

Teachers' perceptions of social and emotional learning competencies in the schools of the second episode of basic education in Oman

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Abstract: The research aims to identify the degree to which teachers possess social and emotional learning competencies in the schools of the second cycle of basic education in the Sultanate of Oman after the Corona pandemic, and the researchers used the descriptive approach. (5) Competencies, and (46) indicators: (self-awareness - self-management - social awareness - relationship skills - responsible decision-making). The research sample consisted of (380) male and female teachers in the second-cycle schools in the governorates of North and South Al Batinah, North Al Sharqiya, and Dhofar. The results of the research showed that the total degree of teachers' possession of social and emotional learning competencies was to a large degree, with an arithmetic average (2.95), and a percentage (74%), The degree of possession of each competency (5) was also significant, and there are statistically significant differences in the degree to which teachers possess social and emotional learning competencies on the efficiency of social awareness in favor of female teachers, while there are no statistically significant differences in the degree to which teachers possess social learning competencies. In addition, emotional due to the variable age. The research recommended that the Ministry of Education adopt training courses, workshops, and lectures on social-emotional learning programs for teachers.

Keywords: Social and Emotional Learning Competencies; Corona Pandemic; Basic Education.

INTRODUCTION

The exceptional circumstances imposed by the Corona Virus pandemic on all sectors, including the education sector, represent a great challenge, and the resulting interest in searching for innovative means, especially among educational institutions, is encouraging. However, many international reports showed an educational loss in social and emotional learning skills (UN, 2020) during the Corona pandemic. The Collaborative for Academic, Social, and Emotional Learning defines emotional and social learning as: the process by which children and adults acquire the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, demonstrate empathy with others, establish and maintain positive relationships, and make collective responsible decisions (CASEL, 2020). The importance of social and emotional learning, for example, lies in addressing the challenges resulting from distance learning among teachers and students, especially those who need the social and emotional support of their teachers. A study (Eveleigh et al., 2022) showed that teachers' use of the social learning strategy for themselves and with their students was a useful tool in dealing with the challenges facing teachers in distance learning.

The findings (Christine, 2021) promote positive social change by expanding our understanding of the impact of the teacher-child relationship on children's behaviors, particularly challenging behaviors. A study (Karen et al., 2020) indicates a positive relationship between

profession-specific confidence and the general emotional intelligence of pre-service teachers. They report that they can improve their level of emotion to support students and improve teacher-student relationships. As for the study (Silver, 2020) that the social and emotional abilities and health status of teachers significantly affect the conditions of social-emotional learning. The study (Huynh et al., 2018) indicates that regardless of differences in educational backgrounds and years of experience, all teachers are aware of the necessity of implementing social and emotional education in primary schools, as well as the challenges they face when implementing the education system for education. (Fischer, 2017) that teachers believe that SEL standards are important to the growth and development of all students. However, these teachers still lack knowledge and do not apply standards in planning lessons. Quantitative and qualitative analyzes of the results of the study (Philippe, 2017) show that although teachers see social and emotional learning as valuable and important, they lack the self-efficacy and experience necessary to provide education with confidence.

The (Reynolds, 2016) study confirms that universities should prepare teachers more appropriately in the areas of social-emotional learning. In addition, there is a need to provide more workshops and professional development with the social-emotional needs of students. What confirms the importance of this study is that it is one of the rare studies conducted in the Sultanate of Oman that deals with teachers' perceptions of social and emotional learning competencies. Which gives it a degree of importance for what it may add from the scientific addition in this field.

METHOD

The problem of the research lies in the importance of social and emotional learning competencies in the educational process in general, as these competencies contribute to helping teachers to support their students' learning, alleviate anxiety and abnormal behaviors, and provide students with the competencies of coexistence with reality, especially after the Covid-19 pandemic, as well as the scarcity of Arab studies, especially in In the Sultanate of Oman, the researchers used the descriptive approach in the research as it is one of the forms of organized scientific analysis and interpretation to describe the phenomenon or a specific problem and depict it quantitatively by collecting data and codified information about the phenomenon or problem, analyzing it and subjecting it to careful study. The research community consisted of all ninth-grade teachers in the targeted educational directorates in the research, which numbered (15,216) male and female teachers, representing the governorates of North Al Sharqiah, South and North Al Batinah, and Dhofar in the Sultanate of Oman. The questionnaire consisted of (46) items, distributed over five main areas: self-awareness, self-management, social awareness, skills Relationships, and responsible decision-making. To ensure the validity of the study tool, it was presented to several arbitrators, whose number was (6), and the stability of the study tool reached (0.961), which indicates that the research tool has an appropriate stability value, making it valid for application to the actual research sample. The research procedures were according to the following methodological steps:

