

## **ENHANCING TEACHER SELF-EFFICACY IN SEL: INSIGHTS FROM A SCOPING REVIEW**

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### **ABSTRACT**

This scoping review explores the individual and contextual factors that enable teacher self-efficacy for implementing social and emotional learning (SEL) programs in K-12 classrooms. Guided by Bandura's social cognitive theory, the review synthesizes evidence from 10 studies published between 2009 and 2023. Key themes emerged related to professional development and training, teacher characteristics and experience, school climate and leadership support, comfort with SEL practices, teacher-student relationships, SEL competencies and beliefs, and the influence of socio-cultural factors. The findings are organized into a proposed framework categorizing enablers of teacher self-efficacy into personal factors (e.g., social-emotional competence), behavioral factors (e.g., modeling SEL skills), and environmental factors (e.g., access to resources). The review highlights the multidimensional nature of teacher self-efficacy in SEL contexts and suggests that a comprehensive approach addressing multiple levels of influence is needed to create enabling environments. Implications for practice include providing high-quality training, fostering supportive school climates, and investing in teachers' personal development. Limitations and future research directions are discussed.

**Keywords:** Teacher Self-Efficacy; Social and Emotional Learning; SEL Implementation; Professional Development Social Cognitive Theory

### **INTRODUCTION**

Social and emotional learning (SEL) programs are now being implemented in K-12 classrooms and have brought attention of late as a result of their very deep influence on student outcomes. CASEL (2020) defined SEL as the process through which individuals acquire skills that are important in the self-management of emotions, attainment of goals, empathy, maintaining relationships, and demonstrating wise judgement [1], [2]. These are fundamental skills toward creating a whole school setting for students' all-around academic and personal development [3].

The success of SEL, being the first and principal propagators, most significantly rests with the teachers. Their self-efficacy, though—the belief in their capability to perform the necessary practices of teaching—becomes the major determinant factor for the effective delivery of SEL [4], [5]. In searches for factors influencing teacher self-efficacy in SEL contexts, this research will look in individual characteristics, professional development, school climate, and socio-cultural factors.

Underpinned by recent studies, this scoping review offers a synthesized account of evidence that suggests a more comprehensive framework to categorize enablers of teacher self-efficacy: personal, behavioral, and environmental. Grounded in Bandura's social cognitive theory, the review underlines reciprocal determinism between personal factors, behavior, and the environment, endeavoring to give a nuanced understanding of the multifaceted influences on teacher self-efficacy within SEL contexts [6]. Attention to these factors can help educational stakeholders build supportive environments that enhance teachers' confidence and capacity to deliver high-quality SEL, thereby supporting students' social-emotional development and academic success.

## LITERATURE REVIEW

The body text must be divided into main sections, for example, 1. Introduction, 2. Materials and methods, 3. Results and discussion, 4. Conclusion, 5. Acknowledgements.

### 2.1 Social and Emotional Learning (SEL) in Education

Throughout the past three decades, the prevailing and frequently cited definition of SEL has been the one outlined by CASEL [1] as: “the process through which children and adults develop the skills, knowledge, and attitudes necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” [2], [7], [8]. In this definition, SEL takes a holistic, multi-pronged approach, integrating theory, research, real-world practice, and implementation together to build up students' social-emotional capacities and strengths. It is an all-encompassing framework that pulls together these different aspects in order to develop those competencies [2], [9], [10]. Here, it is important to note the distinction between social and emotional learning (SEL) and social and emotional competencies (SEC). Frydenberg et al., [11] clarify that SEL refers to the process and practice of teaching and learning social and emotional skills, which aim to produce desired outcomes or competencies. The outcomes from social and emotional learning are social and emotional competencies (SEC).

In both research on and implementation of SEL programs, the CASEL framework is one of the most widely-used and well-known frameworks [3], [7], [10], [12], [13], [14]. The CASEL Framework includes five core competencies, otherwise known as the CASEL 5. These competencies are self-awareness, self-management, social awareness, relationship-building, and responsible decision-making [3]. Self-awareness is the capacity to objectively identify one's thoughts, emotions, strengths, and limitations, resulting in a well-grounded sense of confidence and optimism. This requires recognizing one's feelings and cognitions, accurately assessing strengths and weaknesses, and maintaining self-efficacy. Self-management, or effectively regulating emotions, thoughts, and behaviors across contexts, entails managing stress, controlling impulses, self-motivating, and pursuing personal and academic goals. Social awareness refers to the ability to empathize with diverse perspectives and understand social and ethical norms. This involves taking others' perspectives, cultivating empathy, and recognizing social guidelines and available support resources. Relationship skills include establishing and maintaining healthy connections through clear communication, active listening, cooperation, and conflict resolution. Responsible decision-making means making constructive choices about personal conduct based on ethical standards, evaluation of consequences, and consideration of wellbeing.

