

Social-Emotional Learning of Pre-Service Teachers

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Abstract: - This study answered the inquiry about the Social-Emotional Learning of Pre-service Teachers of Philippine Christian University-Dasmariñas as it is an important factor of a well-rounded education. Giving emphasis to SEL will prepare the students to be successful by proper mindsets, skills, attitudes, and feelings as these will help students succeed in school, career, and life and successfully pass the Licensure Examination for Teachers.

The results and analysis of data reveal that the pre-service teachers of PCU-D have high level of skills and competencies which means that their social, emotional and motivational skills will help them excel in school, career and life. Result also showed high level in terms of well-being meaning pre-service teachers have positive and challenging feelings as well as they feel supported through relationships with others. However, in terms of supports and environment, result showed moderate level meaning the environment in which students learn, which influences their academic success and social emotional development needs to be developed well.

Nonetheless, these results can still be improved and make them to very high level to better support their skills and competencies, support and environment and well-being. Social-Emotional Learning needs to be highlighted especially in this time of adversity. The researchers recommend to adapt the recommendation of World Bank in collaboration with International Rescue Committee that school explicitly recognize the importance of social and emotional skills within learning outcomes; use risk and resilience frameworks to understand maladaptive coping strategies of learners and provide alternative “adaptive” choices; Consider culturally grounded mediums which support the operationalization of SEL within education settings; and Systematize SEL within core education system structures and functions.

Continuous refinement in educational system is needed to develop lifelong learners in a fast-changing world, be it cognitively, emotionally, socially or physically.

Index Terms— social-emotional learning, skills and competencies, supports and environment, well-being, pre-service teachers.

INTRODUCTION

Mental health has been one of the highlights when Corona Virus (Covid-19) became a global pandemic as declared by World Health Organization in March 2020. Reports show that after serving the physiological needs of the people by providing food and cash assistance, other mental health aspects such as emotional and social should be given focus to as many are reported to be already suffering from anxiety due to the conditions brought by the pandemic such as the panic-buying, curfew, social distancing, use of face mask and face shield, frequent handwashing, unclear laws, unemployment, work from home, on-line, modular and blended learning and many others

In the educational system, schools and educational sectors are providing both teachers and students webinars about taking care of one’s mental health as it affects how we think, act, feel, how we socialize, and generally, how we live about the world around us. It determines if a person will live a

healthy, happy life or unhealthy and with negative disposition in life.

The researchers believe that Social Emotional Learning will help with the issue of mental health and it is an important part of a well-rounded education. In fact, a 2019 report from the Aspen Institute, “From a Nation at Risk to a Nation at Hope,” accumulates evidence confirming that supporting students’ social, emotional, and cognitive development relates positively to traditional measures like attendance, grades, test scores, graduation rates, college and career readiness, and overall well-being (Panorama SEL User Guide). It is part of the school’s responsibility that students maintain their determination in studying both for their personal sake and for the school’s sake.

This study used the preservice teachers as respondents mainly because Teacher Education is the flagship of Philippine Christian University-Dasmariñas (PCU-D) under College of Arts, Sciences and Teacher Education (CASTE). However, the results of the Licensure Examination for

Teachers (LET) in the previous examinations of pre-service teachers who graduated from PCU-D are not constant and sometimes below the national passing percentage. More so, students are adjusting to new way of learning and studying. Thus it is necessary to help uplift the results of LET by preparing the students to be successful by proper mindsets, skills, attitudes, and feelings as these will help students succeed in school, career, and life. To answer the inquiry about the continuous improvement, plan the department of teacher education of PCU-D will provide for their students to be well developed not just to prepare them for the Licensure Examination for Teachers but for the sake of their whole well-being. This study assessed the pre-service teachers' social emotional learning specifically the students' skills and competencies, supports and environment and their well-being.

As cited by Weissbluth and Nissim, (2018), Emotions play a significant role in teachers' activities and much of their work entails working with emotions. Clearly, the work of teaching has a high emotional component and, consequently, teachers must be able to effectively express emotional issues (Hochschild, 1983). Thus, it is essential to work with them on their emotional intelligence and abilities (Kremenitzer & Miller, 2008).

This can be done with many tools especially with pre-service teachers. These tools can increase awareness of the components of emotional intelligence and make teachers more conscious of what is happening to their students and to themselves. Although the teacher training framework is designed to inculcate and foster teaching skills, a teacher's success also depends on personal abilities and sensitivity, which can be enhanced by introducing awareness of emotional intelligence components into the training process (Cherniss, 2000).

Paulick, (2016) investigated the factorial structure of preservice teachers' academic self-concept with regard to three domains of professional knowledge (content knowledge [CK], pedagogical content knowledge [PCK], and pedagogical/psychological knowledge [PPK]). We also analyzed the relation between preservice teachers' academic self-concept and their professional knowledge. The sample consisted of N = 631 German preservice secondary teachers in biology and physics. To analyze the factorial structure of the academic self-concept, we applied confirmatory factor analyses (CFAs) and compared different models of complexity. Results confirmed that preservice teachers' academic self-concept is empirically separable into CK, PCK, and PPK. Furthermore, the self-concept scales were positively related to the corresponding test scores in the professional knowledge domains. Our results revealed that preservice teachers' academic self-concept is differentiated at

a very early state of teacher education and reflects CK, PCK, and PPK performance. Hence, self-concept measures seem to provide an alternative means to assess preservice teachers' professional knowledge in comparison with traditional performance measures.

