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**SOCIAL-EMOTIONAL LEARNING AND TEACHER  
COMPETENCY: A SYSTEMATIC REVIEW OF EMOTIONAL  
RESILIENCE**

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Article Info	ABSTRACT
<p><b>Article history:</b> Received: 15 Oct 2024 Revised: 25 Oct 2024 Accepted: 30 Oct 2024 Published: 15 Nov 2024</p> <p><b>Keywords:</b> Social-Emotional Learning (SEL) Teacher Competency Emotional Resilience Professional Development Classroom Management Early Childhood Education Inclusive Education Teacher Well-being</p> <p> OPEN ACCESS</p>	<p>This systematic study focuses on the effects of integrating Social-Emotional Learning (SEL) into teacher education on students' emotional resilience and overall performance in the classroom. For managing academic instruction as well as emotional dynamics in the classroom, critical skills like self-awareness, emotional management, and relationship-building are incorporated into SEL. Although there is growing recognition of the importance of SEL, many programs that educate instructors for teaching lack clear SEL frameworks, leaving them unprepared for the emotional demands of the classroom. This study analyses 22 peer-reviewed publications published between 2019 and 2023 using the PRISMA methodology. The papers were retrieved from the Scopus and Web of Science (WoS) databases. Five main topics emerged from the study: teacher competency and professional development, career and emotional development, pedagogical advancement, social-emotional development in early childhood education, and inclusive education. The findings demonstrate how SEL enhances overall health, stress reduction, teacher job satisfaction, and academic performance. However, the official absence of SEL instruction in today's teacher preparation programs is the reason for poorer classroom efficacy and higher rates of burnout.</p>

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## INTRODUCTION

In today's evolving educational landscape, teachers are not only tasked with delivering academic content but also with fostering the social and emotional development of their students. Social-emotional learning (SEL) has become a vital framework that helps educators manage these two roles by providing them with essential skills including emotional control, social awareness, self-awareness, connection building, and making responsible decisions (Zilva, 2023b). These skills are necessary to handle the intricacies of contemporary classrooms, where emotional dynamics have a big impact on students' achievement and the effectiveness of teachers (Odak, 2023). There is still a significant lack of SEL integration in teacher education programs, despite growing evidence of its benefits for inclusive learning environments and bettering student outcomes (Soutter, 2023). Numerous programs for pre-service and in-service teacher training still place a heavy emphasis on academic material delivery, ignoring the emotional and relational competencies that are essential for both teacher well-being and successful classroom management (Austral et al., 2023). Higher levels of stress, burnout, and attrition in the teaching profession result from educators being ill-prepared to handle the emotional demands of the profession due to the absence of formalized SEL frameworks in teacher education (Denston et al., 2022).

Current research emphasizes the advantages of social-emotional learning (SEL) for educators as well as students, stressing its capacity to boost emotional resilience, increase work satisfaction, and lessen burnout (Billy & Garríguez, 2021; Gimbert et al., 2021). For example, studies conducted by Armoza-Levi (2023) showed that educators who received SEL framework training reported improved mental health and better classroom management. To guarantee that teachers have these vital abilities from the beginning of their careers, a methodical approach is necessary, given the uneven use of SEL in teacher education around the globe. By methodically examining recent research on the incorporation of SEL into teacher education and professional development programs, this study seeks to close this gap. This analysis aims to give evidence-based suggestions for policymakers and educational institutions on how to better integrate SEL into teacher training to improve emotional resilience and classroom performance by identifying important themes and obstacles.

## LITERATURE REVIEW

The concepts of Social-Emotional Learning (SEL), teacher competency, emotional resilience, professional development, and the incorporation of SEL into inclusive education and early childhood settings are all covered in the literature review.

## SOCIAL-EMOTIONAL LEARNING: DEFINITION AND OPERATIONALISATION (SEL)

An organized framework known as social-emotional learning (SEL) was created to assist people in developing critical emotional and interpersonal skills, including instructors and students. Self-awareness, self-control, social awareness, forming relationships, and making responsible decisions are a few of these. SEL fosters emotional resilience and social intelligence in a variety of educational environments, which is crucial for both academic and personal growth (Austral et al., 2023). To guarantee that kids acquire the social-emotional competencies required to navigate life's obstacles in addition to academic information, SEL practices are integrated into the educational curriculum and classroom activities (Armoza-Levi, 2023).

## SEL'S EFFECTS ON EDUCATORS AND STUDENTS

Studies constantly demonstrate the critical role that SEL plays in fostering the success of both teachers and students. It has been demonstrated that SEL benefits students' behavioral, social, and academic results (Zilva, 2023a). Strong social-emotional competencies (SECs) also make instructors more capable of managing classroom dynamics, dealing with disruptive students, and fostering inclusive learning environments (Soutter, 2023). SEL benefits educators by promoting improved mental health, job happiness, and a lower chance of burnout (Odak, 2023). Unfortunately, a lot of programs that educate teachers for teaching do not include organized SEL frameworks, which leaves them unable to deal with the emotional intricacies of the job (Austral et al., 2023). This lack of assistance frequently leads to increased attrition rates and decreased work satisfaction, both of which hurt the educational setting (Denston et al., 2022).

