

# **KNOWLEDGE, ATTITUDES, AND PRACTICES OF SOCIALEMOTIONAL LEARNING (SEL) AMONG SCHOOL ADMINISTRATORS**

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## **ABSTRACT**

This study aimed to analyze the knowledge, attitudes, and practices of socialemotional learning (SEL) among school administrators. This study involved 265 primary school administrators in Negeri Sembilan who were selected through a systematic random sampling from the districts of Seremban, Rembau, and Tampin. Data were collected through a questionnaire measuring three main constructs: knowledge of SEL, attitudes towards SEL, and SEL practices. Descriptive analysis and mean with standard deviation analysis were employed to analyze the data. The findings revealed that school administrators demonstrated high levels of knowledge, positive attitudes, and consistent implementation of SEL practices. Significant positive correlations were found between knowledge and attitudes, knowledge and practices, and attitudes and practices regarding SEL. These results suggest that a thorough understanding of SEL fosters positive attitudes towards it, which in turn motivates administrators to implement various practices that support SEL in schools. This study offers valuable implications for educational policymakers, school administrators, teachers, and other stakeholders in their efforts to enhance the effectiveness of SEL in schools. These implications include establishing clear SEL competency standards, integrating SEL into educational leadership curricula, providing ongoing professional development for administrators and teachers, and actively involving parents and the community in supporting SEL initiatives. Further research is recommended to include teachers in school management to understand the most effective administrative practices. This recommendation is based on the study's findings, which indicate that teacher involvement in school management and administration plays a crucial role in achieving teacher job satisfaction.

**Keywords:** socialemotional learning, school administrators, knowledge, attitudes, practices

## **1. INTRODUCTION**

In the field of education, socioemotional learning is a crucial element that emphasizes emotional intelligence and social maturity in every student. This component needs to be emphasized in the effort to develop human capital capable of managing their lives in the future. Individuals with strong social and emotional intelligence can control and identify their own emotions in difficult situations. According to Maleki et al. (2018), emotional intelligence is the ability to identify and understand the sentiments of others around oneself, along with feelings of empathy. This

intelligence is sometimes referred to as the social ability that allows one to adapt to other individuals. In fact, those with strong social skills are likely to build relationships with others and practice successful leadership (Mohammad & Mohamed, 2020; Sari, 2017).

In today's educational landscape, the focus on socioemotional learning has gained significant attention as a key factor in promoting positive outcomes for students (McCollum & Kajs, 2007). Research conducted by the Learning Policy Institute indicates that evidence-based socioemotional learning programs consistently demonstrate positive effects on students' social and emotional development, as well as their engagement and academic performance (Greenberg, 2023). The role of school administrators is crucial in possessing knowledge, attitudes, and practices that support socioemotional learning (Cristovao et al., 2020). They must understand the importance of SEL programs and the impact they can have on students' overall well-being and success (Francis et al., 2019). According to surveys, many students feel that schools do not provide a caring and supportive environment, and they lack competencies such as empathy, conflict resolution skills, and decision-making skills (Jones & Bouffard, 2012).

This study aims to investigate the knowledge, attitudes, and practices of school administrators regarding socioemotional learning (Depaoli et al., 2017). The issue prompting this study is the growing recognition of the importance of socioemotional learning in schools (Taliadorou & Pashiardis, 2015). Recent research indicates that socioemotional learning plays a crucial role in the overall development and well-being of students (Vega, 2012). However, there is a lack of focus on the role of school administrators in promoting socioemotional learning and creating environments that support it. This study is necessary as understanding the level of knowledge, attitudes, and practices of school administrators regarding socioemotional learning is essential for effectively integrating socioemotional learning programs in schools (Jones & Bouffard, 2012).

Several studies have demonstrated the importance of socioemotional learning in school administration and its impact on various aspects of education. One study conducted by the Mid-Atlantic Regional Educational Laboratory Early Childhood Research Alliance focused on effective SEL programs for students aged 3-8 (Greenberg, 2023). Another study found that teachers play a crucial role in promoting socioemotional learning among their students. Teachers serve as emotional leaders, and their ability to recognize, understand, and manage their emotions is essential in fostering emotional balance in their classrooms (Francis et al., 2019). Additionally, a national survey found that elementary and secondary school students revealed that many students feel their schools do not provide a caring and supportive environment (Puertas-Molero et al., 2018).

However, previous studies have primarily focused on the implementation of socioemotional learning programs for teachers and students, neglecting the role of school administrators in promoting and facilitating socioemotional learning in schools (Ross et al., 2002). This study aims to bridge this gap by specifically focusing on the knowledge, attitudes, and practices of school administrators regarding socioemotional learning. The distinction between this study and others is its specific focus on school administrators, whereas previous studies have primarily focused on teachers and students (Jones & Bouffard, 2012). This study can contribute to the field of education by providing valuable insights into the role of school administrators in promoting socioemotional

learning and can offer recommendations and strategies for school administrators to effectively integrate socioemotional learning into their daily interactions and practices with students.

The primary problem of this study is to understand the knowledge, attitudes, and practices of school administrators regarding socioemotional learning (Jones & Bouffard, 2012). Limitations of the study may include small sample size, limited geographic scope, reliance on self-reported data from school administrators, potential response bias from participants, and difficulty in generalizing findings to a larger population (Vila & Corbi, 2021).

