Social-Emotional Learning and Social Dimensions of Pre-Service Teachers

Norielyn T. Austral[1], Ma. Theresa A. Rosales[2], Rona Christina M. Almazan[3]

[1,2,3]College of Teacher Education, Laguna State Polytechnic University, Philippines

ABSTRACT: In today's inclusive and diverse society, students' first exposure to diverse backgrounds, opinions, and skills occurs in the classroom. Social-emotional learning (SEL) aims to help individuals understand their ideas and feelings, become more self-aware, and build empathy for others to assist all students to be successful. It is the teacher's responsibility to raise concerns and affection for students and to attend to their needs and feelings. Pre-service teacher preparation is training and development that teachers get before they start their teaching career as role models for their students and to help them become part of a collaborative and supportive learning community. This research discusses the level of social-emotional learning and the social dimension of pre-service teachers and analyzes its relationships. In this study, descriptive correlational research was used. A research-made survey questionnaire was used as the research instrument. The following are significant findings of the study: Pre-service teachers' levels of social-emotional learning in terms of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making are highly competent. Pre-service teachers' levels of social dimensions in terms of belongingness at school, social learning experiences, and relationships with teachers, peers, and parents are highly competent. The research reflects that it is possible to integrate SEL in a classroom setting considering classrooms as the central location of learning where the students spend the majority of their time.

KEYWORDS: Pre-service Teachers, Social-Emotional Learning, Social Dimensions.

I. INTRODUCTION

In today's inclusive and diverse society, students' first exposure to diverse backgrounds, opinions, and skills occurs in the classroom. Schools, particularly teachers, play an important role in these eventual responsibilities. To mold their students into a cohesive and supportive learning community, teachers must display personal attributes that will allow them to be good models and socializers. The teacher shows concern and affection for students, attends to their needs and feelings, and socializes them to integrate these characteristics into their interactions with one another. When developing classroom exhibits and producing content throughout lessons, the teacher must connect with and expands on the student's previous knowledge and experiences, including their home cultures (Aliazas & Chua, 2021). By bringing the learning community outside of the classroom, the teacher builds and keeps working relationships with parents and encourages them to be involved in their children's education.

According to Herrenkohl et al. (2014), social-emotional learning (SEL) is becoming more widely recognized as an important component of every student's education. Students must master social and emotional skills to cultivate a sense of well-being, resilience, and mental health. Students learn to detect, interpret, and control their own emotions as well as develop empathy for the emotions of others, allowing them to make responsible decisions, solve issues, overcome hurdles, and build positive connections. Furthermore, social and emotional learning (SEL) helps students stay focused on their work while also feeling more involved and connected to their education. Social and emotional development is just as important as other parts of the curriculum because it teaches skills that can be used in all parts of life. While social-emotional learning (SEL) is becoming increasingly popular, it is not new. SEL has a long history that dates back decades (Deluna, 2017; Osborne, 2017). Generally, SEL pertains to a method that helps students improve their ability to deal with themselves, with other people, and with ideas Weissberg et al.., 2015).

Teaching, according to Hallman and Rodriguez (2015), is a complicated and continuing process in which preservice teachers have several opportunities to study and analyze during field experiences in formal and informal educational contexts, such as community-based settings. According to Guillen and Zeichner (2018), teachers can help preservice teachers bridge the gap

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between theory and practice while working in contexts outside of traditional educational settings. Pre-service teachers must take part in hands-on learning that puts them in situations different from those they were in as students.

Pre-service teachers have the opportunity to "conceptualize their learning and the learning of their pupils in fresh ways" when they work in community-based settings (Hallman & Rodriguez, 2015). It has led to much discussion about how pre-service teacher education programs can best prepare teachers to succeed in the classroom. It includes educators, policymakers, and the public. Pre-service teacher preparation is the education and training teacher candidates get before they work as teachers. This education usually takes place in a college or university setting, where state-level requirements set out a program of coursework and experiences for becoming a teacher.

Given the context of these assertions, this research focused on determining whether pre-service teachers have knowledge and competencies regarding social-emotional learning (SEL) and social dimensions of well-being. The study also aimed to provide pre-service teachers with information and awareness concerning the said variables. In that case, the researchers analyzed the relationship between social-emotional learning competencies (SEL) and social dimensions of the well-being of pre-service teachers.

