

## INFLUENCE OF SOCIAL AND EMOTIONAL LEARNING AND LANGUAGE DEVELOPMENT ON KINDERGARTEN TEACHERS' PERFORMANCE

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### Abstract

The benefits of social and emotional learning in early childhood education have been underlined by research more and more as a critical component in influencing teachers' methods and encouraging successful student outcomes. Thus, this study explored the kindergarten teachers' social and emotional learning practices, strategies for teaching language development, and their relationship to teaching performance. It utilized an embedded mixed-method research design with 108 kindergarten teachers sampled from 36 schools in a selected Philippine region. Data were gathered online with a Social-Emotional Competence Questionnaire and a Teacher Survey Instructional Orientation Questionnaire. Results indicated that high teaching performance was associated with experience and position. Effective language development and SEL practices, particularly those related to social awareness, supported cognitive and emotional growth. This study found that effective language development and SEL practices also strengthened the outcome of teaching and learning. Combining language development techniques with social and emotional learning is vital to promote teacher effectiveness and the overall development of young children.

**Keywords:** Language Education, Professional Development, Teaching Performance



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## INTRODUCTION

Social and emotional learning (SEL) is an educational framework that develops students' emotional intelligence, positive goal-setting, empathy, relationship-building, and responsible decision-making skills (National University, n.d.). Developing these skills is crucial for fostering supportive and inclusive learning environments where students succeed academically and personally. Research shows that SEL is associated with improved student outcomes, such as greater emotional regulation, social skills, and academic performance (Cipriano, 2023; Pitlik, 2021).

Practices that support SEL and language development are critical elements of early childhood education. They support cognitive growth and communication skills, which can be further nurtured through storytelling, discussion, interactive games, vocabulary development, listening comprehension,

and expressive language (Rahiem, 2021). These methods are key to advancing students in class and subsequent years. The overlap between SEL and language development practices highlights the necessity for an integrated approach in early childhood education.

Recently published data from Gresula et al. (2024) indicate a trend toward higher performance ratings for kindergarten teachers who engage more in language development, as reflected in their Individual Performance Commitment and Review (IPCR). Nevertheless, little research examines how SEL practices impact teaching performance related to language development more broadly, especially in early childhood settings. Thus, this study proposes that the connection between SEL and language development increases emotional and social competencies. Most importantly, self-awareness continues to assist students in expressing themselves, whereas social awareness and interpersonal skills help them instill empathy and interact meaningfully (Van de Sande et al., 2019; Elpianora et al., 2024; Firmansyah et al., 2024). Furthermore, world knowledge and brain modules, such as social pragmatics and cognitive constraints, also affect how language is processed and understood (Everyday Speech, 2023). Combining SEL principles with language development techniques creates a comprehensive teaching space that fosters emotional and verbal development.

Furthermore, this research bridges the gap in the literature by examining the simultaneous effect of SEL and language development practices on kindergarten teachers' performance in Nueva Ecija, Philippines. The research aimed to elucidate the results of integrated practices and IPCR in improving teachers' lives and student learning outcomes. The results may help advance instructional practices and policies that balance educator and learner development. Exploring how SEL is implemented in tandem with how multiple languages are acquired empowers educators to build enriched learning environments where students will perform well on tests and grow into well-adjusted, effective members of society. Such an approach is critical to early childhood education, further reinforcing the importance of continued research and policy support for the teaching and learning of this age.

Practical communication skills are critical in the early childhood classroom, yet they remain challenging for teachers. The lack of resources, training, and poor integration of social-emotional learning (SEL) strategies across the curriculum jointly set off these limits on speech development practices and have impacted student outcomes at two poor primary school teacher training programs in this province in Luzon (Anino & Chieng, 2024). At a national level, differing standards in teacher training and curricula execution in communication skills have increased disparities. At the international level, even well-resourced educational systems struggle to integrate social and emotional learning into daily teaching for communication outcomes (Allbright et al., 2019; Mella et al., 2021; Melinda et al., 2024; Muis et al., 2024). The essence of incorporating social and emotional learning while developing the language became the researcher's prime interest.

