Perception scale for knowledge acquired in emotional education during initial teacher training.

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This scale focuses on analyzing initial teacher training in the areas of mental health and emotional education, which are considered fundamental to the teaching and learning process. In this regard, participants are students enrolled in teaching degree programs at Chilean universities and/or practicing teachers. The response options are based on a 6-point Likert scale. The number of options is even in order to avoid the tendency to select intermediate alternatives. On the other hand, this number allows for greater variability and the possibility of using different estimators during factor analyses.

The structure of the instrument consists of 23 items grouped into four first-order factors, as shown in the table below. A model with a second-order factor will also be specified if the fit is equal to or greater than that of the first order, in order to simplify the measurement of the influence of some variables on the construct.

Factors	Number of items	Item numbers
F1 Mood (M)	6	1 al 6
F2 Emotional Regulation (ER)	5	7 al 11
F3 Psychosocial Well-being (PSW)	6	12 al 17
F4 Identity (ID)	6	18 al 23

Demographic information

1.- Gender

a) Male
b) Female
c) Non-binary
d) I prefer not to answer
e) Other: _____

2.- Age

_____

3.- Nationality [1]

Chilean

Other: _____

4.- Do you belong to any indigenous community?

a) Yes

a) No

b) I don't know

5.- Indicate which indigenous people you belong to

a) (List of indigenous peoples)

b) Other: _____

6.- Enter the name of the indigenous community to which you belong.

_____

7.- University degree (current or completed)

_____

8.- What year of the degree are you currently in? (students)

_____

9.- How many years have you been teaching? (teachers)

_____

10.- Region (first-level administrative division in Chile)

_____

11.- Municipality (city/town)

_____

[1] About the web version: Those who select Chilean nationality and acknowledge indigenous ancestry will be sent a list of indigenous peoples of Chile. Participants who register another nationality and acknowledge indigenous ancestry will be sent to the option to manually enter the name of their ethnic group.

Informed consent and confidentiality notice

Please read this information carefully before deciding whether to participate. The study seeks to understand perceptions regarding the training received by education students in the areas of mental health and emotional education. You have been invited to participate because you are currently enrolled in an education program. By completing the questionnaire, you agree that the information you provide will be stored in a database that will be used in future studies on the topics covered.

The study considers all ethical aspects set out in the 2000 Helsinki Declaration and the 2010 Singapore Declaration on integrity in research involving human subjects. Consequently, it is conducted in accordance with international ethical agreements and the provisions of Law 20.120 currently in force in Chile.

PARTICIPATION: Answer an online questionnaire lasting approximately 9 minutes and consisting of four scales: (1) Mood, 6 items; (2) Emotional Regulation, 5 items; (3) Psychosocial Well-being, 6 items; and (4) Identity, 6 items.

NO RISKS: There are no anticipated risks associated with participating in this research, beyond those related to viewing a screen (computer, tablet, phone, or other digital devices) for 9 minutes and answering the questionnaire about the information that will be displayed on the screen.

CONFIDENTIALITY: All opinions or information you provide will be treated confidentially. Your identity or any details that could identify you will never be disclosed. Furthermore, it is not possible for your name to be linked to your answers, as the information is recorded on separate forms[2].

YOUR DATA WILL BE STORED in a digital file, which will only be accessible with a personal password to those responsible for the research, who are committed to confidentiality.

VOLUNTARY PARTICIPATION: Participation is completely voluntary. You may withdraw at any time. To do so, simply close or leave the questionnaire website.

CONTACT: If you have any questions or concerns regarding your rights as a participant, please contact: Gerardo Fuentes (gerardo.fuentes@uautonoma.cl); Flavio Muñoz (flavio.munoz@uct.cl)

[2] This follows the logic that the web version may begin with an invitation, where (as suggested by some reviewers) participants will be asked to provide their email and/or name in order to validate whether they accept or decline participation. They would then be redirected to a different form containing the actual scale.

Survey Instructions

We present below a series of statements related to the knowledge you may have acquired during your initial teacher training, specifically regarding mental health and socio-emotional education. Please indicate the extent to which you agree that, at the university, you experienced a teaching/learning process in the area addressed by each item. There are six response options: 1 = Strongly disagree; 2 = Disagree; 3 = Somewhat disagree; 4 = Somewhat agree; 5 = Agree; 6 = Strongly agree[3].

I.- Mood Dimension

Please respond by indicating whether you experienced the teaching/learning processes mentioned in the statements during the **degree program you are currently pursuing or have already completed**. When an item places you in the **role of a teacher**, answer it thinking of your practice **as a future teacher** or, if you are already working, in relation to your current professional practice.

1.- I learned that maintaining a positive mood favors learning processes.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

2.- I was taught that motivation is fundamental for the development of meaningful learning.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

3.- I was taught that I must convey a positive mood during classes.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

4.- I was taught that mediating in the resolution of conflicts among students would allow them to improve their levels of motivation toward learning.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

5.- I learned that students' lack of motivation can influence their mood.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

[3] The web version has all the answer options in words, not numbers like in this Word version.

6.- I learned that a discouraged or unmotivated teacher could generate that same mood in students.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

II. Emotional Regulation Dimension

Please respond by indicating whether you experienced the teaching/learning processes mentioned in the statements during the **degree program you are currently pursuing or have already completed**. When an item places you in the **role of a teacher**, answer it thinking of your practice **as a future teacher** or, if you are already working, in relation to your current professional practice.

7.- I learned about the concept of emotional regulation.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

8.- I was taught about the influence of emotional regulation on teaching and learning processes.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

9.- I learned tools to educate my students' emotions for the development of their personal and social well-being.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

10.- I was taught that emotionally regulated teachers translate into emotionally regulated students.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

11.- I was taught that I must master the regulatory documents associated with socio-emotional education in educational contexts.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

III. Psychosocial Well-being Dimension

Please respond by indicating whether you experienced the teaching/learning processes mentioned in the statements during the **degree program you are currently pursuing or have already completed**. When an item places you in the **role of a teacher**, answer it thinking of your practice **as a future teacher** or, if you are already working, in relation to your current professional practice.

12.- I learned about the concepts of self-esteem and/or self-image.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

13.- I was taught that self-concept and self-image are components that influence students' learning development.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

14.- I learned that an adequate self-concept projects greater confidence and security in students, favoring their mental health.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

15.- I learned that self-concept influences the quality of social relationships that occur in the school setting.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

16.- I was taught that self-concept plays a fundamental role in regulating the cognitive-motivational strategies involved in learning and academic performance.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

17.- I was taught that self-concept is built based on the relationships we have with others and with society.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

IV. Identity Dimension

Please respond by indicating whether you experienced the teaching/learning processes mentioned in the statements during the **degree program you are currently pursuing or have already completed**. When an item places you in the **role of a teacher**, answer it thinking of your practice **as a future teacher** or, if you are already working, in relation to your current professional practice.

18.- I was taught that I must create opportunities where my students feel seen and heard.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

19.- I learned that I must create dialogue environments that contribute to reducing discriminatory attitudes in school classrooms.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

20.- I was taught that school contexts are characterized by the existence of diverse personal and social identities.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

21.- I learned that I must be aware of and understand students' realities in order to know their identity characteristics.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

22.- I was taught that I must consider students' identity characteristics to plan and develop my classes.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

23.- I learned that I must promote opportunities for the development of each of my students' identity.

Strongly disagree | **1** | **2** | **3** | **4** | **5** | **6** | *Strongly agree*

We sincerely thank you for your participation.