II. THEORETICAL AND CONCEPTUAL REVIEW

The study focuses on the level of social-emotional learning and the social dimension of the well-being of pre-service teachers. This study was based on the sociocultural learning theory developed by Lev Vygotsky

According to Vygotsky's (1978) theory, during interactions with a peer or a trusted adult, students learn most effectively through empathy and the capacity to articulate their thoughts and feelings. His sociocultural learning theory asserted that deep learning, in which students fully comprehend and apply concepts, would be impossible if this fundamental structure were not present in the learning environment. As a result of this foundation, children's language and thoughts are linked to their peers, and this relationship serves as the foundation for social interaction and learning (SEL). Sociocultural learning is founded on the notion that social experiences are necessary components of learning and viewing the world. Also, according to Vygotsky's sociocultural learning theory, students' interactions and social behaviors are essential to acquiring literacy ideas. It affects students' motivation to communicate, participate in the learning process, and actively engage or disengage in tasks that require them to demonstrate their abilities (Allahyar & Nazari, 2012).
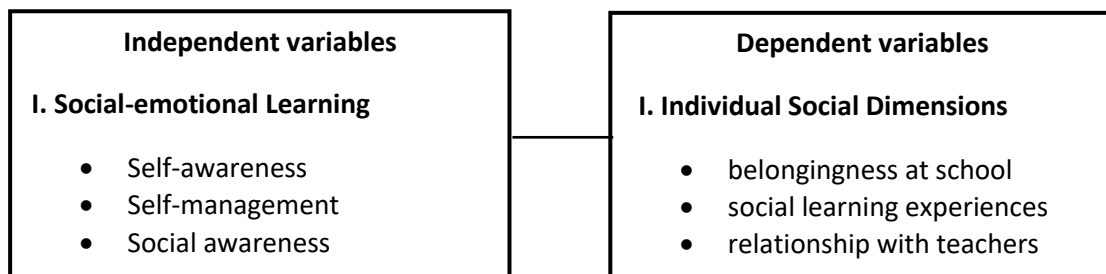
Independent variables	Dependent variables
I. Social-emotional Learning	**I. Individual Social Dimensions**
• Self-awareness • Self-management • Social awareness	• belongingness at school • social learning experiences • relationship with teachers

Figure 1. Research paradigm

Figure 1 depicts the research paradigm created by the study's researcher utilizing dependent and independent variables. The independent variable of the study is the components of social-emotional learning, which include (1) self-awareness, (2) self-management, (3) social awareness, (4) relationship skills, and (5) responsible decision-making. The dependent variable of the study is individual social dimensions, which include (1) belongingness at school, (2) social learning experiences, (3) relationship with teachers, (4) relationship with peers, and (5) relationship with parents.

This study aims to determine the relationship between the social-emotional learning (SEL) and social dimensions of Pre-Service Teachers. Specifically, it sought to answer the following questions:

1. What is the perceived level of Social-Emotional Learning (SEL) of pre-service teachers in terms of self-awareness, self-management, social awareness, relationship skills and responsible decision-making?

2. What is the perceived level of Social Dimensions of pre-service teachers in terms of Belongingness at school, social learning experiences, relationship with teachers, relationship with peers, and relationship with parents?

3. Is there a significant relationship between the Social-Emotional Learning (SEL) and Social Dimensions of Pre-Service Teachers?

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III. METHODOLOGY

The study used a Descriptive-Correlational research design to discover the relationship between the social-emotional learning competencies and social dimensions of the well-being of pre-service teachers.

Respondents of the Study. The researchers used simple random sampling as a sampling method for this study to choose a sample from a larger population. The researcher randomly selects a subset of participants from a population. Every part of the population has an equal chance of being chosen. The sample population of the study was sixty (60) Pre-Service Teachers.

The research instrument that was utilized in this study is a researcher-made questionnaire. The first part is the profile of the respondents. It includes the name (optional), sex, year, and course. The second part determined the perceived level of social-emotional learning (SEL) among pre-service teachers. The researchers used a Likert scale with a four-point scale and verbal interpretations ranging from "strongly disagree" (incompetent) to "strongly agree" (highly competent). The questions were based on a review of related literature. The third part determined the perceived level of social dimensions among pre-service teachers. The researchers used a Likert scale with a four-point scale and verbal interpretations ranging from "strongly disagree" (incompetent) to "strongly agree" (highly competent). The questions were based on a review of related literature. The instrument was revised based on the suggestions of external validators. It was then subjected to pilot testing for evaluation. In the second and third parts, Cronbach's alpha was used to determine the internal consistency and reliability of the instrument. The research adviser approved the revised research instrument after reviewing the researchers' revision, and the researchers began conducting research.

