

Developing Social and Emotional Learning Wellness Intervention for Filipino Students: An Integrative Literature Review

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Abstract. Despite widespread implementation of Social and Emotional Learning (SEL) programs globally, there is a lack of culturally and linguistically responsive research evaluating their effectiveness among Filipino learners. SEL interventions are becoming more extensive. In many nations, interest in SEL is growing daily (Turan, 2021). This study examines the implementation and impact of Social-Emotional Learning (SEL) on the well-being and academic performance of Filipino students through an integrative literature review. A total of 43 sources, including empirical studies (n=20), conceptual/theoretical papers (n = 13), and policy/practice resources (n=10), were reviewed. These sources, published between 2017 and 2025, offer insights into the effectiveness of SEL globally, with a focus on the Philippine context. This gap presents an opportunity to develop context-specific, low-cost SEL interventions that reflect students' lived experiences in the Philippines. The review addresses three main research questions: (1) How is SEL implemented in classroom settings? (2) How does SEL influence students' well-being? (3) What SEL wellness interventions can be recommended for Filipino students? The findings reveal that well-implemented SEL programs significantly enhance students' social-emotional competencies, improving academic outcomes, classroom behavior, and interpersonal relationships. However, existing frameworks often lack cultural contextualization, limiting their relevance in the Philippine educational landscape. The study emphasizes the need for culturally responsive SEL strategies, considering Filipino students' unique social, familial, and academic pressures. Based on the reviewed literature, recommended interventions include breather wellness breaks, reflective journaling, and emotional regulator booths within classrooms to promote emotional resilience, self-awareness, and mental well-being, particularly in low-resource settings. This research highlights the need to adapt global SEL models to local realities to create inclusive, supportive environments that foster Filipino learners' academic success and holistic development.

Keywords: Filipino students; Intervention; SEL; Social and emotional learning; Wellness.

1.0 Introduction

Contemporary students tend to get easily stunned by the daily challenges, such as dealing with the social and emotional turmoil of their academic life. This creates a dilemma regarding emotional mindfulness and how to handle relationships with others. A lack of social and emotional skills leads to educational distress, which is linked primarily to a low quality of life. SEL is the cornerstone of a constructive academic mindset, with civic, social, emotional, and physiological consequences for both adults and children (Quiamno, 2021). SEL is an essential part of human growth and education (Fronza & Dolandolan, 2022). The Social and Emotional Learning (SEL) intervention will reinforce the students' achievement in scholastic and holistic views of life. Programs for

evidence-based social-emotional learning (SEL) interventions should be viewed as a crucial component of learning and development. To choose the best SEL programs for intervention, it is essential to determine each student's unique needs and objectives (Aksoy & Gresham, 2024). This study will significantly contribute to long-term academic development that nurtures students' academic success and cultivates soft skills for the future career readiness of the learners. The SEL supports positive behavior in interaction with other people that values empathy and is suited to the Philippine context for Filipino learners.

Global organizations such as the OECD, UNESCO, and the World Bank are well-suited to help advance the worldwide agenda. Their studies and recommendations determine the significance of social and emotional skills in the 21st century for local and global soft skills competencies. It is widely acknowledged that socio-emotional skills are essential for success in the 21st-century labor force (UNICEF Philippines, 2023). These organizations provide funding and other support for the education reform initiatives of individual countries. Higher socio-emotional skill levels in students are associated with greater work prospects, underscoring the significance of these abilities in obtaining employment possibilities. This is particularly relevant for developing countries, where global organizations often have a strong presence. Organizations are also exclusively stationed to muster the skills and other resources of diverse international employment, facilitating exchanges and partnerships among stakeholders and institutions that cut across national, organizational, and disciplinary lines. Additionally, they provide forums to bring together relevant stakeholders to find feasible solutions to the gaps in developing social and emotional skills (World Economic Forum, 2017).

The SEL concepts act as an extra window for education. Students entering the school may have developed many social and emotional competencies that were built at home and nurtured in their younger years. Through the abundant benefits of SEL, the school can build on strengths and support students in enhancing their self-awareness, self-management, social awareness, relationship skills, and proper decision-making.