According to Weissberg [3], this framework establishes “systemic, equitable, evidence-based social and emotional learning for all preschool to high school students, [which] guides the design, implementation, and continuous improvement of school-family-community partnerships to enhance the social, emotional, and academic competencies of young people” [1]. SEL is taught deliberately and through student-centered learning methods that foster

personal and interpersonal skills such as self-management, working with others, and communicating [7], [8]. Moreover, SEL programs aim to establish a positive learning environment by creating a well-managed school setting that makes learners feel safe, valued, and cared for [15].

## **2.2 Impact of Social and Emotional Learning**

The impact of SEL programs on students' social and emotional competence is well-established in the literature [3], [16], [17], [18], [19], [20], [21], [22]. Through SEL, students learn to understand their strengths, weaknesses, and emotions, which in turn lead to their improved abilities to self-regulate and manage their interpersonal relationships [16], [23]. These competencies impact students' overall wellbeing and lead to significant improvements in multiple domains, such as academic achievement and resilience, school engagement, and social behavior.

Durlak's [17] extensive analysis of 213 school-based SEL programs, supported by various other studies over the recent and past decades [9], [23], [24], [25], [26], unveiled substantial enhancements in various areas for SEL participants. In the area of academic achievement, SEL students demonstrated remarkable progress. They achieved higher grades, improved standardized test scores, and increased graduation rates, distinguishing them from peers who did not take part in the SEL programs. In terms of school engagement, Durlak's [17] research highlighted that students who were in the SEL programs displayed enhanced school participation, maintained positive attitudes toward teachers and peers, and had a reduced likelihood of skipping school. This aligns with the study conducted by Ross and Tolan [25], whose findings showed a positive association between higher SEL scores, school engagement, and academic performance while also indicating a decrease in risky behaviors and delinquency.

Moreover, recent research highlights the core components of effective SEL programs, including explicit skill instruction, integration with the academic curriculum, and supportive learning environments [10]. The systematic implementation of SEL from preschool to high school has been found to promote educational success for all students [27]. These findings underline the transformative potential of SEL in fostering the holistic development of students and setting them up for success in various aspects of their lives.

## **2.3 Teachers's Role Training, and Self-Efficacy in SEL Implementation**

While the benefits of SEL for students are well-documented, the successful implementation of SEL programs depends greatly on teachers as the primary agents of program delivery. As crucial agents, various factors can enable or constrain teachers in effective SEL implementation. Schonert-Reichl et al. [28] point out that teacher capacity and well-being are critical factors, underlining the assertion that the training of teachers impacts successful SEL implementation [29] and that time spent training significantly predicts competence and confidence facilitating SEL, shaping instructional quality [30], [31]. Indeed, adequate teacher preparation in concrete SEL techniques has proven vital for successful delivery [32], [33]. However, professional development often remains insufficient [34], [35], and the mechanisms linking teachers' training and capacities in SEL implementation remain underexplored.

One of the key factors that has been identified as mediating the relationship between training and SEL implementation is teacher self-efficacy [29]. Philippe [29] found that more hours of SEL training were positively associated with higher teacher self-efficacy in delivering SEL instruction. Self-efficacy refers to an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments [4]. In the context of education, teacher self-efficacy has been described as the teacher's belief in their ability to organize and execute the necessary actions to successfully carry out a specific educational task in a particular context [5]. In the SEL context, teacher self-efficacy can be understood as teachers' confidence in their ability to successfully facilitate SEL activities and instruction for

students. Recent research has found that factors such as pre-service teachers' emotional intelligence, empathy, and perceived stress can predict their teaching performance in relation to SEL [36].

