SOCIAL EMOTIONAL LEARNING (SEL) A SCALE DEVELOPMENT STUDY

YASMEEN NZAM ABU MUKH

Lecturer and Professional Development Coordinator at Al-Qasemi Academy, Baqa Al-Gharbia, Israel. Email: Yasmeen-am@qsm.ac.il

SAFIA TARTEER

An-Najah National University, Nablus, Palestine. Email: safia.tarteer@stu.najah.edu

AYSHA MOHAMAD ABD-RABO

An-Najah National University, Nablus, Palestine. Email: ayshe.abdrabo@stu.najah.edu

Abstract

The purpose of this study is to develop a valid and reliable measurement tool for measuring Social emotional learning skills at pre -service teachers at the Field Training. The study group consists of 105 pre -service teachers from Palestinian higher education institutions in the 2021-2022 academic years. The construct validity of the scale was examined by exploratory factor analysis. According to the results of the analysis, the scale measures a five - dimensions structure. The five- dimensions structure of the scale was confirmed by stepwise linear regression analysis. The total variance ratio explained by the scale was determined as 74.20%. In order to determine the reliability of the scale, the internal consistency coefficient of Cronbach's alpha was evaluated and this value was determined as0.941. The results of all validity and reliability analyze show that the Social emotional learning as a valid and reliable measurement tool in the future studies about Social emotional learning.

Keywords: Social Emotional Learning (SEL), Scale, Factor Analysis.

1. INTRODUCTION

The goal of education goes beyond getting knowledge. It is to prepare the new generation to become well-adopted, dynamic, and challenge person in the world. One approach that takes a holistic view of growing and developing effective members of future societies who are also well balanced and well adapted is that of SEL (social and emotional education). SEL emphasize the role of emotion and interpersonal relationship in our daily life as integral to everything we do:it assumes that almost any task to be performed, be it an academic assignment, or a job –related goals attainment let alone family and community-related activities, requires an effective use of emotional and social resources (Hy& Zysberg, 2018).

Social-emotional learning (SEL) describes the mindsets, skills, attitudes, and feelings that help students succeed in schools, careers, and life, such as growth, and since of belonging at school. Educators use many names for this skill, such as "non-cognitive skills", soft skills, 21st century skills, character strengths and whole child. SEL is an important part of a well-rounded education. Research shows that SEL is an important level for boosting academic achievement. When looking at SEL in schools, we encourage schools to focus improvement efforts on three general areas: student's competence (skills), student's support and environment, and teachers' skills and perspectives (Wessman, 2016).

In fact, classroom with good teacher-student relationship create deep learning and social and emotional development among students. There is a positive connection between teachers' management classroom emotionally and students' high achievement; this will lead to warm social emotional relationship in the school. It is important to mention here that researches in the field of social and emotional learning (SEL) has grown dramatically in recent years. That's why educators should focus on promoting social and emotional competence. This will posts student's skills. The teacher's role is to promote SEL because he is the engine of the class. Many researches revealed that SEL can be taught and measured that they promote positive development and reduce problem behavior and that they improve student's academic performance, citizenship and health related behavior (Zins, 2004).

This study came to build a suitable scale to measure the pre-service student's use of social emotional learning because SEL is important in the success of students in school and enhance their learning outcomes. So that this study came to build a suitable scale to measure the SEL skills for the pre-service teachers because these skills are very important in teaching.

The Importance of the study

Many studies talked about the importance of social emotional learning in education such as (Usaki, 2018). But very little deal with the measure of this approach among student-teacher before graduation. Thus this study came to check if the future teachers know something about this approach in education. This study will benefit the faculty of education in the Palestinian universities. In addition, it will benefit the future teachers themselves to be aware of this approach in teaching. All teachers should train to employ SEL in their work. Besides, this study will benefit the Ministry of Education to conduct training sessions to all the teachers to practice them how to employ such an approach. Finally, this study will benefit the instructional designers to illustrate the curriculum with texts and activities with suits students' emotions mentally and socially.

