The Effectiveness of Social-Emotional Learning in the Revitalized Homeroom Guidance Program of the University of Baguio Laboratory Elementary School

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Abstract: This study described the level of effectiveness of Social Emotional Learning in the Revitalized Homeroom Guidance Program (RHGP) of the University of Baguio Laboratory Elementary School (UBLES) and the different activities that can strengthen the Social Emotional Learning of the UBLES pupils. This study used the survey questionnaire which was anchored and modified in the validated tool of Social Emotional Learning by Education Consulting Research Analytics (ECRA) Group (n.d.) [16]. A total of 68 pupils from Grades 4-6 who were currently enrolled in S.Y. 2021-2022 participated in the study. The data were analyzed using the descriptive method, particularly the mean, standard deviation, and frequency. The result of the study shows that the Revitalized Homeroom Guidance Program of the UB Laboratory Elementary School was very effective in promoting Responsible Decision Making and Social Relationship skills of the pupils. However, it is moderately effective in promoting Self-regulation of the pupils. In addition, the results of the study revealed that Group Dynamic Activities, Mindfulness Activities, and Student Check-ins are among the top three activities that the participants believed would strengthen the incorporation of Social Emotional Learning in the RHGP of the UB Laboratory Elementary School.

Keywords: Group Dynamic Activities, Mindfulness Activity, Responsible Decision Making, Self-regulation, Social Emotional Learning, Social Relationship.

1. Introduction

School closure caused by the COVID-19 pandemic disrupted children's routines, including typical school days, and also denied them access to the basic supports that schools give, such as structured recreation and face-to-face interaction with teachers and friends, which is essential to the child's development. Not surprisingly, not only has the pandemic resulted in a decline in student performance on average, but it has also contributed to the social and emotional well-being of children (Garcia & Weiss, 2021) [21].

The need for "social and emotional learning" (SEL) for student development and academic achievement has long been recognized, but the pandemic has highlighted the need to emphasize its importance. As the pandemic progressed, it became evident that SEL, or children's "patterns of thoughts, feelings, and actions," is just as important as traditional academic skills. Garcia & Weiss (2021) [21] discovered that empathy, resilience, and the ability to manage anxiety have significant effects on children's daily lives and that they should be prioritized alongside algebra, history, social sciences, and foreign languages.

2. Literature Review

According to Li et al. (2021) [30], healthy social-emotional advancement is especially imperative since it impacts the total development of a child. Students with great social-emotional abilities have superior scholastic execution and school behaviors, fewer behavior issues, better connections with peers and family, and fewer mental well-being concerns. Students who have trouble exploring the social formative shifts of school are more likely to encounter academic difficulties, behavior issues, and emotional difficulties. In addition, poor social aptitudes put students at an increased chance of bullying, teasing, and social isolation. As students encounter social failure, school gets to be aversive creating ways in which they may effectively attempt to avoid it. There's a direct relation between being bullied and teased at school and greater truancy, which in turn contrarily impacts students' academic performance. In case social-emotional challenges go unaddressed and peer issues ended up more persistent and extreme, the probability of negative results in adolescence, including academic failure and dropout, significantly increases.

According to Rosanbalm (2021) [44], SEL is the method through which children and youth learn and apply prosocial aptitudes in five center competence zones: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These are the aptitudes that young individuals need to viably recognize and oversee feelings, follow directions, work well with others, plan and accomplish goals, and make mindful and caring brief- and long-term life choices. In summary, these are the aptitudes that contribute to victory in school and the working environment, as well as physical, mental, and interpersonal well-being. SEL that targets social understanding, community-building, and collaborative problem-solving can improve school climate and upgrade successful communication.

In addition, the Collaborative for Academic, Social, and Emotional Learning (CASEL) (n.d.) [9] mentioned that more than two decades of study show that education that promotes SEL has a positive impact. Student accomplishment, neuroscience, health, employment, psychology, classroom management, learning theory, economics, and the avoidance of teenage problem behaviors are among the subjects and

sources of information.

The CASEL (n.d.) [9] also recognizes the benefits of the inclusion of SEL in education. When compared to children who did not participate in such SEL programs, kids who received SEL interventions that addressed CASEL's five key competencies improved their academic performance by 11 percentile points. Students in SEL programs also had better classroom behavior, a greater capacity to manage stress and despair, and more positive attitudes toward themselves, others, and school.

CASEL (2008) [8], found that there were six major findings in the inclusion of SEL in education. These findings were as follows:

Students in SEL programs illustrated the change in different areas of their personal, social, and academic lives. SEL programs cultivated positive impacts on students' social-emotional abilities; states of mind towards self, school, and others; social behaviors; conduct issues; enthusiastic trouble; and academic performance.

SEL interventions were compelling in both the school and after-school setting and for students with and without showing issues. They were moreover fruitful across the K-8 review extended, for schools in urban, rural, and provincial zones, and racially and ethnically diverse student bodies.

Studies that collected information at follow-up demonstrated these impacts remained over time — although they were not as solid as they come about at post.

Information from the Universal and Indicated Reviews moreover demonstrated that SEL programs were successful when conducted by school staff, recommending that these interventions can be consolidated into scheduled educational hone.

In two of the surveys (Universal and After School), they found that interventions that were taken after four prescribed hones for ability preparing were more viable than programs that did not take after these recommendations.

Putting current findings within the setting of past research offers solid support for SEL programming. Comparing the findings in the reviews of evidence-based mediation conducted by other analysts suggests that SEL programs are among the foremost fruitful mediations ever advertised to school-aged youth.

In conclusion, CASEL's (2008) [8] findings illustrate that SEL programs executed by school staff (e.g., teachers, student support staff) can help children to improve their behavior, states of mind toward school, and academic achievement. Given these wide positive impacts, they suggest that well-designed programs that cultivate students' social, emotional, and academic development be broadly actualized in schools.

