The Qa *Vaccine* For Resilience In The New Normal: Sel Teaching Practices + E-Services

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Abstract. This quantitative study of 327 online learners determined the interplay of the educational services and the integration of SEL practices into instruction as a *vaccine* towards developing resilience during the new normal. Correlation and comparative analyses of the data from an e-survey, with statistical powers of .999 and .986 respectively, found out that during the new normal: 1. the UPHSD have adapted well in the delivery of educational services, most notably through its online instruction, virtual administrators and Philosophy, and Objectives; 2. the teachers have implemented well the SEL teaching practices through social and instructional interaction; 3. there is still room for improvement in the delivery of educational services of UPHSD, and implementation of SEL teaching practices focused on old students, and 4. resilient learners may be developed through continuous improvement on the delivery of appropriate educational services of UPSHD towards excellence. The study recommends the infusion of concrete SEL programs in all the educational services as part of QA strategies.

Keywords: SEL Teaching Practices, New Normal, e-Services, Quality Assurance, UPHSD

1 Introduction

The pandemic has disrupted learning on a global scale. The positive gains attained in meeting the global targets set in the Sustainable Development Goals (SDG) related to quality education have been massively downturned. The situation warrants close attention, considering that there seems to be no definite end to the crisis while its impact worsens. The negative effects on educational institutions could not be more overstated. Amid these disruptions, though, institutions continue to survive and even thrive.

The relevance of education may mean how responsive schools are at adapting to the needs and demands of the current times and the impending future. It is perhaps the main criterion in defining quality education during the new normal. The pandemic is the context in which education operates at present and in the foreseeable future. Education at present is highly dependent on technology. While it is seen as a tool to address the education divide brought by restrictions to physical classes, it has also become a serious stressor for the main stakeholders—the learners. Failure to mitigate this divide coupled with the psychological stress may lead to more serious consequences-- a crisis in education.

ICONS 2020, October 13-14, Tegal, Indonesia

DOI 10.4108/eai.13-10-2020.2303746

It is incumbent for QA efforts of institutions to ensure relevant quality education, as evidenced by the new normal-customized quality of services and outcomes. These are the main parameters in determining quality in the academe, which remain constant even with the drastic changes in the educational landscape. The delivery of services has migrated to online platforms and provisions of e-services, with the welfare of learners in mind. During this crisis, the learners are psychologically vulnerable. There is a need to address this for better learning outcomes to occur. The pandemic is here to stay. The practical action for schools is to find a *vaccine* to prevent its adverse effects. Hence, conscious efforts should be made to incorporate socio-emotional learning (SEL) into the curriculum and instruction. Quality assurance, therefore, may be redefined as pandemic-proofing of learning through assuring the delivery of SEL-integrated instruction and e-services. It is in this context that the researcher conducts this study. The main objective of the study is to determine the interplay of the quality of educational services and the integration of SEL practices into instruction in the new normal. Specifically, it aims to determine the following:

a. The profile of the online student-respondents;
b. The level of quality of education through the e-delivery of the educational services during the new normal;
c. The extent of implementation of SEL practices in the new normal of instruction in terms of Social Interaction and Instructional Interaction;
d. The significant difference in the assessments on the level of quality of education of the respondents when grouped to profile;
e. The significant difference in the assessments on the implementation of SEL practices of the respondents when grouped to profile;
f. The significant relationship of the implementation of SEL practices and the quality of education, through the delivery of the following services, during the new normal.

1.1 Review of Related Literature

SEL programs are not one-size-fits-all. Schools need to design and implement SEL programs, considering the diversity in schools. Hence, it may be logical for educational leaders to gain feedback from students and teachers with varying circumstances. The analysis and interpretation of the effectiveness of SEL program implementation may, therefore, be context-specific. This assessment would yield concrete and actionable recommendations for program improvement or enhancement (Barnes & McCallops, 2019; Long & National Association of State Boards of Education, 2019).

Studies highlighted the timely need to incorporate SEL into teaching to prepare students for a learning mode in a distance learning set-up that is potentially traumatic (A Critical Time for Well-Being, 2020; Lorenzo, Eichert & Elias, 2019). There have been mounting calls for developing social and emotional knowledge, attitudes, and skills as among the crucial competency outcomes needed for the 21st century, highlighting its effect on future success. This entails integrating SEL into instruction, including assessment (American Institutes for Research, 2015; Duncan, Washburn, Lewis, Bavarian, DuBois, Acock, Vuchinich & Flay, 2020). However, its implementation should transcend to the macro-level educational services provides. This commits to an evidenced-based approach of SEL, delivering skills-based outcomes (Porche, Grossman, Biro, MacKay & Rivers, 2014; Schwartz & Dusenbury, 2018; Goh & Connolly, 2020).