Problem of the statement

Wessam (2016) revealed that SEL help students to succeed in their life. It promotes their attitudes towards learning and helps them to apply what they learn this is from one side. Some teachers don't accept students as they are; they came from different background and have individual learning. They even don't take care of their learning styles. This causes many problems to the nowadays students from the other. So that the researchers in this study will focus on the future teachers because they are in their way of teaching and learning. They have to take their responsibility towards taking care of the students and their needs. Thus, the researchers will build a suitable scale to measure the degree of the student-teacher (future teachers) use the SEL in their future career. This will be achieved after the revising of the previous literature that have a relation with SEL all over the world and then use the SPSS program in order to check the dimensions of the scale to use it as an instrument for this study.

Objective of this study

This study aims to build a suitable SEL scale to use it among nowadays students by the future teachers after their graduation. This because SEL has many benefits for students in fostering their attitudes towards learning subjects and school.

2. LITERATURE REVIEW

What is SEL?

It is the capacity to manage emotions, solve problems, and establish positive relationships with others, competences that clearly are essential for all students. Therefore, SEL targets a combination of behaviors, cognitions, and emotions. It is the process of acquiring and effectively applying the knowledge, attitudes, and skills necessary to recognize and manage emotions; developing caring and concern for others. Similar to the way students learn academic skills, they learn, practice, and apply SEL skills by engaging in positive activities in and out of classroom (Cohen, 2006).SEL is a process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, establish and achieve positive goals, feel and show empathy for others establish and maintain positive and make responsible decision. SEL is critical to develop competences besides academic content knowledge that necessary to succeed in career and college.

The importance of SEL:

SEL is critical to be a good student, citizen, and workers. Workforce demands aside, many call for the 21st century class- room to be student –centered and to support individual learning needs. Student's ability to learn well dependent on instruction, but also on factors such as the school climate, a sense of belonging with peers, positive relationship with educators and the feedback they receive. Neuroscience research demonstrated that emotion and cognition are connected; emotions are critical for all people to understand, organize and make connection between academic concepts (Usaki, 2018). To succeed in school, students need to be engaged, interest, and excited. They need to know how to focus on their attention on their work, keep trying, even when they face challenges. Working with others, effective learning, and communication are the key aspects of success. SEL promote positive development among students, improve academic achievement, and problem behaviors. Next, SEL creates a great motivation to learn and enhance academic performance. Early investments in ESL between children yield long-term dividends. In that they will avoid negative outcomes. Finally, SEL is related to other national youth development and prevention initiative, such as character education and school-based health promotion program. SEL provides educators with a common language and framework to organize their activities. Many programs related to children's' social and emotional development focus on a single problem to solve students' learning programs (Durlak et al., 2007).

Student's SEL:

It involves the process by which people apply the knowledge, attitude, and skills to understand and manage their emotions to show empathy to others. Based on extensive research, the collaborative for academic, social and emotional learning has identified five interrelated competencies that are central to SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Teacher's SEL:

Teacher's SEL competence strongly influences the learning context. Teacher's SEL shapes the nature of their relationship with students. Classroom with warm teacher–social relationship promotes deep learning among students.

Key Components of Effective SEL:

Elias (2003) revealed five key competencies are taught, they are as follow:

1. Self-awarness: Identified as one's emotions, self- efficacy and self-confidence. It involves one's self emotion, personal goals, and values. This includes assessing one's strength and limitation, having positive mindsets, and possessing a well-grounded sense of self- efficacy and optimism. High levels of self-awareness required the ability to recognize how thoughts, feelings, and actions are interconnected (Weissberg et al., 2016). Self-awareness or the ability to recognize and consider one's own thoughts and feelings. Self-awareness is the first step in making any kind of behavioral change. If parents for example would like to change patterns of behavior from his or her own upbringing, the first step is self-awareness of those behaviors. Children also form their identity through their emerging understanding of their strengths and weakness (Miller et al., 2018).

2. Social awareness: Empathy, respect for others and respective taking. It involves the ability to understand, empathize, and feel compassion for those with different backgrounds or cultures. It also involves understanding social norms for behavior and recognizing family, school, and community resources and support. Self-awareness is the first step in making any kind of behavioral change. If parent, for example would like to change patterns of behavior from his or her own upbringing, the first step is self-awareness of those behaviors. Children also form their emerging understanding of their strengths and weakness. It helps to understand others thoughts and feelings. The ability to notice others thoughts and emotions (Miller et al., 2018).

