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Preparing Future Teachers for Socio-Emotional Learning: Readiness and Awareness Among Pre-Service Teachers in the Context of NEP 2020 & Viksit Bharat @2047

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***Abstract*—Socio-emotional learning (SEL) is increasingly treated as a core element of holistic education, and India's National Education Policy (NEP) 2020 identifies it as a critical aspect of student development. Whether teacher preparation converts this policy emphasis into readiness for classroom enactment remains unclear. This cross-sectional survey examined SEL readiness among 178 B.Ed. pre-service teachers (Semester I, n = 85; Semester III, n = 93) using the 36-item, five-point Pre-Service Teachers' Socio-Emotional Learning Readiness Scale (PST-SELR), which has six six-item dimensions. Analyses comprised descriptive statistics, Cronbach's alpha, paired and Welch t-tests with effect sizes and confidence intervals, Pearson correlations and hierarchical regression, with Holm correction and sensitivity analyses. Internal consistency was good for the total scale (α = .87) but modest for dimensions (α = .61-.78), depressed by six reverse-worded items that were essentially uncorrelated with the rest of the scale. All dimensions fell in the "high" band (M = 3.62-4.06). The expected pattern of awareness exceeding classroom-integration readiness was not supported: Awareness (M = 3.62) was marginally lower than Integration (M = 3.73; Δ = −0.11, 95% CI [−0.19, −0.04], d_z = −0.22), and this difference was negligible after removing reverse-worded items or duplicate records. Dispositional dimensions (Future-Ready Orientation, Professional Practice) scored highest, and teaching self-efficacy was the strongest correlate of integration readiness (β = .62). A different gap did emerge between self-rated readiness and reported exposure and enactment: 80% rated their integration readiness as high, yet only 43% had heard of SEL, 17% had attended related training, and 24% of those with teaching-practice experience had used an SEL activity. The findings suggest that teacher education should move from awareness-oriented exposure towards modelled, supervised and assessed SEL practice, and that future studies should pair self-reports with observed enactment. Implications for NEP 2020 and Viksit Bharat @2047 are discussed.**

***Index Terms*—social-emotional learning; pre-service teachers; teacher readiness; teacher education; teaching self-efficacy; awareness-practice gap; NEP 2020; Viksit Bharat @2047**

I. INTRODUCTION

Education systems increasingly recognize that effective learning involves cognitive, social, emotional and behavioral development. Social-emotional learning (SEL) provides a framework for developing competencies such as self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Large-scale meta-analyses indicate that well-designed school-based SEL interventions can improve students' social-emotional skills, behavior, school functioning and academic outcomes (Durlak et al., 2011; Taylor et al., 2017; Cipriano et al., 2023; Durlak et al., 2022), including for marginalized students in the United States (Cipriano et al., 2024). However, evidence of effectiveness does not by itself guarantee implementation. Contemporary research emphasizes the conditions under which SEL is enacted, including implementation quality, educator confidence, professional learning, contextual support and fidelity (O'Brien et al., 2025; Ulla & Poom-Valickis, 2023).

Teachers occupy a pivotal position in translating policy and research into classroom experience. Jennings and Greenberg (2009) conceptualized the prosocial classroom as one in which teachers' social-emotional competence and well-being support healthy relationships, effective classroom management and the conditions for student SEL. More recent scholarship treats educator SEL as multidimensional: educators act as learners, role models, infusers of SEL principles and direct instructors (Elbertson et al., 2025). Preparing teachers for SEL therefore requires more than introducing terminology or communicating the value of emotional development. Teacher candidates need opportunities to develop their own socio-emotional competencies and to learn how to translate these competencies into intentional pedagogy.

The issue is especially relevant in pre-service teacher education. Pre-service teachers' social-emotional competencies are associated with their well-being and occupational health (Braun & Hooper, 2024); longitudinal work has documented changes in well-being during teacher preparation and called for stronger evidence-based approaches to social and emotional learning in teacher education (Corcoran & O'Flaherty, 2022); and a comparison of educators at different career stages found that pre-service educators showed vulnerabilities in several SEL dimensions relative to more experienced colleagues (Kasperski, 2023). Teacher education is thus a critical intervention point rather than a peripheral context.

The Indian policy context makes the issue particularly significant. NEP 2020 describes socio-emotional learning as a critical aspect of holistic student development and emphasizes continuing professional development for teachers (Ministry of Education, 2020). More recent government framing places teacher capacity, holistic development, critical skills and future readiness within the broader Viksit Bharat @2047 vision and positions education as a foundation of human capital (Ministry of Finance, 2026; Ministry of Education, 2025). The policy challenge is therefore not simply to make future teachers aware of SEL but to ensure that teacher preparation enables them

to enact it in ordinary lessons, classroom relationships, assessment, group work, classroom management and reflective practice.

This study was designed around a specific expectation: that pre-service teachers would show stronger SEL awareness than classroom-integration and practice-adoption readiness, an "awareness-practice gap". This expectation is grounded in implementation research showing that positive attitudes and knowledge can coexist with uneven enactment. Lee and Simmons Zuilkowski (2022), for example, found that teachers' comfort with SEL and supportive school culture were positively related to classroom integration, whereas commitment alone was not significantly related to implementation, and recent studies in Ghana and Vietnam report that pre-service teachers may value SEL while reporting lower preparedness or limited opportunities to enact it (Atiku et al., 2026; Tran & Nguyen, 2026). We treat the expectation as a testable hypothesis rather than an assumption. We survey 178 pre-service teachers in Semesters I and III of a B.Ed. programme, test whether Awareness exceeds the practice-facing dimensions, examine how the six readiness dimensions are interrelated and what predicts classroom-integration readiness, and compare self-rated readiness with respondents' reported exposure to, and use of, SEL. The results qualify the original expectation, and the paper reports and interprets them as found.

II. LITERATURE REVIEW

The literature review provides a comprehensive foundation for understanding the research problem by critically examining existing theories, empirical studies, key concepts, and emerging developments in the field. It helps establish the current state of knowledge, identify significant trends and research gaps, and develop a conceptual understanding of the phenomenon under investigation. The present review synthesizes relevant scholarly literature to establish the theoretical and empirical basis of the study, support the formulation of research questions, and identify areas requiring further investigation. The literature is organized thematically to facilitate a systematic understanding of the research topic and ensure alignment between the research objectives, review methodology, findings, and conclusions.

2.1 SEL as a holistic educational competence

SEL is best understood as an educational process rather than a single programme or isolated emotional skill. Osher et al. (2016) traced SEL to interconnected traditions involving social competence, emotional intelligence, prevention, character education, conflict resolution and twenty-first-century skills. Brackett et al. (2019) describe SEL as the integration of cognition, emotion and behavior and emphasize systemic implementation across curriculum, school practices, adult learning and family and community engagement. Mahoney et al. (2021) argue that systemic SEL requires aligned policies, resources, adult capacity, inclusive culture and continuous improvement. These perspectives imply that SEL competence is meaningful only when embedded in educational relationships and practices, and that a narrow, remedial view of SEL as relevant only to students with emotional difficulties is inconsistent with the field's own definitions.

2.2 Teachers as models and implementers

The teacher is simultaneously an adult learner, role model, classroom designer, relationship builder and potential direct instructor of SEL. Jennings and Greenberg (2009) linked teacher social-emotional competence with classroom climate and student outcomes. Curby et al. (2013) found that consistency in teachers' emotional support was associated with children's academic and social outcomes, and Valente et al. (2019) reported relationships between teachers' emotional intelligence and classroom discipline management. Savina et al. (2025) offer a conceptual model of teacher emotional competence, and Elbertson et al. (2025) argue that educator SEL should include teachers' own competencies, the infusion of SEL into teaching practice and explicit SEL instruction. Teacher self-efficacy, defined as beliefs about one's capability to organise and execute the actions required to produce desired outcomes (Bandura, 1997), is a plausible mechanism linking competence and awareness to enactment, because teachers act on what they believe they can do.

