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A Study to Explore the Awareness of Teacher Educators about Social and Emotional Learning Skills

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Abstract: *Teacher education is designed to enhance educators' skills and abilities, helping them effectively navigate the challenges of a real classroom. Social-emotional learning (SEL) plays a crucial role in this process, as it equips teachers with essential classroom management skills, fosters student well-being, and improves academic performance. This study critically explores the integration of SEL competencies into teacher education, focusing on teacher educators' awareness and the extent to which SEL is embedded in the curriculum. The study was descriptive, and a quantitative research design was used; the research employs a self-developed questionnaire for teacher educators. Data analysis, including frequencies, percentages, and mean values, provides a detailed understanding of the results. The findings are striking: teacher educators primarily highlight self-awareness and social awareness, while other critical SEL skills, self-management, relationship-building, and responsible decision-making, are significantly underrepresented. The study calls for an urgent revision of the teacher education curriculum, recommending the balanced inclusion of all SEL competencies, the creation of targeted professional development programs for educators, and the active involvement of diverse stakeholders in the curriculum development process.*

Introduction

Background of the Study

Social and emotional learning, or SEL, is essential to help people control their emotions, set objectives, demonstrate empathy, form relationships, and make moral decisions. In education, SEL is essential for enhancing students' general wellbeing, mental health, and academic achievement. To prepare aspiring teachers to cultivate these abilities in their classrooms, teacher educators must comprehend and support SEL.

There is a knowledge and comprehension gap among teacher educators regarding SEL, despite its increasing significance. In order to better prepare future educators to incorporate SEL into their instruction, this study intends to investigate the degree of awareness that teacher educators have regarding SEL practices and skills. By being aware of this disparity, professional development initiatives can better prepare teacher educators to assist students' social and emotional development.

Social Emotional Learning Skills (SEL)

Research and real-world applications of "social and emotional learning" have grown significantly since CASEL first proposed the idea 26 years ago. To incorporate SEL into classrooms and schools, educators today employ a variety of techniques. Social-emotional learning aids in the development of critical abilities in people, including the ability to identify and control emotions, form wholesome relationships, and make moral decisions (CASEL, 2021). Fostering positive relationships, communicating effectively, and preventing harm to others all depend on these abilities (Bishop, 2023). Studies have indicated a strong correlation between academic achievement and future professional success and the capacity to control emotions and relationships (Durlak et al., 2011; Jones & Schenk, 2019; Strahan & Poteat, 2022).

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A method called social-emotional learning (SEL) aids people in understanding both themselves and other people, encouraging responsible and constructive decision-making, goal-achieving, and the growth of wholesome relationships. SEL, which has its roots in a number of human development theories (Bear et al., 2015), aims to give teachers the tools they need to identify and control their emotions, develop empathy, and make wise decisions. All educators, particularly those who are new to the field, must possess these competencies (Mahoney et al., 2021).

Social Emotional Learning in Practice

Two essential components must be prioritized in order to execute social-emotional learning successfully: the establishment of a secure, nurturing environment and clear instruction in social and emotional competencies. These interrelated elements guarantee that SEL transitions from theory to effective practice, improving academic achievement and student well-being (Durlak et al., 2011).

Historical Development of Social-Emotional Learning

Educators have recognized social and emotional learning throughout history. From the Ancient Greeks to modern times, the idea has been incorporated into various educational movements. Coined in 1994, the term SEL has gained significant popularity in recent decades. Understanding its historical development provides valuable insight into its vital role in education.

Philosophical Foundation of Social-Emotional Learning

Social and emotional development can be traced back to moral or character development in philosophy. Plato believed in a holistic approach to education, including intellectual, physical and moral development. These ideas have influenced modern educational practices, emphasizing the importance of nurturing the whole child (Aristotle, 1984).

Throughout history, philosophers and thinkers have emphasized the importance of a holistic approach to education. Aristotle believed that education should shape individuals who are not only knowledgeable but also good and happy. Locke stressed the need to develop character alongside intellectual mastery (Baldwin, 1913). Similarly, Rousseau valued experiential learning and the cultivation of children's motivation to learn (Rousseau, 1979). These perspectives underscore the vital role of education in the development of the whole person.

