

The Degree To Which School Leaders Possess Social And Emotional Learning Competencies In The Schools Of Kasbah District From Their Point Of View

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Abstract:

The research aims to identify the degree to which school leaders possess social and emotional learning competencies in the schools of Kasbah district from their point of view. The research sample consisted of (276) male and female school leaders. A questionnaire consisting of (32) items distributed over five domains prepared by the two researchers was used. The results of the study showed that the degree of possession of school leaders in Kasbah Amman in all domains was large, and the results showed that there were no statistically significant differences due to the variables of gender and experience.

Keywords: school leaders, social and emotional learning competencies.

Introduction

A person goes through many changes and stages during his life. Therefore, he needs skills and techniques help him get through those stages, and get out of them with a positive stock. School is one of the most important stages from them, the individual acquires various life skills that develop his personality and prepare him for social life and their differences, and these skills can be acquired through several ways, including what is in an unintended way, some of them are in an intentional and deliberate way to obtain specific skills, such as social learning programmes and emotional (Al-Harbi and Hawil, 2021).

Social emotional learning is the first step towards developing a positive and safe school climate Jones, Makara, and Kahn (Jones et al., 2019) indicated that interest in social and emotional development. In schools, it is very important to create safe and supportive school environments that facilitate the learning process, as positive relations between the administration and teachers

on the one hand, and between the administration and students on the other hand, help create a safe environment, and classrooms in which warm relations prevail between teachers and students support deep learning, And students who feel comfortable with their teachers and peers, they are more prepared to deal with difficult material and persevere in learning.

Emotional social learning is also one of the educational approaches that are also concerned with the human aspects and social, and the development of social and emotional competence, and it was referred to in the past, where Aristotle said, "Educating the mind without educating the heart is not education at all" (Shahin, 2015, 5) This entry is based on a group of theories, such as the theory of intelligence Thorndike's social learning theory, Bandura's cognitive social learning theory, and intelligences theory Gardner's multiple theory, and Goleman's emotional intelligence theory (Jaber, 2004). A number of among researchers,

definitions of social emotional learning have been described by May, Marulandam (2010) defines it as: a way to help us participate positively in social interactions, make responsible decisions, recognize and manage emotions, solve problems effectively, and achieve Administrative and academic success, and it is also known as: the process of developing the learner's abilities to know and manage his emotions, care and concern for others, make responsible decisions, establish positive relationships, and identify and solve problems effectively (Casel, 2013).

The United States of America is one of the first countries to introduce social emotional learning its schools, and in which the Association for Academic Social and Emotional Learning (CASEL) was established the association has developed a guide for schools to help them implement social emotional learning through engagement the school community as a whole; To build awareness and support for the social-emotional learning implementation plan, and to provide the student with opportunities to develop SEL skills, through safe, supportive classrooms, and the core competencies according to cooperative social and emotional learning include five main competencies: self-awareness, self-management, social awareness, relationship skills, and decision-making. responsible decisions (CASEL,2021). Raquel and his colleges were developed systematic review the aim of it was to seek the literature on emotional intelligence related to school manager using Preferred Reporting Items for Systematic Reviews and Meta-Analysis guidelines. They were found school leader should have special aspect to developed their school and for aspiring and practicing administrator. the school leader's behaviors are representative of how well they consciously manage their emotions to achieve their work and responsibilities (R. GÓMEZ-LEAL et al, 2021). Leaders with developed emotional developed possess greater self-awareness: Among other actions, they pause

multiple times throughout the school day to reflect on their emotions and their meaning. Critically, emotionally intelligent leaders learn to recognize the behaviors, triggers, and events that lead to unhealthy stress.

In order to suggest an improvement program, this study examined the levels of social competence, emotional intelligence, and job commitment of school administrators in the districts of Candijay, Alicia, Mabini, Anda, and Guindulman, Division of Bohol. Using standardized methods, it advocated a descriptive correlational study methodology. The findings showed that the majority of respondents were female and that the bulk of them had only a few Masteral units. Administrators in the primary and secondary grades both had "excellent social competency level."

Every choice a leader makes is based on their emotional intelligence; their set of values and beliefs also inform how they solve problems and make decisions. According to Mayer and Salovey (1997), emotionally intelligent leaders are individuals who have the capacity to recognize, comprehend, and control their emotions in order to promote both emotional and intellectual development. Despite common beliefs about the impact of emotional intelligence on organizational effectiveness, school administrators are unable to separate their personal and professional lives from their actions. George (2008) proposed that emotional intelligence has four components: regulating emotions, understanding emotions, expressing emotions, and employing emotions to better decision-making. The ability of a principal to work collaboratively to improve student progress and the general well-being of a school depends on the principal's emotional intelligence skills (David Gray, 2009).