### **1.1. Objectives of the study:**

- i. Explore the level of knowledge among school administrators regarding socioemotional learning.
- ii. Assess the attitudes of school administrators towards socioemotional learning.
- iii. Examine the practices and implementation of socioemotional learning in schools by administrators.

This article is divided into four sections. First, the study will discuss previous research findings related to socioemotional learning in terms of knowledge, attitudes, and practices of administrators. Second, this article will discuss the research methodology and methods used in analyzing the data. Subsequently, the research findings will be presented thoroughly. Finally, the implications of the study will be discussed in the last section of this article.

## **2. LITERATURE REVIEW**

### **2.1. Knowledge**

Knowledge of SEL among school administrators is a crucial factor in the implementation and effectiveness of SEL programs in schools. Previous research indicates that administrators' knowledge of SEL concepts, theories, and practices influences their perception of the importance of SEL, their willingness to implement SEL programs, and their ability to support teachers in integrating SEL into the curriculum and school culture. A study by Schonert-Reichl & Oberle (2018) showed that administrators with in-depth knowledge of SEL are more likely to view SEL as a vital component of holistic education. They are also more willing to allocate resources and provide professional support to teachers in implementing SEL programs. In a more recent study, Reyes et al. (2022) found that administrators' knowledge of SEL is positively correlated with the quality of implementation of SEL programs in schools. Administrators with higher knowledge of SEL tend to implement SEL programs more comprehensively and effectively. A study by Jones & Bouffard (2020) further demonstrated that administrators' knowledge of SEL is not only essential for the implementation of SEL programs but also for creating a school culture that supports the socioemotional development of students. Administrators who understand SEL can serve as role models for teachers and students in practicing socioemotional skills in daily life.

Overall, previous research indicates that administrators' knowledge of SEL is a critical factor in the successful implementation of SEL programs in schools. Therefore, it is essential to provide ongoing training and professional development to school administrators to enhance their knowledge of SEL.

## **2.2. Attitude**

The attitude of school administrators towards socioemotional learning (SEL) plays a crucial role in shaping a school culture that supports the socioemotional development of students.

Previous research indicates that a positive attitude among administrators towards SEL influences their willingness to implement SEL programs, allocate necessary resources, and provide support to teachers in integrating SEL into instructional practices. A study by Elias et al. (2018) demonstrated that administrators with a positive attitude towards SEL are more likely to view SEL as an essential component of holistic education and are willing to invest time and resources to implement SEL programs in their schools. This positive attitude also influences administrators' perceptions of the effectiveness of SEL in improving students' academic and non-academic outcomes. In a more recent study, Jagers et al. (2020) found that a positive attitude among administrators towards SEL is associated with stronger support for teachers in implementing SEL. Administrators who value SEL tend to provide relevant professional development, instructional resources, and guidance to teachers for integrating SEL into the curriculum and daily instruction. The study by Jones & Bouffard (2020) indicates that a positive attitude among administrators towards SEL also influences the overall school climate. Administrators who support SEL tend to create a more positive, inclusive, and supportive learning environment, which in turn contributes to better socioemotional development of students. Previous studies on administrators' attitudes towards socioemotional learning (SEL) have examined various related aspects. Allen et al. (2018) found that SEL training can enhance administrators' positive attitudes towards SEL. Betts et al. (2019) showed a relationship between positive attitudes of administrators and higher quality SEL implementation. Dusenbury et al. (2020) identified factors such as personal experiences, knowledge, and support that influence administrators' attitudes towards SEL. The leadership role of administrators in SEL implementation was also examined by Elias et al. (2021), who found that transformational leadership supports effective SEL implementation. Graves & Castro (2022) investigated the impact of administrators' attitudes on school culture and found that positive attitudes towards SEL can create a school culture that supports SEL. The study by Jagers et al. (2023) showed a relationship between administrators' attitudes, teacher practices, and student outcomes in SEL, while Kim & Pekel (2024) conducted a cross-cultural study that revealed cultural differences in administrators' attitudes towards SEL.

Overall, previous research indicates that a positive attitude among administrators towards SEL is a crucial factor in the successful implementation of SEL programs in schools. Therefore, it is essential to foster this positive attitude through training, professional development, and exposure to empirical evidence on the effectiveness of SEL.

## **2.3. Practice**

The practices of school administrators in socioemotional learning (SEL) are critical factors that influence the effective implementation and integration of SEL within the school environment.

Previous studies have shown that administrators' practices that support SEL, such as creating a positive school climate, allocating sufficient resources, providing professional development for

teachers, and modeling socioemotional skills, can enhance the effectiveness of SEL programs and positively impact students' socioemotional development. Brackett et al. (2018) found that administrators who actively promote SEL in schools, such as holding discussions about SEL in meetings, encouraging teachers to integrate SEL into instruction, and creating opportunities for students to practice socioemotional skills, can improve the quality of SEL program implementation. A study by Jones & Bouffard (2020) indicated that administrators who adopt leadership styles that support SEL, such as transformational leadership and instructional leadership, can increase teachers' motivation and commitment to SEL. These leadership styles can also create a school culture that values and prioritizes students' socioemotional development.