3. Responsible decision making: Evaluation and reflection and personal and ethical responsibility. It involves learning how to make constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to consider ethics standards, safety concerns, accurate behavioral norms for risky behaviors, the health and well-being of self and others, and to make realistic evaluation of various actions' consequences. School is one of the primary places where students learn social and emotional skills. An effective SEL program should incorporate four elements represented by the acronym SAFE (Durlak et al., 2010, 2011). First, sequence; it connects and coordinates with sets of activities to foster skills

developments. Second, activates forms of learning to help student's master new skills. Third, focused, emphasize on developing personal and social skills. Finally, explicit, targeting specific social and emotional skills.

4. Self-management: Impulse control, stress management, presentence, goal setting, and motivation. It requires skills and attitudes that facilitate the ability to regulate one's own emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and preserver through challenges in order to achieve personal and educational goals. Self-management or self-control or self-regulations are the major focus for many parents, as their patience is frequently tested. Parents also want to know that their child will be able to regulate his or her desire to lash out when a peer steals his or her toy or when they run when the adult is visibly upset (Miller et al., 2018).

5. Relationship skills: cooperation, help seeking and providing and communication. It helps students to establish and maintain healthy and rewarding relationships, and to act in accordance with social norms. These skills involve communicating clearly, listening actively, and cooperation, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when it is needed. In addition, parents should communicate in ways that will enhance their relationships with their children and will result in cooperation from their children. Meanwhile, children are learning to listen to others for information about their thoughts and feelings. These relationship skills are mainly way to cultivating empathy and understanding. Children need to be able to assert themselves when they are hurting or have a need to be met (Miller et al., 2018).

These five competencies are considered most effectively within caring, supportive, and well-managed learning environment. Development of autonomy, self-discipline and ethics is more likely in environments in which mutual respect, cooperation, caring, and decision making are the norm (Bear, 2005). Such context provides students with easily accessible opportunities to address their personal needs and problems, and support them to establish strong relationships with others. As a result, students will not afraid to comet mistakes. In one hand, a good school environment enhances ESL, and facilitates a supportive climate from another (Greenberg, 2017).

Building SEL in Skills in the classroom

Promoting social and emotional developments for all students in classroom involves teaching and modeling social and emotional skills, providing opportunities for students to practice those skills, and giving students an opportunity to apply these skills in various situations. One of the most prevalent SEL approaches involves training teachers to deliver explicit lessons that teach social and emotional skills, then finding opportunities for students to participate. In the USA the majority of parents recognize that social and emotional skills are high priority for their children's success (Princeton Survey Research Associated International, 2015). But most can't readily articulate how they are utilizing or promoting these skills in their own families (Zero to Three, 2016). Even professional in the field of social and emotional learning (SEL) may struggle in making the translation between their professional and knowledge and their personal parenting practices.

3. METHODOLOGY

3.1 Participants

The study group consists of 105 pre -service teachers from Palestinian higher education institutions in the 2021-2022 academic year. The study sample was selected by taking a random sample.

3.2 Measurement Tool

In the first phase of the process of developing the "Social emotional learning (SEL)", a literature review was conducted about Social emotional learning (SEL) (Sinring et al., 2022). As a result of literature reviews, dimensions that can best measure the Social emotional learning skills at pre -service teachers at the Field Training have been tried to determine and, in this direction, a pool of 67 items has been established. In the second phase, the draft scale was reduced to 51 items as a result of the elimination of the items that were not related to the dimensions that were based on the research, or which were estimated to have a low relationship and screening between similar expressions. In the third phase, the opinion of field experts was taken about the validity and appearance of the measuring instrument. In this context, three faculty members who are experts in the field of Psychological and educational sciences were consulted to express an opinion. After expert examination, the number of items was reduced to 48 with the expressions organized on the aforementioned scale. In the fourth phase, in order to ensure the comprehensibility of the measuring instrument in terms of language, the opinion of an expert in Arabic language and literature was consulted.

