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The Impact of Social Emotional Learning on Students' Classroom the Impact of Social Emotional Learning on Students' Classroom Behaviors and Its Relationship Teachers' Perceptions of School Climate

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ABSTRACT: This study aimed to examine the impact of social-emotional learning (SEL) on students' classroom behaviors and its relationship with teachers' perceptions of the school climate. The research employed a descriptive correlational design and was conducted on a sample of (100) students and 50 teachers across four private schools.

The findings revealed a positive correlation between the level of social-emotional learning and students' classroom behaviors. Students with higher social-emotional skills demonstrated greater discipline, cooperation, and participation. Furthermore, positive student behaviors were associated with more favorable teacher perceptions of the school climate, thereby fostering a supportive educational environment. In addition, teachers who taught students with high levels of social-emotional learning reported greater job satisfaction and fewer classroom management issues

The study recommends integrating SEL into curricula, training teachers on SEL strategies, and fostering a supportive school environment. It also suggests conducting future research on SEL's impact on academic achievement and mental health.

KEYWORDS: social-emotional learning, student behavior, teacher perceptions, school climate, social and emotional skills.

INTRODUCTION

In light of the rapid developments in the field of education, it has become essential to adopt comprehensive instructional strategies that address students' cognitive, emotional, and social dimensions—not merely their academic performance. Within this context, the concept of **Social-Emotional Learning (SEL)** has emerged as a modern approach aimed at developing students' skills in effectively managing themselves and interacting with others, which positively reflects on their classroom behaviors and academic achievement.

School climate is considered a key factor in shaping students' behaviors, as it influences their level of engagement, motivation to learn, and interaction with peers and teachers. Teachers' perceptions of this climate play a crucial role in determining the success of implementing SEL programs within classrooms, which necessitates studying the relationship between these variables to understand the mechanisms of their mutual influence.

Despite the growing global interest in integrating SEL skills into curricula, research in the Arab context remains limited—particularly regarding its impact on students' classroom behaviors and its relationship with teachers' perceptions of school climate. Therefore, this study seeks to bridge this gap by examining the effect of SEL on students' classroom behaviors across different educational stages, while highlighting teachers' perspectives on school climate and its association with these behaviors. Based on this, the research problem lies in exploring the role of SEL in shaping students' behaviors.

Teachers' Perceptions of School Climate and Research Questions The study seeks to answer several key questions, including:

To what extent does social-emotional learning (SEL) influence students' classroom behaviors?

How are teachers' perceptions of school climate related to students' behaviors?

Does this effect vary according to students' age group

1.1 Significance of the Study

The importance of this research stems from multiple dimensions, as it contributes to a deeper understanding of the role of SEL in improving classroom environments and strengthening the relationship between students and their teachers. The significance can be highlighted through the following aspects:

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Theoretical Importance

Adds to the educational literature on SEL by examining its impact on students' classroom behaviors across different educational stages.

Sheds light on the relationship between teachers' perceptions of school climate and students' behaviors—a topic that has not been sufficiently addressed in Arab studies.

Helps in understanding how educational programs based on SEL influence students' interaction within classrooms.

Practical Importance

Provides empirical data that can be utilized to develop educational programs aimed at enhancing students' social and emotional skills, thereby improving their classroom discipline.

Practical Importance (continued)

Provides teachers with objective assessment tools that can be used to evaluate the impact of social-emotional learning on students, thereby contributing to the adoption of more effective pedagogical practices.

Assists educational policymakers in developing strategies that foster a positive school environment by enhancing understanding of the relationship between school climate and student behaviors.

Serves as a reference for future researchers interested in studying school climate and its influence on academic performance and student behavior.

Educational and Societal Importance

Contributes to improving the quality of school life by proposing instructional practices that support students' psychological and social well-being.

Helps reduce classroom issues such as school violence, lack of discipline, and weak peer interaction by promoting skills such as cooperation, empathy, and self-regulation.

Supports the integration of academic and developmental aspects, which positively impacts students' achievement levels and motivation toward learning.