Furthermore, in addition to SEL practices, the research gathered values in categories: kindergarten teachers' language development teaching strategies, including social pragmatics, attention, salience, and cognitive constraints; and their general performance as teachers as reflected in IPCR results, specifically their ability to identify student needs, use developmentally appropriate instructional strategies, manage classroom environments, and foster full intellectual growth. Learning practices explored the influence of SEL on teaching performance, especially in combination with strategies, and how those might shape a teacher's ESL and language development practices. Also, it looked at how language development strategies were related to the teacher's teaching performance and efficacy in general, as observed by IPCR results and the overall impact on performance, both socially—the classroom affects them—systematization, syntax, schooling, and intellectually holistic supposition.

With the foregoing in mind, the study aimed to describe the social-emotional learning practices of kindergarten teachers, examine the relationship between these practices and their teaching performance, explore the language development teaching practices of kindergarten teachers, and investigate the relationship between the level of language development teaching practices and their teaching performance.

### *Theoretical Framework*

This study combined the case with the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework and the Emergentist Coalition Model (ECM) to determine the extent to which Social and Emotional Learning (SEL) practices and language development among kindergarten teachers in the Science City of Muñoz and San Jose City, Nueva Ecija, Philippines, are being followed. The CASEL framework identifies five key competencies associated with improving the inclusiveness

and supportiveness of learning environments: self-awareness, social awareness, self-management, relationship management, and responsible decision-making (Harvard University, n.d.; Woolf, 2021). These skills are helpful to teachers as they build self-sustaining, emotionally safe environments of prime importance for effective teaching.

The ECM also addresses how children pick vocabulary, stressing how a dynamic and interdependent integration of social, perceptual, and cognitive cues supports word learning (Hirsh-Pasek & Golinkoff, 2012). Teachers can use social pragmatic cues, attentional salience, and cognitive constraints to help enable longer language learning opportunities, promoting vocabulary acquisition and communication skills (Deda, 2013). This framework posits that integrating SEL and ECM into teaching practices enhances instructional effectiveness, as evidenced by teachers’ performance commitment and review (IPCR) results. It suggests that emotion-sensitive and linguistically informed teaching methods form the foundation of effective early childhood instructional practice. Therefore, through this study, the researcher aims to enhance teaching performance and support children’s overall development, particularly in communication skills, which they will need as they grow and strive for future success.

**RESEARCH METHOD**

This study employed an embedded mixed-methods research design. Emphasizing the crucial role of one type of data while utilizing the other to provide additional insights, the embedded approach integrates qualitative or quantitative data within a primary dataset (Edmonds & Kennedy, 2017). The quantitative phase detailed the participants’ SEL practices, language development strategies, and their connection to teaching performance. Meanwhile, the qualitative phase provided deep insights into the participants’ SEL practices and language development strategies. It was conducted in 36 elementary schools in the Philippines, where 108 kindergarten teachers (Table 1) were randomly selected. These schools and teachers were chosen for their diverse teaching environments and commitment to enhancing early childhood education.

Data were collected via structured questionnaires via Google Forms, incorporating the Social-Emotional Competence Questionnaire for SEL practices and language development teaching practice incorporated from the Teacher Survey Instructional Orientation Questionnaire. Ethical clearance was obtained, ensuring confidentiality and voluntary participation. Three experts validated the questionnaires. Afterward, pilot testing was done with 30 teachers from non-participating schools, yielding a Cronbach’s alpha of .88 for the SEL teaching practices questionnaire and .87 Cronbach’s alpha for the language development teaching practices questionnaire. Then, the research proposal was submitted to the Ethics Regulation Committee for approval, ensuring that the study adhered to ethical standards, including participant consent and confidentiality. Permission was also obtained from the school district superintendent to access participants.

The quantitative data were analyzed using statistical methods. Mean and standard deviation were computed to describe the kindergarten teachers’ SEL and language development practices. Meanwhile, the Pearson Correlation was used to explore the relationship between SEL teaching practices and language development strategies with teaching performance. Qualitative data were incorporated into the discussion to support the quantitative findings.

Table 1. Participant’s profile.