Cavendish, (2021) highlighted the challenges of teacher preparation programs in adequately preparing teachers to meet the needs of diverse students often served in high-needs urban schools. Teacher preparation programs that include culturally relevant pedagogy, coursework specifically related to school-community interaction, and most importantly, internships with mentorship in urban schools, have demonstrated that teachers specifically trained to teach in urban schools are better prepared and stay in teaching longer. This study examined the perceptions of 11 clinical supervising teachers and nine pre-service teachers that received flexible University mentoring supports during student teaching in two high-need, urban schools. The findings illustrate that urban student teaching experiences, when supported by additional collaborative mentorship, have the potential to improve experiences for both pre-service teachers and supervising teachers. Further, collaboration with schools to link teacher preparation program course content to urban teaching experiences can improve the theory-to-practice gap.

In Teaching Core Practices in Teacher Education, Grossman, (2018) and her colleagues advocated an approach to preservice-teachers that identifies "core practices" of teaching and supports them in learning how to enact them competently. Examples of core practices include facilitating whole-class discussion, eliciting student thinking, and maintaining classroom norms. The contributors argue that preservice teachers' education needs to do more to help to master these professional skills, rather than simply emphasizing content knowledge. Teaching Core Practices in preservice teachers' education outlines a series of pedagogies that teacher educators can use to help them develop these teaching skills. Pedagogies include representations of practice (ways to show what this skill looks like and break it down into its component parts) and approximations of practice (the ways pre-service teachers can try these skills out as they learn). Grossman, (2018) illustrated how core practices can be incorporated into the teacher education curriculum. Her book drew on the work of a consortium of teacher educators from thirteen universities devoted to describing and enacting pedagogies to help pre-service teachers develop these core practices in support of ambitious and equitable instruction. Their aim is to support their learning across institutions, content domains, and grade levels.

According to White, (2020) International research has

established that well-being, engagement and belonging are crucial factors for establishing and maintaining positive learning environments in schools. He conducted a qualitative study that investigated pre-service teachers’ perceptions of character, well-being and pedagogy. Two questions framed on his research, ‘What are the perceptions of pre-service teachers regarding character and well-being in education?’ and ‘How do pre-service teachers describe the characteristics of a good teacher?’ A total of 54 pre-service teachers volunteered to participate in his study from the Bachelor of Teaching or a Master of Teaching degrees. The anonymous survey included categorical questions, items from a slider scale, open-ended answers to questions on teacher character development, well-being and academic growth. The results generated descriptive data that is displayed via bar plots and analysis of open-ended questions focusing on participants’ thoughts and feelings in their own words. He emphasized that teacher education program is fertile ground for integrating research-informed approaches concentrating on the teacher’s role and exploring the pedagogies for creating and establishing positive student engagement and engaging learning.

METHODS

This study used the survey research method which is a quantitative method for collecting information from a pool of respondents by asking multiple survey questions. The Panorama Social-Emotional Learning Survey was adapted for this study. It was developed by Dr. Hunter Gehlbach, senior research advisor at Panorama and vice dean at the Johns Hopkins School of Education, and Dr. Samuel Moulton, director of research at Panorama. Some measures have been adapted from work conducted in partnership with the CORE Districts and Transforming Education, as well as work at Harvard University by Dr. Hunter Gehlbach and his research team at the Harvard Graduate School of Education. The researchers modified the survey to make it a 100-item questionnaire and to fit in the current situation of teaching and learning. The researchers used the Google Form to float the instrument. Link of the google form was sent to the students group chat in Facebook messenger. Total enumeration of preservice teachers who presently enrolled for the first semester of SY 2020-2021 was intended to be used in this study but only 87 responded willingly in the google form online survey sent through their subject group chats.

RESULTS

Table 1.1
 Weighted Mean Distribution and Standard Deviation of Pre-service Teachers’ Social Emotional Learning in terms of Skills and Competencies on Grit

Items	Weighted Mean	Descriptive Level	Rank
1. How often do you stay focused on the same goal for several months at a time?	3.69	High Level	3
2. If you fail to reach an important goal, how likely are you to try again?	3.92	High Level	1
3. When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?	3.39	Moderate Level	5
4. If you have a problem while working towards an important goal, how well can you keep working?	3.55	High Level	4
5. Some people pursue some of their goals for a longtime, and others change their goals frequently. Over the next several years, how likely are you to continue to pursue one of your current goals?	3.71	High Level	2
AVERAGE MEAN	3.65	High Level	
SD	0.19		

The result shows the level of Pre-service Teachers’ Social Emotional Learning in terms of Skills and Competencies on Grit. It reveals that the average weighted mean is 3.65 (High Level) with a low standard deviation of 0.19 between items, considered as homogenous which can be interpreted that each Pre-service Teachers’ response in each item is nearly similar to each other.

This result indicates that the Pre-service Teachers have high level of social-emotional learning of pre-service teachers in terms of Skills and Competencies on Grit which means they have high level of desire and determination for long-term and meaningful future plans and objectives in life.

Four among the five items fall on the high level, while the remaining one item fall on the moderate level.