1.2 Research Terminology

Social-Emotional Learning (SEL):

Social-emotional learning refers to the process through which individuals acquire the skills necessary to understand and manage emotions, achieve positive goals, demonstrate empathy toward others, establish healthy relationships, and make responsible decisions (CASEL, 2023).

Operationally, the researcher defines it as:

"A set of classroom programs and activities aimed at developing students' social and emotional skills, such as self-regulation.

…empathy and positive communication, which will be assessed using students' self-evaluation cards and teachers' classroom observation sheets.

Classroom Behavior

Classroom behavior refers to all actions performed by students within the classroom that reflect their level of commitment and discipline, such as participation in classroom activities, respect for teachers and peers, attentiveness during lessons, and adherence to classroom rules (Emmer & Evertson, 2016, p. 51).

Operationally, the researcher defines it as:

"A set of behaviors exhibited by students during lessons, which will be measured using students' self-evaluation cards and teachers' classroom observation sheets."

School Climate

School climate is defined as the overall framework that determines the nature of interaction among students, teachers, and administration. It encompasses physical, social, and emotional dimensions that influence students' experiences within the school (Thapa et al., 2013).

Operationally, the researcher defines it as:

"A set of factors associated with the quality of the educational environment, which will be assessed through a school climate questionnaire directed to teachers."

2. THEORETICAL FRAMEWORK OF THE STUDY

2.1 Social-Emotional Learning

Social-emotional learning is defined as the process through which individuals acquire the skills, knowledge, and attitudes necessary to understand and manage emotions, achieve positive goals, demonstrate empathy toward others, establish healthy relationships, and make responsible decisions (CASEL, 2023). It is considered a fundamental component in personality development and social adaptation, as it enhances…

…the ability to cope with life challenges and achieve academic success (Osher et al., 2016, p. 32).

Moreover, Durlak et al. (2006) indicate that social-emotional learning involves the development of emotional intelligence, which encompasses self-awareness, emotion regulation, self-motivation, social skills, and empathy. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL is not limited to the development of individual skills; rather, it contributes to improving the learning environment and fostering positive interactions between students and teachers.

The CASEL (2023) framework identifies five core competencies of social-emotional learning:

Self-Awareness

The ability to recognize emotions and thoughts and understand their influence on behavior.

Developing an accurate and positive self-concept.

Recognizing personal strengths and weaknesses to build self-confidence.

Self-Management

Regulating emotions and controlling them in various situations.

Setting and achieving personal goals.

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Effectively coping with stress and challenges.
Social Awareness
Understanding others' perspectives and demonstrating empathy.
Respecting cultural and social diversity.
Appreciating social norms and standards
Relationship Skills
Building and maintaining positive relationships.
Effective communication and active listening.
Resolving conflicts constructively.
Responsible Decision-Making
Making ethical and sound decisions based on consequence analysis.
Considering the impact of decisions on oneself and others.
Taking responsibility for actions and behaviors.
Social-emotional learning helps students improve their academic and classroom behavior and fosters positive social interaction, leading to a more supportive and inclusive learning environment. It is also essential for preparing individuals to face life challenges and contributes to reducing behavioral problems, increasing academic achievement, and promoting mental health (Brackett, 2019, p. 20).
From our perspective, SEL represents one of the fundamental pillars that cannot be overlooked in developing students' personalities and enhancing their academic and social success. Education is not limited to acquiring theoretical knowledge; it extends to building emotional and social skills that enable individuals to interact effectively with their environment. A student with advanced self-awareness, emotional regulation, and positive communication skills will be better prepared to cope with challenges inside and outside the classroom.
Moreover, the five dimensions identified by the CASEL framework are not merely educational theories; they are practical tools that reflect students' real needs in the 21st century. The ability to make responsible decisions, establish healthy relationships, and engage positively with others ensures a more stable and dynamic school environment where students feel psychologically and socially secure, ultimately enhancing their academic performance.
…positively with others—these are all skills that ensure a more stable and dynamic school environment, where students feel psychologically and socially secure, thereby enhancing their academic achievement.
Integrating social-emotional learning into school curricula has become an urgent necessity in light of rapid social and technological changes. Students who lack these skills often face challenges in adapting to school and community environments, which negatively affects their academic performance and behavior.

