Exploring Socio-Emotional Learning: A Phenomenological Study on the Relevance of Teaching Experience in Science in Crafting a Professional Development Model

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Abstract

As the educational system is being transformed by challenges and opportunities, supporting the students in the underexplored domain of social and emotional learning becomes vital. This study explores the lived experiences of science teachers from varied lengths of teaching experiences and their perceived key areas that are vital in the development of programs for the promotion of social-emotional learning of the students. Science teachers from varied levels of experience were the participants of the study for the phenomenological design. A validated semi-structured interview guide has been utilized during the focus group discussion. The findings of the study revealed that different levels of teaching experiences influence key areas from which teachers are to be supported for them to ultimately contribute to enhancing practices and outcomes in education. With the study being participated in by science teachers, the study is primarily focused on the experience of the science teachers, it is potentially limiting its applicability of the findings to teachers of other disciplines other than science. Addressing this may contribute to a more comprehensive understanding of SEL and holistic development to transform educational outcomes in Filipino classrooms.

Introduction

This age has been marked by technological advancements and shifting societal norms creating a distinct socio-emotional landscape in today's generation. Educational institutions have witnessed this transformation unfold across generations. However, recent global events such as the pandemic have intensified its impact. The closures of schools and reduced interaction between students and teachers have significantly affected the socio-emotional development of over 1.6 billion learners worldwide (UNESCO & World Bank, 2021).

The disrupted traditional learning environments have brought significant loss in students' learning. One global analysis has found out that children whose schools closed during the pandemic have experienced setbacks in their educational progress (Parks et al., 2021). With the effects of the transition in the modality of learning students from low-income communities were disproportionately affected as compared to wealthier communities' experience with fewer effects (Cummings, 2021). Exacerbating the existing inequalities in education. Beyond the educational demands in the attainment of competencies, students' mental health is greatly impacted among the

students. The isolation, disrupted routines, and reduced access to social support systems took a toll on the students' well-being (UNICEF, 2022)

Even in the shift in the post-pandemic, the effects persist, shaping how our students engage with their feelings and emotions, peers, and learning environments. The Survey on Social and Emotional Skills (SSES) sheds light on the disparities among the impacted crucial skills. Essential factors of age, gender, and family background have been correlated with variations in emotional competencies among students with ages 10 to 15 (OECD, 2024). The analysis of the result of the survey has been significant in the understanding of the dynamics significant in designing effective interventions. The generation today has posed to the students a more active role in how they manage their relationships with their teachers, friends, peers, and families despite uncertainty (UNICEF, 2023). This poses a challenge also to educators as they find themselves contending with new challenges as they engage students in meaningful ways in steering an educational landscape that has been transformed by the pandemic (Folsom, 2021). Amidst all this, the welfare and development of students remain predominant. As the most vulnerable members of society, they deserve attention to their survival, living conditions, health, and education, a commitment embedded in the Philippines' Social Development Goals. Thus, programs in Social and Emotional Learning (SEL) have emerged as a significant tool in providing support to the students. More than the immediate impact of the programs, they may contribute significantly to the long-term academic growth of the students (Mahoney et al., 2019). Supporting the students to develop their emotional intelligence, empathy, and resilience allows them to thrive in a world continuously being shaped by challenges and opportunities.

Review of Related Literature

This study examines the key studies and findings from recent studies emerging about literature on social and emotional themes. This is in recognition of the great impact that students' social and emotional development can have on their academic outcomes and overall well-being (Durlak et al., 2011). This is significant in synthesizing the literature from this domain.

Social Emotional Learning

Research on Social-Emotional Learning (SEL) covers a wide range of topics, including youth development, classroom settings, economic implications, and complete frameworks. An emphasis on the long-term benefits of SEL high-quality treatments for youth, which improve social-emotional skills and well-being across durations spanning from 6 months to 18 years of age (Domitrovich et al., 2017). While treatment for challenged youth is significant, the explicit promotion of teachers will greatly help the students inside the classrooms. The need for pro-social classrooms and brain-based learning approaches, as well as teacher engagement and integrating SEL into daily routines, to foster self-, other-, and environmental responsibility (UNESCO, 2022).

Researches with adolescents highlights the five core components of the CASEL model: self-awareness, self-efficacy, social skills, relationship skills, and responsible decision-making(Ross & Tolan, 2017). Studies have shown that transformative SEL using the CASEL paradigm, to create equitable school communities in which

students lead and participate in problem-solving and decision-making, with a renewed emphasis on identity, agency, and ownership (Jagers et al., 2021). Also, advocacies for a comprehensive school-wide approach to SEL based on CASEL's performance theory, which provides consistency and continuity in SEL programming (Domitrovich et al., 2017). There are researches made a connection between the early SEL implementation to the students' future well-being, emphasizing the importance of noncognitive skills such as self-discipline and interpersonal talent as predictors of success(Jones et al., 2015). Davidson's research in the Washoe County District Social Emotional Competence Assessment (WCSD-SECA) demonstrates its effectiveness for students of varying proficiency levels.