2.3 The teacher-preparation problem

Teacher education can provide a structured setting for developing these competencies before candidates assume full classroom responsibility. Palomera et al. (2017) demonstrated the potential of SEL-focused training within a pre-service curriculum, and Langa et al. (2020) reported that a short online intervention could increase early childhood educators' resilience. Stavropoulou et al. (2026) examined the mediating role of social-emotional learning in the link between inclusion and self-efficacy in pre-service teacher education. Corcoran and O'Flaherty (2022) identified the need for evidence-based approaches to candidates' social and emotional learning and well-being. Hooper and Johnson (2025) describe attempts to integrate adult SEL into teacher education and note that teacher educators themselves may have limited formal preparation for supporting teacher SEL. Braun and Hooper (2024) show that specific social-emotional competencies among pre-service teachers relate to occupational health and well-being.

2.4 From awareness to enactment

A central problem in the literature is the difference between recognizing the importance of SEL and implementing it consistently. Neugebauer et al. (2023) documented substantial variation among teachers implementing the same universal SEL programme under routine conditions. Ulla and Poom-Valickis (2023) found that teacher- and school-related contextual factors influence implementation quality, and O'Brien et al. (2025) identify implementation variability in fidelity, dosage and quality as an underexplored dimension of SEL research. Graham (2025) found that teachers could feel competent in relationship-building and empathy while struggling to apply SEL under behavioral challenges, role ambiguity, stress, inadequate professional development and academic pressure. Doyle et al. (2023) similarly highlight training and time as implementation concerns and examine coaching as a support for enactment. The distinction between intention and behavior is also central to the theory of planned behavior, in which attitudes, perceived behavioral control and subjective norms jointly shape intention, and intention translates into behavior only to

the extent that people have actual control over performing it (Ajzen, 1991). On this account, valuing SEL (attitude) and willingness to use it (intention) are necessary but not sufficient for enactment; perceived capability and opportunity matter.

The distinction is visible in recent pre-service research. Atiku et al. (2026) found positive perceptions of SEL importance among Ghanaian pre-service teachers but lower confidence in readiness to teach it. Tran and Nguyen (2026) found that Vietnamese pre-service English teachers valued SEL but often understood it mainly as caring and supportive teaching rather than as a deliberately planned, modelled, integrated and assessed practice. Velásquez et al. (2026) identified weak formal institutionalization of SEL in Colombian pre-service teacher education, with explicit SEL courses present in a minority of programmes and related content often implicit. Hibbs (2025) describes efforts to develop pre-service ESOL teachers' awareness of and appreciation for SEL. Together these studies shift the question from "Do future teachers know about SEL?" to "Can future teachers enact SEL as part of everyday pedagogy?"

2.5 Indian context and research gap

Indian scholarship is beginning to address teacher SEL, but evidence on pre-service teachers' readiness to translate SEL awareness into classroom practice remains limited. Kaur and Sharma (2022), studying preschool teachers in Punjab, highlighted the importance of teachers' understanding of SEL within the Indian policy context, and a recent study of SEL assessment among parents and teachers demonstrates growing attention to context-appropriate measurement of social-emotional development (Sheel et al., 2026). Teacher education warrants distinct attention because pre-service teachers occupy a transitional position: they hold pedagogical knowledge but have limited independent classroom experience. The present study addresses this gap by examining six linked readiness dimensions, testing the hypothesized discrepancy between awareness and classroom integration, and relating self-rated readiness to respondents' reported exposure to and use of SEL.

III. RESEARCH OBJECTIVES AND QUESTIONS

Research Objectives

Research objectives are essential to establish the direction, scope, and purpose of a study and to ensure systematic alignment between the research problem, methodology, and findings. In this context, the research objectives of the present paper are as follows:

1. To assess SEL awareness among pre-service teachers.
2. To examine their personal socio-emotional competence.
3. To assess SEL teaching self-efficacy.
4. To examine readiness to integrate SEL into classroom teaching.
5. To assess future-ready teacher orientation and readiness for SEL-oriented professional practice.
6. To examine the relationships among the six PST-SELR dimensions.

Research questions

To achieve the stated research objectives and systematically explore the key dimensions of the research problem, the present study is guided by the following research questions.

1. RQ1. What is the level of SEL awareness among the participating pre-service teachers?
2. RQ2. How do personal socio-emotional competence and teaching self-efficacy relate to classroom integration readiness?
3. RQ3. Is there evidence of an awareness-practice gap within the PST-SELR profile? The directional expectation tested was that mean Awareness would exceed mean Classroom Integration Readiness and mean SEL-Oriented Professional Practice.
4. RQ4. How are the six dimensions interrelated?
5. RQ5. What implications does the observed pattern have for teacher preparation in the context of NEP 2020 and Viksit Bharat @2047?

Two exploratory questions complement these: whether readiness profiles differ between Semester I and Semester III, and how self-rated readiness relates to respondents' reported exposure to SEL (having heard of it, having attended related training, and having used an SEL activity in teaching practice).

IV. CONCEPTUAL FRAMEWORK

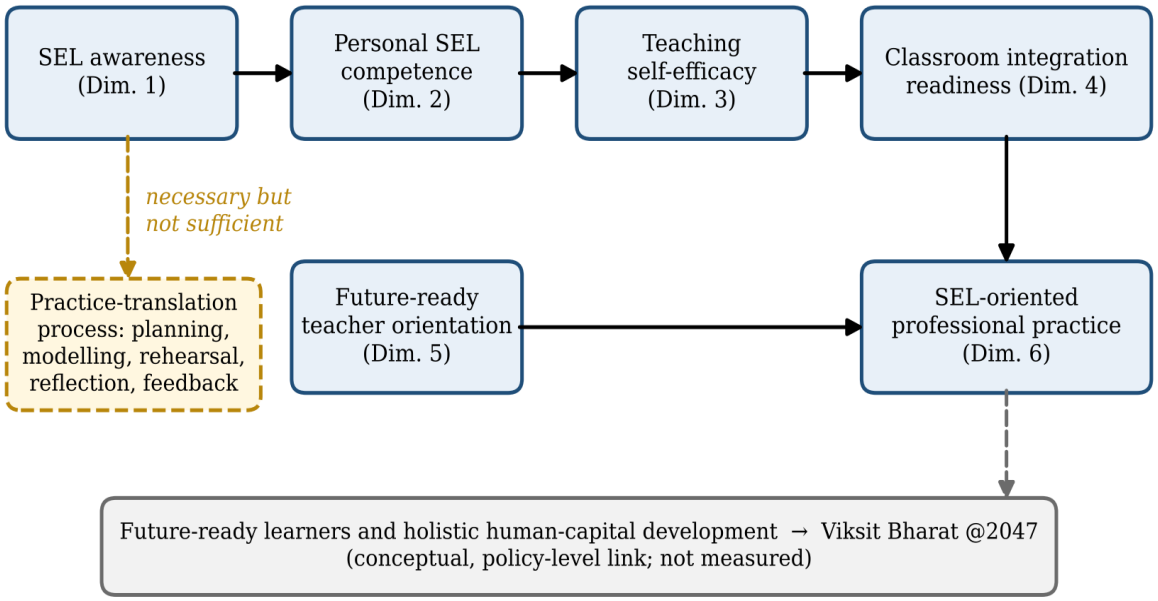


Figure 1. Conceptual framework linking pre-service teacher SEL readiness with future-ready educational practice.

The framework treats awareness as necessary but insufficient. Awareness may support the development of personal competence and teaching self-efficacy, but classroom integration requires an additional translation process of planning, modelling, rehearsal, reflection, feedback and

adaptation. Self-efficacy (Bandura, 1997) is positioned as the principal mechanism through which competence and awareness are converted into readiness to integrate SEL, and professional practice orientation reflects the willingness to learn, use, reflect and adapt that sustains enactment over time, consistent with the intention-behavior logic of Ajzen (1991). The arrows represent hypothesized directions of association that are examined here only correlation ally. The final connection to Viksit Bharat @2047 is conceptual and policy-oriented rather than a measured outcome. The study does not claim that its survey scores measure national development; it identifies teacher-preparation capacities relevant to holistic, future-ready human-capital development.

