

Implementation Of Socio-Emotional Learning (SEL) Interventions and The Academic Performance of Grade 3 And 4 Learners

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Abstract — This study evaluated on the extent of the implementation of Socio-Emotional Learning (SEL) Interventions in relation to the Academic Performance of Grade 3 & 4 Learners in Licuma Elementary School in the Division of Ormoc City. The findings of the study were the bases for an Intervention Plan. The study utilized a quasi-experimental research design involving two existing Grade 3 & 4 classes at Licuma Elementary School to assess the effectiveness of Socio-Emotional Learning (SEL) interventions on academic performance in Filipino. One class served as the experimental group, receiving SEL-integrated instruction aligned with the Most Essential Learning Competencies (MELCs) for the 4th grading period, while the other class served as the control group, receiving traditional instruction without SEL elements. Both groups underwent a pre-test in Filipino to determine their baseline performance. The SEL interventions in the experimental group included strategies such as emotion-based storytelling, cooperative learning activities, reflective writing in Filipino, and role-playing scenarios to enhance empathy, self-awareness, and communication skills. The Test of Relationship, which examines the statistical connection between Reading Instruction and Academic Performance of learners. It uses Pearson's r to measure the strength of correlation, along with the computed t value and the critical table value at a 0.05 level of significance. The decision on the null hypothesis (H_0) is also provided, along with an interpretation of the strength of the relationship. The table shows that the correlation coefficient (r) between Reading Instruction and Academic Performance which indicates a strong positive relationship. The computed t value is significantly higher than the critical table value leading to the rejection of the null hypothesis. This result suggests that there is a statistically significant relationship between how reading is taught and how learners perform academically. The strong correlation confirms that as the quality or effectiveness of reading instruction increases, there is a corresponding improvement in learners' academic performance. This may be attributed to the role of reading as a foundational skill that supports learning across all subjects. The result highlights the importance of instructional strategies that strengthen reading comprehension, fluency, and engagement to boost overall academic outcomes. The results imply that reading instruction significantly influences academic performance, as indicated by the strong correlation value. The result implies that instructional interventions focused on reading can serve as a key driver for academic improvement. Therefore, enhancing reading instruction strategies—through teacher training, use of appropriate materials, and integration of socio-emotional learning components—can lead to measurable gains in student performance.

Keywords — **Implementation, Socio-Emotional Learning (SEL) Interventions, Academic performance, Grade 3 & 4 Learners**

I. Introduction

One of the most important challenges in education is the socio-emotional learning (SEL) of students. CASEL, a leading organization advancing SEL, argues that it is an integral part of education and human development for it helps refine the following human characteristics: identity, emotion, goal-attainment, empathy, relationships, and decision making (Collaborative for Academic, Social, and Emotional Learning, 2013a, 2013b). There are five competencies— all addressing the knowledge, skills, and attitude domains—that are intended to be developed namely self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Weissberg & Cascarino, 2013). All these, when developed, can significantly contribute not just to schools but to the socioeconomic sector of society (Jones & Dolittle, 2017).

SEL develops self-discipline or self-management. Learners who can control emotions are more likely to have good habits and can focus on their studies. In that case, learners will have good grades and can perform well in the activities given like assignments or tests in Filipino. As learners feel smart about their achievements, they are more likely to participate in class. In this scenario, fun and motivational activities like role-playing or group discussions must be used to gain SEL skills in the Filipino area. These types of techniques create motivated and fun learners that build friendships. Teamwork is a skill that is very useful and needed by learners in the future.

This research aims to explore the effectiveness of socio-emotional learning (Sel) skills in enhancing the performance of grade 3 learners, specifically in Filipino subject. Based on my experiences as a private teacher then and a current public teacher for already 3 years now, I can attest that some parents nowadays, tend to focus only on the academic excellence of their child which gives limited attention to the child's socio-emotional learning development. Because of this, some student at this very young age, are already facing emotional burden which distracts them to excel holistically in class. Some students were frightened to get even one wrong in quizzes and test because of their parents' expectations to them which leads to the student's low self-esteem. They became too sensitive, got easily disappointed on themselves, and sometimes committed worst scenarios like suicide for they can't handle well their emotions. These instances were my references as to why I come up with this title.