## INTEGRATION OF SEL IN TEACHER EDUCATION

Even though SEL has been shown to have advantages, many teacher education programs do not systematically incorporate it. Instructors frequently lack the training required to apply SEL techniques in the classroom or to manage their own emotions (Gimbert et al., 2021). Schools may create settings that support everyone's emotional well-being and academic performance by using a more holistic approach to SEL in teacher and student education (Armoza-Levi, 2023). Closing this gap is essential to creating resilient teachers who can support students' overall development (Billy & Garríguez, 2021).

## METHODOLOGY

The Systematic Literature Review process follows the PRISMA Framework, involving a thorough evaluation across the three key stages outlined in subsections identifications, screening, and eligibility. Upon completing the data formulation, Data Abstraction and Analysis detail the review process based on the PRISMA Framework.

### Identification

The methodology for the systematic review was structured into three essential phases. The initial phase encompasses the selection of keywords and investigation of associated, analogous terms using tools such as thesauri, lexicons, encyclopedias, and prior academic research. Following the identification of all pertinent keywords, search strings were formulated to conduct queries in the Scopus and WoS databases (Table 1). During this preliminary phase, 366 scholarly articles were successfully retrieved from both databases.

**Table 1**

Search String

Database	Search String
Scopus	TITLE-ABS-KEY ( ( "social development" OR "social skills" OR "social growth" OR "emotional development" OR "social-emotional skills" OR "interpersonal skills" ) AND ( "teacher knowledge" OR "educator knowledge" OR "pedagogical knowledge" OR "teaching expertise" OR "teacher competency" OR "professional knowledge" ) )
WoS	("social development" OR "social skills" OR "social growth" OR "emotional development" OR "social-emotional skills" OR "interpersonal skills") AND ("teacher knowledge" OR "educator knowledge" OR "pedagogical knowledge" OR "teaching expertise" OR "teacher competency" OR "professional knowledge") (Topic) and Preprint Citation Index (Exclude – Database)

### Screening

In the initial screening phase, redundant articles were eliminated, with eight papers removed in the first step. Subsequent screening involved assessing 366 articles against a predetermined set of inclusion and exclusion criteria formulated by experts. The principal criterion focused on the type of literature, prioritizing research articles for practical insights. This also involved omitting reviews, systematic reviews, meta-analyses, meta-syntheses, book series, books, and book chapters that did not correspond to recent research findings. Importantly, this screening was restricted to publications in English and concentrated on studies published within the last five years, from 2019 to 2023. Based on these criteria, 305 publications were excluded.

### Eligibility

In the third phase, known as the eligibility assessment, 53 articles were gathered. The titles and core contents of these articles were thoroughly reviewed to ensure that they met the inclusion criteria and aligned with the research objectives. As a result, 31 articles were excluded because of factors such as insignificant titles, abstracts unrelated to the review's aim, or reports outside the field of study. Ultimately, 22 articles were deemed suitable for further analysis (Table 2).

**Table 2**

The selection criterion for searching

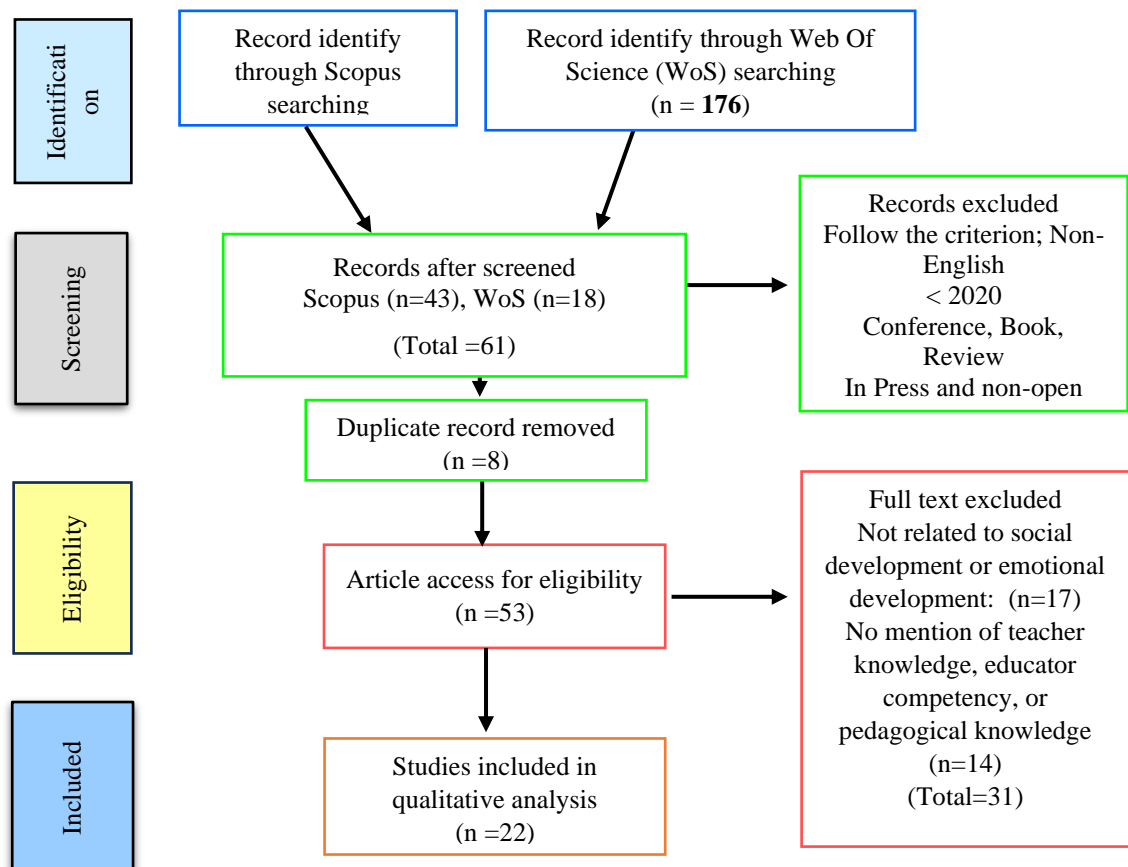
Criterion	Inclusion	Exclusion
Language	English	Non-English
Timeline	2019-2023	< 2019
Literature type	Journal (Article), Conference Proceedings	Book chapters, Book Series, Review
Publication Stage	Final	In Press

