

Government Primary School Teachers' Perspectives on Socio-Emotional Learning in Cox's Bazar, Bangladesh

By

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A thesis submitted to the BRAC Institute of Educational Development in partial fulfillment of the requirements for the degree of Master of Education in Educational Leadership & School Improvement

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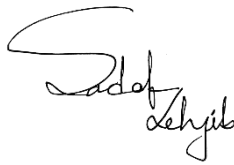
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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Approval

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Ethics Statement

The study took ethical approval from MEd Research Ethics Committee of BRAC Institute of Educational Development (BRAC IED), BRAC University. The authorities of the respective study sites were approached for permission to proceed with the data collection. Each participant was briefed about the study's objectives before data collection. Informed written/verbal consent were attained before the data collection.

Abstract

The purpose of this study was to explore government primary school (GPS) teachers' perceptions and practices of socio-emotional learning (SEL) in the context of Cox's Bazar, Bangladesh, which is a disaster-prone coastal area, heavily influenced by the presence of Rohingya refugees.

The research employed a qualitative approach. Three GPSs in Ukhiya and Ramu Upazila were selected using purposeful sampling. A total of three Head Teachers (HTs) and twelve Assistant Teachers (ATs) participated in six Key Informant Interviews (KIIs), three Focus Group Interviews (FGIs), and six Classroom Observations, all based on Convenience Sampling. A thematic analysis was done to find the main ideas in the data.

The findings suggested that most teachers lacked a structured understanding of SEL. Classroom observations revealed that there were gaps in stated beliefs and classroom actions.

Many of the teachers acknowledged that whatever forms of training they received on SEL were limited and indirect. The thesis recommends implementing SEL training for teachers that is culturally and contextually relevant, aligned with the curriculum and includes supporting materials created in Bangla, along with a peer-support system to provide feedback for teachers.

Keywords: Socio-Emotional Learning; Government Primary Schools; Teacher Perspectives; Disaster Resilience; Cox's Bazar; Bangladesh.

Dedication

I want to dedicate this thesis to my beloved wife, Fahmida Akter Shipra. This work was completed because of her presence in my life.

Acknowledgement

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Table of Contents

Declaration.....	ii
Approval	iii
Ethics Statement.....	iv
Abstract.....	v
Dedication	vi
Acknowledgement	vii
Table of Contents	viii
List of Tables	xi
List of Figures.....	xi
List of Acronyms	xii
Glossary	xiii
Chapter 1 Introduction and Background	1
1.1 Introduction.....	1
1.2 Research Topic and Title	2
1.3 Problem Statement	3
1.4 Research Questions	4
1.5 Purpose of the Study	4
1.6 Significance of the Study	5
Chapter 2 Literature Review	8
2.1 Conceptualizing Socio-Emotional Learning (SEL)	8

2.2 Significance of SEL in Education.....	8
2.3 Teachers' Perspectives on SEL	9
2.4 SEL in the Global North and South	10
2.5 SEL in Countries with Similar Educational Structures to Bangladesh.....	11
2.6 SEL in Coastal Cities with Constant Disasters and Internal Displacement.....	12
2.7 Existing SEL Interventions in Bangladesh	12
2.8 Teacher Practices	13
2.9 Challenges in Implementing SEL	13
2.10 The Government's Approach to SEL in Bangladesh.....	14
2.11 Disaster Risks in Cox's Bazar.....	15
2.12 Impact on Education in Cox's Bazar	15
2.13 Conceptual Framework.....	17
Chapter 3 Methodology	20
3.1 Research Site.....	20
3.2 Research Approach	20
3.3 Research Participants	20
3.4 Research Sampling.....	21
3.5 Data Collection Techniques	22
3.5 Data Collection Tool Development	23
3.6 Data Analysis Process.....	24
3.7 Data Validation	25

3.8 Field Plan	25
3.9 Research Ethics	26
3.10 Role as a Researcher	27
3.11 Limitations of the Study.....	28
Chapter 4 Findings	29
4.1 Perceptions of Socio-Emotional Learning (SEL)	29
4.2 SEL in Classroom Practices	32
4.3 Opportunities and Challenges in SEL Implementation	36
Chapter 5 Discussion, Conclusion, and Recommendations	41
5.1 Discussion	41
5.2 Conclusion	45
5.3 Recommendations.....	46
References	50
Appendix A.	60
Appendix B.	62
Appendix C.	66
Appendix D.	68

List of Tables

Table 1: Field plan for collecting data	25
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List of Figures

Figure 1: Visualization of the Conceptual Framework.....	17
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List of Acronyms

SEL	Socio-Emotional Learning
CASEL	Collaborative for Academic, Social, and Emotional Learning
KII	Key Informant Interview
FGI	Focus Group Interview
NCF	National Curriculum Framework
NGO	Non-Governmental Organization
AT	Assistant Teacher
HT	Head Teacher
UNICEF	United Nations Children's Fund
OECD	Organization for Economic Co-operation and Development
USAID	United States Agency for International Development
INEE	Inter-Agency Network for Education in Emergencies

Glossary

Socio-Emotional Learning	It is a way of learning how to understand and manage emotions to get along with others, make good choices, and build healthy relationships.
Government Primary School	It is a type of school run by the government where children from class 1 to class 5 study for free.
Teachers' Perspectives	It is the thoughts, opinions, and experiences shared by teachers about their work. In this study, it means how teachers understand, feel about, and use socio-emotional learning (SEL) in their classrooms.
Qualitative Research	It is a type of research that focuses on understanding people's thoughts, feelings, and experiences in depth. It uses interviews, group discussions, and observations instead of numbers or statistics.

Chapter 1

Introduction and Background

1.1 Introduction

Developing social and emotional skills is an important part of a child's health and growth as a whole. According to the Collaborative for Academic, Social, and Emotional Learning (2023), socio-emotional learning (SEL) is the process of acquiring and being able to use the knowledge, attitudes, and skills needed to understand and control emotions, set and reach positive goals, understand and show empathy for others, make and keep positive relationships, and make responsible choices.

There are strong intellectual, social, and emotional parts to teaching and learning in schools (Zins et al., 2005). Most of the time, students don't learn alone. Instead, they work together with their teachers, with their peers, and with the support of their families. Emotions can help or hurt a child's interest in learning, work ethic, dedication, and overall school success. As Elias et al. (1997) discussed, connections and emotions affect how and what we learn, so schools and families need to work together to ensure these parts of education work well for all kids. Due to this fact, SEL has received much attention from the educational domain in the last few years. Actually, numerous studies indicate that the integration of social and emotional learning into the learning process can result in the following positive outcomes: improved academic achievement, healthier development of social and emotional competence, a more positive attitude toward oneself and others, as well as problematic behaviours (Catalano et al., 2002; Greenberg et al., 2003; Zins et al., 2005).

Extensive research on development has revealed that gaining of social-emotional skills is closely tied to enhanced well-being and academic performance (Greenberg et al., 2003). On

the other hand, a deficiency in these areas can lead to a range of personal, social, and academic difficulties (Damon et al., 2006). But the most important factor to consider is, how well it works in educational institutions, which relies on how teachers feel about it and how ready they are to use SEL techniques in their lessons (Schonert-Reichl, 2017). So, it's evident that SEL is important for students' holistic development and teachers do play important roles in the process. Nevertheless, the perspectives of government primary school teachers regarding SEL in Bangladesh, especially in underprivileged government primary schools in Cox's Bazar region, have not been thoroughly examined, which is a highly disaster-prone area (*Cox's Bazaar – Tomorrow Cities*, n.d.; UNDP, n.d.; Alam & Dominey-Howes, 2024). Students from this region are frequently internally displaced and can't complete the full academic schedule due to natural calamities that cause frequent school closures (Hebebcı, 2023). Also, these schools frequently encounter a multitude of obstacles, such as scarce resources, overcrowded classrooms, and inadequate teacher training and moral support (Hossain, 2016). So, it has become increasingly important to understand how teachers perceive SEL, particularly in the context of Cox's Bazar, where there may be limited support networks and educational resources to ensure students' safe return to education where they have the proper mindset to learn. This is also a matter of sorrow that only a few studies have hitherto been conducted in this domain in our country, and even the research is not extended in either case.

1.2 Research Topic and Title

The proposed research topic is Socio-Emotional Learning.

The research title for the study is “Government Primary School Teachers' Perspectives on Socio-Emotional Learning in Cox's Bazar, Bangladesh.”

1.3 Problem Statement

Government primary school teachers in the Cox's Bazar region have to face serious issues in providing consistent delivery of education due to frequent natural disasters, the ongoing refugee crisis, and the lack of proper resources (USAID, 2018; UNDP, 2021). All these make the learning context for the internally displaced and crisis-affected students complicated, where their psychological and emotional needs are not always addressed (Jones & Doolittle, 2017). Therefore, the academic journey of such learners is seriously impacted and growing recognition is being provided to integrating SEL into school curriculum so that students develop the needed skills in emotional control, resilience, and social competence (CASEL, 2023; Durlak et al., 2011).

Although SEL has been found to positively influence student well-being and academic achievement (Durlak et al., 2011; Payton et al., 2008), the application of SEL in government primary schools in Cox's Bazar is not well explored. Literature draws attention to teacher attitudes and readiness in adopting SEL practices (Brackett et al., 2012; Martínez, 2016). However, studies on government primary school teachers in Cox's Bazar and how they perceive and apply SEL in their classrooms with the limitations of their work settings are minimal (Sisimpur, 2021). Moreover, the Bangladesh National Curriculum Framework 2021 identifies the relevance of SEL, however it fails to specify clear measures for its proper execution at the school level (National Curriculum and Textbook Board, Bangladesh, 2020).

In addition, the core question is whether educators believe that SEL can really make a difference in their students' social and emotional development, particularly in such a challenging environment. Although SEL has been found to have positive outcomes, it remains doubtful whether educators in Cox's Bazar are cognizant of its possible impact or confident enough to implement it (Brackett et al., 2012; Jones & Doolittle, 2017). There is a need to explore whether teachers are convinced that SEL can contribute positively to students'

resilience, emotional well-being, and academic performance in a region affected by frequent disruptions and displacement.

This research aims to address these gaps by examining the perceptions of government primary school teachers about SEL, the issues influencing its implementation, teachers' perceptions of the effectiveness of SEL, and how SEL can be effectively implemented in classrooms in a setting where regular disruption and the need for psychosocial support are prevalent (Inter-Agency Network for Education in Emergencies, 2024).

The proposed research topic aims at investigating SEL in the Cox's Bazar region.

The research title for the study is "Government Primary School Teachers' Perceptions regarding Socio-Emotional Learning."

1.4 Research Questions

This study will address the following research questions:

1. How do government primary school teachers perceive SEL?
2. How does SEL reflect in their classroom practice?
3. What opportunities and challenges can influence the practice of SEL in their classrooms?