In the 19th century, the role of emotions in education was a debated topic. Some educators like John Stuart Mills recognized the need to connect moral and character development with intellectual growth in children. Educating emotions is crucial to creating well-rounded individuals. It helps students develop essential skills such as empathy, decision-making and self-regulation. Therefore, we must prioritize emotional education in schools (Dixon, 2012).

The neglect of emotions in education is undeniable, with even Plato and Kant prioritizing reason over emotions. However, the growing emphasis on social-emotional learning in modern education is heartening (Hess, 2017). Teachers play a pivotal role in this process, and effective training is crucial to students' success. We must prioritize teacher education and support quality improvement trends worldwide, including in Pakistan.

Need for Social and Emotional Learning

Various stakeholders have diverse priorities when it comes to enhancing schooling. Some prioritize bolstering fundamental skills, while others focus on fostering critical thinking. Some advocate for promoting citizenship or character development, while others highlight the importance of addressing issues like drug abuse and violence. Some call for greater involvement from parents, while others stress the significance of community engagement. Some emphasize instilling core values, while others underscore the importance of embracing diversity. Nevertheless, all parties acknowledge the crucial role schools play in preparing children to become informed, conscientious and compassionate adults. (P21 Framework, 2016)

Each word – knowledgeable, responsible, caring – presents its educational challenge. To become knowledgeable, children must possess both readiness and motivation to learn, as well as the capacity to assimilate new knowledge into their lives. Responsibility entails understanding risks and opportunities and being motivated to make choices and behave in ways that benefit not only themselves but also others. Caring involves looking beyond oneself and empathizing with others' concerns; it entails believing in the importance of being part of a community that is supportive, nurturing and invested in their well-being. (Soffer & Finkelstein, 2024)

Although many recognize the challenge of developing knowledgeable, responsible and caring children, few understand that addressing each aspect of this challenge can be effectively achieved through a focused, consistent and systematic approach to social and emotional learning. Both experience and research show that promoting SEL is often "the missing piece" in efforts to achieve various educational goals and enhance overall educational outcomes.

Statement of the Problem

Teachers play a crucial role in shaping the future of a nation, and their views on Social and Emotional Learning (SEL) can significantly impact its effectiveness (Oberle et al., 2016). While SEL is gaining global recognition, it remains a low priority in Pakistan's education system, which has traditionally focused on academics like reading, writing, and exam preparation, often overlooking the importance of social and emotional development. Education should go beyond academic knowledge to nurture character development. The education policy for secondary and higher secondary education includes Life Skills–Based Education (LSBE), which was introduced in the 2009 Education policy. SEL helps students develop essential soft skills for managing emotions and building positive relationships with peers and the community. Moreover, the rapid growth of digital education tools and e-learning is expected to accelerate the integration of SEL, acting as a catalyst for growth in the education sector. This study seeks to explore whether teacher educators and teacher education programs adequately address SEL in their curricula and knowledge.

Significance of the Study

This study will be valuable for teachers, students, policymakers, stakeholders, and educational administrators. Research will demonstrate that social–emotional learning (SEL) competencies will improve well-being and academic outcomes while fostering a positive school climate. Educational institutions will be able to promote critical thinking, positive attitudes, proactive action, and a comprehensive curriculum among students. Policymakers will need to stay informed about emerging research, as educators already recognize that SEL skills will play a crucial role in preparing youth for global challenges. This study will hold significant importance for students and teachers, as it aims to enhance their understanding and application of SEL principles.

Objective of the study

The objectives of this study were as follows:
- To assess teacher educators' awareness and understanding of social and emotional learning (SEL) skills.

Research Question

The research questions of this study were

RQ1. What is the level of awareness among teacher educators about the core components of Social and Emotional Learning skills?

RQ2. How do teacher educators perceive the role of self-awareness in promoting emotional regulation and personal growth among students?

RQ3. To what extent do teacher educators understand the importance of self-management skills?

RQ4. What is the level of understanding among teacher educators regarding social awareness skills?

RQ5. How aware are teacher educators of the significance of relationship skills?

