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THE ROLE OF TEACHER AND PUPIL RELATIONSHIPS IN ENHANCING SOCIAL-EMOTIONAL LEARNING

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ABSTRACT

The holistic development of every pupil is one vital aim of every educational institution. Teacher-pupil relationships must be given importance for dynamic changes in the educational system. This study explored how to enhance social-emotional learning through a narrative inquiry method involving 20 teachers from Kindergarten to Grade 6 in the selected elementary school in Lucena City. The study delves into the teacher-pupil dynamics, strategies to build and maintain positive relationships, its outcome, and a suggested SEL program.

The findings revealed that teacher-pupil dynamics, which includes establishing connections, being approachable and available and communicating with pupils, contributes positively to pupils' well-being. Teachers also emphasized the need to maintain positive relationships with pupils, particularly by employing student-centered discipline, using respectful language, promoting warmth and support, and encouraging cooperative learning. It affects social-emotional learning outcomes since these strategies promote positive social behavior, helps reduce problems, ensure less emotional distress and support better academic performance. Developing a social-emotional learning intervention program by including these strategies was also a priority. Addressing pupils' social-emotional learning would help them reach their maximum potential. Teachers' strategies and activities are recommended to support them, focusing on enhancing their personal growth, social skills, and emotional development.

The study recommends that school administrators invest in professional development for teachers by including the SEL program. Teachers should invest in creating positive relationships and implementing different strategies. Parents must support the emotional and social learning of the students by being understanding and role models. Pupils need to participate actively, improve themselves, and seek help. Future researchers should explore the effectiveness of training teachers in providing SEL strategies and research how family involvement support contributes to enhancing pupils' social-emotional learning.

KEYWORDS: *Outcomes, Social-Emotional Learning, Social-Emotional Learning Program, Strategies, Teacher and Pupil Relationships*

INTRODUCTION

The holistic development of every pupil is one vital aim of every educational institution. As reflected in Sustainable Development Goal (SDG) 4, which emphasizes quality, inclusive, accessible, and lifelong education, SEL is also a key component of the UN's mandate (Gulseven et al., 2020; UNESCO, 2020). Nevertheless, threats to achieving SDG 4 were heightened, and its detrimental effects were evident. Teachers will play a crucial role as mentors or learning facilitators, which will help them instill human values and enhance value education (Ghorbani, Jafari, & Sharifian, 2018). Moreover, Bajah (2014, as cited in Rabo, 2022) noted that teachers must help pupils develop positive emotions to accomplish educational objectives because discontent, annoyance, and a lack of drive can undermine the country's system. Despite this, encouraging social-emotional learning depends on each teacher's commitment and enthusiasm.

From a global perspective, there were 16.8% of Filipino pupils attempt suicides at least once every year in young people from 13 to 17 years old, as reported by the World Health Organization (WHO) prior to the 2015 Global School-Based Student Health Survey. As part of its learning continuity plan, UNESCO (2020) made several recommendations regarding school reopenings. Among these was a reference to SEL-related services, specifically "care for mental and psychosocial well-being" (p. 2). These concepts help combat the adverse effects of the pandemic. Additionally, the pupils' excessive use of technology reduced SEL because of the vast amounts of information they could access, the communication channels, and the absence of in-person interactions. (Greenberg et al., 2017; Schafer, 2020).

Locally, the importance of attending to pupils' social-emotional needs was covered in one of the topics of the learning continuity plan for basic education (Department of Education, 2020). Addressing these priorities and other key aspects of high-quality education fosters a classroom environment where pupils feel supported and engaged in learning. (Ahn et al., 2022; The Aspen Institute, 2019).

According to the Philippine Development Plan for 2017–2023, a significant portion of vulnerable Filipino children face ongoing, untreated challenges. Around 40% of these children, particularly those under the age of 18, are dealing with alarming issues that persist without proper care or intervention. Furthermore, approximately 10% to 15% of Filipino children between the ages of 5 and 15 are grappling with emotional well-being problems, highlighting a critical need for attention and support in addressing their well-being.

In addition, DepEd Order 71 s. 2009 mandated that SEL be incorporated into the core curriculum, focusing on social awareness, self-awareness, relationship skills, self-management, and responsible decision-making, as these abilities will support academic success. (Asistin et.al, 2022) In the Philippines, the K-12 program was introduced under the Republic Act 10533, which features holistic education as one of its goals. This educational reform aims to create well-rounded pupils ready to take on any obstacles in life, both intellectually, socially, and emotionally (Asuncion et al., 2020). Corpuz et al. (2018) emphasize that learning and life success correlate with developing a stable socio-emotional component. Emotionally balanced pupils are generally happier, likable, and have higher attention spans. However, since the pandemic, some pupils' social and emotional states have become unstable.

During the reopening of classes, some records show that some pupils struggled to enhance their social-emotional learning. Furthermore, their mean percentage scores regarding pupils' academic performance are significantly low, at 72.03%. Eraldemir-Tuyan (2019) stated that emotion needs more weight in education. Since teachers are the ones who work with the pupils in elementary school, the relationship between them needs to be strengthened. Since pupils are often diverse individuals, teachers must be able to communicate with and get to know their pupils.

In the post-pandemic educational landscape, overlooking pupils' social and emotional needs in the classroom can result in disengagement and lower academic performance (Yorke et al., 2021). Social-emotional needs are critical for schools, as addressing pupils' learning needs is essential for academic success. Teachers can no longer be solely responsible for delivering content knowledge; teachers play a crucial role in fostering holistic development (Ferrara, 2021). They must guide pupils' to build their characters, resilience, and strong sense of personal responsibility. While Social and Emotional Learning (SEL) was already part of educational systems before the pandemic, effective teaching practices in the post-pandemic era must include a clear understanding of how SEL and instructional strategies contribute to creating a supportive environment that fosters a sense of belonging and well-being among all pupils. This evolving perspective and growing emphasis on relational pedagogy have sparked the researcher's interest in exploring the role of teacher-pupil relationships in enhancing SEL, particularly within elementary school settings where foundational social-emotional skills are first developed and reinforced.

Purpose of the Research

The research aims to study the role of teacher and pupil relationships in enhancing social-emotional learning. This study sought to answer the following questions:

1. What teacher-pupil relationship dynamics contribute to fostering social-emotional learning (SEL) outcomes in pupils?
2. What strategies do teachers employ to establish and maintain positive relationships with pupils?
3. How do these strategies affect SEL outcomes?
4. Based on the study's findings, what intervention program can be developed to enhance the social-emotional learning among elementary pupils?

Significance of the Research

Teachers continuously search for ways and means by which they can be fully developed and become well-rounded individuals. This study will consider the teacher-pupil relationship that enhances social-emotional learning. The result of the study would hopefully be beneficial to the following:

Through the output of the study, the **pupils** will gain greater awareness and understanding of their social-emotional learning skills, enabling them to reflect on and recognize areas for personal growth. Moreover, the implementation of

the intervention program will help them to enhance and support the development of their social-emotional learning skills, equipping them with tools to manage emotions, build positive relationships, and navigate social challenges more effectively.