In our generation nowadays, Grade 3 learners seemingly recognize socio-emotional (SEL) skills as an important part of their learning process. Learners developed academically and improved their holistic ability, particularly social and emotional. SEL plays an important role in the performance in Filipino subject, it leads learners to gain the technique on how to easily understand, collaborate, and share their thoughts and ideas. These skills help learners to be happier in the learning process and to control what they feel about the ideas. This skill requires mastery of literacy and reading Filipino, in such a way, that learners can easily share what they feel and what they are thinking. In that scenario, involvement and interaction arise. SEL also encourages empathy using understanding what other learners feel. SEL not only lets learners develop simple ideas but also

think critically. Learners learn to put themselves in a character in a particular story they had read in Filipino and share their ideas confidently on what happening in the event.

The researcher chose to study this problem for personal reasons, recognizing that it would contribute to holistic development. Mastering socio-emotional skills will enable individuals to identify when someone is feeling down and offer support, potentially helping them resolve their problems. These skills also allow for healthier self-expression, particularly through friends, especially in situations where sharing emotions with family members, such as parents, may be challenging.

Another reason for pursuing this study is the belief that understanding one's own thoughts and feelings fosters empathy and helps individuals relate to the emotions of others, ultimately promoting mutual understanding and support. As a member of society, the researcher acknowledges the importance of socio-emotional learning in developing essential life skills such as forming and maintaining friendships, building confidence, resolving conflicts, managing stress and anxiety, making sound decisions, resisting negative peer pressure, recognizing strengths and weaknesses, and becoming more attuned to others' emotions. These competencies are seen as vital in facing society with confidence and pride.

This study evaluated on the extent of the implementation of Socio-Emotional Learning (SEL) Interventions in relation to the Academic Performance of Grade 3 & 4 Learners in Licuma Elementary School in the Division of Ormoc City. The findings of the study were the bases for an Intervention Plan.

Specifically, it sought to answer the following questions:

1. What is What Is The Extent Of The Implementation Of The Socio-Emotional Learning (SEL) Interventions in terms Of:
 1. Guidelines
 2. Techniques
 3. Materials
 4. Benefits
 5. Participation Of Learners
 6. Challenges?
2. What is the Academic performance of the Grade 3 & 4 pupils?

3. Is there a significant relationship on the extent of the implementation of the Socio-Emotional Learning (SEL) Interventions and academic performance of the Grade 3 & 4 learners?
4. What intervention plan can be proposed based on the findings of the study?

Null Hypothesis:

HO: There is no significant relationship on the extent of the implementation of the Socio-Emotional Learning (SEL) Interventions and academic performance of the Grade 3 & 4 learners.

II. Methodology

Design. The study utilized a quasi-experimental research design involving two existing Grade 3 & 4 classes at Licuma Elementary School to assess the effectiveness of Socio-Emotional Learning (SEL) interventions on academic performance in Filipino. One class served as the experimental group, receiving SEL-integrated instruction aligned with the Most Essential Learning Competencies (MELCs) for the 4th grading period, while the other class served as the control group, receiving traditional instruction without SEL elements. Both groups underwent a pre-test in Filipino to determine their baseline performance. The SEL interventions in the experimental group included strategies such as emotion-based storytelling, cooperative learning activities, reflective writing in Filipino, and role-playing scenarios to enhance empathy, self-awareness, and communication skills. The intervention was implemented throughout the 4th grading period, with lessons designed to meet the MELCs while embedding SEL practices into the learning experience. At the end of the period, a post-test was administered to both groups to measure academic improvement. The results were statistically analyzed to determine whether the SEL strategies had a significant impact on the learners' academic performance in Filipino. Observations and simple SEL assessment tools were also used to support the findings. Based on the results, an enhancement plan was proposed to guide future integration of SEL in Filipino instruction, contributing to more effective and holistic education practices at Licuma Elementary School. The main locale of the study was Licuma Elementary School in the Division of Ormoc City. The respondents of the study were the 26 males and 24 females Grade 3 & 4 learners. The information for the analysis was gathered using utilized the questionnaire for the extent of the implementation of SEL. Another tool used was the SF 9 of the Grade 3 & 4 learners and the validation tool on the extent of the implementation of the (SEL) interventions. The proposed Intervention Plan was taken based on the findings of the study.