There was also an emphasis the growing demand for valid and reliable SEL evaluations, highlighting the importance of high-quality, evidence-based metrics. These studies highlight the multiple benefits and crucial components of successful SEL adoption (Hamilton & Stecher, 2018).While efforts to incorporate SEL may incur expenses on the resources, facilities, and teachers' development, and examination of the economic value of SEL and concluded that its benefits, including cost-effectiveness, much outweigh the risks (Bowden et al., 2015).

Holistic Development

The literature on holistic learning emphasizes a comprehensive approach, with strategic, metacognitive, well-being-focused strategies and flexible learning environments with the aim of emphasis will be placed on providing students with holistic development and preparing students for future challenges. Debunks fallacies and encourages self-awareness in learning and emphasis on the significance of strategic and metacognitive activities for successful study and a combination of the Metacognitive Cycle, self-regulation, and well-being, with emphasis on planning, self-discipline, and health as essential components for successful planning (Kamei, 2021).

In contrast to this literature, the education system in Indonesia reflects the encouragement of holistic development which involves community, school, and family cooperation that encourages the incorporation of science and religious curriculum for the holistic development of children. Also, existing educational models such as the Extended Learning Assessment System (XLAS) that encourages the use of computational psychology to shape educational experiences and integrate research with learning and adventure (Deonovic & von Davier, 2019).

Teaching Methods and Environment

The literature on teaching methods and environment in this study has concentrated on approaches that prioritize relationships and human interaction as keys to ensuring the development of the learners of their social and emotional skills. Lee (2023) sees the classroom must be seen in a controlled, intentional, and solution-oriented way to influence more student engagement and as a powerful tool in the development of healthy coping skills in our youth. Creating a classroom environment that emphasizes relationships and social awareness and amplifies responsible decision-making by giving choices to the students will promote social and emotional learning and success (Cashman, 2024). Thus, the Creating Opportunities through Relationships (COR) emphasizes that a strong teacher and student positive connection is an essential driver for student's motivation to learn and be a resource to

help them deal with the everyday challenges they face in school. Thus, this literature review concentrates on the significance of the interaction of students and teachers as key environmental factors in fostering the social and emotional learning of the students.

Teacher Support and Assessment

Teacher support and assessment literature in this study presents the idea that effective promotion of social and emotional skills requires a profound for the students' well-being and achievement. Deeply caring teachers are good teachers who show understanding that the youth are much more than empty vessels to be filled with information and recognize that a caring, responsive classroom community is essential to their student's success and well-being (Schonert-Reichl et al., 2017). Teachers acknowledge the significance of social and emotional skills leading to the need for greater support due to the need to be equipped on how to support also the students in terms of their social and emotional needs. Thus, an increase in attention to developing program models and quality of teacher preparation and professional development (Education, 2011). With social and emotional skills being important domains in the student's development, the explicit utilization of SEL in the instruction, programs for the youth and engagement, creating supportive and classroom climates, and other programs on SEL has been recommended (DepEd, 2023).

Rationale of the Study

Social and emotional learning is an important domain to be developed among the youth of today, especially in the post-pandemic period. Their academic success and holistic development are strongly influenced by this domain. Given the literature provided in the study, the gaps that follow were identified leading to the development of this study. First, there is limited research on the specific methods and strategies that provide social and emotional learning interventions that produce outcomes that may take effect for a longer period. This is due to the limited empirical evidence on the assessment of learning outcomes on social and emotional learning.

Moreover, with educators playing a key role in the promotion of social and emotional learning, specific strategies for individualized effective teacher training in promoting SEL among the students, practical challenges, and sustained engagement are underexplored training and undocumented. Holistic learning literature focuses on well-being, but comprehensive approaches that integrate physical, emotional, and mental health are underexplored. With the research gaps presented, this study is aimed at providing insights on the science teachers from the varied lengths of experiences in exploring possible modeling of the teachers' training in promoting social-emotional learning among students in their respective classes in science.

Purpose of the Study

The key aim of this study is to capture the lived experiences of science teachers from varied lengths of teaching experiences and their perceived important key areas that are vital in the development of a program for social-emotional learning of the students.

Specifically, it sought to answer the following research objectives:

1. To evaluate the impact of student development and support mechanisms on the students' well-being across the varied faculty experience levels (veteran, mid-tenured, and novice).

2. To explore how teaching methods or strategies and the environment perceived by science teachers at varied experience levels influence students' holistic growth.

3. To examine how professional development and teacher support are perceived by science teachers at varied experience levels to contribute to the SEL of the students.

4. To evaluate how well the goals, vision, and academic success are perceived by science teachers at varied experience levels to influence outcomes and practices.

5. To propose a model of professional development training for teachers that considers their level of experience.

While social and emotional learning strategies, approaches, and training programs for teachers are being made as topics for many studies, more studies are relevant to the explicit promotion of SEL and developing programs tailored to enhancing teachers' SEL competencies in varied teaching experiences to support the needs of the students.