1.5 Purpose of the Study

The main focus of this research is to investigate the perspectives of teachers working at government primary schools in Cox's Bazar regarding SEL, taking into consideration the region's resource constraints and recurring natural disasters and the socio-emotional needs of internally displaced students.

The study aims to explore whether teachers give importance to SEL, understand its values, believe in its usefulness for students' growth and realize its relevance to the unique issues of students of this disaster-stricken area. Furthermore, the study will aim to investigate the difficulties and obstacles that educators have when attempting to incorporate SEL into their teaching practices, particularly in environments with limited resources. Besides these, the study will further investigate the driving factors that contribute to successful implementation of SEL in classrooms.

1.6 Significance of the Study

This study holds significant importance for several reasons:

Since Cox's Bazar district is susceptible to frequent natural disasters and social unrest, it is necessary to know about teachers' perceptions of SEL so that context-relevant interventions can be developed to promote emotional resilience and social skills among students.

The National Education Policy 2010 and the National Curriculum Framework 2021 both emphasize that students in Bangladesh should develop not only academic skills but also social and emotional skills (Ministry of Education, 2010; National Curriculum and Textbook Board, 2020). However, despite these policy recommendations, the actual classroom implementation of SEL remains poorly researched, especially in regions like Cox's Bazar that are faced with particular natural disaster and refugee crisis-specific challenges (Rahman et al., 2023; Sisimpur, 2021). This study will benefit policymakers immensely, helping them to refine existing education policies and help them to ensure that SEL is effectively implemented as per the guidance of the national curriculum.

Teachers in Cox's Bazar face very unique situations due to natural disasters and the Rohingya influx (UNDP, 2021; USAID, 2018). It is impossible to generalize their needs. This study will give us a better idea of what teachers need to improve their SEL skills.

Some research has explored Social and Emotional Learning (SEL) in Bangladesh's primary schools. For example, Himel (2023) discussed teachers' perceptions of SEL and highlighted that, although policies support SEL, its classroom application remains limited, especially in low-resource settings. Hoque (2024) pointed out barriers such as a lack of materials, limited professional development, and a greater focus on academic performance over SEL. Rahman et al. (2012) studied SEL practices in BRAC schools, which, although non-government, face similar challenges. Sisimpur (2021) introduced an SEL-based initiative in Cox's Bazar using storybooks and creative materials for younger children. However, these studies did not focus specifically on government primary schools in disaster-affected areas like Cox's Bazar. There is still a lack of knowledge about how government teachers in these areas understand SEL, what challenges they face, and how they apply it in classrooms. This study fills that gap by focusing only on government schools in Cox's Bazar. It adds new insights about teachers' real-life classroom practices, their training needs, and the kind of support they require. These findings can help education policymakers, curriculum planners, and school leaders create practical, context-based SEL training and support systems for teachers working in difficult conditions as according to Domitrovich et al. (2019), SEL needs to be implemented effectively by giving teachers specific training that gives them the skills and tools their context requires.

Finally, this study has broader implications for educational practice, not only in Cox's Bazar but also in other resource-constrained and disaster-prone areas. **Students** in disaster-prone areas like Cox's Bazar will benefit because the findings highlight how socio-emotional learning (SEL) can support their emotional well-being, reduce stress, and help them return to learning after difficult experiences like natural disasters or displacement. **Schools and the education system** can become more resilient by using the study's recommendations to integrate SEL in regular classroom practices, even with limited resources. This can lead to a more supportive and inclusive learning environment. **Teachers** will benefit because the study identifies the gaps

in their current training and provides suggestions for hands-on, practical SEL training. This will build their confidence and skills to better support students' emotional needs in real classroom situations.

Chapter 2

Literature Review

In this chapter, I will provide a summary of the literature that I have found relevant to my research study of government school teachers' perspectives on socio-emotional learning (SEL). I have tried to categorize the literature review into the following areas based on my research questions.

2.1 Conceptualizing Socio-Emotional Learning (SEL)

In simple terms, Socio-Emotional learning is the process of acquiring the necessary knowledge, skills, and attitudes for managing one's own emotions, growing situational awareness, and showing empathy to others (CASEL, 2023). It's also a gradual process of getting good at relationship skills and making good decisions for self and others. Since its inception in 1994, the Collaborative for Academic, Social, and Emotional Learning (CASEL) has been set on the mission to integrate SEL as an essential piece of all levels of education. The Committee for Children has defined SEL as the way to achieving three competencies, and they are- having awareness about oneself, managing emotions, and interpersonal skills. These core competencies are important for people of all ages for the purpose of school, work, and life success (Committee for Children, 2023).

2.2 Significance of SEL in Education

A lot of studies have shown the positive outcomes of SEL concerning several dimensions of student development (CASEL, 2023; Durlak et al., 2011; Payton et al., 2008; Taylor et al., 2017). A meta-analysis conducted by Durlak et al. (2011), which is considered to be one of the most well-known, demonstrated that social and emotional learning (SEL) interventions had a substantial and favourable influence on the academic performance, attitudes, and behaviours of students. A technical report that was written by Payton et al. (2008) included a summary of

the outcomes of three large-scale studies that investigated the effects of social and emotional learning programs on students who were enrolled in elementary and middle school. Multiple good results were demonstrated by SEL programs in each and every one of the situations. In addition, these interventions were successful not just in the classroom but also in the after-school environment as well. The studies also included students who had and did not have behavioral and emotional problems. All these studies found an increase in positive social behavior, situation awareness, and academic performance. According to Taylor et al. (2017), school-based SEL programs have been successful in assisting young people to grow positively, showing improvements in their social and emotional skills, attitudes toward themselves and others, and having helpful mindsets toward everyone. The OECD has placed much emphasis on SEL and made it an integral component in education systems worldwide. Social and emotional skills have been included as key competencies under the OECD Global Competence Framework (OECD, 2018). The OECD Future of Education and Skills 2030 report further breaks down skills into three categories, and SEL is one of the three (Johnson, 2021). Our National Curriculum Framework 2021 (NCF 2021) has taken this international concept into account, which has been mentioned on pages 23-24 of the NCF 2021 (National Curriculum and Textbook Board, Bangladesh, 2020).

2.3 Teachers' Perspectives on SEL

Although many people agree that SEL is important, how well it will work in educational institutes depends on teachers' perspectives and interventions, such as their feelings about the influence of SEL in students' lives and how much they are willing to implement it in their classroom lessons (Schonert-Reichl, 2017). A good number of research has been conducted to investigate the feelings or perceptions of teachers regarding SEL (Brackett et al., 2012; Martínez, 2016). From these researches, some have concentrated on the difficulties that the teachers have faced while trying to implement SEL in their educational practices, while others,

on the other hand, did studies regarding the benefits teachers have experienced with incorporating SEL in their classroom practices. For example, Brackett et al. (2012) found that when teachers knew about the benefits of SEL in students' lives and valued it, they were more willing to employ SEL programs and make classrooms useful for them and their students. Another example is provided by Martínez (2016), who said that the successful implementation of social and emotional learning interventions depends on teachers' dedication regarding this matter. In the same way, Ee and Cheng (2013) also pointed out that teachers who see SEL as beneficial to students' overall growth become more confident and committed to using it in their classrooms. Collie et al. (2012) suggested that teachers feel more motivated and equipped to include SEL in their teaching when schools support SEL through training and shared values.

2.4 SEL in the Global North and South

We all know that the Global North mostly has high-income nations and these nations have largely institutionalized SEL through national policies and structured curricula. The U.S. Department of Education has started to promote SEL through programs such as the 'Every Student Succeeds Act' (ESSA), which recognizes SEL competencies as integral to student success (Durlak et al., 2011). Now, if we get to Canada, we see that it has also begun to include SEL in its education plans at the provincial level. For example, SEL is required as a key part of the K–12 curriculum in Ontario's Wellbeing Strategy for Education (Ontario Ministry of Education, 2016). Finland's national curriculum makes SEL a clear requirement for all students, and teachers are taught how to use it in their daily lessons (Finnish National Agency for Education, 2014; Salmivalli et al., 2013). SEL is taught throughout the school curriculum by the Australian Student Wellbeing Framework. This intervention aims to ensure that students develop emotional resilience and social competence (Australian Government Department of Education, 2018).

However, the Global South, on the other hand has been facing many challenges in implementation such as resource limitations, infrastructural limitations, and conflicting educational priorities. In India, the Happiness Curriculum initiative in Delhi public schools incorporates mindfulness and emotional awareness into daily school routines (Delhi Government, 2018). Kenya has integrated SEL components into their competency-based curriculum reform, though implementation faces resource constraints (Kenya Institute of Curriculum Development, 2017). In Brazil, the Escola da Inteligência program has adapted SEL principles to local contexts, reaching over 200,000 students while addressing contextual challenges like socioeconomic disparities (Cury, 2018).

2.5 SEL in Countries with Similar Educational Structures to Bangladesh

Countries in South and Southeast Asia, especially, have education systems that are a lot like Bangladesh's. These countries have integrated SEL in ways that work for their social, economic, and cultural situations. The Ministry of Education in Sri Lanka has helped create teacher training programs and lessons that focus on the well-being of students and include SEL elements (Government of Sri Lanka, 2023). SEL concepts are reflected in Nepal's School Sector Development Plan (SSDP), which makes psychosocial well-being an important part of its educational goals (Ministry of Education, Science and Technology, 2016). Malaysia teaches Moral Education and Islamic Studies with SEL concepts that focus on empathy, moral behavior, and social responsibility. But SEL isn't widely used because teachers don't get enough training and there aren't enough ways to test students (Zakaria & Mustapha, 2019). Vietnam's competency-based program includes SEL, which focuses on teaching students how to think critically, control their emotions, and solve problems (Nguyen & Hallinger, 2020). When Pakistan's Single National Curriculum (SNC) started in 2020, it included parts of SEL. These parts focused on character development, social skills, and morals (Government of Pakistan, Ministry of Federal Education and Professional Training, 2020).

2.6 SEL in Coastal Cities with Constant Disasters and Internal

Displacement

In the Philippines, the Department of Education (DepEd) implemented the DRRM-CCA (Disaster Risk Reduction Management and Climate Change Adaptation) program, which integrates SEL components to help students build resilience (Domingo Dela Cruz & Ormilla, 2022). In areas like Tacloban, which was devastated by Typhoon Haiyan, schools have incorporated trauma-informed SEL practices to support students' psychological recovery (Flores et al., 2021). Following the 2004 tsunami, Indonesia's Aceh province developed comprehensive SEL programs for coastal schools. The "Building Back Better Schools" initiative included specific SEL components designed to address trauma and build community resilience (Shah & Cardozo, 2014). Vietnam's coastal provinces have integrated SEL into their disaster preparedness curriculum. The "Schools of Hope" program in the Mekong Delta region specifically addresses the needs of students from families internally displaced by flooding and erosion. The program emphasizes emotional regulation and community building skills (Nguyen & Kim, 2022).