1. Translating the scale and submitting it to a group of arbitrators to measure the degree of agreement and disagreement on the paragraphs of the questionnaire. In light of this, the

tool was built in its final form to extract honesty and stability, after presenting it to several arbitrators for modification and development to achieve the objectives of the research.

2. Choosing the research sample by random method.

3. Distributing questionnaires manually and electronically to the research sample members and asking them to fill out the questionnaires accurately and objectively. The research team visited the targeted schools for application in the targeted governorates.

4. Analyzing the data statistically using the Statistical Package for Social Sciences (SPSS-V23) and extracting the results based on the research questions, discussing them, and making recommendations and suggestions.

RESULTS & DISCUSSION

Results related to answering the first question, which states: "What is the degree to which teachers possess social and emotional learning competencies in the second cycle of basic education schools in the Sultanate of Oman from their point of view?" To answer this question, the arithmetic averages, standard deviations, percentages, and ranks were calculated for all fields of research, and Table No. (1) show this.

Table (1) Arithmetic averages and standard deviations of the research fields

Competency	Mean	Standard deviation	Percentage	Rank	level of competence
Self-awareness	2.99	0.47	75%	3	High
Self-management	2.84	0.48	71%	5	High
Social awareness	3.02	0.47	75%	1	High
Relationship skills	3.00	0.46	75%	2	High
Making Responsible Decisions	2.92	0.47	73%	4	High
Overall degree	2.95	0.45	74%		High

The results of Table (1) show that the degree of teachers' possession of social and emotional learning competencies in the schools of the second cycle of basic education in the Sultanate of Oman was significant, as the arithmetic means of the total degree was (2.95), and with a percentage (74%), and the arithmetic averages ranged to the degree of possession of competencies Between (2.84-3.02), and with percentages that ranged between (71% - 75%), and with a high degree of possession.

The efficiency of social awareness ranked first with an arithmetic mean (3.02) and a percentage (75%) with a high degree of possession and in the second rank is the efficiency of relationships skills, with an arithmetic average of (3) and a percentage (75%) and a high degree of possession. In the third rank is the efficiency of self-awareness and a high degree of possession, with an arithmetic average of (2.99) and a percentage (75%), while it came in the fourth rank. The efficiency of responsible decision-making, with a mean (2.92), and a percentage (73%) with a high degree of possession, while in the fifth rank came to the efficiency of self-management, with a mean of (2.84) and a percentage (71%).

The result of this research agrees with the study (Silver, 2020), whose results showed that the social and emotional abilities and health status of teachers greatly affect the

conditions of social-emotional learning, as well as the study (Al-Tamimi, 2021), which found that the training needs of secondary school teachers in the field of creating learning environments that are safe came high in the areas as a whole. While it differs from the study (Wenling & Sidhu, 2020), whose results showed that teachers' perceptions of social and emotional learning (SEL) in early childhood centers in Shanghai were at the average level, and from the result of the study (Karen et al., 2020) which showed that teachers' knowledge of strategies for emotion regulation and relationship management in the emotional and social challenges of educational situations with students was to a small degree, it also differs from the study (Basta, 2020), whose results showed that there was little or no evidence that teachers intentionally applied these social learning competencies in academia. In addition, a study (Fischer, 2016) the results of which showed that these teachers still lack knowledge and do not apply the standards of social and emotional learning competencies in lesson planning.

