

Factors Influencing the Implementation of Play-Based Learning in Supporting Elementary School Students' Social-Emotional Development

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ABSTRACT

Social-emotional learning (SEL) develops elementary students' social-emotional competencies (SECs) and holistic education. Play-based learning (PBL), when intentionally facilitated, creates a natural context for integrating SEL. Vietnam has recently implemented education reforms that incorporate PBL integrating SEL in elementary schools, yet a comprehensive understanding of how this integration unfolds remains limited. This study examines factors influencing PBL integrating SEL in elementary schools in Vietnam to better understand the process. Based on a sequential exploratory mixed-methods approach grounded in Vygotsky's social constructivism and Bronfenbrenner's ecological system theory, three factor groups were identified: teacher-related, student-related, and learning environment-related, with teachers exerting the most significant influence. Implications for teacher professional development, emphasizing reflective and collaborative teaching to support teachers' pedagogical capacities and SECs, were discussed. The study offers evidence to inform teacher education researchers, practitioners, and policymakers to promote PBL integrating SEL implementation, aiming to support holistic education in Vietnam, ASEAN, and globally.

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Introduction

Social-emotional learning (SEL) equips students with the skills necessary to meet the demands of a 21st-century and technology-enhanced society (CASEL, 2022), preparing them for holistic development that encompasses academic success, social-emotional development, and value formation (Banks, 2008; UNESCO, 2021). Once implemented, SEL delivers a foundation for a positive return on investment (Greenberg, 2023). SEL is therefore recognized in the literature and practice across various educational settings (Jones et al., 2021), including those in ASEAN countries (Frydenberg et al., 2017). This literature and practice show the need to understand how SEL unfolds in elementary school years, as when SEL is integrated in these years, it can pave the way for students' positive development in later years (Dusenbury & Weissberg, 2017).

Scholars further note that SEL in elementary schools is most effective when paired with student-centered instructional approaches such as play-based learning (PBL) (Jones et al., 2021). PBL is viewed as a joyful, enjoyable process that supports student learning (Vygotsky, 1978; Zosh, 2017) and, when facilitated by teachers, naturally nurtures students' social-emotional competencies (Hyvonen, 2011)— a practice we referred to as PBL integrating SEL. Because teachers play a central role in both PBL and SEL (Weisberg et al., 2013), researchers have emphasized the need to develop teachers' pedagogical and social-emotional capacities (Dao, 2025; Schonert-Reichl, 2017) to implement PBL integrating SEL. This requires a deeper understanding of how PBL

integrating SEL is enacted in practice and factors that underlie it (Parker et al., 2022).

In Vietnam, as in many ASEAN countries, SEL has been envisioned as a part of national education reforms that emphasize student-centered, holistic development (MOET, 2018). Vietnam's participation in the iPLAY project has supported this vision by positioning play as a pathway for elementary students' social-emotional growth (VVOB, 2022). Together, MOET and iPLAY has advanced PBL integrating SEL nationwide, aligning Vietnam with global and ASEAN priorities for holistic education (ASEAN Secretariat, 2025).

Although PBL integrating SEL has been implemented in elementary schools across Vietnam (VVOB, 2022), little is known about how the process is implemented and what factors influence it. Without this knowledge, teachers may struggle with implementation, and teacher education policymakers may lack the information needed to provide adequate professional support. This study, therefore, explores teacher perspectives on factors influencing PBL integrating SEL, aiming to improve professional support for teachers and contribute to broader research and practice of PBL and SEL in Vietnam, ASEAN, and globally. Research questions include:

1. What factors influence the implementation of PBL integrating SEL according to Vietnam's elementary school teachers' perceptions?

2. What are the relationships between identified factors and teachers' assessments of the impact of those factors on the implementation of PBL integrating SEL?
3. Does a significant difference exist between homeroom teachers and their assessments of the impact of the teacher-student relationship on the implementation of PBL integrating SEL?
4. Does the significance exist between teachers who have taught students with disabilities (SWDs) and their assessments of the impact of the presence of SWDs on the implementation of PBL integrating SEL?