	Profile Variables	Frequency (n = 108)	Percentage
Age	25 to 31 years	37	34.26
	32 to 38 years	23	21.30
	39 to 45 years	29	26.85
	46 to 52 years	9	8.33
	53 years and above	10	9.26
Sex	Male	4	3.70
	Female	104	96.30
Civil Status	Single	23	21.30
	Married	85	78.70
Educational Attainment	Bachelor’s Degree	66	61.11
	Master’s Degree	42	38.89
Years in Service	Less than 5 years	17	15.74
	5 to 10 years	60	55.56

Profile Variables		Frequency (n = 108)	Percentage
Teaching Position	Greater than 10 years	31	28.70
	Teacher I	26	24.07
	Teacher II	15	13.89
	Teacher III	66	61.11
	Master Teacher I	1	0.93
Prior Work Before Kindergarten	Without Prior Work	66	61.11
	With Prior Work	42	38.89
Teaching Performance (IPCR)	Outstanding (4.50-5.00)	71	65.74
	Very Satisfactory (3.50-4.49)	37	34.26

## RESULTS AND DISCUSSION

### *Social Emotional Learning (SEL) Practices for Kindergarten Teachers*

Regarding SEL practices, the teacher-participants’ mean scores in self-awareness (3.67), social awareness (3.56), self-management (3.56), relationship management (3.73), and responsible decision-making (3.60) are excellent (Table 2). These teachers do much more than help students recognize emotions, be empathetic, and maintain happy relationships with their peers by creating a positive environment conducive to early emotional and social development and lifelong learning. See Appendix A for details.

Table 2. Descriptive analysis of the participants’ SEL practices.

Parameters	Mean	SD
Self-Awareness	3.67	0.51
Social-Awareness	3.56	0.60
Self-Management	3.56	0.59
Relationship Management	3.73	0.47
Responsible Decision Making	3.60	0.55

Note: 1.00-1.75 (Poor); 1.76-2.51 (Average); 2.52-3.27 (Above Average); 3.28-4.00 (Excellent)

The results of the self-awareness survey demonstrate the effectiveness of teachers’ strategies in fostering emotional intelligence. These strategies include self-awareness, recognizing emotional triggers, interpreting nonverbal cues, and reflecting on thoughts and actions. Mindfulness about emotional intelligence (Kaoun, 2019) is emphasized in the highest-rated item: “*I teach my students to be aware of their thoughts and actions when interacting with peers.*” Above all, the impact of teachers’ consistent and effective approach leads to the development of emotional regulation, empathy, and self-awareness, all essential components of social interactions and conflict resolution (Zins & Elias, 2007). This result aligns with Durlak et al. (2011), who focused on emotional regulation as a key component of SEL. Ultimately, teachers establish a classroom culture fostering emotional literacy and a growth mindset (Mariano-Dolesh et al., 2022), crucial for positive social and academic outcomes.

Furthermore, the qualitative responses from the teachers highlighted the need to motivate students to consider their feelings and how they affect their self-awareness. “*Through writing and sharing, I help students understand that their emotions influence how they interact with others and that emotional awareness can help them create better social experiences,*” one teacher said. Another teacher emphasized the role of reflective activities in helping students manage their emotional states. Kaoun (2019) supported their approaches, stressing the importance of mindfulness and emotional regulation in emotional intelligence, suggesting that teachers believed their methods were quite effective in fostering self-awareness. Teachers also concentrated on teaching students to interpret nonverbal cues and identify emotional triggers. When asked about helping students develop emotional understanding, teachers underscored the necessity of establishing a safe environment for honest emotional expression, echoing Valente and Lourenço (2020), which emphasizes emotional awareness and management. Reflective practices, role-playing, and storytelling were among the tools to encourage emotional growth; teachers demonstrated how these activities allowed students to connect emotionally with their experiences (Schön, 1992). Emotional intelligence also developed largely from empathy and active listening; teachers promoted these skills by guiding students to listen to and support one another, reflecting Noddings’s (2015) emphasis on empathy and listening in cultivating emotional awareness.

The results of the social awareness assessment confirm that teachers' attempts to help students develop their awareness of others' emotions and viewpoints were relatively successful. These techniques included recognizing facial expressions, evaluating emotional triggers, and interpreting emotional reactions. "*I understand and explain why people react the way they do,*" the top-rated item, "*indicates the successful ways teachers encouraged empathy and social awareness.*" According to Zins and Elias (2007), these techniques are grounded in emotional intelligence theory, which includes improved social interactions, empathy, and conflict resolution. With one teacher noting, "I help students understand why a friend might be sad," in line with Durlak et al. (2011) on the role of peer relationships in developing emotional traits like empathy, teachers emphasized the importance of teaching students to understand and respond to their peers' emotions.