V. METHODOLOGY

The research methodology outlines the systematic procedures adopted to achieve the objectives of the present study. It describes the research design and methods of analysis and synthesis of Data. The methodology was structured to ensure transparency, consistency, and methodological rigour throughout the research process.

5.1 Research design and participants

A quantitative, cross-sectional descriptive survey design was used. Data were collected through an online form between 3 and 5 October 2026 from pre-service teachers enrolled in Semester I (n = 85) and Semester III (n = 93) of B.Ed. programmes in India (institution names and states were not recorded). Participants were selected through convenience sampling, and participation was voluntary and anonymous; respondents were told that their answers would be used only for academic research and were asked not to give their names. The two semesters provide a developmental contrast, although the cross-sectional design does not permit causal conclusions about progression between them. The sample should be interpreted as a context-specific group rather than as statistically representative of Indian pre-service teachers. Table 1 summarizes the sample.

Table 1. Sample characteristics (N = 178)

Variable	Category	n	%
Semester	Semester I	85	47.8%
	Semester III	93	52.2%
Age	18-20 years	1	0.6%
	21-23 years	84	47.2%
	24-26 years	56	31.5%
	27 years or above	37	20.8%
Gender	Female	156	87.6%
	Male	21	11.8%
	Prefer not to say	1	0.6%

Variable	Category	n	%
Teaching subject	Science	33	18.5%
	Mathematics	17	9.6%
	Languages	42	23.6%
	Social Science	43	24.2%
	Other	43	24.2%
Institution type	Government	86	48.3%
	Grant-in-aid	60	33.7%
	Self-financed/Private	21	11.8%
	Other	11	6.2%
Previous teaching experience	None	87	48.9%
	Less than 1 year	25	14.0%
	1-2 years	29	16.3%
	More than 2 years	37	20.8%
School internship	Not yet completed	116	65.2%
	Currently undergoing	55	30.9%
	Completed	7	3.9%
Previously heard of SEL	Yes	77	43.3%
	No	86	48.3%
	Not sure	15	8.4%
Attended SEL-related workshop/course	Yes	30	16.9%
	No	148	83.1%
Used an SEL activity in teaching practice	Yes	32	18.0%
	No	103	57.9%
	Has not yet had teaching practice	43	24.2%

5.2 Instrument

Data were collected with the Pre-Service Teachers' Socio-Emotional Learning Readiness Scale (PST-SELR). The instrument comprises a ten-item demographic and exposure section and 36 statements rated on a five-point Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The statements are organized into six dimensions of six items each (Table 2). One item per dimension is negatively worded (items 6, 12, 18, 24, 30 and 36) and was reverse-scored (1↔5, 2↔4, 3 unchanged) before computing scores. Following the scoring key, dimension scores are the mean

of the six items and the overall PST-SELR score is the mean of all 36 items. Scores are interpreted descriptively as 1.00-1.80 very low, 1.81-2.60 low, 2.61-3.40 moderate, 3.41-4.20 high and 4.21-5.00 very high. These bands are heuristic labels, not validated cut-offs, and "% high" below refers to scores of 3.41 or above.

Table 2. PST-SELR dimensions and indicators

Dimension	Items	Reverse-scored item	Primary indicator	Interpretive role
SEL Awareness	1-6	6	Understanding SEL and its purpose	Core awareness
Personal Socio-Emotional Competence	7-12	12	Self-awareness, regulation, empathy	Personal foundation
SEL Teaching Self-Efficacy	13-18	18	Confidence in teaching and modelling SEL	Translation mechanism
SEL Classroom Integration Readiness	19-24	24	Readiness to embed SEL in lessons	Practice-facing indicator
Future-Ready Teacher Orientation	25-30	30	Resilience, collaboration, responsible citizenship	Future orientation
SEL-Oriented Professional Practice	31-36	36	Willingness to learn, use, reflect and adapt	Practice adoption intention

5.3 Validity and reliability

Content validity was established through expert review of item wording, relevance, clarity and alignment with the intended constructs. No pilot dataset or factor-analytic evidence is available, so construct validity is treated cautiously and no claim is made about the factorial structure of the scale. Internal consistency was estimated from the present data with Cronbach's (1951) alpha, with 95% percentile-bootstrap confidence intervals (2,000 resamples), for the total scale and each dimension (Table 3). Using conventional benchmarks (Nunnally & Bernstein, 1994; Tavakol & Dennick, 2011), the total scale showed good reliability ($\alpha = .87$, 95% CI [.84, .89]). Dimension alphas ranged from .61 to .78; four of the six (Awareness, Personal Competence, Integration, Future-Ready) were between .61 and .64, which is marginal for research use and is partly a consequence of the short six-item length.

A closer look shows that the reverse-worded items are the main source of weakness. Their corrected item-total correlations within their own dimensions ranged from −.24 to .21, and their mean correlation with the mean of the remaining 30 items was −.04, compared with .50 for the positively worded items. Removing them raised dimension alphas to .76-.89 and the alpha of the remaining 30 items to .92. This pattern is typical of reversed-item bias, in which negatively worded statements elicit acquiescent or inattentive responding or are misread, and it can reduce reliability

and distort scores (Suárez-Álvarez et al., 2018; Weijters et al., 2013). It may also reflect a substantive difference in what the items capture (see Section 7). The scoring key was followed for all primary analyses, and every key result was re-estimated without the reverse-worded items as a sensitivity analysis.

Table 3. Internal consistency of the PST-SELR (N = 178)

Dimension	Items	α	95% CI	Mean inter-item r	Reverse item: corrected item-total r	α without reverse item
SEL Awareness	6	.61	[.49, .68]	.25	−.24	.81
Personal Socio-Emotional Competence	6	.64	[.51, .72]	.25	−.10	.77
SEL Teaching Self-Efficacy	6	.74	[.60, .82]	.40	−.01	.88
SEL Classroom Integration Readiness	6	.61	[.49, .70]	.25	−.04	.76
Future-Ready Teacher Orientation	6	.61	[.50, .68]	.29	.02	.78
SEL-Oriented Professional Practice	6	.78	[.72, .82]	.47	.21	.89
Overall PST-SELR	36	.87	[.84, .89]			.92[a]

5.4 Data analysis

Data screening. The workbook contained 178 records and no missing responses (the response "None" to previous teaching experience is a valid category, not missing data). All values lay within the 1-5 range. Six respondents gave the same answer to all 36 items (five answered "Agree" throughout and one "Neither agree nor disagree" throughout); because identical responses cannot be distinguished from genuine uniform opinion and the scale includes reverse-worded items, these cases were retained. Tukey-fence outliers were present on the Awareness (7), Personal Competence (5), Self-Efficacy (10), Integration (8) and Professional Practice (3) scores, and 5 Awareness, 2 Personal Competence, and 3 Self-Efficacy scores had $|z| > 3$; all lay within the plausible response range and were retained. Shapiro-Wilk tests rejected normality for every dimension ($p < .05$), and distributions were mildly to moderately negatively skewed on some dimensions (skewness from −1.35 to 0.30). Given $n = 178$, parametric tests were used as the primary analyses and checked against Wilcoxon, Mann-Whitney and Spearman equivalents.

Duplicate records. Of the 178 records, 65 (36.5%) were exact copies of an earlier record on all 46 fields, including a timestamp identical to the millisecond; the copies fell in 29 clusters (94 records in total, with up to 8 copies per cluster), and most arose in the Semester III sheet. Identical timestamps indicate export or submission duplication rather than independent respondents. The primary analyses use all 178 records as the analytic sample, and every key result was re-estimated

on the 113 unique records (Semester I, 80; Semester III, 33) to show how far conclusions depend on this decision (Table 6). The consequences for interpretation are discussed in Section 10.