Framework of the Study

The framework of this study is intended to provide a relevant and comprehensive structure for analyzing the various aspects of the research topic. Whole Child Approach. The study adopts a whole-child approach which considers all the relevant aspects that may contribute to the overdevelopment and well-being of the students (Hackett & Strickland, 2019). This approach gives significance to the holistic nature of the development of the child which encompasses the physical, cognitive, social, emotional, and behavioral aspects (Kivunja, 2018). It acknowledges the dynamic and contextual nature of development, giving importance to the child's growth and outcomes are influenced by interconnected environmental factors. This is in line with the conceptual framework that highlights the significance of considering the context dynamics in aging research (Wahl & Gerstorf, 2018). These frameworks emphasize the comprehensive development of students, considering their emotional, psychological, and social needs alongside academic growth.

Constructivist Learning Theory. The framework is rooted in the Constructivist Learning Theory which emphasizes how individuals actively construct their knowledge and understanding through their experiences and interaction with the environment (Kivunja, 2018). This theory emphasizes how vital students' prior knowledge and interactions are in shaping a new understanding. This theory emphasizes the importance of effective teaching strategies and a supportive learning environment, which aligns with the identified themes. Social and Emotional Learning (SEL) Framework. The SEL framework by CASEL (Collaborative for Academic, Social, and Emotional Learning) is focused on the development of core competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The framework is often visualized like a wheel which provides educators with a roadmap for developing significant skills among children. This directly correlates with the themes of social and emotional learning and emotional and psychological factors (CASEL, 2023).

Methods

Research Design

There is a need for social-emotional learning (SEL) to be embedded in the instructional design to help the students not only in the achievement of academic success but, more importantly, in helping them face real-life challenges. I have found the participatory action leadership action research design to be an appropriate design for my study, for it immediately benefits the institution I belong to and the other institutions that might like to enhance their promotion of SEL. In turn, this study will help the participants to also promote in them the crucial roles that each may contribute to the implementation of the program. The research method utilized in the study is qualitative in nature. This method of research is robust and vital in understanding how people make interpretations of the environment where they live, work, and receive care and also explore phenomena that are not fully captured by the phenomena of interest (Malagon-Maldonado, 2014). Rather than focusing on specific variables thought to influence a phenomenon, it addresses broad questions related to the description, discovery, and theory building (Thompson & Walker, 1998).

Moreover, the study employs Phenomenological design as it delved into the lived experiences of the science teachers. Instead of relying on personal assumptions, phenomenology is focused on seeking to describe the essence of a phenomenon by exploring it from the perspective of those who have experienced it (Teherani et al., 2015). It has provided valuable insights into the experiences of the science teachers' experiences, emotions, motivations, interpersonal interactions, and perspectives in helping us enhance educational practices.

Sampling Procedure and Participants

The participants are selected through purposive sampling which involves the intentional selection of participants based on the criteria set for this study. Specifically targeting the science teachers in the Basic Education of Dr. Yanga's Colleges, Inc.. A total of 11 Science teachers participated in the study and were selected to join in 3 focus group strata. The teachers are of diverse expertise levels and areas including their subject knowledge and more importantly their teaching experience. The stratification of the teachers offered distinct viewpoints enhancing the richness of the study.

Instruments

The instrument utilized in gathering data from the participants is a semi-structured interview guide consisting of open-ended questions to allow participants to share their experiences, opinions, and insights openly. This guide ensures the consistency of the questions given to the multiple focus group strata. The instrument is not rigid it is tailored to adjust to the participant's context based on their individual experiences. More importantly, it balances structure with adaptability while facilitating rich data collection. The interview guide has been validated also by experts in the field of Social and Emotional Learning to ensure that questions are mapped to the relevant content or areas in the field of interest. Also, the interview guide has been ensured to consistently capture relevant information to provide dependable insights.

Data Collection

The study collected data by informing the participants of the goal of the study. Their voluntary participation has been sought through the signing of the Informed Consent Form after a brief orientation in the study has been conducted. Teachers in each focus group were grouped in 3 strata namely: 1) Novice Science Teachers, (2) Intermediate Science Teachers, and (3) Veteran Science Teachers. Each stratum represents a distinct level of experience which yielded nuanced insights in the study. The groups were divided into three separate focus group schedules to allow the teachers to freely express their views in the same stratum. Audio recordings and video recordings of the focus group aided in the collection of relevant data.