Through the study, the **teachers** will gain valuable insights into the nature and quality of relationships within the classroom that actively support and promote pupils' social-emotional learning. This increased awareness will empower educators to intentionally foster positive interactions and a nurturing environment conducive to emotional and social growth. Furthermore, through the study's findings, they will be responsible for providing quality education as they serve as the key component in helping pupils thrive personally and academically.

Through the study, the **guidance coordinators** will be equipped with the necessary insights to support pupil's holistic development, foster positive relationships within the school community, and contribute to the creation of a more supportive and nurturing learning environment.

The **school administrators** will become aware of the importance of teacher-pupil relationships and strategies that increase the pupils' social-emotional learning. The findings will serve as a valuable guide for them to meet the needs of the pupils through harmonious teacher-pupil relationships, which will enhance social-emotional learning.

Parents and Guardians will be crucial in reinforcing SEL skills at home and supporting pupils' emotional well-being. They will be able to ensure the consistency of the pupils' behavior between school and home environments.

Psychologists and Mental Health Professionals will be able to guide effective SEL interventions for students with emotional and behavioral challenges.

Future researchers can develop other studies to improve the pupils' social-emotional learning in diverse educational contexts. They may explore additional variables that will enhance social-emotional learning. It may also serve as a foundation and a source of inspiration for continuous academic inquiry, encouraging researchers to design innovative approaches and practices to improve pupils' overall well-being.

METHODS

Research Design/Research Instrument/Data Gathering Procedures/Data Analysis

This study used a qualitative research method; specifically, it employed narrative inquiry to identify the role of the teacher-pupil relationship in enhancing social-emotional learning in an elementary classroom, which includes the teacher-pupil dynamics, teacher strategies, and their effects on social-emotional learning outcomes. Qualitative research entailed collecting and analyzing non-numerical data, such as text, video, or audio, to understand concepts, opinions, or experiences. This approach is utilized to obtain comprehensive insights into a problem or generate innovative research ideas (Bhandari, 2020).

The study's output is a social-emotional learning program that includes various activities to help teachers improve the social-emotional learning of the pupils. The program emphasized the dynamics of the teacher-pupil relationship because teachers must build relationships through establishing connections, becoming approachable and available, and communicating with the pupils. The program will include four strategies, specifically the use of student-centered discipline, the use of respectful language, the promotion of warmth and support, and the encouragement of cooperative learning. These strategies are intended to encourage positive social behavior, help reduce problems, ensure less emotional distress, and support improved academic performance for the pupils' overall well-being.

The instrument used in the study for data collection was a self-devised questionnaire through an interview guide. The experts validated the instrument. The researcher consulted experts, who consisted of one (1) Public School District Supervisor, two (2) Master Teachers I, and one (1) Master Teacher II. The research instrument was presented to the researcher's adviser for checking and the committee on the Oral Examination for approval.

The participants were asked about their relationship with their pupils, focusing on establishing connections, being approachable and available, and communicating with their pupils to get their experiences about how they interact with them. Furthermore, the researcher asked questions regarding teachers' teaching strategies that maintain and build a positive relationship and how those strategies affect social-emotional learning outcomes.

Data gathering was possible through the assistance and cooperation of the participants, panelists, and thesis advisers since they gave the researcher consent to conduct this study.

Experts first validated the interview guide. After the validation, the Oral Examination Committee examined the instrument used. Then, the researcher requested the approval of the Oral Examination Committee to administer the research instrument. The researcher undertook the following steps to gather data.

Before administering the instrument, the researcher requested approval from the Schools Division Superintendent of Lucena City to conduct the study. Upon obtaining the approval, the researcher requested permission from the Public School District Supervisor of Lucena West District and the School Head of the school where the study will be conducted to get the cooperation of teachers in conducting this study. The signed permit allows the researcher to conduct her study. Letters were given to the qualified participants for their approval.

For data collection from the participants, the researcher personally invited and interviewed each participant. They signed an interview consent waiver form and a letter to become participants in the study. The responses were audio-recorded and documented, contingent upon the participants' consent. The researcher assured the participants that whatever information they shared with the researcher would be strictly kept confidential.

The researcher allowed participants to comment on the transcription, allowing them to revise their answers or clarify their responses. Participants affixed their signatures on the transcripts. Data collection occurred from January 20, 2025, to February 20, 2025. After this process, the researcher finalized the transcript. The responses were organized according to emerging themes. The researcher consulted specialist informants to verify the accuracy of the data organization and obtain their signatures on a validation form intended for them.

The data from the interview were processed to provide answers to the questions posed in this research study. The interview was audio-recorded, with permission from the participants, and the recordings will be transcribed verbatim. The researcher took some notes to assist in accuracy and transcription. However, the note-taking was limited to allow the researcher to focus on the participants and their answers to the prompts. Manual coding was done to organize the informants' responses. Pre-determined codes were used in the coding process, which means that the themes and subthemes were based on the framework and literature prior to the analysis of data.

A thematic approach was utilized to uncover recurring patterns, involving multiple iterations of reading and rereading the data to generate codes and develop themes based on the discussion provided by the study of Bacera (2024).

Research Respondents

The respondents of the study were 20 elementary teachers. Purposive sampling was deliberately chosen to select these participants because they represent the elementary teachers who will benefit from the study. The participants were selected based on their level of experience in handling pupils who need social-emotional learning. The teachers were two (2) kindergartens, three (3) from grade 1, five (5) from grade 2, four (4) from grade 3, two (2) from grade 4, two (2) from grade 5 and two (2) from grade 6.

The teachers were chosen based on the pupils exhibiting challenging behaviors in their class and low academic performance during the opening of the school year. Therefore, they are more experienced, and they can willingly open their stories about enhancing social-emotional learning to the pupils because they have direct experience in integrating SEL into their classrooms.

Research Locale/Study Site

The school offered a kindergarten, elementary, and Special Needs Education program in Lucena West District. She aimed to determine the role of the teacher-pupil relationship in enhancing social-emotional learning through teacher-pupil dynamics and strategies that promote social-emotional learning outcomes of the pupil in an elementary classroom. Through this, the researcher developed a social-emotional learning program that involves strategies to enhance pupils' social-emotional learning through their teachers' help.