Dr. Abenavoli (n.d.) as cited in Ellerbeck (2021) [18] noted that children who feel connected to their teachers and peers are more motivated to learn, and schools should strengthen the SEL since they are imperative life skills and encourage academic learning. Promoting SEL may be especially vital amid this time of the pandemic, as children may battle to understand and control their feelings in the face of added stress, keep up social and academic relationships within the age of social distancing, and focus on learning in an online mode. SEL abilities can especially advantage children, who are likely to confront unbalanced levels of stress and hardship.

As Dr. Abenavoli (n.d.) noted, "Social-emotional skills and positive relationships can be particularly powerful sources of resilience during times of great need." Therefore, implementing SEL is important to help students overcome academic difficulties amid the pandemic. In any case, integration of SEL into academic learning may offer assistance to children to cope amid this uncommon time - especially for children confronting the highest risk for such setbacks (as cited in Ellerbeck, 2021) [25].

By giving a kind environment, it makes a difference to empower ideal brain development as well as social connection and collaboration. In other words, SEL influences learning by forming children's creating neural circuitry, especially the executive functions. Social emotional learning makes a difference in children move out of their lower programmed "reptilian brain" into a higher level-headed direction, by building up rules and exercises that advance security – physical, enthusiastic, and social – and educate conscious, kind, and compassionate ways to think and behave (Unicef, n.d.) [51].

More so, research clearly illustrates the critical part of SEL in advancing the healthy development and academic achievement of all students. It too appears that SEL reduces problem behaviors and emotional distress that meddled with the learning and development of few students. Research demonstrates that SEL program significantly raises test scores whereas it brings down levels of emotional distress; disruptive behavior; and alcohol, tobacco, or other medicate utilize. SEL is hence a successful approach for tending to the safety of school and healthy students core elements: safe learning environments and viciousness anticipation activities; substance abuse prevention; behavioral, social, and emotional supports; mental health services; and early childhood SEL programs (Research Implication for the Safe School/Health Student Core Elements, n.d.) [40].

The Research Implication for the Safe School/Health Student Core Elements found that well-planned and well-implemented SEL program can positively affect a wide extend of student social, well-being, behavioral, and academic results. In their research, they have found that SEL programs diminish the conduct issues, such as classroom misbehavior and aggression of the students at 9%, diminish emotional distress, such as anxiety and misery of the students at 10%, improve their attitude towards self, others, and school at 9%, improve social and emotional skills of the students at 23%, improve the school and classroom behavior at 9%, and improve the student's achievement test scores at 11%.

2.1. CASEL Framework

Figure 1 shows that social and emotional learning (SEL) is a fundamental portion of instruction and human development. SEL is the method through which all young individuals and grown-ups procure and apply the information, abilities, and attitudes to create healthy personalities, oversee feelings and accomplish individual and collective goals, feel and show sympathy for others, set up and keep up strong connections, and make dependable and caring choices.

SEL propels educational value and greatness through bona fide school-family-community associations to set up learning situations and experiences that highlight trusting and collaborative connections, thorough and important educational programs and instruction, and progressing assessment. SEL can offer assistance to address different forms of disparity and enable young individuals and adults to co-create flourishing schools and contribute to secure, solid, and fair communities.

Figure 1. CASEL Framework

Students, families, schools, and communities are all part of broader frameworks that shape learning, improvement, and experiences. Disparities based on race, ethnicity, course, dialect, sex character, sexual introduction, and other components are profoundly imbued within the endless larger part of these frameworks and affect student and adult social, emotional, and academic learning. Although SEL will not be a complete solution for deep-rooted educational inequities but it can create an environment where individuals and schools can address and challenge unfair systems and practices, creating a more inclusive learning environments which supports the connection and resources within the community (CASEL, n.d.) [9].

According to the key finding of the Robert Wood Johnson Foundation (2017) [41], "School-based programs designed to promote student social and emotional development at the elementary school level are effective at promoting academic achievement, reducing conduct problems, improving prosocial behavior, and reducing emotional distress". More so, through meta-analysis, they have found that well-designed and well-implemented SEL programs have immediate and long-term positive outcomes among elementary students.

The SEL evidence base suggests that successful programs should be both well designed and well conducted. It should be developmentally and culturally appropriate, promote generalization of newly learned skills, and adhere to sequenced, active, focused, and explicit practices which ensure that the program uses a coordinated sequence of activities and active forms of learning, devotes sufficient time and attention to social-emotional skill development, and has clear and specific SEL objectives (Durlak *et al.,* 2011 as cited in Raimundo *et al*, 2012) [38].

The research conducted by Riamundo *et al.* (2012) [38] found that SEL programs that were delivered for one academic school year partially improved the social-emotional competencies and psychological adjustment of the intermediate students specifically students from the grade four level. More so, they also found out that students who participated in the SEL programs improved their peer relations and social competence compared with an average peer who did not take part in such a program.

Based on the research review of Elias (n.d.) [17], teaching life skills to children in elementary and secondary schools' benefits significantly from instruction that is coordinated, explicit, and carefully tailored for their developmental stage, thereby helping to prevent specific issues such as smoking, drug use, alcohol consumption, teenage pregnancy, violence, and bullying. As a result, she recommended applying the social-emotional skills to everyday life through a consistent and developmentally appropriate structure of supportive services in school by organizing the guidance and counseling services so that they will be able to help build social-emotional skills of groups of children who are anticipating or facing difficult situations and by allowing the staff to plan and coordinate their efforts at supporting academic and social-emotional learning.