The results related to the degree to which teachers possess social and emotional learning competencies for each competency according to the rank obtained in the previous table have been addressed as follows:

1. The results of the analysis showed that the degree to which teachers possessed the competence of social awareness was to a large degree, as the arithmetic means of the total degree was (3.02) and a percentage (75%), and all the paragraphs of this competence were to a degree of great possession, as the arithmetic averages ranged between (2.92-3.15). The results of the research showed that "I pay attention to the feelings of others and understand how my words and behavior affect them" came high with an arithmetic average (3.15) and a percentage (79%). While the results indicated, "I appreciate and understand the cultural differences within my school community and my workplace," they also came highly with an arithmetic mean (3.14) and a percentage (79%). This result is due to the fact that teachers are open to different points of view and appreciate people from different cultures and backgrounds and enables them to show respect for the person speaking, and since listening to them shows how much you want to understand their point of view and make them feel important, which increases the bonds of love and familiarity, while "I give care to others when I see that they have been harmed in one way or another" came to a high degree with an average of (3.06) With a percentage (77%), the paragraph "I learn from or Those who have different opinions from me." And the paragraph "I can understand a person's point of view and feelings from verbal and nonverbal signals" to a significant degree with arithmetic mean (2.96) and a percentage (74%), and this result is attributed to their teachers providing different types of care to others, because they see it at the heart of their work and their lofty message, and teachers have a passion and eagerness to learn from others and consider differences of opinion a healthy

phenomenon. While the paragraph "I realize the strengths of students and their families and look at them as partners" came to a large degree, with an average of (2.94) and a percentage (74%), and the paragraph "I ask others about their experience in developing myself for the better" came to a large degree with an average of (2.92) and a percentage (73%). This result is attributed to the fact that teachers' awareness of students' strengths helps students improve their motivational level and internal motivation. It also helps teachers identify positive traits, talents, and skills among students with the help of their families.

2. The results of the analysis show that the degree to which teachers possess the competency of relationship skills was to a high degree, as the arithmetic means of the total degree was (3) with a percentage (75%), and all the paragraphs of this competency were highly possessive, as the arithmetic averages ranged between (2.65-3.29), and percentages that ranged between (66%-82%), and the results of the research showed that "I work well with others" came to a large extent with an arithmetic average (3.29) and a percentage (82%). While the results indicated, "I like to know how things are going" came to a high extent with an average of (4.16) and a percentage of (83%). While "I stay focused when listening to others and looking carefully at the content of their speech" came with an average of (3.18), as a percentage (79%) and to a high extent, while the paragraph "I openly admit my mistakes to myself and others and work to correct things" came to a high extent with an average of (3.08). and by a percentage (77%). This result is because dealing with others develops and strengthens team spirit and builds a healthy work environment. Good listening and listening to others contribute to expressing their ideas and opinions, getting close to them, and building good and solid relationships with them. Also, acknowledging a mistake is a characteristic of a successful and self-confident teacher, as he works to search for different and appropriate solutions to fix them and avoid falling into them in the future, and he is also not shy about offering apologies to others for those who have erred in their right, which is one of the characteristics of the great. As for the paragraph, "when I am upset with someone, I talk to him about my feelings and listen to his point of view" came to a large degree with an average of (2.93) and a percentage (73%) and a large degree. The paragraph "I get to know the people around me" came to a medium degree with an average score of (2.89) and a percentage of (73%). As for the paragraph "I make sure that everyone has the opportunity to share their ideas", it came with an arithmetic average of (2.65) and a percentage (66%) to a high extent. This result is attributed to the teachers' keenness to build positive human relationships with others and communicate with different groups of society. The result of this research agrees with the results of each of the following studies: A study (Eveleigh et al., 2022), which showed that teachers' emotional experiences helped to form positive feelings from new relationships and ways of

communication with fellow teachers, students, and families. The result of the study (Al-Tamimi, 2021), showed that there are high training needs for teachers to create safe learning environments in all areas, including building a positive social climate and strengthening supportive human relations. A result of the study (Basta, 2020), showed that teachers have a general understanding of social and emotional learning competencies, especially the competency of relationship skills. In addition, the result of a study (Silver, 2020) revealed that social and emotional abilities (positive relationships) and the health status of teachers significantly affect the conditions of social-emotional learning. Because of a study (Fischer, 2017), the results of which showed that teachers believe that social and emotional learning standards are important to the growth and development of all students.

