

Teachers' Perceptions Regarding the Five Social Emotional Learning Competences

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Abstract

Background: Social and Emotional Learning is defined as the process by which people acquire, apply knowledge, attitudes, and skills related to understanding and managing emotions. It is setting and achieving positive goals, understanding and empathizing with the feelings of others, building and maintaining positive relationships, and making responsible decisions. There are five dimensions of social emotional learning competence, self-awareness; self-management; social awareness; relationship skills; and responsible decision-making **Aim:** This study aimed to assess teachers' perceptions regarding the five social emotional learning competencies. **Research Design:** A descriptive cross-sectional research Design, used in this study. **Setting:** The study was conducted at Nursing Technical Institute in alzhra and Bab Elsherea hospital which located at Cairo Governorate, Egypt. **Subjects:** the study subjects will include all teachers at the study setting(n=50). **Tool of Data Collection:** one tool was used for data collection included Five Social Emotional Learning Scale. **Results:** the majority of the studied teachers illustrates that about three-quarters (74%) of the studied teachers perceived high level of five social emotional learning competencies, followed by one-fifth (20%) of them have a moderate level. While the minority (6%) of them have a low level. **Conclusion:** There was a highly statistically significant difference between levels of five social emotional learning competencies, at $P = 0.001$. **Recommendations:** Received educators a moral enhancement to foster appreciation and pride in their profession. Salary allowances should be appropriately allocated, and staff housing should be established. Conducted workshops and training sessions should be more frequently to enhance teachers' competencies. An extensive training course on the new curriculum should be provided with adequate time. The teachers have become acquainted with the new curriculum and proficient in the new teaching.

Keywords: Social Emotional Learning Competences; Social Emotional learning; Teachers' Perceptions.

Introduction:

Teaching methods are combined in various combinations that, on the one hand, have a comprehensive impact on all analyzers when students perceive tasks, and on the other hand, ensure that the student performs movement tasks consciously and independently. The combination of methods in teaching students to move is determined by their interaction. In the process of teaching student's

movement activities, methodological methods are selected in each case according to the tasks and content of the movement material and the level of its mastery by students (Varriale et al., 2025).

The development of Social Emotional Learning (SEL) skills has become a fundamental part of instruction. It is often indicators of how well a person adapts to change, adapts to their environment, and ultimately, how successful they will be in life. The effective implementation of (SEL) leads to more positive outcomes for students and dramatically improves the climate and culture of a school. Social-emotional learning provides students a safe and positive learning environment and equips educators with the capacity to enhance students' ability to succeed academically (Glenn, 2022).

A teacher's perception of whether the social emotional learning competence is necessary and also affects the effectiveness of the social and emotional learning infusion in classrooms. The teacher's perception often emphasizes following moral principles and rules, and they are linked to behaviorism. In a structured learning environment, a teacher organizes the process of learning attainment in the capacity of a skilled expert. In contrast, teachers who have a student-centered perspective place more focus on the needs and welfare of individual students (Pikić Jugović et al., 2025).

Social Emotional Learning Competences (SEL) can improve the overall physical, mental and social wellbeing of individuals across the developmental lifespan, but also have the potential to equip students' with the necessary life- skills for violence prevention and conflict resolution, encourage peace and equity in an increasingly challenging 21st century, and support teachers and students resilience as they cope with every day as well as historically unique stresses and challenges (Thomas, 2022).

The five SEC are self-awareness, social awareness, self-management, relationship management and responsible decision making. As students' SECs are enhanced, they should be able to acquire the skills, knowledge and dispositions to help them face future challenges. Teachers need to have high SECs as well as right beliefs and perceptions to make a difference in their students' learning (Cooney, 2021).

Significance of the study:

Teachers have a special responsibility in developing soft skills like social emotional learning competences among teachers and students. According to study conducted by Strahan & Poteat (2022) found that teachers believed that social emotional learning education played a pivotal role for the success of nursing students.

