

THE IMPACT OF SCHOOL MANAGEMENT ON THE ACHIEVEMENT OF THE SOCIAL LEARNING PROGRAM IN ARAB SOCIETY.

Dr. Ihab Massarwa

Teacher Education, ISRAEL

Ihab10.1975@gmail.com

Dr. Assi Ahmad

Teacher Education, ISRAEL

assi9252@gmail.com

Abstract

This study set out to assess how well school principals in Israel's Arab community carry out their duties in order to meet the goals of the social-emotional learning (SEL) programme. The goal of the study was to identify principals' issues and areas of strength in order to improve the way the SEL programme was implemented. The study also aimed to investigate statistical disparities in teachers' evaluations of the performance of their administrators according to factors like gender, experience, and educational background. Descriptive analytical methodology was used to conduct the research in Green Line area preparatory and secondary schools. 396 instructors made up the study sample, which is 10% of the projected population of 3956 teachers who will be participating in the SEL programme in the 2023–2024 academic year. A survey instrument of 39 items covering four domains—students, teachers in the classroom, the local community, and teaching and learning activities—was created based on theoretical literature and prior research. The results showed that school leaders were deemed by teachers to be fairly effective in carrying out their responsibilities under the SEL programme; the overall arithmetic mean was 3.35, with a standard deviation of 0.88. The investigation also identified challenges that principals encountered, especially when it came to interacting with the community. At the end of the study, officials received recommendations on how to deal with these issues and improve the efficacy of the SEL programme in schools. The findings highlight how crucial it is to modify leadership techniques in order to better facilitate the execution of SEL programmes within the educational framework of Israel's Arab community.

Key words : School Management, Social Learning, Arab Society.

Introduction

In cultures where social and cultural dynamics are closely entwined with education, school administration plays a critical role in determining the nature of education. The successful implementation of social learning programs is imperative in Arab society as it fosters communal values, improves interpersonal skills, and promotes social cohesion among students. This study investigates how school administration affects Arab schools' ability to meet social learning goals. This study aims to identify the critical factors that influence the

efficacy of social learning programs and their outcomes on student development by looking at the leadership strategies, administrative procedures, and educational policies used by school leaders. Comprehending these dynamics is crucial to enhancing pedagogical approaches and guaranteeing that social learning programs cater to the distinct requirements of the Arab community.

The adoption of remote learning platforms has led to a significant shift in traditional educational practices, resulting in a loss in psychological, social, and academic preparation (Massry-Herzallah & Arar, 2019). This has led to a sharp rise in the popularity of social emotional learning globally (Algani, Alhaija, & Mahamid, 2021). This approach focuses on broadening educational objectives and incorporating various elements, such as expertise in various life domains, emotional and social intelligence, positive self-perceptions and motivation, beliefs, and attitudes (Massouti, Shaya, & Qareiny, 2024).

Social emotional learning has become crucial for students' academic progress and personal and social wellbeing in the twenty-first century (Oplatka, & Arar, 2017). Teachers can assist students in setting constructive objectives by incorporating the social emotional learning perspective into classroom instruction (Mar'i, (1978). Empathy for others helps build and sustain healthy relationships and help them make moral decisions (Arar, & Abu Nasra, 2019).

Emotional factors, such as poverty, violence, and health issues, have an impact on social emotional learning (Nassir, & Benoliel, 2024). Integrating social emotional learning into school education is one of the best strategies to reduce the negative impacts of educational gaps and loss (Tareq, Yaser, & Boshra, 2022). Activities that promote social and emotional learning can help students engage in conversations about these topics both within and outside the classroom (Greenberg, & Cohen, (2024).

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has developed a guide for middle and high schools to implement social emotional learning programs. This guide is accessible to all students, can be conducted in regular educational settings, and can be delivered during the school day (Sleiman, 2022). Schools should exploit social-emotional variables in the educational process to maximize benefits for all pupils (Dallasheh, & Zubeidat, 2023).

Social-emotional learning programs aim to improve academic and social performance while fostering self-awareness, self-excitement, and skills necessary for success in study and life (Marsel, Anat, & Noha, 2023). By addressing students' social development and highlighting the importance of a supportive environment and competent instruction, social emotional learning programs simultaneously seek to improve students' academic performance and enhance their growth and achievement (Nassir, & Benoliel, 2023).

The goals of social-emotional learning include fostering a sense of responsibility, collaboration, goal achievement, and building meaningful connections. The program was initially implemented on a small scale by the educational counselor at the school, but it was later integrated across the board with the participation of all teachers (Arar, & Abu Nasra, 2019). The program's implementation, monitoring, and planning are all the responsibility of the principal.

The aim of the study

The purpose of the current study is to accomplish a number of goals, one of which is to ascertain the extent to which school principals carry out their responsibilities in accomplishing the objectives of the social emotional learning programme. By doing so, the program's practice will be enhanced and improved. In order to better understand teachers' assessments of this practice in relation to these variables, it also aims to show statistical differences between the arithmetic averages of the degree to which school principals practice their roles according to the variables of gender, experience, and academic qualification. Furthermore, the study intends to pinpoint the obstacles school principals face in carrying out their responsibilities in accomplishing the program's objectives in order to offer suggestions to those involved for resolving these issues. Lastly, the study aims to provide insights into how to improve the social emotional learning programme so that its objectives are met in schools more successfully. This aids in directing policymakers towards practices and guidelines that improve the program's performance.

The problem of the study:

This study was prompted by the Ministry of Education's interest in the social emotional learning program in the Green Line area, the program's transformation, and its heavy reliance on school administrations. After the director became specialized in the educational guide, he assumed direct responsibility for the program's planning, implementation, and follow-up. An expert committee has been established by the Ministry of Education in the Green Line to investigate social emotional learning-related concerns and develop suggestions for the work principles and policy (Ministry of Education, 2022).