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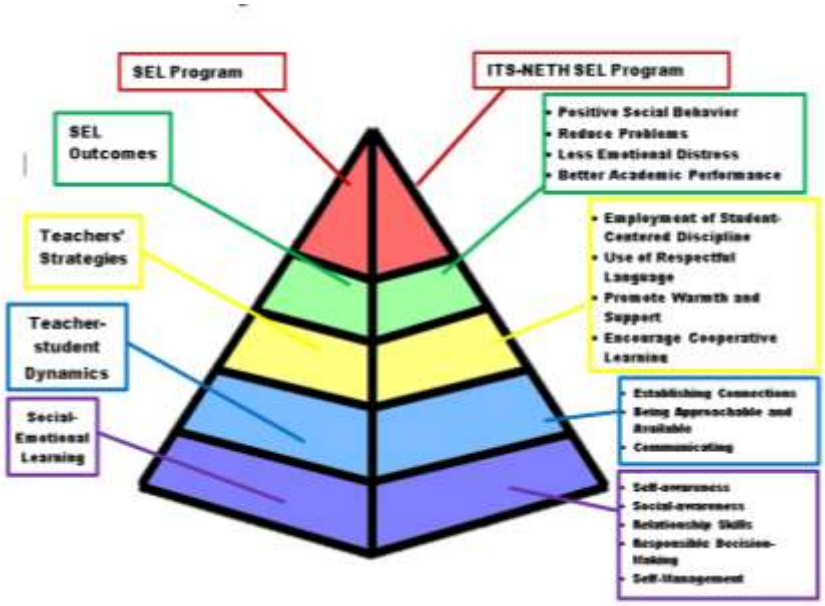
Research Paradigm/Conceptual Framework

This study is grounded on several concepts. This study was anchored on DepEd Order 71 s. 2009 which mandates that SEL be incorporated into the core curriculum, focusing on self-awareness, self-management, relationship skills and responsible decision-making (Asistin et al.,2022).

The pyramid teaching model framework was used as the study's conceptual framework. It is an evidence-driven framework that supports the pupils' holistic development, which helps enhance their social-emotional learning. It has been found that through this, teachers were able to help the pupils improve their social-emotional learning and behavior outcomes. It was a multi-tiered system that promoted a nurturing and harmonious learning environment between teachers and pupils to enhance their relationship with teachers, peers and other people. It develops trusting, healthy, and secure relationships with others, develops self-regulation, expresses and recognizes emotions, self-awareness, self-concept, and develops friendships. (Hemmeter, 2016)

Figure 1

Conceptual Paradigm of the Role of Teacher and Pupil Relationships in Enhancing Social-Emotional Learning



The figure shows the variables that were utilized in the current study. At the lower part of the paradigm, the first tier, colored purple, is the social-emotional learning, which consists of five learning competencies: self-awareness, social awareness, relationship skills, responsible decision-making, and self-management. These skills can be developed through teacher-student dynamics and teacher strategies.

The pyramid model framework fosters pupils' social and emotional learning. It aims to establish a positive and strong teacher-pupil relationship through the teacher's help. Like the hierarchy of needs, there are different tiers or stages in how the present research study developed an appropriate social-emotional learning program. It is a pyramid because the present study considers that teachers must build positive teacher-pupil relationships first, which will serve as the foundation or most important aspect of enhancing social-emotional learning. Moreover, it is a pyramid because teachers must support their pupils at each stage. The teachers must also implement different strategies and teaching practices to make the classroom environment healthy. On top of that, the researcher can create a social-emotional learning program suited for the pupils.

Moreover, the first tier, which is colored purple and the second tier which is colored blue, represents the first research question about the teacher-pupil relationship dynamics contributing to SEL outcomes. Teacher-student dynamics would significantly impact the five social-emotional learning skills at the bottom. In the model of teachers' relationship dynamics with pupils, three dynamics were establishing connections, being approachable and available, and communicating with students.

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The third tier, which is colored yellow, represents the second research question, which deals with the teachers' strategies to establish and maintain positive relationships with pupils. It will focus only on the four learner-centered strategies of teachers, which include student-centered discipline, teacher language, warmth and support, and cooperative learning.

The fourth tier, colored green, represents the third objective of this study, which is about how teachers' strategies can affect social-emotional learning outcomes, which can improve positive social behavior, reduce conduct problems, reduce emotional distress, and improve academic performance.

The fifth tier, colored red, pertains to the ITS-NETH social-emotional learning program made in the study. The data gathered through the three objectives served as the basis of the researcher in conceptualizing and designing her research output which focuses on the strategies and activities that can be used to enhance the pupils' social-emotional learning.

RESULTS AND DISCUSSION

Table 1

Teacher-Pupil Relationship Dynamics That Contribute to Fostering Social-Emotional Learning Outcomes in Pupil

Major Themes	Subthemes
Establishing Connections	Getting to know your students
	Being a Role model and mentor
	Showing Empathetic behavior
	Making students feel safe and welcome
Becoming Approachable/ Available	Showing Empathetic Behavior
	Being willing to listen and encourage
Communicating	Providing Interpersonal Support

Establishing Connections-Getting to Know your Students

In connection with this, it was expressed by the participants that:

P2: I build connections with my learners through making conversations about their family background and their situations at home. They are secured by developing a sense of belongingness inside the classroom, where everyone is their comrade or companion in a sense.

P10: As I experienced, the first thing to do in building a relationship is to get to know my learners and the learners' environment. This connection is vital for me to understand the learners' situation and behavior. Through this connection, I can address the problems of my learners that need to be solved. My learners improved, little by little they become more cautious with their behavior and their academic achievements and reading skills improved significantly.

The responses of the participants indicate that establishing connections through getting to know your pupil is one of the teacher-pupil relationship dynamics that foster positive social and emotional outcomes in pupils. The importance of establishing connections through getting to know your pupils well is acknowledged by the participants, who stress that by listening attentively, asking the pupils feelings and communicating constantly can help them understand the pupils better and provide better approach and solution when it comes to their social and emotional learning. As a result, pupils tend not to be afraid to open up their feelings and emotions, and it lessens the unpleasant behaviors that the pupils initially exhibit inside the classroom. Moreover, it also improves the participation of the pupils that leads to a better academic performance which is important for their holistic development. It takes a lot of effort and dedication for the teachers to be able to enhance those skills, since sometimes there are home factors affecting them. Pupils behave positively, and emotions become more stable. It also improves their social awareness and relationship skills towards their classmates because the teacher makes them feel comfortable, accepted and belong to the class.

In accordance to this, the classroom environment is often seen as crucial for pupils' well-being, emphasizing it being comprehensive, humble, and caring for effective learning (Schonert-Reichl, 2017). Furthermore, teacher-pupil connectedness not only enhances the social-emotional learning of the students. It has its own benefits when it comes

to the academic performance of the pupils. This was supported by McKeller & Wang (2023), who stated that the level of connectedness pupils feel with teachers and peers impacts their academic success and school engagement. Furthermore, it emphasized that a lack of connection leads to disengagement, affecting academic performance and mental health.

Based on Carney et al. (2017), numerous studies have demonstrated that pupils "who feel more connected to school tend to be more optimistic, less anxious, and less depressed." Even more worrisome is that a lack of school connectedness was "associated with depressiveness in adulthood" (Gunnarsdóttir et al., 2021) in a longitudinal study. Therefore, establishing connections by getting to know the pupils is essential to improve their behavior and academic performance.

Establishing Connections-Being a Role Model and Mentor
In connection to this it was expressed by the participants that:
P17: So through that mas madali nilang matanggap yung mga advise ko tungkol sa kanila at mas nagiging madali yung pagtanggap nila ng feedback at suggestion para maggrow. Epektibo…narerealize nila kung ano yung mga pagkakamali nila at naitatama… gumaganda yung academic performance…at ease…hindi ganon ka takot pero may limitasyon…umuunti na rin yung problema.

