

Symposium Title

From Individual Literacy to Cultural Practice: Multidimensional Inquiries and Mechanisms of Social-Emotional Learning

Symposium Abstract

Research Overview

This symposium focuses on the multifaceted nature of Social-Emotional Learning (SEL) in contemporary educational research. Moving beyond a view of SEL as mere individual psychological literacy, this session examines its unique operational mechanisms across diverse groups (e.g., gifted students and teachers), developmental stages (from childhood to late adolescence), and cultural contexts (such as the 'Amis people in Taiwan). We propose an integrated framework that expands SEL from isolated skill acquisition to include cognitive transformation, career development, professional adaptation, and cultural participation.

Purpose

The symposium aims to achieve the following: **Study 1:** To examine the process by which anxiety impacts SEL in adolescence and confirm the protective function of coping strategies within this relationship. **Study 2:** To analyze how SEL competencies influence the psychological well-being of senior high school students via career purpose and learning strategies. **Study 3:** To explore how emotional awareness in gifted students is transformed into creative thinking through humor styles. **Study 4:** To define "forgiveness" as an essential teacher social-emotional competency and analyze its association with occupational stress reduction. **Study 5:** To explore the localized significance of SEL—emphasizing collective coordination, self-regulation, and role responsibility—through the ritual practices of Indigenous communities.

Methods

This symposium synthesizes findings from five distinct studies utilizing quantitative surveys and qualitative interviews: **Study 1:** Focused on 747 late adolescents (aged 18–19). Using a survey-based approach, the study evaluated levels of anxiety, coping strategies, frustration, and SEL performance, employing PROCESS macro (Model 6) to clarify the underlying psychological mediation mechanisms. **Study 2:** Involved 666

Taiwanese senior high school students (335 males; 331 females). Participants completed scales assessing the "*Senior High School Social Emotional Learning Scale*," the "*Career Purpose Scale*," the "*Learning Strategies Scale*," and the "*Psychological Well-being Scale*." Statistical analysis utilized R for Bootstrap resampling to confirm the sequential mediation pathways between variables. **Study 3:** Conducted with 543 elementary students (292 gifted; 251 general) across Taiwan. Instruments included the "*Elementary Students' Emotional Intelligence Scale*", the "*Humor Styles Questionnaire-Traditional Chinese version*", and the "*New Test of Creative Thinking*". Canonical Correlation Analysis (CCA) was employed to examine the structural relationships between emotional traits and cognitive outputs. **Study 4:** Targeted 198 in-service elementary school teachers in Taiwan. Data were collected via the "*Chinese Heartland Forgiveness Scale*", the "*Elementary School Teacher Work Stress Questionnaire*", the "*Adolescent Resilience Scale*" and the "*Chinese Ohio State Teacher Efficacy Scale*". Analysis via PROCESS (Model 4) examined how forgiveness alleviates professional stress through the role of teaching efficacy. **Study 5:** Adopted a qualitative design, conducting in-depth interviews with 10 'Amis community members (5 elders; 5 youth). The study gathered data on ritual experiences and age-grade practices, utilizing Thematic Analysis to extract the implicit social-emotional learning dimensions.

Results/Discussion

The findings demonstrate that SEL serves critical functions across various dimensions. **Study 1** reveals that strengthening coping strategies protects social-emotional functioning even under high-anxiety conditions. **Study 2** confirms that career purpose functions as an internal mechanism for learning strategies and psychological well-being. **Study 3** indicates that self-enhancing humor is a pivotal mechanism linking emotional awareness to creativity in gifted students. **Study 4** finds that forgiving others directly alleviates teacher work stress, while intrapersonal forgiveness is closely related to teaching confidence. Finally, **Study 5** demonstrates the collective nature of SEL in 'Amis rituals, where emotional coordination is achieved through ritual synchrony and role responsibility.

In summary, this symposium redefines SEL not merely as an individual trait, but as a core mechanism connecting cognitive performance, career identity, professional adaptation, and cultural heritage. Based on empirical observations across diverse

populations, we argue that the promotion of SEL must move beyond standardized skill training. Instead, emphasis should be placed on implementing emotion regulation approaches that are most appropriate for specific groups within their unique life and cultural contexts, thereby achieving a more relevant and culturally responsive educational policy.

