



Evaluating the Effectiveness of a Holistic Approach Based on Social-Emotional Learning in Developing Teachers' Professional Competencies and Students' Learning Motivation in Jerusalem

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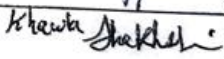


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Dedication

To my dear mother, who has been a source of inspiration and unwavering support. No words can truly express my gratitude for your sacrifices and boundless love.

To my beloved husband, who has been a pillar of strength and support throughout my academic journey. Thank you for your patience and endless encouragement.

To the students of Jerusalem, symbols of resilience and hope, who represent a source of strength and inspiration in every moment of my life.

I dedicate this thesis to all of you with all my love and appreciation.

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Researcher Abeer Shqirat

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Abstract

This research aimed to evaluate the effectiveness of a holistic approach based on social-emotional learning in enhancing teachers' professional competencies and students' learning motivation in Jerusalem. It also sought to assess the development of social-emotional learning skills for teachers and students and identify the barriers to implementing this approach. Employing a mixed methodology that integrated quantitative and qualitative methods, the study gathered insights from teachers, students, and school principals. Using random sampling, selected (210) preparatory school teachers and (357) ninth-grade students were exposed to the holistic approach for three consecutive years. Furthermore, (15) school principals participated in the focus group, selected through a purposive stratified proportional sample.

The research tools comprised three newly designed instruments tailored for this study: an evaluation scale for teachers' professional competencies (85 items) covering three domains (social-emotional learning skills, professional competencies, and barriers to applying the holistic approach); an evaluation scale for student learning motivation (70 items) across three domains (social-emotional learning skills, schoolwide system, and learning motivation); and a focus group discussion for school principals. The validity and reliability of the tools were verified.

Key findings revealed that the holistic approach significantly contributed to developing teachers' social-emotional learning skills with an average rating of (4.02) and a percentage of (80.5%) and professional competencies with an average rating of (4.02) and a percentage of (80.4%). However, barriers to implementing the holistic approach were moderately estimated from the teachers' perspectives, with an average rating of (3.02) and a percentage of (64.2%). The approach was also highly effective in enhancing students' social-emotional learning skills, with an average rating of (3.80) and a percentage of (76%); school systems, with an average rating of (3.70) and a percentage of (74%); and learning motivation, with an average rating of (3.90) and a percentage of (78%). Statistically significant relationships were found between social-emotional learning skills, professional competencies, and barriers to implementation from teachers' perspectives. A positive correlation was also observed between social-emotional learning skills, the school system, and learning motivation from students' perspectives.

The focus group results with principals unanimously highlighted the positive impact of the holistic approach on teachers' professional competencies through continuous training and development. They also underscored its pivotal role in promoting student social-emotional learning skills and creating a more interactive and supportive school environment. Principals emphasized the necessity of integrating social-emotional learning into the curriculum and ensuring these skills are incorporated into daily classroom activities. Challenges included primary school teachers' difficulty transitioning from traditional teaching methods and their need for intensive training and ongoing support. Also, Primary school students required time to adapt to the holistic approach, while preparatory school students showed greater understanding but still needed continuous monitoring and guidance.

Based on these findings, the study recommended continuous professional development for teachers, focusing on social-emotional learning (SEL) skills to enhance their professional competencies and support students' emotional and social needs. It also suggested fostering a culture of innovation in schools to boost student learning motivation through SEL activities and strengthening communication channels between schools and parents to enhance parental involvement in supporting student learning and holistic development.

Key Terms: Holistic Approach, Social and Emotional Learning (SEL), Professional Competencies, Learning Motivation

CHAPTER ONE

Research Background and Significance

1.1. Introduction

Modern societies face significant challenges due to rapid changes in various aspects of life, directly impacting the traditional education systems and their ability to meet the needs of both students and teachers. Today, traditional education is considered insufficient to keep up with these changes as it primarily focuses on academic achievement and knowledge, neglecting the emotional and social aspects that play a vital role in developing professional competencies for teachers and motivating student learning. In this context, many teachers experience a decline in their professional competencies due to ongoing pressures and a lack of adequate support, leading to decreased academic achievement among students and increased negative classroom behaviors.

As we delve into the problems associated with traditional education, it becomes evident that a shift towards holistic education, specifically Social-Emotional Learning (SEL), is necessary to address these issues and better prepare students for the dynamic demands of the modern world (Kaspar & Massey, 2022).

The growing recognition of the importance of social and emotional learning (SEL) has led to an increased focus on a more holistic approach to education, which encompasses the development of the whole individual, including their cognitive, emotional, and social capacities (Jones et al., 2019). This holistic approach acknowledges that social and emotional learning (SEL) is the first step toward creating a positive and safe school climate. Research by Jones et al. (2019) emphasizes the significance of social and emotional development in schools in establishing supportive and safe learning environments. Warm relationships between teachers and students facilitate deep learning and better equip students to handle challenging subjects and persevere in their learning endeavors.

The United States is a pioneer in integrating social-emotional learning (SEL) into its education system, with the establishment of the Collaborative for Academic, Social, and Emotional Learning (CASEL). CASEL has developed a comprehensive guide for schools to implement SEL programs, engaging the entire school community to build awareness and support. It identifies five critical competencies for SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2021).

SEL is integral to a holistic approach to education, emphasizing the integration of cognitive, emotional, and social skills crucial for personal, academic, and professional success. Research underscores SEL's significant impact on student outcomes, including improved academic achievement, better mental health, and enhanced social skills (Soutter, 2023).

SEL is the process of acquiring skills to recognize and manage emotions, set and achieve positive goals, appreciate others' perspectives, establish and maintain positive relationships, and handle interpersonal situations effectively. Developing these skills has improved academic performance, reduced behavioral issues, and improved student and teacher well-being (Hachem et al., 2022).

Implementing effective SEL programs fosters student motivation and enhances teacher competencies. Learning motivation, the psychological process directing behavior toward engaging in learning activities involves internal and external factors that stimulate and sustain interest and commitment to learning (Boukayoua et al., 2021).

Strategies to bolster student motivation include incorporating choice, setting clear expectations, and providing constructive feedback and encouragement. When students feel empowered and supported, they are more likely to engage actively in the learning process. Similarly, building teacher competencies in communication, conflict resolution, and cultural responsiveness equips educators to effectively model and teach social-emotional skills (Herndon, 2021).

Professional competencies refer to the combination of skills, knowledge, attitudes, and abilities that individuals need to perform their work effectively. In education, specifically inclusive education, professional competence involves the educator's ability to teach and manage a classroom that includes typically developing students and those with special needs (Vroey et al., 2023).

The importance of SEL cannot be overstated. Research has consistently demonstrated the benefits of SEL for students' academic, social, and emotional development (Greenberg, 2023). Students can better focus, problem-solve, and form positive relationships when they recognize and regulate their emotions. Likewise, when teachers feel supported in their social-emotional competence, they are better positioned to create a classroom climate conducive to

learning. Integrating SEL throughout the educational system has the potential to yield long-term in the form of well-rounded, self-aware, and resilient students prepared to thrive in school and beyond. Given the significant impact of SEL on student well-being and academic success (Greenberg, 2023).

Evidence-based studies demonstrate that students participating in SEL programs improve their academic performance, increase their social competence, and reduce their behavioral problems. This highlights the importance of addressing students' social and emotional needs alongside their academic development (Gomez et al., 2023).

Moreover, integrating SEL into teacher professional development enhances teacher effectiveness, job satisfaction, and overall well-being. Teachers with strong social and emotional competence can create positive classroom environments, manage their emotions effectively, and provide necessary support and guidance to their students (Amendum, 2023).

Tamimi's (2021) Study confirms that teachers have a significant impact on students' social-emotional learning. Teachers play a role in identifying the necessary skills to create safe learning environments according to the requirements of social-emotional learning. These include promoting social-emotional development, enhancing self-management and cognitive organization, building a positive social climate and enhancing supportive human relationships, providing assessment and feedback, organizing classroom management, guiding behavior, and dealing with mistakes. Their role also extends to promoting positive school climate and relationships, supporting positive behavior, using optional courses and extracurricular activities, classroom competencies for social-emotional learning, curricula, staff strategies, measurement, and data use (Eveleigh et al.,2022).

As we continue to explore social and emotional learning research, it becomes clear that a holistic approach to education, which integrates academic, social, and emotional components, is essential for students' and teachers' success and well-being.

The researcher's interest in this research stemmed from her involvement with the holistic approach developed by The Swedish Star for Life Foundation, which pioneered the holistic approach to social-emotional learning. That developed and implemented a tailored 3-year holistic Curriculum focusing on SEL, providing every student a weekly session to enhance

their personal, cognitive, and academic capabilities and skills based on scientific studies in psychology, sociology, neuroscience, and learning strategies.

Holistic education integrates students' emotional, social, moral, and academic needs to reduce dropout rates, improve learning outcomes, enhance mental well-being, develop students' personal, cognitive, and academic skills, and develop teachers' professional, emotional, and social competencies. The program integrates with existing curricula, complementing classroom sessions with afternoon group activities and out-of-school trips to broaden learners' perspectives and provide unique experiences (SFL,2023).

The Star for Life modules consist of five distinct units covering values and goals, motivation, decision-making, health and learning, communication, and sustainable development. Each unit aims to enhance students' social-emotional learning and adopt a Holistic approach within the school environment. These modules have been tailored according to the specific age group of students in Primary and Preparatory schools participating in the holistic approach (SFL,2023)

Darling-Hammond (2022), found that school SEL programs improve students' social and emotional skills, resulting in an 11-percentile-point gain in academic achievement. Similarly, a meta-analysis by Dyson et al., (2023) Study revealed that students who received SEL instruction demonstrated improved attitudes toward school, better classroom behavior, and an 11-percentile-point gain in academic performance. These findings emphasize the importance of integrating SEL programs into educational settings to promote positive student outcomes.

In addition to the benefits for students, the impact of SEL programs on teachers' well-being and effectiveness in the classroom cannot be overlooked. Effective implementation of SEL reduces teachers' stress and burnout levels, allowing them to provide better emotional support and build stronger relationships with their students (Kaspar & Massey, 2022).

Gomez et al., (2023) found that teachers who received training in SEL reported lower levels of stress and burnout and demonstrated more excellent emotional support for their students. Furthermore, teachers with higher levels of social and emotional competence were better able

to create a positive classroom climate and build strong relationships with their students, leading to improved academic and behavioral outcomes (Wu & Wei, 2022).

Furthermore, the implementation of social-emotional learning programs in schools can also benefit from the involvement of parents and the community. Research suggests that when parents are engaged in their children's SEL development, it can lead to more consistent reinforcement of SEL skills at home and in the community. This holistic approach to SEL fosters a supportive environment where students can practice and apply their social and emotional skills beyond the school setting (Epstein, 2023).

Moreover, community involvement in SEL initiatives can provide additional resources and support for schools, enriching the overall impact of the programs. Collaborating with community organizations and resources can further enhance the implementation of SEL, creating a network of support for students and educators alike (Epstein, 2023).

In conclusion, while the research emphasizes the positive outcomes of implementing SEL programs in schools, the involvement of parents and the community can further enrich and sustain the benefits of social-emotional learning for students. By fostering a Holistic approach to SEL that extends beyond the classroom, schools can create a more inclusive and supportive environment for the holistic development of their students.

1.2. Research Problem

The need to address students' holistic development and teachers' acquisition of practical tools and methods has become increasingly evident in the ever-evolving landscape of education. Traditional educational paradigms often prioritize academic achievement over crucial aspects of social and emotional learning (SEL). However, research underscores the interconnectedness of social, emotional, and cognitive development, highlighting their profound impact on educational outcomes (Jones et al., 2019).

There is a growing consensus among educators, parents, and policymakers regarding the importance of nurturing essential social and emotional skills to equip students for success in life. Evidence-based SEL programs have consistently positively affected students' academic,

social, and emotional well-being, including improved academic performance and reduced behavioral problems (Greenberg, 2023).

Enhancing teacher competencies through SEL empowers them to create supportive classroom environments, manage emotions effectively, and foster positive student-teacher relationships. This, in turn, contributes to increased student engagement and overall academic success. Moreover, SEL-equipped teachers are better equipped to handle conflicts, facilitate open communication, and establish safe learning environments conducive to holistic student development (Kaspar & Massey, 2022).

In this context, this research aims to investigate the impact of a holistic approach and SEL on student motivation and teacher competence. The research seeks to evaluate the effectiveness of a holistic approach based on social and emotional learning in developing teachers' professional competencies and students' learning motivation in Jerusalem.

The main question in this research is: What is the degree of the effectiveness of a holistic approach based on social and emotional learning in developing teachers' professional competencies and students' learning motivation at the schools of Jerusalem?

1.3. Research Questions

The following sub-questions emerged from the main research question:

1. What is the degree of the effectiveness of a holistic approach in developing teachers' social-emotional learning skills from the teachers' perspective?
2. What is the degree of the effectiveness of a holistic approach in developing teachers' professional competencies from the teachers' perspective?
3. What are the barriers to implementing the holistic approach from the teachers' perspective?
4. What is the degree of the effectiveness of a holistic approach in developing students' social-emotional learning skills from the student's perspective?
5. What is the degree of the effectiveness of a holistic approach in developing the school system for students?

6. What is the degree of the effectiveness of a holistic approach in developing students' learning motivation?
7. Are there differences in the means of evaluating the effectiveness of a holistic approach in developing teachers' social-emotional learning skills attributed to variables (gender, years of experience, educational qualification, and teaching position)?
8. Are there differences in the means of evaluating the effectiveness of a holistic approach in developing teachers' professional competencies attributed to variables (gender, years of experience, educational qualification, and teaching position)?
9. Is there a statistically significant correlation between the means of social-emotional learning skills, professional competencies, and the barriers to implementing the holistic approach as perceived by teachers?
10. Is there a statistically significant correlation between the means of social-emotional learning skills, the school system, and the motivation for learning from the student's perspective?

1.4. Research Hypotheses

1. There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the means of evaluating the effectiveness of a holistic approach in developing teachers' social-emotional learning skills attributed to the gender variable (male, female).
2. There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the means of evaluating the effectiveness of a holistic approach in developing teachers' social-emotional learning skills attributed to the years of experience variable (less than 5 years, 5-10 years, more than 10 years).
3. There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the means of evaluating the effectiveness of a holistic approach in developing teachers' social-emotional learning skills attributed to the educational qualification variable (Bachelor's, Master's, Doctorate).
4. There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the means of evaluating the effectiveness of a holistic approach in developing teachers' social-

emotional learning skills attributed to the teaching position variable (subject teacher, class teacher).

5. There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the means of evaluating the effectiveness of a holistic approach in developing teachers' professional competencies attributed to the gender variable (male, female).
6. There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the means of evaluating the effectiveness of a holistic approach in developing teachers' professional competencies attributed to the years of experience variable (less than 5 years, 5-10 years, more than 10 years).
7. There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the means of evaluating the effectiveness of a holistic approach in developing teachers' professional competencies attributed to the educational qualification variable (Bachelor's, Master's, Doctorate).
8. There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the means of evaluating the effectiveness of a holistic approach in developing teachers' professional competencies attributed to the teaching position variable (subject teacher, class teacher).
9. There is no statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the means of social-emotional learning skills, professional competencies, and the means of the barriers to implementing the holistic approach from the teachers' perspective.
10. There is no statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the means of social-emotional learning skills, the school system, and the means of learning motivation from the student's perspective.

1.5. Research Objectives

The current research aims to achieve the following:

1. Identifying the effectiveness of a holistic approach in developing teachers' social-emotional learning skills and teachers' professional competencies at the schools of Jerusalem.
2. Classifying the barriers to implementing the holistic approach from the teachers' perspective in Jerusalem.
3. Finding the effectiveness of a holistic approach in developing students' social-emotional learning skills in Jerusalem.
4. Categorising the effectiveness of a holistic approach in developing the school system for students in Jerusalem.
5. Identifying the effectiveness of a holistic approach in developing students' learning motivation in Jerusalem.
6. Determining the professional competencies that need to be developed for teachers in Jerusalem.
7. Classifying the dimensions of learning motivation that need to be developed among students in Jerusalem.

1.6. Research Significance

Theoretical Significance:

1. This research is the first of its kind in East Jerusalem to the best of the researcher's knowledge. It contributes to uncovering the concepts of the holistic approach and social-emotional learning skills. It examines their effectiveness in developing teachers' professional competencies and enhancing students' learning motivation in East Jerusalem.
2. The research provides suggestions for developing a holistic approach based on social-emotional learning and adapting it to meet the needs of teachers and students in the educational process.
3. The current research provides new scientific knowledge about the holistic approach associated with social-emotional learning and its importance in education. This enhances

our understanding of its impact on teacher development and student motivation, contributing to contemporary educational theories and opening avenues for research and development in this field.

Practical Significance:

1. Presenting a list of learning motivation dimensions suitable for students, enhancing their eagerness to learn and utilize past experiences in understanding the present and oriented toward the future.
2. Implementing the holistic approach based on social-emotional learning to develop teachers' professional competencies, enhance teaching effectiveness, foster effective communication with students, and contribute to their learning motivation.
3. Providing benefits to training and development centres for teachers in the Ministry of Education in preparing training programs based on the holistic approach and social-emotional learning, encouraging their implementation in the educational field.

1.7. Research Terminology

Holistic Approach

Schoolwide SEL is a systemic approach to infusing social and emotional learning into every part of a student's educational experience across all classrooms, during all parts of the school day and out-of-school time, and in partnership with families and communities. This involves cultivating caring, participatory, and equitable learning environments and using evidence-based practices to involve all students in their social, emotional, and academic growth (CASEL, 2021).

The Holistic Approach, as defined by Nasrollahi et al. (2020), is an approach to teaching and learning that recognizes the interconnectedness of mind, body, and spirit. It seeks to develop the whole person – intellectually, emotionally, socially, physically, and spiritually – fostering a love of learning and a sense of responsibility to self and community.

Purwaningrum (2019) defines a holistic approach as aiming to cultivate individuals who are not only academically proficient but also emotionally intelligent, socially responsible, physically healthy, and ethically grounded. It equips learners with the skills, knowledge, and values to lead meaningful and fulfilling lives as contributing members of society.

In this research, the researcher will focus on the **Holistic Education Approach** in Jerusalem developed by the Swedish Star for Life Learning Foundation, a training program to empower schools to enhance the educational process, elevate teachers' professional competencies, and enhance students' learning motivation. The training program comprises five work modules (Values and goals, Motivation, Willpower and decision-making, Health and learning, Communication, and sustainable development). In each module, concrete personal competencies and mental abilities are trained through different psychological methods and tools. The aim is to equip children and young people with knowledge and tools for better self-leadership and decision-making skills regarding their studies and well-being. The method and the pedagogical material are based on current scientific research on the brain, psychology, sociology, neuroscience, learning strategies, and motivation.

Social and Emotional Learning (SEL)

SEL is integral to education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (Green et al., 2021).

SEL is a student-centered approach that emphasizes building on students' strengths, developing skills through hands-on, experiential learning, giving young people a voice in the learning process, and supporting youth through positive relationships with adults over an extended period (Kolb, 2023).

The Organization for Economic Co-operation and Development (OECD) indicated that education is the key to establishing positive relationships, making responsible decisions, and handling challenging situations effectively. SEL is how children and adults acquire the

knowledge, attitudes, and skills necessary to recognize and manage their emotions, demonstrate empathy for others, and establish (OECD,2019).

The present research defined SEL as an integral component of education essential for the holistic development of students and teachers and for cultivating a compassionate and empathetic society. Its emphasis on self-awareness, empathy, relationship building, and responsible decision-making paves the way for students to become well-rounded individuals capable of thriving in their personal and professional lives. Hence, integrating social-emotional learning into educational frameworks remains a fundamental pillar in preparing students for success and meaningful contributions to society, as well as the professional development of teachers. And the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making in teachers and students.

Social Emotional Learning Skill

It refers to the specific abilities and competencies individuals develop through social and emotional learning. These skills encompass self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Developing these skills is crucial for students to succeed academically, cultivate positive relationships, and effectively navigate real-world challenges. (Darling-Hammond et al., 2022).

Professional competencies

It refers to the combination of skills, knowledge, attitudes, behaviors, and personal attributes that individuals need to perform effectively in a professional role. In teaching, professional competencies can encompass a range of abilities, including mastery of the subject knowledge, pedagogical skills, communication abilities, classroom management, technological literacy, evaluating student learning, cultural competence, and engaging with the community and stakeholders. These competencies enable teachers to facilitate learning, manage classrooms effectively, adapt to diverse educational needs, and contribute to their students' overall development and success and ongoing self-development as educators (Li, 2022).

Sari et al. (2021) define professional competence as precisely outlined behavioral objectives encompassing all the knowledge, skills, and attitudes essential for effective teaching.

Kimeto (2021) further elaborates that professional competence includes the degree to which a teacher possesses skills, personal characteristics, family compatibility, job satisfaction, and positive attitudes toward the profession, collectively enabling them to effectively fulfill their role in the educational process.

In this research, professional competence is characterized by the skills, abilities, and potentials teachers possess and apply within the educational setting to maximize student benefits. This involves executing their teaching tasks with the highest level of proficiency and effectiveness. The research particularly emphasizes cognitive competencies, teaching competencies, classroom management competencies, emotional competencies, and environmental relationship competencies.

Learning motivation

It refers to the drive, interest, or desire that compels an individual to learn or to continue learning. Internal factors, such as personal interests, curiosity, and the desire for personal satisfaction, or external factors, such as grades, recognition, or job requirements, can influence it. Motivation is critical in learning because it directly affects students' engagement with the material and their persistence in overcoming challenges. When motivated, students are more likely to pay attention, process information effectively, and perform academically. Conversely, lacking motivation can hinder learning and academic success (Herpratiwi & Tohir, 2022).

Learning motivation is defined as the desire to perform and succeed in a task, which can be internal, such as a student's intrinsic desire for success and excellence, or external, such as a teacher's engaging teaching style to attract the learner's attention and focus (Ray & Sikdar, 2023).

In this research, learning motivation is defined as an internal state in the learner that drives him to pay attention to the educational situation, actively engage in it, and continue in this activity until learning is achieved. The research focuses on the following dimensions of

learning motivation: self-esteem, self-efficacy, intrinsic motivation, readiness for learning, and the learning strategies the student follows in his studies.

1.8. Research Limitations

The current research will be limited to the following boundaries:

1. Spatial limits: 15 schools applying the holistic approach in East Jerusalem, specifically the government schools affiliated with the municipality and the Ministry of Education.
2. Time limits: The academic year 2023-2024.
3. Human limits: A sample of students, teachers, and principals who have been trained in the holistic approach and applied it in their schools.
4. Objective limits: The research will be limited to Evaluating the Effectiveness of a Holistic Approach Based on Social and Emotional Learning in Developing Teachers' Professional Competencies and Students' Learning Motivation at the schools of Jerusalem.

1.9. Research Determinants

The Samples were limited to:

1. The student sample is a stratified sample taken from ninth-grade classes in Preparatory schools in East Jerusalem that have implemented the holistic approach. This group of students has undergone training on the skills and tools of the holistic approach for three consecutive years, which is the training period of the program.
2. The teacher sample was selected randomly. All teachers in East Jerusalem schools implementing the holistic approach have been exposed to the program and have undergone the same training and qualification process, regardless of the school where they work.

CHAPTER TWO

Theoretical Framework and Previous Studies

2.1 Theoretical Framework

2.2 Previous Studies

2.1 Theoretical Framework

2.1.1: Holistic Education Approach

2.1.1.1 Introduction

Holistic education has emerged as a transformative approach, diverging significantly from traditional models by prioritizing the comprehensive development of students across intellectual, emotional, social, physical, and spiritual dimensions. Unlike conventional methods emphasizing standardized testing and academic achievement, holistic education adopts a personalized, student-centered approach that integrates experiential learning and diverse assessment techniques (Rianawaty et al., 2020). This methodology values individual differences and fosters intrinsic motivation by connecting learning to students' interests and real-world experiences, nurturing a deep sense of agency and self-direction crucial for their overall development.

Central to holistic education is the role of educators, who transcend the traditional instructor role to become facilitators and mentors of student growth. Teachers in holistic settings engage deeply with each student's unique needs, learning styles, and interests, crafting learning experiences that promote critical thinking, creativity, and practical problem-solving skills through hands-on projects and differentiated instruction. Moreover, they foster inclusive and collaborative learning environments where students feel empowered to explore, question, and learn from each other's perspectives. Holistic education also integrates values-based education to cultivate moral and ethical development alongside academic learning. By addressing ethical dilemmas and promoting social responsibility, educators prepare students to become conscientious global citizens capable of navigating complex societal challenges with empathy and integrity (Lovat, 2020).

Furthermore, holistic education strongly emphasizes community and connection within the learning environment. Through partnerships with families, local professionals, and community organizations, schools enrich the educational experience, providing students with diverse opportunities for growth and engagement beyond the classroom (Anne et al., 2022).

Ultimately, holistic education seeks to equip students with academic knowledge and the skills, values, and resilience needed to thrive in an interconnected and rapidly changing world. This approach demonstrates its capacity to enhance academic outcomes while nurturing holistic development, social-emotional competence, and a lifelong passion for learning among students. By embracing these principles, educators can create transformative educational environments that empower students to reach their full potential and contribute meaningfully to society (Setiawan & Ahla, 2023).

Holistic education is considered a comprehensive and balanced development of the learner's personality as an integrated unit that interacts with the teacher, the situation, the social environment, and the required skills, thus achieving social growth and acquiring appropriate knowledge, skills, attitudes, and values. The main objective is for the learner to realize that any issue or phenomenon is the result of the intersection and interaction of multiple problems, aspects, and elements and that they are part of a complex world where various issues exist in all their dimensions (Ekpenyong et al., 2020).

The learning that underlies holistic education is rational, innovative, collaborative, and exploratory learning, in which the learner is mentally and physically active, according to an integrated approach based on linking information in different subjects. This linkage occurs through an activity or multiple activities that bring together the teacher and the learner, where each collects the fragmented information in the educational institution, connects the various subjects, and then relates the knowledge to society and general life. Learning is the purpose of holistic education and takes place within life contexts. Therefore, integrated learning enhances and deepens holistic education pedagogically and philosophically (Rashed & Tamuri, 2022).

2.1.1.2 UNESCO's Pillars

Holistic education is not a new invention but a culmination of centuries of thought and practice. It draws inspiration from diverse sources, weaving together ancient wisdom, philosophical insights, and progressive educational movements to create a rich tapestry of approaches that prioritize the development of the whole person.

While the specific pillars emphasized in holistic education can vary depending on the context, a widely recognized framework is based on UNESCO's Four Pillars of Learning (UNESCO,1996). These pillars are learning to know, learning to do, learning to be, and learning to live together (Aggarwal et al., 2020; Rafikov et al., 2021):

1. Learning to Know:

Acquiring Knowledge and Skills: This pillar encompasses the traditional academic aspects of education, focusing on developing core knowledge in subjects like language, math, science, and history.

Critical Thinking and Problem-Solving: It goes beyond rote memorization to cultivate critical thinking skills, enabling students to analyze information, solve problems, and apply knowledge in real-world situations.

Learning How to Learn: Holistic education emphasizes metacognition – the ability to reflect on one's learning process – equipping students to become lifelong learners.

2. Learning to Do:

Applying Knowledge in Real-World Contexts: This pillar emphasizes the practical application of knowledge and skills through hands-on activities, projects, internships, and community engagement.

Developing Life Skills: It focuses on building essential life skills such as communication, collaboration, teamwork, problem-solving, adaptability, and resilience.

Creativity and Innovation: Holistic education encourages creativity, innovation, and entrepreneurial thinking, empowering students to become active societal contributors.

3. Learning to Be:

Self-Awareness and Self-Esteem: This pillar emphasizes personal growth, self-discovery, and the development of self-awareness, self-esteem, and emotional intelligence.

Values and Ethics: It nurtures ethical values, integrity, responsibility, and purpose, guiding students to make moral decisions and live meaningful lives.

Physical and Mental Well-being: Holistic education recognizes the importance of physical and mental health, promoting healthy habits, stress management techniques, and mindfulness practices.

4. Learning to Live Together:

Respect for Others and Diversity: This pillar emphasizes developing empathy, compassion, and respect for others, fostering an inclusive and harmonious learning environment.

Interpersonal and Communication Skills: It focuses on building strong interpersonal and communication skills, enabling students to navigate relationships, resolve conflicts peacefully, and collaborate effectively.

Global Citizenship: Holistic education promotes understanding and appreciation of different cultures, fostering a sense of global citizenship and responsibility.

These four pillars are interconnected and mutually reinforcing, representing a holistic vision of education that aims to develop well-rounded individuals equipped with the knowledge, skills, values, and emotional intelligence to thrive in a complex and ever-changing world.

2.1.1.3 Levels of Wholeness

The concept of "levels of wholeness" in holistic education is not a standardized framework with universally agreed-upon levels. However, we can explore different dimensions and layers of wholeness that holistic education strives to address:

1. Dimensions of the Individual (Johnson, 2023):

Physical: Physical health, well-being, and development through movement, nutrition, and sensory experiences.

Cognitive: Intellectual development, critical thinking, problem-solving, knowledge acquisition, and creativity.

Emotional: Self-awareness, emotional regulation, empathy, resilience, and healthy relationships.

Social: Communication, collaboration, teamwork, conflict resolution, and responsible citizenship.

Spiritual: A sense of purpose, meaning, connection to something greater than oneself, values, and ethics. (In this context, " Spiritual " does not necessarily imply religious affiliation but rather a sense of wonder, awe, and connection.)

2. Expanding Circles of Connection (Rafikov et al., 2021):

Self: Developing self-awareness, self-esteem, and a strong sense of identity.

Relationships: Building healthy relationships with family, friends, peers, and teachers.

Community: Engaging in service learning, understanding civic responsibility, and contributing to the community.

World: Developing global awareness, cultural sensitivity, and a sense of interconnectedness with the wider world.

Nature: Fostering an appreciation for nature, environmental stewardship, and a sense of interconnectedness with the natural world.

3. Depth of Learning (Farrimond, 2020):

Surface Learning: Acquiring basic knowledge and skills.

Deep Learning: Understanding concepts, connecting, and applying knowledge in new contexts.

Transformative Learning: Experiencing a shift in perspective, values, or worldview, leading to personal growth and transformation.

Holistic education is a lifelong process of growth, discovery, and connection, where each individual's journey toward wholeness is unique and unfolds at their own pace. The various dimensions and levels of holistic education—intellectual, emotional, social, physical, and spiritual—are profoundly interconnected and influence one another. Envision holistic education as a journey of expanding awareness, deepening connections, and nurturing the fullness of human potential in all its dimensions (Rosen et al., 2020).

2.1.1.4 The Goal of Holistic Education

Holistic education aims to cultivate the whole person's development, fostering intellectual, emotional, social, physical, and spiritual growth. It aims to go beyond traditional academic achievement to nurture individuals who are:

1. Self-Aware and Self-Directed Learners (Rafikov et al., 2021):

- Possess self-awareness and understand their strengths, challenges, and learning styles.
- They are intrinsically motivated, curious, and eager to learn throughout their lives.
- They can set goals, manage their time effectively, and take ownership of their learning.

2. Critical Thinkers and Problem-Solvers (Rianawaty et al., 2021):

- Can analyze information critically, evaluate different perspectives, and form reasoned judgments.
- Can approach challenges creatively, think outside the box, and find innovative solutions.
- Can be adaptable and resilient, navigating complexity and embracing change.

3. Effective Communicators and Collaborators (Gentile & Oswald, 2021):

- Can express themselves clearly and respectfully in both oral and written communication.
- Can work effectively in teams, value diverse perspectives, and contribute constructively.
- Can engage in respectful dialogue, resolve conflicts peacefully, and build strong relationships.

4. Ethical and Compassionate Citizens (Srivastava, 2023):

- Possess a strong sense of ethics, integrity, and social responsibility.
- Act with empathy and compassion towards others, valuing diversity and promoting inclusivity.
- They are engaged citizens committed to making a positive difference in their communities and the world.

5. Balanced and Fulfilled Individuals (Aggarwal et al., 2020):

- Have a strong sense of purpose and meaning in their lives.
- Prioritize their physical and mental well-being, practicing self-care and seeking support when needed.
- Live balanced lives, nurturing their passions, interests, and relationships.

In essence, holistic education aims to empower individuals to reach their full potential as human beings, lead fulfilling lives, and contribute meaningfully to society.

2.1.1.5 Developing Teachers' Professional Competence

The Holistic educational approach is crucial in enhancing and developing teachers' competencies by focusing on comprehensive and sustainable methods. This approach encompasses several aspects that positively impact teachers' professional competencies:

1- Improving Teaching Practices: The Holistic education approach aims to enhance teachers' instructional methods and strategies. By promoting reflective teaching practices and continuous professional development opportunities, teachers can refine their teaching techniques to better meet students' diverse learning needs (Mustafa et al., 2019).

2- Creating Significant and Lasting Changes in Student Learning: Through holistic practices, teachers can create impactful changes in student learning outcomes. This includes fostering inclusive classrooms where every student's needs are met, promoting equitable access to education, and enhancing overall academic achievement (Elder et al., 2021).

3- Boosting Teacher Motivation and Confidence in Decision-Making: Holistic education approaches empower teachers by giving them the skills and confidence to make informed educational decisions. This increases motivation and efficacy in their professional roles (Kazanopoulos et al., 2022).

4- Facilitating Participatory Action Research and Inquiry: Teachers are encouraged to engage in participatory action research and inquiry to improve their teaching practices or address educational challenges. This process involves self-reflection and collaborative investigation to deepen understanding of educational processes and achieve desired changes (Nguyen, 2023).

5- Cultivating the Teacher as a Researcher and Lifelong Learner: The Holistic approach fosters a culture where teachers are viewed as researchers and lifelong learners. This encourages continuous professional growth and the pursuit of new knowledge and skills to adapt to evolving educational landscapes (Srivastava, 2023).

6- Enhancing Communication Among Educators and Stakeholders: The holistic approach strengthens professional networks and supports collective efforts to improve educational outcomes by promoting collaboration and communication among teachers, educational researchers, school administrators, and the local community (Martínez et al., 2021).

7- Enhancing Continuous Learning: The holistic educational approach emphasizes continuous learning as a fundamental element in teachers' professional development trajectory. By providing ongoing training opportunities, workshops, and educational courses, teachers can update their skills and knowledge with the latest educational and research practices (Taddese & Rao, 2021).

8- Motivating Innovation and Personal Development: The holistic approach fosters a culture of learning that encourages innovation and continuous improvement in educational practices. This includes supporting teachers' experiments with new and innovative teaching methods and utilizing advanced techniques to enhance the learning and teaching processes (Sabtu et al., 2023).

9- Promoting Interaction and Collaborative Learning: Holistic education practices promote continuous interaction and collaboration among teachers, facilitating the exchange of experiences and knowledge. This contributes to building a supportive and collaborative school community, enhancing teachers' ability to learn from each other and continuously improving their teaching performance (Yang & Zhu, 2022).

10- Positive Impact on Students: By developing their professional competencies, teachers can deliver more effective and impactful educational experiences for students. This involves motivating students to achieve their academic and personal goals more effectively and enhancing their abilities to actively engage in learning (Damayanti & Musafik, 2022).

The Holistic educational approach is pivotal in nurturing teachers' professional competencies through its focus on continuous improvement, collaboration, and empowerment. Educators can effectively meet students' diverse needs by integrating these principles and contributing to meaningful educational reforms.

2.1.1.6 Basic Principles

Many studies have defined the principles of the holistic education approach, including a study by Mustafa et al. (2019), Rianawaty et al. (2021), Rafikov et al. (2021), and Johnson (2023).

1. Educating for Human Development: The primary aim of education is to foster the holistic growth of human potential. Schools should facilitate the comprehensive development of all learners, deepening their relationships with themselves, their families and communities, the global community, the planet, and the cosmos.

2. Honoring Students as Individuals: Each learner is unique and inherently creative, with distinct needs and abilities. Education should embrace personal differences, fostering tolerance, respect, and appreciation for human diversity. Every student has an unlimited learning capacity, with unique physical, emotional, intellectual, and spiritual attributes.

3. The Central Role of Experience: Education should be experiential, involving active, multisensory engagement between individuals and the world. Learning through experience empowers learners and reveals the world's rich meaningfulness. The goal is healthy growth through dynamic and evolving experiences rather than a limited, fragmented curriculum.

4. Holistic Education: The concept of "wholeness" should be central to education. Each academic discipline offers different perspectives on the integrated phenomenon of life. Holistic education celebrates evolving views of reality and multiple ways of knowing, nurturing intellectual and vocational development and physical, social, moral, aesthetic, creative, and spiritual growth.

5. New Role of Educators: Holistic educators see themselves as facilitators of learning rather than mere transmitters of knowledge. They emphasize an organic, natural learning process, requiring the autonomy to design and implement environments that meet the specific needs of their students. Educators should move beyond the trappings of competitive professionalism and engage with growth's spiritual, moral, and emotional dimensions.

6. Freedom of Choice: Genuine education thrives in an atmosphere of freedom. Students and parents should have real choices at every stage of the learning process. This includes freedom of inquiry, expression, and personal growth, with students having a significant voice in determining curriculum and disciplinary procedures according to their responsibility levels.

7. Educating for a Participatory Democracy: Education should be based on democratic values, empowering individuals to participate actively in community and global affairs. A democratic society goes beyond majority rule to ensure that all voices are heard and genuine human concerns are addressed, fostering a community open to constructive change.

8. Educating for Global Citizenship: Education should nurture an appreciation for the diverse human experience, recognizing that human experience transcends any single culture's values or perspectives. In a global community, education should foster an understanding and appreciation of cultural diversity and human potential.

9. Educating for Earth Literacy: Education should foster a deep reverence for life and nurture a harmonious relationship between humans and the natural world. This vision is central to the twenty-first Century, recognizing Earth as a complex, unitary living system.

10. Spirituality and Education: Holistic educators view all individuals as spiritual beings expressing their individuality through talents, abilities, intuition, and intelligence. Just as people develop physically, emotionally, and intellectually, they also develop spiritually. Spiritual development manifests as a deep connection to self and others, a sense of meaning and purpose, an appreciation for life's wholeness and interdependence, and respect for life's numinous mystery.

In addition, John Miller (2007) frames holistic education within a "transformation model," emphasizing continuous growth for individuals and society. Miller's approach encompasses three main principles:

1. Connection - Integrating school subjects, fostering community ties, nurturing relationships with the Earth, and encouraging students to connect with their deeper selves.

2. Inclusion - Embracing students of diverse races and abilities and offering varied educational approaches to accommodate different learning styles.

3. Balance - Striving for equilibrium between complementary energies, such as individual and group learning, analytic and intuitive thinking, content and process, and learning and assessment.

2.1.1.7 Star for Life Approach

Star for Life Education Jerusalem inspires young people to formulate dreams and empowers them with skills to realize their aspirations. It provides learners positive incentives to improve their health, self-leadership skills, and education outcomes. Star for Life Education Jerusalem promotes social-emotional learning and community support by enhancing the holistic approach to empowering young people to have a better future.

Since 2021, the Star for Life Holistic Education Approach has been implemented in 15 schools in East Jerusalem, benefiting 4,907 students. The program includes weekly social-emotional lessons and offers 65 extracurricular activities like horseback riding and swimming. Additionally, 400 teachers participated in specialized training recognized by the Ministry of Education, leading to career advancement and salary increases.

During this period, SFL Education Jerusalem developed five manuals and five student journals aligned with Star for Life's methodology to enhance teaching and learning outcomes (SFL, 2023).

SFL Education aims to empower young people to realize their dreams and unlock their potential through two core components: the Social Emotional Learning (SEL) program and the Holistic school model. The Holistic Education Approach addresses students' emotional, social, moral, and academic needs in an integrated manner, aiming to reduce dropout rates, improve learning outcomes, enhance mental well-being, and develop students' personal, cognitive, and academic skills. The program integrates with existing curricula, complementing classroom sessions with afternoon group activities and out-of-school trips to broaden learners' perspectives and provide unique experiences (SFL, 2022).

2.1.1.7.1 Star for Life Jerusalem Framework

Star for Life Jerusalem framework takes a systemic approach, emphasizing the importance of establishing equitable learning environments and coordinating practices across key settings to enhance all students' social, emotional, and academic learning. Integrating social and emotional learning (SEL) throughout the school's academic curricula and culture, along with broader schoolwide practices and policies, as well as ongoing collaboration with

families and community organizations, is most beneficial. These coordinated efforts should foster youth voice, agency, and engagement; establish supportive classroom and school climates and approaches to discipline; enhance adult SEL competence; and establish authentic family and community partnerships (SFL, 2023).

The essential components of a SFL holistic education framework are:

1- CLASSROOMS

Research has shown that social and emotional competence can be enhanced using a variety of classroom-based approaches such as (Correia, 2023):

A - explicit instruction through which social and emotional skills and attitudes are taught and practiced in developmentally, contextually, and culturally responsive ways.

b- teaching practices such as cooperative learning and project-based learning.

c- Integrating SEL and academic curriculum such as language arts, math, science, social studies, health, and performing arts.

High-quality SEL instruction has four elements represented by the acronym SAFE (Greenberg, 2023):

- Sequenced: following a coordinated set of training approaches to foster the development of competencies.

-Active: emphasizing active forms of learning to help students practice and master new skills.

-Focused: implementing curriculum that intentionally emphasizes the development of SEL competencies.

- Explicit: defining and targeting specific skills, attitudes, and knowledge.

SEL instruction is carried out most effectively in nurturing, safe environments characterized by positive, caring relationships among students and teachers. To facilitate age-appropriate

and culturally responsive instruction, adults must understand and appreciate each student's unique strengths and needs and support students' identities. When adults incorporate students' experiences and cultural backgrounds and seek their input, they create an inclusive classroom environment where students are partners in the educational process, elevating their agency. Strong relationships between adults and students can facilitate co-learning, foster student and adult growth, and generate collaborative solutions to shared concerns (Hernandez & Darling-Hammond, 2022).

2- SCHOOLS

Effectively integrating SEL schoolwide involves ongoing planning, implementation, evaluation, and continuous improvement by all school community members. SEL efforts contribute to and depend upon a school climate where all students and adults feel respected, supported, and engaged. Because the school setting includes many contexts—classrooms, hallways, cafeteria, playground, and bus—fostering a healthy school climate and culture requires active engagement from all adults and students. A strong school culture is rooted in students' sense of belonging, with evidence that suggests that it plays a crucial role in students' engagement. SEL also offers an opportunity to enhance existing student support systems by integrating SEL goals and practices with universal, targeted, and intensive academic and behavioral supports. By coordinating and building upon SEL practices and programs, schools can create an environment that infuses SEL into every part of students' educational experience and promotes positive social, emotional, and academic outcomes for all students (Meyers et al., 2019).

3-FAMILIES/CAREGIVERS

When schools and families form authentic partnerships, they can build strong connections that reinforce students' social and emotional development. Families and caregivers are children's first teachers and bring deep expertise about their development, experiences, culture, and learning needs. These insights and perspectives are critical to informing, supporting, and sustaining SEL efforts. Research suggests that evidence-based SEL programs are more effective when they extend into the home, and families are far more likely to form partnerships with schools when their schools' norms, values, and cultural representations

reflect their own experiences. Schools need inclusive decision-making processes that ensure families—particularly those from historically marginalized groups—are part of planning, implementing, and continuously improving SEL. Schools can also create other avenues for family partnership that may include creating ongoing two-way communication with families, helping caregivers understand child development, helping teachers understand family backgrounds and cultures, providing opportunities for families to volunteer in schools, extending learning activities and discussions into homes, and coordinating family services with community partners. These efforts should engage families in understanding, experiencing, informing, and supporting their students' social and emotional development (CASEL,2020).

4- COMMUNITIES

Community partners often provide safe and developmentally prosperous learning and development settings, deeply understand community needs and assets, are seen as trusted partners by families and students, and have connections to additional supports and services that schools and families need. Community programs also offer opportunities for young people to practice their social and emotional skills in personally relevant settings and can open opportunities for their future. To integrate SEL efforts across the school day and out-of-school time, school staff and community partners should align on a common language and coordinate strategies and communication around SEL-related efforts and initiatives (CASEL,2020).



Figure1. CASEL Framework. 2022

2.1.1.7.2 Star for Life Jerusalem Methodology

Star for Life Jerusalem has training programs consisting of five work modules. In each module, concrete personal competencies and mental abilities are trained through different psychological methods and tools. The aim is to equip children and young people with knowledge and tools for better self-leadership and decision-making skills in their studies and well-being. The method and the pedagogical material are based on current scientific research on the brain, psychology, sociology, neuroscience, learning strategies, and motivation (SFL, 2023).

2.1.1.7.3 Approach and Components

SFL's holistic strategy focuses on the child and involves all stakeholders: school principals, teachers, students, and the local community (SFL, 2022):

SFL Social Emotional Learning (SEL) program: Developing and implementing a tailored 3-year SFL holistic Curriculum focusing on SEL, providing every student a weekly session to enhance the personal, cognitive, and academic capabilities and skills of students.

Extracurricular Activities: We offer a range of experiences, such as horseback riding and swimming, and many extracurricular activities, with each course consisting of one weekly session per student. Integrating extracurricular activities into education enhances holistic development by fostering essential life skills alongside the physical well-being of the children.

Teacher Training: Collaborating with educators on social-emotional aspects, recognized by the Ministry of Education, each teacher receiving 30 hours of annual training. Besides this professional training, the Star for Life holistic manager conducts weekly individual sessions with teachers and coaches them during the weekly SFL classes.

Community Engagement: Star for Life Education hosts around four annual events per school, inviting parents and community members to engage them in implementing the holistic approach of SFL. Parents are considered essential elements in ensuring the sustainability of this approach, making their involvement crucial in fostering its success.

Professional Support: Embedding a full-time social worker in each school, alongside increased psychologist involvement.

Multidisciplinary Team: Establishing Multidisciplinary teams in every school to identify and support student's social and emotional needs; the team consists of specialists, including the SFL Holistic School Manager, school counselor, social worker, grade coordinator, and psychologist - each team tailored to the school's needs. The team holds regular meetings to develop school leadership and to identify the needs of students in the school, alongside developing skills and personalized plans.

2.1.1.7.4 Star for Life Modules

The Star for Life modules contain five distinct units covering values and goals, motivation, decision-making, health and learning, communication, and sustainable development. Each unit aims to enhance students' social-emotional learning and adopt a Holistic approach within the school environment. These modules have been tailored according to the specific age group of students in primary and preparatory schools participating in the holistic approach.

Each unit includes various activities, such as interactive games, group discussions, and critical thinking exercises. All these activities are designed to encourage students to develop their social and emotional skills directly and enhance their ability to deal with daily challenges effectively. Furthermore, each unit provides a student guide and a teacher guide. The student guide includes activities and exercises to enhance students' understanding of the concepts presented. In contrast, the teacher guide offers guidance on implementing the activities and effective ways to guide students through these activities.

In line with Holistic Education principles, activities have been adapted to cater to students with special needs. The aim is to enhance their abilities, promote thinking and leadership, develop self-awareness and identity, and increase motivation, decision-making, and responsibility (Soderberg & Yahya, 2022).

The SFL's five holistic education modules are:

Module 1: Values and Goals

The first unit revolves around how to understand oneself and others better. Students engage with values, situations, goals, and dreams that occupy their thoughts. Tools used in this unit include Values Treasure Chest (Soderberg & Yahya, 2022).

Module 2: Motivation and Inspiration

This unit aims to develop students' awareness of the importance of motivation in achieving goals and dreams. We raise awareness among teachers and students about the critical factors and reasons in motivating internal and external motivation. In addition, we look for points of strength that motivate us to achieve these goals. The Tools used in this unit are the Helicopter and Iceberg (Soderberg & Yahya, 2022).

Module 3: Willpower and Decision-Making

The goal of this unit for students is to expand their understanding of the choices and possibilities available to them in life. The unit aims to enhance critical and analytical thinking skills and define the importance of thinking about the options available and how to evaluate them. Students learn to think about the potential effects of short- and long-term decisions and how to achieve their goals and aspirations. Through this unit, students acquire decision-making skills and use personal will more effectively. The Tools used in this unit are the Helicopter, Treasure Box, and Iceberg (Soderberg & Yahya, 2023).

Module 4: Physical and Mental Health and Various Learning Skills

This unit aims to raise awareness among students and provide them with various physical and mental health skills. This includes basic human needs such as sleep, food, and exercise and psychological needs such as emotional security and self-esteem. In addition, this unit provides students with various activities that give them new ways and strategies related to learning (Soderberg & Yahya, 2023).

Module 5: Communication and Sustainable Development

This unit aims to enable students to develop sound and practical communication skills. Moreover, they realize their ability to positively influence their environment by adopting sustainable practices (Soderberg & Yahya, 2023).



Figure 2. SFL Modules. 2023

2.1.1.7.5 Tools of SFL Modules:

Various tools are used in the five models aimed at training mental capacities and developing social-emotional learning skills, including (Soderberg & Yahya, 2022):

- 1- Values Treasure Chest: This chest assists learners in exploring personal values and setting goals, helping them understand their experiences and sort them according to their values.
- 2- Appreciation: Focuses on the importance of appreciation and its presentation to others.
- 3- Treasure Box: This activity helps learners understand what is within their control, what is outside their control, and how they can influence or not.
- 4- Helicopter: Teaches us to look at situations from another perspective and with inclusivity.
- 5- Timeline: This lesson teaches us to review past experiences, learn from them, and apply what we have learned in new situations.
- 6- Dream Cake: Teaches us the importance of dreams in general and in different areas of life precisely and how to differentiate between them.
- 7- Iceberg Model: Teaches us to see beneath the surface and what lies behind our behaviors.

2.1.1.7.6 The Importance for Teachers

The holistic approach has significantly enhanced teachers' competencies and professional development. By addressing the intellectual, emotional, physical, social, imaginative, and transpersonal dimensions of the individual, this approach ensures that teachers are equipped with well-rounded skills and knowledge to effectively meet the demands of the 21st-century classroom (Mustafa et al., 2019).

Here is how a holistic approach influences teacher competencies (Johnson, 2023; Rianawaty et al., 2021):

1. Expanded View of Student Development:

- Understanding the Whole Child: Holistic education compels teachers to see beyond academic performance and understand the interconnectedness of students' physical, emotional, social, and cognitive development.
- Differentiated Instruction: Teachers become adept at recognizing individual learning styles, strengths, and challenges, enabling them to tailor their teaching strategies to meet diverse needs.

2. Shift in Role and Approach:

- Facilitator of Learning: Teachers transition from being dispensers of information to becoming facilitators of learning, guiding students to discover knowledge, make connections, and construct their understanding.
- Creating a Nurturing Environment: They prioritize creating a safe, inclusive, and emotionally supportive learning environment where students feel respected, valued, and empowered to take risks.
- Facilitate social and emotional learning by integrating SEL into academic materials, requiring teachers to develop competencies in creating supportive learning environments and guiding students' emotional development.