RQ6. How do teacher educators view the role of responsible decision-making skills?

Delimitation of the Study

The study was delimited to teacher educators with experience teaching the 4-year B.Ed. Program in the Department of Education at eight universities in Islamabad and Rawalpindi.

Research Methodology

The research methodology outlines the approach for data collection and analysis. This study was descriptive, following a positivist research paradigm. The quantitative approach aims to measure and analyze the level of awareness of teacher educators regarding Social and Emotional Learning (SEL) skills, while the descriptive aspect focuses on providing a detailed picture of this awareness. The target population consisted of 92 teacher educators from the 4-year B.Ed. Program, all selected through universal sampling. Data were collected using a self-designed questionnaire based on existing SEL literature and the CASEL framework, focusing on the five core components of SEL. Validity was ensured through expert feedback, and reliability was assessed through a pilot test with 10% of the sample and Cronbach's Alpha for internal consistency. Formal approval procedures were followed for data collection, and the questionnaires were distributed with assistance from academic networks in Islamabad and Rawalpindi. For those unable to participate in person, a Google Form was emailed, ensuring full adherence to protocols.

Data Analyses

In this study, the researcher used descriptive statistics to present the findings. Percentages and mean scores were calculated to analyze and interpret the quantitative data. Analysis of the data collected from teacher educators through the questionnaire focused on five key constructs: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

Table 1

Self-Awareness Skills

S. No	Statements	Mean Score
1.	I teach students how to manage their emotions effectively.	3.73
2.	I assist students in developing self-awareness.	3.55
3.	I assist students in identifying their interests and strengths and recognizing their uniqueness.	3.50
4.	I provide students with classroom situations to practice gratitude.	3.61
5.	I regularly help students by using positive statements to boost their confidence and self-belief.	3.24
6.	I guide students in creating vision boards visually representing their goals and aspirations.	3.73
7.	I use techniques such as role-playing to help students better understand and apply new information.	3.25
8.	I give students mindfulness exercises to practice in the classroom.	3.73
9.	I conduct activities that encourage students to reflect on their past decisions.	3.38
10.	I prompt students to question assumptions they have made about themselves.	3.82
11.	I create a safe and supportive environment for students seeking help with understanding.	3.73
12.	I motivate students to advocate for self-knowledge.	3.86
13.	I help build students' confidence and promote self-acceptance.	3.74
14.	I present students with situations in the classroom to foster self-confidence.	3.73
15.	I incorporate proactive activities into my teaching.	3.54
16.	I engage students in managing stress related to social interaction.	3.73
17.	I focus on helping students discover and address their blind spots.	3.54
18.	I always encourage self-expression among students.	3.73
19.	I facilitate the process of digging deep into oneself.	3.33
20.	I support the development of self-esteem.	3.73

S. No	Statements	Mean Score
21.	I encourage introspection and adjustments in thought processes.	3.47
22.	I promote self-reflection among students.	3.73
23.	I emphasize the importance of effective role performance.	3.59
24.	I help students develop self-consciousness.	3.73
25.	I focus on cultivating self-discipline among students.	3.53
	Overall Mean of Mean Scores	**3.63**

Table 1 presents the practices of teacher educators in promoting self-awareness among students. The data shows that educators frequently engage in activities like helping students manage emotions (Mean score of 3.73), practising gratitude (Mean score of 3.61), and incorporating mindfulness exercises (Mean score of 3.73). They also guide students in identifying strengths and creating vision boards (Mean score of 3.73), as well as encouraging self-reflection and promoting self-expression (Mean score of 3.73). The overall mean score of 3.63 indicates a strong focus on self-awareness, with some variation in practices like building confidence (Mean score of 3.24) and fostering self-discipline (Mean score of 3.53).

