

**Original Research Article**

**SOCIAL-EMOTIONAL DOMAIN IN RELATION TO DIDACTIC  
TEACHING DEVELOPMENT OF TEACHERS IN  
PUBLIC ELEMENTARY SCHOOLS**

**ABSTRACT**

This study described the socio-emotional domain in relation to didactic teaching development of teachers in public elementary schools in Paquibato District, Division of Davao City. This study used the non-experimental quantitative research design utilizing the correlational method. The respondents of this study were 136 teachers in public elementary schools using universal sampling. The data analysis utilized the mean, Pearson r and regression analysis. The findings disclosed that the degree of socio-emotional domain of teachers was sometimes manifested. Moreover, the level of didactic teaching development of teachers was sometimes manifested by the teachers. It was found that there was a significant relationship between the socio-emotional domain in relation to didactic teaching development. It was revealed further that the domains of socio-emotional domains significantly influence didactic teaching development. Based on the findings, public school teachers may develop the socio-emotional competencies that they can use to connect with students on a deeper level, understanding each student's needs, motivations, and challenges. This understanding enables teachers to tailor their didactic approaches, adapting lessons to meet diverse learning styles and fostering an environment where all students feel supported and valued. Socio-emotional development may enhance teachers' didactic abilities and also create a nurturing, inclusive classroom that empowers both teachers and students to thrive.

Keywords: Socio-emotional domain, didactic teaching development, public elementary school teachers, Philippines

**1. INTRODUCTION**

The social-emotional domain plays a crucial role in developing teachers' didactic teaching abilities, significantly impacting their classroom effectiveness. When teachers cultivate social-emotional skills such as empathy, communication, self-regulation, and a growth mindset, they become more attuned to the individual needs of their students. This empathy allows them to design lessons that resonate with diverse learners, fostering an inclusive environment that accommodates various learning styles and backgrounds (Kuo et al., 2024).

In New York, effective communication is a key social-emotional skill that enables teachers to convey ideas clearly and engage students in meaningful ways. By building strong, trusting relationships with students, teachers establish a classroom atmosphere where learners feel safe to express themselves, ask questions, and participate actively (Morgan et al., 2022). Additionally, self-regulation is another critical component of social-emotional competence that helps teachers maintain a focused and orderly classroom environment. Teachers who can manage their emotions and stay calm under stress are better equipped to handle disruptions, keep students engaged, and maximize instructional time (Schwab & Elias, 2014).

By modeling social-emotional skills, teachers also encourage students to develop their own interpersonal and emotional competencies. This growth leads to improved collaboration, communication, and empathy among students—essential elements for cooperative learning

and peer-led activities. Furthermore, a growth mindset enables teachers to reflect on their teaching practices and seek continuous improvement. Reflective teachers are more open to feedback, professional development, and adaptive teaching strategies, allowing them to address their students' evolving needs more effectively (Collie, 2020).

In the Philippines, the integration of social-emotional skills enriches teachers' didactic abilities, creating a more dynamic, supportive, and effective learning environment that benefits both teachers and students. By incorporating these competencies, teachers foster a classroom culture that values connection, understanding, and adaptability, laying the foundation for deeper learning and positive educational outcomes (Mendoza, 2024).

Social-emotional skills are foundational to effective teaching, and their development significantly enhances teachers' didactic teaching abilities. The integration of these competencies into didactic teaching fosters a supportive and effective learning environment. By focusing on social-emotional aspects, teachers can improve their communication, empathy, classroom management, and adaptability, all of which contribute to better educational outcomes and enriched learning experiences for students (Jennings, 2016).

The integration of the social-emotional domain into teachers' didactic teaching development is essential for creating a nurturing and effective educational environment. Teachers skilled in social-emotional competencies build stronger connections with their students, addressing not only their academic needs but also the emotional factors influencing their learning. This level of empathy enables teachers to tailor instructional approaches to meet each student's unique needs. For instance, a teacher who understands a student's emotional challenges can adjust the learning process, providing additional support and encouragement. Such adaptability fosters an inclusive classroom where all students feel valued, enhancing their engagement and motivation to learn (Cefai et al., 2018).

