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Deanship of Scientific Research

The Effectiveness of E-Training on Enhancing Teachers Social-Emotional skills and their Skills in Designing Social-Emotional Activities

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Abstract

Objectives: The study aimed to investigate the effectiveness of online training in enhancing teachers' social and emotional skills, and to determine whether online training improves their ability to design social-emotional learning activities integrated with the curriculum.

Methods: The study followed a quasi-experimental design with a single group. A random sample of 52 Palestinian teachers was selected. They answered a pre-test before participating in the online training program and a post-test after completing the program. The study used paired samples, independent t-tests, and one-way ANOVA for data analysis. The teachers received online training via Microsoft Teams over a five-week period.

Results: The results indicated that online training was effective in enhancing teachers' social and emotional skills, as well as improving their ability to design social-emotional learning activities integrated with the curriculum.

Conclusions: The researchers recommended conducting future studies to investigate the impact of improving teachers' social-emotional skills on students' academic achievement, and to develop online training models that rely on self-directed online learning to enhance these skills.

Keywords: Social-Emotional Skills; Online Training; e-Learning, E-Training; Social-emotional Learning; Social-emotional Activities.

فاعلية التدريب الالكتروني في تنمية المهارات العاطفية الاجتماعية لدى المعلمينو أثره في تنمية مهاراتهم في تصميم أنشطة التعلّم العاطفي الاجتماعي

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ملخّص

الأهداف: هدفت الدراسة إلى التحقق من فاعلية التدريب الإلكتروني في تعزيز المهارات الاجتماعية والعاطفية لدى المعلمين، والتحقق مما إذا كان التدريب الإلكتروني يعزز مهاراتهم في تصميم أنشطة التعلم العاطفي الاجتماعي المدمجة مع المناهج الدراسية.

المنهجية: قد اتبعت الدراسة المنهج شبه التجريبي، على مجموعة واحدة، تم اختيار العينة (52) معلما فلسطينيا بشكل عشوائ، أجابوا على أداة الدراسة القبلية قبل الخضوع للبرنامج التدريبي الإلكتروني، ثم بعد الانتهاء من البرنامج أجابوا على الأداة البعدية ، وقد استخدمنا العينة المرتبطة واختبار t المستقل واختبار ANOVA أحادي الاتجاه، حيث تم تدريبهم إلكترونيا عن بعد باستخدام تطبيق تيمز لمدة خمسة أسابيع.

النتائج: أشارت النتائج إلى أن التدريب الإلكتروني فعال في تعزيز المهارات الاجتماعية والعاطفية لدى المعلمين، وتحسين مهاراتهم في تصميم أنشطة التعلم العاطفي الاجتماعي المدمجة مع المناهج الدراسية

الخلاصة: أوصى الباحثون بإجراء دراسات مستقبلية للتحقيق في فعالية تحسين المهارات العاطفية الاجتماعية للمعلمين على التحصيل الدراسي للطلاب، وتطوير نماذج تدريب عبر الإنترنت لتعزيز تلك المهارات تعتمد على التدريب الذاتي عبر الإنترنت.

الكلمات الدالة: المهارات العاطفية الاجتماعية، التدريب الالكتروني، التعلّم الالكتروني، التعلّم العاطفي الاجتماعي، أنشطة التعلم العاطفي الاجتماعي.

Introduction

The Social emotional learning (SEL) is a process through which individuals achieve and apply knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel, and show empathy for others, establish, and maintain supportive relationships, and make responsible and taking decisions (Wisniewski & Foster, 2021).