2.7 Existing SEL Interventions in Bangladesh

The BRAC Education Program (BEP) has tried out an SEL program in its elementary schools. As part of this program, during class time, students were involved in activities where they had to share their feelings and work with peers in group activities (BRAC, 2020). UNICEF and the Ministry of Education in Bangladesh have also worked together to set up Mental Health and Psychosocial Support (MHPSS) programs in schools after the COVID-19 Pandemic. The main objective of these programs was to include mental health and psychological well-being in the national curriculum so that students could deal with trauma (UNICEF, 2021). One more important and famous SEL program in Bangladesh is Sisimpur. This program is for children

between the ages of pre-primary and primary school. It has SEL parts that are meant to help kids become good people, learn how to deal with their feelings, and make friends (USAID, 2019).

2.8 Teacher Practices

In their research, Jones et al. (2017) stated that teachers are very important to the implementation of SEL in primary schools because they are in charge of making the classroom a supportive space, showing students how to behave appropriately with others, and adding SEL tasks to the daily lesson plans. To develop emotional awareness and empathy among students, which are essential parts of SEL, teachers frequently use activities like role-playing, cooperative games, and storytelling (Schonert-Reichl, 2017). To promote SEL, teachers also design activities that help kids think about their own feelings, understand how others feel, and work out their differences in healthy ways (CASEL, 2023). Allbright et al. (2019) found that teachers in high-performing schools supported social-emotional learning by building strong relationships with students, using positive behavior strategies, and teaching SEL skills through daily lessons. Hunter et al. (2022) found that teachers implementing a classwide SEL program focused on integrating social-emotional learning into everyday classroom routines by consistently modeling SEL strategies, delivering explicit lessons, and embedding SEL language across subjects. Todd, Smothers, and Colson (2022) found that teachers incorporated SEL by creating examples, like listening carefully and being kind. They used group discussions, reflection time, and positive feedback to help students practice SEL.

2.9 Challenges in Implementing SEL

According to Domitrovich et al. (2019), SEL is hard to incorporate into classroom activities, especially in communities that aren't getting enough help or are underserved despite its possible benefits. The study has also identified that when academic success is given priority over social

and emotional development in schools, in addition to a lack of support systems and training, incorporating SEL in daily classroom activities becomes very hard. To make things worse, social constructs and cultural and contextual factors may also influence the acceptance and implementation of SEL practices (Castro-Olivo, 2014). Humphries, Williams, and May (2018) found that early childhood teachers in urban classrooms believed it was their job to support students' social and emotional skills, but they faced problems like balancing SEL with academic subjects, not having materials that matched students' backgrounds, and not getting enough training or support from their schools. Similarly, Buchanan et al. (2009) conducted a survey with teachers from two U.S. states and found that most teachers believed SEL is important and that schools should actively support it. However, they also said that academic pressure often left little time for SEL, and they would benefit from more training and help from professionals to use SEL more effectively in the classroom. Todd, Smothers, and Colson (2022) noted that many teachers in the United States are using SEL tools and strategies to help students succeed, but some teachers still feel unsure about how to use them. The authors stressed that teachers need a strong understanding of SEL before they can apply it in their classrooms.

2.10 The Government's Approach to SEL in Bangladesh

Though the National Education Policy 2010 does not directly refer to socio-emotional learning, it does contain several goals and objectives that align with SEL principles. The policy places an emphasis on moral and spiritual values, social skills, and emotional well-being. It seeks to inculcate the qualities of fairness, responsibility, self-control, good manners, respect for human rights, cooperative behavior, intellectual curiosity, and a non-discriminatory mindset (Ministry of Education, 2010). These are all part of the five core SEL competencies, named self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2023). The National Curriculum Framework 2021 directly supports SEL by including it under the "Desired Skills of the Learner" section. This framework categorized SEL

under the "Skills for Personal Empowerment" category, which includes building emotional intelligence, empathizing and building positive relationships, and responsible decision-making. The framework suggests that building these skills is necessary for all-rounded education and the overall development of a student and as evidence, it refers to multiple studies done by the OECD (National Curriculum and Textbook Board, Bangladesh, 2020). After all this emphasis on the implementation of SEL, hardly any research has been found to measure the practice of SEL in our country. Research can be found regarding play-based learning in pre-schools and inclusive education but not that much regarding the practice of SEL in primary classrooms (Rahman, 2020).

2.11 Disaster Risks in Cox's Bazar

The Global Climate Risk Index (CRI), which was developed by Germanwatch and shows how exposed and sensitive a country is to climate-related risks, says that Bangladesh is one of the most at-risk countries (Waliuzzaman et al., 2016). Although natural disasters affect nearly every district in Bangladesh, the coastal districts are particularly prone to such calamities. Among the nineteen coastal districts, Cox's Bazar is most badly impacted. With eight upazilas near the Bay of Bengal, this district experiences cyclones, tidal surges, flash floods, river and canal erosion, waterlogging, and heavy rains regularly (Disaster Management Bureau, 2010).

2.12 Impact on Education in Cox's Bazar

A USAID (2018) Rapid Education and Risk Analysis (RERA) report highlighted that Cox's Bazar was facing two specific problems that hampered the continuation of learning: frequent natural disasters and the ongoing refugee crisis. The study also stated that schools often had to be closed for long periods of time due to the occurrence of natural calamities, and the problem was made even worse when school buildings were used as emergency shelters during disasters (USAID, 2018). SEL is very important in these challenging situations as students learn how to

control their emotions and show understanding and resilience to bounce back from setbacks through SEL (Jones & Doolittle, 2017). These are essential skills for dealing with the mental effects of frequent disruptions. The USAID RERA report (2018) focused on the fact that SEL was key to fostering mental well-being in students who were exposed to trauma, as it helped them process emotional stress and also helped students to develop effective coping strategies. More research supports the idea that SEL can make students more resilient and schools more supportive. Both of these things are very important in places like Cox's Bazar, where students are affected by natural disasters as well as the trauma of being forced to move and living in an unstable society (UNDP, 2021; Transforming Education, 2019). The Minimum Standards in Education in Emergency (MSEE) Framework also stresses how important it is to put SEL first in emergency and crisis situations, which aligns with the studies mentioned above (Inter-Agency Network for Education in Emergencies, 2024). The MSEE Framework focused on how important it is to meet children's social and mental needs in order to protect their health and help them heal from trauma. The INEE (2024) says that SEL should be a part of emergency education programs to help kids build resilience, emotional control, and social skills. These are important for dealing with the stress and pain of moving and disasters.

Even though SEL is known to be helpful in these kinds of settings, not much study has been done on how government primary school teachers in Cox's Bazar understand and use it. The USAID RERA report (2018) said that there was a major problem with the way teachers were trained; many teachers might not have the skills and resources they needed to use SEL strategies successfully. It was suggested that teachers needed to get targeted SEL training to help them better meet the psychosocial needs of their students. A study by Sisimpur (2021) also talked about an effort in Cox's Bazar that used storybooks and interactive tools to teach young kids about SEL. This showed that teachers were key to helping with SEL integration in classrooms. However, the study also mentioned that it was still unclear how well or willingly

government primary school teachers in Cox's Bazar could use SEL in their lessons (Sisimpur, 2021).

2.13 Conceptual Framework

In simple words, a conceptual framework shows how our research variables/constructs are likely to relate to each other. It tells us what the important goals are for our study and shows us how they fit together to make sense (Swaen, 2024).

I have used the term "construct" instead of “variable” to develop my conceptual framework for this qualitative research, as it’s more feasible to use to refer to complex, abstract concepts that are not directly measurable but can be understood through various dimensions and indicators. In my study, concepts like ‘teachers' perceptions,’ ‘integration of SEL,’ are not directly measurable but can be understood through teachers' experiences, beliefs, and attitudes. Constructs capture the richness and complexity of these ideas (OpenAI, 2024).

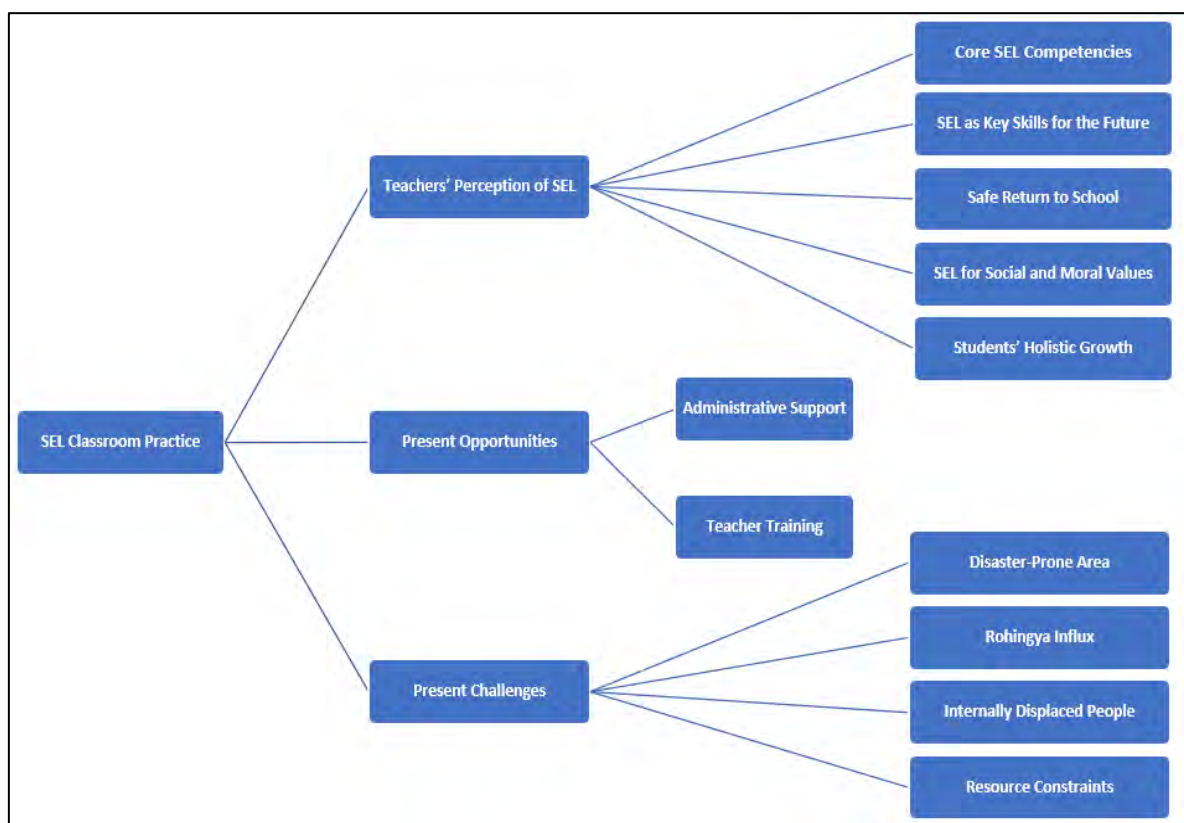


Figure 1: Visualization of the Conceptual Framework

2.13.1 Application of the Conceptual Framework

The overall application process of the conceptual framework is briefly explained below.

