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Identifying Learning Competencies in the Development of Learning Sessions

Teaching Guide for DLSU Integrated School Teachers and Coaches

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Integrating socio-emotional learning (SEL) into the educational framework is essential for preparing students to be well-rounded individuals ready to navigate real-life challenges. With particular attention on framing a comprehensive teaching guide, this study addresses the need for a structured approach to incorporate SEL within the advising and coaching learning sessions aligned to the Expected Lasallian Graduate Attributes (ELGAS) of the De La Salle University Integrated School (DLSU-IS).

Backed up by established SEL principles, the study outlines five key socio-emotional competencies—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—as central to the holistic development of the students. Methodologically, the study follows a descriptive developmental approach involving data collection and data analysis to define the content and design of the learning session teaching guide. Through surveys and interviews with informed and consented teacher participants, the study discriminates thematic contents and essential activities for the teaching guide, to guarantee its relevance and effectiveness in meeting student needs.

Results confirm the importance of structured teaching guides in facilitating value-laden learning sessions, with all respondents employing similar resources to augment instructional quality. The resultant teaching guide offers a structured approach in conducting learning sessions with thematic content enriched by SEL competencies and aligned to ELGAs. In conclusion, this study contributes a



pedagogical framework and a practical resource for integrating SEL into learning sessions that facilitate socio-emotional growth among students and the realization of the school's mission like that of DLSU-IS.

Keywords; socio-emotional learning (SEL), teaching guide, learning sessions, Expected Lasallian Graduate Attributes (ELGA), competencies, values education

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Introduction

Integrating values in academic subjects promotes the development of student's skills and attitudes to enhance their capabilities in facing real-life challenges. However, there may be concerns about teaching values as a separate concepts, and there are instances where the focused virtue is forcibly integrated into subject areas that may appear irrelevant. These make it necessary to allocate a regular classroom period when students can be taught target values.

De La Salle University Integrated School (DLSU-IS) dedicates weekly values learning sessions during a one-hour homeroom period. Notwithstanding the absence of teaching and resource materials, teachers may be anxious about handling their homeroom classes. In addition, no specific target competencies may direct teachers in developing activities and assessments for this purpose.

This study focuses on developing a needs-based learning session teaching guide, which pertains to a learning module designed for the DLSU-IS teachers and coaches to develop students' skills and attitudes to enhance their capabilities in facing real-life challenges. In a nutshell, the term 'guide' refers to a document primarily providing information or instructions. It is expected to look shorter, more concise, and more to the point than a manual. Similarly, Campbell (1999) defined instructional materials as substantial trainee-oriented resources with instructional content. The instructional materials provide the user with the guidelines, instructions, or necessary information. They ease the learning process by showing the information essential to learning and acquiring skills.

Forsyth (1952), in *Planning A Course*, presented a four-stage framework for material development that

greatly aids in creating a training guide, outlining the following steps:

Stage 1. Gathering Information. This stage helps determine the material's focus, priorities, and guidelines. At this stage, one needs to know the topic, how this material fits in the existing material, the goal, the audiences (or the target learners') characteristics and experiences, the constraints that one will be facing, such as time, financial and human, and people or experts that one needs to tap to get the job done.

Stage 2. The Material Development. This stage shows the details of the material. One should be able to state or establish the objectives while considering the essential topics or ideas to be included, determine the content sequences, consider instructional strategies, and identify other resources needed in the development.

Stage 3. The Evaluation Stage. This stage emphasizes the process and procedure for evaluating the learners and the materials. The evaluation stage helps the evaluator to answer several questions through careful checking. Such issues include: 1) Did the learner achieve the goals and objectives in the material? 2) Are the materials being delivered effectively and cost-effectively? 3) How can the elements be improved? 4) How did the learners like the material?

Stage 4. The Materials Production. In this stage, the developer decides what to include, how the materials will be written, and how the documents will be formatted and presented.

Before developing the teaching guide, identifying its contents is necessary through the needs assessment procedure to acquire validity and reliability. Many experts agree that human learning, training, and performance improvement initiatives should begin with a needs assessment. Needs assessments involve identifying and examining

areas for improvement to determine what changes or interventions are necessary for achieving desired outcomes. A needs assessment can be a response to a problem, or it might be used in ongoing learning or performance improvement efforts. This can also diagnose the learning and performance needs of individuals, teams, functional units, and the entire organization (Gufta, Sleezer & Ruzz, 2007).

