www.ijprems.com
editor@ijprems.com

INTERNATIONAL JOURNAL OF PROGRESSIVE RESEARCH IN ENGINEERING MANAGEMENT AND SCIENCE (IJPREMS)
(Int Peer Reviewed Journal)
Vol. 05, Issue 05, May 2025, pp : 1622-1628

e-ISSN : 2583-1062
Impact Factor : 7.001

BACK IN THE CLASSROOM: ENCOUNTER OF TEACHERS ON THE SOCIAL-EMOTIONAL ADJUSTMENT OF STUDENTS

Jason Allan P. Diez[1]

[1]Researcher, Rizal Memorial Colleges, Inc.

ABSTRACT

This study explored the lived experiences of junior high school teachers in managing the social-emotional adjustment of students. As students transitioned back into the traditional classroom environment, many exhibited emotional instability, behavioral issues, and challenges in peer relationships. Ten (10) teachers from Libungan West District, Cotabato Division, were selected to share their narratives. The study adopted a phenomenological approach to capture the depth of their experiences. Data were gathered through virtual in-depth interviews to uncover how these educators supported students' emotional reintegration into the learning environment. The thematic analysis of the participants' responses revealed the teachers' experiences in addressing the students' socio-emotional needs, which included frequent disruptive behaviors, withdrawal, emotional outbursts, and difficulty in peer interactions. These challenges affected both the academic progress and classroom climate, increasing the emotional labor required of educators. To cope, teachers employed strategies such as integrating social-emotional learning into daily routines, fostering open communication, applying empathetic approaches, and creating positive, supportive environments. Some educators also engaged in peer collaboration and adjusted instructional strategies to better accommodate students' emotional needs. The insights drawn from the study's findings emphasized the importance of early intervention, continuous professional development in Social and Emotional Learning, and strong support systems at the school level. These insights provide valuable guidance for educational leaders and policymakers to strengthen teacher capacity.

Keywords: Back In the Classroom, Teacher Experiences, Social-Emotional Adjustment

1. INTRODUCTION

The transition back to traditional classroom settings following prolonged periods of remote or disrupted learning has surfaced a pressing challenge in schools—supporting students' social-emotional adjustment. As learners return from isolation, many educators have observed marked changes in students' emotional well-being, including increased anxiety, withdrawal, disruptive behavior, and difficulty maintaining peer relationships. These challenges have underscored the critical role teachers play not only as academic instructors but also as frontline responders to students' mental and emotional health needs.

In the Philippines, particularly in rural districts like Libungan West in the Cotabato Division, these issues are magnified by limited access to mental health services, strained educational resources, and the enduring impacts of the COVID-19 pandemic on family and community dynamics. While global and national frameworks have increasingly recognized the importance of Social and Emotional Learning (SEL) in educational recovery (OECD, 2021; DepEd, 2022), there remains a significant gap in understanding how classroom teachers—especially in local, low-resource contexts—experience and respond to students' evolving emotional needs.

This study explores the lived experiences of junior high school teachers in managing the social-emotional adjustment of students who are re-entering face-to-face education. Using a phenomenological approach, the research aims to capture teachers' personal narratives, strategies, and coping mechanisms as they navigate the emotional reintegration of learners. These insights are vital in identifying not only the challenges teachers face but also the innovative practices they adopt, which can serve as a foundation for more effective school-based support systems and professional development programs.

As educators across the globe grapple with a "new normal" in classroom dynamics, this research seeks to contribute to the growing body of literature that affirms the necessity of emotional readiness as a precursor to academic success. The study ultimately aims to inform educational leaders and policymakers about the realities on the ground and the urgent need to strengthen teachers' capacity to support students' holistic well-being.

