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CULTURALLY RESPONSIVE SOCIAL AND EMOTIONAL LEARNING PRACTICES OF FOREIGN TEACHERS AND THEIR IMPACT ON KINDERGARTEN LEARNERS

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ABSTRACT

This study aimed to explore the perceived impact of foreign teachers' social and emotional learning (SEL) practices on the learners' skills, the cultural and educational barriers they faced, and the relationship among the variables. Using a descriptive quantitative research design, the study involved 60 foreign teachers in Chinese kindergartens for the academic year 2025-2026, selected through total enumeration. Data collection was through a researcher-made questionnaire, and data analysis included frequency and percentage, weighted mean, t-test, and Pearson r. The perceived impact of foreign teachers' SEL practices was very high with an overall mean of 3.78 across dimensions: self-awareness, self-management, social Awareness, relationship skills, and responsible decision-making. Among dimensions of SEL practices, social Awareness and relationship skills registered a high mean of 3.73 and 3.70, respectively. Among the global dimensions of perceived SEL impact, the highest mean of 3.79 was in the general dimension followed by responsible decision-making with a mean of 3.80. Social Awareness got a mean of 3.76, and relationship skills garnered a mean of 3.73. The five dimensions of perceived SEL impact significantly differ when grouped according to sex, age, years of teaching in China, and highest educational attainment; whereas, general dimensions of perceived SEL impact significantly differ according to sex and age. When correlations are considered, perceived SEL impact correlates significantly with educational barriers (r =.267, p =.039), but not significantly with cultural barriers (r =.220, p =.092). This study recommends the conduct of a Culture-Responsive SEL Training and Professional Development Program to develop teachers' cultural and instructional responsiveness, collaboration, and professional skills.

KEYWORDS: *Social And Emotional Learning, Foreign Teachers, Kindergarten Learners, Cultural Barriers, Educational Barriers, Culturally Responsive Teaching, Professional Development*

I. INTRODUCTION

1.1. Background of the Study

Social and emotional learning (SEL) is believed to be a critical element of early childhood learning and likely helps with social-emotional competence, social skills, relationships, and responsible decision-making among children. According to Collaborative for Academic, Social and Emotional Learning [CASEL] (2024), there are five SEL competencies, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision making, which are the recommended way to manage the broad spectrum of children's development. In addition, literature reviews indicated that the social-emotional development of young children and practices in early childhood can be improved by using the SEL program successfully (Mondi et al., 2021; Ștefan et al., 2022).

For the incorporation of Social Emotional Learning (SEL) in culturally diverse classrooms, teachers should be mindful of the cultures of the learners and how they communicate and interact socially. According to Zhaob et al. (2022), social and emotional learning should consider the real culture and socialization experience of the learners. In addition, Kranski and Steed (2022) highlighted the efficiency of using practice-based coaching as a strategy in developing culturally responsive teaching practices in early childhood classrooms. It is quite clear from the above discussion that SEL practices have to be developmentally appropriate and culturally sensitive.

Foreign teachers working in Chinese kindergartens will face many challenges, such as those of cultural adaptation, communication, emotional expression, expectations of parents, curriculum alignment, learning resources, collaboration, and professional training. However, the relationship between these factors and teachers' ability to implement SEL practices into the classroom is still worth looking at. Thus, the purpose of this study was to explore foreign teachers' SEL practices, their perceived effects on the competencies of Chinese kindergarten learners, and the cultural and educational barriers in implementing them. The findings were used in developing the Culture-Responsive SEL Training and Professional Development Program.

1.2 Statement of the Problem

The study aimed to identify the impact of social and emotional learning (SEL) practices of foreign teachers on the development of SEL competencies among Chinese kindergarten learners.

