

**Original Article**

## **Current Practices of Socio-Emotional Learning in Early Childhood Development**

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### **Abstract**

Socio-emotional learning (SEL) plays a vital role in early childhood development (ECD) by supporting children's thinking, emotional well-being, and social behavior. This study focuses on the importance of SEL in rural community ECD centers and explores the strategies facilitators use to promote socio-emotional growth among young children. This case study design involves classroom observations and semi-structured interviews with facilitators. The findings reveal that structured play, storytelling, and group activities are effective in fostering SEL. These methods enhance children's communication skills, teamwork, emotional expression, and problem-solving abilities. Storytelling helps children develop empathy and cultural awareness, while group activities promote cooperation and conflict resolution. The study highlights that SEL contributes to children's academic progress and strengthens their social relationships. It emphasizes the need for joint efforts among parents, teachers, and community to support children's holistic development. Key implications include providing training for facilitators, involving parents in SEL activities, and offering adequate resources. Strengthening these areas is essential for nurturing emotionally resilient children who are better prepared to face future academic and social challenges.

**Keywords:** *socio-emotional learning, emotional wellbeing, social behavior, emotional health*

### **Introduction**

Early childhood is an important period when children start learning about emotions, making friends, and understanding themselves. These skills help them feel happy, solve problems, and grow into kind and confident people. So, teachers and experts give more attention to developing these skills in young children. In the context of Nepal, the National Curriculum Framework proposes a one-year ECD program for four-year-old children, emphasizing holistic development across cognitive, emotional, social, and physical domains (MoEST, 2019). The comprehensive development of children from conception up to the age of eight by



facilitating coordinated actions among all tiers of government to deliver integrated services support children's physical, cognitive, emotional, and social growth (NPC, 2020). In a way or other, these provisions are giving some space for Social and emotional learning. In language of Greenberg (2023), social-emotional skills help children manage their emotions. These skills allow children to handle challenges and work well in groups. Children with good social-emotional skills communicate better. They are more focused, confident, and motivated to learn in school (Greenberg, 2023). Research shows that SEL is crucial in early childhood. SEL helps children manage their emotions, show empathy, and develop social skills. These skills are important for a child's well-being and success in life (Jones et al., 2020). Emotional and social competencies are crucial in achieving sustainable development by fostering resilience, collaboration, and ethical decision-making (UNESCO, 2017). In today's rapidly changing world, there is an increasing need to adopt and adapt thoughtful and effective strategies that meaningfully integrate SEL into ECD curricula and daily teaching practices. The early years are a crucial time for children to develop emotional intelligence skills like recognizing and managing their emotions, building empathy, and learning how to relate to others.

SEL skills help learners deal with stress, face challenges, and make smart choices that support long-term goals like well-being and sustainability. It also teaches important skills such as listening carefully, speaking respectfully, solving conflicts peacefully, and understanding different cultures (Durlak et al., 2011). Facilitators, parents, and leaders now understand that children need emotional and social skills to do well in school and life. This means helping children learn to control their feelings, make friends, care for others, and solve problems (Greenberg, 2023). Well-designed social-emotional learning programs lead to better academic performance, more positive social behaviors, and improved emotional well-being (Konishi & Wong, 2018). Studies also suggest that the key to success in these programs is having facilitators trained to facilitate them. Facilitators are best able to adapt the content to meet the needs of their students (Wu et al., 2021). SEL program in schools are essential for children's well-being and success in the social world. These programs help children develop important skills like self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Greenberg, 2023). Emotional and social skills are essential throughout life. They foster friendships, inclusive communities, and values like justice and equality. When taught early, these skills help children grow into respectful, collaborative, and solution-orientated adults. They are key for leadership and responsible decision-making in all areas of society. Nurturing these skills from a young age supports to create a kinder, fairer, and more sustainable world.

SEL is important in early childhood (Jones et al., 2020) because it helps young children understand and manage their feelings, get along with others, and learn good behavior. Children learn best when they are active, interact with others, and think about their experiences. It supports their overall well-being and sets a strong foundation for future success. It supports the holistic development of children beyond academic success. It helps them understand and manage their emotions, build healthy relationships, and act responsibly (Durlak et al., 2011). SEL fosters key life skills such as empathy, emotional awareness, friendship-building, and decision-making. These skills shape children into confident, kind, and resilient individuals who perform better both in school and everyday life. Classrooms that integrate SEL are safer and more inclusive and promote active and happy learners.

