

A Correlational Study of Social Emotional Learning, Inclusive Practice, and Culturally Responsive Teaching

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Abstract. This study investigates the complex relationships between Social-Emotional Learning (SEL), inclusive practices, and culturally responsive teaching within a localized educational framework. Employing a quantitative correlational research design, the study surveyed a total of 138 Junior High School students at Valencia Colleges (Bukidnon), Inc. through a total enumeration sampling method. Data collection was executed using validated structured questionnaires, while the resulting data underwent rigorous statistical analysis involving weighted mean, Pearson Product-Moment Correlation, and multiple linear regression models. The findings revealed that the implementation of Social-Emotional Learning is generally perceived as moderate, with relationship skills emerging as the highest-scoring core competency among the five domains. Conversely, the results indicated that inclusive practices—particularly the dimensions of differentiated instruction and equity of participation—are already being observed to a high extent within the institution. Statistical evidence confirmed significant positive correlations between Social-Emotional Learning, inclusive practices, and the efficacy of culturally responsive teaching. The study concludes that while inclusivity and cultural responsiveness are firmly established in the current pedagogical landscape, the integration of SEL core competencies requires more intensive strengthening to ensure holistic student development and emotional resilience. Based on these outcomes, it is strongly recommended that school administrators and educators prioritize specialized professional development programs and curriculum enhancements that intentionally bridge SEL frameworks with culturally responsive strategies. Furthermore, the study emphasizes that continuous monitoring and strategic resource allocation are vital for sustained institutional impact. Future research should consider longitudinal or intervention-based models to further validate these findings across more diverse educational contexts and larger demographic scales.

Introduction

The landscape of 21st-century education has undergone a profound transformation, moving away from standardized, "one-size-fits-all" instruction toward a model that honors the complexity of the human experience. Globally, classrooms are becoming increasingly diverse, reflecting a wide range of cultural identities, linguistic traditions, and varying academic abilities. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2017), the primary goal of modern education is to ensure inclusive and equitable quality education that promotes lifelong learning opportunities for all. This global mandate emphasizes that learners must be addressed not only for their academic performance but also for their social, emotional, and cultural needs.

In the Philippine context, the Department of Education has progressively shifted toward a "whole-child" approach, recognizing that academic success is inextricably linked to a student's sense of well-being and belonging. However,

educators often face the significant challenge of bridging the gap between a student's home environment and the school's academic expectations. When students feel their cultural identity is ignored or their emotional needs are unmet, they are at greater risk of disengagement and academic underperformance. To address these systemic gaps, three vital frameworks have emerged as the pillars of a transformative classroom: Social-Emotional Learning (SEL), inclusive practices, and culturally responsive teaching (CRT).

Social-Emotional Learning (SEL) is the process through which individuals acquire the knowledge and attitudes necessary to manage emotions, set positive goals, and establish rewarding relationships. The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020) identifies five core competencies—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—that serve as the emotional foundation for learning. Recent data from the Organization for Economic Co-operation and Development (OECD, 2021) suggests that these social and emotional skills are as predictive of long-term life success as traditional cognitive abilities.

While SEL provides the emotional "glue" for the classroom, inclusive practices and culturally responsive teaching provide the structural and cultural support. Inclusion, as conceptualized by Florian (2019), is more than just the physical presence of students in a room; it is the deliberate practice of removing barriers to participation. Simultaneously, CRT leverages a student's cultural strengths as a vehicle for learning, ensuring that the curriculum is validating rather than alienating. When these three frameworks intersect, they create a synergistic effect where equity is a lived experience for the student.

In the vibrant educational landscape of Valencia City, Bukidnon, these dynamics are particularly relevant. As a center for migration and cultural exchange, local institutions like Valencia Colleges (Bukidnon) Inc. serve a diverse population that includes indigenous peoples and urban-rural dwellers. While educators in this region have begun adopting progressive pedagogies, there remains a need for a systematic investigation into how these practices are currently implemented and how they relate to one another. This study seeks to fill that gap, providing a nuanced understanding of how teachers navigate the complexities of modern classrooms to support the holistic flourishing of every learner.

Conceptual Framework

The theoretical framework of this study integrates three essential pillars—Social Learning Theory, Inclusive Education Theory, and Culturally Responsive Pedagogy—to define a modern approach to student success. By applying Social Learning Theory, the research highlights that education is fundamentally a social experience where students acquire emotional intelligence and social skills through observation. When teachers and peers model empathy and respect, they provide a behavioral blueprint that allows learners to develop critical life skills like self-awareness and relationship management in a natural, collaborative setting.

Building on this social foundation, the study incorporates Inclusive Education Theory to ensure that the learning environment is structurally accessible to everyone. This perspective moves beyond just placing students in a classroom; it focuses on active belonging and the removal of participation barriers through flexible teaching methods. By creating a space that prioritizes emotional safety and values diversity as a strength, schools can ensure that every student, regardless of their background or ability, feels supported enough to engage deeply with their lessons.

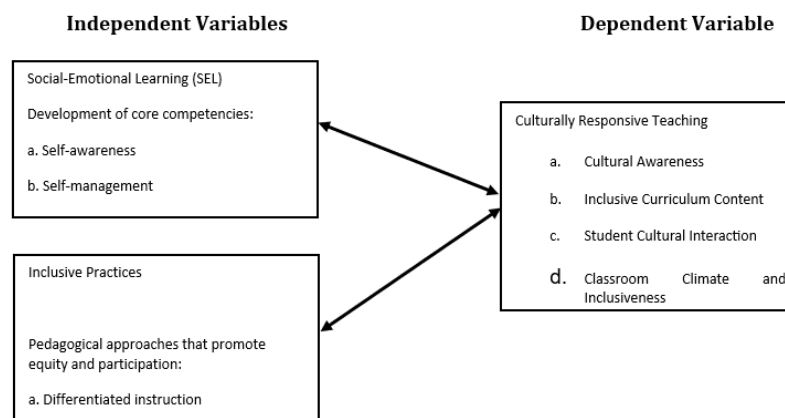


Figure 1. Schematic Diagram showing the Independent and Dependent Variables of the Study

The framework is completed by Culturally Responsive and Sustaining Pedagogies, which align academic content with the students' unique cultural identities. This approach prevents students from feeling marginalized by integrating their lived experiences into the curriculum, effectively bridging the gap between their home life and the school environment. Together, these three theories suggest that a truly effective education is one in which social interaction, structural inclusion, and cultural affirmation are inseparable, ultimately producing resilient learners prepared for a diverse world.