Table 1.2
 Weighted Mean Distribution and Standard Deviation of Pre-service Teachers’ Social Emotional Learning in terms of Skills and Competencies on Growth Mindset

Items	Weighted Mean	Descriptive Level	Rank
1. Being talented	3.91	High Level	2
2. Liking the subject	3.54	High Level	4
3. Your level of intelligence	2.91	Moderate Level	6
4. Putting forth a lot of effort	3.69	High Level	3
5. Behaving well in class	3.92	High Level	1
6. How easily you give up	3.39	Moderate Level	5
AVERAGE MEAN	3.56	High Level	
SD	0.37		

The result shows the level of Pre-service Teachers’ Social Emotional Learning in terms of Skills and Competencies on Growth Mindset. It reveals that the average weighted mean is 3.56 (High Level) with a low standard deviation of 0.37 between items, considered as homogenous which can be

interpreted that each Pre-service Teachers’ response in each item is nearly similar to each other.

This result indicates that the Pre-service Teachers have high level of social-emotional learning in terms of Skills and Competencies on Growth Mindset which means they have high level of belief that their basic capabilities can be established through commitment and conscientiousness which generates love of learning and flexibility that is necessary for great success. Four among the six items fall on the high level, while the remaining two items fall on the moderate level.

Table 1.1C

Weighted Mean Distribution and Standard Deviation of Pre-service Teachers’ Social Emotional Learning in terms of Skills and Competencies on Self-Management

Items	Weighted Mean	Descriptive Level	Rank
1. During the past 30 days, how often did you come to class prepared?	3.55	High Level	7.5
2. During the past 30 days, how often did you follow directions in class?	3.71	High Level	2.5
3. During the past 30 days, how often did you get your work done right away, instead of waiting until the last minute?	3.64	High Level	5.5
4. During the past 30 days, how often did you pay attention and resist distractions?	3.85	High Level	1
5. During the past 30 days, when you were working independently, how often did you stay focused?	3.33	Moderate Level	10
6. During the past 30 days, how often did you remain calm, even when someone was bothering you or saying bad things?	3.53	High Level	9
7. During the past 30 days, how often did you allow others to speak without interruption?	3.67	High Level	4
8. During the past 30 days, how often were you polite to adults?	3.55	High Level	7.5
9. During the past 30 days, how often were you polite to other students?	3.71	High Level	2.5
10. During the past 30 days, how often did you keep your temper in check?	3.64	High Level	5.5
AVERAGE MEAN	3.62	High Level	
SD	0.14		

The result shows the level of Pre-service Teachers’ Social Emotional Learning in terms of Skills and Competencies on Self-Management. It reveals that the average weighted mean is 3.62 (High Level) with a low standard deviation of 0.14 between items, considered as homogenous which can be interpreted that each Pre-service Teachers’ response in each item is nearly similar to each other.

This result indicates that the Pre-service Teachers have high level of social-emotional learning in terms of Skills and Competencies on Self-Management which means they have high level of ability to control feelings, thoughts, and behaviors successfully.

Nine among the ten items fall on the high level, while the remaining one item fall on the moderate level.

Table 1.4

Weighted Mean Distribution and Standard Deviation of Pre-service Teachers’ Social Emotional Learning in terms of Skills and Competencies on Social Awareness

Items	Weighted Mean	Descriptive Level	Rank
1. How carefully did you listen to other people's points of view?	3.69	High Level	3.5
2. How much did you care about other people's feelings?	3.92	High Level	1.5
3. How often did you compliment others' accomplishments?	3.39	Moderate Level	7.5
4. How well did you get along with students who are different from you?	3.55	High Level	5.5
5. How clearly were you able to describe your feelings?	3.69	High Level	3.5
6. When others disagreed with you, how respectful were you of their views?	3.92	High Level	1.5
7. To what extent were you able to stand up for yourself without putting others down?	3.39	Moderate Level	7.5
8. To what extent were you able to disagree with others without starting an argument?	3.55	High Level	5.5
AVERAGE MEAN	3.64	High Level	
SD	0.21		

The result shows the level of Pre-service Teachers’ Social Emotional Learning in terms of Skills and Competencies on Social Awareness. It reveals that the average weighted mean is 3.64 (High Level) with a low standard deviation of 0.21 between items, considered as homogenous which can be interpreted that each Pre-service Teachers’ response in each item is nearly similar to each other.

This result indicates that the Pre-service Teachers have high level of social-emotional learning in terms of Skills and Competencies on Social Awareness which means they have high level of ability to take the viewpoint of and highlight with others, including those from the varied principles and backgrounds. Six among the eight items fall on the high level, while the remaining two items fall on the moderate level.

Table 1.5

Weighted Mean Distribution and Standard Deviation of Pre-service Teachers’ Social Emotional Learning in terms of Skills and Competencies on Self-Efficacy

Items	Weighted Mean	Descriptive Level	Rank
1. How confident are you that you can complete all the work that is assigned in your classes?	3.06	Moderate Level	5
2. When complicated ideas are presented in class, how confident are you that you can understand them?	3.05	Moderate Level	3.5
3. How confident are you that you can learn all the material presented in your classes?	3.05	Moderate Level	3.5
4. How confident are you that you can do the hardest work that is assigned in your classes?	3.07	Moderate Level	1.5
5. How confident are you that you will remember what you learned in your current classes, next year?	3.07	Moderate Level	1.5
AVERAGE MEAN	3.06	Moderate Level	
SD	0.01		

The result shows the level of Pre-service Teachers’ Social

Emotional Learning in terms of Skills and Competencies on Self-Efficacy. It reveals that the average weighted mean is 3.06 (High Level) with a low standard deviation of 0.01 between items, considered as homogenous which can be interpreted that each Pre-service Teachers' response in each item is nearly similar to each other.