3. Emphasis on Collaboration and Relationships:

- Building Strong Relationships: Holistic educators recognize the importance of strong teacher-student relationships, which foster trust, open communication, and mutual respect.
- Collaboration with Parents and Community: They actively engage with parents and the wider community to create a supportive network that reinforces learning and well-being.

4. Focus on 21st-Century Skills: - Critical Thinking and Problem-Solving: Teachers emphasize critical thinking, problem-solving, creativity, communication, and collaboration—essential skills for success in the 21st century.

- Digital Literacy and Technology Integration: They embrace technology to enhance learning, foster digital literacy skills, and prepare students for a technology-driven world.

5. Commitment to Personal and Professional Growth:

- Reflective Practice: Holistic educators continuously reflect on their teaching practices, seeking ways to improve and better meet their students' needs.
- Lifelong Learning: They embrace lifelong learning and stay abreast of current research, pedagogical approaches, and emerging trends in education.
- Cultivate a growth mindset: A holistic approach emphasizes ongoing learning and reflection, which contributes to teachers' growth mindset and adaptability.

A holistic approach transforms teachers into adaptable, reflective practitioners deeply committed to nurturing the whole child. They become skilled at creating engaging, inclusive learning environments that empower students to thrive academically, socially, emotionally, and personally.

2.1.1.7.7 The Importance for Students

A holistic approach to education profoundly impacts student learning motivation, tapping into intrinsic drivers and fostering a genuine love of learning. Here is how:

1. Relevance and Meaning (Pařízek, 2021):

- Connecting to Real Life: Holistic education emphasizes real-world applications, making learning relevant to students' lives, interests, and aspirations. This relevance ignites curiosity and a desire to understand the world around them.

- Purposeful Learning: Students are more likely to be engaged and motivated when they see the value and purpose in their learning. Holistic education helps them connect their learning to their goals, passions, and future aspirations.

2. Ownership and Autonomy (Khun-Inkeeree et al., 2022):

- Student-Centered Approach: Holistic education empowers students to take ownership of their education by placing them at the center of the learning process. This sense of agency fuels intrinsic motivation.

- Choice and Voice: Providing choices in assignments, projects, and learning paths allows students to explore their interests and learn in ways that resonate with them, boosting engagement and motivation.

3. Positive Learning Environment (Rianawaty et al., 2021):

- Sense of Belonging: Holistic education emphasizes creating a safe, inclusive, and supportive learning environment where students feel a sense of belonging and connection. This sense of community fosters a love of learning.

- Growth Mindset: Teachers foster a growth mindset, encouraging students to embrace challenges, view mistakes as opportunities for growth, and believe in their ability to learn and improve.

4. Focus on Strengths and Interests (Lovat, 2020):

- Nurturing Individuality: Holistic education recognizes and values students' strengths, talents, and learning styles. This personalized approach allows students to shine in areas where they excel, boosting confidence and motivation.

- Exploring Passions: By incorporating students' interests and passions into the curriculum, holistic education makes learning enjoyable and engaging. When passionate about their learning, students are intrinsically motivated to delve deeper.

5. Developing Self-Regulation and Self-Efficacy (Rybska & Błaszak, 2020):

- Goal Setting and Self-Reflection: Holistic education encourages students to set goals, monitor their progress, and reflect on their learning. This process promotes self-regulation and a sense of accomplishment, further fueling motivation.

- Building Self-Efficacy: As students experience success in different areas of their development, they gain confidence in their abilities. This increased self-efficacy motivates them to overcome new challenges and persevere through difficulties.

6. Improved Social-Emotional Skills (Zhu & Jian, 2019): Focusing on social-emotional learning within a holistic framework equips students with essential skills like self-awareness, empathy, communication, and conflict resolution.

A holistic approach to education moves away from extrinsic rewards and punishments, tapping into the inherent joy of learning and empowering students to become self-directed, intrinsically motivated learners.

2.1.2: Social Emotional Learning

2.1.2.1 Definition

Social Emotional Learning is a transformative educational approach that prioritizes the whole child's development, acknowledging that learning is not solely cognitive but also deeply emotional and social. SEL involves teaching children how to understand and manage their emotions, set and achieve positive goals, demonstrate empathy for others, establish and maintain positive relationships, and make responsible decisions. These competencies are essential for personal well-being, academic success, and navigating the complexities of the social world. As educators and policymakers increasingly recognize the multifaceted nature of student achievement, SEL has emerged as a critical element in creating supportive and effective educational environments. Through SEL, students are equipped with the skills necessary to thrive personally and professionally, underscoring the critical role of emotional and social development in learning and growth (Aparupa, 2023).

Social Emotional Learning is a vital component of education that extends beyond traditional academic instruction, encapsulating the development of critical emotional and social competencies. It signifies a profound shift in educational focus, aiming to cultivate a more holistic form of student development. SEL encourages mastering skills such as emotional regulation, empathy, effective communication, and collaboration – indispensable in classroom interactions and daily life.

The impact of SEL on teachers and students is profound and far-reaching. For educators, integrating SEL principles within teaching practices can enhance classroom management and create a more empathetic and attentive educational environment. This fosters a safe, inclusive space that encourages students to engage and thrive. The benefits are multi-dimensional for students, influencing their academic performance and personal and interpersonal development. Studies have demonstrated that students participating in SEL programs exhibit increased academic achievements, improved social dynamics, and decreased behavioral issues (Huang & Xiaodong, 2023).

Embracing SEL means committing to education that prepares individuals to excel academically and navigate various challenges with resilience, understanding, and a

propensity for positive social engagement. This commitment unlocks the potential for a generation of learners who are more aware, emotionally intelligent, and better equipped for the intricacies of the modern world.

Jones et al. (2022) define emotional-social learning as the process through which learners acquire a set of social and emotional knowledge, behaviors, and skills in various situations to achieve desired goals and equip themselves with the necessary capabilities for success in life, both within and outside of school. This enables them to handle challenging situations constructively, make responsible decisions based on self-awareness and self-management, and enhance their social awareness, communication, and collaboration skills.

Bond (2020) added that emotional-social learning is the dynamic framework through which learners of all ages acquire skills to achieve their goals, understand and manage their emotions, foster positive relationships, make sound decisions, and express and demonstrate empathy. Emotional-social learning provides learners with the necessary capabilities for success in life.

According to Heller (2021), learners can utilize and develop knowledge, skills, and behaviors by managing their emotions and forming positive relationships. He emphasized that teachers who employ social-emotional learning skills guide learners in using diverse skills such as effective communication, productivity, self-reflection, self-regulation, and self-awareness

2.1.2.2 The Importance of social-emotional learning

The importance of social-emotional learning in education is increasingly recognized as essential for preparing students to face the complex challenges of the 21st century. SEL programs involve teaching and facilitating skills crucial for personal development, social interaction, and academic success. These programs address five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Academic Performance: SEL is not just about improving social interaction and emotional health; it is strongly linked to academic success. Students with strong social and emotional skills can better concentrate, resist distractions, and engage in the

classroom. This enhanced engagement leads to better academic outcomes, including higher test scores and grades (Huang & Xiaodong, 2023).

Classroom Behavior: Incorporating SEL can improve students' behavior. It helps students learn how to manage their impulses and emotions, decreasing classroom disruptions and disciplinary issues. This creates a positive learning environment that benefits all students (Aparupa, 2023).

Positive Social Behavior: Through SEL, students develop empathy, learn to recognize and respect diverse perspectives, and build positive relationship skills. These skills are vital for fostering a supportive and inclusive school community (Greenberg, 2023).

Motivation and Resilience: SEL encourages motivation, which is critical to pursuing goals within the academic realm. Students learn to see obstacles as challenges to overcome, not barriers to success, which builds resilience (Shofiah et al., 2023).

Adaptive Skills SEL equips students with the adaptive skills necessary to navigate today's fast-changing world. It helps them set and achieve goals, shows resilience in the face of setbacks, and adapt to new situations or environments (Brann, 2023).

Problem-solving and Decision-making: SEL helps students become better problem solvers, think critically, and make responsible decisions. These skills are essential for navigating academic tasks and life outside school (Zaman et al., 2023).

Long-term Success: The benefits of SEL extend far beyond graduation. They are associated with higher college attendance rates, employment, and overall well-being. Students who have participated in SEL programs are better equipped to manage life's challenges effectively (Zaman et al., 2023).

Reduces Inequality: SEL has been shown to help close gaps in academic performance, behavior, and emotional well-being between students of different socio-economic backgrounds, contributing to more equitable educational outcomes (Darling-Hammond, 2022).

Social Emotional Learning plays a crucial role in improving the school climate, which has widespread positive effects on students, educators, and the educational experience. Here is how SEL contributes to an improved school climate:

Enhanced Relationships: SEL fosters respect, kindness, and cooperation among students and between students and teachers. This relationship improvement contributes to a more harmonious school environment where everyone feels valued and understood (Greenberg, 2023).

Reduced Behavioral Issues: SEL can significantly reduce the incidence of bullying, aggression, and disruptions by teaching students self-regulation and conflict-resolution skills. A safer and more orderly environment allows students to focus on learning (Greenberg, 2023).

Promotion of Inclusivity and Respect: SEL programs often emphasize the importance of diversity and inclusion, helping students to appreciate and embrace differences among their peers. This reduces discrimination and conflict and promotes respect for each individual regardless of background (Darling-Hammond, 2022).

Increased Student Engagement: Students who feel emotionally supported and know how to navigate their social environment are more likely to be engaged in their educational experience. Active participation is a hallmark of a positive school climate (Wetcho et al., 2022).

Encouragement of Empathy and Kindness: SEL teaches students to understand and empathize with others' feelings and perspectives, encouraging a more compassionate peer culture and a caring community (Wetcho et al., 2022).

Support for Teacher Well-being: SEL benefits students and educators by providing a framework for positive classroom management and teaching strategies. Improved teacher satisfaction and resilience can positively affect their interactions with students and colleagues (Stratton, 2020).

Educator Benefits: Teachers benefit from SEL, as their teaching skills help create a more respectful and orderly learning environment. This enhances the teaching experience, reduces teacher burnout, and promotes a supportive community in the educational setting (Neugebauer et al., 2023).

Cultivation of a Safe and Supportive Environment: The educational community that actively promotes SEL is more likely to be characterized by trust and mutual respect, critical elements of a safe and nurturing learning environment (Wetcho et al., 2022).

Improved Academic Outcomes: A positive school climate, influenced by effective SEL, can result in better academic performance. Students in a supportive and positive school environment are better equipped to achieve academically (Wetcho et al., 2022).

Development of Life Skills: Besides shaping the school climate, SEL teaches life skills that students carry into adulthood, which is valuable not just for personal success but for the betterment of communities and society (Stratton, 2020).

Sustainable Positive Culture: The long-term implementation of SEL contributes to a positive school culture. This culture supports sustainable academic success and the well-being of all students and faculty members (Huang & Xiaodong, 2023).

For these reasons, SEL is essential for preparing students for academic challenges and life's hurdles beyond school. A strong SEL program helps create a school climate where students feel safe, supported, and ready to learn and where teachers can focus on teaching and nurturing each child. By integrating SEL into the curriculum, schools invest in strategies that yield high returns in academic success, social competence, and emotionally resilient and academically flourishing citizens.

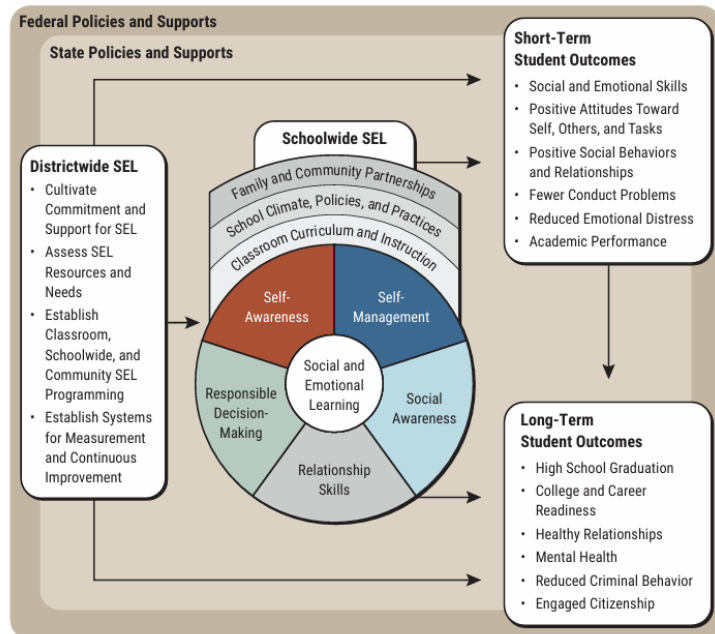


Figure 3. Conceptual Model for Advancing SEL in Education Settings. (Greenberg, 2023).

2.1.2.3 Competencies of social-emotional learning

The Collaborative for Academic, Social, and Emotional Learning has identified five core competencies of social-emotional learning that are crucial in the development of children and adolescents. These competencies form the foundation of CASEL's widely adopted SEL framework and serve as guideposts for educators and program developers aiming to foster these skills in educational settings (CASEL, 2022).

The competencies are:

1. Self-awareness: This competency involves understanding one's emotions, thoughts, and values and how they influence behavior. It encompasses a range of skills, including recognizing one's strengths and limitations, having a well-grounded sense of self-confidence, and possessing a mindset geared towards growth (CASEL, 2022).

O'Leary (2021) defined self-awareness as the ability to introspect and grow in self-knowledge, using this knowledge to enhance oneself. Self-awareness is foundational in social-emotional learning, allowing learners to understand better how to take positive actions to improve self-image, such as identifying positive emotions, recognizing strengths and weaknesses, and cultivating a growth mindset.

Efficiency of learner self-awareness includes (Bond, 2020; O'Leary, 2021):

- 1- Expressing needs and feelings appropriately with peers and teachers.
- 2- Demonstrating readiness to undertake tasks independently or with minimal educator prompting.
- 3- Willingness to take on leadership roles or tasks.
- 4- Understanding the capabilities of fellow learners. Satisfaction when engaging in positive actions.

2. Self-management entails regulating emotions, thoughts, and behaviors in different situations. Skills under this competency include managing stress, controlling impulses, motivating oneself, setting and working toward personal and academic goals, and organizing and prioritizing tasks (CASEL, 2022).

Coskun (2019) emphasized that the core skill of self-management focuses on the learner's ability to organize their emotions, thoughts, and behaviors and exert control over them. This involves improving stress management, organizational skills, goal-setting, emotional regulation, and self-discipline. Additionally, it leads to making responsible decisions and increasing awareness of safety concerns. Enhancing self-management can enhance academic achievement, goal-setting ability, working towards achieving goals, and emotionally guided behavior control. Positive self-management is associated with self-reflection and realistic self-assessment, enabling more constructive and positive actions.

Efficiency of learner self-management (Bond, 2020; O'Leary, 2021):

- 1- Takes care of their own needs independently or with support.
- 2- Adjust their behaviors appropriately during transitions, such as entering the classroom or changing activities.
- 3- Remains focused on planned activities for at least 10 minutes without distraction.
- 4- Follows instructions and completes assigned tasks.
- 5- Feels satisfaction when engaging in positive actions.
- 6- Avoids anger, fear, jealousy, loneliness, anxiety, and others.
- 7- They control their emotions and demonstrate courage, turning problems into opportunities and showing determination to solve them.
- 8- They achieve their goals by believing in their capabilities. Their determination, goals, perseverance, and growth mindset help turn their dreams and desires into reality.

3. Social awareness refers to empathizing with others from diverse backgrounds and cultures. It involves understanding social and ethical norms for behavior, recognizing family, school, and community resources and supports, and perceiving and appreciating others' perspectives (CASEL, 2022).

Rivers et al. (2022) explained that social awareness relates to improving skills such as the learner's ability to understand and empathize with others, identify who they are in different situations, and their awareness of diverse groups. They ensure fair treatment of others and understand characteristics such as gender, ethnicity, religion, age, culture, socio-economic status, and circumstances, considering diversity. This helps learners make decisions in

various social environments such as school, home, and the community, fostering genuine social relationships and interactions, thereby positively impacting their family, school, and society.

The efficiency of learners in social awareness (Bond, 2020; O'Leary, 2021):

- 1- Willing to accept offers of assistance and support when under pressure.
- 2- Acknowledges and meets the needs of others.
- 3- Respect the opinions, differences, and boundaries of others.
- 4- Possesses empathy, respect, kindness, active listening, cooperation, and fairness.
- 5- Treat others the way they should be treated.
- 6- Develop a network of social connections among friends, family, and the community.

4. Relationship skills: This competency includes establishing and maintaining healthy and rewarding relationships with diverse individuals and groups. It comprises communicating clearly, listening effectively, cooperating with others, resisting social pressure, negotiating conflict constructively, and seeking and offering help when needed (CASEL, 2022).

Bayton (2020) argues that relationship skills relate to the learner's ability to establish positive connections with others and take others' emotions into account in different situations and social interactions to establish and maintain healthy relationships. Relationship skills vary and include active listening, effective communication, understanding appropriate and inappropriate social behaviors, the learner's ability to consider others' feelings, thoughts, and values, and their capacity to adapt to others' perspectives and show empathy. This extends to personal relationships with family and friends.

The efficiency of learners in relationship skills (Elias, 2020):

- 1- Can communicate effectively with adults and peers.
- 2- Willing to seek help by contacting peers.
- 3- Engages with others independently or with support.
- 4- Use social skills to build relationships with adults and peers.
- 5- Respect others by being empathetic, kind, cooperative, and fair.

6- He prefers to focus on others rather than oneself and interacts with them positively, leading to better relationships.

7- Resolve conflicts using preferred methods and treat those involved positively.

5. Responsible decision-making involves making caring and constructive personal and social behavior choices. It includes the ability to consider ethical standards, safety concerns, and social norms; realistic evaluations of various actions' consequences; and consideration of the well-being of oneself and others (CASEL, 2022).

Tran (2021) defined responsible decision-making as how learners make ethical and safe choices. Teaching learners to make specific decisions can impact all aspects of their lives (social, emotional, intellectual, and skills-based), instructing them to make positive decisions for positive growth and change, including considering the consequences of personal behavior.

Efficiency of Learner in Responsible Decision-Making (Bond, 2020; O'Leary, 2021):

1- Understand their strengths and weaknesses.

2- Uses problem-solving skills to make sound decisions independently or with support.

3- Resolves conflicts among peers and makes sound decisions for conflict resolution.

4- Set goals (social, emotional, intellectual, and skill-based).

5- Describe short, medium, and long-term personal goals.

6- Select peers to interact with objectively.

These SEL competencies are intended to be fostered systematically through developmentally appropriate instruction and practice. CASEL advocates that integrating these competencies into education can help prepare children to become knowledgeable, responsible, caring, and contributing members of society.

Furthermore, Chiappetta-Santana et al. (2022) indicated that social-emotional learning is the process through which children and adults acquire the knowledge, attitude, and skills to

1- recognize and manage their emotions,

- 2- set and achieve positive goals,
- 3- demonstrate caring and concern for others,
- 4- establish and maintain positive relationships,
- 5- make responsible decisions and
- 6- handle interpersonal situations effectively.

2.1.2.4 Features of Social-emotional learning

Social-emotional learning is beneficial in many aspects of life, and the social and emotional skills acquired can be transferred to diverse groups of learners through educational settings. Tran (2021) and Scifres (2021) highlight the core benefits of social-emotional learning as follows:

1. School: Creating an academic, social, and emotional safe space for learners in school provides opportunities to acquire essential social skills that will guide them into the future. Social-emotional learning supports learners by helping them acquire emotional skills and make responsible decisions, fostering a more harmonious and productive school environment. Happier and healthier learners perform significantly better academically and are less likely to require disciplinary measures or interventions.

2. Family: All family members benefit from positive familial relationships, which form the essence of social and emotional well-being for many individuals. Social-emotional learning skills can assist parents in developing a closer relationship with their children and enhancing a positive relationship built on social and emotional awareness. These skills can serve as a foundation for success in other life areas.

3. Community: Respecting, engaging with, and understanding the diverse backgrounds and perspectives of others are essential aspects of social-emotional learning. The approach to social-emotional learning revolves around treating others as you would like to be treated, encouraging increased social connections among individuals for a more connected and positive community. Social-emotional learning skills successfully support learners in the

school learning environment, and their benefits can be observed outside of school through various social groups.

Pipalia (2021) and Knobbe (2020) have shown a correlation between learners' social and emotional abilities and various life outcomes, emphasizing a direct relationship between children's social-emotional abilities and their academic success in the future. Jones and Bouffard (2020) propose transforming schools that merely implement social-emotional learning programs into schools that provide a continuous approach with a strong foundation for integrating social-emotional learning skills, regardless of additional program scope and support, as suggested by the CASEL organization, which proposed establishing social-emotional learning standards from preschool to elementary education. The approach primarily focuses on components that ensure climate, culture, academic integration, direct education, parental involvement, high-quality assessments, and research.

2.1.2.5 Strategies of Social-emotional Learning

Social-emotional strategies are deliberate methods aimed at developing social and emotional competencies in students, providing a foundation for them to understand better and manage their emotions, build strong relationships, and make responsible decisions. Different strategies address various aspects of social-emotional development and are employed depending on the lesson context and student needs. Below are some strategies that educators often use to promote social-emotional learning in classrooms as Lucas (2023), Weisser (2023), and Ferreira et al. (2020) identified social-emotional strategies as follows:

- 1. Emotion Identification and Regulation:** Activities designed to help students recognize and name their emotions and strategies for managing intense feelings, such as taking deep breaths or counting to ten.
- 2. Mindfulness Exercises:** Teaching mindfulness through meditation, guided imagery, or deep-breathing exercises to help manage stress and focus attention.
- 3. Creating a Positive Classroom Environment:** Shaping a classroom culture that values respect, empathy, and inclusion through norms, practices, and expectations that all students are encouraged to follow.

- 4. Interactive Role-Playing:** Engaging students in role-play to practice social scenarios can help develop empathy, perspective-taking, and conflict-resolution skills.
- 5. Modeling Behavior:** Teachers and staff consistently demonstrate SEL skills such as patience, active listening, and effective communication, serving as student examples.
- 6. Peer Collaboration:** Facilitating small group work or peer partnerships to encourage student cooperation, understanding, and collective problem-solving.
- 7. Positive Feedback and Encouragement:** Reinforcing positive behavior through specific praise and encouragement to build self-esteem and motivate continual growth in SEL competencies.
- 8. Problem-Solving Frameworks:** Teaching systematic approaches to problem-solving that encourage students to identify issues, think critically about solutions, and evaluate outcomes.
- 9. Social Skills Training:** Direct instruction and practice of social skills such as initiating conversations, sharing, waiting one's turn, and reading social cues.
- 10. SEL Curriculum Integration:** Weaving social and emotional themes into the academic curriculum, such as discussing character development in literature or the ethical implications of science and history.
- 11. Culturally Responsive Teaching:** Recognizing and honoring diverse cultural expressions and experiences within SEL instruction, showcasing respect for students' backgrounds.
- 12. Restorative Practices:** Implementing methods to address and resolve conflict, such as restorative justice circles, focusing on understanding and reconciliation rather than punishment.
- 13. SEL Benchmarks and Assessment:** Utilizing SEL standards and tools to assess and track student progress in developing competencies.
- 14. Family Engagement:** Involving parents and caregivers in the SEL process through regular communication, workshops, and activities that encourage collaboration between home and school.
- 15. Explicit Instruction:** SEL competencies are taught through direct instruction, using lessons and activities designed to teach skills such as identifying emotions, conflict resolution, and goal setting.

- 16. Reflection:** Providing opportunities for students to reflect on their emotions, experiences, and the SEL skills they are learning. This could be through journaling, class discussions, or one-on-one teacher meetings.
- 17. Building Social Skills Through Cooperative Learning:** Structuring group work and projects that require students to collaborate, negotiate roles, and collectively solve problems promotes the development of essential social skills such as communication, teamwork, and conflict resolution.
- 18. Fostering Decision-Making and Problem-Solving Abilities:** Engaging students in scenarios where they must consider multiple perspectives, weigh consequences, and make decisions based on their values and the well-being of others.

2.1.2.6 Guided Principles of Social-emotional Learning

The guided principles of Social Emotional Learning are foundational tenets that shape effective SEL practice and foster the healthy development of all students. These principles, according to Ferreira et al. (2020) and Surya & Retnawati (2023), included:

- 1. Systematic Implementation:** SEL should be implemented systematically and purposefully throughout the school's culture rather than ad hoc or disconnected. It should be part of every aspect of students' experiences.
- 2. Cultural Competence:** SEL instruction and practices must be culturally responsive and reflect students' diverse backgrounds and experiences to ensure relevance and equity.
- 3. Relationship-Driven Learning:** Building strong, positive relationships between educators and students, and among students, is central to SEL. These relationships provide the foundation for learning and personal development.
- 4. Safe and Inclusive Environment:** A safe, inclusive, and respectful learning environment is essential for students to thrive and for SEL to be most effective. All students should feel valued and connected to the school community.

- 5. Integrated Approach:** SEL should be integrated into all school areas, including policies, academic curricula, classroom practices, and extracurricular activities, to promote reinforcement and consistency.
- 6. Whole Child Approach:** SEL supports the development of the whole child, addressing not only academic needs but also social, emotional, and physical well-being.
- 7. Active Learning:** SEL instruction should be engaging and interactive, using activities involving students in learning and practicing SEL skills.
- 8. Student Empowerment:** SEL encourages student voice, choice, and autonomy, empowering students to participate actively in their learning and development.
- 9. Continuous Improvement:** Schools should commit to continuous improvement in SEL programming, using data and feedback to refine approaches and address the changing needs of the student body.
- 10. Professional Development:** Educators receive ongoing professional development and support to implement SEL, effectively building their competencies and understanding.
- 11. Family and Community Partnerships:** SEL initiatives involve collaboration with families and community partners to create a consistent and supportive environment for students across contexts.
- 12. Safe Space for Risk-Taking:** Students are encouraged to step outside their comfort zones in a supportive environment, try new things, and make mistakes as part of the learning process.
- 13. Reflective Practice:** SEL includes reflective practice for students and educators, fostering self-awareness and thoughtful responses rather than impulsive actions.

By centering these principles in SEL efforts, schools can create an environment that supports all students' social, emotional, and academic development.

2.1.2.7 Approaches of Social-emotional Learning

Social-emotional development can be fostered; social and emotional skills, attitudes, and behaviors can be taught by using a variety of approaches, as those suggested by Gumasing et al. (2023):

- 1- free-standing lessons.
- 2- Teaching practices such as cooperative learning and project-based learning.
- 3- Integrating social-emotional learning in academic curricula such as language arts, math, and social studies.
- 4- Organizational strategies as a school-wide initiative create a climate and culture conducive to learning.

2.1.2.8 Assessment of Social-emotional Learning

Measuring students' progress in social-emotional learning becomes a vital task as there are various assessment methods, as stated by Martín et al. (2022), including:

- 1- The teacher behavior rating scale is designed according to specific criteria.
 - measuring social-emotional learning constructs. It should have documentation that contains a description of the measurement.
 - being appropriate for the grades of students.
 - being administered within a reasonable time frame.
 - having adequate reliability and validity.
 - being standards data and benchmarks available to help interpret results.
- 2- Student self-report: Acknowledging the students' perspective when assessing their social-emotional learning competencies is essential.
- 3- Third-party observational methods and performance-based assessment.

2.1.2.9 Barriers to Social-emotional Learning

Several barriers can hinder the effective implementation and practice of Social Emotional Learning in educational environments. These barriers can range from individual-level challenges to broader systemic issues, as described by Kaspar & Massey (2022) and Greenberg (2023):

1. **Insufficient Training and Professional Development:** Educators may need more training to implement SEL effectively, which can lead to inconsistent practices and outcomes.
2. **Limited Time and Resources:** Competing academic demands and limited class time can deprioritize SEL. Additionally, more resources, such as teaching materials, funding, or support staff, may be necessary for SEL efforts.
3. **Inadequate Support from Administration:** SEL programs might need school leaders' endorsement and active support to gain traction or receive funding.
4. **Standardized Testing Pressure:** The focus on academic performance and high-stakes testing can overshadow the value of SEL, as some may see it as a diversion from core educational goals.
5. **Cultural and Community Norms:** Resistance from parents, community members, or school culture that may not value or understand the importance of SEL can hinder its acceptance and implementation.
6. **Educator Mindset and Buy-in:** Educators who need to recognize the benefits of SEL may not implement it with fidelity or may be unwilling to incorporate SEL practices into their teaching.
7. **Diverse Student Needs:** The wide range of individual student needs and varied backgrounds can make creating a practical, one-size-fits-all SEL approach challenging for all students.
8. **Lack of a Coordinated Approach:** Disparate SEL initiatives without a unifying framework or coordination can result in fragmented efforts and reduce the overall impact.
9. **Curricular Constraints:** Existing curricula already overloaded with content leave little room for SEL to be integrated effectively.

10. **Difficulties in Measuring Outcomes:** Challenges in assessing SEL competencies and the long-term nature of personal growth can make it difficult to measure and demonstrate the immediate impact of SEL.
11. **Scalability and Sustainability:** Even when SEL initiatives start strong, they may need help scaling up to reach more classrooms or maintaining momentum over time due to resource and staff turnover.
12. **Resistance to Change:** Inertia within educational systems and staff resistance to change can slow the adoption of new approaches, including SEL.
13. **Social Stigma:** The misconception that focusing on emotional development is less important than academic skills can lead to social stigma and reluctance to address SEL in the classroom.

Addressing these barriers requires a multifaceted approach that includes providing adequate training and support for educators, engaging school leaders in promoting SEL, involving parents and communities in the process, and advocating for policies and legislation that prioritize and support SEL in schools (Elbertson et al., 2020).

2.1.2.10 Teacher in Social-Emotional Classroom

Teachers play a central role in fostering social-emotional learning within the classroom. They are not only the facilitators of the SEL curriculum but serve as role models and key influencers of the school climate. Here are several ways in which teachers contribute to and benefit from an SEL-oriented classroom:

Modeling SEL Skills: Teachers demonstrate SEL competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making in their behavior. This modeling helps students learn through observation and imitation (Elias, 2023).

Creating a Safe Learning Environment: By employing SEL strategies, teachers can create a classroom atmosphere where students feel valued, understood, and accepted, thus making the classroom a safe space for academic and personal exploration (RAK Academy, 2023).

Building Relationships: SEL allows teachers to forge deeper connections with students by showing empathy and understanding, leading to greater trust and respect in the teacher-student relationship (Dyer, 2023).

Teaching SEL Explicitly: Through lessons and activities designed around SEL, teachers can directly teach the social and emotional skills students need to succeed in and out of school (Steponavičius et al., 2023).

Integrating SEL with Academics: SEL is not a stand-alone component; adept teachers weave SEL principles into academic content, enhancing the learning experience and making the skills relevant across subjects (Greenberg, 2023).

Classroom Management: Teachers who implement SEL can often manage their classrooms more effectively, with fewer disciplinary issues and more positive interactions, since students are more adept at managing their emotions and behavior (Darling-Hammond, 2022).

Professional Development: Engaging in SEL often requires professional development, which enables teachers to enhance their teaching practices and personal SEL skills. This development benefits both the teacher as an individual and the students they educate (Darling-Hammond, 2022).

Ongoing Support and Reflection: Teachers incorporate reflections on emotional and social growth into regular classroom activities, encouraging students to think critically about their development in these areas (Gupta, 2019).

Conflict Resolution: An SEL classroom gives teachers tools to guide students in resolving conflicts constructively, emphasizing communication and empathy (Weisser, 2023).

Encouraging Student Voice and Agency: Teachers can design lessons that empower students to take an active role in their learning and classroom decisions, which can increase engagement and investment in school (Darling-Hammond, 2022).

Teachers with high social-emotional competencies are crucial in shaping a positive classroom environment and enhancing student outcomes. These educators understand and address students' emotional needs, creating supportive and empathetic atmospheres. They model

effective emotional management, demonstrating constructive ways to handle challenges and conflicts. This improves academic performance, improves emotional regulation, and enhances student social skills. Such teachers foster a sense of belonging and connectedness, making students feel valued and respected. They also implement strategies for conflict resolution and positive behavior, integrating social-emotional learning into their lessons. Ultimately, these teachers help students thrive academically, emotionally, and socially, shaping them into confident, empathetic, and resilient individuals.

Teachers' practices with Social-emotional Learning, as suggested by Greenberg (2023) should include the following Surya & Retnawati (2023):

- 1- Using a sequenced set of activities to develop social-emotional skills.
- 2- Using active forms of learning, such as role-play and behavioral rehearsal, provides students with opportunities to practice social-emotional skills.
- 3- Focusing on social-emotional learning sessions devoted to developing social-emotional learning skills.
- 4- Explicitly target the development of particular social and emotional skills, as identified in the lessons' learning objectives.
- 5- Using classroom discussion and cooperative learning.
- 6- Following self-assessment and self-reflection.

Furthermore, CASEL (2022) stated that students can practice social-emotional learning through:

- 1- Modeling and coaching to recognize their feelings or how someone else may feel.
- 2- Promoting conflict-resolution skills and using dialogue to guide students through the steps to help them apply a skill in a new situation.
- 3- In class meetings, students can practice group decision-making and setting classroom rules.
- 4- Deepening their understanding of a current or historic event by analyzing it through a set of questions based on a problem-solving model.

5- Cross-age mentoring, in which a young child is paired with an older one, can effectively build self-confidence.

6- Let one pair member describe a situation to his/ her partner and have the partner repeat what s/he hears.

Moreover, students can learn social-emotional learning in the following variety of ways:

1- Performing behavior that they see modeled by adults in their lives. However, social-emotional learning can also be taught explicitly in the classroom. Students practice the concept with skill practice, group discussion, individual writing, or partner work.

2- The teacher explains a concept with words, pictures, video, and audio.

3- The teacher continues reinforcing the concept throughout the week.

4- The teacher sends information to students to work on with parents.

5- The teacher checks for understanding.

6-Teacher reteaches where necessary.

2.1.2.11 Students in Social-Emotional Learning

Social Emotional Learning standards typically have specific goals to develop and enhance various competencies in students and teachers. These goals are structured to support students and teachers' abilities not only to understand and manage their own emotions but also to interact positively with others, make responsible decisions, and set and achieve positive goals. Poth (2023) and Weisser (2023) and Darling-Hammond & Cook-Harvey (2021) stated that the Illinois standards for social-emotional learning are focused on three overarching goals:

- Goal 1: Develop self-awareness and self-management skills to achieve school and life success. The learning standards are to:

A- Identify and manage one's student emotions and behaviors.

B- Recognize personal qualities and external supports.

C- Demonstrate skills for achieving personal and academic goals.

- Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships. The Learning standards are to:

A- Recognize the feelings and perspectives of others.

B- Recognize individual and group similarities and differences.

C- Use communication and social skills to interact effectively with others.

D- Demonstrate the ability to constructively prevent, manage, and resolve interpersonal conflicts.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts. The learning standards are to:

A- Consider ethical, safety, and social factors when making decisions.

B- Apply decision-making skills to deal with daily academic and social situations.

C- Contribute to the well-being of one's school and community.

These goals are often achieved through explicit instruction, modeling, practice, and application across different settings and contexts, both within and outside the classroom. Educational institutions may tailor SEL goals to align with local values, student demographics, and school culture. Assessments may also gauge students' progress toward meeting these SEL standards.

Creating a positive and supportive classroom environment is essential for promoting social-emotional learning among students. By fostering solid student-teacher relationships, implementing strategies to address mental distress and violence, and establishing safe spaces for open communication and expression, educators can effectively nurture social-emotional development in the classroom. Additionally, teachers can promote social-emotional learning by incorporating activities and discussions that encourage empathy, cooperation, and self-

efficacy. Furthermore, promoting student resilience and overall well-being can enhance social relations in the classroom. Educators can create a calm and focused atmosphere by monitoring the use of quiet areas and their impact on learning. By being aware of and managing their emotional responses to inappropriate behavior, teachers are better equipped to maintain a calm classroom environment.

Furthermore, educators must recognize students' developmental stages and emotional well-being. By considering the social, emotional, and physical environment, teachers can tailor their approaches to support the unique needs of each student (Bouhlal et al., 2020). Additionally, research has shown that positive student-teacher relationships are strongly correlated with social and emotional skills. Therefore, nurturing positive student-teacher relationships can contribute to developing social-emotional skills such as optimism, curiosity, achievement motivation, cooperation, self-efficacy, and empathy. By implementing these factors in the classroom, educators can promote social-emotional learning and create a nurturing environment where students feel supported and empowered to thrive academically and emotionally (Bergin et al., 2023).

Gumasing et al. (2023) suggested the following different factors to promote social-emotional learning in the classroom as follows:

1- Healthy teacher-student relationship: In developing a healthy teacher-student relationship, a teacher with high social-emotional competencies will be able to appraise students' desirable emotions and provide relevant cognitive-emotional responses to address their positive behavior.

2- Effective classroom management: A teacher with high social-emotional competence has practical classroom management skills as they are more proactive in using emotional expressions and verbal support to promote enthusiasm and enjoyment in learning and to guide and manage student behavior.

3- Effective social-emotional learning implementation: The quality of teacher implementation of social-emotional learning by infusing it into academic subject areas will

predict students' personal and social attitudes, values, and motives, resulting in a reaction in students' problem behaviors.

The literature further suggests that students' social and emotional competence strongly predicts their academic success (Mittal, 2020; Huang & Xiaodong, 2023). Research indicates that fostering social-emotional learning in classrooms can positively impact students' academic outcomes and overall well-being (Darling-Hammond & Cook-Harvey, 2021; Weisser, 2023).

Research has shown that students' learning is influenced by a range of social-emotional factors, such as the following (Vu et al., 2021):

- 1- How confident students feel about their abilities.
- 2- How effectively they can manage their behaviors.
- 3- How well they can concentrate and organize themselves.
- 4- How positively they can get on with teaching staff and with peers.
- 5- How effectively do they take into account other's needs,
- 6- How they can understand and accept responsible principles,
- 7- How effectively they can solve problems.

Schools should pay particular attention to program duration, scope, and leadership in social-emotional learning programs. Dowling & Barry (2020) stated that research suggested the following:

- 1- More intense programs of longer duration have a more significant effect than shorter ones. Social-emotional learning should be started in preschool and continued through high school.
- 2- Programs focusing on changing behaviors are more effective when implemented in school, home, and community settings.

3- Leadership support is a critical factor in high-quality implementation. Such support makes schools more likely to have the resources and ongoing professional development.

4- Creating a positive learning environment.

1- Providing social-emotional competency instruction.

2.1.3: Teachers' Professional Competencies

2.1.3.1 Introduction

The teacher is the cornerstone of the educational process, and achieving professional competencies for teachers is essential for improving education quality and overall school performance. Professional competencies encompass a teacher's skills, knowledge, and abilities. They enable them to plan lessons effectively, educationally manage classrooms, assess student performance fairly and objectively, and develop themselves professionally (Nguyen, 2023).

The importance of professional competencies for teachers lies in their direct impact on students' learning motivation. When a teacher possesses advanced professional competencies, they can create a stimulating and engaging learning environment for students, which enhances their active participation in the educational process. A competent teacher knows how to pique students' interest, encourages them to think critically and creatively, and uses diverse teaching strategies that cater to the needs and orientations of each student (Apriliyanti, 2020).

Furthermore, a teacher with high professional competencies contributes to building positive relationships with students, fostering an atmosphere of trust and mutual respect. This educational environment enhances students' safety and belonging, increasing their enthusiasm and desire to learn. Additionally, a teacher capable of providing constructive feedback helps students improve their academic performance, boosting their self-confidence and motivating them to achieve better results.

Teachers' professional competencies play a pivotal role in improving the quality of education and increasing students' motivation to learn, which positively impacts their academic and professional future. Therefore, developing teachers' professional competencies should be a top priority within educational policies and ongoing training programs (Damayanti & Musafik, 2022).

Research has shown that teachers are pivotal in shaping students' learning motivation (Yalçinkaya et al., 2021). Effective teachers can create learning environments that foster intrinsic and extrinsic motivation, improving academic outcomes (Damayanti & Musafik, 2022). The teacher's role in the motivational process is highly significant, as they create, foster, and maintain student enthusiasm and engagement (Podungge et al., 2020).

Motivation is no longer seen solely as an innate or instrumental characteristic but as a dynamic process that the teacher's actions and behaviors can influence. Highly motivated students are often enthusiastic, interested, involved, and curious, leading to more remarkable persistence and resilience in facing challenges.

By developing the teacher's professional competencies, teachers can play a crucial role in enhancing student motivation and academic achievement (Podungge et al., 2020). A teacher's professional competence encompasses the essential knowledge, skills, attitudes, and behaviors required for effective teaching and promoting student learning. This competence transcends mere subject mastery, encompassing creating a positive learning environment, understanding diverse learners, and continuously improving one's teaching practice (Apriliyanti, 2020).

Consider it as a comprehensive toolbox filled with various tools (Apriliyanti, 2020):

Knowledge: This includes in-depth content knowledge of the subjects taught, pedagogical knowledge (effective teaching methods), and understanding of child development and learning processes.

Skills: This encompasses a range of skills such as lesson planning, classroom management, effective communication, student assessment, and adapting teaching strategies to meet the needs of diverse learners.

Attitudes: This refers to a teacher's beliefs and values about teaching, learning, and their students. It includes qualities such as empathy, respect, a commitment to inclusivity, and a belief in every student's ability to learn.

Behaviors: This pertains to the teacher's actions and interactions in the classroom, demonstrating professionalism, ethical conduct, and a dedication to ongoing professional development.

A professionally competent teacher effectively integrates these elements to create meaningful and impactful learning experiences for all students. Professional competence is characterized by a teacher's ability to perform their duties with skill, speed, and proficiency. It encompasses a range of interrelated skills that collectively enable the execution of specific professional tasks. Essential teacher competencies include assessment, classroom management, subject matter expertise, self-learning, teaching methodologies, human skills, and continuous knowledge renewal (Indajang et al., 2021).

Kabbah (2021) describes competence as performing tasks efficiently, effectively, and at a specified performance level. Similarly, Njenga (2022) defines professional competencies as a combination of skills and abilities teachers utilize to work effectively with students, ensuring skillful and efficient execution of educational activities. Zuhaeriah et al. (2020) view these competencies as the essential skills, attitudes, and knowledge that enable classroom teachers to carry out their responsibilities with technical and job-related proficiency. Dwapatesty et al. (2022) also define these competencies as the teacher's capability to exhibit specific behaviors related to educational tasks, incorporating knowledge, skills, and attitudes essential for teaching, impacting student behavior and educational outcomes.

Professional competencies refer to the teaching skills a teacher must possess to perform their work optimally to achieve their educational goals. These skills include the following (Haidir et al., 2021):

1. Educational thinkers advise the teacher to arouse the learner's motivation and make them eager always to learn to stimulate and ensure its presence.

2. Considering individual differences, the teacher should not involve a high-achieving student with a low-achieving student due to the difference in their capabilities. This would be unfair. The teacher should also not move on to the next lesson just because some of the outstanding students have understood, as this is a mistake made by some teachers. Through my experience in teaching, I have observed some of these errors from teachers who need to consider the mental level of the rest of the learners under the pretext of completing the curriculum on time. Instead, the teacher should only move on to explain the next lesson once most students understand and comprehend the previous lesson.
3. They should use the latest teaching methods, techniques, and educational tools, as well as the skills to manage the classroom and develop assessments and have a genuine desire to pursue their professional growth continually. Effective teaching methods include cooperative, group, and peer learning.
4. The teacher's strong personality is a significant factor in their success in managing their class and effectively leading their students through their speech without yelling, raising their voice, or using a stick, threats, and warnings. Instead, they should possess leadership abilities, abundant knowledge, and love for their students. By a strong personality in teaching, we mean the moral strength that enables the teacher to control their class and make their students accept them, connect with them, and respond to them. Naturally, this personality is not always associated with a large physique, a stern face, or a harsh voice.

2.1.3.2 Types of professional competencies

When discussing the types of professional competencies, we identify the main areas around which they revolve, considering them as core competencies. Taha (2020) points out that teachers need competencies, including knowledge, performance, and outcomes.

He proposed a classification of teaching competencies structured around three main categories: cognitive, performance, and Outcome competencies.

1. Cognitive Competencies: These encompass:

- Teaching Method Competencies: Includes a teacher's proficiency in effective classroom management techniques.

Content-Related Cognitive Competencies involve understanding fundamental concepts related to the subject matter, utilizing diverse learning resources, and adapting them appropriately to cater to students' learning levels. They also entail comprehending curriculum structure and the interrelationships between different subjects. Additionally, these competencies encompass a teacher's familiarity with relevant theories and their application in instructional practices (e.g., Gardner's Multiple Intelligences Theory, Edward De Bono's Thinking Teaching, Bloom, Krathwohl, and Harrow's Educational Goals domains).

2. Performance Competencies: These focus on assessing a teacher's behavior and effectiveness within the classroom through regular direct observation.

3. Outcome Competencies: Refers to a teacher's measurable impact on students' learning achievements when transferring knowledge. This includes cognitive, affective, and skill-based outcomes evaluated through assessments such as essays, objective tests, standardized tests, and student surveys.

Additionally, Philip and Ramya (2019) expanded the scope of teacher competencies to include two additional professional competencies:

Affective Competencies: These encompass the teacher's attitudes, inclinations, and values, which are challenging to quantify due to their subjective nature. They include qualities like balance, self-confidence, and self-control.

Inquiry Competencies involve the teacher's ability to explore facts and information related to their curriculum, general topics, and social issues discussed with students. They also include training students in research methodologies for specific research or evaluation purposes.

In general, most studies that have attempted to classify and collect competencies have categorized them according to the following (Al-Matari & Al-Numaniyah, 2023):

1. Cognitive competencies are the information, abilities, and mental processes necessary for an individual to perform their duties in various fields and related activities. This aspect

relates to facts, processes, and theories and can be measured through essay tests, objective choices, or teacher observation during work.

- 2. Performative competencies** refer to the teacher's behavior and what they do in the classroom. They are derived from job task analysis or the interaction between the teacher and the student. Since performative competencies are related to the teacher's behavior within the classroom and in school life in general, the way to measure them depends on observing the teacher's behavior.
- 3. Affective competencies:** These refer to the individual's opinions, readiness, tendencies, attitudes, values, beliefs, and emotional behavior. These provide many aspects and multiple factors, such as the individual's sensitivity, self-acceptance, and attitude toward the profession.
- 4. Productive competencies:** These are manifested in the effects of the individual's performance of the previous competencies in the field; in other words, the competency here refers to the teacher's success in performing their work in a way that has a positive impact on the behavior and mental, emotional, and motor development of the learners.

Furthermore, Shankar et al. (2020) and Kabbah (2021) categorized professional competencies into the following four primary areas:

- 1. Teaching Competencies:** Involves planning, execution, and evaluation of instructional strategies.
- 2. Classroom Management Competencies:** Skills related to managing classroom dynamics and maintaining discipline.
- 3. Communication and Interaction Competencies:** Concerned with effective communication between teachers and students.
- 4. Environmental Relationship Competencies:** Focuses on fostering positive relationships between teachers, the community, and the school environment.

These competencies can be explained as follows:

1. Teaching Competencies:

Planning Competencies: Refers to the teacher's ability to carefully plan and organize each educational situation, balancing the selection of educational tools, appropriate activities, and defined objectives. Planning is essential as it ensures the teacher's success in their profession, whether it involves daily lesson plans, monthly plans, teaching specific units, or yearly plans when teaching the curriculum.

Execution Competencies: Refers to the teacher's actual performance within the classroom. Execution is the practical measure of a teacher's competencies. While a teacher may demonstrate theoretical planning abilities, it is through execution that goals are achieved. This requires the teacher to:

- Introduce the lesson in a way that captures students' interest.
- Present lessons effectively (using varied teaching methods, organizing and linking students' prior experiences to current events).
- Use the board effectively, noting key points.
- Encourage and motivate students to participate.
- Utilize appropriate teaching aids.
- Consider individual differences and employ both individual and group teaching.
- Adhere to the allotted time according to monthly and yearly plans, mastering teaching methods that suit the stage.

Evaluation Competencies: These involve the teacher's skill in assessing students' learning outcomes through various methods and techniques to determine their achievement levels. Evaluation at the lesson level requires the teacher to:

- Master the formulation and delivery of questions.

- Distribute questions to as many students as possible, diversifying them to encompass most lesson elements.
- Conducted interim and practical tests and reviewed them.
- Use reinforcement methods (verbal and non-verbal) with diligent students.
- Consider students' mental capacities when evaluating, ensuring that question difficulty levels are graduated.
- Work on developing students' practical and innovative skills through designing educational scenarios (conducting experiments, drawing maps, etc.).
- Ability of the teacher to self-assess.

2- Classroom Management Competencies: Teachers must master several skills in organizing and maintaining discipline to achieve successful classroom management. These tasks include (Saleem, 2021):

1. Maintaining order in the classroom.
2. Providing a supportive social-emotional climate that encourages learning.
3. Offering and organizing educational experiences.
4. Monitoring student activities.

Chen (2019) has summarized the teacher's competencies as follows:

1. Creating a conducive learning environment, ensuring calm and order.
2. The ability to organize the classroom and its contents.
3. Involving students in classroom management and organization, encouraging them to join school activity groups, diversifying learning sources, and guiding them to these sources.

4. Demonstrating appropriate behavior with students, avoiding provocations or demeaning them.
5. Ensuring the punishment fits the incorrect behavior patterns of some students and addressing school problems to minimize their occurrence.
6. Adding an element of fun and humor to the classroom atmosphere and being transparent in instructions.
7. Monitor students' progress (both high achievers and those who are struggling) and assign additional tasks to each group accordingly.
8. Dividing students into small groups to share experiences and then organizing and directing these experiences.

Moreover, we can add additional Competencies (Alaro, 2019):

1. The ability to organize the classroom so the teacher can see all students directly, such as arranging desks in a semicircle instead of the traditional setup.
2. The ability to distribute questions fairly, considering them as feedback mechanisms.
3. Commitment to teaching ethics with some firmness in dealing with students.
4. The ability to divide the allotted time across content elements effectively.
5. Using textbooks, references, and the blackboard effectively in classroom teaching.
6. The ability to commit to fairness in dealing with students.
7. The ability to handle unexpected situations efficiently with calmness and composure.
8. The ability to ensure that every student can hear the teacher's voice.
9. The ability to consistently start the lesson at the scheduled time.

3- Classroom Communication and Interaction Competencies: Communication is "the process through which information, opinions, ideas, and emotions are exchanged between two or more parties, making the content of this communication (the message) shared between them" (Matias & Cardoso, 2021).

According to Hussein and Al-Fahdawi (2023), communication is a reciprocal behavior that does not occur unless the receiver actively engages in the process, which involves attention, listening, following, and trying to understand.