With the same notion, the Need Assessment Organization (2013) asserted that the needs assessments identify strategic priorities, define results to be accomplished, and guide decisions related to correct actions. Similarly, Gufta, Sleezer, and Ruzz (2007) suggested that needs assessment determines and recognizes the gap or discrepancy that exists between the current and the desired condition. Moreover, they explained that learning or a performance gap exists between the current and the desired condition persists as a 'need,' and the needs assessment functions as a process to figure out how to fill in learning or a performance gap.

Not only do business and human resource administration fields use needs assessments, but also in the fields of teaching and sports have given it much importance. Employing the needs analysis serves as the first step in conducting the needs assessment. An assessment determines the activities needed to translate into performances. Listing the identified needs is the easiest way to create the needs analysis (Creating a Needs Analysis for Sports Training Program, 2013). The needs analysis in this study will be done through a survey as an initial step in developing the material.

The teaching guide developed in this study focuses on the essential competencies students need to achieve the school's mission and vision. It integrates socio-emotional learning and emphasizes the Expected Lasallian Graduate Attributes (ELGAs).

Incorporating Socio-emotional learning (SEL) in the classrooms aids students in functioning in the community with positive well-being and development (Moses, 2023), especially after the pandemic when high school students' anxiety levels rose (Teens Are Talking About Mental Health | NIH MedlinePlus Magazine, n.d.). With the evolving social needs and academic pressures, acquiring skills to meet these needs is vital. SEL is the process by which all adolescents and adults learn and practice the knowledge, abilities, and attitudes necessary to create and maintain supportive relationships, feel and act empathetically toward others, control emotions, accomplish individual and

group objectives, and form and maintain healthy identities.

The five SEL competencies that are the targets of various SEL programs are self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Moses (2023), claims that students who can recognize their emotions and manage them improve their positive mental health and well-being, which can be carried over to their college years and eventually into their future careers. Moreover, a study by Wisniewski (2023) shows that SEL positively impacts students' academic achievement. Developing the SEL competencies through classroom instructions and activities can help students cope with emotional stress, solve problems, and avoid peer pressure, leading to adverse outcomes.

The researchers are dedicated to improving current knowledge by creating a comprehensive training guide. The first step involves identifying the essential skills and values needed to develop the material. This guide will also serve as valuable reference material, addressing the core question: "How can a teaching guide for learning sessions be developed while incorporating the socio-emotional learning theory?" To achieve this, the main problem was broken down into three sub-problems as follows:

1. What are the Socio-emotional learning competencies that need to be included in the teaching guide for learning sessions?
2. What themes and values should the guide include to meet students' needs?
3. How important is incorporating the socio-emotional learning theory into developing the teaching guide for learning sessions?

The present study will significantly assist teachers in developing teaching guides. The identified learning competencies can be a rich reference in conducting values formation activities by coaches and teachers, giving them insights on planning and carrying out values lessons anchored on the socio-emotional learning theory. The study will also benefit students and athletes by exposing them to learning experiences that will equip them with essential values and life skills they need to grow into better individuals. Moreover, the output of this study will address material resource scarcity in implementing values formation activities anchored on the socio-emotional learning theory.

Methodology

This study focused on integrating socio-emotional learning in developing a learning session teaching guide for DLSU IS teachers and coaches. The researchers used the descriptive developmental method to reach the objectives to develop resource material for teachers and coaches catering to the needs of students and athletes. Gay (1976) defined descriptive research as the method involving data collection to test the hypothesis or answer questions concerning the current subject status of the study. The present study adapted Torres' (2005) method of developing a manual to identify the learning competencies in the Learning Session Teaching Guide. In the same paper, identified three phases: Planning, Development, and Validation. In this paper, the researchers focused on the **planning phase**, which followed two procedures to determine the contents of the learning session teaching guide.

First, a survey was administered using a 4-item questionnaire to ten teachers and coaches selected as respondents based on their current employment status with at least eight years of professional experience to ensure that researchers obtain sufficient and precise data.

Below are the open-ended questions in the survey:

1. Do you use a specific teaching handbook or guide to facilitate the formation of values or learning sessions?
2. Why must a teacher and a coach have a teaching guide while facilitating a learning or values formation session?
3. What values must students or athletes acquire to succeed in life, or values do they need to develop to overcome real-life challenges and become better persons?
4. Why, in your opinion, are these values important?