Social emotional learning approach leads to development of the five core competencies, which are essential skills and abilities for Social emotional well-being (CASEL,2023), this approach leads to 5 skills called **Social emotional skills (SES)** which help to enhance outcomes in education, employment, health, and well-being as (Yin et al., 2023b) mentioned These skills are as the following:

- Self-management: means that the person can understand and control his/her feelings and actions in a competent and skillful manner, so it is the ability to regulate a person's emotions and behaviors effectively.
- Self-awareness: it means that a person has a comprehensive awareness and insights into his/her own feelings, areas of competencies and limitations and personal principles or believes, so he/ she will have a clear understanding of person's emotions, strengths, weaknesses, and values.
- Social awareness: which means that the person has the capacity to comprehend and interact with share the emotions and viewpoints of others, demonstrating empathy and deep understanding of their experiences and opinions, so who has these skills will be able to understand and empathize with the feelings and perspectives of others.
- Social Relationship skills: this skill refers to the ability to establish and sustain positive and beneficial connections and interactions with others, promoting emotional well-being and harmony in relationships. Accordingly, the person who has these skills he/she will have the capacity to build and maintain healthy relationships with others.
- Responsible decision-making: it is the act of careful consideration and selection for the actions or decisions that are considerate and morally sound in a person's life as well as in the context of social interactions and relationships, so this skill give the capability to make thoughtful and ethical choices in personal and social situations.

These skills are essential for the long-term development of students and learners. SES enhance individual's psychological resilience, enrich their social support system, and help them avoid many psychological disorders. Consequently, SES promote comprehensive development in individuals, representing an investment in their talents and creativity (Dostál et al., 2017), the results of studies have indicated that Social emotional learning interventions were effective in improving SES, attitudes, behaviors, and academic performance (Elouafi et al., 2021).

Additionally, SES foster positive social behavior among members of society and contribute to improving the social climate. Studies have shown a significant positive correlation between the level of empathy and the level of economic development in the community (Yan et al., 2017).

Human relations are important for interaction between teachers and students, as well as among students themselves, and it is important to train teachers to have and improve their Social emotional skills (SES) (Matari & Balloshi, 2022), which leads to improve SES of their students which leads to improve the students learning outcomes (Yin et al., 2023a).

The widespread use of technology in education, particularly in online education, contributed to reducing learning opportunities for students, which led to increase the educational gap and a lack in human relations, which the Social emotional skills are part of these relations (Timotheou et al., 2023).

Kamei and Harriott (2020) discussed the concept of Social emotional learning (SEL) in a virtual learning environment and categorized it into three main domains: cognitive regulation, emotional competence, and social skills. They emphasized the importance of developing these three competencies in a balanced manner to achieve better learning outcomes, especially in the context of online learning, a situation in which students are forced to learn under very different conditions than when they are in school or face-to-face (Kamei & Harriott, 2020).

Results from Han and Johnson's study (Han & Johnson, 2012) showed that individuals with higher emotional perceptions in online learning environments tend to be more connected to their peers. Additionally, Russo-Ponsaran and others (Russo-Ponsaran et al., 2021) emphasized the need to work on developing online learning platforms to be more

interactive by using strategies that contribute to guiding and focusing attention on Social emotional skills and fostering their development.

Problem of the study

Social emotional skills (SES) are considered as an essential element in engaging learners in modern education, in developing 21st-century and life skills, they are factors that impact the quality of learning and influence the development of student's skills and competencies, so one of the most important challenges in developing these skills is finding ways to support technological educational platforms through ideas that help enhance and enrich these skills (Wang et al., 2023).

Online educational programs should be designed considering human interaction, and they should encourage communication and collaboration among students, working to improve human relationships and develop social emotional skills (SES) in online learning environments, which can help in reducing the educational gap and ensure that everyone benefits from education equally (Katzman & Stanton 2020).

In addition to that, the conditions of the educational process in Palestine are transferring from time to another to the e-learning and e-training, therefore, the problem of this study is determined by whether it is possible to enhance teachers' Social emotional skills through e-training? and is the e-training enhances teachers' skills in designing activities with integrated of Social emotional skills?