Summary of Each Paper

Paper 1: How Anxiety Influences Social Emotional Learning (SEL): The Roles of Coping Strategies and Frustration. This research examines how negative affect interferes with SEL. Findings indicate that anxiety primarily impacts social-emotional functioning by impairing coping strategies rather than directly damaging social skills. Maintaining effective problem-solving strategies is confirmed as a critical protective factor for adolescents in high-pressure environments.

Paper 2: The Impact of Social Emotional Learning on Psychological Well-being among Senior High School Students: The Sequentially Mediating Effects of Career Purpose and Learning Strategies. The results confirm a sequential influence pathway: students with high social-emotional competencies foster a clear sense of career purpose, which drives proactive learning strategies and significantly enhances psychological well-being, establishing SEL's foundational role in adolescent development.

Paper 3: Beyond Emotional Literacy: The Structural Divergence of Social-Emotional Awareness, Interpersonal Humor, and Creativity in Gifted and General Elementary Students. This study finds that emotional awareness alone is insufficient to directly trigger creative output. For gifted students, self-enhancing humor—a high-level cognitive strategy—serves as the core engine for transforming emotional energy into fluency and flexibility, demonstrating a deep integration of emotion and cognition.

Paper 4: Forgiveness as a Teacher Social-Emotional Competency: Associations with Work Stress, Resilience, and Self-Efficacy among Taiwanese Elementary School Teachers. This study reframes forgiveness as an emotional resource for

professional development. Results show that forgiving others effectively mitigates interpersonal stress in school settings, while self-forgiveness contributes to teaching efficacy, providing a new perspective on teacher mental health.

Paper 5: Social and Emotional Learning through Indigenous Ritual Practices: The Case of the 'Amis People in Taiwan. Exploring the localization of SEL through the 'Amis *Ilisin* ritual, this study finds that the collective synchrony and age-grade responsibilities required for participation embody high levels of relational coordination and self-regulation. This confirms that SEL is deeply rooted in Indigenous cultural practice.

Keywords: Social Emotional Learning (SEL), Coping Mechanisms, Psychological Well-being, Gifted Education and Teacher Development, Cultural Practices

How Anxiety Influences Social Emotional Learning (SEL): The Roles of Coping Strategies and Frustration

Chia-Chun Wu

Department of psychology and social work, Fu Hsing Kang College, National Defense University, Taipei, Taiwan

Hsueh-Chih, Chen

Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei, Taiwan

This study explores the relationship between anxiety and Social Emotional Learning (SEL), focusing on how people cope with stress and frustration. SEL refers to the essential set of skills that allow us to manage our emotions, build healthy relationships, and make responsible decisions in our daily lives. In high-pressure environments, anxiety has been identified as a significant risk factor that may hinder the development of these competencies. However, the specific psychological mechanisms by which anxiety affects social-emotional learning still need further investigation. This study examines whether anxiety impacts SEL indirectly by affecting two specific factors: an individual's coping strategies and their levels of frustration.

To investigate this, a survey was conducted with a sample of 747 late adolescents, aged 18 to 19 years. The study focused on anxiety as the independent variable, coping and frustration as parallel mediators, and SEL performance as the dependent variable. Data analysis was performed using the PROCESS macro (Model 6), utilizing a bootstrapping method with 5,000 resamples to ensure the reliability of the findings. The total effect analysis indicated that anxiety has a significant negative impact on SEL, with a coefficient of -0.208 ($p < .001$). Our findings showed a clear negative connection between anxiety and SEL, meaning that as a person's anxiety levels go up, their social and emotional skills tend to go down. However, the most insightful part of the study involves the indirect paths that explain this relationship. The results showed that anxiety significantly predicts a decrease in effective coping, with a path coefficient of -0.380 ($p < .001$, a path). In turn, these coping strategies were found to be a strong foundation for SEL success, as indicated by a positive path to SEL of 0.376 ($p < .001$). The indirect

effect for this specific route was -0.143, with a bootstrap confidence interval between -0.175 and -0.113. Because this interval does not include zero, we can cautiously conclude that anxiety impairs SEL by "paralyzing" an individual's behavioral toolkit, making it harder for them to apply appropriate strategies in social situations. This was the strongest indirect link found in the model. This is particularly critical for this age group as they navigate the transition to young adulthood.