In recent years, scholars and consultants in the fields of business, psychology, and education have begun to focus on emotional intelligence

(EI). Very little empirical evidence has been recorded in the literature on education, despite the rising consensus of its definition and evidence presented in business organizations. We conducted two research to look at the effects of middle-level leader and teacher EI on the outcomes of teachers' jobs. The characteristics of effective middle-level leaders in their schools were sought for by 107 teachers to be listed in Study 1. In Study 2, a survey of 3866 middle-level managers and instructors was conducted to determine their EI and degree of job satisfaction. Findings offer evidence in favor of the relationship between teacher and middle-level leader emotional intelligence and job satisfaction in the classroom. We talk about the implications (Wong, C.-S et al., 2010).

In the corporate world, it is now common practice to place emphasis on social and emotional intelligence competencies to improve effective leadership. Many now view these competencies as a requirement for successful job performance and results (Antonakis, Ashkanasy, & Dasborough, 2009; Grant, Curtayne, & Burton, 2009; Spence & Grant, 2007; Kampa-Kokesch & Anderson, 2001; McGovern, Lindemann, Vergara, Murphy, Barker, & Warrenfeltz, 2001). Similar trends have just recently been acknowledged and accepted in the sphere of education (Patti, Senge, Madrazo, & Stern, 2015; Patti, Holzer, Brackett, & Stern, 2014). There is few research that examine how social and emotional abilities in educational leaders affect their performance and effectiveness on the job; none of these studies also examine how such competencies are developed in future school leaders. This pilot study, which was quasi-experimental, assessed the efficiency of a post-graduate development program for prospective (Sánchez-Núñez & Holzer 2015)

Studies confirm that school principals play vital roles in improving school results by increasing teachers' motivation to teach, developing their

abilities, and creating a safe school environment and an appropriate learning climate. Effective school leaders are valuable in achieving an effective and effective educational system (Beatriz, Deborah, and Hunter, 2008).

Principals also play an important role in supervising teachers, developing school culture, implementing and enforcing rules and instruction manuals, and ensuring that all students receive a quality education. A high degree of being an educational leader, as studies have confirmed that it is one of the influencing factors that motivate school principals to be sincere in their work and employment. And the study of Jones, Makar, and Kan (Jones, et al., 2019) that dealt with social-emotional learning and its impact on human development, as these studies confirmed that social-emotional learning has a positive impact on creating a safe and supportive learning environment, and on positive social relations between students and teachers. , reducing class problems and quality of life, and that there is a positive relationship between it and academic success. Do & Anik, 2021 study: It aimed to know the social and emotional competence of school principals: the results of the study showed the importance of supporting school principals on the central role of social and emotional competence in education their professional performance.

Al-Rakkad and Abu Dayyah (2012) conducted a study aimed at knowing the degree of academic leaders in the official Jordanian universities practicing social emotional intelligence and its relationship to their organizational citizenship behavior. The faculty members' organizational citizenship behavior in the official Jordanian universities. Sivanathan & Fekken (2020) conducted a study aimed at identifying the correlation between emotional intelligence, moral thinking, and situational leadership among workers at an American university, as a study sample, as leaders of their own importance. The

study showed Leaders with high levels of emotional intelligence were considered to have very high levels of situational leadership styles, according to what their assistants and supervisors reported, and they were considered active and always ready to serve and work. placed by supervisors of resident university staff, who had high associations with professional competence and effectiveness, and professional effectiveness was linked to high moral and deductive reasoning.

Langhorn (2018) conducted a study aimed at identifying the relationship of emotional intelligence among managers and its impact on the work results of those within the scope of their administrative supervision. There are differences in the degree of intelligence attributed to sex.

The study of Hayward (Hayward, 2015) aimed to identify the relationship between each of the performance of users and leadership and emotional intelligence in semi-governmental organizations in South Africa, and the results of the study concluded that there is a relationship between emotional intelligence and professional performance and traditional leadership.

The Study Problem:

Through the researcher's review of previous studies and the experience of the two researchers in the field of leadership and their previous work in educational supervision, it was found that most school principals focus on paying attention to the administrative and cognitive aspects at the expense of the social-emotional aspect, which has a major role in achieving the best results for students' learning and organizing the educational-learning process and solving problems To create a safe and effective learning environment. In view of the educational interest in developing the social-emotional aspects of the educational-learning process in general, and school principals in particular, with the aim of achieving the best results at the teaching level, raising the level of

student achievement, and achieving successful administrative organization, many studies have confirmed the effectiveness of the social-emotional aspects in increasing learning opportunities and raising the level of achievement. students and increasing the interaction between the school principal and teachers on the one hand and between the administration and students on the other hand as well as improving the social-emotional environment of the study community and this prompted the researcher to conduct the study to identify the degree of possession of school principals for social and emotional learning competencies in the schools of Kasaba district from their point of view.