Methodology

This chapter provides a comprehensive overview of the methodological framework established to ensure the study's integrity and academic rigor. It serves as a roadmap for the investigation, meticulously detailing the systematic procedures employed to gather and interpret data. By clearly defining the research design, the chapter explains the logical structure of the inquiry, while the section on participant selection justifies how the specific sample was identified to represent the target population accurately.

Research Design

This researcher adopts a descriptive-correlational design, a methodological choice specifically selected for its capacity to provide both a detailed profile of existing conditions and an objective look at how different factors influence one another. By utilizing this approach, the study can accurately document the current implementation and status of social-emotional learning, inclusive educational strategies, and culturally responsive teaching as they naturally occur. Beyond simply describing these elements, the correlational aspect of the design allows for a sophisticated analysis of how these variables interact, helping to determine whether a change in one area significantly relates to a shift in another.

Furthermore, this non-experimental framework is ideal for capturing an authentic and undisturbed snapshot of the academic atmosphere at Valencia Colleges (Bukidnon) Inc. Because the researcher does not manipulate or control any part of the classroom environment, the data reflects the genuine experiences and everyday dynamics of the students and faculty. This ensures that the identified patterns and interconnections are grounded in reality, offering valuable insights into the strength and direction of these relationships while maintaining the integrity of the institution's existing educational landscape.

Research Locale

The study was conducted in Valencia City, Bukidnon, a premier component city known as the province's primary center for commerce, culture, and education. The city's unique demographic profile is defined by a rich tapestry of cultural, linguistic, and economic backgrounds. This diversity is reflected in the harmonious coexistence of indigenous communities, migrant families, and residents from both urban and rural sectors.

Historically, the municipality of Valencia was established on October 11, 1959, following its separation from the Municipality of Malaybalay. It originally consisted of 13 primary barrios, including Bagontaas, Lilingayon, and Lurugan. Over the decades, the expansion of various sitios into full-fledged barangays has led to the current administrative structure of 31 distinct barangays that make up the city today.

Valencia Colleges (Bukidnon) Inc., a private higher education institution within this vibrant city, served as the specific setting for this research. The school provides a comprehensive range of programs from basic education to the tertiary level, drawing a diverse student population from both the local community and surrounding municipalities. Because the institution operates in a multicultural and inclusive environment, it provides a highly relevant backdrop for analyzing the intersections of Social-Emotional Learning (SEL), inclusive practices, and culturally responsive teaching.

Furthermore, the selection of Valencia Colleges (Bukidnon) Inc. as the locale was guided by its institutional mission to serve a diverse learner base. Its classroom settings provide a practical "real-world" laboratory for observing how teachers navigate social-emotional growth and cultural responsiveness in daily interactions. The institution is particularly noted for its increasing adoption of progressive pedagogies, such as multicultural integration and collaborative learning designs. However, because the application of structured inclusive practices and SEL frameworks can vary across departments, the school provides an ideal environment for a correlational investigation into how these variables are currently implemented and experienced.

Respondents of the Study

The respondents for this investigation consisted of Junior High School students in Grades 7, 8, 9, and 10 of the Basic Education Department of Valencia Colleges (Bukidnon) Inc. for the 2025-2026 academic year. The selection of these participants was based on their direct involvement in the classroom environment where Social-Emotional Learning and Culturally Responsive Teaching are most actively practiced. To ensure data reliability, only those who provided voluntary informed consent were included in the final sample.

Grade Level	Total Number of Learners	Sample size
7	30	30
8	27	27
9	41	41
10	40	40
Total	138	138

Table 1. The Respondents of the Study

Sampling Procedure

This study utilized a total enumeration sampling technique, also known as the census method. The total population consisted of 138 students, all of whom were included as respondents in the study. Since the population was manageable and accessible, the inclusion criteria were met, and participants were invited to participate. These ensured complete population representation and minimized sampling bias, enabling meaningful insights into instructional practices across the institution. Participation was voluntary, and only teachers who provided informed consent were included in the final sample.

Research Instrument

This study utilized and structured a questionnaire adapted from established frameworks and scholarly sources, including the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020), Tomlinson (2017), UNESCO (2017), and Ladson-Billings (2014). The instrument was modified to ensure its relevance to the Philippine classroom context. It consists of three sections designed to measure the study's key variables. The first section assesses Social-Emotional Learning (SEL) competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The second section examines the implementation of Inclusive Practices, focusing on differentiated instruction, accessibility, equitable participation, and support for diverse learners. The third section evaluates Culturally Responsive Teaching, particularly how teachers integrate students' cultural backgrounds and create inclusive classroom environments. All items are measured using a five-point Likert scale ranging from 1 (Never) to 5 (Always) to determine the extent to which these practices are observed in classroom instruction.

Data Gathering Procedure

Before administering the questionnaire, the researcher explained the study's purpose, objectives, and significance to the respondents. Participants were informed that their participation was voluntary and that they could withdraw at any time without penalty. An Informed Consent Form was distributed and signed before the instrument was administered. The structured questionnaire was then distributed to all respondents during a scheduled time approved by the school administration. Clear instructions were provided to guide respondents in completing the questionnaire properly. The researcher remained present during the administration to address any clarifications and to ensure that all items were completed. After retrieving the questionnaires, the responses were checked for completeness. The collected data were then encoded, tabulated, and prepared for statistical analysis. All information gathered was treated with strict confidentiality. No names or identifying details were recorded, and responses were assigned numerical codes to maintain anonymity. Finally, the encoded data were submitted for statistical analysis using appropriate descriptive and inferential statistical methods to answer the research questions and test the study's hypotheses.

Scoring Procedure

The data was processed and interpreted using the rating scale below. A higher score indicates a higher level of construct.

To find out, computed mean scores are used for descriptive and inferential statistical analyses. The scoring procedure allows for comparison across dimensions and supports the examination of relationships among Socio-Emotional Learning (SEL) Inclusive Practices, and Culturally Responsive Teaching variables.