From the literature review, the following two constructs have been made.

A. Teachers' Perception of SEL (Independent Variable): It directly influences SEL Classroom Practice. The more teachers understand and value SEL, the more likely they are to integrate it into their teaching.

B. Opportunities & Challenges (Moderating Factors):

1. **Disaster-Prone Area:** Natural disasters disrupt education, affecting SEL implementation.
2. **Resource Constraints:** Limited materials, funding, and infrastructure hinder SEL.
3. **Internal Displacement of Students:** Student mobility impacts consistency in SEL learning.
4. **Training and Support:** Professional development strengthens SEL integration.
5. **Policy Emphasis on SEL:** Institutional backing supports SEL expansion.

C. SEL Classroom Practice (Dependent Variable): The final outcome, which depends on teachers' perceptions and moderating factors.

By utilizing this conceptual framework, my research will systematically explore the intricate dynamics of SEL perception, and its implementation, and may even dig into the significance and challenges, providing comprehensive insights into the perspectives

of government primary school teachers in Cox's Bazar, Bangladesh while keeping in consider contextual factors specific to this area.

Chapter 3

Methodology

In this section below, a brief overview of the various aspects regarding the research will be provided in order to provide a view on how I approached the research.

3.1 Research Site

I conducted my research in three underprivileged government primary schools in Cox's Bazar, Bangladesh. I selected Cox's Bazar because, during my research time period, I resided there for my job purposes. Also, Cox's Bazar as the research site was crucial due to the region's vulnerability to frequent natural disasters, which often led to school closures and disruptions in teaching (USAID, 2018; UNDP, 2021). These challenges made it essential to explore whether teachers believed that SEL was important and how they perceived its relevance in their teaching practices in such a volatile educational environment. In a simple sense, I used 'Purposeful Sampling' to select schools as I needed to develop a better understanding from information-rich sites, not to mention their willingness to participate (Patton, 1990).

To ensure confidentiality, I have anonymized the names of the schools involved in this study. The three schools are referred to as School A, School B, and School C throughout the thesis.

3.2 Research Approach

I used a qualitative research approach to find out what government primary school teachers thought about the practice of socio-emotional learning (SEL) in their classes. The qualitative method seemed like the best choice for my study because it let me learn more about the experiences, opinions, and views of the people who took part (Creswell, 2012).

3.3 Research Participants

My study involved two groups of participants:

1. Head Teachers (HT): As I did my research in three different government primary schools, thus, three head teachers of those primary schools took part in "One-on-One Interviews" that were semi-structured, and in addition, they also served as my key informants for the purpose of triangulation.
2. Assistant Teachers (AT): I conducted three semi-structured focus group interviews, one in each school, with four ATs participating in each FGI. Additionally, from the participants of the FGI of each school, I selected one AT to participate in One-on-One in-depth interviews with me. These interviews followed the same process as the HT's interview. I conducted these interviews across all three schools. In accordance with the principles of availability and accessibility, I picked the assistant teachers through the use of a 'Convenience Sampling' method (McLeod & Guy-Evans, 2023).
3. Classroom: Lastly, I observed the classroom of one assistant teacher from each school based on convenience sampling. In total, three classrooms were observed; one from each school. But I ensured that I observed the same class at least two times for each teacher so that the notes of the observation were not outliers and they reflected the general practices of the class. The assistant teachers' classes that I observed were all participants in the FGIs as well.

3.4 Research Sampling

All the samplings involved in this qualitative research were non-probability sampling as I selected the research sites and participants based on convenience, accessibility, critical cases and the ease of data collection (McCombes, 2023).

1. The three GPSs were selected based on purposeful sampling as these were most useful for the purposes of my study (Patton, 1990). Out of the three schools, two are situated in the Ukhiya Upazila, and the remaining one is located in the Ramu Upazila. The

mentioned two Upazilas are severely affected by natural disasters and also the Rohingya influx. So, the selected schools proved to be critical for my research study.

2. Each GPS had one HT. All three HTs from the three schools were interviewed, and no sampling was required in this case.
3. From the mentioned three schools, a total of 12 ATs (four from each GPS) participated in different parts of the data collection, and all were selected based on convenience sampling as they were most accessible to me (Mcleod & Guy-Evans, 2023).
4. For classroom observation, three classrooms from three different schools (one from each) were selected, also based on convenience sampling. The requested teachers were available and agreed willingly to participate in the classroom observation (Mcleod & Guy-Evans, 2023).

3.5 Data Collection Techniques

For the purpose of collecting data from research participants, I used three forms of data collection. And they were:

1. One-on-One Interview
2. Focus Group Interview
3. Classroom Observation

In the study, I used two types of qualitative interviews: One-on-One Interview and Focus Group Interview. A qualitative interview is when the researcher asks one or more research participants general, open-ended questions, and they record the answers for the purpose of transcribing and analysing (Creswell, 2012) I used one-on-one interviews to learn about each participant's personal views and experiences. As Creswell (2012) describes, a one-on-one interview is a form of interview in which the researcher asks questions to only one participant in the study at a time for the purpose of collecting research data. I also used focus group interviews (FGIs) to

hear shared and different opinions from groups of participants. Creswell (2012) points out that a focus group interview is a form of interview in which the researcher asks a few general questions to a group of people and records everyone's answer to collect shared and individual understanding on a matter. Finally, I used observation to see what was happening in real classroom settings. An observation is a data collection technique where the researcher gathers information by observing people and their surroundings (Creswell, 2012). I included this technique to better understand how SEL was actually being practiced, not just talked about.

Throughout the data collection process, I audio-recorded all the interviews with the participants' consent to ensure accurate data collection and transcription. I took small notes on the interview protocol form.

3.5 Data Collection Tool Development

For the purpose of collecting data different forms of data collection tools were developed. And they were:

1. Interview Questionnaire: The interview questions for both individual and group discussions were developed based on the research questions to keep the data collection clear and focused, following the approach suggested by Castillo-Montoya (2016). The interview questionnaire can be found in Appendix D., along with the Bangla translation of the questions.
2. Interview Protocol Form: A qualitative interview protocol form contains the interview conducting process, the interview questions and some spaces to record participant responses. A sample interview protocol form for my research has been attached in Appendix B. I have taken help from Asmussen & Creswell (1995) to develop the protocol form.

3. Classroom Observation Note: During the classroom observations, I took descriptive and reflective field notes as a ‘Nonparticipant Observer,’ maintaining my role in recording data where I described what had happened in the classrooms and my thoughts (Bogdan & Biklen, 1998). A sample field note is shown in Appendix C.

3.6 Data Analysis Process

I did thematic analysis of the collected data, which is a well-known way of analyzing qualitative data (Creswell, 2012). The analysis process involved the following steps:

1. Data Transcription: First, I converted all the recordings into written form, turning the conversations and interviews into text for easier analysis.
2. Familiarization: Next, I immersed myself in the transcriptions by reading them several times. This helped me get a feel for any recurring patterns, ideas, or experiences that came up.
3. Coding: Once I had a thorough grasp of the content, I started coding. This meant assigning labels or categories to different parts of the data, highlighting key ideas and insights that stood out during the review.
4. Generating Theme: After coding, I grouped similar codes together to identify themes. These themes reflected the core messages or patterns emerging from the data and provided insight into the research question.
5. Reviewing and Refining Themes: Finally, I reviewed and refined the themes. I went back to the data to make sure the themes truly captured what we’re being said, making adjustments where necessary until everything aligned well with the evidence.

This approach allowed for a deeper understanding of the data and ensured that the findings genuinely reflected the voices and experiences being studied.

3.7 Data Validation

The validation of the data happened in the following two ways.

1. **Data Triangulation:** In qualitative studies, triangulation means using proof from different people, types of data, or ways of collecting data to back up statements and themes (Creswell, 2012). As a researcher, I used three sources of data (the one-on-one interviews with the head teachers and the assistant teachers, focus group interviews, and classroom observations of the assistant teachers) to cross-verify the information and themes that emerged.
2. **Member Checking:** To validate the accuracy of data, member checking was used. It is a procedure in which the researcher asks one or more of the people who participated in the study to verify the correctness of the collected data (Lincoln, 1985). I shared my summarized notes with some of the participants to verify my collected data.

3.8 Field Plan

The following table was structured to showcase the field plan for data collection.

Table 1: Field plan for collecting data

Week	Location	Form of Data Collection	Participants	Quantity
1	School A	One-on-One Interview	1 HT 1 AT	02
		Focus Group Interview	4 ATs	01
		Classroom Observation	1 AT	02

2	School B	One-on-One Interview	1 HT 1 AT	02
		Focus Group Interview	4 ATs	01
		Classroom Observation	1 AT	02
3	School C	One-on-One Interview	1 HT 1 AT	02
		Focus Group Interview	4 ATs	01
		Classroom Observation	1 AT	02

3.9 Research Ethics

According to Kaler and Beres (2010), research ethics is based on the idea that it should be done in a way that follows rules of right and wrong behaviour. Ethical reporting and writing research means being honest about research findings and sharing them with participants. It also means making sure the study hasn't been published before, not plagiarising, not showing personal bias, and giving credit to those who helped (Creswell, 2012).

During the whole research process, ethical concerns were given the utmost attention. The study followed the moral rules of fairness, respect for people, and justice (Beauchamp & Childress, 2001). I took the following steps:

1. Informed Consent: All interview participants were given a letter of informed consent (see Appendix A) that told them what their roles were in the study and what rights they had. It was cleared to them that there would be no pressure to take part, and people could quit at any time without any negative effects.
2. Privacy: The names and personal information of the participants were kept secret. To protect privacy, pseudonyms were used in the transcripts and study reports.
3. Protecting the data: All the information gathered, like audio recordings, transcripts, and interview protocols, were kept safely, and only I and my supervisor were able to view it.
4. Ethical permission: Before starting the study, I got ethical approval from the Institute of Educational Development review board at BRAC University.

3.10 Role as a Researcher

There were a lot of work for me that I did as a researcher to collect and analyse data in this research. As a qualitative researcher, I needed to be aware of how my own biases, beliefs, and experiences might affect the research process, both during the data collection process and the data analysis process (Creswell, 2012). In light of this, I kept a reflective journal during the entire process of conducting research in order to record my thoughts, feelings, and any possible biases that might have arisen (Olmos-Vega et al., 2022). My belief was that if I took the time to think on my actions, it would help me remain conscious and on the right road.

In addition, I got to know the participants and made sure they felt safe and relaxed during the interviews and focus groups. This helped me get real information from them. I also made sure that the participants' points of view were properly shown in the reporting and analysis of the data.