Given the foregoing, the purpose of the current study is to ascertain the extent to which school principals have contributed to the accomplishment of the emotional learning program's objectives by responding to the following questions:

1. From the perspective of the teachers, to what extent do school administrators contribute to the accomplishment of the objectives of the social and social learning program?

2. Do the computational averages of teachers' assessments of how well school principals are carrying out their roles in accomplishing the objectives of the social emotional learning program differ statistically significantly at the significance level ($0.05 = \alpha$) according to the variables (gender, experience, and educational background, study stage)?

Aims of the study:

The present study aims to achieve the following objectives:

- illustrating the degree to which school administrators contributed to the accomplishment of the social emotional learning program's goals. in order to highlight, develop, and apply this role in daily life.
- To gain a better understanding of teachers' assessments of how well school principals carry out their responsibilities in achieving the program's objectives in light of various variables, statistical differences between mathematical averages in the degree to which principals carry out their duties in achieving the program's goals in accordance with gender changes, experience, and educational attainment will be exposed.

- Describe the difficulties school administrators have in carrying out their duties and achieving the goals of the social emotional learning program. To applaud those who make an effort to confront and overcome these obstacles.
- An explanation of how to design a social learning curriculum that will enable classrooms to achieve their goals. to aid legislators in creating this program and increasing its effectiveness.

The significance of the research :

The following are some of the benefits the study provides to the relevant authorities:

- Managers and supervisors can be able to assess their own contribution to the success of the social learning program by receiving feedback from this study on how well the program is being implemented in their schools.
- In order to choose the best course of action, Ministry of Education officials may find that this survey helps them determine the main difficulties directors and directors face when putting the social learning program into practice in schools.
- This study provides directors and officials with a range of recommendations on how to design the social emotional learning program, allowing them to recommend the best approaches to achieving the program's goals in educational settings.
- Researchers may benefit from using current research instruments, which they may then use in subsequent studies.
- This study presents a new topic to the field of educational administration, expanding the scope of research, and it adds to the body of theoretical literature on the social emotional learning program in the Arab and educational libraries.

Definitions those are procedural and conventional:

Acquiring Social and Emotional Skills: The process by which children and adults acquire the knowledge, attitudes, and skills required to understand their emotions, manage and use them effectively, and set constructive goals is known as emotional-social learning, according to the Association of Academic, Social, and Emotional Learning (CASEL, 2021). You'll be able to show empathy for other people, feel sorry for them, form and sustain strong relationships, and make moral decisions once you've done that. Oberle, Domitrovich, Meyers, and Weissberg (2016) claim that emotional-social learning is a process that provides children and adolescents with the best chance to acquire the knowledge and skills necessary for success in life.

Literature review

The school principal plays a crucial role in administering the social learning curriculum.

Principals play a crucial role in ensuring children receive education during the pandemic, helping the country recover, and implementing a social-emotional learning program. They are responsible for reopening schools, satisfying students' intellectual, social, and emotional needs, and participating in planning (Algani, Alhajja, & Mahamid, 2021). The school's strategic plan emphasizes enhancing students' social-emotional learning abilities through communication and collaboration with the community (Nassir, & Benoliel, 2023).

The social-emotional learning program begins with the development of fundamental skills among school staff members, which are then modeled and transferred to students (Greenberg, & Cohen, 2024). These skills are linked to academic activities and curriculum, and social and emotional learning techniques are incorporated into teaching methods (Arar, & Abu Nasra, 2019). The practice and development of skills occur concurrently with the regular academic program and are incorporated into ongoing activities (Algani, Alhaija, & Mahamid, 2021).

The school management must collaborate with staff to reassess resources and identify programs that enhance social and emotional learning (Nassir, & Benoliel, 2024). It is essential to involve the school community in the clear practices of social and emotional learning at the school level to identify needs, develop plans, and ensure the program is not conducted in isolation. Students learn by cooperating with teachers and peers to define their social and emotional learning skills (Arar, & Abu Nasra, 2019).

The Ministry of Education requested the formation of a committee of experts to study issues related to social emotional learning and formulate recommendations for policy and principles of action. The committee's learning process lasted two years, and the school principal became the main component of the program.

The principal's role in implementing social emotional learning:

The school principal plays a crucial role in implementing social emotional learning programs in schools (Greenberg, & Cohen, 2024). They must analyze the school's conditions, including resources **and** spending, and improve the social and emotional learning abilities of teachers and students (Nassir, & Benoliel, 2024). They should involve the entire school community, including families, in the development and administration of these programs (Arar, & Abu Nasra, 2019). The principal should collaborate with teachers, students, parents, and community institutions to provide expertise and materials in a way that is appropriate for each school's requirements and resources (Algani, Alhaija, & Mahamid, 2021).

To ensure participation and continuity in social emotional learning processes, the principal should develop a clear vision, clear message, and specific goals. Decision-makers and educators must continuously communicate this goal and create and apply metrics to gauge progress (Nassir, & Benoliel, 2023). Teachers need to be trained and prepared to embrace the changing emotional needs of their students (Arar, & Abu Nasra, 2019). The implementation of the social emotional learning program depends on teachers who are trained and qualified to teach these skills.

The Social Emotional Learning Program in Green Line Schools has the following goals:

The Social Emotional Learning Program in Green Line Schools aims to promote social justice by promoting greater involvement in school and civic life, fostering equitable learning environments, and fostering positive outcomes (Nassir, & Benoliel, 2024). This transformative approach, known as transformative social emotional learning, is designed to improve psychological health, promote educational attainment, and decrease dangerous behavior (Arar,

& Abu Nasra, 2019). The Association for Academic, Social, and Emotional Learning (CASEL) used this program as a key source.