Communication occurs in three ways:

1. Speaking and listening.
2. Visual perception and observation.
3. Reading and writing.

Sari et al. (2021) outlined a set of competencies related to verbal and non-verbal communication, which are fundamental to the professional competencies of a teacher. These competencies include the teacher's ability to:

1. Foster a sense of mutual affection and respect between themselves and their students and among the student groups.
2. Emphasize interaction between the communication parties by allowing students to ask questions, present inquiries, and offer solutions and suggestions for some school problems, responding to them openly without belittling or mocking them to prevent students from becoming discouraged or withdrawn.
3. Motivate students by thanking and appreciating them when they provide correct answers. This encourages them to take the initiative, which gives them confidence.
4. Be a skilled language user, capable of clear and correct pronunciation, avoiding excessive speed or extreme slowness, and speaking calmly and non-tensely.

5. Use non-verbal communication effectively, with encouraging gestures and expressive movements that do not bore the students.

4- Environmental Relations Competencies with the School Community:

These competencies refer to establishing positive and constructive relationships between teachers and the school community. This includes direct social relationships, expressed towards individuals through love, respect, or appreciation, and indirect social relationships imposed by school and work circumstances. These indirect relationships are represented by the teacher's participation and cooperation in planning and preparing school activities, respecting work schedules, and attending school meetings. Additionally, it involves attending guidance and counseling meetings with parents to motivate them to provide a safe environment for their children and to enlighten them about their role as the builders and leaders of the future (Mugumya et al., 2022).

2.1.3.3 The importance of teacher's Professional Competencies

The teacher's professional competencies are reflected in their performance and capabilities. These include personal competencies related to the teacher's commitment to professional ethics, cooperation, and communication with others; knowledge-based competencies demonstrated through the teacher's scientific knowledge and culture; and professional competencies shown through their ability to present the educational content, select appropriate educational activities and events, manage the classroom, and evaluate student learning (Najera & Osorno, 2023).

Teachers with high competencies exhibit more remarkable persistence in their work than their colleagues with lower-level competencies. They also have a more vital determination to overcome challenges and situations, which increases their belief in success. Moreover, teachers with a high level of competencies are more capable of organizing and implementing practical plans to achieve the desired goals, indicating that the teacher's professional

competencies increase the possibility of achieving higher performance through increased teacher effort (Dong & Qin, 2023).

Teachers' availability of professional competencies also increases their satisfaction and well-being, reflected in their strong commitment to their work and modern teaching methods. This is linked to multiple constructs in teachers, such as high motivation and self-regulation, which confirms that competencies are not only related to the knowledge and skills the teacher possesses but also to what the teacher can achieve with the knowledge and skills they possess (Njenga, 2022).

A teacher's professional competencies are essential because they directly impact the quality of education and student learning. These competencies outline four key areas: knowledge of subject content, pedagogical content knowledge, interpersonal understanding, and research and publication. A teacher with solid content knowledge can effectively deliver the curriculum and respond to students' questions and needs. Pedagogical content knowledge allows teachers to use appropriate teaching strategies, methods, and techniques to facilitate student learning. Interpersonal understanding enables teachers to effectively communicate with students, foster positive relationships, and create a supportive learning environment. Finally, engagement in research and publication contributes to the ongoing development of educational practices and the teaching profession. These competencies collectively ensure that teachers can effectively deliver content, manage classrooms, engage students, and contribute to improving educational outcomes (Nguyen, 2023).

Teacher professional competencies are the bedrock of quality education, especially in today's diverse classrooms. Their importance goes beyond simply delivering information – shaping minds and fostering a love of learning for all students. Here is why they are so crucial (Martin & Ritzhaupt, 2021), (Junio-Sabio et al., 2020):

1. Effective Teaching and Learning: Competent teachers create engaging and compelling learning experiences. They possess the knowledge and skills to deliver content that resonates with different learning styles, keeping students motivated and interested.

2. Meeting Diverse Needs: Classrooms are no longer homogenous. Teachers need a deep understanding of differentiated instruction, adaptive technologies, and inclusive practices to effectively teach students with varying abilities, learning styles, cultural backgrounds, and needs.

3. Positive Learning Environment: A teacher's competence in classroom management, communication, and relationship building creates a safe, positive, and inclusive learning environment where all students feel respected, valued, and supported. This fosters a sense of belonging and encourages active participation.

4. Improved Student Outcomes: Research consistently shows a strong correlation between competent teachers and improved student outcomes. This includes higher academic achievement, increased student engagement, improved social-emotional skills, and a greater likelihood of pursuing lifelong learning.

5. Adaptability and Innovation: The educational landscape is constantly evolving. Professionally competent teachers are adaptable and committed to ongoing professional development. They stay updated on new research, methodologies, and technologies, ensuring their teaching remains relevant and practical.

6. Building a Stronger Profession: We elevate the teaching profession by prioritizing and investing in teacher professional competencies. This attracts and retains high-quality educators who are dedicated to their craft and committed to the success of all students.

7. Effective Curriculum Delivery: Competent teachers deeply understand their subject matter and pedagogical approaches. This allows them to effectively deliver the curriculum, making learning meaningful and accessible for all students.

8. Lifelong Learning: The field of education is constantly evolving. Teachers with solid professional competencies are committed to continuous learning and improvement, ensuring they stay current with best practices and new research to benefit their students.

9. Building Trust and Collaboration: Professional and ethical conduct builds trust with students, parents, and the wider school community. This fosters collaboration and open communication, which are essential for student success.

Several sources highlight the importance of teacher competence. For instance, Vairamidou and Stravakou (2020) emphasize that teacher competence is a critical factor in teacher effectiveness, focusing on teaching methods, student interaction, and professional decision-making. Similarly, Indajang et al. (2021) link teacher competence to improved teacher performance, highlighting the positive impact of solid competencies on a teacher's overall effectiveness.

Teacher professional competencies are not merely desirable but fundamental for ensuring quality education. They empower teachers to create engaging and effective learning experiences that prepare students for success in the classroom and beyond.

When teachers embrace holistic professional development, it can significantly impact student learning in several ways. Effective professional development should not be limited to curricular or instructional aspects but should also encompass management, school, and personal development dimensions (Acuña & Ancho, 2022).

First, it equips teachers to address their students' diverse needs. Teachers can create more inclusive and supportive learning environments by understanding the interconnectedness of their students' intellectual, social, emotional, and physical development (Dwapatesty et al., 2022). emphasizes this, suggesting that students are more likely to be motivated and resilient when their whole selves are considered.

Secondly, it encourages a broader range of teaching strategies. Moving beyond traditional methods, teachers trained holistically can incorporate experiential learning, critical thinking activities, and collaborative projects, leading to deeper understanding and engagement for students (Rianawaty et al., 2021) highlights the use of methods like "learning by doing" and "learning by experience" in a holistic model.

Finally, it fosters stronger student-teacher relationships. When teachers are attuned to their well-being and model lifelong learning, they create a positive and trusting classroom culture. This, in turn, allows students to feel safe, respected, and empowered to take risks in their learning (Zainullah et al., 2023). suggests that educators who model passion and empathy inspire learners and promote a love for knowledge.

2.1.3.4 Teachers in Social-Emotional Learning

Teachers' social-emotional competence is essential for successful social-emotional learning implementation in schools .Greenberg (2023) suggests that professional development should focus on improving instructional practices and supporting teachers' SEL competence, including emotional awareness, stress management, and mindfulness. This can reduce teacher stress, improve classroom instruction, and improve student outcomes.

The "Learning to Be Project" explored by(Berg et al., 2021) involved teachers from five European countries focused on developing their social-emotional skills and those of their students. The study found positive impacts on both teachers and students.

In addition to specific programs like the one described in (Berg et al., 2021), there are broader approaches to teacher professional development in SEL. These often involve (Greenberg, 2023):

1- Building teachers' social-emotional competencies: self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making.

Why it matters: Teachers who are self-aware, good at managing their emotions, and skilled at building relationships are better equipped to create a positive and supportive learning environment for their students. They can also model these skills for their students.

What looks like Professional development in this area might include:

- **Self-reflection activities:** Helping teachers understand their strengths and areas for growth in SEL.

- **Mindfulness and stress-reduction techniques:** Providing teachers with tools to manage stress and avoid burnout.
- **Training on emotional regulation:** Teaching teachers strategies for managing emotions, especially in challenging situations.
- **Relationship-building skills:** Helping teachers develop strong relationships with students, colleagues, and families.

2- Equipping teachers with strategies and tools: This might involve learning how to create a supportive classroom environment, teach SEL explicitly, integrate SEL into academic content, and partner with families.

Why it matters: Teachers need practical strategies and tools to effectively integrate SEL into their classrooms and instruction.

What looks like Professional development in this area might include:

- **Creating a supportive classroom climate:** Learning to establish routines, build community, and promote positive interactions.
- **Explicit instruction** for teaching social and emotional learning (SEL) skills directly through evidence-based programs and curriculum research.
- **Integrating SEL into academic content:** Finding ways to weave SEL into existing lessons and subjects.
- **Collaborating with families:** Developing strategies for communicating with and engaging families in SEL efforts.

3- Ongoing support and coaching could include mentorship, peer learning communities, and resource access.

Why it matters: More than one-time workshops are needed. Teachers need ongoing support and coaching to implement SEL effectively and to continue growing their skills.

What it looks like Ongoing support might include:

- **Mentoring:** Pairing new teachers with experienced SEL educators.

- **Peer learning communities:** Creating opportunities for teachers to collaborate, share best practices, and learn from each other.
- **Coaching:** Providing individualized support to teachers as they implement SEL in their classrooms.
- **Access to resources:** Sharing books, articles, websites, and other materials that can help teachers deepen their understanding of SEL.

Greenberg (2023) highlights the importance of effective SEL program implementation in schools and mentions that professional development for teachers is crucial for this. It emphasizes that ongoing training should provide teachers with the necessary support.

Teachers' professional competencies are crucial in improving and enhancing the teaching-learning process. These competencies can help (Dityawati & Wuryadi, 2019) (Zuhaeriah et al., 2020) (Najera & Osorno, 2023):

- Improve the quality of educational content by designing distinctive and innovative educational content that utilizes multimedia and aims to develop students' critical thinking and creative skills, encouraging them to think innovatively and devise new solutions to problems.
- Provide an encouraging and comfortable learning environment through innovative classroom management, ensuring an encouraging and comfortable learning environment for students.
- Make the teacher adaptable and able to keep up with the times, capable of embracing and adapting to the latest educational developments.
- Enable the teacher to appropriately utilize all available teaching resources and methods to deliver a good lesson.
- Guide the teacher to follow a sound and accurate approach with minimal errors.

- Applying professional competencies makes teachers aware of their responsibility for their work and students' achievement, positively reflecting their performance and abilities.
- Teaching competencies enable the teacher to transition from the traditional method of teaching, which is based on loading knowledge and information and marginalizing the learner's role, to the modern approach that focuses on equipping the learner with the skills and experiences that guide them to the proper knowledge and make them the center of the teaching-learning process, which is in line with the modern era.
- Possessing teaching competencies helps teachers avoid monotony, unnecessary repetition, and spontaneous and casual collaboration that may disrupt the lesson.
- Professional competencies instill self-confidence in teachers and give them a sense of satisfaction with their profession and what they do in the classroom.
- A teacher's possession of competencies indicates their broad knowledge and understanding of educational issues and the latest theories related to education. It is also a criterion for the eligibility to teach, as those lacking these competencies should not be allowed to teach, aiming to achieve quality.
- A teacher with professional competencies will undoubtedly provide us with good outcomes and be capable of dealing with and solving the problems of the modern era.
- The teacher's implementation of educational competencies will result in a psychologically, socially, mentally, spiritually, and ethically balanced student.
- The teacher's possession of competencies makes them aware of what they are doing, able to critically evaluate themselves, and adjust their teaching methods in light of their students' tendencies, abilities, and skills.

Based on the above, the teacher's competencies are part of the factors influencing the quality of education, but they are not the only factor. An appropriate educational environment, updated curricula for student requirements, effective teaching methods, and modern and

advanced educational tools must also be available. Additionally, students must be motivated and provided with support and guidance to achieve the best educational outcomes. Therefore, teachers must have high teaching competencies and skills to achieve educational quality, but more is needed to achieve educational quality. Comprehensive and integrated strategies are required to achieve educational quality, and this requires collective work between teachers, the educational administration, the community, and students.

2.1.3.5 Tools of Teacher Competencies

Teacher competencies are subjected to various assessments and measurements. Several tools are used to measure a teacher's professional competency, to collect data, information, and evidence related to their performance to analyze and evaluate their effectiveness and competency quality. Relying on a single tool is inadequate as numerous personal and external factors can influence it. These tools include (Arifin, 2021):

1. Student Evaluation (informal external tool)
2. Self-assessment by Teachers (self-directed tool)
3. Evaluation by Administrators and Supervisors (formal external tool for promotion or reward purposes)
4. Systematic Observation (direct tool)

However, some criticisms have been directed towards assessment tools by educational stakeholders. For example, a good appearance lacks clear criteria, and the trait of initiative can conflict with the trait of adhering to and respecting rules. They are often deemed insufficient for evaluating teachers because they need clear criteria. Moreover, student evaluations must be qualified to assess teachers' professional competency due to their limited knowledge of teaching methods, the interconnectedness of lessons, and a comprehensive view of success. Furthermore, student evaluations are often influenced by the halo effect, where a student's assessment of a teacher is affected by the grade received and the teacher's perceived aura. Thus, assessments primarily focus on teacher-student relationships and

personal characteristics rather than the teacher's capabilities and competencies. They also need to measure the seriousness and commitment of teachers towards their profession. Students tend to favor a classroom environment where the teacher is perceived as affable and non-confrontational in assigning grades, which may not reflect the teacher's competence (Cheng et al., 2022).

2.1.3.6 Difficulties of Developing Teacher's Competencies

Reviewing educational literature and the current educational landscape shows that developing professional competencies faces several challenges. One significant obstacle is the resistance to change from some educational administrations and managers of administrative units. They often need help to adopt contemporary methods due to a lack of understanding of the fundamental concepts and skills required for modern planning. This reluctance stems from a fear of failure and a desire to maintain their positions, negatively impacting the demand for change and potentially resulting in a lack of a clear plan (Philip & Ramya, 2019).

The nostalgic glories of institutions lead to an inability to recognize current movements and future trends. Some believe that shifting towards development or critiquing the past is an acknowledgment that past perspectives and directions were flawed. Consequently, some view a return to the past as the best solution for educational reform. Despite the reverence for historical examples, such as the experience of the Dar Al-Mu'allimeen School, which was pioneering in its time, these models are no longer effective today. Modern educational theories and strategies have emerged, and educational institutions have evolved globally. Even historical theories and strategies, once unavailable due to limited library resources, are now readily accessible online and can be utilized by research teachers (Shankar et al., 2020).

Another significant challenge is the need for more willingness among many teachers to pursue self-development in their areas of specialization. This reluctance is noticeable in educational institutions and through teachers' interests when discussing such topics. This hesitation is partly due to a lack of motivation from the relevant ministry, many teachers'

social conditions, and the absence of strategic research centers in the field (Zainullah et al., 2023).

2.1.4: Students' Learning Motivation

2.1.4.1 introduction

Learning motivation is a fundamental element that influences a student's academic performance and success in the educational environment. It is the driving force that pushes students towards achieving their educational and personal goals and plays a crucial role in enhancing a student's love for learning and their continuous engagement with academic materials. Learning motivation can be divided into two main types: intrinsic and extrinsic. Intrinsic motivation comes from within the individual and is driven by a genuine desire to learn and achieve self-fulfillment, prompting students to enjoy knowledge and seek it out for personal benefit and enjoyment. On the other hand, extrinsic motivation relies on external factors such as financial rewards, high grades, or praise from others, with students striving to achieve specific goals set by external influences, such as passing exams or gaining recognition from teachers or parents.

Motivation plays a pivotal role in a student's academic success. High-motivation students demonstrate a more significant commitment to their academic responsibilities and continue to face educational challenges. Intrinsic motivation, in particular, enhances a student's autonomy in learning and increases their ability to think critically and solve problems. In contrast, extrinsic motivation may be compelling initially but can lose its impact over the long term if it does not develop into intrinsic motivation. Learning motivation has been defined in various ways, including by (Wardani et al., 2020), who describe it as a set of processes that activate, direct, and sustain human behavior toward achieving a specific goal (Casanova & Tuazon, 2021) who define it as an internal state that arouses, directs, and maintains learning behavior; and by (Gumasing et al., 2023), who describe intrinsic motivation as the desire to engage in an activity due to the inherent enjoyment and value it provides, rather than external rewards. Understanding the different types and dimensions of

learning motivation is essential for improving educational outcomes and fostering a love for learning in students.

Motivation is defined as a student's tendency to seek, explore, and love knowledge, leading to improved performance and knowledge acquisition despite the fear of failure. This tendency is influenced by external conditions (Herpratiwi & Tohir, 2022). It is also defined as an intrinsic self-motivation that carries the driving causes represented by readiness and activity in the subject and social participation. In this context, the learner and the teacher are driven by shared motivation regarding freedom, direction, initiative, self-control, respect for the learner's self, and acknowledgment of the responsibility to face learning (Chiappetta-Santana et al., 2022).

2.1.4.2 Types of Learning Motivation

Al-Zahrani Suleiman (2023) summarized the types of Motivation for Learning:

1- The Motivation for Discovery and Exploration:

-Various studies show that the more novel the stimulus, the more it stimulates the desire for exploration. However, when it is not related to any previous experience, i.e., the new educational situation, it arouses a desire in the learner to explore and discover knowledge.

-The Motivation for Competition and the Need for Appreciation means that competitive motivation leads the learner to strive, work, and persevere to achieve the best results and self-esteem.

2- The Motivation for Achievement and Success: This is represented by the student's good achievement, i.e., obtaining good grades for success.

3- The Motivation for Knowledge: It is the desire for knowledge, understanding, mastery, and problem-solving. This motivation is represented by the love of exploration and the tendency to get to know everything.

These motivations are related to the educational process and work to facilitate the student's learning process.

2.1.4.3 The importance of Learning Motivation

The researchers Conradt & Bogner (2022) emphasized the relationship between learning motivation and many indicators of actual academic achievement and that actual achievement is directly related to the individual's learning motivation. Learning motivation is one of the factors that affect the determination of success or failure in the future. The experiences of success or failure and their distinctive relationship in both the intensity and direction of learning motivate individuals, so they feel motivated if they are motivated to succeed, or achievement anxiety if they are motivated to avoid failure. Motivation increases the effort and energy expended to achieve goals, as it determines whether a student will pursue a particular task with enthusiasm and excitement and be influenced to engage in a particular behavior until it is accomplished or whether they will exhibit some indifference and apathy.

Motivation is essential not only for academic achievement but also for the situations that the individual faces in life, and it may extend beyond the individual to encompass the society in which they live.

The importance of motivation stems from the following considerations (Atasever et al., 2023):

- Motivation is connected to most, if not all, topics in psychology, as it is closely related, for example, to perception, memory, and thinking.
- Motivation is necessary to explain any behavior.
- Motivation is a source of energy and activity, meaning there is no behavior without motives; for example, a satiated person does not search for food.
- Motives lead to the acquisition of experiences and knowledge and the development and improvement of behavior because the being, in its pursuit of satisfying its motives, diversifies

its methods and behavior, which leads to the acquisition of new experiences and knowledge that work to develop the current behavior.

- Motives are a means for a living being to learn how to adapt and adjust to oneself and the environment because achieving motives and satisfying their object reduces anxiety and tension, which leads to adaptation.

2.1.4.4 Conditions and Characteristics of Learning Motivation

According to the researcher Chiappetta-Santana et al. (2022), learning motivation should include the following conditions:

- 1- Attention to some essential elements in the educational situation.
- 2- Engaging in an activity directed towards these elements.
- 3- Continuing this activity and maintaining it.
- 4- Achieving the learning goal.

As for the characteristics of learning motivation as seen by the researcher (Kasumi & Xhemaili, 2023):

- Motivation gains accumulated experiences for the individual, emphasizing the importance of reward and punishment in creating behavior, whether modifying, changing, or even eliminating it.
- It does not operate in isolation from other motivations, as the learner's motivation may be to please the parents or seek social acceptance.
- Motivation is an internal, self-driven force.
- Motivation is connected to the individual's needs.
- Motivation is the driving force of behavior.
- Internal or external factors stimulate motivation.

It is clear that learning motivation is based on recognizing the educational situation, then engaging in that activity, continuing it, and maintaining it, stemming from an internal or external force to modify or change behavior.

The functions and role of motivation and its relationship to performance (Andrade et al., 2020; Hemakumara, 2020):

Motivation plays the most crucial role in an individual's persistence in accomplishing a task. In this sense, motivation fulfills four main functions:

- Motivation stimulates behavior, as it encourages the individual to engage in a particular behavior, although it may also be the reason for that behavior's occurrence.
- Motivation affects the type of expectations that people hold based on their actions and activities.
- Motivation influences our behavior toward important information that we must pay attention to and process, and it guides us on the appropriate path to take.
- Motivation leads the individual to achieve good performance when they are motivated towards it.

Motivation helps facilitate our understanding of some perplexing facts about behavior. It can generally be said that motivation is essential to facilitating the process of reinforcement, identifying reinforcers, directing behavior towards a specific goal, assisting in changes that occur in stimulus control, and persisting in a particular behavior until it is accomplished.

Motivation can also perform the following functions (Herpratiwi & Tohir, 2022):

- Activation: The motive activates the individual and mobilizes their emotional power to interact with a particular situation and engage in a specific performance and behavior.
- Direction: The motive directs the emotional power within the individual to respond to a type of stimuli, thus directing this behavior towards the planned goal rather than other goals.

- Reinforcement: The motive is a driver of individual behavior in satisfying desires.
- Behavior maintenance: The motive works to sustain behavior in order to achieve the desired learning.

2.1.4.5 Motivational Elements:

Several elements indicate the motivation for learning, including (Duraku et al., 2022; Conradt & Bogner, 2022):

- 1- Curiosity: Individuals are naturally curious and seek out new experiences, enjoying learning them. They feel satisfaction when solving puzzles and developing their skills and self-competence. The fundamental task of learning is to nurture students' curiosity and use it as a motivator for learning.
- 2- Self-efficacy refers to an individual's belief in their ability to accomplish specific tasks or reach certain goals. This concept can be applied to students who doubt their capabilities and need more motivation to learn.
- 3- Attitude: Students' attitudes toward learning are internal characteristics that do not always manifest in behavior. Positive student behaviors may only appear when the teacher is present and not at other times.
- 4- Need a feeling of lacking something specific; needs vary from individual to individual. Maslow discussed physiological, safety, love and belonging, esteem, and self-actualization needs.
- 5- Competence: An internal drive closely related to self-efficacy, where individuals feel happy when they accomplish tasks.

The research focused on the following dimensions of motivation:

1- Self-Esteem:

Self-esteem refers to the value that an individual assigns to themselves and the degree of respect they have for themselves. In the educational context, self-esteem is strongly

associated with the student's confidence in their ability to achieve academic success. Students with high self-esteem are more persistent and willing to face academic challenges, which enhances their engagement and success in the educational environment (Baghli & Melouk, 2019).

2- Self-Efficacy:

Self-efficacy is an individual's belief in their ability to perform specific tasks successfully. In education, self-efficacy means the student's belief in their ability to understand and excel in academic subjects. Students with high self-efficacy demonstrate higher academic achievement as they are more persistent and less affected by obstacles (Kankaraš & Suárez-Álvarez, 2019).

3- Intrinsic Motivation:

Intrinsic motivation stems from within the individual and is reflected in the person's desire to learn and develop, driven by personal enjoyment and inherent interest in the subject matter. This motivation enhances deep engagement with educational materials and leads to more sustainable and practical learning. Students with intrinsic motivation tend to seek knowledge with more significant curiosity and enjoyment (Gumasing et al., 2023).

4- Learning Readiness:

Learning readiness reflects the individual's preparedness to receive and apply new knowledge. This dimension relates to the student's mental and emotional readiness for learning. It includes personal motivation, interest in the subject, and the ability to use available educational opportunities. Learners ready to learn tend to be more attentive and benefit more from educational experiences (Herpratiwi & Tohir, 2022).

5- Learning Strategies:

Learning strategies refer to students' methods and techniques for organizing and analyzing new information. These strategies include skills such as planning, organizing, summarizing, and reviewing. Effective learning strategies enhance students' understanding and

comprehend academic materials, leading to improved academic performance (Chiappetta-Santana et al., 2022).

The researcher Baghli Melouk (2019) have identified several foundations that help in stimulating motivation, which are as follows:

- Establishing a learning-centered environment.
- Satisfying and utilizing students' internal needs and motivations.
- Making the educational material engaging for students.
- Assisting each student in setting and achieving their goals.
- Providing students with the opportunity to take responsibility for their educational goals.
- They provide students with feedback on their activities while minimizing the external intervention of the teacher to the minimum necessary.

The teacher's role in stimulating learning motivation (Chiappetta-Santana et al., 2022):

- Arousing the learners' inclinations towards a specific performance and using discussion to a certain degree is essential to achieving educational and instructional goals.
- They are raising the learners' aspiration level to a degree commensurate with their readiness, tendencies, and abilities towards various activities so that they can succeed and continue to perform.
- The teacher must adopt teaching strategies and provide opportunities to transfer learning effects to the learners.

Among these strategies are (Nguyen, 2023):

- They encourage learners to participate positively in learning and allow them to apply what they have learned.
- They present knowledge in a usable form so the learner can apply it in new educational situations.
- They avoid situations that cause tension, such as activities that require intense competition.
- They provide appropriate opportunities for learners to talk about themselves and their interests inside and outside the classroom in planned situations.
- They provide learning opportunities for success through promptly achievable goals, motivating learners to make efforts and overcome difficulties.

The teacher has an essential role in arousing students' motivation to learn. This can be achieved by eliciting excitement within the classroom, such as through competition and diversifying teaching strategies. This helps capture the students' attention and keeps them focused on learning, aiming to reach the desired educational objectives.

2.2 Previous Studies

The literature review is structured around four main sections. The first section discusses the Holistic Education Approach, the second explores Social-Emotional Learning, the third examines Teachers' Professional Competencies, and the fourth elucidates Students' Learning Motivation. Previous studies about these four main themes were reviewed and discussed.

2.2.1 Studies Related to Holistic Education

(Zhao, 2023) The study was conducted in China and aimed to investigate the impact of holistic educational approaches on teachers' professional competencies and students' motivation. The study involved 200 teachers and 500 students from various schools across China. The data was collected using a mixed-methods approach, including surveys, interviews, and classroom observations. The study employed quantitative methods to analyse

survey data and qualitative methods to interpret interview and observation findings. The results indicated that holistic learning approaches significantly enhanced teachers' professional competencies, including their ability to engage students and manage classrooms effectively. Additionally, it was found that these approaches positively influenced students' intrinsic motivation and engagement in learning activities. The study recommended integrating holistic educational practices in teacher training programs and emphasized fostering collaboration between teachers and parents to support students' learning and development.

Smith (2023) conducted a study in the United States to investigate the impact of holistic learning approaches on teachers' professional competencies in primary education. The sample consisted of 150 primary school teachers. The study utilized surveys and classroom observations as its tools. Adopting a mixed-methods approach, quantitative surveys were combined with qualitative observations and interviews. The results indicated holistic learning significantly enhances teachers' competencies, particularly in classroom management, student engagement, and innovative teaching strategies. Teachers who applied holistic methods reported increased job satisfaction and professional growth. The study recommended integrating holistic learning approaches into teacher training programs and ongoing professional development to enhance teacher competencies further.

The study by **Anne et al. (2022)** aimed to investigate how school, family, and community connections influence student achievement. The study utilized a mixed-methods approach, combining qualitative and quantitative measures to gather comprehensive data. The study sample included schools, families, and community members involved in educational settings. Results from the study highlighted that strong connections and partnerships between schools, families, and communities positively correlate with improved student academic performance, social-emotional development, and overall well-being. These findings underscore the importance of collaborative efforts among educators, families, and community stakeholders in supporting student success. Recommendations stemming from the study suggested enhancing communication and collaboration channels between schools, families, and communities. It also emphasized the need for policymakers and educational leaders to invest in initiatives that strengthen these connections to optimize student outcomes.

Researchers **Kazanopoulos et al. (2022)** conducted a study in Greece to investigate the self-efficacy levels of both special education and general education teachers regarding implementing holistic education practices in Greek secondary schools. The study involved a sample comprising special education teachers, general education teachers, and school administrators from various secondary educational institutions across Greece. The researchers utilized quantitative methods, such as surveys, to assess teachers' self-efficacy perceptions and gather data on their experiences with inclusive education practices. The study's findings have identified several factors influencing teachers' self-efficacy, including the availability of training, support systems, and classroom resources. The authors have provided recommendations to enhance teachers' self-efficacy in implementing inclusive education practices in Greek secondary schools, emphasizing the importance of professional development opportunities and policy improvements.

Mugumya et al. (2022) conducted a study in Uganda to investigate the relationship between parents' involvement in their children's education and students' academic performance at Ryakasinga Centre for Higher Education. The study employed a quantitative research approach and utilized surveys and questionnaires to collect data from students and their parents. The sample included 300 students and their parents from Ryakasinga Centre for Higher Education in Sheema District, Uganda. The study's results indicated a significant positive correlation between the extent of parental involvement in their children's education and students' academic performance. Specifically, students with more engaged parents had higher academic achievements than those with less involved parents. Based on the findings, the study suggests that fostering greater parental involvement in students' education could enhance academic outcomes. Recommendations include exploring specific strategies that effectively promote parental engagement in educational settings and investigating the impact of parental involvement across different academic disciplines and educational institutions.

Lee (2022) researched South Korea to explore how holistic learning environments influence students' learning motivation. The study involved a sample of 200 high school students. Utilizing questionnaires and focus group discussions, the methodology included a quantitative survey to measure students' motivation levels, followed by qualitative focus group discussions for deeper insights. The findings revealed that students in holistic learning

environments exhibited higher levels of intrinsic motivation, better self-regulation, and a greater willingness to engage in learning activities. The study suggested that schools adopt holistic learning practices to boost student motivation and recommended further research on long-term effects.

Yaswinda et al. (2022) studied the impact of holistic pedagogical approaches on early childhood development in a Slovenian kindergarten. The study aimed to investigate how holistic pedagogical methods influence early childhood development. The study utilized qualitative and quantitative methods to assess developmental outcomes such as cognitive, social, emotional, and physical domains. The results indicated positive effects of holistic pedagogical approaches on children's overall development, including enhanced social skills, cognitive abilities, emotional regulation, and physical well-being. The study recommends further exploration and implementation of holistic pedagogical strategies in early childhood education to optimize developmental outcomes for young children.

Rianawaty et al. (2021) conducted a study in Indonesia to explore a holistic education-based boarding school model at a senior high school. The study utilized a case study approach to examine implementing the holistic education model in the boarding school setting. The sample for this study included students, teachers, and administrators from the senior high school. Data was collected through interviews, observations, and document analysis. The study found that the holistic education-based boarding school model positively affected students, including improved academic performance, personal development, and social skills. However, the study also identified challenges related to the implementation of the model, such as the need for additional resources and support. Based on these findings, the researchers recommended that schools implementing holistic education models focus on providing comprehensive support for students, including academic, personal, and social support, to ensure the model's success.

Johnson (2021) examined the relationship between holistic learning approaches and the quality of parent-teacher relationships in Canada. The study sample included 100 parents and 50 teachers of elementary school students. Through interviews and surveys, the qualitative interviews with parents and teachers were supplemented by quantitative survey data. The results showed that holistic learning approaches foster more substantial and positive parent-

teacher relationships. Parents felt more involved and valued in the educational process, which improved communication and collaboration. The study recommended that schools actively involve parents in holistic learning initiatives and provide regular training for teachers on effective parent engagement strategies.

Rafikov et al. (2021) aimed to explore the effectiveness of holistic educational strategies in enhancing teaching and learning processes. The study employed a mixed-methods approach involving qualitative and quantitative data collection methods. The results highlighted that holistic approaches significantly contribute to fostering a comprehensive understanding of subjects among students, promoting critical thinking skills, and enhancing overall academic performance. Based on these findings, the study recommends integrating holistic approaches into educational practices to improve learning outcomes and student engagement in various educational settings.

Garcia and Martinez (2021) conducted a study in Spain to explore the impact of holistic education approaches on student motivation and teacher competencies. The objective was to examine how integrating social-emotional learning and student-centered teaching methods affects educational outcomes. The researchers employed a qualitative research design, using interviews and focus group discussions with teachers and students to collect data. The sample included 30 teachers and 150 students from various secondary schools. The results demonstrated that holistic education approaches significantly improved student motivation and enhanced teachers' professional competencies, particularly in social-emotional skills and classroom management. Based on these findings, the study recommended implementing holistic education practices in teacher training programs and curriculum development to foster a more engaging and supportive learning environment.

Ferreira et al. (2020) studied promoting sustainable social-emotional learning (SEL) at school through a relationship-centered learning environment, teaching methods, and formative assessment—the research aimed to explore how these factors contribute to the development of SEL skills among students. The study was conducted in multiple countries. The study utilized a mixed-methods approach, combining qualitative and quantitative data to explore the relationship between the learning environment, teaching methods, formative assessment, and SEL outcomes. The results highlighted the importance of a supportive and

inclusive learning environment, innovative teaching methods that cater to diverse learning styles, and ongoing formative assessment to promote SEL. The study recommends that schools focus on creating a positive and nurturing environment that prioritizes SEL, implement teaching methods that actively engage students and promote SEL competencies, and integrate formative assessment practices that provide feedback and support SEL growth.

Nguyen (2020) conducted a study in Vietnam to assess the effect of holistic learning on student academic achievement and overall well-being. The sample included 300 middle school students. Using academic performance records and well-being surveys as tools, the study adopted a longitudinal approach tracking student performance and well-being over two academic years using quantitative and qualitative data collection methods. The results indicated significant improvements in academic performance, social skills, and emotional well-being among students exposed to holistic learning approaches. The study recommended integrating holistic learning into the national curriculum and emphasized the need for teacher training programs to support this approach.

2.2.2 Studies related to social and emotional learning and its skills

Greenberg (2023) aimed to examine the impact of SEL programs on students' social and emotional skills, academic performance, and overall well-being. The research was conducted in various countries and included a meta-analysis of existing studies on SEL in schools. The sample size varied across studies, but the meta-analysis included data from thousands of students. The study utilized a mixed-methods approach, combining quantitative outcomes analysis with qualitative insights from educators and students. The study's findings indicated that SEL programs positively impact students, improving social and emotional skills, academic achievement, and overall mental health. The study recommends further implementation of SEL programs in schools, emphasizing the importance of incorporating SEL into the curriculum to support students' holistic development.

Al-Matari and Al-Nomaniyah (2023) aimed to identify the social-emotional learning competencies and their relationship to future skills among mathematics teachers in North Al

Sharqiyah Governorate, Sultanate of Oman, from their perspective. The researchers used a descriptive survey-analytical methodology, and the study tools consisted of two questionnaires: the Cooperative Academic, Social, and Emotional Learning Competencies Questionnaire and the Future Skills Questionnaire, according to the Omani framework for future skills. The study sample included 51 teachers. The results showed that the overall availability of social-emotional learning competencies among mathematics teachers was moderate. The findings indicated statistically significant differences in social-emotional learning competencies attributed to gender, favoring male teachers, while no significant differences were found concerning years of experience and educational qualification. Additionally, the results showed a weak correlation (0.152) between social-emotional learning competencies and future skills among mathematics teachers. The researchers recommended that the Ministry of Education hold courses, workshops, and lectures on social-emotional learning competencies specifically for mathematics teachers.

Brown et al. (2023) conducted a study in the United Kingdom to investigate the relationship between social-emotional learning (SEL) skills, professional competencies, and the barriers to implementing a holistic approach from teachers' perspectives. The objective was to determine if there was a significant correlation between these factors. Using a correlational descriptive method, the researchers collected data through surveys and assessments from 250 teachers. The findings revealed no statistically significant relationship between the average scores of SEL skills and professional competencies and the mean scores of barriers to implementing the holistic approach. This result suggests that teachers' challenges in adopting holistic approaches are unrelated to their SEL skills or professional competencies. Based on these findings, Brown et al. recommended further research to identify other factors that might influence the successful implementation of holistic educational approaches and to develop strategies to overcome these barriers.

Al-Matari et al. (2022) aimed to determine the degree to which students possessed social-emotional learning competencies in the second cycle of primary education schools in the Sultanate of Oman post-COVID-19. The researchers employed a descriptive methodology and utilized the OECD's social-emotional learning skills questionnaire, encompassing five competencies and 30 indicators: task achievement, emotional regulation, dealing with others,

cooperation, and openness. The study sample consisted of 936 ninth-grade students from second-cycle schools in North and South Al Batinah and North Al Sharqiyah governorates. The study results showed that the overall degree of students' possession of social-emotional learning competencies was high, with a mean score of 4 and a percentage of 80%. Significant differences in the overall degree of students' possession of social-emotional learning competencies were attributable to gender, favoring female students. At the same time, there were no significant differences based on age. The study recommended integrating social-emotional learning skills into the curricula. The Ministry of Education should organize courses, workshops, and lectures on social-emotional learning programs to raise awareness across all educational, community, and media institutions.

Al-Matari et al. (2022) aimed to identify the degree of teachers' possession of social-emotional learning competencies in second-cycle primary education schools in the Sultanate of Oman post-COVID-19. The researchers employed a descriptive survey methodology and used the OECD's Cooperative Academic, Social, and Emotional Learning Competencies Questionnaire, which includes five competencies and 46 indicators. The study sample comprised 380 teachers from second-cycle schools in North and South Al Batinah, North Al Sharqiyah, and Dhofar governorates. The study results indicated that the overall degree of teachers' possession of social-emotional learning competencies was high, with an average score of 2.95 and a percentage of 74%. Each of the five competencies also possessed a high level. There were statistically significant differences in the degree of teachers' possession of social-emotional learning competencies in the social awareness competency, favoring female teachers. However, there were no statistically significant differences based on years of experience.

Nguyen et al. (2022) conducted a study in Vietnam to examine the impact of developing social and emotional skills on teachers' professional capabilities. The study aimed to determine how enhancing these skills could improve teaching performance and foster more effective student interactions. Using a mixed-methods approach, the researchers collected data through surveys, interviews, and classroom observations from a sample of 150 teachers. The findings demonstrated that developing social and emotional skills significantly enhanced teachers' professional capabilities, leading to improved teaching performance and more

effective student interactions. The study highlighted the importance of integrating social and emotional skills training into professional development programs for teachers to ensure a well-rounded approach to education. Nguyen et al. recommended that educational institutions prioritize training to foster a supportive and effective learning environment.

Tamimi (2021) aimed to identify the skills necessary for creating safe learning environments according to the requirements of social-emotional learning. Using a descriptive survey method, the study involved a questionnaire administered to 460 high school teachers in Riyadh. The study tool was finalized with five main areas encompassing (22) sub-skills reflecting the skills necessary for creating safe learning environments, extracted through literature tracking, review, and analysis in the field. These areas include the area of promoting emotional and social development, the area of enhancing self-management and cognitive organization, the area of building a positive social climate and enhancing supportive human relationships, the area of providing assessment and feedback, and the area of classroom organization, behavior guidance, and error management. The results indicated that the training needs of these teachers in creating safe learning environments were high in all areas. Tamimi proposed a training program to meet these needs, focusing on the social-emotional learning requirements.

Tran (2021) conducted a study in the United States to examine the relationship between teachers' implementation of social-emotional learning (SEL), their stress levels, and the teaching levels they work in. The study aimed to understand how these factors interact and impact each other. The sample included 150 teachers from various educational levels. The research utilized a mixed-methods approach, combining quantitative and qualitative interviews to gather comprehensive data. The survey measured teachers' SEL implementation practices and stress levels, while the interviews provided more profound insights into their experiences and perceptions. The results indicated that teachers who actively implemented SEL practices reported lower stress levels than those who did not.

Additionally, the study found that elementary school teachers were more likely to integrate SEL into their classrooms than middle and high school teachers. Based on these findings, the study recommended that schools provide ongoing professional development and support for teachers to implement SEL effectively. It also suggested further research to explore teachers'

specific challenges and needs at different educational levels to enhance SEL practices across all grades.

Dewi et al. (2021) conducted a study in Indonesia that focused on the impact of traditional teaching methods on students' academic achievement and teachers' social and emotional skills development. The study's objective was to examine how conventional approaches to teaching influence these two aspects. Using a quantitative research design, the researchers employed standardized academic performance tests for students and surveys to measure teachers' social and emotional skills. The sample included 500 students and 60 teachers from various primary schools. The results indicated that traditional teaching methods significantly enhanced students' academic performance but did not substantially contribute to developing teachers' social and emotional skills. Based on these findings, the researchers recommended incorporating elements of social-emotional learning into teacher training programs to ensure a more holistic approach to education that benefits students' academic performance and teachers' social and emotional development.

Smith (2021) conducted a study investigating standardized educational environments' role in developing students' social awareness in the United States. The objective was to determine whether a uniform approach to education could effectively cultivate social awareness across various dimensions. Using a quantitative methodology, Smith employed surveys and assessments to measure social awareness among 400 secondary school students. The results indicated no statistically significant differences in some dimensions of social awareness, suggesting that educational and training environments can be standardized to achieve consistent outcomes. This finding supports the idea that a standardized approach can be beneficial in fostering uniform social awareness among students. Based on these results, Smith recommended that educational institutions consider adopting standardized practices for teaching social awareness and encouraged further research to explore other dimensions of social awareness and their relationship with educational environments.

Proctor et al. (2020) conducted a study in the United States emphasizing the importance of incorporating social-emotional learning (SEL) into educational curricula. The study aimed to evaluate SEL's impact on students' academic performance, social relationships, and mental health, involving 500 elementary and secondary school students in an experimental setup.

Data were collected through surveys, student interviews, teachers, parents, and academic performance evaluations. The results indicated that students participating in SEL programs showed significant academic improvement, better social relationships, and enhanced mental health, with reduced anxiety and depression levels. The study concluded that SEL is crucial for a holistic educational experience and recommended its integration into curricula with adequate teacher training and support.

2.2.3 Studies Related to Teacher’s Professional Competencies

Nguyen (2023) conducted a study in Vietnam. The study aimed to explore how to develop four critical competencies for teacher educators. The study's sample consisted of 200 teacher educators. The research tool used was a combination of surveys and interviews. The methodology was a mixed-methods approach, integrating quantitative and qualitative data collection and analysis. The study found that developing competencies in subject knowledge, pedagogical skills, research abilities, and professional ethics is crucial for teacher educators. The results highlighted the need for comprehensive training programs that address these four areas. The researchers recommended implementing ongoing professional development programs, fostering collaborative learning environments, and providing access to the latest research and teaching resources to support the continuous growth of teacher educators.

Zainullah et al. (2023) conducted the study in Indonesia. The study aimed to explore the role of teacher-student relationships in academic achievement in primary schools. The qualitative study involved a sample of 20 primary school teachers and 40 students from various primary schools in Indonesia. The researchers employed semi-structured interviews and thematic analysis as the methodology to gather and analyze data on the perceptions and experiences of teachers and students regarding teacher-student relationships and their impact on academic achievement. The results highlighted positive and supportive teacher-student relationships significantly improve academic performance and student engagement. The study recommends fostering strong teacher-student relationships through professional development programs for teachers and promoting strategies that enhance communication and mutual respect between teachers and students in primary school settings.

Ponnusamy and Hassan (2023) conducted the study in Malaysia. The study assessed Tamil schoolteachers' knowledge competency in implementing creativity, critical thinking, collaboration, and communication skills in classroom learning. The sample consisted of 150 Tamil schoolteachers from various schools in Malaysia. The study utilized a quantitative research approach, employing a questionnaire to collect data on teachers' knowledge competency related to the targeted skills. The results revealed that while teachers demonstrated moderate competency in creativity and critical thinking skills, their competence in collaboration and communication skills was relatively lower. The study suggests enhancing professional development programs specifically focused on improving collaboration and communication skills among Tamil schoolteachers to enhance classroom learning outcomes and student engagement.

Jones et al. (2023) conducted a study in the United States to compare the levels of professional competence between classroom teachers and subject specialists. The study aimed to determine which group exhibited higher levels of professional competence. Using a quantitative approach, the researchers collected data through surveys and performance assessments from 300 teachers, including classroom teachers and subject specialists. The results revealed that classroom teachers exhibited higher professional competence levels than subject specialists. This finding suggests that classroom teachers, who often have a broader range of responsibilities and more frequent interactions with students, may develop stronger overall professional competencies. Based on these results, Jones et al. recommended further investigation into the factors contributing to the higher competence levels among classroom teachers. They suggested that subject specialists might benefit from professional development programs to enhance their competencies.

Dwapatesty et al. (2022) conducted a study in Solok Regency, Indonesia. The study aimed to investigate the effect of teacher personality competence and school climate on the character of junior high school students. The study's sample comprised 300 junior high school students. The researchers used a questionnaire to assess teacher personality competence, school climate, and student character. The methodology was quantitative, and the data were analyzed using statistical methods. The study found that both teacher personality competence and school climate significantly affect the character of junior high school students.

Specifically, a positive teacher personality competence and a positive school climate contributed to developing positive character traits in students. The researchers recommended that schools focus on enhancing teacher personality competence and creating a positive school climate to promote the development of positive character traits in students.

Indajang et al. (2021) conducted a study in Indonesia. The study aimed to assess the effectiveness of teacher performance in principal leadership, organizational culture, and teacher competence. The study's sample comprised 200 teachers from various schools. The researchers used a questionnaire as their research tool to gather data on teacher performance, principal leadership, organizational culture, and teacher competence. The methodology employed was quantitative, analyzing the data using statistical methods. The study found a significant relationship between principal leadership, organizational culture, teacher competence, and teacher performance. Specifically, effective principal leadership and a positive organizational culture enhanced teacher competence and performance. The researchers recommended that school administrators focus on improving principal leadership and fostering a positive organizational culture to enhance teacher competence and performance. They also suggested providing professional development opportunities for teachers to improve their skills and competencies.

Gimbert et al. (2021) aimed to investigate the role of educator competence in effectively implementing SEL programs in schools. The study's sample included educators from various schools. The study utilized a qualitative research approach, likely interviews, and focus groups to gather data on educator competence and its impact on SEL implementation. The results emphasized the critical role of educator competence in successfully implementing SEL programs. Educators who demonstrated high levels of competence in SEL were more effective in fostering positive social-emotional development in students. The study recommends that schools prioritize the development of educator competence in SEL through targeted training and professional development programs. Additionally, the study suggests that schools should create supportive environments encouraging ongoing learning and reflection among educators regarding SEL practices.

Hoang et al. (2021) emphasized the importance of teachers' social-emotional competencies in creating positive classroom environments and improving student engagement. Conducted

in Vietnam, the study aimed to investigate how teachers' social-emotional skills contribute to fostering a supportive and engaging classroom atmosphere. Utilizing a mixed-methods approach, the researchers gathered data through classroom observations, teacher interviews, and student surveys. The sample comprised 40 teachers and 300 students from various primary schools. The results highlighted that teachers with strong social-emotional competencies successfully created positive classroom environments, leading to higher student engagement and participation levels. The study recommended integrating social-emotional learning components in teacher training programs to enhance these competencies, ultimately benefiting teachers and students.

Darling-Hammond and Hyler (2020) conducted the study in the United States, which aimed to explore effective teacher professional development practices. It reviewed various professional development programs and their impact on teacher learning, instructional practices, and student outcomes. The study utilized a comprehensive literature review approach, analysing existing research studies, reports, and evaluations from diverse educational settings across the United States. The findings highlighted that sustained duration, active learning opportunities, educator collaboration, alignment with curriculum standards, and ongoing feedback and support mechanisms characterize effective teacher professional development programs. These programs have improved teacher knowledge, skills, and instructional practices, ultimately enhancing student achievement and engagement. The study recommends investing in high-quality, job-embedded professional development that is evidence-based and tailored to the specific needs of teachers and schools, ensuring continuous improvement in teaching and learning outcomes.

In a study conducted by **Philip and Ramya (2019)** in India, the aim was to explore teacher competencies and their impact on teaching effectiveness. The study included 150 teachers working in both public and private schools in Chennai. A questionnaire consisting of 40 items was used to measure teachers' professional competencies and their impact on teaching effectiveness. The study employed a descriptive-analytical methodology to collect and analyse data. The results indicated a strong positive relationship between teachers' professional competencies and teaching effectiveness. It was found that competencies related to planning, execution, and evaluation play a significant role in improving student outcomes.

The results also highlighted the importance of emotional and motivational competencies in fostering a positive educational environment. Based on these findings, the study recommended the development of training programs aimed at enhancing teacher competencies, the provision of continuous support for teachers through workshops and training courses, the adoption of educational policies that encourage the development of emotional and motivational competencies, and increased collaboration between schools and universities to develop innovative training curricula that meet the needs of both teachers and learners.

2.2.4 Studies related to student's Learning Motivation

Bayati (2023) conducted a study in Kirkuk Province, Iraq, investigating the reasons for and solutions to low learning motivation among secondary school students in Islamic schools. The study sample comprised 200 secondary school students selected from various Islamic schools in Kirkuk Province. The researcher utilized qualitative field research methods to gather data, including interviews and observations, to understand the factors contributing to low learning motivation. The study found that curriculum relevance, teaching methods, and student engagement significantly influenced learning motivation. Bayati suggested implementing student-centered teaching approaches, enhancing curriculum alignment with students' interests, and providing motivational interventions to address the identified issues and improve learning motivation among secondary school students in Islamic schools.

Chiappetta-Santana et al. (2022) studied learning motivation, socioemotional skills, and school achievement among elementary school students. The study aimed to investigate the relationships between these variables and their combined impact on academic performance. The study employed a quantitative approach, utilizing surveys and assessments to collect data on elementary school students' learning motivation, socioemotional skills, and academic achievement. The study's results revealed significant correlations between learning motivation, socioemotional skills, and school achievement, highlighting the importance of socioemotional development in enhancing educational outcomes. Chiappetta-Santana et al. suggested further research to explore these relationships longitudinally and to develop interventions that promote motivation and socioemotional skills to support academic success.

Herpratiwi and Tohir (2022) conducted a study in Indonesia to explore the impact of learning interest and discipline on learning motivation. The study examined how these two factors influence students' motivation to engage in learning activities. Employing a quantitative approach, the researchers used surveys and assessments to collect data from 300 secondary school students. The findings highlighted the significant role of learning interest and discipline in enhancing students' motivation. The results indicated that students with a higher interest in the learning material and better discipline were more motivated to participate actively in their studies. Based on these findings, Herpratiwi and Tohir suggested that educators should focus on cultivating students' interest in teaching topics and promoting discipline to foster a more motivated and engaging learning environment.