Literature Review

SEL and PBL

SEL is an educational approach through which students acquire five core SECs: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2022). These competencies enable students to regulate their emotions, initiate friendships, resolve conflicts, empathize with others, make informed choices, and contribute to their communities (CASEL, 2022). Scholars suggest that these competencies are vital for developing well-rounded citizens and instilling long-term, positive values in society (Greenberg, 2023). Researchers worldwide, including Vietnam, agree that SEL can be taught through student-centered pedagogy (Hoang & Vu, 2016), such as PBL (Hyvonen, 2011).

PBL is a learning process that centers on play as a driver of students' learning, creating

what Vygotsky described as a “zone of proximal development of the child” (Vygotsky, 1978, p. 102)—a space where student learning grows with teachers' support. In elementary school settings, PBL is characterized as teachers subtly scaffolding curriculum and pedagogy with a social view in mind, to design playful activities that foster student learning through enjoyment and engagement (Hyvonen, 2011). This joyful process aligns with SEL practices, as it naturally fosters elementary students' physicality, sociality, emotionality, and cognitivism (Altun, 2018), mirroring core SECs.

Research conducted in elementary schools by Gray (2015) found “[in][...] play, elementary students learn to make their own decisions, solve their problems, create and abide by rules, and get along with others as equals rather than as obedient or rebellious subordinates” (pp. 17–18), all of which show competencies central to SEL practices. Evidence from Vietnam similarly has been shown that elementary school students' SECs, such as social awareness and responsible decision-making, grow during PBL activities, attributed to students' learning motivation and engagement with play (Van Huynh, 2018).

Overall, PBL naturally weaves SEL into the playful process. In this process, PBL and SEL converge and inform one another to support students' development of academic, social, and emotional well-being, and value development capacity, contributing to holistic learner development.

Factors Influencing PBL Implementation

Factors influencing PBL include learning environment and relational factors (Whitlock et al., 2023). Learning environment factors, defined as the physical surroundings, social relationships, and cultural conditions in which

people interact (Bronfenbrenner, 1979), include both material elements (e.g., facilities) and non-material elements (e.g., policies, leadership, curriculum, time, resources, and assessment systems) (Parker et al., 2022). Research shows these non-material factors can either enable or constrain PBL implementation in elementary schools (Whitlock et al., 2023). Relational factors, particularly teachers' roles as mentors or facilitators, also strongly shape how PBL unfolds. Additionally, teachers' perceptions, experiences, and competencies—as well as students' characteristics—significantly affect PBL implementation (Jay & Knaus, 2018). Because this study views PBL and SEL as mutually informing processes, the implementation of PBL integrating SEL is influenced by interconnected factors related to the learning environment, students, and teachers, all of which warrant further investigation.

Theoretical Perspectives

This study is informed by the view that teachers' perceptions significantly shape their professional actions, as they bring their knowledge, beliefs, attitudes, and values into their teaching (Cushner et al., 2022), and are in turn shaped by contextual factors, including students, colleagues, and the working environment. Grounded in Vygotsky's (1978) social constructivist theory and Bronfenbrenner's (1979) ecological systems model, these perspectives hold that individuals make sense of their practices through personal meaning structures situated within interconnected systems: the microsystem (students and colleagues), mesosystem (interactions among microsystems), exosystem (schools and resources), and macrosystem (norms and policies). These layers form a web of social and relational influences that teachers navigate as they interpret their teaching enactment.

Hyvonen (2011), applied these theories to PBL, and found that teachers' perceptions and contextual conditions—particularly school policies and norms—play central roles in shaping PBL and associated SEL practices. Together, these perspectives position teachers' work within a constructivist and ecological framework. They underscore the importance of understanding teachers' perceptions of PBL integrated with SEL, as well as the contextual factors influencing its enactment. By examining how teachers perceive PBL as a process for integrating SEL, situated within the various influential factors that shape their practice, researchers can offer a comprehensive, in-depth picture of the topic, bringing both theoretical and practical value to the field.