The five interrelated areas of competencies in Social and Emotional Learning (CASEL Framework, 2022) are: Self-awareness, which involves acknowledging feelings, emotions, and ideas and relating them to actions and behavior. Social awareness refers to respecting others and empathizing with their perspectives. Responsible decision-making is the capability to make sound judgments and determine the proper life choice. Self-management is the ability to handle emotions, regulate stress, and attain personal aims. Relationship skills refer to the ability to connect with others and maintain effective interpersonal relationships. SEL occurs naturally as students' developmental stages unfold. However, if children are unable to thrive in these five areas, they may develop behavioral issues that hinder their daily academic functioning or progress. Various methods, including Collaborative for Academic, Social and Emotional Learning, the Responsive Classroom approach, and Promoting Alternative Thinking Strategies, have been utilized to offer SEL because of its many long-term benefits (Kothari & Wesley, 2020).

The significance of ongoing, professional development for leaders and teachers in implementing Social-Emotional Learning (SEL) in schools is also supported by research. Teachers must receive training to carry out SEL programs for kids, but addressing teachers' personal SEL also benefits their well-being, the quality of their instruction, and student outcomes. Like teachers, principals rarely receive the necessary instruction or guidance to effectively implement SEL and establish SEL-infused, compassionate learning environments in schools. Scholars and practitioners have long observed that school ecologies that adopt a comprehensive vision and a set of policies and practices that support whole-child development and supplement and reinforce social-emotional learning (SEL) programs are more likely to achieve success and sustainability in their SEL initiatives. Students' engagement and academic success are impacted by the skills they acquire due to SEL programs, including increased positive peer collaboration, positive connections, self-knowledge and management, social awareness, and responsible decision-making (Pitlik, 2021).

Administrators should constantly evaluate stakeholder viewpoints, program implementation, student outcomes, and school and district resources to enhance SEL programs and make well-informed judgments regarding their efficacy in a specific school context. Several key factors influence the effectiveness of Social and Emotional Learning (SEL) programs, including program duration, scope, and leadership support. Longer and more intensive programs, especially those implemented consistently from preschool through high school, yield more significant outcomes than shorter interventions.

Despite the growing implementation of Social and Emotional Learning (SEL) programs, significant research gaps remain that limit their inclusivity and scalability, particularly in the Philippine context. Importantly, although most cultures share the five fundamental competency categories of CASEL, socioeconomic level, language, race or ethnicity, and other cultural characteristics may cause differences in certain aspects of adaptive SEL functioning (Mondi et al., 2021). One notable gap is the lack of culturally and linguistically responsive studies that assess the effectiveness of SEL interventions among Filipino learners. While diversity is often acknowledged in SEL discourse, the limited empirical evidence suggests that these programs may not adequately address the unique social-emotional needs, cultural values, and language backgrounds of Filipino students. Furthermore, with the increasing demand for mental health and emotional support in schools, many of which are under-resourced, there is a pressing need for research on the feasibility and effectiveness of virtual and low-cost SEL interventions. Exploring these dimensions is crucial for developing more equitable, accessible, and sustainable Social-Emotional Learning (SEL) programs that reflect the lived experiences of Filipino learners in diverse educational settings (Kim et al., 2024).

This paper addresses the research questions: "How is Social and Emotional Learning (SEL) implemented in the classroom setting? How does SEL influence the well-being of students? Based on the integrative literature review, what SEL wellness interventions for Filipino students can be recommended?" This study aims to explore the implementation of SEL in classroom settings, examine its impact on students' well-being, and identify culturally relevant SEL wellness interventions for Filipino students through an integrative literature review. The findings will contribute to academic understanding of SEL practices and inform the development of effective, contextually appropriate interventions supporting students' emotional and social development in the Philippines.

2.0 Methodology

This study employed an integrative literature review approach in response to the growing need for contextualized and evidence-based strategies in promoting Social and Emotional Learning (SEL), particularly among Filipino students. An integrative literature review was chosen for its unique capacity to systematically synthesize diverse theoretical and empirical literature—quantitative, qualitative, and mixed-methods—allowing for a comprehensive understanding of SEL implementation's complex and multidimensional nature and its impact on student well-being.