Malek and Humidan (2022) conducted a study in Bahrain to examine the relationship between learning motivation and student academic achievement. The study's objective was to investigate how learning motivation influences educational outcomes. Using the correlational descriptive method, the researchers used a questionnaire as their primary research tool to collect data from 200 secondary school students. The results revealed a positive correlation between learning motivation and academic achievement, indicating that higher motivation levels were associated with better academic performance. Additionally, the study found that conventional teaching approaches led to significant success in students' academic achievement, although they did not substantially enhance teachers' social and emotional skills. Based on these findings, the study recommended integrating motivational strategies within the curriculum and providing professional development opportunities for teachers to improve their social and emotional competencies.

Mauliya et al. (2022) conducted a study in Indonesia to examine the need for increased motivation among postgraduate students in the subject of the English language. The study's objective was to identify internal factors contributing to poor academic performance, with a particular focus on the sources of motivation. Using the descriptive method, the researchers employed interviews as their primary research tool to gather qualitative data. The sample included 20 postgraduate students from various universities. The results revealed that a significant internal factor affecting academic performance was the lack of motivation, primarily from the family and the teacher. Based on these findings, the study recommended

strategies to enhance motivation, including more significant support from family members and more engaging and supportive teaching practices by educators.

The study by **Al-Jabeer (2020)** aimed to investigate the effectiveness of blended learning strategies in developing motivation for learning among second-intermediate-grade students. A quasi-experimental approach was used to answer the research questions. After verifying the validity and reliability of the research tool, the scale was applied to (90) second-intermediate grade students representing the research sample. They were divided into two groups: experimental and control. After conducting the statistical analyses, the research found that some blended learning strategies influenced the development of learning motivation among second-intermediate-grade students. The research recommended providing teachers with the necessary skills to help them use blended learning and identify the difficulties that hinder using it in schools.

2.2.5 Review of Previous Studies:

Reviewing previous studies related to the research topic, the researcher has identified the points of similarity and difference between the current research and prior studies. Below is a summary of the review results:

Similarities and Differences between Previous Studies and the Current Research:

The current research shares several aspects with previous studies regarding objectives, methodology, tools, target group, and geographical diversity.

First: Similarities

In terms of Objectives: The current research aims to evaluate the effectiveness of a holistic approach based on social and emotional learning in developing teachers' professional competencies and students' learning motivation. Previous studies have varied objectives according to two main axes: improving students' learning motivation and developing teachers' professional competencies. Most of the earlier studies agreed with the objectives of the current research. The current research aligns with:

Zhao (2023) aimed to examine the impact of a holistic approach on teachers' professional competencies and students' learning motivation. It also aligns with Herpratiwi and Tohir (2022), which aimed to explore how attention and discipline affect students' motivation, and Lee (2022), which examined the impact of inclusive educational environments on students' motivation to learn. The current research agrees with Nguyen (2023) and Philip and Ramya (2019) in improving teachers' professional competencies and students' learning motivation by developing effective teaching strategies. Additionally, Nguyen (2023) focused on developing core competencies for education teachers. The research also aligns with Greenberg (2023), which addressed Social and Emotional Learning (SEL) programs and their impact on students' social and emotional skills and academic performance in schools worldwide, and with Al-Matari et al. (2022), which focused on evaluating the social and emotional skills of students and teachers. Furthermore, the current research aligns with Smith (2023), which focuses on improving teachers' professional competencies in primary education through holistic approaches, and Yaswinda et al. (2022), which seeks to enhance children's comprehensive development using holistic pedagogical methods.

Methodology: Previous studies' methodologies varied according to their objectives. Most studies agree with the current research in that they are mixed-methods studies. For example, Smith (2023) used a mixed-methods approach employing questionnaires and interviews. Similarly, Kazanopoulos et al. (2022), Anne et al. (2022), Johnson (2021), Bayati (2023), Nguyen (2023), and Tran (2021) also utilized mixed methodologies.

Target Group: Most previous studies targeted similar groups to the current research, focusing on students and teachers. This reflects a common interest in improving the learning and teaching experience in various educational contexts. For instance, Dwapatesty et al. (2022) targeted middle school students and teachers, aligning with the current research's focus on them. Additionally, Al-Matari et al. (2022), Zhao (2023), and Zainullah et al. (2023) shared a similar target group.

Second Differences:

The current research differs from previous studies in several aspects, including specific objectives, geographical diversity, methodology, study tools, and the population and sample of the study.

Objectives: The objectives of the mentioned previous studies varied. However, they differed from the current research's focus on the holistic learning approach based on social-emotional learning in developing teachers' professional competencies and students' learning motivation. For instance, Bayati (2023) addressed issues of learning motivation in Islamic schools, while Mugumya et al. (2022) examined the relationship between parental involvement and students' academic performance. Malek and Humidan (2022) investigated the relationship between learning motivation and academic performance, and Zainullah et al. (2023) aimed to explore the impact of teacher-student relationships on academic performance. Anne et al. (2022) sought to understand the implications of school-family-community bonding on student achievement. Johnson (2021) focused on the relationship between holistic approaches and the quality of relationships between teachers and parents.

Methodology: Previous studies showed significant diversity in the methodologies used, ranging from descriptive to analytical experimental and quasi-experimental studies. For example, Mauliya et al. (2022) and Zainullah et al. (2023) relied on qualitative methods. Some studies focused more on quantitative methods, such as Nguyen (2020), Rianawaty et al. (2021), Chiappetta-Santana et al. (2022), Gimbert et al. (2021), Ponnusamy & Hassan (2023), and Indajang et al. (2021). Malek and Humidan (2022) used only a descriptive-correlational method, while Al-Jabeer (2020) employed a quasi-experimental method.

Population and Sample: Through the review of previous studies, none addressed the population of students and teachers in Jerusalem. The last studies varied in the communities and contexts they examined, whether in Iraq (Bayati, 2023), Malaysia (Ponnusamy & Hassan, 2023), China (Zhao, 2023), Indonesia (Herpratiwi & Tohir, 2022; Zainullah et al., 2023), the United States (Smith, 2023; Darling-Hammond & Hyler, 2020), South Korea (Lee, 2022), Slovenia (Yaswinda et al., 2022), Vietnam (Nguyen, 2023), and Oman (Al-Matari et al., 2022). This leads to variations in results based on surrounding circumstances. The current research is distinguished by targeting a sample from the population of ninth-grade students and teachers in schools in Jerusalem. In contrast, previous studies varied between high school and university students and teachers in different educational contexts. For example, Bayati (2023) focused on students in Islamic schools, Chiappetta-Santana et al. (2022) on elementary school students, Greenberg (2023) and Malek and Humidan (2022) on a wide

range of students across different educational stages, Tamimi (2021), Philip and Ramya (2019), and Nguyen (2023) on high school teachers.

Distinguishing Features of the Current Research:

The current research is unique as it is the first of its kind in Jerusalem to evaluate the effectiveness of the holistic approach based on social-emotional learning in developing teachers' professional competencies and students' learning motivation. This makes it pioneering in providing a comprehensive perspective on the impact of this approach in the educational context. Additionally, the research uses a mixed-methods methodology that combines questionnaires and focus group for data collection, offering a comprehensive and integrated view of the subject.

The research population included all 450 teachers participating in the holistic approach program, all 15 school principals involved in the holistic approach, and all 4907 students participating in the holistic approach program in Jerusalem. The research targeted a large sample comprising 357 students, 210 teachers, and 15 principals, enhancing the credibility and depth of the findings and providing a more detailed comparison of the results than previous studies, which may have focused only on one aspect.

It is noteworthy that this research is the first among Arab studies to examine the impact of the holistic approach on both teachers and students, adding a new and significant dimension to the scientific literature in this field.

Utilization of Previous Studies in the Current Research:

The current research benefited from previous studies by employing proven and practical data collection tools and methods, such as questionnaires and interviews. It also leveraged the findings of previous studies to understand the factors influencing learning motivation, teachers' professional competencies, and the importance of social-emotional interaction in the educational environment, which helped design the research in line with the specified objectives.

For example, the study utilized the findings of Zhao (2023), which highlighted the practical importance of the holistic approach in improving teachers' competencies and students' motivation, and the results of Chiappetta-Santana et al. (2022), which emphasized the

practical importance of social and emotional skills in enhancing academic performance. The research also benefited from Greenberg (2023), which confirmed the practical significance of social-emotional learning in improving students' academic performance and social-emotional skills, supporting the direction toward the holistic approach and underpinning the current research hypotheses. Additionally, it drew on the use of questionnaires and interviews from Nguyen (2023) and Philip & Ramya (2019) to assess teachers' professional competencies and students' learning motivation and the descriptive methodology and recommendations related to integrating social-emotional learning skills into the curriculum from Al-Matari et al. (2022), all of which have direct implications for educational practice.

Furthermore, the current research was inspired by the findings and recommendations of previous studies to understand the positive impacts of comprehensive educational approaches on academic motivation and professional skills and the importance of continuous training and the development of educational programs. For instance, the studies by Zhao (2023), Smith (2023), and Lee (2022) guided the current research towards a deeper analysis of these effects in the context of Jerusalem's education. Additionally, the recommendations from Anne et al. (2022) and Johnson (2021) helped direct the research towards enhancing collaboration between teachers and parents to support student learning.

Research Gap:

Theoretical Gap: The theoretical gap lies in the need for studies examining the impact of the holistic approach based on social-emotional learning in different educational contexts and the absence of an integrated model that combines the effects of comprehensive educational approaches on teachers and students. This gap has yet to be extensively addressed in Arabic literature, with many studies focusing only on one side, particularly in the Middle East. The current research fills this gap by providing an integrated theoretical framework that links social-emotional learning with teachers' professional competencies and students' learning motivation.

Conceptual Gap: The conceptual gap is evident in the need for more unified and comprehensive definitions of the holistic approach and social-emotional learning and their mutual effects. The current research aims to clarify these concepts and present an explanatory model that combines them, enriching the academic understanding of these terms and

delivering the holistic approach based on social-emotional learning as a new framework that has yet to be deeply discussed in previous studies. This adds a new dimension to research in this field.

Practical Gap: The practical gap appears in the scarcity of empirical studies that test the effectiveness of the holistic approach in natural educational environments, leaving a gap in understanding its challenges and opportunities. The current research addresses this gap by providing a comprehensive field experiment in Jerusalem schools, offering practical evidence on effectively implementing this approach. These findings can be used to develop new educational strategies in similar contexts.

Analytical Gap: The analytical gap lies in the lack of in-depth analyses of the holistic approach's impact on various educational aspects. The current research provides a comprehensive analysis of both quantitative and qualitative data, offering deep analyses that link different variables such as the educational environment, school support, and the interaction between teachers, students, and parents. This contributes to providing more accurate and comprehensive insights into the impact of the holistic approach, which many previous studies with limited analytical methodologies have not provided.

Spatial Gap: The spatial gap pertains to the need for studies addressing the holistic approach in educational contexts in the Middle East, especially in Jerusalem. The current research fills this gap by providing field data from Jerusalem, enhancing the understanding of the impact of the holistic approach in educational contexts in the Middle East, especially in Jerusalem. The current research fills this gap by providing field data from Jerusalem, enhancing the understanding of the holistic approach's impact in this specific region, and adding significant value to the research literature on improving the quality of education in this area.

Chapter Three

Methodology and Procedures

This chapter describes the research's methodology, population, and sample. It also provides a detailed description of the research's instruments and their validity and reliability. Additionally, it outlines the research procedures and the statistical analysis used to derive and analyse the research results, including the indicators of trustworthiness, dependability, confirmability, and transferability of qualitative data and their analysis methods.

3.1 Research Methodology

The mixed-method methodology, which integrates both quantitative and qualitative approaches, was employed as it suits the nature of this research. This methodology was used to investigate the opinions of teachers, students, and school principals in Jerusalem regarding the research topic. The mixed-method approach involved collecting and analysing quantitative data first, followed by providing an interpretation through qualitative data.

The quantitative part relied on the Correlative descriptive methods. After analysing the quantitative results, the tools and methods of applying the holistic approach and its importance in education were discussed, and the obstacles and challenges faced by teachers and principals in implementing the holistic approach in their schools were identified. The qualitative method aims to reveal how individuals understand their experiences and the meaning they attribute to them through qualitative data collection methods such as interviews, observations, or document analysis (Merriam, 2019). This research used the interview tool with a focus group of school principals who implemented the holistic approach in their schools.

3.2 Research Population

The Research population consisted of all teachers participating in the holistic approach program, totalling (450) teachers, and all principals participating in the holistic approach program, totalling (15) principals. Additionally, according to the statistics from the Education Report in Jerusalem, the research population included all students in middle schools in Jerusalem, totalling (4,907) students for the academic year 2022-2023.

3.3 Research Sample

The Research sample consisted of three groups as follows:

First Sample: Teachers

1. Survey Sample: A survey sample of 30 teachers from outside the research sample was selected from schools in Jerusalem. This survey sample was used to ensure the validity and reliability of the research instrument.

2. Main Research Sample: Using random sampling, the primary research sample was selected from middle school teachers in Jerusalem. According to Krejcie and Morgan's tables, the sample size was (210) teachers. Table (1.3) illustrates the sample distribution according to variables such as (gender, years of experience, academic qualification, and Teaching Position).

Table(1.3) distribution of teacher sample by variables (gender, years of experience, academic qualification, and teaching position).

Variable	Category	Frequency	Percentage	Total
Gender	Male	68	32.4%	210
	Female	142	67.6%	
Years of Experience	Less than 5 years	31	14.8%	210
	5-10 years	58	27.6%	
	More than 10 years	121	57.6%	
Academic Qualification	Bachelor's Degree	81	38.6%	210
	Postgraduate Studies	129	61.4%	
Teaching Position	Subject Teacher	134	63.8%	210
	Class Teacher	76	36.2%	

Second Sample: Student Sample

1. Survey Sample: A survey sample of (30) students from outside the research sample was selected from schools in Jerusalem. This survey sample was used to ensure the validity and reliability of the research instrument.

2. Main Research Sample: The student sample was selected from ninth-grade students exposed to the holistic approach for three consecutive years during the first semester of the

2023-2024 academic year. The instruments were distributed to the research sample during the second semester 2024. The research sample consisted of (357) students, according to Krejcie and Morgan's tables, and was selected using stratified random sampling based on gender. The formula used was:

$$\text{Sample size in stratum} = (\text{Stratum size} * \text{Total sample size}) / \text{Population size}$$

Example:

$$\text{- Sample size for males} = (2149 * 357) / 4907 \approx 156$$

$$\text{- Sample size for females} = (2758 * 357) / 4907 \approx 201$$

The table (2.3) shows the distribution of the research sample according to the variable (gender).

Table (2.3) distribution of student sample by gender

Variable	Category	Frequency	Percentage	Total
Gender	Male	156	43.7%	357
	Female	201	56.3%	

Third Sample: School Principals Sample

Regarding the qualitative part of the research represented by the focus group, a group of school principals who implemented the holistic approach was selected. After obtaining their consent to participate, interviews were conducted with them, and they were selected using the purposive stratified proportional method. Each group consisted of principals from two educational stages (primary and preparatory) and they were divided into two groups. because the training materials for the holistic approach were tailored according to the student's age groups in the schools.

The symbols in the table represent abbreviations for the names of the principals participating in the focus group, which was conducted to maintain the confidentiality and privacy of the participants.

Table (3.3) Group (1) of principals in the focus group:

Number	Participant	Educational Stage
1	Mrs. M	Primary
2	Mrs. H	Primary
3	Mrs. R	Primary
4	Mr. D	Primary
5	Mr. A	Primary
6	Mr. S	Primary

Table (4.3) Group (2) of principals in the focus group:

Number	Participant	Educational Stage
1	Mrs. Y	Preparatory
2	Mrs. N	Preparatory
3	Mrs. T	Preparatory
4	Mr. P	Preparatory
5	Mr. W	Preparatory
6	Mr. C	Preparatory

3.4 Tools of the Research

The researcher did not find a scale suitable for the nature of the research, was based on a literature review and previous studies that focused on the holistic approach of social-emotional learning in developing teacher competencies and student learning motivation. Therefore, three new tools were designed: The first tool explicitly evaluates the effectiveness of the holistic approach based on social and emotional learning in developing Teachers' Professional Competencies. The second tool evaluates the effectiveness of the holistic approach based on social and emotional learning in developing student learning motivation. The third tool is a Focus Group designed for school principals participating in the holistic approach.

These tools were designed after reviewing some studies based on the researcher's experience and consultation with specialists. The tools were also developed in light of the measures of several studies, such as the study by Greenberg (2023), Smith (2023), Nguyen (2023), Anne et al. (2022), Lee (2022), Zhao (2021), and Philip and Ramya (2019). The following is an explanation of the research's tools:

3.4.1 Research Instrument for Evaluating the effectiveness of the holistic approach based on social and emotional learning in developing Teachers' Professional Competencies:

The initial evaluation scale for the effectiveness of a holistic approach-based training program in developing teachers' professional competencies consisted of (149) items. After presenting the scale to the expert panel and considering their opinions and suggestions, modifications were made to suit the research's purposes. In its final form, the revised scale consists of (85) items distributed across three domains, each comprising a set of dimensions. Table (5.3) illustrates the dimensions of the evaluation scale for the effectiveness of a holistic approach-based training program in developing teachers' professional competencies.

Table (5.3) the dimensions of the evaluation scale for the effectiveness of the holistic approach based on social-emotional learning in developing teachers' professional competencies.

<i>Domain</i>	<i>Number</i>	<i>Dimension</i>	<i>Items</i>	<i>Number of Items</i>
Firstly, Social-Emotional Learning Skills	1	Self-Awareness	1 - 5	5
	2	Social Awareness	6 – 10	5
	3	Self-Management	11 – 15	5
	4	Relationship Management	16 – 20	5
	5	Responsibility and Decision-Making	21 – 25	5
Total score for the Social-Emotional Learning skills domain			1 – 25	25
Secondly, Professional Competencies	1	Cognitive Competencies	26 – 30	5
	2	Teaching Competencies	31 – 40	10
	3	Classroom Management Competencies (Communication and Classroom Interaction)	41 – 47	7
	4	Emotional Competencies	48 – 53	6
	5	Environmental Relationship Competencies (Teacher and Parents)	54 – 58	5
	6	Environmental Relationship Competencies (Teacher and Community)	59 – 63	5
Total score for the Professional Competencies domain			26 -63	38
Thirdly, Barriers to Implementing the Holistic Approach	1	Reasons Related to School Management	64 – 67	4
	2	Reasons Related to Teachers	68 – 72	5
	3	Reasons Related to Students	73 – 77	5
	4	Reasons Related to Parents	78 – 81	4
	5	Reasons Related to School Building	82 – 85	4
Total score for the barriers to implementing the holistic approach domain			64 – 85	22

Quantify of the Research Instrument:

The evaluation scale for the effectiveness of the holistic approach based on social-emotional learning in developing teachers' professional competencies was designed using a five-point Likert scale. The weights for the items were assigned as follows: (Very high: five points, High: four points, Moderate: three points, Low: two points, very low: one point). This scale was applied to all items.

To interpret the arithmetic means and determine the evaluation of the effectiveness of the holistic approach based on social-emotional learning in developing teachers' professional

competencies among the research sample, the scores were converted according to a scale ranging from (1-5) points, and the level was classified into three levels: high, moderate, and low, according to the following formula:

$$\text{Category Width} = \frac{\text{Upper Limit} - \text{Lower Limit}}{\text{Number of Assumed Levels}} = \frac{5 - 1}{3} = 1.33$$

Based on this, the response levels on the scale are as follows:

Table (6.3) Calculation degrees for evaluating the effectiveness of the holistic approach based on social-emotional learning in developing teachers' professional competencies

Score Range	Category Width
Low Level	2.33 or less
Moderate Level	2.34 - 3.67
High Level	3.68 - 5

Psychometric Properties of the Scale:

Firstly, Scale Validity: two types of validity were used as follows:

A) Face Validity

The validity of the initial version of the scale in the current research was ensured by presenting it to (10) expert panel specializing in the field, experienced professionals, and those interested in scientific research (see Appendix 1). The purpose was to ensure the appropriateness of each item in every domain for its respective dimension, the suitability of the items for measuring what they were intended to measure, the linguistic clarity of each item for the respondents, and the relevance of each item to the respondents' level. The experts were also asked to suggest any necessary additions, modifications, or deletions to improve the scale's validity and provide other general comments. After collecting the experts' opinions, there was a consensus on the scale's validity and readability, except for some items

that were modified or deleted based on their feedback. This is detailed in Appendix (2), which includes the revised scale after expert review.

B) Construct Validity:

The scale was applied to a survey sample of 30 school teachers in Jerusalem who were not part of the target research sample to verify construct validity. Pearson Correlation Coefficient was used to calculate the correlation values of the items with their respective dimensions and the correlation values of each dimension with the overall score for each domain. Tables (7.3), (8.3), and (9.3) illustrate these results:

Table (7.3) correlation values of items in the domain of social-emotional learning skills with their respective dimension and correlation values of each dimension with the overall domain score (N=30).

Firstly, The domain of social-emotional learning skills								
Firstly, Self-Awareness			Secondly, Social Awareness			Thirdly, Self-Management		
Number	Pearson's r Value	Statistical Significance	Number	Pearson's r Value	Statistical Significance	Number	Pearson's r Value	Statistical Significance
1	.738**	.000	6	.777**	.000	11	.796**	.000
2	.830**	.000	7	.827**	.000	12	.841**	.000
3	.872**	.000	8	.908**	.000	13	.791**	.000
4	.836**	.000	9	.744**	.000	14	.835**	.000
5	.858**	.000	10	.848**	.000	15	.773**	.000
Total Score for the Dimension 0.782**			Total Score for the Dimension 0.869**			Total Score for the Dimension 0.859**		
Fourthly, Relationship Management			Fifthly, Responsibility and Decision-Making					
Number	Pearson's r Value	Statistical Significance	Number	Pearson's r Value	Statistical Significance			
16	.818**	.000	21	.842**	.000			
17	.791**	.000	22	.848**	.000			
18	.849**	.000	23	.884**	.000			
19	.790**	.000	24	.886**	.000			
20	.670**	.000	25	.864**	.000			
Total Score for the Dimension 0.895**			Total Score for the Dimension 0.904**					

Table (8.3) correlation values of items in the domain of professional competencies with their respective dimension and correlation values of each dimension with the overall domain score (N=30).

Secondly, The domain of Professional Competencies								
Firstly, Cognitive Competencies			Secondly, Teaching Competencies			Thirdly, Classroom Management Competencies		
Number	Pearson's r Value	Statistical Significance	Number	Pearson's r Value	Statistical Significance	Number	Pearson's r Value	Statistical Significance
26	.816**	.000	31	.809**	.000	41	.757**	.000
27	.848**	.000	32	.725**	.000	42	.822**	.000
28	.828**	.000	33	.731**	.000	43	.876**	.000
29	.729**	.000	34	.784**	.000	44	.868**	.000
30	.759**	.000	35	.833**	.000	45	.815**	.000
			36	.811**	.000	46	.911**	.000
			37	.865**	.000	47	.847**	.000
			38	.825**	.000			
			39	.663**	.000			
			40	.860**	.000			
Total Score for the Dimension 0.731**			Total Score for the Dimension 0.869**			Total Score for the Dimension 0.847**		
Fourthly, Emotional Competencies			Fifthly, Environmental Relationship Competencies (Teacher and Parents)			Sixthly, Environmental Relationship Competencies (Teacher and Community)		
Number	Pearson's r Value	Statistical Significance	Number	Pearson's r Value	Statistical Significance	Number	Pearson's r Value	Statistical Significance
48	.839**	.000	54	.932**	.000	59	.843**	.000
49	.860**	.000	55	.863**	.000	60	.885**	.000
50	.793**	.000	56	.858**	.000	61	.787**	.000
51	.729**	.000	57	.877**	.000	62	.859**	.000
52	.813**	.000	58	.813**	.000	63	.886**	.000
53	.680**	.000						
Total Score for the Dimension 0.739**			Total Score for the Dimension 0.828**			Total Score for the Dimension 0.702**		

Table (9.3) correlation values of items in the domain of barriers to implementing the holistic approach with their respective dimension and correlation values of each dimension with the overall domain score (N=30).

Thirdly, Barriers to Implementing the Holistic Approach								
Firstly, Reasons Related to School Management			Secondly, Reasons Related to Teachers			Thirdly, Reasons Related to Students		
Number	Pearson's r Value	Statistical Significance	Number	Pearson's r Value	Statistical Significance	Number	Pearson's r Value	Statistical Significance
64	.818**	.000	68	.937**	.000	73	.892**	.000
65	.898**	.000	69	.962**	.000	74	.945**	.000
66	.873**	.000	70	.981**	.000	75	.922**	.000
67	.945**	.000	71	.970**	.000	76	.931**	.000
64	.818**	.000	72	.928**	.000	77	.633**	.000
			68	.937**	.000			
Total Score for the Dimension 0.737**			Total Score for the Dimension 0.741**			Total Score for the Dimension 0.789**		
Fourthly, Reasons Related to Parents			Fifthly, Reasons Related to School Building					
Number	Pearson's r Value	Statistical Significance	Number	Pearson's r Value	Statistical Significance			
78	.961**	.000	82	.934**	.000			
79	.943**	.000	83	.969**	.000			
80	.918**	.000	84	.976**	.000			
81	.876**	.000	85	.917**	.000			
Total Score for the Dimension 0.797**			Total Score for the Dimension 0.812**					

The data in tables (7.3), (8.3), and (9.3) show that the correlation coefficients of items in the "Social-Emotional Learning Skills" domain ranged from 0.670 to 0.908, for the "Professional Competencies" domain from 0.663 to 0.911, and for the "Barriers to Implementing the Holistic Approach" domain from 0.633 to 0.981. All correlation coefficients were statistically significant.

According to Garcia (2011), correlation coefficients below 0.30 are considered weak, those between 0.30 and 0.70 are considered moderate, and those above 0.70 are considered strong. Therefore, no items were deleted from the scale.

Secondly, Tool Reliability:

b): Cronbach's Alpha Method:

To ensure the reliability of the research's scale and its domains, the scale was distributed to a survey sample of (30) teachers from schools in Jerusalem and outside the target research sample. Cronbach's Alpha equation was used to verify the internal consistency of the scale and its domains in the survey survey sample data. Table (10.3) illustrates this:

Table (10.3) the scale dimensions for evaluating the holistic approach based on social-emotional learning in developing teachers' professional competencies.

<i>Doman</i>	<i>Number</i>	<i>Dimension</i>	<i>Number of Items</i>	<i>Cronbach's Alpha</i>
Firstly, Social-Emotional Learning Skills	1	Self-Awareness	5	.848
	2	Social Awareness	5	.877
	3	Self-Management	5	.879
	4	Relationship Management	5	.887
	5	Responsibility and Decision-Making	5	.907
Total score for the Social-Emotional Learning skills domain			25	.954
Secondly, Professional Competencies	1	Cognitive Competencies	5	.878
	2	Teaching Competencies	10	.946
	3	Classroom Management Competencies (Communication and Classroom Interaction)	7	.927
	4	Emotional Competencies	6	.917
	5	Environmental Relationship Competencies (Teacher and Parents)	5	.888
	6	Environmental Relationship Competencies (Teacher and Community)	5	.901
Total score for the Professional Competencies domain			38	.971
Thirdly, Barriers to Implementing the Holistic Approach	1	Reasons Related to School Management	4	.894
	2	Reasons Related to Teachers	5	.956
	3	Reasons Related to Students	5	.927
	4	Reasons Related to Parents	4	.922
	5	Reasons Related to School Building	4	.958
Total score for the barriers to implementing the holistic approach domain			22	.919

Table (10.3) shows that Cronbach's Alpha coefficients for the research's scale domains were 0.95 for "Emotional Learning Skills," 0.97 for "Professional Competencies," and 0.92 for "Barriers to Implementing the Holistic Approach." These values are very high, indicating that the tool is highly reliable and suitable for use with the original sample.

3.4.2 Research Tool for Evaluating the effectiveness of the holistic approach based on social and emotional learning in developing student learning motivation

The evaluation scale for the effectiveness of the holistic approach based on social and emotional learning in developing student learning motivation was initially composed of (100) items - as described in Appendix (3). After presenting the scale to the referees and considering their opinions and suggestions, adjustments were made to the scale and its items to suit the research's purposes. The scale was modified to its final form, consisting of (70) items distributed across three domains, each comprising a set of dimensions. Table (11.3) illustrates the dimensions of the evaluation scale for the holistic approach based on social and emotional learning in developing student learning motivation.

Table (11.3) the dimensions of the evaluation scale for the effectiveness of the holistic approach based on social and emotional learning in developing student learning motivation.

<i>Domain</i>	<i>Number</i>	<i>Dimension</i>	<i>Items</i>	<i>Number of Items</i>
Firstly, Social-Emotional Learning Skills	1	Self-Awareness	1 – 5	5
	2	Social Awareness	6 – 9	4
	3	Self-Management	10 – 13	4
	4	Relationship Management	14 – 18	5
	5	Responsibility and Decision-Making	19 – 22	4
Total score for the Social-Emotional Learning skills domain			1 – 22	22
Secondly, School System	1	Classroom Environment	23 – 27	5
	2	Relationship with Teachers	28 – 32	5
	3	Relationship with Parents	33 – 37	5
	4	School Environment	38 – 42	5
	5	Local Community	43 – 47	5
Total score for the School System domain			23 – 47	25
Thirdly, Learning Motivation	1	Self-Esteem	48 – 52	5
	2	Self-Efficacy	53 – 56	4
	3	Intrinsic Motivation	57 – 61	5
	4	Readiness to Learn	62 – 65	4
	5	Learning Strategies	66 – 70	5
Total score for the Learning Motivation domain			64 – 85	23

Quantify of the Research Instrument:

A Likert five-point scale was designed to assess the effectiveness of the holistic approach based on social and emotional learning in developing student learning motivation. Weights were assigned to the items: (Very high: five points, High: four points, Moderate: three points, Low: two points, very low: one point). This scale was applied to all items.

To interpret the arithmetic means and determine the evaluation of the effectiveness of the holistic approach based on social and emotional learning in developing student learning motivation within the research sample, the score was converted according to the level ranging

from (1-5) points and classified into three levels: High, Moderate, and Low, according to the following equation:

$$\text{Category Width} = \frac{\text{Upper Limit} - \text{Lower Limit}}{\text{Number of Assumed Levels}} = \frac{5 - 1}{3} = 1.33$$

Based on this, the response levels on the scale are as follows:

Table (12.3) calculation degrees for evaluating the effectiveness of the holistic approach based on social-emotional learning in developing student learning motivation.

Score Range	Category Width
Low Level	2.33 or less
Moderate Level	2.34 - 3.67
High Level	3.68 - 5

Psychometric Properties of the Scale:

First: Scale Validity: two types of validity were used as follows:

The scale's validity in its initial form in the current research was confirmed by presenting it to (10) experts and researchers in the field, as well as those interested in scientific research, as outlined in Appendix (1). This was done to ensure the appropriateness of each item within the dimensions for its respective dimension it was intended to measure, the validity of the items in measuring what they were designed to measure, the linguistic suitability and clarity of each item for the participants, and the suitability of each item in the scale for the participants' level. Suggestions were made to add, modify, or delete items to enhance the scale's validity. After collecting the experts' opinions, there was an agreement among them regarding the validity and readability of the scale, except for some items that were revised or deleted based on their feedback, as indicated in Appendix (3), which includes the scale after expert review.

A) Construct Validity:

To verify the construct validity, the scale was applied to a survey sample of (30) students from schools in Jerusalem and outside the targeted research sample. Pearson correlation coefficient was used to extract the correlation values of the items with the dimension they belong to and the correlation values of each dimension with the total score for each domain. Tables (13.3), (14.3), and (15.3) illustrate this:

Table (13.3) the correlation values of items in the domain of social-emotional learning skills with their respective dimension and correlation values of each dimension with the overall domain score (N=30).

Firstly, The Domain of Social-Emotional Learning Skills								
Firstly: Self-Awareness			Secondly, Social Awareness			Thirdly: Self-Management		
Number	Pearson's r Value	Statistical Significance	Number	Pearson's r Value	Statistical Significance	Number	Pearson's r Value	Statistical Significance
1	.541**	.002	6	.877**	.000	10	.653**	.000
2	.535**	.002	7	.681**	.000	11	.723**	.000
3	.654**	.000	8	.501**	.005	12	.766**	.000
4	.524**	.003	9	.566**	.001	13	.665**	.000
5	.686**	.000						
Total Score for the Dimension 0.760**			Total Score for the Dimension 0.685**			Total Score for the Dimension 0.754**		
Fourthly, Relationship Management			Fifthly, Responsibility and Decision-Making					
Number	Pearson's r Value	Statistical Significance	Number	Pearson's r Value	Statistical Significance			
14	.534**	.002	19	.771**	.000			
15	.672**	.000	20	.643**	.000			
16	.806**	.000	21	.744**	.000			
17	.720**	.000	22	.631**	.000			
18	.840**	.000						
Total Score for the Dimension 0.680**			Total Score for the Dimension 0.855**					

Table (14.3) The correlation values of items in the domain of the school system with their respective correlation values of each dimension with the overall domain score (N=30).

Secondly, The Domain of School System								
Firstly, Classroom Environment			Secondly, Relationship with Teachers			Thirdly, Relationship with Parents		
Number	Pearson's r Value	Statistical Significance	Number	Pearson's r Value	Statistical Significance	Number	Pearson's r Value	Statistical Significance
23	.754**	.000	28	.620**	.000	33	.634**	.000
24	.837**	.000	29	.759**	.000	34	.793**	.000
25	.772**	.000	30	.811**	.000	35	.389*	.034
26	.744**	.000	31	.789**	.000	36	.565**	.001
27	.610**	.000	32	.801**	.000	37	.679**	.000
Total Score for the Dimension 0.640**			Total Score for the Dimension 0.721**			Total Score for the Dimension 0.689**		
Fourthly, School Environment			Fifthly, Local Community					
Number	Pearson's r Value	Statistical Significance	Number	Pearson's r Value	Statistical Significance			
38	.584**	.001	43	.756**	.000			
39	.718**	.000	44	.681**	.000			
40	.531**	.002	45	.781**	.000			
41	.813**	.000	46	.802**	.000			
42	.771**	.000	47	.712**	.000			
Total Score for the Dimension 0.856**			Total Score for the Dimension 0.771**					

Table (15.3) the correlation values of items in the domain of learning motivation with their respective dimension and the correlation values of each dimension with the overall domain score (N=30).

Thirdly, The Domain of learning motivation								
Firstly, Self-Esteem			Secondly, Self-Efficacy			Thirdly, Intrinsic Motivation		
Number	Pearson's r Value	Statistical Significance	Number	Pearson's r Value	Statistical Significance	Number	Pearson's r Value	Statistical Significance
48	.673**	.000	53	.827**	.000	57	.732**	.000
49	.807**	.000	54	.908**	.000	58	.748**	.000
50	.869**	.000	55	.856**	.000	59	.896**	.034
51	.877**	.000	56	.824**	.000	60	.753**	.001
52	.686**	.000				61	.783**	.000
Total Score for the Dimension 0.801 **			Total Score for the Dimension 0.735**			Total Score for the Dimension 0.749**		
Fourthly, Readiness to Learn			Fifthly, Learning Strategies					
Number	Pearson's r Value	Statistical Significance	Number	Pearson's r Value	Statistical Significance			
62	.907**	.000	66	.868**	.000			
63	.856**	.000	67	.868**	.000			
64	.900**	.000	68	.774**	.000			
65	.767**	.000	69	.860**	.000			
			10	.808**	.000			
Total Score for the Dimension 0.841**			Total Score for the Dimension 0.836**					

It is noted from the data in tables (13.3), (14.3), and (15.3) that the correlation coefficients of items in the domain of "Emotional and Social Learning Skills" ranged between (.501 - .877), while for the "School System" domain, they ranged between (.389 - .813), and for the "Learning Motivation" domain, they ranged between (.673 - .908). All correlation coefficients were statistically significant. As Garcia (2011) mentioned, correlation coefficients below (.30) are considered weak, those between (.30 and .70) are moderate, and those above (.70) are strong. Therefore, no items were deleted from the scale.

Secondly, Tool Reliability:

b) Cronbach's Alpha Method:

To ensure the reliability of the research tool and its domains, the tool was distributed to a survey sample of (30) students from schools in Jerusalem and a sample from outside the targeted research population. Cronbach's Alpha equation was used to determine the internal consistency reliability of the tool and its domains, as shown in Table (16.3).

Table (16.3) the scale dimensions for evaluating the holistic approach based on social-emotional learning in developing student learning motivation.

<i>Domain</i>	<i>Number</i>	<i>Dimension</i>	<i>Number of Items</i>	<i>Cronbach's Alpha</i>
Firstly, Social-Emotional Learning Skills	1	Self-Awareness	5	.743
	2	Social Awareness	4	.748
	3	Self-Management	4	.735
	4	Relationship Management	5	.788
	5	Responsibility and Decision-Making	4	.792
Total score for the Social-Emotional Learning skills domain			22	.865
Secondly, School System	1	Classroom Environment	5	.704
	2	Relationship with Teachers	5	.842
	3	Relationship with Parents	5	.700
	4	School Environment	5	.724
	5	Local Community	5	.779
Total score for the School System domain			25	.897
Thirdly, Learning Motivation	1	Self-Esteem	5	.791
	2	Self-Efficacy	4	.840
	3	Intrinsic Motivation	5	.799
	4	Readiness to Learn	4	.811
	5	Learning Strategies	5	.817
Total score for the Learning Motivation domain			23	.928

Table (16.3) shows that Cronbach's Alpha reliability coefficients for the research scale domains reached (.865) for the "Emotional and Social Learning Skills" domain, (.897) for the "School System" domain, and (.928) for the "Learning Motivation" domain. These high values make the tool applicable to the original sample.

3.4.3 Focus Group Protocol:

Focus Group Definition:

A focus group is “a systematic qualitative research method used to gather qualitative information about a specific topic from a defined social group with shared characteristics and common interests. The goal is to obtain a set of shared perceptions, understandings, or collective agreements on a particular topic or issue, allowing these perceptions to generate alternatives that aid decision-making or find specific solutions to problems” (Joudeh, 2022).

Description of the Focus Group:

The focus group questions were prepared to elicit the opinions and perspectives of school principals participating in the holistic approach. The questions addressed their views on the holistic approach in education, the obstacles and challenges they faced in implementing it in their schools, how they managed these challenges, and their suggestions for developing the holistic approach in schools. The discussion questions were designed to cover the three dimensions on which the teacher and student questionnaires were based.

Each focus group was conducted separately via Zoom, utilizing both audio and video. The focus group discussions were then transcribed verbatim with prior written consent from the participants.

First Focus Group:

The first focus group of school principals participating in the holistic approach lasted an hour and thirty minutes. The group was composed of the following:

- **Facilitator:** The researcher coordinated with participants, scheduled the meeting, presented ideas, and organized the discussion.

-**Recorder:** The researcher's assistant, an expert in the holistic approach and social-emotional learning skills, is responsible for taking notes and addressing any technical issues that might arise while ensuring the confidentiality of the participants.

- **Participants:** Six principals involved in implementing the holistic approach in primary schools.

Second Focus Group:

The second focus group of school principals participating in the holistic approach lasted two hours. The group was composed of the following:

- **Facilitator:** The researcher coordinates with participants, schedules meetings, presents ideas, and organizes the discussion process.

- **Recorder:** The researcher's assistant, an expert in the holistic approach and social-emotional learning skills, is responsible for taking notes and addressing any technical issues that might arise while ensuring the confidentiality of the participants.

- **Participants:** Six principals involved in implementing the holistic approach in middle schools.

To achieve the research's objective of evaluating the Effectiveness of the Holistic Approach Based on Social and Emotional Learning in Developing Teachers' Professional Competencies and Students' Learning Motivation from the perspective of school principals in the focus group, the researcher prepared the discussion topics for the focus group after reviewing:

- Previous literature on focus group discussions (Joudeh, 2020; Belzile & Oberg, 2020).

- Previous literature on the holistic approach, such as (Greenberg, 2023; CASEL, 2021; SFL, 2023; Zaho, 2023; Al-Matari et al., 2022; Anee et al., 2022; and Johnson, 2021).

3.4.4 Focus Group Discussion:

- **Credibility:** This concept is equivalent to internal validity, aiming to ensure that the research measures and tests what it is intended to measure (Shenton, 2019).

To achieve credibility in the research, the researcher undertook the following steps:

- **Participant Review:** This involves providing participants with the interview transcripts to confirm their accuracy (Al-Husseini, 2020). The researcher recorded the interviews via Zoom, took notes during the interview through the recorder, transcribed the interviews verbatim, and sent a draft of the transcript to the participants. They were then asked about the accuracy of the information and if they had any observations or corrections regarding the content presented.

- **Thick Descriptive Data:** This was achieved by citing and including sufficient participant quotes to support the researcher's interpretations and analyses (Al-Husseini, 2020). verbatim quotes from the participants' opinions were included to back up the analysis and interpretation of the results.

- **Triangulation:** This can be achieved in several ways, such as using various data sources, collection methods, theories, or researchers (Creswell & Poth, 2019). This has been achieved as follows

- **Methodological Triangulation:** This is done using quantitative and qualitative approaches.

- **Data Triangulation:** By diversifying data collection methods, multiple tools (questionnaires and focus groups) are used.

- **Source Triangulation:** By gathering data from several participants and two groups (elementary and preparatory school principals).

- **Generalizability:** Also known as transferability, achieved through external validity (Shenton, 2019). While achieving generalizability in qualitative research can be challenging due to the limited number of participants, it is worth mentioning the following:

-Participants were selected based on their consent to participate in the focus group. There was diversity among elementary and middle schools located in different and distant areas within Jerusalem. (15 schools participated in the holistic approach).

-Participants represented a group of school principals from different educational stages: elementary and middle school.

- **Dependability:** Corresponding to reliability in quantitative research, ensuring consistent results when the methods are re-applied with the same participants in the same context (Shenton, 2019).

-**Precision and Detailed Description:** The researcher aimed to be accurate and provide detailed descriptions of the research methodology, data collection, sample selection, and data analysis procedures. Additionally, she sought feedback from the academic supervisor to review the qualitative data analysis and its results and ensure the coherence of themes and extracted conclusions.

- **Confirmability** is equivalent to objectivity, which means the results are free from biases and reflect the participants' opinions rather than the researcher's (Shenton, 2019). To avoid reflecting the researcher's biases, verbatim participant quotes were included during the presentation of the results, linked to previous literature results where possible.

- **Reflexivity:** By acknowledging the researcher's biases and the impact of her previous experience in the field on anticipating some results, such as having a group of supportive managers for the inclusive approach and another opposing group, the researcher continued to reflect on her biases to interpret and analyse the results from the perspective of the managers within the previous theoretical framework.

3.4.5 Thematic Analysis of Qualitative Data:

Analysing data in qualitative designs generally involves organizing, coding, analysing, and presenting Themes. However, these stages vary depending on the interpretative and philosophical frameworks that align with the diversity of research objectives (Kirsol & Booth, 2019).

The analysis was conducted manually and using Microsoft Word. They relied on thematic analysis to organize, identify, and analyse themes, summarized in six stages as described by Braun and Clarke (2018), which can be presented as follows:

- 1. Familiarization and immersion in the data:** After transcribing the focus group discussion and re-reading them, the researcher listened to the recordings multiple times, leading to familiarity and saturation with the information, with critical observations noted.
- 2. Creating initial coding:** After sequentially reading the interview line by line, the researcher extracted codes for the data in three stages: open coding, axial coding, and selective coding.
- 3. Seeking common themes:** By linking the coded data, re-coding, or merging some, common themes were identified to form the main themes.
- 4. Reviewing specific themes:** This stage involves verifying the data's relevance to the identified themes.
- 5. Identifying and naming themes:** Achieved by assigning meaningful labels to the encapsulated phrases.
- 6. Writing the report:** Finally, the results were presented, analysed, and interpreted, linked to previous studies, and supported by verbatim quotes from the participants.

3.5 The Ethical Considerations

Formal procedures were meticulously followed in distributing the research instrument's quantitative section. Certain paragraphs related to preliminary information were omitted from this section. Participants were invited to join the focus group by contacting the managers to confirm their willingness, along with a detailed explanation of the research objectives. Participants were also given the option to withdraw shortly before the interview if unforeseen circumstances arose. The researcher obtained electronic and written consent to record the interviews, committed to safeguarding personal information, and ensured that the interview recordings were securely stored in an electronic cloud to protect participants' privacy. Names were not included in the quotations; instead, pseudonyms were used to maintain anonymity.

3.6 Research Implementation Procedures

1. After obtaining approval from the Scientific Research Committee for the research plan, The relevant literature and previous studies were read in-depth using paper and electronic sources. This included examining digital libraries and Arab databases (Dar Al Mandumah, Zagel, and Al Ma'arifa) and foreign databases (ProQuest, Google Scholar, Typeset, and Spring journals). Additionally, specialized websites related to the holistic approach and social-emotional learning were explored as well, such as (<https://casel.org/casel-sel-framework-11-2020/> and <https://www.sfljerusalem.org/our-projects/sfl-education>).
2. After formulating the theoretical framework of the research and reviewing the extensive literature related to it, the initial version of the quantitative research tools was developed. To ensure the validity of these tools, they were presented to a panel of ten specialists in educational management and leadership, as well as in education and social sciences. The study tools were developed in Arabic, as outlined in Appendix (4) and Appendix (5), and were subsequently translated into English.
3. After obtaining approval from the Department of Scientific Research at the Ministry of Education, the research population of teachers and students in Jerusalem was identified, and the questionnaire was distributed to a survey sample of 30 teachers and 30 students.
4. The schools implementing the holistic approach were visited, where Paper questionnaires were distributed to the required sample of teachers and students, who then completed and returned them. The research tools were administered to the targeted samples during the first semester of the academic year 2023-2024 CE.
5. (210) responses were collected for the teacher questionnaire and (357) for the student questionnaire.
6. The valid questionnaires were numbered and prepared for computer entry.
7. The questionnaires were quantified, and data were entered and filled in unique forms.
8. The data were analysed, and the results were extracted using the Statistical Package for the Social Sciences (SPSS) software.

9. The researcher contacted the principals implementing the holistic approach in their schools by phone, explaining the research objectives, asking about their willingness to participate in the focus group discussion, explaining the interview process, informing them of other participating principals in the same interview, and expressing her desire to record the interview and obtain their consent.

10. An appointment was scheduled with Group (1) participants representing elementary school principals. The interview link was sent via Zoom. After completing the interview, the researcher transcribed it verbatim, encrypted the information, changed the names, and sent it to the participants.

11. The specialists were contacted with the assistance of the supervising doctor, and the research tools were peer-reviewed. The specialists' feedback was considered, and the tools were modified accordingly, resulting in their second version.

12. The researcher communicated with the Research Department at the Ministry of Education to obtain the official letter for distributing the tools to the sample and complete the necessary procedures.

13. An appointment was scheduled with Group (2) participants representing the Preparatory school principals. The interview link was sent via Zoom. After completing the interview, the researcher transcribed it verbatim and sent it to the participants after encoding the information and changing the names.

14. After completing the six qualitative analysis steps mentioned earlier, the researcher discussed the results of both research tools, quantitative and qualitative, followed by writing the conclusions and recommendations.

3.7 Research Variables

Firstly, Independent Variables:

1. Holistic Approach Based on Social and Emotional Learning (SEL): Integrating SEL strategies and educational practices.

Secondly, Intermediate (extraneous) variables

1. Gender variable (male, female).
2. Years of experience variable (less than 5 years, 5-10 years, more than 10 years).
3. Educational qualification variable (Bachelor's, Master's, Doctorate).
4. Teaching position variable (subject teacher, class teacher).

Thirdly, Dependent Variables:

1. Teachers' Professional Competencies: The level of teachers' skills and their ability to apply the holistic approach in education.
2. Students' Learning Motivation: The degree of student motivation and engagement in the learning process as a result of the holistic approach implementation.

3.8 Statistical analysis

The statistical analysis was conducted on the data using descriptive statistics to extract frequencies, percentages, mean, and standard deviations for the sample members and their responses on the scale ("Evaluating the Effectiveness of a Holistic Approach Based on Social and Emotional Learning in Developing Teachers' Professional Competencies and Students' Learning Motivation in Jerusalem"). The research hypotheses were tested using the following analytical statistical tests: Pearson correlation coefficient, t-test, one-way ANOVA, Tukey test, and Pearson correlation coefficient for validity. Cronbach's alpha coefficient was used to calculate the tool's reliability using the SPSS statistical software package.

Chapter Four

Research Results

4.1 Quantitative Research Results

4.2 Qualitative Research Results

4.1 Quantitative Research Results

This chapter includes a comprehensive and detailed presentation of the research's results, aiming to answer the research questions and validate its hypotheses.

The main question in this research is: What is the degree of the effectiveness of a holistic approach based on social and emotional learning in developing teachers' professional competencies and students' learning motivation at the schools of Jerusalem?

The main research question will be answered through the following sub-questions:

4.1.1 Results of the First Question: What is the degree of the effectiveness of a holistic approach in developing teachers' social-emotional learning skills?

To answer the first sub-question, the means, standard deviations, and percentages were calculated for the effectiveness of a holistic approach in developing teachers' social-emotional learning skills. Table (1.4) illustrates this:

Table (1.4) the means, standard deviations, and percentages for each dimension, ranking the effectiveness of a holistic approach in developing teachers' social-emotional learning skills in descending order.

Rank	Dimension Number	Dimension	Means	Standard Deviation	Percentage	Level
1	4	Relationship Management	4.11	.681	82.15	High
2	1	Self-Awareness	4.08	.663	81.52	High
3	2	Social Awareness	4.05	.688	81.01	High
4	5	Responsibility and Decision-Making	4.01	.717	80.25	High
5	3	Self- Management	3.88	.723	77.52	High
The total score of the Social-Emotional Learning Skills			4.02	.584	80.49	High

Table (1.4) shows that the mean of the research sample's ratings of the effectiveness of a holistic approach in developing teachers' social-emotional learning skills was (4.02) with a

percentage of (80.5%) and a high estimation. The means of the research sample's responses to the dimensions of social-emotional learning skills ranged from (3.88-4.11), with "Relationship Management" ranking first with a mean of (4.11) and a percentage of (82.2%) and a high estimation. "Self-Management" ranked fifth and last, with a mean of (3.88) and a percentage of (77.5%) and also a high estimation.

The means, standard deviations, and percentages for the ratings of the research sample on the items of each dimension of social-emotional learning skills from the teacher's perspective were calculated.

Firstly, the effectiveness of a holistic approach in developing self-awareness skill.

Standard deviations, Means, and percentages were calculated for the key items of the self-awareness dimension, as shown in Table (2.4).

Table (2.4) the numbers, means, and standard deviations for the key items of the self-awareness dimension, ranked in descending order.