The SEL increases prosocial behaviors such as kindness, sharing, and empathy. It is improving nursing student's attitudes toward school, and reduces depression and stress among students. According to study conducted by Glenn (2022) found the educators reported that 64.6% of their students could not successfully resolve conflicts, 58.3% were unaware of what social emotional learning is, and another 68% felt that students were ill equipped to face challenges that occur both socially and emotionally. An overwhelming, 90% of respondents thought that they could use more training in social emotional learning.

Five core competencies are essential to the overall health and development of the whole nursing student. Social emotional learning competence enhance environmental area for teachers and students so it is important to study teacher's perception and understanding regarding five social emotional learning competences.

Aim of study:

This study aimed to assess teachers' perceptions regarding the five social emotional learning competences.

Research question:

How are teacher 's perceived the five social emotional learning competencies?

Subjects and Methods**I. Technical item:**

The technical design includes research design, setting, subject and tools for data collection.

Research Design:

A descriptive cross-sectional research design, was utilized in this study.

Setting:

The study was conducted at Nursing Technical Institute in alzhra and Bab Elsherea hospital which located at Cairo Governorate, Egypt.

Subjects:

The study subjects were including all teachers at the study setting who was agree to participate in the study during data collection. (n=50).

Tools of data collection:

One tool was used for data collection of this study as. following:

1-Five Social and Emotional Learning Scale

It consists of two parts: -

-Part1 (Personal characteristics section): -

It was including gender, age, name of school, grade, and educational level.

-Part2 (Social and Emotional Learning Scale) was adopted from *Coelho et al. (2015)*. It was used to determine the social and emotional learning competencies. It was used to determine teacher's perception regarding five social emotional learning competences.

Scoring system:

This tool consisted of **(36 items)** with a total grade **(180)**. According to *Ramadan et al. (2020)* subject responses were calculated in the scoring system and classified in to:

- **Low level:** if the total score was less than 60%, it means less than 108 points.
- **Moderate level:** if the total score was equal or more 60% to less than 75%, it means less than $\geq 108 < 135$ point.
- **High level:** if the total score was equal or more 75%, it means equal or more than 135 points.

Validity of the tools:

The study tools were translated into Arabic and tested for face and content validity by a panel group of five experts specialized in nursing administration from three universities namely: Ain shams university, Damanhur university, and Cairo university to judge their clarity, relevance, and accuracy through an opinionnaire sheets. Minor modifications were done based on jury opinions as regarding tools layout and format.

Reliability:

Cronbachs alpha is commonly used as a measure of the internal consistency (reliability). The coefficients normally range between 0 and 1. The closer it is to 1.0, the greater internal consistency of the items in the scale. Indicated that p value (0.7) to be an acceptable reliability coefficient but p value (0.6) indicates lower coefficient.

Ethical considerations:

Prior to study conduction, an approval was obtained from the scientific research ethical committee in faculty of nursing, Helwan University, in addition to an approval was obtained from the nursing director of Nursing Technical Institute. Participation in the study is voluntary and subjects were given full information about the study to assess the relationship between openness to learning and organizational learning among nursing students. They were assured that anonymity and confidentiality of their information would be guaranteed and were informed about their role before signing the informed consent. The ethical considerations included explaining the purpose and the nature of the study, stating the possibility to withdraw at any time, confidentiality of the information where it won't be accessed by any other party without taking permission of the participants. Ethics, values, culture and beliefs were respected.

Table (I): Alpha Cronbach test of five social emotional learning competences

Five social emotional learning competences	No of items	Alpha Cronbach test
Self-awareness	7	0.935
Self-management/emotion regulation	8	0.814
Social awareness	8	0.894
Relationship/social skills	8	0.934
Responsible decision making	5	0.807
Total	36	0.978

II. Operational Design

It includes the preparatory phase, pilot study and fieldwork.

Preparatory phase:

It included reviewing the most current national, and international related literature and theoretical knowledge from various aspects of the study through using books, articles, the internet, periodicals and journals to develop tools for data collection.