Methodology

Research Design

An exploratory sequential mixed-methods design was employed because the research topic was considered a complex social phenomenon that requires researchers to use multiple research approaches to comprehensively understand participants' perspectives (Cohen et al., 2020). In this study, the qualitative phase identified factors influencing PBL integrating SEL based on teachers' perceptions. The quantitative phase examined the relationships between identified factors and teachers' assessments of the impact of those factors on PBL integrating SEL.

The instruments were developed along the sequences of qualitative and quantitative study phases. First, interview questions drawn from the literature review prompted teachers' perceptions about factors influencing the

implementation of PBL integrating SEL. Then, themes derived from the interview data analysis informed survey items, which were combined into a 15-item questionnaire with five-point rating scales (Cohen et al., 2020). For example, keywords “rigorous time allocation,” “prescribed content,” identified by teachers as “constraining factor,” were grouped into the “instructional requirements” theme, which then became the “time and teaching content requirements” item in the questionnaire design. The instruments used in both phases were validated by three experts in educational methodology, PBL, and SEL, and then piloted with a small sample of participants (Creswell & Poth, 2018). To test the survey questionnaire’s reliability, Cronbach’s alpha of 0.891 was obtained in SPSS, indicating internal consistency. A statistically significant difference was also observed in SPSS (p-value, two-tailed < .05). Therefore, the survey instrument was valid and reliable.

Participants and Data Collection

This study was conducted in Ho Chi Minh City, Vietnam, a participating local of the iPLAY project. The qualitative phase recruited nine female and two male participants, aged 26 to 48, from two public and two non-public schools. Nine were homeroom teachers, and two were subject teachers. Teacher seniority varied from 4 years to over 10 years. The quantitative phase included 406 participants, accurately reflecting teachers’ characteristics identified in the qualitative phase. The demographic characteristics of the research participants in the quantitative phase are presented in Table 1 (see Appendix A).

Data were collected over nine months during the 2024 academic year. First, lessons spanning Grades 1 to 5 and covering all subjects taught in

Vietnam’s elementary schools were observed. Then, teachers who taught these lessons were individually interviewed. Quantitative data were followed up with data collected over four months by distributing questionnaires to teachers both virtually and on-site.

Ethical Considerations

This study followed ethical guidelines in educational research (Fraenkel et al., 2012), ensuring that participants were not harmed. Teachers voluntarily participated in interviews and class observations, completed non-sensitive survey questions, and received a small token of appreciation. Participants’ responses implied informed consent, and anonymity was ensured by not collecting identifiable information such as names, ages, or class identifiers.

Data Analysis

The interview data were transcribed and categorized based on thematic content analysis (Braun & Clarke, 2006). Themes of groups of influencing factors to PBL integrating SEL were drawn from the qualitative data analysis based on three dimensions: learning environment, teachers, and students, plus descriptors of each factor.

Survey data were analyzed using SPSS software, version 25.0. We first performed descriptive statistics to calculate the mean responses from teachers to rank the impact levels of three groups of factors influencing PBL integrating SEL. Then, we investigated groups of factors. We used independent t-tests to measure the association between the factors and teachers’ assessments of the impact of influencing factors on PBL integrating SEL. The evidence from the survey and interview data was thoroughly checked to ensure triangulation.

To prepare for the independent t-test assessing the impact levels of the three influencing factors, we examined whether each variable—the teacher-related, student-related, and learning environment-related factors—showed normality by calculating the average item means and standard deviations. Results indicated high mean scores with low standard deviations across all variables: 4.23 (SD = 0.67), 4.23 (SD = 0.65), and 4.01 (SD = 0.59), respectively. These values suggested a strong likelihood of normality for each variable. Therefore, the independent t-test was conducted using parametric assumptions, as the data were considered normally distributed (Cohen et al., 2020).