Encouraging students to recognize what others may be feeling will help them develop empathy and foster positive social interactions, highlighting the need for perspective-taking (Silke et al., 2024). Both academic and social success depend on emotional awareness. To cultivate emotional awareness, which is vital for emotional intelligence, teachers also focused on nonverbal cues, especially facial expressions. Reflecting Kuyken et al. (2015), who emphasized the importance of a safe learning environment, they also cultivated a supportive classroom atmosphere, encouraging emotional expression. Through group projects and peer interactions, teachers promoted empathy; one teacher said, "*I push group work and cooperation to provide emotional support to students.*" Lastly, teachers emphasized the importance of translating empathy into action, with one teacher explaining, "*I teach them that if someone is being teased, you do something about it,*" reflecting Zaki's (2020) argument that empathy's true power lies in its actionable nature.

On the other hand, teachers have shown excellent self-management, which is essential for creating a healthy classroom environment. They excel at managing emotions. For example, there are things like "*I help my students manage their anxiety.*" This data illustrates their foresight in handling emotions, allowing students to remain level-headed in adversity (Arca Education Society, 2024). Teachers are building strong relationships so students feel safe expressing their emotions. Mindfulness and reflection are active tools that enhance stress management and academic and emotional outcomes (Frenzel et al., 2021). Educators assist students in navigating anxiety-provoking situations while promoting emotional development and resilience (Chuter, 2020). As suggested by Slade et al. (2019), self-reflection on emotional responses in the classroom can help students feel more secure in a supportive environment for their growth. These practices ensure a constructive and supportive learning atmosphere (Najjarpour, 2024).

Furthermore, the results underlined that teachers prioritize building trust and relationships with their students, so ensuring they feel comfortable expressing their emotions is necessary for emotional control (Saxer et al., 2024). One teacher said, "*As a kindergarten teacher, I build a good relationship with my pupils so that they trust me and feel comfortable when they are with me,*" stressing the need to establish a safe environment for students to express their emotions. Teachers showed good emotional regulation techniques by saying, "*I instruct my students on how to control their emotions when something bad happens in class,*" and "*When they are upset with someone, I teach my students to wait to discuss an issue until they have calmed down,*" so guiding their pupils in managing their emotions (Frenzel et al., 2021). These techniques—including mindfulness practices like deep breathing exercises—helped students stay calm and reflective in trying circumstances (Jha et al., 2017). Teachers also understood the need for self-management; one said, "*I am always calm when solving any problem,*" so they modeled emotional control for their students. One teacher said, "*I teach them to stay calm and think positively,*" which supports resilience and emotional intelligence, directing growth mindset and problem-solving (Mariano-Dolesh et al., 2022). These methods fit studies stressing the need for emotional control for social-emotional growth and academic performance (Woolf, 2021). The teachers' approaches to helping students control their emotions, establish trust, and encourage emotional regulation created a favorable classroom and improved emotional and intellectual growth.

Teachers shine in relationship management and build a good rapport with colleagues and students. These teachers encourage empathy and emotional intelligence by the relatively high average ratings on comments like "*I teach my students the importance of apologizing when they accidentally hurt someone,*" and "*I help my students learn to comfort their friends when they are sad.*" Essential for a safe classroom, these statistics promote respect and compassion (Jennings et al., 2017). Furthermore, "*I teach my students how to stand up for themselves but not put others down*" is an assertiveness and conflict resolution technique that helps to control emotions (Herut et al., 2024). Teachers also support

tolerance and understanding; this results in peer cooperation and emotional intelligence (Silke et al., 2024). These behaviors create surroundings that encourage social and emotional growth and academic success.

The quantitative results are supported by teachers' qualitative findings regarding the holistic development of relationships and social-emotional skills, particularly social skills. A key strategy mentioned was collaborative tasks. One teacher stated, *"I let them work on teams so they can recognize their weaknesses and strengths,"* reflecting Vygotsky's social development theory (Slavin, 2015). Teachers also emphasized the importance of creating a safe and nurturing environment, with one noting, *"I keep a child-appropriate, loving learning environment for them to feel safe and loved."* Conflict resolution and restorative practices were common themes, with teachers teaching students to *"resolve conflicts peacefully"* and to *"say sorry when they hurt someone,"* supporting the goal of fostering healthy relationships (Jones & Kahn, 2017). Empathy was another central focus, as one teacher shared, *"I teach them to understand their different feelings and comfort their friends,"* reflecting the CASEL framework's emphasis on empathy in social-emotional learning (Weissberg et al., 2015). Teachers also integrated self-regulation strategies, such as calm-down techniques, in line with Brackett et al.'s (2025) focus on emotional resilience. The high averages in relationship management demonstrated teachers' commitment to fostering a respectful, supportive classroom environment that promotes emotional and academic success. These practices, supported by research, contributed to building healthy relationships and enhancing students' emotional and academic well-being (Durlak et al., 2011; Ventista & Brown, 2023).