This result indicates that the Pre-service Teachers have high level of social-emotional learning in terms of Skills and Competencies on Self-Efficacy which means they have high level of confidence in his/her skill and ability to perform behaviors to produce explicit performance achievements. All items fall on the moderate level.

Table 1.6

Weighted Mean Distribution and Standard Deviation of Pre-service Teachers' Social Emotional Learning in terms of Skills and Competencies on Learning Strategies

Items	Weighted Mean	Descriptive Level	Rank
1. When you get stuck while learning something new, how likely are you to try a different strategy?	3.55	High Level	4
2. How confident are you that you can choose an effective strategy to get your schoolwork done well?	3.64	High Level	1.5
3. Before you start on a challenging project, how often do you think about the best way to approach the project?	3.05	Moderate Level	5
4. Overall, how well do your learning strategies help you learn more effectively?	3.64	High Level	1.5
5. How often do you use strategies to learn more effectively?	3.64	High Level	1.5
AVERAGE MEAN	3.51	High Level	
SD	0.26		

The result shows the level of Pre-service Teachers' Social Emotional Learning in terms of Skills and Competencies on Learning Strategies. It reveals that the average weighted mean is 3.51 (High Level) with a low standard deviation of 0.26 between items, considered as homogenous which can be interpreted that each Pre-service Teachers' response in each item is nearly similar to each other.

This result indicates that the Pre-service Teachers have high level of social-emotional in terms of Skills and Competencies on Learning Strategies which means they have high level of capacity to use techniques to improve memory for better studying and test taking. Four among the five items fall on the high level, while the remaining one item fall on the moderate level.

Table 1.7

Weighted Mean Distribution and Standard Deviation of Pre-service Teachers' Social Emotional Learning in terms of Skills and Competencies on Classroom Effort

Items	Weighted Mean	Descriptive Level	Rank
1. How much effort do you put into getting involved in discussions during class?	3.55	High Level	4
2. When your teacher is speaking, how much effort do you put into trying to pay attention?	3.64	High Level	1.5
3. How much effort do you put into your homework for this class?	3.05	Moderate Level	5
4. Overall, how much effort do you put forth during this class?	3.64	High Level	1.5
5. How much effort do you put into learning all the material for this class?	3.64	High Level	1.5
AVERAGE MEAN	3.51	High Level	
SD	0.26		

The result shows the level of Pre-service Teachers' Social Emotional Learning in terms of Skills and Competencies on Classroom Effort. It reveals that the average weighted mean is 3.51 (High Level) with a low standard deviation of 0.26 between items, considered as homogenous which can be interpreted that each Pre-service Teachers' response in each item is nearly similar to each other.

This result indicates that the Pre-service Teachers have high level of social-emotional learning in terms of Skills and Competencies on Classroom Effort which means they have high level of attempt to do something inside the classroom.

Four among the five items fall on the high level, while the remaining one item fall on the moderate level.

Table 1.8

Weighted Mean Distribution and Standard Deviation of Pre-service Teachers' Social Emotional Learning in terms of Skills and Competencies on Social Perspective Taking

Items	Weighted Mean	Descriptive Level	Rank
1. How hard do you try to understand your teachers' point of view?	3.69	High Level	3
2. During class, how hard do you try to understand what your teachers are feeling?	3.92	High Level	1
3. Overall, how much effort do you put into figuring out what your teachers are thinking?	3.39	Moderate Level	5
4. How much effort have you put into figuring out what your teachers' goals are?	3.55	High Level	4
5. How much do you try to understand your teachers' motivation for doing different classroom activities?	3.71	High Level	2
6. When your teachers seem to be in a worse mood than usual, how hard do you try to understand the reasons why?	3.05	Moderate Level	6
AVERAGE MEAN	3.55	High Level	
SD	0.30		

The result shows the level of Pre-service Teachers' Social Emotional Learning in terms of Skills and Competencies on Social Perspective Taking. It reveals that the average weighted mean is 3.55 (High Level) with a low standard deviation of 0.30 between items, considered as homogenous

which can be interpreted that each Pre-service Teachers' response in each item is nearly similar to each other.

This result indicates that the Pre-service Teachers have high level of social-emotional learning in terms of Skills and Competencies on Social Perspective taking which means they have high level of ability to put oneself in the place of others and identify that other persons may have perception different from his/her own.

Four among the six items fall on the high level, while the remaining two items fall on the moderate level.

Table 1.9

Weighted Mean Distribution and Standard Deviation of Pre-service Teachers' Social Emotional Learning in terms of Skills and Competencies on Emotion Regulation

Items	Weighted Mean	Descriptive Level	Rank
1. When you are feeling pressured, how easily can you stay in control?	3.69	High Level	3
2. How often are you able to pull yourself out of a bad mood?	3.92	High Level	1
3. When everybody around you gets angry, how relaxed can you stay?	3.39	Moderate Level	5
4. How often are you able to control your emotions when you need to?	3.55	High Level	4
5. Once you get upset, how often can you get yourself to relax?	3.71	High Level	2
6. When things go wrong for you, how calm are you able to remain?	3.05	Moderate Level	6
AVERAGE MEAN	3.55	High Level	
SD	0.30		

The result shows the level of Pre-service Teachers' Social Emotional Learning in terms of Skills and Competencies on Emotion Regulation. It reveals that the average weighted mean is 3.55 (High Level) with a low standard deviation of 0.30 between items, considered as homogenous which can be interpreted that each Pre-service Teachers' response in each item is nearly similar to each other.