(Because of that, they accept my advice and feedback more easily, which helps them grow. It's effective—they recognize and correct their mistakes, their academic performance improves, they feel more at ease, less fearful, but still aware of boundaries, and problems are reduced.)

The responses of the participants indicate that establishing connections through being a role model and mentor is also a dynamic of teacher-pupil relationships that foster positive social and emotional outcomes for pupils. The importance of establishing connections through being a role model and mentor is acknowledged by the participants, who stress that by guiding, encouraging, giving feedback and suggestion and through reflecting the pupils grow more. They became friendlier towards their peers, problems inside the classroom decreased, and their academic performance increased.

In accordance with this, it is clearly stated in the Department of Education Order No. 21 s. 2019, or Policy Guidelines on the K to 12 Basic Education Program, the importance of social-emotional learning of pupils with the effort of the teachers in order to help the pupils reach their full potential, especially during challenging situations. (Maharjan, S., 2023) Thus, the important of being a role model and mentor to the pupils is essential in helping them developed a deeper understanding towards themselves and others which has been mentioned by the participants in the study.

Establishing Connections-Showing Empathetic Behavior
In connection with this, it was expressed by the participants that:
P12: I practiced with them by modeling empathy and active listening. I actively listen when a student shares concerns and validate their feelings. When conflicts arise between my students, I mediate by encouraging them to see things from each other's perspective, which fosters social awareness by helping them understand and respect different viewpoints.

P15: It enhances students' engagement and their motivation, fosters emotional intelligence, develops their trust, and improves academic outcomes.

The responses of the participants indicate that establishing connections through showing empathetic behavior is also a teacher and pupil relationship dynamics that foster positive social and emotional outcomes in pupils. The importance of establishing connections through showing empathetic behavior is acknowledged by the participants, who stress that by encouraging the pupil, actively listening to their concerns, validating their emotions, and providing emotional support, the students became more engaged and motivated in the classroom. It also fosters social awareness by understanding other viewpoints from their peers when disagreement or conflict arises.

In accordance with this, establishing connections in the teacher-pupil relationship can also provide emotional support. Roorda et al. (2017) suggested that teachers who provide emotional support should exhibit kindness, empathy, and attentiveness, showing genuine interest in pupils' feelings, behaviors, and attitudes.

Establishing Connections-Making students feel safe and welcome
In connection with this, it was expressed by the participants that:
P1: Yes, I've built a connection with them, my learners feel safe with me as their teacher, they start to share concerns, and I help them reduce anxiety also. They trust and respect me also, and they build a positive relationship that helps them build their confidence.

P13: When students feel safe and understood, they're more likely to take ownership of their own learning and behavior. I've seen students who were previously impulsive and easily distracted become more focused and responsible.

The responses of the participants indicate that establishing connections through making them feel safe and welcome is also a teacher and pupil relationship dynamics that foster positive social and emotional outcomes in pupils. The importance of establishing connections by making them feel safe and and welcome is acknowledged by the participants, who stress that by letting them share their concerns, making them feel understood and letting them open up makes the students create a sense of security and became confident on their own capabilities. As a result of this, the students also became more focused, responsible, at ease, and reduced anxiety.

In relation to this, as noted by McLoughlin and Hermens (2018), encouraging connections fosters social benefits. In classrooms with positive teacher-pupil relationships, pupils feel safe to express themselves, identify strengths and weaknesses, and interact with peers without fear of judgment. This environment enhances self-confidence and promotes better academic and behavioral outcomes. Furthermore, social-emotional learning is key to strengthening school connectedness and overall pupil engagement, which is crucial for building supportive relationships within the school (Usakli & Ekici, 2018).

Becoming Approachable/Available- Showing Empathetic Behavior
In connection to this it was expresses by the participants that:
P19: Wag mong i-pressure ang sarili mo kasi alam mo sa sarili mo na ginawa mo naman ung best mo, mas pagbutihan mo pa sa susunod para ma achieve mo with honors na yun, don't trust the process, just do the process.

(Do not pressure yourself because you know deep down that you did your best. Just do even better next time so you can achieve that 'with honors' goal. Don't trust the process, just do the process.)

The responses of the participants indicate that being approachable by having empathetic behavior is also a teacher and pupil relationship dynamics that foster positive emotional outcomes in pupils. The importance of being approachable or available by showing empathetic behavior is acknowledged by the participants, who stress that by showing care, love and support to the students makes the pupils more eager to study, there is someone who will not judge them from who and what they are and willing to help them throughout the entire process until they became independent. It also lessens the disturbances inside the classroom and achieves its goals without too much pressure.

The relation of this study, to the study of Karpouza and Emvalotis (2019) is quite similar since both shows that approachability was identified as one of the key determinants of a close teacher-pupil relationship, which has sound effects on pupil outcomes. It means that the teacher-pupil relationship can increase pupils' social-emotional learning.

Becoming Approachable/Available- Being willing to listen and encourage
In connection with this, it was expressed by the participants that:
P14: I encourage my learners, when they ask questions and seek answers, I am there to help. I also listen in their points of views and ideas kasi it will allow them to create a meaningful learning hindi lamang sa academic but also sa mga pangyayari sa buhay nila. Karamihan sa mga bata natin ay kulang sa attention…so inaapproach ko agad...yung kanilang emotional distress, nababawasan… their academic performance are increasing, but not everyone is the same.

(I encourage my learners—when they ask questions and seek answers, I am there to help. I also listen to their points of view and ideas because it allows them to create meaningful learning, not just academically, but also about real-life experiences. Most of our students lack attention, so I approach them right away. As a result, their emotional distress is reduced, and their academic performance improves—but of course, not everyone is the same.)

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The responses of the participants indicate that being approachable or available through being willing to listen and encourage is also a teacher and pupil relationship dynamics that foster positive social and emotional outcomes in pupils. The importance of being approchable and available through being willing to listen and encourage is acknowledged by the participants, who stress that by showing genuine interest and prioritizing them results to a positive impact in their academic performance. It helps to lessen misbehaviors, emotional distress, and academic performance.

In accordance to this, pupils develop a sense of trust that enhances their learning process when they believe their teachers are personable, considerate, and sincerely concerned in their achievement (Derakhshan et al., 2022). Because they feel more comfortable expressing themselves and taking chances in their academic endeavors, these favorable relationships help pupils enjoy studying more (Taxer et al., 2019). Because teachers are willing to devote their time to each pupil's unique needs and problems, pupils are more motivated to improve.

Communicating-Providing Interpersonal Support

In connection to this it was expresses by the participants that:

P5: Magaling yung bata, pero patitigilin sana ng nanay at ayaw ngang pumasok, buti nalang yung bata ay nakausap ko. Palabati na yung bata at nag excel na sya sa klase. Kasama sya sa aking mga with honors. Sa social behavior, kung dati daw ay palaiyak, ngayon sya ay marami ng friends.