Findings

Qualitative data analysis reveals three main factors influencing PBL integrating SEL implementation: learning environment, student, and teacher-related factors.

Learning Environment-Related Factors Influencing PBL Integrating SEL Implementation

Teachers identified learning environment-related factors, both material and non-material, as influencing PBL integration with SEL. Most material factors, including school infrastructure and classroom space, were described as favorable conditions for the implementation. However, among non-material factors, a reported shortage of learning materials supporting teachers' adaptation to the new curriculum was noted, along with the school's educational philosophy, the School Board's views on PBL and SEL, assessment requirements, and teacher-student relationships. Although the curriculum requirements enabled teachers to apply PBL, strict adherence to the curriculum framework, time-allocation policies

that regulated how teachers teach per lesson, and assessment demands constrain their ability to implement PBL.

Student-Related Factors Influencing PBL Integrating SEL Implementation

Student-related factors included age-related psychological characteristics and needs, and learning-related disabilities. Difficulties encountered in teaching SWDs influence teachers' integration of SEL into PBL (Teacher 5-HR-P¹). However, these difficulties were reported to be an opportunity for teachers' emotional growth, as they encouraged teachers to help students "be compassionate towards their friends" (Teacher 4-HR-P).

Teacher-Related Factors Influencing PBL Integrating SEL Implementation

Teacher-related factors identified included seniority of teaching experience, professional development activities, pedagogical competence, teacher social-emotional competence, experiences with PBL and SEL, and perspectives on the teaching profession.

The seniority of teaching experience was described as teaching experience that helped teachers "understand the class's characteristics to apply methods effectively" (Teacher 6-HR-P). Professional development was influential because it helped teachers discover new ways to create playful activities and foster students' enjoyment and engagement (Teacher 7-HR-P). Teachers' pedagogical competence was influential and described as understanding students' psychology and designing PBL activities suited to students'

1 HR denotes homeroom teacher; NHR-Not homeroom teacher; P-Teachers teaching in public schools; NP-Non-Public schools.

needs, specifically by “being observant lets you know if students are interested or uncomfortable, allowing timely adjustments” (Teacher 4-HR-P) and by the ability to manage time effectively (Teacher 6-HR-NP).

Teachers’ social-emotional competence was influential because when teachers felt joyful, so were students (Teacher 6-HR-NP). Teachers’ emotions were the most visible influence on the teaching process, as they affected students’ emotions. Teachers’ views on teaching were influential and described as proactively seeking to apply PBL to improve academic results and support students’ holistic development, plus believing that the profession affects how they used PBL in SEL integration because “the success of PBL stemmed from teachers’ experience and a personal fit for the profession” (Teacher 8-HR-NP).

After identifying three groups of factors influencing PBL integration of SEL, we examined teachers’ mean responses. We assessed the impact of 15 observed variables within these three groups using quantitative data analysis. Results in Table 2 (see Appendix B) show that teachers rated three groups of influencing factors related to teachers and students at level 5, indicating a complete influence on the implementation of PBL integrating SEL. Factors related to the learning environment were rated at level 4, indicating an influence.

Next, we conducted an independent t-test to assess the impact levels of the three influencing factors, considering the implementation of PBL integrating SEL. The test results shown in Table 3 (see Appendix C) indicate that, except for gender, other teacher-related factors such as teacher seniority, homeroom teacher role, qualifications, and experience teaching with

CWDs affected teachers’ perceptions of the impact level of the three groups of influencing factors, with statistically significant differences.

The data analysis indicated that factors such as seniority, working environment, role as a homeroom teacher, qualifications, and the presence of SWDs were associated with significant differences in teachers’ evaluations of the impact of three groups of influencing factors. Based on these results, we further analyzed significant differences in the role of the homeroom teacher in assessing the influence of the teacher-student relationship on PBL integrating SEL and in teaching experience with SWDs, in their evaluation of the presence of SWDs impacted the application of PBL.