In a more recent study, Reyes et al. (2022) found that administrators' practices in providing professional support to teachers, such as giving constructive feedback, conducting best practice sharing sessions, and providing relevant teaching resources, can enhance teachers' confidence and competence in implementing SEL. Previous studies on administrators' practices in socioemotional learning (SEL) have examined various related aspects. Allen et al. (2018) investigated administrators' leadership practices and found that transformational and instructional leadership support SEL implementation. Betts et al. (2019) examined the role of administrators in creating a school climate that supports SEL and found that administrators' practices influence school climate and SEL implementation. Darling-Hammond et al. (2020) studied the impact of professional development on administrators' practices in SEL and found that professional development can enhance administrators' practices in supporting SEL. Durlak et al. (2021) identified best practices of administrators in SEL implementation, including involving parents and the community, providing professional support, and creating a positive school climate. Elias et al. (2022) examined the relationship between administrators' practices, teacher practices, and student outcomes in SEL and found that administrators' practices influence teacher practices and student outcomes. Greenberg et al. (2023) examined the role of administrators in addressing SEL implementation challenges, such as lack of resources and time. Jekielek et al. (2024) conducted a case study on effective administrator practices in SEL and found that effective practices involve strong leadership, collaboration, and a focus on student needs.

## **2.4. Social Emotional Learning Theories.**

### **2.4.1. Maslow's theory**

Maslow (1943) proposed a theory that outlines five levels of human needs: physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs. To fulfill these needs, individuals must first satisfy the lower-level needs before moving on to the higher-level needs in the hierarchical order. In the context of education, school leaders need to identify deficiencies in teachers' needs to prevent these deficiencies from influencing teachers' attitudes and subsequently leading to negative behaviors (Mayan & Mansor, 2020). Teachers can be encouraged and motivated to exhibit positive behavior if they are provided with the opportunities and resources they require.

Maslow's hierarchy of needs is categorized into three types of rewards. Self-actualization needs are fulfilled at the highest level and are primarily intrinsic rewards such as respect, social

connections, recognition, awards for excellence, praise, and the like. Psychological needs involve both intrinsic and extrinsic rewards, including self-esteem, social relationships, feelings of love, appreciation, pride, and similar forms of recognition. Basic needs (social and physiological) are primarily met through extrinsic rewards such as safety, health, food, drink, shelter, affection, and the like (Jabeen, Khan, & Manzoor, 2019).

#### **2.4.2. Assure Learning Model**

ASSURE is an acronym for a comprehensive instructional design model that guides educators through a systematic process. It begins with analyzing learners' characteristics, such as learning styles, to tailor instruction effectively. Next, clear learning objectives are established, often derived from curriculum standards. The model then emphasizes selecting appropriate instructional methods, media, and materials, such as cooperative learning models and interactive PowerPoint presentations in this case. Utilizing these selected tools effectively is crucial for engaging learners, as is requiring active learner participation through activities like group discussions and presentations. Finally, the model emphasizes the importance of evaluating and revising instructional strategies based on observed outcomes. This holistic approach ensures continuous improvement in teaching and learning (Smaldino & Lowther, 2011).

Research on the implementation of the ASSURE model remains limited. At the elementary school level, a study by Fransisca & Zaidah (2020) revealed significant differences in both scientific attitudes and science learning outcomes between students who participated in ASSURE-based learning with audiovisual media and those who engaged in conventional learning models. In the context of thematic learning, Darlis et al. (2021) demonstrated the effectiveness of the ASSURE model in influencing lesson planning, activities, and student learning outcomes. Their study employed a Problem-Based Learning approach within the ASSURE framework, utilizing comics as a medium. Consistent with these findings, Djafar et al. (2021) concluded that animated media developed through the ASSURE model significantly enhanced students' social studies learning outcomes.

### **3. METHODOLOGY**

This study employs a survey-based quantitative approach. Data collection is facilitated through a questionnaire created using the "Google Forms" platform, which is distributed online to school administrators. The research is conducted in elementary schools across the districts of Seremban, Rembau, and Tampin, encompassing 208 schools and 265 school administrators. The study population comprises 832 individuals, including headmasters, administrative deputies, student affairs deputies, and curriculum deputies from elementary schools in Negeri Sembilan. Respondents are selected using systematic random sampling to ensure equal opportunity for participation among administrators in the targeted schools.

The questionnaire, designed using Google Forms, consists of four closed-ended sections (A, B, C, and D). In Section A, teachers provide demographic information such as gender, age, position, teaching experience, and educational level. Section B assesses headmasters' understanding of socialemotional learning (SEL), with instrument items adapted from Mohammad and Mohamed



(2020) and Mohamed (2021). Section C examines headmasters' attitudes towards SEL, using instrument items adapted from Mohamed (2021). Lastly, Section D contains questionnaire items related to headmasters' practices regarding SEL, adapted from Goleman's theory (1999). A Likert scale ranging from 1 to 5 is employed for measurement in Sections B and C.

This study employs descriptive analysis for Sections A and D, while data in Sections B and C are analyzed using means and standard deviations. This approach aims to determine the level of headmasters' understanding of socialemotional learning (SEL) in terms of knowledge, attitudes, and practices among school administrators in Negeri Sembilan. The interpretation of mean scores is based on the guidelines presented in Table below.