Integrative reviews help maintain a current knowledge base for each research topic. A comprehensive analysis of the literature is described as one where previous research is summed up by making generalizations based on numerous studies (Russell, 2005). Unlike traditional systematic reviews, which often limit inclusion to a single methodology, the integrative review allows for the inclusion of varied methods, thereby enabling the identification of gaps, emerging trends, and effective practices grounded in different educational contexts. This approach is especially critical given the emerging issues in mental health, post-pandemic academic recovery, and the pressing demand for socio-emotional support in school settings.

Table 1. *Inclusion and Exclusion Criteria for SEL Literature Review*

Category	Included	Excluded
Research Design	Any research design (e.g., experimental, quasi-experimental, mixed methods, etc.)	Historical and Grounded Theory designs
Year of Publication	Published from 2017 to 2025	Published in 2016 or earlier
Relevance to Topic	Focuses on Social and Emotional Learning (SEL) interventions, outcomes, or frameworks	Papers unrelated to SEL or those only tangentially related
Population	Students (preschool, elementary, secondary, tertiary) and educators are involved in SEL programs.	Populations not related to the education or school context.
Setting	School-based or education-related settings	Non-educational settings (e.g., corporate, clinical, unless within schools)

Table 1 presents the inclusion and exclusion criteria used to screen studies for this integrative review. Studies were selected based on their relevance to social and emotional learning (SEL) within educational contexts, their publication date (2017–2025), and their use of applicable research designs. Articles not centered on SEL, those conducted outside school-based settings, or using historical or grounded theory methods were excluded.

The researchers adopted a rigorous inclusion-exclusion criterion to guide the review process. The inclusion criteria for this integrative literature review encompassed studies employing various research designs such as quantitative (descriptive, meta-analysis, correlational, and experimental), qualitative (phenomenological and case study), mixed-methods (with a convergent design), and action research (with a single-subject focus). Participants included students and teachers from all educational levels, ranging from kindergarten to university, regardless of gender or nationality. Studies conducted in diverse educational settings, including elementary, high school, and university environments, were considered. As shown in Figure 1, a total of 43 sources were reviewed, categorized into empirical studies ($n = 20$), conceptual/theoretical papers ($n = 13$), and policy/practice resources ($n = 10$). Only publications from 2017 to 2025 were included to ensure the relevance of findings to current educational contexts. Conversely, studies utilizing grounded theory or historical research approaches were excluded due to their methodological divergence from the objectives of this review, along with publications dated before 2017, to maintain a focus on recent advancements in SEL frameworks and interventions.