QA translates to quality services and outcomes of an institution (Lundberg & Schreiner, 2004). However, quality in education should be engrained in the learning content and

pedagogy (Puzziferro & Shelton, 2008). Commitment to quality in education requires continuous improvement through self-realization. Struggles and success stories are part of the journey to quality. The QA processes should always incorporate feedback mechanisms to comply with certain declared standards, hence determining the quality and effectiveness of educational services (Eaton, 2011; Ryan, 2015).

Various frameworks have already been forwarded, which include student success as an indicator of school quality. Many studies have also stressed the inclusion of school climate and SEL as part of accountability and continuous improvement systems. The informed decisions for quality in education must consider the SEL measures (Melnick, Cook-Harvey & Darling-Hammond, 2017). Quality program blueprints must include SEL as among its core considerations, especially during these times. There has been a steady shift towards focusing on the whole child by integrating SEL rather than focusing on cognitive score metrics (Oberle, Meyers, & Weissberg, 2016; Mehta, 2020).

1.2 Conceptual Framework

The study is guided by the long-term global goals for education as spelled-out in the SDG of 2030 goal no. 4, on Quality Education. Specifically, it relied heavily on the framework developed by Yoder (2014) in the SEL Teaching Practices of the Center on Great Teachers and Leaders, as reflected in Figure 1.

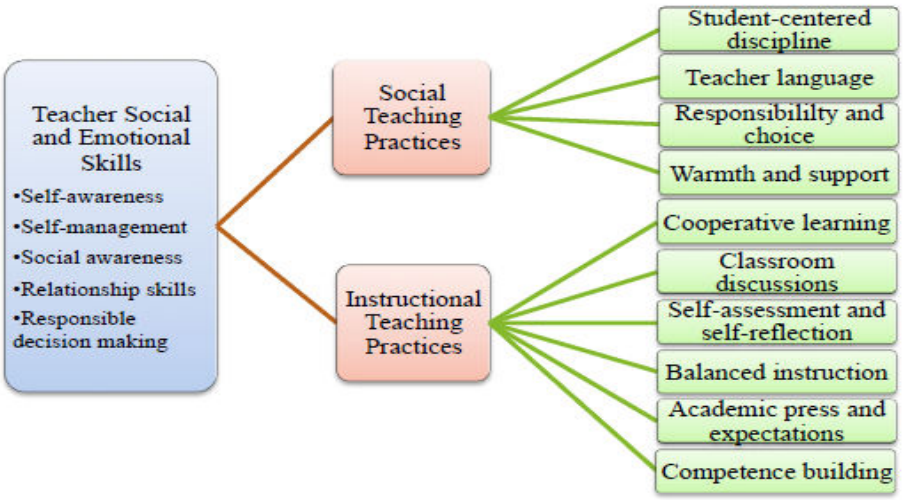

Fig 1. Relationship between Teacher SEL Skills and the SEL Teaching Practices

The framework highlighted the transfer of SEL skills from the teachers to the learners through social and instructional teaching practices. The SEL social teaching practices involve the student-centered discipline, teacher language, responsibility and choice, and warmth and support components. The SEL instructional teaching practices include cooperative learning, classroom discussions, self-assessment and self-reflection, balance instruction, academic press and expectations, and competence building. In this study, the researcher excluded academic press and expectations and competence-building due to difficulty in the light of the new normal of education.

2 Methodology

2.1 Design

The quantitative study utilized both correlational and comparative designs. This methodology determines the relationship between variables and the variances that exist between and among groups of respondents. The study attempted to establish the association between the quality of education of an institution through the delivery of the e-services and the extent to which the SEL practices are implemented by the faculty during the new normal. In both these variables, the responses are compared based on their cluster affiliation and year-level.

2.2 Respondents of the Study

To provide the context, tables A and B display the distribution based on the availability of resources and internet connectivity. The secondary data presented are results of a survey of the institution through the Research and Development Center (RDC) conducted during the first week of the current semester.

Table 1. Distribution of the Respondents based on Availability of Resources for Online Learning

CLUSTER	with functional gadgets for online class	%	with gadgets but limited functionality for online class	%
HUMANITIES	56	24.6	53	32.7
BUSINESS	42	18.4	37	22.8
TECHNOLOGY	63	27.6	40	24.7
ALLIED HEALTH	67	29.4	32	19.8
CAMPUS-WIDE (n)	228	100	162	100.0
Over-all Percent (N=390)	**58.46**		**41.54**	

As reflected in table A, most of the students during the current semester have functional computer devices for online classes (58.46%). However, many have gadgets but with limited functionality for online classes (41.54%).