Scale	Range	Description	Qualifying Statement
5	4.21 – 5.00	Very High	The practice or behavior is consistently observed and strongly evident in most situations.
4	3.41 – 4.20	High	The practice or behavior is frequently observed and evident in many situations.
3	2.61 – 3.40	Moderate	The practice or behavior is sometimes observed but not consistently demonstrated.
2	1.81 – 2.60	Low	The practice or behavior is rarely observed and only evident in limited situations.
1	1.00 – 1.80	Very Low	The practice or behavior is almost never observed or demonstrated.

Statistical Treatment of Data

The data gathered in this study were analyzed using descriptive and inferential statistics. For Problems 1 to 3, the weighted mean was used to determine the average level of implementation of Social-Emotional Learning, Inclusive Practices, and Culturally Responsive Teaching, providing a descriptive summary of the data, and standard deviation was applied to measure the dispersion of the responses and determine the consistency of the participants' perceptions.

For Problems 4 to 6, which examined the relationships among the variables, the Pearson Product-Moment Correlation Coefficient (r) was used to determine the strength and direction of the relationship between Social-Emotional Learning, Inclusive Practices, and Culturally Responsive Teaching.

All inferential analyses were tested at the 0.05 level of significance. A p -value less than 0.05 indicated a significant relationship, while a p -value greater than 0.05 indicated no significant relationship.

Ethical considerations

This study was conducted in strict adherence to ethical research standards to ensure the protection and well-being of all participants. Prior to data collection, informed consent was obtained from every respondent. Participants were fully briefed on the study's objectives, procedures, and their right to withdraw at any stage without penalty or impact on their academic standing. To maintain anonymity, the research team utilized numerical coding instead of personally identifiable information. All responses were treated with the utmost confidentiality, ensuring that individual identities remain protected throughout the analysis and publication phases. Participation was entirely voluntary, and the study was designed to be non-exploitative, prioritizing the dignity and autonomy of both students and educators. Regarding data security, all physical and electronic records were stored in secured environments accessible only to the primary research team to prevent unauthorized access. The researchers remained available to address participant inquiries, ensuring a transparent and respectful process. Ultimately, the study prioritized a "no-harm" approach, ensuring that the research process caused no undue stress or exploitation, thereby upholding the integrity of the academic investigation and the rights of the participants involved.

Results and Discussion

This chapter provides an explanation, interpretation, and implications of the study's results. The variables evaluated in this study are the teachers' implementation of Social-Emotional Learning, Inclusive Practices, and Teachers' Culturally Responsive Teaching. The results presented here are arranged according to the objectives stated in the earlier part of this paper. Problem 2 concerns teachers' classroom implementation of Social-Emotional Learning (SEL) in terms of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The results and analysis of the data collected address the research questions outlined in Chapter 1. It focuses on the implementation of Social-Emotional Learning, inclusive practices, and culturally responsive teaching in classrooms at Valencia Colleges (Bukidnon), Inc. Data were analyzed to determine the level of implementation of these frameworks and their relationship with student outcomes. Descriptive statistics were used to provide an overview of the responses, and inferential statistics were used to determine relationships between variables.

INDICATORS	MEAN	Standard Deviation	Qualifying Description
My teacher helps students recognize and understand their emotions.	4.14	1.01	High Implementation
My teacher encourages us to reflect on our strengths and weaknesses.	4.11	.94	High Implementation
My teacher pays attention to students' feelings during class activities.	2.38	1.31	Low Implementation
My teacher allows students to express their feelings respectfully.	4.22	1.05	High Implementation
My teacher considers students' emotional needs.	2.41	1.47	Low Implementation
Overall Mean	3.45	.62	Moderate Implementation

Table 2. Level of Teachers' Implementation of Social-Emotional Learning (SEL) in the Classroom in Terms of Self-Awareness

Table 2 presents the level of implementation for Social-Emotional Learning (SEL) focusing on self-awareness, where the results indicate an overall Moderate Implementation with an average mean of 3.45. The data highlights a significant strength in how teachers manage the classroom environment, specifically in allowing students to express their emotions respectfully, which earned the highest rating of High Implementation (M=4.22). This suggests that educators are successful in creating a safe space for emotional dialogue, a practice that is known to boost student confidence and active participation in daily school activities. However, the findings also point to a specific area for growth, as the lowest score was recorded for teachers' consistency in paying close attention to students' feelings (M=2.38), resulting in a Low Implementation rating. While teachers generally promote self-awareness effectively, there is a clear opportunity to improve how they notice and respond to individual emotional cues. By increasing this personal responsiveness, educators can better support the emotional development and overall engagement of their learners, moving toward a more holistic and attentive instructional approach.

INDICATORS	MEAN	Standard Deviation	Descriptive Rating
My teacher teaches strategies for managing stress and emotions.	3.99	.98147	High Implementation
My teacher models calm behavior during stressful situations.	4.01	1.01	High Implementation
My teacher remains patient with students.	2.96	1.32	Moderate Implementation
My teacher helps students set and achieve personal goals.	4.09	.99	High Implementation
My teacher helps students manage their behavior.	2.37	1.41	Low Implementation
Overall Mean	3.48	.66829	Moderate Implementation

Table 3. Level of Teachers' Implementation of Social-Emotional Learning (SEL) in the Classroom in Terms of Self-Management.

Table 3 details the implementation of Social-Emotional Learning (SEL) through self-management, showing an overall result of Moderate Implementation with a mean of 3.48. A major highlight is the teachers' ability to guide students in setting and reaching personal goals, which earned a High Implementation rating (M=4.09). This indicates that educators are actively fostering student responsibility and motivation, which helps learners gain a stronger sense of achievement and confidence in handling their daily tasks.

Conversely, the data reveals a need for more consistency in helping students manage their own behavior, as this indicator received the lowest score (M=2.37). While teachers generally model calm behavior and patience effectively, providing more direct guidance on behavioral regulation could significantly improve students' self-discipline. By focusing on these areas for growth, teachers can better equip students with the self-control and emotional regulation needed to enhance their overall well-being and classroom engagement.

INDICATORS	MEAN	Standard Deviation	Descriptive Rating
My teacher encourages respect for different cultures and backgrounds.	4.10	1.07	High Implementation
My teacher promotes empathy and kindness among students.	4.10	1.07	High Implementation
My teacher addresses unfair treatment among students.	2.57	1.51	Moderate Implementation
My teacher teaches students to understand others' feelings.	4.09	1.05	High Implementation
My teacher promotes respectful behavior in class.	2.17	1.48	Low Implementation
Overall Mean	3.41	.63	Moderate Implementation

Table 4. Level of Teachers' Implementation of Social-Emotional Learning (SEL) in the Classroom in Terms of Social Awareness.