Sampling The respondents of the study were the were the 26 males and 24 females Grade 3 & 4 learners that were involved in this study were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure The researcher asked permission from the office of the Schools Division Office, headed by the Schools Division Superintendent, Dr. Carmelino P. Bernadas, Ph.D., CESO V, through a Transmittal Letter. The same letter content was given to the School Principal and to the teachers who were responsible for the respondents.

The research instruments used were test questionnaires based on the Most Essential Learning Competencies (MELCs) in Filipino, focusing on the 4th grading period. These were administered by the researcher to determine the performance level of the Grade 3 pupils, specifically in word recognition and comprehension, which were also related to their understanding of the lessons. After the integration of the SEL interventions, which was conducted over a one-month period, the post-test was administered to determine whether the test performance of the Grade 3 & 4 pupils had improved.

Data were collated and submitted for appropriate statistical treatment.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both School Principal, teachers were done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tools:

Weighted Mean – This was utilized to assess the academic performance of the Grade 3 & 4 pupils.

Pearson r- This tool was used to calculate the significant difference in the academic performance of the Grade 3 & 4 pupils.

III. Results and Discussion

Table 1

Extent Of The Implementation Of The Socio-Emotional Learning (SEL) Interventions

	A. GUIDELINES	Weighted Mean	Interpretation
1	Clarity and accessibility of guidelines	5.00	Strongly Agree
2	Alignment with established SEL competencies and best practices	4.24	Strongly Agree
3	Comprehensive coverage of all aspects of SEL implementation	4.50	Strongly Agree
4	Guidelines provide specific, actionable steps for implementation	4.95	Strongly Agree
5	Regular review and updates of guidelines to reflect current best practices	4.24	Strongly Agree

	Mean	4.59	Agree
	B. TECHNIQUES		
1	Variety of evidence-based SEL techniques used	4.50	Strongly Agree
2	Age appropriateness of techniques	5.0	Strongly Agree
3	Cultural responsiveness and inclusivity of techniques	5.0	Strongly Agree
4	Adequate teacher training on techniques	4.00	Agree
5	Adjustment of techniques based on data and assessment	4.50	Strongly Agree
	Mean	4.60	Strongly Agree
	C. Materials		
1	Availability and accessibility of materials	4.50	Strongly Agree
2	Quality and relevance of materials to learners' needs and interests	4.95	Strongly Agree
3	Variety of formats (print, digital, interactive) to cater to learning styles	4.24	Strongly Agree
4	Availability of supplementary resources (lesson plans, assessments, etc.)	3.95	Agree
5	Regular review and updates of materials	4.95	Strongly Agree
	Mean	4.52	Strongly Agree
	D. Benefits		
1	Improved academic performance	5.00	Strongly Agree
2	Enhanced social skills	5.00	Strongly Agree
3	Increased emotional regulation	5.00	Strongly Agree
4	Reduced behavioral problems	5.00	Strongly Agree
5	Improved mental well-being	5.00	Strongly Agree
	Mean	5.00	Strongly Agree
	E. Participation of Learners		
1	Active engagement in SEL activities	5.00	Strongly Agree
2	Active participation and sharing of thoughts and feelings	4.95	Strongly Agree
3	Positive attitudes towards SEL	4.00	Agree
4	Self-reported improvements in social-emotional skills	4.24	Strongly Agree
5	Learners feel their contributions are valued and meaningful	4.95	Strongly Agree
	Mean	4.63	Strongly Agree
	F. Challenges		
1	Insufficient resources (funding, staff, time)	2.5	Disagree
2	Lack of teacher training in SEL	2.80	Undecided
3	Resistance to change from stakeholders	2.20	Disagree
4	Significant time constraints limiting SEL activities	3.00	Undecided
5	Lack of administrative support for SEL initiatives	1.00	Strongly Disagree
	Mean	2.30	Disagree
	Grand Mean	4.27	STRONGLY AGREE

Legend: 4.21- 5.00 – Strongly Agree
 3.41- 4.20 – Agree
 2.61-3.40 - Undecided
 1.81- 2.60- Disagree
 1.00-1.80- Strongly Disagree

This table presents the Extent of the Implementation of the Socio-Emotional Learning (SEL) Interventions, which measures the implementation level across six critical components: Guidelines, Techniques, Materials, Benefits, Participation of Learners, and Challenges. Each component was evaluated using specific indicators and rated through a Likert scale to determine the effectiveness and comprehensiveness of SEL implementation in the educational setting. The

analysis provides a holistic view of how well SEL interventions were integrated into the system and identifies both strengths and potential barriers.