In Davao Region, social-emotional skills empower teachers to communicate effectively, a critical component of didactic teaching. Clear communication ensures students understand expectations, objectives, and instructions, reducing misunderstandings and improving learning outcomes. Teachers with strong social-emotional awareness also encourage open communication among students, fostering discussions, questions, and collaboration. This creates a learning community where students feel comfortable sharing ideas and taking risks, essential for active learning and didactic teaching growth (Parahakara, 2021).

Moreover, self-regulation skills help teachers effectively manage classroom dynamics. Teachers who remain calm and composed during challenges, such as behavioral issues or disruptions, prevent these situations from derailing the learning process. Modeling composure and resilience positively impacts students, who learn to emulate these behaviors in their interactions. Teachers who are empathetic better understand their students' experiences, enabling them to tailor lessons to individual needs, interests, and learning styles (McNerney, 2024).

Finally, teachers with a growth mindset and reflective practices continuously improve their didactic methods. Reflective teachers assess their teaching strategies, identifying strengths and areas for improvement. This ongoing evolution enables them to meet diverse learning needs by employing various techniques that enhance student engagement and comprehension (Meierdirk & Fleischer, 2022).

The researcher believes that the social-emotional domain is vital in promoting the didactic teaching development of learners and enhancing the teaching process. This study aims to explore the significant relationship between the social-emotional domain and didactic

teaching in public elementary schools. The findings will serve as a valuable resource for educators and parents, guiding efforts to create meaningful learning experiences and address barriers to learning. This study aspires to contribute to a data bank of ideas and promote effective teaching and learning practices.

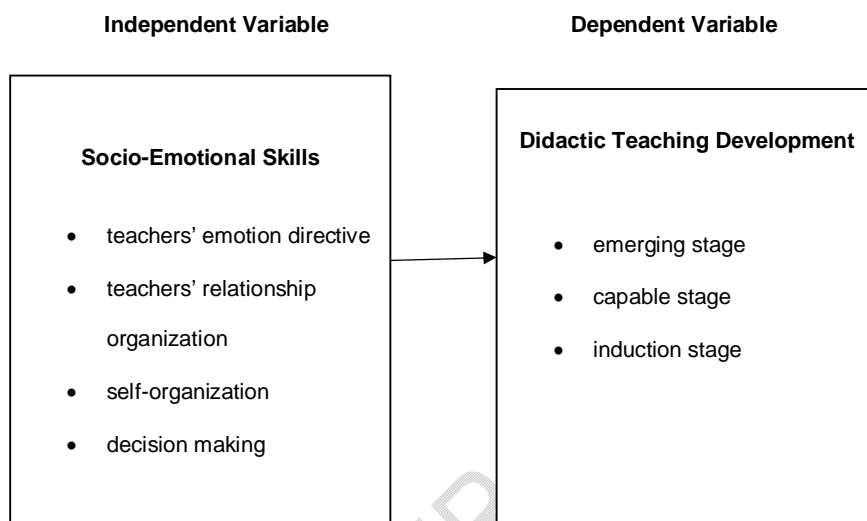


Figure 1: Conceptual Framework of the Study

## 2. METHODOLOGY

### 2.1 Research Design

This study employed a non-experimental quantitative research design, utilizing the correlational method. Quantitative research design refers to a structured approach to data collection and analysis using quantitative methods. The design can vary depending on the data collection method, which may include telephone interviews, face-to-face interviews, online surveys, or postal surveys. The primary aim of a quantitative research design is to determine how many individuals think, act, or feel in a particular way. It involves large sample sizes, focusing on the quantity of responses rather than seeking the in-depth, emotional insights characteristic of qualitative research. In a standard quantitative research format, all respondents answer the same set of questions, ensuring consistency and fairness in data analysis. Data are provided in numerical form and analyzed using statistical methods. Additionally, surveys can be tailored to include branching logic, where respondents' subsequent questions depend on their previous answers (e.g., satisfied or dissatisfied respondents may be asked different follow-up questions) (Pregoner, 2024).