Study Questions:

The study seeks to answer the following questions:

- 1- The degree of possession of social and emotional learning competencies by school principals in the schools of Qasaba Amman in Jordan from their point of view?
- 2- Are there any statistically significant differences in the responses of the study sample at the level ($\alpha \geq 0.05$) in

The degree of school principals' possession of social and emotional learning competencies in the schools of Qasaba Amman in Jordan is attributed to the variables (sex, years of service)?

Study Objectives:

The current study aimed to find out the degree to which school principals possess social and emotional learning competencies in the schools of Kasbah Amman in Jordan from their point of view.

The Importance Of The Study:

This study sheds light on the degree of possession of social and emotional learning competencies by

school principals in the schools of Kasbah Amman in Jordan, and therefore its results may help in revealing the degree and percentage of school principals' possession of social and emotional learning competencies in the school community.

This study also accompanies the modern leadership and educational interests and trends that call for the importance of

Employing social emotional learning competencies in the leadership, administrative and teaching process.

The limits of the study:

The limits of the study were as follows:

1. Objective limits: It was limited to the degree of school principals' possession of the competencies of social and emotional learning in the schools of Kasbah Amman in Jordan, which are: (self-awareness - self-management - social awareness - relationship skills - responsible decision-making).

2. Human limits: it was limited to male and female principals in the schools of Kasbah Amman in Jordan.

3. Spatial limitations: The study was limited to male and female principals in the schools of Qasaba Amman in Jordan

4. Time limits: The study was conducted in the first semester of the academic year 2022/2023.
Terminology of study:

1. Social and Emotional Learning: The Tawuniya for Academic, Social and Emotional Learning defines it as: the process through which children and adults acquire the knowledge, attitudes, and skills necessary to understand and manage emotions, Setting and achieving positive goals, showing empathy for others, establishing and maintaining positive relationships them, and

make collectively responsible decisions (CASEL, 2020).

2-Social and Emotional Learning Competencies: Defined as a set of competencies developed by a learning cooperative academic, Social and Emotional (CASEL2020), which includes (5) main competencies: self-awareness, self-management, social awareness, relationship skills, responsible decision-making, and (46) indicators to achieve it.

3- School Principals: They are all the principals and principals of the schools of Qasaba Amman Directorate in Jordan, on whom the study was conducted in the first semester of the academic year 2022/2023 AD.

Study Approach:

To achieve the objectives of the study and to answer its questions, the descriptive survey approach was used, as this approach is the most appropriate method used in such a study, as it is done by collecting data through distributing questionnaires, collecting them, and analyzing them statistically with appropriate methods.

Study population:

The study population consists of all (450) principals, male and female managers of Kasbah Amman, during the second semester of the academic year 2022/2023.

The study sample:

The sample of the study was selected in a simple random way from male and female principals during the academic year (2022-2023), with a rate of (61%) of the study population, as the sample consisted of (276) male and female principals in primary and secondary schools, and table (1) shows the distribution of the study sample according to the independent variables.

Table (1) Distribution of the study sample according to the levels of its variables

Variable	Level/Category	Number	Percentage %
Gender	Male	108	39.1%
	Female	168	60.9%
	Total	276	100%
Years of experience	less than 5 years	42	15.2%
	From 5 years to less than 10 years	50	18.1%
	10 years and over	184	66.7%
	Total	276	100%

Study tool:

For the purposes of applying the tool, reference was made to educational literature and previous studies related to social-emotional learning, and the two researchers relied mainly in preparing the tool on the scales used in previous studies, such as the Jones, Makar, and Kahn studies, and the Do & Anik, 2021 study: (Jones, et al., 2019

The respondent puts a sign in front of each item of the domains on a scale of five degrees (very large, large, medium, low, very low)- The tool was corrected by giving the following weights (5, 4, 3, 2, 1) to the aforementioned grades, and the

validity and reliability indications of the tool were verified.

The validity of the construction (content) of the study tool

The questionnaire was applied to an exploratory sample of (30) managers from the study community, and they were excluded from the study sample. Correlation coefficients were calculated between the score of each paragraph with the total score of the field to which the paragraph belongs. Correlation coefficients were also calculated between the score of each domain of the questionnaire and the total score of the questionnaire. Table (2) shows that.