According to Department of Education (DepEd) Order No. 71, Series 2019 regarding Guidelines for the Effective Implementation of the Elementary Curriculum [39]

"*Curriculum standards from Preschool to Grade Six have been developed. Likewise, competencies have been clustered, improved, and aligned with the standards. A major refinement is the integration of Socio-Emotional Learning (SEL) in Edukasyong Pagpapakatao (Character Education) which includes core skills like self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These skills will facilitate academic achievement.*"

The DepEd stated that this order aims to address the emotional quotient (EQ) development of students aside from their intelligence quotient (IQ) and to seek the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making of the students. In addition, the DepEd expected that the inclusion of SEL in the Elementary Curriculum will help to facilitate academic achievement and develop well-rounded and wholesome individuals.

Moreover, to strengthen the DepEd Order No. 71, s. 2019, the DepEd also released an order entitled DepEd Memorandum No. 126, S. 2020 on Policy Guidelines on the Implementation of the Homeroom Guidance (HG) during the Crisis Situation [25] wherein all private schools from Kindergarten to Senior High School were encouraged to implement the Homeroom Guidance and make it as part of their programs. According to DepEd, Homeroom Guidance is a developmental and proactive program that has standards and competencies that cut across grade levels. It is a program that was designed to equip K to 12 learners with life skills in three domains which are academic, personal-social, and career development.

To continuously support the students with their overall development and to give them a wholesome experience in school despite the now normal, the Center for Counseling and Student Development in collaboration with the University of Baguio Laboratory Elementary School implemented the Revitalized Homeroom Guidance Program which aims to promote proactive, preventive, and educative methods to the learner's development of life skills.

Despite the fact that the RHGP is dedicated to addressing the academic, personal/social, and career developmental needs of the students, there is still a need for a study about the evaluation of the activities incorporated in the RHGP of the UB Laboratory Elementary School as it is a newly implemented program during the pandemic. This being said, the RHGP program is not yet well established and the activities facilitated are not yet evaluated as to whether it is

effective in promoting social-emotional learning of the students. Despite the effort of the school in implementing the RHGP to assist the students in their well-being and overall development during the time of the pandemic, a lot of pupils are still being referred and reported in the Guidance having social and personal concerns. With this, a study is needed to improve the implementation of RHGP.

In this study, the researchers aim to identify the level of effectiveness of Social Emotional Learning in the Revitalized Homeroom Guidance Program (RHGP) of the University of Baguio Laboratory Elementary School and the different activities that strengthen the incorporation of SEL in the RHGP. Identifying the level of effectiveness of Social Emotional Learning in the RHGP and seeking the recommendation of the participants in this study regarding the activities that can strengthen the SEL in the RHGP will help the UB Laboratory Elementary School to improve its RHGP for the holistic development of the pupils.

3.   Methodology

To fulfill the objectives of the research, the researchers utilized the Descriptive Quantitative method to identify the output of the results. Quantitative method was utilized to describe situations and produce results. This approach was crucial in the study because it aimed to test the hypothesis related to the phenomenon being investigated.

The respondents of this study were the Grade 4 to Grade 6 pupils of the University of Baguio Laboratory School who were currently enrolled for the S.Y. 2021-2022. The researchers chose the participants from Grades 4 to 6 for the reason that Social and Emotional development emerges during these grade levels (University of Pittsburgh, n.d.) [52]. A total of 68 pupils from Grades 4-6 participated in the study through a simple random sampling.

The researchers used a survey questionnaire to gather data. In line with the objectives of the study, the questionnaire that was utilized was anchored and modified with the validated tool of Social Emotional Learning by the Education Consulting Research Analytics (ECRA) Group (n.d.) [16]. The questions indicated in the survey questionnaire were the foundation of the researchers towards the fulfillment of this study.

The said questionnaire was modified to align with the age and needs of the participants. In addition, the survey questionnaire was composed of two salient parts. The first part determined the data about the level of effectiveness of Social Emotional Learning in the RHGP of UB Laboratory Elementary School along with the following components of SEL namely responsible decision-making, self-regulation, and social relationships. While the second part of the survey questionnaire determined the data on the activities that can strengthen the incorporation of SEL in the RHGP of UB Laboratory Elementary School. For the second part of the questionnaire, the researchers anchored the list of activities based on the "25 Social Emotional Learning Activities & How They Promote Student Well-Being" written by Maria Kampen (2021) [28] on the Prodigy Website.

Meanwhile, ethical considerations were followed in the conduct of the study. Before the data collection from the school, the researchers asked for permission and clearance from all the relevant authorities such as the principal, the school research anchor person, the teachers, and the parents through a letter. Since the respondents are below 18 years old, the parents were informed about the conduct of the research, and a consent letter was given to the parents through email and through printed forms to ensure that participation in the research was voluntary.

To adhere to the ethical values of research, the researchers obtained the respondents' willingness to answer the research questionnaire through an assent letter, and no name was used on the questionnaire. The respondents were also given the chance to refuse or withdraw their responses at any time during the discussion of the assent form before they answered the given printed questionnaire. The researchers obtained the data by giving the printed questionnaire to the pupils who had a parent's consent to participate in the study.

During the data collection, the researchers explained to the participants that the first part of the questionnaire contains the level of effectiveness of Social Emotional Learning in the Revitalized Homeroom Guidance Program of the UB Laboratory Elementary School. Therefore, they need to read each indicator and rate the indicators with 1 as the lowest rating and 4 as the highest rating. More so, the researchers explained that part 2 of the questioner will identify the list of activities that they believed would help them to enhance their Social Emotional Learning and will be incorporated in the RHGP of the UBLES.