This result indicates that the Pre-service Teachers have high level of social-emotional learning in terms of Skills and Competencies on Emotion Regulation which means they have high level of ability to deal with great moods like irritation, pleasure, defeat, worry or low mood.

Four among the six items fall on the high level, while the remaining two items fall on the moderate level.

Table 2.1

Weighted Mean Distribution and Standard Deviation of Pre-service Teachers' Social Emotional Learning in terms of Supports and Environment on Student – Teacher Relationships

Items	Weighted Mean	Descriptive Level	Rank
1. How many of your teachers are respectful towards you?	3.55	High Level	3
2. If you came back to visit class three years from now, how many of your teachers would be excited to see you?	3.64	High Level	1.5
3. When your teachers ask how you are doing, how many of them are really interested in your answer?	3.05	Moderate Level	4
4. How many of your teachers would you be excited to have again in the future?	3.64	High Level	1.5
AVERAGE MEAN	3.47	Moderate Level	
SD	0.29		

The result shows the level of Pre-service Teachers' Social Emotional Learning in terms of Supports and Environment on Student – Teacher Relationships. It reveals that the average weighted mean is 3.47 (High Level) with a low standard deviation of 0.29 between items, considered as homogenous which can be interpreted that each Pre-service Teachers' response in each item is nearly similar to each other.

This result indicates that the Pre-service Teachers have high level of social-emotional learning in terms of Supports and Environment on Student – Teacher Relationships which means they have high level of ability to value achieving pleasant relationship with their Teachers/Professors.

Three among the four items fall on the high level, while the remaining one item fall on the moderate level.

Table 2.2

Weighted Mean Distribution and Standard Deviation of Pre-service Teachers' Social Emotional Learning in terms of Supports and Environment on Sense of Belonging

Items	Weighted Mean	Descriptive Level	Rank
1. How well do people at your school understand you as a person?	3.55	High Level	3
2. How connected do you feel to the adults at your school?	3.64	High Level	1.5
3. How much respect do students in your school show you?	3.05	Moderate Level	4
4. How much do you matter to others at this school?	3.64	High Level	1.5
5. Overall, how much do you feel like you belong at your school?	3.64	High Level	1.5
AVERAGE MEAN	3.51	High Level	
SD	0.26		

The result shows the level of Pre-service Teachers' Social Emotional Learning in terms of Supports and Environment on Sense of Belonging. It reveals that the average weighted mean is 3.51 (High Level) with a low standard deviation of 0.26 between items, considered as homogenous which can be

interpreted that each Pre-service Teachers’ response in each item is nearly similar to each other.

This result indicates that the Pre-service Teachers have high level of social-emotional learning in terms of Supports and Environment on Sense of Belonging which means they have high level feeling of belonging or connectedness to a social, spatial, ethnic, professional, or other type of group or a community they are into.

Four among the five items fall on the high level, while the remaining one item fall on the moderate level.

Table 2.3

Weighted Mean Distribution and Standard Deviation of Pre-service Teachers’ Social Emotional Learning in terms of Supports and Environment on Diversity and Inclusion

Items	Weighted Mean	Descriptive Level	Rank
1. How often do you spend time to talk with students from different races, ethnicities, or cultures?	3.55	High Level	3
2. At your school, how common is it for students to have close friends from different racial, ethnic, or cultural backgrounds?	3.64	High Level	1.5
3. How fairly do students at your school treat people from different races, ethnicities, or cultures?	3.05	Moderate Level	4
4. How fairly do adults including teachers at your school treat people from different races, ethnicities, or cultures?	3.64	High Level	1.5
AVERAGE MEAN	3.47	Moderate Level	
SD	0.29		

The result shows the level of Pre-service Teachers’ Social Emotional Learning in terms of Supports and Environment on Diversity and Inclusion. It reveals that the average weighted mean is 3.47 (High Level) with a low standard deviation of 0.29 between items, considered as homogenous which can be interpreted that each Pre-service Teachers’ response in each item is nearly similar to each other.

This result indicates that the Pre-service Teachers have high level of social-emotional learning in terms of Supports and Environment on Diversity and Inclusion which means they have high level of ability to maintain balance between diversity which is the differences in cultural and indigenous, socioeconomic, geographical, and academic/professional backgrounds. and inclusion which is the feeling of being valued and esteemed as valuable members of the communities. Three among the four items fall on the high level, while the remaining one item fall on the moderate level.

Table 2.4

Weighted Mean Distribution and Standard Deviation of Pre-service Teachers’ Social Emotional Learning in terms of Supports and Environment on Engagement

Items	Weighted Mean	Descriptive Level	Rank
1. How excited are you about going to your classes?	3.69	High Level	3
2. How often do you get so focused on activities in your classes that you lose track of time?	3.92	High Level	1
3. In your classes, how eager are you to participate?	3.39	Moderate Level	5
4. When you are not in school, how often do you talk about ideas from your classes?	3.55	High Level	4
5. Overall, how interested are you in your classes?	3.71	High Level	2
AVERAGE MEAN	3.65	High Level	
SD	0.20		

The result shows the level of Pre-service Teachers’ Social Emotional Learning in terms of Supports and Environment on Engagement. It reveals that the average weighted mean is 3.65 (High Level) with a low standard deviation of 0.20 between items, considered as homogenous which can be interpreted that each Pre-service Teachers’ response in each item is nearly similar to each other.