Table 2. Distribution of the Respondents based on Internet Connectivity for Online Learning

CLUSTER	fast	%	slow/ poor	%	none	%
HUMANITIES	29	25.4	71	29.3	9	26.5
BUSINESS	21	18.4	50	20.7	8	23.5
TECHNOLOGY	32	28.1	61	25.2	10	29.4
ALLIED HEALTH	32	28.1	60	24.8	7	20.6
CAMPUS-WIDE (n)	114	100.0	242	100.0	34	100.0
Over-all Percent (N=390)	29.23		62.05		8.72	

As presented in table B, most students have slow or poor connectivity for the online classes (62.05%). The data shows that some do not have the internet connectivity required for online classes (8.72%).

2.3 Sampling and Sample Size

The 327 online students of the UPHSD-Calamba, selected randomly from the academic clusters, served as the respondents. The study considered only the bonafide students of the campus for the current semester (1st semester, AY 2020-2021) under the flexible learning option (FLO) of online learning, as determined by the faculty through the official class lists were considered as respondents of the study. The sample size yields an achieved statistical power of .999 for correlation analysis and .986 to analyze variance under a medium effect size (.30 and .25 respectively) and .05 alpha error probability.

2.4 The Instrument of the Study

The e-questionnaire is composed of 3 parts: Part 1 yields data about their profile; Part 2 comprises nine general statements that reflect the level of quality of education in terms of the services of the institution which are relevant to the new normal; Part 3 is composed of two sub-parts under the SEL Practices of Social and Instructional Interactions comprising of 23 and 26 items, respectively. Part 2 and 3 sets of statements have response options ranging from 1-4. The reliability estimates for the 23 items on Social Interaction SEL Practices is .983, while for the 26 statements on Instructional Competencies is .988 using Cronbach's Alpha. The results of reliability analysis suggest high acceptability of the items for both the sets of questionnaires. The SEL Teaching Practices reflected in the Tool for Teachers in Self-Assessing Social and Emotional Instruction, and Competencies by Yoder (2014) served as the main reference. However, the items were revised to suit the purpose and feasibility of the study.

2.5 Data Gathering Procedures

The study utilized an e-survey in the gathering of quantitative data. The e-survey was conducted from November 05 to 11, 2020, through google forms. The forms were distributed to the student-respondents through their official LMS accounts. The data were collected from google form responses and imported as an excel file in preparation for data analysis.

2.6 Data Analysis

The research used the IBM-SPSS version 22 software in the statistical analysis of data. The specific statistical tools used were: (1) frequency count and percent in determining the distribution of the respondents according to profile, (2) the weighted mean (with fractional ranking) in determining the levels of quality of education through the delivery of e-services and extent of implementation of SEL Teaching Practices, (3) the ANOVA, One-way in determining the variance in the levels of quality of education through the delivery of e-services and extent of implementation of SEL Teaching Practices when the respondents are classified according to their profile, and (4) the bivariate correlation analysis (Pearson r) in determining the relationship in the levels of quality of education through the delivery of e-services and extent of implementation of SEL Teaching Practices.

2.7 Ethical Considerations

The study complied with the ethical standards in the conduct and reporting of results in research. The researcher included the Institutional Data Privacy Act compliance and consent

to participate in the survey clauses before the data collection. Necessary steps were conducted to ensure the truthfulness of data, and the results were reported in aggregate only.

3 Findings

3.1 Profile of the Online Student-Respondents

Table 3. Distribution of the Respondents in terms of Cluster Affiliation

Cluster Affiliation	Frequency	Percent
Allied Health	136	41.6
Business	31	9.5
Humanities and Social Sciences (HUMSS)	134	41.0
Technology	26	8.0
Total	**327**	**100.0**

As presented in table 3, most of the respondents are from the Allied Health and HUMSS clusters, comprising 41.6% and 41%, respectively. A few respondents come from the Technology and Business clusters. This turn out in the responses is consistent with the previous survey on internet connectivity and availability of technology for online learning.

Table 4. Distribution of the Respondents in terms of Year-level

Year-Level	Frequency	Percent
1st	145	44.3
2nd	136	41.6
3rd	46	14.1
Total	**327**	**100.0**

Table 4 displays that most of the respondents are 1st and 2nd-year students, comprising 44.3 and 41.6 of the total, respectively. There are only a few respondents who are in their 3rd year of schooling (14.1%). The figures shown are consistent with the enrolment statistics of the institution where the bulk of enrollees are from the 1st and 2nd years who are under the new curriculum. The distribution may reflect a younger group of respondents.

3.2 Quality of Education

As reflected in table 2, the respondents rated the quality of education of the institution as good through the over-all mean of 3.32. The general result is consistent with all the specific educational e-services, where the rating is also good. This implies that student-respondents have a positive view of the quality of education of the institution in general. It reflects that the institution has adapted to the new normal by shifting to virtual or e-services of its key functions. With excellence as the end in mind, there is still a need to strengthen the quality assurance mechanisms to gain feedback that translates to excellent ratings.