Table (2): Pearson correlation coefficients between the domains of the social emotional learning tool and the tool as a whole

Domains	Self-awareness	Self-management	Social awareness	Relationships Responsible	decision-making	The overall tool
self awareness	1					
Self-management.	714**	1				

Social awareness.	.679**	.815**	1			
Relations	.535**	.628**	.752**	1		
Responsible Decision Making	.508** .620**	.589**	.645**	1		
Total tool	.803**	.881**	.910**	.847**	.799**	1

Table (2) shows that the values of the correlation coefficients of the fields of the study tool with the tool as a whole were greater than (0.20), and the values of the inter-correlation coefficients of the fields of the study tool were greater than (0.20), which is appropriate to achieve the purposes of the study.

The indicators of the validity of the construction were also verified, by applying the study tool to a survey sample consisting of (30) respondents from outside the targeted study sample, in order to calculate the values of the Pearson correlation coefficients between the items of the tool and the domains to which they belong. And between the paragraphs and the tool as a whole, as shown in Table (3):

Table (3): The values of the correlation coefficients between the items of each domain with the domain and the social emotional learning tool (total)

Domain	Paragraph	Correlation Coefficient	
		With the domain	with the tool
Self-awareness	I can identify and name my feelings in this moment.	.721**	.590**
	I am aware of the ways in which my identity is shaped by other people.	.520**	.260**
	Use self-reflection to understand the factors that influence my feelings	.734**	.647**
	I understand the ways in which my identity and opinions are shaped by	.755**	.623**
	I develop my skills to support all school staff	.805**	.727**
Self-management	I find ways to manage strong emotions in ways that do not negatively affect others	.768**	.702**
	Set measurable and challenging goals	.766**	.650**
	I can calm myself down when I feel stressed or anxious	.755**	.621**

	I balance my practical life with time for self-development	.816**	.677**
	I can get through anything even when I'm feeling down	.675**	.562**
	I have high expectations that motivate me to seek self-improvement and develop the people I lead	.729**	.725**
	I adjust my plans to keep up with the new data	.835**	.769**
Social consciousness	I learn from those who have different opinions than me	.778**	.728**
	I appreciate and understand cultural differences in my workplace	.786**	.762**
	Pay attention to the feelings of others.	.777**	.716**
	Ask others about their experience in psychological development for the better	.613**	.484**
	I take care of others when I see that they have been harmed in some way	.743**	.666**
	I can understand different points of view.	.732**	.665**
Relationships	Listen to others attentively	.756**	.741**
	Work well with others	.810**	.656**
	I deal with conflicts by understanding points of view Various	.664**	.420**
	I express the ideas that matter to me in ways that engage others.	.827**	.664**
	I get to know the people around me	.849**	.737**
	When I am upset with someone, I talk to them about how I feel and listen to their point of view	.816**	.746**
	Make sure everyone has the opportunity to share their ideas	.669**	.623**
Responsible Decision Making	Realizes the need for continuous growth.	.679**	.736**
	I find practical and flexible ways to overcome difficulties when it comes to	.753**	.565**

	making decisions that may not be acceptable		
	I consider how my personal and professional decisions will affect the lives of others	.790**	.797**
	Gather relevant information to explore the root causes of the problems I see	.511**	.214**
	I help make my personal and professional community a better place.	.629**	.383**
	I take the time to self-reflect to achieve my goals.		.672**

* Statistically significant at the level of significance (0.05).

** Statistically significant at the significance level (0.01).

Table (3) shows that the correlation coefficients between the items of the tool and the field of study and the total tool were appropriate, as the correlations between the items of the tool and the fields of study and between the items of the fields and the total tool were greater than (0.20), which is appropriate for the purposes of achieving the objectives of the current study.

stability of the study tool.

Two methods were used to verify the stability of the study tool, the first method is the test and re-

test, and the second method is calculating the Cronbach coefficient for the questionnaire items. In the first, the questionnaire was applied to the survey sample (30 managers) twice, with a time difference of two weeks, and the Pearson correlation coefficient (stability coefficient) was calculated between the two applications. In the second method, the internal consistency stability coefficient was calculated using the Cronbach alpha coefficient. Table No. (4) shows that.

Table (4): Repetition stability coefficient and internal consistency Cronbach alpha for each domain tool with domain and social emotional learning tool

The scale and its fields	Internal consistency stability	Repetition stability
Self-awareness	0.891	0.921
Self-management	0.912	0.901
Social awareness	0.871	0.897
Relationships	0.866	0.852
Responsible decision making	0.856	0.872

The results showed in Table (4) that the Pearson correlation coefficient between the scores of the subjects on the tool in the two application times reached the overall stability coefficient of the tool and the stability coefficient of internal consistency (Cronbach's Alpha) for the tool was greater than (0.80) - and it is noted that it has a high stability coefficient . Accordingly, these values were considered appropriate for the purposes of this study, achieving its purpose, and trusting its results.