Specifically, it sought answers to the following sub-problems:

1. What is the profile of the respondents in terms of?
   1.1. age;
   1.2. sex;
   1.3. years of teaching in China; and
   1.4. highest educational attainment?
2. What is the impact of foreign teachers' practices in implementing social and emotional learning to Chinese' kindergarten learners' competencies in terms of?
   2.1. self-awareness;

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2.2. self-management;
2.3. social awareness;
2.4. relationship skills; and
2.5. responsible decision making?

3. What are the cultural and educational barriers the foreign teachers faced in implementing social and emotional learning (SEL) to Chinese kindergarten learners in terms of?
3.1. cultural barriers
3.1.1. adaptation to local norms;
3.1.2. communication;
3.1.3. emotional expression; and
3.1.4. parental expectation?
3.2. educational barriers
3.2.1. alignment to curriculum;
3.2.2. availability of learning resources;
3.2.3. collaboration; and
3.2.4. teacher's training on SEL?

4. Is there a significant difference in the impact of foreign teachers' practices in implementing social and emotional learning to Chinese' kindergarten learners' competencies when grouped according to respondents' profile?

5. Is there a significant relationship between the impact of foreign teachers' practices in implementing social and emotional learning to Chinese' kindergarten learners' competencies and the cultural and educational barriers faced by the foreign teachers in implementing social and emotional learning practices?

6. Based on the findings of the study. What training program for foreign teachers of Chinese kindergarten learners may be developed?

1.3 Hypotheses

The study tested the following null hypotheses at the 0.05 level of significance:

H_o1: There is no significant difference in the perceived impact of foreign teachers' SEL practices on Chinese kindergarten learners' competencies when respondents were grouped according to their profiles.

H_o2: There is no significant relationship between the perceived impact of foreign teachers' SEL practices and the cultural and educational barriers encountered by the respondents.

1.4 Purpose of the Study

The purpose of this study was to understand how foreign teachers implemented SEL activities in the classroom and how this impacted the social and emotional skills of Chinese children enrolled in kindergarten classes. The research sought to identify cultural and educational challenges in implementing SEL programs, differences in the impact based on demographic characteristics of the teachers, and any relationship that existed between the impact and the implementation challenges.

II. REVIEW OF RELATED LITERATURES AND STUDIES

2.1 Review of Empirical Studies

Social and Emotional Learning in Early Childhood

Mondi et al. (2021) conducted a review on early interventions in childhood that promote SEL and stressed the need to incorporate social and emotional development during early education programs. Ștefan et al. (2022) also conducted a review of class-wide SEL interventions for preschool children and stressed the need for evidence-based interventions in supporting the social and emotional abilities of children.

Culturally Responsive Teaching and SEL

Culturally Responsive Teaching understands that the learning process of children is influenced by their social and cultural experiences. Kranski and Steed (2022) carried out a study on practice-based coaching for the purpose of enhancing cultural responsiveness in early childhood classrooms. Their study revealed that practice-based coaching helped increase practices in several teachers involved in the study. This shows the need for adapting the instructional techniques of foreign teachers in line with their culture.

Teacher Training and Professional Development

Professional development is an essential part of educators' comprehension and implementation of SEL. Adams et al. (2022) examined a professional development program with workshops, classroom visits, consultation, coaching, and professional learning communities. It appears that professional development increased teachers' knowledge of SEL, their knowledge of research-based strategies, and their confidence in implementing classroom practices, and these findings probably support the development of a focused professional development program for kindergarten foreign teachers.

Cultural and Educational Barriers to SEL Implementation

The process of implementing SEL requires not just the teachers' practices, but also the contexts in which teaching takes place. The cultural and contextual components were discussed in Kranski & Steed (2022), while Adams et al. (2022) emphasized the necessity of offering teachers the means to become able to use the mentioned practices. That is why one can assume that aspects such as cultural adaptation, collaboration, resources, and training of teachers should be considered when researching SEL implementation. The current research focused on this issue in relation to foreign teachers teaching Chinese kindergarten children.