Data Analysis Framework

To analyze the data collected, an inductive thematic analysis and content analysis has been undertaken. Since SEL is a new territory in the education system in the Philippines, novel insights within the data have provided insightful ideas for the study making the data speak for itself without being constrained by pre-existing theories. Thematic analysis is a vital method utilized to identify, analyze, and interpret patterns of themes. In contrast, content analysis will aid in the identification of inferences about the data to be examined.
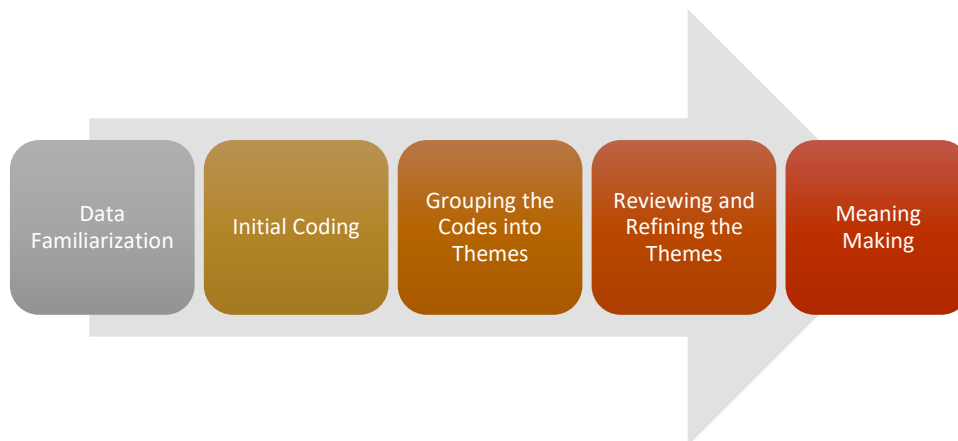

Figure 1. Thematic analysis as Iterative Process

The thematic and content analysis has been conducted through the technology of atlas.ti, streamlining the analyses which allows the effective utilization of the qualitative data collected. The thematic analysis requires the familiarization of the transcripts' contents to understand its nuances, creating codes to label the specific segment of the transcripts related to the concept and ideas, grouping the similar codes into potential themes, and finally reviewing the themes on their underlying meanings and making interpretations. The content analysis meanwhile measures the occurrences of the codes and themes to make meaning.

Ethical Considerations

In conducting this study, the paramount importance of ethical principles has been considered. The following ethical considerations have been taken into account: Informed Consent. Participants of the study have been fully

informed of the goals, procedures, risks, and benefits of the study before their participation. More importantly, it was emphasized that the participation is voluntary and consent was obtained before the conduct of data collection. Confidentiality and Anonymity. Participants' identities will remain anonymous in reporting and publication. Avoidance of Harm. The conduct of data collection was held in a safe and comfortable environment to minimize potential risks and harm.

Researcher Integrity. The researcher has shown transparency and honesty in guiding the participants in their interaction, has been objective, and maintained professional standards in the entire conduct of the study. By adhering to these important principles, the researcher aimed to conduct a responsible and rigorous study while maintaining autonomy and respect for the participants.

Findings

In this section, the research presents the outcomes of the study shedding light on key insights, patterns, and implications. The analysis drawn from both thematic and content analysis will provide a comprehensive understanding of the study.

Table 1.Coded Sub-Themes

Sub-Themes	Veteran Science Faculty Gr=171	Mid-Tenured Faculty Gr=108	Novice Science Teachers Gr=77	Total
Academic Performance and Expectations Gr=51; GS=6	18	21	12	51
Assessment and Feedback Gr=31; GS=8	11	6	14	31
Awareness of Students' Development Gr=117; GS=12	49	52	16	117
Emotional and Psychological Factors Gr=76; GS=13	41	31	4	76
External and Environmental Factors Gr=65; GS=10	32	27	6	65
Goals and Vision Gr=34; GS=5	21	2	11	34
Professional Development and Teacher Support Gr=56; GS=4	33	17	6	56
Social and Emotional Learning (SEL) Gr=64; GS=8	28	21	15	64

Sub-Themes	Veteran Science Faculty Gr=171	Mid-Tenured Faculty Gr=108	Novice Science Teachers Gr=77	Total
Student Development and Support Gr=139; GS=14	65	58	16	139
Teaching Methods and Strategies Gr=77; GS=11	28	17	32	77
Total	326	252	132	710

Note: Table results are obtained from the atlas.ti analysis application

Table 1 depicts the sub-themes where student development and support together with the awareness of student development have the highest frequency of the sub-themes. This indicates that there has been a significant focus on student development and the support mechanisms required to foster it. It likely encompasses a broad range of sub-themes related to students' holistic growth.