### Data Abstraction and Analysis

This study utilized an integrative analysis approach to synthesize various research methodologies, including qualitative, quantitative, and mixed methods. The main objective of this study was to examine key topics and subtopics concerning teacher competency, professional development, and emotional growth within the educational context. A comprehensive review of 22 publications was performed, with relevant data carefully extracted to guide the focus of the study. Five core themes emerged: Career and Emotional Development in Education, Learning and Pedagogical Development, Inclusive Education and Professional Training, Teacher Competency and Professional Development, and Social and Emotional Development in Early Childhood Education. These themes were further refined and expanded through a collaborative analysis among the authors, with the articles systematically classified under each theme, as shown in Table 3.

Throughout the data analysis process, detailed records were stored to document the findings, insights, and inquiries. The authors held discussions to resolve any discrepancies in the development of themes and ensure consistency and coherence. Experts in Psychology Education, Early Childhood Education, Social and Emotional Development, and Child Assessment reviewed the analysis to establish domain validity and confirm the clarity, relevance, and appropriateness of each sub-theme. Feedback was incorporated to improve the validity and reliability of the study.

Figure 1: Adapted flow diagram of the proposed searching process based on the PRISMA guidelines (Moher et al., 2009)



## RESEARCH FINDINGS AND DISCUSSIONS

Based on 22 articles filtered through the PRISMA Framework, five main themes were identified: (1) Career and Emotional Development in Education, (2) Learning and Pedagogical Development, (3) Inclusive Education and Professional Training, (4) Teacher Competency and Professional Development, and (5) Social and Emotional Development in Early Childhood Education.

### Theme 1: Career and Emotional Development in Education

This theme explores the intersection of career planning and emotional development in education, emphasizing the need for emotional support mechanisms for both students and educators. The studies under this theme highlight how emotional well-being and career development are interconnected, fostering resilience and long-term success. Table 3 presents the articles that examine career development and emotional growth in educational contexts.

Table 3: Career and Emotional Development in Education

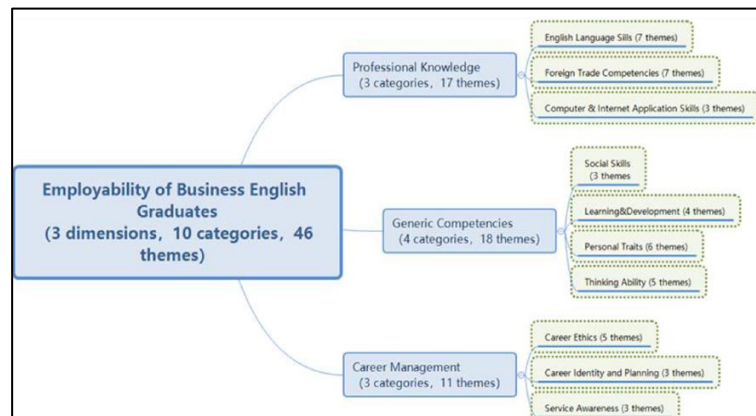
<b>Authors</b>	<b>Title</b>	<b>Summary</b>	<b>Methodology</b>
Chen J.	Construction of career planning and employment guidance system for college students	This study develops a system for career planning and employment guidance for college students.	Mixed methods combining surveys and interviews to evaluate career planning and employment guidance systems.
Kostøl E.M.F.; Mänty K.	Co-regulating the child's emotions in the classroom: Teachers' interpretations of and decision-making in emotional situations	This study explores teachers' interpretations and decisions when co-regulating children's emotions in the classroom.	Qualitative research involving classroom observations and teacher interviews to study emotional regulation strategies.
Tong Minjun; Gao Tianyue	For Sustainable Career Development: Framework and Assessment of the Employability of Business English Graduates	This study assesses factors influencing employability and career development for business English graduates.	Quantitative analysis using student surveys to assess employability and career development factors.
Paiwithayasiritham C.; Yanprechaset Y.	Life and career skills of student teachers in Thailand: A factor analysis	This study examines the life and career skills of student teachers in Thailand through factor analysis.	Factor analysis involving quantitative data collected through surveys on the life and career skills of student teachers.
Tan Xuan Ru; Yang Weipeng	Pedagogical Documentation as a Curriculum Tool: Making children's Outdoor Learning Visible in a Childcare center in Singapore	This study explores the use of pedagogical documentation to highlight children's outdoor learning experiences in childcare.	Qualitative study using pedagogical documentation and analysis of children's outdoor learning experiences.