Facilitators play a crucial role in making SEL effective. They need proper training, understanding of child development, and strategies tailored to individual needs. When well-prepared and supported, facilitators can create nurturing environments where SEL is naturally woven into daily teaching. This leads to a culture of care, emotional growth, and all-round success of every child.

### **Research Agenda**

As a trained ECD facilitator and a mother of two children, I have seen just how important Social and Emotional Learning is for the overall development of young children. While more people are starting to understand its value, I have noticed that SEL still does not get the attention it deserves, especially in rural ECD centers. In my experience, the main focus is often on academics, while the emotional and social growth of children is overlooked. Even though some studies talk about the benefits of SEL (Greenberg, 2023; Jones et al., 2020), there is still very little information about how it is actually used in rural areas of countries like Nepal. Many SEL programmes are based on Western ideas, which often do not match our culture or classroom realities.

I have faced challenges like not having enough SEL training, limited teaching materials, and a common belief that academic success matters more than emotional development. Another issue I have seen is the lack of simple, culturally relevant ways to teach key SEL skills, like emotional control, empathy, and social interaction, especially to children from different backgrounds. These personal and professional experiences have inspired this study. I explored how SEL is being practiced in rural ECD centers, understand real problems facilitators face, and find ways to make SEL more effective and culturally appropriate. My goal is to share practical strategies that help children grow emotionally and socially, alongside their learning in the classroom. To this, the study explored the practices and challenges of integrating SEL in rural community ECD centers and investigates the strategies facilitators use to foster social and emotional growth. Doing so, the study addressed two research questions: (1) what are the current practices of integrating SEL into early childhood development programs in rural communities? And (2) what challenges do ECD facilitators face in incorporating SEL into their daily teaching practices?

### **Rationale of the Study**

This study focuses on how we can better support young children's emotional and social growth, especially in early childhood centers. When children feel safe and emotionally supported, they do better not just in school, but in life too. The study looks at how facilitators help children become emotionally strong, express their feelings in healthy ways, and build positive relationships. It also explores real-life challenges faced by educators, especially in rural areas where training, teaching materials, and other resources are limited. One of the main goals is to find practical solutions, like improving teacher training and updating school policies, so that educators feel more confident in supporting children's emotional development. The study offers insights to help children grow into kind, confident, and resilient individuals by making emotional well-being a key part of learning. It also points out the specific support that rural facilitators need, such as better training, more teaching tools, and classroom support. These findings can help not only individual schools but also guide

education policy and programmes in low-resource settings. Finally, the study connects to constructivism (learning by doing) and Maslow's hierarchy of needs (where emotional safety is the base for learning). In the long run, helping children develop social and emotional skills benefits not just them, but also their families, schools, and communities.

### **Navigating Literature**

Children's social and emotional development is essential for their overall growth and success. Educators and researchers now see managing emotions, building relationships, and making responsible choices as equally important as academics. SEL helps children develop important skills like empathy, self-awareness, and cooperation. Research shows that incorporating SEL in early childhood programmes enhances mental health, emotional well-being, and learning outcomes. With modern challenges like increased screen time and stress, the support of families, teachers, and systems is vital for guiding children's emotional growth.

The roles of educators and the challenges faced by marginalized groups call for greater investment, better coordination, and increased family and community engagement to promote the holistic development of a child and improve service delivery (Dahal, 2024). The crucial role of social-emotional development in daily activities fosters growth and poses challenges such as screen time and stress. Programs that raise awareness and provide support for families and teachers are essential (Askeland, 2019). The Curriculum Development Centre designed the curriculum to support young children's overall growth through language, safety, healthy habits, and social behavior. It promotes active participation in activities that enhance their social, emotional, and developmental well-being (MoEST, 2020). Also, literature suggests that SEL is crucial for young children's development and success. Teachers need to understand and integrate SEL into their lessons, using effective strategies and ongoing training to support children's well-being and help them thrive (Ferreira et al., 2021). Incorporating SEL into English language classrooms not only improves students' language skills but also enhances their motivation and emotional well-being (Neupane, 2024). More children globally face mental health challenges. Early SEL supports their well-being by teaching emotional skills, empathy, and decision-making. A public health approach ensures SEL through supportive systems, strong partnerships, and child-centered policies (Blewitt et al., 2021). The Fun Friend program helped children improve their social skills and emotional health by reducing challenging behaviors both inside and outside (Hosokawa et al., 2024). SEL has deep historical roots but has only recently become a key focus in education. Grounded in strong social-emotional foundations, it can thoughtfully adopt SEL models while maintaining essential values such as democracy and child agency (Moreno et al., 2018). Contemporary pedagogical frameworks increasingly emphasize the importance of integrating socio-emotional learning into early childhood development programmes, reflecting a paradigm shift towards recognizing the foundational role of emotional intelligence in fostering children's overall well-being and long-term success (Greenberg, 2023). SEL is fundamental to the holistic development and future success of young children. It goes beyond being an extra part of early education, forming the foundation for children's emotional well-being, relationships, and lifelong learning. In early childhood settings, everyday interactions like sharing, taking turns, and resolving conflicts, along with intentional activities, help children learn to manage emotions, empathize with others, and make responsible decisions.