While assessment and feedback and Goals and vision are noted to have the least frequency among the sub-themes. These themes are relatively less emphasized but still critical for setting directions and expectations in education.
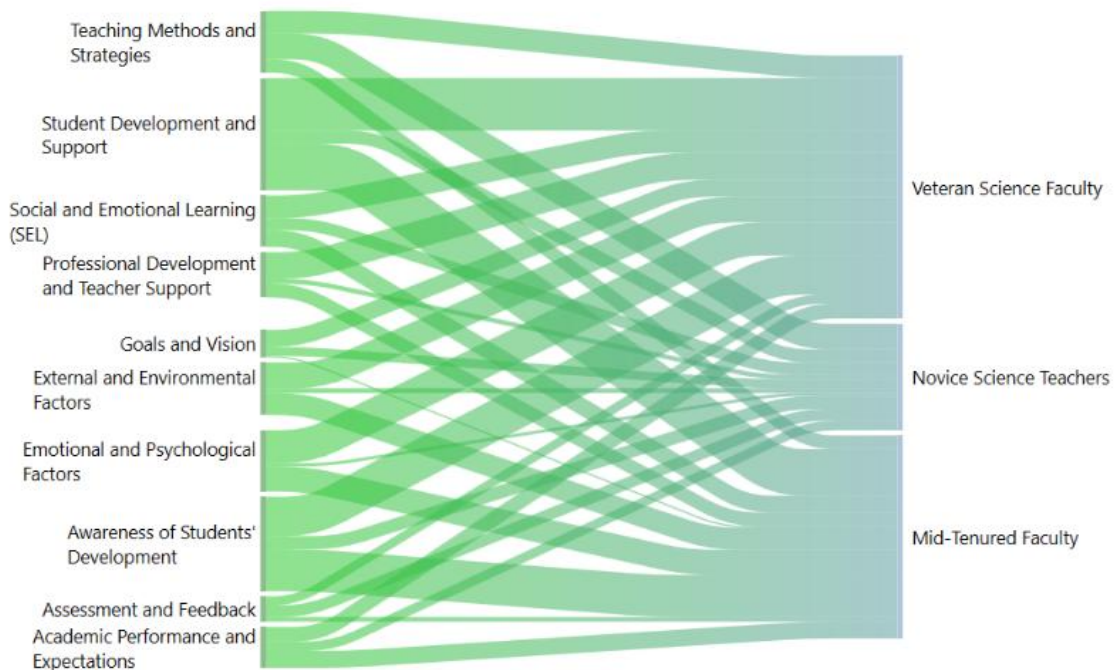
Figure 2. Sankey Diagram of the Sub-Themes

 The Sankey Diagram also points out that the sub-themes that were moderately emphasized from the Emotional and Psychological Factors highlight the considerable focus on the recognition of emotional and psychological aspects in education. Effective teaching methods were moderately emphasized also indicating the importance of strategies in the achievement of academic goals. The external and environmental factors were also moderately emphasized which shows how external conditions affecting students are also considerable.

Theme 1: Holistic Development of Students

The highest emphasis on the Student Centric Focus Theme is on Student Development and Support and awareness of Students' Development. This underscores a student-centric approach in the analysis.

Table 2. .Theme 1: Holistic Development of Students

Sub-themes	Veteran Science Faculty Gr=171 Row-relative	Mid-Tenured Faculty Gr=108 Row-relative	Novice Science Teachers Gr=77 Row-relative	Total
Awareness of Students' Development Gr=117; GS=12	41.88%	44.44%	13.67%	117
Emotional and Psychological Factors Gr=76; GS=13	53.95%	40.79%	5.26%	76
Social and Emotional Learning (SEL) Gr=64; GS=8	43.75%	32.81%	23.44%	64
Student Development and Support Gr=139; GS=14	46.76%	41.73%	11.51%	139
Total	46.21%	40.91%	12.88%	396

Figure 3. Sankey Diagram of Theme 1: Holistic Development of Students

The Sankey Diagram also shows that an emphasis on the mentioned themes indicates a strong focus on the holistic development of the students. As emotional and psychological factors alongside social and emotional learning. The thick lines indicate a major emphasis on this theme for both Veteran and Mid-Tenured Faculty. Moreover, both veteran and mid-tenured science teachers have strong lines leading to the Awareness of Students

Development. Teachers recognize the significance of meeting the students where they are as mentioned:

"Bumababa talaga ako sa level ng estudyante, then saka ko sila unti unti na itinataas, makita nila yung science… ito yung kanilang haharapin…" [I really go down to the student's level, then I slowly raise them up, so that they can see that this is what science is, this is what they should face]. (9:26 p 1 Veteran Science Faculty)

Experience allows educators to see beyond the importance of developing students' cognition:

"Pero, bilang isang teacher, pag tumatagal ka taon ang bibilanging mo, marerealize mo na di lang pala dapat theory ang dapat kong ituro sa estudyante at content knowledge ang maiimpart ko sa mga estudyante, dapat pala maging aware ako sa isang estudyante". [But, as a teacher, if you stay for a long time, you will realize that I shouldn't just teach theory to the students. I shouldn't just impart content knowledge to the students. I should also be aware of what's happening to *the* students.] (9:48 p 5 Veteran Science Faculty)

"Kasi syempre when I am handling junior high at mga STE class hindi lang dapat sa content nagpo-focus. With what I have experienced with my students the past years, specifically sa mga junior high students, hindi ka lang dapat sa content magfocus. For me. You must consider their mental capacity, their social and mental capacity, specifically the STE students." [Because, of course, specifically when I'm handling junior high and STE classes, I shouldn't just focus on the content. Because what I have experienced with my students the past years, specifically with junior high students, you shouldn't just focus on the content. For me, you must consider their mental capacity, their social and mental capacity, specifically the STE students.] (9:35 p 2 in Veteran Science Faculty)

They also recognize the significance of the external environment in the holistic development of the students:

"Iba sila. Siguro… peer pressure, family pressure around them, yun yung mga need nating i-consider. Hindi yung bigay ka lang ng bigay ng content". [They're different. Maybe, also, peer pressure, family pressure around them, those are the things you need to consider. You shouldn't just give content.] (9:36 p 2 in Veteran Science Faculty)

Theme 2: Teaching Methods and Environment

Sub-themes related to Teaching Methods and Strategies and External environmental factors have shown a balance concern for both instructional approaches and the learning environment as shown in Table 3. This merged category emphasizes the significance of effective teaching strategies and the learning environment. The considerable focus on teaching methods and strategies indicated that central to educational success are innovative and effective instructional approaches as indicated in Figure 3.