The correlational method was chosen for this study to explore the relationship between the socio-emotional domain and the didactic teaching development of teachers in public elementary schools. This approach effectively describes the statistical association between two or more variables, providing insights into the strength and direction of their relationships

**Comment [CE1]:** The tense should be past since the work has been completed

**Comment [CE2]:** I do not think interviews work for quantitative studies, specifically correlational research.

(Pregoner & Baguio, 2024). By employing this method, the study aims to provide quantifiable evidence of how socio-emotional factors influence teaching development.

## 2.2 Research Respondents

The respondents of the study were public school teachers, with a total of 132 participants. Universal sampling was used to determine the respondents for the study, which examined the relationship between the socio-emotional domain and the didactic teaching development of teachers in public elementary schools. This sampling method ensured that the entire population of the study was included as respondents. All participants had at least three years of experience in government service, qualifying them to provide valuable insights for the research. The study was conducted during the 2022–2023 school year.

## 2.3 Research Instrument

The instrument used in this study was a survey questionnaire designed to assess the socio-emotional domain in relation to the didactic teaching development of teachers in public elementary schools. This researcher-developed tool was based on a review of relevant studies and literature. Before its administration, the draft instrument was subjected to content validation and reliability testing by a panel of experts in the field of Didactic Organization. Revisions were made based on their comments and suggestions.

To further ensure the reliability and validity of the instrument, a pilot test was conducted with 30 elementary school teachers from a separate school within the same district. The instrument was found to be reliable, with a Cronbach's Alpha coefficient of 0.781. The survey consisted of 50 items divided into five subscales. Participants responded to the questions using these subscales, and scoring was implemented accordingly.

## 2.4 Data Gathering Procedure

The data for this study was gathered through a systematic procedure. **The researcher initially sought permission and endorsement from the Dean of the Graduate School of Rizal Memorial Colleges to secure the Superintendent's approval.** Upon receiving the Dean's endorsement, a formal request letter was submitted to the Office of the Schools Division Superintendent. After obtaining approval from the Superintendent, an endorsement letter was forwarded to the respective School Heads, accompanied by a permission letter, which was attached in the appendices.

**Comment [CE3]:** The study is an elementary school study so why did graduate school come in?

Subsequently, a schedule was arranged for the distribution of test questionnaires for pilot testing to evaluate the instrument's reliability and validity. The questionnaires included an explanation of the study and detailed instructions for the tests. Once the pilot testing was completed and results analyzed, the final survey was conducted with all the respondents. After the survey, the researcher retrieved the completed questionnaires and submitted them to the statistician for statistical treatment. The gathered data was then tallied, tabulated, analyzed, and interpreted to derive the study's findings.

## 2.5 Data Analysis

The data analysis methods employed in this study included the following: Weighted Mean, which was used to measure the level of the socio-emotional domain in relation to the didactic teaching development of teachers. Product Moment Correlation Coefficient (Pearson  $r$ ) was applied to determine the relationships between the socio-emotional domain and the didactic

teaching development. Lastly, Regression Analysis was utilized to identify whether the socio-emotional domain significantly influenced the didactic teaching development of teachers.