Teacher Characteristics and SEL Practices

The professional backgrounds of teachers and their professional development experiences could impact their classroom knowledge, confidence, and practice. According to Adams et al. (2022), professional development, which is well-structured and intentional, can support teachers in developing their competency in implementing SEL. Characteristics such as respondents' age, gender, teaching experience in China, and education levels were used as a reference to examine whether the reported positive impact of SEL differed across groups of teachers and by their background characteristics. This study investigated this issue in a particular cross-cultural kindergarten setting.

2.2 Theoretical Framework

This study paper was based on the frameworks of Social & Emotional Learning (SEL) and Bandura's Social Learning Theory.

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Figure 1. The CASEL 5 (Collaborative for Academic, Social, and Emotional Learning, 2024)

CASEL (2024) designed five core competencies to explore the attitudes and behaviors of these foreign teachers toward SEL in a different context, including 1) Self-awareness, 2). Self-management, 3). Social Awareness, 4) Relationship skills, and 5) Responsible decision-making. Based on these five core SEL competencies, the study examined five aspects on foreign teachers' practices of foreign teachers' SEL practices and their perceived influence on Chinese kindergarten learners.

Additionally, Bandura's Social Learning Theory provided a lens through which the study was framed to understand that learners learn by interacting with others, through modeling and observation (Bandura, 1977). In the Kindergarten classrooms, teachers will always serve as behavioral models, where the teachers' manner of communicating, regulating emotions, and relating to others might have an impact on the social and emotional development of the learners.

These theoretical frameworks together underpinned the examination of teachers' SEL practices and the five learner competencies, as well as the socio-cultural and educational constraints that might have effect on teachers' SEL practices in Chinese kindergartens.

2.3 Conceptual Framework

The study adopted the Input–Process–Output (IPO) model to organize its variables and research procedures.

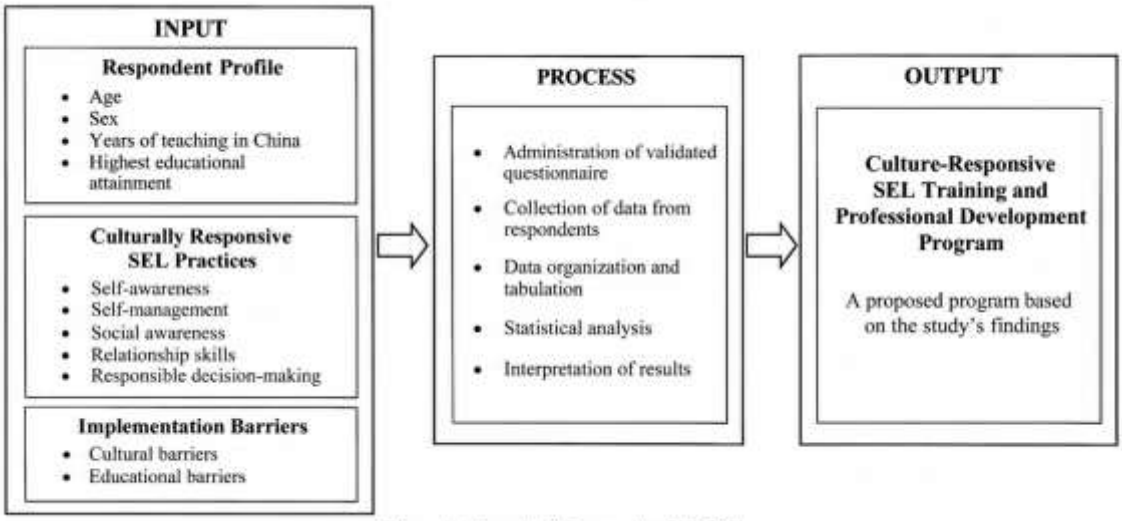

Figure 1. Conceptual Framework of the Study

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The input consisted of the respondents' profiles, the perceived impact of their SEL practices, and the cultural and educational barriers they encountered. The process involved administering the validated questionnaire, analyzing the responses using appropriate statistical procedures, and interpreting the results. The output was a Culture-Responsive SEL Training and Professional Development Program intended to strengthen teachers' capacity to implement SEL in Chinese kindergarten settings.