The social-emotional adjustment of students has emerged as a global priority in the post-pandemic era, particularly as schools reopen and learners return to traditional classroom settings. Across the world, educators are reporting increased cases of student anxiety, behavioral disruptions, and difficulties in social reintegration, all of which significantly affect learning outcomes and classroom climate (OECD, 2021). Teachers, often unprepared for this additional emotional burden, are now expected to manage not only academic instruction but also the psychological well-being of their students (Schonert-Reichl, 2020). In this context, the role of teachers in supporting social and emotional learning (SEL) has become more complex and vital than ever.

www.ijprems.com
editor@ijprems.com
INTERNATIONAL JOURNAL OF PROGRESSIVE RESEARCH IN ENGINEERING MANAGEMENT AND SCIENCE (IJPREMS)
(Int Peer Reviewed Journal)
Vol. 05, Issue 05, May 2025, pp : 1622-1628
e-ISSN : 2583-1062
Impact Factor : 7.001

Globally, three pressing issues highlight the relevance of this study. First, the global surge in adolescent mental health issues—including anxiety and depression—has raised concerns among educational leaders about the lack of SEL integration in schools (Taylor et al., 2020). Second, insufficient teacher training on emotional and behavioral interventions remains a challenge, leaving many educators ill-equipped to address students' socio-emotional needs effectively (Zinsser & Dusenbury, 2020). Third, learning loss and disengagement caused by prolonged remote learning have led to weakened student-teacher and peer relationships, disrupting classroom dynamics and requiring teachers to invest more in emotional support strategies (McGraw & Halse, 2023).

At the national level, the Philippine education system faces its own set of concerns. First, the Department of Education (DepEd) has acknowledged a rise in emotional and behavioral issues among students since the reopening of schools, especially in public institutions with limited guidance services (DepEd, 2022). Second, many teachers report feeling unprepared and unsupported in managing these challenges, citing the absence of structured SEL programs and mental health resources (Martínez, 2020). Third, the implementation gap in the Basic Education Development Plan (BEDP) 2030 concerning learner well-being highlights the disconnect between policy and classroom practice, where teachers are left to handle emotional concerns with minimal institutional backing (Reeves & McCrea, 2022).

Locally, in the Libungan West District of Cotabato, these issues are further intensified. First, limited access to mental health professionals in rural schools places the emotional care of students almost entirely in the hands of teachers. Second, students returning from long-term isolation display heightened behavioral problems—from frequent outbursts to social withdrawal—disrupting the learning environment. Third, teachers themselves face burnout and emotional exhaustion due to increased emotional labor and lack of systematic support. These localized challenges underscore the urgency of understanding how educators are coping and what mechanisms are currently in place—or lacking—to address the socio-emotional needs of learners.

The convergence of these global, national, and local issues points to a common need: empowering teachers to support the emotional reintegration of students. However, each context presents distinct challenges. Globally, the focus is on policy and systemic integration of SEL in education systems. Nationally, the Philippine context reveals a lag between policy formulation and classroom application, with teachers left unsupported in practice. Locally, the problem becomes more acute, as limited resources and geographic isolation magnify the burden placed on individual educators. Understanding these distinctions is crucial for designing responsive interventions.

This study, therefore, aims to explore the lived experiences of junior high school teachers in managing students' social-emotional adjustment in the Libungan West District. By uncovering the realities faced by teachers on the ground, the study seeks to offer insights into practical strategies, institutional gaps, and policy implications that can inform educational leaders, school administrators, and policymakers. The research contributes to the growing body of knowledge on teacher well-being, student adjustment, and the future direction of inclusive and emotionally responsive education in both local and broader contexts.

2. REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature and studies concerning the social-emotional adjustment of students and the lived experiences of teachers in managing such adjustments. It includes global, national, and local perspectives on student behavior post-pandemic, emotional and behavioral challenges, and the role of teachers in implementing social-emotional learning (SEL). The chapter also identifies critical gaps in the literature, highlighting the need for research focused on teacher experiences in rural Philippine settings such as the Libungan West District, Cotabato Division.

Social-Emotional Adjustment and Post-Pandemic Learning

Social-emotional adjustment refers to a student's ability to regulate emotions, build relationships, and adapt to school norms and routines. Globally, the COVID-19 pandemic disrupted these capacities, leading to increased anxiety, behavioral disruptions, and social withdrawal among students returning to face-to-face classes (Taylor et al., 2020). According to the OECD (2021), emotional instability, disengagement, and peer difficulties became common post-lockdown, necessitating more attention to students' non-academic development.