Table 5. Quality of the Education through the Delivery of e-Services

Item Statements (In general, how do you rate the quality of education of the University during this new normal along the area of...)	Mean	Interpretation	Rank
1. Virtual Faculty	3.06	Good	9
2. Online Instruction	3.45	Good	2

Item Statements (In general, how do you rate the quality of education of the University during this new normal along the area of...)	Mean	Interpretation	Rank
3. Simulated/Virtual Laboratories	3.23	Good	7
4. Research	3.32	Good	6
5. Virtual Library (learning resource center)	3.19	Good	8
6. Online/ Student e-Services (SPS)	3.38	Good	4
7. Virtual Facilities and Learning Management Systems	3.37	Good	5
8. Philosophy and Objectives	3.43	Good	3
9. Virtual Administrators	3.46	Good	1
Over-all Mean	**3.32**	**Good**	

Legend: (4) 3.50-4.00 Excellent, (3) 2.50-3.49 Good, (2) 1.50-2.49 Poor, (1) 1.00-1.49 Very Poor

Upon ranking, the respondents provided the highest rating to the virtual administrators (3.46), followed by online instruction (3.45) and Philosophy and Objectives (3.43). These results reflect the strengths of the institution during this new normal. Having virtual administrators being highly ranked is an appreciation of the efforts of the administrators to reach out through different online platforms amid the pandemic. They have strengthened the information dissemination and discussion opportunities through the creation of departmental group chats and Facebook pages; and monitoring of students' progress through the student LMS and administrative management system (School Automate). The delivery instruction through online modalities has also been highly ranked by the students, implying a commendable degree of preparedness for the new normal teaching and learning processes. It can be said that the institution has been successful in its pedagogical shift in instruction. Finally, the Philosophy and Objectives of the institution has also been ranked highly by the respondents. This component-area of the institution has been the source of the quality assurance efforts of the institution. The results, therefore, imply that the Philosophy and Objectives of the institution are highly relevant to the current needs and demands of times where the academic community relies on in times of crisis caused by the pandemic.

On the other hand, the quality of e-services through the virtual faculty (3.06), virtual library (3.19), and virtual laboratories (3.23) have been rated the lowest. The results point out that there is a need to make conscious quality assurance efforts directed towards providing professional development to the faculty and attend to their needs during this new normal teaching environment. There are also acknowledged deficiencies in the services by the library and laboratories.

3.3 SEL Practices during the New Normal

As presented in table 3.1, the teachers have implemented the SEL teaching practices under social interaction (over-all mean=3.72). All the specific social interaction SEL teaching practice indicators and its statements have been implemented well during the online classes, as assessed by them. Among the indicators, the students highly rated their teachers' appropriate use of language in teaching has encouraged them to exert more effort to improve in learning (3.80).

On the other hand, the students rated lowly the student-centered discipline among the rest of the indicators under social interaction as SEL teaching practice (3.67). This is reflective of the classroom management that teachers use during the conduct of online classes. Although the students assessed this as implemented well, there is still much room for the teachers to

improve how they interact with the students during online classes. The improvement may focus on using more developmentally appropriate discipline strategies and the avoidance of over management during classes. Over-all, the results imply that the faculty have adapted well to the shift to online teaching modality given the abruptness of its implementation. However, to fully develop the students with SEL skills and eventually protect them from the adverse effects of the pandemic, the faculty need to enhance how to interact socially with the online learners.

Table 6. Descriptive Statistics on the Implementation of Social Interaction SEL Teaching Practices

Item Statements (The teachers…)	**Mean**	**Interpretation**
1. have discussions with us about how and why classroom procedures are implemented.	3.72	Implemented well
2. implement consequences that are logical to the rule that is broken.	3.51	Implemented well
3. are consistent in implementing classroom rules and consequences.	3.58	Implemented well
4. respond to misbehavior by considering pupil specific social, affective, cognitive, and/or environmental factors that are associated with the occurrence of the behavior	3.60	Implemented well
5. allows class discussions so that we can solve class problems.	3.78	Implemented well
6. ask us to reflect and redirect our behavior when we misbehave	3.67	Implemented well
7. teach us strategies to handle the emotions that affect our learning	3.61	Implemented well
8. model strategies that will help us to monitor and regulate our behavior.	3.58	Implemented well
Student-Centered Discipline Mean	**3.67**	**Implemented well**
1. promote positive behaviors by encouraging us when they display good social skills	3.76	Implemented well
2. promote positive behaviors by encouraging us when they display good work habits	3.81	Implemented well
3. let us know how our effort leads to positive results with specific affirmation.	3.76	Implemented well
Teacher Language Mean	**3.80**	**Implemented well**
1. let us help plan how we are going to learn in developmentally appropriate ways.	3.68	Implemented well
2. for our input when making decisions about how the classroom will operate in developmentally appropriate ways.	3.66	Implemented well
3. give us meaningful choices on what they can work on.	3.69	Implemented well
4. make sure that we make the connection between our choices and potential consequences.	3.66	Implemented well
5. arrange experiences that allow us to become responsible in developmentally appropriate ways.	3.76	Implemented well
Responsibility and Choice Mean	**3.69**	**Implemented well**
1. demonstrate to us that they appreciate us as individuals (e.g., greeting us by name).	3.78	Implemented well
2. use our interests and experiences when teaching.	3.72	Implemented well
3. display to us that they care about how and what we learn.	3.72	Implemented well
4. let us know that it is okay to get answers wrong or think	3.73	Implemented well

