

Social Emotional Learning and Learner Engagement in Rural Elementary Schools

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Abstract. This study examined the relationship between social-emotional learning and learner engagement among elementary learners in three rural schools in Banaybanay, Davao Oriental. A quantitative research design was used, involving 89 learners selected through stratified sampling. Data were collected using a survey questionnaire that measured the domains of social-emotional learning, including self-awareness, self-management, social awareness, and self-efficacy, alongside behavioral, emotional, and cognitive engagement to assess learner engagement. Findings revealed high levels of social-emotional learning, particularly in self-awareness and self-efficacy. Learners demonstrated a strong understanding of emotions, empathy, and confidence in their academic abilities. Learner engagement was also high, characterized by consistent participation, motivation, and the effective use of cognitive strategies during learning activities. A significant relationship was found between social-emotional learning and learner engagement. Among the domains, self-efficacy had the most significant influence, suggesting that confident learners are more engaged and persistent in academic tasks. Based on these findings, it is recommended that schools and educators integrate social-emotional learning strategies into classroom activities. Strengthening learners' self-efficacy and emotional skills can foster deeper engagement, improve academic outcomes, and support holistic development.

KEY WORDS

1. Social-emotional learning 2. learner engagement 3. rural elementary schools

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1. Introduction

The increasing complexity and interconnectivity of the world necessitate adequate competence. It enables the transformative process of being a well-rounded individual, contributing to the betterment of society. Consequently, affective elements, such as social and emotional aspects, are integrated into the future for young learners. Nonetheless, learners in rural schools face specific challenges. The lack of educational resources, mental health support, and frequent natural disasters are some of the problems

that can hamper a learner's growth and learning. These may reduce their motivation and engagement at school, ultimately affecting their overall development as capable and emotionally aware individuals. Many learners are currently engaged in various academic and extracurricular activities. In Hungary, a study underscored that learners experienced pressure from school activities, personal commitment, and responsibilities at home. With improper management, this can lead to increased pressure, potentially

resulting in burnout. As a result, learners often experience stress and anxiety. Thus, it causes learners to withdraw from meaningful activities with peers and learning, diminishing learning engagement (Jagodics Szabó, 2023). Across various literature, learner engagement is a significant threshold for an enhanced learning experience in educational settings. However, a study in Pakistan by Qureshi et al. (2023) revealed that internal and external factors may reduce learner engagement. In the internal environment, factors may include low motivation, negative emotional efficacy, and mental health issues. Externally, factors such as ineffective teaching strategies, over-demanding or inapplicable curriculum, and fewer opportunities for activities involving interaction may degrade learner engagement. Furthermore, the use of electronic devices, such as social media, and a lack of or weak social-emotional support also increase disengagement. Learners with low engagement may feel distant from their classmates and teachers, which can lead to estrangement within the class. Similarly, a Singaporean study by Wong and Liem (2022) highlights that social and emotional factors have a direct impact on learner engagement. The study's results revealed that learners' perceptions, emotional status, and interactions with other learners and teachers determine the extent of their engagement in school activities. The activity will be high when learners report high levels of emotional support and low levels of social entropy. At the same time, if there are high levels of stress or loneliness, and such negative emotional indicators are present, then the activity will be low. In the Philippine context, learner engagement is associated with improved academic achievement. A study conducted in Camarines Sur revealed that when learners are less engaged, it results in lower academic achievement, poorer attendance, and higher dropout rates. Bored learners exhibit less motivation and contribute less to class activities. Such disengagement can exacerbate the

achievement gap, primarily because disadvantaged learners lack access to support structures that enable them to reengage in class (Delfino, 2019). Meanwhile, a study conducted by Tabalanza et al. (2022) in Manila compares the effects of socio-emotional learning (SEL) on learner outcomes before and after the COVID-19 pandemic. Learning challenges were evident in both phases of the pandemic. The shifting learning modalities, including face-to-face, online learning, blended learning, and flexible learning, cause disruptions in the learners' learning process. Nonetheless, based on the results, SEL is found to be beneficial in both phases across the learning domains, particularly in cognitive development. SEL fostered resilience among learners, enabling them to adapt and meet their learning needs. Moreover, it suggests the positive impact of SEL during a crisis, underscoring the importance of its continued implementation. On the other hand, SEL and learner engagement in urban schools and universities have been studied comprehensively. Nonetheless, there is a lack of empirical evidence in the rural school context regarding the role of SEL in increasing engagement levels among learners. For instance, Bustillo and Aguilos (2022) in Surigao del Sur found that inadequate learning involvement, particularly in online and remote learning environments, could limit the learning advancement of the learners in rural schools. Their study reveals that the most disengaged learners face difficulties in self-regulating or managing their time, which negatively affects their academic performance and participation. However, this disengagement would be exacerbated by poor internet connectivity, limited access to learning resources, and a lack of face-to-face interaction. Thus, this makes it even more challenging for learners to focus on learning. In the local context of rural schools in Banaybanay, Davao Oriental, a regression of learning engagement among secondary learners was observed. It was noted that learners

experienced a lack of interest, relevance, and motivation to engage in classroom discussions. Furthermore, learners feel anxious and stressed when participating in school tasks and activities. These led to lowered academic achievement and learning retention rates. Research studies have connected SEL and learner engagement in urban areas and universities. Nonetheless, little is known about whether SEL's impact on engagement may differ based on the specific context in which learners attend school, mainly when those schools are under-resourced. They may lack adequate support for learners' social-emotional needs. Meeting this need is necessary for making SEL approaches applicable in enhancing learner engagement in rural schools, where such interventions can improve learners' academic and emotional well-being. Hence, this study aims to substantiate the understanding of the relationship between Social Emotional Learning and Learner Engagement in Rural Elementary Schools of Banaybanay, Davao Oriental. Understanding these facets will enable teachers and institutions to determine how SEL interventions and engagement strategies can be aligned with the context of the Philippine educational system to facilitate better learner outcomes

1.1. Review of Significant Literature—

1.1.1. Social Emotional Learning (SEL)—Social Emotional Learning (SEL) equips learners to manage emotions, set goals, empathize with others, build relationships, and make responsible decisions. Studies confirm that SEL improves academic performance, emotional well-being, and behavior (Aygün Şahin Taşkın, 2022; Lawson et al., 2019). Effective SEL implementation requires developmental appropriateness, community collaboration, and culturally responsive practices (Mahoney et al., 2021; Blewitt et al., 2021; Kaspar Massey, 2023).

1.1.2. Core SEL Dimensions:—Self-Awareness: Enables learners to understand emotions, values, and goals. It supports resilience, perseverance, and reflection during

setbacks (Gimbert et al., 2023; Kreibich et al., 2020; London et al., 2023). Self-Management: Involves regulating emotions and behavior, including preparedness, time management, task completion, and respectful conduct (West et al., 2020; Steel et al., 2022; Niu Niemi, 2020). Social Awareness: Encourages empathy, active listening, appreciation of diversity, and positive interactions (Borowski, 2019; Lane Smith, 2021; American Occupational Therapy Association, 2020). Self-Efficacy: Refers to belief in one's ability to succeed, impacting motivation, persistence, and academic engagement (Alfano, 2021; Puozzo Audrin, 2021; Schunk DiBenedetto, 2021). Together, these competencies create a foundation for learners' emotional intelligence and adaptive learning behaviors (Panayiotou et al., 2019).

1.1.3. Learner Engagement—Learner engagement is vital for academic success and reflects motivation, interest, and participation. It encompasses behavioral, emotional, and cognitive dimensions (Aubrey et al., 2022; Havik Westergård, 2020). Key drivers include effective teaching, positive social dynamics, and balanced technology use (Haleem et al., 2022; Sari, 2020). Types of Engagement: Behavioral Engagement: Includes participation, goal setting, time management, and academic effort. Learners who manage their schedules and participate in relevant activities show stronger academic outcomes (Dewaele Li, 2021; Li et al., 2022; Anjum, 2021). Emotional Engagement: Involves feelings of interest, pride, and enjoyment in learning, as well as optimism for academic success. Positive emotional experiences increase motivation and reduce disengagement (Hong et al., 2020; Carmona-Halty et al., 2021; Luan et al., 2023). Cognitive Engagement: Reflects deep learning strategies such as metacognition, self-regulation, and linking prior knowledge to new concepts. These strategies enhance comprehension and retention (Zhang, 2022; Rivas et al., 2022; Hartikainen et al., 2019). Link

Between SEL and Learner Engagement Research reveals a strong correlation between SEL and learner engagement. SEL enhances behavioral participation, emotional resilience, and cognitive involvement. Learners in SEL programs perform better academically and show improved classroom behavior and interpersonal skills (Thomas Allen, 2021; Ahmed, 2020). SEL directly supports the three dimensions of engagement: Behavioral: Through discipline and goal-setting. Emotional: By building optimism and reducing anxiety. Cognitive: Via improved self-efficacy and metacognition. SEL also reduces disruptive behavior and fosters stronger relationships between learners and educators, leading to inclusive and engaging learning environments (Reeve Shin, 2020; Green et al., 2021).

1.1.4. Global and National Perspectives:— Cross-cultural research confirms SEL's positive impact across diverse contexts (Santos, 2023). In the Philippines, SEL contributes to academic achievement and social development, especially in underserved communities (Sunio Limpot, 2024).