Pilot study:

After reviewing of the tools by the experts, the researcher conducted a pilot study to ascertain the clarity, relevance and applicability of the study tools and to determine obstacles that might be encountered during data collection. the time needed to fill out questionnaire as following ,the tool was ranged between (10-15 min). The pilot study was carried out in (10%) of total sample size equal (5%) teachers, rephrasing of some questions was done to ensure clarity of the questions and to be easily understood by teachers. Accordingly, the tools were modified and the teachers participated in it were included in the study sample.

Field work:

The actual field work was started at the beginning of January 2024 to the end of April 2024. After obtaining all official permissions the researcher met the director of the Nursing Technical Institute to explain the aim of the study to gain the approval of data collection, the researcher determined the suitable time to collect the data and confirmed the days and times to assess the social and emotional learning competencies. Before data collection, the researcher introduced herself to the teachers, explained aim of the study and informed them their information will be treated confidentially, so, the researcher used codes in the questionnaire sheets because of their worry about their answers. Then, the investigator obtained a verbal consent to participate in the study.

The researcher assessed the Social and Emotional Learning Scale using the study tools (the social and emotional learning competencies. It was be used to determine teacher's perception regarding five social emotional learning competences), The researcher visited the setting three day per week for 2 hour / day from 1:00pm to 3:00 pm. The teachers filled in the questionnaire in presence of the researcher to explain all unclear questions and the time required for each teacher to fill the first questionnaire was about 10 to 20 minutes. The researcher checked completion of each filled sheet to ensure the absence of any missing data.

III. Administrative design:

To carry out the study, official letters issued from the Dean faculty of nursing - Helwan University explaining the aim of the study to the director of Nursing Technical Institute for obtaining the permission for data collection. Individual oral consent also was obtained from each nursing student participated in the study.

IV. Statistical analysis:

Data entry and analysis were performed using SPSS statistical package version 26. Categorical variables were expressed as number and percentage while continuous variables were expressed as (mean \pm SD). Weigh mean used to rank dimensions of five social emotional learning competences when their total score being not equal.

Chi-Square (χ^2) in one sample used to compare differences between levels of five social emotional learning competences among the studied teachers. Crosstab Chi-Square (χ^2) was used to test the association between row and column variable of qualitative data.

ANOVA test was used to compare mean in normally distributed quantitative variables at more than two groups. Pearson correlation and Scatter dot correlation was done to measure correlation between quantitative variables. For all tests, a two-tailed p-value ≤ 0.05 was considered statistically significant, P-value ≤ 0.01 was considered highly statistically significant. While p-value > 0.05 was considered not significant. Moreover, as mentioned by **Lionello et al. (2021)**

Result:

Part (1): Teacher's personal characteristics.

Table (1): Frequency distribution of teacher's personal characteristics (n= 50)

Personal characteristics		F	%
Age (in years)	▪ 20 < 30 Yrs.	21	42.0
	▪ 30 < 40 Yrs.	15	30.0
	▪ 40 < 50 Yrs.	13	26.0
	▪ ≥ 50 Yrs.	1	2.0
	▪ Mean \pm SD	33.08 \pm 8.5	
Gender	▪ Male	7	14.0
	▪ Female	43	86.0
	▪ Male to female ratio	0.2:1	
Marital status	▪ Married	40	80.0
	▪ Single	9	18.0
	▪ Widow	1	2.0
	▪ Divorced	0	0.0
Qualification	▪ Doctor of philosophy	16	32.0
	▪ Master	19	38.0
	▪ Post graduate diploma	3	6.0
	▪ Bachelor's degree	12	24.0
Course of teach	▪ First year	8	16.0
	▪ Second year	9	18.0
	▪ Third year	12	24.0
	▪ Fourth year	12	24.0
	▪ Fifth year	9	18.0

Table (1) shows that more than two-fifths (**42%**) of ages of studied teachers were ranged from 20 < 30 years old with a total mean age of **33.08 \pm 8.5**. Additionally, more than three quarters (**86% & 80%**) of them were male with a male to female ratio is 0.2:1 and were married respectively. Considering **Qualification**, more than one-third (**38%**) of the studied teachers holding a master certificate, while the minority (**6%**) of them holding a post graduate diploma certificate. Finally, the same percentage (**24%**) of the studied teachers were teaching courses related to the third and fourth years.