Teacher self-efficacy appears to play a crucial role in the quality of SEL implementation. When self-efficacy is high, SEL program implementation has positive outcomes, and vice versa. A mixed methods study conducted by Ulla et al. [37], investigated how teachers perceived school culture with regard to SEL as well as their training, beliefs, and familiarity with various SEL aspects such as social-awareness, self-awareness, and self-management. The findings showed that their effectiveness in implementing SEL was affected by their lack of knowledge and skills in implementing SEL programs, especially in the areas of self-awareness and management [38]. Meanwhile, a study by Schiepe-Tiska et al. [39], which investigated the perception of teachers about their readiness to handle SEL programs, found that the social-emotional development of teachers themselves was as a key factor in their success, confirming the assertion of Holmes [30] that higher teacher self-efficacy positively predicted higher quality SEL implementation.

Studies typically approach the issue of teacher self-efficacy in implementing SEL programs from an individualistic perspective, focusing primarily on the personal characteristics of teachers, such as their beliefs, attitudes, and skills [12], [40]. Bandura's social cognitive theory, with its emphasis on the interplay between personal factors, behavior, and the environment [41], provides a wider lens by suggesting the importance of considering the broader context in which teaching and learning occur.

This scoping review aimed to explore the individual-level and environmental factors that enable teacher self-efficacy for implementing social and emotional learning (SEL) programs, in order to inform the development of a framework for enhancing teacher self-efficacy in SEL contexts. The research question that guided this review was: What individual-level and environmental factors enable teacher self-efficacy for implementing social and emotional learning (SEL) programs in K-12 classrooms? By synthesizing evidence on both individual and environmental enablers, this review aims to provide a more comprehensive understanding of how to support teachers' confidence and capacity in delivering high-quality SEL that promotes students' holistic development.

The review was undertaken through the lens of Bandura's social cognitive theory, wherein the concept of self-efficacy is a crucial component. Social cognitive theory explains human behavior by considering the phenomenon of reciprocal causation, where the individual and their environment mutually influence each other. In this view, social aspects, personal factors, and environmental conditions all serve as determinants of human actions. This allows people to exert a degree of control over their own lives while also establishing boundaries for their self-direction [6].

Guided by Bandura's theory, the research question was approached by examining both individual and environmental contextual factors that facilitate teacher self-efficacy for implementing SEL programs. This approach allowed the author to consider not only teachers' personal beliefs and capabilities but also the various environmental factors that can either facilitate or pose obstacles to their self-efficacy. It enabled the mapping of the key themes, types of evidence, and gaps in research related to teacher self-efficacy for implementing SEL programs, thereby contributing to a more nuanced understanding of this important issue in education.

## **METHODOLOGY**

This study used a scoping review to gain an in-depth understanding of how individual and contextual factors enable teacher self-efficacy in the implementation of social and

emotional learning programs within K-12 classrooms. A scoping review approach was used because it is helpful in mapping the available literature on the issue at hand, besides identifying key concepts and exposing research gaps that are not well-defined [42], [43].

The review was guided by the framework outlined by Arksey and O'Malley [42]. This framework consists of five stages, which are: (1) identifying the research question, (2) identifying relevant literature, (3) selecting studies, (4) charting the data, and (5) collating, summarizing, and reporting the results. Due to time constraints, however, the optional sixth stage of consultation with stakeholders was not conducted, and the review was carried out by a single reviewer instead of a team

### **3.1 Stage 1: Identifying the Research Question**

Studies on teacher self-efficacy in implementing social-emotional learning (SEL) programs have tended to take a narrow, individualistic view. The focus of the literature on this topic has been mainly on teachers' personal attributes - their beliefs, attitudes, and skills. Rather than just zeroing in on teachers as isolated individuals, a social cognitive approach encourages examining how the environmental and situational factors in schools shape teachers' beliefs about their capabilities to effectively implement SEL programs. This expanded viewpoint can yield a richer understanding of the forces influencing teacher self-efficacy in this particular aspect of education. Bandura's theory points the way toward a more holistic, contextual analysis that unpacks the complex interplay of personal, behavioral, and environmental elements. This research aimed to answer the question: What are the individual and environmental factors that facilitate teacher self-efficacy for implementing social-emotional learning (SEL)?