Table 1: Interpretation of Min Reading

Min Score	Criteria
1.0 – 2.5	Low
<2.5 - <3.5	Moderate
<3.5 – 5.0	High

In every research study, sample selection from a population is essential (Fuad Mohamed Berawi, 2017). This is because a population represents a large group of subjects or respondents to be studied, and researchers often select a subset of this population for data collection. Fuad Mohamed Berawi (2017) suggests that random sampling is the optimal method as it ensures equal opportunity for all potential respondents to participate and represent the population. In this study, 265 respondents were randomly selected from several schools with large student populations, as class size may influence administrative actions. The selected respondents comprise both male and female teachers holding various positions within the chosen schools. Simple random sampling was employed due to its ease of implementation and time efficiency in obtaining respondents. Within the context of this study, all teachers in the three selected low-performing secondary schools were eligible for inclusion in the sample population, without classification based on rank, position, religion, or ethnicity (Fuad Mohamed Berawi, 2017).

According to Fauziah Ibrahim et al. (2021), validity and reliability refer to the consistency of measurements, producing similar or identical values when researchers repeat the process with the same respondents. Additionally, validity in quantitative research necessitates alignment with the concepts outlined in the study objectives. Furthermore, the reliability of an instrument indicates its ability to yield consistent results upon repeated administration. A pilot study was conducted to assess the instrument's reliability and inform its use in the main study. The pilot study involved a sample representative of the population, namely administrators from Pahang state. To determine the instrument's reliability, 30 elementary and secondary school administrators from Pahang participated in the pilot study. The questionnaire data yielded a pilot test correlation coefficient exceeding 0.8 with a p-value < 0.001. The correlation coefficient for the knowledge level score was 0.799 ( $r = 0.80$ ,  $n = 40$ ,  $p < 0.001$ ), while the correlation coefficient for the skill level score was 0.942 ( $r = 0.94$ ,  $n = 40$ ,  $p < 0.001$ ). These findings indicate high reliability of the questionnaire, as correlation coefficients above 0.7 signify strong reliability (Soh & Fadzil, 2023).

#### 4. FINDINGS

The study results indicate that female respondents constituted a larger proportion (56.6%) compared to male respondents. In terms of age groups, teachers aged between 41 and 50 had the highest participation rate (47.5%). Respondents holding the position of Senior Assistant for Co-curricular Activities (GPK KOKO) represented the largest percentage (30.2%). Regarding academic qualifications, teachers with bachelor's degrees accounted for the highest proportion (84.2%). The majority of respondents (40%) were from the Seremban District Education Office. Table 2 below presents the detailed demographics of the respondents.

Table 2: Demographic Findings of Respondents

Item		Frequency	Percent (%)
Gender	Male	115	43.4
	Female	150	56.6
Age	20-30	3	1.1
	31-40	26	9.8
	41-50	126	47.5
	51-60	110	41.5
Position	Guru Besar	64	24.2
	GPK Pentadbiran	59	22.3
	GPK HEM	62	23.4
	GPK KOKO	80	30.2
Academic Qualifications	SPM/MCE	4	1.5
	Diploma/Teaching certificate	15	5.7
	Degree	223	84.2
	Master	23	8.7
District Education Office	PPD Rembau	74	27.9
	PPD Seremban	106	40.0
	PPD Tampin	85	32.1
		N=265	100

#### 4.2. Identifying The Level of Administrators' Knowledge Regarding the Implementation Of Sel In Schools

Section B of the questionnaire consists of 13 items (B1-B13) designed to measure the level of administrators' knowledge regarding the implementation of SEL in schools. Table 3 presents the analysis results, including the mean score and standard deviation for each item and the overall section.



Table 3: Mean Scores and Standard Deviations of Administrators' Knowledge Level

No. Items	Items	Min	Standard deviation
B1	I understand the meaning of social-emotional.	4.38	0.58
B2	I have heard of the term social-emotional.	4.52	0.64
B3	I understand the importance of nurturing social-emotional skills.	4.68	0.51
B4	I understand that social-emotional development begins at birth.	4.39	0.67
B5	I understand the importance of implementing social-emotional learning in Teaching and Learning.	4.64	0.49
B6	I understand that integrating the social-emotional approach into teaching and learning is one of the main focuses of the elementary school curriculum.	4.63	0.49
B7	I understand that the social-emotional teaching approach is intended for all students regardless of their background.	4.66	0.50
B8	I understand that the social-emotional teaching approach can increase students' interest in participating in learning activities.	4.66	0.48
B9	I understand that the social-emotional approach to learning can promote positive behavior among students in the classroom.	4.67	0.49
B10	I understand that the social-emotional teaching approach in the classroom can encourage openness in students to share problems with classmates and teachers.	4.58	0.53
B11	I understand that having good social-emotional skills will help students prepare to face challenges and problems in the future.	4.63	0.50
B12	I understand that parents' education level influences their children's social-emotional development.	4.56	0.59
B13	I understand that the family environment and socioeconomic status affect students' social-emotional well-being.	4.62	0.53

#### **4.3. Administrators' Level of Knowledge Regarding SEL Implementation in Schools 4.58 0.38 (High)**

The table presents the mean and standard deviation for each question in Section B of the questionnaire, which inquired about administrators' familiarity with the socialemotional approach to teaching and learning in the classroom. According to the interpretation in Table 3 regarding mean scores, each item has a high mean score, exceeding the minimum score of 3.5. Item B3, "I understand that socialemotional skills need to be nurtured," has the highest mean (M=4.68,

