



## Teachers' Perceptions on Integrating Social-Emotional Learning to Reduce Impulsivity in Daycare Children

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### ABSTRACT

In early childhood education, children's emotional and behavioral development plays a vital role in shaping their overall learning experiences. However, many teachers observe impulsive behaviors among daycare pupils—such as difficulty waiting for turns, sudden emotional outbursts, or acting without thinking—which can affect classroom harmony and learning outcomes. Hence, this study aims to determine the profile of daycare teachers in terms of their age, civil status, gender, length of teaching experience, and training or seminars attended, and to find out their perceptions regarding the integration of SEL in reducing impulsiveness among daycare learners. The findings show that all respondents strongly agree that integrating social-emotional learning reduces impulsivity in daycare children in terms of self-awareness and emotional regulation, social awareness and relationship skills, and responsible decision-making, which means that they interpreted as “Strongly Agree”. This indicates a strong agreement that Social-Emotional Learning integration allows students to be aware of themselves, which allows them to control emotions, respect others, and make good decisions. On the other hand, the lowest mean is the Implementation and Teacher Readiness, which is interpreted as “Agree”. This indicates that it must be taken seriously because it is an important part of making Social-Emotional Learning implementation successful.

Keywords: Daycare Teacher, Social-Emotional Learning Self, Self Awareness, Emotional Regulation, Social Awareness, Relationship Skills.

### 1. INTRODUCTION

In early childhood education, children's emotional and behavioral development plays a vital role in shaping their overall learning experiences. Daycare centers often serve as the foundation for social and emotional growth, where young learners begin to understand themselves and others. However, many teachers observe impulsive behaviors among daycare pupils—such as difficulty waiting for turns, sudden emotional outbursts, or acting without thinking—which can affect classroom harmony and learning outcomes. These challenges highlight the need to integrate Social and Emotional Learning (SEL) strategies into early education.

Social and Emotional Learning (SEL) focuses on developing essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. When effectively integrated, SEL helps young learners regulate their emotions, control impulses, and build positive relationships with peers and teachers. For daycare pupils, these skills are especially important as they are in a stage of rapid emotional and social development. Teachers, being the primary facilitators of learning, play a key role in implementing SEL-based strategies that can reduce impulsive behaviors and create a supportive learning environment.

Understanding teachers' perceptions of SEL integration is crucial since their attitudes, knowledge, and training directly influence how these strategies are applied in the classroom. The effectiveness of SEL implementation may depend on several teacher-related factors such as age, gender, civil status, teaching experience, and training or seminars attended. These aspects can shape how teachers view SEL, their confidence in using SEL approaches, and their perceived impact on reducing impulsive behavior among children.

Hence, this study aims to determine the profile of daycare teachers in terms of their age, civil status, gender, length of teaching experience, and training or seminars attended, and to find out their perceptions regarding the integration of SEL in reducing impulsiveness among daycare learners. The findings of this study are expected to contribute to improving early childhood education practices by promoting effective SEL integration that nurtures both emotional growth and behavioral discipline among young children.

#### 1.1 Research Objectives

This study aims to determine the following;

1. Profile of the respondents in terms of:

- 1.1 Age,
- 1.2 Civil Status,
- 1.3 Gender,
- 1.4 Length of Teaching Experience and
- 1.5 Number of training attended related to SEL
- 2. Respondents' perception on the integration of SEL in terms of;
  - 2.1 Self Awareness and Emotional Regulation,
  - 2.2 Social Awareness and Relationship Skills,
  - 2.3 Responsible Decision- Making and
  - 2.4 Implementation and Teacher Readiness

### ***1.3 Review of Related Literature***

Social and Emotional Learning (SEL) has become an essential component of early childhood education as educators recognize its impact on children's emotional regulation, self-control, and interpersonal relationships. Impulsiveness, often observed among daycare learners, can hinder classroom engagement, peer interaction, and learning outcomes. To address this, many educational frameworks have integrated SEL strategies aimed at developing children's emotional and behavioral competencies. This chapter reviews related literature on (1) the concept of SEL in early childhood, (2) the relationship between SEL and impulsive behavior, and (3) teachers' perceptions, preparedness, and influencing factors in implementing SEL programs in daycare settings.