(The child is bright, but the mother was about to stop them from attending school. Thankfully, I was able to talk to the child. Now, the student is more outgoing and is excelling in class. They're now one of my honors students. In terms of social behavior, if before the child was often crying, now they have many friends.)

P11: Kumbaga, pinipili ko ung mga salitang bibitawan ko sa kanila, kasi hindi ko na yun pwedeng bawiin. Mas nakikinig sila sa lesson at mas focus na dahil alam nila na nandyan si teacher, na sumusuporta sa kanila, syempre ung academic nila mas tumataas.

(I carefully choose the words I say to them because I know I cannot take them back. As a result, they listen more during lessons and are more focused because they know the teacher is there supporting them. Naturally, their academic performance improves too.)

The participants' responses indicate that communicating by providing interpersonal support is one of the dynamic of teacher and pupil relationship that fosters positive social and emotional outcomes in pupils. The importance of communicating by providing interpersonal support is acknowledged by the respondents, who stressed that by making sure that they are doing well, giving them hope and chances, showing emotional support and giving advises the pupils show significant progress in their social-emotional learning. It is an everyday communication that is repeatedly done by the teacher. Moreover, their academic performance increased, and they could express their ideas and emotions.

In addition, Asrar et al (2018) assert that teachers transform pupils' character into a more improved one with respect and kindness through effective and constant communication. Moreover, showing affection, love, sincerity, dedication, and responsibility can positively affect pupils' social-emotional learning. For pupils to feel at ease with the teacher, constant communication is necessary. Consequently, effective communication inside the class can lead to pupils' emotional imbalance, stress, and depression. Communication is consistently done to maximize its benefits.

Table 2

Strategies That Teachers Employ to Establish and Maintain Positive Relationships with Pupils

Themes
Employment of Student-centered Discipline
Use of Respectful Languauge
Promote Warmth and Support
Encourage Cooperative Learning

Employment of Student-centered Discipline

In connection with this, it was expressed by the participants that:

P2: I use student-centered discipline by giving them also the authority, by making them feel that…they need to contribute to setting their own rules in our classroom.

P3: Ung retroactive practices po, yung pagkakaroon ng mediation or conflict resolution…ang bata ay kailangang maging accountable sa lahat ng action nya, at tsaka ung responsibility, hindi lang naman pangsarili yun, kasi dapat ay ganon ka din sa kapwa mo.

(Retroactive practices involve mediation or conflict resolution… the child needs to be accountable for all their actions, and when it comes to responsibility, it is not just about oneself—it should also extend to how you treat others.)
P15: Yung student centered discipline focused on teaching student self-regulation, responsibilities and problem solving skills instead of relying only on punishment.

(Student-centered discipline focuses on teaching pupils self-regulation, responsibility, and problem-solving skills, rather than relying solely on punishment.)

P19: I used student-centered discipline by involving student in creating classroom rules and expectation. This gives them a sense of ownership and accountability.

The responses of the participants indicate that the employment of student-centered discipline is one of the strategies that teachers employ to establish and maintain positive relationships with pupils. The importance of employment of student-centered discipline is acknowledged by the participants, who stress that by establishing predictable routines, giving pupils authority to set their own rules, letting them be accountable and reflect on their actions, being consistent and fair, giving positive feedback and not relying on punishment teachers were able to maintain the harmonious relationship with their pupils. As a result, pupils became careful with their actions, regulated their emotions, and thought first before doing something. They feel supported and safe to express their ideas as the teachers guided and gave them advice on the unpleasant behaviors that they might be exhibiting. They also feel heard and accepted, as a result, they became more motivated and try to improve their potential.

About this, in the Philippines, Department Order No. 40, series of 2012 (as cited in Eliseo 2024), prohibits corporal punishment and promotes positive school discipline. This approach upholds children's rights and provides pedagogical tools to support their development and prepare them for fulfilling lives. (Tartari, 2018) Reducing punishment and emphasizing good behavior fosters positive relationships between pupils and teachers, boosting self-esteem and confidence. (Stevens, 2018)

Similarly, according to Assali (2015), positive discipline is a parenting and teaching approach that balances respecting the child's proper and practical instruction. A strong emphasis on encouraging moral behavior in kids and reducing negative behavior without resorting to physical or verbal abuse. Additionally, constructive discipline demonstrates to teachers how to accomplish their objectives and assist their pupils in resolving difficult circumstances while maintaining composure, decency, and efficient classroom management.

For further evidence that employment of student-centered disciplicine truly maintains the relationship with pupils, according to Ulla (2016), asserts that if foster positive relationships between educators and pupils, boosting student's confidence and sense of self. Ulla adds that while upholding classroom order and student discipline are two of their top concerns, good discipline is crucial for primary and secondary school teachers. In addition, positive disciplinary methods can help teachers build stronger relationships with their pupils and feel more connected to them, according to Escobal et al. (2023).

In connection to this, Gandzel (2022), fostering relationships in the classroom requires a safe environment. Pupils can thrive, make mistakes, and assume responsibility in such an environment. When kids feel comfortable, they feel like they belong and have a purpose in the classroom. They grow into courageous adults who can and will voice their thoughts without fear of criticism from the teacher. When a problem arises in the school, positive discipline takes place; the instructor should be able to treat the student with respect before resolving the issue.

Use of Respectful Language
In connection with this, it was expressed by the participants that:
P1: I do use respectful language. By that, learners understand each other's perspectives and emotions. They also recognize their own emotions. They have a positive attitude, and they can help themselves address the issues and conflicts fairly.

P12: Yes, of course. Using respectful language with students is essential for creating a positive and supportive learning environment. It impacts their emotional well-being, self-esteem, and classroom behavior.
P19: This creates a positive and supportive atmosphere; in response, students adopt respectful communication, feel more valued, and engage more actively in class.

The responses of the participants indicate that the use of respectful language is another strategy that teachers can employ to establish and maintain positive relationships with pupils. The importance of the use of respectful language strategy is acknowledged by the participants, who stress that by understanding each other's perspectives and emotions, giving affirmations, being polite, respectful, and kind to the pupils can contribute to maintaining positive relationships with them. As a result, pupils were able to boost their self-esteem, which impacts their emotional well-being and behavior inside the classroom.

Open and sincere communication between pupils and teachers signifies a healthy teacher-pupil relationship. Mutual acceptance, understanding, warmth, intimacy, trust, respect, caring, cooperation, and support are some examples of how it might develop. Suryani (2018)

In addition, to effectively impart knowledge and skills to pupils, teachers need to be proficient in the subject matter and possess strong communication abilities, according to Okoli (2017). Meta-analyses' findings support that teachers' clarity moderately impacts pupils' affective and cognitive learning. Additionally, teachers will significantly improve pupil success and job satisfaction if they embrace, develop, and uphold the technical and soft skills of clear communication, set high standards for every pupil, steer clear of explicit and implicit biases, inspire pupils, and demonstrate empathy (Porkellsson, 2018).