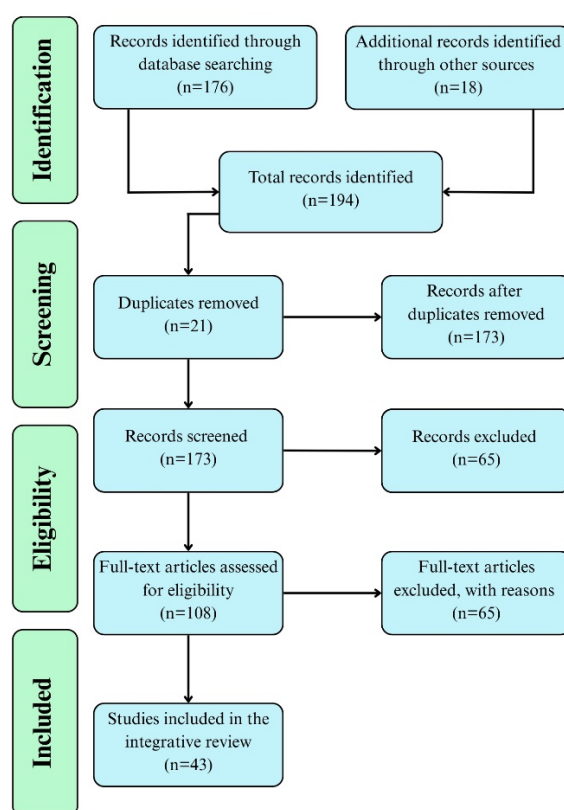


Figure 1. PRISMA Flowchart for Integrative Literature Review

The process involved a systematic search of peer-reviewed articles using academic databases such as ERIC, ScienceDirect, Google Scholar, JSTOR, Research Gate, and PubMed, employing key terms like "Social and Emotional Learning," "SEL implementation," "student well-being," and "Filipino students." Articles were then screened through title and abstract review, followed by full-text analysis to determine eligibility based on the predefined criteria. This methodical approach ensured the credibility, relevance, and breadth of literature gathered, ultimately supporting the formulation of context-sensitive SEL wellness recommendations for the Filipino educational setting.

The data gathering for this study on Social and Emotional Learning (SEL) involved reviewing 43 sources, categorized into empirical studies ($n = 20$), conceptual/theoretical papers ($n = 13$), and policy/practice resources ($n = 10$). The empirical sources comprised peer-reviewed studies using quantitative, qualitative, or mixed

methods. Conceptual papers, including models, frameworks, and literature reviews, shaped the development of SEL theory. Policy and practice resources from reputable institutions like CASEL, ChildFund Philippines, and the Department of Education, in partnership with SEAMEO INNOTECH, developed a localized SEL framework tailored to the Filipino context. UNESCO and UNICEF Philippines offered insights into real-world implementation. Only literature published between 2017 and 2025, with transparent methodologies and full-text access, was included in the review.

3.0 Results and Discussion

Social and emotional learning (SEL) refers to children developing the proper skills to regulate their social and emotional competencies. SEL focuses on managing negative emotions, which strengthens learners across levels to face challenges, thrive on their academic journey, and form relationships with the society to which they belong. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL, 2022).

3.1 The Implementation of SEL in the Classroom Settings

The SEL is widely researched and studied globally; however, its implementation has been at the forefront of scientific inquiries. The primary concern that needs to be addressed is how Social-Emotional Learning (SEL) has been implemented in the classroom. SEL's implementation is created in a supportive environment that goes beyond just improving academic performance, but a setting that encourages children to accept responsibility for their actions, cultivate a sense of community, and intrinsically cherish their education (O'Brien, 2025). Behavioral approaches are helpful and should be treated as a form of academic mediation. When teachers implement Social-Emotional Learning (SEL) effectively, it creates lasting results in students' SEL skills. Students' SEL competencies improved due to SEL treatments and programs focusing on enhancing instructors' SEL and their active participation in program implementation (Aradhya & Parameswaran, 2023).

According to Lawson (2019), implementing social and emotional learning in the educational setting is a good start to advocate and strengthen the importance of SEL skills. The author further emphasized that it is vital for students to easily understand and retain the concepts during implementation. Establishing SEL programs in schools has multiple drawbacks, including high program expenses, divergent needs, and established curricula that cannot be customized to classroom requirements. Hence, identifying the fundamental components of evidence-based SEL programs could pave the way for more realistic approaches to implementing SEL in schools. Activities that support SEL should not be disregarded, regardless of whether they are part of a bigger program or course or stand alone. In any case, SEL has shown itself to be resilient, and as such, its continued existence opens the door to a more promising future for society and the education (Tabalanza et al., 2022).

According to Moffat (2021), inclusive SEL classroom implementation, anchored in differentiated instruction, must be employed to meet the individualized needs of students. SEL can be expressed through the principles of action that accommodate learn in various ways. This helpengage iners to express their emotions and perform social interactions with the aid of scaffolding. SEL intervention effectiveness must be well-planned and grounded in theory and research. Students should be taught how to apply SEL skills to their everyday life. It is essential to address both the emotive and social aspects of learning (Cristóvão et al., 2017). A conducive and safe space, a calm-down area in an inclusive classroom, is equipped with many promising student interventions. This area will be utilized for a respectful zone of emotional regulation through breathing techniques and privacy from overstimulation of feelings. It has a co-regulation teacher wherein the students learn to label emotions, practice emotional regulation skills, and support social problem issues. Sentence stems such as "I feel ___ when ___" can be used to help students' social and emotional development (SEL) by directing polite conversation and dispute resolution. Provide students with organized opportunities to practice empathy, collaboration, and active listening, such as lunch buddies or social skills groups. These exercises assist kids in forming wholesome bonds and navigating a variety of social situations with poise and confidence (Weingarten et al., 2020).