Lastly, the researchers applied Descriptive Statistics to the research for the statistical treatment of data. Particularly, the researchers used the Mean, and Standard Deviation to treat the data regarding the level of effectiveness of Social Emotional Learning in the RHGP of the UBLES and frequency count to determine the list of activities that will be incorporated in the RHGP.

4.   Result and Discussion

Social Emotional Learning does not only help to lower the risk of various problems of young individuals but it also increases their life skills which may help deal with life challenges. More so, it was proven by many researches that SEL facilitates academic learning as well (Zins, Weissberg, Wang, & Walberg, 2004) [55]. This being said, incorporating Social Emotional Learning in school programs and activities is crucial.

4.1.   The level of effectiveness of Social Emotional Learning in the Revitalized Homeroom Guidance Program of UB Laboratory Elementary School along with the following components of SEL namely: Responsible Decision Making; Self-regulation; and Social Relationships.

A descriptive statistic was used to determine the effectiveness of Social Emotional Learning in the Revitalized Homeroom Guidance at the UB Laboratory Elementary School. Particularly, the Mean was used to measure the Central Tendency and the Standard Deviation was utilized to determine the measure of volatility in data distribution relative to mean values.

Table 1. Level of the effectiveness of Social Emotional Learning in the Revitalized Homeroom Guidance of UB Laboratory Elementary School in the area of Responsible Decision Making

SEL	Indicators	Mean	Std. Deviation	Descriptive Interpretation
I. Responsible Decision Making	1. Know what to do to finish something on time.	3.353	0.806	Very Effective
	2. Learn how to choose the best solution to a problem.	3.294	0.847	Very Effective
	3. Consider my options (pros and cons) before making decisions.	3.25	0.92	Very Effective
	4. Understand that important decisions should be made in a thoughtful way.	3.324	0.854	Very Effective
	5. Turn my homework on time.	3.324	0.871	Very Effective
	Sub-area	**3.309**	**0.86**	**Very Effective**

Responsible Decision Making refers to a skill wherein students learned how to identify, analyze, solve, evaluate, and reflect on situations and problems, and be knowledgeable on what personal, moral, and ethical responsibility is (Zins, Weissberg, Wang, & Walberg, 2004) [55]. Based on Table 1, it shows that the Revitalized Homeroom Guidance Program of UB Laboratory Elementary School is **very effective** in assisting the pupils when it comes to developing their **Decision-Making Skills** represented by a mean score of **3.309**. Particularly, the RHGP of UB Laboratory Elementary School was very effective in educating the pupils on what to do to finish something on time-based on the mean score of 3.353. The data presented in Table 1 indicates that the program is helpful when it comes to molding the pupils to be responsible decision-makers. The program not only help them to understand the importance of deciding in a thoughtful way but more so, helped them to be academically responsible by knowing when to finish their task on time and turn their tasks on time. In addition, the program was also very effective in assisting them to evaluate the pros and cons of their decision and to determine the options for their problems.

The result of the study was supported by the study of Durlak and Wells (1997) as cited in Boncu, Costea, and Minulescu (2017) [6] wherein they found that effective prevention programs that promote social-emotional learning in schools significantly increase the student's academic achievement, cognitive processes, internalizing, and externalizing problems of the students.

Furthermore, the findings of this study suggest that the implementation of Social Emotional Learning in the Revitalized Homeroom Guidance of UB Laboratory Elementary School is highly effective in the area of Responsible Decision Making. These results are consistent with previous studies that have found that SEL programs improve students' social and emotional competencies (Durlak et al., 2011) [15].

The highest mean score for "Know what to do to finish something on time" suggests that the students have developed time management skills through the implementation of SEL. This result is consistent with previous studies that have found that SEL programs improve time management skills (Conley et al., 2013) [11].

The lowest mean score for "Consider my options (pros and cons) before making decisions" suggests that the students may need more guidance on decision-making strategies. This finding may be attributed to the fact that young students frequently struggle with making well-reasoned decisions because they depend on their amygdala, resulting in impulsive, emotion-driven choices rather than the rational prefrontal cortex, which is not fully developed until around age 25 (Valenzuela, 2021) [53].

Table 2. Level of effectiveness of Social Emotional Learning in the Revitalized Homeroom Guidance of UB Laboratory Elementary School in the area of Self-Regulation

SEL	Indicators	Mean	Std. Deviation	Descriptive Interpretation
II. Self-Regulation	6. Have a good idea of what I want to be when I grow up	3.176	1.145	Moderately Effective
	7. Pay good attention to how I feel.	3.059	1.035	Moderately Effective
	8. Self-goals for school, and then I try to meet those goals	3.25	0.936	Very Effective
	9. Make sure to finish my homework because it is really	3.441	0.835	Very Effective
	10. Do something that makes me happy when I feel sad.	3.279	0.96	Very Effective
	Sub-area	**3.241**	**0.982**	**Moderately Effective**

In terms of promoting Self-regulation, Table 2 presents that the Revitalized Homeroom Guidance of UB Laboratory Elementary School is moderately effective, particularly in the area of helping the pupils to have a good idea of what they want to be and paying attention to how they feel. However, it was evident that the RHGP of UBLES is very effective in assisting the pupils is setting self-goals, making sure to finish the homework on time, and identifying things that make them

happy. Overall, UBLES Revitalized Homeroom Guidance is **moderately effective** in promoting self-motivation and discipline, goal-setting and organizational skills, and impulse control and stress management with a mean score of **3.241**.

Considering the number of research in this area, numerous studies such as the study of Durlak & Wells,(1997) as cited in Boncu, Costea, and Minulescu, (2017) [6] found out that effective programs in schools that promote Social-Emotional

Learning, particularly in the area of Self-regulation significantly decrease the social and emotional problems of the youth. Likewise, studies suggest that effective programs using the SEL framework greatly affect children and adolescents in terms of reducing conduct problems and emotional distress and help to develop once academic performance and positive behavior (Greenberg, et.al, 2003 as mentioned in Boncu, et.al, 2017) [6].