Then, the collected data were analyzed based on the needs and the targeted values students and athletes are expected to acquire in learning sessions, ensuring the lessons and activities that will be developed are appropriate, timely, and relevant to everyday life.

From the target students' needs, the learning

competencies were identified and purposely aligned to the SEL competencies and the ELGA 2.0 in developing the Learning Sessions Teaching Guide. Three themes of competencies were created as a result of the alignment. 1) Building Strong Character, 2) Building Strong Community, and 3) Building Personal and Professional Success. Finally, the target values for students were identified based on the aforementioned themes.

Results and Discussion

Results showed that all the interviewees use specific teaching handbooks or guides to facilitate the formation of values or learning sessions in their respective schools. By concentrating on how to teach rather than just what to teach, teaching guides assist teachers in streamlining the process of delivering instruction and enabling them to deliver high-quality instruction in the classroom. Most respondents believed this ensures the program's goals are met and the instructions and outline are followed. This is an essential tool for incorporating teaching strategies aligned with their school mission and vision to enhance students' development and learning outcomes. Aligning teaching sessions with core school values and focusing on developing athletes' values are highlighted as crucial factors for personal growth and success. They emphasize the need for a structured approach in teaching sessions to ensure that objectives are met and values are effectively instilled in students. Moreover, the respondents suggest that having a plan or guide for learning sessions helps teachers use valuable information from students and maintain consistency in teaching practices. Lastly, by following a structured program outline and instructions, teachers can effectively guide students toward achieving the desired objectives and values set by the school.

Based on the result, the respondents see considers teaching guide as an essential tool that enables teachers to apply their learning more frequently, thoroughly, and consistently. The respondents believed that a structured teaching guide with teaching strategies aligned to the standards and objectives of the learning sessions navigates and extracts valuable information from the group they are facilitating. Additionally, it guides educators on integrating and connecting their existing curriculum to match instruction to their school's guiding principles. In this regard, the teaching guide should be structured using instructional techniques that align with established guidelines and approved standards. In this regard, the study reveals that

teachers and coaches identified values essential in teaching values formations. The researchers aligned these values with the five SEL competencies

as themes that are the targets of various SEL programs.

Table 1.

The Importance of Teaching Guide

Respondents	Responses
1	"There must be a form or structure incorporating certain teaching strategies subsumed under generally accepted standards and guides"
2	"This is already one of the keys to the most effective ways to improve students' values. To help the coach or teacher navigate and extract valuable information from the group they are facilitating"
3	"...to target the important skills and competencies that the learners must acquire from the lessons"
4	"Incorporate and inter-relate in the current program to align the teaching or learning sessions to the core values of the school"
5	"1st is to align the teaching or learning sessions to the core values of the school. 2nd is that developing the athlete's values is one of the important factors that can affect personal development".
6	"To ensure that program outline and instructions are followed and objectives are achieved"
7	"I believe that any effective learning session should have a plan or guide to help the coach or teacher navigate and extract valuable information from the group they are facilitating"
8	"To allow teachers to apply their learning more deeply, frequently, and consistently than teachers working alone"
9	"It is important so the teacher can stick to the objectives of the learning session or values formation session"
10	"To serve as a basis on what to teach"

Table 2 summarizes the socio-emotional competencies and values students and athletes need to develop to overcome real-life challenges and become better persons. These values suggest building strong character (self-awareness and self-management), building a strong community (social awareness and relationship skills), and building personal and professional success (responsible decision-making).

Based on the result of the study, the respondents considered these values are needed to help students and athletes overcome challenges, achieve their goals, and evolve into better-rounded individuals equipped to achieve and succeed in various aspects of life. In addition, these will support the students' emotional stability and holistic well-being when exposed to self-reflection and understanding others.

Table 2.

Socio-emotional Competencies and Values to be Developed for Students and Athletes

Building Strong Character (self-awareness and self-management)	Building Strong Community (social awareness and relationship skills)	Building Personal and Professional Success (responsible decision-making)
faith	love (for others, family, country)	hard work
perseverance	empathy	effective communication
kindness	compassion	responsibility (accountability)
gratitude(gratefulness)	teamwork	leadership
honesty	respect	integrity

The table 3 shows that these values will help the students discover their authentic selves, leading them to remain grounded, identify the purpose and

meaning of their actions and goal setting, and lead their lives never to stop learning. The respondents claim that training students in responsible decision-

making increases their self-assurance in assessing alternatives, foreseeing outcomes, and selecting options consistent with their goals and values. Furthermore, these values collectively contribute to personal growth, achievement, and success in various aspects of life.