Table 3. Theme 2: Teaching Methods and Environment

Sub-themes	Veteran Science Faculty Gr=171	Mid-Tenured Faculty Gr=108	Novice Science Teachers Gr=77	Total
Assessment and Feedback Gr=31; GS=8	35.48%	19.36%	45.16%	100.00%
External and Environmental Factors Gr=65; GS=10	49.23%	41.54%	9.23%	100.00%
Teaching Methods and Strategies Gr=77; GS=11	36.36%	22.08%	41.56%	100.00%
Total	41.04%	28.90%	30.06%	100.00%

Figure 4. Theme 2: Teaching Methods and Environment

The figure also shows a relatively thick line relating to teaching methods and strategies as compared to the veteran and mid-tenured science teachers. However, the veteran teachers have placed moderate emphasis on external environment factors similar to the mid-tenured science teachers. Novice teachers participants have seen the vital role of teaching methods and strategies in promoting social and emotional learning, as said:

> *"So, it's like also exploring their talents at the same time. So parang hindi lang siya ano... Parang gusto ko sa future biology experiences may di lang biology yung natatap. Pati arts, pati creativity, pati yung personality pa nga."* [So, it's like also exploring their talents at the same time, I like the future Bilogy experience is that Biology skills is not only tapped, but also their skills in arts, creativity, and even their personality] (10:14 132 – 134 in Novice Science Teachers)

Leads to hope of the participant teachers of change in perspective on how they see their fellow learners:

> *"Siguro sa tulong SEL, manunurture ang pakikipagkapwa nila, na hindi nila nakikita ang kaklase nila*

as competitor but you know as classmates na sabay sabay silang natututo, sabay sabay na naassess ang kanilang pagkatuto" [To add to what was said, maybe with the help of SEL, they'll be able to nurture their relationships. Like with their classmates, they don't see their classmates as competitors. But as classmates, they're learning together.] (10:71 561 in Novice Science Teachers)

Theme 3: Teacher Support and Assessment

Albeit with slightly less emphasis on the other themes, ongoing professional development, and effective assessment strategies are also key areas of focus.

Table 4. Theme 3: Teacher Support and Assessment

Sub-themes	Veteran Science Faculty Gr=171	Mid-Tenured Faculty Gr=108	Novice Science Teachers Gr=77	Total
Professional Development and Teacher Support Gr=56; GS=4	58.93%	30.36%	10.71%	100.00%
Total	58.93%	30.36%	10.71%	100.00%

 Table 4 reveals how the veteran science teachers significantly look at the themes to support students in their social and emotional learning.

Figure 5. Sankey Diagram of Theme 3: Teacher Support and Assessment

Veteran science faculty show a notable focus on professional development and support as compared to the mid-tenured and novice science teachers as cited:

"Ang mga teacher ang may malaking impact dito kasi dun mo iaapply sa mga estudyante mo yan eh, ang teacher talaga ang maging skilled pagdating sa ganyan. Teacher factor. Yung willingness, ano ba, nasa puso ba talaga?Kasi yung iba wala lang magawa". [The teacher has a big role. The teacher. Because that's where you'll apply it to your students. So, the teacher really needs to be skilled when it comes to that. Teacher factor. The willingness. Is it really in the heart? Because the others can't do anything.] (9:183 p 26 in Veteran Science Faculty)

How significant the training is for teachers to support the students in the unexplored domain of SEL, as stated:

> *"Kaya dapat may isang goal lang tayo, kailangan mai-condition sila nag ito dapat tayo sa approach natin sa science at sa mga bata at ganito yung mindset nila sa science. Kaya kailangan mai-train ang ating mga teacher, kailangnag maicondition din sila".* [We only have one goal. They need to be conditioned that this is how it should be. This is how we should be in our approach to science, to children. Their mindset should be like this in terms of science. Our teachers also need to be trained. Yes. They also need to be conditioned. (9:167 p 23 in Veteran Science Faculty)

Theme 4: Students' Performance and Goal Setting

The final category is focused on the outcomes and aspirations within the education framework.

Table 5. Theme 4: Students' Performance and Goal Setting

Sub-themes	Veteran Science Faculty Gr=171	Mid-Tenured Faculty Gr=108	Novice Science Teachers Gr=77	Total
Academic Performance and Expectations Gr=51; GS=6	35.29%	41.18%	23.53%	100.00%
Goals and Vision Gr=34; GS=5	61.76%	5.88%	32.35%	100.00%
Total	45.88%	27.06%	27.06%	100.00%

The table reveals greater emphasis on the goals and vision by veteran and novice science teachers.