Teachers are influential in guiding students to make wise decisions through responsible behavior. Teachers' effective instruction in higher-order thinking is reflected in the engagement response, *"When I am making decisions in class, I consider the consequences of my actions,"* says. This perspective aligns with the code Explanation/Accountability, where educators emphasize the outcomes of behavior (Ketonen & Nieminen, 2023). Saying, *"When making decisions about teaching, I work to ensure positive outcomes,"* also promotes empathy and social consciousness. By guiding students through reflective exercises and advocating for responsible and informed choices, teachers assist them in developing moral judgment (Wolfe, 2019). This strategy can lead to personal competencies and educational success, thereby underscoring the importance of decision-making in personal and academic growth (Amerstorfer & Freiin von Münster-Kistner, 2021).

Teachers encourage responsible decision-making by guiding students toward awareness of the results of their activities. Reiterating the idea of cause and effect—a strategy endorsed by Nold (2017)—that every action they take has a good or bad consequence. Reflecting was also very important; teachers used role-playing and debates. *"After activities, such as role-playing and storytelling, I will have students reflect on their choices as a guide,"* one said, helping students consider the emotional and social consequences of their actions, fostering self-awareness and emotional intelligence. Another crucial component of teaching responsibility was empowering students to make decisions; one teacher observed, *"Remind them that there is an equal and opposite reaction for every action,"* fostering personal responsibility in line with McCombs' (2012) advice.

Reflecting Kross's (2021) emphasis on empathy in social and emotional development, teachers also incorporated empathy-building activities, including role-playing. One teacher shared, *"I try to help them feel what others feel."* Clear classroom policies and motivating responsibility were also essential; teachers noted, *"I explain to them that whatever mistake they make has a consequence,"* which fosters emotional maturity and responsibility (Durlak et al., 2011). Furthermore, supporting responsible decision-making and emotional control involved providing rewards, apologizing for conflict, and modeling good behavior, such as sharing and taking turns. These strategies aligned with studies on social-emotional learning (Zins & Elias, 2007) and contributed to creating a classroom that supports academic and social-emotional development through a positive and encouraging atmosphere.

### **Relationship between Social and Emotional Learning Practices and Teaching Performance**

The analysis indicates a significant correlation between social awareness ( $r = 0.157$ ,  $p = 0.049$ ) and relationship management,  $r = 0.289$ ,  $p = 0.041$  (Table 3). In addition, the findings emphasize the importance of teachers' social awareness (the ability to understand and empathize with others) and relationship management (the ability to maneuver relationships with students, co-workers, and parents). With social awareness, teachers can create a safe space in the classroom, which is essential for improving student engagement and increasing learning outcomes (Greenberg, 2023). Moreover,

relationship management that leads to conflict resolution and positive communication correlates with improved teaching performance (Gimbert et al., 2021).

Self-awareness, self-management, and responsible decision-making did not significantly correlate with teacher performance, indicating that these dimensions need more development or a different environment to translate into improved teaching effectiveness (Jennings et al., 2017). The findings reveal an even stronger case for introducing SEL into teacher training to foster a more positive classroom environment and energize teacher performance. While suggesting that self-awareness, self-management, and responsible decision-making may need more development or contextual changes to improve teaching effectiveness, the report emphasizes the need for social awareness and relationship management in enhancing teacher performance and creating a supportive classroom atmosphere.

Table 3. Correlational analysis between the participants’ SEL practices and teaching performance based on IPCR.