In the Philippine context, DepEd (2022) acknowledged that many learners returned to school with unresolved emotional stressors, further compounded by poverty, trauma, and family instability. Local schools, particularly in underserved and rural areas, lack structured support systems like school counselors, leaving the burden of emotional care to teachers. This reality underscores the need to understand how educators cope and adapt, especially where institutional support is minimal.

www.ijprems.com
editor@ijprems.com
INTERNATIONAL JOURNAL OF PROGRESSIVE RESEARCH IN ENGINEERING MANAGEMENT AND SCIENCE (IJPREMS)
(Int Peer Reviewed Journal)
Vol. 05, Issue 05, May 2025, pp : 1622-1628
e-ISSN : 2583-1062
Impact Factor : 7.001

The Role of Teachers in Social-Emotional Learning (SEL)

Teachers are central to the delivery of SEL in classrooms. Research by Zinsser and Dusenbury (2020) emphasized that teachers are not only content experts but also emotional guides who help shape the classroom climate. Empathetic responses, active listening, and daily routines that incorporate emotional check-ins have been found to improve both behavior and academic engagement (Schonert-Reichl, 2020).

However, these emotional responsibilities often come with increased emotional labor. McGraw and Halse (2023) highlighted that the pandemic amplified teacher burnout due to emotional demands, especially when managing student outbursts, trauma symptoms, or social disengagement. Teachers were required to adjust instructional strategies, modify disciplinary approaches, and foster open communication without sufficient preparation or training.

This aligns with the present study's findings, where teachers in Libungan West District reported frequent disruptive behavior, emotional outbursts, and withdrawal among students. To manage these, they integrated SEL strategies such as promoting empathy, providing positive reinforcement, and creating a supportive classroom environment.

Challenges in Implementing SEL in Rural Schools

While SEL is effective in promoting emotional resilience and behavior regulation, its integration is often challenged by lack of training, time, and institutional resources. Martínez (2020) and Reeves and McCrea (2022) argued that most SEL frameworks are designed for urban, resource-rich settings, which makes implementation in rural, high-need contexts more difficult.

In rural Philippine schools, the gap is evident. Teachers often have large class sizes, limited access to psychological services, and little time for specialized interventions. This was evident in the present study, where educators had to manage socio-emotional concerns while also delivering academic content, often without support from guidance personnel or mental health professionals.

Moreover, while national policies like the Basic Education Development Plan 2030 promote holistic learning, the disconnect between policy and ground-level realities continues to be a barrier (DepEd, 2022). Teachers in rural areas are frequently left to design their own emotional support strategies without clear frameworks or institutional backing.

Gaps in Current Literature

The review reveals three critical gaps:

1. Lack of localized studies on the lived experiences of rural teachers managing social-emotional issues.
2. Insufficient research on emotional labor among junior high school teachers in low-resource settings.
3. Limited focus on coping strategies and practical SEL integration outside of structured intervention programs.

This study addresses these gaps by providing a qualitative, phenomenological exploration of how teachers in a rural district navigate student emotional challenges. It highlights their perspectives, coping mechanisms, and the informal strategies they develop to foster emotionally supportive learning environments.

Chapter 2: Methodology

This chapter outlines the research methodology employed to explore the lived experiences of junior high school teachers in managing the social-emotional adjustment of students upon returning to the traditional classroom. A qualitative phenomenological approach was used to capture the depth and complexity of participants' personal narratives. The chosen design, along with the procedures for data collection and analysis, ensured that the emotional and contextual realities of the teachers were authentically represented. The methodology is organized into the following sub-sections: research design, research setting and participants, data collection, data analysis, trustworthiness, and ethical considerations.

Research Design

This study adopted a qualitative phenomenological design to deeply explore the subjective experiences of junior high school teachers as they addressed the social-emotional adjustment of students. Phenomenology focuses on understanding how individuals make meaning of their lived experiences, making it an ideal approach for this research (Creswell & Poth, 2021). The goal was to uncover shared themes and individual nuances that illustrate the emotional labor, strategies, and coping mechanisms used by educators.

Phenomenological research enables the researcher to bracket personal biases and focus on participants' voices through open-ended, in-depth inquiry (Van Manen, 2021). This method is widely recognized in educational research for capturing lived realities and meaning-making processes in dynamic school settings (Sundler et al., 2020).

www.ijprems.com
editor@ijprems.com
INTERNATIONAL JOURNAL OF PROGRESSIVE RESEARCH IN ENGINEERING MANAGEMENT AND SCIENCE (IJPREMS)
(Int Peer Reviewed Journal)
Vol. 05, Issue 05, May 2025, pp : 1622-1628
e-ISSN : 2583-1062
Impact Factor : 7.001

Research Setting and Participants

The study was conducted in Libungan West District, Cotabato Division, involving ten (10) junior high school teachers purposively selected based on specific inclusion criteria: (1) at least three years of teaching experience, (2) direct involvement with students returning to face-to-face instruction, and (3) willingness to share personal experiences related to managing students' social-emotional behaviors.