In terms of Guidelines, respondents strongly agreed on the clarity, comprehensiveness, and actionable nature of the SEL policies, with individual ratings ranging from 4.24 to 5.00. This suggests that the foundation for implementation was clearly communicated and aligned with best practices. The Techniques component also received a high mean of 4.60, indicating that various age-appropriate, inclusive, and evidence-based strategies were used effectively, though teacher training scored slightly lower (4.00), highlighting a need for continuous capacity building. Materials followed closely with a mean of 4.52, emphasizing the availability, quality, and diversity of instructional resources, though support materials such as lesson plans were slightly less accessible (3.95).

Remarkably, the Benefits component received a perfect mean score of 5.00 across all indicators. Respondents strongly agreed that SEL interventions resulted in improved academic performance, better social skills, emotional regulation, reduced behavioral issues, and enhanced mental well-being. The Participation of Learners also received a strong mean of 4.63, confirming active student engagement and positive attitudes toward SEL, although attitudes scored slightly lower (4.00), indicating an area to nurture further. However, the Challenges component received the lowest mean score of 2.30, with major concerns cited including insufficient resources, limited teacher training, stakeholder resistance, time constraints, and lack of administrative support. This indicates that while implementation was highly effective, systemic challenges could hinder long-term success.

The results imply that the overall implementation of SEL interventions was highly effective, as reflected by the grand mean of 4.27, which falls under the category "Strongly Agree." This result implies that stakeholders perceive SEL to be deeply integrated into the academic and social framework of the school and that it positively affects both teaching and learning processes. However, the presence of consistent challenges underscores the need for institutional investment, resource allocation, and stronger administrative support to sustain and scale up the program

Table 2
Academic Performance of Learners

No.	Interpretation	Scale	Frequency	Percentage
5	Outstanding	90-100	21	34
4	Very Satisfactory	85-89	9	15
3	Satisfactory	80-84	21	34
2	Fairly Satisfactory	75-79	10	16
1	Did Not Meet Expectations	Below 75	1	2
	Total		62	100
	Average		85.08	Very Satisfactory

This table presents the Academic Performance of Learners, which outlines the distribution of academic achievement among 62 learners based on their final performance ratings. The table

categorizes learners according to five performance levels—Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory, and Did Not Meet Expectations—based on a standard numerical scale. It also includes the frequency and percentage of learners per category, as well as the overall average rating to assess the general academic standing of the group.

As shown in the data, the majority of learners fell into two main categories: Outstanding (90–100) and Satisfactory (80–84), each with 21 learners or 34% of the total population. This was followed by Fairly Satisfactory (75–79) with 10 learners (16%), and Very Satisfactory (85–89) with 9 learners (15%). Only 1 learner (2%) was recorded under Did Not Meet Expectations (below 75). These figures suggest a concentration of learners performing at high to moderate levels, with only a minimal number falling below acceptable standards.

The overall average rating of the learners is 85.08, which falls under the interpretation “Very Satisfactory.” This indicates that most learners are performing above the minimum level of proficiency, demonstrating good comprehension and application of academic content. The distribution of results also shows a relatively balanced spread across the performance categories, with a promising number of learners achieving at the highest level. However, the presence of a small group in the lower two categories suggests that targeted interventions could further enhance overall performance.

The results imply that the academic performance of learners is generally strong, with a good proportion achieving Outstanding and Satisfactory marks. The average of 85.08 implies that learners are performing well but still have room to improve to reach consistently higher levels across the entire group. It also suggests that the learning environment and instruction—possibly influenced by socio-emotional learning interventions—are positively contributing to learner outcomes, although attention must still be given to those at risk of underperformance.