Table 2

Social Awareness Skills

S. No	Statements	Mean Score
1.	I used to teach about the importance of respecting others	3.76
2.	I used to pay attention to social cues, both verbal and physical, to understand how others are feeling	3.63
3.	I used to predict and understand how others might feel and react in different situations.	3.76
4.	I used to create classroom activities that promote self-regulation.	3.32
5.	I used to work on developing a mindset that is sensitive to different cultures and show humility in acknowledging and learning from them	3.76
6.	I used to create situations that motivate and engage students	3.45
7.	I always strive to practice empathy and show understanding and care for others	3.76
8.	I incorporate social cues in my teaching methods	3.57
9.	I try to recognize and appreciate the strengths and differences of each individual and their group	3.76
10.	I work cooperatively with my students	3.67
11.	I establish clear boundaries for acceptable behaviour	3.76
12.	I listen reflectively to understand others and demonstrate respect for them	3.74
13.	I recognize and use resources from families, schools, and the community	3.76
14.	I bring kindness education into the classroom and encourage acts of kindness	3.43
15.	I value diversity and am aware of the inequalities and privileges that can impact individuals and groups	3.76
16.	I practice empathy by putting myself in others' shoes and trying to understand their perspectives	3.76
	Overall Mean of Mean Scores	**3.68**

Table 2 on Social Awareness outlines the practices of teacher educators in fostering social awareness among students. The data shows that educators prioritize key aspects of social awareness, such as teaching respect (Mean score of 3.76), paying attention to social cues (Mean score of 3.63), and understanding others' feelings (Mean score of 3.76). They also emphasize empathy and recognizing individual differences (Mean score 3.76). While creating engaging classroom activities (Mean score 3.45) and integrating social cues into teaching (Mean score 3.57) are valued, they are slightly less prioritized. The overall mean score of 3.68 reflects a strong commitment to social awareness, with practices like teaching kindness (Mean score 3.43) and fostering cultural sensitivity (Mean score 3.76) receiving slightly less emphasis.

Table 3

Responsible Decision-Making Skills

S. No	Statements	Mean Score
1.	I actively use critical thinking skills by carefully examining and evaluating situations	3.14
2.	I employ effective strategies that enable students to identify and solve problems	3.03
3.	I create opportunities for students to make constructive decisions and understand the ethical and civic impact of their actions	3.20
4.	I design activities that facilitate the transition from theoretical concepts to real-life applications	2.83
5.	I create opportunities for students to make constructive decisions and understand the ethical and civic impact of their actions.	3.03
6.	I design activities that facilitate the transition from theoretical concepts to real-life applications.	3.33
7.	I design activities that lead to the transition of academic activities	3.03
8.	I ensure that my actions align with ethical standards and regularly assess and reflect on my teaching strategies	2.80
9.	I practice strategies to evaluate actions	3.03
10.	I use it to reflect thoughts	2.85
11.	I can promote optimal learning outcomes for students	3.03
	Overall Mean of Mean Scores	**3.03**

Table 3 on Responsible Decision-Making Skills outlines the practices of teacher educators in promoting responsible decision-making among students. The data shows that educators encourage critical thinking (Mean score 3.14) and help students understand the ethical and civic consequences of their actions (Mean score 3.20). However, less emphasis is placed on bridging theoretical concepts with real-life applications (Mean score 2.83), indicating an area for improvement. Variability in the application of strategies suggests inconsistency, with some duplicated entries reflecting different mean scores. The overall mean score of 3.03 suggests efforts to integrate responsible decision-making but highlights significant potential for improvement, particularly in aligning teaching methods with ethical standards and practical applications.

Table 4

Self-Management Skills

S. No	Statements	Mean Score
1.	I understand the significance of regulating the emotions of students	3.80
2.	I prioritize promoting perseverance and resilience to help students overcome obstacles	2.21
3.	I am committed to effectively demonstrating and facilitating emotional regulation	2.21
4.	I focused on understanding the emotions driving student behaviour is essential to promote their emotional well-being	2.92
5.	I am dedicated to setting clear personal and collective goals	3.48
6.	I am used to nurturing students' sense of self-efficacy and self-determination in their academic work	2.21
7.	I am proactive in fostering planning and organizational skills	3.83
8.	I used to guide and encourage students to take the initiative	3.83
9.	I used to frequently create and enforce planning and organizational skills	2.19
10.	I foster and use feedback constructively to support student growth	3.64
11.	I emphasize the importance of time management	3.92
12.	I am promoting accountability for their learning and development	3.03
13.	I am attentive to monitoring students' moods for stress management	2.21
14.	I use teaching strategies that inspire self-motivation and adaptability	3.02
15.	I am committed to reinforcing the importance of setting achievable goals	3.88
16.	I focus on fostering students' personal development	3.66