These tenets coincide with the socio-emotional skills that different SEL programs aim to develop. The values are arranged according to the five interconnected skills developed by the Collaborative

for Academic, Social, and Emotional Learning (CASEL) as an organizational framework. These will be aligned with the Expected Lasallian Graduate Attributes, which center on the abilities, knowledge, and characteristics that graduates must acquire and exhibit to fulfill the mission and vision of the institution. The graduates' capacity for lifelong learning and knowledge transmission in the workplace and community must be reflected in these principles.

Table 3.

Importance of The Values

Respondents	Responses
1	"They build the character of the students and athletes. They support emotional stability and holistic well-being".
2	"The values above are essential to me because they enable me to overcome adversity and develop and even enhance my life in the process".
3	"These values are important because they help students remain grounded".
4	"Because they never stop learning".
5	"These values will help our student-athletes to be better people."
6	"We encounter these values collectively, contributing to personal growth, achievement, and success in various aspects of life".
7	"Godliness, Resilience, Teamwork, Commitment, Integrity"
8	"Responsibility and discipline are foundational pillars that enable students and athletes to overcome challenges, achieve their goals, and evolve into better-rounded individuals equipped to succeed in various aspects of life. Both values contribute to resilience, character development, and time management, which can eventually result in real-life application of learning, achieving goals, and long-term success".
9	"They shape you into your authentic self and give you a sense of purpose and meaning, driving your personality, goal setting, and how you lead your life".

Analyzing the competencies and values suggested by the respondents, the values in building strong character include faith, perseverance, kindness, and gratitude, and faith is aligned with self-awareness and self-management. These imply the capacity to consider and comprehend one's feelings, ideas, values, and experiences and how they may affect their actions. Self-awareness is vital because it fosters optimism and responsible decision-making and is the foundation for establishing and maintaining healthy relationships with others. Gaining more self-awareness may help individuals see their unique assets and shortcomings in various contexts, leading to better decision-making and self-management, which is a person's ability to control and regulate their emotions, ideas, and behaviors.

The second competency deals with values that help build a strong community. Enhancing abilities such as love, empathy, understanding the viewpoint of others in different situations than themselves (proper

communication), being aware of various people and groups (teamwork), and being able to ensure that they are treating others fairly (love) are all part of the social awareness competency. These values foster a sense of connection and belongingness among students, creating a supportive and caring environment. Moreover, by embodying these values, students can cultivate a sense of unity and support within and outside the school community. This will lead to a positive and inclusive community where students feel valued, respected, and supported in their academic and personal growth.

Lastly, values that help students shape personal and professional success play a vital role in the success of these students by guiding their actions, decisions, and behaviors. Students must align their values with their goals and aspirations to stay motivated, focused, and committed to success. Values such as hard work, effective communication, responsibility (accountability), leadership, and integrity help

them build trust, credibility, and reputation in their personal and professional success. By upholding these values, students can make sound decisions and navigate challenges with integrity and resilience, leading to long-term success and fulfillment in personal and professional growth.

The identified values and SEL competencies are aligned with the ELGA, which may be envisioned to develop competent and responsible citizens who contribute to building the community and the nation.

Table 4 shows that the identified values that students and athletes need to develop and the competencies of socio-emotional learning they need to acquire are vital components of nurturing, preparing, and molding students to achieve the Lasallian attributes expected of them as they graduate in the institution in high school, and eventually in college. A Lasallian focuses first on developing oneself to function in a society full of difficulties so that one can face challenges with a strong character

by understanding oneself through self-reflection and managing behaviors armed with values, being able to adapt to new situations and environments. ELGA's culturally sensitive, critical, and creative thinker, effective communicator, and engaged and service-driven citizen align with the values of building a solid community and the SEL competencies of social awareness and relationship skills. One needs to develop an awareness and understanding of diverse backgrounds to communicate and collaborate harmoniously and effectively without bias and prejudice in the service for the common good of everyone in the community. Finally, the SEL competency of responsible decision-making and the values key to professional success align with ELGA's virtue-guided decision-maker and technically proficient professional. Lasallian graduates aspire to be reliable and dependable skilled professionals in their chosen fields who exhibit competence, discipline, and hard work, with due consideration for those working with them for God's greater glory.