The second path examines the role of frustration. The data confirmed that anxiety significantly increases an individual's experience of frustration, with a path coefficient of -0.462 ($p < .001$). While the relationship between frustration and SEL showed a positive coefficient of 0.174 ($p < .001$), suggesting that some individuals might maintain resilience despite emotional strain, the overall indirect effect through frustration remained negative at -0.0802, with a confidence interval of -0.113 to -0.054. This suggests that the emotional burden caused by anxiety typically creates a roadblock that hinders the full development of social and emotional competencies. The most critical discovery of this study is the pattern of full mediation. When coping and frustration were included in the model, the direct impact of anxiety on SEL became non-significant, with a coefficient of only 0.0145 ($p = .4163$). This is a theoretically significant finding because it suggests that anxiety itself may not directly damage social skills; instead, anxiety harms SEL because it disrupts our ability to use good coping methods and increases our sense of frustration. It implies that even if an individual continues to feel some level of anxiety, they might still be able to keep their social and emotional skills strong if they can find ways to protect their coping strategies or keep their frustration at a manageable level. These findings suggest a shift in practical intervention. Rather than focusing solely on reducing anxiety, which is often difficult, it may be more effective to prioritize the restoration of coping mechanisms.

Based on these results, we suggest that efforts to help people improve their SEL skills should focus on more than just trying to get rid of anxiety, which can often be a very difficult task. Interventions should focus on teaching specific problem-solving strategies and self-regulation techniques. Additionally, helping individuals rethink their experience of frustration—moving toward a growth mindset—may help maintain their social-emotional resilience. With an overall model explanation of 54.16%, this study provides a strong basis for understanding these psychological dynamics within the 18–

19 age bracket. While we must be cautious as these results represent a single point in time, the takeaway for the 747 participants is clear: strengthening how we handle stress and react to frustration is essential for maintaining social and emotional well-being in a stressful world. Future research may further explore if these mediation paths vary across different types of anxiety or diverse cultural backgrounds.

Keywords: Social Emotional Learning (SEL), anxiety, coping, frustration

The Impact of Social Emotional Learning on Psychological Well-being among Senior High School Students: The Sequentially Mediating Effects of Career Purpose and Learning Strategies

Shang-Jui Huang

Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei, Taiwan

Shih-Yuan Huang

Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei, Taiwan

Hsueh-Chih Chen

Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei, Taiwan

Research Overview

In recent years, Social Emotional Learning (SEL) has been valued in both academic and educational spheres. However, existing researches have predominantly focused on children and educators, leaving a research gap regarding senior high school students. They face the stress of academic advancement and self-identity, which makes their mental health even more important in their critical stage of adolescence. This study investigates the impact of SEL on psychological well-being, specifically exploring the sequentially mediating effects of career purpose and learning strategies. There were 666 senior high school students in Taiwan included to fill the "Senior High School Social Emotional Learning Scale," the "Career Purpose Scale," the "Learning Strategies Scale," and the "Psychological Well-being Scale." Statistical analysis was performed in R Version 4.5.1 (R Project for Statistical Computing), utilizing Bootstrap resampling to analyze indirect path of mediating effects in order to test the research hypotheses. The findings indicate that career purpose significantly predicts the learning strategies in SEL, suggesting that when students have a clearer purpose, they are more proactive in employing learning strategies. Furthermore, career purpose and learning strategies address a sequentially mediating effect between SEL and psychological well-being., This finding indicates that strong social emotional competencies effectively foster their

career purpose, which in turn drives the application of learning strategies, ultimately leading to enhanced psychological adaptation and well-being. This study confirms that SEL, career purpose, and learning strategies are all pivotal factors influencing the psychological well-being of senior high school students. We expect these findings will serve as a reference for integrating SEL into educational environments and further research.

Purpose of Study

According to the meta-analysis by Durlak et al. (2011), SEL significantly benefits both academic performance and mental health. However, the specific mechanisms about how senior high school students translate intrinsic motivation (such as career purpose) into extrinsic behaviors (such as learning strategies,) and how it influences their psychological adaptation remain to be fully elucidated. This study aims to explore the influential paths of SEL on the psychological well-being of senior high school students and the underlying psychological processes involved. Based on positive psychology, this study first validates the prediction of SEL, a critical psychological resource, for adolescent well-being. In addition, this study seeks to clarify the pivotal roles of career purpose and learning strategies between emotional literacy and well-being. Specifically, it examines whether students with high emotional awareness are better to strengthen their overall psychological well-being by constructing life meaning and adopting proactive self-regulated learning behaviors.

