

 Research Article

Exploring the Integration of Socio-Emotional Learning Elements in Mother-Tongue Textbooks for Grades I–V in North Macedonia

Arbresha Zenki-Dalipi¹ , Teuta Ramadani Rasimi¹ , Bujar Adili¹  

¹Faculty of Pedagogy, University of Tetova, Tetovo, North Macedonia

Abstract

Social and emotional learning (SEL) represents a fundamental dimension of holistic education, fostering students' emotional literacy, empathy, and interpersonal competence as essential outcomes of schooling. The study employed a quantitative content analysis to examine the extent to which elements of SEL were represented in selected Albanian language textbooks used in the first, second, third, fourth, and fifth grades of basic education. The analysis focused on identifying explicit and implicit SEL components within textual and visual content, drawing upon the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020) framework as the analytical lens. A total of five textbooks approved by the Ministry of Education and Science were purposively selected based on their mandatory use in public schools during the 2021–2025 academic period. The units of analysis consisted of all lessons, reading texts, and accompanying illustrations. Each content item was examined for the presence of at least one of the five core SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The identification process followed a structured coding protocol developed for this study, and all data were entered into Excel and analyzed using descriptive statistics (frequencies and percentages) to determine the proportion of SEL elements across grade levels and literary genres. This methodological approach ensured both descriptive and interpretative validity, providing insights into how SEL competencies were integrated into language learning materials and to what extent they reflected the principles of holistic education. The findings revealed a moderate presence of SEL elements, with social awareness and relationship skills more prominent, suggesting the need for a more balanced integration of all competencies in future textbook revisions.

Keywords: Socio-Emotional Learning, Mother-Tongue Textbooks, Primary Education, Content Analysis, CASEL Framework

✉ Correspondence
Bujar Adili
bujar.adili@unite.edu.mk

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1. INTRODUCTION

The effort to keep pace with social transformations and the processes of globalization has given socio-emotional education a prominent and well-deserved role within the field of education. It is increasingly recognized as an essential element in children's development and in their ability to cope with the demands of a dynamic, complex, and diverse world. Socio-emotional competencies are defined as the knowledge, skills, and attitudes that enable the development of a healthy identity, the management of emotions, the achievement of personal and collective goals, the expression of empathy, the building of supportive relationships, and the making of responsible and considerate decisions (CASEL, 2020).

The importance of developing these competencies is so highly valued that some authors regard it as the primary goal of education (Hamilton, 2019). Meta-analyses conducted to examine this influence have shown that SEL programmes implemented by classroom teachers stimulate the development of socio-emotional competencies (Wigelsworth, 2016), which affect not only the advancement of skills but also the improvement of prosocial behaviour and students' long-term academic outcomes (Taylor, 2017).

Given that schools remain key institutions for developing these competencies, mother-tongue textbooks, as a resource students use daily, represent a favourable setting for identifying and integrating the socio-emotional dimension. As emphasized by McCarthy (2025), direct instruction in socio-emotional learning should not be viewed as an addition, but rather as an essential component of every student's school experience. Socio-emotional competencies should not be limited to separate modules or occasional interventions, but naturally integrated into daily school life and content.

In this context, mother-tongue textbooks, through their literary, linguistic, and communicative content, create valuable spaces for reflection, sensitivity, and the development of students' emotional and social awareness. Children's literature, with its stories, fairy tales, poems, and life situations, offers children opportunities to recognize human feelings, attitudes, and behaviours in different contexts, encouraging empathy, cooperation, and respect for others. The reading experience thus becomes an emotional learning process in which children interpret not only the text but also the emotions it conveys, while constructing personal understandings of human relationships and responsibilities.

This inclusion of the socio-emotional dimension turns the book into an important tool for building children's character and well-being, creating natural connections between words, thought, and feeling. As a result of these findings, the importance of school textbooks is undoubtedly highlighted. These resources do not merely present the official content of instruction. Through their content, they transmit messages and emphasize the value of emotional, social, and moral formation in students. Their role extends beyond aesthetic and linguistic functions. The messages and norms they convey transform the reading process into an experience that builds sustainable social and emotional competencies. Stories, poems, dialogues, reflective texts, and illustrations included in textbooks create spaces and opportunities for emotional reflection, the development of sensitivity, and the construction of awareness about human feelings, attitudes, and behaviours.