Results in Table 4 (see Appendix D) indicate that homeroom teachers evaluated the teacher-student relationship at a level of 5, indicating a complete influence. In contrast, homeroom teachers assessed the influence of the teacher-student relationship on the implementation of PBL integrating SEL at a level of 4, indicating influence. In line with the qualitative research data, we found that the role of the homeroom teacher was also considered a favorable condition for integrating SEL into PBL by 5 out of 11 teachers. For example, Teacher 7-HR-P believed that when she took on the role of homeroom teacher, she closely followed and understood her students, which helped her “automatically know” which PBL activities integrating SEL were appropriate for students. Similarly, the results of the t-test comparing teachers’ experience teaching SWDs with their perceptions of the impact of SWDs’ presence in the classroom on PBL integrating SEL were consistent with the qualitative study’s findings.

Results in Table 5 (see Appendix E) indicate that teachers working with SWDs rated the presence of these students in the classroom at a level 5, indicating a complete influence. In contrast, teachers who did not teach those students rated the influence of those students' presence in the classroom at a level 4—impactful. Combining these findings with those from the qualitative phase indicates that the presence of SWDs impacted the implementation of PBL integrating SEL. For example, Teacher 7-HR-P demonstrated that these students required her attention during PBL activities that aligned with each student group's characteristics. Overall, teachers assessed the impact of SWDs in the classroom as greater than that of teachers who did not teach such students.

In brief, the findings show that the implementation of PBL integrating SEL was shaped by interconnected layers of influence: students, teachers, and the learning environment. We presented the summary of these findings in a visual model shown in Figure 1 (see Appendix F). At the center of the model is the mutually informing PBL and SEL process to support teaching and learning. The student layer highlights how children's characteristics and learning difficulties affected implementation. The teacher layer reflected how teachers' professional development, experience, pedagogical capacities, SECs, seniority, and beliefs shaped implementation. The outer learning-environment layer includes curriculum demands, assessment requirements, leadership views, time allocation, teacher–student ratios, school philosophy, and physical conditions. Teacher-related factors mediated across layers, with notable differences between homeroom teachers and teachers teaching SWDs.

Discussion

By examining factors influencing PBL integrating SEL, this study aligns with and extends existing research, offering insights for improving teacher professional development for SEL-focused PBL in Vietnam and other ASEAN countries.

The findings indicated that teachers' proactive roles in making sense of learning environment factors, such as policies concerning time, curriculum, and assessment requirements, influenced their implementation of PBL integrating SEL. For example, teachers viewed time-related factors simultaneously as challenges and rewards. The time available for teachers to teach each lesson was perceived as challenging, given the prescribed curriculum requirements, because integrating SEL into PBL required more flexibility than traditional instruction. This finding aligns with the research by Jay and Knaus (2018). Nevertheless, there was an enabling aspect to students attending part-time schools' extracurricular activities, as it allowed teachers to use additional time to integrate SEL into PBL.

Researchers noted that, as contextual factors, policies rarely explicitly tell teachers what and how to teach; they “create circumstances” (Ball, 1997, p. 270) that prompt teachers to reflect on their beliefs and decisions (Dewey, 1993). This means that when enacting instruction with attention to PBL integrating SEL, the ways teachers in this study reflected on policy initiatives matter. This has implications for how professional development can support teachers in reflecting on the rewards and challenges of integrating SEL into their PBL.

The findings also indicate that teachers' pedagogical competence was a key factor

in implementing PBL integrating SEL. In interviews, teachers frequently emphasized the importance of pedagogical competence, and survey responses similarly identified it as the most influential factor. Teachers recognized that pedagogical competence was shaped by experience and ongoing learning, underscoring the importance of personal and professional development in enabling effective implementation of PBL integrating SEL (Hoang & Vu, 2016). These insights suggest that professional development should support teachers in strengthening their pedagogical competence through collaborative models such as co-teaching. Co-teaching enables teachers to observe one another, share instructional responsibilities, and engage in joint reflection (Strogilos et al., 2023) on the challenges and benefits of PBL integrating SEL. The combination of observation, shared practice, and collaborative reflection can help teachers collectively deepen their PBL and SEL skills. Because many teachers are not formally prepared for co-teaching in their teacher education programs (Rabin, 2020), professional development may incorporate co-teaching experiences, pairing teacher candidates with school-based mentors who have expertise in SEL and PBL to better prepare them for integrated practice.