Social and Emotional Learning (SEL) is defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as the process of acquiring skills to understand and manage emotions, set and achieve positive goals, show empathy for others, establish positive relationships, and make responsible decisions (CASEL, 2020). In early childhood education, SEL plays a crucial role in shaping children's social competence, emotional regulation, and behavior patterns. Jones and Doolittle (2017) noted that SEL provides the foundation for lifelong learning, mental health, and well-being, emphasizing that early exposure to SEL helps children develop resilience and empathy.

Similarly, Denham and Brown (2010) highlighted that SEL programs implemented during preschool years support the development of self-regulation and prosocial behavior. These competencies are vital as they enable children to manage impulses, express emotions appropriately, and interact harmoniously with others. Integrating SEL into daycare instruction, therefore, helps establish positive classroom environments and reduces disruptive or impulsive behaviors among learners.

Research has consistently shown that SEL interventions improve children's self-regulation and reduce impulsive or aggressive behaviors. A meta-analysis by Durlak et al. (2011) involving 213 school-based SEL programs found significant improvements in students' social skills, emotional regulation, and behavior management. In early education contexts, Blair and Raver (2015) emphasized that SEL activities enhance executive functions—such as attention control and emotional regulation—which are directly linked to reduced impulsivity.

Furthermore, Rimm-Kaufman and Hulleman (2015) observed that children who participate in SEL programs exhibit fewer instances of emotional outbursts and have greater capacity for delayed gratification. These findings confirm that SEL not only supports emotional growth but also helps minimize impulsive reactions common in early learners. The integration of SEL-based strategies—such as mindfulness activities, emotional labeling, and cooperative play—creates structured opportunities for children to learn appropriate behavioral responses.

Teachers play a critical role in implementing SEL, as their beliefs, experiences, and classroom practices determine how effectively SEL principles are applied. Jennings and Greenberg (2009) proposed the "Prosocial Classroom Model," which posits that teachers' social and emotional competence influences both the quality of teacher-student relationships and the effectiveness of SEL implementation. Teachers who perceive SEL as beneficial are more likely to integrate it into classroom routines, modeling empathy and emotional awareness to their students.

Brackett et al. (2019) found that teachers with positive perceptions of SEL reported stronger student engagement and classroom cooperation. However, the same study indicated that many teachers feel unprepared due to limited training and institutional support. This gap underscores the importance of understanding teachers' perspectives on SEL integration, especially in early learning contexts like daycare, where behavioral challenges such as impulsivity are common.

Several studies have examined how teachers' demographic and professional backgrounds influence their perceptions and practices related to SEL. According to Schonert-Reichl et al. (2017), teachers' years of experience and exposure to professional development programs significantly affect their confidence in applying SEL strategies. Younger teachers or those without prior SEL training often express uncertainty in using emotion-focused instruction.

Moreover, research by Collie et al. (2015) revealed that teachers' gender, civil status, and teaching experience may also shape attitudes toward classroom management and emotional instruction. Teachers who attended SEL-related seminars tend to report higher perceived effectiveness of such interventions. Hence, assessing the profile of daycare teachers—age, gender, civil status, length of experience, and training—provides valuable insight into how these variables relate to their perceptions of SEL in reducing impulsiveness among learners.

Despite the growing recognition of SEL's benefits, implementation challenges persist. Teachers often cite insufficient time, lack of administrative support, and absence of structured SEL curricula as barriers (Jennings et al., 2017). In the daycare context, maintaining consistency in SEL instruction can be difficult due to large class sizes and varying child readiness levels. Additionally, cultural and contextual factors may influence how SEL is perceived and applied in classrooms (Cipriano et al., 2020).