Table 3
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @ .05	Decision on Ho	Interpretation
Reading Instruction to Academic Performance	0.77	3.216	0.664	Reject Ho	Significant Relationship (Strong)

This table presents the Test of Relationship, which examines the statistical connection between Reading Instruction and Academic Performance of learners. It uses Pearson’s r to measure the strength of correlation, along with the computed t value and the critical table value at a 0.05 level of significance. The decision on the null hypothesis (H_0) is also provided, along with an interpretation of the strength of the relationship.

The table shows that the correlation coefficient (r) between Reading Instruction and Academic Performance is 0.77, which indicates a strong positive relationship. The computed t value of 3.216 is significantly higher than the critical table value of 0.664, leading to the rejection of the null hypothesis. This result suggests that there is a statistically significant relationship between how reading is taught and how learners perform academically.

The strong correlation confirms that as the quality or effectiveness of reading instruction increases, there is a corresponding improvement in learners' academic performance. This may be attributed to the role of reading as a foundational skill that supports learning across all subjects. The result highlights the importance of instructional strategies that strengthen reading comprehension, fluency, and engagement to boost overall academic outcomes.

The results imply that reading instruction significantly influences academic performance, as indicated by the strong correlation value of 0.77. The result implies that instructional interventions focused on reading can serve as a key driver for academic improvement. Therefore, enhancing reading instruction strategies—through teacher training, use of appropriate materials, and integration of socio-emotional learning components—can lead to measurable gains in student performance.

IV. Conclusion

Based on the results of this study, the Test of Relationship, which examines the statistical connection between Reading Instruction and Academic Performance of learners, confirmed a strong and significant positive correlation. The findings demonstrate that as the quality of reading instruction improves, learners' academic performance also increases, emphasizing the foundational role of reading in overall educational success. This significant relationship underscores the importance of implementing effective and engaging reading strategies in the classroom. It further highlights the need for continuous teacher training, provision of appropriate instructional materials, and the integration of supportive practices such as socio-emotional learning. These approaches collectively contribute to fostering better academic outcomes and more holistic learner development.

V. Recommendations

Based on the findings of this study, the following recommendations are proposed from the extent of the implementation of Socio-Emotional Learning (SEL) Interventions in relation to the Academic Performance of Grade 3 & 4 Learners among the ff:

The teacher should consistently integrate socio-emotional learning (SEL) strategies into daily lessons to support learners' emotional well-being and academic growth. They should also participate in continuous training programs to enhance their capacity to implement SEL effectively.

The school head should institutionalize SEL by embedding it into the school improvement plan and providing regular monitoring and support to ensure its sustained and effective implementation across all grade levels.

The Public Schools District Supervisor should conduct regular assessments and provide technical assistance to schools in implementing SEL programs. They should also allocate resources and organize training workshops for teachers and school leaders on best SEL practices.

The parents should be actively engaged in the SEL process by reinforcing social-emotional skills at home and participating in school-led orientations or seminars that help them understand the role of SEL in their children's learning.

The researcher should develop and share an enhancement plan based on the study findings that schools can adopt to improve the implementation of SEL and its alignment with academic goals, especially in reading and Filipino subjects.

The future researchers should expand the scope of this study to other grade levels and schools, use varied methodologies, and explore the long-term effects of SEL on both academic performance and behavioral outcomes for a more comprehensive understanding.

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AUTHOR'S PROFILE



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The author is born on February 3, 1996 at Bonliw, Torrijos, Marinduque, Philippines. She finished her Bachelor's degree in Elementary Education at Western Leyte College of Ormoc Inc. She had a natural connection with children—their curiosity, honesty, and boundless energy have always inspired her. It was a calling fueled by her genuine love for helping young minds grow which helped her decide to take elementary education as her field of specialization for her master's degree. She is currently finishing her Master's degree of Arts in Education major in Elementary Education at Western Leyte College of Ormoc City.

She is currently a Teacher I in the Department of Education and a Grade – III Teacher at Licuma Elementary School at Barangay Licuma, Ormoc City, Leyte, Philippines. She believed there's something magical about being part of a child's first steps into learning, and she's passionate about creating a positive, nurturing space where they feel valued, encouraged, and excited to discover the world.