The following techniques were taken into account when conducting the research. Permission from the Dean of the College of Teacher Education in LSPU-SPCC has been sought before administering the research questionnaires. Since the pandemic is still in effect, the researcher used Google Forms to conduct the survey questionnaire. The respondents were randomly selected and received a google form link to the research survey. The purpose of the study was explained and indicated on questionnaires to the respondents for the assurance of their answers' validity. The survey was conducted and taken in the participation of a specific number of respondents that are needed. After conducting the survey, the researchers were able to draw out findings and a summary of the ratings per question using the specific scale in analyzing the results.

The following statistical tools were used to treat the gathered data, which served as bases for analyzing and interpreting data.

- Descriptive statistics were utilized to describe, summarize, and characterize the perceived level of social-emotional learning (SEL) and social dimensions among pre-service teachers.
- The means and standard deviations were used to determine the responses of the respondents in the second and third parts of the questionnaire.
- Pearson's Correlation Coefficient was utilized as the statistical treatment to investigate the relationship between pre-service teachers and social-emotional learning and social dimensions of well-being.

IV. RESULTS AND DISCUSSION

Table 1. Social-Emotional Learning (Sel) Of Respondents In Terms Of Self-Awareness

Indicators	Mean	Std. Deviation	Verbal Interpretation
I am fully aware of what I am thinking and doing.	3.73	0.45	Strongly Agree
I am aware of the reasons behind my actions.	3.75	0.44	Strongly Agree
I am aware of my moods and emotions.	3.70	0.46	Strongly Agree
I can do self-observation	3.67	0.51	Strongly Agree
I accept my strengths and weaknesses as part of who I am	3.82	0.39	Strongly Agree
I can internalize my behaviors, intentions, and patterns.	3.67	0.51	Strongly Agree
I know the way my mind works when I work through a problem.	3.67	0.51	Strongly Agree
Overall	3.71	0.32	Strongly Agree

Legend: 3.26-4.0 Strongly Agree (Highly competent); 2.51-3.25 Agree (Competent); 1.76 2.50 Disagree (Slightly competent); 1.0-1.75 Strongly Disagree (Incompetent)

Table 1 displays the respondents' perceived level of social-emotional learning in terms of self-awareness. The level of social-emotional learning in terms of self-awareness is perceived by the pre-service teachers as highly competent. It implies that the respondents show an exceptional understanding of one's feelings, beliefs, and values and how they influence conduct in various situations. As a result, developing self-awareness is essential for pre-service teachers because it can assist and support them in their future teaching. The concept of self-awareness is important for teachers' professional lives because how they experience,

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make sense of, interpret, and place themselves in their profession helps them understand and recognize themselves, molding and growing their professional lives. Self-awareness is an important component of social and emotional learning in the classroom. Self-awareness allows people to see not only their difficulties but also their strengths. Students must be self-aware to succeed. Teaching self-awareness enables students to have a fundamental belief in their potential to attain a goal, and this trait enables them to succeed (Panergayo et al., 2023). Moreover, the finding of the result is supported by the study Shaffer (2018), which shows that adult and student self-awareness is essential for healthy and integrated identity development. In addition, according to Saito and Sullivan (2011), recognizing one's strengths, preferences, and values are critical components of positive youth development and assisting students and adults in effectively participating in community activities.

Table 2. Social-Emotional Learning (SEL) of Respondents in terms of Self-management

Indicators	Mean	Std. Deviation	Verbal Interpretation
I can stay calm even when things are stressful.	3.17	0.59	Agree
I set goals for myself and keep track of my progress.	3.45	0.62	Strongly Agree
I usually think before I act.	3.38	0.61	Strongly Agree
I always have enough time to meet all of the deadlines.	3.30	0.70	Strongly Agree
When I'm upset with someone, I'll wait until I've calmed down before approaching them about the issue	3.47	0.60	Strongly Agree
As soon as I see a problem or challenge, I start looking for possible solutions.	3.58	0.50	Strongly Agree
I can accomplish the goals I set for myself.	3.63	0.49	Strongly Agree
Overall	3.43	0.40	Strongly Agree