S. No	Statements	Mean Score
17.	I used to strengthen the skill of adaptability	2.21
18.	I used to help students maintain healthy boundaries for self-care and positive relationships	2.98
19.	I actively identify and utilize stress management strategies to support student well-being	2.21
	Overall Mean of Mean Scores	**3.05**

Table 4 on Self-Management summarizes the practices of teacher educators in developing self-management skills among students. The data shows that educators emphasize emotional regulation (Mean score of 3.80) and planning/organizational skills (Mean score of 3.83), with time management receiving significant attention (Mean score of 3.92). However, there is a notable lack of focus on perseverance, resilience, and emotional regulation (Mean score 2.21), indicating areas for improvement. Skills like adaptability and stress management also receive less emphasis (Mean score 2.21). The overall mean score of 3.05 suggests moderate use of self-management strategies, with a need for more effective integration of critical skills like perseverance and emotional regulation.

Table 5

Relationship Skills

S. No	Statements	Mean Score
1.	I approach challenges with curiosity and an open mind, which allows me to understand and address issues effectively	2.21
2.	I place a high value on developing strong listening and communication skills to connect with others and build meaningful relationships with students	3.46
3.	I am committed to building positive relationships with a diverse range of individuals and groups and use a logical approach to navigate various situations.	2.68
4.	I engage in identifying solutions for personal and social problems.	3.03
5.	I adopt a proactive approach to resolving personal and social issues, considering the potential impact on collective, social, and personal well-being	2.90
6.	I regularly evaluate my responsibilities to improve my personal, family, and community well-being and evaluate the impact of my decisions	4.09
7.	I strive to balance silence and questioning in my interactions, fostering healthy and fulfilling relationships with diverse individuals and groups	3.80
8.	I recognize the importance of good listening in conflict resolution and provide students with strategies to navigate conflicts in relationships	2.34
9.	I am used to resisting inappropriate social pressures	3.03
10.	I foster a sense of community among my students by encouraging cooperation, kindness, compassion, and acceptance while resisting inappropriate social pressures	3.79
11.	I possess the ability to evaluate the impact of my actions, negotiate, manage emotions, and respectfully express myself in relationships, acknowledging diverse viewpoints	3.03
12.	I apply humour appropriately and actively resist inappropriate social pressure.	3.05
13.	I approach all relationships with positive presuppositions and encourage teamwork and cooperation.	3.45
14.	I readily seek and offer help when needed to foster a supportive environment.	3.67
	Overall Mean of Mean Scores	**3.05**

Table 5 on "Relationship Skills" competency presents data on teacher educators' practices in fostering relationship skills. The highest mean score of 4.09 reflects a strong focus on evaluating responsibilities and enhancing well-being. Educators also value effective listening and communication (Mean score 3.46). However, practices like resolving personal/social issues and resisting inappropriate social pressures (Mean

score 3.03) receive moderate attention, while proactive problem-solving (Mean score 2.90) and curiosity in challenges (Mean score 2.21) are less emphasized. The overall mean score of 3.05 suggests a moderate commitment to relationship skills, highlighting the need for more consistent and effective practices in areas like conflict resolution and resisting social pressures.

Table 6

Cumulative Mean Score

S#	Competencies	Overall Mean Score
1	Self-Awareness	3.63
2	Social Awareness	3.68
3	Responsible Decision-Making	3.03
4	Self-Management	3.05
5	Relationship Skills	3.05