3.11 Limitations of the Study

It is a common fact that every research study will have its limitations. Even though this study has many strengths and new findings, it also has some limitations that need to be mentioned.

The limitations of this study are given below:

1. **Small Number of Schools and Teachers:** The study only looked at three government primary schools in Cox's Bazar and involved a small group of teachers (three head teachers and twelve assistant teachers). This means the findings may not represent the views of all teachers in Cox's Bazar or other places. However, qualitative research can have a small number of participants, and that's normal because it focuses on deep understanding rather than large samples.
2. **Limited Time and Resources:** The research was done in a short time with limited resources. This made it hard to include more schools, teachers, or other methods like surveys to get a bigger picture.
3. **Focus on Specific Areas:** The study only covered schools in Ukhiya and Ramu Upazilas, which are heavily affected by disasters and the Rohingya crisis. The findings may not apply to other parts of Cox's Bazar or Bangladesh with different situations.
4. **Lack of Student or Parent Input:** The study only focused on teachers' views and did not include what students, parents, or other school staff think about SEL. This limits the understanding of how SEL affects students or the school community.
5. **Researcher Bias:** As the researcher, my own beliefs or experiences might have influenced how I interpreted the data. But to ensure neutrality, I always kept a journal to track this, and I believe the effects of personal bias was minimum.

Chapter 4

Findings

This chapter discusses the key findings from the Focus Group Interviews (FGIs), Key Informant Interviews (KIIs) and Classroom Observations that have taken place with government primary school teachers in Cox's Bazar. The findings are organized around the three main research questions of the study, each serving as a primary theme. Within each theme, subthemes were generated inductively based on responses and critically analyzed to identify consistencies, contradictions, and conceptual gaps. Classroom observation data were used to triangulate and contrast teacher-reported practices with actual classroom behavior.

4.1 Perceptions of Socio-Emotional Learning (SEL)

4.1.1 Teachers' Awareness and Understanding of SEL

In the FGIs and KIIs, many teachers expressed that they were familiar with the concept of Social and Emotional Learning (SEL). However, in their descriptions of SEL, they most often focused on general outcomes, such as emotional bonding, student attentiveness, and behavioural control.

When they explained SEL, their answers showed that their understanding was incomplete and superficial. Some participants only linked SEL to classroom activities (routine acts), such as songs or poems. As shown by statements like:

"In my own class, I create emotional engagement through rhymes, poems, songs, or riddles, and I practice this regularly." (FGI, S2M3)

"Yes, we know about SEL. Some guidelines come from the Directorate of Primary Education. There are instructions to create an emotional atmosphere at the start of class using songs, poems, or rhymes." (FGI, S2M1)

Furthermore, some teachers understood SEL simply as the natural emotional development that happens within families and society. For instance, one teacher stated:

"I believe that since humans are social beings, they learn from their surroundings. Their emotions and social realities are connected to their learning process. So, the combination of these two is what constitutes social and emotional learning." (KII, S3)

Another person said the same thing:

"In my opinion, since humans are social beings, they start learning from birth—first within the family, then in society and at school. I believe this continuous learning process is actually a form of SEL." (FGI, S1M1)

A few individuals linked it to the core concepts of SEL, such as self-awareness, empathy, and responsible decision-making. They didn't show a clear grasp of how SEL should be integrated consistently into teaching and learning. This was evident in responses like:

"I see SEL as an educational approach whose main goal is to enhance students' social and emotional skills." (FGI, S3F2)

"I understand it as something that is conducted through discussion, where students participate spontaneously." (FGI, S3F3)

These responses show they see SEL as helpful but don't know how to use it in a planned way. They spoke in general terms and gave few real examples.

4.1.2 Perceived Importance in Complex Contexts

Even though teachers only had a basic or surface-level understanding of SEL, they still saw its value. They said it helps students stay engaged and manage their emotions, especially in a difficult place like Cox's Bazar, which faces disasters, Rohingya influx,

and has a mix of people from different backgrounds. One teacher explained how SEL makes a difference in classroom behavior:

"In my opinion, when social elements and emotional regulation strategies are used in the classroom, students become more attentive and more interested in learning." (FGI, S1M1)

Teachers also spoke about the diversity in their classrooms. They said students come from different regions, cultures, and religions, which can make teaching more complex. But SEL can be helpful in this context as well. One teacher shared:

"In my school, students come from different places and backgrounds. They belong to various religions, ethnicities, and beliefs, and I teach them together. In this context, social and emotional learning helps them focus more on learning and builds a sense of brotherhood among them." (KII, S2)

Another common point was that SEL helps overcome barriers caused by language and poverty. Teachers noted that these factors often affect students' confidence and participation. As one teacher said:

"In my opinion, because of the language differences and diverse socio-economic backgrounds of students in Cox's Bazar, SEL is especially relevant here. It can help boost their confidence and support their participation in education." (FGI, S1F1)

Some teachers pointed out that Cox's Bazar is a unique area. It faces frequent natural disasters and has a large Rohingya population. These issues create extra pressure on students. One teacher explained:

"Cox's Bazar is somewhat different from other areas. It is generally disaster-prone and has a significant Rohingya population. There is a mix of different types of people here, and since it's also a tourist area, students may face various challenges. In this situation, I believe social and emotional learning helps them become mentally stronger and improves their ability to communicate with others." (KII, S2)

Another teacher highlighted how disasters can interrupt learning. SEL was seen as a way to help students return to school after difficult times. As the teacher noted:

"In areas like Cox's Bazar, where natural disasters occur frequently, students often remain disconnected from education for long periods. SEL activities help bring them back to school and re-engage them in regular learning." (KII, S3)

Although teachers talked about SEL as a way to build empathy, resilience, and classroom engagement, what was seen in the classroom did not match. In S1, where teachers spoke positively about SEL, the actual classroom showed harsh discipline and command-based teaching.

Observation Note:

"The teacher physically punished a student for not listening and yelled at several others who couldn't answer." (S1M1)

This gap between what teachers say and what they do suggests that SEL is more of an ideal than a regular practice.

4.2 SEL in Classroom Practices

4.2.1 SEL as a Tool for Enhancing Emotional Well-being

Many teachers shared that SEL helps students feel better emotionally. It allows them to express their feelings, become less shy, and develop empathy. Teachers said students

appeared happier and more connected to each other after doing SEL activities. One teacher said:

"I have noticed that when students are introduced to emotional learning, they become more enthusiastic, overcome shyness, and show empathy toward each other. As a result, their learning becomes more effective." (FGI, S1F2)

Another mentioned the emotional impact of creative activities:

"After songs, poems, or storytelling, they feel happy, stay together, and fight less." (FGI, S3F1)

Teachers also described how students learn to stay calm and care about others:

"After discussions, students stay calm and become more empathetic. We try our best." (FGI, S3F3)

Others noticed clear emotional changes in students over time. One teacher shared:

"After doing these activities, I noticed clear changes in students. Many of them overcame shyness. I saw that they became more empathetic, learned to understand each other, and improved their social communication." (KII, S1)

4.2.2 SEL Increasing Student Participation

Teachers also believed that SEL helped students take part more in class. They said students became more confident, expressed themselves better, and showed a new interest in learning. One teacher explained how SEL helped reduce hesitation:

"With the use of SEL, they can express their feelings more easily. Their hesitation goes away, and they develop a new interest in learning." (FGI, S2M3)

Another teacher observed changes in attendance and student-teacher relationships:

"Students are now more attentive in class, come to school regularly, and the fear they used to have toward teachers has decreased." (KII, S3)

Overall, teachers felt that SEL made students more open, calm, and ready to take part in learning. It not only improved their emotional health but also helped them stay involved in their education. In contrast, the absence of SEL makes struggling students feel scared and anxious. They fear giving wrong answers. They cannot enjoy learning.

Observation Note:

"When the teacher called on students randomly, they all looked anxious and scared."
(S1M1)

4.2.3 Teachers' Perceptions of Which Subjects Are Suitable for SEL

Teachers shared different views about where SEL fits best in the classroom. Some believed SEL could be included in all subjects, but many felt it was easier to apply in creative or language-based subjects. They often named Bangla, English, art, and moral education as subjects where SEL could naturally take place. One teacher explained:

"SEL should be included in all subjects, but it is easier to do in art, music, and physical education." (KII, S3)

Others shared that SEL fits better with subjects that allow for storytelling, discussion, and emotional reflection.

"It's easier to apply SEL in Bangla and English. It happens less in Math, but more in subjects like Bangladesh and Global Studies or Science." (FGI, S2M1)

Another teacher added that some subjects are more suited for values and emotional topics:

"In my opinion, SEL can be easily included in subjects like 'Bangladesh and Global Studies,' 'Bangla,' and 'Islam and Moral Education.'" (FGI, S1M1)

Some noted that while SEL is mentioned in the curriculum, in practice, it is mostly done in a few selected subjects.

"There are instructions for all subjects, but SEL is mostly practiced in physical education, art, music, and similar subjects." (FGI, S2M3)

This shows teachers see SEL as something only suitable for "easier" subjects, rather than a core part of all subjects. Teachers do not view it as a cross-curricular approach that can be embedded in all learning areas.

This perception was also reflected in classroom observations. For example, in one classroom (S3), the teacher started by greeting students and asking if they had eaten breakfast. This showed a caring attitude and an attempt to build emotional connection:

Observation Note:

"Entering the classroom, she exchanged greetings with the students and asked if everyone had eaten breakfast." (S3F3)

However, in the same class, the students who were able to answer questions regarding the previous class only received appreciation.

Observation Note:

"She made a few cold calls to see if the students remembered what they learned in the previous class. Students who were able to answer received words of appreciation such as 'Sabbash', 'excellent', 'good girl', and 'good boy'. (S3F3)

A similar pattern was seen in another classroom (S2). One student struggled to read, but instead of being supported, the teacher simply moved on to the next student:

Observation Note:

"A student was struggling to read. She called the next student to read. Congratulated her for reading." (S2F2)

These comments and observations show a gap between teachers' beliefs and what happens in practice. They believe in SEL, but they don't always apply it in ways that support every student or include it across all subjects.

4.3 Opportunities and Challenges in SEL Implementation

4.3.1 Structural and Resource-Related Barriers to SEL Implementation

A. Lack of Teaching Materials and Equipment

Many teachers shared that they do not have the materials needed to carry out SEL activities. They mentioned the need for laptops, musical instruments, and other tools to make lessons more engaging.

"We face many kinds of challenges. The biggest problem is the lack of materials, as we don't have enough laptops or related equipment." (KII, S1)

"There is a shortage of music equipment. We need instruments like harmonium and tabla, as well as a separate teacher for this subject." (FGI, S2M1)

B. Large Class Sizes

Teachers said that having too many students in one class makes it hard to do group activities or give attention to individual students. This affects the quality of SEL practices.