The findings also indicate that teachers perceived their SECs as influential in integrating SEL into PBL. Because co-teaching can help strengthen teachers' SECs (Bienia & Young, 2020)—a crucial element for effective SEL implementation (Jennings & Greenberg, 2009)—professional development may consider using co-teaching models to support teachers in developing their SECs while implementing PBL integrating SEL. Bienia and Young (2020) argued that co-teaching

provides authentic opportunities for teachers to experience social-emotional growth, primarily through the co-reflection process. That is, when teachers examine their thoughts and actions and share them with colleagues, they extend their understanding of themselves and invite others to do the same, fostering mutual self-inquiry. Thus, collaborative reflection within co-teaching can support both PBL and SEL by helping teachers build core social-emotional capacities—such as self-awareness and prosocial understanding—while expanding their perspectives beyond their individual practice to the broader social and relational contexts of teaching within an environment encompassed by trust and openness.

Co-teaching, when put into practice, might involve challenges, especially in under-resourced ASEAN settings, where teaching SWDs or those from rural areas often involves limited use of explicit instruction and student-directed learning (Frydenberg et al., 2017). These challenges can be addressed, as Strogilos et al. (2015) suggest, through systematically designed teacher professional development and frequent reflective conversations between concerned people in co-taught classrooms, as well as the incorporation of the rural dimension into research design in the studies that investigate co-teaching as a professional context for PBL and SEL implementation. All are to ensure that students from diverse sociocultural backgrounds are deliberately considered in PBL and SEL practices.

This study's findings revealed a contradiction: student factors ranked lower than teacher factors. Although the quantitative data cannot confirm causality, this pattern suggests that when teachers adopt new curriculum initiatives, they may focus more on adjusting

their own practices than on student-related considerations. Interview data supported this idea, as many teachers described still being in the process of learning the concepts of SEL and PBL introduced through national reforms and the iPLAY project. Thus, teachers may have prioritized developing their pedagogical competence over evaluating student factors, despite valuing student learning. Future research could test this hypothesis by examining causal links between teacher-related factors and teachers' assessments of student influences on PBL integrating SEL.

Policy and Practice Implications

The study demonstrates both policy and practical significance in teacher education, PBL, SEL, and holistic education in Vietnam, ASEAN, and the world. Findings showed that teacher-related factors, especially those linked to professional roles, had the most decisive influence on integrating SEL into PBL. This underscores the need for teachers to develop pedagogical knowledge, SECs, and reflective practice (Schonert-Reichl, 2017). To ensure this, professional support based on Dewey's reflection theory and the co-teaching model advocated by policymakers worldwide, including Vietnam and ASEAN, alongside active teacher participation, is needed, with special focus on conceptual understanding of SEL and PBL, pedagogical approaches, and the role of contextual factors in PBL and SEL implementation. At the same time, it is necessary to consider the cultural context when providing professional development to support PBL and SEL in ASEAN countries (Frydenberg et al., 2017). Investing in such support can strengthen PBL integrating SEL and promote collaborative, reflective, and culturally attuned teaching in the region.

Conclusions

This study identifies three interconnected factor groups influencing the implementation of PBL integrating SEL in elementary schools: teacher-related, student-related, and learning environment-related factors. Among these, teacher-related factors—particularly those tied to professional roles—play the most central role. These findings have policy and practice implications, suggesting the need for professional development grounded in co-teaching and reflective practice to strengthen teachers' pedagogical and social-emotional competencies for PBL-SEL implementation, while also situating it within the educational, cultural, and social contexts specific to each country in the ASEAN and globally. Such support can enhance students' SEL and help cultivate socially harmonious learning environments, essential for students' holistic development in a 21st-century, technology-enhanced era. The study's urban-focused sample is a limitation; future research should include more geographically diverse participants. Further studies could enhance the findings by designing methodological accounts that allow for investigating causal relationships, including those between teachers' perceptions of how teacher-, student-, and environment-related factors affect PBL-SEL.

