

THE CONTRIBUTION OF SELF-EFFICACY, EMOTION MANAGEMENT, AND MENTAL RESILIENCE TO FOSTERING THE EDUCATIONAL CLIMATE AMONG TEACHERS IN SCHOOLS FROM ARAB SOCIETY IN ISRAEL

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Abstract

The work of teachers is exceptionally challenging, as they must navigate complex issues at various levels, including students, parents, and the educational system, all while dealing with current events and emergency situations. Simultaneously, there are high expectations placed on teachers to ensure the optimal education of children. Therefore, teachers require effective tools and skills to excel in their profession. Teachers face multitude of challenges and must provide the best possible response to the diverse needs of students, sometimes under constraints and suboptimal conditions, such as during the COVID-19 pandemic. Occasionally, teachers confront difficulties on their own without adequate support. To address these challenges and establish an optimal educational climate, teachers must leverage available resources. Developing emotional and social skills is essential to better cope with challenges and create an ideal learning environment. Managing emotions and self-sufficiency are components of mental resilience, which play a crucial role in fostering an optimal climate. Participation in educational simulations as part of teacher training can enhance social and emotional skills. However, there is limited research exploring the connection between these variables, particularly within Arab society. This study aims to investigate how self-efficacy, emotional management, and the level of mental resilience among teachers contribute to the educational climate in schools within Arab society in Israel. A quantitative approach was employed in this study, involving 105 teachers. Various questionnaires, including demographic information, self-efficacy, mental resilience, school climate, and emotion management, were used. Key findings revealed statistically significant relationships between self-efficacy, mental resilience, emotional management, and classroom climate. Furthermore, self-efficacy and emotional management, even without mental resilience, were able to predict 55.4% of the variability in classroom climate. In conclusion, an optimal and positive classroom climate is not formed in a vacuum. Instead, it is contingent on two vital factors with high explanatory power: a teacher's self-efficacy and their ability to manage and regulate their emotions, particularly in their interactions with students. Without a high level of personal capacity, coupled with effective emotion management, the realization of an optimal classroom climate, which is the foundation for significant teaching and learning processes, remains uncertain. Educational institutions, as learning organizations, cannot facilitate meaningful teaching and learning without the existence of a highly positive classroom climate. Achieving this ideal climate largely depends on a considerable level of self-efficacy and effective emotion management by teachers.

Keywords: *Self-efficacy, emotion management, mental resilience, educational climate.*

1. Introduction

The school climate, or "educational climate", is the internal environment perceived by stakeholders such as teachers, managers, parents, and students (Elrod et al., 2022; Yang et al., 2022). However, scholarly literature often focuses on systemic factors, overlooking internal aspects like teachers' self-efficacy, emotion management, and mental resilience.

Interest in school climate spans a century, with various factors influencing it (Grant et al., 2022; Hackman et al., 2022). These factors include physical, administrative, social, and systemic components, impacting the clarity of rules, teacher control, and the order necessary for optimal education (Iverno et al., 2022; Velarde et al., 2022). Socio-economic factors, staff interactions, effectiveness, and parental involvement also play a role (Virtuanen et al., 2022; Yang et al., 2022).

Current research focuses on teachers' mental resilience, emotion management, and self-efficacy (Velesioti et al., 2018; Li, 2019). Awareness of one's feelings is crucial for balanced emotional management (Harpaz, 2011). Additionally, self-efficacy, associated with various areas, including social competence, has diverse measures (Duchatelet et al., 2016; Wang et al., 2013).

The study addresses two assumptions: limited exploration of personal variables influencing school climate, and the second is that even the small literature that has considered the importance of these variables and their potential impact on the school climate has completely ignored the population of Arab teachers in Israel, who have a cultural, religious, and intellectual character that is significantly different from teachers belonging to other cultures, especially Western ones.

Purpose: To investigate how teachers' self-efficacy, emotion management, and mental resilience contribute to the educational climate in Arab society in Israel.

Research Question: What is the connection between teachers' self-efficacy in mediating mental resilience and emotion management, and the educational climate among teachers from Arab society in Israel?

2. Objectives

To examine the contribution of self-efficacy, the ability to manage emotions and the degree of mental resilience of the teacher to the educational climate in the school from Arab society in Israel.

To investigate further, this study aims to identify the specific elements of mental resilience and emotions in teaching that act as mediators in the correlation between self-efficacy and the educational climate experienced by Arab teachers.

3. Study design

The present study is a correlative quantitative study, which is based on the collection of quantitative data from the field using quantitative questionnaires.

4. Method

Materials/evaluation tools: The participants were asked to answer to a Demographic Data Questionnaire, the mental resilience, emotion management, self-efficacy and educational climate Questionnaires.

5. Participants

The study involved 105 Israeli Arab teachers.

6. Procedure

After receiving approval from the school principal and the teachers, Teachers have been linked to participating in online research through the use of the Google Forms platform.

7. Results

The primary findings of the study revealed statistically significant relationships between self-efficacy, mental resilience, emotional management, and classroom climate. Additionally, the study identified that self-efficacy and emotion management, in the absence of mental resilience, accounted for 55.4% of the explained variability in the classroom climate variable.

8. Discussion/Conclusions

In summary, achieving the best and most positive classroom climate is contingent upon two crucial factors: the teacher's self-efficacy and their ability to effectively manage emotions, especially during interactions with students. Without a high level of personal capacity and significant emotion management, realizing an optimal classroom climate, essential for meaningful teaching and learning processes, becomes highly doubtful. A positive classroom climate, facilitated by considerable self-efficacy and emotion management, is fundamental for a school as a learning organization to create an atmosphere conducive to significant teaching and learning experiences.

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