"When there are too many students, it's difficult to conduct group activities." (FGI, S3F1)

C. Limited Time for SEL Activities

Teachers also pointed out that they struggle to find time for SEL within their regular class schedule. They feel pressure to complete the syllabus, so SEL is often left out.

"It's difficult to practice new songs or rhymes every day. It's also a challenge to fit these into the regular class time." (FGI, S2M3)

"It's not always possible to do SEL in class. It requires separate materials or time." (FGI, S3F2)

4.3.2 Insufficient and Infrequent SEL Training Support

Teachers acknowledged that they had received some training on SEL, but it was not enough. Many shared that the training was not practical or detailed, and they were not clearly shown how to use SEL in the classroom. Some said SEL was briefly mentioned during other trainings but not explained properly. They felt that step-by-step and hands-on training would help them more.

"I have received some training before, but I can't apply all of it. Hands-on training is needed." (FGI, S3F1)

Others felt that regular training sessions would help them remember and improve their SEL practice.

"I apply the training I've received in my teaching. But I believe that to make it more effective, training should be given more frequently (every 2–3 months), otherwise there's a chance of forgetting what we've learned." (FGI, S1F1)

Some teachers mentioned that SEL was included briefly in subject-based training, but not covered in enough detail.

"There was some SEL included in the subject-based training, but it was not taught in detail." (FGI, S2M1)

Others emphasized the need for clear, step-by-step guidance on how to use SEL strategies in real classroom situations.

"We have received some training, but it's not fully enough. If regular and hands-on training is given, like how to apply SEL in the classroom, our confidence will grow, and it will help create a better environment for students." (KII, S1)

Another teacher shared a similar opinion, calling for more practical training:

"Some training has been given, but it is not enough. If step-by-step and practical training is provided, it will be more helpful for the students." (KII, S3)

These statements show that teachers want more frequent, clear, and hands-on training. Because they don't feel confident about how to use SEL, it is not applied consistently in classrooms. Many teachers said they understand the idea of SEL but need more practical support to make it part of their daily teaching.

4.3.3 Peer and Administrative Support to Strengthen SEL Practices

Teachers shared that working together, sharing ideas, and discussing classes in groups help them understand and apply SEL better. Some mentioned that support from skilled colleagues is useful. They also felt that head teachers can play a key role in leading SEL efforts. However, support from the administration is still limited, and SEL is rarely discussed in official meetings.

A. Peer Discussions Help Teachers Apply SEL

Many teachers said that sharing ideas in meetings or informal discussions helps them better understand how to use SEL in the classroom.

"Sometimes we hold learning discussions in the teachers' meeting. In these spaces, we share what we learned from training with each other, which is helpful." (FGI, S1M1)

B. Collaboration Among Teachers Is Useful

Teachers believed that working as a team and learning from one another is important, especially since not all teachers are confident in every area.

"Not all teachers are skilled in every area, so seeking advice and working together can be effective." (FGI, S2M3)

"In my opinion, we can support each other through committee-based group work." (FGI, S1F1)

C. Skilled Teachers Can Guide Others

Teachers noted that those with more understanding of SEL can help their peers by explaining and demonstrating good practices.

"When those who understand well explain it to others, it's helpful." (FGI, S3F1)

D. Head Teachers Can Play a Leading Role

Some teachers believed that head teachers have an important role in encouraging and guiding SEL efforts across the school.

"I believe the head teacher can play an important role. He can unite colleagues and lead the implementation of SEL." (FGI, S1M2)

E. Limited Support from Administration

While a few teachers noted some administrative support, most felt it was not enough. SEL is not a regular topic in official meetings.

"There is some support from the administration, but it's not enough. SEL is not discussed much in committee meetings." (KII, S3)

Reflective Insight Across Schools:

"Even in classrooms with SEL posters (S1), teachers still used strict discipline. This shows that just having visual tools isn't enough, teachers also need a change in mindset and proper training. In total, six classroom observations were done in three different schools; none of the class teachers even once used any strategies to encourage or motivate struggling students."

The thematic analysis reveals that GPS teachers do recognize the importance of SEL, especially in challenging and disaster-affected areas. However, the way they interpret SEL is often activity-based practices for attention and classroom behavioral management. Regretfully, their classroom actions sometimes contradict their stated beliefs.

Chapter 5

Discussion, Conclusion, and Recommendations

This chapter offers a thoughtful discussion of the study's key findings. It links the finds with established research on Socio-Emotional Learning (SEL). It brings together these insights to draw meaningful conclusions. And lastly, it presents clear, practical recommendations to support and strengthen SEL implementation in Government Primary Schools (GPSs) across Cox's Bazar, Bangladesh.

5.1 Discussion

This study carefully explored how Government Primary School (GPS) teachers in Cox's Bazar understand and use Socio-Emotional Learning (SEL) in their teaching. Cox's Bazar is a difficult setting because it faces natural disasters (like floods or cyclones), students' internal displacement and also hosts a large number of Rohingya refugees, making teaching more complex. The findings from the previous chapters show that while teachers have some understanding of SEL, their actual teaching practices do not always reflect that understanding. In other words, there is a gap between what they believe and what they do in the classroom. This section of the thesis (the discussion) now aims to pull all the findings together, compare them with what other researchers have said (the existing literature), and link everything back to the main research questions and to the importance of the study, which was described earlier.

Teachers' Perceptions of SEL: A Contextual Understanding

The research found that GPS teachers in Cox's Bazar have varied levels of understanding about SEL. Some teachers naturally associate SEL with children's overall social and emotional growth — even if they don't use formal terms. Others recognize specific elements of SEL like self-awareness, empathy, and responsible decision-making. However, most of them lack a formal or structured understanding of SEL as outlined in established frameworks like the

Collaborative for Academic, Social, and Emotional Learning (CASEL, 2023). Because of this informal understanding, many teachers tend to use SEL mainly as a discipline tool to keep students focused or behaving well, rather than seeing it as a comprehensive approach to support students' full development. This matches what Schonert-Reichl (2017) emphasized that SEL only works well when teachers deeply understand it and are prepared to implement it. It also ties into the thesis's original problem statement, which noted that teachers' attitudes and readiness are key factors in whether SEL is actually adopted (Brackett et al., 2012; Martínez, 2016).

Interviews have revealed that teachers understood that SEL can help in several important ways. It can build students' mental resilience, helping them cope with difficulties. It can improve how students communicate, both with teachers and peers. It can help re-engage students whose schooling has been interrupted repeatedly by natural disasters (like cyclones or floods). This understanding aligns with what other researchers, such as Greenberg et al. (2003), have stated that SEL can reduce the harmful effects that stressful or traumatic experiences have on children's learning and emotional growth.

SEL in Classroom Practices: Bridging the Gap

In the FGIs and KIIs, teachers talked positively about SEL. They expressed that it was helpful for students' emotional and academic growth. However, classroom observations revealed that their teaching methods did not align with SEL principles in practice. For example, they didn't often show empathy or give individual support to students who were struggling. Instead, strict discipline and authoritative teaching styles were still common, even among teachers who claimed to value SEL. Their behaviour shows a gap between their beliefs and their actions. This gap might be caused by system-level issues (like lack of institutional support), old teaching habits that are hard to change, and especially a lack of practical, hands-on training on

how to apply SEL in real classrooms. This finding is supported by Domitrovich et al. (2019), who point out that even when schools have SEL or prevention programs, teachers often struggle to apply them unless they get proper support and mindset shifts. Again, it also echoes what Schonert-Reichl (2017) emphasised: teachers need to be truly prepared both emotionally and practically to successfully use SEL strategies.

Many teachers saw SEL as only fitting certain subjects, like arts or language, instead of something that belongs in all subjects (like science or math). This limits how SEL is used; it gets treated like an add-on or separate activity, not as part of everyday teaching. As a result, SEL is not embedded deeply in classroom life, which reduces its long-term impact. This shows there's a need for teacher training that explains how broad SEL really is, and shows teachers how to apply SEL across the curriculum, not just in specific subjects. Durlak et al. (2011) conducted a landmark meta-analysis of over 200 SEL programs and found SEL programs are most effective when systematically integrated into daily teaching practices, not treated as separate or occasional lessons. Elias et al. (1997) emphasized the importance of a whole-school approach to SEL, where it must be part of school culture, curriculum, classroom management, and even school policies. This creates a consistent environment for students to build emotional and social skills.

Opportunities and Challenges in SEL Implementation: A Path Forward

The study found that teachers want to apply SEL, but they're held back by serious, everyday obstacles such as electricity outages, too many students per teacher (large class sizes), not enough teaching time, and lack of materials or classroom resources. These problems make it very hard to use SEL methods, especially those that require personalized attention, hands-on activities, or special tools. The literature review of chapter 2 did show that in infrastructure- and resource-poor settings like Bangladesh, where academic success is given more preference,

implementing SEL can be challenging (Himel, 2023; Hoque, 2024; Rahman et al., 2012). Additionally, it is important to note that these problems are not unique to Bangladesh. Similar issues appear around the world, especially in low-resource settings such as challenges with digital technologies, need for improved teacher feedback and training, curriculum overload and lack of coherence and clarity in SEL policy, as noted in OECD reports (OECD, 2018).

The research revealed that teachers had received some SEL training, but it was often insufficient and not regular and was too theoretical, and lacked practical classroom strategies. This is a key reason why their understanding didn't translate into action; knowing about SEL in theory doesn't help if you don't know how to use it in real-life teaching. Teachers themselves expressed that they wanted more frequent, hands-on training. They requested for examples of how to use SEL in different subjects and context-specific guidance that reflects the realities of classrooms in Cox's Bazar. This request clearly matches with what literature says. Castro-Olivo (2014) emphasized that SEL must be culturally and contextually tailored to work effectively. The National Curriculum Framework 2021 did identify the relevance of SEL for students. However, it failed to specify how to apply it in classroom settings (National Curriculum and Textbook Board, Bangladesh, 2020). And this ambiguity has greatly affected classrooms, as the observations made it clear that intentional implementation of SEL in classrooms was missing. This shows a serious gap between policy and practice.

Finally, teachers found it useful to share ideas and get advice from colleagues. They acknowledged the value of peer collaboration in improving SEL practices. But they also pointed out that administrative support was limited, as SEL was rarely a discussion topic in official meetings. Without active involvement from school leaders, SEL doesn't become a school-wide priority. Teachers may feel unsupported or unsure about how much importance to give to SEL. In classroom observations, it was also clear that even when SEL posters were on the walls, some teachers still used strict, command-based discipline. Such behaviour shows

that real change needs more than materials. It requires a shift in mindset, hands-on training, and, most of all, a supportive school culture. Elias et al. (1997) stressed the need for a positive school environment to support SEL.