Analyses. Descriptive statistics comprised frequencies, percentages, means, standard deviations, medians, skewness and 95% confidence intervals. "% high/moderate/low" refers to the share of respondents whose dimension score fell in the 3.41-5.00, 2.61-3.40 and 1.00-2.60 ranges, respectively. The awareness-practice contrast was tested with paired-samples t-tests between dimension scores, reporting the mean difference with a 95% confidence interval, Cohen's d_z with a bootstrap confidence interval, and Holm-adjusted p-values across the 15 pairwise dimension contrasts (Holm, 1979), after a repeated-measures ANOVA with Greenhouse-Geisser correction (Greenhouse & Geisser, 1959) and Friedman's test as an omnibus check. Relationships among dimensions were examined with Pearson correlations with Fisher-z confidence intervals (Spearman coefficients as a robustness check). Predictors of classroom-integration readiness were examined with hierarchical OLS regression with standardized coefficients, variance inflation factors and HC3 heteroscedasticity-robust p-values. Group differences were tested using Welch's t-test with Hedges' g (Hedges, 1981) and 95% confidence intervals, with Holm correction across the seven outcomes in each family of comparisons. Effect sizes are interpreted against conventional benchmarks (Cohen, 1988; Lakens, 2013): approximately 0.2 small, 0.5 medium and 0.8 large. All tests were two-tailed with $\alpha = .05$. Analyses were conducted in Python (pandas, NumPy, SciPy). Because all measures are self-reports collected at one time point, "practice adoption" refers to self-reported readiness and intention rather than observed behavior, and common-method variance is a possible influence on all associations (Podsakoff et al., 2003).

VI. FINDINGS

6.1 Descriptive profile of the six dimensions

Table 4 and Figure 2 present the descriptive statistics. Every dimension mean fell in the "high" band (3.41-4.20). The highest-scoring dimensions were Future-Ready Teacher Orientation (M = 4.06, SD = 0.52) and SEL-Oriented Professional Practice (M = 3.98, SD = 0.56), followed by SEL Teaching Self-Efficacy (M = 3.80), Classroom Integration Readiness (M = 3.73), Personal Socio-Emotional Competence (M = 3.63) and SEL Awareness (M = 3.62, 95% CI [3.54, 3.70]), which was the lowest. In answer to RQ1, SEL awareness was therefore moderately high in absolute terms, with 72% of respondents scoring in the high range, 23% in the moderate range and 5% in the low range, but it was the weakest of the six dimensions. The overall PST-SELR score was 3.80 (SD = 0.36).

Table 4. Descriptive statistics for the six PST-SELR dimensions (N = 178)

Dimension	M	SD	95% CI	Mdn	Skew	% high	% moderate	% low
SEL Awareness	3.62	0.54	[3.54, 3.70]	3.67	−0.94	71.9%	23.0%	5.1%
Personal Socio-Emotional Competence	3.63	0.50	[3.56, 3.71]	3.67	−0.69	72.5%	24.2%	3.4%

Dimension	M	SD	95% CI	Mdn	Skew	% high	% moderate	% low
SEL Teaching Self-Efficacy	3.80	0.52	[3.72, 3.88]	3.83	−1.35	87.6%	9.0%	3.4%
SEL Classroom Integration Readiness	3.73	0.44	[3.67, 3.80]	3.67	0.30	80.3%	18.5%	1.1%
Future-Ready Teacher Orientation	4.06	0.52	[3.99, 4.14]	4.00	0.24	90.4%	9.6%	0.0%
SEL-Oriented Professional Practice	3.98	0.56	[3.90, 4.06]	3.83	0.09	88.2%	11.8%	0.0%
Overall PST-SELR	3.80	0.36	[3.75, 3.86]	3.81	0.07	91.0%	9.0%	0.0%

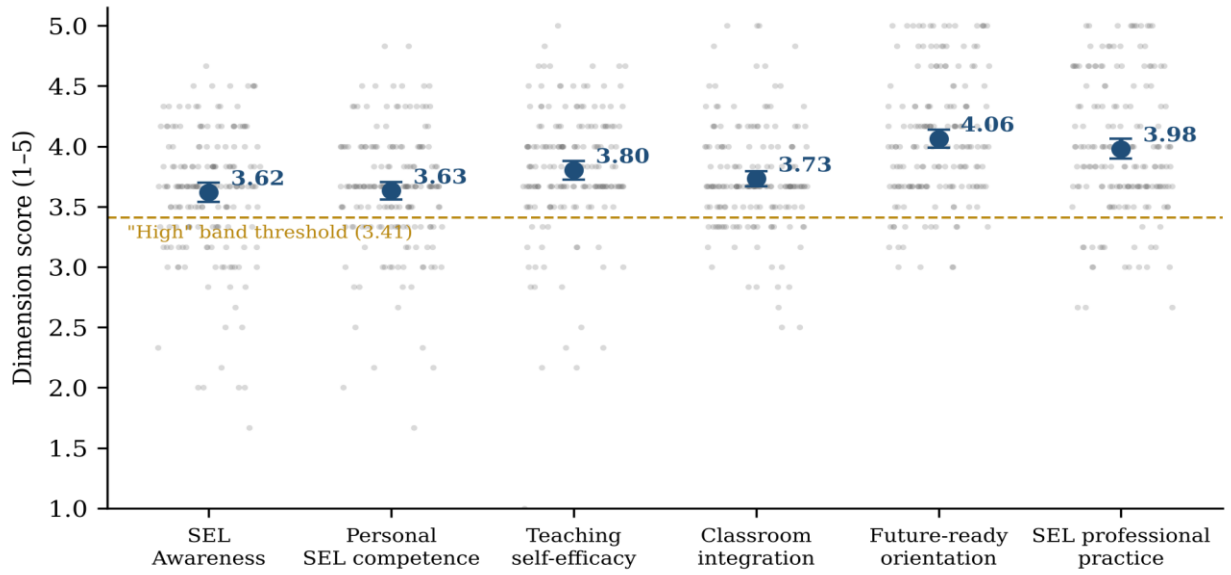


Figure 2. Dimension means with 95% confidence intervals (blue) and individual respondent scores (grey; jittered horizontally). The dashed line marks the lower bound of the “high” band. N = 178.

6.2 The awareness-practice contrast

The six dimensions differed overall, $F(5, 885) = 36.19$, $p < .001$, partial $\eta^2 = .17$ (Greenhouse-Geisser $\varepsilon = .77$; corrected $p < .001$); Friedman’s test agreed, $\chi^2(5) = 116.13$, $p < .001$, Kendall’s $W = .13$. Table 5 reports the planned contrasts. To test RQ3, Awareness was compared with the two practice-facing dimensions. The hypothesized direction was not observed for Classroom Integration Readiness: Awareness was 0.11 points lower than Integration, $\Delta = -0.11$, 95% CI [−0.19, −0.04], $t(177) = -2.88$, $p = .004$ (Holm-adjusted $p = .022$), $d_z = -0.22$, 95% CI [−0.34, −0.07]. This is a small effect; the Wilcoxon signed-rank test was borderline ($p = .056$), and at the individual level, 37% of respondents scored higher on Awareness than on Integration, 41% scored lower, and 22% scored equally. Awareness was also lower than Professional Practice, $\Delta = -0.36$,

95% CI [−0.46, −0.26], t (177) = −7.21, p < .001, d_z = −0.54 (a medium effect), with 65% of respondents scoring lower on Awareness than on Professional Practice. Awareness did not differ from Personal Competence (Δ = −0.01, p = .76) and was lower than Teaching Self-Efficacy (Δ = −0.18, d_z = −0.32) and Future-Ready Orientation (Δ = −0.44, d_z = −0.72). Thus, on the PST-SELR as scored, there is no evidence that awareness exceeds practice-facing readiness; if anything, the self-reported willingness and orientation dimensions exceed awareness and competence.