The skills that the social learning program develops in the Green Line

The Green Line Social Emotional Learning Program aims to develop students' skills in self-awareness and self-management, which are crucial life skills during the Corona era. These skills include self-awareness, self-efficacy, self-reflection, and self-reflection (Nassir, & Benoiel, 2024). Self-management involves self-control, emotion expression, motivation, prioritization, problem-solving, decision-making, and mental flexibility (Nassir, & Benoiel, 2023).

Social abilities include social awareness, which involves listening, understanding, and embracing others, understanding social circumstances, empathy, and respecting diversity (Nassir, & Benoiel, 2024). Management and social behavior involve managing discourse, social interactions, conflict, and empathy (Arar, & Abu Nasra, 2019). Global cultural awareness involves seeking and accepting assistance, managing peer pressure, social interaction, productive endeavors, and cooperation (Greenberg, & Cohen, 2024).

The committee recommends four areas to improve social emotional learning in Green Line schools. According to professional literature, social emotional learning is acquired and perceived through the school environment, direct instruction, and directed teaching (Algani, Alhaija, & Mahamid, 2021). The committee recommends four areas to acquire and enhance social emotional learning (Arar, & Abu Nasra, 2019). Overall, the Green Line program aims to equip students with the necessary skills to manage their emotions, remain calm, and handle challenging situations.

School Culture, Teacher Behaviors, and Integrated Social-Emotional Learning Improve Educational Outcomes: Ministry of Education Recommendations (2022)

The Ministry of Education (2022) emphasizes the importance of school culture, teachers' behaviors, and integration of social emotional learning into various cognitive domains. A supportive environment and school and community contexts are crucial for improving the desire for and application of social emotional learning for constructive aims (Arar, & Abu Nasra, 2019). Teachers' actions to promote social emotional learning in the classroom include learning conflict resolution techniques, listening, controlling anger, and dealing with peer pressure (Nassir, & Benoiel, 2024).

The committee recommends developing the school environment and daily schedule based on its impact on social-emotional learning, such as morning meetings, collaborative projects, dialogue circles, and conscious meditation activities (Greenberg, & Cohen, 2024). It also encourages children to express themselves, participate in school, and collaborate with other organizations, institutions, and entities to look out for students (Nassir, & Benoiel, 2023).

Incorporating social and emotional learning into the instruction of several cognitive domains is another area of recommendation (Algani, Alhaija, & Mahamid, 2021). Fields of knowledge like history, literature, and the arts should be addressed as natural programs for the development and acquisition of knowledge, with a focus on cooperative learning, developing feelings of competence and self-ability, and increasing motivation among students (Arar, & Abu Nasra, 2019).

Critical aspects of social emotional learning, including knowing oneself and others, handling difficult emotional situations as required by educational materials, and fostering respectful communication, can be achieved through visual arts and dance classes, physical education, and sporting activities (Nassir, & Benoliel, 2024). These activities help students understand themselves, their strengths and problems, develop a good self-perception, and persevere through challenges and deal with achievements and disappointments (Arar, & Abu Nasra, 2019).

Lectures aimed at developing and fostering social emotional learning can be increased directly and indirectly through mandatory educational curriculums in the Green Line, providing a helpful and accommodating environment (Arar, & Abu Nasra, 2019). The expert committee suggests that points of view, continuous linking of topics that concern them in their educational performance and social and personal lives, and the creation of focused courses in collaboration with the Ministry of Education personnel (Nassir, & Benoliel, 2024).

Developing an Inclusive Social Emotional Learning Program for Diverse Communities within the Green Line: Recommendations for Adapting Curriculum and Interventions

A national social emotional learning program is being created, which is acceptable for various groups in the Green Line neighborhood and takes into account their language, religion, cultural traits, and educational perspectives (Algani, Alhaija, & Mahamid, 2021). Schools rely on the inherent curriculum but have great freedom in subject matter and instructional strategies (Greenberg, & Cohen, 2024). The program is adaptable and standard, with lesson plans and other teaching aids to support teaching that is customized to the changing demands and circumstances of the educational system, each school, and instructional profile (Arar, & Abu Nasra, 2019).

Selecting a qualified, accompanied, and provided with resources is essential for social emotional learning sessions. Schools are free to suggest their own curricula for classes that would improve social and emotional learning (Nassir, & Benoliel, 2024).

Programs for intervention are the fourth area of recommendation. With integrated and focused programs, particularly those in the United States, social emotional learning can be improved in addition to the previously described areas (Arar, & Abu Nasra, 2019). The committee decided to emphasize the (SAFE) standards, which are sequencing, effectiveness, focus, openness, and clarity, as research conducted in other countries does not guarantee its applicability or success in the Green Line's context (Nassir, & Benoliel, 2023).

The development of development programs for the regional educational framework and general education system requires careful consideration of factors such as student needs, educational perceptions, and educational framework goals (Algani, Alhaija, & Mahamid, 2021). Program selection should involve interested parties such as teachers, parents, and students, and the educational mission of the school and its initiatives to enhance the school climate must be considered (Arar, & Abu Nasra, 2019). A program should be designed with an emphasis on assisting and supporting staff during the program's activation and training the educational staff members who will be participating in it (Nassir, & Benoliel, 2024).

The Committee advises the Ministry of Education to pursue intervention programs that are tested experimentally and consistently to build a knowledge base about the efficacy of programs in the school system inside the Green Line (Greenberg, & Cohen, 2024). This approach must emphasize the importance of adapting to various population groups and taking

into account the requirements, values, and cultures of students in each group (Nassir, & Benoliel, 2023).

Integrating Social Emotional Learning Activities and Intervention Programs in Green Line Schools: A Multilevel Approach to Fostering Student Development

Social Emotional Learning Activities in Green Line Schools include direct learning of social emotional learning skills, giving space for students' voices and participation, supportive discipline, using teaching methods and educational contents based on social emotional learning principles, creating a safe and supportive classroom and school climate, focusing on the emotional and social skills of adults, building a true partnership with the family, and collaborating with the community (Nassir, & Benoliel, 2024).