Promote Warmth and Support
In connection with this, it was expressed by the participants that:
P1: I always show my support to them by showing full attention to them, their concerns, validating their emotions, calmly addressing their frustrations, recognizing their progress and acknowledging each individuals struggles.
P4: Kasi sabi nga nila, ang bata na may ginawang mali, yakapin mo, kasi may problema dyan, may problema sa kanya… parang maganda ang dulot sa kanya dahil nararamdaman nila na sinusuportahan ko sila at mahal sila ng kanilang guro.

(As they say, if a child does something wrong, embrace them because there is a problem there. Something is going on with them. This approach helps because they feel supported and loved by their teacher.)

P7: As a teacher, I show warthm and support to my learners by providing positive affirmation, listening to individuals and giving them my attention... napapagbibigyan ko sila sa mga bagay na gusto din nila.

(As a teacher, I show warmth and support by providing positive affirmation, listening to each student, and giving them my full attention... I also make an effort to accommodate things they want.)

P11: I always make an effort to be kind and encouraging, dahil dun mas nagiging dedicated sila na ayusin yung pag-aaral nila.

(I always make an effort to be kind and encouraging. Because of this, they become more dedicated to improving their studies.)

P12: Yes, definitely, especially for students from broken families. A teacher showing concern and support matters to them. So I encouraged them most of the time and let them feel loved and valued. After that, they are more confident in sharing their feelings.

P19: Ang sabi ko sa kanya ay "Just do your best." Mas naiinspired sya kapag sinusupport sya ng teacher at nagiging mas active sya.

(I told him, 'Just do your best.' He feels more inspired when he is supported by his teacher and becomes more active.)

The responses of the participants indicate that promoting warmth and support is another strategy that teachers can employ to establish and maintain positive relationships with pupils. The importance of promoting warmth and support is acknowledged by the participants, who stress that by understanding each other's perspectives and emotions, giving affirmations, being polite, respectful, and kind to the students can contribute to maintaining positive relationships with them. As a result, pupils were able to boost their self-esteem, which impacts their emotional well-being and behavior inside the classroom. The teachers were able to motivate and encourage the students through communicating positively with them.

By this, based on Demire et. al (2019), pupils who attend class consistently have more opportunities to get to know their teachers, which may promote continued engagement and learning transfers supported by solid teacher-pupil interactions, according to Demire et al. (2019). (Cheung, 2019) Pupils who were involved and self-assured found it easier to adapt to school, and they showed more significant levels of aspiration when they collaborated with their teacher more often (Liu & Chiang, 2019).

For additional evidence, the attachment hypothesis holds that the emotional connection between teachers and pupils is reflected in their parent-child relationship. Additionally, it is regarded as a relational state that is generally pleasant (Fearon & Roisman, 2017). According to Longobardi et al. (2016), a teacher's relationship with a pupil is improved by teacher assistance. In particular, when teachers support their pupils, the students tend to appreciate and care for the teacher by following classroom rules.

Encourage Cooperative Learning

In connection with this, it was expressed by the participants that:

P2: I gave them authority to cooperate and mingle with their classmates and they can exercise social interactions, social skills, social communication, within their group, so that they can learn how to manage on their own, their conflicts.

P11: Syempre mag-uusap sila, makikibagay at sinosolve nila ung conflicts ng magkakasama.
(Of course, they talk things out, learn to adjust, and solve conflicts together)
P12: It enhances teamwork, communication, and problem-solving skills. They are more engaged in group work and classroom activities.

P14: Mas nagiging open-minded din sila sa sitwasyon na di pa nila nararanasan kasi iba iba sila ng upbring.
(They also become more open-minded about situations they have not experienced yet, since they come from different backgrounds.)

P17: Maganda yung meron kang cooperative learning kasi mas nauunawaan ng bata ung kakayahan ng bawat isa, nakakapagshare sila ng ideas at nirerespeto nila yung choice ng bawat isa.
(Cooperative learning is beneficial because it helps students understand their abilities, share ideas, and respect each other's choices.)

The responses of the participants indicate that encouraging cooperative learning is another strategy that teachers can employ to establish and maintain positive relationships with pupils. The importance of cooperative learning strategy is acknowledged by the participants, who stress that the students were able to shared ideas towards their peers, mingle, shows teamwork, manage their conflicts as the teacher acts as a a facilitator of learning.

By this, the key benefit of using collaborative learning methodologies, according to Altum (2015), is that it provides a leadership style that actively engages pupils in their education. In this way, the professors assume the role of facilitators while the pupils give their all to the learning process. Moreover, cooperative learning is the cornerstone of most active learning strategies, claim Johnson et al. (2018). It occurs when pupils in small groups strive to improve their and their peers' learning.

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Table 3
Strategies Affecting SEL Outcomes

Themes
Promote Positive Social Behavior
Help Reduce Problems
Ensure Less Emotional Distress
Support Better Academic Performance

Promote Positive Social Behavior

In connection with this, it was expressed by the participants that:

P9: It reduces aggression and conflict between my learners, for they know when to listen and when to speak up. They also learned how to communicate properly to avoid misunderstanding.

P12: So after doing it… mas naging mindful na sya sa mga magiging actions nya at medyo nalessen ung pagiging bully at mapanakit nya. Malaking factor ito sa kanilang behavior.

(After implementing the strategy, the student became more mindful of their actions, and their tendency to bully or hurt others was reduced. It had a significant impact on their behavior.)

P15: They improve empathy and self-awareness, effective communication, self-regulation and resilience. Kasi meron po syang kagroup na nagsusuportahan sila.

(They improved empathy and self-awareness, effective communication, self-regulation, and resilience, mainly because they were part of a group that supported one another.)

P16: Maayos naman yung behavior nila at hindi nagiging problema kasi una palang nagset na ako ng boundaries and rules.

(Their behavior is generally good and not problematic because I set boundaries and rules from the very beginning.)
P17: Yes, mas nagiging confident, open at nagkakaroon sila ng respect sa isa't isa. Mas naging maayos din ang pakikisalamuha nila. So kagaya nung estudyante kong hindi umiimik, ang ginagawa ko pinapakiusap ko sa kaklase para mas magtiwala.

(Yes, they have become more confident, open, and respectful toward one another. Their social interactions have improved. For example, with a student who used to be very quiet, I encourage their classmates to talk to them to help build their trust.)

P19: Yes. Students exhibit more positive social behavior. They collaborate well, improve activities, show respect for their peers, and solve conflicts constructively.

The participants' responses indicate that promoting positive social behavior is one of the outcomes of those strategies. The importance of promoting positive social behavior is acknowledged by the participants, who stress that by pupils respecting and showing kindness to others, cooperating well with their classmates, taking responsibility and accountability, showing resilience, and being confident. Moreover, the pupils also enhance their social-emotional learning by improving different skills in the components of social-emotional learning.