Legend: 3.26-4.0 Strongly Agree (Highly competent); 2.51-3.25 Agree (Competent); 1.76 2.50 Disagree (Slightly competent); 1.0-1.75 Strongly Disagree (Incompetent)

Table 2 presents the distribution of pre-service teachers as to their perceived level of social-emotional learning in terms of self-management. It can be noted that the level of social and emotional learning in terms of self-management among pre-service teachers was determined to be highly competent. It demonstrates that the respondents are exceptional at understanding and regulating their thoughts, feelings, and actions to accomplish one's goals. Self-management skills are essential for people who want to become teachers, and learning how to manage themselves can help them a lot as they prepare to teach. Likewise, self-management is an important component of effective teaching and learning. It is the ability to control one's stress and impulsive behavior while encouraging oneself to achieve a specific objective. Pre-service teachers are trained to have self-reliance and independence; they are trained to have management strategies to keep students organized, orderly, focused, attentive, on task, and academically productive during a class (Panergayo & Aliazas, 2021). The pre-service teacher's ability to use self-management strategies effectively is a skill that becomes very important for success as children grow into adulthood and build professionalism. Self-management is used to teach students how to do things on their own and how to keep track of and reinforce their behavior. Teachers must complete numerous activities daily. While one of these roles is undoubtedly classroom management, students should be encouraged to take the initiative in managing classroom learning. Teaching students to self-manage enables them to cultivate a growth mindset, learn how to manage stress and impulsivity, and is what intrinsically drives them to achieve certain goals. Furthermore, Darling-Hammond et al. (2020) concluded that when people of all ages practice self-monitoring, adapting, and expressing their emotional responses and behaviors in authentic, respectful, and productive ways, they can develop stronger relationships, enhance their mental health, and engage in less risky behavior.

Table 3. Social-Emotional Learning (SEL) of Respondents in terms of Social Awareness

Indicators	Mean	Std. Deviation	Verbal Interpretation
I can tell how people are feeling by looking at their facial expressions.	3.37	0.61	Strongly Agree
I am sensitive to other people's emotions, needs, and sufferings.	3.53	0.65	Strongly Agree
If someone is sad, angry, or happy, I think I can figure out what they are thinking.	3.17	0.72	Agree
I understand why people react in specific ways.	3.42	0.59	Strongly Agree
If a friend is upset, I always know what's wrong with them.	3.25	0.63	Agree

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I understand and appreciate the feelings of others.	3.60	0.49	Strongly Agree
I am concerned about what happens to others and can empathize with them.	3.58	0.50	Strongly Agree
Overall	3.42	0.43	Strongly Agree

Legend: 3.26-4.0 Strongly Agree (Highly competent); 2.51-3.25 Agree (Competent); 1.76 2.50 Disagree (Slightly competent); 1.0-1.75 Strongly Disagree (Incompetent)

Table 3 reveals the perceived level of social-emotional learning of the respondents regarding social awareness, which is seen as highly competent. It asserts that the respondents show exceptional understanding in recognizing and empathizing with the viewpoints of others, regardless of their origin, culture, or environment. Dealing with different kinds of people every day requires teachers to acquire new knowledge and skills in an attempt to ensure they are prepared to teach all children effectively. Pre-service teachers are practiced and prepared for linguistic and cultural diversity in classrooms and are enabled to facilitate learning across the curriculum, regardless of learners' diverse backgrounds. Pre-service teachers can also learn a lot from being aware of different social aspects as they prepare for their careers as teachers. Teachers are expected to have extensive knowledge of social awareness before adopting these skills in the classroom. One of the goals of teachers is to increase students' social awareness. Social awareness is an important ability to acquire since it addresses many of the social concerns that students face in school, and it is a teachable idea that, when employed in the classroom, students can begin to make a good difference in their environment. Thus, according to LaRocca (2017), social awareness is the ability to put oneself in the shoes of someone from a different cultural or racial background and act in an ethical and empathic manner in one's home, school, and community. Moreover, Spinrad and Eisenberg (2009) stated that intellectual engagement and success can be linked to children's and adults' social awareness. People with compassion develop strong interpersonal skills, like being able to see things from other people's points of view, and they can get along better with their peers (Aliazas et al., 2022).