### **3.2 Stage 2: Identifying Relevant Literature**

A comprehensive search was conducted using four electronic databases: Google Scholar, EBSCO, SCOPUS, and ERIC. The search strategy included terms related to the population (teachers), the problem of interest (self-efficacy, confidence, beliefs, perceptions), interventions (training, professional development), and context/outcomes (teacher self-efficacy, social-emotional learning, SEL, classroom management). The specific search strings used were: ("teachers") AND ("self-efficacy" OR "confidence" OR "beliefs" OR "perceptions") AND ("training" OR "professional development" OR "education") AND ("teacher self-efficacy") AND ("social-emotional learning" OR "SEL" OR "classroom management"). The search was conducted using the articles' title, abstract, and keywords.

### **3.3 Stage 3: Selecting Studies**

Studies were selected based on their relevance to understanding individual and contextual factors enabling teacher self-efficacy in implementing SEL programs. In the initial phase, a total of 924 studies were identified through the search of the various databases. The selection was narrowed down to 109 by sorting duplicates, limiting the date range to studies published between 2003 and 2023, language (English language), source type (academic journals), and topic (relation to the research question).

The 31 studies were then screened based on their title and abstract to determine if they met the following criteria: (1) involved classroom teachers of K-12 students, (2) discussed teacher self-efficacy, (3) mentioned training or professional development programs, and (4) focused on social-emotional learning or classroom management. Studies that did not meet these criteria were excluded.

For the remaining nine studies, the full texts were assessed for eligibility by a single reviewer. Studies were included if they met all the inclusion criteria outlined previously (involving K-12 teachers, discussing self-efficacy, evaluating training programs, focusing on SEL or classroom management, and writing in English). Any studies that did not meet these criteria were excluded. Since there was only one reviewer, there were no disagreements to

resolve. To minimize potential biases, the reviewer strictly adhered to the predefined inclusion and exclusion criteria and maintained a reflective approach throughout the process [44].

No formal quality appraisal was conducted on the included studies due to the limited resources available for this review. However, all included studies were published in peer-reviewed academic journals, which provides some assurance of their methodological quality.

### 3.4 Stage 4: Charting of the Data

One reviewer extracted relevant data from the included studies using a standardized data extraction form developed specifically for this review. The form was piloted on a sample of three included studies and refined based on the pilot results to ensure consistency and accuracy in data extraction. Information was collected on study characteristics (author, year, design), sample (number, teaching level/subject), intervention details (content, duration, delivery format), and key findings related to impacts on teacher self-efficacy. To ensure consistency and accuracy in data extraction, the reviewer re-checked the extracted data against the original studies and made necessary corrections.

### 3.5 Stage 5: Collating, Summarizing, and Reporting the Results

The findings were analyzed using a narrative synthesis approach to summarize evidence on individual and contextual factors that enable teacher self-efficacy in SEL implementation. This involved organizing the findings into themes and subthemes, comparing and contrasting the findings across studies, and identifying patterns and relationships in the data. The method used in the study was guided by the framework outlined by Arksey and O'Malley, which provided a systematic and rigorous process to scope the literature. The inclusion of use of Bandura's theory as a guiding lens further strengthened the conceptual foundation of the review.

## FINDINGS

The scoping review included a total of 9 studies relevant to the research question that met the inclusion criteria. Table 1 presents the characteristics of the studies.

The included studies' publication dates ranged from 2012 to 2023, with the majority (66.7%, six studies) published between 2019 and 2023. The studies were conducted in seven different countries, with the highest representation from the United States (3 studies, 33.3%). The study sample sizes ranged from 60 to 664 participants, with a median sample size of 109. The participants were primarily teachers from various grade levels, including elementary, middle, and secondary schools.

The included studies employed various research designs: Quantitative studies: 7 (77.8%), Mixed-methods studies: 2 (22.2%), Qualitative studies: 0 (0%).

**Table 1:** Characteristics of the Study

Number	Author (Year)	Country	Participants	Method	Instrument
1	Alsalamah [45]	Kingdom of Saudi Arabia	109 special education teachers	Quantitative survey	Teacher Self-Efficacy Scale
2	Collie et al. [46]	Canada	664 elementary and	Quantitative structural equation modeling	Teacher outcomes, school climate, and