### 3. RESULTS AND DISCUSSION

#### 3.1 Level of Socio-Emotional Domain among Teachers

Table 1. *Level of Socio-Emotional Domain among Teachers*

Indicators	Mean( $\bar{x}$ )	Descriptive Equivalent
teachers' emotion directive	3.17	Moderate
teachers' relationship organization	3.22	Moderate
self-organization	3.10	Moderate
decision making	3.13	Moderate
<b>Overall mean</b>	<b>3.14</b>	<b>Moderate</b>

Table 1 shows the level of socio-emotional domain among teachers based on four indicators. The highest mean score was for "teachers' relationship organization" with a mean of 3.22, indicating a moderate level of organizational skills in their professional relationships. This was closely followed by "teachers' emotion directive" with a mean of 3.17, suggesting a moderate level of emotional guidance in their teaching practice. The third indicator, "decision making," received a mean score of 3.13, also categorized as moderate, reflecting a moderate level of decision-making abilities among teachers. The lowest mean score was for "self-organization," with a mean of 3.10, again categorized as moderate, indicating that teachers demonstrate a moderate level of self-management in their professional roles. The overall mean score of 3.14, categorized as moderate, indicates that the behaviors are sometimes manifested by the teachers.

This finding supports the study of Lechner et al. (2019), which found that teachers' socio-emotional skills are demonstrated to a moderate extent in their professional practices. They highlighted that while teachers often exhibit some level of emotional regulation and organizational skills in their classroom, these behaviors are not consistently observed. In particular, emotional regulation was observed to fluctuate based on external factors such as workload, classroom challenges, and personal stressors. Similarly, teachers' ability to organize relationships within the classroom was moderate, with stronger performance occurring in well-established routines, but variability present in more dynamic or challenging classroom settings.

Moreover, the finding aligns with the study of Carmen et al. (2022), which reported that teachers exhibit moderate levels of socio-emotional competencies, particularly in areas like emotion regulation and relationship management. Their research suggested that while these competencies are essential for effective teaching, their manifestation can be inconsistent depending on the situation and the teacher's experience level. The study further emphasized that younger or less experienced teachers might experience more challenges in managing their emotions and organizing relationships, which can impact the quality of their teaching and classroom atmosphere. In contrast, more experienced teachers were able to better regulate their emotions and manage relationships, even under stressful conditions.

#### 3.2 Level of Didactic Teaching Development

Table 2. *Level of Didactic Teaching Development*

Indicators	Mean( $\bar{x}$ )	DescriptiveEquivalent
emerging stage	3.25	Moderate
capable stage	3.13	Moderate
induction stage	3.13	Moderate
<b>Overall mean</b>	<b>3.14</b>	<b>Moderate</b>

Table 2 shows the level of didactic teaching development among teachers based on three indicators. The highest mean score was for the "emerging stage" with a mean of 3.25, indicating a moderate level of development in this phase of teaching. This was followed by both the "capable stage" and the "induction stage," each receiving a mean score of 3.13, suggesting a moderate level of development in these stages as well. The overall mean score of 3.14, categorized as moderate, indicates that didactic teaching development is sometimes manifested by the teachers.

Moreover, the finding corresponds with the study of Ploeger et al. (2019), who observed that teachers exhibit moderate development in didactic teaching, especially in stages like the induction and capable stages, where teachers have some foundational teaching skills but may not yet fully implement advanced instructional strategies. They also found that factors such as classroom environment, student needs, and available teaching resources played a significant role in the teachers' ability to progress in their didactic teaching development. This suggests that although teachers show some development in their teaching strategies, their progress may vary depending on external influences.

Furthermore, the study of Torres et al. (2023) corroborates these findings by indicating that while teachers in the early stages of their careers show moderate development in didactic teaching, more experienced educators exhibit a higher level of consistency and effectiveness in implementing various teaching strategies. Their study recommended providing continuous professional development to support teachers at all stages of their careers to ensure that the moderate level of teaching development observed in the study can be improved and maintained over time.

### 3.3 Significant Relationship Between the Socio-Emotional Domain and Didactic Teaching Development

Table 3 Significant Relationship Between the Socio-Emotional domain and didactic teaching Development

Variables		r-values	Degree of Correlation	Computed t-value	P-value	Remarks Decision
Socio-Emotional Domain	Academic Development	0.83	High	7.31	0.00	Ho <sub>1</sub> is Rejected

Table 3 shows the significant relationship between the socio-emotional domain and didactic teaching development. The computed r-value of 0.83 indicates a high degree of correlation between the two variables. The corresponding t-value is 7.31, which is statistically significant, as the p-value is 0.00, which is less than the commonly accepted significance level of 0.05. It means that there is a strong, positive relationship between the socio-emotional domain and didactic teaching development. Based on these results, the null hypothesis (Ho<sub>1</sub>) is rejected, indicating that changes in the socio-emotional domain are strongly related with changes in didactic teaching development.