Table 4. Social-Emotional Learning (SEL) of Respondents in terms of Relationship Skills

Indicators	Mean	Std. Deviation	Verbal Interpretation
I always listen to other people's ideas and suggestions	3.73	0.45	Strongly Agree
I know how to show respect for someone else's beliefs.	3.75	0.44	Strongly Agree
I will always apologize if I unintentionally harm a person.	3.68	0.50	Strongly Agree
I always start talking to people and making friends with them.	3.47	0.68	Strongly Agree
It is easy for me to communicate my thoughts to another person.	3.33	0.82	Strongly Agree
I value a good relationship with others	3.83	0.38	Strongly Agree
I am good at keeping relationships that are healthy and favorable.	3.67	0.48	Strongly Agree
Overall	3.64	0.37	Strongly Agree

Legend: 3.26-4.0 Strongly Agree (Highly competent); 2.51-3.25 Agree (Competent); 1.76 2.50 Disagree (Slightly competent); 1.0-1.75 Strongly Disagree (Incompetent)

Table 4 displays the results for the perceived level of SEL among the respondents regarding relationship skills. The perceived level of social-emotional learning regarding relationship skills of pre-service teachers is highly competent. It demonstrates that the respondents show exceptional understanding when establishing and maintaining positive relationships with individuals and groups. Moreover, relationship skills are essential for personal and professional success. To accomplish their job effectively, teachers must build and maintain strong relationships, be excellent communicators, and know how to speak to a diverse range of people. They must be able to communicate with both parents and students. To be an effective teachers, educators must understand how to connect and communicate with others. Everyone benefits from good relationship skills and effective communication. It aids in the improvement of relationships, the expansion of understanding, and the modeling of constructive interactions. This skill is essential for both professional and academic success. Pre-service teachers can learn a lot from developing their relationship skills and must also work on their interpersonal skills as they prepare for their teaching careers. This finding is supported by Osher et al. (2020) and Roehlkepartain (2017), who stated that relationship skills are essential for positive development, school engagement, and success in both students and adults. Positive, nurturing relationships with adults are necessary for the healthy and holistic development of all children and adolescents. Warm, caring relationships in which educators hold students to high standards and appropriately challenge them to grow contribute to a stronger connection to

school and improved academic performance. Moreover, according to Roorda (2011), the quality of teacher-student relationships influences students' participation, behavior, and long-term academic success.

Table 5. Social-Emotional Learning (SEL) of Respondents in terms of Decision Making

Indicators	Mean	Std. Deviation	Verbal Interpretation
I examine the scenario's negative and positive side before making a decision.	3.57	0.53	Strongly Agree
I know I am responsible for the consequences of my actions when I make decisions.	3.65	0.48	Strongly Agree
I ensure that there are more positive outcomes when I make a choice.	3.58	0.53	Strongly Agree
I think about the preferred criteria before I make a recommendation.	3.42	0.56	Strongly Agree
I think about its strengths and weaknesses before I decide to use the strategy.	3.58	0.50	Strongly Agree
I remain calm when I have to make decisions very quickly.	3.40	0.59	Strongly Agree
I make my own decisions regardless of what others think.	3.48	0.60	Strongly Agree
Overall	3.53	0.40	Strongly Agree

Legend: 3.26-4.0 Strongly Agree (Highly competent); 2.51-3.25 Agree (Competent); 1.76 2.50 Disagree (Slightly competent); 1.0-1.75 Strongly Disagree (Incompetent)

Table 5 provides the results for the perceived level of SEL concerning the respondent's responsible decision-making. The level of social and emotional learning regarding making responsible decisions of pre-service teachers is seen as highly competent. It demonstrates that the respondents are thoroughly developed and make wise decisions about their own and others' conduct in various situations. As part of their preparation, pre-service teachers could benefit from making responsible decisions to improve their decision-making abilities. Additionally, a teacher plays a vital role in teaching students the decision-making process. Teachers must recognize the importance of assisting their students in developing effective decision-making skills. Implementing responsible decision-making is significant because it develops students' ability to make positive choices about how they think and behave. Students will be on the right path if they can solve their own difficulties and make appropriate judgments. Winterich et al. (2013) agree with this result; they say that both students and adults need to be able to make responsible decisions.