As a result of these observations, it becomes evident that there is a strong interaction between the content of textbooks and the development of socio-emotional (SE) elements. As noted by Walker (2022), socio-emotional learning contributes to the improvement of literary abilities, while the reading process itself nurtures and strengthens students' emotional and social competencies. During individual or teacher-organized activities in language lessons, meaningful learning experiences and interactions are created. At such times, students demonstrate their value and importance within the learning community, develop positive interpersonal relationships with others, as well as intrapersonal ones, by feeling secure and calm (Yoder, 2022).

Language-based activities enable students to engage in emotional reflection and responses to the experiences of characters, developing skills for empathetic communication and active listening. At the same time, they act as agents of socialization and provide an integrated educational and social dimension (Huang, 2022). Beyond linguistic benefits, these experiences support an integrated learning process, strengthening students' self-confidence, sensitivity, and emotional awareness (Walker, 2022).

Efron supports these findings by emphasizing that language textbook content has high potential to influence social and emotional development. According to him, this is achieved through the diversity of the books' content, which stimulates critical thinking based on reading experiences for effective decision-making, encourages dialogue, self-understanding, and exposure to diverse cultural perspectives, helping students connect with the wider world (Efron, 2020).

Majadly and Haj Yahya (2024), Boyles (2018), and Cappiello and Dawes (2012) also provide evidence in their studies highlighting the importance and impact of school texts on socio-emotional development. Through the content of these books, students are able to understand different perspectives, develop empathy, and become aware of the historical and social influences on contemporary behaviour. At the same time, the diversification of literary genres and the inclusion of narrative texts create a space where social and emotional skills can be actively practiced and reinforced, making the learning process richer and more connected to students' everyday realities.

In line with the findings of Kareem (2024), who places exceptional emphasis on socio-emotional development and self-confidence as being closely linked to the formation of children's identity through the beginning of schooling in their mother tongue, this study has chosen to analyse precisely the textbooks of that subject. The frequent interaction with the content of mother-tongue textbooks, as a subject with an

irreplaceable role in the learning process, has served as an incentive to study the presence, inclusion, form, and manner of integrating the socio-emotional dimension into the content of these books.

An additional reason for analysing language textbooks lies in the narrative and creative nature of their content, which naturally provides space to explore and identify situations that can influence SE development. Acknowledging that books are not a simple source of knowledge but rather a space where emotion, interaction, and both cognitive and emotional experiences intertwine, this study aims to highlight the neglect of the socio-emotional dimension within the current curriculum, which claims to promote inclusivity, equality, sensitivity, intercultural integration, and other core values (Bureau for Development of Education, n.d.).

2. METHODS

2.1. Study Aim

This research employed a systematic content analysis to identify, describe, and quantify themes, messages, and elements associated with socio-emotional learning (SEL) within mother-tongue language textbooks used in primary schools (Krippendorff, 2018; Ramirez et al., 2021). The principal objective was to examine both the frequency and the manner in which SEL-related content is integrated across Albanian language textbooks for Grades I–V in North Macedonia. The analysis focused on specific indicators (emotional awareness, recognition and expression of emotions, empathy and sensitivity, self-control and emotional regulation, cooperation, conflict resolution, formation of positive relationships, reflective questioning, attention to diversity, and explicit SEL exercises) to evaluate their presence and pedagogical embedding in textbook units. Each text, poem, play, or dialogue was treated as a single unit of analysis.

2.2. Framework and Instrument

The study was guided by the CASEL model of social and emotional learning (Collaborative for Academic, Social, and Emotional Learning, n.d.). Based on the five core CASEL competencies, self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, a rubric was constructed to operationalise each competency through observable indicators. Each indicator was scored using a three-point ordinal scale: 0 signifying no evidence of the indicator, 1 indicating partial or implicit presence, and 2 representing clear and explicit presence. The rubric thus served as both a coding and analytic tool, converting qualitative features into systematically comparable quantitative data. Prior to the main analysis, coders jointly examined a small set of sample texts to align interpretations of rubric criteria and ensure consistency.