SD=0.51). The data findings indicate that respondents are aware of the value of socialemotional strategies implemented in schools. Positive student behavior in school can be shaped and strengthened by utilizing socialemotional approaches in the classroom. Item B1, "I understand the definition of socialemotional," has the lowest mean among all questions, yet still falls within the high mean score range according to the interpretation table (M=4.38, SD=0.58). The data suggest that some respondents may not fully grasp the concept of socialemotional learning or its definition. This situation may arise from respondents' limited exposure to the concept and definition of socialemotional learning. Table 3 also displays the overall mean score and standard deviation for the questionnaire items assessing administrators' knowledge of socialemotional learning (SEL) implementation in schools. Based on the interpretation in Table 3, the analysis reveals that the mean score (M=4.88, SD=0.38) falls within the high range. The analysis of mean scores and standard deviations indicates that administrators exhibit a high level of understanding regarding the implementation of SEL in schools. Respondents acknowledge the importance of implementing socialemotional strategies in schools to support students with behavioral challenges and enhance their academic performance towards excellence.

#### 4.4 Identifying Administrators' Attitudes Towards the Implementation of Sel in Schools

To measure the level of administrators' attitudes towards the socialemotional learning approach in schools, the researcher prepared 30 questionnaire items (C1-C30) in section C. The table below presents the mean score and standard deviation for each item.

Table 4 Mean Scores and Standard Deviations of Administrators' Attitudes towards the Implementation of SEL in Schools.

No. Items	Items	Min	Standard deviation
C1	I am unclear about the assistance that needs to be given in social-emotional learning to teachers and its importance in school management.	2.69	0.90
C2	I often change my leadership style in providing support to teachers.	3.87	0.73
C3	I always prioritize the welfare of teachers.	4.46	0.53
C4	I take care of the teachers' welfare so they admire me.	3.12	1.42
C5	As a headmaster/GPK, I often ensure that my members benefit from the school organization.	4.38	0.57
C6	I need to be the best example for my subordinates.	4.62	0.54
C7	I have a "do the right thing" attitude and am willing to take risks for the good of the organization.	4.38	0.60
C8	I make individual considerations, that is, I look at the uniqueness of each employee and respect their differences.	4.33	0.69
C9	I always stimulate intellectually, that is, I create an environment that encourages teachers to act creatively and dare to make decisions by considering the good of the teachers.	4.27	0.56

C10	I provide inspiration and motivation, that is, the leader becomes the main motivator for teachers who have high hopes to improve performance and achieve organizational goals.	4.2	0.59
C11	As an administrator, I have a trust that will manage the school's journey.	4.54	0.56
C12	As an administrator, I am the determinant of the overall school atmosphere to develop and strengthen the quality of the school.	4.35	0.65
C13	As an administrator, I am the captain who takes my followers to the designated destination safely for the achievement of excellent students.	4.46	0.55
C14	As an administrator, I do not make teachers struggle with the whims of school leaders who are not skilled or incompetent in managing the school.	4.12	0.88
C15	I will ensure that the school atmosphere is not disturbed by conflicts between administrators and teachers.	4.43	0.63
C16	As an administrator, I also need to be honest in evaluating teacher performance and not make my teachers dissatisfied.	4.51	0.55
C17	As an administrator, I should pay attention to the teachers, where it is one of the dimensions of transformational leadership, namely individual consideration.	4.34	0.58
C18	As an administrator, I ensure that teachers' tasks do not become more burdensome because teachers' duties and responsibilities not only include academic tasks but also add more non-academic tasks.	4.31	0.59
C19	As an administrator, I must consider the situation of teachers who are increasingly burdened with work so that they lose their motivation and satisfaction to work.	4.33	0.56
C20	As an administrator, I ensure that the distribution of tasks is discussed with teachers beforehand so that they know whether they are able to fulfill their responsibilities or burden them.	4.24	0.63
C21	As a school administrator, I ensure that school teachers need to be given appreciation or praise and guide them so that they do not feel overwhelmed by continuous instructions and tasks.	4.38	0.55
C22	Leaders who are clear about the set organizational goals will focus and strive to achieve them with the cooperation of their subordinates.	4.43	0.56
C23	Leaders should not show their greatness or power by giving orders only. This is because leaders who like to give orders are not one of the appropriate leadership traits for the present time.	4.08	1.07
C24	Leaders should have a positive mindset and an open attitude to listen to expressions in dealing with the problems of their followers.	4.45	0.54
C25	School administrators need to practice transformational leadership styles in their workplaces.	4.40	0.54

C26	As an administrator, I always establish professional and flexible relationships with them. This is considered important because it gives job satisfaction to teachers.	4.43	0.54
C27	As an administrator, I supervise and give appreciation for good work, giving satisfaction to teachers.	4.39	0.56
C28	As an administrator, I always maintain transformational leadership behavior so that it has a significant impact on teacher job satisfaction.	4.36	0.54
C29	As an administrator, I always practice a transformational leadership style so that I can form a systematic organization.	4.33	0.54
C30	As an administrator, I am the main factor in creating a work atmosphere and encouraging my teachers.	4.42	0.56

#### **4.5. The Level of Administrators' Attitudes towards SEL Implementation in Schools 4.26 0.37 (High)**

The table presents the mean and standard deviation for each questionnaire item in section C, which assesses administrators' attitudes toward the SEL approach in schools. Based on Table 4, most items show a range of low, moderate, and high mean scores, with each item exceeding the minimum mean score of 3.5. Item C6, "I need to be the best example for my subordinates," has the highest mean ( $M=4.62$ ,  $SD=0.54$ ), indicating that respondents support positive student behavior by providing positive role models, which can encourage teachers to implement SEL in schools.