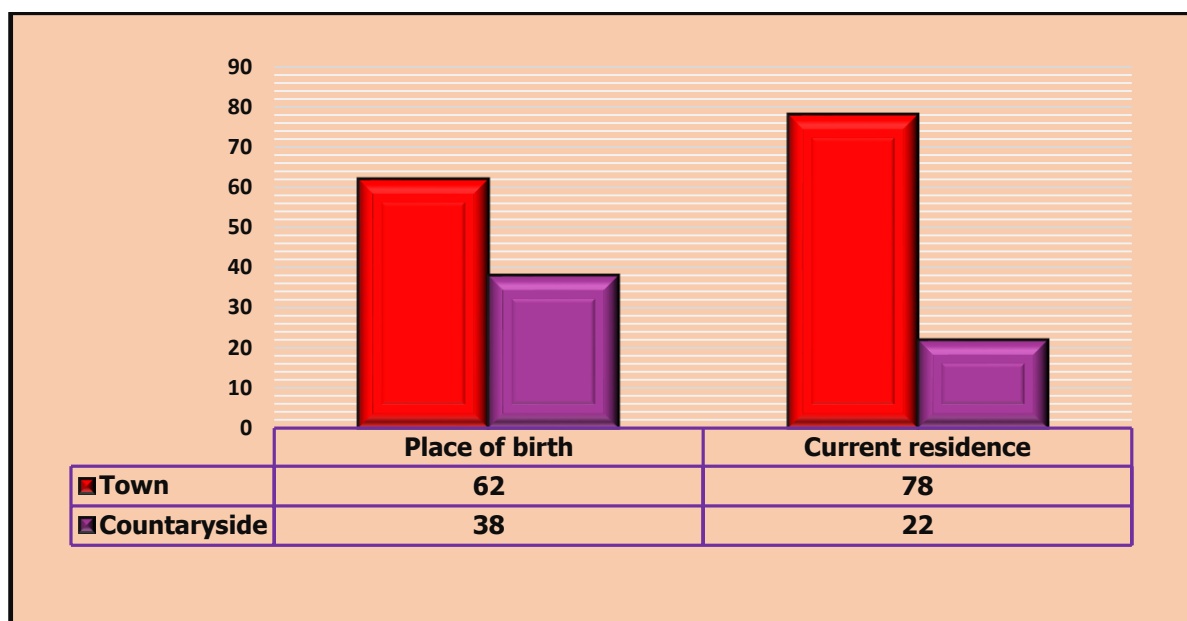


Figure (I): Percentage distribution of the studied regarding their place of birth and current residence (n= 50)

Fig (1): illustrates that more than three-fifths (62%) and more than three-quarters (78%) of studied teachers were from towns and lived in towns, respectively.

Part (2): Teacher's perception regarding five social emotional learning competencies.