Social and Emotional Learning Practices	Teacher Performance (IPCR)	
	<i>r</i>	<i>p</i>
Self-awareness	0.102	0.295
Social awareness	0.157	0.049
Self-management	0.052	0.596
Relationship Management	0.289	0.041
Responsible Decision	0.060	0.541

**Language Development Teaching Practices**

The teacher participants excelled at using social pragmatics, attention and salience, and cognitive constraints in language development teaching practices (Table 4). See Appendix B for details. The teachers’ language development teaching practices for social pragmatics are excellent. Teachers are skilled at facilitating social pragmatics, connecting stories and children’s lives, and guiding inferences about character motivation. These practices foster cognitive and social development (Fisher et al., 2016), where both narrative repetition and active engagement enable students to read social cues and build their social understanding. In every area, however, the degree of excellence indicates that effective language development strategies exist.

Table 4. Descriptive analysis of the participants’ language development teaching practices.

Parameters	Mean	SD
Social Pragmatics	3.48	0.59
Attention and Salience	3.49	0.61
Cognitive Constraints	3.31	0.66

Note: 1.00-1.75 (Poor); 1.76-2.51 (Average); 2.52-3.27 (Above Average); 3.28-4.00 (Excellent)

Teachers employed various strategies to engage students in reflective and meaningful learning, such as prompting students to anticipate story events and reflect on their actions and feelings in similar scenarios. One teacher explained, “*I ask students to imagine the story’s events happening to them and reflect on their actions and feelings in similar scenarios,*” which promoted emotional engagement and empathy for the characters while internalizing moral lessons. This approach aligns with Amerstorfer and Freiin von Münster-Kistner (2021), who emphasize connecting academic content to students’ lives for deeper learning and reflective thinking. Furthermore, teachers encouraged reflection and empathy to help students understand the moral and emotional aspects of stories, with one teacher noting, “*I encourage students to think about how the lessons in the story affect their lives,*” echoing Costa and Kallick’s (2014) focus on reflection to connect content with personal experiences. Active learning strategies such as role-playing, guided reading, and participatory discussions were also employed, with one teacher sharing, “*I use role-playing exercises to help students better understand the characters and the story,*” enhancing social-emotional skills through diverse perspectives.

Questioning before, during, and after reading, aimed at developing students’ understanding and critical thinking, was another key strategy. One teacher observed, “*I ask questions about the story’s context and encourage students to think about the characters’ feelings,*” which Abdul Malik (2024) supports as a way to improve metacognitive skills. Teachers also integrated moral values into

storytelling to teach virtues like kindness, respect, and empathy. One teacher explained, “*I often quote moral lessons from stories and relate them to real-life situations,*” agreeing with Landrum et al. (2019). Lastly, sensory engagement, including visual aids and props, was used to make learning more engaging and memorable, as noted by a teacher: “*I use visual aids to help students better understand the story and its characters,*” reflecting Mayer’s (2019) advocacy for multimodal learning. Overall, these strategies enhanced students’ cognitive and social-emotional skills and helped them apply their learning to real-world contexts, supported by research on their effectiveness in fostering intellectual and emotional growth (Denham & Bassett, 2018).

Also, they have excellent language development of attention and salience teaching practices. These findings are consistent with research suggesting that interactive and sensory-rich experiences are crucial for language development. Prior studies have also noted how vocabulary building through different methods and sensory levels of engagement helps enhance language acquisition (Snow, 2018). Furthermore, teaching strategies like story retelling and making predictions also improve comprehension and reasoning (Abdul Malik, 2024). The results indicate that teachers actively apply strategies that promote language learning and cognitive engagement (i.e., make language interesting and stimulating).

In the participants’ qualitative responses, it could be inferred that teachers employed various strategies to increase student engagement and promote cognitive and emotional development. They used rewards such as stars or treats to capture students’ attention, aligning with Deci and Ryan’s (2008) work on the importance of intrinsic and extrinsic motivation. Connecting academic content to students’ lives, such as incorporating personal experiences or using relatable stories, helped foster emotional connections and improve memory recall (Slavin, 2015). Storytelling, often enhanced through drama and multimedia tools such as puppets or videos, and visual aids like colorful pictures and audiobooks, also helped maintain engagement and improve comprehension (Sadoski & Paivio, 2013).