Purposive sampling was chosen to ensure that participants possessed rich, relevant insights about the phenomenon being studied (Palinkas et al., 2020). Diversity in gender, teaching subject, and school location (urban-rural) was also considered to capture a broader range of experiences.

Data Collection Procedure

Data were collected through semi-structured in-depth interviews conducted virtually, allowing for flexibility and convenience while maintaining confidentiality. The interviews lasted 45 to 60 minutes and were guided by open-ended questions aligned with the study's objectives. Each session was audio-recorded (with consent) and transcribed verbatim.

Interview questions were designed to elicit descriptions of students' behavioral and emotional issues, teachers' responses, coping strategies, and perceptions of support systems. The interview guide was validated by three experts in qualitative research and educational psychology, ensuring its relevance and clarity (Moser & Korstjens, 2021).

Data Analysis

Data were analyzed using thematic analysis, following Braun and Clarke's (2021) six-phase process: (1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. This approach allowed the researcher to identify patterns across narratives while maintaining the integrity of individual voices.

The use of NVivo software supported the organization and coding of qualitative data, enabling systematic categorization and thematic generation (Woolf & Silver, 2021). Peer debriefing and member checking were used to enhance the credibility and confirmability of the findings.

Trustworthiness of the Study

To ensure rigor, the study followed Lincoln and Guba's (1985, cited in Nowell et al., 2017) criteria of credibility, transferability, dependability, and confirmability. Techniques used included prolonged engagement with the data, audit trails, triangulation of sources (interview transcripts, field notes), and feedback from participants on transcript accuracy.

The findings were shared with selected participants to verify interpretations—a process known as member checking—which helped ensure that their experiences were authentically represented (Birt et al., 2020).

Ethical Considerations

Ethical clearance was secured from the institution's research ethics committee. Participants were informed of the study's objectives, procedures, and their rights, including voluntary participation, confidentiality, and the ability to withdraw at any point. Written informed consent was obtained prior to data collection.

The research adhered to ethical guidelines as outlined by the British Educational Research Association (BERA, 2021) and American Psychological Association (APA, 2020), ensuring respect, integrity, and the protection of participants' welfare throughout the study.

3. RESULTS

This chapter presents the factual findings of the study based on the data gathered through in-depth interviews with junior high school teachers in the Libungan West District, Cotabato Division. The focus is on the lived experiences of these educators in managing the social-emotional adjustment of students returning to traditional classroom settings. Using thematic analysis, recurring patterns and significant responses were identified and categorized under major themes. These findings are presented objectively, without interpretation, to ensure an accurate representation of participants' narratives and observations.

Theme 1: Prevalence of Emotional and Behavioral Issues Among Students

Teachers consistently reported an increase in students exhibiting emotional instability upon returning to face-to-face classes. Among the most frequently mentioned behaviors were emotional outbursts, withdrawal, irritability, and sudden mood changes. Some teachers described students as easily overwhelmed by minor frustrations, while others noted a marked decline in students' ability to concentrate or cooperate in group activities.

These findings support the recent work of Taylor et al. (2020), who found that students returning after prolonged isolation exhibit symptoms of stress and anxiety that can manifest behaviorally. McGraw and Halse (2023) likewise observed that emotional dysregulation is more common in post-pandemic classrooms, especially where psychological support is limited.

Theme 2: Challenges in Peer Relationships and Social Reintegration

A recurring observation was that students struggled with peer interactions. Several teachers mentioned that students displayed difficulty initiating or maintaining friendships, reluctance to engage in group work, and frequent conflicts with classmates. Social awkwardness and misunderstandings were common, resulting in heightened tension within classrooms.

According to OECD (2021), peer disconnection and breakdown in social norms are global concerns in post-lockdown educational settings. Teachers in the current study confirmed similar dynamics, with many expressing concern over students' inability to adjust socially.

Theme 3: Emotional Labor Experienced by Teachers

Participants described the added emotional burden of managing these student behaviors. Teachers frequently acted as counselors, mediators, and emotional anchors for their students, often without formal training or institutional support. One participant noted, "I feel like I am carrying the emotional baggage of all my students," reflecting the emotional toll of their roles.

