

# Facilitating Implementation of Social Emotional Learning Programmes in Rural Schools: Teachers' Perspective

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## Abstract

The main research question of this paper focusses on what peculiarities and especially, barriers occur when teachers implement social emotional learning (SEL) programmes in rural school settings. Seeking to answer this question, firstly, potential barriers to the implementation of SEL programs are defined. Secondly, the justification of the research methodology and instrument is performed. Thirdly, the results of a quantitative study using a written survey of teachers (N=115) from different rural school settings in Lithuania as well as possible solutions to reduce barriers and facilitate implementation of SEL programmes are presented. The present research revealed that barriers, such as students' attitudes toward SEL, classroom-level behaviour problems, resources (financial, time and material), training and guidance, teachers' emotional well-being and acceptance of change were predominant in the implementation of SEL programmes by teachers in Lithuanian rural schools. The success of the implementation of SEL programmes depends on the sociodemographic characteristics of rural teachers, including gender and the age characteristics of students targeted by SEL programmes at school.

**Keywords:** social emotional learning programmes, inclusion, rural education, teachers of rural schools