*1.2. Synthesis—*A vast array of literature posits that Social-emotional learning (SEL) is closely associated with increased learner engagement, as it equips learners with the emotional skills necessary to handle academic and social challenges. SEL programs guide learners in managing their emotions, setting positive goals, and building healthy relationships, which leads to greater participation and motivation in the classroom. When learners feel emotionally supported and connected to their peers and teachers, they are more likely to engage in learning activities and persevere through difficulties. Moreover, SEL creates a sense of belonging and safety in the classroom, which is essential for ongoing engagement. Learners with social-emotional skills typically demonstrate improved focus, self-discipline, and cooperation, making them more open to learning. Engaged learn-

ers not only show interest in classroom activities but also take the initiative to seek help and collaborate with their peers. Teachers who incorporate SEL practices often observe higher levels of learner involvement, fewer behavioral problems, and enhanced academic performance. Nonetheless, the success of SEL in boosting learner engagement can be influenced by factors such as socio-economic background, school culture, and the consistency of program implementation. While numerous studies emphasize the positive effects of SEL, some indicate that not all learners benefit equally, highlighting the need for culturally responsive approaches to SEL. By customizing SEL programs to meet the unique emotional and social needs of diverse learner groups, schools can enhance the potential for fostering learner engagement across all demographics.

1.3. Theoretical/Conceptual Framework— This study is anchored in the constructivist theory proposed by Vygotsky (1978, as cited in Nurfaidah, 2018). It is an educational theory that emphasizes the active role of learners in constructing their understanding and knowledge through experiences and interactions with their environment. The theory posits that learning is not a passive absorption of information, but rather a dynamic process in which individuals create meaning through exploration, problem-solving, and collaboration. Thus, it highlights the significance of social interaction and cultural context, as learners engage with their peers and educators to shape their cognitive development and gain deeper insights into the subject matter. In the context of social-emotional learning (SEL) and learner engagement, constructivism provides a framework for understanding how learners actively construct their emotional and social competencies through collaborative experiences. By engaging in group activities and discussions, learners can share their perspectives and learn from one another, fostering a sense of belonging and community. This collabora-

tive environment not only enhances their emotional intelligence but also encourages learners to take ownership of their learning, ultimately leading to higher levels of engagement and motivation. The study draws on the Social Learning Theory, developed by Bandura (1977), as cited in Schunk DiBenedetto (2021), which posits that individuals learn new behaviors and skills through observation, imitation, and modeling. According to this theory, learners are influenced by their environment and the behaviors they witness in others, including peers and authority figures. This theory highlights the interplay between individual agency and the social environment in the learning process. About SEL and learner engagement, Social Learning Theory underscores the significance of modeling positive social and emotional behaviors by educators and peers. When teachers demonstrate self-awareness, self-management, social awareness, and self-efficacy, learners are likely to observe and emulate these behaviors, enhancing their own social competencies. Moreover, engaging in cooperative learning activities enables learners to learn from one another, creating a supportive environment where they can practice and refine their emotional and social skills. This collaborative approach not only enhances learner engagement but also fosters a favorable school climate that promotes emotional well-being. Moreover, the study gleans on the En-

gagement Theory of Kearsley and Shneiderman (1999) cited in Hew et al., (2018), which focuses on the relationship between learners' emotional investment and their learning outcomes, and posits that learners are more likely to be engaged when they find relevance and meaning in their learning experiences. This theory emphasizes the role of intrinsic motivation and active participation in the learning process. It suggests that when learners feel connected to the content and their peers, they are more likely to be motivated and engaged in their studies. Thus, it highlights the importance of collaborative learning environments, where learners work together to solve problems and achieve common goals. Contextually, Engagement Theory emphasizes the importance of fostering connections among learners, educators, and the curriculum. By creating meaningful learning experiences that resonate with learners' interests and emotions, educators can enhance their engagement and motivation. Collaborative projects, discussions, and social interactions allow learners to practice their social-emotional skills while actively participating in their learning. This synergy between SEL and engagement ultimately cultivates a supportive educational environment that enhances learners' emotional well-being and academic success. Figure 1 presents the conceptual framework of the study, illustrating the inclusive variables and indicators considered

1.4. Statement of the Problem—The primary objective of this study is to examine the role of social-emotional learning in learner en-

gagement in rural elementary schools. Specifically, this study aims to achieve the following objectives:

- (1) What is the extent of Social Emotional Learning in terms of:
 - (1) Self-Awareness;
 - (2) Self-Management
 - (3) Social Awareness; and
 - (4) Self-Efficacy?
- (2) What is the extent of Learner Engagement in terms of:
 - (1) Behavioral Engagement;
 - (2) Emotional Engagement; and

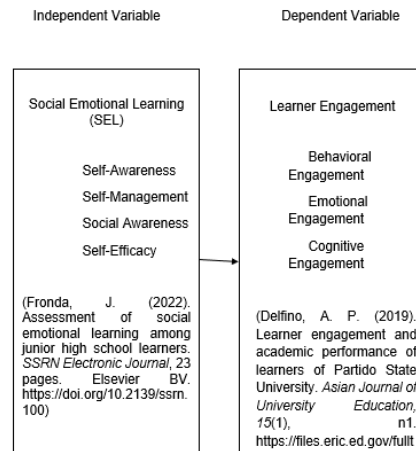


Fig. 1. Conceptual Framework of the Study

(3) Cognitive Engagement?

- (3) Is there a significant relationship between social-emotional learning and learner engagement?
- (4) Which domain of social-emotional learning significantly influences learner engagement?

1.5. Hypothesis—The following null hypotheses were tested at a 0.05 level of significance state in the next page: H01: There is no significant relationship between social-emotional learning and learner engagement in rural elementary schools of Banaybanay, Davao Oriental.

H02: There is no domain of social-emotional learning that significantly influences learner engagement in rural elementary schools of Banaybanay, Davao Oriental.

This study on social-emotional learning (SEL) and learner engagement has important implications for various stakeholders in the education system, including the learners, teachers, school administrators, and the Department of Education. Learners The learners were the primary beneficiaries of this research, as it sought to enhance their emotional intelligence and involvement in the learning process. By developing SEL skills, learners can navigate social interactions more effectively, manage their emotions, and build resilience, leading to a more rewarding and productive educational experience. Teachers The teachers were another cru-

cial group that may benefit from this study, as it offers practical strategies for integrating SEL into their teaching methods. Educators who are skilled in SEL can improve classroom dynamics, strengthen teacher-learner relationships, and foster an inclusive environment, all of which contribute to heightened learner engagement, motivation, and academic success. School Administrators The school administrators may also gain valuable insights, enabling them to implement effective strategies that foster a favorable school climate supportive of SEL. By understanding the connection between SEL and learner engagement, school administrators can create policies and practices that prioritize emotional wellness, ultimately enhancing learner performance and retention rates. Department of Education The findings can guide policy decisions and curriculum development at the national level, encouraging the integration of SEL programs into educational frameworks. This alignment with global educational trends underscores the importance of developing learners' social and emotional skills to enhance their overall well-being and academic achievement.

Overall, this study enhances our understanding in creating a more engaged and successful learning of the vital role social-emotional learning plays in.

2. Methodology

This chapter will outline the processes and steps involved in conducting the study. This will encompass selecting the study's design, identifying the respondents and the sampling method, choosing the research instruments for data collection, and delineating the data analysis process. The researcher employed artificial intelligence methods to proofread this work meticulously during its preparation. Artificial Intelligence (AI) enhanced the manuscript's quality, coherence, and precision. This methodology is being openly communicated to adhere to ethical norms in research. Leveraging AI for proofreading underscores a commitment to the responsible use of cutting-edge technologies and acknowledges AI's growing role and potential in professional and academic writing.

2.1. Research Design—This study used a descriptive quantitative research design to examine how social-emotional learning influences learner engagement in rural elementary schools. This approach was appropriate for describing the current state of the issue and investigating its underlying factors. By gathering quantitative data, the researcher can analyze the variability in the relevant variables and understand the relationships between them. The researcher carefully crafted the survey questionnaire to collect the necessary data and meet research goals. Moreover, using a structured questionnaire enabled consistent and comparable data from a large group of participants, allowing generalized findings to the target population. Additionally, the quantitative method aligns with the strategic management literature, which highlights the significance of organizational capabilities. The study added to this field of knowledge by examining how social-emotional learning can be utilized to enhance learner engagement in rural elementary schools.

2.2. Research Respondents—This study focuses on social-emotional learning and learner engagement in rural elementary schools of Banaybanay, Davao Oriental, namely: Banaybanay Central Elementary School, Caganganan Elementary School, and Mahayag Elementary

School. Using Slovin's formula, the study's population is 89 out of 114 grade 6 learners. The learners were selected through stratified random sampling, a method chosen due to the heterogeneity in the population, which can be classified based on shared attributes or characteristics such as school and class section. This approach allowed us to ensure that the sample was representative of the population and minimized bias in the selection process (Iliyasu Etikan, 2021). To ensure that the selected participants could provide meaningful insights related to the research questions, specific inclusion criteria were applied. Only learners who are currently in Grade 6, and enrolled in Banaybanay Central Elementary School, Caganganan Elementary School, and Mahayag Elementary School, were included in the study. Thus, the respondents must not be subjected to drop-out and expulsion. This approach aimed to ensure that the respondents had relevant experiences and perspectives regarding social-emotional learning and its impact on their engagement in school. Overall, the selection of respondents was designed to ensure that the sample accurately represented the population, thereby enhancing the reliability and validity of the collected data. This research contributes to the existing body of knowledge by examining how social-emotional learning can

be utilized to enhance learner engagement in rural elementary schools, highlighting the significance of organizational capabilities (Makwana et al., 2023).