In line with the opinions on spelling rules and the use of punctuation marks, the scale items have been reviewed. Finally, without any dimensioning on the draft scale, the scale was divided into two sections: The first section of the questionnaire included demographic variables, which formed the variables: (Gender, Academic year, Economic – social situation, Achievement level, Major, Academic learning Institution). The second section included (48) the Social Emotional learning skills items which were distributed in five factors: social awareness, self-management (self-directed), self-awareness, the skill of dealing with others, responsible decision making. The draft scale prepared for implementation is called Social emotional learning (SEL). The scale, which was designed to determine the responses of the participants with the Likert-type five-point rating consisted of strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5) options. We computed the "neutral score ", the range is (5 − 1 = 4) then they divide 4 by 5 (where number one is the lowest score of any item, and number five is the highest). (4 ÷ 5 = 0.80) which was used to find intervals on a scale presented in Figure 2. We considered point (1.8) to be a 'disagree score', (2.6) to be a 'neutral score' and (3.4) to be a 'agree score' on this scale. Thus, the scores between (1) and (1.8) were considered 'strongly disagree scores', the scores between (1.8) and (2.6) 'disagree scores', the scores between (2.6) and (3.4) 'neutral scores', the scores between (3.4) and (4.2) 'agree scores', and the scores between (4.2) and (5) 'strongly agree scores.

To determine whether questions on the draft scale were understood by pre-service teachers, a pilot study was conducted into a group of 55 pre-service teachers. In this application, there was no criticism by the pre-service teachers of the pre-application of the items on the scale, and it was stated that the items were quite understandable. Thus, the final form of the draft scale is given.

The descriptive statistics (means, standard deviations and skewness) of the questionnaire items are given in Table 1.

Table 1: Means, standard deviations and skewness of the questionnaire items (N=105)

items	M	SD	Skew
How carefully do you listen to the different views of your teacher trainers about you?	4.42	0.74	-1.00
How much do you care about the feelings of the students in the class?	4.50	0.77	-1.38
What is the extent of your cooperation with the trained teacher to accomplish class tasks?	4.50	0.72	-1.23
To what extent do you participate to your fellow trainee to accomplish class tasks?	4.36	0.81	-0.98
How well are you able to describe your feelings?	4.28	0.81	-0.77
To what extent do you respect the different opinions of the audience of Academia about you?	4.56	0.72	-1.48
To what extent are you able to express your opinion without underestimating others?	4.53	0.76	-1.52
To what extent do you behaviorally adhere to the social norms surrounding you?	4.48	0.76	-1.19
How sympathetic are you with the circumstances of your students in class?	4.49	0.76	-1.35
How grateful are you for helping others meet your accomplishments in class?	4.50	0.76	-1.78
To what extent do you communicate positively with the trained teacher?	4.58	0.69	-1.37
To what extent do you control the undesirable behavior of students in the classroom in a systematic way?	4.09	0.76	-0.55
To what extent is the student's motivation to learn enhanced (enhancement of intrinsic and extrinsic motivation?	4.34	0.81	-1.27
To what extent have you achieved the educational goals that you planned before the lesson with the trained teacher?	4.25	0.81	-1.04
To what extent did you achieve the behavioral goals that you planned before the lesson with the trained teacher?	4.19	0.81	-0.70
How aware of the course of the class in an orderly manner?	4.21	0.73	-0.50
How much do you love the student on independence and self-reliance?	4.26	0.79	-0.86
To what extent do you choose a problem that motivates students to find different solutions to it?	4.98	0.88	-0.46
To what extent do you encourage the students' self-assessment skills?	4.17	0.79	-0.55
To what extent do you enhance the students' choice skills?	4.14	0.83	-0.59
To what extent do you encourage higher-order thinking skills (examination, criticism, comparison) in students?	4.14	0.86	-0.84
To what extent do you use the appropriate teaching tools in the educational situation, for example (the use of technological tools, worksheets, educational games...etc?	4.42	0.69	-0.77
How do you verbally express yourself while communicating with others?	4.28	0.80	-0.77
How skilled are you in building positive social relationships in the educational environment?	4.42	0.73	-0.84