Intervention programs for the development of social and emotional skills were integrated into the educational systems in the Green Line schools at three levels: at the student level, at the classroom and school levels, and at the level of the education system as a whole (at the district and national levels) (Algani, Alhaija, & Mahamid, 2021). Social and emotional learning was achieved through programs that develop specialized skills, such as instruction, assignments, participation in dedicated classes dealing with social learning, and engaging with families after school hours in specialized activities and tasks (Greenberg, & Cohen, 2024).

In conclusion, the integration of intervention programs for the development of social and emotional skills in Green Line schools is crucial for promoting student development and fostering a supportive environment for all students (Nassir, & Benoliel, 2024).

Imperial study

Dyson, Howley, Shen, and Baek (2021) conducted a qualitative study to gather principals' and teachers' views on social emotional learning in an elementary school with at-risk students. Their methods included focus groups, interviews, field observations, and case studies. Fourteen teachers—including the principal, an assistant, a social worker, and the curriculum director—were asked to discuss continuous professional development for learning at a North Carolina school. After employing inductive and deductive analysis to social and emotional data, the study concluded that social emotional learning is valuable, implements it, and provides knowledge on how to execute it. The study showed that teachers must identify instruction gaps and seek additional support to incorporate social emotional development. Ferreira, Reis-Jorge, and Batalha (2021) examined Portuguese kindergarten teachers' English social emotional learning methods to fill a research vacuum. Qualitative in-depth interviews were conducted. The interview covered classroom strategies for developing kids' social and emotional skills. Examples of in-depth questions from the interview protocol: Social and emotional learning—what do you know? You learned about education how? emotional social? What classroom practices have you utilized for social emotional learning? Based on your experience, how important is a preschool social emotional development curriculum? Thirteen Lisbon instructors were interviewed. The study found that instructors are aware of social emotional learning strategies and liked Portuguese kindergarten teachers' English language social emotional learning lessons. Long-term success in life depends on teachers.

Flushman, Guise, and Hegg (2021) studied West Coast social emotional learning instructors' opinions. Qualitative interviews and a survey about social emotional learning initiatives were conducted with 21 male and female basic and secondary school teachers. The questionnaire and interviews showed that students are satisfied with their schools' social

learning programs, and teachers suggested ways to improve teacher preparation for the social emotional learning program, including how to interact with the school principal and manage and organize the paper business. Maintain student records, communications, and gradient records.

Because this program was implemented in schools within the green line a few years ago and school principals bear a great burden in achieving goals, and there are no studies on the reality of school principals playing their roles to achieve this program's goals, this study revealed the extent of their role, the difficulties they face, ways to develop this program, and the face of these difficulties.

Nassir and Benoliel (2023) study explores the impact of participative decision-making and paternalistic leadership on perceived stress among teachers in the Israeli Arab education system. Drawing on implicit leadership theory and the job demands-control (JD-C) model, data were collected from 350 teachers across 70 Israeli Arab elementary schools using validated questionnaires. Hierarchical regression analysis revealed that participative decision-making was negatively correlated with teachers' perceived stress, more so than paternalistic leadership. The findings highlight the importance of adapting leadership practices to the sociocultural context of the Arab education system in Israel, offering insights for developing targeted training programs for school principals.

Method and procedures:

The following study questions are addressed through the selection of the study's curriculum, society, and sample, as well as through the use of instruments and the availability of sincerity and steadfastness, study processes, and statistical treatments.

Study program: The descriptive analytical technique was employed, and school leaders' reality was defined as the performance of their duties in achieving the goals of the social emotional learning program.

Study community: Based on data from the Ministry of Education for the 2023–2024 school year, 3956 male and female teachers who work in the Green Line area's preparatory and secondary schools and will be executing the social learning program comprise the study community.

- Study sample: They are implementing the social learning program in the academic year 2023–2024, and he has responded. There were 396 male and female instructors from preparatory and secondary schools in the Green Line area, representing 10% of the total sample of male and female teachers. Table (1) displays the distribution of male and female instructors in the study sample based on the factors of the study.

Table (1): Distribution of study sample members according to their intermediate variables

| Variable | Level | No | Percent |
|------------|----------------------|-----|---------|
| gender | male | 200 | 51% |
| | female | 196 | 49% |
| | the total | 396 | 100% |
| Experience | less than five years | 100 | 25% |

| | | | |
|-------------------|--------------------------------|-----|------|
| | less than ten years up to five | 135 | 34% |
| | More than ten years | 161 | 41% |
| | the total | 396 | 100% |
| Qualification | Bachelor's degree | 297 | 75% |
| | Postgraduate | 99 | 25% |
| | the total | 396 | 100% |
| Educational stage | Preparatory | 195 | 49% |
| | Secondary | 201 | 51% |
| | the total | 396 | 100% |

Study Instruments:

A survey instrument has been developed to ascertain the degree to which school administrators are carrying out their responsibilities in accomplishing the objectives of the social emotional learning curriculum through reference to theoretical literature and prior research. The studies by Muhammad (2018), Al-Tamimi (2020), Al-Harbi and Showel (2021), Dyson, and others provide an explanation and delicious analysis of the period. As in Ran (2018), the Ministry of Education (2022), and Yahya (2022), some documents pertaining to the program's implementation were also mentioned in the Green Line by the Ministry of Education. The questionnaire was composed of 39 paragraphs that were divided into four categories: students, teachers in the classroom, the local community and its institutions, and operations and activities related to teaching and learning.