Table 4.

Socio-emotional Competencies and the Expected Lasallian Graduate Attributes (ELGA 2.0)

Values to be developed	SEL Competencies	Expected Lasallian Graduate Attributes
Building Strong Character		
faith	Self-Awareness	Reflective Lifelong Learner and Competent Self-Nurturer
perseverance	Self-Management	Culturally Sensitive Critical and Creative Thinker
kindness	Social Awareness	Engaged and Service-Driven Citizens
gratitude (gratefulness)	Relationship Skills	Effective Communicator
honesty	Responsible Decision Making	Virtue-Guided Decision Maker
Building Strong Community		
love	Social-Awareness	Reflective Lifelong Learner and Competent Self-nurturer
empathy	Self-Management	Culturally Sensitive Critical and Creative Thinker
compassion	Social-Awareness	Engaged and Self-driven Citizens
teamwork	Relationship Skills	Effective Communicator
respect	Responsible Decision Making	Virtue- Guided Decision Maker
Building Personal and Professional Success		
hard work	Self-Awareness	Reflective Lifelong Learner and Competent Self-nurturer
effective communication	Relationship Skills	Effective Communicator
responsibility(accountability)	Self-Management	Culturally Sensitive Critical and Creative Thinker
leadership	Social -Awareness	Engaged and Service-Driven Citizens
integrity	Responsible Decision Making	Virtue-Guided Decision Maker

Conclusion

After analyzing the gathered data, the current study concludes that socio-emotional learning (SEL) has a positive impact on student development. The study underscores the significance of incorporating socio-emotional learning (SEL) principles into educational curricula. SEL competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making are essential for students' integral development. Studies cited in the study demonstrate that SEL promotes positive mental health and well-being, positively correlates with academic outcomes, and cultivates life skills vital for success in the 21st century.

Second, **structured teaching guides enhance instructional quality**. The study confirms that structured teaching guides substantially contribute to facilitating learning sessions centered on value formation. All respondents recognized the significance of having a structured guide to teaching, which guarantees that curricular goals are met, instructions are followed, activities are carried out, and standards are achieved. This implies that equipping teachers with clear guidelines and resources improves the quality of instruction and enhances the effectiveness of learning sessions.

The study validates the evident value of steering needs assessments in developing teaching guides. The data from teachers and coaches gathered through surveys and interviews were maximized to define the themes, topics, activities, and assessments needed for the learning session teaching guide. This methodological approach ensures that the teaching guide is relevant, context-sensitive, and tailored to the specific needs of students and athletes. The customized teaching guide is effective in supporting student learning and development. Thus, the study also concludes that **needs assessment guides the development of effective teaching guides**.

The study also finds that **integrating SEL into learning sessions aligns with the Expected Lasallian Graduate Attributes (ELGA) of the De La Salle University Integrated School (DLSU-IS)**. The values and competencies offered by SEL correspond with the attributes expected of Lasallian graduates. If students of DLSU are taught a curriculum enriched by the SEL principles, they will be equipped with the essential skills and attitudes vital to fulfilling the school's mission and vision.

Lastly, **teacher training is deemed important for effectively implementing the SEL curriculum in the classroom**. While teachers recognize the importance of developing SEL competencies among learners, they also acknowledge the need for training to enhance their capacity to integrate SEL principles into instruction. This implies that investing in SEL-focused teacher training programs can help ensure that SEL initiatives are successfully implemented in schools.

Ethical Considerations

The study was conducted in accordance with the ethical standards of the De La Salle University Integrated School Ethical Review Board. Informed consent was obtained from all participants in the study, emphasizing confidentiality and anonymity. A Certificate of Ethics of Approval has been obtained from the Integrated School Research Director.

Declaration of conflict of interest

The researchers disclosed no conflicts of interest related to the research and publication of this paper.

Author contributions

Princess Servo, Edelmarr Servo, Perlita Padua, Leonell Esleta, and Gil Ramos contributed in the conceptualization and design, methodology, data collection and analysis, original draft preparation, and review & editing. All authors reviewed the results and approved the final version of the manuscript.

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