These experiences nurture confident, caring, and self-aware individuals ready to succeed in school and life.

SEL refers to how individuals acquire and utilize knowledge, skills, and attitudes essential for developing healthy identities, managing emotions, achieving goals, demonstrating empathy, establishing supportive relationships, and making responsible decisions (Haugstad, 2020). In rural Nepal, mental health and behavioral challenges in young children often go unnoticed. About one in four children experience delays in social-emotional development. Older children and those participating in community programmes tend to show better outcomes (Miller et al., 2023). This holistic approach acknowledges that a child's emotional and social capacities are inextricably linked to their cognitive development, academic performance, and overall ability to navigate the complexities of social interactions and life challenges (Zhou, 2023). Parents' views on the significance of play-based learning in early childhood education centers significantly influence children's socio-emotional development (Greenberg, 2023). Play-based learning helps young children develop socially and emotionally (Broström, 2016). Parental well-being, especially mental health, social support, and perceived social class play a vital role in shaping parenting quality and influencing children's mental health (Adhikari et al., 2025). The literature highlights the growing importance of SEL in early childhood, recognizing it as a central element in a child's holistic development rather than a supplementary aspect of education. Research highlights that children develop best when both their emotional and academic needs are met. Play-based learning effectively supports SEL by helping children naturally express and manage emotions. Parental involvement is also key to reinforcing SEL at home. For SEL to be successfully implemented, educators need proper training, families must be engaged, and child-centered, play-based policies should be in place. Emphasizing SEL from early childhood, through play and family support, builds a strong foundation for emotionally healthy and socially responsible individuals.

### **Theoretical Referents**

This study is informed by social constructivism and Maslow's hierarchy of needs. Social constructivism stresses the role of social interaction in learning, while Maslow's theory underlines the importance of meeting emotional and psychological needs for effective learning. The integration of constructivist learning theory and Maslow's hierarchy of needs offers a framework for creating a supportive and effective learning environment during this key stage of development (Tomlinson & Murphy, 2018). Constructivism supports socio-emotional development by emphasizing that children build knowledge through active experiences and social interactions (Hashim & Hoover, 2017). Learning is seen as an active process where children build understanding through prior experiences (Gupta, 2011). This approach views children as active participants in learning, who build their understanding of emotions, relationships, and social norms (Silalahi et al., 2022). Active participation in group projects, role-play, and open discussions helps children understand others, resolve conflicts, and build empathy, supporting their socio-emotional development (Slovák et al., 2015). Constructivist strategies like group work and role play promote empathy and conflict resolution.

From the perspectives of developmental psychology, Maslow's hierarchy of needs highlights that children's basic needs such as safety, security, love, and value, must be met

before they can effectively participate in socio-emotional learning in early childhood education. Maslow's theory emphasizes that children must feel safe, loved, and valued for effective learning. SEL thrives in nurturing environments that support guided social interaction, contributing to children's holistic development.

### **Methodology**

In this study, I adopted a qualitative case study approach to deeply explore the realities of SEL in an ECD center. A purposive sampling was used to select an ECD center located in a rural area of Madhesh province, ensuring the inclusion of facilitators with diverse experiences in implementing SEL strategies. To collect rich and meaningful data, I conducted semi-structured interviews with two ECD facilitators. These interviews provided a space for the facilitators to openly share their experiences, challenges, and reflections related to SEL in their daily practices. In addition to the interviews, I also spent time inside the classrooms, observing firsthand how facilitators interacted with the children and how they created emotionally supportive and socially engaging environments. These moments of observation helped me see beyond words, capturing the small yet powerful gestures that make children feel safe, valued, and connected.