2.3. Research Instrument—The research tool used in this study is a survey questionnaire designed to assess the influence of social-emotional learning on learner engagement. This study utilized research-adopted questionnaires developed following a thorough review of existing literature, including studies by Froda (2022) on social-emotional learning and Delfino (2018) on learner engagement. It includes multiple-

choice questions designed to gather learners' insights, opinions, and strategies regarding social-emotional learning, promoting learner engagement. The questionnaire offers five response options, each with descriptive anchors, allowing learners to express their level of agreement or the frequency of their practices. Furthermore, the instrument underwent pilot testing to confirm its reliability and validity, with a high Cronbach's alpha coefficient indicating strong internal consistency among its items. The responses regarding social-emotional learning are found in the next page

Range of Means	Descriptive Equivalent	Interpretation
4.20 – 5.0	Very Extensive	The learners' social-emotional learning is always manifested
3.40 – 4.19	Extensive	The learners' social-emotional learning is frequently manifested
3.00 – 3.39	Moderately Extensive	The learners' social-emotional learning is sometimes manifested
1.80 – 2.59	Less Extensive	The learners' social-emotional learning is seldom manifested
1.00 – 1.79	Not Extensive	The learners' social-emotional learning is never manifested

Meanwhile, the responses for learner engagement were be categorized in these re-

sponses based on their mean.

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1.00 – 1.79	Not Extensive	Learner engagement is never manifested

2.4. Data Gathering Procedures—In gathering data for this study, the researcher followed a systematic procedure. The following steps were taken to conduct the study. Permission to Conduct the Study The researcher wrote a letter addressed to the Dean of the College of Teacher Education and Technology. Then, the researcher

sent letters to three experts to validate the questionnaires that were used in the study. After validating the questionnaire, the researcher conducted a pre-test for non-respondent learners and asked a statistician to check the reliability and validity of the questionnaire. The researcher also contacted the identified schools in

Banaybanay District, Davao Oriental, including Banaybanay Central Elementary School, Caganganan Elementary School, and Mahayag Elementary School, to explain the purpose and significance of the study and to obtain their consent to participate. To maintain confidentiality, the researcher sent the principals a copy of the survey and consent form. Additionally, the researcher explained the voluntary nature of the study and assured the respondents that their participation was completely anonymous. These were done in January 2025. Distribution and Retrieval of the Questionnaire Once all necessary permissions were obtained, the researcher distributed the questionnaires to the respondents. This was completed in February 2025. For convenience, the survey was conducted at the participating schools —Banaybanay Central Elementary School, Caganganan Elementary School, and Mahayag Elementary School —during the learners’ free time. Before distributing the questionnaires, the researcher briefed the respondents on the importance of the survey and its potential benefits. The questionnaires were distributed in accordance with strict health and ethical protocols. The respondents were given ample time to complete the questionnaires. Once the respondents had completed their questionnaires, they were collected. The researcher then sent gratitude to respondents and handed them a token of appreciation. Additionally, the respondents were given the authority to leave the survey area as soon as they had completed answering the questionnaire. Then, the collected data was kept securely and analyzed using quantitative methods. Collation and Statistical Treatment of Data Upon retrieving the completed questionnaires, the researcher tallied each respondent’s scores and organized the data according to indicators of social-emotional learning and learner engagement. Subsequently, the researcher sent the data collected to a reliable statistician. Each score was subjected to descriptive and inferential statistical analyses

using SPSS software. It enabled the researcher to identify trends, patterns, and relationships between variables, ultimately helping to answer the research questions and achieve the study’s objectives.

2.5. Ethical Consideration—The researcher promptly observed the protocols deemed necessary as the standard guidelines in carrying out the research study protocol assessment criteria, particularly in managing the population and data. The survey questionnaires, along with supporting authors, were submitted for further evaluation. After the approval from the Ethics Committee, the researcher proceeded to the next phase of the study. The researcher obtained the learners’ and their parents/guardians’ permission through written informed consent and assent. They were adequately informed about the purpose of the study, and ample explanations were provided to help them better understand the reason for their participation and decide whether to participate. It was made clear that respondents’ involvement in the study was voluntary. If they refused to participate, the researcher did not force them to do so. Additionally, the researcher took care to ensure the respondents’ psychological well-being. Written permission was obtained from the respondents. The researcher informed the respondents that the study aimed to research the role of educational management in enhancing teacher professionalism. Privacy and Confidentiality This study observed the Data Privacy Act of 2012. To protect the participants’ identities, the researcher ensured that the data could not be traced back to the participants, who were the natural source of information. Moreover, the researcher ensured that no personal data was shared without the respondents’ consent. Thus, access was limited to the researcher alone to ensure that no personal data was exposed. To protect the privacy of the respondents, it was ensured that the researcher was the only person with access to the survey information. After

the necessary data was collected, the researcher permanently deleted all the survey results to ensure that data could not be traced back to the respondents, who were the natural source of information. Risk, Benefits, and Safety In administering the survey questionnaires, the researcher fully disclosed to the respondents the nature of their participation. The purpose and benefits of the study, as well as the confidentiality of their responses, were explained thoroughly and adequately in the survey questionnaire. The respondents were able to ask questions related to the study without restrictions. Further, the researcher ensured that the respondents were not subjected to harm in any way whatsoever. Moreover, the questionnaire and interview guide used in this study do not contain any derogatory or unacceptable statements offensive to the study's respondents. Likewise, this study was designed purely to collect academic information related to the study, and they were not asked for personal information. To minimize inconvenience, the researcher ensured that respondents were given ample time to complete the online survey questionnaire. The respondents were given the freedom not to answer questions that caused them psychological or emotional distress, and they were free to withdraw as respondents from the study if they felt they could not discuss the information being asked of them. The researcher valued their participation and prioritized their welfare above all else during the study.

2.6. Data Analysis—The statistical tools used in this study were the mean, Pearson's r , and multiple regression to analyze the data collected. Moreover, the researchers applied a 0.05 level of significance in testing the study's objec-

tives. Pearson's r was used to determine the relationship between social-emotional learning and learner engagement. At the same time, multiple regression analysis identified which SEL components significantly predict the level of learner engagement among rural elementary students. Mean This is used to answer problems 1 and 2, determining the level of social-emotional learning and learner engagement in rural elementary schools of Banaybanay, Davao Oriental. It measured the average responses of learners on the different components of SEL and aspects of engagement, serving as the basis for interpreting their overall level based on the study's rating scale. Pearson r This is utilized to answer problem three and verify if there is a significant relationship between social-emotional learning and learner engagement in rural elementary schools of Banaybanay, Davao Oriental. This statistical tool determined the strength, direction, and significance of the relationship between the two variables, enabling the researchers to assess whether higher levels of social-emotional learning are associated with greater learner engagement. Multiple Regression This was used to determine the extent to which the independent variable, social-emotional learning, predicts the level of learner engagement among rural elementary pupils. This statistical tool also helped identify which specific SEL indicators have a significant influence on learner engagement. Moreover, it was used to answer problem number 4, which focused on comparing the contribution and significance of each SEL component towards predicting learner engagement in rural elementary schools of Banaybanay, Davao Oriental.

3. Results and Discussion

This chapter presents the results generated from the data gathered. It encompasses the extent of social-emotional learning and its indicators, the extent of learning engagement and its indicators, the significant relationship between social-emotional learning and learning engagement, and the

domain of social-emotional learning that has a significant influence on learner engagement.

3.1. The Extent of Social-Emotional Learning among Learners—The extent of social-emotional learning was measured using a survey questionnaire covering self-awareness, self-management, social awareness, self-efficacy. Responses were analyzed and presented in tables with corresponding mean scores and descriptive equivalents of self-awareness. Results revealed that self-awareness obtained a mean score of 4.14, with an extensive descriptive equivalent. It highlights that the extent of social-emotional learning, particularly in terms of self-awareness, is frequently observed among learners in rural elementary schools in Banaybanay, Davao Oriental.

3.1.1. Self-awareness—Table 1 presents the extent of social-emotional learning in terms

Table 1. Self-Awareness

Statement	Mean	Descriptive Equivalent
I stay focused on the same goal for several months at a time.	3.99	Extensive
If I fail to reach an important goal, I likely try again.	4.07	Extensive
When I am working on a project that matters a lot to me, I stay focused when there are lots of distractions.	4.21	Very Extensive
If I have a problem while working towards an important goal, I still keep working.	4.20	Very Extensive
I maintain a positive attitude even when facing challenges.	4.23	Very Extensive
Overall Mean	4.14	Extensive

Additionally, this finding suggests that learners regularly demonstrate an essential component of emotional intelligence that influences their ability to understand and manage their emotions. The high score reflects the effectiveness of the social-emotional learning initiatives implemented in these schools, which foster an environment conducive to developing essential personal and social skills among learners. Such development is crucial, as self-awareness can enhance academic performance, foster better interpersonal relationships, and promote overall emotional well-being. Based on the results, the highest mean score is observed in statement no. 5- "I maintain a positive attitude even when facing challenges." With a mean score of 4.31, this denotes a very extensive level of agreement. It further implies that the learners always manifested self-awareness by keeping a positive outlook when overcoming problems in their learning process. Moreover, the amplified mean score highlights the essential role of attitude in cultivating self-awareness, which is integral for personal growth and academic resilience. On the contrary, the statement with the lowest mean score of 3.99 is item no. 1- "I stay focused on the same goal for several months at a time." with an extensive level of agreement. This indicates that learners frequently demonstrated self-awareness that promotes goal-setting and perseverance. However, the relatively lower score suggests that while learners maintain focus on their goals, they may consistently experience challenges in sustaining this focus over extended periods. It implies the need for strategies to enhance long-term goal commitment and resilience in the face of obstacles. The results of this study confirm the

vital role of self-awareness in shaping learners' ability to manage their emotions, focus on goals, and maintain resilience in the face of academic challenges. Gimbert et al. (2023) emphasize that self-awareness is a foundational element of Social-Emotional Learning because it enables individuals to recognize their feelings, strengths, limitations, and aspirations. Their study found that when learners are deeply attuned to their internal states, they are more capable of sustaining their commitment to long-term goals, even in the face of distractions or setbacks. This capacity to remain focused despite external pressures supports the idea that self-awareness strengthens learners' persistence and fosters a more determined approach to academic and personal growth. Building on this perspective, Kreibich et al. (2020) highlight the strong relationship between self-awareness and resilience. Their research revealed that highly self-aware individuals are better equipped to persist in striving toward their objectives, even after experiencing setbacks or failures. Rather than giving up, these individuals are more likely to reassess their strategies, learn from their experiences, and make the necessary adjustments to move forward. This mindset embodies a powerful form of inner strength and adaptability, where self-awareness serves as a driving force that supports recovery from setbacks and fosters continuous progress. These findings align with the observed learner behavior in the current study, where resilience and a positive attitude were often displayed in challenging learning situations. Furthermore, Salazar and Bermúdez (2022) provide additional insight into how self-awareness enhances persistence and problem-

solving skills. According to their study, individuals who are more aware of their emotions and capabilities tend to exert greater effort when facing obstacles. This heightened awareness enables them to develop more effective strategies for managing difficulties and staying committed to their goals. Their ability to understand themselves leads to a stronger sense of purpose, which helps prevent discouragement and promotes consistent engagement. These findings reinforce the importance of self-awareness not only as an emotional skill but also as a cognitive tool that enables learners to overcome barriers and maintain steady progress in their academic journey. The overall result for the extent of social-emotional learning, specifically in terms of self-awareness, is that learners consistently demonstrate a strong understanding of their emotions, strengths, and limitations. They can reflect on their feelings, behaviors, and thoughts, which enhances their ability to make informed decisions and manage their emotional responses effectively. This high level of self-awareness is a positive indicator of the learners' capacity for emotional regulation and personal growth, which are essential components of social-emotional learning.