These challenges suggest that while teachers generally view SEL positively, practical limitations and inadequate training may hinder full integration. Understanding teachers' perceptions and identifying their professional needs can therefore inform future programs that enhance SEL-based classroom management and reduce impulsive behaviors among young learners.

## 2. METHODOLOGY

### 2.1 Research Design

This study employed a descriptive quantitative research design to determine the perception of daycare teachers on the integration of Social and Emotional Learning (SEL) to reduce impulsive behavior among learners. The descriptive method was deemed appropriate because it allows the researcher to gather factual information, describe current conditions, and analyze relationships between teacher characteristics and their perceptions of SEL implementation. The study focused on identifying the profile of the respondents and examining how their backgrounds may influence their views regarding the integration of SEL strategies in early childhood education.

### 2.2 Respondents of the Study

The respondents of the study were daycare teachers currently employed in selected daycare centers within the chosen locality. A total of 20 respondents were selected using purposive sampling, as they were considered the most knowledgeable individuals to provide insights on SEL practices and impulsive behavior among children.

### 2.3 Research Instrument

The main data-gathering tool used in this study was a researcher-made survey questionnaire. The questionnaire was designed to obtain information about the teachers' demographic profile and their perceptions of SEL integration in managing impulsive behaviors among daycare learners. The instrument was divided into two parts: the profile of the respondents and their perception on integrating Social-Emotional Learning to reduce impulsivity in daycare children.

### 2.4 Data Collection Procedure

A letter of request to conduct the study was sent to the local daycare administrators. Upon approval, the researcher distributed the questionnaires to the respondents. The survey questionnaire was administered personally or through digital means (Google Form), depending on accessibility. The purpose of the study was explained, and respondents were assured of confidentiality.

After the respondents completed the questionnaire, all data were collected and organized for tabulation and analysis.

### 2.5 Data Analysis

The gathered data were analysed using descriptive statistics, like mean and standard deviation, and percentages were used to describe the teachers' profile and weighted mean was used to determine the level of teachers' perceptions on the integration of SEL to reduce impulsive behaviour.

Table 1 – Interpretation of Weighted Mean.

<i>Scoring</i>	<i>Range</i>	<i>Interpretation</i>
5	4.21-5.00	Strongly Agree
4	3.41- 4.20	Agree
3	2.61 – 3.40	Neutral
2	1.81 – 2.60	Disagree

1	1.00 – 1.80	Strongly Disagree
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## 2.6 Ethical Considerations

The study observed ethical standards in research. The participation of teachers was voluntary, and all information gathered was treated with strict confidentiality. Respondents were informed about the purpose of the study and were free to withdraw at any time without consequence. No personal identifiers were used in data presentation.

## 3. RESULTS AND DISCUSSION

### 3.1 Profile of the Respondents

**Table 2 – Age**

	Age
Mean	42.80
Std. Deviation	10.46
Minimum	23.00
Maximum	64.00

The mean age of the respondents is 42.80 years, indicating a middle-aged daycare teacher. With a wide range from 23.00 years old to 64.00 years old.

**Table 3 – Frequencies for CIVIL STATUS**

CIVIL STATUS	Frequency	Percent
M	13	65.0
S	5	25.0
W	2	10.0
Missing	0	0.0
Total	20	100.0

The total respondents is 20, and the majority of the teachers' Civil Status are in M, which is Married who got a frequency of 13, with a percentage of 65.0%. Second is S, which is a single who got a frequency of 5 with a percentage of 25.0%, and lastly a Widow who got a frequency of 2 with a percentage of 10.0%

**Table 4 – Frequencies for GENDER**

GENDER	Frequency	Percent
F	20	100.0
Missing	0	0.0
Total	20	100.0

The total respondents in gender are 20, and they are all female (100%)

**Table 5 – Length of Teaching Experience**

LENGTH OF TEACHING EXPERIENCE	
Valid	20
Missing	0
Mean	8.100
Std. Deviation	6.648
Minimum	1.000
Maximum	26.00

The daycare teachers have an average (mean) of 8.100 years of teaching experience, with a wide range from 1 year of teaching experience to 26 years of teaching experience, suggesting a mix of beginner and seasoned daycare teachers.