Figure 6. Sankey Diagram of Theme 4: Students' Performance and Goal Setting

The figure reveals that the lines to the goals and vision subtheme are thinner across all groups, with the mid-tenured science teachers having the least engagement. Science teacher participants recognized the significance of goal setting and considering the foremost needs of the students:

> *"Yes, need nating makatapos ng specific learning competency to attain a specific goal. But we also need to consider the state of being of the student".* [Yes, we need to attain a specific learning competency. We need to attain a specific goal. But we also need to consider the state of being of the student.] (9:37 p 2 in Veteran Science Faculty)

Perceiving the students who are capable of making life decisions:

> *"Because naimpart natin sa kanila hindi lang yung lesson kundi on how they present themselves lalong lalo na if they face life decisions like choosing for a strand in senior high or choosing a degree program for college".* [Because we've imparted to them, not only the lesson but also on how they present themselves. Especially if they face, let's say, they will face life decisions such as choosing a strand for senior high. Or choosing a degree program for college.] (10:66 532 in Novice Science Teachers)

Discussion

The study has arrived at four (4) major themes consisting of nine (9) sub-themes after careful analysis (see Figure 7). The first major theme is holistic development, which gives attention to the sub-themes of awareness of students' development, emotional and psychological factors, and social and emotional learning. This particular theme emphasizes the holistic view of education that is more than the student's performance in academics. It is a comprehensive approach to education, that gives priority to the emotional, psychological, and social development of the students alongside their academic growth. From the findings, the understanding of student development comes with experience indicating that experienced teachers tend to recognize how important emotional and psychological factors with the success of the students. Experts or experienced teachers are indeed mindful of the students' body language, facial expressions, and presence (Terada, 2021). Thus, developing a targeted professional development program for the teachers to support the students on their specific needs for both the novice to the experienced teachers.

The second theme is teaching methods and environment, encompassing three sub-themes, namely, teaching methods and strategies, external and environmental factors, and assessment and feedback. This theme relates to a show of balanced concern for both instructional approaches and the student's learning environment. The inclusion of external environmental factors promotes the recognition of how the surroundings and context may impact students' learning. Moreover, the significant role of feedback and assessment is also significant in this theme, underscoring the significance of evaluation and improvement for teaching methods and student understanding. Suggesting a strong focus on developing effective teaching methods early in their careers.

The findings have revealed that experienced teachers tend to consider the broader context of how students are learning as compared to teachers with less teaching experience. On the other hand, novice teachers show a greater connection with assessment and feedback as it improves their teaching practices but to a lesser extent to more veteran teachers indicating the influence of experience in their established practices. Thus, creating a classroom environment conducive to learning is already given to veteran teachers enabling them to see what works and does

not work (Chiaro, 2021). And encouraging reflective practices among teachers must be continuous to help them improve their strategies in teaching. Later, help the students be able to adapt to their needs.

The third theme is teacher support and assessment, which covers the sub-theme of professional development and teacher support, which emphasizes continuous professional development to ensure that educators are well equipped with the latest knowledge, skills, and methodologies to effectively teach and support the students. It also points out the understanding that quality education is indeed linked to the skills and well-being of the teachers themselves. The findings revealed that experienced teachers have a strong belief in ongoing learning and support for teachers which may be attributed to the recent development of social and emotional learning which was not considered very much in the past. Novice teachers may have been receiving support from other sources allowing them not to prioritize this as the veteran teachers. Veteran teachers are not used to the practices that develop the social and emotional skills of the students. Thus, fostering a collaborative culture where the veteran teachers get to mentor and support the novice teachers is vital to be established (Will, 2021).

Finally, the performance and goal-setting theme, which covers the sub-themes of academic performance, expectations, goals, and vision, suggests that setting clear and achievable goals is essential for guiding students and teachers. Suggesting a structured approach to education where emphasis is placed on performance metrics and long-term targets are aligned to ensure academic performance. Findings have shown that a balanced focus across the groups of teachers shows a balance in giving importance to academic performance. The least interest in this theme also indicates while goals and vision are significant, they may not be the focus and primary concern as other themes due to the current roles of the participants. Thus, integrating SEL training into the professional development of the teachers will allow them to support the development of the student's well-being.
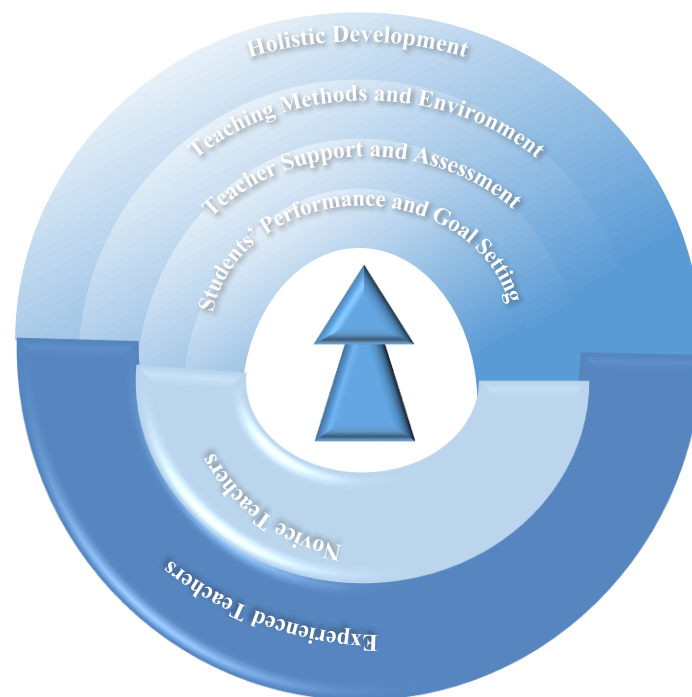