Correction of the study tool

In order to calculate the total score of the tool, five alternatives were developed, and the respondent chooses one of these alternatives that

express his opinion, and scores (5, 4, 3, 2, 1) were given for the five alternatives, respectively, for the paragraphs, as the score (5) was given for the alternative is very large, The grade (4) for the alternative is high, the grade (3) for the alternative is medium, the grade (2) for the alternative is low, and the grade (1) for the alternative is very low. In order to judge the level of arithmetic averages for the items, domains, and the tool as a whole, the statistical standard was adopted using the following equation:

Category range = (highest value - lowest value) divided by the number of options.

Category range = $5 - 1 = 4 \div 5 = 0.8$ Thus, the judgment criterion becomes as follows:

The statistical standard for determining the degree of arithmetic mean

Arithmetic mean	score
From 1.00 to less than 1.80	very low
From 1.80 to less than 2.60	low
From 2.60 to less than 3.40 average	average
From 3.40 less than 4.20	large
From 5.00 - 4.20	very large

Results

This study aimed to reveal the degree of mastery of school principals in the Kasbah of Amman in areas of social emotional learning.

The results of the first question, which states: "What is the degree of mastery of school principals in the Amman Kasbah of areas of social emotional learning from their point of view?"

To answer this question; Arithmetic means and standard deviations of the estimates of the study sample were calculated on the items of the degree to which school principals in Kasbah Amman possess areas of social emotional learning from their point of view, and each of its fields, and Table (5) shows that.

Table (5): The arithmetic means and standard deviations of the estimates of the study sample on the items of the degree to which school principals in Kasbah Amman possess social-emotional learning domains from their point of view, and each domain is arranged in descending order according to the arithmetic means

number	domain	domain	Arithmetic * deviation	Normative	rank score
3	Social awareness	4.07	.668	3	large
2	Autonomous Administration	4,01	,695	2	large
1	self-awareness	3.90	.656	1	significant
4	Relationships	3,83	.746	4	large
5	Responsible decision making	3.49	.721		large
	The total tool	3.86.	.591		

* The lowest degree (1) and the upper degree (5)

It is noted from Table (5) that the degree of possession of school principals in the Kasbah of Amman in the fields of social-emotional learning from their point of view was large, with an arithmetic mean of (3.86), where social awareness came in the first place, followed by self-management, followed by self-awareness, and in the last rank was decision-making. Responsible, to a large extent.

The researchers attribute this result to the degree of education and training of principals on these competencies, and this undoubtedly reflects on successful leadership processes, as well as on the social atmosphere in the school. on finding it. Also, the majority of principals are experienced, as they are not chosen except after making sure that they possess many skills and abilities that appear during their dealings with teachers, which

makes them deserve this appreciation, in addition to the keenness of the Ministry of Education, especially the Directorate of Kasbah Amman, to Follow up performance

Principals and work to develop it permanently, in addition to the interaction of the teachers themselves with the principals, and this is consistent with the study of Sukkar (2019).

Arithmetic means and standard deviations were calculated for the estimates of the study sample on each of the paragraphs of each domain of the degree of possession of school principals in Kasbah Amman in areas of social emotional learning from their point of view. The following is a presentation of that:

The first field: self-awareness

Table (6): The arithmetic means and standard deviations of the study sample's estimates on the items of the domain (self-awareness), arranged in descending order according to the arithmetic means

number	paragraph	Arithmetic * deviation	Normative	Rank	Score
1	I can identify and name my feelings in this moment	4.03	.865	1	big
4	I am aware of the ways in which my identity and opinions are shaped	3.92	.948	2	large

5	I develop my skills to support all school staff	3.89	.934	3	large
3	Use self-reflection to understand the factors that influence my feelings	3.83	.923	4	large
2	I am aware of the ways in which my identity is shaped by other people	3.82	.982	5	large
	Self-awareness	3.90	.656		large

* The lowest degree (1) and the upper degree (5)

It is noted from Table (6) that the arithmetic averages for the field items ranged between (3.82) and (4.03) with a (significant) degree. Paragraph (1), which stated “I can identify and name my feelings at this moment,” ranked first with an arithmetic mean (4.03) and a standard deviation (.865), with a (significant) degree, while paragraph (2) came which stated: “ I am

aware of the ways in which my identity is shaped by other people” ranked last with an arithmetic mean (3.82), and a standard deviation (.982) of a (significant) degree.