5.2 Conclusion

This study explores how Government Primary School (GPS) teachers in Cox's Bazar, Bangladesh, understand and apply Socio-Emotional Learning (SEL) in their classrooms. The research found that although teachers generally agree that SEL is important, especially in a region affected by frequent natural disasters and humanitarian crises, they often lack foundational understanding and structured training in how to actually use SEL in practice. Their understanding is more intuitive than formal, and their daily classroom activities don't always reflect the SEL principles they believe in.

A major issue identified is the gap between theory and practice. Teachers may know that SEL matters, but they struggle to apply it effectively in real classrooms, particularly when it comes to supporting vulnerable or struggling students. This gap exists largely because current teacher training is either inadequate or too theoretical, and systemic problems, like large class sizes and limited resources, make it even harder to practice SEL meaningfully.

To address this, the study recommends a comprehensive, hands-on training approach that fits the local context of Cox's Bazar. Teachers need practical tools and strategies, not just general ideas. In addition, it's important to build a supportive school culture, where teachers can learn from each other and get guidance from school leaders. This idea is supported by Durlak et al. (2011), who argue that effective SEL programs must combine individual teacher development with strong institutional support.

The findings also support earlier studies like Sisimpur (2021), which highlight that SEL is an under-researched area in vulnerable settings like Cox's Bazar. This lack of attention overlooks

the fact that teachers are not being able to meet the emotional and social needs of students in the disaster-prone context of Cox's Bazar. The study also strongly argues that targeted interventions are essential to bridge the gap between national education policies and what actually happens in classrooms.

In conclusion, the study emphasizes that SEL isn't just a beneficial addition; it's crucial for the well-being and development of students in regions like Cox's Bazar, where students often face instability, trauma, and displacement. As Hebebcı (2023) and Hossain (2016) both point out, these students already deal with significant disruptions and resource shortages, so they urgently need a learning environment that supports their emotional as well as academic growth. The study, therefore, confirms its original purpose to show that SEL must be prioritized and adapted to the needs of such high-risk, high-need educational settings.

5.3 Recommendations

Based on the findings and conclusions of this study, the following clear and practical recommendations are put forward to improve the implementation of Socio-Emotional Learning (SEL) in Government Primary Schools in Cox's Bazar, Bangladesh.

5.3.1 Culturally and Contextually Relevant SEL Training by Government Authorities

The National Academy for Primary Education (NAPE) should take the main role in developing the SEL training curriculum, modules, and materials. The Directorate of Primary Education (DPE) should coordinate with Primary Teachers Training Institutes (PTIs) and schools to roll out and monitor the training. These trainings must be practical and hands-on. They should reflect the local culture and context of Cox's Bazar. The programs should aim to achieve the following aspects:

- The training curriculum should not treat SEL as a separate or extra subject. Instead, SEL activities and skills (like empathy, awareness, managing emotions, teamwork, etc.) should be included within the existing school subjects, such as language, social studies, or science. This arrangement makes it easier for teachers to use SEL without feeling overwhelmed. When SEL is part of the regular lessons, schools are more likely to keep using it over time because it fits naturally into their teaching plan. In short, SEL needs to be a part of what's already being taught, not as something extra.
- The provided supporting materials (like guides, lesson plans, and teaching tools) need to be written in Bangla, the language teachers are most comfortable with. The resources should be easy to find and use for everyone. This approach helps remove language barriers that might make it challenging for teachers to understand or apply SEL. As a result, more teachers will be able to use SEL in their classrooms confidently and effectively.
- The training should emphasize practical application. The trainings should focus on large classroom management, developing lesson plans that integrate SEL. It should focus less on just talking about SEL theories and more on showing teachers exactly how to use SEL in real classrooms. It must provide practical tools and methods that teachers can use right away, like role-plays, real-life examples, and hands-on training. This method helps teachers learn by doing, which builds their confidence. This thesis study found that teachers clearly want more practical, not just theoretical, training, so this recommendation directly responds to that need.
- After the completion of training, regular training and refresher courses for teachers, ideally every 2–3 months, should be provided. These ongoing sessions

help teachers keep their skills fresh, address new challenges, and maintain confidence in using SEL strategies. Continuous support is essential for making new teaching practices stick and become part of everyday classroom routines. Teachers in the study clearly expressed the need for this kind of consistent, long-term support.

5.3.2 Institutionalizing SEL Through Policy, Curriculum, and Implementation Support

It is recommended that the Ministry of Primary and Mass Education (MoPME) formally mandate the integration of SEL into daily teaching practices in GPS when the new curriculum revision comes in. To support this, the National Curriculum and Textbook Board (NCTB) should embed SEL into the national curriculum, textbooks, and lesson plans, ensuring it becomes a natural part of classroom instruction. Additionally, DPE in collaboration with the Office of the Divisional Deputy Director should insist the District Primary Education Officers (DPEO) to take responsibility for implementing this mandate by providing clear guidance to schools, training teachers, and monitoring progress to ensure consistent and effective use of SEL across all primary schools in the country.

5.3.3 Establishing Robust Peer-Support Systems by Collaboration

To build a strong and lasting SEL culture in schools, teachers need to support and learn from each other. The local-level administrative heads of primary education, such as the Thana Education Officer (TEO) or the Upazila Education Officer (UEO), should motivate GPSs to create and encourage systems where teachers can share ideas, solve problems together, and reflect on their experiences. The following features need to be promoted.

- GPSs should team up and facilitate learning communities, where they actively support the creation of teacher groups where educators can meet regularly to share experiences, discuss challenges, and find solutions together, especially around SEL. These groups can exist within a school or across different schools. Such collaboration helps teachers learn from each other, grow professionally, and apply SEL more effectively. It supports the idea that peer learning is key to successful and lasting change in teaching practices.
- Mentorship programs should be set up by the school authorities, where experienced teachers skilled in SEL mentor and support those with less experience. This can happen through one-on-one or small group sessions. Mentors can share practical tips, offer guidance, and provide emotional support, helping newer teachers build confidence and apply SEL effectively in the classroom.

5.3.4 Strengthening Administrative Support and Leadership

Strong and consistent support from school administration is key to making SEL work well and last over time. The School Management Committee (SMC) should make SEL a regular part of meetings and request teachers to make it a part of their lesson plans. They also need to provide the right support, such as time, materials, and training, so teachers can apply SEL in their classrooms. Creating a school environment that reflects SEL values, like respect, empathy, and open communication, is just as important. When school leaders recognize and reward teachers for their efforts in using SEL, it helps build motivation and keeps the momentum going. This kind of leadership is necessary to make SEL a lasting part of everyday teaching and learning.

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Appendix A.

Letter of Informed Consent

Dear Participant,

I hope you are having a wonderful day. I am Mirza Muhammad Tehzib Sadaf, a postgraduate student at BRAC University, Bangladesh. My student ID is 21357019. For my master's thesis, I am currently doing a research titled “Government Primary School Teachers' Perspectives on Socio-Emotional Learning in Cox’s Bazar, Bangladesh.” I'd like to invite you to participate in this study by conducting a one-on-one/focus group interview.

Please keep in mind that participating in this study is completely optional, and you can quit at any time without any consequences. Your profile and real name will be kept secret, and a fake name will be used in the investigation report to protect your privacy.

I'm going to record the interview so that I can make sure the information I get is correct and to help me write. But these tapes will be kept safe, and only I will be able to hear them. This information will only be used for research and will not be given to anyone else besides the study evaluation team.

If you agree to take part, please sign below to show that you agree. Please don't be hesitant to get in touch with me or my study coordinator if you have any questions or concerns.

Sincerely,

Mirza Muhammad Tehzib Sadaf

Student ID: 21357019

Contact: (+88) 01986095031

Email: mirza.sadaf@teachforbangladesh.org

By signing below, I agree that I have read this paper and fully understand its contents. I voluntarily agree to participate in this research study.

Participant Name: _____

School: _____

Designation: _____

Signature: _____

Date: _____

Appendix B.

Interview Protocol

Research Title: Government Primary School Teachers' Perspectives on Socio-Emotional Learning in Cox's Bazar, Bangladesh.

Time of Interview:

Date:

School:

Interviewer:

Participants:

- 1.
- 2.

Participant's Designation:

Form of Interview:

- One-on-One Interview
- Focus Group Interview

Hello, everyone.

I hope you are having a good day. I am Mirza Muhammad Tehzib Sadaf, a postgraduate student at BRAC University, Bangladesh. My student ID is 21357019. For my master's thesis, I am currently doing a research titled "Government Primary School Teachers' Perspectives on the Practice of Socio-Emotional Learning in Classrooms."

The purpose of the research is that I want to know your perceptions regarding SEL and its significance. I want to know how you define it, see the benefits and challenges you face while making it a part of your daily classes.

Please be aware that participation in this study is completely up to you, and at any time of the process, you have the freedom to withdraw without experiencing any consequence. Your profile and identity will be kept completely confidential, and a pseudonym will be used in the investigation report to make it completely anonymous.

I will be audio-recording the whole interview for the data transcription process. The interview will not take more than 45 minutes. However, these recordings will be kept safe and accessible only to me and my research supervisor.

I hope you all have signed the 'Informed Consent Letter.' Now, let's begin.

- Turn on the tape recorder and test it.

Research Question 01: How do government primary school teachers perceive SEL?

KII	FGI
1. Can you describe what Socio-Emotional Learning (SEL) means to you? 2. In your opinion, how does SEL affect our students? 3. How might SEL affect students	1. How many of you have heard about SEL before, and what do you understand by it? 2. How do you think SEL can affect students in your classroom? 3. In what ways can SEL influence students'

in regions that experience frequent natural disasters?

emotional well-being and academic performance in Cox's Bazar?

Research Question 02: How does SEL reflect in their classroom practice?

KII	FGI
1. Have you seen teachers integrate any SEL practices in their classrooms? If so, can you share some specific examples? 2. What activities or methods do teachers use to promote SEL in their students (e.g., role-playing, group activities, emotional discussions)? 3. How do your teachers observe the changes SEL brings in their students' behavior and learning? 4. In which subjects, do you think SEL is easier to integrate?	1. Have any of you used SEL practices in your classrooms? Can you share specific examples of how you've integrated SEL into your lessons? 2. What activities or methods do you use to promote SEL in your students? For example, do you use role-playing, group activities, or emotional discussions? 3. How do you observe the changes SEL brings in your students? For instance, do you look for changes in behavior, emotional expression, or social interactions? 4. In which subjects, do you find it easy to integrate SEL activities?

Research Question 03: What opportunities and challenges can influence the practice of SEL in their classrooms?