2.4 Research Gap and Justification

Some studies have been conducted on the subject matter of SEL interventions for early childhood education, culturally responsive teaching, and professional development (Mondi et al., 2021; Ștefan et al., 2022; Adams et al., 2022; Kranski & Steed, 2022). Nevertheless, none of these studies consider the joint experience of foreign kindergarten teachers who implement SEL in a Chinese educational environment.

This current research filled this gap by assessing the impact of teachers on five SEL competencies, recognizing the cultural and educational barriers, and identifying the differences and connections between the variables used in the study. The results of this research served as a contextual basis for the development of a professional development program.

III. RESEARCH METHODOLOGY

3.1 Research Design

The study used a descriptive quantitative research design through the use of a survey questionnaire to present the respondents' profiles, gauge the respondents perception of the effect of the foreign teachers Social and Emotional Learning (SEL) practices on the Chinese kindergarten learners' skills, and determine the presence of cultural and educational barriers and the comparison and relationship of the variables. According to Creswell and Creswell (2023), this type of research design in a survey is suitable for the systematic collection and examination of numerical data concerning educational practices and perceptions.

3.2 Population and Sampling

The population of the study consisted of 60 teachers from foreign countries working in kindergartens in China in the year 2025-2026. Total enumeration was the sampling procedure used, which covered all 60 teachers as respondents. The total enumeration is the procedure of selecting the complete population of the study.

3.3 Respondent of the Study

The sample of respondents consisted of 60 foreign kindergarten teachers whose Chinese learners were enrolled in Chinese kindergartens. Information about these respondents was gathered using their demographic profile, which included age, gender, number of years teaching in China, and their highest educational attainment.

3.4 Research Locale

This study was conducted at a public kindergarten in China for the academic year 2025-2026, which was chosen to explore the practice of Social Emotional Learning (SEL) among Chinese kindergarteners by an expatriate teacher, across different cultural and educational backgrounds.

3.5 Research Instrument

Data was collected through a self-developed questionnaire, consisting of three parts. The first part aimed to collect data on the respondent's demographic profile and professional background; the second on the perceived impact of Social and Emotional Learning practices on the five competences: self-awareness, self-management, social Awareness, relationship skills and responsible decision making; the third on cultural barriers like local norms, communication and emotional expression and parent's expectations and educational barriers like curriculum matching, resource for learning, collaboration and teacher training.

A four-point scale was used to quantify responses. The four-point scale was used to interpret the reported impact of SEL and the frequency of barriers.

3.6 Validity and Reliability of the Instrument

Expert validation of the researcher-developed questionnaire was performed, which sought to ascertain that items were clear, relevant, complete, and appropriate to the objectives. Three validators reviewed the instrument, with a validation certificate added to the study. Additionally, an instrument evaluation was completed to test the internal consistency of the instrument through the calculation of Cronbach's alpha, thus suggesting content validity of the questionnaire.

3.7 Data Collection Procedures

Permission to conduct the study was sought from the relevant educational authorities and school administrators in China. Following approval, the validated questionnaire was distributed to the identified respondents. The respondents were given approximately one to two weeks to complete the instrument, and the completed questionnaires were retrieved after the response period. The data were subsequently organized, tabulated, and processed using the Statistical Package for the Social Sciences (SPSS). The results informed the study's conclusions and the development of the proposed professional development program.

3.8 Ethical Considerations

The study observed institutional research procedures and obtained the necessary permissions before data collection. Respondents were informed of the study's purpose, and confidentiality and anonymity were maintained in handling their information. The collected data were intended solely for educational and research purposes. Relevant scholarly sources were acknowledged through appropriate citations and references, and the researcher sought to protect participants' privacy throughout the research process.