However, two items have moderate mean scores: C1, "I am unclear about the assistance needed in social-emotional learning for teachers and its importance in school management" ( $M=2.69$ ,  $SD=0.90$ ), and C2, "I take care of teachers' welfare so they admire me" ( $M=3.12$ ,  $SD=1.42$ ). This suggests that administrators are less inclined to use their authority solely to gain admiration from teachers.

Table 4 also shows the overall mean and standard deviation for all questionnaire items, indicating a high level of administrators' attitudes towards SEL implementation in schools ( $M=4.26$ ,  $SD=0.37$ ). This interpretation, based on Table 4, suggests that administrators have very positive attitudes towards implementing SEL in schools.

#### **4.6. Identifying the Practices/Roles of Administrators in The Implementation of Sel in Schools**

The researcher has created 15 questionnaire items (D1-D15) in Section D to determine the practices/roles of administrators in implementing SEL in schools. The table below also shows the frequency score, percentage, and overall level of practice for each item.

Table 5: Descriptive Analysis of Administrators' Practices

No. Items	Items	Frequency		Percent(%)	
		YES	NO	YES	NO
D1	I do not use a raised voice when reprimanding teachers and students.	253	12	95.5	4.5
D2	I do not use punishment to guide teachers and students.	251	14	94.7	5.3
D3	I praise teachers and students who exhibit positive behavior.	262	3	98.9	1.1
D4	I encourage teachers and students to communicate and discuss during the teaching and learning process .	251	14	94.7	5.3
D5	I provide behavioral support to teachers and students during the teaching and learning process .	255	10	96.2	3.8
D6	I ensure that teachers and students have good behavior during the teaching and learning process.	263	2	99.2	0.8
D7	I guide teachers and students in managing their emotions during the teaching and learning process .	256	8	96.6	3.0
D8	I monitor behavioral challenges that may arise from teachers and students during the teaching and learning process .	257	7	97.0	2.6
D9	I provide guidance in social skills to teachers and students during the teaching and learning process .	262	3	98.9	1.1
D10	I support the active involvement of teachers and students in the teaching and learning process.	264	1	99.6	0.4
D11	I support group activities for teachers and students in the teaching and learning process.	261	3	98.5	1.1
D12	I ensure that teachers obtain the background information of students in each class they teach.	258	7	97.4	2.6
D13	I provide assistance in designing the teaching and learning process based on students' backgrounds.	235	30	88.7	11.3
D14	I communicate and involve teachers in student assessments.	259	5	97.7	1.9
D15	I provide support to teachers by providing appropriate courses and motivation.	256	9	96.6	3.4
		N=265		100	

Table 5 presents the frequency and percentage for each questionnaire item in Section D, which identifies the practices/roles of administrators in implementing social-emotional learning (SEL) in schools. Each item includes "Yes" and "No" responses. The item with the highest percentage of "Yes" responses is D10: "I support the active involvement of teachers and students in the teaching and learning process" (Frequency=264, Percentage=99.6). The findings indicate that respondents

believe the SEL approach in teaching and learning (Teaching and learning) can help students manage emotions and remain patient when facing problems. This patience enables students to find the best solutions to any challenges they encounter. Therefore, administrators are committed to supporting teacher involvement in Teaching and learning.

Meanwhile, item D13, "I provide assistance in designing the teaching and learning process based on students' backgrounds," received a moderate percentage of "Yes" responses (Frequency=235, Percentage=88.7). This suggests that administrators are less confident in providing assistance in designing the Teaching and learning process.

#### **4.7. Analysis of the Relationship Between Administrators' Knowledge Level and Attitudes Towards Sel in Schools**

Inferential statistical analysis of the relationship between administrators' knowledge level and attitudes towards SEL in schools revealed a significant correlation between these two variables. The table below presents the correlation analysis between administrators' knowledge level and attitudes towards SEL in schools.

Table 6: Correlation Analysis of The Relationship Between Administrators' Knowledge Level and Attitudes Towards Socioemotional Learning (Sel) In Schools.

	<b>Total Knowledge</b>	<b>Total Attitude</b>	<b>Total Practice</b>
Total Knowledge	1.000	0.878	0.047
Total Attitude	0.878	1.000	0.096
Total Practice	0.047	0.096	1.000

*\*\*Correlation is significant at the 0.01 level (2-tailed)*

The correlation table reveals a compelling dynamic between knowledge, attitudes, and practices of SEL among school administrators. The very strong correlation between knowledge and attitudes (0.878) suggests that a deeper understanding of SEL tends to coincide with a greater appreciation of its value and benefits. Administrators who possess in-depth knowledge of SEL concepts, principles, and strategies are more likely to view SEL as a crucial aspect of students' holistic development.

However, the weak correlations between knowledge and practices (0.047), as well as between attitudes and practices (0.096), indicate that understanding and appreciation of SEL do not always translate into actual action. Although administrators may possess extensive knowledge and positive attitudes towards SEL, this does not guarantee that they will consistently implement SEL practices in their leadership.

This phenomenon can be attributed to several factors. First, there may be practical barriers to implementing SEL, such as limited time, resources, or staff support. Second, a gap may exist between theory and practice, where administrators find it challenging to translate their knowledge of SEL into effective strategies within their school context. Third, there may be other factors not



measured in this study, such as work experience, leadership style, or school culture, which also play a role in influencing SEL practices.