3. The results of the analysis show that the degree to which teachers possess the competence of self-awareness was to a high extent, as the arithmetic means of the total degree was (2.99) and a percentage of (75%), and the paragraphs of this competence came with a degree of possession of a large degree, as the arithmetic averages ranged between (2.88-3.12), With percentages ranging between (72% - 78%), the results of the research showed that "I realize when my feelings, thoughts, and biases affect my behavior and reactions towards people and situations, negatively and positively" came to a large extent with an arithmetic average (3.12) and a percentage (78%). While the results indicated that "I can see how I have an important role in my work, my family and my community" came to a large degree with an average of (3.12) and a percentage (78%), while the results indicated that "I can identify and name my feelings at this moment" came with a degree This result is significant with arithmetic mean (3.06) and a percentage (77%). This result is because teachers tend to sympathize with their colleagues and are keen to understand and care for them. They also value their relationships, and teachers show a desire to cooperate to help their colleagues and students. In the classroom, which strengthens relations and intimacy between them. This result is also attributed to this indicates that teachers have emotional intelligence and self-awareness that make it easier for them to deal with their emotions in a correct manner. Whereas, "I am aware of the ways in which my identity is shaped by other people, my culture, my experiences, and my environment," came to a high extent with an average of (2.91) and a percentage (73%). The paragraph "I am aware of the ways in which my identity, opinions, and biases are formed" came to a large degree with an average of (2.91) and a percentage of (73%). This result is because teachers are keen to live in harmony with others, value interdependence among them, and cooperate with and empathize with their colleagues in order to understand what others want from them. While "I use self-reflection to understand the factors that affect my feelings and how my feelings affect me," came to a high degree,

with a mean of (2.88), and a percentage (72%). This result is because teachers trust and assume that others have good intentions, and avoid making prejudices. The result of this research is consistent with the result of the study (Christine, 2021), which showed positive social change by expanding our understanding of the impact of the relationship between teachers and children on children's behaviors, specifically difficult behaviors. In addition, the results of a study (Fischer, 2017) showed a positive relationship between confidence in the profession and the emotional intelligence of pre-service teachers. In addition, the result of a study (Reynolds, 2016) showed that universities should prepare teachers more appropriately in the areas of social-emotional learning.

4. The degree of teachers' possession of the competence to make responsible decisions was to a high degree, as the arithmetic means of the total degree was (2.92) and a percentage (73%), and the paragraphs of this competence came in a degree of possession, as the arithmetic averages ranged between (2.69-3.09), and with percentages, It ranged between (67% - 77%), and the results of the search showed "I help make my personal and professional community a better place" came to a large degree with an arithmetic mean (3.09) and a percentage (77%). While the results indicated, "I realize the need for continuous growth, study the current situation, and encourage new thinking in my school community" came highly with an average of (2.99) and a percentage of (75%). This result is because teachers are keen to help others grow and continue their professional development and encourage them to think about what is new and serve the community they belong to, whether it be the professional school community or the local community. (2.98) and a percentage (75%). While the paragraph "I think about how my personal and professional decisions affect the lives of others" came to a high extent, with an average of (2.88) and a percentage (72%). This result is attributed to the fact that teachers make a set of decisions through which they organize their time to achieve. While "I share with others affected by problems the ability to generate multiple solutions and predict the results of each solution to the main problems," it came highly with an arithmetic mean (2.82) and a percentage (70%). The paragraph "I find practical and flexible ways to overcome difficulty, even when it comes to making decisions that may not be acceptable" came significantly with an arithmetic mean (2.69) and a percentage (67%). This result is attributed to the teachers' keenness to provide different alternatives and provide flexibility to make decisions that may help in predicting creative solutions to a range of problems facing them, whether personal or professional, as these decisions affect the teachers themselves and others. The result of this study is consistent with the result of another study (Eveleigh et al., 2022), whose results showed that teachers' use of the social learning strategy for themselves and with their students was a useful tool in dealing with the challenges facing teachers in distance learning. Because of the

study (Do & Anik, 2021), the results showed the necessity and importance of centrally supporting teachers to apply social and emotional learning competencies in teaching performance.