This result indicates that the Pre-service Teachers have high level of social-emotional learning in terms of Supports and Environment on Engagement which means they have high level of of attention, interest, awareness, positivity, and desire that students demonstrate when they are learning or being educated, which extends to the level of enthusiasm they have to acquire knowledge and grow in their education.

Four among the five items fall on the high level, while the remaining one item fall on the moderate level.

Table 2.5

Weighted Mean Distribution and Standard Deviation of Pre-service Teachers’ Social Emotional Learning in terms of Supports and Environment on Rigorous Expectations

Items	Weighted Mean	Descriptive Level	Rank
1. How often do your teachers make you explain your answers?	3.05	Moderate Level	1.5
2. When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?	3.05	Moderate Level	1.5
3. How much do your teachers encourage you to do your best?	3.05	Moderate Level	1.5
4. How often do your teachers take time to make sure you understand the material?	3.05	Moderate Level	1.5
5. Overall, how high are your teachers' expectations of you?	3.05	Moderate Level	1.5
AVERAGE MEAN	3.05	Moderate Level	
SD	0		

The result shows the level of Pre-service Teachers’ Social Emotional Learning in terms of Supports and Environment on Rigorous Expectations. It reveals that the average weighted mean is 3.05 (High Level) with a low standard

deviation of 0 between items, considered as homogenous which can be interpreted that each Pre-service Teachers' response in each item is nearly similar to each other.

This result indicates that the Pre-service Teachers have high level of social-emotional learning in terms of Supports and Environment on Rigorous Expectations which means they have high level of ability to possess the skills, knowledge, attitudes and aptitudes that will facilitate their success in the gradually multifaceted world in which they will live and work.

All the items fall on the moderate level.

Table 2.6

Weighted Mean Distribution and Standard Deviation of Pre-service Teachers' Social Emotional Learning in terms of Supports and Environment on Valuing School

Items	Weighted Mean	Descriptive Level	Rank
1. How interesting do you find the things you learn in your classes?	3.11	Moderate Level	3
2. How often do you use ideas from school in your daily life?	3.10	Moderate Level	4
3. How important is it to you to do well in your classes?	3.13	Moderate Level	2
4. How much do you see yourself as someone who appreciates school?	3.15	Moderate Level	1
5. How useful do you think school will be to you in the future?	3.05	Moderate Level	5
AVERAGE MEAN	3.11	Moderate Level	
SD	0.04		

The result shows the level of Pre-service Teachers' Social Emotional Learning in terms of Supports and Environment on Valuing School. It reveals that the average weighted mean is 3.11 (High Level) with a low standard deviation of 0.04 between items, considered as homogenous which can be interpreted that each Pre-service Teachers' response in each item is nearly similar to each other.

This result indicates that the Pre-service Teachers have high level of social-emotional learning in terms of Supports and Environment on Valuing school which means they have high level of ability to give importance to their schooling.

Five items fall on the moderate level.

Table 3.1

Weighted Mean Distribution and Standard Deviation of Pre-service Teachers' Social Emotional Learning in terms of Well Being on Positive Feelings

Items	Weighted Mean	Descriptive Level	Rank
1. During the past week, how often did you feel excited?	3.55	High Level	4
2. During the past week, how often did you feel happy?	3.64	High Level	1.5
3. During the past week, how often did you feel love?	3.05	Moderate Level	5
4. During the past week, how often did you feel safe?	3.64	High Level	1.5
5. During the past week, how often did you feel hopeful?	3.64	High Level	1.5
AVERAGE MEAN	3.51	High Level	
SD	0.26		

The result shows the level of Pre-service Teachers' Social Emotional Learning in terms of Well Being on Positive Feelings. It reveals that the average weighted mean is 3.51 (High Level) with a low standard deviation of 0.26 between items, considered as homogenous which can be interpreted that each Pre-service Teachers' response in each item is nearly similar to each other.

This result indicates that the Pre-service Teachers have high level of social-emotional learning in terms of Well Being on Positive Feelings which means they have high level of ability to express positive feelings like cheerfulness, enthusiasm, delight, courage, and motivation.

Four among the five items fall on the high level, while the remaining one item fall on the moderate level.

Table 3.2

Weighted Mean Distribution and Standard Deviation of Pre-service Teachers' Social Emotional Learning in terms of Well Being on Challenging Feelings

Items	Weighted Mean	Descriptive Level	Rank
1. During the past week, how often did you feel angry?	3.55	High Level	4
2. During the past week, how often did you feel lonely?	3.64	High Level	1.5
3. During the past week, how often did you feel sad?	3.05	Moderate Level	5
4. During the past week, how often did you feel worried?	3.64	High Level	1.5
5. During the past week, how often did you feel frustrated?	3.64	High Level	1.5
AVERAGE MEAN	3.51	High Level	
SD	0.26		

The result shows the level of Pre-service Teachers' Social Emotional Learning in terms of Well Being on Challenging Feelings. It reveals that the average weighted mean is 3.51 (High Level) with a low standard deviation of 0.26 between items, considered as homogenous which can be interpreted that each Pre-service Teachers' response in each item is nearly similar to each other.