Collected data were analyzed using thematic analysis. Through this process, I identified recurring patterns and themes that revealed strengths and challenges in implementing SEL within ECD settings. This approach allowed for a holistic understanding of the everyday practices and emotional climates that shape young children's development. Ethical considerations were rigorously maintained throughout the research process. Informed consent was obtained from both participants, and confidentiality and anonymity were ensured by using pseudonyms and securely storing all data. Participants were informed of their right to withdraw from the study at any time without consequence.

### **Findings of the Study**

#### **SEL as the Foundation for Holistic Development**

When I visited a lively ECD classroom, I observed that the facilitators did not know about SEL, but they understood the social and emotional needs of young children naturally. I saw something very touching in the classroom. The facilitator, Sita (pseudonym) gently knelt down to speak to each child at their eye level, greeting them warmly by name- *good morning, Sonu. How are you today, Hema?* and so on. She smiled gently, adjusted a backpack, and wiped a runny nose without showing any hesitation. Later, I asked her how she understands a child feeling happy or upset. She paused thoughtfully, then softly said *if a child brings worries from home, they cannot focus on learning. We need to understand their feelings first. In that way, I can understand feelings.* Sita (pseudonym) had no formal training in social-emotional learning, but she naturally became a caring figure. She believed that children's emotional needs must be met first before they can learn well. Her words and experiences reflected Maslow's theory, showing that emotional support is the foundation for learning.

Another participant Gita (pseudonym), shared a similar philosophy. *Children cry sometimes when they miss their parents,* she said. *I let them sit beside us. Slowly, they feel better. I tell them, do not cry; your parents will come after a few minutes, and you can go home.* She used an informal approach but showed a deep understanding of secured

attachment and the need for emotional security in the classroom. Facilitators often used fun and engaging methods like storytelling, singing, circle time, and role play. These activities helped children express their feelings, solve small problems, and learn to be kind and caring. One memorable moment I recall was when a small group of children gathered to watch a puppet show. The story featured a rabbit who felt excluded because the others would not let him join their game. After the show, Gita asked, have you ever felt left out when other friends were playing, and it made you feel sad or alone? Some of the children nodded. One of them quietly shared that he feels lonely when his sister plays with her friends and does not include him. During those moments, he feels sad. Gita gently acknowledged his feelings and then asked the other children how they could help someone who feels sad. That simple conversation brought the children closer together and helped them understand each other's feelings.

Many ECD facilitators may not have formal training in SEL, but they show great care through their daily interactions. Their warmth and connection with children support SEL development. With proper training, good resources, and support from families, they can build a strong and lasting SEL approach that combines global ideas with their local traditions.

### **Integrating SEL into Daily Classroom Activities**

As I entered the small courtyard of an ECD center, the morning sun shone warmly on a group of young children sitting on a mat. They laughed and waited for their facilitator to start the day's circle time. In this simple place, with few materials, I began to notice how SEL was gently included. Sita (pseudonym), a passionate and dedicated facilitator, welcomed each child with a warm greeting and a gentle touch on the shoulder. *How are you feeling today?* she asked. Sita looked at the children with real care. Some children talked, while others used hand movements or facial expressions. Sita smiled and responded to each child's way of sharing. Later in my interview with her, she said: *Every morning, we sit in a circle, and I ask the children to tell me what they played or ate at home. Some speak, some use their hands or faces to show their feelings.* I realized then that these were not just daily routines. They were special moments of connection. By using stories, group play, and songs, Sita made a space where children felt safe to express themselves. She also said that role play was another method she used to support children's social and emotional learning. She noted:

*I use different role-play activities in the classroom to help children learn social skills. For example, I give them situations like sharing a toy with a classmate or comforting a friend who is feeling sad. The children take turns acting out how they would respond, which helps them understand how to handle real-life situations in a kind and thoughtful way.*

I observed her calmly mediate a minor conflict over a toy, helping the children express their feelings and work together to find a solution. *It is about teaching them to listen to each other's emotions,* she explained. In this space, Sita was not just instructing, she was modeling empathy, patience, and understanding, creating an emotional sanctuary for her young learners.