Study Results and Discussion:

- **Results of the first question:** The question asks: "To what degree do school principals practice their roles in achieving the goals of the social emotional learning program from the teachers' point of view"?
- The arithmetic means and standard deviations for the domains of the scale measuring how much school principals practice their roles in accomplishing the objectives of the social emotional learning program from the teachers' perspective were computed in order to respond to this question. The results are displayed in **Table (5): Table means, arranged in descending order, and the standard deviations of the respondents' responses to the domains of the study instrument**

| Rating score | Rank | Standard Deviation | Mean | domain | No |
|-----------------|------|--------------------|-------------|--------------------|----|
| High | 1 | 0.91 | 3.44 | teachers at school | 1 |
| Moderate | 2 | 1.07 | 3.36 | Students | 2 |
| Moderate | 3 | 1.09 | 3.16 | local community | 3 |
| Moderate | - | 0.88 | 3.35 | Total | |

With an arithmetic mean (3.35) and a standard deviation (0.88), Table (5) shows that, from the teachers' point of view, the school leaders' level of role-practice in achieving the goals of the social emotional learning program was medium. Notably, the field's standard deviation was 1.09 and its arithmetic mean was (3.36). In second place, with a moderate degree, an arithmetic mean (3.36) and a standard deviation (1.09), was role-playing with reference to students; in last place, with a moderate degree, an arithmetic mean (3.11) and a standard deviation (1.06), were the local community and its organizations.

Middle managers might be interested in introducing the social emotional learning program at the school because it is implemented by so many organizations. This could be the case because equal attention is paid by male and female principals to other educational administrative responsibilities, educational losses, and bridging the achievement and educational gaps. Students are giving up the emotional and social components.

This result could also be explained by the fact that some principals continue to believe that the principal's job is to supervise and guide the work of the school's social worker, psychological counselor, and supervising counselors, who handle social emotional learning and psychological recovery after the pandemic. Shafer (2016) claims that the school's educational counselor ran a small-scale version of the social emotional learning program in the past, providing one lesson or session per week to help students learn a single skill. Due to the failure of this strategy, principals finally brought the program to the entire school, involving all of the instructors, and put it into effect. The program is a part of the school's outreach and teaching efforts, and it is carried out by schools in accordance with a well-planned strategy. As such, the principal is responsible for the program's creation, implementation, and oversight.

The reason for the role practice with teachers (relating to teachers) in the first place and to a large extent may be the principals' interest in teachers and the creation of the plans required for their application of the social emotional learning program, in addition to the principals' support for teachers and motivation to join the programs. Among all the other fields, it was ranked first since the director handled all of the most important administrative duties.

The following were the results for each instrument domain:

- First: The realm of educators Table (6) presents the findings of computing the arithmetic means and standard deviations for the items in this area.

Table (6): The respondents' responses to the domain of teachers' arithmetic means, presented in descending order, and the standard deviations

| Rating score | Rank | standard deviation | Mean | Item | No |
|--------------|------|--------------------|-------|---|----|
| High | 1 | 0.992 | 3.572 | Plan the social emotional learning program with teachers. | 1 |
| High | 2 | 1.081 | 3.561 | Teachers are assigned program tasks. | 2 |
| High | 3 | 0.952 | 3.513 | Empower teachers to implement the Social Emotional Learning Program. | 3 |
| High | 4 | 0.973 | 3.503 | Emphasis on social and emotional learning in classroom evaluation. | 28 |
| High | 5 | 0.974 | 3.484 | aiding teachers by working together to supply the tools and resources needed to add | 8 |

| Rating score | Rank | standard deviation | Mean | Item | No |
|--------------|------|--------------------|--------------|--|----|
| | | | | psychosocial support components into the educational process. | |
| High | 6 | 0.961 | 3.461 | The continuation of teachers' activity-based student instruction. | 34 |
| High | 6 | 1.012 | 3.461 | Encourage instructors to make program-advancing judgments and activities. | 6 |
| High | 6 | 0.962 | 3.464 | Guarantee educators utilize methods that foster student expression. | 36 |
| High | 9 | 0.974 | 3.431 | Empowering teachers to teach social and emotional skills. | 9 |
| High | 10 | 1.005 | 3.41 | holding needed teacher training sessions to complement program teaching methods | 4 |
| High | 11 | 0.983 | 3.401 | Keep teaching cooperation and leadership skills. | 32 |
| Moderate | 12 | 1.002 | 3.391 | Advice on how to integrate social and emotional development into the classroom. | 10 |
| Moderate | 13 | 1.051 | 3.37 | Encouraging teacher autonomy | 11 |
| Moderate | 13 | 0.992 | 3.372 | Monitor teachers' use of the program's social and emotional learning axes in lessons. | 29 |
| Moderate | 15 | 1.031 | 3.341 | Follow-up Teachers should combine social and emotional learning into educational curriculum. | 30 |
| Moderate | 16 | 1.012 | 3.313 | preparing teacher training on program evaluation methods | 5 |
| High | --- | 0.922 | 3.432 | Overall teachers' domain | |

Table (6) indicates that the domain's overall score, with an arithmetic mean of (3.43) and a standard deviation of (0.92), was noteworthy.

This average is the beginning point for the huge score category. "Teacher participation in the social emotional learning program's planning process" is mentioned in the sentence. It ranked first in this category with an arithmetic mean of 3.57 and a standard deviation of 0.99. With an arithmetic mean of 3.56 and a standard deviation of 0.96, the paragraph that addresses giving instructors assignments to implement the program to a significant extent came in second. (1.08). The statement "preparing training programs for instructors on evaluation methods in the program" came in last in this category (1.01) with an arithmetic mean of 3.31 and a standard deviation of 1.0. Out of the sixteen objects in the field, eleven had high degrees and averages ranging from 3.57 to 3.40; the other five had moderate degrees and averages ranging from 3.57 to 3.40. 3.31–3.39.

- Second: The domain of students For the entries in this field, the arithmetic means and standard deviations were computed; the findings are displayed in Table (7).