Another study conducted by Wong, Li-Tsang, and Siu, (2014) [54] suggests that the SEL program effectively promotes developing self-regulation. The results of their study present that the SEL can effectively reduce the problem behaviors of primary school students. Similarly, the study of Ashdown and Bernard (2012) [2] also found out on their student wherein one preparatory and one grade 1 student attending a Catholic school in Melbourne, Australia were randomly chosen to participate in the study, implicit program has statistically significant positive impact on levels of social-emotional competence and well-being for the preparatory and grade 1 students, and a decrease in problem practices such as externalizing, internalizing, and hyperactivity problems for the grade 1 students.

Table 3. Level of effectiveness of Social Emotional Learning in the Revitalized Homeroom Guidance of UB Laboratory Elementary School in the area of Social Relationship

SEL	Indicators	Mean	Std. Deviation	Descriptive Interpretation
III. Social Relationship	11. Express appreciation when someone helps me out.	3.471	0.889	Very Effective
	12. Be nice to others who are different than me.	3.515	0.837	Very Effective
	13. Try to picture what my friends are feeling when I get	3.25	0.87	Very Effective
	14. Be a good friend to others.	3.588	0.696	Very Effective
	15. Help people who are treated badly.	3.559	0.72	Very Effective
	Sub-area	3.476	0.803	Very Effective

Developing Social Relationship as part of socio-emotional skills refers to working cooperatively with others, establishing positive communication, engaging socially, building a relationship, knowing how to properly negotiate, refuse and manage conflict, and being knowledgeable of what is help-seeking and providing behavior (Zins, Weissberg, Wang, & Walberg, 2004) [55].

The result of the study with a mean score of **3.476** indicates that the RHGP is **very effective** in assisting the pupils **to foster healthy social relationships**, particularly in being a good friend to others with a mean score of 3.588. The result indicates that through RHGP, pupils are learning how to properly communicate and connect with others through showing kindness, appreciation, and being thoughtful and friendly.

The study of Payton, Weissberg, Durlak, Dymnicki, Taylor, Schellinger, and Pachan, (2008) [36] supports that effective SEL programs improved students' social-emotional skills, attitudes about self and others, connection to school, and positive social behavior. Also, according to the study of Humphrey, Kalambouka, Wigelsworth, & Lendrum (2010) [26], wherein hundred two children from age 6-11 attending 22 primary schools in England took part in the intervention program of social-emotional. Child self-report, teacher, and parents report shows that effective social-emotional intervention programs are beneficial in reducing the behavioral and emotional difficulties of the children.

Furthermore, the study of Coelho, Marchante, and Sousa (2015) [10] concluded that self-reports identified that positive intervention results in social awareness, self-control, self-esteem, social isolation, and social anxiety, and teachers reported gains in all dimensions. These positive impacts were steadily compelling along the three cohorts. In addition, self-reports recognized greater gains for girls in social awareness and for boys in social anxiety, self-esteem, and leadership.

In general, effective and proper implementation of programs that promotes Social Emotional Learning is particularly effective for improving social and emotional competence in those with greater emotional and behavioral problems (Carroll, Houghton, Forrest, McCarthy, & Sanders, 2020) [7]. Durlak et al. (2011) [14] and Sklad et al. (2012) as cited in Coelho, Marchante, and Sousa (2015) [10] mentioned in their study that programs which incorporate Social Emotional Learning improved students' social and emotional competencies, attitudes towards self, others, and school, pro-social behaviors, while also contributing to diminished conduct and internalizing issues indicating that these programs have advantageous impacts in social aptitudes and pro-social conduct of the students.

4.2. Activities that can strengthen the incorporation of Social Emotional Learning in the Revitalized Homeroom Guidance of UB Laboratory Elementary School

Social Emotional Learning (SEL) is crucial in the development of students as it equips them with skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. To ensure the incorporation of SEL in the Revitalized Homeroom Guidance of UB Laboratory Elementary School, the gathered data indicates several activities that can be used to strengthen the incorporation of SEL.

Table 4. List of activities that can strengthen the incorporation of SEL in the RHGP of the UBLES

Indicators	Frequency	Percentage	Rank
1. Peer Teaching	40	10%	7
2. Article Writing	40	10%	7
3. Photo Essay	41	10%	5
4. Goal-Setting Activities	44	11%	4
5. Group Dynamic Activitie	55	14%	**1**
6. Mindfulness Activity	51	13%	2
7. Student Check-ins	50	12%	3
8. Journaling	41	10%	5
9. Qoute of the Day	40	10%	7
	402	**100%**	

Based on the data provided in Table 4, the top three activities that can strengthen the incorporation of SEL in the Revitalized Homeroom Guidance are Group Dynamic Activities, Mindfulness Activities, and Student Check-ins. Group Dynamic Activities had the highest percentage, with 55% of respondents indicating that it as a valuable activity. This activity can be used to develop students' relationship skills, social awareness, and self-management skills. Group dynamic activities can be effective in promoting SEL in educational settings. Group dynamic activities can be extremely beneficial for social-emotional learning as they provide a safe and supportive environment for individuals to develop and practice their social and emotional skills.