The readiness and self-efficacy of the teachers can determine the best practices for the initial implementation of SEL instructions. Recognizing the teachers' challenges, conducting proper training, collaborating with colleagues, and strong support from the administration are the factors that guarantee positive outcomes of the SEL implementation. The significance of ongoing, professional development for leaders and teachers in

implementing Social-Emotional Learning (SEL) in schools is also supported by research. Teachers must receive training to effectively implement SEL programs for students; however, addressing their own personal SEL also benefits their well-being, the quality of their instruction, and student outcomes (Greenberg, 2023). Teachers are the ones who drive social and emotional learning (SEL) programs and practices in classrooms and schools, and their social-emotional competence and well-being have a significant impact on their pupils. Students benefit from social-emotional learning because it teaches them critical life skills, including self-awareness, fostering a good self-image, accepting accountability for their actions, and building relationships with others (Austral et al., 2023). Additionally, teacher education programs must expand beyond the existing approach to promote equality and establish SEL basic competencies for inclusive SEL implementation. Teacher preparation programs should provide formal training in SEL, including implementation and assessment, to support future educators.

Social and Emotional Learning provides significant student benefits and can serve as one of the foundations of teachers' preparation programs. Teachers with excellent SEL competencies appreciate the value of SEL and are better prepared to implement the program. Teachers are the ones who drive social and emotional learning (SEL) programs and practices in classrooms and schools, and their social-emotional competence and well-being have a significant impact on their pupils (Patrylow, 2023). Students benefit from social-emotional learning because it teaches them critical life skills, including self-awareness, fostering a good self-image, accepting accountability for their actions, and building relationships with others. In addition, efficiently utilizing SEL in multiple situations involves incorporating it (Katz et al., 2020). A teacher with positive traits conducts the SEL program by delivering well-contextualized learning, anchored in the school's vision and mission (Domitrovich, 2017).

3.2 The Influence of SEL on the Students' Well-being

The benefits of SEL confirm the extent of the social and emotional skill sets of essential education students at risk of social exclusion. SEL has a significant impact on students' academic progress and preparedness. Strong SEL students are more engaged in class, have more positive attitudes toward and involvement in school, are more accepted by their peers, and receive more positive teacher comments and instruction. Students who lack social-emotional learning (SEL) skills are more likely to struggle academically and dislike school, which can lead to grade retention and dropout. Since SEL improves academic performance, lowers dropout rates, enhances general mental health and well-being, and—most importantly—strengthens the emotional and relational dynamics of classrooms, schools, communities, and societies, it should be incorporated into the collective efforts to transform education (UNESCO, 2021). This may aid their promotion in school, providing them with a higher chance of labor market prospects. On the other side, a lack of SEL affects not only a person's academic achievement but also their lifetime outcomes. Negative consequences, such as a higher risk of job loss, separation, illness, and reduced engagement in prosocial activities, are associated with lower levels of SEL (Ferrer et al., 2023). Offer them a life disposition so that they can make better-informed judgments and decisions about their future.

In a study, it was found that SEL interventions can have a positive impact on the progress of students from diverse family and societal backgrounds. Not only does the localized SEL benefit children, but it also benefits educators and other caregivers. It aids in the development of critical qualities that are essential for success in both school and daily life, such as self-awareness, emotional control, and social skills (ChildFund Philippines, 2024). Moreover, emotional dilemmas and drug dependency were lessened for students who received SEL involvement than for those who did not (Taylor et al., 2017). SEL interventions decrease students' classroom misbehavior and misconduct by providing children with stronger emotional abilities. Additionally, the learning atmosphere becomes more optimistic and compassionate when students can express themselves more effectively, manage their emotions, and respond to others' feelings. This means that kids are less likely to engage in inappropriate conduct, which may negatively impact their academic performance.