3.1.2. Self-management—On the other hand, Table 2 presents the extent of social-emotional learning in terms of self-management. According to the results, self-management obtained a mean score of 3.98, with an extensive descriptive equivalent. It underscores that the extent of social-emotional learning in terms of self-management is frequently manifested among the learners in rural elementary schools in Banaybanay, Davao Oriental.

The results in Table 2 emphasize the importance of self-management as an element of social-emotional learning in the overall development of learners. This high score indicates that learners are aware of their emotions and are

equipped to regulate them effectively in various situations. Such skills are crucial, especially for learners in rural areas who may face unique challenges that require strong self-management abilities. Moreover, this finding aligns with pre-

Table 2. Self-Management

Statement	Mean	Descriptive Equivalent
I often come to class prepared.	4.05	Extensive
I often follow directions in class.	4.11	Extensive
I get my work done right away, instead of waiting until the last minute.	3.66	Extensive
I often pay attention and resist distractions.	4.11	Extensive
I regularly stay organized and keep track of my assignments.	3.97	Extensive
Overall Mean	3.98	Extensive

vious studies emphasizing the importance of a supportive school environment and consistent teacher guidance in developing self-regulation skills among young learners. These results highlight the potential of further integrating structured social-emotional learning programs in rural schools to strengthen learners' self-management skills and overall well-being. In this indicator, the highest mean score of 4.11 was obtained in item no. 7.- "I often follow classroom directions," and item no. 9- "I often pay attention and resist distractions." Both items got an extensive level of agreement, indicating that the learners frequently manifested self-management behaviors. This suggests that learners generally stay focused, follow instructions, and maintain control over their actions in the classroom setting. These behaviors are key aspects of self-management, highlighting the learners' ability to regulate their impulses, stay focused, and manage their time and attention effectively. Meanwhile, the statement in item no. 3, "I get my work done right away, instead of waiting until the last minute," obtained the lowest mean score with an extensive level of agreement. The learners frequently manifest self-management, although they may sometimes face challenges in managing their time effectively and avoiding procrastination. Despite this, the consistent manifestation of self-management behaviors suggests that learners can generally maintain control over their actions and decisions, even if they occasionally struggle with task initiation or time management. The

findings of this study confirm that learners possess a high level of self-management, which is reflected in their preparedness, task completion, and responsible classroom behavior. West et al. (2020) argue that self-management involves the effective regulation of one's emotions, thoughts, and behaviors in different situations. A central aspect of this was preparedness, which not only influences a learner's mood but also enhances their ability to engage meaningfully in academic tasks. According to their study, learners who consistently come to class prepared are more likely to participate actively in learning activities. This readiness fosters a positive mindset, helping students accomplish tasks more efficiently. The ability to regulate oneself before instruction begins plays a pivotal role in setting the tone for success in any academic setting. Steel et al. (2022) also provide valuable insights by highlighting how self-management enhances punctuality and task completion. Their study illustrates that more self-organized learners demonstrate stronger time management skills and are less likely to procrastinate. Rather than delaying their responsibilities, these learners take ownership of their learning and exhibit a proactive attitude toward assignments. This sense of responsibility indicates emotional maturity and supports academic success. By managing their time wisely and completing tasks on schedule, students reduce stress and build a foundation for sustained academic progress. These behaviors underscore the crucial role that self-management plays in

fostering learner independence and academic discipline. Furthermore, Feuerborn and Gueldner (2019) emphasize the importance of self-management concerning following instructions, which plays a significant role in classroom behavior and cooperation. Their research shows that learners who are capable of adhering to instructions demonstrate greater classroom compliance and are more likely to meet their teachers' expectations. This ability not only enhances their academic performance but also supports a harmonious learning environment. Building strong self-management and compliance skills is crucial in promoting unity and order within educational settings. Their findings support the idea that managing one's behavior by classroom norms is a critical skill that reinforces both individual learning and group cohesion. In conclusion, the results in the extent of self-management indicate that the learners consistently demonstrate strong self-regulation skills. While some challenges were observed, the overall findings suggest that the learners possess a high level of self-management. Their ability to manage their time, attention, and actions effectively supports their personal growth and academic success. The extensive level of agreement across all items reflects a well-developed capacity for self-discipline, making

self-management a significant strength in their social-emotional learning development. To further explore the dimensions of social-emotional learning among the learners, Table 3 presents the results for the extent of social-emotional learning in terms of social awareness, adding depth to the findings. It revealed that social awareness obtained a mean score of 4.12, with an extensive descriptive equivalent. This indicates that social-emotional learning, specifically in terms of self-management, was frequently observed among learners in rural elementary schools in Banaybanay, Davao Oriental.

3.1.3. Social Awareness—The high level of social awareness demonstrated by the learners suggests that they are generally empathetic, respectful, and capable of understanding the perspectives and emotions of others. It is closely tied to the communal culture often found in rural areas, where strong interpersonal relationships and shared values are emphasized from an early age. Learners engage more in cooperative activities and community events that nurture social understanding and compassion in such settings. These findings underscore the importance of maintaining and enhancing social-emotional learning strategies that promote empathy and social connection, vital for building inclusive and supportive learning environments.

Table 3. Social Awareness

Statement	Mean	Descriptive Equivalent
I listen carefully to other people's points of view.	4.13	Extensive
I care about other people's feelings.	4.20	Very Extensive
I often compliment others' accomplishments.	4.18	Extensive
I get along with learners who are different from me.	4.07	Extensive
I am able to describe my feelings clearly.	4.01	Extensive
Overall Mean	4.12	Extensive

The statement with the highest mean score of 4.20 is item no. 12- "I care about other people's feelings.". It has a very extensive level of agreement, denoting that the learner always manifested social awareness. This high score

indicates that the learners consistently demonstrate empathy and understanding toward others, recognizing and valuing the emotions and perspectives of those around them. Their ability to care about the feelings of others reflects a

strong capacity for building positive relationships and fostering a supportive social environment, which are essential components of social awareness in social-emotional learning. Conversely, the statement of item no. 15- "I am able to describe my feelings clearly." has the lowest mean score of 4.01, with an extensive level of agreement. This suggests that while learners frequently exhibit social awareness, they may occasionally experience difficulty in clearly articulating their emotions. Despite this, the relatively high score indicates that they can still recognize and understand their feelings, even if expressing them clearly and precisely may not always be easy. This slight variation highlights where learners could improve their emotional expression and communication skills. The study's results affirm the strong social awareness exhibited by learners. This finding aligns with Borowski (2019), who emphasized that social awareness enables individuals to understand how others express thoughts and emotions, which is foundational to building effective communication. Similarly, Song et al. (2020) demonstrated that positive social behaviors, such as acknowledging others' efforts and offering compliments, enhance group morale and foster a respectful classroom atmosphere. Together, these studies underscore the importance of fostering learners' ability to form emotional and social connections with those around them. In addition to caring for others' emotions, the data also reveals an area for improvement in learners' ability to express their feelings clearly. While this still reflects an extensive level of agreement, learners may require support in developing more nuanced emotional articulation. Strong communication skills, including the ability to articulate emotions effectively, are essential for social awareness. As Ukata and Silas-Dikibo (2020) observed, expressing feelings clearly while maintaining respectful interactions enhances conflict resolution and interpersonal understanding. Without

this ability, misunderstandings may arise, which can impede relationship-building. Therefore, implementing strategies that help students improve emotional vocabulary and self-expression would further strengthen their overall social-emotional competence. Lastly, the high level of social awareness demonstrated by the learners may be influenced by their communal and rural upbringing, where close-knit social structures encourage mutual support and cooperation. Such environments often promote early exposure to shared values, empathy, and collective responsibility, all of which are key components of social-emotional learning. As Lane and Smith (2021) emphasized, educational settings that model and reinforce empathy cultivate students who are more emotionally attuned and socially responsible. This suggests that maintaining community-based learning experiences and collaborative activities can help sustain and further develop learners' social awareness. Integrating these cultural strengths into classroom practice ensures that empathy and mutual respect remain essential aspects of education. In summary, the results for social awareness reveal that learners consistently demonstrate a strong ability to empathize with others, understand different perspectives, and show concern for people's feelings. The very extensive level of agreement on key indicators, such as caring about others' emotions, highlights their well-developed sense of empathy and interpersonal sensitivity. Although there is a slight challenge in clearly expressing their feelings, the overall findings indicate that learners possess a high level of social awareness, which supports positive social interactions and contributes to a respectful and emotionally supportive learning environment.