2.3. Analysis Procedure

The corpus comprised five officially approved Albanian-language mother-tongue textbooks, one for each grade (Grades I, II, III, IV, and V). All selected textbooks were mandatory materials for Albanian-language instruction in public primary schools and were endorsed by the Ministry of Education and Science for the 2021–2025 academic period. Inclusion criteria were: (a) official approval/endorsement by the Ministry; (b) mandatory use in public schools; (c) being the textbook designated for the relevant grade (one textbook per grade); and (d) publication/edition in the period covered by the 2021–2025 curriculum cycle. From these textbooks, units with literary or narrative characteristics such as stories, poems, plays, dialogues, and fairy tales were selected, as these genres most effectively communicate social and emotional content. A purposeful sampling approach was adopted, targeting units that demonstrated explicit or potential emotional and social dimensions. In total, 85 content units were included, distributed across grades and genres to ensure balanced representation of the textbook material.

2.4. Data Analysis

The analytical process followed a sequence of structured stages. After identifying all eligible units, the CASEL-based rubric was applied to each. Three trained researchers independently coded all items,

assigning scores of 0, 1, or 2 for each SEL indicator. The arithmetic mean of the three coders' ratings was recorded as the final value for each unit, thereby increasing reliability and minimising subjectivity. Coded data were organised and processed using Microsoft Excel, allowing computation of frequencies, percentages, and mean scores to summarise both the scope and depth of SEL representation. For reporting 'depth' of inclusion by genre, we computed the percentage as: $\text{Inclusion (\%)} = (\text{Total points achieved by the genre}) / (\text{Number of units in the genre} \times \text{Number of indicators} \times 2) \times 100$. Where 'spread' refers to the percentage of units in the genre containing at least one SEL indicator (i.e., units with a non-zero score on at least one indicator). To assess inter-coder reliability, we calculated Krippendorff's alpha (suitable for ordinal data) across the three independent coders; disagreements were discussed and resolved by consensus. The final score for each item is the arithmetic mean of the three coders' ratings and is reported in the dataset. Descriptive statistical analysis was used to interpret patterns of inclusion across grades and genres.

2.5. Limitations, Validity, and Ethics

This study is limited by its focus on a single subject (Albanian mother-tongue textbooks) and on a finite set of five textbooks, which may restrict generalisability. The study also concentrates on narrative and literary units and does not systematically assess non-literary book sections (e.g., exercises, teacher notes), which could contain SEL guidance. Future research should: (a) expand to textbooks in other languages used in North Macedonia (e.g., Macedonian textbooks); (b) examine how teachers interpret and implement SEL cues from textbooks in classroom practice (mixed-methods or classroom observation); (c) conduct cross-national comparisons; and (d) evaluate longitudinally whether textbook revisions increase students' SEL outcomes. Furthermore, the focus on narrative and literary units means that other components, such as grammar exercises or teacher guidelines, were not systematically reviewed. To enhance trustworthiness, in addition to coder calibration and double-coding, a random 10% sample of coded units was independently reviewed by an external curriculum/SEL expert. Any coding disagreements unresolved by the three coders were adjudicated by the senior author. These peer checks and expert reviews were used to refine the rubric wording and confirm the classification decisions. As the analysed materials are publicly available, no formal ethical approval was required; however, ethical principles of transparency, independent evaluation, and accuracy in data handling were strictly observed throughout the process.

3. RESULTS

The analysis below highlights the data on content where at least one SEL indicator was identified. Table 2 presents the presence of these indicators across all textbook content. To assess the extent of inclusion of socio-emotional elements within the learning content by type of unit (texts, poems, fairy tales, etc.), a more detailed approach was followed than merely comparing the number of units containing SEL elements to the total number of units in each genre.

Table 1. Inclusion of Socio-Emotional Learning Elements in the Content of the Grade 1 Language Textbook by Genre

Genre	Texts	Poems	Plays	Conversations	Fairy Tales
Total number of units in the Grade 1 textbook	11	4	1	1	3
Number of units where at least one SEL element was identified	5	3	1	1	2
Percentage of units containing at least one SEL element relative to the total number	45.5%	75%	100%	100%	66.7%
Inclusion of SEL elements based on the ratio between total points achieved and total possible points per genre	65%	58.3%	70%	60%	45%

Specifically, each unit was analysed for ten socio-emotional competence indicators, each rated on a scale from 0 to 2. Thus, for a single unit, the maximum achievable score was 20 points (10 indicators \times 2 points) (Example: For Grade 1 narrative texts (11 units, 10 indicators, maximum possible points = $11 \times 10 \times 2 = 220$). If the narrative texts accumulated 143 points, inclusion (%) = $(143 / 220) \times 100 = 65\%$). For each genre, all corresponding units were aggregated, the total achieved points were calculated, and the

inclusion percentage was derived by comparing this total to the maximum possible score for that genre. This method provides a deeper and more balanced insight into the inclusion of SEL elements, as it considers not only their presence but also the degree of integration within each unit.