Figure 7. Model of Professional Development Training for Teachers

Considering the distinctive areas of professional development that the teachers need depending on their level of experience in teaching, promotion of the social and emotional learning among the students will be achieved by addressing the key themes in the research findings: goal setting and students' performance, teachers' support and assessment, teaching method and environment and students' holistic development. Anchoring the professional development program that caters to the specific needs of novice and experienced teachers shall help target the specific needs of the teachers to support the promotion of SEL. The structure in the model for students' performance and goal setting is aimed at establishing achievable and clear goals for students for their academic and personal growth. This will involve the following strategies: a) Data-Driven Decision Making, b) Personalized Learning Plans for Students, and c) Vision and Mission Workshops for the teachers.

The teacher support and assessment is aimed at providing ongoing professional development and support to ensure that teachers are well-equipped to provide support to their students. Novel strategies in the attainment of these targets include a) Micro-credentials and Badges, b) Peer Coaching and Collaboration through Learning Walks, and c) Reflective Practice Tools. Enhancing the teacher's instructional approaches and creating a conducive learning environment is the aim of the teaching methods and environment part of the model. The strategies to be utilized in achieving the goals include: a) Innovative Pedagogies, b) Technology-Enhanced Learning, and c) Environment Analysis Workshops.

Finally, the encompassing part of the model, the holistic development of the students is aimed at equipping the teachers with the skills to support the holistic development of students, including emotional, psychological, and social aspects. This will be achieved through a) SEL Integration, b) Emotional Intelligence (EI) Workshops, and c) Mindfulness and Well-being Programs. The model is expected to enhance teacher competence in providing a more supportive learning environment leading to a more positive and safe school culture that allows students to thrive. More importantly, it will bring forth improved student outcomes. This is through a comprehensive approach to education that supports their psychological, emotional, and social development alongside their academic growth. With the themes identified in the research findings and the innovative strategies, this model aims to create a forward-thinking and student-centered educational environment.

Conclusion and Recommendations

This study is aimed at capturing the experiences of science teachers with varied teaching experiences in creating a vital program for the promotion of the social and emotional learning of the students. The key findings in this study will allow the designing of intervention strategies expected to take long-term effects from the careful designing of effective teacher training focused on comprehensive approaches that integrate physical, emotional, and mental health are underexplored leading to the promotion of SEL targeting the key areas to be concentrated at varying levels of experience of teachers.

The key findings in the study are that experienced educators or teachers belonging to the veteran and mid-tenured teachers do prioritize student development, emotional and psychological factors, and external factors, reflecting their broader perspective on teaching from their experiences. Their level of experience from teaching also reflects

how they pay attention to professional development which highlights their aspiration and commitment to continuous improvement. While teachers from the Mid-tenured Science Teachers generally to Novice Science Teachers, take a greater interest in assessment, feedback, and teaching methods, emphasizing their interest for immediate needs in developing their teaching skills.

Overall, the research findings underscore how the different levels of teaching experiences influence key areas from which teachers are to be supported for them to ultimately contribute to enhancing practices and outcomes in education. Given that the study has been participated in by science teachers, the following limitations have been identified. First, since the study is primarily focused on the experience of the science teachers, it is potentially limiting the applicability of the findings to teachers of other disciplines other than science. Secondly, the self-reported data done through focus groups may introduce biases especially since participants may respond in an ideal or favorable way. Finally, cultural factors such as differences in practices in teaching are not deeply explored affecting its applicability in other educational settings. These limitations can be refined to enhance its validity. Applicability and impact to the field of education.

Thus, future research direction may concentrate on ensuring that feedback mechanisms are in place for the teachers in varying levels of teaching experiences in varied learning areas. Also, studies may be conducted on exploring culturally responsive SEL practices and their effectiveness in promoting inclusiveness and equity in schools. Finally, studies may focus on assessing professional development programs crafted to enhance the SEL of Filipino teachers. Addressing these possible areas for exploration may contribute to a more comprehensive understanding of SEL and holistic development to transform educational outcomes and practices in Filipino classrooms.

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