Item Statements (The teachers…)	Mean	Interpretation
outside of the box (e.g., modeling, praising attempts with "good thinking").		
5. check on us about academic and nonacademic concerns we might have.	3.63	Implemented well
6. follow up with us when we have a problem or concern.	3.69	Implemented well
7. create structures in the virtual classroom where we feel included and appreciated (e.g., morning meetings, small moments)	3.67	Implemented well
Warmth and Support Mean	**3.71**	**Implemented well**
Over-all Mean	***3.72***	***Implemented well***

Legend: 1.00-1.49 (1)—not implemented; 1.50-2.49 (2)—struggled to implement; 2.50-3.49 (3)—Implemented reasonably well; 4—Implemented well; 5—implemented extremely well.

Similarly, as shown in Table 3.2, the teachers have also implemented well the SEL teaching practices in terms of instructional interaction (over-all mean= 3.70). The results in the specific indicators and the corresponding statements are also consistent with this general assessment. Specifically, the students viewed as most implemented among the indicators are on both cooperative learning and self-assessment and reflection (3.72). This implies that the teachers have done well in making students work together to achieve a collective goal during online classes. Along with this, the teachers have allowed the students to reflect on their own work towards self-improvement.

On the other hand, the students rated least the implementation of SEL teaching practice in balanced instruction (3.67) among the instructional interaction indicators. This implies that based on the students' assessment, the faculty have yet to fully find the appropriate combination of direct and active instruction during online classes. The students further pointed out the need to have them work on products that are meant to be shared with multiple audiences (3.64). The faculty may need to carefully plan the required activities and outputs during the teaching and learning process in the new normal.

Table 7. Descriptive Statistics on the Implementation of Instructional Interaction SEL Teaching Practices

Item Statements *(The teachers…)*	Mean	Interpretation
1. encourage us to work with other students when we have trouble with an assignment.	3.69	Implemented well
2. create learning experiences in which classmates depend on each other.	3.67	Implemented well
3. create learning experiences in which we must apply positive social skills to be successful.	3.74	Implemented well
4. hold individuals and the group accountable for learning during small-group work	3.72	Implemented well
5. provide opportunities for us to share our work and receive feedback from each other.	3.68	Implemented well
6. provide space to collaboratively process how we work together and monitor our progress toward our goal.	3.73	Implemented well
7. give us feedback on how we interact with and learn from others during cooperative learning experiences.	3.66	Implemented well
Cooperative Learning Mean	**3.72**	**Implemented well**
1. help us identify how to listen	3.70	Implemented well

Item Statements *(The teachers…)*	Mean	Interpretation
2. help us learn how to respond to and learn from peers' contributions during a discussion.	3.71	Implemented well
3. help us learn how to effectively communicate our points of view	3.73	Implemented well
4. hold in-depth discussions about content with us	3.69	Implemented well
5. ask us to listen to and think about our peers' opinions and whether we agree with them	3.66	Implemented well
Classroom Discussions Mean	**3.71**	**Implemented well**
1. inform us of the learning goals for each lesson.	3.75	Implemented well
2. have us reflect on our personal academic goals	3.71	Implemented well
3. provide us strategies to analyze our work	3.71	Implemented well
4. create opportunities for us to monitor and reflect on our progress toward our learning goals.	3.70	Implemented well
5. create opportunities for us to monitor and reflect on our social learning.	3.71	Implemented well
6. help us develop strategies to make sure we meet their learning goals.	3.67	Implemented well
7. provide us opportunities to reflect on our thinking and learning processes	3.72	Implemented well
8. ask us to think together to provide feedback on the effectiveness of learning activities	3.70	Implemented well
Self-Assessment and Self-Reflection Mean	**3.72**	**Implemented well**
1. use an appropriate balance between providing us opportunities to directly learn new information and actively engage in the material.	3.65	Implemented well
2. have our work on some extended projects that require at least one week to complete.	3.66	Implemented well
3. require us to extend our thinking when we provide basic answers	3.71	Implemented well
4. use multiple instructional strategies to keep us engaged in learning	3.67	Implemented well
5. make sure that our activities are not just fun but represent one of the best ways for us to learn the content.	3.70	Implemented well
6. ask us to work on products that are meant to be shared with multiple audiences	3.64	Implemented well
Balanced Instruction Mean	**3.67**	**Implemented well**
Over-all Mean	***3.70***	***Implemented Well***

Legend: 1.00-1.49 (1)—not implemented; 1.50-2.49 (2)—struggled to implement; 2.50-3.49 (3)—Implemented reasonably well; 4—Implemented well; 5—implemented extremely well.