The researchers attribute this result to the high degree of self-awareness among school principals

The second field: self-management

Table (7): The arithmetic means and standard deviations of the estimates of the study sample on the items of the field (self-management), arranged in descending order according to the arithmetic means

number	paragraph	Arithmetic * deviation	normative	rank	score
5	I can get through anything even when I'm feeling down	4.19	.896	1	large
6	I have high expectations that motivate me to seek self-improvement and develop the people I lead.	4.06	.874	2	large
1	I find ways to manage strong emotions in ways that do not negatively affect others 3 I can calm myself down when I feel stressed or anxious 3.93 .867 6 La	4.02	.863	3	large
4	I balance between my practical life and the time for self-development	4.01	.936	4	large
7	Adjust my plans to keep up with the new data.	3.95	.986	5	large
3	I can calm myself down when I feel stressed or anxious	3.93	.867	6	large
2	I set measurable and challenging goals	3.89	.942	7	large
	Self-administration	4.01	.695		significant

* The lowest degree (1) and the upper degree (5)

It is noted from Table (7) that the arithmetic averages for the field items ranged between (3.89) and (4.19) with a (significant) degree. Paragraph (5), which states that "I can overcome anything even when I feel frustrated," ranked first, with an arithmetic mean (4.19) and a standard deviation (.896), with a (significant) degree, while paragraph (2) came, which stipulated "I set measurable and challenging goals" ranked last, with an arithmetic mean (3.89), and a standard deviation (.942), with a (significant) degree.

The two researchers attribute this result to the fact that self-management is one of the contemporary administrative trends and its application leads to

multiple changes in the traditional roles of school principals and employees. And taking administrative decisions in all educational aspects, as well as working to develop human relations between workers and each other and between them and students and the local community.

The researchers also attribute this to the powers granted to school principals in making decisions and taking responsibility without referring to the ministry's management.

This study differs with the study of Abdel-Zahra (2019), which concluded that the estimates of the study respondents were of a medium degree.

Third area: social awareness

Table (8): The arithmetic means and standard deviations of the estimates of the study sample on the items of the domain (social awareness), arranged in descending order according to the arithmetic means

number	paragraph	Arithmetic * deviation	Normative	Rank	Score
3	Pay attention to other people's feelings	4.16	.793	1	great
5	I take care of others when I see that they have been harmed in some way or another	4.16	.940	2	large
4	Ask others about their experience in psychological development for the better	4.11	.852	3	large
6	I can understand different points of view	4.09	.922	4	great
1	I learn from those who have different opinions than me	4.05	.939	5	great
2	I appreciate and understand cultural differences in my workplace	3.88	.972	6	large
	Social awareness	4.07	.668		large

* The lowest degree (1) and the upper degree (5)

It is noted from Table (8) that the arithmetic averages for the field items ranged between (3.88) and (4.16) with a (significant) degree. Paragraph (3), which stipulates “Pay attention to the feelings of others,” ranked first, with an arithmetic mean (4.16) and a standard deviation (.793), with a (significant) degree, while paragraph (2) came, which stipulated “I appreciate and understand differences.” Culture in my workplace” ranked last, with an arithmetic mean (3.88), and a standard deviation (.972), with a (significant) degree.

The two researchers attribute this result to the continuous training carried out by the Ministry of Education in the Kasbah of Amman about self-

awareness, which is reflected in the form of practical experiences among managers, in addition to the managers' keenness to distinguish themselves from other managers, and their focus on achievement, mastery of work, and access to high levels of performance. and achieve competitive advantages for their schools. That the principals possess special abilities and accumulated experiences that enabled them to be an inspiring role model for other teachers, in addition to that the teachers consider principals to be distinguished personalities who are suitable to be role models for others. The current study agrees with the study of Sukar (2019).

Fourth area: relationships

Table (9): The arithmetic means and standard deviations of the study sample’s estimates on the domain items (relationships), arranged in descending order according to the arithmetic means

number	paragraph	Arithmetic * deviation	Normative	rank	score
6	When I am upset with someone, I talk to them about how I feel and listen to their point of view	4.02	,918	1	large
2	Work well with others	4.00	.955	2	large
1	Listen to others carefully	3.89	.966	3	large
4	I express ideas that interest me in ways that involve others	3.83	,972	4	large
5	I get to know the people around me	3.80	.928	4	large
7	Ensure that everyone has the opportunity to share their ideas	3.71	.973	5	large
3	I deal with conflicts by understanding different points of view	3.55	1.096	6	large
	Relationship	3.83	.746	7	large

* The lowest degree (1) and the upper degree (5)

It is noted from Table (9) that the arithmetic averages for the field items ranged between (3.55) and (4.02) with a (significant) degree. Paragraph (6), which states: “When I am upset with someone, I talk to him about my feelings and

listen to his point of view” came first, with an arithmetic mean (4.02) and a standard deviation (.918), with a (significant) degree. Paragraph (3), which stipulates “I deal with conflicts by understanding different points of view,” ranked

last, with an arithmetic mean (3.55), and a standard deviation (1.096), with a (significant) degree.