Table 4 shows the implementation of Social-Emotional Learning (SEL) through the lens of social awareness, which received an overall Moderate Implementation rating (M=3.41). The study identifies a significant strength in how teachers promote empathy, kindness, and respect for diverse cultures, with both indicators receiving High Implementation scores (M=4.10). These results suggest that educators are successfully building a foundation for prosocial behavior, helping students appreciate diversity and develop stronger peer relationships. On the other hand, the data reveals a gap in the consistent management of respectful behavior and fairness, as the indicator for promoting respectful conduct received the lowest rating (M=2.17). While teachers are effective at teaching the values of empathy, there is a need for more direct intervention when addressing unfair treatment. By bridging this gap and reinforcing respectful behavior more consistently, teachers can create a more inclusive and equitable classroom climate that fully supports the social development of every learner.

INDICATORS	MEAN	Standard Deviation	Descriptive Rating
My teacher encourages teamwork and cooperation.	4.32	1.03	High Implementation
My teacher listens to students' ideas and concerns.	4.25	.98	High Implementation
3My teacher encourages students to work together.	2.60	1.58	Moderate Implementation
My teacher helps students resolve conflicts peacefully.	4.23	.93	High Implementation
My teacher treats all students fairly.	2.28	1.31	Low Implementation
Research Design	Research Design	Research Design	Research Design

Table 5. Level of Teachers' Implementation of Social-Emotional Learning (SEL) in the Classroom in Terms of Relationship Skills.

Table 5 presents how teachers implement relationship skills within the Social-Emotional Learning (SEL) framework, resulting in an overall High Implementation rating (M=3.54). A primary success identified is the frequent promotion of teamwork and cooperation, which earned the highest score (M=4.32). This indicates that educators are effectively using collaborative activities to strengthen student communication and build positive interpersonal relationships within the classroom. In contrast, the study highlights a significant concern regarding the fair treatment of students, which received the lowest rating of Low Implementation (M=2.28). This suggests that learners perceive a lack of consistency or equity in how they are treated, which can undermine trust and their overall sense of belonging. While teachers excel at fostering group work and peaceful conflict resolution, prioritizing fairness and equal treatment is essential to creating a more harmonious and truly supportive learning environment.

INDICATORS	MEAN	Standard Deviation	Descriptive Rating
My teacher encourages students to think before making decisions.	4.11	1.29	High Implementation
My teacher discusses the consequences of actions.	4.06	.92	High Implementation

My teacher addresses students' poor choices.	2.37	1.35	Low Implementation
My teacher guides students in making responsible decisions.	3.96	1.09	High Implementation
My teacher is fair when handling student mistakes.	2.26	1.33	Low Implementation
Overall Mean	3.35	.66	Moderate Implementation

Table 6. Level of Teachers' Implementation of Social-Emotional Learning (SEL) in the Classroom in Terms of Responsible Decision-Making

Table 6 explores the implementation of responsible decision-making, which earned an overall Moderate Implementation rating (M=3.35). A key strength identified is how teachers encourage students to think carefully before acting, an indicator that received the highest score (M=4.11). This suggests that educators are successfully promoting reflection and critical thinking, which are essential for helping students develop the ability to make ethical and well-considered choices. Conversely, the data highlights a significant need for improvement in how teachers handle student mistakes, as the indicator for fairness in these situations received the lowest score (M=2.26). This low rating implies that students may perceive a lack of consistency or justice when errors are addressed, which can hinder the development of accountability. While teachers are effective at fostering reflective thinking, strengthening fairness and providing more consistent guidance during corrective moments will be vital in fully supporting students' responsible decision-making skills.

Indicators	MEAN	Standard Deviation	Description
Self-Awareness	3.45	.62900	Moderate Implementation
Self-Management	3.48	.66829	Moderate Implementation
Social Awareness	3.41	.63862	Moderate Implementation
Relationship Skills	3.54	.62912	High Implementation
Responsible Decision-Making	3.35	.66203	Moderate Implementation
Overall Mean	3.45	.53948	Moderate Implementation

Table 7. Summary

Table 7 provides a comprehensive look at the five core areas of Social-Emotional Learning (SEL) implementation, showing an overall result of Moderate Implementation (M=3.45). The highest score was achieved in Relationship Skills (M=3.54), which was the only category to reach a High Implementation rating. This indicates that teachers are particularly effective at fostering teamwork and cooperation, which are essential for building a collaborative and engaging classroom environment. The remaining four domains—self-management, self-awareness, social awareness, and responsible decision-making—all fell within the Moderate Implementation range. While these results show that teachers are providing a solid foundation for emotional regulation and empathy, there is room to increase consistency. Specifically, responsible decision-making received the lowest mean (3.35), suggesting that more structured guidance in helping students make ethical and accountable choices could further enhance their holistic development. Following the assessment of SEL, the study transitions to the second problem, which examines the extent of inclusive practices. This section will focus on how well the classroom accommodates diverse learners through differentiated instruction, accessibility, and the promotion of equity among all students.

INDICATORS	MEAN	Standard Deviation	Descriptive Rating
My teacher explains lessons in different ways to help students understand.	4.20	.95	High Extent
I am given learning activities that match my abilities and learning style.	4.22	.93	High Extent
I have choices in how I complete my school tasks or assignments.	3.88	1.10	High Extent
My teacher adapts lessons to help students understand better.	4.04	.92	High Extent

The learning materials used in class help me learn effectively.	4.01	1.04	High Extent
Overall Mean	4.07	.76	High Extent

Table 8. II. Extent of Teachers' Inclusive Practices in terms of Differentiated Instruction

Table 8 presents the implementation of differentiated instruction as part of inclusive classroom practices, which received a High Extent rating overall (M = 4.07). The most successful area identified was the alignment of learning activities with students' specific abilities and learning styles, which earned the highest score (M=4.22). This strong performance indicates that teachers are effectively tailoring their lessons to ensure every student feels capable and included, thereby boosting engagement and academic success. While all indicators performed well, the lowest score was related to providing students with choices in how they complete their assignments (M=3.88). Although this is still considered a high rating, it suggests that there is slightly less emphasis on student autonomy compared to other teaching methods. By expanding the opportunities for students to choose their own paths for completing tasks, educators can further increase learner motivation and help students take greater ownership of their educational journey.