Rank	Dimension Number	Self-Awareness	Means	Standard Deviation	Percentage	Level
1	1	I express my feelings clearly	4.18	.802	83.52	High
2	3	I know my strengths and weaknesses	4.14	.776	82.86	High
3	2	I realize how my feelings affect my reactions to students	4.11	.772	82.19	High
4	5	I continue to develop my skills to support all students	4.09	.854	81.71	High
5	4	I use self-reflection to understand the factors that influence my feelings	3.87	.984	77.33	High
The total score of Self-Awareness skill			4.08	.663	81.52	High

The data in Table (2.4) indicates that the total score for the self-awareness dimension was rated as "high," with a weighted average of (4.08) and a percentage of (81.5%). The key items of the self-awareness dimension were represented by item number (1), which states, "I express my feelings clearly," with a weighted average of (4.18) and a percentage of (83.5%)

indicating a high estimation. On the other hand, the item ranked last was item number (4), which states, "I use self-reflection to understand the factors that influence my feelings," with a weighted average of (3.87) and a percentage of (77.3%) also indicating a high estimation.

Secondly, the effectiveness of a holistic approach in developing social awareness skill.

Standard deviations, Means, and percentages were calculated for the key items of the social awareness dimension, as shown in Table (3.4).

Table (3.4) the numbers, means, and standard deviations for the key items of the social awareness dimension, ranked in descending order.

Rank	Dimension Number	Social Awareness	Means	Standard Deviation	Percentage	Level
1	4	I assist students when I think they need it	4.27	.810	85.33	High
2	3	I apologize when I do or say something that hurts other people's feelings	4.10	.833	82.00	High
3	5	I can understand students' feelings from their body language	4.00	.886	80.00	High
4	2	I understand the socio-cultural differences within my school community	3.95	.846	79.05	High
5	1	I learn from people who have different opinions than me	3.93	.827	78.67	High
The total score of the Social Awareness skill			4.05	.688	81.01	High

The data in Table (3.4) indicates that the total score for the social awareness dimension was rated as "high," with a weighted average of (4.05) and a percentage of (81%). The key items of the social awareness dimension were represented by item number (4), which states, "I assist students when I think they need it," with a weighted average of (4.27) and a percentage of (85.3%) indicating a high estimation. On the other hand, the item ranked last was item number (1), which states, "I learn from people who have different opinions than me," with a weighted average of (3.93) and a percentage of (78.7%) also indicating a high estimation.

Thirdly, the effectiveness of a holistic approach in developing self-management skill.

Standard deviations, Means, and percentages were calculated for the key items of the self-management dimension, as shown in Table (4.4).

Table (4.4) the numbers, means, and standard deviations for the key items of the self-management dimension, ranked in descending order.

Rank	Dimension Number	Self-Management	Means	Standard Deviation	Percentage	Level
1	1	I set clear steps to reach my personal goals	4.13	.793	82.57	High
2	2	I set clear steps to reach my educational goals	4.09	.814	81.71	High
3	3	I have the ability to control myself	3.90	.885	77.90	High
4	5	I use focus strategies to regain energy when multitasking	3.71	.899	74.29	High
5	4	I use breathing techniques to deal with difficult emotions	3.56	.997	71.14	Moderate
Total score of Self-Management skill			3.88	.723	77.52	High

The data in Table (4.4) indicates that the total score for the self-management dimension was rated as "high," with a weighted average of (3.88) and a percentage of (77.5%). The key items of the self-management dimension were as follows: Item (1), "I set clear steps to reach my personal goals," had a weighted average of (4.13) and a percentage of (82.6%), indicating a high estimation. In contrast, Item (4), "I use breathing techniques to deal with difficult emotions," had a weighted average of (3.56) and a percentage of (71.1%), indicating a moderate estimation.

Fourthly, the effectiveness of a holistic approach in developing relationship management skill:

Standard deviations, Means, and percentages of the key items of the relationship management dimension were extracted, as shown in Table (5.4).

Table (5.4) the numbers, means, and standard deviations of the key items of the relationship management dimension are ranked in descending order.

Rank	Dimension Number	Relationship Management	Means	Standard Deviation	Percentage	Level
1	4	I make sure to give all students an opportunity to share their ideas	4.21	.736	84.29	Moderate
2	1	Listen carefully to others	4.19	.794	83.71	High
3	2	I share ideas that interest me with others	4.10	.825	81.90	High
4	5	I communicate well with people who are from a different culture or social background than me	4.07	.830	81.43	High
5	3	I openly admit my mistakes	3.97	.907	79.43	High
Total score of Relationship Management skill			4.11	.681	82.15	High

The data in Table (5.4) shows that the total score for the dimension of Relationship Management was rated as "high," with a weighted average of (4.11) and a percentage of (82.2%). The most important item in the Relationship Management dimension was item number (4), which states, "I make sure to give all students an opportunity to share their ideas," with a weighted average of (4.21) and a percentage of (84.3%), indicating a high estimation. The item that ranked last was item number (3), which states, "I openly admit my mistakes," with a weighted average of (3.97) and a percentage of (79.4%), also indicating a high estimation.

Fifthly, the effectiveness of a holistic approach in developing the skill of responsibility and decision-making:

Standard deviations, Means, and percentages for the most important items regarding the responsibility and decision-making dimension were extracted, as shown in Table (6.4).

Table (6.4) the numbers, means, and standard deviations for the key items in the responsibility and decision-making dimension, ranked in descending order.

Rank	Dimension Number	Responsibility and Decision-Making	Means	Standard Deviation	Percentage	Level
1	3	I contribute to making my community a better place	4.10	.806	82.10	High
2	1	I think about how my decisions affect the lives of others	4.03	.841	80.57	High
3	5	I involve relevant others in the decision-making process	4.01	.878	80.29	High
4	4	I work to encourage creative thinking in the school community	3.99	.830	79.81	High
5	2	I find the right ways to solve any problem	3.92	.844	78.48	High
Total score of Responsibility and Decision-Making skill			4.01	.717	80.25	High

The data from Table (6.4) indicates that the total score for the dimension of responsibility and decision-making came out as "high," with a weighted average of (4.01) and a percentage of (80.3%). Regarding the most important items of the responsibility and decision-making dimension, the item number (3), which states, "I contribute to making my community a better place," had a weighted average of (4.10) and a percentage of (82.1%) with high estimation. In contrast, item number (2), which states, "I find the right ways to solve any problem," came last with a weighted average of (3.92), a percentage of (78.5%), and a high estimation.

4.1.2 Results of the Second Question: What is the degree of the effectiveness of a holistic approach in developing teachers' professional competencies?

To answer the second sub-question, the Means, standard deviations, and percentages were calculated for the effectiveness of a holistic approach in developing teachers' professional competencies in Jerusalem. Table (7.4) illustrates this:

Table (7.4) the means, standard deviations, and percentages for each dimension, ranking the effectiveness of a holistic approach in developing teachers' professional competencies in descending order.

Rank	Dimension Number	Dimension	Means	Standard Deviation	Percentage	Level
1	3	Classroom Management Competencies (Communication and Classroom Interaction)	4.24	.607	84.73	High
2	4	Emotional Competencies	4.20	.633	84.03	High
3	2	Teaching Competencies	4.14	.677	82.86	High
4	1	Cognitive Competencies	4.14	.685	82.70	High
5	5	Environmental Relationship Competencies (Teacher and Parents)	3.90	.685	78.10	High
6	6	Environmental Relationship Competencies (Teacher and Community)	3.49	.727	69.75	Moderate
Total score of professional competencies			4.02	.549	80.36	High

It is evident from Table (7.4) that the Mean of the research sample's ratings of the effectiveness of a holistic approach in developing teachers' professional competencies was (4.02) with a percentage of (80.4%) and high estimation. The means of the research sample's responses to the dimensions of professional competencies ranged from (3.49-4.24), with "Classroom Management Competencies (Communication and Classroom Interaction)" ranking first with a mean of (4.24) and a percentage of (84.7%) and a high estimation.

"Environmental Relationship Competencies (Teacher and Community)" ranked fifth and last, with a mean of (3.49) and a percentage of (69.8%) and a moderate estimation.

The means, standard deviations, and percentages for the ratings of the research sample on the items of each dimension of professional competencies were calculated.

Firstly, the effectiveness of a holistic approach in developing cognitive competencies:

The standard deviations, means, and percentages were extracted for the key cognitive competencies, as shown in Table (8.4).

Table (8.4) the numbers, means, and standard deviations for the key items of cognitive competencies are ranked in descending order.

Rank	Dimension Number	cognitive competencies	Means	Standard Deviation	Percentage	Level
1	2	I work to link the content to students' life skills	4.27	.756	85.43	High
2	5	I ensure that I am well-versed in the class topic to effectively address students' questions.	4.19	.825	83.81	High
3	1	I deal with educational content in ways that take into account the different nature of students	4.19	.794	83.71	High
4	3	I work to connect content to students' social-emotional abilities	4.17	.798	83.33	High
5	4	I ensure to attend seminars and lectures	3.86	.986	77.24	High
Total score of cognitive competencies			4.14	.685	82.70	High

The data in Table (8.4) indicates that the total score for the cognitive competencies dimension was rated as "high," with a weighted average of (4.14) and a percentage of (82.7%). The essential items in the cognitive competencies dimension were represented by item number

(2), which stated, "I work to link the content to students' life skills," with a weighted average of (4.27) and a percentage of (85.4%), indicating a high estimation. On the other hand, item number (4), which stated, " I ensure to attend seminars and lectures," ranked last with a weighted average of (3.86), a percentage of (77.2%), and a high estimation.

Secondly, the effectiveness of a holistic approach in developing teaching competencies:

The standard deviations, means, and percentages were extracted for the most essential items related to teaching competencies, as shown in Table (9.4).

Table (9.4) the numbers, means, and standard deviations of the key items of teaching competencies arranged in descending order.

Rank	Dimension Number	Teaching Competencies	Means	Standard Deviation	Percentage	Level
1	4	I seek to excite students and stimulate their motivation to learn	4.30	.757	85.90	High
2	1	I consider students' areas of development (mental, emotional, social) when planning the lesson	4.25	.798	84.95	High
3	2	I take into account the individual differences between students	4.24	.801	84.76	High
4	5	I use appropriate teaching aids for each lesson	4.17	.816	83.33	High
5	8	I ensure that students acquire self-learning skills	4.16	.782	83.14	High
6	10	I use feedback to improve educational activities	4.12	.821	82.48	High
7	7	I make sure that students acquire cooperative group learning skills	4.10	.859	81.90	High
8	6	I use various methods in evaluation, such as alternative evaluation	4.07	.899	81.33	High
9	9	I employ different thinking strategies in classes, such as critical and analytical thinking	4.06	.811	81.14	High
10	3	I encourage students to conduct scientific research	3.98	.902	79.62	High
Total Score of Teaching Competencies			4.14	.677	82.86	High

The data from Table (9.4) indicates that the total score for the teaching competency dimension was rated as "high," with a weighted average of (4.14) and a percentage of (82.9%). The essential items in the teaching competency dimension were represented by item number (4), which stated, "I seek to excite students and stimulate their motivation to learn," with a weighted average of (4.30) and a percentage of (85.9%), rated as high. The last item in rank was item number (3), which stated, "I encourage students to conduct scientific research," with a weighted average of (3.98) and a percentage of (79.6%), also rated as high.

Thirdly, the effectiveness of a holistic approach in developing classroom management competencies (communication and classroom interaction):

Standard deviations, means, and percentages were extracted for the most essential items related to classroom management competencies (communication and classroom interaction), as shown in Table (10.4).

Table (10.4) the numbers, means, and standard deviations for the key items related to classroom management competencies (communication and classroom interaction) ranked in descending order.

Rank	Dimension Number	classroom management competencies	Means	Standard Deviation	Percentage	Level
1	1	I have the ability to create an atmosphere conducive to learning	4.34	.703	86.86	High
2	5	I use the dialogue method in the classroom	4.30	.692	86.00	High
3	3	I organize purposeful class activities	4.24	.732	84.76	High
4	2	I train students on communication skills in the classroom situation	4.21	.723	84.29	High
5	7	I diversify the methods of positive reinforcement to suit the students' answers	4.21	.710	84.29	High
6	4	I help students get rid of unwanted behavior	4.18	.747	83.52	High
7	6	I make sure to exchange different points of view with students	4.17	.782	83.43	High
Total score of classroom management competencies			4.24	.607	84.73	High

The data in Table (10.4) indicates that the total score for the dimension of Classroom Management Competencies (Communication and Classroom Interaction) was rated as "high," with a weighted average of (4.24) and a percentage of (84.7%). The essential items in the Classroom Management Competencies (Communication and Classroom Interaction) dimension were represented by item number (1), which stated, "I have the ability to create an atmosphere conducive to learning" with a weighted average of (4.34) and a percentage of (86.9%), indicating a high rating. In contrast, item number (6), which stated, "I make sure to exchange different points of view with students," was ranked last with a weighted average of (4.17), a percentage of (83.4%), and a high rating.

Fourthly, the effectiveness of a holistic approach in developing emotional competencies:

Standard deviations, means, and percentages were extracted for the key items of emotional competencies, as shown in Table (11.4).

Table (11.4) the numbers, means, and standard deviations of the key items of emotional competencies ranked in descending order.

Rank	Dimension Number	Emotional Competencies	Means	Standard Deviation	Percentage	Level
1	4	I promote mutual respect among students	4.31	.741	86.19	High
2	6	I care about motivating students	4.29	.748	85.71	High
3	3	I ensure that students are treated fairly	4.24	.719	84.76	High
4	2	I take into account the needs and interests of students	4.18	.716	83.62	High
5	5	I incorporate social-emotional learning principles into classes, such as reflective learning and learning from mistakes	4.11	.774	82.29	High
6	1	I have the ability to deal with students' emotional-social difficulties	4.08	.817	81.62	High
The total score of Emotional Competencies			4.20	.633	84.03	High

The data in Table (11.4) indicates that the total score for the emotional competencies dimension was rated as "high," with a weighted average of (4.20) and a percentage of (84%). The most important items after emotional competencies were represented by item number (4), which stated, "I promote mutual respect among students," with a weighted average of (4.31) and a percentage of (86.2%), rated as high. On the other hand, the last item was item number (1), which stated, "I have the ability to deal with students' emotional-social difficulties," with a weighted average of 4.08 and a percentage of (81.6%), also rated as high.

Fifthly, the effectiveness of a holistic approach in developing environmental relations competencies (teacher and parents):

Extracted the standard deviations, means, and percentages for the essential items of the environmental relations competencies (teacher and parents), as shown in Table (12.4).

Table (12.4) the numbers, means, and standard deviations of the key items of the environmental relations competencies (teacher and parents), which were ranked in descending order.

Rank	Dimension Number	Environmental Relationship Competencies (Teacher and Parents)	Means	Standard Deviation	Percentage	Level
1	4	I inform parents about the positive aspects of their children	4.02	.869	80.38	High
2	1	I have the ability to conduct effective dialogues with parents	4.01	.776	80.19	High
3	2	I possess skills to maintain an educational partnership with parents	3.93	.758	78.57	High
4	3	I communicate with parents to resolve their children's behavioral issues	3.91	.873	78.19	High
5	5	I ensure parents' participation in school initiatives	3.66	.840	73.14	Moderate
Total score of Environmental Relationship Competencies (Teacher and Parents)			3.90	.685	78.10	High

The data in Table (12.4) indicates that the total score for the dimension of teacher-parent relations competencies is "high," with a weighted average of (3.90) and a percentage of (78.1%). Among the most significant items in this dimension is item number (4), which states, "I inform parents about the positive aspects of their children," with a weighted average of (4.02) and a percentage of (80.4%), rated as high. On the other hand, the item ranked last is item number (5), which states, "I ensure the participation of parents in school initiatives," with a weighted average of (3.66) and a percentage of (73.1%), rated as moderate.

Sixthly, the Effectiveness of a holistic approach in developing environmental relations competencies (Teacher and Community):

The standard deviations, Means, and percentages for the key items of the Environmental Relations Competencies (Teacher and Community) were calculated, as shown in Table (13.4).

Table (13.4) the numbers, means, and standard deviations of the key items of the environmental relations competencies (teacher and community), arranged in descending order.

Rank	Dimension Number	Environmental Relationship Competencies (Teacher and Community)	Means	Standard Deviation	Percentage	Level
1	4	I encourage students to participate in social activities	3.60	.876	72.00	Moderate
2	5	I encourage students to lead social initiatives	3.60	.860	72.00	Moderate
3	1	I participate in community volunteer work	3.52	.854	70.48	Moderate
4	2	I ensure to strengthen the relationship with educational institutions in the community	3.42	.839	68.48	Moderate
5	3	I ensure to organize educational and cultural activities in the community	3.29	.867	65.81	Moderate
Total score of Environmental Relationship Competencies (Teacher and Community)			3.49	.727	69.75	Moderate

It is evident from the data in Table (13.4) that the total score for the dimension of Environmental Relations Competencies (Teacher and Community) was rated as "moderate," with a weighted average of (3.49) and a percentage of (69.8%). The most significant items in this dimension were items number (4 and 5), which state, "I encourage students to participate in social activities" and "I encourage students to lead social initiatives," with a weighted average of (3.60) and a percentage of (72%), rated as moderate. The item ranked last was item number (3), which states, "I ensure to organize educational and cultural activities in the community," with a weighted average of (3.29) and a percentage of (65.8%), also rated as moderate.

4.1.3 Results of the Third Question: What are the barriers to implementing the holistic approach from the teachers' perspective?

To answer the Third sub-question, the Means, standard deviations, and percentages of the barriers to implementing the holistic approach from the teachers' perspective were calculated. Table (14.4) illustrates this:

Table (14.4) the means, standard deviations, and percentages for each dimension of barriers to implementing the holistic approach from the perspective of teachers, ranked in descending order:

Rank	Dimension Number	Dimension	Means	Standard Deviation	Percentage	Level
1	4	Reasons Related to Parents	3.41	.955	68.14	Moderate
2	5	Reasons Related to School Building	3.25	1.255	65.02	Moderate
3	3	Reasons Related to Students	3.18	1.021	63.64	Moderate
4	1	Reasons Related to School Management	2.73	1.037	54.55	Moderate
5	2	Reasons Related to Teachers	2.51	.979	50.23	Moderate
Total score of the barriers to Implementing the Holistic Approach			3.02	.631	64.22	Moderate

It is evident from Table (14.4) that the mean of the sample's assessments of the barriers to implementing the holistic approach from the perspective of teachers as a whole was (3.02), with a percentage of (64.2%), indicating a moderate estimation. The means of the sample's responses to the dimensions of barriers to implementing the holistic approach ranged from (2.51) to (3.41). "Reasons related to parents" ranked first with a mean of (3.41) and a percentage of (68.1%), indicating a moderate estimation. "Reasons related to the teacher" ranked fifth and last, with a mean of (2.51) and a percentage of (50.2%), indicating a moderate estimation.

The means, standard deviations, and percentages were calculated for the sample's assessments of the items in each dimension of the barriers to implementing the holistic approach.

Firstly, barriers to the implementation of the holistic approach related to school administration:

Standard deviations, Means, and percentages were extracted for the most critical barriers to implementing the holistic approach in school administration, as shown in Table (15.4).

Table (15.4) the numbers, means, and standard deviations of the most significant barriers to implementing the holistic approach related to school administration, arranged in descending order.

Rank	Dimension Number	Reasons Related to School Management	Means	Standard Deviation	Percentage	Level
1	3	The principal prefers teachers to focus only on academic subjects.	2.87	1.146	57.33	Moderate
2	2	The principal believes in change only in administrative aspects.	2.77	1.233	55.33	Moderate
3	4	The principal is only interested in the teacher's educational development.	2.73	1.165	54.57	Moderate
4	1	The goals of the holistic approach do not align with the school's vision.	2.55	1.218	50.95	Moderate
Total Score of Reasons Related to School Management			2.73	1.037	54.55	Moderate

It is evident from the data in Table (15.4) that the total rating for reasons related to school management came out as "moderate," with a weighted average score of (2.73) and a percentage of (54.6%). The most significant reasons related to school management were represented in item number (3), which stated, "The principal prefers teachers to focus only on academic subjects," with a weighted average score of (2.87) and a percentage of (57.3%) and a moderate rating. Conversely, item number (1), stating "The goals of the holistic approach do not align with the school's vision," came last with a weighted average score of (2.55), a percentage of (51%), and a moderate rating.

Secondly, barriers to the implementation of the holistic approach related to teachers:

Standard deviations, means, and percentages were extracted for the most critical barriers to implementing the holistic approach related to teachers, as evident in Table (16.4).

Table (16.4) the numbers, means, and standard deviations for the most significant barriers to implementing the holistic approach related to teachers are ranked in descending order.

Rank	Dimension Number	Reasons Related to Teachers	Means	Standard Deviation	Percentage	Level
1	1	I think I do not have enough experience in social-emotional learning skills	2.64	1.073	52.76	Moderate
2	3	I lack the specific methods to deal with students' learning difficulties.	2.56	1.021	50.86	Moderate
3	2	I don't have sufficient abilities to handle students' behavioral problems.	2.54	1.045	51.14	Moderate
4	5	I have a lot of educational tasks within the school	2.46	1.081	47.14	Moderate
5	4	I feel that I do not have the ability to manage the class effectively	2.36	1.085	49.24	Moderate
Total Score of Reasons Related to Teachers			2.51	.979	50.23	Moderate

It is evident from the data in Table (16.4) that the total score for the dimension related to teacher-related barriers was rated as 'moderate,' with an average weighted score of (2.51) and a percentage of (50.2%). The most significant barriers to implementing the holistic approach

related to the teacher were represented by item number (1), which stated, “I think I do not have enough experience in social-emotional learning skills,” with an average weighted score of (2.64) and a percentage of (52.8%) rated as moderate. The last item in the ranking was item number (4), which stated, “I feel that I do not have the ability to manage the class effectively,” with an average weighted score of (2.36) and a percentage of (49.2%) rated as moderate.

Thirdly, barriers to the implementation of the holistic approach related to students:

Standard deviations, means, and percentages were extracted for the most critical barriers to implementing the holistic approach related to students, as evident in Table (17.4).

Table (17.4) the numbers, means, and standard deviations for the most significant barriers to implementing the holistic approach related to students ranked in descending order.

Rank	Dimension Number	Reasons Related to Students	Means	Standard Deviation	Percentage	Level
1	1	Excessive absenteeism.	3.21	1.205	64.29	Moderate
2	2	Being late in arriving at school in the morning.	3.20	1.154	64.10	Moderate
3	4	Students' low engagement with the new learning style.	3.20	1.120	64.10	Moderate
4	5	Students focus only on academic achievement.	3.19	1.140	63.71	Moderate
5	3	They are often late for classes.	3.10	1.184	62.00	Moderate
Total Score of Reasons Related to Students			3.18	1.021	63.64	Moderate

The data from Table (17.4) indicates that the total score for the dimension related to student reasons was rated as "moderate," with an average weighted score of (3.18) and a percentage of (63.6%). The most important reasons related to students were represented by item number (1), which stated "Excessive absenteeism," with an average weighted score of (3.21) and a percentage of (64.3%), rated as moderate. The last item, number (3), which stated, " They are often late for classes," had an average weighted score of (3.10) and a percentage of (62%), also rated as moderate.

Fourthly, barriers to the implementation of the holistic approach related to parents:

Standard deviations, means, and percentages were extracted for the most critical barriers to implementing the holistic approach related to parents, as evident in Table (18.4).

Table (18.4) the numbers, means, and standard deviations for the most significant barriers to implementing the holistic approach related to parents are ranked in descending order.

Rank	Dimension Number	Reasons Related to Parents	Means	Standard Deviation	Percentage	Level
1	4	Leaving full responsibility to the school to raise and educate their children	3.55	1.045	70.95	Moderate
2	3	Parents' lack of interest in the social and emotional aspects of their children.	3.41	1.047	68.29	Moderate
3	2	Low parental involvement in school activities.	3.35	1.076	67.05	Moderate
4	1	Parents only care about the student's achievement	3.31	1.074	66.29	Moderate
Total Score of Reasons Related to Parents			3.41	.955	68.14	Moderate

The data from Table (18.4) indicates that the total score for the dimension related to parents came out as "moderate," with an average weighted score of (3.41) and a percentage of (68.1%). The most significant reasons related to parents were represented by item number (4), which stated, "Leaving full responsibility to the school to raise and educate their children," with an average weighted score of (3.55) and a percentage of (71%), rated as moderate. The least significant reason was item number (1), which stated, "Parents only care about the student's achievement," with an average weighted score of (3.31) and a percentage of (66.3%), which was also rated as moderate.

Fifthly, barriers to the implementation of the holistic approach related to school building:

Standard deviations, means, and percentages were extracted for the most critical barriers to implementing the holistic approach related to school building, as evident in Table (19.4).

Table (19.4) the numbers, means, and standard deviations for the most significant barriers to implementing the holistic approach to school building are ranked in descending order.

Rank	Dimension Number	Reasons Related to School Building	Means	Standard Deviation	Percentage	Level
1	4	Insufficient number of health facilities.	3.38	1.308	67.62	Moderate
2	3	Classrooms are not suitable for implementing educational activities.	3.27	1.322	65.43	Moderate
3	1	Lack of general safety conditions in the school building.	3.19	1.319	63.71	Moderate
4	2	The school building does not provide a healthy learning environment.	3.17	1.375	63.33	Moderate
Total Score of Reasons Related to School Building			3.25	1.255	65.02	Moderate

The data from Table (19.4) indicates that the total score for the dimension related to school building factors was rated as "moderate," with an average weighted score of (3.25) and a percentage of (65%). The most significant factors related to the school building were represented by paragraph (4), which stated, "Insufficient number of health facilities," with an average weighted score of (3.38) and a percentage of (67.6%) and was rated as moderate. The last ranked factor was paragraph (2), which stated, "The school building does not provide a healthy learning environment," with an average weighted score of (3.17) and a percentage of (63.3%), also rated as moderate.

4.1.4 Results of the Fourth Question: What is the degree of the effectiveness of a holistic approach in developing students' social-emotional learning skills?

To answer the Fourth sub-question, the Means, standard deviations, and percentages were calculated for the effectiveness of a holistic approach in developing students' social-emotional learning skills. Table (20.4) illustrates this:

Table (20.4) the means, standard deviations, and percentages for each dimension, ranking the effectiveness of a holistic approach in developing students' social-emotional learning skills in descending order.

Rank	Dimension Number	Dimension	Means	Standard Deviation	Percentage	Level
1	4	Relationship Management	4.11	.677	82.17	High
2	2	Social Awareness	3.88	.689	77.51	High
3	5	Responsibility and Decision-Making	3.79	.762	75.83	High
4	1	Self-Awareness	3.79	.632	75.80	High
5	3	Self-Management	3.43	.762	68.59	Moderate
Total Score of social-emotional learning skills			3.80	.518	75.98	High

The data from Table (20.4) indicates that the mean of the research sample's ratings on the effectiveness of a holistic approach in developing social-emotional learning skills for students as a whole was (3.80) with a percentage of (76%) and a high rating. The means for the responses of the research sample on the dimensions of social-emotional learning skills ranged between (3.43-4.11). The "Relationship Management" dimension ranked first with a mean of (4.11) and a percentage of (82.2%), receiving a high rating. Meanwhile, the "Self-Management" dimension ranked fifth and last, with a mean of (3.43) and a percentage of (68.6%), receiving a moderate rating.

The means, standard deviations, and percentages for the ratings of the research sample on the items of each dimension of social-emotional learning skills from the student's perspective were calculated.

Firstly, the effectiveness of a holistic approach in developing self-awareness skill.

Standard deviations, Means, and percentages were calculated for the key items of the self-awareness dimension, as shown in Table (21.4).

Table (21.4) the numbers, means, and standard deviations for the key items of the self-awareness dimension, ranked in descending order.

Rank	Dimension Number	Self-Awareness	Means	Standard Deviation	Percentage	Level
1	5	I have the abilities that help me achieve my goals	4.10	.912	82.02	High
2	3	I am confident that I can complete my schoolwork successfully	4.08	1.013	81.68	High
3	4	I do my best when doing difficult schoolwork	3.91	1.122	78.26	High
4	2	I realize the impact my emotions have on what I do	3.76	1.118	75.24	High
5	1	I describe my feelings easily	3.09	1.131	61.79	Moderate
The total score of Self-Awareness			3.79	.632	75.80	High

The data from Table (21.4) indicate that the total score for the Self-Awareness dimension is rated as "High," with a weighted average score of (3.79) and a percentage of (75.8%). Regarding the most significant items within the Self-Awareness dimension, item number (5), "I have the abilities that help me achieve my goals," had the highest weighted average score of (4.10) and a percentage of (82%), rated as High. Conversely, the lowest-ranked item was a number (1), "I can easily describe my emotions," with a weighted average score of (3.09) and a percentage of (61.8%), rated as Moderate.

Secondly, the effectiveness of a holistic approach in developing social awareness skill.

Standard deviations, Means, and percentages were calculated for the key items of the social awareness dimension, as shown in Table (22.4).

Table (22.4) the numbers, means, and standard deviations for the key items of the social awareness dimension, ranked in descending order.

Rank	Dimension Number	Social Awareness	Means	Standard Deviation	Percentage	Level
1	3	I respect anyone's ideas, even if they are different from mine	4.12	.958	82.35	High
2	4	I find it easy to defend my ideas without insulting anyone else	3.96	1.058	79.16	High
3	2	I can determine what people close to me are thinking when they are happy or sad	3.82	1.114	76.47	High
4	1	I can easily recognize others' emotions through body language	3.60	1.091	72.04	Moderate
The total score of Social Awareness			3.88	.689	77.51	High

The data in Table (22.4) shows that the total score for the social awareness dimension was rated "high," with a weighted average of (3.88) and a percentage of (77.5%). Regarding the most significant items of the social awareness dimension, item number (3), "I respect everyone's ideas, even if they are different from mine," had the highest weighted average of (4.12) and a percentage of (82.4%) with a high rating. On the other hand, item number (1), "I can easily recognize others' emotions through body language," ranked last with a weighted average of (3.60) and a percentage of (72%) with a medium rating.

Thirdly, the effectiveness of a holistic approach in developing self-management skill was evaluated.

Standard deviations, Means, and percentages were calculated for the key items of the self-management dimension, as shown in Table (23.4).

Table (23.4) the numbers, means, and standard deviations for the key items of the self-management dimension, ranked in descending order.

Rank	Dimension Number	Self-Management	Means	Standard Deviation	Percentage	Level
1	3	I can easily focus on the schoolwork that is due to be done	3.75	1.089	74.90	High
2	2	I am disciplined (i.e., I follow specific procedures to do precisely what is required of me)	3.62	1.047	72.38	Moderate
3	4	I combat distractions while doing my schoolwork	3.20	1.222	64.03	Moderate
4	1	I can remain calm in stressful and changing situations	3.15	1.339	63.03	Moderate
The total score of Self-Management			3.43	.762	68.59	Moderate

The data in Table (23.4) indicates that the total score for the "Self-Management" dimension was rated as "moderate," with a weighted average score of (3.43) and a percentage of (68.6%). The most significant item in the "Self-Management" dimension was item number (3), which states, "I can easily focus on the schoolwork that is due to be done," with a weighted average score of (3.75) and a percentage of (74.9%), rated as "High." In contrast, the lowest-ranked item was item number (1), which states, "I can remain calm in stressful and changing situations," with a weighted average score of (3.15) and a percentage of (63%), rated as "Moderate."

Fourthly, the effectiveness of a holistic approach in developing relationship management skill.

Standard deviations, Means, and percentages of the key items of the relationship management dimension were extracted, as shown in Table (24.4).

Table (24.4) the numbers, means, and standard deviations of the key items of the relationship management dimension ranked in descending order.

Rank	Dimension Number	Relationship Management	Means	Standard Deviation	Percentage	Level
1	4	I help others when I think they need help	4.33	.840	86.67	High
2	3	I treat all my team members in class with respect	4.20	.975	83.92	High
3	1	I use appropriate verbal language when speaking with others	4.12	.917	82.35	High
4	2	I am confident in my ability to work as part of a team in class	4.00	1.032	80.06	High
5	5	I get along well with students who are different from me	3.89	1.063	77.87	High
The total score of Relationship Management			4.11	.677	82.17	High

The data from Table (24.4) indicates that the total score for the Relationship Management dimension is rated as "high," with an average weighted score of (4.11) and a percentage of (82.2%). The essential items in the Relationship Management dimension were represented by item (4), which stated, " I help others when I think they need help," with an average weighted score of (4.33) and a percentage of (86.7%), indicating a high rating. On the other hand, item (5), which stated, "I get along well with students who are different from me," ranked last, with an average weighted score of (3.89) and a percentage of (77.9%), also indicating a high rating.

Fifthly, the effectiveness of a holistic approach in developing the skill of responsibility and decision-making:

Standard deviations, Means, and percentages for the most important items regarding the responsibility and decision-making dimension were extracted, as shown in Table (25.4).

Table (25.4) the numbers, means, and standard deviations for the key items in the responsibility and decision-making dimension, ranked in descending order.

Rank	Dimension Number	Responsibility and Decision-Making	Means	Standard Deviation	Percentage	Level
1	2	I try to make choices that achieve the expected positive results	4.03	.885	80.62	High
2	4	I think about all the criteria behind my advice when I give it	3.78	1.030	75.57	High
3	1	I consider the consequences of my actions when making decisions	3.75	1.123	74.96	High
4	3	I identify a situation's strengths and weaknesses before deciding what to do	3.61	1.167	72.16	Moderate
The total score of Responsibility and Decision-Making			3.79	.762	75.83	High

The data from Table (25.4) indicates that the total score for the dimension of responsibility and decision-making was rated "high," with an average weighted score of (3.79) and a percentage of (75.8%). The essential items in the dimension of responsibility and decision-making were represented by item number (2), which stated, "I try to make choices that achieve the expected positive results," with an average weighted score of (4.03) and a percentage of (80.6%), indicating a high rating. In contrast, item number (3), which stated, "I identify a situation's strengths and weaknesses before deciding what to do," ranked last, with an average weighted score of (3.61) and a percentage of (72.2%), indicating a moderate rating.

4.1.5 Results of the Fifth Question: What is the degree of the effectiveness of a holistic approach in developing the school system for students?

To answer the Fifth sub-question, the Means, standard deviations, and percentages were calculated to determine the effectiveness of a holistic approach in developing the school system for students. Table (26.4) illustrates this:

Table (26.4) the means, standard deviations, and percentages for each dimension, ranking the effectiveness of a holistic approach in developing the school system for students in descending order.

Rank	Dimension Number	Dimension	Means	Standard Deviation	Percentage	Level
1	1	Classroom environment	3.95	.738	78.97	High
2	3	Relationship with parents	3.89	.814	77.76	High
3	5	local community	3.80	.824	75.92	High
4	2	Relationship with the teacher	3.53	.925	70.58	Moderate
5	4	school environment	3.34	.847	66.71	Moderate
Total Score of the School System			3.70	.626	73.99	High

The data from Table (26.4) shows that the mean score of the research sample's effectiveness of a holistic approach in developing the school system for students as a whole was (3.70), with a percentage of (74%) and a high rating. The means of the research sample's responses to the dimensions of the school system ranged from (3.34-3.95). "Classroom environment" ranked first with an arithmetic mean of (3.95), a percentage of (79%), and a high rating, while "school environment" ranked fifth and last, with an arithmetic mean of (3.34), a percentage of (66.7%), and a moderate rating.

The Means, standard deviations, and percentages were calculated for the research sample's evaluations of the items in each dimension of the school system.

Firstly, the effectiveness of a holistic approach in developing a classroom environment.

Standard deviations, Means, and percentages were calculated for the key items of the classroom environment dimension, as shown in Table (27.4).

Table (27.4) the numbers, means, and standard deviations for the key items of the classroom environment dimension, ranked in descending order.

Rank	Dimension Number	Classroom Environment	Means	Standard Deviation	Percentage	Level
1	1	I feel it is important to attend class daily	4.16	1.095	83.14	High
2	5	I have a good relationship with my classmates	4.14	.973	82.80	High
3	4	I participate actively in class discussions	3.85	1.142	77.09	High
4	2	I come to class prepared	3.83	1.177	76.53	High
5	3	I pay attention to the teacher while explaining the lesson	3.76	1.052	75.29	High
The total score of the Classroom Environment			3.95	.738	78.97	High

The data from Table (27.4) indicates that the total score for the Classroom Environment dimension was rated as "high," with an average weighted score of (3.95) and a percentage of (79%). The essential items in the Classroom Environment dimension were represented by item number (1), which stated, "I feel it is important to attend class daily," with an average weighted score of (4.16) and a percentage of (83.1%), indicating a high rating. On the other hand, item number (3), which stated, "I pay attention to the teacher while explaining the lesson," came last with an average weighted score of (3.76) and a percentage of (75.3%), which also indicated a high rating.

Secondly, the effectiveness of a holistic approach in developing a relationship with the teacher.

Standard deviations, Means, and percentages were calculated for the key items of the Relationship with Teachers' dimension, as shown in Table (28.4).

Table (28.4) the numbers, means, and standard deviations for the key items of the relationship with teachers dimension, ranked in descending order.

Rank	Dimension Number	Relationship with Teachers	Means	Standard Deviation	Percentage	Level
1	3	My teacher provides assistance when I need it	3.71	1.153	74.23	High
2	5	My teacher praises my academic efforts	3.69	1.130	73.78	High
3	4	My teacher motivates me to share inspiring, creative ideas	3.62	1.107	72.32	Moderate
4	2	My teacher encourages me to learn new knowledge	3.59	1.154	71.76	Moderate
5	1	My teacher cares about my feelings	3.04	1.349	60.78	Moderate
The total score of the Relationship with Teachers			3.53	.925	70.58	Moderate

It is evident from the data in Table (28.4) that the total score for the teacher-student relationship dimension is rated as "moderate," with a weighted average score of (3.53) and a percentage of (70.6%). The essential items in the teacher-student relationship dimension were represented by item number (3), which stated, "My teacher provides assistance when I need it," with a weighted average score of (3.71) and a percentage of (74.2%), indicating a high rating. In contrast, item number (1), which stated, "My teacher cares about my feelings," ranked last with a weighted average score of (3.04) and a percentage of (60.8%), indicating a moderate rating.

Thirdly, the effectiveness of a holistic approach in developing Relationship with parents.

Standard deviations, Means, and percentages were calculated for the key items of the Relationship with parents' dimension, as shown in Table (29.4).

Table (29.4) the numbers, means, and standard deviations for the key items of the relationship with parents dimension, ranked in descending order.

Rank	Dimension Number	Relationship with Parents	Means	Standard Deviation	Percentage	Level
1	3	My parents are interested in raising my level of education	4.57	.782	91.37	High
2	4	My parents care about my emotional needs	4.21	1.031	84.15	High
3	5	I share with my parents the problems I face at school	3.86	1.353	77.14	High
4	2	I share with my parents what I learn in the classroom	3.62	1.300	72.49	Moderate
5	1	My parents participate in school activities	3.18	1.447	63.64	Moderate
The total score of the Relationship with Parents			3.89	.814	77.76	High

It is evident from the data in Table (29.4) that the total score for the dimension of the relationship with parents is rated as "high," with a weighted average score of (3.89) and a percentage of (77.8%). The most important aspects of the relationship with parents are represented in paragraph number (3), which states, "My parents are interested in raising my level of education," with a weighted average score of (4.57) and a percentage of (91.4%), indicating a high rating. Conversely, paragraph number (1), which states, "My parents participate in school activities," ranked last with a weighted average score of (3.18) and a percentage of (63.6%), indicating a Moderate rating.

Fourthly, the effectiveness of a holistic approach in developing a school environment.

Standard deviations, Means, and percentages of the key items of the school environment dimension were extracted, as shown in Table (30.4).

Table (30.4) the numbers, means, and standard deviations of the key items of the school environment dimension ranked in descending order.

Rank	Dimension Number	School Environment	Means	Standard Deviation	Percentage	Level
1	4	I feel that my classmates at my school respect me	3.56	1.132	71.20	Moderate
2	3	I feel safe inside my school	3.55	1.122	71.09	Moderate
3	5	I feel a sense of belonging to my school	3.32	1.251	66.33	Moderate
4	2	I feel positive energy at school	3.29	1.227	65.88	Moderate
5	1	Students are treated equally when they break school rules	2.95	1.392	59.05	Moderate
The total score of the School Environment			3.34	.847	66.71	Moderate

The data from Table (30.4) indicates that the total score for the school environment dimension was rated as "moderate," with an average weighted score of (3.34) and a percentage of (66.7%). The most essential item in the school environment dimension was item 4, which stated, "I feel respected by my classmates in my school," with an average weighted score of (3.56) and a percentage of (71.2%), rated as moderate. The last item in the ranking was item 1, which stated, "Students are treated equally when they break the school rules," with an average weighted score of (2.95) and a percentage of (59.1%), rated as moderate.

Fifthly, the effectiveness of a holistic approach in developing the local community:

Standard deviations, Means, and percentages for the most important items regarding the local community dimension were extracted, as shown in Table (31.4).

Table (31.4) the numbers, means, and standard deviations for the key items in the local community dimension, ranked in descending order.

Rank	Dimension Number	Local Community	Means	Standard Deviation	Percentage	Level
1	2	I maintain cleanliness in my environment	4.22	.989	84.48	High
2	3	I help community members	4.06	1.034	81.23	High
3	5	I share my learning experiences with community members	3.60	1.201	71.93	Moderate
4	4	I participate in the activities of various educational institutions	3.56	1.197	71.15	Moderate
5	1	I participate in local community-cultural activities	3.54	1.209	70.81	Moderate
The total score of the Local Community			3.80	.824	75.92	High

The data from Table (31.4) indicates that the total score for the local community dimension is rated as "high," with an average weighted score of (3.80) and a percentage of (75.9%). The essential items in the local community dimension were represented by item number (2), which states, "I maintain cleanliness in my environment," with an average weighted score of (4.22) and a percentage of (84.5%) indicating a high rating. On the other hand, the item ranked last was item number (1), which states, "I participate in local community and cultural activities," with an average weighted score of (3.54) and a percentage of (70.8%) indicating a moderate rating.

4.1.6 Results of the Sixth Question: What is the evaluation degree of the effectiveness of a holistic approach in developing students' learning motivation?

To answer the sixth sub-question, the means, standard deviations, and percentages were calculated to determine the effectiveness of a holistic approach in developing students' learning motivation. Table (32.4) illustrates this:

Table (32.4) the means, standard deviations, and percentages for each dimension, ranking the effectiveness of a holistic approach in developing students' learning motivation in descending order.

Rank	Dimension Number	Dimension	Means	Standard Deviation	Percentage	Level
1	4	Readiness to Learn	4.30	.729	85.91	High
2	1	Self-Esteem	3.97	.793	79.50	High
3	5	Learning Strategies	3.78	.856	75.63	High
4	3	Intrinsic Motivation	3.75	.829	75.08	High
5	2	Self-Efficacy	3.69	.916	73.74	High
Total Score of the student's learning motivation			3.90	.668	77.97	High

The data from Table (32.4) indicates that the Mean of the research sample's ratings on the effectiveness of a holistic approach in developing student motivation for learning as a whole was (3.90), with a percentage of (78%) and a high rating. The means of the research sample's responses on the dimensions of learning motivation ranged from (3.69-4.30). "Readiness for Learning" ranked first with an arithmetic mean of (4.30), a percentage of (85.9%), and a high rating. On the other hand, "self-efficacy" ranked fifth and last, with a mean of (3.69), a percentage of (73.7%), and a high rating.

Means, standard deviations, and percentages were calculated for the research sample's ratings on each dimension of the evaluation of the holistic approach to developing student motivation for learning.

Firstly, the effectiveness of a holistic approach in developing Self-Esteem.

Standard deviations, Means, and percentages were calculated for the key items of the Self-Esteem dimension, as shown in Table (33.4).

Table (33.4) the numbers, means, and standard deviations for the key items of the self-esteem dimension, ranked in descending order.

Rank	Dimension Number	Self-Esteem	Means	Standard Deviation	Percentage	Level
1	3	If I fail to solve a problem, I try again until I find the solution	4.11	1.006	82.13	High
2	2	I work hard to achieve learning goals even if I face obstacles	4.06	1.035	81.29	High
3	4	I keep working even when it takes longer than I expected	4.01	1.057	80.22	High
4	5	I finish the work, I start	3.97	1.134	79.44	High
5	1	I allocate time to do my schoolwork	3.72	1.137	74.40	High
Total Score of the Self-Esteem			3.97	.793	79.50	High

The data from Table (33.4) indicates that the total score for the effectiveness evaluation of a holistic approach in developing self-esteem came out as "high," with an average weighted score of (3.97) and a percentage of (79.5%). The essential item in the self-esteem dimension was item 3, stating, "If I fail to solve a problem, I try again until I find the solution," with an average weighted score of (4.11) and a percentage of (82.1%), indicating a high rating. On the other hand, item 1, stating "I allocate time to do my schoolwork," ranked last with an average weighted score of (3.72) and a percentage of (74.4%), still considered a high rating.

Secondly, the effectiveness of a holistic approach in developing Self-Efficacy.

Standard deviations, Means, and percentages were calculated for the key items of the Self-Efficacy dimension, as shown in Table (34.4).

Table (34.4) the numbers, means, and standard deviations for the key items of the self-efficacy dimension, ranked in descending order.

Rank	Dimension Number	Self-Efficacy	Means	Standard Deviation	Percentage	Level
1	4	I prefer subjects that spark my curiosity, even if they are difficult to learn	3.87	1.130	77.37	High
2	3	I can achieve all educational goals set by teachers	3.66	1.115	73.17	Moderate
3	1	I can do well on all my tests, even when they are difficult	3.65	1.080	73.00	Moderate
4	2	I can master the most difficult topics in academic subjects	3.57	1.134	71.43	Moderate
Total Score of the Self-Efficacy			3.69	.916	73.74	High

The data from Table (34.4) indicates that the total score for the self-efficacy dimension was rated "high," with an average weighted score of (3.69) and a percentage of (73.7%). Regarding the essential items in the self-efficacy dimension, these were represented by item number 4, which stated, "I prefer subjects that spark my curiosity, even if they are difficult to learn," with an average weighted score of (3.87) and a percentage of (77.4%), indicating a high rating. In contrast, item number 2, which stated, "I can master the most difficult topics in my subjects," was ranked last, with an average weighted score of (3.57) and a percentage of (71.4%), indicating a moderate rating.

Thirdly, the effectiveness of a holistic approach in developing Intrinsic Motivation.

Standard deviations, Means, and percentages were calculated for the key items of the Intrinsic Motivation dimension, as shown in Table (35.4).

Table (35.4) the numbers, means, and standard deviations for the key items of intrinsic motivation dimension, ranked in descending order.

Rank	Dimension Number	Intrinsic Motivation	Means	Standard Deviation	Percentage	Level
1	5	Learning earns me the respect of others	3.98	1.036	79.66	High
2	4	Good general knowledge will be an advantage in my professional life	3.95	.961	78.99	High
3	1	Learning gives meaning to my life	3.82	1.161	76.30	High
4	3	The educational materials in school are essential to my life	3.61	1.121	72.10	Moderate
5	2	I love to learn	3.42	1.264	68.35	Moderate
Total Score of the Intrinsic Motivation			3.75	.829	75.08	High

It is evident from the data in Table (35.4) that the total score for the Intrinsic motivation dimension was rated "high," with an average weighted score of (3.75) and a percentage of (75.1%). The essential items in the Intrinsic motivation dimension were represented by item number (5), which stated, "Learning earns me the respect of others," with an average weighted score of (3.98) and a percentage of (79.7%), rated as high. In contrast, the item ranked last was item number (2), which stated, "I love to learn," with an average weighted score of (3.42) and a percentage of (68.4%), rated as moderate.

Fourthly, the effectiveness of a holistic approach in developing the Readiness to Learn:

Standard deviations, Means, and percentages for the most important items regarding the Readiness to Learn dimension were extracted, as shown in Table (36.4).

Table (36.4) the numbers, means, and standard deviations for the key items in the readiness to learn dimension, ranked in descending order.

Rank	Dimension Number	Readiness to Learn	Means	Standard Deviation	Percentage	Level
1	1	I strive to be a good student	4.41	.871	88.12	High
2	2	I strive to learn new things	4.37	.876	87.45	High
3	3	Mistakes help me learn	4.25	.931	84.99	High
4	4	My effort makes a difference in my success in school	4.15	.966	83.08	High
Total Score of the Readiness to Learn			4.30	.729	85.91	High

It is evident from the data in Table (36.4) that the total score for the dimension of readiness for learning is rated as "high," with an average weighted score of (4.30) and a percentage of (85.9%). The most important aspect of readiness for learning was represented in item number (1), which stated, "I strive to be a good student," with an average weighted score of (4.41) and a percentage of (88.1%), indicating a high rating. The last item, item number (4), which stated, "My effort makes a difference in my success at school," ranked last with an average weighted score of (4.15) and a percentage of (83.1%), also indicating a high rating.

Fifthly, the effectiveness of a holistic approach in developing Learning Strategies.

Standard deviations, Means, and percentages of the key items of the Learning Strategies dimension were extracted, as shown in Table (37.4).

Table (37.4) the numbers, means, and standard deviations of the key items of the learning strategies dimension ranked in descending order.

Rank	Dimension Number	Learning Strategies	Means	Standard Deviation	Percentage	Level
1	5	I think about what I need to learn	4.01	1.100	80.17	High
2	1	I set goals for learning	3.97	1.042	79.50	High
3	4	I rephrase what I study in my own words to understand it better	3.91	1.118	78.21	High
4	2	I make a plan to achieve learning goals	3.70	1.115	74.01	High
5	3	I feel comfortable asking my teacher for help	3.31	1.246	66.27	Moderate
Total Score of the Learning Strategies			3.78	.856	75.63	High

It is evident from the data in Table (37.4) that the total score for the learning strategies dimension was rated as "high," with an average weighted score of (3.78) and a percentage of (75.6%). The essential items in the learning strategies dimension were represented by item number (5), which stated, "I think about what I need to learn," with an average weighted score of (4.01) and a percentage of (80.2%), indicating a high rating. On the other hand, item number (3), which stated, "I feel comfortable asking my teachers for help," had the lowest ranking, with an average weighted score of (3.31) and a percentage of (66.3%), indicating a moderate rating.

4.1.7 Results of the Seventh Question: Are there differences in the means of evaluating the effectiveness of a holistic approach in developing teachers' social-emotional learning skills attributed to variables (gender, years of experience, educational qualification, and teaching position)?

The following sub-hypotheses emerged from the seventh research question:

4.1.7.1 Results of the first hypothesis:

There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the means of evaluating the effectiveness of a holistic approach in developing teachers' social-emotional learning skills attributed to the gender variable (male, female).

The researcher used an independent samples t-test to test the first hypothesis, as indicated in Table (38.4).