Zinsser and Dusenbury (2020) noted that emotional labor is an unrecognized but critical part of teaching, especially in crisis recovery contexts. Teachers in this study reported feelings of fatigue, frustration, and emotional exhaustion—echoing findings from global research on teacher burnout in emotionally demanding environments (Martínez, 2020).

Theme 4: Emergent Classroom-Based Strategies

Despite these challenges, teachers implemented various strategies to support students' socio-emotional adjustment. The most common approaches included:

- Daily check-ins and open communication
- Social-emotional learning (SEL) activities embedded in class routines
- Use of praise and positive reinforcement
- Adjusting teaching methods to include cooperative tasks and peer engagement

These strategies are aligned with evidence-based practices in SEL, as advocated by Schonert-Reichl (2020) and Taylor et al. (2020), who argue that integrating emotional literacy into daily teaching promotes student well-being and classroom cohesion.

Theme 5: Collaborative Support and Peer Networks

Some teachers reported relying on collegial support, such as informal mentoring, sharing of emotional management techniques, and collaborative planning of SEL activities. These peer networks served as informal professional development and emotional relief.

Research by Birt et al. (2020) emphasizes the importance of peer support in maintaining teacher resilience. The current findings reaffirm this, especially in resource-limited settings where external support services are lacking.

Theme 6: Gaps in Institutional Support

All participants reported a lack of structured mental health services or formal SEL frameworks in their schools. Teachers expressed the need for:

- Training on psychological first aid and SEL
- School counselors or guidance staff
- Clear protocols for responding to emotional and behavioral crises

DepEd (2022) has acknowledged these gaps in the Philippine context, where mental health support is still developing in public education systems. Teachers' feedback in this study aligns with the national call for increased investment in psychosocial services and teacher training.

4. CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusion drawn from the study on the lived experiences of junior high school teachers in managing the social-emotional adjustment of students upon returning to face-to-face instruction in the Libungan West District, Cotabato Division. Using a phenomenological approach, the research explored the complex

realities that teachers face in supporting students' emotional well-being and reintegration into the classroom. The chapter also outlines key recommendations for stakeholders and suggests directions for future research.

Conclusion

The findings of the study revealed that junior high school teachers are navigating significant emotional and behavioral challenges among students who have returned from prolonged remote learning. Students exhibited signs of emotional distress such as irritability, withdrawal, frequent outbursts, and difficulty in peer interactions. These behaviors not only disrupted academic activities but also placed a considerable emotional burden on teachers. This aligns with global studies that report increased levels of student anxiety and social disengagement following the pandemic (OECD, 2021; Taylor et al., 2020).

Teachers in the study reported a lack of formal support structures, leading them to rely on self-devised strategies including daily emotional check-ins, peer collaboration, and the integration of social-emotional learning (SEL) into regular classroom routines. These coping mechanisms demonstrate the resilience and adaptability of teachers but also underscore the absence of systemic and institutional support (Zinsser & Dusenbury, 2020; McGraw & Halse, 2023).

The study contributes to the existing body of knowledge by providing localized, qualitative insight into the emotional labor of educators in under-resourced schools. It highlights the urgent need to support teachers not just as academic facilitators but as frontliners in student well-being. Furthermore, the study emphasizes that teacher capacity-building in SEL and mental health responsiveness should be a strategic priority in post-pandemic education planning (Schonert-Reichl, 2020; DepEd, 2022).

Future research may benefit from expanding the participant base across multiple districts, exploring the long-term effects of emotional labor on teacher well-being, and evaluating the effectiveness of targeted SEL programs in rural settings.

Recommendations

In response to the study's findings, the following recommendations are presented to enhance support systems for teachers and promote emotionally responsive school environments. These recommendations are tailored to the specific needs of the Department of Education, school heads, teachers, and future researchers.

For the Department of Education

The Department of Education should institutionalize mandatory professional development programs on SEL and psychological first aid. These should be designed to equip teachers with evidence-based tools for managing student emotional needs, especially in resource-limited schools (DepEd, 2022; Zinsser & Dusenbury, 2020). Additionally, the deployment of mental health professionals and guidance counselors across districts must be prioritized. A policy framework integrating SEL into the K–12 curriculum should also be developed and monitored for fidelity of implementation (Martínez, 2020).