INDICATORS	MEAN	Standard Deviation	Descriptive Rating
I can easily access learning materials and resources provided by my school.	4.25	.92	High Extent
I receive help from teachers when I do not understand a lesson.	4.14	.93	High Extent
The school provides support when students face learning challenges.	3.91	.96	High Extent
4Classroom activities are designed so all students can participate.	4.22	.84	High Extent
I feel comfortable asking for help when I need it.	4.12	.87	High Extent
Overall Mean	4.13	.66	High Extent

Table 9. Teachers' Level of Inclusive Practices in Terms of Accessibility and Support

Table 9 presents the implementation of accessibility and support within the classroom, which received a High Extent overall rating (M=4.13). The strongest area identified is the students' ability to easily access learning materials and school resources, which earned the highest mean score (M=4.25). This indicates that the institution is successful in providing the physical and digital tools necessary for learning, ensuring that students have a consistent foundation to support their academic progress and foster inclusivity. While all indicators performed well, the lowest score was recorded for the consistency of formal school support when students face specific learning challenges (M=3.91). Although this remains within the "High Extent" range, it suggests that there is room to strengthen structured support systems beyond just providing materials. By refining how the school identifies and assists students during difficult academic moments, the institution can further close learning gaps and ensure that every student feels confident and equitably supported.

INDICATORS	MEAN	Standard Deviation	Descriptive Rating
All students are given equal opportunities to participate in class activities.	4.29	1.03	High Extent
My opinions are valued during class discussions.	4.16	.88	High Extent
Teachers encourage participation from all students, not just a few.	4.43	.81	High Extent
Group activities allow everyone to contribute fairly.	4.37	.88	High Extent
I feel included during classroom discussions and activities.	4.38	.88	High Extent
Overall Mean	4.33	.72	High Extent

Table 10. Extent Level of Inclusive Practices Observed in the Classroom in Terms of Equity of Participation

Table 10 presents the degree of equity in participation within the classroom, which achieved a High Extent overall rating (M=4.33). The most significant strength identified is the teachers' active effort to encourage participation from the entire class rather than a select few, which earned the highest mean score (M=4.43). This proactive approach ensures that engagement is widespread, helping to prevent any individual learner from feeling marginalized while simultaneously building student confidence and a shared sense of belonging. While all indicators received high marks, the perception of students feeling that their opinions are truly valued during discussions recorded the lowest mean (M=4.16). Although this still represents a high level of practice, it suggests that there is a slight variation in how heard or recognized individual students feel. By placing a deeper emphasis on validating student input and ensuring every voice is acknowledged, educators can further strengthen the classroom's inclusivity and foster a fairer and more motivating environment for all learners.

INDICATORS	MEAN	Standard Deviation	Descriptive Rating
My teacher respects students from different cultures and backgrounds.	4.41	.97	High Extent
Differences among students are accepted and appreciated in my class	4.40	.75	High Extent
Classroom activities reflect different cultures, abilities, and experiences.	4.19	.98	High Extent
I feel respected regardless of my background or personal characteristics.	4.27	.99	High Extent
My school promotes respect and understanding among students.	4.21	.86	High Extent
Overall Mean	4.29	.73	High Extent

Table 11. Level of Inclusive Practices Observed in the Classroom in Terms of Valuing Student Diversity

Table 11 provides the degree to which student diversity is valued in the classroom, resulting in a High Extent overall rating (M=4.29). A primary strength of the instructional environment is the respect teachers show for students' various cultures and personal backgrounds, which earned the highest score (M=4.41). This indicates that educators are successfully modeling inclusive behavior, which helps foster a supportive atmosphere where students feel safe and accepted regardless of their individual differences. While all metrics performed well, the integration of diverse cultures and experiences directly into classroom activities received the lowest score (M=4.19). Although this rating is still high, it suggests that there is an opportunity to more consistently weave diverse perspectives and varied life experiences into the actual lessons and tasks. By ensuring that learning activities reflect a wider range of backgrounds and abilities, teachers can further deepen student engagement and create a more authentically inclusive and culturally responsive educational experience.

Indicators	MEAN	Standard Deviation	Description
Differentiated Instruction	4.07	.76	High Extent
Accessibility and Support	4.13	.66	High Extent
Equity of Participation	4.33	.72	High Extent
Valuing Student Diversity	4.29	.73	High Extent
Overall Mean	4.21	.64	High Extent

Table 12. Summary of teachers Observed Inclusive Practices Observed in the Classroom Among Four Factors

Table 12 provides a summary of the four key factors of inclusive practices, all of which achieved a High Extent rating, resulting in an overall mean of 4.21. The highest score was recorded for Equity of Participation (M=4.33), demonstrating that teachers are exceptionally successful at ensuring all students are actively involved and engaged. This strong focus on fairness helps build student confidence and ensures that no learner feels left behind during classroom activities. The other three factors also showed strong implementation. Valuing Student Diversity followed closely (M=4.29), showing that educators prioritize respect for various cultural and personal backgrounds. Accessibility and Support (M=4.13) indicates that students generally have the resources and help they need to succeed. Although Differentiated Instruction received the

lowest mean in this group (M=4.07), it still maintains a "High Extent" rating, proving that teachers are actively using various methods to meet individual learning needs. Overall, while the classroom environment is highly inclusive, continuing to refine specialized instruction and support systems will help sustain this positive atmosphere. The study now moves to Problem 3, which explores the implementation of Culturally Responsive Teaching. This section will analyze how cultural awareness, curriculum content, and student interactions combine to create a culturally inclusive classroom climate.