This is due to the fact that there is a close link between management trends and human relations, because the school administration must be encouraging to the capabilities of the individual's capabilities, and social management must be able to practice good human relations, and work to create appropriate social conditions in the learning environment. In addition, human relations in the school administration are

considered one of the most important factors that greatly influence the performance of teachers, because they make them feel safe and psychologically reassured.,which prompts the teacher to do everything in his power to accomplish the work he performs, and achieve the desired results in raising the scientific level of his students. The current study agrees with the study of Sivanathan & Fekken (2020) and the study of Langhorn (2018).

Domain Four: Responsible Decision Making

Table (10): The arithmetic means and standard deviations of the study sample’s estimates on the items in the field (responsible decision-making), arranged in descending order according to the arithmetic averages

number	paragraph	Arithmetic * deviation	Normative	rank	score
1	Realize the need for continuous growth	3.98	.900	1	large
6	I take the time to self-reflect to achieve my goals	3.61	1.040	2	large
3	I consider how my personal and professional decisions affect the lives of others	3.44	1.062	3	large
5	I help make my personal and professional community a better place	3.34	1.072	4	moderate
4	Collect relevant information to explore the root causes of the problems	3.31	1.094	5	moderate
2	I find practical and flexible ways to overcome difficulties when it comes to making decisions that may not be acceptable	3.22	1.125	6	moderate
	Responsible decision making	3.49	.721		large

* The lowest degree (1) and the upper degree (5)

* The lowest degree (1) and the upper degree (5)

It is noted from Table (10) that the arithmetic averages for the field items ranged between (3.22) and (3.98) with a (significant) degree.

Paragraph (1), which stated “I realize the need for continuous growth,” ranked first, with an arithmetic mean (3.98) and a standard deviation

(.900), with a (significant) degree, while paragraph (2) came, which stated “I find ways Practical and flexible to overcome difficulties when it comes to making decisions that may not be acceptable.” In the last place with an arithmetic mean (3.22), and a standard deviation (1.125) with a (significant) degree.

The researchers attribute this result to the fact that effective administrative decisions represent behavior of a strategic and directed nature through which the institution seeks to achieve special benefits that do not conflict with the interests of others or with its objectives, as the employees’ feeling and awareness that support and assistance will provide them with more care and interest in development with their experiences and motivation towards work and productivity, and appreciates their efforts and contributions. The current study agrees with the study of Al-Raqad and Abu Dayyah (2012) and the study of Sivanathan & Fekken (2020).

The results of the second question, which states: "Are there statistically significant differences in the degree of possession of school principals in

the Kasbah of Amman in the domains of social emotional learning in terms of gender and experience?"

To answer this question; Arithmetic means and standard deviations were calculated, in addition to conducting the binary t-test and the one-way analysis of variance test, according to the estimates of the study sample on the degree to which school principals in Kasbah Amman possess social-emotional learning domains, according to the variable (gender, years of experience), and as shown in The following tables:

First: Differences according to the gender variable:

Arithmetic means, standard deviations, and the t-test were calculated for the estimates of the study sample on each domain of the study sample's responses about the degree of possession of school principals in Kasbah Amman in the domains of social emotional learning, according to the gender variable, and Table (11) shows that.

Table (11) Dual t-test The degree of possession of school principals in Kasbah Amman in the domains of social emotional learning by gender (male, female)

domains	category	number	Arithmetic mean	Standard deviation	t-value	Statistical significance
Self-awareness	male	108	3.96	.657	.063	.233
	female	168	3.86	.654		
Autonomous Administration	male	108	4.03	.692	.067	.740
	female	168	4.00	.699		
Social awareness	male	108	4.12	.064	.402	
	female	168	4.05	.672		
Relationships	male	10m	3.90	.685	.066	.228
	female					

Responsible Decision Making	male	108	3.48	.663		
	Female	168	3.49	.758	.058	.870
The total instrument	male	108	3.89	.571		
	female	168	3.84	.604	.047	.420

It is noted from Table (11) that there are no statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the responses of the study sample on all domains of the degree to which school principals in Kasbah Amman possess social-emotional learning domains, according to the gender variable.

