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TEACHERS' AND EDUCATORS' SOCIO-EMOTIONAL SKILLS AND TEACHING PRACTICES

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Rationale

The global educational system has been reframed by the outbreak of the Covid-19 pandemic.

There was the physical discontinuance of classes, community quarantines, retrenchment of employees; worst of these is that this led to the death of individuals who contracted this virus.



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There is an enormous effect on various sectors especially on the academic institutions

Thus the “New Normal”

- Flexible Learning Delivery through Distance Education
- In the process there were anxieties of teachers and students
- melancholy; sleeplessness, restlessness
- (These are considered normal reactions to abnormal situations)



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Theoretical Framework:

- Bandura (1986) advocates in his Self-Efficacy Theory that emotional and psychological skills are important in an individual's health and well-being. It is difficult to maintain self-efficacy when battling with anxiety or depression. An individual has the power to influence one's own functioning and life circumstances.



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According to Jones (2018) there is a strong link between the social and emotional learning skills and life outcomes. Self-control, social competence and people skills have the strongest impact on desirable future outcomes



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This study seeks to determine the teachers' and educators' socio- emotional skills and teaching practices.

Specifically, this looks into the:

- Teachers' socio- emotional competence along:
 - self - awareness and self-management skills
 - social awareness and relationship skills
- Teachers' and educators' teaching practices
- Relationship between teachers' and educators' socio – emotional skills and teaching practices
- Recommendation for e-learning Program for Teachers



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Significance of the Study:

This study will further guide the teachers on the value of their social-emotional skills in the preparation, implementation and assessment in teaching-learning activities as these believably influence the students' meaningful and sustainable learning.



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Research Methodology:

The descriptive correlational method will be utilized in this research.



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Research Respondents:

Teachers and educators in the basic and higher institutions.

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Research Instrument:

This study will use a questionnaire from School-Connect available at

<https://school-connect.net/teacher-student-surveys>

(Permission to use was given)



Research Committee:

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