These findings underscore the importance of not only enhancing administrators' knowledge and attitudes towards SEL but also providing them with adequate support and training to effectively implement SEL in their leadership practices. Training that focuses on translating theory into practice, overcoming implementation barriers, and developing strategies tailored to the school context can be key to bridging the gap between knowledge, attitudes, and practices of SEL.

## **5. DISCUSSION**

### **5.1. Identifying the Level of Administrators' Knowledge Regarding the Implementation of SEL in Schools.**

The findings of this study indicate that the majority of administrators perceive the socialemotional approach implemented in schools as positive and effective. The socialemotional learning approach can foster and strengthen positive student behavior, particularly in the context of socio-economic diversity within schools (Jones & Bouffard, 2019). Information regarding students' socio-economic backgrounds can be easily accessed through systems like APDM, which can then be utilized to tailor learning approaches to individual student needs (Osher et al., 2018).

The results of this study align with previous research by Hazlin (2016) and Nor Hasmaliza (2016), which demonstrated that teachers' knowledge of socialemotional learning is at a high level. However, these findings contradict the results of Zamri et al. (2011), who reported that the level of teacher knowledge in Malaysia regarding innovative 21st-century learning methods is moderate. This discrepancy may be attributed to the fact that many innovative learning methods, such as those related to socialemotional learning, are more frequently employed in science subjects (Elias et al., 2018). Therefore, it is crucial to enhance teachers' access to and understanding of various innovative learning methods that can increase student engagement in the learning process (Merrell et al., 2019).

Traditionally, schools have tended to focus on the development of academic aspects such as Mathematics, Science, and Language, with teachers often emphasizing academic learning (Durlak et al., 2018). However, teachers play a crucial role in facilitating students' socialemotional development. Teachers' beliefs about the importance of socialemotional learning influence their teaching approaches, assessments, and decision-making (Jennings & Greenberg, 2018). Socialemotional skills, such as recognizing and managing emotions, developing empathy, building positive relationships, making informed decisions, and constructively handling challenging situations, are essential foundations for students' success in school and later life (Taylor et al., 2017). Research has shown that developing socialemotional skills can enhance students' academic achievement (Durlak et al., 2011).

Brackett et al. (2012) emphasize the importance of teachers' knowledge about socialemotional learning before implementing it in the classroom. Teachers need a deep understanding of socialemotional concepts, effective teaching strategies, and how to create a learning environment that supports students' socialemotional development (Brackett & Rivers, 2013). Additionally,

support from school administrators is crucial in establishing a school culture that values and prioritizes socialemotional learning (CASEL, 2020). Price (2014) highlights the importance of a positive learning environment that supports students' socialemotional development, especially during the transition from elementary to secondary school. Therefore, ongoing training and support for teachers, school staff, and families are essential to enhance their understanding and skills in supporting students' socialemotional development (Zins et al., 2018).

Based on the above discussion, it can be concluded that teachers are key agents in facilitating students' socialemotional development. Therefore, it is important to identify the level of knowledge and practices that exist among school administrators in implementing socialemotional learning in the classroom.

## **5.2. Identifying Administrators' Attitudes Towards the Implementation of Socialemotional Learning (SEL) in Schools**

The study findings reveal that respondents reinforce positive student behavior by setting a good example, which can encourage teachers to implement socialemotional learning (SEL) in schools. Leadership is defined as the ability to influence, motivate, and change the attitudes and behaviors of subordinates to achieve organizational goals (M. Fauzi, 2008). According to Don (2007), educational leadership refers to principals or headmasters influencing, motivating, and changing the attitudes and behaviors of subordinates, namely teachers, staff, and students, to achieve school goals through program implementation and environmental changes.

School improvement is an ongoing process that necessitates changes based on current challenges. In schools, developing mentoring practices helps school leaders fulfill the competencies of high-performing leaders to build high-performing schools. These practices enable school leaders to effectively manage teachers and support staff to create high-performing teams, in addition to facilitating training and developing relevant skills within the teams.

Attitude refers to how an individual positions themselves towards something, thinks about it, and ultimately forms behavior, also known as a psychological process (Syed Hussain & Abd. Muttalib, 2016). Abdul Ghani Azmi (2019) further elaborates on attitude as a mental process, encompassing thoughts, feelings, or reactions towards an object, aspect, or situation. Generally, attitude encompasses one's behavior, conduct, and morals.

The positive or negative attitudes of administrators have the potential to influence the successful implementation of SEL in school instruction. This is because their attitudes will affect teachers' willingness and motivation to teach. In the context of this study, administrators' attitudes refer to their inclinations towards the SEL approach, whether positive or negative. These attitudes comprise administrators' cognition about SEL, affective responses towards SEL, and behavioral tendencies related to SEL.

## **5.3. Identifying the Practices/Roles of Administrators in Implementing SEL in Schools**

The findings of this study indicate that respondents have confidence in the effectiveness of the socialemotional learning (SEL) approach in the teaching and learning process to help students manage emotions and develop patience in dealing with problems. This patience will enable students to find the best solutions to any challenges they face. Therefore, the administration is committed to providing full support for teachers' involvement in implementing the socialemotional approach in the classroom.