Second: Differences according to experience variable:

To find statistical differences in the responses of the study sample individuals on the areas of the degree of possession of school principals in Qasaba Amman in the fields of social emotional learning, the study is attributed to the variable of years of experience, the arithmetic means and standard deviations were extracted, as well as the one-way analysis of variance (ANOVA) test, as shown in the table (12):

Table (12): They tested one-way analysis of variance on the degree of possession of social-emotional learning domains by school principals in Oman's Kasbah according to experience

domains	category	number	Arithmetic Mean	Standard Deviation	
Self-awareness	under 5 years	42	3.85	.639	
	From 5 years to less than 10 years	50	3.98	.627	
	10 years and over	184	3.89	.669	
	total	276	3.90	.656	
Self-administration	less than 5 years old	42	4.08	.728	
	From 5 years to less than 10 years	50	3.95	.708	
	10 years and over	184	4.01	.686	
	total	276	4.01	.695	
Social awareness	under 5 years old	42	4.00	.697	
	From 5 years to less than 10 years	50	4.04	.719	

	10 years and over	184	4.10	.648	
	total	276	4.07	.668	
Relationships	less than 5 years	42	3.74	.785	
	From 5 years to less than 10 years	50	3.87	.785	
	10 years and over	184	3.84	.729	
	total	276	3.83	.746	
Responsible decision-making	under 5 years old	42	3.58	.637	
	From 5 years to less than 10 years	50	3.43	.823	
	10 years and over	184	3.48	.712	
	total	276	3.49	.721	
The total instrument	less than 5 years	42	3.85	.580	
	From 5 years to less than 10 years	50	3.85	.631	
	10 years and over	184	3.86	.585	
	total	276	3.86	.591	

The table shows the arithmetic means and standard deviations, and there is an apparent variation in the degree of possession of social-emotional learning domains by school principals

in Qasaba Amman, according to the variable of experience. To find out the statistical differences, a one-way analysis of variance (ANOVA) was performed, as follows:

Table (13) One-way analysis of variance (ANOVA) for the effect of experience on the degree of masters' ownership of social-emotional learning domains in Qasaba Amman

Domains	Source of variance	Sum of squares	Degrees of freedom	Mean of squares	P-value	Statistical significance
	Intergroup self-awareness	,410	2	,205	,475	,623

	Within groups	117,870	273	,432		
	Total	118,279	275			
Self-management	between groups	.401	2	,201	,413	.662
	Within groups	132,501	273	,485		
	Total	132,902	275			
Social awareness	among groups	.409	2	.204	.457	.634
	Within groups	122,149	273	,447		
	Total	122,558	275			
	Intergroup relations	409	2	205	366	694
	Within groups	152	,722	273	,559	
	Total	153,131	275			
Responsible decision-making	between groups.	.483	2	,241	.462	.630
	Within groups	142	,515	273	,522	
	Total	142,998	275			
Total tool	between groups	,007	2	,003	,009	,991
	Within groups	95.978	273	.352		
	Total	95,985	275			

It is noted from Table (13) that there are no statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the responses of the study sample on all domains of the degree to which school principals in Kasbah Amman possess social-emotional learning domains, according to the variable of experience.

The researchers explain that there is no difference in the view of the sample members, male and female, on the items of the axes, and that all these variables indicate that the teachers' responses in determining the areas of the degree of possession of school principals in Qasaba Amman in the areas of social emotional learning. There is a close relationship between teachers' responses in determining the reality of the degree of possession of school principals in Qasaba Amman in areas of social emotional learning. The study is attributed to the variables of gender and experience.

The two researchers believe that the principal of the school, if he wants to enhance the aspect of satisfaction in his school, must focus his attention on all teachers and not make this concern for one teacher over the other, and that he assign them the work that they can bear, and that he treats each individual with what he deserves according to his capabilities and abilities, and he must He is not affected by personal relationships and does not link work to anyone, regardless of his position. He must also understand the virtues of words, learn them, choose his words before he utters them, and not be central in his administration. He delegates part of his powers to others, and adopts humility as a method. Life, as he must link the style of firmness and flexibility at work. The current study agrees with each study. Do & Anik, 2021, the study of Al-Raqad and Abu Dayyah (2012), and the study of Langhorn (2018),

Recommendations:

In light of the results of the study, the two researchers recommend a number of

recommendations, the most important of which are:

- Designing training programs for school principals to develop the skills of competence in the social and emotional sphere to develop their abilities, and to create special criteria in appointing future principals.
- Work to create a climate that provides opportunities for social communication among workers in schools in the region
- Conducting other studies linking the efficiency of the social and emotional domain with other variables such as: organizational culture, organizational climate, creativity, transformational leadership, and others.

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