**Comment [CE4]:** This is not how to report P-value in correlation, it is depicted with \*, \*\*, or \*\*\* to show the levels of significance at either 0.1, 0.05 or 0.01 confidence intervals. The variables in the conceptual framework are to be used for the correlation but that was not the case, why?

This finding corroborates the study of Molina-Moreno et al. (2024), which found a significant connection between teachers' socio-emotional domain and their development in didactic teaching. They emphasized that teachers' emotional regulation, interpersonal relationships, and decision-making abilities directly influence their teaching effectiveness and pedagogical growth. Furthermore, their research highlighted that teachers with strong socio-emotional skills tend to be more resilient and adaptive in their instructional methods, contributing to better student outcomes.

Similarly, the finding aligns with the study of Mondri et al. (2021), who concluded that the socio-emotional domain significantly impacts didactic teaching development. Their research underscored that teachers' capacity for self-awareness, emotional control, and positive social interactions fosters better didactic development, improving both teaching strategies and student engagement. This further suggests that the socio-emotional domain plays a crucial role in empowering teachers to refine their teaching practices and respond more effectively to the diverse needs of their students.

### 3.4 Significant Influence of Socio-Emotional on the Didactic Teaching Development

Table 4. Significant Influence of Socio-Emotional on the Didactic Teaching Development

Model	Sum of Squares	Degrees of Freedom	Mean Square	F	Sig.	Remarks
Regression	39.600	3	39.600	3.46	0.00	Ho <sub>2</sub> is Rejected
Residual	503.015	129	11.4322			
<b>Total</b>	<b>542.615</b>	<b>132</b>				

Comment [CE5]: This is not good enough

Table 4 presents the significant influence of the socio-emotional domain on didactic teaching development. The regression sum of squares is 39.600 with 3 degrees of freedom, yielding a mean square of 39.600. The calculated F-value is 3.46, and the significance level is 0.00, which is less than the 0.05 threshold, indicating statistical significance. This means that socio-emotional domains have a significant influence on didactic teaching development. As a result, the null hypothesis (Ho<sub>2</sub>) is rejected, suggesting that changes in the socio-emotional domain significantly impact didactic teaching development.

This finding validates the theory of emotional intelligence in teaching by Goleman (2020), which posits that emotional competencies, including self-awareness, emotional regulation, and social skills, are critical for effective teaching. Goleman's model highlights that teachers with high emotional intelligence can better manage classroom dynamics, improve student engagement, and create a supportive learning environment. The socio-emotional domain, which involves these emotional abilities, significantly influences teachers' didactic practices, helping them adapt their teaching strategies to create a more positive and productive learning environment.

Similarly, the finding reinforces the theory of teacher resilience by Gu and Day (2007), which emphasizes that teachers who possess strong socio-emotional skills are better equipped to handle the challenges of the profession. Resilient teachers are able to maintain their well-being, manage classroom stress, and continue improving their teaching methods, all of which are crucial for sustained didactic teaching development. Furthermore, this resilience allows teachers to navigate difficult situations, adapt to changing educational environments, and continue to grow professionally.

Additionally, the finding affirms the theory of reflective practice by Schön (1983), which highlights the role of self-awareness and emotional regulation in teachers' professional growth. Reflective practice enables teachers to engage in critical self-evaluation and continuous improvement. Teachers who develop their socio-emotional competencies are more likely to engage in reflective practice, critically assessing their teaching methods and making necessary adjustments to enhance their instructional effectiveness. The socio-emotional domain thus plays a pivotal role in the continuous improvement of didactic teaching development.