INDICATORS	MEAN	Standard Deviation	Descriptive Rating
My teacher shows respect for students' cultural backgrounds.	4.56	.81	Always
My teacher understands that students come from different cultures and experiences.	4.37	.84	Often
Cultural differences are acknowledged and discussed respectfully in class.	4.39	.89	Often
My teacher avoids stereotypes when talking about cultures.	4.07	1.19	Often
I feel that my culture is understood by my teacher.	4.27	.86	Often
Overall Mean	4.33	.71	Often

Table 13. Level of Teachers' Culturally Responsive Teaching in Terms of Cultural Awareness

Table 13 shows how teachers demonstrate cultural awareness as part of their culturally responsive teaching, resulting in a high overall average of 4.33. The most notable success is the consistent respect teachers show for students' cultural backgrounds, which received the highest possible rating (M=4.56). This indicates that educators are doing an excellent job of honoring diverse identities, which directly helps in building a more inclusive classroom and strengthening the bond between teachers and learners. While the results are positive across the board, the lowest score was related to the consistency with which teachers avoid stereotypes when discussing different cultures (M=4.07). Although this still indicates frequent practice, it suggests that subtle cultural biases may occasionally surface during classroom conversations. By becoming more mindful of these unintended stereotypes, teachers can further improve the sense of fairness and trust in the classroom, ensuring that every student feels truly understood and valued.

Research Design	Research Design	Research Design	Research Design
Lessons include examples from different cultures and backgrounds.	4.28	.85	Often
The learning materials reflect the diversity of my class.	3.99	1.11	Often
Class topics help me learn about cultures different from my own.	4.46	.72	Often
The curriculum includes perspectives from various cultural groups.	4.24	.97	Often
I feel represented in the lessons and learning materials.	4.07	.93	Often
Overall Mean	4.20	.71	Often

Table 14. Level of Teachers' Culturally Responsive Teaching in Terms of Inclusive Curriculum Content

Table 14 presents the integration of inclusive curriculum content as a component of culturally responsive teaching, which achieved a high overall rating (M=4.20). A significant success in this area is the use of class topics that help students learn about cultures different from their own, which earned the highest mean score (M=4.46). This indicates that teachers are effectively using the curriculum to broaden students' perspectives, helping them develop a deeper appreciation for cultural diversity and strengthening their intercultural understanding. On the other hand, the data points to an opportunity for improvement regarding learning materials, as the indicator for resources reflecting the actual diversity of the students in the class received the lowest score (M=3.99). While still frequently practiced, this suggests that the books and tools used in lessons may not always mirror the specific backgrounds of the learners in the room. By ensuring that educational materials

are more personally representative and culturally relevant, teachers can further affirm student identities and create a more equitable and engaging learning experience for everyone.

INDICATORS	MEAN	Standard Deviation	Descriptive Rating
I am encouraged to share my cultural experiences in class.	2.96	1.57	Sometimes
I learn from classmates who have different cultural backgrounds.	2.91	1.54	Sometimes
Group activities allow students from different cultures to work together.	3.13	1.54	Sometimes
Cultural sharing is welcomed and respected in class discussions.	3.17	1.59	Sometimes
I feel comfortable expressing my cultural identity in school.	3.07	1.59	Sometimes
Overall Mean	3.05	1.42	Sometimes

Table 15. Level of Teachers' Culturally Responsive Teaching in Terms of Students' Cultural Interaction

Table 15 presents how students interact across different cultures within the classroom, resulting in an overall rating of Sometimes (M=3.05). The data reveal that while cultural sharing is generally welcomed and respected during class discussions (M=3.17), these occurrences are not yet a constant part of the daily routine. When these dialogues do happen, they play a vital role in making students feel like they belong, which directly supports their social and academic engagement. However, the lowest score was recorded for students learning directly from their classmates' diverse backgrounds (M=2.91). This suggests that peer-to-peer cultural exchange is currently inconsistent and could benefit from more structure. By intentionally creating more opportunities for students to collaborate and share their unique perspectives, teachers can help build stronger empathy and cultural competence. Overall, while the foundation for cultural interaction exists, moving toward more deliberate and frequent cross-cultural activities will be key to fostering a truly cohesive and inclusive learning environment.

INDICATORS	MEAN	Standard Deviation	Descriptive Rating
The classroom feels welcoming to students from all cultures.	4.48	.80	Often
Students treat each other with respect, regardless of background.	4.24	1.04	Often
I feel safe expressing my opinions and ideas in class.	4.07	1.02	Often
Cultural differences are seen as strengths in our classroom.	4.17	.95	Often
I feel a sense of belonging in my class.	4.42	4.45	Often
Overall Mean	4.25	1.22	Often

Table 16. Level of Teachers' Culturally Responsive Teaching in Terms of Classroom Climate and Inclusiveness

Table 16 presents the classroom climate and inclusiveness as part of culturally responsive teaching, resulting in a high overall rating (M=4.25). A major success is the creation of a welcoming environment for students from all cultures, which received the highest score (M=4.48). This indicates that the classroom is perceived as a safe and inviting space, a factor that significantly boosts student motivation and helps learners from various backgrounds feel comfortable and engaged in their studies. While the environment is generally positive, the lowest score was related to students feeling safe enough to express their opinions and ideas (M=4.07). Although this still represents a high frequency, it suggests that some students may still hesitate to share their thoughts, perhaps due to social or cultural pressures. By focusing on building greater psychological safety and encouraging open dialogue, teachers can further enhance the classroom climate, ensuring every student feels empowered to contribute their unique perspectives to the collective learning experience.

Indicators	MEAN	Standard Deviation	Description
Cultural Awareness	4.33	.71	Often
Inclusive Curriculum Content	4.20	.71	Often
Students' Cultural Interaction	3.05	1.42	Often
Classroom Climate and Inclusiveness	4.25	1.22	Often
Overall Mean	3.96	.65	Often

Table 17. Summary of Teachers' level Culturally Responsive Teaching

Table 17 shows summarize the implementation of culturally responsive teaching across four key areas, resulting in an overall average of 3.96, which indicates that these practices occur Often. The highest performance was found in Cultural Awareness (M=4.33), showing that teachers are generally very effective at understanding and respecting the diverse backgrounds of their students. This foundational respect is crucial for building a classroom where all learners feel their identities are valued. Following closely are Classroom Climate and Inclusiveness (M=4.25) and Inclusive Curriculum Content (M=4.20). These scores suggest that teachers are successful in creating welcoming environments and incorporating diverse perspectives into their lessons. By ensuring that students see themselves represented in the curriculum and feel a sense of belonging in the room, educators are effectively enhancing psychological safety and intercultural competence. However, the area of Students' Cultural Interaction received the lowest rating (M=3.05), falling into the Sometimes category. This indicates that while the environment and materials are inclusive, the actual opportunities for students to engage in cross-cultural dialogue with one another are inconsistent. Strengthening these peer-to-peer interactions is essential for developing empathy and collaborative skills. Overall, while teachers demonstrate strong awareness and climate-building, a more deliberate focus on facilitating direct cultural exchange among students would create a more holistic and effective teaching practice. The study now moves to Problem 4, which investigates the significant relationship between the implementation of Social-Emotional Learning (SEL) and culturally responsive teaching strategies.