Table 5. Paired comparisons between selected PST-SELR dimensions (N = 178, df = 177)

Contrast	Δ	95% CI of Δ	t	Holm p	d_z	95% CI of d_z
Awareness − Personal SEC	−0.01	[−0.10, 0.07]	−0.31	.760	−0.02	[−0.16, 0.13]
Awareness − Teaching SE	−0.18	[−0.27, −0.10]	−4.31	< .001	−0.32	[−0.47, −0.18]
Awareness − Integration	−0.11	[−0.19, −0.04]	−2.88	.022	−0.22	[−0.34, −0.07]
Awareness − Professional practice	−0.36	[−0.46, −0.26]	−7.21	< .001	−0.54	[−0.67, −0.42]
Awareness − Future-ready	−0.44	[−0.54, −0.35]	−9.65	< .001	−0.72	[−0.85, −0.60]
Integration − Teaching SE	−0.07	[−0.13, −0.01]	−2.40	.047	−0.18	[−0.36, −0.02]
Integration − Professional practice	−0.25	[−0.33, −0.16]	−5.74	< .001	−0.43	[−0.56, −0.31]
Integration − Future-ready	−0.33	[−0.40, −0.26]	−9.21	< .001	−0.69	[−0.84, −0.56]

Because the central conclusion depends on analytic choices, Table 6 shows it under three specifications. The Awareness-Integration difference was small and negative in the full sample (Δ = −0.11), shrank to −0.06 and was not significant once the 65 duplicate records were removed (p = .206), and shrank to −0.06 (p = .175, d_z = −0.10) when the reverse-worded items were excluded. The direction was never positive. The Awareness-Professional Practice difference was medium-sized and significant under all three specifications. The robust conclusion is therefore that awareness does not exceed practice-facing readiness, and that the dispositional and intention-related dimensions are scored highest. The lower Awareness mean is partly driven by item 6 (“I think SEL is mainly useful for students with emotional problems”), which 60% of respondents endorsed, and which is analyzed further in Section 7.

Table 6. Sensitivity of the awareness-practice contrast to analytic specification

Specification	n	M AW	M IN	M PP	AW − IN: Δ (p)	d_z	AW − PP: Δ (p)	d_z
Primary: all records, scored per key	178	3.62	3.73	3.98	−0.11 (.004)	−0.22	−0.36 (< .001)	−0.54
Unique records only	113	3.68	3.74	4.09	−0.06 (.206)	−0.12	−0.41 (< .001)	−0.61
Excluding reverse-worded items (5-item scores)	178	3.84	3.91	4.17	−0.06 (.175)	−0.10	−0.33 (< .001)	−0.43

6.3 Interrelations among the dimensions

All dimensions were positively and significantly intercorrelated (Table 7, Figure 3; RQ4), with correlations ranging from .16 to .68. Two clusters were apparent. The first links the competence-and-practice dimensions: Teaching Self-Efficacy and Classroom Integration Readiness were strongly correlated (r = .68, 95% CI [.59, .75]), as were Future-Ready Orientation and Professional Practice (r = .64, 95% CI [.55, .72]). The second is the moderate association of Awareness with the other dimensions (r = .26 to .44). Awareness was positively related to Teaching Self-Efficacy (r = .43, 95% CI [.30, .54]) and Integration Readiness (r = .44, 95% CI [.32, .56]), indicating that greater awareness tends to coexist with greater readiness. Because these are cross-sectional correlations, they do not show that awareness causes practice adoption. Spearman coefficients differed from Pearson coefficients by no more than .16 in absolute value.

Table 7. Pearson correlations among PST-SELR dimensions (N = 178)

Dimension	Awareness	Personal SEC	Teaching SE	Integration	Future-ready	Professional practice
Awareness	—	.40***	.43***	.44***	.32***	.26***
Personal SEC	.40***	—	.37***	.39***	.31***	.24**
Teaching SE	.43***	.37***	—	.68***	.28***	.16*
Integration	.44***	.39***	.68***	—	.50***	.34***
Future-ready	.32***	.31***	.28***	.50***	—	.64***
Professional practice	.26***	.24**	.16*	.34***	.64***	—

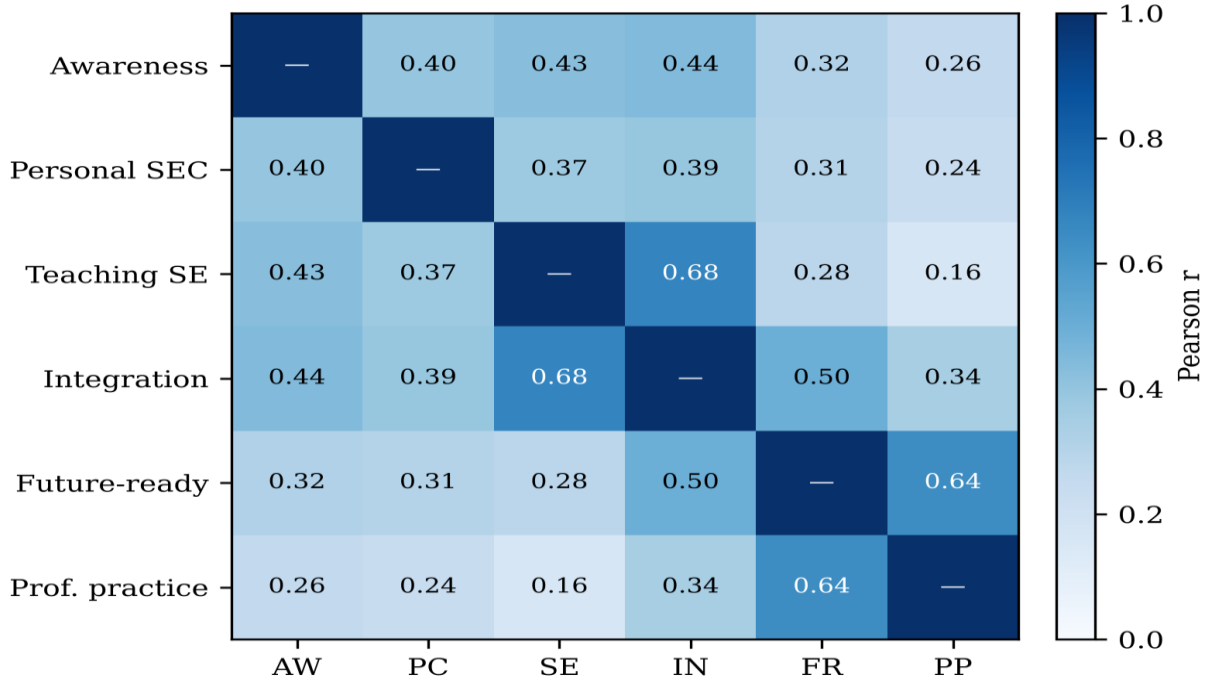


Figure 3. Heat map of Pearson correlations among the six PST-SELR dimensions (N = 178). Diagonal cells omitted.

6.4 Correlates of classroom-integration readiness

To address RQ2, Integration Readiness was regressed on Personal Competence and Teaching Self-Efficacy (Model 1), and then on Awareness was added (Model 2; Table 8). Model 1 explained 47.8% of the variance, $F(2, 175) = 80.28$, $p < .001$. Teaching Self-Efficacy was the dominant predictor ($\beta = .62$, $b = 0.51$, 95% CI [0.41, 0.61]), whereas Personal Competence made a small contribution ($\beta = .16$, 95% CI of b [0.04, 0.24], $p = .007$; HC3 $p = .036$). Adding Awareness increased the explained variance by a small but statistically significant amount, $\Delta R^2 = .018$, $F(1, 174) = 6.27$, $p = .013$, to 49.7%; the Awareness coefficient ($\beta = .16$) was significant under conventional standard errors ($p = .013$) and marginal under HC3 errors ($p = .047$), and Personal Competence was no longer significant ($p = .054$). Variance inflation factors did not exceed 1.33, so multicollinearity was not a concern. In short, perceived capability to teach SEL, rather than personal competence or awareness, is the strongest correlate of readiness to integrate it. These are associations in cross-sectional self-report data, not evidence that increasing self-efficacy will raise integration readiness.