Table (7): the respondents' replies to the field of pupils' arithmetic means, ordered in descending order, and the standard deviations

| Rating score | Rank | standard deviation | Mean | Item | No |
|-----------------|----------|--------------------|--------------|---|----|
| High | 1 | 0.981 | 3.592 | fostering a cooperative atmosphere among pupils | 27 |
| High | 2 | 1.032 | 3.531 | The principle is concerned with activities that promote self-awareness, emotional expression, and empathy among students. | 38 |
| High | 3 | 1.001 | 3.521 | Creating learning environments (safe, loving, and supportive) for students in the classroom. | 33 |
| High | 4 | 1.011 | 3.482 | The emphasis is on teaching kids life skills. | 25 |
| High | 5 | 1.011 | 3.482 | Offering exercises to help pupils acquire emotional management abilities. | 39 |
| High | 6 | 1.042 | 3.471 | Helping kids with psychological solutions and therapy | 7 |
| High | 7 | 0.952 | 3.441 | The curriculum includes tasks that help pupils improve their decision-making and problem-solving abilities. | 37 |
| High | 7 | 1.003 | 3.441 | Students' enthusiastic participation in the learning process is emphasized. | 24 |
| High | 9 | 0.923 | 3.434 | Following up on the deployment of educational activities aimed at improving pupils' self-learning abilities. | 35 |
| High | 9 | 0.983 | 3.434 | Focus on teaching pupils problem-solving skills. | 26 |
| High | 11 | 1.034 | 3.424 | When developing the program, consider individual variances among students. | 22 |
| High | 12 | 0.941 | 3.424 | Continued growth of kids' thinking abilities | 31 |
| High | 12 | 0.961 | 3.422 | Determine the students' social needs. | 21 |
| Moderate | 14 | 1.041 | 3.242 | Determine and assess kids' mental health needs. | 20 |
| Moderate | 15 | 1.141 | 3.032 | Include students in the development of the program to fit their requirements. | 23 |
| Moderate | 16 | 1.132 | 3.021 | Offering after-school events for pupils to interact with community people and institutions. | 16 |
| Moderate | - | 1.033 | 3.391 | Overall students' domain | |

Table (7) shows that school principals' overall performance in the program in the area of students was mediocre, placing them at the top of this average group. The field's overall average was (3.39), with a standard deviation of First place went to the paragraph "The principal's interest in planning activities that develop self-awareness and expressing feelings and empathy among students," which received a score of Large with an arithmetic average of (3.53) and a standard deviation of (0.98). The paragraph "Developing the spirit of cooperative work among students" received the highest score of Large. With an arithmetic mean of 3.02 and a standard deviation of, the sentence "offering after-school programs to provide chances for children to connect with community people and institutions" came in last. Out of the sixteen

entries in this area, thirteen had a high degree, with averages ranging from 3.59 to 3.42, and three had a moderate degree, with means ranging from 3.59 to 3.42). Some of the items in this category include standard deviations that indicate different reactions from respondents to the items' contents.

-Third: The local community and its institutions: the results of the calculation of the arithmetic means and standard deviations for the paragraphs within this field are displayed in Table.8(.

Table (8): Descending arithmetic means and standard deviations of the respondents' responses to the field of the local community and its organizations

| Rating score | Rank | standard deviation | Mean | Item | No |
|--------------|------|--------------------|------|---|----|
| Moderate | 1 | 1.09 | 3.22 | Partner with student social services groups. | 18 |
| Moderate | 2 | 1.08 | 3.20 | Work with academic young leaders to achieve program goals. | 19 |
| Moderate | 3 | 1.13 | 3.14 | Working with student psychological assistance organizations | 17 |
| Moderate | 4 | 1.01 | 3.13 | Students' parents should know about the social emotional learning curriculum. | 15 |
| Moderate | 5 | 1.07 | 3.07 | Involve the community in his school's social emotional learning program. | 12 |
| Moderate | 6 | 1.13 | 3.02 | Running workshops for parents to help them support their kids' education. | 13 |
| Moderate | 7 | 1.02 | 3.00 | Include the local community in the social and emotional development program using a joint plan. | 14 |
| Moderate | --- | 1.06 | 3.11 | Overall domain | |

Table (8) illustrates the average total level of role-playing in this field, with an arithmetic mean (3.11) and a standard deviation (1.06). There were seven paragraphs in this field, all of average length. The standard deviations and arithmetic means of the respondents' responses to the paragraphs in this area varied from 1.13 to 1.01 and 3.22 to 3.00, respectively. With an arithmetic mean of 3.22 and a standard deviation of 1.09, the sentence "developing a joint cooperation plan to integrate the local community into the social and emotional learning program" ranked lowest, while the sentence "cooperating with organizations specialized in social support for students" came in first. standard deviation, a small degree (1.02), and the arithmetic mean (3.00).

Results of the second question:

In light of the variables (gender, experience, educational attainment, and school stage), are there statistically significant differences between the arithmetic means of teachers' assessments of how well school principals are carrying out their roles in achieving the goals of the social emotional learning program at the significance level ($= 0.05$)? The arithmetic means and standard deviations for the degree to which school principals were

carrying out their roles in accomplishing the objectives of the social emotional learning program were determined based on the variables of gender, years of experience, educational qualification, and educational stage from the teachers' perspective. These results are shown in Table (9)

Table (9): The arithmetic means and standard deviations of the respondents' responses according to the intermediate variables of the study

| standard deviation | Mean | No | Level | Variable |
|--------------------|------|-----|-----------------------------------|----------------------|
| 0.70 | 3.33 | 149 | Male | Gender |
| 0.80 | 3.37 | 292 | Female | |
| 0.82 | 3.28 | 65 | Less Than Five Years | Experience |
| 0.68 | 3.33 | 103 | Less Than Ten Years Up To Five | |
| 0.78 | 3.39 | 273 | More Than Ten Years | |
| 0.79 | 3.42 | 142 | Less Than Bachelor's | Qualification |
| 0.75 | 3.33 | 299 | Postgraduate | |
| 0.74 | 3.42 | 217 | Preparatory | Educational Stage |
| 0.79 | 3.29 | 224 | Secondary | |

Table (8) indicates that there are apparent differences between the arithmetic averages of the degree of school principals' practice of their roles in achieving the goals of the social emotional learning program, based on the variables of gender, years of experience, educational qualification, and stage of study from the teachers' point of view. However, it is unclear whether these differences are significant. Despite the significant differences, the analysis of variance test was used according to the parameters of gender, years of experience, educational background, and study stage. Table displays the results of this test (9).