			secondary teachers		SEL beliefs scales
3	Davis et al. [47]	USA	454 teachers (55% Black, 45% White)	Mixed methods	Surveys and interviews
4	Odanga et al. [48]	Kenya	327 secondary teachers	Mixed methods sequential explanatory design	Teacher Self-Efficacy Scale
5	Perera et al. [49]	Australia	Over 10,000 teachers from 33 countries	Quantitative latent profile analysis	Teacher Self-Efficacy Scale-Short Form
6	Poulou [50]	Greece	98 elementary teachers	Quantitative structural equation modeling	Emotional intelligence, SEL skills, and teaching efficacy scales
7	Thierry et al. [51]	USA	60 PreK-1st grade teachers	Quantitative observations and surveys	Classroom Assessment Scoring System, self-efficacy and adherence surveys
8	Yang [52] (2021)	USA	321 educators	Quantitative online survey	Online teaching self-efficacy, compassion fatigue, SEL competency scales
9	Zee et al. [53]	Netherlands	107 teachers, 841 3rd-6th grade students	Quantitative multilevel structural equation modeling	Adapted Teachers' Sense of Efficacy Scale

The findings revealed several key themes regarding contextual factors that enable teacher self-efficacy for implementing SEL programs. The themes are professional development and training, teacher characteristics and experience, school climate, comfort with

SEL practices, teacher-student relationship, and SEL competencies and beliefs. Table 2 presents the themes.

**Table 2:** Key Themes on Factors Enabling Teacher-Efficacy

Theme	Description of Themes	Articles
<b>1. Professional Development and Training</b>	High-quality professional development programs and ongoing training in SEL can enhance teachers' knowledge, skills, and self-efficacy for implementing SEL programs.	Alsalamah [45], Davis et al. [47], Perera et al. [49], Yang [52]
<b>2. Teacher Characteristics and Years of Experience</b>	Demographic factors, years of teaching experience, and comfort with SEL can influence teachers' self-efficacy for implementing SEL programs.	Alsalamah [45], Davis et al. [47], Thierry et al. [51]
<b>3. School Climate, Leadership Support, Access to Resources</b>	Supportive leadership, positive school culture, adequate resources, access to clear guidelines and SEL materials, and a focus on students' motivation and behavior can create an enabling environment for teachers to implement SEL programs with confidence.	Collie et al. [46], Davis et al. [47], Perera et al. [49]
<b>4. Comfort with SEL Practices</b>	Teachers' commitment to improving their SEL skills and their comfort with implementing SEL practices can enhance their self-efficacy in teaching SEL to students.	Odanga [48], Collie et al., [46], Poulou [50] [53]
<b>5. Teacher-Student Relationship</b>	The quality of teacher-student relationships, characterized by closeness or conflict, can influence teachers' self-efficacy in implementing SEL programs and managing student behavior.	Collie et al.,[46], Poulou [50], Zee et al. [53]



<b>6. SEL Competencies and Beliefs</b>	Teachers' own social-emotional competencies, such as emotional intelligence and well-being, along with their self-efficacy beliefs in specific domains like classroom management and student engagement, can impact their confidence and effectiveness in implementing SEL programs.	Davis et al. [47], Poulou [50], Yang [52]
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The review identified six key themes that contribute to teachers' confidence in their ability to effectively implement social-emotional learning (SEL) programs.

#### **4.1 Professional Development and Training**

Professional development and training emerged as a crucial factor, with two-thirds of the studies highlighting the importance of high-quality training and ongoing support in enhancing teachers' knowledge, skills, and self-efficacy. Teachers who attended more PDPs reported higher levels of self-efficacy [45], [51]. These programs should be designed to allow participants to acquire new knowledge, synchronize it with classroom activities, and include ongoing assistance and consultation for teachers [45].

#### **4.2 Teacher Characteristic**

Teacher characteristics, such as years of teaching experience, gender, and ethnicity, can influence their self-efficacy for implementing SEL programs [45], [47], [49], [51]. More experienced teachers reported higher levels of self-efficacy and were likelier to adhere to SEL curriculum schedules [51]. Gender differences were also noted, with female teachers often exhibiting higher confidence in teaching SEL [49].

#### **4.3 School climate, Leadership support, and Access to Resources**

A supportive school climate and leadership prioritizing SEL were crucial contextual factors [46]. Schools that foster positive interpersonal relationships among staff, promote collaboration, and provide clear guidelines and expectations for SEL implementation can create an enabling environment for teachers. Leadership styles that inspire and motivate teachers to exceed their self-interests for the good of the group can enhance teacher self-efficacy.