	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making
Cultural Awareness	R= .399 P= .000 N= 138	R= .437 P= .000 N= 138	R= .535 P= .000 N= 138	R= .426 P= .000 N= 138	R= .470 P= .000 N= 138
Inclusive Curriculum Content	R= .197 P= .021 N= 138	R= .293 P= .000 N= 138	R= .288 P= .001 N= 138	R= .387 P= .000 N= 138	R= .394 P= .000 N= 138
Students' Cultural Interaction	R= -.266 P= .002 N= 138	R= -.224 P= .008 N= 138	R= -.328 P= .000 N= 138	R= -.207 P= .015 N= 138	R= -.284 P= .001 N= 138
Classroom Climate and Inclusiveness	R= .165 P= .054 N= 138	R= .156 P= .068 N= 138	R= .149 P= .080 N= 138	R= .368 P= .000 N= 138	R= .415 P= .000 N= 138

Table 18. IV. There is a significant relationship between teachers' implementation of Social-Emotional Learning (SEL) and Teachers' Culturally Responsive Teaching Correlation Between Teachers' Implementation of Social-Emotional Learning (SEL) and Teachers' Culturally Responsive Teaching

Table 18 illustrates the correlation between Social-Emotional Learning (SEL) and culturally responsive teaching across a sample of 138 respondents. The data reveals a significant, moderate-to-strong positive correlation between social awareness and cultural awareness ($r = 0.54, p < 0.05$). This indicates that teachers who prioritize social awareness are typically more effective at recognizing and respecting diverse student backgrounds. This synergy suggests that SEL serves as a foundation for cultural sensitivity, helping educators bridge the gap between emotional and cultural understanding. In contrast, the study found weak negative correlations between students' cultural interaction and all five SEL components (ranging from -0.21 to -0.27). This unexpected result suggests that high SEL implementation does not automatically result in meaningful peer-to-peer cultural exchange. It highlights that while teachers may be emotionally and culturally aware, they may lack the specific pedagogical strategies needed to facilitate direct interaction among diverse students. Overall, the findings suggest that while SEL practices generally support culturally responsive teaching—particularly in

areas like relationship skills and decision-making—there is a distinct need for more intentional efforts to promote peer engagement. To achieve a truly inclusive environment, educators should move beyond general SEL frameworks and integrate deliberate instructional practices that encourage students to interact across cultural boundaries.

Teachers' Implementation of Social-Emotional Learning (SEL)		Decision	Interpretation
Teachers' Culturally Responsive Teaching	R= .220 P= .009 N= 138	The Null Hypothesis was Rejected	There is a Significant Relationship Between Teachers' Implementation of Social-Emotional Learning (SEL) and Teachers' Culturally Responsive Teaching.

Table 19. Summary of Correlation

Table 19 presents the correlation between teachers' implementation of Social-Emotional Learning and teachers' culturally responsive teaching. The correlation coefficient is 0.22, with a p-value of 0.01, based on a sample of 138 respondents. The result shows a positive but low correlation, indicating that as teachers implement Social-emotional learning practices, there is a corresponding increase in culturally responsive teaching behaviors. A probability value less than 0.05 leads to rejection of the null hypothesis, confirming that the relationship is statistically significant. This finding suggests that teachers who actively apply Social-emotional learning strategies, such as self-awareness, self-management, and social awareness, tend to be more aware of students' cultural backgrounds, more inclusive in their curriculum content, and more supportive of classroom climate and inclusiveness. Research supports this relationship, noting that social-emotional learning practices enhance teachers' capacity to respond effectively to cultural diversity and promote inclusive learning environments (Jagers, Brown & Simmons, 2019). In conclusion, there is a significant relationship between teachers' implementation of social-emotional learning and culturally responsive teaching. This implies that strengthening teachers' social-emotional learning competencies can contribute to more culturally responsive classrooms, improving both students' emotional development and their experiences of inclusivity and equity. Problem 5 concerns the significant relationship between teachers' inclusive practices and their culturally responsive teaching.

		Differentiated Instruction	Accessibility and Support	Equity of Participation	Valuing Students' Diversity
Cultural Awareness		R= .664 P= .000 N= 138	R= .774 P= .000 N= 138	R= .768 P= .000 N= 138	R= .667 P= .000 N= 138
Inclusive Curriculum	Content	R= .765 P= .021 N= 138	R= .734 P= .000 N= 138	R= .727 P= .001 N= 138	R= .722 P= .000 N= 138
Students' Interaction	Cultural	R= -.082 P= .341 N= 138	R= -.104 P= .223 N= 138	R= -.120 P= .162 N= 138	R= .028 P= .743 N= 138
Classroom Climate and Inclusiveness		R= .502 P= .054 N= 138	R= .522 P= .068 N= 138	R= .503 P= .080 N= 138	R= .495 P= .000 N= 138

Table 20. Correlation Between Teachers' Inclusive Practices and Teachers' Culturally Responsive Teaching

Table 20 illustrates the relationship between inclusive practices and culturally responsive teaching, using a sample of 138 respondents. The most significant finding is the very strong positive correlation between differentiated instruction and inclusive curriculum content ($r = 0.77, p = 0.02$). This suggests that teachers who successfully adapt their lessons to meet diverse learning needs are also highly likely to incorporate multicultural perspectives into their curriculum. This synergy confirms that flexible teaching strategies directly enable educators to design content that reflects the diverse backgrounds of their students.

On the other hand, the study found the weakest links between students' cultural interaction and all-inclusive practice

factors ranging from -0.12 to 0.03. Since these results were not statistically significant ($p > 0.05$), it indicates that general inclusive strategies, such as providing accessible materials or ensuring equity, do not automatically lead to students interacting across cultural lines. This highlights a "gap" where general inclusivity exists, but active peer-to-peer engagement remains low.