3.9 Data Management and Data Analysis Procedures

The gathered data were analyzed through coding, tabulation, and analysis using SPSS. Descriptive and inferential statistics were utilized depending on the research questions. Frequency and percentage were used in describing the profiles

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of the respondents, whereas weighted mean was used in determining the perceived impact of the culturally responsive SEL practices in relation to the five domains and the cultural and educational barriers experienced by the foreign teachers of kindergarten. Paired-samples t-test, as stated in the study, was used in analyzing the differences in the impact of SEL practices. Pearson's product–moment correlation coefficient (r) was used to find out the relationships between the perceived impact of SEL practices and the cultural and educational barriers. The results were then interpreted using a 0.05 level of significance. The results were thereafter synthesized to be able to determine the implications of the findings for SEL practice and to formulate the suggested Culture-Responsive SEL Training and Professional Development Program.

IV. RESULTS AND DISCUSSION

Question 1. What is the profile of the respondents in terms of age, sex, years of teaching in China, and highest educational attainment?

Table 1.

Profile of the Respondents (N = 60)

Profile	Category	Frequency	Percentage
Sex	Male	26	43.30
	Female	34	56.70
	Total	**60**	**100.00**
Age	21–30 years	10	16.70
	31–40 years	33	55.00
	41–50 years	16	26.70
	51 years and above	1	1.70
	Total	**60**	**100.00**
Years of Teaching in China	1–5 years	31	51.70
	6–10 years	25	41.70
	11–15 years	3	5.00
	16–20 years	1	1.70
	Total	**60**	**100.00**
Highest Educational Attainment	Bachelor's degree	1	1.70
	With master's degree units	28	46.70
	Master's degree graduate	15	25.00
	With doctorate degree units	3	5.00
	Doctorate degree graduate	13	21.70
	Total	**60**	**100.00**

Table 1 indicates that the majority of respondents (56.70%) were female; most of them were between 31 and 40 years old (55.00%), and most of them had between 1 and 5 years of teaching experience in China (51.70%). Their formal education levels show that the most respondents had completed their master's degree units (46.70%). These demographic and professional characteristics offer important insights into interpreting the findings of the survey on the Extent to which respondents implemented SEL practices in their individual classrooms.

The result coincides with the research by Zong et al. (2024), indicating that the variation exists in the SEL knowledge and perceptions among Chinese childhood education teachers concerning the teaching age and educational level. On the other hand, Luo et al. (2021) pointed out the importance of examining the teacher and classroom variables when studying the implementation of social-emotional practices in Chinese preschools.

Question 2. What is the perceived impact of foreign teachers' SEL practices on Chinese kindergarten learners' competencies in terms of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making?

Table 2

Summary of the Impact of Foreign Teachers' Practices in Implementing Social and Emotional Learning on Chinese Kindergarten Learners' Competencies

SEL Competency	Weighted Mean	Standard Deviation	Verbal Interpretation
Self-awareness	3.81	0.14	Very High Impact
Self-management	3.75	0.19	Very High Impact
Social awareness	3.80	0.39	Very High Impact
Relationship skills	3.75	0.19	Very High Impact
Responsible decision-making	3.81	0.15	Very High Impact
Composite Mean	**3.78**	**0.21**	**Very High Impact**

Legend: 3.51–4.00 = Very High Impact; 2.51–3.50 = High Impact; 1.51–2.50 = Moderate Impact; 1.00–1.50 = Low Impact.

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Table 2 results indicated that foreign teachers' SEL approaches were highly effective for the development of Chinese kindergartners' competencies, as the average score for their implementation was 3.78 and the standard deviation was 0.21. Self-awareness and responsible decision-making yielded the highest weighted averages (3.81), whereas social Awareness followed them with a score of 3.80. Finally, self-management and relationship skills both scored 3.75. This suggests that participants believe that SEL practices have a positive influence on the development of all five competencies. Still, additional efforts should be taken in order to address self-management and relationship skills.