3.4 Differences in the Assessment on Quality of Education

As displayed in table 4.1, there exists no significant difference in the assessments of the respondents who are affiliated to different clusters on the level of quality of education through the delivery of e-services during the new normal since all the computed p-values are greater than the .05 level of significance. It can be said that regardless of the students' courses, they have similar ratings on the level of quality of education during the new normal. This reflects that there is consensus among the students belonging to the different academic clusters on the delivery of quality education of the institution.

Table 8. Analysis of Variance in the Quality of Education by Cluster Affiliation

VARIABLES		Sum of Squares	df	Mean Square	F	Sig.
Virtual Faculty	Between Groups	2.003	3	.668	1.741	.158
	Within Groups	123.893	323	.384		
	Total	125.896	326			
Online instruction	Between Groups	2.513	3	.838	1.116	.343
	Within Groups	242.404	323	.750		
	Total	244.917	326			
Simulated/virtual laboratories	Between Groups	2.695	3	.898	1.025	.382
	Within Groups	283.103	323	.876		
	Total	285.798	326			
Research	Between Groups	.790	3	.263	.337	.799
	Within Groups	252.494	323	.782		
	Total	253.284	326			
virtual library (learning resource center)	Between Groups	2.694	3	.898	.983	.401
	Within Groups	294.927	323	.913		
	Total	297.621	326			
Online Student Services	Between Groups	2.705	3	.902	1.048	.372
	Within Groups	278.029	323	.861		
	Total	280.734	326			
Virtual Facilities and Learning Systems	Between Groups	3.261	3	1.087	1.287	.279
	Within Groups	272.702	323	.844		
	Total	275.963	326			
Philosophy and Objectives	Between Groups	1.378	3	.459	.573	.633
	Within Groups	258.824	323	.801		
	Total	260.202	326			
Virtual Administrators	Between Groups	3.629	3	1.210	1.591	.191
	Within Groups	245.643	323	.761		
	Total	249.272	326			
Quality of Education E-Services	Between Groups	2.504	3	.835	1.230	.299
	Within Groups	219.135	323	.678		
	Total	221.639	326			

The test used: ANOVA, One-Way; .05 level of significance

However, when the respondents are grouped according to the year-level, a different result is shown. As displayed in table 4.2, there are significant differences in the assessments in the level of quality of education through the delivery of e-services when the respondents are grouped according to their year-level since the computed p-values are lesser than the .05 level of significance. The result is consistent with the e-services in general and on all the specific e-services. This implies that unlike in the academic cluster affiliation, year-level is a factor in assessing the quality of education of the institution during the new normal.

Table 9. Analysis of Variance in the Quality of Education by Year-level

VARIABLES		Sum of Squares	df	Mean Square	F	Sig.
Virtual Faculty	Between Groups	13.471	2	6.736	19.411	.000
	Within Groups	112.425	324	.347		
	Total	125.896	326			
Online instruction	Between Groups	30.905	2	15.453	23.394	.000
	Within Groups	214.012	324	.661		
	Total	244.917	326			
Simulated/virtual laboratories	Between Groups	25.349	2	12.674	15.767	.000
	Within Groups	260.450	324	.804		
	Total	285.798	326			
Research	Between Groups	29.657	2	14.829	21.484	.000
	Within Groups	223.627	324	.690		
	Total	253.284	326			
virtual library (learning	Between Groups	28.560	2	14.280	17.196	.000

VARIABLES		Sum of Squares	df	Mean Square	F	Sig.
resource center)	Within Groups	269.061	324	.830		
	Total	297.621	326			
	Between Groups	30.823	2	15.412	19.981	.000
Online Student Services	Within Groups	249.911	324	.771		
	Total	280.734	326			
	Between Groups	22.578	2	11.289	14.435	.000
Virtual Facilities and Learning Systems	Within Groups	253.386	324	.782		
	Total	275.963	326			
	Between Groups	23.056	2	11.528	15.750	.000
Philosophy and Objectives	Within Groups	237.146	324	.732		
	Total	260.202	326			
	Between Groups	30.905	2	15.452	22.927	.000
Virtual Administrators	Within Groups	218.368	324	.674		
	Total	249.272	326			
	Between Groups	23.162	2	11.581	18.905	.000
Quality of Education E-Services	Within Groups	198.477	324	.613		
	Total	221.639	326			
	Total	218.550	326			