Research Methods

There were 666 senior high school students in Taiwan included in this study with 335 males (50.3%) and 331 females (49.7%)- The research instruments included the "Senior High School Social Emotional Learning Scale," the "Career Purpose Scale," the "Learning Strategies Scale," and the "Psychological Well-being Scale." Statistical analysis was performed in R Version 4.5.1 (R Project for Statistical Computing), utilizing Bootstrap resampling to analyze indirect path of mediating effects in order to test the research hypotheses.

Results and Discussion

The results support the proposed sequential mediation model. Direct Effect: SEL among senior high school students significantly positively predicts their psychological well-being. Sequentially Mediation Effect: through the mediation of career purpose (M1), SEL influences learning strategies (M2), which subsequently leads to a significant increase in psychological well-being (Y). The pathway reached statistical significance, confirming that career purpose and learning strategies serve as critical bridges in the process of enhancing mental health. According to a meta-analysis by Durlak et al. (2011)—which encompassed 213 studies and over 270,000 students—SEL significantly benefits—various facets of individual mental health (Durlak & Mahoney, 2019). It not only enhances social-emotional skills, well-being, learning motivation, and academic performance but also mitigates problem behaviors, negative emotions, and stress (Cipriano et al., 2023; Durlak et al., 2011; Oberle & Schonert-Reichl, 2017; Taylor et al., 2017). Furthermore, Liu et al. (2025) found a positive correlation between academic achievement and career purpose among adolescents with self-concept as moderator. By higher levels of self-concept, the positive correlation is further strengthened, which suggests a complex interaction among academic achievement, career purpose, and The findings of this study align with the aforementioned researches, specifically supporting that "SEL influences career purpose" and that "learning strategies are positively correlated with well-being." By validating the sequential mediation model, this study fills a research gap in the integrated exploration of psychological paths among senior high school students. This suggests that when promoting SEL, educators can maximize students' well-being by simultaneously strengthening their career purpose and guiding them toward effective learning strategies.

Keywords: social emotional learning, career purpose, learning strategies, psychological well-being

Beyond Emotional Literacy: The Structural Divergence of Social-Emotional Awareness, Interpersonal Humor, and Creativity in Gifted and General Elementary Students

Ananda Ke Fan, Lim

Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei, Taiwan

Kai-Yin, Chang

Zhonghe Elementary School, Zhonghe District, New Taipei City, Taiwan

Meng-Ning, Tsai

Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei, Taiwan

Hsueh-Chih, Chen

Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei, Taiwan

Background and Purpose

In the framework of Social and Emotional Learning (SEL), emotional intelligence (EI) is often viewed as the “perception layer” (awareness). Building upon this, the current study proposes that humor styles can be conceptualized as the “action layer”—serving as specific interpersonal and cognitive reappraisal strategies for emotion regulation. While existing literature suggests that both EI and humor are associated with creativity, it remains unclear how these social-emotional mechanisms operate across different learner profiles. Specifically, this study explores whether general intellectually gifted students’ superior interpersonal awareness and social skills effectively translate into divergent thinking—a crucial cognitive foundation for the adaptive problem-solving highly valued in SEL competencies.

Methodology

Participants were 543 elementary students (292 gifted; 251 general) across Taiwan (northern 40.33%, central 39.04%, southern 19.89%, eastern 0.74%), including 59.67% males, with ages ranging from 9 to 12 ($M_{\text{age}} = 10.41$, $SD_{\text{age}} = 1.02$). Data were collected using three standardized instruments:

1. The Elementary Students' Emotional Intelligence Scale (Liu, 2002) assessed nine distinct aspects of EI: empathy for others' emotion, awareness of others' emotions, self-motivation, emotion self-expression, emotion self-identification, emotion regulation, emotion reflection, identifying others' emotions, and emotion self-awareness.
2. The Humor Styles Questionnaire-Traditional Chinese version (Chan et al., 2011) evaluated four specific humor typologies: affiliative, self-enhancing, aggressive, and self-defeating humor.
3. The New Test of Creative Thinking (Wu et al., 1998) measured participants' divergent thinking capabilities across four dimensions: fluency, flexibility, originality, and elaboration.