Table (38.4) results of the independent samples t-test for differences in the total mean scores to evaluate the effectiveness of a holistic approach in developing teachers' social-emotional learning skills, according to gender.

variable	Gender	Number	Means	Standard Deviation	Calculated T value	Degrees of freedom	Statistical significance
Self-Awareness	Males	68	4.22	.685	2.250	208	.026*
	Females	142	4.01	.643			
Social Awareness	Males	68	4.01	.658	-.649	208	.517
	Females	142	4.07	.703			
Self-Management	Males	68	3.96	.703	1.106	208	.270
	Females	142	3.84	.731			
Relationship management	Males	68	4.32	.601	3.206	208	.002**
	Females	142	4.01	.695			
Responsibility and Decision Making	Males	68	4.17	.665	2.277	208	.024*
	Females	142	3.94	.730			
Total Score	Males	68	4.14	.536	1.924	208	.056
	Females	142	3.97	.600			

Statistically significant at level ($\alpha \leq 0.05$).

** Statistically significant at a High level ($\alpha \leq 0.01$).

From Table (38.4), it is evident that there are no statistically significant differences in the mean scores evaluating the effectiveness of a holistic approach in developing teachers' social-emotional learning skills attributed to gender in the total score and dimensions of social awareness and self-management. However, statistically significant differences were found in the dimensions of self-awareness, relationship management, and decision-making in favor of males. The mean score for males on the total score was (4.14), while for females it was (3.97). The calculated t-value was (1.924) at a significance level of (0.056). Therefore, the null hypothesis for the total score and the dimensions of social awareness and self-management was accepted, while it was rejected for the other dimensions.

4.1.7.2 Results of the Second hypothesis:

There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the means of evaluating the effectiveness of a holistic approach in developing teachers' social-emotional learning skills attributed to the years of experience variable (less than 5 years, 5-10 years, more than 10 years).

To test the second hypothesis, the researcher extracted the means and standard deviations according to the variable of years of experience. One-way ANOVA was then used to determine the significance of differences based on the variable of years of experience. Tables (39.4) and (40.4) illustrate this:

Table (39.4) means and standard deviations of the effectiveness evaluating scale of a holistic approach in developing social-emotional learning skills according to the variable of years of experience.

Domains	Years of Experience	Number	Means	Standard Deviation
Self-Awareness	Less than 5 years	31	3.83	.642
	From 5-10 years	58	3.85	.743
	More than 10 years	121	4.25	.573
Social awareness	Less than 5 years	31	4.00	.659
	From 5-10 years	58	3.82	.854
	More than 10 years	121	4.17	.573
Self-Management	Less than 5 years	31	3.75	.725
	From 5-10 years	58	3.68	.762
	More than 10 years	121	4.00	.681
Relationship management	Less than 5 years	31	4.02	.596
	From 5-10 years	58	3.79	.807
	More than 10 years	121	4.28	.572
Responsibility and decision-making	Less than 5 years	31	3.91	.619
	From 5-10 years	58	3.71	.803
	More than 10 years	121	4.18	.645
Total Score	Less than 5 years	31	3.90	.538
	From 5-10 years	58	3.77	.702
	More than 10 years	121	4.18	.478

Table (39.4) shows apparent differences in the means. As illustrated in Table (40.4), a one-way ANOVA test was conducted to determine if these differences reached statistical significance.

Table (40.4) results of one-way ANOVA on the total score and sub-domains of the effectiveness evaluating the scale of a holistic approach in developing teachers' social-emotional learning skills according to the variable of years of experience.

Variables	SOURCE OF VARIANCE	SUM OF SQUARES	DEGREES OF FREEDOM	MEAN SQUARES	"F" CALCULATED	SIGNIFICANCE LEVEL
Self-Awareness	Between Groups	8.594	2	4.297	10.678	.000**
	Within Groups	83.307	207	.402		
	Total	91.901	209			
Social awareness	Between Groups	4.974	2	2.487	5.479	.005**
	Within Groups	93.971	207	.454		
	Total	98.945	209			
self-management	Between Groups	4.581	2	2.291	4.533	.012*
	Within Groups	104.600	207	.505		
	Total	109.181	209			
Relationship management	Between Groups	9.812	2	4.906	11.663	.000**
	Within Groups	87.076	207	.421		
	Total	96.888	209			
Responsibility and decision-making	Between Groups	9.160	2	4.580	9.654	.000**
	Within Groups	98.208	207	.474		
	Total	107.368	209			
Total Score	Between Groups	7.080	2	3.540	11.412	.000**
	Within Groups	64.209	207	.310		
	Total	71.289	209			

*Statistically significant at the level of significance (*p < .05)

Table (40.4) shows that the significance level calculated for the total score evaluating the effectiveness of a holistic approach in developing teachers' social-emotional learning skills according to the variable of years of experience for the total score and other dimensions was less than the significance level specified for the research ($\alpha \leq 0.05$). The calculated F-value for the total score of the holistic approach was (11.412) at a significance level of (0.000), indicating statistically significant differences.

A Tukey test was conducted to identify the location of the differences between the means according to the variable of years of experience, as illustrated in Table (41.4).

Table (41.4) results of the Tukey test for post-hoc comparisons between means according to the variable of years of experience

variable	Years of Experience	Means	Less than 5 years	From 5-10 years	More than 10 years
Self-Awareness	Less than 5 years	3.83		-.02247	-.42378*
	From 5-10 years	3.85			-.40131*.
	More than 10 years	4.25			
Social awareness	Less than 5 years	4.00		.17931	-.17355
	From 5-10 years	3.82			-.35286*
	More than 10 years	4.17			
self-management	Less than 5 years	3.75		.06563	-.25327
	From 5-10 years	3.68			-.31889*
	More than 10 years	4.00			
Relationship management	Less than 5 years	4.02		.22970	-.26329
	From 5-10 years	3.79			-.49299*.
	More than 10 years	4.28			
Responsibility and decision-making	Less than 5 years	3.91		.19933	-.27379
	From 5-10 years	3.71			-.47313*.
	More than 10 years	4.18			
Total Score	Less than 5 years	3.90		.13030	-.27754*
	From 5-10 years	3.77			-.40784*
	More than 10 years	4.18			

***Statistically significant at the level of significance (*p < .05)**

Table (41.4) shows statistically significant differences at the significance level ($\alpha \geq .05$) in the total score and the dimension of "self-awareness" according to the variable of years of experience between respondents with less than 5 years and 5-10 years of experience, compared to those with more than 10 years of experience, in favor of those with more than 10 years. However, for the other dimensions, the differences were between respondents with 5-10 years of experience and those with more than 10 years of experience, in favor of those with more than 10 years. Therefore, the second null hypothesis was rejected.

4.1.7.3 Results of the Third hypothesis:

There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the means of evaluating the effectiveness of a holistic approach in developing teachers' social-emotional learning skills attributed to the educational qualification variable (Bachelor's, Master's, Doctorate).

The researcher used an independent samples t-test to test the Third hypothesis, as indicated in Table (42.4).

Table (42.4) results of the independent samples t-test for differences in the total mean scores to evaluate the effectiveness of a holistic approach in developing teachers' social-emotional learning skills, according to the educational qualification variable.

variable	Qualification	Number	Mean	standard deviation	Calculated T value	Degrees of freedom	Statistical significance
Self-Awareness	Bachelor's	81	3.79	.681	-5.364	208	.000**
	Postgraduate	129	4.26	.584			
Social awareness	Bachelor's	81	3.89	.784	-2.695	208	.008**
	Postgraduate	129	4.15	.603			
self-management	Bachelor's	81	3.69	.701	-3.034	208	.003**
	Postgraduate	129	3.99	.714			
Relationship management	Bachelor's	81	3.91	.707	-3.352	208	.001**
	Postgraduate	129	4.23	.637			
Responsibility and decision-making	Bachelor's	81	3.82	.724	-3.067	208	.002**
	Postgraduate	129	4.13	.689			
Total Score	Bachelor's	81	3.82	.617	-4.161	208	.000**
	Postgraduate	129	4.15	.525			

Statistically significant at level ($\alpha \leq 0.05$).

** Statistically significant at a High level ($\alpha \leq 0.01$).

Table (42.4) shows statistically significant differences in the mean scores for evaluating the effectiveness of a holistic approach in developing teachers' social-emotional learning skills attributed to the variable of educational qualification in the total score and other dimensions in Favor of those with higher education. The mean score for teachers with a Bachelor's degree was (3.82), while the mean score for teachers with higher education was (4.15). The calculated t-value was (-4.161) at a significance level (0.000), as indicated in the previous table. Therefore, the third null hypothesis was rejected.

4.1.7.4 Results of the Fourth hypothesis:

There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the means of evaluating the effectiveness of a holistic approach in developing teachers' social-emotional learning skills attributed to the teaching position variable (subject teacher, class teacher).

Table (43.4) indicates that the researcher used an independent samples t-test to test the Fourth hypothesis.

Table (43.4) results of the independent samples t-test for differences in the total mean scores to evaluate the effectiveness of a holistic approach in developing teachers' social-emotional learning skills, according to the teaching position variable.

variable	Teaching Position	Number	Mean	standard deviation	Calculated T value	Degrees of freedom	Statistical significance
Self-Awareness	Subject teacher	134	3.93	.669	-4.581	208	.000**
	Class teacher	76	4.34	.565			
Social awareness	Subject teacher	134	3.96	.735	-2.485	208	.014*
	Class teacher	76	4.21	.569			
self-management	Subject teacher	134	3.76	.730	-3.210	208	.002**
	Class teacher	76	4.08	.665			
Relationship management	Subject teacher	134	3.98	.671	-3.790	208	.000**
	Class teacher	76	4.34	.641			
Responsibility and decision-making	Subject teacher	134	3.87	.732	-4.084	208	.000**
	Class teacher	76	4.27	.613			
Total Score	Subject teacher	134	3.90	.592	-4.348	208	.000**
	Class teacher	76	4.25	.499			

Statistically significant at level ($\alpha \leq 0.05$).

** Statistically significant at a High level ($\alpha \leq 0.01$).

Table (43.4) shows statistically significant differences in the mean scores for evaluating the effectiveness of a holistic approach in developing teachers' social-emotional learning skills, which were attributed to the variable of the teaching position in the total score and other dimensions in favor of classroom teachers. The mean score for subject teachers was (3.90), while the mean for classroom teachers was (4.25). The calculated t-value was (-4.348) at a significance level (0.000), as indicated in the previous table. Therefore, the fourth null hypothesis was rejected.

4.1.8 Results of the Eighth Question: Are there differences in the means of evaluating the effectiveness of a holistic approach in developing teachers' professional competencies attributed to variables (gender, years of experience, educational qualification, and teaching position)?

The following sub-hypotheses emerged from the Eighth research question:

4.1.8.1 Results of the Fifth hypothesis:

There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the means of evaluating the effectiveness of a holistic approach in developing teachers' professional competencies attributed to the gender variable (male, female).

The researcher used an independent samples t-test to test the fifth hypothesis, as indicated in Table (44.4).

Table (44.4) results of the independent samples t-test for differences in the total mean scores to evaluate the effectiveness of a holistic approach in developing teachers' professional competencies according to gender.

variable	Gender	Number	Means	Standard Deviation	Calculated T value	Degrees of freedom	Statistical significance
Cognitive Competencies	Males	68	4.28	.712	2.083	208	.038*
	Females	142	4.07	.664			
Teaching Competencies	Males	68	4.30	.725	2.309	208	.022*
	Females	142	4.07	.642			
Classroom Management Competencies (Communication and Classroom Interaction)	Males	68	4.34	.626	1.754	208	.081
	Females	142	4.19	.594			
Emotional Competencies	Males	68	4.30	.642	1.549	208	.123
	Females	142	4.15	.626			
Environmental Relationship Competencies (Teacher and Parents)	Males	68	3.86	.664	-.672	208	.503
	Females	142	3.93	.696			
Environmental Relationship Competencies (Teacher and Community)	Males	68	3.50	.680	.170	208	.865
	Females	142	3.48	.751			
Total Score	Males	68	4.10	.536	1.418	208	.158
	Females	142	3.98	.554			

Statistically significant at level ($\alpha \leq 0.05$).

** Statistically significant at a High level ($\alpha \leq 0.01$).

Table (44.4) shows no statistically significant differences in the mean scores for evaluating the effectiveness of a holistic approach in developing teachers' professional competencies attributed to the gender variable in the total score and other dimensions, except for the dimensions of cognitive competencies and teaching competencies. There were significant differences in these dimensions in favor of males. The mean score for males in the total score was (4.10), while the mean score for females was (3.98). The calculated t-value was (1.418) at a significance level of (0.158), as indicated in the previous table. Therefore, the fifth null hypothesis was accepted for the total score and other dimensions, except for the dimensions of cognitive competencies and teaching competencies, where it was rejected.

4.1.8.2 Results of the Sixth hypothesis:

There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the means of evaluating the effectiveness of a holistic approach in developing teachers' professional competencies attributed to the years of experience variable (less than 5 years, 5-10 years, more than 10 years).

To test the sixth hypothesis, the researcher extracted the means and standard deviations according to the variable of years of experience. One-way ANOVA was then used to determine the significance of differences based on the variable of years of experience. Tables (45.4) and (46.4) illustrate this:

Table (45.4) means and standard deviations of the effectiveness evaluating scale of a holistic approach in developing teachers' professional competencies according to the variable of years of experience.

Domains	Years of Experience	Number	Mean	standard deviation
Cognitive competencies	Less than 5 years	31	3.83	.664
	From 5-10 years	58	3.92	.769
	More than 10 years	121	4.32	.589
Teaching competencies	Less than 5 years	31	3.95	.720
	From 5-10 years	58	4.00	.703
	More than 10 years	121	4.26	.632
Classroom management competencies (classroom communication and interaction)	Less than 5 years	31	4.10	.611
	From 5-10 years	58	4.03	.700
	More than 10 years	121	4.37	.523
Emotional competencies	Less than 5 years	31	4.06	.655
	From 5-10 years	58	4.07	.711
	More than 10 years	121	4.30	.572
Environmental Relationship Competencies (Teacher and Parents)	Less than 5 years	31	3.81	.683
	From 5-10 years	58	3.62	.662
	More than 10 years	121	4.07	.651
Environmental Relationship Competencies (Teacher and Community)	Less than 5 years	31	3.22	.666
	From 5-10 years	58	3.33	.706
	More than 10 years	121	3.63	.722
Total Score	Less than 5 years	31	3.83	.556
	From 5-10 years	58	3.83	.600
	More than 10 years	121	4.16	.480

Table (45.4) shows apparent differences in the means. As illustrated in Table (46.4), a one-way ANOVA test was conducted to determine if these differences reached statistical significance.

Table (46.4) results of one-way ANOVA on the total score and sub-domains of the effectiveness evaluating the scale of a holistic approach in developing teachers' professional competencies according to the variable of years of experience.

Variables	SOURCE OF VARIANCE	SUM OF SQUARES	DEGREES OF FREEDOM	MEAN SQUARES	"F" CALCULATED	SIGNIFICANCE LEVEL
Cognitive competencies	Between Groups	9.615	2	4.808	11.239	.000**
	Within Groups	88.544	207	.428		
	Total	98.159	209			
Teaching competencies	Between Groups	4.049	2	2.025	4.575	.011*
	Within Groups	91.605	207	.443		
	Total	95.654	209			
Classroom management competencies	Between Groups	5.114	2	2.557	7.354	.001**
	Within Groups	71.974	207	.348		
	Total	77.088	209			
Emotional competencies	Between Groups	2.781	2	1.391	3.555	.030*
	Within Groups	80.963	207	.391		
	Total	83.744	209			
Environmental Relationship Competencies (Teacher and Parents)	Between Groups	8.207	2	4.103	9.449	.000**
	Within Groups	89.889	207	.434		
	Total	98.095	209			
Environmental Relationship Competencies (Teacher and Community)	Between Groups	6.276	2	3.138	6.229	.002**
	Within Groups	104.272	207	.504		
	Total	110.548	209			
Total Score	Between Groups	5.579	2	2.789	10.041	.000**
	Within Groups	57.505	207	.278		
	Total	63.084	209			

*Statistically significant at the level of significance (*p < .05)

Table (46.4) shows that the calculated significance level for the total score in evaluating the effectiveness of a holistic approach in developing teachers' professional competencies, according to the variable of years of experience, was less than the specified significance

level for the research ($\alpha \geq .05$). The calculated F-value for the total score was (10.041) at a significance level of (0.000), indicating statistically significant differences.

A Tukey test was conducted to identify the location of the differences between the means according to the variable of years of experience, as illustrated in Table (47.4).

Table (47.4) results of the Tukey test for post-hoc comparisons between means according to the variable of years of experience

variable	Years of Experience	Average	Less than 5 years	From 5-10 years	More than 10 years
Cognitive competencies	Less than 5 years	3.83		-.08498	-48510*.
	From 5-10 years	3.92			-.40011*
	More than 10 years	4.32			
Teaching competencies	Less than 5 years	3.95		-.05161	-.31277
	From 5-10 years	4.00			-.26116*
	More than 10 years	4.26			
Classroom management competencies (classroom communication and interaction)	Less than 5 years	4.10		.06229	-.27277
	From 5-10 years	4.03			-.33506*.
	More than 10 years	4.37			
Emotional competencies	Less than 5 years	4.06		-.00445	-.23576
	From 5-10 years	4.07			-.23131*
	More than 10 years	4.30			
Environmental Relationship Competencies (Teacher and Parents)	Less than 5 years	3.81		.19566	-.25321
	From 5-10 years	3.62			-.44887*
	More than 10 years	4.07			
Environmental Relationship Competencies (Teacher and Community)	Less than 5 years	3.22		-.10823	-41370*.
	From 5-10 years	3.33			-30547*.
	More than 10 years	3.63			
Total marks	Less than 5 years	3.83		.00145	-.32888*
	From 5-10 years	3.83			-.33033*
	More than 10 years	4.16			

Statistically significant at the level of significance ($p < .05$)

Table (47.4) shows statistically significant differences at the significance level ($\alpha \geq .05$) in the total score and the dimensions of "cognitive competencies" and "environmental relationship competencies (teacher and community)" according to the variable of years of experience between respondents with less than 5 years, and 5-10 years of experience, compared to those with more than 10 years of experience, in favor of those with more than 10 years. However, for the other dimensions, the differences were between respondents with 5-10 years of experience and those with more than 10 years of experience, in favor of those with more than 10 years. Therefore, the sixth null hypothesis was rejected.

4.1.8.3 Results of the Seventh hypothesis:

There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the means of evaluating the effectiveness of a holistic approach in developing teachers' professional competencies attributed to the educational qualification variable (Bachelor's, Master's, Doctorate).

The researcher used an independent samples t-test to test the Seventh hypothesis, as indicated in Table (48.4).

Table (48.4) results of the independent samples t-test for differences in the total mean scores to evaluate the effectiveness of a holistic approach in developing teachers' professional competencies, according to the educational qualification variable.

variable	Qualification	Number	Mean	standard deviation	Calculated T value	Degrees of freedom	Statistical significance
Cognitive competencies	Bachelor's	81	3.96	.705	-3.071	208	.002**
	Postgraduate	129	4.24	.650			
Teaching competencies	Bachelor's	81	4.02	.705	-2.085	208	.038*
	Postgraduate	129	4.22	.649			
Classroom management competencies (classroom communication and interaction)	Bachelor's	81	4.13	.671	-2.023	208	.044*
	Postgraduate	129	4.30	.556			
Emotional competencies	Bachelor's	81	4.05	.649	-2.728	208	.007**
	Postgraduate	129	4.29	.607			
Environmental Relationship Competencies (Teacher and Parents)	Bachelor's	81	3.79	.695	-1.892	208	.060
	Postgraduate	129	3.98	.672			
Environmental Relationship Competencies (Teacher and Community)	Bachelor's	81	3.33	.693	-2.547	208	.012*
	Postgraduate	129	3.59	.733			
Total Score	Bachelor's	81	3.88	.580	-2.934	208	.004**
	Postgraduate	129	4.10	.513			

Statistically significant at level ($\alpha \leq 0.05$).

** Statistically significant at a High level ($\alpha \leq 0.01$).

Table (48.4) shows statistically significant differences in the mean scores for evaluating the effectiveness of a holistic approach in developing teachers' professional competencies attributed to the variable of educational qualification in the total score and other dimensions in Favor of those with higher education, except for the dimension of "environmental relationship competencies (teacher and parents)." The mean score for teachers with a Bachelor's degree was (3.88), while the mean score for teachers with higher education was (4.10). The calculated t-value was (-2.934) at a significance level of (0.004), as indicated in the previous table. Therefore, the seventh null hypothesis was rejected for the total score and other dimensions, except for the "environmental relationship competencies (teacher and parents)" dimension, which was accepted.

4.1.8.4 Results of the Eighth hypothesis:

There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the means of evaluating the effectiveness of a holistic approach in developing teachers' professional competencies attributed to the teaching position variable (subject teacher, class teacher).

Table (49.4) indicates that the researcher used an independent samples t-test to test the Eighth hypothesis.

Table (49.4) results of the independent samples t-test for differences in the total mean scores to evaluate the effectiveness of a holistic approach in developing teachers' professional competencies, according to the teaching position variable.

variable	teaching position	Number	Mean	standard deviation	Calculated T value	Degrees of freedom	Statistical significance
Cognitive competencies	Subject teacher	134	4.01	.706	-3.649	208	.000**
	Class teacher	76	4.36	.588			
Teaching competencies	Subject teacher	134	4.04	.701	-3.129	208	.002**
	Class teacher	76	4.33	.589			
Classroom management competencies (classroom communication and interaction)	Subject teacher	134	4.16	.645	-2.569	208	.011*
	Class teacher	76	4.38	.508			
Emotional competencies	Subject teacher	134	4.10	.640	-3.049	208	.003**
	Class teacher	76	4.38	.584			
Environmental Relationship Competencies (Teacher and Parents)	Subject teacher	134	3.83	.682	-2.122	208	.035*
	Class teacher	76	4.04	.675			
Environmental Relationship Competencies (Teacher and Community)	Subject teacher	134	3.44	.699	-1.174	208	.242
	Class teacher	76	3.57	.773			
Total marks	Subject teacher	134	3.93	.568	-3.170	208	.002**
	Class teacher	76	4.17	.480			

Statistically significant at level ($\alpha \leq 0.05$).

** Statistically significant at a High level ($\alpha \leq 0.01$).

Table (49.4) shows statistically significant differences in the mean scores for evaluating the effectiveness of a holistic approach in developing teachers' professional competencies attributed to the variable of teaching position in the total score and other dimensions in favor of teachers whose teaching position is classroom teachers, except for the dimension of

"environmental relationship competencies (teacher and community)." The mean score for subject teachers was 3.93, while the mean for classroom teachers was (4.17). The calculated t-value was (-3.170) at a significance level of (0.002), as indicated in the previous table. Therefore, the eighth null hypothesis was rejected for the total score and other dimensions, except for the "environmental relationship competencies (teacher and community)" dimension, which was accepted.

4.1.9 Results of the Ninth Question: Is there a statistically significant correlation between the means of social-emotional learning skills, professional competencies, and the barriers to implementing the holistic approach as perceived by teachers?

The following sub-hypotheses emerged from the ninth research question:

4.1.9.1 Results of the Ninth Hypothesis:

There is no statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the means of social-emotional learning skills, professional competencies, and the means of the barriers to implementing the holistic approach from the teachers' perspective.

To verify the ninth hypothesis, the researcher used Pearson correlation coefficients to examine the relationship between the means of social-emotional learning skills, professional competencies, and barriers to implementing the holistic approach from the teachers' perspective, as shown in Table (50.4).

Table (50.4) presents the results of the Pearson correlation coefficients for the relationship between the means of social-emotional learning skills, professional competencies, and barriers to implementing the holistic approach.

Variable		T.S. Social-emotional learning skills	T.S. Professional competencies	T.S. Barriers to implementing the holistic approach
T.S. Social-emotional learning skills	value (R)		.784**	.028
	Significance level		.000	.688
T.S. Professional competencies	value (R)			.007
	Significance level			.917
T.S. Barriers to implementing the holistic approach	value (R)			
	Significance level			

*Statistically significant at level ($\alpha \leq 0.05$). ** Statistically significant at a high level ($\alpha \leq 0.01$).

From Table (50.4), a statistically significant positive relationship at a significance level ($\alpha \leq 0.05$) was observed between the means of social-emotional learning skills and the means of professional competencies from the perspective of teachers. However, it was found that there is a statistically significant relationship between the means of social-emotional learning skills, professional competencies, and the means of barriers to implementing the holistic approach from the teachers' perspective. Therefore, the null hypothesis concerning the ninth hypothesis was rejected.

4.1.10 Results of the Tenth Question: Is there a statistically significant correlation between the means of social-emotional learning skills, the school system, and the motivation for learning from the student's perspective?

The following sub-hypotheses emerged from the Tenth research question:

4.1.10.1 Results of the Tenth Hypothesis:

There is no statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the means of social-emotional learning skills, the school system, and the means of learning motivation from the students' perspective.

To verify the Tenth hypothesis, the researcher used Pearson correlation coefficients to examine the relationship between the means of social-emotional learning skills, the school system, and the means of learning motivation from the student's perspective, as shown in Table (51.4).

Table (51.4) presents the results of the Pearson correlation coefficients for the relationship between the means of social-emotional learning skills, the school system, and the means of learning motivation.

Variable		T.S. Social-emotional learning skills	T.S. School system	T.S. Learning motivation
T.S. Social-emotional learning skills	value (R)		.629**	.665**
	Significance level		.000	.000
T.S. School system	value (R)			.683**
	Significance level			.000
T.S. Learning motivation	value (R)			
	Significance level			

*Statistically significant at level ($\alpha \leq 0.05$).

** Statistically significant at a high level ($\alpha \leq 0.01$).

From Table (51.4), a statistically significant positive relationship at a significance level ($\alpha \leq 0.05$) was found between the means of social-emotional learning skills, the means of the school system, and the means of learning motivation from the perspective of students. Due to this statistically significant relationship, the Tenth null hypothesis was rejected.

4.2 Qualitative Research Results

Given the importance of the role that school principals play in the implementation of the holistic approach based on social-emotional learning, which lies in enhancing the application of the holistic approach within the school system and promoting various practices and tools available to support the implementation of the holistic approach in their schools, thereby contributing to the development of teachers' professional competencies and increasing students' motivation for learning; the researcher aimed to understand the reality of evaluating the effectiveness of the holistic approach based on social-emotional learning, to identify the forms and practices followed in enhancing social-emotional learning skills within the school system, in examining the challenges and obstacles they face in implementing the holistic approach, and in obtaining their suggestions for improving the implementation of the holistic approach in schools from the principals' perspective. This was achieved by answering questions related to the research's qualitative part through a focus group. The focus groups were conducted with two groups of principals, primary and preparatory school principals, to foster rapport among participants and encourage interaction and discussion exchange among them.

Each interview was coded separately and categorized into common themes to answer the qualitative data questions. The response to question (1): **"What is the reality of evaluating the effectiveness of the holistic approach based on social-emotional learning from the principals' perspective in the focus group discussion?"** was addressed by classifying the common themes among the principals in the focus group into nine main topics representing their view on the effectiveness of the holistic approach based on social-emotional learning. These are summarized as follows:

1. Teachers' professional competencies.
2. Students' motivation for learning.
3. Parental and community involvement.
4. Extracurricular activities.
5. Weekly training sessions and classroom accompaniment for teachers.

6. Annual training courses for teachers.
7. Partnership with a multidisciplinary team.
8. School system.
9. Principals' opinions on the holistic approach in education.

The researcher reports the most significant findings, supported by critical literal quotations. For ease of comparison, the results of both groups are presented separately but sequentially within each topic and axis.

1. Teachers' Professional Competencies:

Group (1): Primary School Principals:

The principals agreed that the holistic approach has positively impacted the development of teachers' professional competencies through continuous training and development. Additionally, the holistic approach has contributed to increased self-confidence among teachers; as the principal (Mrs. H) mentioned, "*The holistic approach has raised the level of self-confidence among teachers, which positively reflected on their teaching performance.*"

Group (2): Preparatory School Principals:

Preparatory school principals emphasized the importance of the holistic approach in teacher professional development and evaluation. The principal (Mr. P) highlighted enhancing classroom management skills, stating, "*We have observed improvements in classroom management and the handling of undesirable behaviors among students after adopting the holistic approach.*"

2. Students' Motivation for Learning:

Group (1): Primary School Principals:

Primary school principals underlined the significant role of the holistic approach in fostering student social interaction. They also observed a surge in academic motivation among

students, as the principal (Mr. A) noted, "*The holistic approach has played a pivotal role in increasing students' motivation towards learning, as they are displaying a greater interest in their education subjects.*"

Group (2): Preparatory School Principals:

Preparatory school principals agreed that the holistic approach has enhanced student academic engagement. The principal (Mr. C) highlighted improved student relationships, stating, "*Students have shown greater understanding and cooperation with their peers, which has helped create a positive learning environment.*"

3. Parental and Community Involvement:

Group (1): Primary School Principals:

The principals commended the collaborative nature of the holistic approach to enhancing parental involvement in the educational process. One principal (Mr. D) highlighted, "*Enhancing communication with parents has facilitated the organization of several joint events between the school and parents, which has had a positive impact on the students.*"

Group (2): Preparatory School Principals:

Preparatory school principals emphasized the contribution of the holistic approach in increasing parental interaction with the school. They also expressed their satisfaction with the community partnership, as the principal (Mr. W) said, "*We have collaborated with community institutions to organize workshops and seminars for students, which has contributed to developing students' skills.*"

4. Extracurricular Activities:

Group (1): Primary School Principals:

The principals expressed their happiness and satisfaction with the variety of extracurricular activities offered by the holistic approach, emphasizing their importance in enhancing students' social-emotional learning skills. They agreed on the significance of these activities

in increasing student participation, the principal (Mrs. R) noting, *"Extracurricular activities have encouraged students to participate and interact, which has helped develop their skills."* Another principal (Mrs. H) added, *"Extracurricular activities have become an essential part of the school's program, and students have shown positive engagement with them."* Another principal (Mrs. M) said, *"These activities help develop students' social and emotional skills in ways that cannot be achieved within traditional classrooms."*

Group (2): Preparatory School Principals:

The principals highlighted the importance of diverse and specialized extracurricular activities due to their crucial role in teaching cooperation and teamwork skills and enhancing student communication and social interaction. They emphasized the increase in student participation and engagement, with the principal (Mr. W) noting, *"Extracurricular activities have significantly contributed to motivating students and making them more engaged in school life."* Another principal (Mrs. Y) said, *"These activities provide opportunities for students to apply what they learn in their classes practically and interactively."*

5. Weekly Training Sessions and Classroom Accompaniment for Teachers:

Group (1): Primary School Principals:

The principals emphasized the importance of classroom accompaniment with the teacher during social-emotional learning sessions. The holistic approach coach trains teachers on models and activities related to social-emotional learning skills, providing guidance and feedback to improve their teaching methods. These sessions also contribute to developing teaching skills. Principal (Mr. A) noted, *"Weekly training sessions help develop teachers' skills in effectively delivering activities, as they receive direct feedback to improve their performance."*

Group (2): Preparatory School Principals:

Preparatory school principals also stressed the importance of training sessions and classroom accompaniment for providing direct support to teachers, considering them an essential part of the training process. These sessions help teachers apply what they learn practically and

improve the school's social-emotional learning quality. Principal (Mr. P) highlighted the role of accompaniment in teaching skills and activities, stating, "*Classroom accompaniment helps teachers learn how to deliver activities to students effectively, as they receive immediate feedback and guidance to improve their performance.*"

6. Annual training courses for teachers:

Group (1): Primary School Principals:

The principals praised the importance of annual workshops on the holistic approach, considering them fundamental to the approach's success. These workshops contribute to teachers' ongoing training and professional development, enhancing their social-emotional learning, communication, and classroom management skills. This positively affects student-teacher interactions. Principal (Mrs. M) stated, "*Annual workshops on the holistic approach are of great importance, as they help teachers continuously develop their social-emotional learning skills.*"

Group (2): Preparatory School Principals:

The principals emphasized the importance of training in developing teachers' professional competencies. principal (Mrs. N) said, "*Training workshops provide teachers with rich and useful content, enhancing their ability to provide effective social-emotional education and improve their performance.*" They also highlighted the role of training in promoting continuous learning, with the principal (Mrs. T) stating, "*Annual training helps teachers stay updated on the latest methods and techniques in social-emotional learning.*"

7. Partnership with Multidisciplinary Teams:

Group (1): Primary School Principals:

The principals expressed satisfaction with the partnership and collaboration with the multidisciplinary team established by the holistic approach. One principal (Mr. A) mentioned,

"This partnership enhances the school's ability to deal with student issues comprehensively and holistically."

Group (2): Preparatory School Principals:

The principals praised the fruitful collaboration with specialists. Principal (Mr. P) stated, *"Collaboration with a multidisciplinary team helps provide the necessary psychological and social support for students."*

8- School System:

Group (1): Primary School Principals:

The principals emphasized the holistic approach's positive impact on the school environment, making it more interactive and supportive for students. They also noted its effective and constructive effects, with the principal (Mrs. H) stating, *"The holistic approach has contributed to creating a supportive and motivating school environment, enhancing the team spirit among all school staff."*

Group (2): Preparatory School Principals:

The principals agreed that the comprehensive implementation of this approach has improved the school environment overall, positively affecting student performance. One principal (Mr. C) mentioned, *"The holistic approach has helped improve the classroom environment, making classes more balanced and organized."* Another principal (Mrs. N) stated, *"The holistic approach has contributed to creating an encouraging and supportive school environment, enhancing cooperation among all teaching staff."*

9- The principal's opinion on the holistic approach in education.

Group (1): Primary School Principals:

The principals unanimously regarded the holistic approach as a comprehensive and integrated method. They emphasized its importance in improving the educational

environment, with the principal (Mr. D) saying, "*The holistic approach has contributed to creating a positive learning environment that supports comprehensive learning and interaction among all stakeholders, including teachers, students, and parents.*" Another principal (Mr. A) added, "*This approach makes the school an inclusive educational environment that cares about multiple aspects of student growth.*"

Group (2): Preparatory School Principals:

Preparatory school principals agreed that the holistic approach is comprehensive and practical. It also supports students' personal growth. principal (Mr. P) stated, "*The holistic approach contributes to the complete development of the student's personality, enhancing their self-confidence and increasing their motivation to learn.*" Another principal (Mrs. T) noted, "*The holistic approach significantly improves the educational environment, making it more interactive and inclusive.*"

To answer the question (2): "**What practices can a principal contribute to enhancing social and emotional learning skills in the school system from the perspective of school principals in the focus group?**" the common themes among the principals in the focus group were classified into seven main topics, representing the practices followed and the tools available to them to enhance social-emotional learning skills in the school system from their point of view, summarized as follows:

- 1- Promoting a supportive school environment.
- 2- Integrating social-emotional learning into the curriculum.
- 3- Involving parents.
- 4- Using technology.
- 5- Assessing social-emotional learning skills.
- 6- Providing psychological support and counseling.
- 7- Promoting moral and social values.

1- Promoting a supportive school environment:

Group (1): Primary School Principals:

The principals agreed on the importance of providing a supportive school environment for social-emotional learning skills and encouraging mutual respect and understanding among all school members, which enhances students' sense of safety and belonging. Principal (Mr. S) says, *"We strive to provide a school environment where students feel safe and supported, which contributes to developing their social and emotional skills."*

Group (2): Preparatory School Principals:

Preparatory school principals emphasized the importance of promoting a supportive school environment and encouraging students to take on leadership roles in school projects and community initiatives to enhance their leadership and personal skills. Principal (Mr. C) says, *"We work to provide opportunities for students to express their feelings and opinions freely, which enhances their confidence and ability to interact with others."*

2- Integrating social-emotional learning into the curriculum:

Group (1): Primary School Principals:

Primary school principals agreed on the importance of integrating social-emotional learning into the curriculum and ensuring the inclusion of these skills in daily classroom activities, such as open discussions and educational games that promote cooperation and empathy among students. Principal (Mr. A) says, *"We have included units in the curriculum that focus on developing social-emotional learning skills, such as emotional management and conflict resolution."*

Group (2): Preparatory School Principals:

Preparatory school principals emphasized the importance of integrating social-emotional learning skills into the curriculum, especially in ethics and social education classes, to ensure its reach to all students. Principal (Mr. W) says, *"We work on including social-emotional learning skills in the curriculum, such as communication skills and emotional management."*

3- Involving Parents:

Group (1): Primary School Principals:

The principals emphasized the importance of involving parents and continuously seeking to engage them through awareness programs and dialogues focusing on the significance of social-emotional learning in developing their children's personalities. Principal (Mrs. R) states, "*We organize regular meetings with parents to explain the importance of social-emotional learning and how they can support their children in this area.*"

Group (2): Preparatory School Principals:

Preparatory school principals also help involve parents in the educational process. The principal (Mrs. T) says, "*We conduct workshops for parents on supporting social-emotional learning at home.*"

4- Using technology:

Group (1): Primary School Principals:

The principals emphasized the importance of integrating technology into the social-emotional learning process due to its significant impact on students' lives today. Principal (Mrs. M) says, "*We use interactive educational applications and tools to enhance students' social-emotional learning skills.*"

Group (2): Preparatory School Principals:

Preparatory school principals also emphasized the importance of technology in education. Principal (Mrs. Y) says, "*We use electronic learning platforms to develop students' social-emotional learning skills.*"

5- Assessing social-emotional learning skills:

Group (1): Primary School Principals:

The principals agreed on the importance of monitoring and evaluating the development of students' social-emotional learning skills. Principal (Mrs. H) says, *"We conduct regular assessments of students' social-emotional learning skills using various assessment tools."*

Group (2): Preparatory School Principals:

Preparatory school principals also emphasized the importance of monitoring students' progress and providing them with feedback to improve their skills. Principal (Mrs. N) says, *"We assess students' social-emotional learning skills using specialized tests and surveys."*

6- Providing psychological support and counseling:

Group (1): Primary School Principals:

The principals are concerned with providing psychological counseling services for students who need additional support in developing their emotional and social skills. Principal (Mrs. M) says, *"We provide individual counseling sessions to help students overcome psychological and social challenges."*

Group (2): Preparatory School Principals:

Preparatory school principals also emphasized the importance of supporting and counseling students. Principal (Mrs. T) says, *"We offer group counseling sessions and psychological support programs to enhance self-confidence and effective communication among students."*

7- Promoting moral and social values

Group (1): Primary School Principals:

The principals agreed to promote ethical values in the school system and students' daily practices." Principal (Mr. A) says, *"We use counseling sessions to teach students the importance of mutual respect and empathy."*

Group (2): Preparatory School Principals:

Preparatory school principals emphasized the importance of counselling programs and educational activities to promote moral and social values such as respect and cooperation. Principal (Mr. P) says, "*We organize school events to instill social and humanitarian values in students.*"

To answer question (3): "**What are the barriers to implementing the holistic approach from the perspective of principals?**" The common themes among the principals in the focus group were classified into four main topics, representing the challenges and obstacles facing the implementation of the holistic approach from the principals' perspective. These are summarized as follows:

1. barriers related to parents and the local community.
2. barriers related to teachers.
3. barriers related to students.
4. barriers related to resources and financial support.

1. barriers related to parents and the local community:

Group (1): Primary School Principals:

Primary school principals indicated that the local community remains hesitant about the holistic approach, considering it a waste of time. Principal (Mr. S) says, "*There is a lack of awareness about the importance of social-emotional learning in students' development, as many parents believe that the focus should only be on academic aspects.*" Many parents have not entirely accepted the holistic approach, affecting its implementation. Principal (Mr. A) states, "*There are reservations from some members of the local community about the impact of the holistic approach on traditional values.*"

Group (2): Preparatory School Principals:

Preparatory school principals noted that the local community interacts more positively with the holistic approach than primary schools. There are still some reservations regarding parents, but to a lesser extent. Principal (Mr. W) states, "*We are working to increase parents' awareness of the importance of social-emotional learning through workshops and seminars, and we are starting to see improvement in their acceptance.*" Principal (Mr. C) adds, "*Some parents are concerned about the impact of the holistic approach on their children's academic goals, which makes them oppose it.*"

2. barriers related to teachers:

Group (1): Primary School Principals:

Primary school principals agreed that some teachers face a significant challenge in changing the traditional approach they are accustomed to. Principal (Mrs. M) says, "*Some teachers feel that they are not adequately equipped to implement the holistic approach and need continuous training and support from the administration.*"

Group (2): Preparatory School Principals:

Preparatory school principals emphasized that some teachers need intensive training and ongoing support. Principal (Mrs. N) states, "*Senior teachers need comprehensive training programs to help them understand and effectively implement the holistic approach.*"

3. barriers related to students:

Group (1): Primary School Principals:

Primary school principals emphasized that students need time to adapt to the holistic approach. Principal (Mrs. R) says, "*Students initially struggle to understand the purpose of emotional and social activities and require continuous teacher guidance.*"

Group (2): Preparatory School Principals:

Preparatory school principals explained that middle school students show a greater understanding of the holistic approach but still need continuous monitoring and ongoing guidance. One principal (Mr. C) stated, "*Students at this stage are more capable of understanding emotional and social activities and applying them in their daily lives, but they still need continuous support.*" Additionally, some students face difficulties accessing the school due to security barriers, affecting their attendance and participation in activities. The principal (Mrs. Y) mentioned, "*Some students express resistance to participating in emotional and social activities due to psychological and social pressures.*"

4. barriers related to resources and financial support:

Group (1): Primary School Principals:

Primary school principals agreed that there was a lack of resources and financial support, contrary to their expectations of receiving significant financial support. Principal (Mrs. H) says, "*To successfully implement the holistic approach, we need more financial support to provide non-curricular activities and suitable student programs.*" Principal (Mr. D) added, "*Training teachers on the holistic approach requires a significant effort and time, which is not easy given the current job pressures.*"

Group (2): Preparatory School Principals:

Preparatory school principals agreed that their main challenge was to provide sufficient time to implement holistic activities within the school schedule. The principal (Mrs. T) mentioned, "*The school schedule is packed with academic subjects, making it difficult for us to allocate enough time for emotional and social activities. Therefore, we need to restructure the schedule to achieve balance.*" Additionally, some middle schools struggle with poor infrastructure, cramped classrooms, and rented buildings that are not suitable for implementing educational activities.

To answer question (4): **"What are the suggestions for developing the implementation of the holistic approach from the perspective of school principals in the focus group discussion?"** The common themes among the principals in the focus group were classified into four main topics, representing the principals' suggestions for developing the implementation of the holistic approach, as follows:

1. Tools and Technologies.
- 2- Teaching Methods and Educational Programs.
3. Provision of Material and Human Resources.
4. Future Outlook.

1- Tools and Technologies:

Group (1): Primary School Principals:

Primary school principals emphasized the need to develop digital educational resources. One principal (Mrs. M) stated, *"We need interactive tools such as apps and educational games that support social-emotional learning."* They also highlighted the importance of providing sustainable communication platforms.

Group (2): Preparatory School Principals:

Preparatory school principals unanimously stressed the importance of using advanced technology and diagnostic assessment tools. One principal (Mrs. Y) stated, *"We need personalized assessment tools to measure students' development in emotional and social aspects."*

2- Teaching Methods and Educational Programs:

Group (1): Primary School Principals:

Primary school principals agreed on the importance of intensifying training in social-emotional learning. One principal (Mr. A) said, *"We should provide specialized training*

courses for teachers to be qualified to implement the holistic approach effectively. This includes integrating interactive activities and using active learning strategies." They emphasized using interactive activities that enhance student participation and interaction in the classroom and group projects to promote social-emotional learning.

Group (2): Preparatory School Principals:

The principals highlighted the need to provide comprehensive professional development programs for students. They also emphasized student-centered education, and one principal (Mr. P) stated, "*Encouraging student-centered education that focuses on their emotional and social needs.*" Additionally, the principals suggested teaching methods encouraging collaboration and social interaction in classrooms, such as group work and research projects that enhance critical thinking skills and creative solutions.

3- Provision of Material and Human Resources:

Group (1): Primary School Principals:

The principals emphasized the importance of increasing financial support. They also highlighted the importance of hiring psychological counselors, with one principal (Mrs. H) stating, "*We need specialized psychological counselors to support teachers and students.*"

Group (2): Preparatory School Principals:

Some principals mentioned the importance of improving school infrastructure. One principal (Mrs. N) stated, "*Improving school infrastructure to create a conducive learning and interactive environment.*" They also emphasized the importance of allocating sufficient budget to equip schools with modern technologies and training teachers to use them effectively.

4- Future Outlook:

Group (1): Primary School Principals:

The principals agreed on the importance of enhancing collaboration between schools. One principal (Mr. S) said, "*Collaboration between schools to exchange experiences and resources will enhance the effectiveness of the implementation.*" They also emphasized the need to develop local projects, including vocational and commercial projects, that rely on the community to raise awareness and contribute to social-emotional learning.

Group (2): Preparatory School Principals:

Preparatory school principals focused on adopting a sustainable model for social-emotional learning and emphasized the need to enhance partnerships with the local community. One principal (Mr. C) said, "*Developing partnerships with the local community to support students and provide a comprehensive learning environment.*"

Chapter Five

Discussion of Results

5.1 Discussion of Quantitative and Qualitative Results

5.1 Discussion of Quantitative and Qualitative Results

Introduction:

This chapter discusses the research results that investigated the effectiveness of a holistic approach based on social-emotional learning skills in developing teachers' professional competencies and students' motivation for learning in Jerusalem. Additionally, it seeks to understand the role of certain variables in the research's subject. The research included a set of questions and hypotheses, and the researcher discussed these results to highlight the most significant findings on which the recommendations will be based.

5.1.1 Discussion of the Results for Question One:

What is the degree of the effectiveness of a holistic approach in developing teachers' social-emotional learning skills?

The results of the social-emotional learning dimension indicate a high overall score, with an average rating of (4.02) and a percentage of (80.5%) for the effectiveness of the holistic approach in developing teachers' social-emotional learning skills. This suggests that teachers view the holistic approach positively in enhancing their social and emotional skills, highlighting the importance of this approach in improving their interactions with students more effectively and enhancing the educational environment.

Based on the study results, the ranking of the social-emotional learning skills dimensions in descending order is as follows: The Relationship Management dimension received the highest rating, with a weighted average of (4.11) and a percentage of (82.2%). The researcher attributes this to the high effectiveness of the holistic approach in improving teachers' ability to build and manage positive relationships with students, colleagues, and parents, thereby enhancing the educational environment and supporting students' academic, social, and emotional development. The highest-rated item in this dimension, "I make sure to give all students an opportunity to share their ideas," received a high rating with a weighted average of (4.21) and a percentage of (84.3%), indicating teachers' commitment to promoting inclusivity and student participation, which fosters positive communication between teachers

and students inside and outside the classroom. The lowest-rated item, "I openly admit my mistakes," also received a high rating with a weighted average of (3.97) and a percentage of (79.4%), highlighting the high value placed on transparency and admitting mistakes by teachers, which enhances their collaboration and mutual respect with students and colleagues in the educational setting.

The Self-Awareness dimension ranked second, with a weighted average of (4.08) and a percentage of (81.5%). The researcher attributes this high rating to the holistic approach, which helps teachers increase their understanding of themselves, as teachers clearly express their feelings and recognize their strengths and weaknesses, allowing them to interact better with students. The highest-rated item, "I express my feelings clearly," received a high rating with a weighted average of (4.18) and a percentage of (83.5%), indicating teachers' ability to express their feelings clearly and manage them effectively. The lowest-rated item, "I use self-reflection to understand the factors that influence my feelings," also received a high rating with a weighted average of (3.87) and a percentage of (77.3%), suggesting teachers' commitment to self-reflection and understanding the factors that influence their feelings comprehensively. This creates an encouraging and suitable educational environment for motivating students to learn.

The Social Awareness dimension ranked third and received a weighted average of (4.05) and a percentage of (81%). The researcher attributes the high rating to the holistic approach's ability to improve teachers' skills in understanding the feelings and needs of others, contributing to a more empathetic and understanding educational environment. The highest-rated item, "I assist students when I think they need it," received a high rating with a weighted average of (4.27) and a percentage of (85.3%), demonstrating adequate support for students' needs and empathy. This enhances a school environment based on respect and understanding. The lowest-rated item, "I learn from people who have different opinions than me," also received a high rating with a weighted average of (3.93) and a percentage of (78.7%), indicating teachers' commitment to learning from cultural and intellectual diversity comprehensively. This enhances their collaboration with students and colleagues better.

The responsibility and decision-making dimension ranked fourth was also rated high, with a weighted average of (4.01) and a percentage of (80.3%). The researcher attributes the high

rating to the holistic approach that enhances teachers' ability to make well-considered and responsible decisions, whether in daily teaching situations or in dealing with challenges and emergencies. The highest-rated item, "I contribute to making my community a better place," received a high rating with a weighted average of (4.10) and a percentage of (82.1%), reflecting teachers' commitment to achieving a positive impact in the community through participation in initiatives that enhance the school and community environment. The lowest-rated item, "I find the right ways to solve any problem," also received a high rating with a weighted average of (3.92) and a percentage of (78.5%), indicating teachers' ability to find practical solutions to the problems they face and the need to support teachers in decision-making strategies, contributing to improving performance and interaction within the educational environment.

The self-management dimension ranked fifth, with a weighted average of (3.88) and a percentage of (77.5%). The researcher attributes the high rating to teachers' ability to set clear steps to achieve their personal and educational goals, indicating their readiness for continuous growth and development. The highest-rated item, "I set clear steps to reach my personal goals," received a high rating with a weighted average of (4.13) and a percentage of (82.6%), reflecting teachers' high efficiency in personal planning and time management. The lowest-rated item, "I use breathing techniques to deal with difficult emotions," received a moderate rating with a weighted average of (3.56) and a percentage of (71.1%), suggesting a moderate estimation of this skill, possibly due to a lack of training or support in techniques for effectively managing emotional stress and the need for additional support in managing personal and emotional challenges. This contributes to enhancing their emotional and professional stability in the educational environment.

These results align with studies such as Chiappetta-Santana et al. (2022), which highlight the positive impact of social-emotional learning on teachers' classroom management effectiveness and improving students' performance, contributing to their academic success. Studies such as Hoang et al. (2021) emphasized the importance of teachers' social-emotional competencies in creating positive classroom environments and improving student engagement.

On the other hand, these results differ from studies such as Malek and Humidan (2022), which explored the relationship between learning motivation and student achievement, focusing more on academic outcomes without primarily focusing on developing teachers' social and emotional learning skills. It differs from studies such as Dewi et al. (2021), which focused more on academic aspects and traditional teaching methods without significantly emphasizing teachers' social and emotional skills development. The study showed that the conventional approach achieves more significant success in students' academic achievement without substantially enhancing teachers' social and emotional skills. This indicates a difference in priorities between studies, with some focusing solely on educational aspects while others consider the comprehensive dimensions of developing teachers' learning and social skills.