Test used: ANOVA, One-Way; .05 level of significance

Note: In all indicators: 1st Year > 2nd and 3rd Year, using Scheffe Post-Hoc Analysis; subset for alpha=.05

Upon further analysis, the 1st year students have significantly higher assessments in the level of quality of education compared to both the 2nd and 3rd year students. A possible consideration that explains this phenomenon is the external comparison of the 1st years in delivering services between their previous institutions (SHS) and the current institution. It may imply that they highly rated the quality of education of the university during the new normal based on their previously set expectations. While in the case of the 2nd year and 3rd year students, they have already experienced how the delivery of services during the old normal. The varying groups have contextual differences in so far as the setting of standards is concerned.

3.5 Differences in the Assessment on SEL Teaching Practices

Table 10. Analysis of Variance in the SEL Teaching Practices by Cluster Affiliation

VARIABLES		Sum of Squares	df	Mean Square	F	Sig.
Student-Centered Discipline Mean	Between Groups	2.822	3	.941	1.359	.255
	Within Groups	223.509	323	.692		
	Total	226.330	326			
	Between Groups	4.800	3	1.600	2.013	.112
Teacher Language Mean	Within Groups	256.674	323	.795		
	Total	261.474	326			
	Between Groups	1.979	3	.660	.846	.469
Responsibility and Choice Mean	Within Groups	251.825	323	.780		
	Total	253.804	326			
	Between Groups	4.180	3	1.393	2.031	.109
Warmth and Support	Within Groups	221.637	323	.686		
	Total	225.817	326			
	Between Groups	3.519	3	1.173	1.717	.163
Overall Social Interactions	Within Groups	220.597	323	.683		
	Total	224.116	326			
	Between Groups	2.660	3	.887	1.326	.266
Cooperative Learning Mean	Within Groups	215.891	323	.668		
	Total	218.550	326			
Classroom Discussions	Between Groups	3.885	3	1.295	1.937	.123
	Within Groups	215.932	323	.669		

VARIABLES		Sum of Squares	df	Mean Square	F	Sig.
Self-Assessment and Self-Reflection	Total	219.817	326			
	Between Groups	3.049	3	1.016	1.629	.182
	Within Groups	201.502	323	.624		
	Total	204.550	326			
Balanced Instruction	Between Groups	3.367	3	1.122	1.761	.154
	Within Groups	205.825	323	.637		
	Total	209.192	326			
Over-all Instructional Interactions	Between Groups	2.282	3	.761	1.304	.273
	Within Groups	188.472	323	.584		
	Total	190.754	326			
Over-all SEL Teaching Practices	Between Groups	2.503	3	.834	1.429	.234
	Within Groups	188.539	323	.584		
	Total	191.042	326			

The test used: ANOVA, One-Way; .05 level of significance

As displayed in table 5.1, there exists no significant difference in the assessments of the respondents who are affiliated to different clusters on the level of implementation of SEL teaching practices during the new normal since all the computed p-values are greater than the .05 level of significance. It can be said that regardless of the students' courses, there is consensus among the students belonging to the different academic clusters on the level of implementation of SEL teaching practices. On the other hand, as shown in Table 5.2, there exist significant differences in the assessment on the level of implementation of all SEL teaching practices since the computed p-values are lesser than the .05 level of significance. Furthermore, the freshmen students are those who have significantly higher assessments in this aspect compared to the old students (2^{nd} and 3^{rd} years).

Table 11. Analysis of Variance in the SEL Teaching Practices by Year-level

VARIABLES		Sum of Squares	df	Mean Square	F	Sig.
Student-Centered Discipline Mean	Between Groups	16.918	2	8.459	13.088	.000
	Within Groups	209.412	324	.646		
	Total	226.330	326			
Teacher Language Mean	Between Groups	20.659	2	10.329	13.897	.000
	Within Groups	240.815	324	.743		
	Total	261.474	326			
Responsibility and Choice Mean	Between Groups	11.862	2	5.931	7.942	.000
	Within Groups	241.943	324	.747		
	Total	253.804	326			
Warmth and Support	Between Groups	19.988	2	9.994	15.732	.000
	Within Groups	205.828	324	.635		
	Total	225.817	326			
Overall Social Interactions	Between Groups	13.989	2	6.994	10.785	.000
	Within Groups	210.128	324	.649		
	Total	224.116	326			
Cooperative Learning Mean	Between Groups	16.494	2	8.247	13.224	.000
	Within Groups	202.057	324	.624		
	Total	218.550	326			
Classroom Discussions	Between Groups	19.758	2	9.879	15.999	.000
	Within Groups	200.058	324	.617		
	Total	219.817	326			
Self-Assessment and Self-Reflection	Between Groups	18.134	2	9.067	15.759	.000
	Within Groups	186.416	324	.575		
	Total	204.550	326			
Balanced Instruction	Between Groups	21.122	2	10.561	18.194	.000
	Within Groups	188.070	324	.580		
	Total	209.192	326			
Over-all Instructional Interactions	Between Groups	17.738	2	8.869	16.608	.000