Table 8. Hierarchical regression predicting Classroom Integration Readiness (N = 178)

Predictor	b (or R^2)	95% CI of b	β	p	HC3 p
Model 1					
Constant	1.28	[0.87, 1.70]		< .001	.002
Personal SEC	0.14	[0.04, 0.24]	.16	.007	.036
Teaching SE	0.51	[0.41, 0.61]	.62	< .001	< .001
R^2 / adj. R^2	.478 / .473				
Model 2					
Constant	1.12	[0.70, 1.55]		< .001	.009
Personal SEC	0.10	[0.00, 0.21]	.12	.054	.150
Teaching SE	0.47	[0.37, 0.57]	.56	< .001	< .001
Awareness	0.13	[0.03, 0.22]	.16	.013	.047
R^2 / adj. R^2	.497 / .488				

6.5 Differences between Semester I and Semester III

Table 9 compares the two semesters. Semester III respondents scored higher than Semester I respondents on SEL-Oriented Professional Practice (4.13 vs. 3.81; Hedges' $g = 0.60$, Holm-adjusted $p < .001$) and, before correction, on Awareness (3.71 vs. 3.52; $g = 0.36$, unadjusted $p = .019$, Holm $p = .112$), whereas Semester I respondents reported higher teaching self-efficacy (3.90 vs. 3.72; unadjusted $p = .023$, Holm $p = .117$). Only the Professional Practice difference survived correction and the removal of duplicate records (unique-records $p = .001$). The Awareness-Integration difference scores also differed by semester: Semester I respondents scored 0.26 points lower on Awareness than on Integration, whereas Semester III respondents showed no

difference (0.02), g = −0.55, p < .001. Taken together with the higher Semester III Awareness, this is consistent with, but does not demonstrate, a programme effect on awareness: with a cross-sectional design and different respondents in each semester, cohort and selection differences cannot be excluded, and group sizes become very unbalanced (80 vs. 33) once duplicates are removed.

Table 9. Comparison of Semester I (n = 85) and Semester III (n = 93) respondents

Dimension	Sem. I M (SD)	Sem. III M (SD)	Diff.	95% CI	g	95% CI of g	Holm p
SEL Awareness	3.52 (0.55)	3.71 (0.52)	−0.19	[−0.35, −0.03]	−0.36	[−0.65, −0.06]	.112
Personal Socio-Emotional Competence	3.60 (0.55)	3.66 (0.45)	−0.06	[−0.21, 0.09]	−0.12	[−0.42, 0.17]	.484
SEL Teaching Self-Efficacy	3.90 (0.56)	3.72 (0.47)	0.18	[0.02, 0.33]	0.34	[0.05, 0.64]	.117
SEL Classroom Integration Readiness	3.78 (0.51)	3.69 (0.36)	0.09	[−0.04, 0.22]	0.21	[−0.09, 0.50]	.484
Future-Ready Teacher Orientation	3.99 (0.48)	4.13 (0.54)	−0.15	[−0.30, 0.00]	−0.29	[−0.58, 0.01]	.216
SEL-Oriented Professional Practice	3.81 (0.47)	4.13 (0.59)	−0.32	[−0.48, −0.17]	−0.60	[−0.90, −0.30]	< .001
Overall PST-SELR	3.77 (0.39)	3.84 (0.32)	−0.08	[−0.18, 0.03]	−0.21	[−0.51, 0.08]	.484
Awareness − Integration difference	−0.26 (0.53)	0.02 (0.48)	−0.28	[−0.43, −0.13]	−0.55	[−0.85, −0.26]	< .001

6.6 Self-rated readiness versus reported exposure and enactment

The exposure items allow a comparison that does not rely on the Likert dimensions alone. Only 43% of respondents (77 of 178) reported having previously heard of SEL, 17% (30) had attended a workshop or course on SEL or related topics, and 32 of the 135 respondents who had teaching-practice experience (24%) reported using any SEL-related activity. By contrast, 80% scored in the high band on Classroom Integration Readiness (Figure 4b), including 81% of those with teaching-practice experience. Self-rated awareness was related to exposure: respondents who had heard of SEL scored higher on Awareness (3.83) than those who had not (3.46; Hedges' g = 0.71, 95% CI [0.40, 1.03], Holm p < .001), and 87% of the former scored in the high range (Figure 4a). However, 59% of respondents who said they had not heard of SEL also scored in the high range on Awareness, which indicates that the Awareness items capture general endorsement of the value of SEL more than specific knowledge.

Respondents who reported having used an SEL activity in teaching practice did not rate their integration readiness higher than those who had not (3.76 vs. 3.73; g = 0.06, p = .77), nor did they score significantly higher on any other dimension. They actually scored lower on Future-Ready Orientation (3.83 vs. 4.13; g = −0.56, Holm p = .012) and Professional Practice (3.78 vs. 4.08; g = −0.58, Holm p = .008). Attending a workshop was not significantly related to any dimension after correction (all Holm p > .40). The weak correspondence between self-rated readiness and reported behaviour supports the interpretation that the Likert dimensions measure self-perceived readiness and endorsement rather than enactment, and it is the clearest evidence in the data of a gap between belief and practice. Exploratory comparisons by gender (156 women, 21 men) showed higher Professional Practice scores among women (4.01 vs. 3.68; g = 0.60, unadjusted p = .006), but the small male group warrants caution.

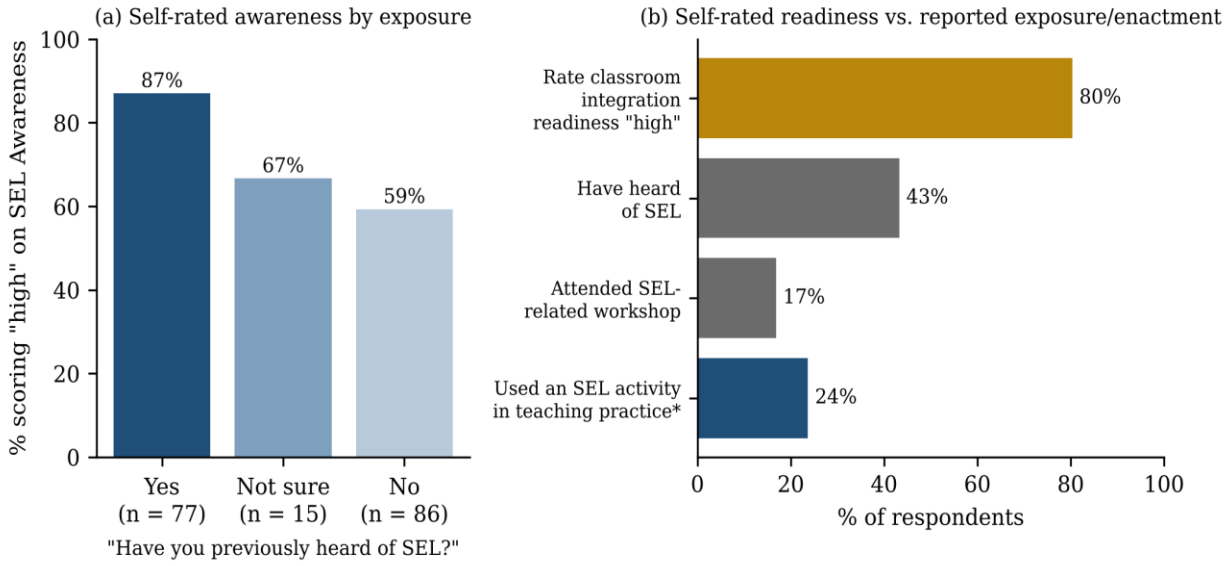


Figure 4. Self-rated readiness versus exposure and enactment (N = 178). s(a) Percentage scoring in the high range on SEL Awareness by response to “Have you previously heard of SEL?”. (b) Percentage of respondents rating classroom-integration readiness as high compared with reported exposure and use. *Denominator for “used an SEL activity” is the 135 respondents who had teaching-practice experience.