Teachers engaged students in reflective and higher-order thinking through questioning, a strategy supported by Sweller (2016) for promoting critical thinking while encouraging empathy by having students adopt characters’ perspectives. Active learning methods, including role-playing, music, dancing, and gamification, also promoted participation and cognitive development (Harris & Bacon, 2019). Additionally, teachers used picture reading, pre-teaching vocabulary, group discussions, repetition, and action-based learning to address cognitive constraints and enhance vocabulary development. These strategies, supported by researchers like Zhang-Kennedy and Chiasson (2021), helped improve comprehension, articulation, and language retention by making learning interactive, relevant, and engaging. Teachers facilitated students’ academic, cognitive, and social-emotional growth by integrating these approaches, creating a dynamic and supportive learning environment.

### *Relationship between the Level of Language Development Teaching Practices and Teaching Performance*

The level of language development teaching practices contributed to the teacher’s performance, as evidenced in the results of the IPCR, albeit this relationship varied across parameters. However, social pragmatics ( $r = 0.044$ ,  $p = 0.651$ ) and attention salience ( $r = 0.064$ ,  $p = 0.512$ ) did not correlate statistically significantly with teacher performance. In contrast, cognitive constraints ( $r = 0.321$ ,  $p = 0.043$ ) had a statistically significant positive correlation. Considering these findings, Swanson (2015) recognized that cognitive constraints, such as knowledge needed for word relations and text structures, are essential in enhancing reading comprehension and teachers’ efficacy. Performance outcomes are tempered through cognitive development strategies.

The study emphasizes how language development strategies influence teacher performance; knowledge of word relations and text structures significantly positively affects cognitive constraints, including knowledge that shapes teacher performance. This implies that a better knowledge of language mechanics will help teachers be more effective in their instruction. Performance did not significantly correlate with social pragmatics or attention salience; however, it suggests that not all elements of language development are equally vital in determining teaching results. Thus, a significant focus on cognitive development strategies could enhance teacher performance and student learning.

Table 5. Relationship between kindergarten teachers’ language development teaching practices and their teaching performance through IPCR.

Language Development Teaching	Teacher Performance (IPCR)	
	<i>r</i>	<i>p</i>
Social Pragmatics	0.044	0.651
Attention Salience	0.064	0.512
Cognitive Constraints	0.321	0.043

Educational institutions that help fund the higher education needed for more high-paying teaching positions and promote professional development programs would best support kindergarten teachers in this. This move would ensure that their skills and qualifications do not stagnate. Also, it is essential to sustain teaching quality through in-depth professional training on inclusive SEL and linguistic development methods. Teachers should be exposed to such innovative approaches through workshops, peer mentoring, and training. Schools should navigate leadership training and mentorship programs because they create career advancement.

On the other hand, professional development focused on SEL skills in teachers and cognitive processing strategies should be used to develop typical language and enhance teaching practices. This move will help create a more holistic and stimulating classroom environment and ensure teachers adapt to their students’ changing needs. Acknowledging and celebrating outstanding SEL implementation will inspire teachers to uphold the highest standards and help shape an empathetic, flourishing educational environment.

**CONCLUSION**

The kindergarten teachers continue to thrive with the integration of language development practices with SEL strategies, and this performance demonstrates their implementation in the classroom, positively impacting the development of the whole student. Notably, teaching performance was positively related to years of experience and academic positions, implying that, in the case of teachers, the more experienced they were and the higher their positions, the better they performed. On the other hand, integrated SEL practices consistently affected teachers’ performances, with social awareness and relationship management significantly positively related to IPCR outcomes. The research found that teachers who received high-performance ratings excelled in these SEL competencies, underscoring the need to cultivate strong relationships and social understanding in the classroom. The themes and codes of SEL focus on fostering emotional and social awareness, self-management, and responsible decision-making in students by teaching them to recognize and express their emotions, understand others’ perspectives, manage challenging situations, build positive relationships, and reflect on the consequences of their actions to make responsible choices. Lastly, teachers used successful strategies for language development, especially in cognitive constraints. Interactive methods to build vocabulary were a strength for teachers, as was the ability to explain story elements and encourage understanding word relationships. These methods promote the development of thinking and emotional skills and help young learners become effective communicators. Although there are specific SEL practices whose impact on teacher teaching will likely be mixed, the study proposes that integrating cognitive strategies into early childhood education can continue to yield classroom benefits.

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**AUTHOR CONTRIBUTIONS**

MCH: Conceptualization, Data Gathering, and Writing; LMC: Conceptualization, Supervision, Writing, and Editing; JTP: Data Analysis, Writing, Review, and Editing

**CONFLICTS OF INTEREST**

The author(s) declare no conflict of interest.

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