Völlinger V.A.; Supanc M.	Student teachers' attitudes towards cooperative learning in inclusive education	This study analyzes student teachers' attitudes toward cooperative learning in inclusive education environments.	Survey-based quantitative research analyzing student teachers' attitudes toward cooperative learning in inclusive education.
Denston A.; Martin R.; Fickel L.; O'Toole V.	Teachers' perspectives of social-emotional learning: Informing the development of a linguistically and culturally responsive framework	This study explores teachers' perspectives on social-emotional learning to inform a culturally responsive framework.	Qualitative research involving teacher interviews to inform the development of a culturally responsive framework for social-emotional learning.
Monteiro Elissa M.	Using a brief web-based on-demand training to improve preservice knowledge of attention deficit hyperactivity disorder	This study examines the effectiveness of web-based training in improving preservice teachers' knowledge of ADHD.	Pre-post intervention study using web-based training to improve preservice teachers' knowledge of ADHD.

A thorough framework outlining the many aspects of employability that are crucial for professional advancement is shown in Figure 2. It illustrates the relationship between emotional control and career management skills, demonstrating the importance of emotional well-being for career planning and success in the workplace. The framework identifies essential elements that are necessary for attaining long-term success, including professional knowledge, general competencies, and career development skills. In this context, it is stressed that emotional competencies—like stress resistance, social skills, and self-regulation—are essential qualities that support workplace adaptation and career preparedness. These emotional intelligence abilities help people deal with obstacles at work, building resilience and advancing their careers.

The framework also serves as more evidence that an individual's capacity to control their emotions, participate in fulfilling interpersonal relationships, and handle stress is just as important to their job success as technical or professional abilities. Professionals who are emotionally resilient and able to flourish in fast-paced, sometimes stressful work circumstances are produced by these aspects of emotional growth. This approach offers a comprehensive perspective on how educators and career counselors may assist students in developing their professional and emotional skills by fusing emotional development with career competence. It draws attention to the necessity of emotional support systems in career planning as developing emotional intelligence may greatly increase one's capacity for long-term professional success and resilience.

Figure 2: Revised Framework for Employability: The Interplay Between Career Competencies and Emotional Development



## Theme 2: Learning and Pedagogical Development

Learning and pedagogical development focuses on enhancing teaching strategies to meet diverse student needs, fostering an environment that promotes innovation and critical thinking. This theme emphasizes the importance of adapting pedagogical approaches to create personalized learning experiences responsive to students' abilities and learning styles. Table 4 compiles articles that explore innovative teaching methods and the evolution of pedagogy in various educational contexts.

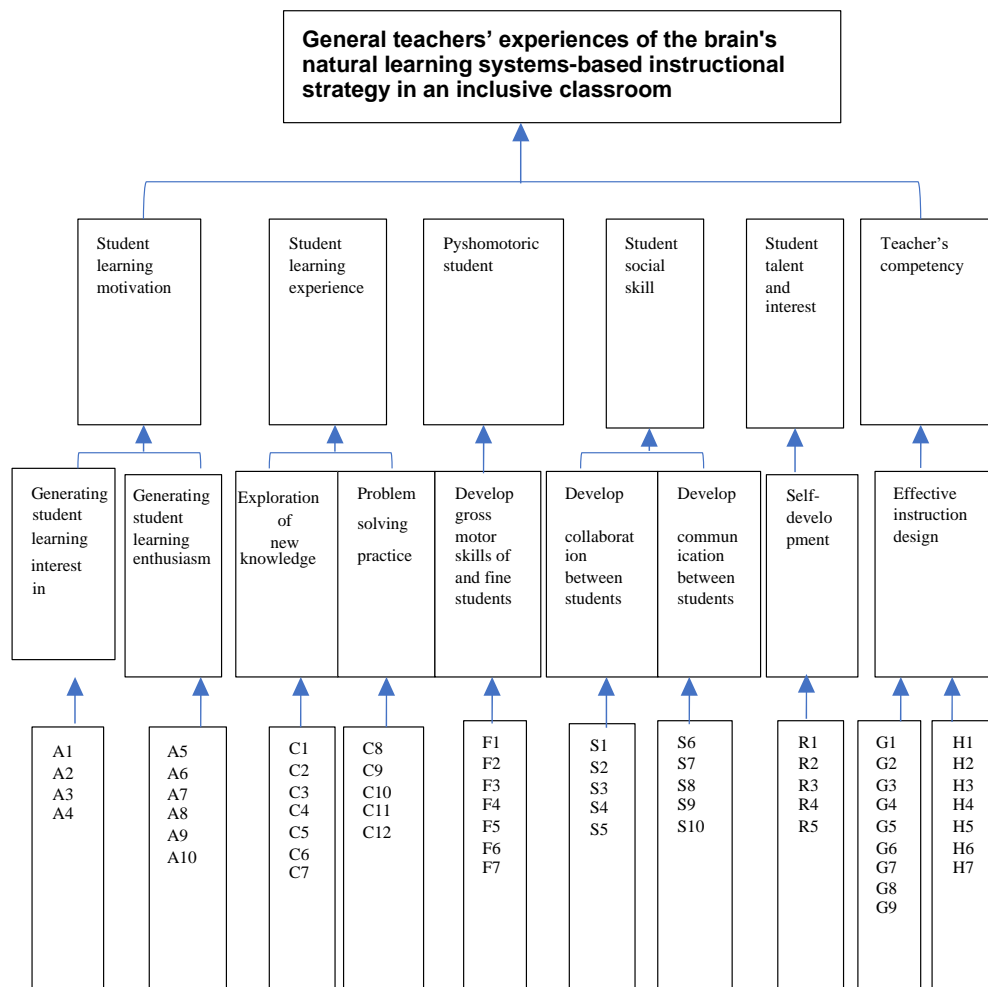
Table 4: Learning and Pedagogical Development