In the Grade 1 language textbook, socio-emotional learning (SEL) elements appear selectively. The table presents two percentages, spread (presence) and depth (extent of integration), between which noticeable differences can be observed. Specifically, only 45.5% of narrative texts include at least one SEL element, signalling a systematic absence of such elements in more than half of the narrative content. The progression increases with poems (75%) and fairy tales (66.7%), peaking with full inclusion in plays and conversations (100%).

Although the percentage of content that includes at least one SEL element is higher in certain genres, such as plays and conversations (100%), deeper analysis reveals a clear discrepancy between the spread and depth of SEL inclusion. Specifically, in narrative texts, although only 45.5% contain SEL elements, the depth of inclusion reaches 65%, suggesting a more developed treatment when such elements are present. Conversely, in fairy tales, there is a noticeable drop in the inclusion level (45%) despite a relatively broad spread (66.7%). A similar decline is evident in conversations, where inclusion decreases from full presence (100%) to only 60% in terms of depth. These findings indicate that the integration of SEL elements does not follow a consistent structural logic but appears fragmented and unsystematic within the instructional content.

Table 2. Inclusion of Socio-Emotional Learning Elements in the Grade 2 Language Textbook by Genre

	Texts	Poems	Theatrical Pieces	Dialogues	Fairy Tales
Total number of units in the Grade 2 textbook	17	8	1	/	4
Number of units in which SEL elements were identified	12	1	1	/	3
Percentage of units containing at least one SEL element relative to the total number	70.6%	12.5%	100%	/	75%
Inclusion of SEL elements based on the ratio between total accumulated points and the total possible points for each genre	54.2%	55%	85%	/	40%

The Grade 2 textbook presents a different distribution of social and emotional learning (SEL) elements compared to that of Grade 1. In this grade, the presence of SEL elements is noticeably broader, although still uneven across literary genres. A detailed genre-based analysis reveals marked variations both in their spread and in the depth of inclusion.

The highest spread of SEL elements is registered in theatrical pieces (100%), followed by fairy tales (75%). Poems display minimal representation (12.5%), while narrative texts show a relatively consistent presence of these elements, with 70.6%, suggesting a more stable inclusion within this genre.

From the perspective of depth of inclusion, theatrical pieces rank highest with an inclusion rate of 85%, followed by poems (55%) and narrative texts (54.2%). Contrarily, fairy tales, despite a relatively high spread (75%), exhibit a low level of inclusion (40%), reflecting a clear inconsistency between the presence and the intensity of SEL integration, a mismatch also observable in the case of poems.

However, comparison with the Grade 1 data indicates a notable improvement in the overall spread of social and emotional learning elements in Grade 2. Despite this positive development, the absence of inter-genre coherence in terms of depth of inclusion suggests that the integration of SEL elements is still unsystematic and lacks a unified curricular structure.

The Grade 3 language textbook reveals a continued yet uneven pattern of socio-emotional learning (SEL) integration across genres. While the overall spread of SEL elements remains substantial, particularly within narrative texts and fairy tales, poetry continues to display a minimal representation. Out of 29 texts, 20 contain at least one SEL element (67%), suggesting a relatively consistent incorporation of these dimensions within prose materials. Fairy tales record the highest proportional spread (80%), reflecting their frequent use as vehicles for moral and emotional themes, whereas poems include SEL elements only marginally (8.3%).

Table 3. Inclusion of Socio-Emotional Learning Elements in the Grade 3 Language Textbook by Genre

	Texts	Poems	Theatrical Pieces	Dialogues	Fairy Tales
Total number of units in the Grade 3 textbook	29	12	/	/	5
Number of units in which SEL elements were identified	20	1	/	/	4
Percentage of units containing at least one SEL element relative to the total number	67%	8.3%	/	/	80%
Inclusion of SEL elements based on the ratio between total accumulated points and the total possible points for each genre	70.7%	55%	/	/	55%

In terms of the depth of inclusion, narrative texts achieve the highest level (70.7%), indicating not only presence but also a meaningful integration of SEL dimensions into the storyline and character development. Fairy tales and poems, although differing greatly in spread, share a similar inclusion depth of 55%, which points to a more superficial treatment of SEL content when compared with the narrative sections. This pattern implies that, while SEL indicators appear across genres, the degree of pedagogical emphasis and elaboration varies considerably.