2.2 Students' Classroom Behaviors

Students' classroom behaviors refer to a set of actions and responses exhibited within the learning environment during interactions with teachers, peers, and instructional content. These behaviors range from positive behaviors—such as active participation, respect, and discipline—to negative behaviors, such as inattentiveness, interruptions, and noncompliance with classroom rules (Jones & Kahn, 2017, p. 98).
Classroom behaviors can be classified into two main categories:
Positive Behaviors
Active participation in lessons: Asking questions, providing answers, and engaging with instructional activities.
Compliance with classroom rules: Respecting time, sitting appropriately, and avoiding interruptions.
Positive peer interaction: Collaborating in group activities and demonstrating mutual respect.
Learning autonomy: Taking responsibility for academic performance and completing assigned tasks.
Negative Behaviors
Disrupting the lesson: Talking to peers during instruction and lack of attentiveness.
Noncompliance with rules: Failure to adhere to entry and exit times and disregard for others' turn to speak.
Showing disinterest: Fidgeting, daydreaming, and lack of participation.
Aggressive behavior: Bullying, continuous interruptions, and instigating conflicts with peers.
From our perspective, an effective teacher recognizes that classroom behaviors reflect their management style, interaction approach, and strategies for creating a stimulating learning environment. Accordingly, the teacher's role in promoting a positive classroom climate can be outlined as follows:
Establishing a supportive classroom climate: Positive behaviors begin from the very first moment in class; students need an environment where they feel psychologically safe and valued, which encourages them to adopt positive behaviors and engage effectively with peers. This can be achieved through demonstrating empathy, providing individual attention, and maintaining effective communication with each student.
Setting clear and mutually agreed-upon classroom rules: Students need clarity regarding behavioral expectations. Therefore, teachers should collaborate with students to establish positive and agreed-upon rules, such as respecting others' opinions, avoiding interruptions, and active participation. When students are involved in creating these rules, they feel responsible for them, which strengthens their commitment.
Using Positive Reinforcement and Continuous Encouragement
Positive recognition and moral rewards are among the most powerful tools teachers can use to promote good behavior. Commending students' efforts and expressing appreciation for their active participation enhances their intrinsic motivation to maintain positive behavior. Constructive feedback can also be employed to guide students toward improving their behavior without discouraging them.
Effective Classroom Management Through Interactive Teaching Strategies

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Classrooms that adopt active and diverse teaching methods reduce the likelihood of behavioral issues, as students remain engaged in activities that stimulate them cognitively and socially. These strategies may include project-based learning, cooperative learning, educational games, and creative activities that sustain students' attention and encourage positive participation.

Integrating Social-Emotional Learning Within the Classroom

Incorporating SEL programs is one of the most critical factors in improving students' behaviors, as it helps them develop self-regulation skills, manage emotions, and make responsible decisions. Teachers can integrate activities that foster self-awareness, empathy, and positive social interaction into the daily classroom routine, thereby promoting a culture of respect and cooperation.

2.3 Previous Studies and Research

Numerous studies have examined the impact of social-emotional learning on students' classroom behaviors and school climate. Recent research has shown that integrating SEL skills into the educational environment significantly contributes to improving discipline

Classroom discipline and the strengthening of positive relationships between students and teachers have been widely addressed in prior research. In the study by **Atwell et al. (2021)**, the impact of social-emotional learning (SEL) programs was analyzed across a group of schools. The researchers found that students who underwent intensive training in these skills demonstrated significant improvement in self-regulation and social interaction, which positively influenced their classroom behavior.

Similarly, **De Chaisemartin & Navarrete (2020)** examined the relationship between teachers' perceptions of school climate and the extent to which SEL programs were implemented. The findings revealed that teachers working in school environments that integrated these programs reported higher job satisfaction and were less prone to professional burnout, as behavioral issues in the classroom decreased—allowing them to focus on teaching rather than managing negative behaviors.