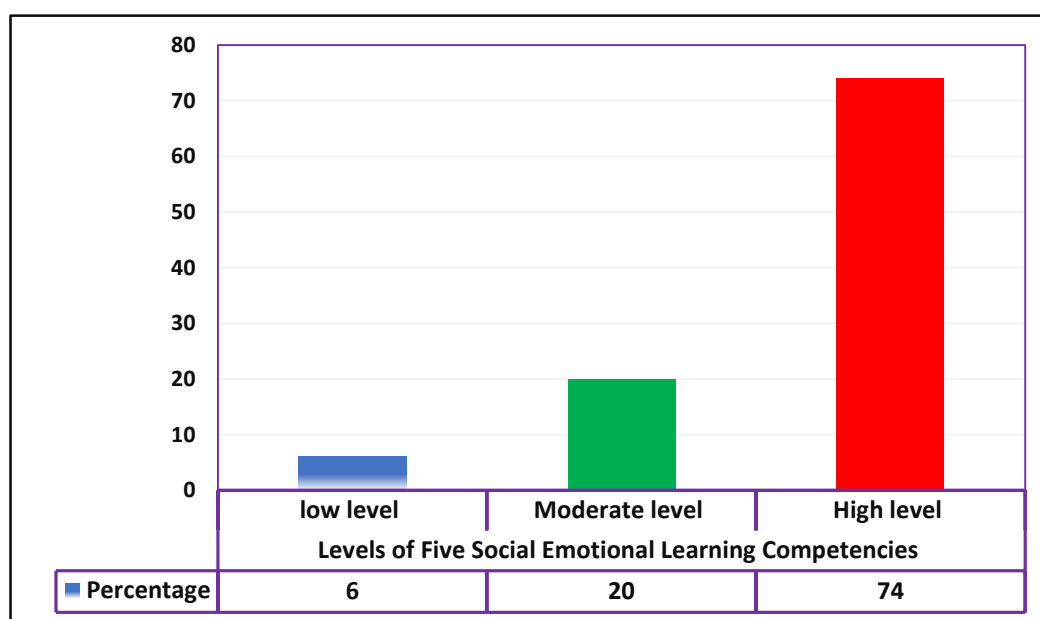
Table (2): Total mean score of teacher's perception of five social emotional learning competencies (n= 50)

Five social emotional learning competencies:	Min	Max	$\bar{x} \pm SD$	Mean %	$\bar{x}_w \pm SD$	Degree	Rank	F Test	P value
Self-awareness	9	35	27.88±5.2	79.7	3.98±0.7	4	2 nd		
Self-management/emotion regulation	17	40	31.10±4.1	77.8	3.89±0.5	4	4 th		
Social awareness	16	40	31.84±5.1	79.6	3.98±0.6	4	2 nd		
Relationship/social skills	17	40	33.30±5.2	83.3	4.16±0.6	4	1 st		
Responsible decision making	13	25	19.48±2.80	77.9	3.90±0.5	4	3 rd		
Total score (180)	72	180	143.60±22.2	79.8	3.98±0.6	4	-	1.52	0.19

*Significant $p \leq 0.05$ F: ANOVA Test **Highly significant $p \leq 0.01$

1: Strongly disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly agree $\bar{x}_w \pm SD$: Weight mean

Table (2): represents that the total mean score of five social emotional learning competencies among the studied teachers is $\bar{x} \pm SD = 143.60 \pm 22.2$ (Total score is 180). Additionally, relationship/social skills gained the higher weight mean (4.16 ± 0.6) and ranked as the first dimensions of five social emotional learning competencies. While the dimension of self-management/emotion regulation gained the lower weight mean (3.89 ± 0.5) and ranked as the last dimensions of five social emotional learning competencies. In addition to the absence of statistically significant difference between the total mean scores of different dimensions of five social emotional learning competencies, at $P = 0.000$.



$$\chi^2 = 38.6, P = 0.000^{**}$$

Figure (2): Percentage distribution of teacher's perception of five social emotional learning competencies (n= 50)

Teacher's perception regarding five social emotional learning competencies.

Fig (2) illustrates that about three-quarters (74%) of the studied teachers perceived high level of five social emotional learning competencies, followed by one-fifth (20%) of them have a moderate level. While the minority (6%) of them have a low level. In addition to the presence of a highly statistically significant difference between levels of five social emotional learning competencies, at $P = 0.001$.