#### **4.4 Socio-Cultural Factors and Comfort with SEL Practice**

Socio-cultural factors, such as cultural beliefs, values, and practices, significantly impact teacher self-efficacy. Studies found that teachers who perceived a strong alignment between SEL programs and their cultural context reported higher levels of self-efficacy in delivering SEL lessons [48]. Furthermore, teachers' comfort with SEL practices and their commitment to improving their SEL skills were identified as significant predictors of their self-efficacy [46], [50]. Teachers who felt more comfortable implementing SEL and were dedicated to enhancing their abilities reported higher levels of teaching efficacy and job satisfaction [46].

#### **4.5 Relationship with Students**

Positive teacher-student relationships and a supportive classroom climate were found to be associated with higher levels of teacher self-efficacy in implementing SEL programs [50], [53], [54]. Teachers who reported closer relationships with students and perceived a positive classroom environment felt more confident in managing student behavior and delivering SEL curricula [50], [53].

#### 4.6 Personal SEL Competences and Beliefs

Teachers' own social-emotional competencies and beliefs, such as emotional intelligence, well-being, and self-efficacy in specific domains like classroom management and student engagement, were found to influence their confidence and effectiveness in implementing SEL programs. Teachers with higher levels of emotional intelligence, SEL skills, and personal well-being were found to be more effective in implementing SEL and fostering positive classroom outcomes [52].

### 5. DISCUSSIONS

This study highlights key elements that are essential for teachers to successfully implement social-emotional learning. The findings have profound implications for teachers, school administrators, and policymakers. Table 3 shows the implications for practice derived from the review.

**Table 3:** Implications for Practice with author and year references:

Recommendation	Studies
Provide high-quality professional development and training in SEL	Alsalamah [45], Davis et al.[47], Perera et al.[49], Yang [55]
Foster supportive school climates, leadership, and resources	Collie et al. [54], Davis et al. [47], Perera et al. [49]
Consider teachers' characteristics and socio-cultural factors and adapt SEL programs accordingly	Alsalamah [45], Davis et al. [47], Thierry et al. [51]
Offer resources and support for classroom management and instruction	Alsalamah [45], Perera et al. [49], Thierry et al. [51], Zee et al. [53]
Invest in teachers' personal social-emotional development	Davis et al [47], Poulou [50], Yang [55]

#### 5.1 Implications: Factors Influencing Teacher Self-Efficacy in SEL

Of paramount importance is the element of comprehensive professional development and ongoing training, which will equip teachers with the necessary tools and confidence to implement SEL programs effectively. Professional training provides teachers with a toolbox full of essential tools and the confidence to use them effectively. This is crucial for creating an environment where teachers feel empowered to lead SEL implementation. Too often, teachers are left to decipher these complex initiatives on their own, so this focus on enhancing their capabilities is a significant contribution.

The findings also point to the need for customizing teacher support based on individual teacher characteristics. This is because teachers have unique needs and challenges based on their diverse backgrounds, experiences, and identities. Recognizing and addressing these would foster an inclusive and empowering environment. A one-size-fits-all approach will not work; schools must carefully examine their specific teacher population and adjust their support systems accordingly.

A supportive school climate and strong leadership are also critical. When teachers feel genuinely supported and valued by their administrators, they are likelier to embrace initiatives like SEL. This would, in turn, increase their belief in their ability to impact students' social and

emotional development positively. Leaders who will set the direction and foster a sense of shared mission and purpose to embrace SEL programs are key to creating the enabling environment necessary for successful implementation. In addition, this supportive school climate and leadership is inextricably linked to the importance of fostering a sense of comfort and a growth mindset among teachers. By considering the cultural context and adapting SEL curricula to align with local values and practices, schools can create a more culturally responsive environment that enhances teacher confidence and effectiveness in delivering SEL. This is a crucial step towards culturally responsive implementation that resonates with both teachers and students.

Finally, the findings brought to the fore the need to invest in teachers' social-emotional development, which is particularly noteworthy. If we expect teachers to model and teach these critical skills, they must first have a strong foundation in them themselves. Prioritizing the well-being of teachers is not only ethically sound but also strategic, as it directly impacts the quality of SEL instruction.

These emerging themes underline the multidimensional nature of contextual factors that enable teacher self-efficacy for implementing SEL programs, ranging from individual characteristics to school-level support systems and socio-cultural influences. By addressing these factors at various levels, including individual teacher characteristics, classroom dynamics, school climate, and broader support systems, educational stakeholders can create an enabling environment that fosters teacher self-efficacy and successful SEL program implementation. The findings suggest that a comprehensive approach addressing multiple levels of influence is necessary to create an enabling environment for teachers to effectively deliver SEL curricula and promote students' social-emotional development.