Meanwhile, **Mahoney et al. (2018)** focused on age-related differences in the impact of SEL, showing that older students benefited more from SEL programs compared to younger ones. This was attributed to the development of their cognitive and emotional capacities, enabling them to internalize these skills more effectively.

Through the analysis of previous studies, a set of guidelines can be derived to strengthen the current research and provide deeper insights into the influence of SEL on students' classroom behaviors and teachers' perceptions of school climate. Research consistently indicates that students with advanced social and emotional skills tend to be more disciplined and cooperative, and less likely to engage in negative behaviors such as disruption or aggression. Furthermore, studies show that teachers' perceptions of school climate improve when students demonstrate greater emotional regulation and positive interaction.

positively, which reduces the pressure teachers face due to undesirable behaviors. This also underscores the importance of focusing on training teachers in strategies that promote these skills within classrooms.

Furthermore, research has revealed that incorporating social-emotional learning programs reduces rates of violence and bullying in schools. Students who develop skills such as empathy, emotional regulation, and healthy social interaction become more capable of resolving conflicts constructively. This improvement fosters better peer relationships, creating a school environment that is safer and more psychologically supportive. This aligns with one of the dimensions of the current study, which aims to assess the impact of SEL on classroom relationships and the overall school climate, highlighting the vital role of these programs in promoting a positive and stable educational environment.

3. RESEARCH METHODOLOGY AND INSTRUMENTS

3.1 Research Methodology

This study adopts a descriptive correlational approach, one of the methods commonly used in educational and social research to analyze relationships between variables without altering or controlling them. The purpose of this method is to describe the phenomenon under investigation as it exists in reality and to analyze the nature of the relationship between social-emotional learning and students' classroom behaviors on one hand, and between these behaviors and teachers' perceptions of school climate on the other.

3.2 Research Instruments

The study relies on four main tools for data collection, carefully selected to ensure accurate measurement of the variables under investigation:

Self-Assessment Card for Pupils (Ages 9–10):

This tool aims to measure the extent to which pupils in this age group possess social-emotional learning skills, such as self-regulation, social interaction, and emotion management. It includes a set of statements that reflect these skills.

Self-Assessment Card for Students (Ages 13–14):

This card targets the older age group, with its items adapted to match students' level of maturity. It focuses on skills such as critical thinking, empathy, social responsibility, and positive interaction with peers and teachers.

Teacher's Classroom Observation Checklist:

This instrument is used to assess students' actual classroom behaviors during lessons. Teachers observe and record behaviors such as attentiveness, participation in activities, and adherence to classroom rules. This checklist provides objective data that complement students' self-assessments, ensuring a comprehensive picture of their classroom behaviors.

School Climate Questionnaire for Teachers:

Designed to measure teachers' perceptions of the learning environment within the school and its impact on students' classroom behaviors. The questionnaire covers multiple dimensions that help in understanding the relationship between school climate and student behaviors as perceived by teachers, offering an additional analytical perspective for the study.

A stratified random sample was selected to ensure balanced representation of the target groups according to age and school environment. The sample included:

100 pupils (ages 9–10) representing primary school grades.

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100 students (ages 13–14) representing middle school grades.
A total of 50 teachers from the same schools attended by the students were included to ensure an accurate assessment of school climate from the teachers' perspective. The teachers represented various subject areas, providing diverse insights into students' classroom behaviors and the impact of school climate on the educational process. Additionally, four private schools were selected to ensure diversity in school environments.

4. RESEARCH RESULTS AND INTERPRETATIONS

Answer to Question 1: What is the impact of social-emotional learning on students' classroom behaviors?
The arithmetic means and standard deviations of students' scores on the self-assessment card and the teacher's classroom observation checklist were calculated. Pearson's correlation coefficient was used to measure the relationship between the level of social-emotional learning and classroom behaviors.