In accordance with this, Glenn & Nelsen (2021) cite constructive discipline as a "preventive strategy" that directs pupils' conduct by attending to their psychological and emotional needs. It is a positive behavior also seen as a "supportive strategy" that lessens the need for corrective actions. Furthermore, positive discipline is founded on seven key competencies known as the "Significant Seven," which include: (1) feeling confident in one's abilities when confronted with challenges; (2) believing that one is personally significant and contributes meaningfully; (3) having a positive influence on life and accepting responsibility for one's own choices; (4) possessing strong interpersonal skills and managing emotions through self-awareness and self-discipline; (5) possessing strong interpersonal skills and being able to communicate, negotiate, and empathize with others; (6) adapting with flexibility and integrity and possessing strong systemic skills; and (7) having well-developed judgment skills and being able to make decisions

with integrity. As a result, a positive discipline approach encourages socio-emotional learning outcomes and healthy social behaviors, which may boost academic achievement.

Help Reduce Problems

In connection with this, it was expressed by the participants that:

P9: Yes, for it lessens the conflict, the disruptive behavior, especially during discussion, and they were more disciplined because they know when and how to take accountability for their actions.

P19: Yes, implementing these strategies has reduced behavioral issues. Students are more mindful of their actions and less likely to disrupt the learning environment.

The participants' responses indicate that helping to reduce problems is also one of the outcomes of those strategies that affect social-emotional learning. The importance of reducing problems is acknowledged by the participants, who stress that by reducing conflicts, lessening bully incidences, following rules, and taking accountability. As a result, pupils managed to improve their unpleasant behaviors and turned it into a more pleasant one. They were able to practice self-control, became cooperative, which leads to better academic performance too, but it also depends on the pupils.

According to Duarte et al. (2023), Positive supervision and discipline are essential for pupils because they foster self-control, a sense of responsibility, and the capacity for deliberate action. Less time and effort will be spent correcting misbehavior by teachers who promote appropriate student behavior. Positive discipline teaches children to make wise decisions, avoid danger, and offer an example of self-control. As a result, it reduces disruptive behaviors in classrooms.

According to Johnson et al. (2018), collaborative efforts yield various results that may be broadly categorized into three areas: effort to achieve, positive interpersonal relationships, and psychosocial adjustment. When people work together to accomplish a common objective, they are more productive and successful than when they work alone or in competition. Higher self-esteem and improved psychological well-being are the outcomes of cooperating with peers and appreciating teamwork. Collaborating with others who care about each other's success and well-being fosters personal ego strength, self-confidence, independence, and autonomy. Positive relationships tend to enhance motivation and preparedness to suffer pain and frustration, decrease absenteeism, increase dedication to academic goals, increase emotions of duty to the group and school, and increase desire to take on challenging activities.

Ensure Less Emotional Distress

In connection with this, it was expressed by the participants that:

P7: Ayun, nabawasan na hindi gaya dati na parang sila ay natatakot at parang nahihiya sila na magsalita. Nararamdaman nila na at home sila, lahat ng kanilang gagawin ay okay kay teacher, masaya sila na naiishare yung kanilang mga ginagawa. Tapos naiencourage sila kasi nararamdaman nila na yung mga sinasabi at kinikilos nila, tanggap at love sila nung mga kaklase nila.

(Now, they're no longer as afraid or shy to speak up, unlike before. They feel at home, knowing that whatever they do is okay with the teacher. They're happy to share what they're doing. They also feel encouraged because they know that their words and actions are accepted and that they're loved by their classmates.)

P10: Yes, cher, because they lessen the unpleasant, and learners have more understanding and patience for their peers and classmates.

P13: Many students showed reduced anxiety and stress, but some continued to struggle with emotional regulation. For these students, I collaborated with the guidance teacher and provided them additional support.

P15: Yes mam, students' self-confidence and self-worth were established.

P19: Yes, students experienced less emotional distress because they felt supported and valued. They are more comfortable showing concerns and seeking help when needed.

The responses of the participants indicate that ensuring less emotional distress is also one of the outcomes of those strategies. The importance of ensuring less emotional distress is acknowledged by the participants, who stress that by

the pupils became open, not afraid to go to school because they are comfortable and supported by teachers and peers. They are also excited, motivated, and developed confidence within themselves.

Similarly, according to Bayrakceken, Doymus, and Dogan (2015), a cooperative learning approach helps students think more critically, develop their critical thinking abilities, and actively participate in taking responsibility for their actions. Furthermore, according to Cecchini et al. (2021), cooperative learning has many educational advantages, such as increased self-esteem, favorable attitudes toward the subject, social support, group cohesion, involvement, and intrinsic motivation.

Promote Positive Social Behavior
Support Better Academic Performance
In connection to this, it was expressed by the participants that:
P7: Oo, kasi nakikita ko mismo na dati siya'y hindi nakikisalamuha at hindi nakikipag-usap kahit sa katabi pero ngayon sya yung nagtuturo sa kaklase nya.

(Yes, because I've seen it myself—this student used to avoid interacting and wouldn't even talk to the classmate sitting next to them. But now, they're the ones helping teach their classmates.)

P9: Yes, it helps them to be more engaged and motivated inside the classroom, which helps them to focus on their studying. They are encouraged to interact more during discussions, which results in a better academic performance.
P11:Oo kasi mas lumalawak nga ung kaalaman nila kung paano icontrol ung kanilang mga emosyons kapag nagagalit, nagtatantrums, mas focus na sila ngayon sa pag-aaral.

(Yes, because their understanding of how to manage their emotions, like anger or tantrums, has improved. Now, they're more focused on their studies.)

P15: Yes, ma'am, academic performance improved because positive affirmation and the students' emotional state were positive.

The responses of the participants indicate that supporting better academic performance is an outcome of those strategies. The importance of supporting better academic performance is acknowledged by the participants, who stress that by telling that the pupils improved significantly, they were able to socialize, became motivated, engaged, joined group activities and improved emotional state.

In accordance with this, Liu et al. (2016) state that pupils' academic growth, including learning and affective or emotional outcomes, can be significantly aided by the warmth and support of their teachers. Numerous empirical studies have demonstrated that teacher support is significantly negatively correlated with negative academic emotions like anxiety, depression, shame, anger, worry, boredom, and hopelessness, and significantly positively correlated with positive academic emotions like enjoyment, interest, hope, pride, and relief. Furthermore, welcoming school settings and strong teacher-pupil bonds support SEL and academic learning.