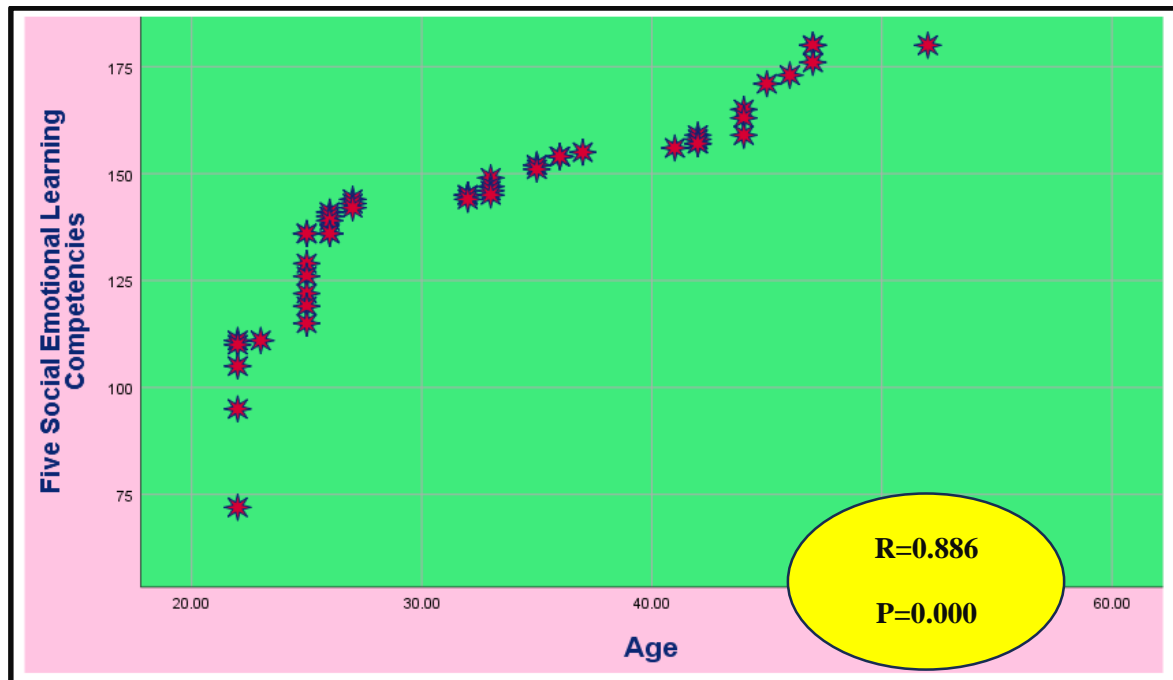


Figure (3): Scatter dot correlation between five social emotional learning competencies and the studied teachers' age (n= 50)

Fig (3): illustrate that there was a highly statistically significant positive strong correlation between five social emotional learning competencies and the studied teachers' age at ($r = 0.886$ & $P = 0.000$).

Discussion:

In recent years teachers' willingness and the manner with which teaching the SEL skills is transferred into practice, there may be other factors influencing the quality of the implementation in the Academic level. The teachers' willingness to implement the skills learned is much defined by how comfortable the teacher feels about implementing the new skills in action. The classroom climate including an implementation support system that may consist of peer tutoring, a monitoring system as well as leadership support has been reported to increase the fidelity of both the implementation as well as the sustainability of delivering SEL (*Denise, 2022*).

Additionally, developing students' social and emotional skills positively affects their academic success. The prosocial classroom model highlights the importance of teacher's social-emotional competency and well-being. Nursing requires a certain degree of emotional investment as well as the capacity to align one's emotions to the norms and values of the profession. As well, teacher taught to students by engaging them in an interplay between lectures and learning activities that are designed to enhance their skills during simulations in simulated learning environments (*Berg, 2021*).

This study aimed to assess teachers' perceptions regarding the five social emotional learning competences.

In relation to the personal characteristics of the studied teacher; the study results showed that more than two fifth of the teacher' ages were ranged from twenty to thirty years old, with a mean age of 33.08

± 8.5. As well, the majority of teacher were females with fourth-fifth were married. Also, less than two fifth of teacher had master degree certificate and around one-quarter were teaching courses related to the third and fourth years. Additionally, more than three-fifths and more than three-quarters of studied teachers were birth and lived in towns, respectively.