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Appendices

Appendix A

Table 1

Characteristics of Participants

		Frequency	(%)
Gender	Male	38	9.40
	Female	368	90.60
Seniority	Less than 5 years	110	27.10
	5 years and above	296	72.90
Types of Teaching	Public	314	77.30
Environment	Non-Public	92	22.70
Homeroom Teachers	Yes	320	78.80
	No	86	21.20
Educational Background	Vocational Degree	3	0.70
	Associate Degree	6	1.50
	Bachelor of Arts Degree	373	91.90
	Master of Arts Degree	24	5.90
Classrooms include	Yes	278	68.50
SWDs	No	128	31.50

Appendix B

Table 2

Summary of Mean (M), Standard Deviation (SD), and PBL Integrating SEL Factor Impact Ranking

Factors		M	SD	Ranking
PBL integrating SEL factor influence levels	<i>A group of factors influenced by teachers</i>	4.23	0.67	1
	Teachers' experiences with PBL	4.13	0.87	
	Seniority of teachers	4.07	0.89	
	Teachers' experiences in professional development	4.24	0.84	
	Teachers' pedagogical competence	4.37	0.83	
	Teachers' social-emotional competencies	4.27	0.83	
	Teachers' perspectives on teaching	4.29	0.79	
	<i>A group of factors influenced by students</i>	4.23	0.65	2
	Student characteristics (e.g., cognitive abilities)	4.27	0.67	
	Students with learning difficulties (e.g., ADHD)	4.18	0.84	
	<i>A group of factors influenced by the learning environment</i>	4.01	0.59	3
	The school's educational philosophy	3.55	1.14	
	School Board's views on PBL and SEL	3.75	1.09	
	Teacher-student relationship	4.30	0.83	
	The school's physical environment	4.14	0.63	
	Student-teacher ratios	4.15	0.80	
	Time and teaching content requirements	4.21	0.78	
	Assessment requirements	3.98	0.85	
Total		4.16	0.53	

Appendix C

Table 3

Independent t-Test Results: Factor Groups & Teachers' Perceptions of the Influence of Factor Groups on PBL integrating SEL

Elements <i>t</i> M (SD)	Seniority		Working environment		Homeroom teacher role		Qualification		Experiences with SWDs	
	Under 5 years of experience	5 years or more of experience	Public	Non-Public	Have	Not	Under University	From University and above	Present	Not present
A group of factors influenced by the learning environment	<i>t</i> = -2.309 *		<i>t</i> = 3.329*		<i>t</i> = 2.001*		<i>t</i> = -2.880*		<i>t</i> = 2.968*	
	3.90 (0.61)	4.05 (0.57)	4.06 (0.56)	3.84 (0.64)	4.04 (0.70)	3.90 (0.54)	3.46 (0.75)	4.02 (0.58)	4.07 (0.59)	3.89 (0.56)
A group of factors influenced by teachers	<i>t</i> = -2.628*		<i>t</i> = 1.990 *		<i>t</i> = 1.544		<i>t</i> = -2.735*		<i>t</i> = .733	
	4.09 (0.70)	4.28 (0.65)	4.26 (0.69)	4.11 (0.58)	4.26 (0.51)	4.13 (0.58)	3.63 (0.92)	4.24 (0.66)	4.25 (0.71)	4.19 (0.58)
A group of factors influenced by students	<i>t</i> = -.567		<i>t</i> = .317		<i>t</i> = .165		<i>t</i> = -1.843		<i>t</i> = 2.635 *	
	4.20 (0.77)	4.24 (0.60)	4.23 (0.66)	4.21 (0.60)	4.23 (0.66)	4.22 (0.58)	3.83 (0.83)	4.23 (0.64)	4.28 (0.66)	4.10 (0.59)