When compared with the findings from Grades 1 and 2, the Grade 3 textbook demonstrates a more advanced and balanced integration of SEL elements, particularly in terms of narrative consistency and inclusion depth. Nonetheless, the persistently low representation of SEL within poetic materials and the absence of dialogic or dramatic forms suggest that the curriculum still lacks a holistic and cross-genre approach to SEL development. The data highlight a tendency toward embedding socio-emotional learning primarily through narrative content, with limited diversification across other literary forms.

Table 4. Inclusion of Socio-Emotional Learning Elements in the Grade 4 Language Textbook by Genre

	Texts	Poems	Theatrical Pieces	Dialogues	Fairy Tales
Total number of units in the Grade 4 textbook	13	15	2	/	6
Number of units in which SEL elements were identified	8	1	1	/	2
Percentage of units containing at least one SEL element relative to the total number	61.5%	6.7%	50%	/	33.3%
Inclusion of SEL elements based on the ratio between total accumulated points and the total possible points for each genre	81.9%	60%	80%	/	65%

The Grade 4 language textbook exhibits a selective yet deep integration of socio-emotional learning (SEL) elements across genres. The data show that SEL components appear most frequently in narrative texts (61.5%), while their representation within poems and fairy tales remains marginal (6.7% and 33.3%, respectively). Theatrical pieces, though limited in number, demonstrate a moderate presence of SEL indicators (50%), suggesting a partial but meaningful inclusion of social and emotional themes in performative contexts.

From the perspective of inclusion depth, the results indicate that when SEL elements are present, they are often treated with substantial pedagogical attention. Narrative texts achieve the highest inclusion level (81.9%), closely followed by theatrical pieces (80%), indicating that these genres provide more space for developing empathy, cooperation, and self-awareness. Poems and fairy tales display more limited depth (60% and 65%, respectively), suggesting a less systematic but still noticeable engagement with SEL indicators.

Compared with the results from earlier grades, the Grade 4 textbook reflects a clear advancement in the depth of SEL integration, particularly in narrative and theatrical genres. However, the uneven spread of SEL elements across the different literary forms indicates that their inclusion continues to be fragmented and genre-dependent. This inconsistency suggests that while the qualitative treatment of SEL content has

improved, its curricular integration remains incomplete and lacks uniformity across the full range of textual genres.

Table 5. Inclusion of Socio-Emotional Learning Elements in the Grade 5 Language Textbook by Genre

	Texts	Poems	Theatrical Pieces	Dialogues	Fairy Tales
Total number of units in the Grade 5 textbook	31	12	/	/	4
Number of units in which SEL elements were identified	11	3	/	/	1
Percentage of units containing at least one SEL element relative to the total number	35.5%	25%	/	/	25%
Inclusion of SEL elements based on the ratio between total accumulated points and the total possible points for each genre	80%	61.6%	/	/	60%

The Grade 5 language textbook demonstrates a notable decline in the spread of socio-emotional learning (SEL) elements compared with the preceding grades. Only about one-third (35.5%) of the narrative texts contain at least one SEL component, while the inclusion rate in poems and fairy tales remains low (25% each). This suggests that the integration of SEL themes in the final year of primary education becomes more limited and selective, potentially reflecting a curricular shift toward cognitive or linguistic objectives at the expense of social-emotional content.

Despite this reduction in frequency, the depth of inclusion, when SEL elements are present, remains substantial. Narrative texts exhibit an 80% inclusion level, showing that when SEL aspects are incorporated, they are explored with considerable intensity and pedagogical intent. Similarly, poems and fairy tales, although fewer in number, reflect moderate levels of inclusion depth (61.6% and 60%, respectively), indicating that emotional awareness and interpersonal reflection continue to be addressed within these genres, albeit sporadically.

Overall, the Grade 5 results reinforce the broader trend observed across the previous analyses: a fluctuating and uneven pattern of SEL integration across grades and genres. While the quality of inclusion appears to improve in depth, its overall consistency diminishes toward the end of the primary cycle. This imbalance highlights the absence of a progressive and systematic curricular framework for SEL development, underscoring the need for intentional scaffolding to ensure continuity of socio-emotional learning throughout the language education sequence.