VARIABLES		Sum of Squares	df	Mean Square	F	Sig.
	Within Groups	173.016	324	.534		
	Total	190.754	326			
	Between Groups	17.155	2	8.578	15.982	.000
Over-all SEL Teaching Practices	Within Groups	173.886	324	.537		
	Total	191.042	326			

Note: In all indicators, the 1st Year Group have significantly higher assessments compared to the 2nd and 3rd Year Groups, using Scheffe Post-Hoc Analysis; subset for alpha=.05

As previously explained, the points of reference and expectations regarding online instruction may contribute to the differences in the assessments. It must be noted, though, that although there is a significant difference in the assessment in the level of implementation, the fact remains that there is a need to improve to extremely well implementation. This is stressed in recognition of the crucial role of integrating SEL into instruction to develop highly resilient students, in the light of the pandemic.

3.6 Quality of Education and SEL Teaching Practices

Table 6. Correlation Analysis on Implementation of SEL Practices and Quality of the Education

VARIABLES	Virtual Faculty	On-line instruction	simulated/ virtual laboratories	research	virtual library	e-Student Services	Online Facilities and LMS?	Philosophy and Objectives	Virtual Administrators	Over-all Education E-Services
Student-Centered Discipline Mean	.511**	.588**	.510**	.571**	.582**	.582**	.635**	.612**	.631**	**.674****
Teacher Language Mean	.467**	.564**	.438**	.500**	.520**	.547**	.594**	.566**	.609**	**.597****
Responsibility and Choice Mean	.542**	.579**	.517**	.581**	.563**	.573**	.616**	.609**	.619**	**.661****
Warmth and Support	.513**	.600**	.500**	.576**	.551**	.584**	.614**	.625**	.659**	**.644****
Overall Social Interactions	**.526****	**.582****	**.506****	**.577****	**.558****	**.580****	**.634****	**.607****	**.641****	**.663****
Cooperative Learning Mean	.533**	.613**	.541**	.607**	.574**	.573**	.636**	.608**	.660**	**.664****
Classroom Discussions	.508**	.608**	.543**	.580**	.551**	.556**	.610**	.600**	.676**	**.639****
Self-Assessment and Self-Reflection	.495**	.571**	.514**	.562**	.557**	.597**	.598**	.625**	.611**	**.635****
Balanced Instruction	.521**	.640**	.557**	.600**	.584**	.622**	.656**	.629**	.665**	**.685****
Over-all Instructional Interactions	**.550****	**.646****	**.569****	**.621****	**.590****	**.618****	**.659****	**.648****	**.692****	**.692****
Over-all SEL Teaching Practices	**.563****	**.646****	**.562****	**.621****	**.605****	**.625****	**.673****	**.661****	**.700****	**.705****

Note: *Correlation is significant at .01 level of significance.

As shown in table 6, there is a significant relationship between the quality of education of the institution and its level of implementation of SEL teaching practices based even on a .01 level of significance. This relationship is sweeping to all the delivery of e-services, reflecting the quality of education of the institution and the specific SEL teaching practices. Furthermore, all the relationships are described as strong-positive since the correlation coefficients fall within the range of .40-.60. This implies a strong tendency that when the quality of education of the institution improves, the implementation of SEL teaching practices also improves. However, the same direction may also occur if the other variable declines. The results highlight the need to strengthen QA mechanisms, which translates to improved quality of educational services of the university. Consequently, this may lead to more pandemic-responsive teaching by the faculty, where the aim is to have more resilient learners.

4 Conclusions and Directions for Future Use

a. The online students of the UPHSD are young learners who are vulnerable to the ill-effects of the pandemic.
b. The UPHSD has adapted well to delivering educational services, most notably through its online instruction, virtual administrators, and Philosophy and Objectives.
c. The UPSD teachers have implemented well the SEL teaching practices through social and instructional interaction during the pandemic.
d. There is still room for improvement in the delivery of educational services of UPHSD, particularly to loyal clients.
e. The teachers of UPHSD may still enhance the development of SEL, most particularly on the learners who were used to the old normal, through enhancement of online SEL instructional practices.
f. Resilient learners may be developed through continuous improvement in delivering appropriate educational services of UPSHD towards excellence.
g. Concrete SEL integration programs may be infused into the e-services to fully develop resilient members of the academic and the larger community as part of the QA strategies.

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