For School Heads

School heads must create supportive leadership structures that recognize and address the emotional labor of teachers. This includes scheduling regular wellness check-ins, fostering a culture of empathy, and facilitating collaborative planning for SEL activities. Moreover, they should allocate time and resources for peer mentoring, stress management workshops, and reflective practices within the school environment (McGraw & Halse, 2023; Birt et al., 2020).

For Teachers

Teachers should continue to embed social-emotional learning into daily classroom routines, using strategies such as emotional check-ins, positive reinforcement, and group bonding activities. They are encouraged to form peer support groups to share experiences, co-develop SEL strategies, and mitigate emotional exhaustion. Pursuing ongoing self-care practices and participating in capacity-building sessions on trauma-informed teaching are also essential (Schonert-Reichl, 2020; Holt, 2022).

For Future Researchers

Future studies should consider longitudinal approaches to assess the sustained impact of social-emotional interventions on both teacher well-being and student behavior. Comparative research between rural and urban school contexts could uncover structural differences in SEL implementation. Additionally, mixed-methods designs incorporating both teacher and student perspectives can provide a more holistic view of classroom emotional dynamics (Sundler et al., 2020; Creswell & Poth, 2021).

5. REFERENCES

[1] American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). APA.

[2] BERA. (2021). *Ethical guidelines for educational research* (5th ed.). British Educational Research Association.

[3] Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2020). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research, 26*(13), 1802–1811. https://doi.org/10.1177/1049732316654870

[4] Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE Publications.

[5] Creswell, J. W., & Poth, C. N. (2021). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

[6] Department of Education (DepEd). (2022). *Policy guidelines on the adoption of the Basic Education Learning Continuity Plan for School Year 2022–2023*. Department of Education, Republic of the Philippines.

[7] Holt, S. (2022). Empathy in leadership: How compassion strengthens school resilience. *Educational Management Administration & Leadership, 50*(1), 45–62.

[8] Martínez, L. M. (2020). Supporting teachers to support student social and emotional learning: A district's journey. *Phi Delta Kappan, 102*(4), 14–19. https://doi.org/10.1177/0031721720970700

[9] McGraw, K. O., & Halse, C. (2023). Teaching in turbulent times: Emotional labor, student well-being, and the changing role of teachers. *Teaching and Teacher Education, 124*, 104456. https://doi.org/10.1016/j.tate.2023.104456

[10] Moser, A., & Korstjens, I. (2021). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice, 24*(1), 9–18. https://doi.org/10.1080/13814788.2020.1375091

[11] Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods, 16*(1), 1–13. https://doi.org/10.1177/1609406917733847

[12] OECD. (2021). *The state of global education: 18 months into the pandemic*. Organisation for Economic Co-operation and Development. https://www.oecd.org/education/state-of-global-education-2021.htm

[13] Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2020). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research, 42*(5), 533–544. https://doi.org/10.1007/s10488-013-0528-y

[14] Reeves, R. V., & McCrea, E. (2022). Social-emotional learning and equity: Challenges and opportunities in post-pandemic education. *Brookings Institution*. https://www.brookings.edu/articles/social-emotional-learning-and-equity/

[15] Schonert-Reichl, K. A. (2020). Social and emotional learning: A critical component of education in the 21st century. *Educational Psychologist, 55*(4), 147–164. https://doi.org/10.1080/00461520.2020.1836013

[16] Sundler, A. J., Lindberg, E., Nilsson, C., & Palmér, L. (2020). Qualitative thematic analysis based on descriptive phenomenology. *Nursing Open, 7*(3), 733–739. https://doi.org/10.1002/nop2.460

[17] Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2020). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development, 91*(2), 416–433. https://doi.org/10.1111/cdev.13329

[18] Van Manen, M. (2021). *Phenomenology of practice: Meaning-giving methods in phenomenological research and writing*. Routledge.

[19] Woolf, N. H., & Silver, C. (2021). *Qualitative analysis using NVivo: The five-level QDA method* (2nd ed.). Routledge.

[20] Zinsser, K. M., & Dusenbury, L. (2020). The role of teachers in supporting social-emotional learning: Professional development implications. *Future of Children, 30*(2), 71–88. https://doi.org/10.1353/foc.2020.0016