5. The results of the analysis show that the degree to which teachers possess the competence of self-management was to a high extent, as the arithmetic means of the total degree was (2.84) and a percentage (71%), and all the paragraphs of this competence were in a degree of possession of a high degree, as the arithmetic averages ranged between (2.96-4.38), with percentages ranging between (68% - 76%), and the results of the research showed "I have high expectations that motivate me to strive for self-improvement and the development of the individuals I lead" came to a high extent with an arithmetic average (3.04) and a percentage (76%). While the results indicated, however, "I amend my plans to keep pace with new information and facts" came high with an arithmetic average (3.01) and a percentage (75%). This result is attributed to the fact that teachers possess success habits and successful personality traits that are concerned with developing themselves, developing themselves, and motivating others to develop themselves. The paragraph "I have set measurable, challenging and achievable goals and I have clear steps to reach them" came to a high extent with an average of (2.86) and a percentage (71%). While the paragraph "I balance between my work life and time for self-development" came to a high extent with an average of (2.76). In addition, a percentage (69%). This result is because the Teachers have the ability to set clear, measurable, realistic, and time-bound goals to achieve them, which are called Smart Goals. The paragraph "I can overcome anything even when I feel frustrated" came to a large degree with my mean of (2.74) and a percentage (69%). The paragraph "I take measures to influence the change in issues important to me and society" came to a medium degree, with an arithmetic mean (2.73) and a percentage (68%). This result is attributed to the fact that teachers are able to overcome frustration, which represents an advanced stage of stress, through self-confidence, the ability to discover the current situation in which they live, identify personal flaws, and accept themselves. The result of this research agrees with the study (Eveleigh et al., 2022), whose results showed the importance of searching for the best ways to support teachers who work with different social and emotional learning and benefit from it to manage distance learning challenges, and the result of a study (Christine, 2021), whose results promoted change. Socially prosperous by expanding our understanding of the impact of the teacher-child relationship on children's behavior, particularly challenging behavior.

Results related to the answer to the second question: To what extent are there statistically significant differences in the responses of the members of the research sample at the level ($\alpha \leq 0.05$) in the degree to which teachers possess social and emotional learning

competencies in the schools of the second cycle of basic education in the Sultanate of Oman due to the variables (gender, Years of Experience)?

- There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average estimates of the research sample in the degree to which teachers possess social and emotional learning competencies in the schools of the second cycle of basic education in the Sultanate of Oman in the total score according to the gender variable, except for the efficiency of social awareness in favor of female teachers, and this result is because female teachers are the ones who embrace schoolchildren in the first field of basic education and realize that social awareness is still developing during the child's school years, and it is considered one of the vital skills that must be strengthened in children, and they work to help children achieve maximum benefit from Teach them at school.
- There are no statistically significant differences in the responses of the research sample members at the level ($\alpha \geq 0.05$) in the total score for all social and emotional learning competencies in the second cycle schools of basic education in the Sultanate of Oman due to the variable years of experience. The result of this research is consistent with the study of (Wenling & Sidhu, 2020, whose results showed that there were no statistically significant differences in teachers' perceptions of social and emotional learning (SEL) in early childhood centers in Shanghai due to the variable of teaching experience. It differs from the result of the study (Huynh et al., 2018), which showed that there are statistically significant differences in the perception of social-emotional education and learning among Vietnamese primary school teachers due to the variable years of experience.

Recommendations:

That the Ministry of Education sponsor holding training courses, workshops, and lectures on social-emotional learning programs for teachers.

CONCLUSION

This research aimed to identify the degree to which teachers possess social and emotional learning competencies in the schools of the second cycle of basic education in the Sultanate of Oman. Thus, its results may help in revealing the degree and percentage of teachers' possession of social and emotional learning competencies in their school community, and the results of the research may help those concerned with the Ministry of Education To adopt the application of these five competencies in social and emotional learning competencies to Omani school teachers, especially in light of the educational loss in this aspect. The results of the research showed that teachers possess social and emotional learning competencies to a high extent, but they do not realize them as a concept through their scientific practices in the classroom and with their students. As the subject needs more research to know the existence of these competencies among teachers in the different educational stages of basic education in the Sultanate of Oman.

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