This table summarizes the cumulative mean scores for each competency.
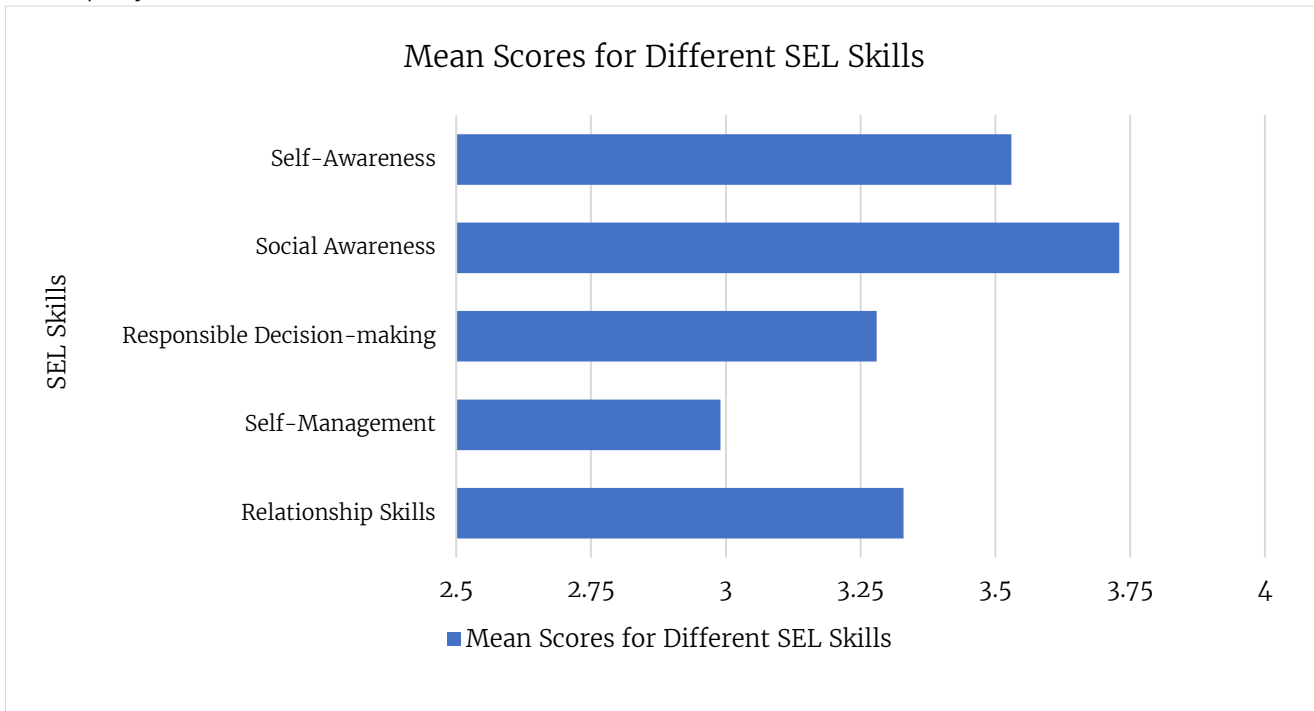
Figure 1

Bar Graph of SEL Skills

Table 6 summarizes the mean scores for five key competencies. "Social Awareness" received the highest score of 3.68, indicating a strong focus on respect, empathy, and cultural understanding. "Self-Awareness" scored 3.63, reflecting attention to emotional management and self-confidence. "Self-Management" and "Relationship Skills" both had moderate scores of 3.05, suggesting a balanced focus on emotional regulation and interpersonal skills. "Responsible Decision-Making" had the lowest score of 3.03, pointing to a gap in critical thinking and ethical decision-making within the curriculum.

Findings of the Study

The following Findings were drawn from the data analysis.

1. Self-Awareness: Significant focus on mindfulness and emotion control (mean score 3.63), with less attention paid to self-discipline and confidence building.
2. Social Awareness: Emphasize empathy and respect more than kindness education (mean score of 3.68).
3. Making Responsible Decisions: Focus on ethics and critical thinking (mean score 3.03), with less attention to practical applications.

4. Self-Management: Put more of an emphasis on emotional control and time management (mean score 3.05) and less on stress management and resilience.
5. Relationship Skills: Communication and well-being are prioritized over personal problem-solving (mean score 3.05).
6. Competency Focus: Making responsible decisions is the least valued competency (mean score of 3.03), whereas social and self-awareness are the most valued (mean scores of 3.68 and 3.63).
7. Evaluation Techniques: Traditional techniques such as classroom observation are preferred (mean score 3.23), while behavioural checklists and psychological tests are less popular.
8. Intervention Strategies: Less emphasis on published social skills curricula and behaviour plans (mean score 2.31).