**Table 6 – Number of training attended related to SEL**

NO. OF TRAININGS/SEMINARS	
Valid	20
Missing	0
Mean	3.000
Std. Deviation	1.338
Minimum	1.000
Maximum	6.000

The daycare teachers have an average (mean) of 3 attended Trainings/Seminars, with a wide range of 1 to 6 attended Trainings/Seminars.

### 3.2 Respondents' Perception on the Integrating Social-Emotional Learning to Reduce Impulsivity in Daycare Children

**Table 7 – Respondents' Perception on the Integrating Social-Emotional Learning to Reduce Impulsivity in Daycare Children**

Respondents' perception on the integration of SEL in terms of:	Mean	Standard Deviation	Interpretation
2.1 Self Awareness and Emotional Regulation	4.23	0.37	Strongly Agree
2.2 Social Awareness and Relationship Skills	4.32	0.23	Strongly Agree
2.3 Responsible Decision- Making	4.24	0.25	Strongly Agree
2.4 Implementation and Teacher Readiness	4.07	0.46	Agree

#### Self-Awareness and Emotional Regulation

The mean perception is 4.23 (SD = 0.37), which is interpreted as Strongly Agree. This suggests that the teachers strongly agree that SEL activities effectively help children to identify their emotions, improve their ability to calm themselves when upset, which allows them to recognize strengths and limitations, and results in fewer impulsive reactions from students after participating in SEL activities, and feel confident in teaching emotional regulation strategies.

#### Social Awareness and Relationship Skills

This sub-theme has the highest mean score at 4.32 (SD = 0.23), also interpreted as Strongly Agree. This indicates a strong agreement that SEL integration helps children to share and understand, and respect others' feelings, which improves children's peer interaction and forms a positive relationship not only with peers but also with the daycare teacher, and this results in reduced aggressive and impulsive behavior.

### Responsible Decision-Making

The mean perception is 4.24 (SD = 0.25), interpreted as Strongly Agree. This indicates a strong agreement that SEL integration allows the student to analyze the situation before acting, which allows the students to choose what safe and appropriate behaviors are needed and helps them to make better choices.

### Implementation and Teacher Readiness

The perception mean is 4.07 (SD = 0.46), which is also interpreted as agree. This is the perception that got the lowest among the four perceptions. Even though the result agrees, it still needs attention because this is an important part of making Social-Emotional Learning implementation successful.

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## 4. CONCLUSIONS, AND RECOMMENDATIONS

### 4.1 Conclusion

Based on the results, the following conclusions were drawn:

1. All respondents strongly agree that integrating social-emotional learning reduces impulsivity in daycare children in terms of self-awareness and emotional regulation, social awareness and relationship skills, and responsible decision-making, which means that they interpreted as “Strongly Agree”. This indicates a strong agreement that Social-Emotional Learning integration allows students to be aware of themselves, which allows them to control emotions, respect others, and make good decisions.
2. On the other hand, the lowest mean is the Implementation and Teacher Readiness, which is interpreted as “Agree”. This indicates that it must be taken seriously because it is an important part of making Social-Emotional Learning implementation successful.

### 4.2 Recommendation

Based on the results, this study recommends the following:

1. The school administrators are encouraged to provide training tools and materials to support the implementation of Social-Emotional Learning.
2. The Daycare Teachers are encouraged to attend trainings on how to effectively use Social-Emotional Learning.
3. The future researcher is encouraged to conduct the same research, but use the triangulation method.

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