Table 1: Arithmetic Means and Standard Deviations of Social-Emotional Learning Level and Students' Classroom Behaviors

Variable	Arithmetic Mean	**Standard Deviation**
Social-emotional education level (9-10 years)	3.85	0.74
Social-emotional learning level (13-14 years old)	3.72	0.81
Student classroom behaviors (ages 9-10)	3.91	0.68
Student classroom behavior (ages 13-14)	3.79	0.76

Table 2: Correlational compatibility between Brazilian social learning and student classroom behaviors

age group	Correlation coefficient (r)	Value(p)	Level of connotation
(9-10 years)	0.67	0.001	0.01
(13-14 years old)	0.59	0.002	0.01

The results indicated a positive and statistically significant correlation between social-emotional learning and students' classroom behaviors, with a Pearson correlation coefficient of r = 0.67 for the 9–10 age group and r = 0.59 for the 13–14 age group.
This suggests that as students' social-emotional learning skills increase, their classroom behaviors improve—such as attentiveness during lessons, participation in activities, and positive interaction with teachers and peers.
It was observed that the relationship was stronger among the younger age group (9–10 years) compared to the older group (13–14 years), which may be attributed to the greater impact of SEL during early developmental stages.
These findings align with Mahoney et al. (2018), which confirmed that enhancing social-emotional learning contributes to improved social interaction and classroom discipline.
Answer to Question 2: What is the relationship between students' classroom behaviors and teachers' perceptions of school climate?
The relationship between students' classroom behaviors and teachers' perceptions of school climate was analyzed using Pearson's correlation coefficient. Behavioral data were collected through the teacher's classroom observation checklist, while teachers' perceptions of school climate were measured using the school climate questionnaire.

Table 3: Arithmetic Means and Standard Deviations of Students' Classroom Behaviors and Teachers' Perceptions of School Climate

Variable	Arithmetic Mean	**Standard Deviation**
Student classroom behaviors (ages 9-10)	3.91	0.68
Student classroom behavior (ages 13-14)	3.79	0.76
Teachers' perceptions of the school climate	085	0.72

Table 4: Correlation coefficient between student classroom behaviors and teachers' perceptions of the school climate

age group	Correlation coefficient (r)	Value(p)	Level of connotation
(9-10 years)	0.71	0.000	0.01
(13-14 years old)	0.64	0.001	0.01

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The results revealed a **positive and strong correlation** between students' classroom behaviors and teachers' perceptions of school climate, with a Pearson correlation coefficient of **r = 0.71** for the 9–10 age group and **r = 0.64** for the 13–14 age group.

This indicates that the more positive students' behaviors are within the classroom, the more favorable teachers' perceptions of school climate become; teachers feel that the classroom environment is more organized and collaborative.

The relationship was stronger among the younger age group, which may suggest that teachers perceive good behaviors in early stages as contributing to a more positive learning environment compared to older age groups, where classroom behaviors may have different effects on perceptions of school climate.

These findings are consistent with the study by De Chaisemartin & Navarrete (2020), which confirmed that improving students' behaviors enhances teachers' perceptions of school climate, thereby increasing their satisfaction with the educational environment.

Answer to Question 3: To what extent do teachers' perceptions of school climate differ according to students' level of social-emotional learning?

Students were divided into two groups based on their SEL level:

High SEL group: Students scoring above the mean on self-assessment cards.

Low SEL group: Students scoring below the mean.

Arithmetic means and standard deviations of teachers' perceptions of school climate were calculated for each group, and an independent samples t-test was conducted to determine whether statistically significant differences existed

Table 5: Arithmetic means and standard deviations of teachers' perceptions of students' socio-emotional learning levels and the school climate.

Students' SEL level	Number of sample	Arithmetic average	Standard deviation
h	25 teachers	4.02	0.65
L	25 teachers	3.51	0.78

Table 6: Results of the t-test for learning level (Difference between perceptions governed by the Brazilian Cuban language among students)

Category	Value of t	Value of p	Level of connotation
Teachers' perceptions of the school climate	3.29	0.002	0.01

5. DISCUSSION OF RESULTS

The findings of this research highlight the critical role that social-emotional learning plays in improving students' classroom behaviors and enhancing teachers' perceptions of the school climate. Below is a detailed discussion of the results, linking them to theoretical frameworks and previous studies, as well as presenting possible explanations for these findings.