What is your ability to resolve conflicts and problems in the educational environment?	4.28	0.74	-0.49
To what extent did you manage the dialogue while employing the strategy of working in groups with the students in the class?	4.35	0.75	-0.82
To what extent do you direct social instructions in the classroom before / during / after working in groups among the students themselves?	4.34	0.71	-0.59
How much do you encourage students to be active members of the group?	4.44	0.69	-0.84
How do you direct the discussion among students as you employ a project-based learning strategy in the classroom?	4.46	0.72	-1.26
To what extent did you give the student an opportunity to analyze the dimensions of his decisions?	4.22	0.82	-0.54
How well do you give the students an opportunity to evaluate the dimensions of his decisions?	4.14	0.75	-0.24
To what extent do you motivate students to investigate knowledge from different sources?	4.18	0.77	-0.45
To what extent do you consider the feelings of the students in the educational situation?	4.55	0.77	-1.58
To what extent do you take into account the tendencies of the students in the class?	4.40	0.84	-1.27
How much do you pay attention to students' tendencies and invest them in the teaching process?	4.35	0.79	-0.95

3.3 Research Method

In order to determine the validity and reliability of the measurement tool, questionnaire was applied to 105 pre-service teachers from Palestinian higher education institutions in the 2021-2022 academic year, The scale was distributed and assembled by the researchers in an electronic way, the number of scales to be analyzed was determined as 105. After the data was obtained, statistical analyses were carried out to reveal the psychometric properties of the measurements. Therefore, the appropriate sample group and number should be determined. In the literature, there are opinions that suggest that the number of people to be applied in relation to the number of items in the scale, which can also be expressed as sample size, be determined. Some authors consider it sufficient for the number of people to be applied to be at least five times the number of items on the scale but according to the specified criteria, it can be said that the number of participants in the research group is sufficient for factor analysis (Kendziora, 2016).

3.4 Validity and reliability analysis

To do the validity and reliability analyses, we followed Daher (2019). Here these analyses were performed for the five dimensions. To ensure validity, the first-version of the scale has been examined by three experts working in educational sciences institutes, to analyze it and verify its validity for data collection. Thus, the number of items has been reduced, and the necessary corrections were made to the scale, which gave the present 35-item, and have been designed in the 5-point Likert type scale. To ensure reliability, Cronbach's Alpha was found for each of the five factors.

Table 2: Cronbach's Alpha for each of the five factors.

factor	social awareness Responsible decision making	Self-management (self-directed)	Self-awareness	The skill of dealing with others	Responsible decision making
Correlation coefficient with the total score	0.89**	0.87**	0.89**	0.77**	0.84**

These reliability results indicate good reliability for the constructs: social awareness, self-management (self-directed), self-awareness, the skill of dealing with others, responsible decision making because these reliabilities are around .80 (Situmorang et al., 2022). The Cronbach Alpha computation for the total scale is.941 which indicates high reliability

The Results

What are the factors of the Social Emotional learning skills scale at pre -service teachers at the Field Training from the perspective of pre -service teachers from Palestinian higher education institutions?

At first, the factorability of the 48 contribution of the Social Emotional learning skills items was examined. The data was sifted for factorability using several well recognized criteria, we followed Daher (2019). Initially, all the items are correlated at least 0.4 with at least one other item, indicating reasonable factorability, and KMO value measure of sampling adequacy was found .906, above the commonly recommended value of .7, and Bartlett's test of sphericity result was significant ($\chi^2(1128) = 4898.908$, $p < .000$). The diagonals of the anti-image correlation matrix were also all over .5, the communalities were all above .40, further confirming that each item shared some common variance with other items. Given these overall indicators, factor analysis was deemed to be suitable with all 48 items.

Factor loadings based on rotated principal components analysis with varimax rotation for 48 items from the above scale (N = 105) are presented in table (2), varimax rotation method was used to give a better picture of factors in this analysis.