Authors	Title	Summary	Methodology
Meng X.; Huang W.	Analysis of Key Factors Affecting Undergraduate Entrepreneurship Ability from a Big Data Perspective	This study analyzes factors influencing entrepreneurship abilities among undergraduates using big data.	Big data analysis to assess key factors influencing entrepreneurship skills.
Rodriguez Fritz I. Ettl; Falcao William R.; Mccarthy John	Coach as youth development specialist: Developing a TPSR-based coach training program and examining participants' experiences	This study examines a coach training program focused on youth development through a TPSR-based approach.	Mixed-methods approach combining qualitative interviews and quantitative data from coach training programs.
Rasmitadila; Widyasari; Prasetyo T.; Rachmadtullah R. et al.	General teachers' experience of the Brain's natural learning systems-based instructional approach in inclusive classrooms	This study explores teachers' experiences with a brain-based instructional approach in inclusive classrooms.	Qualitative research using interviews with teachers to analyze experiences with inclusive classrooms.
Arifin S.; Sutama; Aryani S.A.; Prayitno H.J.; Waston	Improving The Professional Teacher Competence Through Clinical Supervision Based on Multicultural Values in Pesantren	This study focuses on improving teacher competence through clinical supervision in multicultural environments.	A case study involving clinical supervision to assess teacher professional competence in multicultural environments.
Vasylchenko O.; Khalemendyk Y.; Derevianko I.; Syno V.; Bielykh O.	Pedagogical Conditions of Training Future Bachelors of Arts in Linguistics for Professional Translation Practice	This study examines the training conditions for linguistics students preparing for professional translation.	Quantitative research using surveys to assess pedagogical conditions for training future linguists.
Mtika P.; Robson D.; Graham A.; MacDougall L.	Student teachers' perspectives of learning to enact an inclusive pedagogy: Insights for working in high poverty school environments	This study explores student teachers' experiences with inclusive pedagogy in high-poverty schools.	Mixed methods using student-teacher interviews and observational data from high-poverty school environments.
Monserrat M.; Arjona A.; Checa J.C.; Tarifa J.; Salguero D.	Teachers' Knowledge and Experiences after the Implementation of an Eating Disorder Prevention Program in the Physical Education Classroom	This study examines teachers' experiences with an eating disorder prevention program in physical education classes.	Mixed-methods study combining teacher surveys and observational data from physical education classrooms.
Shidiq G.A.; Promkaew S.; Faikhamta C.	Trends of Competencies in Teacher Education from 2015 to 2020: A Systematic Review Analysis	This study reviews trends in teacher education competencies over five years based on a systematic literature review.	A systematic review analyzing trends in teacher competencies over five years based on a literature review.

The integration of the emotional, social, cognitive, physical, and reflective learning systems of the brain within inclusive classrooms is depicted in Figure 3, which also highlights the experiences of instructors in using this instructional paradigm. Because every learning system has an associated set of activities, teachers may modify their methodology to meet each student's unique requirements and skills. When classes start, students are more motivated because of the supportive and stimulating environment that the emotional learning system helps to create. The social learning approach fosters student cooperation, which is important in inclusive environments as it facilitates group interactions and decision-making. The cognitive learning approach encourages students to think critically and solve problems, giving them the freedom to research topics freely.

The physical learning approach encourages involvement via movement and tactile engagement by integrating motor skills and hands-on activities. This is especially helpful for kids with special needs. Last but not least, the reflective learning approach promotes self-awareness and long-term personal development by enabling students to assess their strengths and shortcomings. In line with the overriding subject of pedagogical growth, this comprehensive model highlights the significance of adaptable teaching strategies that take into account the diversity of students' learning styles. The illustration provides a visual depiction of how creative teaching techniques may foster a more diverse and dynamic classroom where all students, regardless of ability levels, can succeed academically and socially.

Figure 3: Integrating Brain's Natural Learning Systems: A Profile of Teachers' Experiences in Inclusive Pedagogical Development





**Theme 3: Inclusive Education and Professional Training**

Inclusive education and professional training focus on equipping educators with the skills necessary to support diverse student needs, and fostering equitable learning environments. Through professional training, teachers are better prepared to implement inclusive strategies that accommodate all learners, including those with special needs and diverse cultural backgrounds. All articles discussing this theme are organized in Table 5.