Positive social behaviors, such as collaborating with others, communicating with community members, showing empathy and emotional sensitivity towards others, understanding, prosocial conflict resolution, peacebuilding, working together, and cooperation, can all be observed when SEL activities are implemented (Napa et al., 2022). Students' social and emotional aptitudes improved intensely as they delved into their achievements, shortcomings, views towards others, and other characters within. These SEL skills are taught in social-emotional learning lessons to enhance students' socioemotional competencies. With the emotional and social learning approach, pupils received the opportunity to collaborate and participate in events to receive accurate feedback on their emotions. They frequently tracked their emotions and used an emotion scale to assess their levels

of happiness, stimulation, or enthusiasm. These resources assist pupils in improving their ability to regulate themselves and enhance their interpersonal skills. It also encouraged students to interact comfortably with others and learn more effectively by collaborating with their classmates. Connecting with other students helps them feel more secure and learn better from each other (Ahmed et al., 2020).

Social and emotional learning can be helpful for students' well-being. Creating Compassion is an intervention that combines empathy training with the arts. It was created as a high-quality, short-term, inexpensive SEL program. (Kim et al., 2024). Six domains were identified: social and emotional skills, attitudes toward self and others, positive social behavior, conduct problems, emotional distress, and academic performance (Weissberg et al., 2017). Significant results from operational and competent assessments included the following: first, when compared to control students, students who participated in SEL interventions showed relevantly greater favorable outcomes in all six domains, including an 11-point obtain in progress in scholastic achievement, and second SEL activities that were effectively executed and conformed to a combination of suggested practices—specifically arranged, active, focused, and specific facilitation—were more likely to emanate positive emotional response.

3.3 Development of SEL Wellness Intervention for Filipino Students

As for the researchers' view on social and emotional learning in the context of Filipino learners, it will be a great aid to formulate SEL interventions for young Filipino learners that are supported and tailored with the studies of the scholars' effective and diligent works about SEL's recommended programs, approaches being already used and validated by professionals. Culture-specific modifications can offer valuable information on the optimal implementation strategies that are essential to the SEL program's long-term viability (Jones et al., 2023).

As connected to SEL research, the goals and preparedness of senior high school students in the Philippines were linked to their social and emotional learning, including self-motivation and time management for self-management, decision-making abilities for responsible decision-making, and self-awareness through knowledge of academic strengths (Cuenca et al., 2023). SEL's effectiveness in terms of students' well-being will be carried out in the long term as their soft skill competencies are strengthened. The possession of positive social and emotional conduct by students is thereby connected with success in their future endeavors. Good social skills are related to the students' interpersonal dealings with other groups of individuals within the school. They are highly regarded and can lead to a lower incidence of misbehavior. Research evaluating the efficacy of SEL interventions based on play-based and social learning theory revealed the highest impact on students (Hassani & Schwab, 2021). Establishing a safe atmosphere, instituting regular routines, improving relationships between peers and adults, giving students a voice and a choice, addressing injustices, and using culturally sensitive and instructional methods (Cox et al., 2024).

This finding will serve as a good baseline for adopting or implementing Social-Emotional Learning (SEL) in the local Philippine setting. To educate students for social responsibility and post-secondary prospects, the Department of Education (DepEd) is taking the initiative to incorporate socio-emotional skills into the Philippine education system. The 2022-2030 Basic Education Development Plan includes the MATATAG agenda and socio-emotional skills. As per DepEd Order 71, s. In 2009, the *Edukasyon sa Pagpapakatao* (EsP) curriculum emphasized social awareness, relational skills, self-management, self-awareness, and making responsible decisions (Palma & Barberan, 2025). Additionally, socio-emotional skills are given higher weight in this curriculum. The researchers viewed SEL as a better way to support challenging concerns about students' social and emotional well-being in and out of the classroom.