VII. DISCUSSION

The study set out to test whether pre-service teachers show an awareness-practice gap on the PST-SELR, with awareness exceeding classroom-integration and practice-adoption readiness. The data did not support this pattern. Awareness was among the lowest-scoring dimensions (M = 3.62), marginally below Classroom Integration Readiness (M = 3.73) and clearly below the dispositional dimensions, Professional Practice (M = 3.98) and Future-Ready Orientation (M = 4.06). Instead, the profile is one in which values and intentions run ahead of knowledge and competence: respondents strongly endorse the importance of SEL for the future and say they are willing to learn,

use, reflect and adapt, while rating their own understanding and personal competence less highly. This pattern is consistent with attitude-intention accounts of behavior (Ajzen, 1991) and with reports that pre-service teachers value SEL but feel less prepared to teach it (Atiku et al., 2026).

A gap between belief and practice does appear, but in a different place from the one hypothesized. Self-rated readiness was high and uniform (80% "high" on integration readiness), whereas reported exposure and enactment were low: fewer than half had heard of SEL, about one in six had attended related training, and fewer than one in four of those with teaching-practice experience had used an SEL activity. Self-rated readiness was unrelated to whether a respondent had used an SEL activity, and 59% of those who had never heard of SEL still rated their awareness as high. Self-report instruments of this kind are therefore better read as measuring endorsement and perceived readiness than enacted competence, a distinction long recognized in implementation research, where fidelity, dosage and quality vary substantially even among teachers who value a programme (Neugebauer et al., 2023; O'Brien et al., 2025). The finding echoes the observation that pre-service teachers may understand SEL mainly as caring and supportive teaching rather than as deliberately planned, modelled and assessed pedagogy (Tran & Nguyen, 2026): if respondents equate SEL with being a caring teacher, they will rate themselves as aware and ready without having practiced anything specific.

A first explanation, then, is that conceptual endorsement and pedagogical enactment are different forms of competence. A pre-service teacher may agree that SEL matters for holistic development and that empathy and regulation are desirable outcomes without knowing how to design a five-minute emotional check-in, facilitate a conflict-resolution discussion, structure cooperative learning, respond to emotionally dysregulated behavior or assess SEL growth. The distinction is consistent with the educator SEL model of Elbertson et al. (2025), which separates being an adult learner and role model from infusing SEL into teaching and directly instructing students. The substantive item responses support this reading. Sixty per cent of respondents agreed that SEL is "mainly useful for students with emotional problems" (item 6), a remedial conception at odds with the systemic, universal view of SEL in the literature (Brackett et al., 2019; Mahoney et al., 2021), and 57% reported difficulty controlling their emotions when things go wrong (item 12). Such misconceptions and limited personal regulation are likely to constrain enactment even among teachers who are positively disposed.

A second explanation concerns confidence. Teaching self-efficacy was the strongest correlate of integration readiness ($\beta = .62$), far stronger than personal competence ($\beta = .16$) or awareness (incremental $\Delta R^2 = .018$). This is consistent with social-cognitive theory, in which beliefs about one's capability to act are a proximal determinant of action (Bandura, 1997), and with Lee and Simmons Zuilkowski (2022), who found comfort with SEL, rather than commitment alone, related to classroom integration. It also echoes Graham (2025), who found that teachers could feel competent in relationship-building and empathy yet struggle to apply SEL under behavioral challenge, role ambiguity and limited professional development. The practical implication is that building candidates' confidence through guided success experiences, and not only their

knowledge, is a plausible lever, although the cross-sectional correlational design cannot establish this causally.

A third explanation concerns opportunities to practice. Pre-service teachers often encounter SEL in readings, lectures, workshops or broad discussions of holistic development, whereas classroom adoption requires repeated rehearsal. Only 32 of 135 respondents with teaching-practice experience had used an SEL activity, which suggests limited structured opportunity or expectation to do so. Velásquez et al. (2026) found that SEL in Colombian pre-service programmes was more often implicit than explicitly institutionalized, and if SEL remains implicit, candidates may develop relevant dispositions without recognizing how these constitute intentional SEL practice. Doyle et al. (2023) similarly point to coaching as a mechanism for supporting enactment, reflecting the principle that training must include support for enactment, not only exposure to content. Semester differences are compatible with an effect of programme exposure on awareness and willingness: Semester III respondents scored higher on Awareness and Professional Practice, and the small deficit of Awareness relative to Integration observed in Semester I was absent in Semester III. Because the semesters comprise different people, because only the Professional Practice difference survived multiplicity correction and de-duplication, and because Semester III is under-represented among unique records, this should be regarded as a hypothesis for longitudinal testing.

A fourth issue is institutional context. Ulla and Poom-Valickis (2023) identified teacher- and school-related contextual factors as important for SEL implementation quality, and Lee and Simmons Zuilkowski (2022) found supportive school culture associated with classroom integration. An awareness-practice or readiness-enactment gap should not be read simply as a deficiency in individual teacher candidates: practice is produced by the interaction of personal competence, pedagogical knowledge, mentoring, curriculum structures, time, assessment expectations, leadership and resources. The present data did not measure these conditions, so this explanation remains untested here.

Finally, the measurement findings matter for interpretation and for future use of the PST-SELR. The total scale was reliable ($\alpha = .87$), but the six-item dimensions were only marginally reliable ($\alpha \approx .61$-$.78$), and the reverse-worded items behaved differently from the rest of the scale. Two readings are possible and are not mutually exclusive. One is method-related: reversed items often attract acquiescent responding or misreading, lowering reliability and validity (Suárez-Álvarez et al., 2018; Weijters et al., 2013). The other is substantive: respondents may genuinely hold both positive beliefs about SEL and remedial or time-constrained views (e.g., 60% endorsing item 6 and 35% agreeing that SEL activities would take too much time from academic teaching). Either way, the lower Awareness mean is partly an artefact of item 6, and the dimension means should not be over-interpreted as precise indicators. This is why Table 6 reports the key contrasts with and without these items, and why the conclusion that awareness does not exceed practice-facing readiness rests on all specifications and not just the primary one.

The Indian policy context adds a further layer. NEP 2020 explicitly recognizes socio-emotional learning as part of holistic student development and emphasizes continuing professional

development for teachers (Ministry of Education, 2020). Teacher education programmes therefore need to operationalize this aspiration in ways that are visible in coursework, teaching practice, lesson planning, classroom observation, reflection and assessment. The present results suggest that, in this sample, the policy message has been received at the level of values and willingness; the challenge is to convert that endorsement into capability and enacted practice.

VIII. IMPLICATIONS FOR TEACHER EDUCATION

The findings suggest a shift from endorsement-oriented to practice-embedded SEL preparation. First, teacher education curricula should explicitly identify SEL competencies and connect them with existing pedagogy rather than treating SEL as an additional topic; this includes addressing the remedial misconception that SEL is mainly for students with emotional problems. Second, teacher educators should model SEL practices in their own classes so that candidates experience them before being expected to use them. Third, because teaching self-efficacy was the strongest correlate of integration readiness, programmes should create graded, supported opportunities for success, such as micro-teaching of brief SEL routines followed by feedback. Fourth, practicum requirements should include at least one planned SEL-integrated activity with reflective documentation, mentor feedback and revision, since only a minority of candidates with teaching-practice experience reported having used SEL. Fifth, assessment should examine enactment: candidates could submit lesson plans with SEL objectives, conduct short micro-teaching episodes and reflect on how they responded to classroom emotions and relationships.

Sixth, teacher preparation should include guided practice rather than one-time workshops, since workshop attendance in this sample was not related to readiness. Hooper and Johnson (2025) illustrate the value of sustained, course-embedded approaches to adult SEL, and research on teacher support indicates that confidence, coaching and contextual support matter for implementation (Ulla & Poom-Valickis, 2023; Doyle et al., 2023). Seventh, programmes should attend to candidates' own socio-emotional competence and well-being, given that a majority reported difficulty regulating emotions when things go wrong and that personal competence is linked to occupational health (Braun & Hooper, 2024). Finally, teacher educators should help candidates distinguish spontaneous caring behavior from intentional SEL pedagogy: caring relationships are foundational, but planned opportunities for self-awareness, regulation, empathy, collaboration and responsible decision-making make SEL explicit and assessable. Programme evaluators should likewise avoid using self-rated readiness alone as evidence that candidates are prepared.