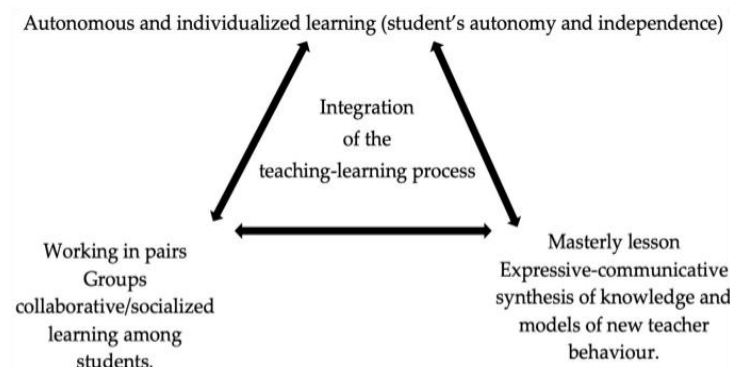
Table 5: Inclusive Education and Professional Training

Authors	Title	Summary	Methodology
Aladysheva Z.I.; Pyatigorskaya N.V.; Belyaev V.V.; Nikolenko N.S.; Nesterkina E.I.; Loseva S.A.	Actual problems of professional and personal development of qualified persons responsible for the quality of medicinal products	This study explores the challenges in the professional and personal development of qualified individuals responsible for medicinal product quality.	Mixed-methods research involving surveys and interviews with professionals on personal and professional development.
Garrido M.C.D.; Ruiz-Cabezas A.; Dominguez M.C.M.; Dueñas M.C.L.; Navio E.P.; Rivilla A.M.	Teachers' training in intercultural dialogue and understanding: Focusing on education for sustainable development	This study evaluates teacher training focused on fostering intercultural dialogue and understanding in the context of sustainable development education.	A case study using teacher interviews and observational data to assess intercultural dialogue training in sustainable development education.

Figure 4 below presents a methodological framework intended to promote inclusion and intercultural understanding in educational environments. To ensure that all students' expectations and cultural contexts are recognized and respected, the integrated system places a strong emphasis on the necessity for instructors to modify their teaching strategies to the different cultural backgrounds of their pupils. Educators may foster an inclusive atmosphere that not only facilitates academic learning but also fosters collaboration and mutual respect among students from many cultural backgrounds by implementing this methodological approach. By encouraging a balance between academic understanding and practical applications, this method helps teachers interact with cultural diversity in the classroom more skillfully.

The figure emphasizes the significance of creating customized teaching tactics that address the particular demands of a varied student population, which contributes to the issue of inclusive education and professional training. With the help of the provided framework, educators may create a thorough, culturally sensitive teaching model that promotes cooperation, equity, and respect.

Figure 4: Integrated Methodological System for Promoting Cultural Diversity in Inclusive Education



**Theme 4: Teacher Competency and Professional Development**

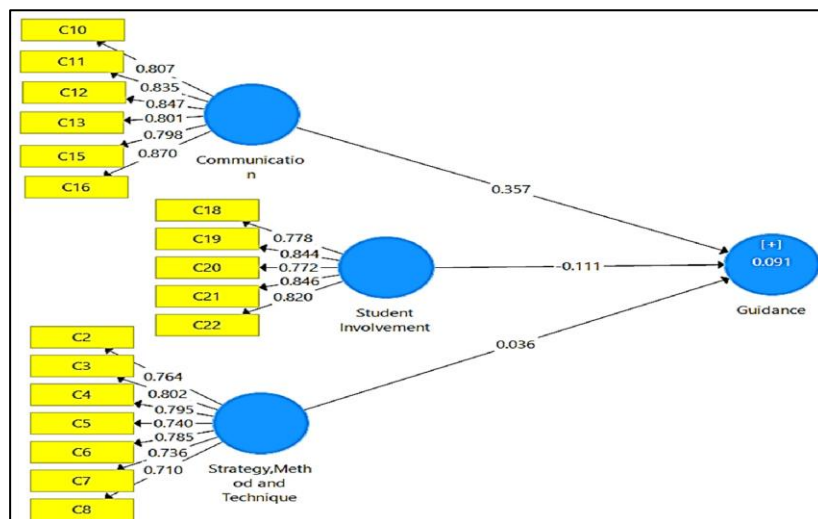
Teacher competency and professional development are vital for enhancing the quality of education. This theme emphasizes the importance of continuous learning and skill-building for educators to ensure they remain effective and responsive to the evolving needs of their students. Through structured professional development programs, teachers gain deeper insights into pedagogical strategies, classroom management, and student engagement. These initiatives not only improve teacher performance but also positively impact student outcomes. The articles related to this theme are presented in Table 6.