This result indicates that the Pre-service Teachers

have high level of social-emotional learning in terms of Well Being on Challenging Feelings which means they have high level ability to experience a state of emotional confusion.

Four among the five items fall on the high level, while the remaining one item fall on the moderate level.

Table 3.3

Weighted Mean Distribution and Standard Deviation of Pre-service Teachers’ Social Emotional Learning in terms of Well Being on Supportive Relationships

Items	Weighted Mean	Descriptive Level	Rank
1. Do you have a teacher or other adult from school who you can count on to help you, no matter what?	3.69	High Level	3
2. Do you have a family member or other adult outside of school who you can count on to help you, no matter what?	3.92	High Level	1
3. Do you have a friend from school who you can count on to help you, no matter what?	3.39	Moderate Level	5
4. Do you have a teacher or other adult from school who you can be completely yourself around?	3.55	High Level	4
5. Do you have a family member or other adult outside of school who you can be completely yourself around?	3.71	High Level	2
6. Do you have a friend from school who you can be completely yourself around?	3.05	Moderate Level	6
AVERAGE MEAN	3.55	High Level	
SD	0.30		

The result shows the level of Pre-service Teachers’ Social Emotional Learning in terms of Well Being on Supportive Relationships. It reveals that the average weighted mean is 3.55 (High Level) with a low standard deviation of 0.30 between items, considered as homogenous which can be interpreted that each Pre-service Teachers’ response in each item is nearly similar to each other.

This result indicates that the Pre-service Teachers have high level of social-emotional learning in terms of Well Being on Supportive Relationships which means they have high level of capacity to experience mutual benefits from other people to cope with the rough times and make the most of the good times.

Four among the six items fall on the high level, while the remaining two items fall on the moderate level.

Table 4

Summary Table on Weighted Mean Distribution of Pre-service Teachers Social-Emotional Learning in terms of Skills and Competencies

Items	Weighted Mean	Descriptive Level	Rank
1. Grit	3.65	High Level	1
2. Growth Mindset	3.56	High Level	4
3. Self-Management	3.62	High Level	3
4. Social Awareness	3.64	High Level	2
5. Self-Efficacy	3.06	Moderate Level	9
6. Learning Strategies	3.51	High Level	7.5
7. Classroom Effort	3.51	High Level	7.5
8. Social Perspective Taking	3.55	High Level	5.5
9. Emotional Regulation	3.55	High Level	5.5
AVERAGE MEAN	3.52	High Level	
SD	0.20		

The result shows the Summary Table on Weighted Mean Distribution of Pre-service Teachers Social-Emotional Learning in terms of Skills and Competencies. It reveals that the average weighted mean is 3.52 (High Level) with a low standard deviation of 0.20 between items, considered as homogenous which can be interpreted that each Pre-service Teachers’ response in each item is nearly similar to each other.

This result indicates that the Pre-service Teachers have high level of social-emotional learning in terms of Skills and Competencies which means they have high level of specific learned capacities that they need to accomplish a certain task well and that they have a high level of understanding and behaviors that will direct them to be productive in their jobs.

Eight among the nine items fall on the high level, while the remaining one item fall on the moderate level.

Table 5

Summary Table on Weighted Mean Distribution of Pre-service Teachers Social-Emotional Learning in terms of Supports and Environment

Items	Weighted Mean	Descriptive Level	Rank
1. Teacher - Student Relationships	3.47	Moderate Level	
2. Sense of Belonging	3.51	High Level	
3. Diversity and Inclusion	3.47	Moderate Level	
4. Engagement	3.65	High Level	
5. Rigorous Expectation	3.05	Moderate Level	
6. Valuing of School	3.11	Moderate Level	
AVERAGE MEAN	3.40	Moderate Level	
SD	0.20		

The result shows the Summary Table on Weighted Mean Distribution of Pre-service Teachers Social-Emotional Learning in terms of Supports and Environment. It reveals

that the average weighted mean is 3.40 (Moderate Level) with a low standard deviation of 0.20 between items, considered as homogenous which can be interpreted that each Pre-service Teachers’ response in each item is nearly similar to each other.

This result indicates that the Pre-service Teachers have moderate level of social-emotional learning in terms of Supports and Environment which means they have moderate level of efforts or programs that offer chances or reduce impediments for making healthy decisions within the work atmosphere.

Two among the six items fall on the high level, while the other six items fall on the moderate level.

Table 6

Summary Table on Weighted Mean Distribution of Pre-service Teachers Social-Emotional Learning in terms of Well Being

Items	Weighted Mean	Descriptive Level	Rank
1. Positive Feelings	3.51	High Level	
2. Challenging Feeling	3.51	High Level	
3. Supportive Relationships	3.55	High Level	
AVERAGE MEAN	3.50	High Level	
SD	0		

The result shows the Summary Table on Weighted Mean Distribution of Pre-service Teachers Social-Emotional Learning in terms of Supports and Environment. It reveals that the average weighted mean is 3.50 (Moderate Level) with a low standard deviation of 0 between items, considered as homogenous which can be interpreted that each Pre-service Teachers’ response in each item is nearly similar to each other.