IX. CONTRIBUTION TO VIKSIT BHARAT @2047

The study contributes to the Viksit Bharat @2047 agenda at the level of teacher preparation and human-capital development. Government education documents describe education and teacher capacity as foundations of India's human capital and future-ready development, and the current

national framing emphasizes quality education, skills, innovation, critical capacities, teacher empowerment and holistic learner development (Ministry of Finance, 2026; Ministry of Education, 2025). Within that framework, SEL can be understood as one component of the human capabilities required for collaboration, resilience, responsible decision-making, empathy, adaptability and constructive participation in social and professional life.

The contribution is not the claim that a 36-item survey can measure Viksit Bharat. Rather, the study identifies a teacher-preparation condition relevant to that long-term vision: future teachers need the capacity to transform holistic-development principles into everyday classroom practice. The evidence here indicates that pre-service teachers are strongly oriented towards the future-ready, SEL-supportive values that national policy promotes, but that exposure to SEL is limited and reported enactment is rare. Policy endorsement and positive disposition alone may therefore be insufficient; teacher education must create the practical conditions through which future teachers can enact the competencies that national policy seeks to cultivate among learners.

Viksit Bharat contribution statement: This study contributes to Viksit Bharat @2047 by showing that pre-service teachers endorse socio-emotional learning and are willing to adopt it, but report limited exposure to and use of SEL in practice, and by identifying teaching self-efficacy, modelled and supervised practice, and assessment of enactment as the capacities teacher education must strengthen to support resilient, empathetic, collaborative, responsible and future-ready learners as part of holistic human-capital development.

X. RECOMMENDATIONS AND FUTURE RESEARCH

- Conduct longitudinal studies following pre-service teachers from entry into teacher education through internship and early-career teaching, to test whether awareness, self-efficacy and enactment change with preparation.
- Combine self-report measures with lesson-plan analysis, classroom observation, practicum ratings and reflective journals so that enactment is observed and not inferred from self-rated readiness.
- Revise and validate the PST-SELR: pilot the instrument, test its factor structure, replace or re-pilot the reverse-worded items (or replace them with positively worded alternatives), add knowledge-based items to separate understanding from endorsement, and report reliability by subgroup.
- Develop practice-based SEL modules involving modelling, micro-teaching, guided rehearsal, coaching and feedback, and test whether they raise teaching self-efficacy and reported enactment.
- Examine whether explicit SEL preparation improves classroom integration and, ultimately, student outcomes.
- Investigate institutional factors such as mentoring, curriculum time, assessment expectations and school culture, using multilevel designs with larger samples drawn from multiple institutions.

- Develop culturally responsive Indian SEL implementation frameworks aligned with NEP 2020 and teacher education requirements.

XI. CONCLUSION

Among 178 pre-service teachers, SEL readiness was uniformly high in self-report, but the hypothesized pattern of awareness exceeding classroom-integration and practice-adoption readiness was not found. Awareness and personal competence were the lowest-scoring dimensions, whereas future orientation and willingness to adopt SEL practices were the highest, and teaching self-efficacy was the strongest correlate of integration readiness. A gap between belief and practice was nevertheless evident when self-rated readiness was set against reported exposure and enactment: most respondents rated themselves ready, yet few had heard of SEL, trained in it or used it, and self-rated readiness did not track reported use. The central message is therefore that endorsement and willingness are not implementation, and that self-rated readiness should not be mistaken for it.

For Indian teacher education, the implication is timely. NEP 2020 provides a clear policy basis for socio-emotional learning, and the Viksit Bharat @2047 vision places education and human-capital development at the centre of long-term transformation. Teacher education can connect these aspirations by ensuring that future teachers can model, teach, integrate, assess, reflect upon and sustain SEL practices. The next stage of research should move beyond measuring whether future teachers endorse SEL and examine, with observational and longitudinal designs and an improved measure, whether teacher preparation gives them repeated, supported opportunities to enact it.

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Appendix A. Item-level statistics

Table A1. Item means, standard deviations and corrected item-dimension correlations (N = 178)

No.	Item	M	SD	% favorable	% unfavorable	Item-dim. r
1	I understand the meaning of social-emotional learning.	3.75	0.74	72%	5%	.52
2	I know the main competencies involved in SEL.	3.25	0.94	47%	21%	.42
3	I understand why SEL is important for student development.	3.94	0.90	80%	7%	.53
4	I know that SEL can support students' classroom learning.	4.14	0.94	87%	6%	.69
5	I understand the role of teachers in developing students' socio-emotional skills.	4.13	0.85	89%	6%	.48
6	I think SEL is mainly useful for students with emotional problems. (R)	2.49	1.15	20%	60%	−.24
7	I can identify my own emotions clearly.	3.90	0.72	78%	4%	.38
8	I can remain calm in difficult situations.	3.61	0.93	60%	12%	.51
9	I can manage my emotions when I feel stressed.	3.67	0.84	64%	9%	.57
10	I can understand how others may feel.	3.92	0.88	75%	6%	.50
11	I can listen to others with patience.	4.24	0.68	93%	3%	.52
12	I find it difficult to control my emotions when things go wrong. (R)	2.46	0.96	16%	57%	−.10
13	I feel confident teaching students how to manage emotions.	3.78	0.76	72%	6%	.64

No.	Item	M	SD	% favorable	% unfavorable	Item-dim. r
14	I can help students develop empathy.	3.97	0.61	87%	3%	.66
15	I can guide students to solve interpersonal problems.	3.94	0.70	84%	5%	.60
16	I can model positive emotional behaviour in my classroom.	4.04	0.73	84%	3%	.68
17	I can help students develop healthy relationships with peers.	4.08	0.78	84%	3%	.66
18	I would feel uncomfortable discussing students' emotions in class. (R)	3.01	1.12	34%	34%	−.01
19	I can include SEL activities in regular lessons.	3.69	0.72	62%	3%	.55
20	I can use group work to develop students' social skills.	4.10	0.64	88%	2%	.48
21	I can use classroom discussions to develop empathy.	3.93	0.72	80%	3%	.52
22	I can connect SEL with different school subjects.	3.70	0.77	70%	8%	.39
23	I can create a classroom climate that supports emotional safety.	4.12	0.57	92%	1%	.41
24	SEL activities would take too much time away from academic teaching. (R)	2.85	0.99	28%	35%	−.04
25	I believe resilience is important for future learners.	3.99	0.80	78%	5%	.40
26	I believe students need strong collaboration skills for the future.	4.31	0.77	90%	4%	.47
27	I believe responsible decision-making should be part of education.	4.25	0.85	93%	4%	.34
28	I believe empathy is important for responsible citizenship.	4.25	0.63	92%	1%	.63
29	I believe socio-emotional skills can support students in facing future challenges.	4.29	0.68	92%	2%	.60
30	Academic achievement alone is enough to prepare students for their future lives. (R)	3.29	1.38	51%	37%	.02
31	I am willing to learn more about SEL during my teacher education programme.	4.24	0.65	88%	0%	.74

No.	Item	M	SD	% favorable	% unfavorable	Item-dim. r
32	I am willing to use SEL strategies during my teaching practice.	4.23	0.69	88%	1%	.76
33	I would seek professional development on SEL when needed.	4.08	0.71	80%	1%	.64
34	I am willing to reflect on my own emotional behavior as a teacher.	3.98	0.75	81%	4%	.50
35	I am willing to adapt my teaching to support students' socio-emotional needs.	4.31	0.64	92%	1%	.71
36	I do not think teachers need specific preparation to support students' socio-emotional development. (R)	3.03	1.26	38%	38%	.21

Note. (R) = reverse-scored; statistics are for scored (post-reversal) values. % favorable = scored 4-5; % unfavorable = scored 1-2 (for reverse-scored items, % unfavorable is the percentage who agreed with the negatively worded statement). Item-dim. r = corrected item-total correlation within the six-item dimension.