3.1.4. Self-Efficacy—Ultimately, Table 4 presents the result of the extent of social-emotional learning in terms of self-efficacy. The results underscore that self-efficacy got a mean score of 4.12, with an extensive descriptive

equivalent. It further entails that self-efficacy is frequently manifested among the learners in rural elementary schools in Banaybanay, Davao Oriental.

Table 4. Self-Efficacy

Statement	Mean	Descriptive Equivalent
I can complete all the work that is assigned in my classes.	4.31	Very Extensive
When complicated ideas are presented in class, I can understand them.	4.00	Extensive
I can learn all the material presented in my classes.	4.19	Extensive
I can do the hardest work that is assigned in my classes.	4.12	Extensive
I am confident that I can remember what I learned in my current classes next year.	3.99	Extensive
Overall Mean	4.12	Extensive

The notable level of self-efficacy observed among the learners indicates a well-developed confidence in their ability to complete tasks, overcome obstacles, and achieve personal and academic goals. In rural educational settings, where learners often form close relationships with teachers and peers, encouragement and consistent support play a crucial role in fostering this belief in their capabilities. Such an environment helps reinforce a growth mindset, where learners are more motivated to engage actively in their learning process. Strengthening self-efficacy enhances academic performance and prepares learners to face future challenges with resilience and determination. Examining each statement, item no. 16- “I can complete all the work assigned in my classes.” The highest mean score was 4.31. It has a very extensive level of agreement, which indicates that learners always manifest self-efficacy. It indicates that learners consistently demonstrate a strong sense of responsibility in managing their academic tasks. Moreover, the result shows that the learners are dependable and capable of following through on their obligations, suggesting a high level of commitment to their learning and a well-developed ability to make responsible decisions that support their academic success. The findings of this study are strongly supported

by Alfano (2021), who emphasized the vital role of self-efficacy in shaping learners’ confidence and academic motivation. According to the study, learners who believe in their ability to manage classroom tasks tend to be more proactive and engaged in their learning. This confidence leads to higher levels of responsibility, as students are more inclined to set goals, take initiative, and maintain consistency in their academic efforts. The extensive agreement among learners in this study reflects a well-established sense of accountability, highlighting how self-efficacy fuels their dedication to completing tasks and reinforces their belief in their academic capabilities. Puozzo and Audrin (2021) added another dimension to this discussion by emphasizing the importance of self-efficacy in understanding complex and challenging content. When learners are confident in their ability to grasp complex concepts, they are more likely to persevere through challenges rather than avoid them. This mindset, rooted in growth and resilience, improves their ability to manage demanding academic material and strengthens their willingness to explore new learning opportunities. The present findings, which point to learners’ dependable and confident task management, align with this perspective. In rural classrooms, where personal support and encour-

agement are often emphasized, such confidence can be further nurtured, allowing learners to approach their studies with persistence and curiosity. Furthermore, Narayanan et al. (2023) stated that self-efficacy is demonstrated when learners believe they can handle even the most difficult assignments in class. This belief fosters perseverance, a strong work ethic, and a sense of accomplishment, all of which are crucial for both academic and personal growth. In this study, the learners' high score on their ability to complete assigned work supports this idea, suggesting that they view challenges as manageable and are willing to invest effort in their success. By fostering self-efficacy through consistent support, encouragement, and meaningful learning experiences, educators can help students become more resilient, responsible, and motivated to excel in both academic and life

contexts. Overall, the self-efficacy results indicate that learners strongly believe in their ability to succeed in academic tasks and overcome challenges. The consistently high scores across the indicators reflect their confidence, persistence, and motivation to complete their responsibilities and achieve their goals. This high level of self-efficacy suggests that learners are capable of managing their academic workload and demonstrate a positive mindset toward learning and personal growth. Their strong sense of self-belief is vital in fostering resilience and sustained effort in the face of difficulties. To summarize the study's findings on the extent of social-emotional learning, Table 5 presents the individual mean scores of each indicator: self-awareness, self-management, social awareness, and self-efficacy, along with the overall mean score of social-emotional learning in general.

Table 5. Overall Mean Results for Social Emotional Learning

Indicator	Overall Mean	Descriptive Equivalent
Self-Awareness	4.14	Extensive
Self-Management	3.98	Extensive
Social Awareness	4.12	Extensive
Self-Efficacy	4.12	Extensive
Overall	4.09	Extensive

The responses under the self-awareness indicator reflect a strong presence of emotional understanding and self-recognition among learners. With an overall mean of 4.14, rated as extensive, the data suggests that learners frequently demonstrate awareness of their emotions, strengths, and areas for growth. This level of agreement indicates a positive foundation for personal development and informed decision-making. While learners are generally in tune with their feelings, there is still room for enhancing their ability to clearly express and analyze those emotions to support emotional intelligence further. Self-Management (Overall Mean: 3.98 – Extensive) The self-management indicator obtained an overall mean of 3.98, with

an extensive descriptive equivalent indicating that learners consistently regulate their behavior, stay on task, and manage responsibilities effectively. High agreement with items such as following directions and resisting distractions highlights their ability to maintain focus and discipline. However, the relatively lower agreement on avoiding procrastination suggests an opportunity to strengthen time management skills. Overall, the results reflect that learners possess strong self-regulatory abilities essential for academic and personal success. Social Awareness (Overall Mean: 4.12 – Extensive) With an overall mean of 4.12, the extensive descriptive equivalent rating under social awareness signifies that learners frequently exhibit

empathy and consideration for others' feelings. The highest-rated item, concerning care for others' emotions, reflects a strong inclination toward compassion and respect in social interactions. Though slightly lower scores in expressing their emotions suggest an area for growth, the results indicate that learners have a well-developed sense of social sensitivity, fostering positive relationships and a supportive learning environment. Self-Efficacy (Overall Mean: 4.12 – Extensive) The self-efficacy indicator, with an overall mean of 4.19, demonstrates an extensive belief in learners' abilities to meet academic challenges and complete assigned tasks. The very high agreement on completing schoolwork highlights learners' confidence and persistence. Ultimately, this strong sense of competence contributes significantly to their motivation and resilience. Hence, it effectively enables them to navigate academic and personal challenges with a positive mindset. The findings of this study reflect a well-developed foundation of emotional and behavioral competencies among learners. As highlighted by Panayiotou et al. (2019), self-awareness is central to social-emotional learning because it allows individuals to understand their emotions, recognize their strengths, and assess areas for improvement. This ability supports informed decision-making and encourages learners to take ownership of their personal and academic growth. In combination with self-management, learners' capacity to regulate their behavior, stay focused, and handle responsibilities effectively aligns with the development of emotional intelligence. While areas such as procrastination and emotional expression could benefit from further support, the overall pattern suggests that learners are progressing steadily toward greater emotional maturity and behavioral control. These results also find support in the work of Schunk and DiBenedetto (2021), who emphasized the importance of self-regulation, persistence, and motivation in academic settings. Learners who demonstrate self-

efficacy and believe in their ability to complete tasks are more likely to remain engaged, resilient, and driven to achieve their goals. This confidence contributes to a productive learning environment where challenges are met with optimism and determination. At the same time, social awareness plays a crucial role in strengthening peer relationships and creating a sense of community within the classroom. When learners consistently show empathy and care for others, as these results indicate, they contribute to a culture of respect, collaboration, and emotional support that benefits everyone. Additionally, Lane and Smith (2021) emphasized the significance of empathy and emotional sensitivity in fostering group harmony and resolving conflicts. The learners' demonstrated social awareness reflects their readiness to understand and consider the perspectives of others, which is crucial for building positive interpersonal relationships. Complimenting others, staying on task, recognizing personal emotions, and taking responsibility for learning outcomes are behaviors that complement one another within the framework of social-emotional learning. When these skills are practiced consistently, as shown in the data, learners are better prepared to handle academic pressures, relate meaningfully to peers, and grow both socially and emotionally. Together, self-awareness, self-management, social awareness, and self-efficacy equip learners with a balanced skill set that supports both academic success and holistic development. In conclusion, the overall results reveal that learners exhibit a consistently high level of social-emotional learning across all indicators- self-awareness, self-management, social awareness, and self-efficacy. Each domain received an extensive level of agreement, highlighting the learners' strong emotional understanding, behavioral regulation, empathy toward others, and confidence in their abilities. These findings suggest that learners are well-equipped with the foundational skills necessary for personal de-

velopment, effective interpersonal relationships, and academic success. While there are minor areas for growth, particularly in emotional expression and time management, the results reflect a well-rounded development in social-emotional competencies, fostering a positive and supportive learning environment.

3.2. The Extent of Learner Engagement among Learners—Building on the firm foundation of social-emotional learning, the learners' ability to understand themselves, manage their behaviors, relate well with others, and believe in their capabilities helps prevent disengagement. It promotes sustained motivation in their academic tasks. These core competencies contribute significantly to fostering a deeper connection to learning, paving the way for a meaningful examination of their level of engagement in school activities. Furthermore, the extent of learner engagement was measured through a survey questionnaire with the indicators: behavioral engagement, emotional engagement, and cognitive engagement. The responses on each indicator were analyzed and presented in the

table- presented with mean scores and descriptive equivalents for each question. Presented in Table 6 is the extent of learner engagement in terms of behavioral engagement. Based on the results, behavioral engagement obtained a mean score of 4.09, with an extensive descriptive equivalent. It emphasized that the extent of learner engagement in terms of behavioral engagement is frequently manifested among the learners.

3.2.1. Behavioral Engagement—The high levels of behavioral engagement among learners suggest they are actively invested in their education, shown through positive conduct, task completion, and sustained effort. This involvement stems from effective classroom management, engaging teaching methods, and a school culture that values responsibility. In rural communities, strong community ties and close teacher-learner relationships further enhance these behaviors by fostering belonging and accountability. These findings emphasize the need for an environment that supports learner engagement and continuous academic effort.