4. DISCUSSION AND CONCLUSION

The findings of this study reveal a fragmented and inconsistent integration of socio-emotional learning (SEL) elements across mother-tongue textbooks for Grades I–V in North Macedonia. Although the presence of SEL components is observable in all textbooks, their spread and depth vary significantly across literary genres and grade levels. The results demonstrate that narrative and theatrical texts most frequently serve as vehicles for emotional and social themes, while poems and fairy tales reflect a more limited and superficial inclusion. This uneven distribution suggests an absence of a unified pedagogical framework to ensure continuity and coherence in developing students' socio-emotional competencies throughout primary education.

These findings align with international evidence emphasizing that consistent SEL integration within curricular materials is essential for fostering both academic and emotional development (Ha et al., 2025; Cipriano et al., 2023; Taylor, 2017). As McCarthy et al. (2025) note, socio-emotional learning should not be treated as a supplementary component of education but as an intrinsic element of classroom practice. However, the present analysis shows that SEL content in Albanian language textbooks remains sporadic and often incidental rather than intentionally embedded within the structure of lessons. This limited systematicity risks reducing SEL to isolated moral or emotional lessons rather than enabling sustained, skill-based growth in empathy, self-regulation, and collaboration (Collaborative for Academic, Social, and Emotional Learning, n.d.).

The findings resonate with those of Majadly and Haj Yahya (2024), who similarly found that Arabic language textbooks inadequately address SEL competencies despite their potential to promote students' emotional awareness and interpersonal understanding. Moreover, as Efron (2020) observed, language textbooks play a crucial role in shaping learners' social and emotional worldviews, yet this role is often underutilized when content selection prioritizes linguistic outcomes over emotional literacy. In the present case, the inconsistent inclusion of SEL indicators, particularly in poetry and dialogic genres, reflects a missed opportunity to use diverse literary forms to nurture empathy, reflective thinking, and moral reasoning.

Another notable finding is the declining presence of SEL elements in upper primary grades, despite the greater cognitive and emotional maturity of students at this stage. This trend mirrors concerns expressed by Hamilton et al. (2019) and OECD (n.d.), who highlight that the sustainability of socio-emotional learning requires continuous reinforcement across all educational levels. Without progression and curricular scaffolding, students' emotional growth risks stagnation, undermining the broader goals of holistic education and well-being.

This study underscores the critical need for curriculum designers and textbook authors in North Macedonia to adopt an intentional, structured, and progressive approach to integrating SEL into mother-tongue textbooks. Textbooks should not only transmit linguistic knowledge but also model empathy, cooperation, and ethical reflection through their narratives, dialogues, and illustrations. By embedding CASEL's five competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) into diverse literary forms, textbooks can become powerful tools for socio-emotional education. Future research should expand the analysis to other subjects and assess how teachers interpret and apply SEL content in classroom practice, ensuring that socio-emotional learning becomes an inseparable dimension of language education and child development.

4.1. Implications

The findings of this study carry important practical implications for multiple educational stakeholders involved in curriculum design, textbook development, classroom practice, and educational research. For curriculum designers and textbook authors, the results highlight the need to adopt explicit socio-emotional learning (SEL) alignment frameworks during the drafting and revision of mother-tongue textbooks, ensuring that CASEL competencies are systematically scaffolded across Grades I–V rather than appearing sporadically or incidentally. From the perspective of teachers and teacher educators, the identified SEL cues embedded within narrative and literary texts can be leveraged through the inclusion of short guided activities, reflective questions, and discussion prompts explicitly linked to socio-emotional competencies, thereby transforming implicit emotional content into intentional instructional practice. At the policy level, the findings suggest that educational authorities and textbook approval bodies should integrate clearly defined SEL indicators into textbook evaluation and accreditation criteria, while also requiring author guidelines that promote balanced and cross-genre integration of socio-emotional competencies. For researchers, the analytic rubric and methodological approach presented in this study provide a transferable framework for conducting comparative analyses across languages, regions, and curricular contexts, as well as for investigating how SEL content embedded in textbooks is interpreted and enacted in classroom settings. Collectively, these implications underscore the importance of moving socio-emotional learning from an incidental by-product of literary content toward a deliberate, structured, and sustained component of curricular design and pedagogical practice.

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