This result indicates that the Pre-service Teachers have high level of social-emotional learning in terms of Well Being which means they have high level of state of being contented, vigorous, or joyful.

All the three items fall on the high level.

ANALYSIS

Based on the findings, it reveals that the average weighted mean is 3.52 (High Level) with a low standard deviation of 0.20 between items, considered as homogenous which can be interpreted that each Pre-service Teachers’ response in each item is nearly similar to each other. This result indicates that the Pre-service Teachers have high level of social-emotional learning in terms of Skills and Competencies which means they have high level of specific learned capacities that they need to accomplish a certain task well and that they have a high level of understanding and behaviors that will direct them to be productive in their jobs. Eight among the nine

items from the instrument that the researcher utilized fall on the high level, while the remaining one item fall on the moderate level. This finding is supported by Paulick, (2016) who examined the factorial structure of preservice teachers’ academic self-concept with respect to three domains of professional knowledge (content knowledge, pedagogical content knowledge, and pedagogical/psychological knowledge).

In addition, the outcome reveals that the average weighted mean is 3.40 (Moderate Level) with a low standard deviation of 0.20 between items, considered as homogenous which can be interpreted that each Pre-service Teachers’ response in each item is nearly similar to each other. This result indicates that the Pre-service Teachers have moderate level of social-emotional learning in terms of Supports and Environment which means they have moderate level of efforts or programs that offer chances or reduce impediments for making healthy decisions within the work atmosphere. Two among the six items from the instrument that the researcher utilized fall on the high level, while the other six items fall on the moderate level. This outcome is reinforced by the study of Cavendish, (2021) who highlighted the challenges of teacher preparation programs in proper equipping instructors to meet the requirements of varied students frequently served in high-needs urban schools. Teacher planning programs that incorporate socially pertinent instructional method, coursework particularly related to school-community interaction, and most critically, internships with mentorship in urban schools, have illustrated that instructors particularly prepared to instruct in urban schools are more equipped and remain in the teaching profession longer. This study inspected the perceptions of 11 clinical supervising instructors and nine pre-service teachers that gotten adaptable College mentoring supports amid student teaching in two high-need, urban schools. The findings outline that urban student teaching encounters, when backed by additional collaborative mentorship/support, have the potential to improve encounters for both pre-service instructors and supervising instructors. Advanced collaboration with schools correlates to teacher enhancement program course content to urban teaching experiences can improve the theory-to-practice gap.

Furthermore, the findings present that the average weighted mean is 3.50 (Moderate Level) with a low standard deviation of 0.20 between items, considered as homogenous which can be interpreted that each Pre-service Teachers’ response in each item is nearly similar to each other. This result indicates that the Pre-service Teachers have high level of social-emotional learning in terms of Well Being which

means they have high level of state of being contented, vigorous, or joyful. All the three items from the instrument that the researcher utilized fall on the high level. Agreeing to the study of White, (2020) International research has built up that well-being, engagement and belonging are vital components for setting up and keeping up positive learning environments in schools. He conducted a qualitative study that examined pre-service teachers' perceptions of character, well-being and instructional method. Two questions surrounded on his research, 'What are the perceptions of pre-service teachers with respect to character and well-being in education?' and 'How do pre-service teachers depict the characteristics of a great teacher'? A total of 54 pre-service teachers volunteered to take part in his study from the Bachelor of Teaching or a Master of Teaching degrees. The anonymous study included categorical questions, things from a slider scale, open-ended answers to questions on educator character improvement, well-being and academic development. The results created clear information that's shown by means of bar plots and analysis of open-ended questions centering on participants' the teacher's role and discovering the instructions for generating and creating positive student engagement and engaging learning.

DISCUSSION

The results and analysis of data reveal that the pre-service teachers of PCU-D have high level of skills and competencies and well-being and moderate level in terms of supports and environment. The pre-service teachers are able to persevere through setbacks to achieve important long-term goals, taking into account their experiences and identities; they have the potential to change those factors that are central to their performance in school; they can manage their emotions, thoughts and behaviors in different situations; they consider the perspectives of others and empathize with them; they believe they can succeed in achieving academic outcomes and deliberately use strategies to manage their own learning processes and putting much effort into school and learning; they consider they perspectives of their teachers; and can regulate their emotions. Moreover, the pre-service teachers frequently feel positive and challenging emotions; and they feel supported through their relationships with friends, family and adults at school.

With moderate level in terms of Supports and Environment, the pre-service teachers somehow has social connection between teachers and students within and beyond the school; they somehow feel that they are valued members of the school community; they somehow believe that the school is fair for students from different races, ethnicities or cultures; they are somehow attentive and invested in school;

they somehow feel that their teachers hold them to high expectations around effort, understanding, persistence and performance in class; and they somehow feel how much school is interesting, important, and useful.

Nonetheless, these results can still be improved and make them to very high level to better support their skills and competencies, support and environment and well-being. Social-Emotional Learning needs to be highlighted especially in this time of adversity. The World Bank in collaboration with International Rescue Committee recommended that school explicitly recognize the importance of social and emotional skills within learning outcomes; use risk and resilience frameworks to understand maladaptive coping strategies of learners and provide alternative "adaptive" choices; Consider culturally grounded mediums which support the operationalization of SEL within education settings; and Systematize SEL within core education system structures and functions.

Continuous refinement in educational system is needed to develop lifelong learners in a fast-changing world, be it cognitively, emotionally, socially or physically.

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