Our adoption of the fifth- factor model depended on the results of the principal factor analysis, including the total-variance-explained table and the scree plot (see Figure1 below).
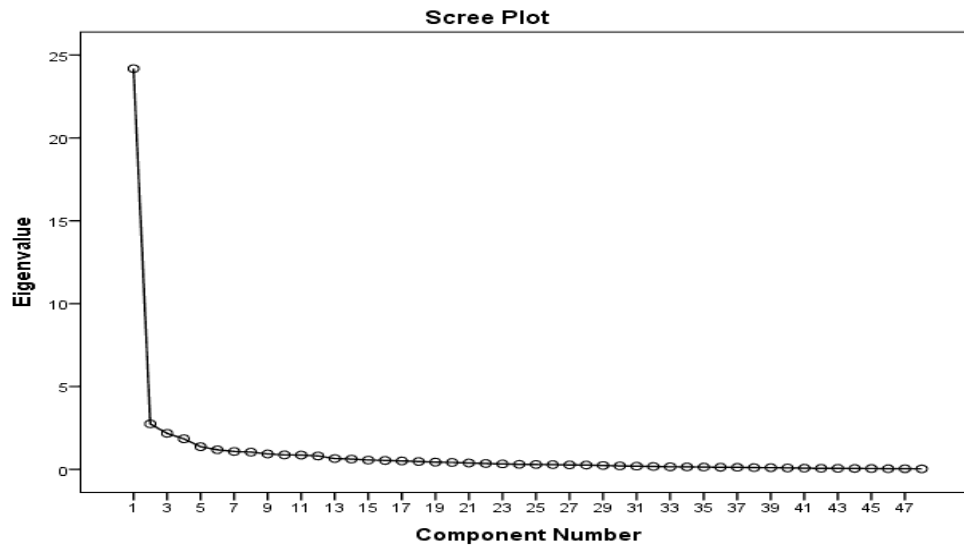
Figure1: Scree Plot of the item's factorization

As one can see from Figure (1) the result of the factor analysis; the Eigen value of which is 1, shows that the number of the dimensions of the scale is five, three dimensions were removed from the analysis.

According to the solution, the seven factors explained (74.20 %) of the variance in the contribution of the Social Emotional learning skills scores. and this percentage is considered acceptable in social science Studies (Aysha et al ,2021).

Table 3: Factor loadings based on varimax -rotated principal components analysis (N=105), 1= social awareness, 2=self-management (self-directed)-, 3= the skill of dealing with others-, 4= responsible decision making, 5= self-awareness.

Items	Component						
	1	2	3	4	5	6	7
How carefully do you listen to the different views of your teacher trainers about you?	0.57						
How much do you care about the feelings of the students in the class?	0.70						
What is the extent of your cooperation with the trained teacher to accomplish class tasks?	0.69						
To what extent do you participate to your fellow trainee to accomplish class tasks?	0.67						
How well are you able to describe your feelings?	0.49						
To what extent do you respect the different opinions of the audience of Academia Seph about you?	0.72						
To what extent are you able to express	0.79						

your opinion without underestimating others?							
To what extent do you behaviorally adhere to the social norms surrounding you?	0.70						
How sympathetic are you with the circumstances of your students in class?	0.68						
How grateful are you for helping others meet your accomplishments in class?	0.59						
To what extent do you communicate positively with the trained teacher?	0.55						
. To what extent do you control the undesirable behavior of students in the classroom in a systematic way?		0.70					
To what extent is the student's motivation to learn enhanced (enhancement of intrinsic and extrinsic motivation?		0.65					
To what extent have you achieved the educational goals that you planned before the lesson with the trained teacher?		0.64					
To what extent did you achieve the behavioral goals that you planned before the lesson with the trained teacher?		0.64					
How aware of the course of the class in an orderly manner?		0.58					
How much do you love the student on independence and self-reliance?		0.59					
To what extent do you choose a problem that motivates students to find different solutions to it?		0.78					
To what extent do you encourage the students' self-assessment skills?		0.61					
To what extent do you enhance the students' choice skills?		0.64					
To what extent do you encourage higher-order thinking skills (examination, criticism, comparison) in students?		0.61					
To what extent do you use the appropriate teaching tools in the educational situation, for example (the use of technological tools, worksheets, educational games...etc?			0.52				
How do you verbally express yourself while communicating with others?			0.53				
How skilled are you in building positive social relationships in the educational environment?			0.66				