Discussion

The study examined the teacher education curriculum concerning SEL skills and find out the awareness of teacher educators regarding SEL skills. The quantitative data highlighted strengths and weaknesses. The findings indicate a clear need for stronger integration of key SEL components in the curriculum, particularly in areas such as ethical decision-making, conflict resolution, and interpersonal skills.

According to a study by Ali, curricula in teacher education programs ought to be updated to reflect new developments in technology, emerging trends, and the evolving needs of educators (Ali et al., 2022). In order to enable future educators to analyze, synthesize, question, participate in meaningful discussions, and approach topics logically and rationally, the study highlights the duty of educators in these programs.

Social and Emotional Learning (SEL) is crucial for students' academic success and well-being, but teachers' SEL is frequently disregarded, according to Soutter's (2023) study. In order to better understand how to enhance the readiness and well-being of pre-service teachers, this qualitative study investigated educators' opinions regarding their university-level teacher preparation programs. According to the findings, educators believe that their own transformative SEL—which is centred on equity and social justice—is crucial to their success. According to the study, teacher preparation should take a more critical and comprehensive approach that puts the social and emotional growth of educators first. Redefining success beyond academics, addressing teacher well-being in light of systemic issues, preparing teachers for moral quandaries, and updating curricula to support transformative SEL competencies are some examples of practical recommendations.

There is strong evidence from recent empirical studies that SEL-trained teachers improve student outcomes. Students who were taught by teachers who possessed strong SEL competencies showed higher levels of academic performance and socio-emotional well-being, according to the study, which was carried out in a diverse urban school district. As indicated by the results of the current study, these findings highlight the possible advantages of incorporating SEL into teacher education. The study has important ramifications for teacher education policy and practice, and it is backed by recent research. Policymakers, teacher preparation programs, and other education sector stakeholders must work together to close the gaps in SEL integration that have been found. Effective methods for integrating SEL into teacher preparation programs, as well as educator effectiveness and student outcomes, should be the main focus of future research.

Fostering positive learning environments requires integrating Social and Emotional Learning (SEL) into teacher education. Recent studies have clarified the importance of SEL and the gaps in the current teacher education curricula. For example, Jones and Bouffard (2012) highlight the importance of SEL in improving teacher-student relationships; however, our research, which is corroborated by the findings, showed that existing curricula do not adequately address critical SEL elements like self-management, relationship skills, and decision-making.

Conclusions

The following conclusions have been drawn from the study's findings:
The study concludes that the B.Ed. The 4-year program requires significant improvements in integrating key competencies like self-awareness, social awareness, responsible decision-making, self-management,

and relationship skills, with gaps in areas such as self-efficacy, ethical decision-making, and comprehensive self-management. Evaluation strategies show variability, with direct classroom observation being most valued, while other methods like behavioral checklists and psychological tests need reassessment for greater effectiveness. Intervention techniques, especially individual behavior plans, and school-wide programs are underused, and the limited application of published social skills curricula warrants reevaluation. The curriculum also lacks enough focus on self-management, self-awareness, empathy, cultural awareness, and communication skills, which should be expanded to better prepare educators. Additionally, responsible decision-making skills, particularly in problem identification and ethical decision-making, need greater emphasis to prepare educators for complex classroom situations.

Recommendations

It is recommended:
1. Revise the B.Ed. 4-year curriculum to incorporate Social and Emotional Learning (SEL) components.
2. Explore effective methods for integrating self-management and self-awareness practices into teacher education programs, focusing on their impact on educators' preparedness and well-being.
3. Enhance social awareness and relationship skills training in teacher education.
4. Assess the impact of responsible decision-making skills training on educators' decision-making abilities and preparedness for diverse educational challenges.
5. To examine how SEL components align with the B.Ed. 4-year curriculum, using a proposed SEL model and focusing on specific areas for integration.
6. To research teaching styles and methodologies used for delivering the SEL curriculum.

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