Table 6. Social Dimensions of Respondents in terms of Belongingness at school

Indicators	Mean	Std. Deviation	Verbal Interpretation
I feel like I'm a part of the school community.	3.57	0.56	Strongly Agree
I have a lot of friends at school.	3.35	0.66	Strongly Agree
I enjoy participating in school organizations' projects and programs.	3.37	0.61	Strongly Agree
I am always up to date on the latest announcements from the schools.	3.27	0.63	Strongly Agree
I am aware of all the rules and regulations at my school.	3.53	0.57	Strongly Agree
I encourage others to get involved in school activities.	3.33	0.63	Strongly Agree
I can be myself at school.	3.55	0.62	Strongly Agree
Overall	3.42	0.47	Strongly Agree

Legend: 3.26-4.0 Strongly Agree (Highly competent); 2.51-3.25 Agree (Competent); 1.76 2.50 Disagree (Slightly competent); 1.0-1.75 Strongly Disagree (Incompetent)

Table 6 reveals the results for the perceived level of social dimensions of the respondents in terms of belonging at school. The level of social dimensions in terms of belongingness at school among pre-service teachers is seen as highly competent. It asserts that the respondents have an exceptional understanding of belonging to a group, clearly feel accepted and liked by others, and

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feel linked to others in the school community. Additionally, schools must improve all students' sense of belonging by emphasizing the value of the teacher-student connection and actively incorporating all students in classroom and school community activities and information. A sense of belonging at school gives students and teachers a sense of security, identity, and community, which promotes academic, psychological, and social progress. Thus, pre-service teachers must develop their engagement and participation in the school community, as they will work there in the future. Furthermore, Finn and Zimmer (2012) demonstrate that increasing a student's sense of belonging in school can boost engagement and achievement. People who feel like they belong at school are more likely to put in more effort and be more motivated.

Table 7. Social Dimensions of Respondents in terms of Belongingness at school

Indicators	Mean	Std. Deviation	Verbal Interpretation
I gain a lot of knowledge when I work in a group.	3.60	0.53	Strongly Agree
I like to think about things from different perspectives.	3.70	0.46	Strongly Agree
It gives me great pleasure to see my classmates achieve excellence.	3.73	0.48	Strongly Agree
I am a good listener.	3.62	0.52	Strongly Agree
I find joy in collaborating with my colleagues.	3.67	0.51	Strongly Agree
I enjoy venturing into new experiences and relationships to see what I can learn.	3.75	0.44	Strongly Agree
I am always interested in hearing diverse opinions from different people.	3.77	0.43	Strongly Agree
Overall	3.69	0.38	Strongly Agree

Legend: 3.26-4.0 Strongly Agree (Highly competent); 2.51-3.25 Agree (Competent); 1.76 2.50 Disagree (Slightly competent); 1.0-1.75 Strongly Disagree (Incompetent)

Table 7 shows the results of the perceived level of social dimensions in terms of social learning experiences. The level of social dimensions in terms of social learning experiences of pre-service teachers is seen as highly competent. It reveals that respondents have exceptional comprehension and the ability to communicate with and participate with others to make sense of new ideas. Pre-service teachers can gain a lot from developing and enhancing their social learning experiences, which can benefit their future profession. Hence, according to Finn and Zimmer (2012), the ability to work well with others, listen to others, and acknowledge and celebrate peers' accomplishments is not inborn; instead, it must be learned and practiced.

Table 8. Social Dimensions of Respondents in terms of Relationship with Teachers

Indicators	Mean	Std. Deviation	Verbal Interpretation
My teachers consider me an important member of the classroom community.	3.62	0.49	Strongly Agree
I notice how my teachers guide every student in a positive direction for their personal growth.	3.73	0.45	Strongly Agree
I like how my teachers make learning fun.	3.73	0.45	Strongly Agree
I am confident enough in the classroom to take risks without feeling embarrassed.	3.48	0.57	Strongly Agree
When I need assistance, my teachers make an effort to help me.	3.63	0.49	Strongly Agree
I feel connected with my teachers.	3.62	0.52	Strongly Agree
When I have a question about the lesson, I know that my teachers can help me out.	3.65	0.48	Strongly Agree
Overall	3.64	0.37	Strongly Agree