Part 4 - The Output of the Study: Interaction of Teacher and Student- Nurturing, Encouraging, Transforming, and Harmonious (ITS-NETH) Social-Emotional Learning Program
Based from the results of the study, social-emotional learning program is important to enhance the social-emotional components which includes self-awareness, social awareness, self-management, relationship skills and responsible decision making from kindergarten to grade six. It is aligned to the CASEL (2015), the approach by which youth and older adults process their cognition, mindset, and capabilities is through a deep understanding of Social-Emotional Learning (SEL) and its benefits. Through Social-Emotional Learning (SEL), the pupils in the elementary classroom will be able to comprehend and regulate their emotions, define and achieve meaningful goals, identify with and respond empathetically to others, form and nurture positive connections, and demonstrate accountability in decision-making. It encompasses the five components of social-emotional learning, namely self-awareness, social awareness, self-management, relationship skills, and responsible decision-making, which are considered beneficial throughout the overall growth of an individual, not only in the classroom setting but in their life outside of it. (Schonert-Reichl, 2017) Moreover, fewer problematic incidents occurred inside the classroom because the pupils could recognize and regulate their emotions. This results in more focused pupils ready to face the challenges in the real world as they build

resilience, become accountable and cautious of their actions, and get to know themselves better. For a better result, these could help the pupil succeed by having a positive mindset. (Usakli and Ekici, 2018)

The ultimate goal of the state is to provide quality education which allows Filipino children to reach their maximum potential and contribute meaningfully to the nation building. Dealing with the social and emotional needs of every pupil is very crucial in order to develop their holistic development them. With the lack of social and emotional learning among pupils, their will be rampant of emotional challenges, behavioral issues, poor social skills and academic struggles which has a long-term effect and the institution cannot afford those things to happen. Therefore, thinking of the best strategies and programs to deal with the problems in the teaching system is essential.

Interaction of Teacher And Student-Nurturing, Encouraging, Transforming And Harmonious (ITS-NETH) Social-Emotional Learning Program is based on the role of teacher and pupil relationships in enhancing social-emotional learning as revealed in this study. This is to enhance the social-emotional learning of the pupils, which is a concrete response in the achievement of the general goal of the K-12 Curriculum. The goal is to provide quality education where students reach their maximum potential. The four strategies will be used by the teacher to enhance the social-emotional learning of the students.

At the end of the school year, the pupils are expected to improved their self-awareness, social-awareness, self-management, relationship skills and responsible decision-making which leads to a positive social behavior, reduction of problems, lesser emotional distress and better academic performance through the different engaging activities with the supervision of school heads and teachers. An evaluation on the strengths and weaknesses of this program should be conducted annually for further improvement of this social-emotional learning program.

According to Mahoney (2022), implementing social emotional learning programs can increase pupils' academic performance, it impacts the positive social behaviors such as getting along with others, empathy, and cooperation. At the same time, social-emotional learning programs result in a decrease in conduct problems like disruptive behavior, fighting bullying and discipline referrals were lessen. Finally, social-emotional learning programs had a positive impact on pupil well-being which decreases depression, anxiety and stress. These positive outcomes makes social-emotional learning program beneficial to whole child approach to pandemic learning recovery. According to Weissberg (2015), social-emotional learning programming is more effective when conducted by school personnel who themselves.

CONCLUSIONS

Based on the findings of the current study, the conclusions that follow were derived:

1. Establishing strong connections with students is essential for their overall development, fostering both academic success and emotional well-being. By actively listening, communicating effectively, and showing empathy, teachers can create a supportive environment that encourages pupils to open up and engage more deeply in their learning. These relationships not only enhance social and emotional skills but also contribute to increased participation, focus, and achievement in the classroom. Teachers who demonstrate genuine care and understanding help reduce behavioral issues and create a positive, secure learning environment. Ultimately, prioritizing these connections leads to greater academic performance, stronger student-teacher relationships, and a more respectful and cooperative classroom atmosphere.

2. The findings highlight the importance of cooperative learning, respectful communication, and student-centered discipline in fostering positive relationships between teachers and pupils. By implementing affirmations, polite language, structured routines, and providing positive feedback, teachers create an environment where pupils feel supported, heard, and encouraged. These practices not only motivate pupils but also help them develop emotional regulation and interpersonal skills. The warmth and support shown by teachers contribute to improved classroom behavior and boosted self-esteem, while cooperative learning fosters collaboration and conflict resolution among students. Ultimately, the teacher's role as a facilitator is key in creating a nurturing, productive classroom that enhances both academic and personal growth.

3. The findings demonstrate that fostering positive social behaviors, encouraging self-control, and promoting cooperation significantly enhance pupils' socialization, motivation, and emotional well-being, which in turn leads to improved academic performance. By reducing conflicts, addressing bullying, and reinforcing the importance of following rules and taking responsibility, teachers can create a more positive and supportive learning environment. As pupils become more open, confident, and motivated, they experience less emotional distress, allowing them to engage

more fully in their studies and achieve better outcomes. Ultimately, these strategies contribute to both the personal and academic growth of students.

4. The study highlights the potential of a social-emotional intervention program to benefit both teachers and pupils, fostering a more effective and supportive learning environment. By addressing the social and emotional needs of Filipino children, the program aims to help them reach their maximum potential, particularly within the classroom. This initiative not only enhances pupils' personal development but also supports teachers in creating a more positive, engaging, and productive educational experience. Ultimately, the program offers a valuable approach to improving both academic and emotional outcomes for students.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are as follows;

For school administrators

1. Inclusion of SEL programs to ensure students have access to emotional support and development opportunities.
2. Invest in professional development for teachers focused on fostering empathetic behaviors, active listening, and mentoring to strengthen teacher-pupil relationships.
3. Foster an environment that emphasizes psychological safety and emotional well-being, where pupils feel comfortable expressing their emotions and concerns.
4. Regularly assess the impact of SEL interventions on pupil behavior, socialization, and academic performance.

For teachers

1. Invest time in creating personal connections with pupils, showing empathy, and offering support to foster a safe and encouraging learning environment.
2. Implement cooperative learning strategies where pupils can collaborate, share ideas, and engage in conflict resolution, which enhances social skills and reduces disruptive behavior.
3. Use positive reinforcement, affirmations, and polite language to motivate pupils, create accountability, and improve classroom behavior, which leads to better academic outcomes.
4. Be a role model for the pupils by demonstrating empathy, understanding, and emotional regulation to help pupils learn how to manage their emotions, interact with others, and develop resilience.

For parents

1. Support emotional and social learning by encouraging children to openly express their feelings and experiences, creating a foundation for self-awareness and emotional intelligence.
2. Work with teachers to ensure consistency in discipline strategies, routines, and positive reinforcement between home and school, reinforcing desired behaviors.
3. Be role models for empathetic behavior and active listening at home, showing care and validation for your child's emotions, which enhances their self-esteem and academic motivation.
4. Reinforce the importance of kindness, cooperation, and responsibility to the pupils.

For pupils

1. Focus on improving emotional regulation, self-awareness, and responsibility to enhance personal well-being and academic success.
2. Actively participate in group work and peer discussions, sharing ideas and learning to manage conflicts in a supportive, cooperative environment.
3. Seek help from teachers, mentors, or peers if you need emotional support or guidance to overcome challenges and stay motivated in your learning journey.
4. Approach challenges with a growth mindset, knowing that every failure is an opportunity to improve and grow.

For future researchers

1. Investigate how sustained participation in social-emotional learning programs impacts academic performance, personal growth, and social skills over time.
2. Explore the effectiveness of training teachers in empathetic communication and its impact on pupils' emotional development, motivation, and academic success.
3. Research how family involvement and home-based emotional support contribute to enhancing pupils' social skills, academic achievement, and emotional resilience.

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