Table (9): analysis of the variation in replies from the respondents by the factors of gender, years of experience, education, and stage of study

| statistical significance | F | Mean Square | DF | Sum Squares | variable |
|--------------------------|-------|-------------|----|-------------|-------------------|
| .568 | .327 | .193 | 1 | .193 | Gender |
| .415 | .881 | .520 | 2 | 1.041 | Experience |
| .156 | 2.022 | 1.194 | 1 | 1.194 | Qualification |
| .103 | 2.672 | 1.578 | 1 | 1.578 | Educational stage |

Table (9) makes clear that there are no statistically significant differences in the extent to which school principals are carrying out their responsibilities in order to meet the objectives of the social emotional learning program, based on the variables of gender, years of experience, educational background, and educational stage from the perspective of teachers. Each and every computed (F) value was one. These were not statistically significant differences; rather, they were plainly visible and non-significant at the significance level.(0.05)

The lack of variation in teachers' assessments of the degree to which principals have carried out their responsibilities may be attributed to the consensus and consistency in school realities regarding this program, which resulted in the convergence of principals' actions that teachers observed. Additionally, the program-related training that principals and teachers received was the same, which is why their results converged.

Recommendations:

The study's conclusions led to the following recommendations being made:

- Holding training sessions for school principals to assist them comprehend the principles of comprehensive administrative planning for social and emotional learning as well as their administrative duties for improving social and emotional learning in their institutions.
- Strengthening social partnerships with civil society and educational institutions within a well-thought-out and structured framework for planned and organised instruction, as well as collaboration between all relevant parties to facilitate social emotional learning.
- Involving learners in the creation of a curriculum for social emotional learning.
- Endorsing after-school activities that promote neighbourhood engagement.
- Including the community in the planning of the programme.
- Conducting additional study on developing training programmes that will provide administrators, both male and female, with the skills needed to plan, oversee, and manage social emotional learning programmes in classrooms.

References

- Abdel, Kawthar (2022). Social emotional learning. Meeting with social emotional learning guides and counselors. Ministry of Education, green line.
- Algani, Y. M. A., Alhaja, Y. F. A., & Mahamid, H. M. (2021). The Role of Principals, Teachers and Officials in the Implementation of Inclusion Programs and Integration into Education System in Arab-Palestinian Society in Israel. *Turkish Online Journal of Qualitative Inquiry*, 12(7).
- Al-Harbi, Marwa and Hawil, Enas. (2021). Programs for developing social and emotional learning skills for general education students in the United States of America and Australia: a comparative study. *Arab Journal of Educational and Psychological Sciences*, 5, (22), 407-434.
- Arar, K., & Abu Nasra, M. (2019). Leadership style, occupational perception and organizational citizenship behavior in the Arab education system in Israel. *Journal of Educational Administration*, 57(1), 85-100.
- Ashdown, D & Bernard, M. (2011). Can Explicit Instruction in Social and Emotional Learning Skills. *Early Childhood Education Journal*. 39, (6), 15 – 24, DOI:10.1007/s10643-011-0481-x.
- Atwell, M., Bridgeland, J & Manspile, E. (2021). *Ready to engage: perspectives of teachers and parents on social and emotional learning and service-learning in America's public schools.* A Report by Civic with Hart Research Associates, USA.
- CASEL (2013) . *Safe and Sound: An Educational leader's guide to evidence based social and emotional learning programs.* Chicago, IL: University of Illinois at Chicago

- CASEL Guide. (2015). *Effective Social and Emotional Learning Programs Middle and High School Edition*. Retrieved from <http://secondaryguide.casel.org/#About>.
- CASEL. (2020). *Casel'S SEL Framework*. <https://Casel.Org/What-Is-SEL/>.
<https://casel.org/wp-content/uploads/2020/12/CASEL-SEL-Framework-11.2020.pdf>
- CASEL. (2021). Overview of SEL. <https://casel.org/overview-sel/>.
- Chen, G. (2020). *10 major challenges facing public schools*. *Public School Review*.
<https://www.publicschoolreview.com/blog/10-major-challenges-facing-public-schools>.
- Cohen, J & Sandy, S. (2003) Perspectives in social emotional education: The theoretical foundation and new evidence-based development in current practice. *perspectives in Education*. 21, (4), 41 – 54.
- Dallasheh, W., & Zubeidat, I. (2023). Perspective Chapter: Higher Education in Arab Minority in Israel–Challenges and Struggles. In *Higher Education-Reflections From the Field-Volume 4*. IntechOpen.
- Dyson, B., Howley, D., Shen, Y & Baek, S. (2021). Educators' Experiences of Establishing Social and Emotional Learning Pedagogies in an Elementary School with At-Risk Students. *International Electronic Journal of Elementary Education*.13, (5), 625-638.
- Elias, M., Brackett, M., Miller., Jones., Kahn, J & Mahoney, J. (2019). Developing social and emotional skills and attitudes and ecological assets. In D. Osher, M. J. Mayer, R. J. Jagers, K. Kendziora, & L. Wood (Eds.), *Keeping students safe and helping them thrive: A collaborative handbook on school safety, mental health, and wellness* (pp. 185-209). Santa Barbara, CA: Praeger/ABC-CLIO.
- Ferreira1, M., Reis-Jorge, J & Batalha, S. (2021). Social and Emotional Learning in Preschool Education - A Qualitative Study with Preschool Teachers. *International journal of emotional education*, 13, (1), 51 – 66.
- Flushman, T., Guise, M & Hegg, S. (2021). Partnership to Support the Social and Emotional Learning of Teachers: A New Teacher Learning Community. Partnership to Support the Social and Emotional Learning of Teachers. *Teacher Education quarterly*, summer, 2021.
- Ghanayem, Muhanna Muhammad. (2020). Arab Learning and the Corona Crisis: Future Scenarios. *International Journal of Research in Educational Sciences*. 3, (4), 75-104.
- Greenberg, Z., & Cohen, A. (2024). Female school principals in Arab communities. *Educational Management Administration & Leadership*, 17411432241268326.
- Mar'i, S. K. (1978). *Arab education in Israel*. Syracuse University Press.
- Marsel, A., Anat, R., & Noha, B. (2023). Mind the Gap: Integrating Arab Students into Higher Education in Israel. *International Journal of Learner Diversity & Identities*, 30(1).
- Massouti, A., Shaya, N., & Qareiny, S. M. A. (2024). Exploring the nexus between female school leaders' perceptions of distributed instructional leadership, socio-cultural dynamics, and student achievement in the Arab world. *International Journal of Educational Research Open*, 7, 100372.