A study by Fernandez (2019) [20] found that students who participated in cooperative learning activities, which are a form of group dynamic activities, were more motivated to learn than those who did not. It also implies that group dynamic activities provide opportunities for individuals to reflect on their own emotions, thoughts, and behaviors, which can help them develop self-awareness and understand how they contribute to group dynamics. By engaging in group dynamic activities, individuals have the opportunity to learn about and understand the perspectives and experiences of others, which can help build empathy and increase their ability to connect with others. Also, a study by Lawless and Anderson (2019) [29] found that group dynamic activities such as role-playing and team-building games can improve emotional regulation skills in middle school students. The study by Johnson and Johnson (2018) [27] found that cooperative learning activities, which are a form of group dynamic activities, results in greater psychological health, higher self-esteem, and improves social-emotional skills. Group dynamic activities require individuals to work together towards a common goal, which can help develop teamwork skills and an understanding of how individual actions can impact the group as a whole.

In addition, a study by Berkel and Bosman (2023) [4] found that group dynamic activities such as drama-based interventions can enhance social skills in elementary school students. Group dynamic activities or group work activities which includes problem-solving and working with teams which allow an individual to form positive relationship with others or deal with conflicts effectively can improve self-efficacy (Aikens and Kulacki, 2023) [1]. Moreso, group dynamic activities such as restorative circles can enhance conflict resolution skills in high school student. (Nese et.al., 2020) [32]. In this manner, group dynamic activities require individuals to communicate effectively with others, both verbally and non-verbally, which can help them develop communication skills and learn how to express themselves clearly and respectfully. It can also provide individuals with opportunities to face challenges and setbacks, which can help develop resilience and the ability to bounce back from difficult situations.

As a summary, group dynamic activities can be a powerful tool for social-emotional learning as they provide individuals with opportunities to develop and practice a range of important skills in a safe and supportive environment. Furthermore, these studies suggest that group dynamic activities can be effective in promoting social and emotional learning in educational settings, including improving emotional regulation, empathy, social skills, self-efficacy, and conflict resolution skills in students.

Mindfulness activity is also significant as it can help students to develop self-awareness and self-management skills. Mindfulness activities can be extremely valuable for social-emotional learning as they help individuals develop self-awareness, emotional regulation, and the ability to connect with others in a more empathetic and compassionate way. It encourages individuals to pay attention to their thoughts, emotions, and physical sensations, which can help develop self-awareness and the ability to recognize and manage difficult emotions. By practicing mindfulness, individuals can develop skills to regulate their emotions and respond to challenging situations in a calmer and more centered way, rather than reacting impulsively. There has been a significant amount of research conducted on the use of mindfulness activities in education, specifically in relation to social-emotional development. For example, the study published in the Journal of Educational Psychology in 2019 by Neece, et. al. [31] found that a mindfulness-based intervention led to significant improvements in social-emotional competencies, including emotion regulation, empathy, and social awareness, among elementary school children.

Mindfulness activities can also help individuals develop a greater sense of empathy and compassion towards themselves and others, which can improve their ability to connect with others on a deeper level. Also, a 2020 systematic review and meta-analysis published in the Journal of School Psychology studied by Roeser, et. al. [43] found that mindfulness interventions in schools had a positive impact on social-emotional outcomes, including improved self-regulation, social skills, and overall well-being. Thus, practicing mindfulness can help individuals improve their focus and attention, which can lead to improved academic and work

performance, as well as better communication and social skills. Also, the study by Halwani et.al (2022) [24] found that a mindfulness-based intervention led to improvements in social-emotional learning outcomes among middle school students, including increased self-awareness and self-regulation. Therefore, this being said, mindfulness activities can effectively help reduce stress and anxiety, which can have a positive impact on overall well-being and mental health.

Furthermore, mindfulness interventions help students learn with coping strategies to manage stress and meet their social and emotional needs (Parrish, 2020) [35]. These strategies include heightened body awareness, thoughtful consideration of responses before acting, and an open-minded approach to observing different situations. Additionally, mindfulness intervention contributes to students' academic success by enhancing their attention, engagement, behavior, and overall well-being. In general, mindfulness activities can be a powerful tool for social-emotional learning as it provides individuals with opportunities to develop a range of important skills related to self-awareness, emotional regulation, empathy, and focus.

On the other hand, Student Check-ins are also essential as they provide a platform for students to express themselves, build trust, and develop positive relationships with their peers and teachers. Student check-ins are an important activity for social-emotional learning as they provide opportunities for teachers and students to build relationships, develop trust, and create a supportive learning environment. Also, student check-ins provide an opportunity for teachers and students to connect on a more personal level, which can help build relationships based on mutual respect and understanding.

A review conducted by Dusenbury et al. (2015) [15] utilizing the CASEL reviews of evidence-based programs found that routines or structures like regular check-ins with students regarding their emotions and well-being can foster positive teacher-student relationships and enhance social-emotional learning. Additionally, regular check-ins can help create positive and trusting relationships among teachers, students, and peers, which can encourage students to express their thoughts and feelings openly. This study was supported by Billy and Garriguez's (2021) [5] research on "Why Not Social and Emotional Learning?" wherein they found that daily self-check-ins with students about their feelings promote self-awareness and strengthen teacher-student relationships. Furthermore, SEL strategies such as check-ins and discussion times help students reflect on real-life situations and manage their personal circumstances.

On another study published in 2020 by Schonert-Reichl and Lawlor [47], they have found that daily check-ins with the students about their emotions and well-being led to significant improvements in students' self-reported well-being and social-emotional learning outcomes. These studies suggest that regular check-ins with students about their emotions and well-being can be an effective tool for promoting social-emotional development in students. Moreso, these studies provided evidence that student check-ins are an important activity for social-emotional learning as it provides a foundation for building positive relationships, supporting emotional regulation, and fostering a supportive learning environment that values the well-being of all students.