First: The Impact of Social-Emotional Learning on Students' Classroom Behaviors

The results revealed a strong positive correlation between students' level of social-emotional learning and their behaviors inside the classroom, where the correlation coefficient was The correlation coefficient for the age group (9–10 years) was (r = 0.67), and for the group (13–14 years) it was (r = 0.59); this means that students with a higher level of social-emotional learning tend to display more positive classroom behaviors, such as concentration, cooperation, adherence to classroom rules, and active participation in activities.

According to the Social-Emotional Learning Theory (CASEL, 2023), students who develop skills such as self-awareness, emotion regulation, and social skills become more capable of self-control and effective interaction with others, which reduces behavioral problems in the classroom.

These findings are consistent with the study by Dowling & Barry (2011), which confirmed that social-emotional learning programs lead to improved classroom behaviors and a reduction in disciplinary problems by 10–20% compared to students who do not receive such programs.

It was also observed that the relationship between social-emotional learning and classroom behaviors was stronger in the younger age group (9–10 years), indicating that early interventions may be more effective in shaping positive behaviors among students.

Second: The Relationship Between Students' Classroom Behaviors and Teachers' Perceptions of School Climate

The results showed a positive and statistically significant correlation between students' positive classroom behaviors and teachers' perceptions of the school climate: the correlation coefficient for the age group (9–10 years) was (r = 0.71), and for the group (13–14 years) it was (r = 0.64). This means that improved student behaviors lead to more positive teacher perceptions of the learning environment.

This is consistent with the Positive School Climate Theory, which posits that the stability of student behavior in the classroom directly influences teachers' sense of satisfaction with their work environment, creating a more organized and effective learning setting.

A study by De Chaisemartin & Navarrete (2020) indicated that improved student behaviors lead to lower levels of stress and tension among teachers, thereby increasing their satisfaction with the school climate.

This strong relationship can be explained by the fact that students who exhibit positive behaviors are more cooperative with teachers, making the classroom environment more productive and smooth.

Third: The Impact of Students' Social-Emotional Learning Level on Teachers' Perceptions of School Climate

The results of the t-test showed that teachers working with students who have high levels of social-emotional learning had significantly more positive perceptions of the school climate, with a mean score of (4.02) compared to (3.51) for the low-level group. The difference was statistically significant at (p = 0.002).

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This indicates that having students with strong social-emotional learning skills helps create a calmer and more cooperative classroom environment, which facilitates teachers' ability to perform their work effectively and makes them more satisfied with the school climate.

This finding reinforces the conclusions of Dowling & Barry (2019), which demonstrated that students' emotional and social skills directly affect their interactions with teachers, making the educational environment more supportive and comfortable for educators.

Students with a high level of social-emotional learning show greater respect for teachers and classroom rules, making the teaching process smoother and more enjoyable for educators.

6. CONCLUSION

This study concluded that social-emotional learning plays a crucial role in improving students' classroom behaviors and enhancing teachers' perceptions of the school climate. The results revealed that students with advanced social and emotional skills are more disciplined and cooperative in classrooms. Likewise, teachers working with students who possess these skills are more satisfied with their work environment, which positively reflects on the overall educational process.

In addition, implementing social-emotional learning programs reduces behavioral problems such as violence and bullying and contributes to creating a more supportive and stable school environment.

Based on these findings, the study recommends integrating social-emotional learning into school curricula and expanding teacher training on effective SEL strategies. Furthermore, it emphasizes strengthening collaboration between schools and families to support these skills among students.

The study also suggests conducting future research to examine the impact of social-emotional learning on students' academic achievement and mental health in the long term. Systematic and sustainable adoption of such programs can help build a more positive educational environment and prepare students for a more successful and balanced future.

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