KII	FGI
1. What are some of the challenges teachers face in implementing SEL in their classroom? 2. Are there any resources, training, or support from the government or the education	1. What are some of the challenges teachers face when trying to implement SEL in the classroom? 2. Are there any resources, training, or support from the government or the education ministry that could help you incorporate SEL more effectively into

ministry that could help your teachers incorporate SEL more effectively in their teaching practices? 3. Do you think there is enough support from the school administration to implement SEL in your teachers' classrooms? 4. How do you feel about the level of teacher training on SEL? Would more professional development training from the ministry, school administration, or NGOs improve teachers' ability to teach SEL?	your teaching practices? What kind of support would make the most significant difference? 3. Do you feel there is enough support from your school administration to implement SEL in your classroom? If not, what additional support is needed? 4. How can your colleagues support you to implement SEL in your classroom? 5. How would you assess the level of teacher training you've received on SEL? Would more professional development training from the ministry, school administration, or NGOs be helpful for you to teach SEL more effectively?
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Thank you so much for your time and cooperation. I want to again assure you that the data I have collected today will remain confidential and will only be used for this research purpose. As I have already provided you with my contact information, please feel free to contact me if you have any questions or concerns.

Appendix C.

Field Note Sample

Classroom Observation Field Notes

Research Site:

Assistant Teacher's Name:

Grade:

Subject:

No. of Students:

Observer:

Role of Observer: Non-participatory observation of the classroom to identify the presence of SEL

Date & Time:

Classroom Observation Checklist		Short Description
Does the classroom have clear, easily accessible emergency exits and emergency plans visible to students?	Y/N? _____	
Are there visible resources that support emotional regulation, such as posters with calming techniques, mindfulness practices, or crisis hotlines for mental health?	Y/N? _____	

Length of Observation:

Time Stamp	Descriptive Notes	Reflective Notes

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Appendix D.

Bangla Translation of the Research Questions

Research Question 01: How do government primary school teachers perceive SEL?

KII (English)	KII (বাংলা)
1. Can you describe what Socio-Emotional Learning (SEL) means to you?	১। Socio-Emotional Learning (SEL) বা সামাজিক-আবেগীয় শিক্ষা বলতে আপনি কী বোঝেন তা ব্যাখ্যা করতে পারবেন?
2. In your opinion, how does SEL affect our students?	২। আপনার মতে, সামাজিক-আবেগীয় শিক্ষা (SEL) আমাদের শিক্ষার্থীদের কীভাবে প্রভাবিত করে?
3. How might SEL affect students in regions that experience frequent natural disasters?	৩। যেসব অঞ্চলে প্রায়শই প্রাকৃতিক দুর্যোগ ঘটে, সেখানে সামাজিক-আবেগীয় শিক্ষা (SEL) শিক্ষার্থীদের কীভাবে প্রভাবিত করতে পারে?
FGI (English)	FGI (বাংলা)
1. How many of you have heard about SEL before, and what do you understand by it?	১। আপনাদের মধ্যে কতজন আগে SEL বা Socio-Emotional Learning (সামাজিক-আবেগীয় শিক্ষা) সম্পর্কে শুনেছেন, এবং এটিকে আপনি কীভাবে বুঝেন?
2. How do you think SEL can affect students in your classroom?	২। সামাজিক-আবেগীয় শিক্ষা (SEL) কীভাবে আপনার শ্রেণিকক্ষে শিক্ষার্থীদের প্রভাবিত করতে পারে বলে আপনি মনে করেন?
3. In what ways can SEL influence students' emotional well-being and academic performance in Cox's Bazar?	৩। কক্সবাজারের মতো এলাকায়, সামাজিক-আবেগীয় শিক্ষা (SEL) কীভাবে শিক্ষার্থীদের মানসিক সুস্থতা এবং একাডেমিক পারফরম্যান্সকে প্রভাবিত করতে পারে বলে আপনি মনে করেন?

Research Question 02: How does SEL reflect in their classroom practice?

KII (English)	KII (বাংলা)
1. Have you seen teachers integrate any SEL practices in their classrooms? If so, can you share some specific examples? 2. What activities or methods do teachers use to promote SEL in their students (e.g., role-playing, group activities, emotional discussions)? 3. How do your teachers observe the changes SEL brings in their students' behavior and learning? 4. In which subjects, do you think SEL is easier to integrate?	১। আপনি কি শিক্ষকদের, তাদের শ্রেণিকক্ষে SEL-এর অনুশীলন করতে দেখেছেন? যদি তাই হয়, তাহলে কিছু নির্দিষ্ট উদাহরণ শেয়ার করতে পারেন? ২। শিক্ষার্থীদের সাথে SEL-এর অনুশীলন প্রচার করার জন্য শিক্ষকরা কোন কোন ধরনের কার্যক্রম বা পদ্ধতি ব্যবহার করেন (যেমন: ভূমিকা-অভিনয়, দলগত কাজ, আলোচনার মাধ্যমে আবেগের প্রকাশ)? ৩। SEL-এর ব্যবহার শিক্ষার্থীদের আচরণ এবং শেখার ক্ষেত্রে যদি কোনো পরিবর্তন নিয়ে আসে, তা কীভাবে আপনার শিক্ষকরা পর্যবেক্ষণ করেন? ৪। আপনার কী মনে হয়, কোন বিষয়গুলোতে SEL-এর ব্যবহার অন্তর্ভুক্ত করা সহজ?
FGI (English)	FGI (বাংলা)
1. Have any of you used SEL practices in your classrooms? Can you share specific examples of how you've integrated SEL into your lessons? 2. What activities or methods do you use to promote SEL in your students? For example, do you use role-playing, group activities, or emotional discussions? 3. How do you observe the	১। আপনাদের মধ্যে কেউ কি আপনাদের শ্রেণিকক্ষে SEL-এর ব্যবহার করেছেন? আপনি কীভাবে SEL-কে আপনার পাঠে অন্তর্ভুক্ত করেছেন, তার কিছু নির্দিষ্ট উদাহরণ শেয়ার করতে পারবেন? ২। শিক্ষার্থীদের সাথে SEL-এর অনুশীলন করার জন্য আপনি কোন কোন ধরনের কার্যক্রম বা পদ্ধতি ব্যবহার করেন? উদাহরণস্বরূপ, আপনি কি ভূমিকা-অভিনয়, দলগত কাজ বা আবেগ সংক্রান্ত আলোচনা ব্যবহার করেন? ৩। আপনার শিক্ষার্থীদের সাথে SEL-এর অনুশীলন করার ফলে তাদের মাঝে কোনো পরিবর্তন আসলে, তা আপনি

changes SEL brings in your students? For instance, do you look for changes in behavior, emotional expression, or social interactions? 4. which subjects, do you find it easy to integrate SEL activities?	কীভাবে পর্যবেক্ষণ করেন? যেমন, আপনি কি তাদের ব্যবহারে, অনুভূতি প্রকাশের ক্ষেত্রে অথবা, সামাজিক যোগাযোগের ক্ষেত্রে পরিবর্তন লক্ষ্য করেন? ৪। শ্রেণিকক্ষে কোন কোন বিষয়গুলোতে আপনি SEL-এর কার্যক্রম সহজে অন্তর্ভুক্ত করতে পারেন বলে মনে করেন?
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Research Question 03: What opportunities and challenges can influence the practice of SEL in their classrooms?

KII (English)	KII (বাংলা)
1. What are some of the challenges teachers face in implementing SEL in their classroom? 2. Are there any resources, training, or support from the government or the education ministry that could help your teachers incorporate SEL more effectively in their teaching practices? 3. Do you think there is enough support from the school administration to implement SEL in your teachers' classrooms? 4. How do you feel about the level of teacher training on SEL? Would more professional development	১। শ্রেণিকক্ষে SEL-এর বাস্তবায়নের ক্ষেত্রে শিক্ষকরা কী কী চ্যালেঞ্জের মুখোমুখি হন? ২। সরকার বা শিক্ষা মন্ত্রণালয়ের কাছ থেকে কি এমন কোন সরঞ্জাম, প্রশিক্ষণ বা সহায়তা আছে যা আপনার শিক্ষকদের শিক্ষাদান পদ্ধতিতে SEL-এর আরও কার্যকরভাবে অন্তর্ভুক্ত করতে সাহায্য করতে পারে? ৩। আপনার কি মনে হয় আপনার শিক্ষকদের শ্রেণিকক্ষে SEL-এর বাস্তবায়নের জন্য স্কুল প্রশাসনের কাছ থেকে যথেষ্ট সহায়তা আছে? ৪। SEL-এর উপর শিক্ষক প্রশিক্ষণের মাত্রা/পরিমাণ সম্পর্কে আপনি কী মনে করেন? মন্ত্রণালয়, স্কুল প্রশাসন বা এনজিওগুলোর পক্ষ থেকে আরও পেশাদার উন্নয়নের প্রশিক্ষণ কি শিক্ষকদের SEL শেখানোর ক্ষমতা উন্নত

and training from the ministry, school administration, or NGOs improve teachers' ability to teach SEL?	করতে পারে বলে মনে করেন?
FGI (English)	FGI (বাংলা)
1. What are some of the challenges teachers face when trying to implement SEL in the classroom? 2. Are there any resources, training, or support from the government or the education ministry that could help you incorporate SEL more effectively into your teaching practices? What kind of support would make the most significant difference? 3. Do you feel there is enough support from your school administration to implement SEL in your classroom? If not, what additional support is needed? 4. How can your colleagues support you to implement SEL in your classroom? 5. How would you assess the level of teacher training you've received on SEL? Would more professional development and training from the ministry, school	১। শ্রেণীকক্ষে SEL বাস্তবায়নের চেষ্টা করার সময় শিক্ষকরা কী কী চ্যালেঞ্জের মুখোমুখি হন? ২। সরকার বা শিক্ষা মন্ত্রণালয়ের পক্ষ থেকে কোনো সরঞ্জাম, প্রশিক্ষণ বা সহায়তা আছে কি যা আপনাকে SEL-কে আরও কার্যকরভাবে আপনার শিক্ষাদান পদ্ধতিতে অন্তর্ভুক্ত করতে সাহায্য করতে পারে? কোন ধরনের সহায়তা সবচেয়ে উল্লেখযোগ্য পার্থক্য আনবে? ৩। আপনার কি মনে হয় আপনার শ্রেণীকক্ষে SEL বাস্তবায়নের জন্য আপনার স্কুল প্রশাসনের কাছ থেকে যথেষ্ট সহায়তা আছে? যদি না হয়, তাহলে অতিরিক্ত কোন সহায়তার প্রয়োজন? ৪। আপনার সহকর্মীরা কীভাবে আপনাকে শ্রেণীকক্ষে SEL বাস্তবায়নে সহায়তা করতে পারেন? ৫। SEL বাস্তবায়নের জন্য আপনি যে স্তরের শিক্ষক প্রশিক্ষণ পেয়েছেন তা আপনি কীভাবে মূল্যায়ন করবেন? SEL-কে আরও কার্যকরভাবে শেখানোর জন্য মন্ত্রণালয়, স্কুল প্রশাসন বা এনজিও থেকে আরও পেশাদার উন্নয়ন এবং প্রশিক্ষণ কি আপনার জন্য সহায়ক হবে?

administration, or NGOs be helpful for you to teach SEL more effectively?	
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