All instruments demonstrated acceptable internal consistency (Cronbach's $\alpha = .66-.88$), and the inter-rater consistency for the creative thinking assessments was exceptionally high, ranging from .91–.99.

Analytical Strategy

To manage the complexity of multiple interacting variables and preserve statistical power, the data underwent split-file Canonical Correlation Analysis (CCA). The analysis was divided into three targeted structural sub-models for both gifted and general groups: (1) EI and Creativity, (2) EI and Humor Styles, and (3) Humor Styles and Creativity. This approach allowed for the holistic evaluation of cognitive-affective pathways, revealing the structural relationships between these multidimensional constructs.

Results

Preliminary independent samples *t*-tests established distinct baseline profiles, revealing that gifted students scored significantly higher than general education students in awareness of others' emotions (a dimension of EI representing social awareness), affiliative humor (relationship skills), and flexibility (a facet of divergent thinking) ($p < .001$). Building upon these trait-level differences, split-file Canonical Correlation

Analysis (CCA) revealed a striking structural divergence. First, the direct structural relationship between overall EI and Creativity (Model 1) was not statistically significant for either the general group (Wilks' $\Lambda = .864, p = .941$) or the gifted group (Wilks' $\Lambda = .856, p = .525$), suggesting that social-emotional perception alone does not directly drive creative cognition. Second, the relationship between EI and Humor Styles (Model 2) demonstrated high structural significance for both groups (general: Wilks' $\Lambda = .378, p < .001$; gifted: Wilks' $\Lambda = .444, p < .001$). This confirms a developmental commonality: foundational emotional intelligence reliably predicts the formation of specific interpersonal and self-regulatory strategies, regardless of giftedness. The critical divergence emerged in Model 3, which examined the structural link between Humor Styles and Creativity. For general students, this relationship was non-significant (Wilks' $\Lambda = .900, p = .345$). Conversely, for gifted students, the relationship was robust and significant (Wilks' $\Lambda = .880, p = .032$). Notably, while gifted students excelled in interpersonal affiliative humor, it was their "Self-enhancing humor"—a cognitive reappraisal and self-management strategy—that served as the dominant engine (loading = .904) for "Fluency" (loading = .694) and "Flexibility" (loading = .647).

Discussion and Implications

The findings reveal a profound "Interpersonal-Cognitive Paradox" in gifted education: while gifted students exhibit superior social awareness and interpersonal affiliation, these social assets do not directly fuel their creative output. Instead, it is the internal cognitive reappraisal strategy of self-enhancing humor that acts as the primary cognitive catalyst. From a strength-based SEL perspective, EI provides the necessary "radar" for social-emotional input, but humor acts as the "transformer" that converts this input into adaptive action. For SEL practitioners, this implies that interventions for gifted populations should move beyond basic emotional identification. To maximize creative potential, SEL curricula should explicitly foster self-enhancing humor as an advanced self-management tool, empowering gifted learners to navigate the tension between social awareness and creative autonomy.

Keywords: Gifted Students, Humor Styles, Divergent Thinking, Affective Development, Canonical Correlation Analysis

Forgiveness as a Teacher Social-Emotional Competency: Associations with Work Stress, Resilience, and Self-Efficacy among Taiwanese Elementary School Teachers

Yung-Chang Yang

Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei, Taiwan

Pin-Hsuan Kuo

Juguang Elementary School, New Taipei City, Taiwan

Meng-Ning Tsai

Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei, Taiwan

Hsueh-Chih Chen

Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei, Taiwan

Research Overview

This study reframes forgiveness as a social-emotional learning (SEL) competency and examines its associations with work stress, resilience, and self-efficacy among 198 Taiwanese elementary school teachers. Forgiveness was directly associated with lower work stress, while self-efficacy partially accounted for the association between forgiveness and resilience.

Purpose of Study

Growing international attention has been directed toward social-emotional learning (SEL) in educational settings. While substantial research has examined SEL programs designed for students, comparatively less attention has been paid to teachers' own social-emotional competencies and how these competencies relate to their occupational well-being. This gap is consequential: teachers with robust social-emotional resources are better equipped to manage workplace challenges, sustain professional commitment, and model healthy emotional functioning for students.