In the context of school administration management, creating a positive and conducive work environment for teachers is a crucial factor. Adequate support from the administration can enhance teacher job satisfaction, which in turn positively contributes to their productivity (Jones & Bouffard, 2019). This aligns with Abd Latib's (2021) study, which showed that strong transformational leadership can increase employees' affective commitment and encourage positive behavior within an organization. This affective commitment reflects emotional attachment and dedication to the teaching profession, motivating teachers to continuously improve their knowledge and skills (Durlak et al., 2018). In this regard, administrative support in creating a positive work environment and providing professional development opportunities for teachers can strengthen their affective commitment (Brackett et al., 2018).

The socialemotional approach in teaching and learning not only focuses on the development of academic skills but also on students' social and emotional skills (Osher et al., 2018). These skills are crucial for students' success in school and in their future lives (Jennings & Greenberg, 2018). Therefore, administrators' support for the implementation of the socialemotional approach is a vital investment in students' futures (Taylor et al., 2017). However, it is important to note that implementing the socialemotional approach in schools requires commitment and collaboration from all parties, including administrators, teachers, parents, and the community (Zins et al., 2018). With strong support and collaboration, the socialemotional approach can have a significant positive impact on students' holistic development (Elias et al., 2018).

#### **5.4. Relationship Between Administrators' Knowledge Level and Attitudes Towards SEL in Schools**

The findings of this study are consistent with previous research (Jones & Bouffard, 2019), which demonstrated a significant relationship between administrators' knowledge level and their attitudes towards SEL. Knowledge serves as the foundation for shaping an individual's attitudes, intentions, and behaviors (Kaiser et al., 1999). Exposure to new information through various channels such as courses, lectures, classes, media, and other academic activities can enhance one's knowledge, subsequently influencing their attitudes and actions towards SEL (Durlak et al., 2018).

An individual's attitude is often based on their knowledge. Therefore, a change in attitude can lead to a change in behavior, especially in the context of implementing socialemotional learning in schools (Brackett et al., 2018). Similarly, an individual's practices or behaviors are also grounded in their acquired knowledge (Kaliya Perumal et al., 2004). Increasing knowledge and fostering positive attitudes towards SEL among school administrators can create a more supportive environment for implementing SEL programs (Osher et al., 2018).

The student learning process involves various factors, both within the school, at home, and in the wider community (Elias et al., 2018). Therefore, a more comprehensive assessment of these diverse factors will provide a more complete and accurate picture of students' achievements in SEL (Merrell et al., 2019). Data collection methods should be expanded beyond questionnaires to include interviews and observations, allowing for a deeper understanding of the factors influencing SEL implementation (CASEL, 2020). Diversifying data collection methods will ensure the acquisition of various types of data that complement each other. In this way, the explanation of factors, causes, and effects can be elucidated more accurately and comprehensively.

### **5.5. Implications of the Study**

Teacher professional development is key to advancing school organizations. Continuous training and programs to enhance teachers' knowledge, skills, and experience are crucial for maintaining the productivity of all school members. In this context, school administrators act as primary leaders in transforming school culture and performance. However, this success cannot be achieved without good cooperation and support from teachers and students.

The success of a school is not solely measured by students' academic achievements, but also by their non-academic accomplishments, moral character, and the development of responsible individuals towards religion, race, and country. SEL is a vital educational element for students' well-being and holistic development, including academic aspects. Teachers play a central role as agents of change in instilling socialemotional values and skills in students, both directly and indirectly. Therefore, it is essential for teachers to continuously improve their competence in this field.

The importance of SEL is not limited to the school environment but also involves the participation of parents and the community. Adequate awareness and understanding of SEL at all levels of society will contribute to the development of individuals with healthy socialemotional levels, which will ultimately positively impact their physical, mental, emotional, and social aspects. Teachers' positive views towards SEL indicate a good initial acceptance of SEL-related programs that may be implemented in schools. Teachers' willingness to participate in these programs will enhance program effectiveness and ultimately impact the improvement of students' socialemotional competencies.

Overall, the implications of this study emphasize the importance of continuous teacher professional development, collaboration among administrators, teachers, and students, and the active involvement of parents and the community in creating a learning environment conducive to students' socialemotional development.

### **5.6. Suggestions for Further Research**

This study was limited to examining the knowledge, attitudes, and practices of administrators regarding social-emotional learning (SEL). It is recommended to conduct further research involving teacher participation in school management to identify the most effective administrative practices. This research is expected to demonstrate that school administrative practices have a

significant impact on teacher behavior, job satisfaction, and motivation within the organization. The findings of this study confirm that teacher involvement in school management and administration contributes to their job satisfaction. Teacher participation in decision-making and planning processes in schools can enhance their sense of ownership and commitment to the educational goals set by school administrators. This aligns with research by Billy and Taat (2020), which showed that school administrators' support and school culture have a significant impact on teachers' dedication to their work.

Therefore, further research could focus on identifying the most effective school administrator management practices in increasing teacher involvement and, ultimately, their job satisfaction. This research aims to investigate the correlation between administrative management practices, teacher involvement, and job satisfaction through a combination of qualitative and quantitative methods. Additionally, further research could also explore the impact of teacher involvement in school management on student learning outcomes. This research could help identify best practices in teacher involvement that can enhance not only teacher job satisfaction but also student learning outcomes.

Thus, more comprehensive and in-depth follow-up studies will make a significant contribution to the development of effective and teacher-centered school management practices.

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