* $p < .05$

Appendix D

Table 4

Independent t-Test Results: HR Teachers' Roles & Their Perception of the Influence of Teacher-Student Relationships on PBL Integrating SEL

Element	Has performed the role of		Not performing the role		<i>t</i>
	HR		of HR		
	M	SD	M	SD	
Teacher-student relationship	4.34	0.80	4.15	0.97	1.891 *

* $p < .05$

Appendix E

Table 5

Independent t-Test Results: Teachers Teaching SWDs & Their Perceptions of the Influence of Having SWDs in Classrooms on PBL Integrating SEL

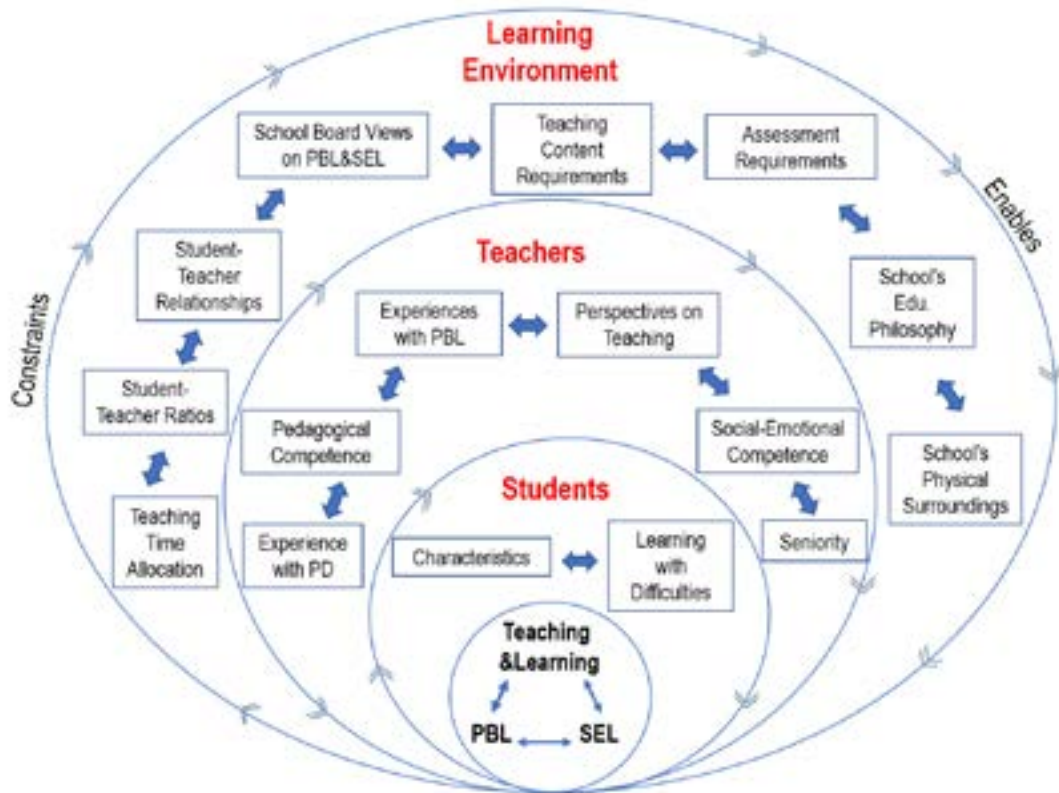
Element	Teaching SWDs		Not teaching SWDs		<i>t</i>
	Mean	SD	Mean	SD	
Students with learning difficulties	4.28	0.84	3.97	0.80	3.570 *

* $p < .05$

Appendix F

Figure 1

The Visual Model Summarizing the Interplay of Factors Influencing PBL Integrating SEL



Bionotes

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