4.0 Conclusion

This integrative literature review highlights the vital role of Social and Emotional Learning (SEL) in shaping students' academic success and personal development. SEL equips learners with core competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These skills enhance classroom behavior and academic outcomes and nurture emotional resilience and empathy, which are essential in navigating everyday life challenges. The findings also reveal that effective implementation of SEL requires cultural relevance and contextual adaptation. Schools that use SEL intervention effectively report higher academic achievement, better teacher-student connections, and fewer negative behaviors (Pitlik, 2021). Following empirical research on SEL, effective programs need to be evidence-based, well-designed, and well-

executed—that is, developmentally and culturally appropriate (Raimundo et al., 2024). While many global models have shown positive results, localizing SEL strategies remains crucial. Filipino students face unique social, familial, and academic pressures that call for context-sensitive interventions. Hence, there is a pressing need to move beyond generalized approaches and ensure that SEL practices reflect the lived realities and cultural values of Filipino learners.

Developing a Social and Emotional Learning wellness intervention designed explicitly for Filipino students is timely and essential. A variety of techniques and interventions, including classroom activities (like play, storytelling, drama, drawing, role-playing, etc.), home-based activities, and family involvement activities (like worksheets, parent meetings, portfolios, home visits, etc.), can be used to provide social-emotional learning training for students (Aksoy & Gresham, 2024). Social and emotional learning abilities can be developed safely and effectively through creative drama. According to studies, children's early social-emotional development is positively influenced by creative drama. Through improvisation and role-playing while constructing scenes, creative theater allows students to reflect on real-world problems by bringing their own experiences into the classroom (Koç & Sungurtekin, 2023). Peer tutoring and group contingency capitalize on the increasing role peers play for students in elementary school, but practice aspects like self-management might not have been included in the early childhood literature due to the developmental skills of young children (Sutherland et al., 2019). Topper Training is a cognitive-behavioral theory-based SEL intervention. A variety of intervention elements, including emotional, cognitive, and skill-building components where the Filipino students can learn a variety of skills throughout ten 90-minute sessions, including basic social skills like self-presentation, how to deal with bullying situations, how to demonstrate interest, trust, and friendship, how to give and receive feedback, and how to reflect on their value (De Mooij et al., 2024). Sample interventions may include a “breather wellness break,” which gives students a few minutes to pause, stretch, or practice mindful breathing during busy academic hours. Journaling sessions can also be facilitated weekly to help students reflect on their thoughts and emotions. Students can practice and progressively enhance their emotional awareness through SEL activities, such as breathing exercises and movement that supports emotional regulation (Cox et al., 2024). Lessons on SEL can be incorporated into various topics, such as reading, arithmetic, and history. Teachers might offer reading-related group projects where students can role-play as historical individuals to comprehend the reasoning behind one another's actions or assign themselves roles to collaborate. Also, educators can set out a particular time for SEL. In addition to asking students to write in their notebooks, teachers can set up buddy classrooms where students can work in pairs (Sapungco, 2022).

Another advantage is the ease with which the SEL lesson on Creating Compassion can be incorporated into existing art curricula. Due to these advantages and its efficacy, Creating Compassion is a time- and cost-efficient alternative to many comprehensive SEL programs, which can help students in underprivileged and economically disadvantaged regions (Kim et al., 2024). Additionally, setting up an emotional regulator booth inside the classroom provides a safe space where learners can briefly retreat, calm down, and use tools like emotion cards or fidget items to self-regulate. These practices support students' emotional health and create a nurturing and responsive learning environment.

However, it is essential to note the limitations of this study regarding the sample size of the published literature reviewed. While the findings provide valuable insights, the relatively small and selective pool of sources enhances the capture of the broad spectrum of SEL practices and outcomes across diverse educational contexts. To improve the overall implementation and sustainability of the SEL approach, the program must actively engage various stakeholders, including students and teachers. This action will realize lifelong benefits (Aradhya & Parameswaran, 2023). Future research is encouraged to expand the literature base by including more extensive empirical studies and localized evidence to validate and enrich the development of culturally responsive SEL interventions. It is recommended that further research be conducted on the implementation of SEL in the local setting.

5.0 Contributions of Authors

Each researcher equally contributed to the overall development and refinement of the paper.

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7.0 Conflict of Interest

The researchers confirmed that there is no conflict of interest in the publication of this review.

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