Zong et al. (2024) studied the SEL-related pedagogical knowledge, beliefs, and attitudes of Chinese early childhood educators in order to emphasize the role of teachers' Preparedness and views on implementing SEL. Moreover, Shi and Cheung (2024) reported that the implementation of the structured SEL approach enhanced the development of self-awareness, relationship skills, and responsible decision-making among Chinese elementary students.

Question 3. What cultural and educational barriers do foreign teachers encounter in implementing SEL among Chinese kindergarten learners, particularly in terms of cultural barriers (adaptation to local norms, communication, emotional expression, parental expectations) and educational barriers (curriculum alignment, availability of learning resources, collaboration, and teacher training in SEL)?

Table 3.1

Summary of Cultural Barriers Encountered by Foreign Teachers in Implementing Social and Emotional Learning (SEL) among Chinese Kindergarten Learners

Cultural Barriers	Weighted Mean	Standard Deviation	Verbal Interpretation
Adaptation to local norms	3.77	0.19	Always Observed
Communication	3.78	0.17	Always Observed
Emotional expression	3.76	0.20	Always Observed
Parental expectations	3.74	0.16	Always Observed
Composite Mean	**3.76**	**0.18**	**Always Observed**

Legend: 3.51–4.00 = Always Observed; 2.51–3.50 = Sometimes Observed; 1.51–2.50 = Rarely Observed; 1.00–1.50 = Never Observed.

Table 3.1 reveals that a cultural barrier existed in the process of doing SEL, with an average score of 3.76. Communication had the highest average weighted score of 3.78, followed by adaptation to local practices (3.77), emotional expression (3.76), and parental expectation (3.74). This may also imply that foreign teachers who intend to implement SEL techniques in Chinese kindergartens should pay attention to the relevant culture, the style of communication, and the attitude of parents.

Additionally, a study by Chen et al (2026) found that training in cultural learning activities and SEL could be effective in raising bilingual teachers' cultural sensitivity and intercultural empathy.

Table 3.2

Summary of Educational Barriers Encountered by Foreign Teachers in Implementing Social and Emotional Learning (SEL) among Chinese Kindergarten Learners

Educational Barriers	Weighted Mean	Standard Deviation	Verbal Interpretation
Alignment to curriculum	3.83	0.13	Always Observed
Availability of learning resources	3.78	0.16	Always Observed
Collaboration	3.77	0.19	Always Observed
Teachers' training on SEL	3.82	0.15	Always Observed
Composite Mean	**3.80**	**0.16**	**Always Observed**

Legend: 3.51–4.00 = Always Observed; 2.51–3.50 = Sometimes Observed; 1.51–2.50 = Rarely Observed; 1.00–1.50 = Never Observed.

Table 3.2 results show that barriers in terms of education were observed, resulting in a composite mean of 3.80. The curriculum convergence was found to have the highest-ranked weighted mean at 3.83, followed by the competency building of teachers on SEL, a composite mean of 3.82; also the learning materials, composite mean of 3.78; and collaboration, with 3.77. This may denote that the best approach to effective implementation of SEL is curriculum integration and competency development of teachers, working with other teachers, and instructional resources.

Accordance with such findings, Welsh et al. (2024) shared that a professional creation model involving led and coaching may promote attentive, responsive training practices; such a model would be effective at advancing the quality of instruction in childcare programs. The study emphasizes the value of structured teaching and ongoing teaching support to improve the environment of SEL practices.

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Question 4. Is there a significant difference in the perceived impact of foreign teachers' SEL practices on Chinese kindergarten learners' competencies when respondents are grouped according to their profile?

Table 4.