While Goal-Setting Activities, Journaling, and Photo Essays, which ranked fourth and fifth, respectively, can also be used to strengthen the incorporation of SEL in the Revitalized Homeroom Guidance. Goal-Setting Activities can help students to develop self-awareness, self-management, and responsible decision-making skills. Goal-setting activities are an important part of social-emotional learning as they provide individuals with opportunities to develop self-awareness, motivation, and a sense of purpose. Also, goal-setting activities require individuals to reflect on their strengths, weaknesses, and interests, which can help develop self-awareness and a better understanding of their values and priorities.

The study of Ng, et. al. (2019) [33] found that setting specific, challenging goals for social-emotional learning led to improvements in students' academic performance and social-emotional competencies. It has been proven that setting goals can be a powerful motivator, as it provides individuals with a clear sense of direction and purpose, and helps them stay focused and committed to achieving their objectives.

Aside from this, goal-setting activities can also lead to improvements in students' motivation, self-efficacy, and academic achievement (Schunk and DiBenedetto, 2020) [48]. Goal-setting activities are commonly used to enhance students' academic, social, and behavioral performance but it can be extended to foster the development of students' social-emotional learning (SEL) skills, goal-setting activities in combination with other social-emotional learning strategies can lead to improvements in students' self-regulation, social awareness, and relationship skills (Sanders et.al., 2023) [46]. These studies have shown that goal-setting helps reduce disruptive behavior, leading to improved self-management and motivation in engaging with peers, thereby enhancing their relationship skills. Overall, these studies suggest that goal-setting activities can be an effective tool for promoting social-emotional development in students particularly in developing the self-management, relationship skills, social awareness, motivation, and self-reflection skills.

Journaling, on the other hand, can help students to develop self-awareness and self-management skills. Journaling activities are an important tool for social-emotional learning as they provide individuals with a safe and private space to reflect on their thoughts and emotions, identify patterns, and develop greater self-awareness. Journaling activities encourage individuals to reflect on their experiences, thoughts, and emotions in a private and non-judgmental way. This can help individuals develop greater self-awareness and identify patterns in their thoughts and behaviors. Journaling activities can support emotional regulation and help individuals develop coping skills for managing stress and difficult emotions by providing a space for individuals to express and process their emotions (Scott, 2020) [49].

Peterson (2021) [37] found out on his study that journaling was proven to be helpful in understanding one's emotional regulation, relieving stress, and fostering positive relationship. Thus, Journaling activities does not only help the students to develop their social-emotional skills but can also help individuals develop critical thinking skills, by encouraging them to reflect on their experiences from multiple perspectives and consider the impact of their thoughts and behaviors on themselves and others. According to Ayers (2022) [3] journaling activities which focus on gratitude and positive emotions led to increase in students' well-being, hope, and positive affect. Journaling can be a helpful tool for setting and tracking personal goals, by allowing individuals to reflect on their progress and identify areas for growth. It can also be a creative outlet for individuals, by allowing them to explore their thoughts and emotions through writing, drawing, or

other forms of self-expression.

The use of journaling as an intervention to promote social-emotional learning helps students develop the five core competencies of social-emotional learning with the support from peers and a supervising adult. Additionally, journaling is used to teach individuals healthy self-regulation and coping strategies. With the assistance of a school counselor, journaling also enables students to work on problem-solving skills (Robertson, 2022) [42].

Overall, journaling activities are an important tool for social-emotional learning as they provide individuals with a safe and private space to reflect on their thoughts and emotions, develop greater self-awareness, regulate their emotions, develop critical thinking skills, and foster creativity.

Lastly, photo essay activities can also be a valuable tool for social-emotional learning as they encourage individuals to explore their own emotions and experiences, develop empathy and perspective-taking skills, and create connections with others through shared storytelling. Photo essay activities allow individuals to express themselves in a visual medium, which can be particularly helpful for individuals who may struggle with verbal self-expression. By creating photo essays, individuals can develop a deeper sense of empathy and understanding for others, by exploring the emotions and experiences of different people and communities.

There has been limited research conducted specifically on photo essay activities in education related to social-emotional development. However, some studies have explored the use of photography as a tool for promoting social-emotional learning. According to Gerstein (n.d.) [22] incorporating photography in reflective writing activities help individuals to develop self-awareness and empathy, and encouraged them to think critically about social issues. Also, Geilgun-Katz et.al (2023) [23] found that a photography-based intervention led to improvements in students' emotional regulation, social awareness, and relationship skills.

While there may not be much research specifically on photo essay activities in education related to social-emotional development, these studies were helpful to determine that photography and related activities can be effective tools for promoting social-emotional learning in students. Thus, photo essay activities can also help individuals develop perspective-taking skills, by encouraging them to view the world from different angles and consider the experiences of others who may have different backgrounds or life experiences. It can also be a creative and engaging way for individuals to express themselves and explore their interests, which can help foster a sense of joy and fulfillment. Also, sharing photo essays with others can create connections and a sense of community, by allowing individuals to share their experiences and connect with others who may have similar interests or experiences. Overall, photo essay activities can be a powerful tool for social-emotional learning as they provide individuals with opportunities to express themselves, develop empathy and perspective-taking skills, foster creativity, and create connections with others.

Peer Teaching, Article Writing, and Quote of the Day, which ranked seventh, are also valuable activities that can be used to strengthen the incorporation of SEL in the Revitalized Homeroom Guidance. These activities can help students to develop social awareness and relationship skills. However, they may not be as effective as the top five activities, according to the gathered data.

Peer-teaching activities can play a significant role in supporting social-emotional learning in students. Peer-teaching is an instructional strategy that involves students teaching their peers, which can lead to improved academic outcomes, increased motivation, and enhanced social-emotional skills. Peer-teaching activities in education have been found to have positive impacts on social-emotional development. The study conducted by Damon (2002) [12] found that peer-teaching activities improved social-emotional outcomes such as self-esteem and prosocial behavior in primary school students.