Table 6. Behavioral Engagement

Statement	Mean	Descriptive Equivalent
I set behavioral and time management goals for my studies.	4.18	Extensive
I expand effort in completing my academic tasks.	3.99	Extensive
I manage my study time effectively.	4.07	Extensive
I persist in overcoming difficulties I encounter while learning.	4.01	Extensive
I actively engage in relevant activities related to my studies.	4.20	Very Extensive
Overall Mean	4.09	Extensive

Expanding on the study's findings, the result underscores a consistent pattern of active participation and adherence to expected classroom conduct. This prevalent behavioral engagement suggests a learning environment where learners routinely demonstrate effort in their tasks and actively involve themselves in instructional

activities. Additionally, consistent behavioral involvement cultivates a more focused and participatory atmosphere conducive to learning and development within these educational settings. In addition, the statement in item no. 25- "I actively engage in relevant activities related to my studies." obtained the highest mean score of

4.20 with a very extensive level of agreement. It further connotes that learner always manifested behavioral engagement through their active participation in academic-related activities. This indicates that they consistently show initiative, involvement, and enthusiasm in their studies, demonstrating a strong commitment to their learning process and an eagerness to engage with tasks that enhance their academic growth. In contrast, the statement in item no. 22- "I expend effort in completing my academic tasks."- got the lowest mean score of 3.99 with an extensive level of agreement. It entails that learner frequently manifest behavioral engagement, although there may be occasional fluctuations in the level of effort they exert toward completing their academic tasks. While they generally invest effort in their studies, the slightly lower score suggests that there are times when they may not fully utilize their potential or consistently apply maximum effort. Nonetheless, their engagement remains strong, reflecting a solid commitment to their academic responsibilities. The findings of this study reflect a high level of behavioral engagement, where learners consistently participate in academic-related activities and demonstrate responsibility in completing their tasks. This aligns with Dewaele and Li (2021), who emphasized that behavioral engagement includes time management, assignment completion, and goal-setting behaviors. When learners manage their time effectively and approach their studies with focus, they not only perform better academically but also build essential habits for long-term success. Such behaviors are foundational for learner autonomy and academic perseverance, indicating that learners are taking ownership of their educational journey. Additionally, Li et al. (2022) emphasized the importance of goal setting in fostering behavioral engagement. Learners who create structured plans and set realistic targets are better equipped to sustain motivation and monitor their progress. In your study, learners'

active involvement in study-related activities suggests a presence of internal motivation and accountability. This behavior fosters resilience when facing academic difficulties, as clear goals encourage consistent effort and strengthen the desire to succeed. The learners' participation reflects not only compliance with school expectations but also a more profound, more intentional commitment to learning. Effortful engagement is another core dimension of this behavior, as described by Suárez et al. (2019), who noted that investing energy in academic tasks is a key indicator of commitment to learning. Learners who regularly invest time and energy into their studies demonstrate a sincere commitment to learning. Although the study showed slight variations in effort levels, the overall findings reveal that learners are generally dedicated and motivated. Their willingness to participate, contribute, and seek improvement reflects a healthy attitude toward learning. By encouraging these behaviors, educators can continue to foster an environment that supports both academic achievement and personal growth. Overall, the results for behavioral engagement indicate that learners consistently exhibit active participation and involvement in their academic tasks. The high average scores for participating in relevant study activities indicate a strong commitment to learning. While there is a slight dip in the effort exerted on completing academic tasks, the overall findings still demonstrate that learners frequently manifest behavioral engagement, showing enthusiasm, initiative, and a solid work ethic in their academic pursuits. This suggests that learners are motivated and actively contribute to their learning experiences, though there is potential for enhancing sustained effort across all tasks.

3.2.2. *Emotional Engagement*—Furthermore, presented in Table 7 is the extent of learner engagement in terms of emotional engagement. It revealed that emotional engagement had a mean score of 4.12, with an ex-

tensive descriptive equivalent. Thus, it highlights that learner engagement, in terms of emotional engagement, is frequently observed among learners in rural elementary schools in Banaybanay, Davao Oriental.

Table 7. Emotional Engagement

Statement	Mean	Descriptive Equivalent
I feel a strong interest in my academic subjects.	4.09	Extensive
I take pride in my successes in learning.	4.00	Extensive
I enjoy the learning process and activities.	4.12	Extensive
I sometimes experience boredom while studying.	4.18	Extensive
I feel hopeful about my future success in my studies.	4.21	Very Extensive
Overall Mean	4.12	Extensive

The prevalent emotional engagement indicates that learners in these rural elementary schools frequently exhibit positive emotional responses toward their learning experiences. It suggests that learners often feel connected to the school environment, display enthusiasm for their studies, and experience a sense of belonging within the classroom. Such positive emotional connections can significantly impact motivation, foster a more supportive learning community, and increase overall engagement with the educational process. According to the results, the statement "I feel hopeful about my future success in my studies" got the highest mean score of 4.21, with a very extensive level of agreement. Furthermore, it indicates that learners consistently demonstrated emotional engagement by showing strong optimism and confidence throughout their academic journey. It reflects their positive emotional connection to their studies, suggesting that learners are motivated and emotionally invested in their success, which contributes to their overall well-being and commitment to achieving their academic goals. On the other hand, the statement "I take pride in my successes in learning."- has the lowest mean score of 4.00 with an extensive level of agreement. It indicates that learners frequently exhibit emotional engagement, although there may be occasional variations in the strength of their sense of pride in their academic achieve-

ments. While they generally acknowledge their successes, the slightly lower score suggests that learners might not always fully recognize or celebrate their accomplishments, which presents an opportunity to further cultivate a sense of pride and emotional investment in their learning progress. The study's findings corroborate those of Hong et al. (2020), who emphasized that emotional engagement is demonstrated when learners show interest in their academic subjects and take an active role in their educational experiences. The learners' consistent optimism and positive emotional connection to their studies, particularly their hopeful outlook toward future success, reflect this form of engagement. When learners are genuinely interested and emotionally involved, they are more motivated to participate, which enhances both individual learning and the overall classroom environment. This emotional involvement leads to sustained attention, deeper understanding, and a stronger connection to the learning process. Dubovi (2022) also emphasized the significance of pride in academic achievement as a crucial element of emotional engagement. Although the results show that learners frequently take pride in their academic successes, the slightly lower level of agreement suggests that this feeling is not always consistent. This presents an opportunity for educators to help learners recognize and celebrate their progress in a more meaning-

ful way. Acknowledging successes can build self-esteem and reinforce motivation, creating a cycle where pride encourages greater effort and continued engagement with academic tasks. Cultivating this emotional recognition supports not only achievement but also personal growth. The positive emotional engagement expressed by learners in the study is further supported by the work of Carmona-Halty et al. (2021), who emphasized that a strong sense of hope for academic success significantly contributes to emotional engagement. Learners who believe in their potential and have confidence in reaching their goals are more likely to stay committed and enthusiastic about their learning. This optimism drives their willingness to persevere through challenges and remain focused on their studies. Educators can strengthen this by reinforcing learners' achievements and providing guidance that encourages a hopeful and forward-looking mindset. In summary, the results for emotional engagement reveal that learners consistently demonstrate a strong emotional con-

nection to their studies, with a particular emphasis on hopefulness and optimism about their academic success. The high mean scores, especially for items reflecting a positive outlook toward their future in education, suggest that learners are emotionally invested in their learning process. Although there is a slight dip in the pride learners feel about their successes, the overall findings indicate that they are generally motivated and emotionally engaged in their academic pursuits, which supports their continued effort and perseverance in achieving their goals.

3.2.3. Cognitive Engagement—Moreover, Table 8 presents the extent of learner engagement in terms of cognitive engagement. Results revealed that cognitive behavior got a mean score of 4.09, with an extensive descriptive equivalent. It further highlights that the level of learner engagement in terms of cognitive engagement is frequently manifested among the learners in rural elementary schools in Banay-banay, Davao Oriental.

Table 8. Cognitive Engagement

Statement	Mean	Descriptive Equivalent
I set clear learning goals for myself.	4.18	Extensive
I monitor my understanding of the material I study.	4.12	Extensive
I regularly evaluate my learning progress.	3.99	Extensive
I apply metacognitive strategies to enhance my learning.	4.00	Extensive
I relate new academic tasks to information I have previously learned.	4.18	Extensive
Overall Mean	4.09	Extensive

