional learning practices were **highly correlated** with the behavioral development of the pupils. It meant that the higher the teachers' socio-emotional learning practices, the higher the level of behavioral development of the pupils will be.

In the same manner, the teachers' socio-emotional learning practices were **highly influenced** by the behavioral development of the pupils. It meant that curriculum integration, explicit instruction, emotion regulation technique, teacher training and support, and family involvement were the best predictors of social interaction. While emotion regulation technique was the best predictor on self-regulation. On the one hand, teacher training and support was the predictor on independence. and on the other hand, responsibility was highly influenced by family involvement.

### 4. Recommendation

Based on the conclusions of the study, the researcher offered the following recommendations of the study.

1. **School Administrators.** They are encouraged to support teachers in integrating socio-emotional learning (SEL) practices into their classrooms to enhance their behavioral development of them. This can be achieved by providing ongoing professional development opportunities focused on SEL strategies and techniques. Additionally, they

are encouraged by a collaborative approach between teachers and families, emphasizing the importance of family involvement in supporting students' social and emotional growth.

2. **Teachers.** They are encouraged to consistently conduct workshops and seminars on SEL to parents so that they understand the importance of SEL and how to support their children at home.
3. **Learners.** They are encouraged to get involved in classroom management and decision-making so that they can enhance their responsibility being learners.
4. **Future Researchers.** They are encouraged to conduct similar study in other congressional districts of Cotabato including other variables and indicators to validate the results of the present study.

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