What is your ability to resolve conflicts and problems in the educational environment?			0.67			
To what extent did you manage the dialogue while employing the strategy of working in groups with the students in the class?			0.64			
To what extent do you direct social instructions in the classroom before / during / after working in groups among the students themselves?			0.53			
How much do you encourage students to be active members of the group?			0.50			
How do you direct the discussion among students as you employ a project-based learning strategy in the classroom?					0.65	
To what extent did you give the student an opportunity to analyze the dimensions of his decisions?					0.67	
How well do you give the students an opportunity to evaluate the dimensions of his decisions?					0.67	
To what extent do you motivate students to investigate knowledge from different sources?						0.51
To what extent do you consider the feelings of the students in the educational situation?						0.65
To what extent do you take into account the tendencies of the students in the class?						0.66
How much do you pay attention to students' tendencies and invest them in the teaching process?						0.58

The principal component analysis (PCA) was used to bring out strong patterns in a dataset (daher, 2019) and Initial eigenvalues indicated that the first five factors explained: social awareness (50.37%), Self-management (self-directed) (5.72%), the skill of dealing with others (4.52%), Responsible decision making (3.24%) and Self-awareness (2.46%) of the variance. Our adoption of the fifth- dimensions model depended on the results of the principal factor analysis, including the total-variance-explained table and the scree plot. According to the solution, the five dimensions explained (74.20 %) of the variance in the contribution of the Social Emotional learning skills scores, and this percentage is considered acceptable in social science Studies (Akay, Aypay, 2016)

What are the factors most contributing to the interpretation of the Social Emotional learning skills scaleat pre-service teachers at the Field Training from the perspective of pre-service teachers from Palestinian higher education institutions?

Regression analysis:

A stepwise linear regression analysis was performed for the dimensions of contribution of the Social Emotional learning skills, this step involves the selection of independent variables to be used in a final model. It involves adding or removing potential explanatory variables in succession and testing for statistical significance after each iteration.

Table 4: Results of stepwise linear regression analysis, under specification of standardized beta coefficient, α = .05)

factors	Model1	Model2	Model3	Model4	Model5
social awareness	0.89	0.55	0.41	0.33	0.31
social awareness Self-management (self-directed)		0.49	0.41	0.32	0.28
social awareness Self-management (self-directed) Self-awareness			0.27	0.22	0.20
social awareness Self-management (self-directed) Self-awareness The skill of dealing with others				0.23	0.19
social awareness Self-management (self-directed) Self-awareness The skill of dealing with others Responsible decision making					0.14
R²	**0.80**	**0.93**	**0.96**	**0.97**	**0.98**

Only coefficients with statistically significances at the P < 0.05 level were reported (Abu Mukh et al, 2021). Table (4) shows the stepwise regression analysis of the contribution of the Social Emotional learning skills scale at pre -service teachers at the Field Training, A model with 5 steps was carried out and explained more than 80% (r²~ 0.80) of the variance on the dependent variable 'total mean'. Within the stepwise regression analysis, the factor 'social awareness' (β= 0.89) showed the highest association to overall factors. Figure (2) illustrates the residuals from the regression line fit to the data. the plot shows that, for large observed values of the dependent variable, the predictions are smaller than the observed values, with an opposite trend for the small observed values of the de-pendent variable.
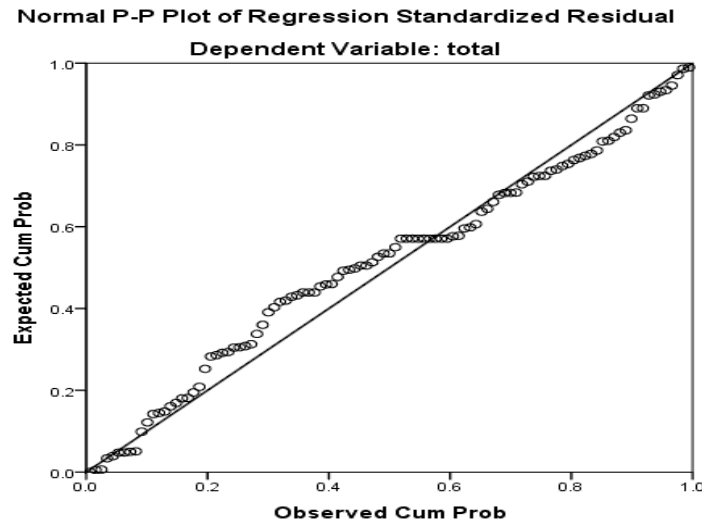
Figure 2: Regression Standardized Predicted Values Plotted of the contribution of the Social Emotional learning skills scale

What is the level of the contribution of the Social Emotional learning skills scale at pre -service teachers at the Field Training from the perspective of pre -service teachers from Palestinian higher education institutions?