The cognitive engagement level reflects the learners' ability to think critically, solve problems, and apply their knowledge effectively. Additionally, this engagement can lead to improved academic performance and a deeper understanding of the material being taught. It also indicates that educators and schools in the area are likely fostering an environment that encourages curiosity and intellectual exploration among learners. Recognizing the importance of cognitive

engagement can help inform teaching strategies and curricular development, ensuring that the educational needs of the learners are met. The results of this study indicated that the statements "I set clear learning goals for myself." and "I relate new academic tasks to the information I have previously learned." had the highest mean score of 4.18 with an extensive level of agreement. It implies that learners frequently manifest cognitive engagement by actively applying

strategies that support deep learning and understanding. Their ability to set clear goals and connect new knowledge to prior learning reflects a thoughtful and reflective approach to their studies, indicating that they are mentally invested in making sense of academic content and enhancing their learning. Conversely, the statement “I regularly evaluate my learning progress.” obtained the lowest mean score of 3.99 with an extensive level of agreement. It signifies that learner frequently manifested cognitive engagement, although there may be occasional gaps in their use of metacognitive strategies such as self-assessment and reflection. While they are generally engaged in thinking critically and making connections in their learning, the slightly lower score suggests that some learners may benefit from further support in developing habits of regularly monitoring and evaluating their academic progress to enhance their learning effectiveness. The findings reflect a strong level of cognitive engagement, consistent with Zhang (2022), who emphasized the value of goal-setting in guiding learners through their academic journey. When learners set specific learning goals and relate new information to what they have previously learned, they adopt a structured and thoughtful approach to learning. This process enhances their ability to process and retain knowledge in a meaningful way. The presence of such behaviors indicates that learners are not merely receiving information passively but are actively engaging in constructing their understanding of academic content. Furthermore, the findings align with Rivas et al. (2022), who highlighted the significance of metacognitive strategies in strengthening cognitive activity. Although most learners demonstrated extensive engagement, the slightly lower agreement with regularly evaluating their progress suggests a developing area

in self-monitoring and reflection. Metacognitive strategies enable learners to adapt their methods, address challenges more effectively, and improve their academic outcomes. These strategies support deeper learning and contribute to long-term academic growth. Doo et al. (2023) also stressed the role of self-regulation in cognitive engagement. Learners who assess their understanding and seek ways to improve demonstrate autonomy and initiative in the learning process. The ability to regulate one’s learning, identify knowledge gaps, and take steps to address them is essential for continuous improvement. In contexts where cognitive engagement is fostered, learners are more likely to think critically, solve problems, and engage meaningfully with academic material, ultimately enhancing both motivation and achievement. Considering the findings, the cognitive engagement results indicate that learners frequently demonstrate thoughtful and strategic approaches to learning. They actively set clear goals and make meaningful connections between new information and prior knowledge, reflecting a strong engagement with academic content. Although the slightly lower score on self-evaluation suggests that some learners may not consistently monitor their learning progress, the overall findings point to a high level of cognitive involvement. It suggests that learners are mentally invested in their studies and apply effective thinking strategies to support deep understanding and academic success. The summary of the study’s findings on the extent of learner engagement, is presented in Table 9. It illustrates each mean scores of the indicator: behavior engagement, emotional engagement, and cognitive engagement. Thus, it also presents the overall mean score of learner engagement.

The behavioral engagement indicator, with an overall mean of 4.09, reflects an exten-

sive level of participation in academic tasks. Learners frequently demonstrate responsible

Table 9. Overall Mean Results for Learner Engagement

Indicator	Overall Mean	Descriptive Equivalent
Behavioral Engagement	4.09	Extensive
Emotional Engagement	4.12	Extensive
Cognitive Engagement	4.09	Extensive
Overall	4.01	Extensive

academic behaviors such as staying focused, following directions, and engaging in relevant school activities. This consistent behavior shows learners are committed to completing their academic responsibilities and maintaining attention during lessons. However, slightly lower responses regarding exerting effort suggest a need to reinforce perseverance and task completion. Overall, learners exhibit strong behavioral habits that support academic success. Emotional Engagement (Overall Mean: 4.12 – Extensive) The emotional engagement indicator obtained an overall mean of 4.12, rated as extensive, showing that learners regularly experience positive emotional connections with their academic journey. They often feel hopeful about their success and demonstrate enthusiasm for learning, contributing to a motivating and uplifting classroom environment. While most responses reflect strong emotional involvement, a slightly lower rating on taking pride in success suggests an opportunity to nurture deeper emotional investment in personal achievements. This level of emotional engagement is key to building resilience and a positive learning mindset. Cognitive Engagement (Overall Mean: 4.09 – Extensive) With an overall mean of 4.09, the cognitive engagement indicator reflects an extensive level of agreement and application of learning strategies and thoughtful academic participation. Learners frequently set clear learning goals, make meaningful connections between new and prior knowledge, and show an active interest in understanding content deeply. Although the slightly lower agreement on regularly evaluating learning progress points to an area for improvement, the overall results sug-

gest that learners are intellectually invested in their studies and use critical thinking to enhance their learning experience. The study's results revealed that learners consistently display emotional engagement through expressions of optimism, enthusiasm, and a sense of connection to their academic journey. Based on the responses, learners often feel hopeful about their future success in school, which reflects a healthy emotional investment in their educational experiences. This level of engagement is critical to academic success, as emotionally engaged learners are more likely to remain motivated, persevere through challenges, and maintain a positive attitude toward learning. Aubrey et al. (2022) emphasize that emotional engagement is a vital component of overall learner engagement, influencing not only academic outcomes but also long-term learner satisfaction and retention. The findings further suggest that learners generally enjoy their time in school and have a positive relationship with their learning experiences. However, some variation exists in the degree to which learners take pride in their academic achievements. While learners acknowledge their efforts and successes, there is room to nurture a deeper emotional connection to personal accomplishments. This aligns with the insights of Havik and Westergård (2020), who noted that classroom environments fostering open communication, respect, and encouragement significantly enhance learners' emotional attachment to their education. Strengthening these connections may help learners recognize their progress more fully and develop a greater sense of self-worth linked to their academic performance. In addition, the role of technology

and supportive classroom interactions must be considered in understanding the emotional responses of learners. According to Haleem et al. (2022), the integration of interactive and learner-centered technologies can increase emotional engagement by offering more dynamic, personalized, and enjoyable learning experiences. Substantiating the findings, Sari (2020) cited that when combined with strong social relationships within the classroom, technological tools help learners feel more connected to both their peers and the content being taught. These findings suggest that the emotional climate in schools when intentionally supported by inclusive practices and effective pedagogies, plays a pivotal role in shaping learners' engagement and overall academic development. Overall, as reflected in the results, learner engagement indicated an extensive descriptive equivalent across behavioral, emotional, and cognitive dimensions of learner engagement. It reflects a well-rounded involvement of learners in their academic experiences. Learners consistently demonstrate responsible behaviors, such as staying on task and participating actively in classroom activities.

Emotionally, they express optimism and motivation toward their studies, showing a strong sense of connection and enthusiasm for learning. Cognitively, they apply effective strategies like goal-setting and making meaningful connections between concepts, highlighting their intellectual investment. While minor areas for growth remain, the results affirm that learners are engaged in ways that support academic success and personal growth.

3.3. Significant Relationship Between Social-Emotional Learning and Learner Engagement—The findings presented in Table 10 show a significant positive relationship between Social Emotional Learning (SEL) factors and Learner Engagement. All the indicators of social-emotional learning: self-awareness, self-management, social awareness, and self-efficacy demonstrate a statistically significant correlation with Learner Engagement, as indicated by their p-values being less than 0.05. It allows for rejecting the null hypothesis (H), which proposed no significant relationship between SEL and Learner Engagement.

Table 10. Relationship Between Social Emotional Learning and Learner Engagement

Social Emotional Learning Factors	r-value	p-value	Interpretation	Decision
Self-Awareness	0.650	0.001	Significant	Reject H0
Self-Management	0.580	0.004	Significant	Reject H0
Social Awareness	0.620	0.002	Significant	Reject H0
Self-Efficacy	0.670	0.0008	Significant	Reject H0

*Significant @ $p < 0.05$

The first indicator, self-Awareness, has an r-value of 0.650 and a p-value of 0.001, indicating a strong positive relationship with Learner Engagement. It suggests that learners with higher levels of self-awareness tend to exhibit greater engagement in their learning activities. Self-awareness enables learners to understand their emotions, thoughts, and behaviors better, which

can enhance their ability to engage meaningfully with academic tasks. This finding is consistent with the existing literature, which emphasizes the role of self-awareness in promoting active participation and motivation in learning. Furthermore, self-management, with an r-value of 0.580 and a p-value of 0.004, also shows a significant positive relationship with Learner

Engagement. Learners who manage their emotions, set goals, and regulate their behavior are more likely to remain focused and persistent in academic pursuits. The positive correlation supports the idea that self-management skills are essential for sustaining engagement in learning, aligning with studies that link self-regulation to academic success. Similarly, social awareness has a significant positive correlation with Learner Engagement, with an R-value of 0.620 and a p-value of 0.002. It suggests that learners who are more attuned to the emotions and perspectives of others tend to engage more actively in their learning environment. Social awareness promotes a supportive and collaborative atmosphere that encourages greater interaction and engagement in group activities and discussions. This result aligns with research highlighting the importance of empathy and social skills in fostering a participatory and inclusive learning environment. Finally, self-efficacy shows the strongest relationship with Learner Engagement, with an r-value of 0.670 and a p-value of 0.0008. It indicates that learners with greater confidence in their academic abilities are more likely to be engaged in learning. Self-efficacy is critical in motivating learners to initiate and persist in tasks. A stronger belief in one's capabilities enhances one's willingness to take on challenges and stay committed to one's academic goals, leading to higher levels of engagement. The study's results demonstrate a strong positive relationship between self-awareness and learner engagement. It suggests that learners who have a better understanding of their thoughts, emotions, and behaviors are more likely to participate actively and meaningfully in academic activities. As Thomas and Allen (2021) pointed out, learners who are aware of their emotional states are better equipped to manage classroom demands, maintain focus, and contribute positively to the learning environment. SEL programs that prioritize self-awareness empower learners to reflect on their learning processes

and make informed decisions, leading to increased motivation and enhanced academic engagement. Similarly, self-management is shown to correlate significantly with engagement, indicating that learners who can regulate their emotions, set achievable goals, and stay disciplined are more likely to persist in academic challenges. This aligns with Ahmed's (2020) findings that SEL enhances emotional regulation and goal-setting, which are crucial for maintaining attention and effort in the learning process. When learners develop self-management skills, they are more capable of navigating distractions and pressures, allowing them to remain consistently engaged in their educational pursuits. Additionally, social awareness positively contributes to learner engagement by fostering empathy and understanding in classroom interactions. Learners who are sensitive to the needs and emotions of others are often more collaborative and participative in academic settings. This relationship supports the framework proposed by Afolabi (2019), who emphasized that learners with strong social-emotional skills tend to form supportive peer relationships, reducing anxiety and boosting classroom involvement. When learners feel emotionally safe and respected, they are more likely to contribute to discussions and participate in group activities, thereby deepening their academic engagement. Most notably, self-efficacy emerged as the strongest predictor of learner engagement. Learners who believe in their ability to succeed are more motivated to take on challenges, stay focused, and persist through difficulties. According to Reeve and Shin (2020), self-efficacy influences the amount of effort learners invest in tasks and their resilience when encountering obstacles. When learners develop confidence in their academic abilities, they are more likely to exhibit behavioral, emotional, and cognitive engagement, resulting in a richer and more sustained learning experience. In conclusion, the significant positive relationships between all

four SEL indicators and Learner Engagement suggest that promoting SEL competencies in learners can play a crucial role in enhancing their engagement in academic activities. Developing these skills supports emotional and social well-being and improves academic outcomes by fostering greater motivation, focus, and persistence in learning. Future educational programs to strengthen SEL skills may lead to more engaged and successful learners.