Table 6: Teacher Competency and Professional Development

Authors	Title	Summary	Methodology
Krtkova R.; Krttek A.; Pesoutova M.; Meier Z.; Tavel P.; Malinakova K.; Trnka R.	What influences do parents perceive as supportive of school well-being and the inclusion of children with ADHD?: A qualitative study	This study explores parents' perspectives on factors supporting school well-being and inclusion for children with ADHD.	Qualitative study involving interviews with parents of children with ADHD to understand factors that support inclusion and well-being.
Yan Z.; Na M.; Alam S.S.; Masukujjaman M.; Lu Y.X.	Teacher Competencies and School Improvement Specialist Coaching (SISC+) Programme in Malaysia as a Model for Improvement of Quality Education in China	This study examines the impact of the SISC+ program in Malaysia on teacher competencies and its potential application in China.	Comparative study using quantitative data from school improvement programs in Malaysia and China.

This graphic highlights how several components interact to form a teacher's sense of professional identity by illuminating the Semantic Network of the Professional Identity Dimension. A teacher's capacity to effectively handle different educational contexts is influenced by several linked key components, including self-awareness, personal experiences, and cultural knowledge. A teacher's professional identity serves as the cornerstone of their approach to their work, influencing their interactions with pupils, their methods of instruction, and their capacity to adjust to changing classroom conditions. The image emphasizes how strengthening teacher competencies requires a strong professional identity, which may be developed through organized professional development programs like SISC+. These proficiencies empower teachers to welcome diversity, attend to the varied needs of their pupils, and cultivate a fairer educational setting. Through the illustration of the intricacy and interdependence of these elements, the image emphasizes the significance of ongoing professional development and identity construction in augmenting the efficacy of educators, hence elevating educational achievements.

Figure 5: Semantic Network of Professional Identity in Teacher Competency Development



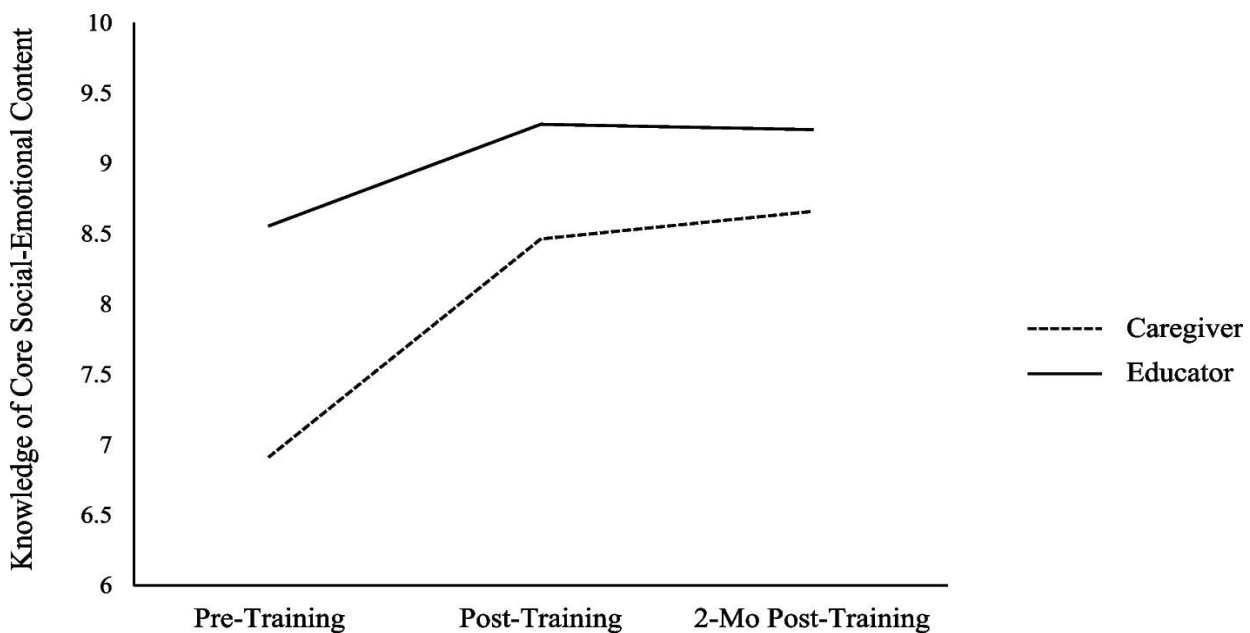
**Theme 5: Social and Emotional Development in Early Childhood Education**

Social and emotional development in early childhood education is essential for fostering well-rounded individuals. This theme focuses on how educators can support young children in developing emotional intelligence, self-regulation, and interpersonal skills from an early age. By integrating social-emotional learning (SEL) into daily classroom activities, educators help children build strong emotional foundations that enhance their academic and personal growth. These developmental aspects are critical for long-term success both in school and in life. The articles related to this theme are detailed in Table 7.

Authors	Title	Summary	Methodology
Augsburg Britta; Attanasio Orazio Pedro et al.	Lively Minds: Improving health and development through play—a randomized controlled trial evaluation of a comprehensive ECCE program in Ghana	This study focuses on teacher development and competency improvement strategies.	Randomized controlled trial (RCT) evaluating the impact of early childhood care and education programs on health and development.
Speidel R.; Wong T.K.Y.; Al-Janaideh R.; Colasante T.; Malti T.	Nurturing child social-emotional development: Evaluation of a pre-post and 2-month follow-up uncontrolled pilot training for caregivers and educators	This study emphasizes social and emotional development in early childhood education settings.	Pilot training study using pre-post and follow-up measures to assess social-emotional development in children.