#### **4. CONCLUSION**

Based on the findings, the following conclusions were drawn: The level of the socio-emotional domain, as assessed in terms of teachers' emotion directive, teachers' relationship organization, self-organization, and decision-making, was found to be moderate, indicating that the teachers sometimes observed these aspects. Similarly, the level of didactic teaching development, measured in terms of the capable stage, induction stage, and transition stage, was also moderate, suggesting that the teachers sometimes manifested these. The results further revealed a significant correlation between socio-emotional domain and didactic teaching development. This indicates that changes in the socio-emotional domain were strongly correlated with changes in didactic teaching development. Additionally, the socio-emotional domain was found to influence the didactic teaching development of teachers significantly. This implies that higher results in the socio-emotional domain corresponded to better outcomes in the didactic teaching development of teachers in public elementary schools.

#### **5. RECOMMENDATIONS**

Based on the foregoing conclusions, the researcher proposes the following recommendations: The school administration may foster educational partnerships between teachers and parents to build positive and effective relationships. Administrators are encouraged to continue researching ways to form a more collaborative professional domain community, ensuring enhanced parent involvement and support for teachers, particularly those with special and diverse needs. Educational staff, being well-versed in educational environments, their cultures, and internal beliefs, may take the responsibility of sharing these practices with parents to support teachers effectively.

School officials may develop strategies to assist parents in enriching domain experiences at home and ensure that parents actively participate in decisions about their teachers. Reorientation sessions for parents regarding their basic responsibilities may be conducted during PTA assemblies. School administrators may also explore methods to increase parents' positive attitudes towards teachers' education and emphasize the connection between parental attitudes, student socio-emotional literacy, and didactic teaching performance. Furthermore, promoting school programs that enhance a student's perception of cognitive competence and funding future research to understand these mechanisms better is highly recommended.

Teachers may establish a caring classroom environment by engaging in cooperative and supportive activities, applying positive discipline techniques, role modeling, and using role-play, games, and stories to enhance socio-emotional understanding. This approach may be extended to the whole school and integrated into community activities. Teachers may also explore diverse pedagogical methods to deliver teaching strategies that cater to learners' needs during the domain process.

Teachers and parents may collaborate to address didactic teaching challenges and continuously support socio-emotional domains such as emotion directive, relationship organization, positive goal setting, and responsible decision-making. An intervention program may be implemented to enhance didactic teaching development. This may include home visitations, home reading programs, parent-teacher conferences, and remedial programs, which would significantly improve teachers' performance and foster better outcomes.

Additionally, teachers may assign meaningful homework that encourages interactions among schools, families, teachers, and caregivers. Such assignments may enhance students' learning while providing parents with insights into their children's progress and opportunities for engagement. Parents may check their children's work and assignments regularly and actively participate in supporting their educational development. Lastly, a similar or comparative study exploring other indicators is suggested to gain additional insights into the collaboration between parents and teachers in influencing didactic teaching behavior, which was not covered in this study.

#### **CONSENT (WHERE EVER APPLICABLE)**

This quantitative study followed strict ethical protocols to protect the privacy and confidentiality of all participants. Prior to data collection, informed consent was obtained from all respondents, who were fully informed about the study's purpose and the confidentiality measures in place. To maintain anonymity, no personal identifying information was collected, and each participant was assigned a unique code for data analysis purposes. All data were securely stored on encrypted servers, with access restricted to the research team. The results were presented in aggregate form to prevent the identification of individual

responses. Additionally, statistical analyses were conducted in a way that ensured the continued protection of respondents' anonymity and privacy throughout the research process.