Significant Differences in the Perceived Impact of Foreign Teachers' Social and Emotional Learning (SEL) Practices on Chinese Kindergarten Learners' Competencies According to Respondents' Profile

Profile Category	t-value	df	p-value	Decision	Remark
Sex	-32.996	59	0.000	Reject H_0	Significant
Age	-18.051	59	0.000	Reject H_0	Significant
Years of Teaching in China	-25.105	59	0.000	Reject H_0	Significant
Highest Educational Attainment	-5.013	59	0.000	Reject H_0	Significant

Table 4, the analysis revealed that there are statistically significant positive differences between the perceptions about the effects of foreign teachers' social and emotional learning (SEL) strategies according to gender, age, age of time teaching in China, and education variables. It is important to note that the p-values of these four variables are obtained as 0.000, and this value should be read as $p < .001$. In other words, the differences were based on demographic and professional aspects. However, without knowing the exact t-value and the magnitude of the differences, it is not possible to determine the nature of the differences based on the p-value and the t-value alone.

Also, Zong et al. (2024) explored the Chinese early childhood teachers' SEL-related knowledge, beliefs, and attitudes, showing the significance of teacher characteristics in the context of SEL practices.

Question 5. Is there a significant relationship between the perceived impact of foreign teachers' SEL practices on Chinese kindergarten learners' competencies and the cultural and educational barriers they encounter in implementing SEL?

Table 5

Relationship Between Cultural and Educational Barriers Encountered by Foreign Teachers in Implementing Social and Emotional Learning (SEL) Practices and the Perceived Impact of SEL Practices

Variables	Pearson's (r)	p-value	Decision	Remarks
Cultural barriers	.220	.092	Fail to reject H_0	Not significant
Educational barriers	.267*	.039	Reject H_0	Significant

Note. $p < .05$ indicates statistical significance.

Table 5 shows that there was no significant relationship between cultural barriers and the effect of SEL practices by foreign teachers on students ($r = .220$, $p = .092$). In other words, the null hypothesis cannot be rejected regarding cultural barriers. At the same time, educational barriers had a statistically significant, weak positive relationship with the effect of SEL practices ($r = .267$,$p = .039$), so the null hypothesis had to be rejected.

Based on the obtained findings, it can be concluded that the presence of certain educational conditions, such as the curriculum alignment, availability of learning resources, collaboration, and SEL training of teachers, was correlated with their estimates of SEL implementation. It is important to note that, although these findings indicate a positive correlation, they do not prove the causal relation between the variables.

The results are largely aligned with those of Curby et al. (2024), whose study involved coaching in a pre-school teacher training program. The researchers reported an improvement in both observed and reported practices related to emotion-focused teaching after participating in the program. While these results do not directly demonstrate any connection between barriers and the implementation of SEL, they point to the benefits of training for teachers.

Question 6. Based on the findings of the study, what training program may be developed for foreign teachers of Chinese kindergarten learners?

CULTURE-RESPONSIVE SEL

A Training and Professional Development Program for Foreign Teachers of Chinese Kindergarten Learners

Rationale

Findings from the study indicated that the reported social and emotional learning (SEL) practices implemented by foreign teachers had a perceived impact on the skills of the Chinese kindergarten learners, with a composite mean score of 3.78. Three types of barriers were perceived to influence the teacher's culturally sensitive social and emotional learning practices: cultural barrier (mean = 3.76), educational barrier (mean = 3.80), and a list of problems, such as communication, course fitting, resources, collaboration, and professional development, were attributed to teachers' under preparedness. The result suggests that the common professional development program for learning teachers is feasible for teaching culturally responsive social and emotional learning implementation through training, planning, and coaching in their classrooms.

General Objective

To strengthen foreign teachers' knowledge, skills, and cultural responsiveness in implementing developmentally appropriate SEL practices among Chinese kindergarten learners.

Specific Objectives

The program intends to assist teachers in being able to:

1. Apply the five competencies of SEL in daily kindergarten activities.
2. Adjust SEL techniques to reflect the cultural context of Chinese children.
3. Develop their verbal and non-verbal communication skills towards children and parents.