In another participant Gita, her approach brought a slightly different, yet equally heartfelt, dimension to SEL. She welcomed me into her classroom, where children were busy

with crayons and sheets of paper. *I let the children draw whatever comes to their minds, whatever they feel or imagine*, Gita shared warmly. As I observed, she gently moved from one child to another, kneeling down to their level and speaking softly with a warm, encouraging tone. With genuine interest, she asked each child about the stories and ideas behind their colorful drawings, praising their creativity and carefully listening to their explanations. Her quiet words made the children feel valued and inspired, fostering a calm and supportive atmosphere around their artwork. *Through those talks, I get a glimpse into their emotions, what they are interested in, and how they see the world*, she said. Gita also infused songs and rhymes into the daily routine, using familiar tunes to help children name and explore their feelings. She sang, *Meau meau birali yeta tira aau... bichara yo ullu aakha dekh dai...*, her voice playful and expressive, drawing giggles and enthusiastic participation. *"It helps them connect the words with their feelings. They love it, and it makes the classroom feel more alive*, she told me with a smile. Positive behaviors were gently reinforced. A child who comforted a friend or shared a toy received a word of praise or a small reward. *When they are kind, I make sure they feel good about it*, Gita explained.

As I listened to both Sita and Gita and observed their classrooms, both participant's teaching reflected constructivist learning by actively engaging children in hands-on, meaningful activities like role play and songs, helping them build understanding of emotions and social skills. Their classrooms provided emotionally safe environments aligned with Maslow's hierarchy of needs, fostering children's confidence and social competence. Though informal, their nurturing approach effectively supported key life skills such as cooperation, emotional regulation, and empathy. I observed that profound learning often occurs through every day, caring human interactions rather than formal lessons.

### Challenges in Implementing SEL in Classrooms

I sat on a low wooden bench inside the sunny ECD classroom, watching small hands busy with crayons and papers. I noticed that behind the happy noise, there were quiet struggles. When I talked with the facilitators, they told me about the problems they face in teaching social and emotional skills. Sita, one of them, smiled warmly, but her worries were still clear. *We do not have enough resources like books or cards*, she told me, gesturing toward a makeshift corner where children's drawings of emotion faces hung on the wall. *I use what we have, like drawing pictures of feelings, but it is not always enough*. Sita's words touched me deeply. The statement reflects that constructivist learning, which develops through talking and thinking, was difficult to apply in the room due to limited materials and cultural rules. Additionally, many children come from homes where emotions are not openly expressed, further challenging this learning approach. *"Many children do not know how to express their emotions because they are taught at home to stay silent. It is a challenge to help them open up*, she said. Her eyes showed kindness and tiredness. Sita also talked about another problem, parents not being aware enough. *Parents have no time to talk with their children. They do not understand the importance of children's feelings, so when the children go home, they do not share what they have learnt in school*.

Another participant Gita shared the similar struggles when we talked just outside her busy classroom. She was watching over twenty-seven children. She admitted, *I cannot always give attention to each child. It is difficult to focus on emotions when there are so many children needing help*. Her voice sounded tired and stressed. She was trying hard to support



children's emotional growth while also reaching academic goals. She said she felt unready because she had never received any formal training in SEL. *I use songs, rhymes, and conversations that I learnt during training*, she said, before adding with a sad laugh, *but some parents say, we send our child to school to learn reading and writing, but the teacher just sings. What is my child really learning?* That comment stayed in my mind. While facilitators like Gita try to include SEL in daily activities, society's expectations and school rules often make it hard for them. *Some teachers do not focus on SEL as much. They think it is not as important as reading or writing*, she added about school environment.

Although theories like constructivism and Maslow's hierarchy emphasize active, emotionally supportive learning, real conditions, such as overcrowding, lack of training, limited materials, and low parental involvement hinder these ideals. Facilitators like Sita and Gita strive to incorporate SEL, but systemic challenges and a focus on academic readiness often limit children's opportunities for emotional growth and interactive learning.