Legend: 3.26-4.0 Strongly Agree (Highly competent); 2.51-3.25 Agree (Competent); 1.76 2.50 Disagree (Slightly competent); 1.0-1.75 Strongly Disagree (Incompetent)

Table 8 illustrates the perceived level of social dimensions in relationships with teachers. The level of social dimensions in pre-service teachers' relationships with teachers is seen as highly competent. It shows that the respondents thoroughly developed

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good relationships with teachers and had classroom environments more conducive to learning. Moreover, building and maintaining relationships with people is optimal for goal achievement. Trust, respect, self-awareness, inclusiveness, and open communication are all required for a healthy professional relationship. Building relationships with teachers can benefit pre-service teachers and help them in their future teaching careers. Besides, Pedler (2018) found that teachers play an essential role in fostering students' sense of belonging by giving them opportunities to express themselves.

Table 9. Social Dimensions of Respondents in terms of Relationship with Peers

Indicators	Mean	Std. Deviation	Verbal Interpretation
I always make an effort to comfort my friends when they are sad.	3.67	0.51	Strongly Agree
When my friend and I argue, I try not to criticize them.	3.62	0.52	Strongly Agree
I am always willing to lend a hand to my peers.	3.77	0.43	Strongly Agree
I am mostly interested in working with my peers.	3.62	0.49	Strongly Agree
I don't mind when my friend makes mistakes.	3.18	0.75	Strongly Agree
When I am with my colleagues, I always feel included.	3.48	0.57	Strongly Agree
I have close bonds with my classmates.	3.58	0.53	Strongly Agree
Overall	3.56	0.38	Strongly Agree

Legend: 3.26-4.0 Strongly Agree (Highly competent); 2.51-3.25 Agree (Competent); 1.76 2.50 Disagree (Slightly competent); 1.0-1.75 Strongly Disagree (Incompetent)

Table 9 shows the perceived level of social dimensions regarding relationships with peers. The level of social dimensions in pre-service teachers' relationships with peers is seen as highly competent. It shows that the respondents have exceptional understanding when it comes to building good relationships with others based on mutual trust, cooperation, and a common goal. Peer-to-peer recognition and understanding are the best ways for coworkers to get along and create a good community environment; pre-service teachers must build good relationships with their peers (Javier & Aliazas, 2022). Additionally, Carrie (2012) says that a relationship with a peer is based on trust, cooperation, and a shared interest, and that it can help a person improve their social skills while also making them more motivated and better at what they do.

Table 10. Social Dimensions of Respondents in terms of Relationship with Parents

Indicators	Mean	Std. Deviation	Verbal Interpretation
I always feel accepted by my parents.	3.63	0.55	Strongly Agree
My parents motivate me to have trust in myself.	3.65	0.55	Strongly Agree
When I am having difficulties, my parents are there to help me.	3.67	0.51	Strongly Agree
My parents are interested in what I do at school.	3.63	0.49	Strongly Agree
I always make time to spend quality time with my parents.	3.62	0.61	Strongly Agree
I can share my problems or issues in life with my parents.	3.33	0.84	Strongly Agree
I always make sure that I don't disappoint my parents.	3.65	0.55	Strongly Agree
Overall	3.60	0.46	Strongly Agree

Legend: 3.26-4.0 Strongly Agree (Highly competent); 2.51-3.25 Agree (Competent); 1.76 2.50 Disagree (Slightly competent); 1.0-1.75 Strongly Disagree (Incompetent)

Table 10 presents the perceived level of social dimensions regarding relationships with parents. Similar to other variables, the level of social dimensions in terms of relationships with parents of pre-service teachers is noted as highly competent. It indicates that the respondents clearly and thoroughly developed strong, loving, positive relationships with their parents. Respondents must have a positive relationship with and communicate with their parents regarding their future careers as educators; parent-teacher relationships are continually significant. Likewise, Currie et al. (2012) explain that those who report frequently communicating with their parents in a caring and practical manner are less likely to experience life difficulties and are more likely to be satisfied with their lives.

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Table 11. Test between the Social-Emotional Learning (SEL) and Social Dimensions

Social-emotional Learning	Individual Social Dimensions				
	belongingness at school	social learning experiences	relationship with teachers	relationship with peers	relationship with parents
Self-awareness	.345**	.374**	.361**	.469**	.463**
Self-management	.377**	.379**	.462**	.489**	.544**
Social awareness	.572**	.643**	.515**	.531**	.333**
Relationship skills	.467**	.491**	.458**	.463**	.348**
Responsible decision making	.535**	.504**	.590**	.519**	.406**

**. Correlation is significant at the 0.01 level (2-tailed).   *. Correlation is significant at the 0.05 level (2-tailed).