5.1.2 Discussion of the Results for Question Two:

What is the degree of the effectiveness of a holistic approach in developing teachers' professional competencies?

The results for the professional competencies dimension of teachers showed a high level, with the average rating of the research sample on the effectiveness of the holistic approach in developing the professional competencies of teachers being (4.02) with a percentage of (80.4%) and a high rating. The means of the research sample's responses to the dimensions of professional competencies ranged between (3.49-4.24). The researcher attributes this to integrating the holistic approach in continuous training and providing the necessary support to teachers to enhance and improve their professional competencies, such as classroom management, effective interaction with students, and innovative teaching strategies.

This result aligns with the principals' opinions in the focal discussion group, where they highlighted the positive impact of holistic approaches on teachers' professional competencies, emphasizing improvements in classroom management, student engagement, and teacher confidence. Primary school principals unanimously agreed on the benefits of a Holistic approach to Teachers, emphasizing continuous training and development. Principal (Mrs. M) stated, "*We have noticed a significant improvement in teachers' competencies after*

implementing the holistic approach, especially in how they interact with students and manage classrooms." The preparatory school (Mrs. N) noted, "*The implementation of the holistic approach has led to the development of teachers' competencies, and we have witnessed improvements in how they handle educational challenges.*". Both groups agree on the effectiveness of the holistic approach in enhancing teachers' skills.

The results showed the dimensions of the professional competencies of teachers in descending order as follows: The Classroom Management Competencies (communication and classroom interaction) dimension received the highest rating, with a weighted average of (4.24) and a percentage of (84.7%). The essential item in this dimension was the ability to "I have the ability to create an atmosphere conducive to learning," with a weighted average of (4.34) and a percentage of (86.9%). In comparison, the last item was "I make sure to exchange different points of view with students," with a weighted average of (4.17) and a percentage of (83.4%). The researcher attributes this to applying the holistic approach, which enhances an interactive and flexible learning environment. These results align with Zhao's (2023) study in China, which found that the holistic approach significantly enhances teachers' professional competencies, including their ability to engage students and effectively manage classrooms. On the other hand, these results differ from Kazanopoulos et al.'s (2022) study in Greece, which showed that competencies related to communication and interaction within classrooms were lower due to insufficient training available on the holistic approach.

The Emotional Competencies dimension ranked second, where the overall rating was "high" with a weighted average of (4.20) and a percentage of (84%). The most critical item was "I work to promote mutual respect among students," with a weighted average of (4.31) and a percentage of (86.2%), while the last item was "I have the ability to deal with students' emotional-social difficulties," with a weighted average of (4.08) and a percentage of (81.6%). The researcher attributes this to providing students with integrated emotional and social support through the holistic approach. These results align with Lee's (2022) study in South Korea, which found that holistic educational environments enhance students' intrinsic motivation and self-regulation.

Also, it aligns with the practices implemented by school principals to enhance social-emotional learning in their schools. The consensus among school principals on integrating

social-emotional learning into the curriculum emerges as a vital step in ensuring comprehensive student development. This is attributed to efforts to include emotional management and conflict resolution skills within daily classroom activities. Primary School Principal Mr. D added, *"We ensure teachers are trained on integrating SEL into daily lessons to ensure comprehensive student development."* Preparatory school Principal Mr. W stated, *"We work on including SEL skills in the curriculum, such as communication skills and emotional management."* However, they differ from Rianawaty et al. (2021) study in Indonesia, which showed that teachers' emotional competencies were moderate due to a lack of resources and sufficient support.

The Teaching Competencies dimension ranked third, where the overall rating was "high" with a weighted average of (4.14) and a percentage of (82.9%). The essential item was "I seek to excite students and stimulate their motivation to learn," with a weighted average of (4.30) and a percentage of (85.9%), while the last item was "I encourage students to conduct scientific research," with a weighted average of (3.98) and a percentage of (79.6%). The researcher attributes this to the focus on motivating students and igniting their passion for science through the holistic approach. These results align with Smith's (2023) study in the United States, which showed that the holistic approach enhances teaching competencies through innovative teaching strategies.

Also, it aligns with the practices implemented by school principals to enhance social-emotional learning in their schools. Principals highlight the importance of using technology in social-emotional learning, pointing out that interactive educational applications and electronic tools significantly improve students' emotional management and practical communication skills. Primary School Principal (Mr. S) added, *"We provide electronic resources that help students develop skills in emotional management and effective communication."* The Preparatory School Principal (Mrs. Y) stated, *"We use electronic learning platforms to develop students' SEL skills."*

The Cognitive Competencies dimension ranked fourth, where the overall rating was "high" with a weighted average of (4.14) and a percentage of (82.7%). The essential item was "I work to link the content to students' life skills," with a weighted average of (4.27) and a percentage of (85.4%), while the last item was "I make sure to attend seminars and lectures," with a

weighted average of (3.86) and a percentage of (77.2%). The researcher attributes this to encouraging knowledge linking to daily life skills and continuous development for teachers. These results align with Nguyen's (2020) study in Vietnam, which found that the holistic approach enhances students' academic performance and social-emotional skills.

This result also aligns with the practices implemented by school principals to improve social-emotional learning in their schools. Principals provide programs and activities to promote ethical and social values among students, including education on mutual respect and empathy. This trend is attributed to the importance of developing moral values in building students' character. Primary School Principal (Mr. D) stated, "*We strive to instill moral and social values in students through stories, tales, and daily situations.*" The Preparatory School Principal (Mr. P) stated, "*We organize school events to instill social and humanitarian values in students.*"

The Teacher-Parent Relations Competencies dimension ranked fifth, where the overall rating was "high" with a weighted average of (3.90) and a percentage of (78.1%). The most critical item was "I inform parents about the positive aspects of their children," with a weighted average of (4.02) and a percentage of (80.4%), while the last item was "I ensure the participation of parents in school initiatives," with a weighted average of (3.66) and a percentage of (73.1%), rated as moderate. The researcher emphasizes the importance of enhancing parents' participation in the educational process. These results align with Johnson's (2021) study in Canada, which showed that the holistic approach strengthens strong relationships between teachers and parents. They also agree with Ferreira et al. (2020) study, which showed that competencies related to relationships with parents require a supportive educational environment to ensure maximum benefits.

Also, it aligns with the practices implemented by school principals to enhance social-emotional learning in their schools. School principals emphasize the importance of encouraging parental involvement in the educational process and offer awareness programs and regular dialogues to explain the importance of social-emotional learning and how to support children in this area. Primary School Principal (Mrs. H) added, "*We encourage parents to participate in school activities that aim to enhance students' SEL skills.*" The

Preparatory School principal (Mrs. T) stated, *"We conduct workshops for parents on supporting SEL at home."*

The environmental Relations Competencies (teacher and community) dimension ranked sixth, where the overall rating was "moderate" with a weighted average of (3.49) and a percentage of (69.8%). The most critical items were "I encourage students to participate in social activities" and "I encourage students to lead social initiatives," with a weighted average of (3.60) and a percentage of (72%), while the last item was "I ensure to organize educational and cultural activities in the community," with a weighted average of (3.29) and a percentage of (65.8%). The researcher emphasizes the need to enhance the teacher's role in the community through organizing various activities. These results align with Yaswinda et al. (2022) study in Slovenia, which showed that the holistic approach promotes comprehensive child development.

This result aligns with the suggestions for developing the implementation of the holistic approach based on the opinion of school principals. Primary and preparatory school principals emphasized enhancing collaboration and developing partnerships with the local community. Primary School principal (Mr. S) said, *"Collaboration between schools to exchange experiences and resources will enhance the effectiveness of the implementation."* The Preparatory School principal (Mr. W) stated, *"Developing a sustainable model for implementing social-emotional learning in the long term, continuing with students until the end of secondary school."* These results underscore the need for sustained efforts and expanded partnerships to achieve long-term success.

5.1.3 Discussion of the Results for Question Three:

What are the barriers to implementing the holistic approach from the teachers' perspective?

The research results showed that the average rating of the barriers to implementing the holistic approach from the teachers' perspective was (3.02), indicating a moderate appreciation (64.2%). The researcher attributes this to the fact that there are acknowledged barriers, but they are not insurmountable. These include time pressures due to curriculum

demands, varying levels of support among school administrations for implementing the holistic approach, and the need for more resources and support directed toward effectively implementing holistic practices. However, it is essential to note that teachers' perspectives may vary based on their experience levels, educational contexts, and personal beliefs about holistic education. Some teachers express optimistic views about the holistic approach and its positive impact on students' academic, emotional, and social development. In contrast, others express scepticism due to concerns about alignment with traditional educational goals or expected effectiveness compared to conventional methods. These contradictions highlight the need for tailored professional development programs that address specific problems and build confidence among teachers in effectively implementing holistic strategies.

This result aligns with the suggestions for developing the implementation of the holistic approach based on the opinion of school principals. Who agreed on the importance of developing digital educational resources and utilizing advanced technology. The primary school principal (Mrs. H) stated, "*We should provide teachers and students with electronic platforms for effective and continuous communication.*" Meanwhile, the preparatory school principal (Mrs. N) said, "*We need modern devices like smart boards and sophisticated educational programs to support the educational process.*"

The results of the dimensions of the barriers to implementing the holistic approach were as follows in descending order:

Reasons related to parents Dimension received the highest rating of "moderate," with an average weighted score of (3.41) and a percentage of (68.1%). The most significant reasons related to parents were represented by the item that stated, "Leaving full responsibility to the school to raise and educate their children," with an average weighted score of (3.55) and a percentage of (71%), rated as moderate. The least significant reason was the item that stated, "Parents only care about the student's achievement," with an average weighted score of (3.31) and a percentage of (66.3%), also rated moderate. The researcher attributes this to parents' lack of awareness about the importance of participating in the educational process and its impact on the child's development. This finding aligns with Johnson (2021), who indicated that the holistic approach enhances relationships between parents and teachers, improving communication and cooperation between the school and the family. However, this contrasts

with Yaswinda et al. (2022), who did not mention parental involvement as an essential factor, instead focusing on applying the holistic approach in kindergartens and its impact on children's overall development without emphasizing the role of parents.

This result also aligns with the opinions of both groups' principals in the focal discussion. School principals agreed that the lack of awareness and understanding among parents and the local community regarding the importance of the holistic approach poses a significant challenge. Many parents believe that the focus should solely be on academic aspects, leading to resistance to activities and programs associated with the holistic approach. Primary school principals observed strong opposition from the local community. Principal (Mr. D) stated, *"Some parents see this approach as interference in their personal lives and object to some of our activities."* middle school principals noted more positive interactions from local entities. Principal (Mr. P) says, *"We have good cooperation with some local entities that support educational initiatives, making it easier for us to implement the holistic approach."* The researcher attributes these results to the differences in age and educational experiences between primary and middle school parents.

Reasons related to school building dimension ranked second was "moderate," with an average weighted score of (3.25) and a percentage of (65%). The most significant factors related to the school building were represented by the item that stated, "Insufficient number of health facilities," with an average weighted score of (3.38) and a percentage of (67.6%), rated as moderate. The least significant factor was the item that stated, "The school building does not provide a healthy learning environment," with an average weighted score of (3.17) and a percentage of (63.3%), also rated as moderate. The researcher attributes this to the lack of funding and resources needed to improve the school's infrastructure and provide a healthy educational environment. This finding contrasts with Zhao (2023), who asserted that the holistic approach could be practical even in less well-equipped school environments, provided there is sufficient support from teachers and administration, and Rafikov et al. (2021), who focused on the effectiveness of the holistic approach in improving academic performance without significant emphasis on the impact of school infrastructure.

The principals also added that they face obstacles in implementing the holistic approach, including the lack of resources and financial support, which poses a significant challenge to

effectively implementing it. Primary School Principal (Mrs. H) says, "*To successfully implement the holistic approach, we need more financial support to provide non-curricular activities and suitable student programs.*" The principal (Mrs. T) mentioned, "*The school schedule is packed with academic subjects, making it difficult for us to allocate enough time for emotional and social activities. Therefore, we need to restructure the schedule to achieve balance.*" The researcher attributes these results to differing priorities and challenges between educational stages, where primary schools require more financial resources to implement activities. In contrast, middle schools struggle to allocate enough time for these activities.

Reasons related to student dimension ranked third were rated as "moderate," with an average weighted score of (3.18) and a percentage of (63.6%). The most important reasons related to students were represented by the item "Excessive absenteeism," with an average weighted score of (3.21) and a percentage of (64.3%), rated as moderate. The least significant reason was the item that stated, "They are often late for classes," with an average weighted score of (3.10) and a percentage of (62%), also rated as moderate. The researcher attributes this to a lack of motivation among students and the absence of an effective system to address absenteeism and tardiness. This finding aligns with Lee (2022), who indicated that the holistic approach enhances students' intrinsic motivation and reduces absenteeism. However, this contrasts with Rianawaty et al. (2021), who did not mention absenteeism or tardiness as significant obstacles to implementing the holistic approach, instead focusing on infrastructure and administrative support challenges.

This result also aligns with the opinions of both groups' principals in the focal discussion. Who agreed that students need time and continuous guidance to adapt to the holistic approach. Primary School Principal (Mr. A) noted, "*Students need extra time to understand the concepts of social-emotional learning and apply them in their daily lives.*" preparatory school principals add that some students face difficulties accessing the school due to security barriers, principal (Mrs. Y) mentioned, "*Some students express resistance to participating in emotional and social activities due to psychological and social pressures.*"

Reasons related to school management ranked fourth. The overall rating was "moderate," with a weighted average score of (2.73) and a percentage of (54.6%). The most significant

reasons related to school management were represented by the item that stated, "The principal prefers teachers to focus only on academic subjects," with a weighted average score of (2.87) and a percentage of (57.3%), rated as moderate. Conversely, the least significant reason was the item that stated, "The goals of the holistic approach do not align with the school's vision," with a weighted average score of (2.55), a percentage of (51%), and a moderate rating. The researcher attributes this to traditional resistance to change and adherence to conventional management methods. This finding aligns with Smith (2023), who confirmed that traditional school leadership can hinder the implementation of the holistic approach. However, this contrasts with Rafikov et al. (2021), who did not mention school management challenges as a significant obstacle to implementing the holistic approach, focusing instead on improving teaching and learning methods.

Reasons related to teacher dimension ranked fifth were rated as "moderate," with an average weighted score of (2.51) and a percentage of (50.2%). The most significant barriers to implementing the holistic approach related to teachers were represented by the item that stated, "I think I do not have enough experience in social-emotional learning skills," with an average weighted score of (2.64) and a percentage of (52.8%), rated as moderate. The least significant barrier was the item that stated, "I feel that I do not have the ability to manage the class effectively," with an average weighted score of (2.36) and a percentage of (49.2%), rated as moderate. The researcher attributes this to inadequate teacher training in social-emotional learning skills and classroom management. This finding aligns with Smith (2023), who highlighted the importance of effectively training teachers in social-emotional learning skills to implement the holistic approach.

This result also aligns with the opinions of both groups' principals in the focal discussion. School principals agreed that some teachers face difficulty changing the traditional approach they are accustomed to and continuously need training and support. Primary School Principal (Mrs. M) says, "*Some teachers feel that they are not adequately equipped to implement the holistic approach and need continuous training and support from the administration.*" Preparatory school Principal (Mr. T) adds, "*Some teachers believe that social-emotional learning is suitable for primary stages only, not for middle school.*" The researcher attributes these results to the varying training and support requirements among teachers at different

educational stages, where senior teachers need intensive training due to their extensive experience with traditional approaches.

5.1.4 Discussion of the Results for Question Four:

What is the degree of the effectiveness of a holistic approach in developing students' social-emotional learning skills?

The research results indicate that the degree of effectiveness of the holistic approach in developing social-emotional learning skills for students was high, with an average rating of (3.80) and a percentage of (76%), indicating a high rating. The means for the dimensions of social-emotional learning skills ranged between (3.43 - 4.11). The researcher attributes this to adopting the holistic approach, which integrates the educational dimension with the emotional and social dimensions, enhancing students' abilities and motivating them to participate effectively in educational processes. Also, it aligns with the practices implemented by school principals to improve social-emotional learning in their schools. All principals stress the importance of continuously monitoring and assessing the development of students' social-emotional learning skills, using various assessment tools to evaluate student performance in this area. The primary school Principal (Mrs. R) stated, "*We track students' progress in this area and provide continuous feedback to improve their performance.*" The Preparatory School Principal (Mrs. N) said, "*We assess students' SEL skills using specialized tests and surveys.*"

The dimensions of social-emotional learning skills were ranked in descending order as follows:

Relationship Management Dimension ranked first and was rated as "high," with an average weighted score of (4.11) and a percentage of (82.2%). The most significant item in the Relationship Management dimension was the one stating, "I help others when I think they need help," with an average weighted score of (4.33) and a percentage of (86.7%), indicating a high rating. The item stating, "I get along well with students who are different from me," ranked last, with an average weighted score of (3.89) and a percentage of (77.9%), also indicating a high rating. The researcher attributes this to the significant focus on enhancing

cooperation and positive communication among students in the school environment, strengthening their ability to manage relationships effectively.

This result aligns with the principals' opinions in the focal discussion group. Both groups emphasized the positive influence of diverse extracurricular activities on students' social-emotional development and engagement in school life. principal (Mrs. R) stated, "*We have organized numerous extracurricular activities that contribute to developing students' social and emotional skills.*" Preparatory school principals also emphasized the importance of diverse extracurricular activities, emphasizing their role in teaching cooperation and enhancing communication skills. Principal (Mrs. T) stated, "*We have chosen specialized extracurricular activities that focus on developing students' leadership and communication skills.*"

Social Awareness Dimension ranked second and was rated "high," with a weighted average of (3.88) and a percentage of (77.5%). Among the most significant items in the Social Awareness dimension was the one stating, "I respect anyone's ideas, even if they are different from mine," with a weighted average of (4.12) and a percentage of (82.4%), indicating a high rating. The item stating, "I can easily recognize others' emotions through body language," ranked last, with a weighted average of (3.60) and a percentage of (72%), indicating a medium rating. The researcher attributes this to the focus on teaching students to respect diversity and differences and to enhance their awareness of others' emotions and emotional needs.

Responsibility and Decision-Making Dimension ranked third and was rated "high," with an average weighted score of (3.79) and a percentage of (75.8%). The most significant item in the Responsibility and Decision-Making dimension was the one stating, "I try to make choices that achieve the expected positive results," with an average weighted score of (4.03) and a percentage of (80.6%), indicating a high rating. The item stating, "I identify the strengths and weaknesses of a situation before I decide what to do," ranked last, with an average weighted score of (3.61) and a percentage of (72.2%), indicating a moderate rating. The researcher attributes this to the emphasis on teaching students how to make responsible decisions and evaluate the potential outcomes of their choices.

Self-Awareness Dimension ranked fourth and was rated "high," with a weighted average score of (3.79) and a percentage of (75.8%). Among the most significant items in the Self-Awareness dimension was the one stating, "I have the abilities that help me achieve my goals," with a weighted average score of (4.10) and a percentage of (82%), indicating a high rating. The item stating, "I describe my feelings easily," ranked last, with a weighted average score of (3.09) and a percentage of (61.8%), indicating a moderate rating. The researcher attributes this to the efforts to encourage students to recognize their abilities and boost their self-confidence.

Self-Management Dimension ranked fifth and was rated "moderate," with a weighted average score of (3.43) and a percentage of (68.6%). The most significant item in the Self-Management dimension was the one stating, "I can easily focus on the schoolwork that is due to be done," with a weighted average score of (3.75) and a percentage of (74.9%), indicating a high rating. The item stating, "I can remain calm in stressful and changing situations," ranked last, with a weighted average score of (3.15) and a percentage of (63%), indicating a moderate rating. The researcher attributes this to enhancing students' ability to effectively organize themselves and handle stress.

These findings align with Greenberg's (2023) study, which demonstrated that social-emotional learning programs improve students' academic, emotional, and social skills. They also concur with Proctor et al.'s (2020) study, which showed that social-emotional learning programs enhance students' social relationships and mental health. Additionally, Tran's (2021) study indicated that implementing social-emotional learning practices helps reduce stress levels among teachers. The results are consistent with Nguyen's (2020) study, which highlighted the benefits of integrating holistic learning in motivating students and enhancing their social and emotional skills, thus promoting academic success and personal development.

This result aligns with the opinions of both groups' principals in the focal discussion, where they acknowledged the holistic approach's role in enhancing students' motivation and social interaction within classrooms. Principal (Mrs. R) affirmed, "*Students have become more interactive and cooperative in the classroom, which is a direct outcome of enhancing social-emotional learning skills.*". Similarly, preparatory school principals agreed on the approach's

role in boosting academic engagement and improving student relationships. Principal (Mr. W) said, "*The holistic approach has helped boost students' academic engagement, making them more interested in participating in educational activities.*" However, some results differ from Al-Matari et al.'s (2022) study, which showed that self-awareness was the highest among students, while in this study, it was rated as moderate.

5.1.5 Discussion of the Results for Question Five:

What is the evaluation degree of the effectiveness of a holistic approach in developing the school system for students?

The results obtained by the researcher in studying the effectiveness of the holistic approach in developing the school system for students indicate a positive index with an average score of (3.70), reflecting a satisfaction rate of up to (74%) and indicating a high evaluation. The researcher primarily attributes these results to the effective organization of inclusive approach models, innovative educational methods, strong support from school administration and the local community, positive interaction between teachers and students, and the motivation of students to enhance their engagement in studies. Also, it aligns with the practices implemented by school principals to improve social-emotional learning in their schools. All principals prioritize providing psychological counselling services for students who need additional support in developing their emotional and social skills. Primary School Principal Mrs. M stated, "*We provide individual counselling sessions to help students overcome psychological and social challenges.*" Preparatory School Principals also emphasized the importance of supporting and counselling students.

The results of the dimensions of the school system showed variations in evaluations, with the dimensions ranked in descending order as follows:

The classroom environment dimension ranked first, classified as "high," with a high average score of (3.95) and a percentage of (79%). The most critical item was "I feel it is important to attend class daily," with a moderately high average score of (4.16) and a percentage of (83.1%). The item "I pay attention to the teacher while explaining the lesson" ranked last with a moderately high average score of (3.76) and a percentage of (75.3%). The researcher

attributes the positive results in this dimension to the importance of daily class attendance and paying attention to the teacher's explanations, which enhance positive interaction between students and teachers. This aligns with Kazanopoulos et al. (2022), indicating that the inclusive approach enhances student motivation and increases their levels of engagement, thereby improving academic performance and overall well-being.

Also, it aligns with the principals' opinions in the focal discussion group. Both groups observed improvements in the overall school environment and student interaction. Primary school principals emphasized the positive impact of the holistic approach on the school classroom, making it more interactive and supportive. One principal (Mr. S) said, "*The holistic approach has helped improve the classroom environment, making classes quieter and more organized.*" The principal (Mrs. M) added, "*Students now feel safer and show better interaction with teachers and classmates.*"

The relationship with parent dimension ranked second and was also classified as "high," with an average score of (3.89) and a percentage of (77.8%). The most crucial aspect was the item "My parents are interested in raising my level of education," with a high average score of (4.57) and a percentage of (91.4%). On the other hand, the item "My parents participate in school activities" ranked last with a moderate average score of (3.18) and a percentage of (63.6%). The researcher attributes this to parents' interest in their children's education, positively impacting students' performance. This result aligns with the principals' opinions in the focal discussion group, where they noted enhanced parental and community involvement facilitated by holistic approaches, improving student communication and support. Primary school principals commended the holistic approach's collaborative nature, enhancing parental involvement and improving communication between school and family. (Mr. S) shared, "*Parents have become more engaged in school activities, which has significantly improved communication between the school and the family.*" Preparatory school principals also emphasized increased parental interaction and community partnerships, with the principal (Mr. C) noting, "*Parents have become more involved in school meetings and events, which has helped support the educational process.*"

The local community relationships dimension ranked third and was classified as "high," with an average score of (3.80) and a percentage of (75.9%). The most critical item was "I maintain

cleanliness in my environment," with a high average score of (4.22) and a percentage of (84.5%). Conversely, the item "I participate in local community-cultural activities" ranked last with a moderate average score of (3.54) and a percentage of (70.8%). The researcher attributes the positive evaluation of this dimension to the emphasis on environmental cleanliness, reflecting the local environment's influence on encouraging students to care about their surroundings.

Teacher relationships ranked fourth, classified as "moderate," with an average score of (3.53) and a percentage of (70.6%). The most critical item was "My teacher provides assistance when I need it," with a moderately high average score of (3.71) and a percentage of (74.2%). The item "My teacher cares about my feelings" ranked last with a moderate average score of (3.04) and a percentage of (60.8%). The researcher attributes this to the teacher's role in supporting and assisting students and responding to their needs. However, focusing on students' feelings remains moderate, necessitating enhancing emotional interaction to strengthen the educational relationship. Garcia & Martinez (2021) agree with these findings, indicating that trust relationships between teachers and students enhance student participation in the educational process, foster a desire for learning, and improve academic outcomes.

It also aligns with the principals' opinions in the focal discussion group, which valued collaborative partnerships with multidisciplinary teams, which enhanced support for students' social and emotional needs. The primary school principal (Mr. D) said, "*Collaboration with social workers and educational counsellors has provided comprehensive support for students and teachers.*" The preparatory school principal (Mr. W) praised collaboration with specialists, adding, "*This partnership enhances the effectiveness of the holistic approach and makes the school a supportive environment for all students.*"

The school environment dimension ranked fifth, classified as "moderate," with an average score of (3.34) and a percentage of (66.7%). The most critical item was "I feel that my classmates at my school respect me," with a moderate average score of (3.56) and a percentage of (71.2%). The item "Students are treated equally when they break school rules" ranked last with a moderate average score of (2.95) and a percentage of (59.1%). This result reflects students' sense of respect from their peers at school. However, equal treatment of students when they violate school rules remains moderate, indicating the need to promote a

supportive and respectful school environment for all students. This result aligns with the practices implemented by school principals to enhance social-emotional learning in their schools." They emphasize the importance of providing a supportive school environment that contributes to developing students' social and emotional learning skills. This includes enhancing mutual respect and understanding among school members, which fosters students' feelings of safety and belonging, and encouraging students to take leadership roles in school projects and community initiatives to develop their leadership and personal skills. Primary School Principals (Mr. A) added, "*We work on providing interactive programs that encourage cooperation and teamwork among students, enhancing their ability to communicate and interact with others.*" Preparatory School Principal Mr. C mentioned, "*We work to provide opportunities for students to express their feelings and opinions freely, which enhances their confidence and ability to interact with others.*"

5.1.6 Discussion of the Results for Question Six:

What is the evaluation degree of the effectiveness of a holistic approach in developing students' learning motivation?

The results of the student learning motivation dimension in terms of the overall score for its domains were achieved at a high level, with an average rating of the research sample on the effectiveness of the holistic approach in developing student learning motivation being (3.90), representing a satisfaction rate of 78%. The researcher attributes these favourable results to the effectiveness of the holistic approach in developing student learning motivation to family and community support, the use of technology and innovation in education and using modern learning strategies and methods, a supportive school environment, positive interaction between teachers and students, and flexibility in education. This enhances students' motivation to participate in learning and improve their academic performance.

Based on the results of the study evaluating the dimensions of student learning motivation, the researcher found varying degrees of effectiveness across different dimensions:

The dimension of readiness for learning ranked first with an overall score of "high" and a weighted average of (4.30) with a percentage of (85.9%). The most important aspect of

readiness for learning was the item stating, "I strive to be a good student," with a weighted average of (4.41) and a percentage of (88.1%), indicating a high rating. The last item, stating, "My effort makes a difference in my success at school," ranked last with a weighted average of (4.15) and a percentage of (83.1%), also indicating a high rating. This shows a strong motivation among students to achieve academic excellence, particularly in their efforts to be diligent. These results align with a study by Herpratiwi and Tohir (2022), which showed the role of personal diligence and discipline in enhancing student motivation.

The dimension of self-esteem ranked second with an overall score of "high," a weighted average of 3.97, and a percentage of (79.5%). The essential item in the self-esteem dimension stated, "If I fail to solve a problem, I try again until I find the solution," with a weighted average of (4.11) and a percentage of (82.1%), indicating a high rating. On the other hand, the item stating, "I allocate time to do my schoolwork," ranked last with a weighted average of (3.72) and a percentage of (74.4%), is still considered a high rating. The researcher attributes this to the importance of perseverance, maintaining self-confidence in learning contexts, and the ongoing need to support students in their academic responsibilities. These results are consistent with the study by Chiappetta-Santana et al. (2022), which highlighted the strong relationship between self-motivation and academic success, emphasizing the importance of developing self-confidence and socioemotional skills in students.

The dimension of learning strategies ranked third with an overall score of "high," a weighted average of (3.78), and a percentage of (75.6%). The essential items in the learning strategies dimension were represented by the item stating, "I think about what I need to learn," with a weighted average of (4.01) and a percentage of (80.2%), indicating a high rating. On the other hand, the item stating, "I feel comfortable asking my teachers for help," had the lowest ranking, with a weighted average of (3.31) and a percentage of (66.3%), indicating a moderate rating. The researcher attributes this to the active participation of students in their learning process and the potential to improve the learning environment to enhance confidence in seeking academic help. A study by Smith (2021) supports these results by emphasizing that enhancing effective learning strategies boosts students' intrinsic motivation and overall academic engagement. It also aligns with the study by Al-Jabeer (2020), which focused on the effectiveness of blended learning strategies in developing student learning motivation and

showed that implementing these strategies contributed to increased motivation and academic engagement.

The dimension of intrinsic motivation ranked fourth with an overall score of "high," a weighted average of (3.75) and a percentage of (75.1%). The essential items in the intrinsic motivation dimension were represented by the item stating, "Learning earns me the respect of others," with a weighted average of (3.98) and a percentage of (79.7%), rated as high. In contrast, the item ranked last was the item stating, "I love to learn," with a weighted average of (3.42) and a percentage of (68.4%), rated as moderate. The researcher attributes this to the solid intrinsic motivations for learning, particularly considering the respect gained through academic success. A study by Mauliya et al. (2022) supports these findings by emphasizing that internal factors such as personal satisfaction and recognition drive students' commitment to learning.

The dimension of self-efficacy ranked fifth with an overall score of "high," a weighted average of (3.69), and a percentage of (73.7%). The essential items in the self-efficacy dimension were represented by the item stating, "I prefer subjects that spark my curiosity, even if they are difficult to learn," with a weighted average of (3.87) and a percentage of (77.4%), indicating a high rating. In contrast, the item stating, "I can master the most difficult topics in my subjects," was ranked last, with a weighted average of (3.57) and a percentage of (71.4%), indicating a moderate rating. A study by Garcia & Martinez (2021) supports these results by emphasizing that enhancing self-efficacy and belief in students' abilities is crucial for boosting their motivation and overall academic outcomes.

The results of the student learning motivation dimension differ from those of Malek and Humidan (2022). Although their research showed a positive correlation between academic motivation and academic achievement, it emphasized that this relationship could be influenced by other factors, such as the family environment and social support, indicating that motivation alone may not be sufficient to achieve academic success.

5.1.7 Discussion of the Results for Question Seven:

Are there differences in the means of evaluating the effectiveness of a holistic approach in developing teachers' social-emotional learning skills attributed to variables (gender, years of experience, educational qualification, and teaching position)?

To answer the seventh question, the research's hypotheses related to this question were examined. Below is a discussion of the results associated with these hypotheses:

5.1.7.1 Discussion of the results of the research's first hypothesis:

The research results showed no statistically significant differences in the mean scores evaluating the effectiveness of a holistic approach in developing teachers' social-emotional learning skills attributed to gender in the total score and dimensions of social awareness and self-management. However, statistically significant differences were found in the dimensions of self-awareness, relationship management, and decision-making in Favor of males. The mean score for males on the total score was (4.14), while for females it was (3.97). The calculated t-value was (1.924) at a significance level of (0.056). Therefore, the null hypothesis for the total score and the dimensions of social awareness and self-management was accepted, while it was rejected for the other dimensions.

The researcher attributes this result to the fact that males have more opportunities to develop their skills in professional environments that allow them to apply the holistic approach in various ways. Additionally, societal and cultural expectations differ between males and females, affecting how they interact with educational environments and apply social-emotional learning skills.

This result is consistent with Smith's (2021) study, which indicated no statistically significant differences in some dimensions related to social awareness, supporting the idea that educational and training environments can be standardized in certain aspects. However, it differs from Lee's (2022) study, which showed apparent differences between genders in all dimensions of social-emotional learning skills. It suggests cultural and training factors may be more significant in some contexts.

5.1.7.2 Discussion of the results of the research's second hypothesis:

The research results showed statistically significant differences at the significance level ($\alpha \geq .05$) in the total score and the dimension of "self-awareness" according to the variable of years of experience between respondents with less than 5 years and 5-10 years of experience, compared to those with more than 10 years of experience, in favor of those with more than 10 years. However, for the other dimensions, the differences were between respondents with 5-10 years of experience and those with more than 10 years of experience, in favor of those with more than 10 years. Therefore, the second null hypothesis was rejected.

The researcher attributes these results to several factors. Firstly, experienced teachers have a deeper and more comprehensive understanding of the holistic approach and its various applications, enabling them to implement social-emotional learning skills effectively. Secondly, longer years of experience provide teachers with more significant opportunities for continuous professional training and self-development, enhancing their skills in self-awareness, relationship management, and decision-making. Thirdly, extensive experience helps form professional relationships and strong support networks, improving self-efficacy and confidence in applying the holistic approach.

These findings align with Johnson's study (2021), which indicated that experienced teachers demonstrate higher levels of effectiveness in applying social-emotional skills, underscoring the significant contribution of professional experience to skill development. However, they contrast with Lee's study (2022), which found no statistically significant differences between teachers with long and short years of experience. This suggests that cultural and environmental factors may be more prominent in specific contexts.

5.1.7.3 Discussion of the results of the research's third hypothesis:

The research results showed statistically significant differences in the mean scores for evaluating the effectiveness of a holistic approach in developing teachers' social-emotional learning skills, which was attributed to the variable of educational qualification in the total score and other dimensions in Favor of those with higher education. The mean score for teachers with a Bachelor's degree was (3.82), while the mean score for teachers with higher

education was (4.15). The calculated t-value was (-4.161) at a significance level (0.000). Therefore, the third null hypothesis was rejected.

The researcher attributes these results to several factors. Firstly, teachers with higher educational qualifications typically receive more advanced training and theoretical knowledge, which may enhance their understanding and application of holistic educational approaches. Secondly, higher education provides teachers with opportunities for critical reflection and deeper engagement with social-emotional learning theories, fostering more effective implementation in educational settings. Thirdly, educators with higher academic credentials benefit from greater exposure to innovative teaching methods and research-informed practices, contributing to higher perceived effectiveness in developing social-emotional learning skills. These findings are consistent with Smith's study (2023), which similarly found that teachers with higher educational attainment exhibited more robust competencies in applying holistic learning approaches.

This result aligns with the suggestions for developing the implementation of the holistic approach based on the opinion of school principals. Both primary and preparatory school principals stressed the importance of intensive training in social-emotional learning and interactive teaching methods that promote cooperative learning. The primary school Principal (Mr. A) said, "*We should provide specialized training courses for teachers to be qualified to implement the holistic approach effectively.*" The Preparatory School principal (Mr. P) stated, "*We should implement comprehensive professional development programs that include social-emotional learning skills.*" These results reflect the variations in student levels and educational needs across different stages. However, they diverge from Ferreira et al. research (2020), which highlighted varying impacts of educational qualifications on social-emotional learning outcomes depending on contextual factors and pedagogical approaches employed in different academic settings.

5.1.7.4 Discussion of the results of the research's fourth hypothesis:

The research results showed statistically significant differences in the mean scores for evaluating the effectiveness of a holistic approach in developing teachers' social-emotional

learning skills, which were attributed to the variable of the teaching position in the total score and other dimensions in Favor of classroom teachers. The mean score for subject teachers was (3.90), while the mean for classroom teachers was (4.25). The calculated t-value was (4.348) at a significance level (0.000). Therefore, the fourth null hypothesis was rejected.

The researcher attributes this result to classroom teachers receiving in-depth training and weekly sessions on holistic approach models based on social-emotional learning skills. Additionally, they interact more with students in various educational and social contexts, contributing to better developing their social-emotional learning skills.

This result is consistent with the study by Chiappetta-Santana et al. (2022), which emphasized the importance of developing social-emotional skills in teachers to enhance academic performance, and the study by Herpratiwi and Tohir (2022), which showed the role of continuous training in improving teachers' social-emotional learning skills.

Also, it aligns with the principals' opinions in the focal discussion group. Principals valued the practical support provided through weekly training sessions and classroom accompaniment by holistic approach coaches. Primary school principals emphasized the importance of classroom accompaniment by holistic approach coaches, noting the practical implementation of social-emotional learning models. Principal (Mrs. R) stated, "*Classroom accompaniment sessions by the holistic approach coach help effectively implement the five models of social-emotional learning, allowing teachers to learn practically.*". Preparatory school principals also stressed the significance of training sessions and accompaniment, with Principal (Mrs. Y) saying, "*Classroom accompaniment sessions by the holistic approach coach provide teachers with direct and practical support, helping them implement the five models of social-emotional learning efficiently.*" However, it differed from the study by Malek and Humidan (2022), which indicated that the impact of these skills might be influenced by other factors, such as family support and social environment, potentially reducing the differences between classroom and subject teachers in developing these skills.

5.1.8 Discussion of the Results for Question Eight:

Are there differences in the means of evaluating the effectiveness of a holistic approach in developing teachers' professional competencies attributed to variables (gender, years of experience, educational qualification, and teaching position)?

To answer the eighth question, the research's hypotheses related to this question were examined. Below is a discussion of the results associated with these hypotheses:

5.1.8.1 Discussion of the results of the research's fifth hypothesis:

The research results show no statistically significant differences in the mean scores for evaluating the effectiveness of a holistic approach in developing teachers' professional competencies attributed to the gender variable in the total score and other dimensions, except for the dimensions of cognitive competencies and teaching competencies. There were significant differences in these dimensions in Favor of males. The mean score for males in the total score was (4.10), while the mean score for females was (3.98). The calculated t-value was (1.418) at a significance level of (0.158). Therefore, the fifth null hypothesis was accepted for the total score and other dimensions, except for the dimensions of cognitive competencies and teaching competencies, where it was rejected.

The researcher attributes these results to several factors. Firstly, males benefit from different opportunities, experiences, and professional development trajectories that enhance their competencies in cognition and teaching. Cultural and social factors influence males' professional development pathways and their interaction with initiatives for enhancing professional competencies, which differ from those available to females, thereby impacting their outcomes in cognitive and teaching competencies.

These findings align with Zainullah et al. (2023), which highlighted the impact of teacher-student relationships on academic performance. This factor can affect gender interactions in education and professional development. However, they contradict the findings of Lee (2022) and Johnson (2021), who reported more homogeneous results between genders in their

studies on teacher competencies. This suggests that gender differences may exist in specific competency areas.

5.1.8.2 Discussion of the results of the research's sixth hypothesis:

The research results show statistically significant differences at the significance level ($\alpha \geq .05$) in the total score and the dimensions of "cognitive competencies" and "environmental relationship competencies (teacher and community)" according to the variable of years of experience between respondents with less than 5 years, and 5-10 years of experience, compared to those with more than 10 years of experience, in favor of those with more than 10 years. However, for the other dimensions, the differences were between respondents with 5-10 years of experience and those with more than 10 years of experience, in favor of those with more than 10 years. Therefore, the sixth null hypothesis was rejected.

These results indicate that respondents with over 10 years of experience show significantly higher overall cognitive and environmental relationship competencies scores than their less experienced peers. The researcher attributes these findings to deeper understanding and more advanced skills acquired through longer professional tenure, involvement in community relationships over time, and continuous and deep interaction within the educational environment, significantly impacting the development of social-emotional learning skills. Experienced teachers are more exposed to administrative and leadership responsibilities within academic institutions, enhancing their management, organization, and relationship-building abilities.

This aligns with previous studies such as Nguyen (2023), which emphasized the cumulative benefits of extended professional experience in enhancing specific competencies. However, these findings differ from studies like Lee (2022) and Johnson (2021), which reported more uniform results across different experience levels, indicating variability in competency development based on professional engagement levels.

5.1.8.3 Discussion of the results of the research's seventh hypothesis:

The research results show statistically significant differences in the mean scores for evaluating the effectiveness of a holistic approach in developing teachers' professional competencies attributed to the variable of educational qualification in the total score and other dimensions in favor of those with higher education, except for the dimension of "environmental relationship competencies (teacher and parents)." The mean score for teachers with a Bachelor's degree was (3.88), while the mean score for teachers with higher education was (4.10). The calculated t-value was (-2.934) at a significance level of (0.004). Therefore, the seventh null hypothesis was rejected for the total score and other dimensions, except for the "environmental relationship competencies (teacher and parents)" dimension, which was accepted.

These results highlight that teachers with higher education demonstrate enhanced competencies across various dimensions attributed to advanced training and knowledge acquisition in educational contexts. These findings align with previous studies that have also shown a positive correlation between higher educational qualifications and the professional development of teachers, such as Nguyen (2023), which affirmed that continuous training and long professional experience enhance teachers' academic and professional competencies. This is consistent with the current study's findings regarding the impact of higher education. Additionally, it resonates with Gimbert et al. (2021), who elucidated that developing teachers' competencies in social-emotional learning requires adequate support from school management and ongoing training programs.

Also, it aligns with the principals' opinions in the focal discussion group. Both groups emphasize the significance of annual training courses in enhancing teachers' skills and fostering continuous professional development. Primary school principals praised the importance of annual workshops on the holistic approach, considering them fundamental for constant professional development. principal (Mrs. H) noted, *"The annual training provides teachers with new tools and methods to improve their professional competencies."* Preparatory school principals emphasized training's role in developing professional competencies, with Principal (Mrs. Y) adding, *"These training sessions contribute significantly to improving the quality of education."*

5.1.8.4 Discussion of the results of the research's eighth hypothesis:

The research results show statistically significant differences in the mean scores for evaluating the effectiveness of a holistic approach in developing teachers' professional competencies attributed to the variable of teaching position in the total score and other dimensions in favor of teachers whose teaching position is classroom teachers, except for the dimension of "environmental relationship competencies (teacher and community)." The mean score for subject teachers was (3.93), while the mean for classroom teachers was (4.17). The calculated t-value was (-3.170) at a significance level of (0.002). Therefore, the eighth null hypothesis was rejected for the total score and other dimensions, except for the "environmental relationship competencies (teacher and community)" dimension, which was accepted.

The researcher attributes these findings to differences in teachers' roles within the educational system, where classroom teachers demonstrate better performance in their professional competencies than subject teachers. This is attributed to the more direct and intensive training and engagement that classroom teachers receive in implementing a comprehensive approach focused on social-emotional learning within their classroom environments. This result aligns with previous studies, such as the study by Jones et al. (2023) in the United States, which found that classroom teachers exhibit higher levels of professional competence than subject specialists.

5.1.9 Discussion of the Results for Question Ninth:

Is there a statistically significant correlation between the means of social-emotional learning skills, professional competencies, and the barriers to implementing the holistic approach as perceived by teachers?

To answer the ninth question, the research hypotheses related to this question were examined. Below is a discussion of the results associated with these hypotheses:

5.1.9.1 Discussion of the results of the research's ninth hypothesis:

The research results show a statistically significant positive relationship at a significance level ($\alpha \leq 0.05$) was observed between the means of social-emotional learning skills and the means of professional competencies from the perspective of teachers. However, it was found that there is a statistically significant relationship between the means of social-emotional learning skills, professional competencies, and the means of barriers to implementing the holistic approach from the teachers' perspective in Jerusalem. Therefore, the null hypothesis concerning the ninth hypothesis was rejected.

These results underscore the importance of integrating social-emotional learning into teacher development programs to enhance professional growth. The researcher attributes this finding to the growing emphasis on developing social-emotional learning skills as a fundamental part of teachers' professional training and personal development programs, enhancing their classroom management abilities and effective student interaction. This finding aligns with previous studies that have shown positive effects of social-emotional learning skills on teaching effectiveness, such as Nguyen et al. (2022), which demonstrated that developing these skills contributes to enhancing teachers' professional capabilities, improving their teaching performance, and fostering effective student interactions.

This result also aligns with the suggestions for developing the implementation of the holistic approach based on the opinion of school principals. Both primary and preparatory school principals highlighted the need for increased financial support and improvements in school infrastructure. The Primary school principal (Mrs. R) said, "*Sufficient budgets should be provided to equip schools with necessary tools and cover the costs of training and educational activities.*" The preparatory School principal (Mrs. N) stated, "*Improving school infrastructure to create a conducive learning and interactive environment.*" These findings underscore the critical need for adequate financial and material support to implement holistic approaches successfully. However, this finding contrasts with a study conducted by Brown et al. (2023), where no statistically significant relationship was found between the average scores of social-emotional learning skills and professional competencies and the mean scores of barriers to implementing the holistic approach from teachers' perspectives. This discrepancy suggests variations in results across different studies and specific educational

contexts. Additionally, Lee (2022) and Johnson (2021) highlighted diverse effects on professional competencies depending on the implementation context and particular barriers identified by teachers.

5.1.10 Discussion of the Results for Question Tenth:

Is there a statistically significant correlation between the means of social-emotional learning skills, the school system, and the motivation for learning from the student's perspective?

To answer the tenth question, the research hypotheses related to this question were examined. Below is a discussion of the results associated with these hypotheses:

5.1.10.1 Discussion of the results of the research's tenth hypothesis:

The research results show a statistically significant positive relationship at a significance level ($\alpha \leq 0.05$) was found between the means of social-emotional learning skills, the means of the school system, and the means of learning motivation from the perspective of students. Due to this statistically significant relationship, the Tenth null hypothesis was rejected.

The researcher attributes this finding to the impact of social-emotional learning skills in improving the learning environment within the school, which positively influences students' motivation to engage actively in learning processes. The researcher emphasizes the importance of enhancing social-emotional learning skills in the school system, positively affecting students' learning motivation. This result aligns with previous studies that have also shown a positive relationship between social-emotional learning skills, school environment factors, and student motivation, such as the studies by Nguyen et al. (2022), Smith et al. (2023), and Chiappetta-Santana et al. (2022). These studies found positive correlations between social-emotional learning skills, school environment factors, and learning motivation, highlighting the critical role of socio-emotional development in enhancing academic engagement and motivation.

Also, it aligns with the principals' opinions in the focal discussion group. Principals expressed positive views on the holistic approach, emphasizing its comprehensive nature and

benefits for student development. Primary school principals regarded the holistic approach as a comprehensive and integrated method, enhancing academic and social-emotional learning integration. The principal (Mrs. R) stated, "*The holistic approach enhances the integration of academic education with social and emotional learning, contributing to the balanced development of students' personalities.*" The preparatory school principal (Mrs. Y) mentioned, "*The holistic approach helps develop students' academic, social, and emotional skills, making them more prepared to face life's challenges.*" However, this finding contrasts with studies like Brown et al. (2023), which did not find a similar statistically significant relationship, highlighting variations in results between different research contexts and methodologies. These findings also contradict the study conducted by Mauliya et al. (2022), highlighting different factors influencing student motivation.

Recommendations

The current study has reached the following recommendations based on the study's results:

1. **Continuous Professional Development for Teachers:** Implement training programs focusing on social-emotional learning (SEL) skills to enhance teachers' professional competencies, support students' emotional and social needs, and improve educational outcomes.
2. **Enhancing Student Learning Motivation:** Promote a culture of innovation in schools to support effective adaptation, creating environments that encourage social interactions and collaboration among students through SEL activities.
3. **Parental and Community Engagement:** Strengthen communication channels between schools and parents, increasing parental awareness of their role in supporting student learning and holistic development through active involvement and community partnerships.
4. **Extracurricular Activities:** Provide diverse and specialized extracurricular activities to develop students' social, emotional, and leadership skills, integrating them with educational goals to enhance student engagement.
5. **Interdisciplinary Collaboration:** Foster collaboration with multidisciplinary teams to offer comprehensive support for students' social, emotional, and academic needs.
6. **Supportive School Environment:** Enhance classroom settings to promote collaboration and teamwork among teachers and students, creating a supportive and interactive school environment.
7. **Holistic Approach Implementation:** Integrate academic education with SEL to develop students' personalities comprehensively.
8. **Use of Technology:** Utilize interactive educational applications to enhance students' SEL skills and provide electronic resources to help students develop emotional management and practical communication skills.

9. Evaluation of SEL Skills: Conduct regular assessments of students' SEL skills using diverse evaluation tools, tracking progress, and providing continuous feedback to improve performance.
10. Psychological Support and Counselling: Offer group and individual counselling sessions for students needing additional support in developing their emotional and social skills and psychological support programs to boost self-confidence and effective communication.
11. Student Motivation and Engagement: Support various strategies to motivate students and enhance their engagement in learning through tailored educational experiences and school activities that instill social and humanitarian values.
12. Improving School Infrastructure: Align school infrastructure with holistic approach goals to provide a conducive learning environment that supports student well-being and academic success.
13. Adequate Resources and Time Allocation: Allocate sufficient resources and time for effective implementation and evaluation of holistic practices within school curricula, with solid support from policymakers and school leaders.
14. Increased Funding and Resource Allocation: Advocate for increased funding and resource allocation to support holistic education initiatives, exploring alternative funding sources and efficient resource management strategies.
15. Community Collaboration: Enhance collaboration between schools to exchange experiences and resources and develop local community projects to increase awareness and contribute to social-emotional learning, providing a comprehensive learning environment.

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Appendices

Appendix (1): List of Research Tool Arbitrators' Names

Number	Arbitrator's Name	Specialization	Position	University
1	Dr. Khaled Suleiman Kattlou	Measurement and Evaluation	Assistant Dean, Faculty of Educational Sciences	Al-Quds Open University
2	Dr. Mohammed Shaheen	Educational Sciences	Professor	Al-Quds Open University
3	Dr. Ayed Mohammed Al-Hamouz	International Philosophy in Psychology	Assistant Professor	Al-Istiqlal University
4	Dr. Rashid Mohammed Arar	Psychology	Assistant Professor	Palestine Al-Ahliya University
5	Dr. Fouad Suleiman Sobeh	Arabic Language and Literature	Assistant Professor	Palestine Al-Ahliya University
6	Dr. Kamal Mohammed Makhamreh	Educational Leadership and Management	Associate Professor	Hebron University
7	Dr. Manal Abu Menshar	Teaching Methods	Assistant Professor	Hebron University
8	Dr. Saleh Mohammed Musa	Educational Management	Assistant Professor	Al-Qasemi Academy
9	Dr. Wael Abu Asab	Civil Engineering - Statistics and Data Science	Assistant Professor	An-Najah National University
10	Dr. Jenan Rashad Abu Judeh	Curriculum and Teaching Methods	Educational Supervisor - Lecturer	Al-Quds University & Al-Quds Open University

Appendix (2): Teacher Questionnaire

Hebron University

**Dean of Graduate Studies and
Scientific Research**

**Program Educational Leadership
and Administration**



Dear Teacher

Greetings,

The researcher is conducting Research titled "**Evaluating the Effectiveness of a Holistic Approach Based on Social and Emotional Learning in Developing Teachers' Professional Competencies and Students' Learning Motivation in Jerusalem.**" This Research fulfills the requirements for a PhD from the Faculty of Graduate Studies in Educational Leadership and Administration. Numerous local and international studies have been reviewed to achieve the Research's objectives, and the critical areas of the holistic approach based on social-emotional learning skills have been identified.