To assess the level of contribution of the Social Emotional learning skills scores at pre - service teachers at the Field Training, we computed means and standard deviations for the 5 dimensions: social awareness, self-management (self-directed), self-awareness, the skill of dealing with others, responsible decision making. We also conducted a one- sample t -test to assess the statistical significance of the variation of each factor with a little degree, medium degree and high degree of contribution of the social emotional learning skills (see Table 5). To calculate the contribution of the Social Emotional learning skills, mean scores for pre -service teachers at the Field Training participating in the research, the researchers computed first grouped frequency distributions. Then we compared the resulting of the contribution of the Social Emotional learning skills mean scores with a 'high degree' and a 'medium degree score'.

Table 5: Level of contribution of the Social Emotional learning skills scores in Palestinian higher education institutions (N=105), ** p<.000

Component	M(SD)	T value		
		Little degree	Medium degree	High degree
social awareness	4.47(0.61)	31.43**	17.99**	4.55**
self-management (self-directed)	4.17(0.65)	24.79**	12.21**	-0.35
self-awareness	4.36(0.58)	30.88**	16.85**	2.81**
the skill of dealing with others	4.27(0.68)	24.90**	12.99**	1.08
responsible decision making	4.37(0.69)	26.07**	14.30**	2.52**
total	**4.31(0.54)**	**32.11****	**17.17****	**2.23****

The results show that the p-value (.000) is less than .05, the of contribution of the Social Emotional learning skills scores in Palestinian higher education institutions is significantly different from 4.2 for social awareness, self-awareness, responsible decision making.

The discussion:

According to the results of the analysis, the scale measures a five - dimensions structure. The five - dimensions structure of the scale was confirmed by stepwise linear regression analysis. The total variance ratio explained by the scale was determined as 74.20%.

the researchers think that students in their learning prefers adopting the social skills thus teachers make their efforts to use them in their teaching as table (1) shows This result agrees with most of the previous studies such as Elias (2003) & Miller et al., (2018) the first five dimensions were self- awareness, social awareness, responsible decision making, self-management and relationship skills. These result shows the importance of theses dimensions not just in this study but also in the previous studies. In addition. Durlak et al., (2007) shows that SEL promote positive development among students, improve academic achievement, and problem behaviors. Next, SEL creates a great motivation to learn and enhance academic performance.

The result of the step wise regression shows that "self-awareness" came first and highest. The researchers think that this dimension is very important in teaching. If teachers don't have self- efficacy and confident and don't apply them in teaching, he will not succeed in his teaching. This result agrees with (Weissberg et al., 2016) study. It shows that the main factor for success in teaching is awareness of the interconnection between thoughts emotions and feelings. Miller et al., (2018) showed that children built their identity if they make the connection between the three aspects of personality. As a result, all teachers should aware of all the five dimensions but above all self-awareness because it will help teacher to sympathize with his students and learn them well.

The result of the usage and awareness of the five dimensions of SEL is low as shown in the table above because p-value (.000) is less than .05. This means that most pre-service teachers don't use the skills of SEL or even don't aware of them al all. Using SEL in teaching is very important for all teachers to succeed in their teaching (Weissberg et al., 2016). Self-awareness or the ability to recognize and consider one's own thoughts and feelings. This agrees with the study of Miller et al., (2008) he pointed out that. Self-awareness is the first step in making any kind of behavioral change. Thus, the Ministry of Education should train the teachers and All the Faculty of education in Palestine should provide training programs and courses for all pre-service teachers before they start teaching.

Recommendations:

- The Ministry of Education should conduct training sessions to all pre-service teachers before becoming teachers.

- The faculty of education in Palestine should send their students to training programs and increase the training courses to future teachers to train before teaching.

- Pre-service teachers should read more about SEL and add pot its dimensions in teaching.

- Pre-service teachers should evaluate their student's desire consequently to evaluate their needs and desire.

- The head teachers should observe classes to ensure if teachers adopt SEL skills with their students.

- Further research should conduct other studies about SEL because of its importance.

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