Table 11 illustrates the correlation between the social-emotional learning and social dimensions of pre-service teachers. The computed r-coefficient in all research variables indicates that all correlations are significant at the level of 0.01 (2-tailed), and the correlation strength is moderate to strong positive association. It can be seen that the results show a significant relationship between social-emotional learning and social dimensions. It implies that when individuals are highly competent in social-emotional learning, they may also be highly competent in social dimensions of well-being, or vice versa. Pre-service teachers' ability to learn and understand how to control their emotions, set and achieve positive goals, feel and show empathy for others, keep good relationships, and make responsible decisions is related to and significant to the quality of their social life or social wellbeing.

Furthermore, the study by Kilgus et al. (2017) proved that social-emotional learning (SEL) helps students improve their social dimensions, specifically their relationships with their peers, families, and teachers, who act as mediators, collaborators, and supporters of academic success. Geneva (2017) demonstrated Social dimensions of well-being focus on connecting with community and people, which includes being aware of one's own social and cultural background as a bridge to understanding the diversity and depth present in other backgrounds. According to Elbertson et al., (2010) and Humphries et al., (2018), positive attitudes and higher perceived knowledge about SEL are required for in-service and pre-service teachers to implement effective SEL in schools.

Therefore, teachers' social and emotional skills are significant in creating a healthy learning environment. Teachers are the driving force behind social and emotional learning (SEL) practices and programs in schools and classrooms, and their students are highly influenced by their social-emotional competence and well-being. Social-emotional learning is important for learners because it teaches them important life skills such as understanding themselves, developing a positive self-image, taking responsibility for their actions, and forming relationships with those around them. Schools can play an important role in allowing students to build better social and emotional awareness and practice interpersonal skills as they study and mature. Schools must adhere to this component of the learning activities for the benefit of all students, including those with exceptionalities because social and emotional aspects play such an essential role in student mental health, behavior, and academic success. Engaging the entire learner fosters good growth, which leads to academic success and exceptional social dimensions.

V. CONCLUSIONS

Based on the findings presented, several conclusions can be drawn. Firstly, pre-service teachers' ability to learn and understand how to control their emotions, set and achieve positive goals, feel and show empathy for others, maintain good relationships, and make responsible decisions is closely related and significantly impacts their social well-being or social life. This implies that the social-emotional learning (SEL) competencies of pre-service teachers play a crucial role in shaping their overall social functioning and quality of life.

Furthermore, it is evident that social-emotional learning and the social dimensions are essential for pre-service teachers to prevent burnout, enhance their well-being, and establish a structured learning environment that fosters positive interactions among all students. By developing their social-emotional skills, pre-service teachers can effectively manage their emotions, maintain healthy relationships, and create a conducive atmosphere for learning and growth.

Additionally, the levels of social-emotional learning competencies exhibited by pre-service teachers, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, are deemed highly competent. This indicates that pre-service teachers possess a solid foundation in these areas, enabling them to effectively navigate social situations and engage with students and colleagues in a positive and responsible manner.

Similarly, the levels of social dimensions concerning belongingness at school, social learning experiences, and relationships with teachers, peers, and parents among pre-service teachers are highly competent. This suggests that pre-service teachers

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have a strong sense of belonging, benefit from meaningful social interactions, and have positive relationships with various stakeholders within the educational context.

Most importantly, there is a significant and positive relationship between social-emotional learning (SEL) and the social dimensions of pre-service teachers. This finding rejects the null hypothesis and supports the notion that social-emotional learning is interconnected with the social dimensions of pre-service teachers. Consequently, efforts to enhance social-emotional learning among pre-service teachers are likely to have a positive impact on their social well-being, social interactions, and overall effectiveness as educators.

sIn summary, the findings indicate that pre-service teachers' social-emotional learning competencies are closely linked to their social dimensions and have a significant influence on their social well-being. These conclusions emphasize the importance of promoting social-emotional learning among pre-service teachers to improve their overall social functioning, prevent burnout, and create an inclusive and supportive learning environment.

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