- Massry-Herzallah, A., & Arar, K. (2019). Gender, school leadership and teachers' motivations: The key role of culture, gender and motivation in the Arab education system. *International Journal of Educational Management*, 33(6), 1395-1410.
- Messier, S. (2020, March 11). *The 'What' and 'Why' of Social- Emotional Learning. Social Emotional Learning of Vermont*. Retrieved from <https://selearningedu.wordpress.com/2020/03/11/the-what-andwhy-of-social-emotional-learning/>.
- Mohamed, Mona Mustafa. (2018). An enrichment program for scientific culture based on social-emotional learning to develop the scientific sense and some life skills for the pioneers of the Exploration Center for Science and Technology. *Journal of the Faculty of Education, Assiut University*, 34, (9), 425-573.
- Mushrah, Najwa and clever, please. (2015). The effectiveness of an educational program based on social emotional learning (SEL) in developing social interaction among kindergarten children in the city of Ibb in the Republic of Yemen. *Journal of the Association of Modern Education*, 7, (23), 309-356.
- Nannyonjo, H., fernando, C., Oommen, A & Sampat, S. (2020). school leadership in uncertain times, published on education for global development, World Bank Blogs. Retrieved from: <https://blogs.worldbank.org/education/school-leadership-uncertain-times>.
- Nassir, M., & Benoliel, P. (2023). The differences in the implications of participative decision-making and paternalistic leadership for teachers' perceived stress in the education system of the Israeli Arab minority. *Journal of Educational Administration*, 61(6), 623-645.
- Nassir, M., & Benoliel, P. (2024). Participative decision-making in the Arab educational system in Israel: The implications for teachers' organizational commitment and school violence. *Educational Management Administration & Leadership*, 17411432241273748.
- Oberle, E., Domitrovich, C. E., Meyers, D. C. & Weissberg, R. P. (2016). Establishing systemic social and emotional learning approaches in schools: a framework for school wide implementation, *Cambridge Journal of Education*, 46:3, 277-297, DOI: 10.1080/0305764X.2015.1125450.
- Oplatka, I., & Arar, K. (2017). The research on educational leadership and management in the Arab world since the 1990s: A systematic review. *Review of Education*, 5(3), 267-307.
- Ran, Amalia. (2018). Interventions to develop social and emotional skills (Social Emotional Learning). and their assimilation into the education system. Educational Research Department, Ministry of Education, Green Line.
- Robert, J., Alexandra, S & Bloodine, B. (2021). Transformative Social and Emotional Learning in Pursuit of Educational Equity and Excellence. *American Educator*, 45, (2), 12-17, 39.
- Shafer, L. (2016). What Makes social and emotional learning (SEL) Work? *Harvard Graduate School of Education*. Retrieved from, <https://www.gse.harvard.edu/news/uk/16/07/what-makes-sel-work>.
- Sleiman, A. (2022). Principal Leadership, Teacher Satisfaction, and School Performance in Bedouin Schools in Israel . *China-USA Business Review*, 21(3), 1537-1514.

- Tamimi, Kholoud bint Fawaz. (2020). A proposed conception of a training program based on social-emotional learning to develop the skills of creating a safe learning environment for secondary school teachers. *Journal of Educational Sciences*, Imam Muhammad bin Saud University, 25, (13), 15-92.
- Tareq, M., Yaser, A., & Boshra, A. R. (2022). The Impact of COVID-19 on the Academic Achievement of Students at Arab Beduin Hugh Junior Schools in the Southern District of Israel. *IJLRHSS*, 5, 334-346.
- The Ministry of Education. (2022). Summary report of the expert panel on social-emotional learning (SEL). Information and Research Center, Ministry of Education, Green Line.
- Tussey, B., Amy Clark, C & Haas, L. (2022). Behavior Supports for School and Home through Literacy Practices Based on Social-Emotional Learning, *The Delta Kappa Gamma Bulletin: International Journal for Professional Educators*, 57 – 63.
- Tussey, J., Clark, A., Haas, L. (2022). Behavior Supports for School and Home through Literacy Practices Based on Social-Emotional Learning. *Education Research Complete*, 88, (3), 57-61.
- Yahya, Heba Dawood. (2022). Social emotional learning. Preparing and preparing social emotional learning staff guides. Ministry of Education, green line.
- Zins, J., Weiss Berg R., Walberg, H & Bloodworth, M. (2004) *Building Success on social and Emotional Learning: What does the Research say?* New York: Teachers college press.