According to Roy and Swargiary's (2024) [45] study, students who engaged in peer teaching or peer tutoring improved their social skills, self-esteem, and general emotional health. Peer teaching gives the students a platform to grow in their social-emotional abilities, which is crucial for their overall development.

Meanwhile, Article writing activities can also be effective in promoting social-emotional learning in students. Writing can serve as a reflective tool that helps students develop self-awareness, empathy, and communication skills. There is limited research specifically focused on the use of article-writing activities in education to support social-emotional development in students. However, there are related studies that suggest that writing activities, in general, can have positive impacts on social-emotional learning.

As mentioned, writing reflections through journal was proven to be helpful in improving emotional regulation skills and fostering positive relationship (Peterson, 2021) [48]. The study conducted by Theurer and Wilz (2015) [50] published in the Journal of Positive Psychology found that writing activities which focus on personal growth can lead to increase in students' well-being and self-efficacy. Lastly, Daunic et.al. (2013) [13] found that integrating social-emotional learning into literacy instruction for kindergarten can be an effective strategy to promote self-regulation, leading to positive social and academic outcomes for at-risk children. These studies suggest that literacy instruction activities, including article writing, can be effective in promoting social-emotional development in students.

On the other hand, quotes are seen to be one of the effective activities as well that can teach children social-emotional skills. Using a quote of the day, skills such as empathy, confidence, friendships, self-control, and perseverance can be fostered. In short, the quote-of-the-day activity can help students develop the 5 components of Social-emotional learning: self-awareness, self-management, social awareness, relationship skills, and decision-making abilities (pathway2success) [34].

By integrating thought-provoking SEL quotes into daily life, individuals can harness the power of words to enhance social and emotional learning. Reflecting on and applying these quotes can inspire and motivate individuals to develop their social emotional skills (everydayspeech.com) [19]. Overall, this information provide evidence for the potential benefits of using quote-of-the-day activities in education to support social-emotional learning in students.

Thus, the activities identified through data gathering can be used to strengthen the incorporation of SEL in the Revitalized Homeroom Guidance of UB Laboratory Elementary School. By incorporating these activities into the curriculum, teachers can promote the development of students' emotional intelligence and interpersonal skills, which are essential for their academic and personal success.

5. Conclusion and Recommendation

The Revitalized Homeroom Guidance Program of UB Laboratory Elementary School is effective in promoting Social Emotional Learning of the pupils. Particularly, it is very effective in promoting Responsible Decision Making with a mean score of 3.309 which suggests that explicit instruction on decision-making strategies may be necessary to improve students' decision-making skills. In addition, it is very effective in promoting positive Social Relationships with a mean score of 3.476 which implies that the program helps young individuals to hone their interpersonal skills. However, it shows that the program was moderately effective in promoting Self-Regulation with a mean score of 3.241 which implies that there is room for improvement in other areas under this domain. Overall, it can be concluded that the RHGP of the UBLES is effective and beneficial in promoting the three components of SEL that were mentioned.

This being said, the Revitalized Homeroom Guidance at the UB Laboratory Elementary School effectively implements social-emotional learning activities which remarkably influence the student's overall development in terms of academic, personal, social, emotional, and behavioral aspects. With this, students not only learn how to be responsible decision-makers but also learn how to develop healthy habits, how to establish healthy relationships with others, and how to manage their emotions.

On the other hand, the discussion on the incorporation of Social Emotional Learning (SEL) in the Revitalized Homeroom Guidance of UB Laboratory Elementary School has highlighted various activities that can be used to promote the development of essential social and emotional skills in students. The data obtained through the survey shows that the activities that ranked highest in effectiveness are Group Dynamic Activities, Mindfulness Activities, Student Check-ins, and Goal-Setting Activities. These activities promote the development of important life skills such as self-awareness, self-management, social awareness, responsible decision-making, and relationship skills.

However, it is important to note that each activity has its unique benefits, and all activities can contribute to the development of social and emotional skills in students. Therefore, a combination of activities can be used to promote a holistic approach to SEL in the Revitalized Homeroom Guidance of UB Laboratory Elementary School. While some activities may be more effective than others, it is essential to consider the individual needs of students and create a customized approach to SEL that caters to the diverse learning styles of students.

In conclusion, the effective incorporation of SEL in the Revitalized Homeroom Guidance of UB Laboratory Elementary School requires the implementation of a combination of activities that promote the development of social and emotional skills in students.

Based on the conclusion and the results of this study, the following recommendations were crafted. These recommendations will help the University to strengthen the effectiveness of implementation of the activities and programs that promotes Social Emotional Learning in Basic Education.

1. Strengthen the implementation of the Revitalized Homeroom Guidance Program in the Basic Education in coordination with the Center for Counseling and Student Development Office. The Administrators or teachers can include the RHGP in the class schedule of the students.

2. Educators can contribute to the healthy development of students by supporting the incorporation of evidence-based SEL program into standard educational practice.

3. The school administration should allocate resources such as time and budget to ensure the successful implementation of the activities that promote Social Emotional Learning.

4. Teachers and guidance counselors should be trained to facilitate and implement the different activities that promote Social Emotional Learning effectively.

5. Regular evaluations of the effectiveness of the activities should be conducted, and students should be encouraged to provide feedback on the activities and its effectiveness in promoting social and emotional development. This will ensure that students are equipped with the necessary social and emotional skills to thrive academically, socially, and personally.

6. Incorporate the different activities stated in this research in the implementation of Revitalized Homeroom Guidance or other necessary programs that promotes Social Emotional Learning. With this, the school will also be able to strengthen the effectiveness of the SEL in the three-domain, particularly in Self-regulation which is moderately effective

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