Forgiveness—understood as the cognitive, emotional, and behavioral transformation following perceived offense—can be conceptualized as an integrative teacher SEL competency. It engages multiple dimensions of the CASEL framework simultaneously: self-awareness in recognizing one's emotional responses to offense, self-management in regulating resentment and hostility, social awareness in perspective-taking toward the offender, and relationship skills in restoring interpersonal harmony. Despite this conceptual alignment, forgiveness has rarely been examined through an explicit SEL lens in the teacher well-being literature.

Furthermore, forgiveness is culturally situated. In Chinese collectivist contexts, interpersonal harmony and relational maintenance carry particular weight, potentially shaping how different forgiveness dimensions—toward self, others, and uncontrollable situations—function as social-emotional resources. Empirical evidence on teacher SEL competencies from non-Western contexts remains limited.

This study addresses these gaps by examining forgiveness as a multidimensional teacher SEL competency and investigating its associations with work stress and resilience among elementary school teachers in Taiwan. It further explores whether teacher self-efficacy accounts for part of these associations.

Research Methods

Participants were 198 in-service elementary school teachers recruited through convenience sampling from across Taiwan (northern 48%, central 27%, southern 23%, eastern 2%). The sample was predominantly female (68%), with the largest age group being 31–40 years (46%).

Data were collected via four validated self-report instruments: the Chinese Heartland Forgiveness Scale (assessing forgiveness of self, others, and situations), the Elementary School Teacher Work Stress Questionnaire, the Adolescent Resilience Scale (validated for Taiwanese teacher populations), and the Chinese Ohio State Teacher Efficacy Scale. All instruments demonstrated adequate internal consistency (Cronbach's $\alpha = .82-.96$).

Pearson correlations examined bivariate associations. Mediation analyses were conducted using the PROCESS macro (Model 4) with 5,000 bootstrap resamples and 95% bias-corrected confidence intervals.

Results and Discussion

All three forgiveness dimensions were significantly and negatively associated with work stress ($r = -.41$ to $-.52$, $p < .001$) and positively associated with both self-efficacy ($r = .34$ to $.45$, $p < .001$) and resilience ($r = .49$ to $.55$, $p < .001$). No significant differences in forgiveness were found across demographic variables such as gender, age, and work region.

Mediation analyses revealed two distinct associational patterns. For work stress, self-efficacy did not account for its association with forgiveness: the indirect effect was negligible ($p > .05$), while the direct path remained robust ($\beta' = -.54$, $p < .001$), with consistent patterns across forgiveness subdimensions. For resilience, self-efficacy partially accounted for its association with forgiveness: the indirect effect was significant (indirect effect = $.25$, $p < .001$), and the direct path also remained significant ($\beta' = .38$, $p < .001$), with partial mediation confirmed across subdimensions.

Within an SEL framework, these patterns suggest that forgiveness as an integrative social-emotional competency relates to different aspects of occupational adaptation through different pathways. For stress reduction, forgiveness appears to operate independently of teachers' beliefs about their professional capability—even teachers less confident in their teaching skills may experience lower stress when more forgiving. For resilience, forgiveness relates both directly and through capability beliefs, suggesting that building psychological resilience may involve a broader integration of social-emotional resources than stress alleviation does. This has practical implications: if teacher SEL programs aim at stress reduction, forgiveness practice may suffice; if they target resilience, cultivating both forgiveness and professional self-confidence may be beneficial.

Differential patterns emerged across forgiveness dimensions. Forgiveness of others showed the strongest association with reduced work stress ($\beta' = -.50$), consistent with both the interpersonal nature of teacher stressors and the cultural value of relational harmony in Chinese collectivist contexts. Forgiveness of self exhibited the strongest total association with resilience ($\beta = .55$), suggesting that intrapersonal compassion may be particularly relevant to recovery from professional setbacks. These patterns align with the SEL framework's recognition of intrapersonal and interpersonal competencies as distinct yet complementary.

This study contributes to the teacher SEL literature by providing empirical evidence that forgiveness functions as a multidimensional social-emotional competency associated with occupational adaptation in a Chinese cultural context. The cross-sectional design identifies associational patterns consistent with this framework; longitudinal or intervention research is needed to clarify causal mechanisms.