4. Conclusions and Recommendations

This chapter presents a summary of the research findings, conclusions, and recommendations. It encompasses the extent of social-emotional learning and learner engagement observed by the learners in rural elementary schools in Banaybanay, Davao Oriental. The conclusions drawn are consistent with the existing literature reviewed in previous chapters, effectively addressing the research problem identified in this study.

4.1. Findings—The primary objective of this study is to evaluate the extent of social-emotional learning and learner engagement through a quantitative research design that involves administering questionnaires. The study's sample consists of 89 rural elementary school learners from Banaybanay, Davao Oriental, selected using a stratified random sampling method. To ensure the reliability and internal consistency of the questionnaire items, the researcher modified and enhanced existing survey questionnaires, which were pilot-tested at a nearby school. Based on the data analysis and findings from the study, the following summary of results is highlighted: Learners demonstrate a strong sense of self-awareness, consistently exhibiting the ability to recognize and understand their emotions, strengths, and areas for improvement. This emotional insight enables them to make thoughtful choices, fostering more responsible behavior and improved interpersonal relationships. Their self-reflection enhances their ability to navigate social and academic situations with greater confidence and clarity, forming a solid base for personal development and academic success. Closely following this is their social awareness, where learners regularly show empathy and concern for others' emotions and perspectives. They are sensitive to the needs and feelings of those around them, contributing to a more respectful and supportive learning environment. This awareness fosters positive peer interactions and a classroom atmosphere grounded in mutual respect, although some learners may still benefit from guidance in expressing their emotions more clearly. Learners also demonstrate high self-efficacy, reflected in their belief in their ability to complete academic tasks and overcome challenges. This sense of personal competence contributes significantly to their motivation and perseverance. Learners who believe in their capacity to succeed are more inclined to take initiative, persist through difficulties, and remain committed to their goals, reinforcing a mindset essential for lifelong learning. Meanwhile, among the social-emotional indicators, self-management has more room for growth. Although learners generally stay on task, follow instructions, and manage responsibilities effectively, challenges such as delaying academic tasks suggest a need for stronger time management and organizational habits. Supporting learners in developing more consistent self-discipline can enhance their ability to balance multiple responsibilities and maintain focus in the face of distractions. In terms of learner engagement, learners show the most emotional strength. They exhibit a deep connection to their academic experience, reflected in their enthusiasm, hope, and pride in learning. This

emotional investment fosters a positive attitude toward school, increases resilience during setbacks, and strengthens motivation to achieve their goals. When learners feel emotionally connected to their learning, they are more likely to sustain their interest and put forth meaningful effort. Behavioral engagement is also evident as learners actively participate in class activities and demonstrate persistence in completing academic tasks. Their ability to stay focused, follow through with responsibilities, and involve themselves in study-related actions reflects a strong work ethic. These behaviors help create a productive classroom dynamic and support overall academic success, although continued encouragement can help some learners deepen their efforts in more demanding academic situations. While on par with behavioral indicators, cognitive engagement showcases learners' ability to think critically and apply strategies that enhance their learning. They set academic goals, relate new knowledge to prior experiences, and strive to understand concepts deeply. However, opportunities remain for strengthening self-regulated learning practices, such as consistently evaluating progress. Cultivating these skills can help learners become more independent, strategic thinkers capable of effectively managing their academic growth. The findings also revealed a significant relationship between social-emotional learning and learner engagement. As learners develop stronger competencies in self-awareness, self-management, social awareness, and self-efficacy, their levels of engagement in emotional, behavioral, and cognitive aspects also increase. Learners who are emotionally aware and confident in their abilities tend to stay focused, invest effort, and think deeply about their learning. Moreover, learners who can manage their behavior and relate empathetically to others contribute positively to classroom dynamics, further supporting meaningful participation. This connection emphasizes the importance of nurturing emotional and social

competencies alongside academic instruction, as it fosters more engaged and resilient learners.

4.2. Conclusions—This study examined the relationship between social-emotional learning and learner engagement among the learners in rural elementary schools in Banaybanay, Davao Oriental. Based on the findings of the study, conclusions were drawn to answer the question raised in the previous chapter. The study found that the level of social-emotional learning, particularly in self-awareness, self-management, social awareness, and self-efficacy, was notably high. These competencies significantly contributed to learners' ability to regulate emotions, build positive relationships, and develop confidence in their academic capabilities. Learners also demonstrated strong behavioral, emotional, and cognitive engagement. They consistently participated in academic tasks, showed motivation and resilience, and applied strategies to deepen their understanding. These findings align with the principles of constructivist theory, which emphasizes that learners build knowledge through active involvement and personal experience. Learners' ability to connect new information with what they already know, along with their use of reflective strategies, illustrates how they construct meaning through their experiences and understanding of emotions and relationships. The high cognitive engagement seen in this study supports the idea that learners are active agents in their learning process. The results also reflect the influence of social learning theory. According to this theory, individuals learn through observation, imitation, and interaction with others. The presence of empathy, cooperation, and social responsibility among the learners indicates that they are observing and modeling positive behaviors from peers and adults in their environment. As they internalize these behaviors, their confidence and emotional intelligence increase. Consequently, it enhances their learning and classroom participation. En-

agement theory provides further support for the findings. This theory emphasizes the significance of meaningful interaction, active engagement, and collaborative learning. The learners' consistent participation in tasks, emotional connection to their studies, and ability to set academic goals demonstrate that they are not only involved but also deeply engaged in their learning experiences. This active and purposeful engagement helps sustain their interest and motivation over time. The study also revealed that, among the various aspects of social-emotional learning, self-efficacy had the most significant influence on learner engagement. Learners who believe in their ability to succeed tend to remain focused, participate actively, and overcome academic challenges more effectively. This sense of competence and determination supports both social learning theory and engagement theory. When learners feel capable and see positive outcomes from their efforts, they become more motivated to engage and persist in their studies. In conclusion, the integration of constructivist theory, social learning theory, and engagement theory provides a deeper understanding of how social-emotional learning contributes to learner engagement. It is a hallmark that cultivating socio-emotional awareness enables educators to create learning environments that foster active involvement, promote meaningful connections, and support academic success among elementary learners.

4.3. Recommendations—Based on the findings and conclusions generated from the study, the researcher recommends the following: The study's detailed examination of the data has uncovered key insights that prompt targeted recommendations for various stakeholders within the education sector. Department of Education (DepEd) The Department of Education can implement structured programs focused on developing social-emotional learning (SEL) competencies across schools. It includes enhancing training for educators on incorporating

SEL into the curriculum, particularly emphasizing self-awareness, self-management, social awareness, and self-efficacy. DepEd can also consider integrating SEL into national educational frameworks to ensure that all learners have equal access to these essential life skills, which can positively impact academic success and personal development. School Administrators School administrators can also prioritize the development of a supportive school environment that fosters learners' social-emotional development. This can be achieved by creating dedicated programs and workshops that promote SEL skills and ensure they are embedded within the school culture. Furthermore, administrators are encouraged to facilitate professional development for teachers, equipping them with the tools to identify and support learners' social-emotional needs. Regular assessment of learners' social-emotional competencies should be conducted to tailor interventions that improve learner engagement and academic outcomes. Teachers The teachers were encouraged to integrate social-emotional learning strategies into their daily teaching practices. This can include incorporating reflective activities, group work, and emotional check-ins, allowing learners to build self-awareness and manage their emotions effectively. Furthermore, teachers are prompted to be attentive to individual learner needs, providing personalized support to strengthen learners' self-efficacy and social awareness. Creating an emotionally safe, inclusive, supportive classroom environment encourages greater learner engagement and academic success. Parents Play a crucial role in supporting their children's social-emotional development. It is recommended that parents engage in open conversations with their children about their emotions, helping them develop self-awareness and self-management skills. Encouraging positive reinforcement, emotional regulation, and goal-setting at home can significantly contribute to their children's overall well-being and academic

engagement. Parents should also collaborate with schools and teachers to ensure that their children's emotional and social needs are met and supported both at home and school. Learners are encouraged to actively develop their social-emotional skills, including becoming more aware of their emotions, strengths, and areas for growth. By setting clear goals, practicing emotional regulation, and seeking help when needed, learners can enhance their ability to manage challenges and achieve academic excellence. Additionally, learners should take ownership of their learning by practicing self-efficacy, believing in their capabilities, and maintaining perseverance even when faced with difficulties. Developing these skills contributes significantly to both their academic and personal success. Future Researchers Future researchers can explore the long-term effects of social-emotional learning on academic achievement and personal development. Investigating the role of specific SEL competencies, such as resilience and empathy, in promoting learner engagement could offer deeper insights into how these skills affect learners over time. Furthermore, research should examine the effectiveness of various SEL interventions and programs, providing valuable data on best practices that can be implemented in schools to enhance learner outcomes. Comparative studies across different educational settings may also reveal factors that influence the success of SEL initiatives.

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