From researcher point of view, the studied teacher were recently graduated, more male nurses prefer to work in private hospital or a mandate to a private university for financial cause, and live near from the work place.

This result consistent of the study performed by *Ahmed et al., (2019)* entitled “Clinical instructor's learning behaviors as perceived by themselves, students and nursing faculty staff” and found that the majority of the studied instructors were from twenty-five to thirty-five years, as well, three fifth of instructors were female with less than half had master degree certificate. However, the studied sample were teaching second and third years. Additionally, more than half of sample birth and lived in towns.

As well, the result of the study realized by *Järvinen et al., (2021)* entitled “Nurse educators' perceptions of factors related to the learning competence of graduating nursing students” and showed that most the studied nurses' educators were from twenty five to thirty five years, as well, most of educators were female had master degree certificate, born and lived in towns. However, the studied sample were teaching second and third years. Additionally, the nursing educators teach third and fourth degree equally.

Oppositely, the result of the study achieved by *Fath-Elbab et al., (2020)* entitled “Relation between nurse educators' social emotional learning empowerment and nursing students' clinical competence” and found that more than three quarter of the studied nurses educators were twenty five to thirty five with mean age $32.3 + 3.9$, as well, most of nurses educators were female with four-fifth and one-fifth had baccalaureate and master degree certificate, separately, where two third of sample born and live in rural area.

According to the percentage distribution of total teacher's perception of five social emotional learning competencies; the result of the study illustrates that about three-quarters and one-fifth of the studied teachers perceived high and moderate level of five social emotional learning competencies, separately. Additionally, relationship/social skills gained the higher total mean score and ranked as the first dimensions of five social emotional learning competencies. While the dimension of self-management/emotion regulation gained the lower total mean score and ranked as the last dimensions of five social emotional learning competencies.

This result consistent with the study realized by *Järvinen et al., (2021)*, who found that the majority of the studied nursing educators had high level of knowledge and perception with new insights into social emotional learning with the existing concerning commitment to the nursing profession, learning abilities, learning environments, experiences in healthcare and students working life readiness for socialization.

In the same, the result of the study completed by *Howell et al., (2020)* entitled “Teacher perceptions of social-emotional learning program implementation” and found that the majority of the studied teachers had a high level of social emotional learning competencies with relationship/social

skills dimension received the highest total mean score, indicating that teachers feel most competent in fostering relationships and social interactions among students.

Conclusion:

Based on the current study findings, it can be concluded that, the majority of the studied teachers illustrates that about three-quarters of the studied teachers perceived high level of five social emotional learning competencies, followed by one-fifth of them have a moderate level. While the minority of them have a low level. In addition to the presence of a highly statistically significant difference between levels of five social emotional learning competencies, at $P = 0.001$.

Recommendation:

Based on the current study the following recommendations suggested that:

For teachers

- 1- Encourage teachers to participate in decision-making processes regarding SEL, allowing them to offer their preferred techniques.
- 2- Conducted an annual survey among teachers to gauge their perception of the inclusion of teacher voice and leadership in decision-making processes.
- 3- Encourage Teachers to participate actively in all planning stages, from identifying student needs to choosing the most suitable programs for the school.
- 4- Encourage Teachers present in the classroom to effectively assess student needs.
- 5- Enhancing educators' morale to promote appreciation and pride in their profession, ensuring appropriate allocation of salary allowances and establishment of staff housing.
- 6- Conducted Regular workshops and training sessions are to improve teachers' competencies, are proficient in teaching the new system.
- 7- Examine educators' self-sufficiency (SEL) practices to foster strong relationships, active learning engagement, healthy identity

At further research

- 1- Examine how novice teachers embed the SEL five competencies within academic.
- 2- Explore the influence of teacher preparation programs and social emotional instruction (SEL) training on the effective delivery of SEL instruction to students.
- 3- Examine studies for enhancing SELC among educators, emphasizing the need for understanding of SEL competencies across various educator groups.

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