Keywords: social-emotional learning, teacher forgiveness, work stress, resilience, self-efficacy

Social and Emotional Learning through Indigenous Ritual Practices: The Case of the 'Amis People in Taiwan

Shao-Yang Li

Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei, Taiwan

Hsueh-Chih, Chen

Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei, Taiwan

Research Overview

Focusing on the ritual song and dance practices of the 'Amis (Pangcah) people in Taiwan, this study examines how Indigenous ritual practices (Ilisin/Kiloma'an) may be understood as a site of social and emotional learning (SEL), with participation involving collective coordination, self-regulation, and role responsibility within a culturally grounded context.

Purpose of Study

Within 'Amis communities (Niyaro'), age-grade organization (Selal/Kapot) and ritual structures shape a social environment in which participation is closely tied to responsibility, coordination, and appropriate ways of participating (Lee & Kao, 2005; Yang, 2008). Ritual song and dance, in particular, remain among the most engaging and socially integrative practices, especially for younger members of the community. Within such a context, participation is not merely a form of cultural expression, but involves sustained coordination with others, attentiveness to collective processes, and engagement with shared responsibilities. These features suggest that processes of learning are organized through participation itself. Building on this, this study therefore considers how such practices may be interpreted in relation to SEL, not as an external framework imposed upon the practice, but as one possible lens for articulating processes that are already embedded within it. The study has two aims: first, to identify themes in participants' ritual experiences that resonate with dimensions of SEL; and second, to illustrate how social and emotional processes are enacted through Indigenous cultural practice beyond formal educational settings.

Research Methods

This study adopted thematic analysis (Braun & Clarke, 2006). The primary data consisted of ten interview transcripts concerning ritual song and dance experiences among 'Amis participants of different ages and communities, including both elder ($n = 5$; aged 55–75; 1 female, 4 male) and younger participants ($n = 5$; aged 24–28; 2 female, 3 male). The analysis focused mainly on the transcripts. Coding was primarily inductive, with themes developed through iterative comparison across the data. Interpretation was subsequently brought into dialogue with SEL-related concepts. To enhance trustworthiness, the analysis maintained a transparent analytic link between coded excerpts and final themes, with interpretations grounded in recurring patterns across participants, developed inductively with attention to cultural context, and supported by the saturation of themes at the level of meaning rather than the emergence of new categories.

Results and Discussion

The findings suggest that 'Amis ritual practices can be approached as a meaningful context in which social and emotional processes are enacted and experienced.

The first theme, collective synchrony and relational competence, shows that participants did not define valuable ritual participation in terms of individual performance alone. Instead, they repeatedly emphasized moving together, responding to the lead singer, holding hands in a circle, and aligning with a shared rhythm. Participants described these moments as unified, orderly, and powerful. Ritual thus involves relational competence not as an abstract skill, but as an embodied practice of attending to others, adjusting oneself to the group, and sustaining mutual coordination. In this sense, these processes resonate with what is described in SEL as relationship skills and social awareness.

The second theme, self-regulation in ritual, shows that participation requires individuals to continually adjust their actions, attention, and involvement in relation to others within a shared ceremonial setting. Participants emphasized following the rhythm of singing and movement, keeping pace with the group, and responding to the unfolding demands of the ritual as it progresses. Participants described how distraction, fatigue, or loss of coordination could disrupt participation and affect others in the circle. Participants therefore described the need to monitor themselves while remaining responsive to the group, so that their actions remain aligned with the ongoing collective

activity. In this sense, self-regulation emerges not solely as an internal capacity, but as a form of ongoing adjustment enacted through participation with others.

The third theme, internalization of role responsibility and norms, shows that ritual is also a space in which participants learn to position themselves within a structured social order. Participants emphasized age-grade organization, ceremonial sequence, lead-singing responsibilities, and the need to carry out ritual actions in accordance with established roles and timing. Participants described how, through repeated participation, individuals come to recognize their place, fulfill obligations, and respond to communal expectations. In this sense, these processes resonate with aspects of responsible decision-making in SEL, while remaining grounded in culturally specific forms of participation.

Viewed as a site of Indigenous knowledge, 'Amis ritual practice highlights forms of social and emotional learning that take place through collective participation and shared responsibility. These processes show how emotion and action are coordinated within relationships, rather than located only within the individual.

Keywords: Social and Emotional Learning; Indigenous Ritual Practices; 'Amis (Pangcah); Thematic Analysis; Collective Participation