## REFERENCES

- Carmen, R. G., Olga, B. G., & Beatriz, M. (2022). Socio-emotional competence and self-efficacy of future secondary school teachers. *Education Sciences*, 12(3), 161.
- Cefai, C., Bartolo, P. A., Cavioni, V., & Downes, P. (2018). Strengthening social and emotional education as a core curricular area across the EU: A review of the international evidence.
- Collie, R. J. (2020). The development of social and emotional competence at school: An integrated model. *International Journal of Behavioral Development*, 44(1), 76-87.
- Goleman, D. (2020). *Emotional intelligence: Why it can matter more than IQ*. Bloomsbury Publishing.
- Gu, Q., & Day, C. (2007). Teachers resilience: A necessary condition for effectiveness. *Teaching and Teacher Education*, 23(8), 1302-1316.
- Jennings, P. A. (2016). CARE for teachers: A mindfulness-based approach to promoting teachers' social and emotional competence and well-being. *Handbook of mindfulness in education: Integrating theory and research into practice*, 133-148.
- Kuo, Y. K., Batool, S., Tahir, T., & Yu, J. (2024). Exploring the impact of emotionalized learning experiences on the affective domain: A comprehensive analysis. *Heliyon*.
- Lechner, C. M., Anger, S., & Rammstedt, B. (2019). Socio-emotional skills in education and beyond: recent evidence and future research avenues. In *Research handbook on the sociology of education* (pp. 427-453). Edward Elgar Publishing.
- McNerney, M. (2024). *Cultivating a Classroom of Calm: How to Promote Student Engagement and Self-Regulation*. ASCD.
- Meierdirk, C., & Fleischer, S. (2022). Exploring the mindset and resilience of student teachers. *Teacher Development*, 26(2), 263-278.
- Mendoza, J. C. C. (2024). Extent of Implementation and Issues Encountered By Araling Panlipunan Teachers in Student-Centered Learning Approach. *International Journal of Multidisciplinary and Current Educational Research (IJM CER)*, 6(3), 730-783.
- Molina-Moreno, P., Molero-Jurado, M. D. M., Pérez-Fuentes, M. D. C., & Gázquez-Linares, J. J. (2024, August). Analysis of personal competences in teachers: a systematic review. In *Frontiers in Education* (Vol. 9, p. 1433908). Frontiers Media SA.
- Mondi, C. F., Giovanelli, A., & Reynolds, A. J. (2021). Fostering socio-emotional learning through early childhood intervention. *International Journal of Child Care and Education Policy*, 15(1), 1-43.
- Morgan, L., Close, S., Siller, M., Kushner, E., & Brasher, S. (2022). Teachers' experiences: social emotional engagement—knowledge and skills. *Educational Research*, 64(1), 41-59.
- Parahakaran, S., Thoe, N. K., Hsien, O. L., Premchandran, S., Eviota, G., Maboloc, C. R., ... & Siddiquee, Y. (2021). Eubios Journal of Asian and International Bioethics. *Eubios Journal of Asian and International Bioethics*, 31(2), 62.
- Ploeger, W., Scholl, D., Schuele, C., & Seifert, A. (2019). Development of trainee teachers' analytical competence in their induction phase—A longitudinal study comparing science and non-science teachers. *Teaching and Teacher Education*, 85, 215-225.
- Pregoner, J. D. (2024). Research approaches in education: A comparison of quantitative, qualitative and mixed methods. *IMCC Journal of Science*, 4(2), 31-36.

- Pregoner, J. D. M., & Baguio, J. B. (2024). Learning strategies and readiness towards blended learning in english subjects as predictors of students' satisfaction during the COVID-19 pandemic. *Asian Journal of Education and Social Studies*, 5(4), 170-184.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Temple Smith.
- Schwab, Y., & Elias, M. J. (2014). From compliance to responsibility: Social-emotional learning and classroom management. In *Handbook of classroom management* (pp. 94-115). Routledge.
- Torres, R., Alipio, M., & Sudaria, R. E. (2021). Organizational, teacher, and administrative determinants of quality improvement implementation during COVID-19 pandemic: Insights from a higher education institution in Iligan City, Philippines. *IMCC Journal of Science*, 1(Special), 1-14.

UNDER PEER REVIEW