### **Parents' Understanding and Awareness of SEL**

During my visits to the ECD center, I noticed a mother arriving at the center with her child. She rushed to get to her daily wage job. Without exchanging more than a few words, she dropped her child at the gate and quickly walked away. Sita shared a similar observation; *Parents here are busy with daily wage work. They love their children, but they do not know how to support emotional development at home.* Parental involvement also remained minimal due to economic pressures. Many parents worked long hours in fields or as laborer. *We invite parents to school, but most of them are busy. When they do come, we see a clear improvement in the child's behavior*, Sita noted. I attended a parents-teacher meeting. A mother came and sat beside her daughter during a drawing activity. The girl looked very happy, focused, and proud. Sita said, *she usually stays quiet. But today, she is like a blooming flower.* This moment showed how a parent's presence can make a child feel confident and included. Maslow's hierarchy of needs shows that love and belonging are important for a child's growth. These needs are not fulfilled if children do not get enough emotional care. From my observation, such children often looked worried or stayed quiet. This can make it hard for them to learn or make friends.

Gita shared a slightly more positive picture, *Some parents attend meetings and ask about their child's behaviour. They want to help but do not have knowledge.* In one such interaction, I noticed a father asking how his child could be more confident. Gita patiently explained the importance of appreciating small efforts and giving time for play and storytelling. Despite a lack of formal understanding of SEL, parents were willing to be involved when approached respectfully. Gita added:

*When we tell them to play or talk with their child daily, they try to do it, even if only for five minutes. They want their children to have a better life than they did. For example, when I visited a home where a mother was telling a story while cooking, her child beside her was laughing.*

It was a genuine moment of constructivist co-construction of emotional knowledge, deeply natural, culturally grounded, and filled with meaning. This reflects the essence of

constructivist theory, which views learning as a socially driven process shaped through meaningful interactions with more knowledgeable others, such as effectively guiding parents.

Although parents in these communities love their children, they are often busy with work and may not understand how to support their children's emotional development. Facilitators like Sita and Gita try to help by teaching parents about their children's emotional needs. They also suggest simple ways for parents to connect with their children at home. These experiences showed that although structural barriers limit parents' active involvement, facilitators help connect home and school. Their kind and caring approach helps meet children's emotional needs, which supports their self-esteem and motivation. Maslow's theory mentions emotional security as important, and constructivism highlights the value of adults guiding children. These ideas show that SEL works best when schools and families work together in caring ways.

### **Conclusions and Implications**

This study shows that SEL is important for the holistic development of young children. In rural community schools, facilitators work hard to support SEL during daily classroom activities. But they face problems like not having enough materials, no proper training, and strong cultural beliefs that do not value emotional growth. Still, these facilitators try their best to build a caring classroom where children can learn empathy, teamwork, and how to express their feelings. However, there are clear problems in the system. Schools do not always give support, and many parents do not understand the value of SEL, which makes it hard to fully use SEL methods. Many parents do not know how SEL can help their children in the long run, so working together with schools becomes difficult. Also, the classroom setup matters a lot. A welcoming classroom helps children talk and play together. But if the classroom lacks resources, children do not get many chances to grow emotionally. In conclusion, this study suggests the need of capacity development programmes for facilitators and parents about SEL, and for better classroom spaces. These steps are important to help children grow in all areas.

The findings of this study underscore the centrality of SEL as the foundation for children's holistic development. Effective SEL implementation goes beyond theoretical understanding. It requires daily, intentional integration into classroom activities. However, a persistent gap remains between awareness and actual classroom practices. To address this, designing and implementing targeted training programs for ECD facilitators that emphasize emotional intelligence, empathy, and practical SEL strategies is crucial. Such training should prepare facilitators to understand SEL and embed it into storytelling, group play, conflict resolution, and routine classroom interactions. When SEL becomes a part of daily pedagogy, it supports the development of self-awareness, responsible decision-making, and positive relationships as key components of holistic growth.

Nevertheless, one of the major challenges lies in limited resources and support systems, particularly in rural settings. Even well-trained facilitators may struggle to apply SEL strategies effectively without adequate teaching materials, mentoring, and infrastructure. Therefore, resource allocation must be strengthened to ensure that SEL practices are not only taught but sustainably implemented. Another vital implication concerns the role of parents. The study reveals that many parents lack adequate awareness of SEL. This calls for greater

community engagement initiatives aimed at educating parents about SEL and encouraging their involvement. When children experience emotionally supportive environments both at home and in school, the impact of SEL is significantly amplified. Finally, the physical and emotional environment of the classroom plays a pivotal role in supporting SEL. Stakeholders, including school leaders, local governments, and policymakers, must prioritise the development of emotionally nurturing, inclusive, and safe learning spaces that foster trust, expression, and empathy among young learners.

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### **Author's Bio**

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