The figure shows how, after a training program, carers' and educators' understanding of social-emotional development significantly improved, and these gains were sustained over two months. This demonstrates how professional development may improve emotional abilities, which is critical for the career growth of educators. The training not only improves educators' professional skills but also helps to create emotionally resilient learning environments by fostering a better understanding of emotional regulation and social-emotional growth. This further connects emotional well-being with long-term career success in education.

Figure 6: Impact of Social-Emotional Training on Caregivers’ and Educators’ Knowledge: Pre-Training, Post-Training, and 2-Month Follow-Up Results



This comprehensive assessment of the research highlights the increasing acceptance of SEL as a crucial component of teacher and student development. The review emphasizes how SEL helps teachers' emotional resilience and professional development in addition to improving children's academic achievement and social

skills. Teachers with formalized SEL training are better equipped to handle behavioral problems in the classroom, foster inclusive learning environments that support students' emotional and academic achievement, and manage classroom dynamics (Zilva, 2023a; Odak, 2023).

Notwithstanding these advantages, the results show a substantial gap in teacher preparation programs where SEL is frequently marginalized or nonexistent. Teachers are sometimes not adequately trained in social-emotional competencies when they first enter the field, which leaves them ill-equipped to deal with the emotional difficulties of teaching (Billy & Garríguez, 2021; Soutter, 2023). The quality of education given to pupils has eventually been compromised by the lack of SEL integration, which has raised stress, burnout, and attrition rates among educators (Denston et al., 2022).

Prioritizing SEL in teacher education and professional development programs is crucial for educational institutions to solve this problem. Schools may create settings that support the emotional well-being and academic performance of both instructors and students by providing them with the social-emotional competencies they need (Armoza-Levi, 2023). Future studies should concentrate on creating practical plans for incorporating SEL into teacher preparation and evaluating the long-term effects of these interventions on the outcomes of teachers and students.

The results of this comprehensive evaluation of the research show how social-emotional learning (SEL) may significantly improve teacher competency and emotional resilience. SEL provides teachers with vital abilities that are necessary for creating a pleasant learning environment and promoting the development of their students, including self-awareness, emotional control, and relationship-building. The lack of SEL integration in teacher education programs, despite its obvious advantages, means that many educators are ill-prepared for the emotional demands of their jobs (Denston et al., 2022; Soutter, 2023). This disparity has been linked to increased rates of teacher burnout and decreased efficacy in the classroom, which eventually has an impact on the well-being of teachers and the performance of students. To generate emotionally resilient teachers who can create inclusive and supportive learning environments, SEL integration into teacher education must be done methodically (Gimbert et al., 2021; Austral et al., 2023).

## CONCLUSION AND RECOMMENDATION

The important role that social-emotional learning (SEL) plays in promoting teacher competency, emotional resilience, and general classroom performance is highlighted in this systematic study. According to the research, teacher well-being and student achievement are both greatly enhanced by SEL, yet there is still a lack of SEL integration in teacher education programs. A large number of educators enter the field unable to handle the emotional intricacies of today's classrooms, which raises the risk of burnout, job discontent, and decreased effectiveness in the classroom.

Education officials need to make integrating SEL frameworks into pre-service and in-service teacher development programs a top priority to solve these problems. It is advised that organized SEL components that emphasize emotional regulation, relationship management, and self-awareness be incorporated into teacher education courses. These abilities are necessary to improve classroom management, provide inclusive and encouraging learning environments, and raise student achievement. SEL training should also be a major component of in-service teachers' continuing professional development since it gives them the skills they need to manage the emotional demands of the classroom and lowers their risk of burnout.

The introduction of required SEL modules, with an emphasis on real-world applications including relationship-building strategies, conflict resolution, and emotional regulation, is necessary for teacher training programs. The emotional abilities pre-service teachers need to handle the intricacies of the classroom setting may be developed with the aid of these programs. Future educators will be more equipped to handle the emotional demands of teaching if they acquire these abilities early in their careers. This can enhance both classroom management and student results. It is recommended to arrange collaborative workshops that involve peer-led SEL training for both experienced and pre-service teachers. These courses have the potential to create a community of practice in which educators assist one another's personal development and exchange coping mechanisms for the difficulties they face in the workplace. Teachers may develop emotional resilience together, which improves

their capacity to handle stress and uphold supportive classroom settings, by establishing places for collaboration and mutual learning.

For in-service teachers, SEL-focused ongoing professional development is crucial. The unique issues that teachers confront should be included in training, such as stress management, developing empathy, and preserving well-being in high-stress situations. Even under stressful circumstances, teachers who get ongoing SEL training can lower their risk of burnout, maintain high levels of professional performance, and preserve emotional equilibrium. Educational institutions may produce a staff that is more emotionally resilient and capable of supporting the academic and emotional growth of their students by methodically incorporating SEL into teacher training. Subsequent studies have to concentrate on evaluating the long-term effects of SEL integration on the results of students as well as the well-being of teachers, especially in inclusive and diverse classroom environments. To guarantee that educators in all educational contexts have the emotional skills required for long-term success in their field, legislators should also encourage the creation of national standards for SEL training.

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