## 5.2 Towards A Framework for Enhancing Teacher Self-Efficacy in SEL Contexts

This study aimed to explore the individual-level and environmental factors that enable teacher self-efficacy for implementing social and emotional learning (SEL) programs, in order to inform the development of a framework for enhancing teacher self-efficacy in SEL contexts. We have identified six major enabling factors for teacher self-efficacy. Through the lens of Bandura's social cognitive theory (Bandura, 1986), the author of this review proposes a framework that categorizes the factors influencing teacher self-efficacy into three categories: personal, behavioral, and environmental. Table 4 provides a summary of the enabling factors grouped according to the three domains of the social cognitive theory.

**Table 4:** Table of Enabling Factors according to the Three Domains

Domain	Factors
Personal factors	Social-emotional competence, SEL beliefs, self-efficacy, demographic characteristics
Behavioral factors	Implementing SEL programs effectively, modeling SEL skills, managing classroom dynamics and student behavior, and building positive teacher-student relationships
Environmental factors	Professional development, school climate, leadership support, resources, socio-cultural context

### 5.2.1 Personal Factors

Bandura's theory emphasizes the role of individual beliefs in shaping behavior. Consistent with this, the review findings highlight the impact of teacher characteristics such as ethnicity, gender, and experience on their self-efficacy beliefs. These findings suggest that interventions aimed at enhancing teacher self-efficacy should consider these individual differences.

### 5.2.2 Behavioral Factors

The review findings also underscore the importance of teachers' ability to manage classroom behavior and their perceptions of students' motivation levels. This aligns with Bandura's emphasis on the reciprocal relationship between behavior and personal factors. Teachers' self-efficacy beliefs can shape their classroom management strategies, which in turn can influence their self-efficacy.

### 5.2.3 Environmental Factors

Bandura's social cognitive theory highlights the role of environmental factors in shaping behavior. The review findings reflect this, pointing to the influence of school leadership, supportive systems, resources, and culture on teacher self-efficacy. This suggests that creating a supportive school environment can enhance teachers' self-efficacy for implementing SEL programs.

Figure 1 shows the visual representation of a proposed framework for approaching teacher efficacy in SEL Contexts. In this framework, Personal Factors (e.g., teacher characteristics, social-emotional competence) influence Behavioral Factors (e.g., implementing SEL programs, modeling SEL skills) and are influenced by Environmental Factors (e.g., professional development, school climate). At the same time, Behavioral Factors shape the environment and impact Personal Factors, while Environmental Factors provide opportunities and constraints for behavior and influence Personal Factors. The positioning of the "Teacher Self-Efficacy in SEL Implementation" circle signifies that teacher self-efficacy is influenced by and, in turn, influences these three factors. This is represented by the arrows pointing towards and away from the circle, and signifies the dynamic interplay that shapes the teaching and learning environment.



**Figure 1: A Framework for Enhancing Teacher Self-Efficacy in SEL Implementation**

By addressing these multifaceted influences, educational stakeholders can foster environments that strengthen teachers' confidence and capacity to deliver high-quality SEL, ultimately benefiting students' social-emotional development and academic success.

### 5.3 Limitations

The primary limitation of this review is that a single reviewer conducted it due to time constraints. This may have introduced potential biases in the process of selecting studies and extraction of data. However, efforts were made to minimize these biases by strictly adhering to the predefined inclusion and exclusion criteria, maintaining a reflective approach, and re-checking the extracted data for accuracy [44]. Another limitation is the lack of a formal quality appraisal of the included studies. Even though all included studies were published in peer-reviewed journals, the methodological quality of the different studies may vary, and this could impact the reliability and validity of the findings.

## CONCLUSION

This review has led to possible framework for enhancing teacher self-efficacy in SEL contexts. This proposed framework has implications for practice, suggesting that interventions to enhance teacher self-efficacy in SEL contexts should target these three areas. However, our scoping review has limitations. The included studies varied in terms of their methodological quality, and there was a lack of longitudinal studies that could provide insights into the causal relationships between the factors and teacher self-efficacy. Future research should focus on testing this framework and developing interventions that can support teachers in enhancing their self-efficacy for SEL implementation.

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