Overall, the data show that while inclusive practices strongly support teacher-driven areas like curriculum design and cultural awareness, they are less effective at naturally sparking student-to-student cultural exchange. This suggests that while teachers are building a respectful and adapted environment, they must implement more structured, intentional activities to move beyond general inclusivity and toward meaningful cross-cultural dialogue among learners.

	Teachers' Inclusive Practices	Decision	Interpretation
Teachers' Culturally Responsive Teaching	R= .667 P= .000 N= 138	The Null Hypothesis was Rejected	There is a Significant Relationship Between Teachers' Inclusive Practices and their culturally responsive teaching.

Table 21. Correlation

Table 21 highlights the relationship between inclusive practices and culturally responsive teaching, revealing a strong positive correlation ($r = 0.67$) with high statistical significance ($p < 0.05$). This result confirms that as teachers increase their use of inclusive strategies—such as differentiated instruction and equitable participation—their culturally responsive behaviors also improve. Because the probability value is below the threshold, the null hypothesis is rejected, proving that this connection is not due to chance. Ultimately, the data shows that these two pedagogical approaches are deeply interconnected. When educators prioritize accessibility, support, and student diversity, they naturally become more effective at respecting cultural backgrounds and integrating inclusive content into their lessons. Strengthening these inclusive strategies serves as a direct pathway to enhancing equity and cultural awareness, creating a learning environment that is both fair and responsive to the needs of every student.

Conclusion and Recommendations

Summary

This study examined the relationships among Social-Emotional Learning (SEL), Inclusive Practices, and Culturally Responsive Teaching (CRT) in promoting equitable, learner-centered classroom environments. Grounded in Social Learning Theory, Inclusive Education Theory, and Culturally Responsive Pedagogy Theory, the study aimed to determine the level of teachers' implementation of Social-Emotional Learning, the extent of inclusive practices, and the level of culturally responsive teaching. Based on the data also sought to determine whether significant relationships exist between Social-Emotional Learning and culturally responsive teaching and between inclusive practices and culturally responsive teaching. The study employed a quantitative correlational research design to examine the relationships among the variables.

This study was conducted at Valencia Colleges (Bukidnon), Inc. in Valencia City, Bukidnon, with 138 Junior High School students from Grades 7 to 10 as respondents, selected through total enumeration sampling. Data were collected using a structured questionnaire adapted from established frameworks, including the Collaborative for Academic, Social, and Emotional Learning (CASEL), Tomlinson, UNESCO, and Ladson-Billings, and modified to fit the Philippine classroom context. The instrument consisted of three sections measuring Social-Emotional Learning, Inclusive Practices, and Culturally Responsive Teaching. Responses were rated using a five-point Likert scale. For the statistical analysis, the weighted mean and standard deviation were used to assess the levels of the variables, while the Pearson Product-Moment Correlation Coefficient (r) was used to assess significant relationships among the variables at the 0.05 level of significance.

Findings

The study's findings revealed that overall classroom implementation of Social-Emotional Learning (SEL) was moderate, indicating that social-emotional learning practices are presented but not consistently reinforced across all domains. Meanwhile, the extent of inclusive practices in the classroom was found to be high, suggesting that teachers generally promote equitable participation, accessibility, and respect for student diversity. Similarly, the level of culturally responsive teaching was also high, indicating that teachers frequently demonstrate cultural awareness, inclusive curriculum practices, and supportive classroom environments.

Furthermore, the results showed a significant positive relationship between Social-Emotional Learning and Culturally Responsive Teaching, suggesting that teachers who demonstrate stronger Social-Emotional Learning practices are more likely to implement culturally responsive teaching strategies. The findings also revealed a strong positive relationship between inclusive practices and culturally responsive teaching, indicating that inclusive classroom strategies contribute significantly to the development of culturally responsive learning environments.

Conclusions

Teachers' overall implementation of Social-Emotional Learning is moderate, with relationship skills as the strongest domain. While teachers support emotional understanding, empathy, behavior regulation, and decision-making, inconsistencies in fairness, emotional responsiveness, and behavior guidance suggest opportunities to promote students' social-emotional development and engagement better. Inclusive practices are consistently applied across differentiated instruction, accessibility and support, equity of participation, and valuing student diversity. Strengths are evident in promoting participation and respecting student differences, though enhancing differentiated instruction and structured support could further improve overall classroom inclusivity. Culturally responsive teaching is often demonstrated through cultural awareness, inclusive classroom climates, and integration of diverse perspectives into lessons. On the other hand, opportunities for students' cultural interaction are less consistent, indicating the need for more structured activities that allow students to actively share, collaborate, and learn from each other's cultural experiences to strengthen engagement and inclusivity.

A positive and significant relationship exists between Social-Emotional Learning and culturally responsive teaching, particularly in social awareness, relationship skills, and responsible decision-making. This suggests that social-emotional learning practices help teachers value diversity and foster inclusive classroom climates. Still, deliberate strategies are needed to encourage student-to-student cultural interaction for a more holistic, culturally responsive environment.

Inclusive practices and culturally responsive teaching are strongly positively related, showing that teachers who apply inclusive strategies also exhibit culturally responsive behaviors. While this enhances cultural awareness, curriculum inclusivity, and classroom climate, the weak correlations with students' cultural interaction highlight the need for structured cross-cultural engagement to ensure that inclusive practices translate into meaningful peer-to-peer interactions.

Recommendations

Based on the study's findings, several recommendations are proposed. Schools may strengthen the implementation of Social-Emotional Learning (SEL) by providing training and professional development programs that help teachers consistently integrate Social-Emotional Learning competencies, such as self-awareness, emotional regulation, empathy, and responsible decision-making, into their classroom practices. The Teachers may also continue to enhance inclusive practices, particularly by improving differentiated instruction and providing structured support to address students' diverse learning needs.

Furthermore, educators are encouraged to further promote culturally responsive teaching by creating more opportunities for students to share their cultural experiences, collaborate with peers from different backgrounds, and engage in classroom activities that foster cultural awareness and respect. Finally, future researchers may conduct similar studies in other schools or educational settings to further explore the relationships among Social-Emotional Learning, Inclusive Practices, and Culturally Responsive Teaching, and influence the development of inclusive and culturally responsive learning environments.

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Data Availability Statement

The researcher declares that no personal or identifiable data of the participants are shared in this publication. All data are presented in a summarized form to ensure the privacy and confidentiality of the respondents.

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Appendices

No appendices are attached to this study.