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4. Incorporate SEL in existing kindergartens' curriculum.
5. Design cost-effective and culturally relevant SEL learning materials.
6. Facilitate cooperation with Chinese teachers, schools' administration, and the parents.
7. Observe the social and emotional development of learners using proper instruments.

Program Overview

Component	Description
Target Participants	Foreign kindergarten teachers in China, with support from Chinese teachers and school administrators
Duration	32 hours of initial training and 90 days of follow-up coaching
Training Approach	Workshops, demonstrations, role-playing, collaborative lesson planning, microteaching, and peer coaching
Implementation	Initial training, classroom application, monthly professional learning sessions, and follow-up evaluation
Evaluation	Pre- and post-training assessments, classroom observations, teacher reflection, and review of SEL implementation
Expected Output	Culturally responsive SEL lesson plans, communication guides, learning resources, and individual action plans

Proposed Training Matrix

Training Module	Key Activities	Expected Output	Duration
1. Foundations of SEL	Review the five SEL competencies and analyze classroom situations	SEL strengths-and-needs profile	3 hours
2. Cultural Responsiveness	Examine local norms and adapt SEL activities to the Chinese context	Cultural adaptation plan	3 hours
3. Cross-Cultural Communication	Practice classroom communication and parent-teacher conversations	Communication strategy guide	3 hours
4. Emotional Expression and Regulation	Conduct emotion games, storytelling, and conflict-resolution role-play	SEL activity samples	3 hours
5. Curriculum Integration	Redesign existing lessons to incorporate SEL objectives	SEL-integrated lesson plan	4 hours
6. Learning Resource Development	Create reusable, low-cost SEL materials	Culturally relevant SEL resource kit	3 hours
7. Collaboration and Professional Learning	Conduct collaborative planning and peer mentoring	School SEL collaboration plan	3 hours
8. Parent Engagement	Develop parent communication materials and home-based SEL activities	Parent engagement plan	3 hours
9. SEL Assessment and Monitoring	Practice observation, documentation, and portfolio development	SEL observation tool	3 hours
10. Demonstration, Coaching, and Action Planning	Conduct microteaching, peer feedback, and implementation planning	Individual 90-day SEL action plan	4 hours
Total			32 hours

Expected Results

After the program has been implemented, it is expected that the following will occur:

- An improvement in teachers' skills in adapting the SEL techniques to the context of Chinese kindergartens.
- Enhanced communication with students, teachers, and parents.
- More inclusion of social-emotional learning in lessons taught in class.
- Easy access to low-cost learning materials that children like.
- Collaboration and professional development among teachers.

V. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

The study revealed that the foreign kindergarten teachers consisted of females who were 31-40 years old, had 1-5 years of teaching experience in China, and had attained postgraduate education. The SEL practices of these foreign kindergarten teachers had a very high perceived effect on the five SEL competencies of the learners (M = 3.78). The cultural barriers (M = 3.76) and educational barriers (M = 3.80) were always present. Differences in terms of the profile of respondents have been noted. There is no significant relationship between cultural barriers and perceived SEL effect, whereas there is a weak but significant positive relationship between educational barriers and perceived SEL effect.

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Conclusions

The effectiveness of using foreign educators to carry out SEL practices on Chinese kindergarten children seems significantly high even when confronted with cultural and educational barriers. The differences in respondents' perception of impact due to the distinction in profile emerged. Educational barriers, rather than cultural barriers, significantly correlated with the perceived effectiveness of SEL, implying the importance of curriculum support, learning and teaching resources, professional collaboration, and development. The proposed training scheme also aimed at improving teachers' culturally responsive SEL practices.

Recommendations

The administrators of kindergarten will definitely enhance the effectiveness of the SEL implementation in the future because they will create professional learning experiences, culturally responsive training, proper resources, curriculum development, coaching, and collaboration opportunities. Schools will still continue implementing the best practices that promote the five SEL competencies of learners and also provide proper professional learning experiences for teachers. Future researchers should use large sample sizes, diverse populations in their studies, and evaluate the training suggested in the future.

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