Please answer the questions in this questionnaire honestly and accurately by placing (×) on the degree you deem appropriate. The information will be treated with the utmost confidentiality and used solely for scientific Research.

I appreciate your cooperation.

Researcher: Abeer Shqirat

Supervisor: Dr. Salah Al-Zaro

Section One: Demographic Variables (Personal and Professional Data):

1- Gender: Male () Female ()

2- Years of Experience: () Less than 5 years () 5-10 years () More than 10 years

3- Academic Qualification: () Bachelor's degree () Master's degree () Doctorate

4- Teaching position: () Subject teacher () classroom teacher

Section Two: Fields of the Study and its Paragraphs

#	The First Field: Social-emotional Learning Skills	Very high	High	Moderate	Low	Very low
First Dimension: Self Awareness						
1.	I express my feelings clearly					
2.	I realize how my feelings affect my reactions to students					
3.	I know my strengths and weaknesses					
4.	I use self-reflection to understand the factors that influence my feelings					
5.	I continue to develop my skills to support all students					
Second Dimension: Social Awareness						
6.	I learn from people who have different opinions than me					
7.	I understand the socio-cultural differences within my school community					
8.	I apologize when I do or say something that hurts other people's feelings					
9.	I assist students when I think they need it					
10.	I can understand students' feelings from their body language					
Third Dimension: Self-Management						
11.	I set clear steps to reach my personal goals					
12.	I set clear steps to reach my educational goals					
13.	I have the ability to control myself					
14.	I use breathing techniques to deal with difficult emotions					

15.	I use focus strategies to regain energy when multitasking					
Fourth Dimension: Relationship Management						
16.	Listen carefully to others					
17.	I share ideas that interest me with others					
18.	I openly admit my mistakes					
19.	I make sure to give all students an opportunity to share their ideas					
20.	I communicate well with people who are from a different culture or social background than me					
Fifth Dimension: Responsibility and Decision-Making						
21.	I think about how my decisions affect the lives of others					
22.	I find the right ways to solve any problem					
23.	I contribute to making my community a better place					
24.	I work to encourage creative thinking in the school community					
25.	I involve relevant others in the decision-making process					

#	The Third field: Professional competencies	Very high	High	Moderate	Low	Very low
First Dimension: Cognitive competencies						
26.	I deal with educational content in ways that take into account the different nature of students					
27.	I work to link the content to students' life skills					
28.	I work to connect content to students' social-emotional abilities					
29.	I ensure to attend seminars and lectures					
30.	I ensure that I am well-versed in the class topic to effectively address students' questions.					
Second Dimension: Teaching Competencies						
31.	I consider students' areas of development (mental, emotional, social) when planning the lesson					
32.	I take into account the individual differences between students					
33.	I encourage students to conduct scientific research					

34.	I seek to excite students and stimulate their motivation to learn					
35.	I use appropriate teaching aids for each lesson					
36.	I use various methods in evaluation, such as alternative evaluation					
37.	I make sure that students acquire cooperative group learning skills					
38.	I ensure that students acquire self-learning skills					
39.	I employ different thinking strategies in classes, such as critical and analytical thinking					
40.	I use feedback to improve educational activities					
Third Dimension: Classroom Management Competencies (Communication and Classroom Interaction)						
41.	I have the ability to create an atmosphere conducive to learning					
42.	I train students on communication skills in the classroom situation					
43.	I organize purposeful class activities					
44.	I help students get rid of unwanted behavior					
45.	I use the dialogue method in the classroom					
46.	I make sure to exchange different points of view with students					
47.	I diversify the methods of positive reinforcement to suit the students' answers					
Fourth Dimension: Emotional Competencies						
48.	I have the ability to deal with students' emotional-social difficulties					
49.	I take into account the needs and interests of students					
50.	I ensure that students are treated fairly					
51.	I promote mutual respect among students					
52.	I incorporate social-emotional learning principles into classes, such as reflective learning and learning from mistakes					
53.	I care about motivating students					
Fifth Dimension: Environmental Relationship Competencies (Teacher and Parents)						
54.	I have the ability to conduct effective dialogues with parents					
55.	I possess skills to maintain an educational partnership with parents					
56.	I communicate with parents to resolve their children's behavioral issues					

57.	I inform parents about the positive aspects of their children					
58.	I ensure parents' participation in school initiatives					
Sixth Dimension: Environmental Relationship Competencies (Teacher and Community)						
59.	I participate in community volunteer work					
60.	I ensure to strengthen the relationship with educational institutions in the community					
61.	I ensure to organize educational and cultural activities in the community					
62.	I encourage students to participate in social activities					
63.	I encourage students to lead social initiatives					

#	The Fourth field: Barriers to applying the holistic approach	Very high	High	Moderate	Low	Very low
First Dimension: Reasons Related to School Management						
64.	The goals of the holistic approach do not align with the school's vision.					
65.	The principal believes in change only in administrative aspects.					
66.	The principal prefers teachers to focus only on academic subjects.					
67.	The principal is only interested in the teacher's educational development.					
Second Dimension: Reasons Related to Teachers						
68.	I think I do not have enough experience in social-emotional learning skills					
69.	I don't have sufficient abilities to handle students' behavioral problems.					
70.	I lack the specific methods to deal with students' learning difficulties.					
71.	I feel that I do not have the ability to manage the class effectively					
72.	I have a lot of educational tasks within the school					
Third Dimension: Reasons Related to Students						
73.	Excessive absenteeism.					
74.	Being late in arriving at school in the morning.					
75.	They are often late for classes.					
76.	Students' low engagement with the new learning style.					
77.	Students focus only on academic achievement.					

Fourth Dimension: Reasons Related to Parents						
78.	Parents only care about the student's achievement					
79.	Low parental involvement in school activities.					
80.	Parents' lack of interest in the social and emotional aspects of their children.					
81.	Leaving full responsibility to the school to raise and educate their children					
Fifth Dimension: Reasons Related to School Building						
82.	Lack of general safety conditions in the school building.					
83.	The school building does not provide a healthy learning environment.					
84.	Classrooms are not suitable for implementing educational activities.					
85.	Insufficient number of health facilities.					

Appendix (3): Student Questionnaire

Hebron University

**Dean of Graduate Studies and
Scientific Research**

**Program Educational Leadership
and Administration**



Dear Students

Greetings,

The researcher is conducting research titled: "**Evaluating the Effectiveness of a Holistic Approach Based on Social and Emotional Learning in Developing Teachers' Professional Competencies and Students' Learning Motivation in Jerusalem**" as part of the requirements for a PhD in Educational Leadership and Management.

We kindly request your participation in answering the following questionnaire, which examines your thoughts on the learning process, your school environment, classroom dynamics, your relationships with teachers, and your daily interactions with friends and yourself. Your responses will help measure students' learning motivation.

This questionnaire is a primary tool for collecting the necessary data, which will be used solely for scientific research.

Thank you for your assistance.

Researcher: Abeer Shqirat

Supervisor: Dr. Salah Al-Zaro

Section One: Demographic Variables (Personal Data):

1- Gender: Male () Female ()

Section Two: Fields of the Research and its Paragraphs

#	The First Field: Social-emotional Learning Skills	Very high	High	Moderate	Low	Very low
First Dimension: Self Awareness						
1.	I describe my feelings easily					
2.	I realize the impact my emotions have on what I do					
3.	I am confident that I can complete my schoolwork successfully					
4.	I do my best when doing difficult schoolwork					
5.	I have the abilities that help me achieve my goals					
Second Dimension: Social Awareness						
6.	I can easily recognize others' emotions through body language					
7.	I can determine what people close to me think when they are happy or sad					
8.	I respect anyone's ideas, even if they are different from mine					
9.	I find it easy to defend my ideas without insulting anyone else					
Third Dimension: Self-Management						
10.	I can remain calm in stressful and changing situations					
11.	I am disciplined (i.e., I follow specific procedures to do precisely what is required of me)					
12.	I can easily focus on the schoolwork that is due to be done					
13.	I combat distractions while doing my schoolwork					
Fourth Dimension: Relationship Management						
14.	I use appropriate verbal language when speaking with others					
15.	I am confident in my ability to work as part of a team in class					
16.	I treat all my team members in class with respect					
17.	I help others when I think they need help					

18.	I get along well with students who are different from me					
Fifth Dimension: Responsibility and Decision-Making						
19.	I consider the consequences of my actions when making decisions					
20.	I try to make choices that achieve the expected positive results					
21.	I identify a situation's strengths and weaknesses before deciding what to do					
22.	I think about all the criteria behind my advice when I give it					

#	The Second field: Schoolwide System	Very high	High	Moderate	Low	Very low
First Dimension: Classroom Environment						
23.	I feel it is important to attend class daily					
24.	I come to class prepared					
25.	I pay attention to the teacher while explaining the lesson					
26.	I participate actively in class discussions					
27.	I have a good relationship with my classmates					
Second Dimension: Relationship with Teacher						
28.	My teacher cares about my feelings					
29.	My teacher encourages me to learn new knowledge					
30.	My teacher provides assistance when I need it					
31.	My teacher motivates me to share inspiring, creative ideas					
32.	My teacher praises my academic efforts					
Third Dimension: Relationship with parents						
33.	My parents participate in school activities					
34.	I share with my parents what I learn in the classroom					
35.	My parents are interested in raising my level of education					
36.	My parents care about my emotional needs					
37.	I share with my parents the problems I face at school					

Fourth Dimension: School Environment						
38.	Students are treated equally when they break school rules					
39.	I feel positive energy at school					
40.	I feel safe inside my school					
41.	I feel that my classmates at my school respect me					
42.	I feel a sense of belonging to my school					
Fifth Dimension: Local Community						
43.	I participate in local community-cultural activities					
44.	I maintain cleanliness in my environment					
45.	I help my community members					
46.	I participate in the activities of various educational institutions					
47.	I share my learning experiences with community members					

#	The Third field: Learning Motivation	Very high	High	Moderate	Low	Very low
First Dimension: Self- Esteem						
48.	I allocate time to do my schoolwork					
49.	I work hard to achieve learning goals even if I face obstacles					
50.	If I fail to solve a problem, I try again until I find the solution					
51.	I keep working even when it takes longer than I expected					
52.	I finish the work, I start					
Second Dimension: Self-Efficacy						
53.	I can do well on all my tests, even when they are difficult					
54.	I can master the most difficult topics in academic subjects					
55.	I can achieve all educational goals set by teachers					
56.	I prefer subjects that spark my curiosity, even if they are difficult to learn					
Third Dimension: Intrinsic Motivation						
57.	Learning gives meaning to my life					
58.	I love to learn					

59.	The educational materials in school are essential to my life					
60.	Good general knowledge will be an advantage in my professional life					
61.	Learning earns me the respect of others					
Fourth Dimension: Readiness to Learn						
62.	I strive to be a good student					
63.	I strive to learn new things					
64.	Mistakes help me learn					
65.	My effort makes a difference in my success in school					
Fifth Dimension: Learning Strategies						
66.	I set goals for learning					
67.	I make a plan to achieve learning goals					
68.	I feel comfortable asking my teacher for help					
69.	I rephrase what I study in my own words to understand it better					
70.	I think about what I need to learn					

Appendix (4): Teacher Questionnaire in Arabic



جامعة الخليل

عمادة الدراسات العليا والبحث العلمي

برنامج القيادة والإدارة التربوية

حضرة المعلم/ المعلمة

تحية طيبة وبعد،

تقوم الباحثة بإجراء دراسة بعنوان: "تقييم فعالية النهج الشمولي القائم على التعلم الاجتماعي العاطفي في تطوير الكفاءات المهنية للمعلمين ودافعية التعلم لدى الطلبة في القدس"، وذلك استكمالاً لمتطلبات الحصول على درجة الدكتوراة من كلية الدراسات العليا- في القيادة والإدارة التربوية. وتحقيقاً لأهداف الدراسة جرى الاطلاع على العديد من الدراسات المحلية والعالمية، وتم تحديد المحاور الأساسية لمجالات دراسة النهج الشمولي المستند إلى مهارات التعلم العاطفي الاجتماعي.

الرجاء الإجابة على أسئلة هذه الاستبانة وفقراتها بمصداقية وأمانة من خلال وضع (×) على الدرجة التي تراها مناسبة، وسيتم التعامل مع المعلومات بأقصى قدر من الثقة والسرية، ولن تستخدم الا لأغراض البحث العلمي.

شاكراً لكم حسن تعاونكم

الباحثة: عبير شقيرات

المشرف: د. صلاح الزرو

القسم الأول: المتغيرات الديمغرافية (البيانات الشخصية والوظيفية):

- 1- الجنس: ذكر () أنثى ()
- 2- عدد سنوات الخبرة: () أقل من 5 سنوات () من 5-10 سنوات () أكثر من 10 سنوات
- 3- المؤهل العلمي: () بكالوريوس () ماجستير () دكتوراة
- 4- وظيفتك في المدرسة (يرجى الإشارة إلى كل الإمكانيات ذات الصلة): معلم موضوع () مربى صف ()

القسم الثاني: مجالات الاستبانة

الرقم	المجال الأول: مهارات التعلم العاطفي الاجتماعي	درجة كبيرة جداً	درجة كبيرة	درجة متوسطة	درجة قليلة	درجة قليلة جداً
البعد الأول: الوعي الذاتي: استطعت من خلال برنامج النهج الشمولي أن:						
1.	أعبر عن مشاعري بكل وضوح					
2.	أدرك كيف تؤثر مشاعري على ردود أفعالي تجاه الطلبة					
3.	أعرف نقاط القوة والضعف لدي					
4.	أستخدم التأمل الذاتي لفهم العوامل التي تؤثر في مشاعري					
5.	أواصل تطوير مهاراتي لدعم جميع الطلبة					
البعد الثاني: الوعي الاجتماعي: استطعت من خلال برنامج النهج الشمولي أن:						
6.	أتعلم من الأشخاص الذين لديهم آراء مختلفة عني					
7.	أفهم الاختلافات الاجتماعية – الثقافية داخل مجتمعي المدرسي					
8.	أعتذر عندما أفعال أو أقول شيئاً يؤذي مشاعر الآخرين					
9.	أقدم المساعدة للطلبة عندما أرى أنهم بحاجة لها					
10.	أستطيع فهم مشاعر الطلبة من لغة جسدهم					
البعد الثالث: إدارة الذات: استطعت من خلال برنامج النهج الشمولي أن:						
11.	أضع خطوات واضحة للوصول إلى أهدافي الشخصية					
12.	أضع خطوات واضحة للوصول إلى أهدافي التعليمية					
13.	أمتلك القدرة على ضبط نفسي					
14.	أستخدم تقنيات التنفس للتعامل مع المشاعر الصعبة					
15.	أستخدم استراتيجيات التركيز لاستعادة الطاقة عند تنفيذ مهام متعددة					

البعد الرابع: إدارة العلاقات: استطعت من خلال برنامج النهج الشمولي أن:					
					16. أصغي جيداً للآخرين
					17. أشارك الآخرين بالأفكار التي تهمني
					18. أعترف علناً بأخطائي
					19. أتواصل بشكل جيد مع الأشخاص الذين ينتمون إلى ثقافة أو خلفية اجتماعية مختلفة عني
					20. أحرص على اعطاء فرصة لكل الطلبة للمشاركة بأفكارهم
البعد الخامس: المسؤولية واتخاذ القرارات: استطعت من خلال برنامج النهج الشمولي أن:					
					21. أفكر في كيفية تأثير قراراتي على حياة الآخرين
					22. أجد الطرق المناسبة لحل أي مشكلة
					23. أساهم في جعل مجتمعي مكاناً أفضل
					24. أعمل على تشجيع التفكير الإبداعي في المجتمع المدرسي
					25. أشرك الآخرين ذوي العلاقة في عملية اتخاذ القرار

الرقم	المجال الثاني: الكفايات المهنية	درجة كبيرة جداً	درجة كبيرة	درجة متوسطة	درجة قليلة	درجة قليلة جداً
البعد الأول: الكفايات المعرفية						
	26. أتعامل مع المحتوى التعليمي بأساليب تراعي طبيعة الطلبة المختلفة					
	27. أعمل على ربط المحتوى بالمهارات الحياتية للطلبة					
	28. أعمل على ربط المحتوى بالقدرات الاجتماعية-العاطفية للطلبة					
	29. أحرص على حضور الندوات والمحاضرات					
	30. أحرص على الإلمام بموضوع الحصة للتعامل مع تساؤلات الطلبة					
البعد الثاني: كفايات التدريس						
	31. أراعي مجالات النمو للطلبة (العقلي، العاطفي، الاجتماعي) عند التخطيط للدرس					
	32. أراعي الفروق الفردية بين الطلبة					
	33. أشجع الطلبة على إجراء البحوث العلمية					
	34. أسعى لتشويق الطلبة وإثارة دافعيتهم للتعلم					

					35. استخدم وسائل تعليمية مناسبة لكل درس
					36. استخدم أساليب متنوعة في التقييم، مثل: التقييم البديل
					37. أحرص على إكساب الطلبة مهارات التعلم الجماعي التعاوني
					38. أحرص على إكساب الطلبة مهارات التعلم الذاتي
					39. أوظف استراتيجيات التفكير المختلفة داخل الحصص الدراسية، مثل: التفكير الناقد، التحليلي
					40. استخدم التغذية الراجعة لتحسين النشاطات التعليمية
البعد الثالث: كفايات إدارة الصف (الاتصال والتفاعل الصفّي)					
					41. أمتلك القدرة على تهيئة جو مناسب للتعلم
					42. أقوم بتدريب الطلبة على مهارة الاتصال في الموقف الصفّي
					43. أقوم بتنظيم الأنشطة الصفّية الهادفة
					44. أساعد الطلبة على التخلص من السلوك غير المرغوب فيه
					45. أستخدم أسلوب الحوار في الصفوف الدراسية
					46. أحرص على تبادل وجهات النظر المختلفة مع الطلبة
					47. أنوع في أساليب التعزيز الإيجابي بما يتلائم مع إجابات الطلبة
البعد الرابع: الكفايات الوجدانية					
					48. أمتلك القدرة على التعامل مع الصعوبات العاطفية – الاجتماعية للطلبة
					49. أراعي حاجات الطلبة وميولهم
					50. أحرص على معاملة الطلبة على أساس العدل
					51. أعمل على تعزيز الاحترام المتبادل بين الطلبة
					52. أدمج مبادئ التعلم العاطفي الاجتماعي في الحصص الدراسية، مثل: التعلم التأملي، والتعلم من الأخطاء
					53. أهتم بتحفيز الطلبة
البعد الخامس: كفايات العلاقات البينية (المعلم وأولياء الأمور)					
					54. أمتلك القدرة على إدارة حوار فعال مع أولياء الأمور
					55. أمتلك مهارات للمحافظة على الشراكة التعليمية مع أولياء الأمور
					56. أتواصل مع أولياء الأمور لحل مشاكل أبنائهم السلوكية

					أخبر أهالي الطلبة بالأمر الإيجابية عن أبنائهم	57.
					أحرص على مشاركة أولياء الأمور في المبادرات المدرسية	58.
البعد السادس: كفايات العلاقات البيئية (المعلم والمجتمع)						
					أشارك في الأعمال التطوعية المجتمعية	59.
					أحرص على توطيد العلاقة مع المؤسسات التعليمية في المجتمع	60.
					أحرص على إقامة أنشطة تربية تنقيفية في المجتمع	61.
					أشجع الطلبة على المشاركة في الانشطة الاجتماعية	62.
					أشجع الطلبة على قيادة المبادرات الاجتماعية	63.

الرقم	المجال الثالث: معوقات تطبيق النهج الشمولي	درجة كبيرة جداً	درجة كبيرة	درجة متوسطة	درجة قليلة	درجة قليلة جداً
البعد الأول: أسباب متعلقة بإدارة المدرسة						
	أهداف النهج الشمولي لا تتلاءم مع رؤية المدرسة					
	يؤمن المدير بالتغيير في النواحي الإدارية فحسب					
	يفضل المدير أن يركز المعلم على المواضيع الدراسية					
	يهتم المدير بتطور المعلم في النواحي التعليمية فحسب					
البعد الثاني: أسباب متعلقة بالمعلم						
	لدي خبرة كافية في مهارات التعلم العاطفي الاجتماعي					
	أمتلك القدرات الكافية للتعامل مع المشاكل السلوكية للطلبة					
	أمتلك أساليب متنوعة للتعامل مع الصعوبات التعليمية لدى الطلبة					
	أمتلك أساليب فعالة لإدارة الصف					
	لدي الكثير من المهام التعليمية داخل المدرسة					
البعد الثالث: أسباب متعلقة بالطالب						
	كثرة الغياب					
	التأخر صباحاً في الوصول إلى المدرسة					
	التأخر عن الحصص الدراسية في كثير من الأحيان					

					ضعف تفاعل الطلبة مع نمط التعلم الجديد	.76
					اهتمام الطلبة بالتحصيل التعليمي فحسب	.77
البعد الرابع: أسباب متعلقة بأولياء الأمور						
					قلة اهتمام الأهل بالتحصيل التعليمي للطالب	.78
					قلة مشاركة الأهل في الأنشطة المدرسية	.79
					قلة اهتمام الأهل بالنواحي الاجتماعية العاطفية لأبنائهم	.80
					ترك المسؤولية الكاملة للمدرسة لتربية وتعليم أبنائهم	.81
البعد الخامس: أسباب متعلقة بمبنى المدرسة						
					عدم توافر شروط السلامة العامة في المبنى المدرسي	.82
					مبنى المدرسة لا يوفر بيئة تعليمية صحية	.83
					الغرف الصفية غير ملائمة لتطبيق الأنشطة التعليمية	.84
					قلة عدد المرافق الصحية	.85

Appendix (5): Student Questionnaire in Arabic



جامعة الخليل

عمادة الدراسات العليا والبحث العلمي

برنامج: القيادة والادارة التربوية

عزيزي الطالب\ عزيزتي الطالبة

تحية طيبة وبعد،

تقوم الباحثة بإجراء دراسة بعنوان: "تقييم فعالية النهج الشمولي القائم على التعلم الاجتماعي العاطفي في تطوير الكفاءات المهنية للمعلمين ودافعية التعلم لدى الطلبة في القدس"، وذلك استكمالاً لمتطلبات الحصول على درجة الدكتوراة في القيادة والإدارة التربوية.

نرجو منك المشاركة في الإجابة عن الاستبانة الآتية التي تفحص كيفية تفكيرك في عملية التعلم وبيئة مدرستك وصفك الدراسي، وعلاقتك مع المعلمين، وعلاقتك اليومية مع أصدقائك ونفسك، حيث ستساعدنا إجابتك في قياس دافعية تعلم الطلبة.

وتأتي هذه الاستبانة أداة أساسية لجمع البيانات اللازمة التي ستستخدم لأغراض البحث العلمي فقط.

شكراً لمساعدتك

الباحثة عبير شقيرات

المشرف: د. صلاح الزرو

القسم الأول: المتغيرات الديمغرافية (البيانات الشخصية):

5- الجنس: ذكر () أنثى ()

القسم الثاني: مجالات الاستبانة

الرقم	المجال الأول: مهارات التعلم العاطفي الاجتماعي	درجة كبيرة جداً	درجة كبيرة	درجة متوسطة	درجة قليلة	درجة قليلة جداً
البعد الأول: الوعي الذاتي: القدرة على فهم مشاعري وأفكاري، وكيفية تأثيرها على سلوكي						
1.	أصف مشاعري بسهولة					
2.	أدرك تأثير مشاعري على ما أقوم به					
3.	أنا واثق من أنني أستطيع إكمال واجباتي المدرسية بنجاح					
4.	أبذل قصارى جهدي عند القيام بالواجبات المدرسية الصعبة					
5.	أمتلك القدرات التي تساعدني على تحقيق أهدافي					
البعد الثاني: الوعي الاجتماعي: القدرة على فهم مشاعر ووجهات نظر الآخرين						
6.	يمكنني بسهولة التعرف على مشاعر الآخرين من خلال لغة الجسد					
7.	أستطيع تحديد ما يفكر به الأشخاص المقربون مني في حالة الفرح أو الحزن					
8.	أحترم أفكار أي شخص، حتى لو كانت مختلفة عن أفكاري					
9.	أجد أنه من السهل الدفاع عن أفكاري دون إهانة أي شخص آخر					
البعد الثالث: إدارة الذات: القدرة على إدارة عواطف وأفكاري وسلوكياتي بفاعلية						
10.	أستطيع البقاء هادئاً في المواقف الضاغطة والمتغيرة					
11.	أنا منضبط (أي أتبع إجراءات معينة للقيام بما هو مطلوب مني بدقة)					
12.	أستطيع التركيز بسهولة على الواجب المدرسي الذي يجب علي إنجازه					
13.	أقاوم المشتتات أثناء قيامي بواجباتي المدرسية					
البعد الرابع: إدارة العلاقات: القدرة على بناء علاقات إيجابية مع الآخرين والحفاظ عليها						
14.	أستخدم اللغة اللفظية المناسبة عند التحدث مع الآخرين					
15.	أثق في قدرتي على العمل كجزء من فريق في الصف					
16.	أعامل جميع أعضاء فريقتي في الصف باحترام					
17.	أساعد الآخرين عندما أعتقد أنهم بحاجة للمساعدة					
18.	أتفاهم بشكل جيد مع الطلبة الذين يختلفون عني					

البعد الخامس: المسؤولية واتخاذ القرارات: القدرة على اتخاذ قرارات بناءة حول السلوك الشخصي والتفاعلات الاجتماعية في مواقف متنوعة					
					19. أخذ في الاعتبار عواقب أفعالي عند اتخاذ القرارات
					20. أحاول اتخاذ الخيارات التي تحقق النتائج الإيجابية المتوقعة
					21. أحدد نقاط القوة والضعف في الموقف قبل أن أقرر ما سأفعله
					22. أفكر في كل المعايير التي تقف وراء نصيحتي عند تقديمها

الرقم	المجال الثاني: النظام المدرسي				
	درجة كبيرة جداً	درجة كبيرة	درجة متوسطة	درجة قليلة	درجة قليلة جداً
البعد الأول: البيئة الصفية					
					23. أشعر أنه من المهم الحضور إلى الصف يومياً
					24. أحضر إلى الصف مستعداً
					25. أنتبه للمعلم أثناء شرح الدرس
					26. أشارك بفاعلية في مناقشات الصف
					27. أنا على علاقة جيدة مع زملائي في الصف
البعد الثاني: العلاقة مع المعلم					
					28. يهتم معلمي بمشاعري
					29. يشجعني معلمي على تعلم معارف جديدة
					30. يقدم لي معلمي المساعدة عندما أحتاجها
					31. يحفزني معلمي لمشاركة الأفكار الإبداعية الملهمة
					32. يثني معلمي على جهودي الدراسية
البعد الثالث: العلاقة مع أولياء الأمور					
					33. يشارك والداي في الفعاليات المدرسية
					34. أشارك والداي بما أتعلمه في الفصول الدراسية
					35. يهتم والداي برفع مستوى تحصيلي التعليم
					36. يهتم والداي باحتياجاتي العاطفية
					37. أشارك والداي بالمشاكل التي تواجهني في المدرسة

البعد الرابع: البيئة المدرسية					
					38. يتم معاملة الطلاب بمساواة عندما يخالفون قوانين المدرسة
					39. أشعر بطاقة إيجابية في المدرسة
					40. أشعر بأمان داخل مدرستي
					41. أشعر بأن زملائي في مدرستي يحترموني
					42. أشعر بالانتماء لمدرستي
البعد الخامس: المجتمع المحلي					
					43. أشارك في الأنشطة المجتمعية - الثقافية المحلية
					44. أحافظ على نظافة بيئتي
					45. أساعد أفراد المجتمع
					46. أشارك في أنشطة المؤسسات التعليمية المختلفة
					47. أشارك خبراتي التي أتعلمها مع أفراد المجتمع

الرقم	المجال الثالث: دافعية التعلم	درجة كبيرة جداً	درجة كبيرة	درجة متوسطة	درجة قليلة	درجة قليلة جداً
البعد الأول: تقدير الذات						
	48. أخصص وقتاً للقيام بواجباتي المدرسية					
	49. أعمل بجد لتحقيق أهداف التعلم حتى لو واجهتني عقبات					
	50. إذا فشلت في حل مشكلة، أحاول مرة أخرى حتى أجد الحل					
	51. أستمر في العمل حتى عندما يستغرق وقتاً أطول مما كنت أتوقع					
	52. أنهى العمل الذي أبدأ به					
البعد الثاني: الكفاءة الذاتية						
	53. أستطيع أن أحقق نتائج جيدة في جميع اختباراتي، حتى عندما تكون صعبة					
	54. يمكنني أن أتقن أصعب المواضيع في المواد الدراسية					
	55. أستطيع تحقيق جميع الأهداف التعليمية التي حددها المعلمون					

					أفضل المواد الدراسية التي تثير فضولي، حتى لو كانت صعبة التعلم	56.
البعد الثالث: الدافع الداخلي						
					التعلم يُعطي معنى لحياتي	57.
					أحب أن أتعلم	58.
					المواد التعليمية في المدرسة ذات أهمية لحياتي	59.
					المعرفة العامة الجيدة ستكون ميزة في حياتي المهنية	60.
					التعلم يكسبني احترام الآخرين	61.
البعد الرابع: الاستعداد للتعلم						
					أسعى لأن أكون طالباً جيداً	62.
					أسعى لتعلم أشياء جديدة	63.
					الأخطاء تساعدني على التعلم	64.
					جهدي يحدث فرقاً في نجاحي في المدرسة	65.
البعد الخامس: استراتيجيات التعلم						
					أحدد أهدافاً للتعلم	66.
					أقوم بوضع خطة لتحقيق أهداف التعلم	67.
					أشعر بالراحة عندما أطلب المساعدة من معلمي	68.
					أقوم بصياغة ما أدرسه بكلماتي لأفهمه بشكل أفضل	69.
					أفكر فيما أحتاج لتعلمه	70.

Appendix (6): List of Responses from Primary School Principals to Interview Questions (Focus Group Discussion 1)

Question (1): What is the reality of evaluating the effectiveness of the holistic approach based on social-emotional learning from the principals' perspective in the focus group discussion?		
Common Themes	Principal's Name	Principal's Response
Teachers' Professional Competencies	Mrs. M	<i>"We have noticed a significant improvement in teachers' competencies after implementing the holistic approach, especially in how they interact with students and manage classrooms."</i>
	Mrs. H	<i>"The holistic approach has raised the level of self-confidence among teachers, which positively reflected on their teaching performance."</i>
Students' Motivation for Learning	Mrs. R	<i>"Students have become more interactive and cooperative in the classroom, which is a direct outcome of enhancing social-emotional learning skills."</i>
	Mr. A	<i>"The holistic approach has played a pivotal role in increasing students' motivation towards learning, as they are displaying a greater interest in their subjects."</i>
Parental and Community Involvement	Mr. D	<i>"Enhancing communication with parents has facilitated the organization of several joint events between the school and parents, which has had a positive impact on the students."</i>
	Mr. S	<i>"Parents have become more engaged in school activities, which has significantly improved communication between the school and the family."</i>
Extracurricular Activities	Mrs. R	<i>"We have organized numerous extracurricular activities that contribute to developing students' social and emotional skills."</i>
	Mrs. H	<i>"Extracurricular activities have become an essential part of the school's program, and students have shown positive engagement with them."</i>
	Mrs. M	<i>"These activities help develop students' social and emotional skills in ways that cannot be achieved within traditional classrooms."</i>
Weekly Training Sessions and Classroom Accompaniment for Teachers	Mrs. R	<i>"Classroom accompaniment sessions by the holistic approach coach help effectively implement the five models of social-emotional learning, allowing teachers to learn practically."</i>
	Mr. A	<i>"Weekly training sessions help develop teachers' skills in effectively delivering activities, as they receive direct feedback to improve their performance."</i>
Annual training courses for teachers	Mrs. M	<i>"Annual workshops on the holistic approach are of great importance, as they help teachers continuously develop their social-emotional learning skills."</i>
	Mrs. H	<i>"The annual training provides teachers with new tools and methods to improve their professional competencies."</i>

Partnership with Multidisciplinary Teams	Mr. D	<i>"Collaboration with social workers and educational counselors has provided comprehensive support for students and teachers."</i>
	Mr. A	<i>"This partnership enhances the school's ability to deal with student issues comprehensively and holistically."</i>
School System	Mr. S	<i>"The holistic approach has helped improve the classroom environment, making classes quieter and more organized."</i>
	Mrs. H	<i>"The holistic approach has contributed to creating a supportive and motivating school environment, enhancing the team spirit among all school staff."</i>
	Mrs. M	<i>"Students now feel safer and show better interaction with teachers and classmates."</i>
The principal's opinion on the holistic approach in education	Mrs. R	<i>"The holistic approach enhances the integration of academic education with social and emotional learning, contributing to the balanced development of students' personalities."</i>
	Mr. D	<i>"The holistic approach has contributed to creating a positive learning environment that supports comprehensive learning and interaction among all stakeholders, including teachers, students, and parents."</i>
	Mr. A	<i>"This approach makes the school an inclusive educational environment that cares about multiple aspects of student growth."</i>
Question (2): What practices can a principal contribute to enhancing social and emotional learning skills in the school system from the perspective of school principals in the focus group?		
Common Themes	Principal's Name	Principal's Response
Promoting a supportive school environment	Mr. S	<i>"We strive to provide a school environment where students feel safe and supported, which contributes to developing their social and emotional skills."</i>
	Mr. A	<i>"We work on providing interactive programs that encourage cooperation and teamwork among students, enhancing their ability to communicate and interact with others."</i>
Integrating social-emotional learning into the curriculum	Mr. A	<i>"We have included units in the curriculum that focus on developing social-emotional learning skills, such as emotional management and conflict resolution."</i>
	Mr. D	<i>"We ensure that teachers are trained on integrating social-emotional learning into daily lessons to ensure comprehensive student development."</i>
Involving parents	Mrs. R	<i>"We organize regular meetings with parents to explain the importance of social-emotional learning and how they can support their children in this area."</i>
	Mrs. H	<i>"We encourage parents to participate in school activities that aim to enhance students' social-emotional learning skills."</i>
Using technology	Mrs. M	<i>"We use interactive educational applications and tools to enhance students' social-emotional learning skills."</i>
	Mr. S	<i>"We provide electronic resources that help students develop skills in emotional management and effective communication."</i>

Assessing social-emotional learning skills	Mrs. H	<i>"We conduct regular assessments of students' social-emotional learning skills using various assessment tools."</i>
	Mrs. R	<i>"We track students' progress in this area and provide continuous feedback to improve their performance."</i>
Providing psychological support and counseling	Mrs. M	<i>"We provide individual counseling sessions to help students overcome psychological and social challenges."</i>
Promoting moral and social values	Mr. D	<i>"We strive to instill moral and social values in students through stories, tales, and daily situations."</i>
	Mr. A	<i>"We use counselling sessions to teach students the importance of mutual respect and empathy."</i>
Question (3): What are the barriers to implementing the holistic approach from the perspective of principals?		
Common Themes	Principal's Name	Principal's Response
Barriers related to parents and the local community	Mr. S	<i>"There is a lack of awareness about the importance of social-emotional learning in students' development, as many parents believe that the focus should only be on academic aspects."</i>
	Mr. D	<i>"Some parents see this approach as interference in their personal lives and object to some of our activities."</i>
	Mr. A	<i>"There are reservations from some members of the local community about the impact of the holistic approach on traditional values."</i>
Barriers related to teachers	Mrs. M	<i>"Some teachers feel that they are not adequately equipped to implement the holistic approach and need continuous training and support from the administration."</i>
Barriers related to students	Mrs. R	<i>"Students initially struggle to understand the purpose of emotional and social activities and require continuous teacher guidance."</i>
	Mr. A	<i>"Students need extra time to understand the concepts of social-emotional learning and apply them in their daily lives."</i>
Barriers related to resources and financial support	Mrs. H	<i>"To successfully implement the holistic approach, we need more financial support to provide non-curricular activities and suitable student programs."</i>
	Mr. D	<i>"Training teachers on the holistic approach requires a significant effort and time, which is not easy given the current job pressures."</i>
Question (4): What are the suggestions for developing the implementation of the holistic approach from the perspective of school principals in the focus group discussion?		
Common Themes	Principal's Name	Principal's Response
Tools and Technologies	Mrs. M	<i>"We need interactive tools such as apps and educational games that support social-emotional learning."</i>
	Mrs. H	<i>"We should provide teachers and students with electronic platforms for effective and continuous communication."</i>
Teaching Methods and Educational Programs	Mr. A	<i>"We should provide specialized training courses for teachers to be qualified to implement the holistic approach effectively. This includes integrating interactive activities and using active learning strategies."</i>

Provision of Material and Human Resources	Mrs. R	<i>"Sufficient budgets should be provided to equip schools with necessary tools and cover the costs of training and educational activities."</i>
	Mrs. H	<i>"We need specialized psychological counselors to support teachers and students."</i>
Future Outlook	Mr. S	<i>"Collaboration between schools to exchange experiences and resources will enhance the effectiveness of the implementation."</i>

Appendix (7): List of Responses from Preparatory School Principals to Interview Questions (Focus Group Discussion 2)

Question (1): What is the reality of evaluating the effectiveness of the holistic approach based on social-emotional learning from the principals' perspective in the focus group discussion?		
Common Themes	Principal's Name	Principal's Response
Teachers' Professional Competencies	Mrs. N	<i>"The implementation of the holistic approach has led to the development of teachers' competencies, and we have witnessed improvements in how they handle educational challenges."</i>
	Mr. P	<i>"We have observed improvements in classroom management and the handling of undesirable behaviors among students after adopting the holistic approach."</i>
Students' Motivation for Learning	Mr. W	<i>"The holistic approach has helped boost students' academic engagement, making them more interested in participating in educational activities."</i>
	Mr. C	<i>"Students have shown greater understanding and cooperation with their peers, which has helped create a positive learning environment."</i>
Parental and Community Involvement	Mr. W	<i>"We have collaborated with community institutions to organize workshops and seminars for students, which has contributed to developing students' skills."</i>
	Mr. C	<i>"Parents have become more involved in school meetings and events, which has helped support the educational process."</i>
Extracurricular Activities	Mrs. T	<i>"We have chosen specialized extracurricular activities that focus on developing students' leadership and communication skills."</i>
	Mr. W	<i>"Extracurricular activities have significantly contributed to motivating students and making them more engaged in school life."</i>
	Mrs. Y	<i>"These activities provide opportunities for students to apply what they learn in their classes practically and interactively."</i>
Weekly Training Sessions and Classroom Accompaniment for Teachers	Mrs. Y	<i>"Classroom accompaniment sessions by the holistic approach coach provide teachers with direct and practical support, helping them implement the five models of social-emotional learning efficiently."</i>
	Mr. P	<i>"Classroom accompaniment helps teachers learn how to effectively deliver activities to students, as they receive immediate feedback and guidance to improve their performance."</i>
Annual training courses for teachers	Mrs. N	<i>"Training workshops provide teachers with rich and useful content, enhancing their ability to provide effective social-emotional education and improve their performance."</i>
	Mrs. T	<i>"Annual training helps teachers stay updated on the latest methods and techniques in social-emotional learning."</i>
	Mrs. Y	<i>"These training sessions contribute significantly to improving the quality of education."</i>

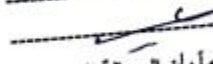
Partnership with Multidisciplinary Teams	Mr. P	<i>"Collaboration with a multidisciplinary team helps provide the necessary psychological and social support for students."</i>
	Mr. W	<i>"This partnership enhances the effectiveness of the holistic approach and makes the school a supportive environment for all students."</i>
School System	Mr. C	<i>"The holistic approach has helped improve the classroom environment, making classes more balanced and organized."</i>
	Mrs. N	<i>"The holistic approach has contributed to creating an encouraging and supportive school environment, enhancing cooperation among all teaching staff."</i>
The principal's opinion on the holistic approach in education	Mrs. Y	<i>"The holistic approach helps develop students' academic, social, and emotional skills, making them more prepared to face life's challenges."</i>
	Mr. P	<i>"The holistic approach contributes to the complete development of the student's personality, enhancing their self-confidence and increasing their motivation to learn."</i>
	Mrs. T	<i>"The holistic approach significantly improves the educational environment, making it more interactive and inclusive."</i>
Question (2): What practices can a principal contribute to enhancing social and emotional learning skills in the school system from the perspective of school principals in the focus group?		
Common Themes	Principal's Name	Principal's Response
Promoting a supportive school environment	Mr. C	<i>"We work to provide opportunities for students to express their feelings and opinions freely, which enhances their confidence and ability to interact with others."</i>
Integrating social-emotional learning into the curriculum	Mr. W	<i>"We work on including social-emotional learning skills in the curriculum, such as communication skills and emotional management."</i>
Involving parents	Mrs. T	<i>"We conduct workshops for parents on supporting social-emotional learning at home."</i>
Using technology	Mrs. Y	<i>"We use electronic learning platforms to develop students' social-emotional learning skills."</i>
Assessing social-emotional learning skills	Mrs. N	<i>"We assess students' social-emotional learning skills using specialized tests and surveys."</i>
Providing psychological support and counseling	Mrs. T	<i>"We offer group counseling sessions and psychological support programs to enhance self-confidence and effective communication among students."</i>
Promoting moral and social values	Mr. P	<i>"We organize school events to instill social and humanitarian values in students."</i>
Question (3): What are the barriers to implementing the holistic approach from the perspective of principals?		
Common Themes	Principal's Name	Principal's Response
Barriers related to parents and the local community	Mr. P	<i>"We have good cooperation with some local entities that support educational initiatives, making it easier for us to implement the holistic approach."</i>

	Mr. W	<i>"We are working to increase parents' awareness of the importance of social-emotional learning through workshops and seminars, and we are starting to see improvement in their acceptance."</i>
	Mr. C	<i>"Some parents are concerned about the impact of the holistic approach on their children's academic goals, which makes them oppose it."</i>
Barriers related to teachers	Mrs. N	<i>"Senior teachers need comprehensive training programs to help them understand and effectively implement the holistic approach."</i>
	Mr. T	<i>"Some teachers believe that social-emotional learning is suitable for primary stages only, not for middle school."</i>
Barriers related to students	Mr. C	<i>"Students at this stage are more capable of understanding emotional and social activities and applying them in their daily lives, but they still need continuous support."</i>
	Mrs. Y	<i>"Some students express resistance to participating in emotional and social activities due to psychological and social pressures."</i>
Barriers related to resources and financial support	Mrs. T	<i>"The school schedule is packed with academic subjects, making it difficult for us to allocate enough time for emotional and social activities. Therefore, we need to restructure the schedule to achieve balance."</i>
Question (4): What are the suggestions for developing the implementation of the holistic approach from the perspective of school principals in the focus group discussion?		
Common Themes	Principal's Name	Principal's Response
Tools and Technologies	Mrs. N	<i>"We need modern devices like smart boards and sophisticated educational programs to support the educational process."</i>
	Mrs. Y	<i>"We need personalized assessment tools to measure students' development in emotional and social aspects."</i>
Teaching Methods and Educational Programs	Mr. P	<i>"We should implement comprehensive professional development programs that include social-emotional learning skills." Moreover, "Encouraging student-centered education that focuses on their emotional and social needs."</i>
Provision of Material and Human Resources	Mrs. N	<i>"Improving school infrastructure to create a conducive learning and interactive environment."</i>
Future Outlook	Mr. W	<i>"Developing a sustainable model for implementing social-emotional learning in the long term, continuing with students until the end of secondary school."</i>
	Mr. C	<i>"Developing partnerships with the local community to support students and provide a comprehensive learning environment."</i>

Appendix(8): Language Proofreading

بسم الله الرحمن الرحيم
جامعة الطول
كلية الدراسات العليا
دكتوراة
نموذج رقم (16)
تدقيق لغوي (عربي، انجليزي)

الرقم الجامعي: 22119120
البرنامج: القيادة والإدارة التنفيذية
التاريخ: 12/8/2024

اسم الطالب: مكي محمد عثمان
رقم الهاتف: 0587899682
التوقيع: 
أفيد سيادتكم علماً بأن الرسالة الموسومة بـ:

عنوان الرسالة باللغة العربية:
تقييم فعالية النهج الشمولي القائم على النظام الاجتماعي العائلي في تطوير
الكفاءات المهنية للمعلمين ودافعية التعلم لدى الطلبة في القدس
عنوان الرسالة باللغة الإنجليزية:

Evaluating the Effectiveness of a Holistic Approach Based
on Social Emotional Learning in Developing Teachers' Professional
Competencies and Students' Learning Motivation in Jerusalem.
تم تدقيقها لغوياً (الصياغة اللغوية السليمة، والتشكيل، والترقيم) وهيصالحة بصورتها اللغوية الحالية.

اسم المدقق والتوقيع

منال محمد شالودي Manal Shaloudi

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التاريخ: 12/8/2024

ملاحظة: يعياً هذا النموذج من قبل/ متخصص في اللغة العربية/ الإنجليزية برتبة ماجستير على الأقل

تقييم فعالية النهج الشمولي القائم على التعلم الاجتماعي العاطفي في تطوير الكفاءات المهنية للمعلمين ودافعية التعلم لدى الطلبة في القدس

إعداد الطالبة:

عبير عدنان شقيرات

إشراف:

الدكتور صلاح الزرو

الملخص

هدف هذا البحث إلى تقييم مدى فعالية النهج الشمولي القائم على التعلم الاجتماعي العاطفي في تعزيز الكفاءة المهنية للمعلمين ودافعية التعلم لدى الطلبة في القدس. كما هدف إلى تقييم تطور مهارات التعلم الاجتماعي العاطفي لدى المعلمين والطلبة وتحديد العوائق التي تحول دون تنفيذ النهج الشمولي. من خلال استخدام المنهجية المختلطة التي تدمج الأساليب الكمية والنوعية، حيث جمعت الدراسة آراء المعلمين والطلبة ومديري المدارس. وذلك باستخدام العينات العشوائية، فكانت عينة الدراسة (210) معلمًا من المدارس الإعدادية و (357) طالبًا من الصف التاسع اللذين طبقوا النهج الشمولي لمدة ثلاث سنوات متتالية. بالإضافة إلى، مشاركة (15) مدير مدرسة في مقابلات المجموعة البؤرية، تم اختيارهم بطريقة تناسبية طبقية هادفة.

تألفت أدوات البحث من ثلاثة مقاييس مصممة خصيصًا لهذه الدراسة: مقياس تقييم الكفاءات المهنية للمعلمين (85 بندًا) يغطي ثلاثة مجالات (مهارات التعلم الاجتماعي العاطفي، والكفاءات المهنية، والعوائق التي تحول دون تطبيق النهج الشمولي)؛ مقياس تقييم لدافعية تعلم الطلبة (70 بندًا) عبر ثلاثة مجالات (مهارات التعلم الاجتماعي العاطفي، والنظام المدرسي، ودافعية التعلم)؛ وأداة المجموعة البؤرية لمديري المدارس، وجرى التحقق من صدق الأدوات وثباتها.

وكشفت النتائج الرئيسية أن النهج الشمولي ساهم بشكل كبير في تطوير مهارات التعلم الاجتماعي والعاطفي لدى المعلمين بمتوسط تقدير (4.02) ونسبة (80.5%) والكفاءات المهنية بمتوسط تقدير (4.02) ونسبة (80.4%). ومع ذلك، تم تقدير العوائق التي تحول دون تنفيذ النهج الشمولي بشكل معتدل من وجهة نظر المعلمين، بمتوسط تقدير (3.02) ونسبة (64.2%). وكان النهج أيضًا فعالاً للغاية في تعزيز مهارات التعلم الاجتماعي والعاطفي لدى الطلبة بمتوسط تقدير (3.80) ونسبة (76%)، والنظام المدرسي بمتوسط تقدير (3.70) ونسبة (74%)، ودافعية التعلم بمتوسط تقدير (3.90) ونسبة (78%). وأظهرت النتائج وجود علاقة ذات دلالة إحصائية بين مهارات التعلم الاجتماعي والعاطفي، والكفاءات المهنية، والعوائق التي تحول دون تنفيذ النهج الشمولي من وجهة نظر المعلمين. كما لوحظ وجود علاقة إيجابية بين مهارات التعلم الاجتماعي والعاطفي، والنظام المدرسي، ودافعية التعلم من وجهة نظر الطلبة.

وقد سلطت مقابلات مجموعة النقاش البؤرية مع مديري المدارس الضوء على التأثير الإيجابي للنهج الشمولي على الكفاءات المهنية للمعلمين من خلال التدريب والتطوير المستمر. كما أكدوا على دورها المحوري في تعزيز مهارات التعلم الاجتماعي والعاطفي لدى المعلمين والطلبة وخلق بيئة مدرسية أكثر تفاعلية وداعمة. وشدد مديرو المدارس على ضرورة دمج التعلم الاجتماعي والعاطفي في المنهج الدراسي وضمان دمج هذه المهارات في الأنشطة الصفية اليومية. وشملت التحديات الصعوبة التي يواجهها معلمو المدارس الابتدائية في التحول من أساليب التدريس التقليدية وحاجتهم إلى التدريب المكثف والدعم المستمر. كما احتاج طلبة المدارس الابتدائية إلى وقت للتكيف مع النهج الشمولي، في حين أظهر طلبة المدارس المتوسطة فهمًا أكبر ولكنهم ما زالوا بحاجة إلى المراقبة والتوجيه المستمر.

وبناءً على هذه النتائج أوصت الدراسة بالتطوير المهني المستمر للمعلمين، مع التركيز على مهارات التعلم الاجتماعي والعاطفي (SEL) لتعزيز كفاءاتهم المهنية ودعم احتياجات الطلاب العاطفية والاجتماعية. كما اقترحت تعزيز ثقافة الابتكار في المدارس لتعزيز دافعية تعلم الطلبة من خلال أنشطة التعلم الاجتماعي والعاطفي وتعزيز قنوات الاتصال بين المدارس وأولياء الأمور لتعزيز مشاركتهم في دعم تعلم الطلبة والتنمية الشاملة لهم.

الكلمات المفتاحية: النهج الشمولي، التعلم الاجتماعي والعاطفي (SEL)، الكفاءات المهنية، دافعية التعلم.