To answer these questions, the study will check the following hypothesis:

1. There are no significant differences at the 5% level of significance ($\alpha \leq 0.05$) in the means of teachers' score to the social emotional skills domain attributed to e-training.
2. There are no significant differences at the 5% level of significance ($\alpha \leq 0.05$) in the means of teachers' score to the social emotional skills domain attributed to gender.
3. There are no significant differences at the 5% level of significance ($\alpha \leq 0.05$) in the means of teachers' score to the social emotional skills domain attributed to specialization.
4. There are no significant differences at the 5% level of significance ($\alpha \leq 0.05$) in the means of teachers' score to the social emotional skills domain attributed to works experience.
5. There are no significant differences at the 5% level of significance ($\alpha \leq 0.05$) in the means of teachers' score to enhance their skills to design social emotional activities domain attributed to e-training.
6. There are no significant differences at the 5% level of significance ($\alpha \leq 0.05$) in the means of teachers' score to enhance their skills to design social emotional activities domain attributed to Gender.
7. There are no significant differences at the 5% level of significance ($\alpha \leq 0.05$) in the means of teachers' score to enhance their skills to design social emotional activities domain attributed to specialization.
8. There are no significant differences at the 5% level of significance ($\alpha \leq 0.05$) in the means of teachers' score to enhance their skills to design social emotional activities domain attributed to works experiences.

Goals of the Study

This study aims to:

1. Enhance the social emotional skills for teachers.
2. Enhance teachers' skills in designing social emotional activities.
3. Demonstrate the effectiveness of e-training on enhancing teachers' social emotional skills.
4. Demonstrate the effectiveness of e-training on enhancing teachers' skills in designing social emotional activities.

Importance of the study

The importance of this study stems from the importance of skills for teachers and its effects on the students' learning outcomes, it also comes from the recent wide acceptance of social emotional learning (SEL) in education which had been evolved into a global consensus (Jagers et al., 2019), and it is important for developing e-training models to improve teacher's social emotional skills, especially in Palestine.

Sample

The sample consists of 52 Palestinian teachers, which was selected purposively as show in the table (1):

Table (1): the sample

		Frequency	Percent
Gender	Male	18	34.6
	Female	34	65.4
	Total	***52***	***100.0***
Specialization	Scientific	25	48.1
	Literally	27	51.9
	Total	***52***	***100.0***
Work Experience	Less than 5	11	21.2
	5- less than 10	16	30.8
	10-less than 15	6	11.5
	15-less than 20	10	19.2
	20 and more	9	17.3
	Total	***52***	***100.0***

As show in the table (1) the sample consists of 34.6% males teachers and females teachers are 65.4%, in addition, 48.1% of the sample is scientific specialization and 51.9% literally, while 21.2% have less than 5 years in work experience, 30.8% more than 5 years and less than 10 years, 11.5% more than 10 years and less than 15 years, 19.2% more than 15 years and less than 20 years, and 17.3% have 20 years and more.

Study limitations : the study was implemented online using MS Teams application in Palestine from 31/1/2024 until 6/3/2024

Methodology

This study aimed to demonstrate the effectiveness of e-training in improving teachers' Social emotional skills and to enhancing their skills in designing learning activities related with the curriculum integrated with the social emotional skills; to achieve these goals, the researchers used the quasi-experimental approach on one group and studying the effects on it before the training.

Then, the researchers exposed it to the independent factors, examining the effects of the independent factors (e-training, gender, work experience and teachers' specialization) on the dependent factors (the social emotional skills, teachers' skills in designing social emotional activities),

Study Tool

The study tool, which the researchers used, divided into three sections:

Section 1: General information section: (6 questions including Gender, **Specialization, work Years' experience, educational qualification, Education level, and training in social emotional skills)**

Section (2): The researchers developed the questionnaire which Matri & Balloshi (2022) used it in their study, the questionnaire they used consisted of 36 questions about the five social emotional skills.

The researchers presented the questionnaire to a group of experts in education for arbitration. After that, the tool was modified depending on their comments and was developed to be 53 questions divided into five domains (domain of Self-management, Self-awareness, Social awareness, Relationship skills and Responsible decision-making), this new structure was conducted due to the notes of the experts said that there were many complex questions that must be divided, and there were 3 questions not clear must be deleted.

Section 3: was five questions as a rating-scale questionnaire about ability of developing activities on Social emotional skills, the experts modified the language of those questions. and became (6) questions after the modification of the experts.

Finally, the study tool was modified to be (65) questions for the three sections.

Validity of the Tool

The researcher checked the validity of the tool as follows:

- **Interior validity**: the tool was presented to a group of experts in education and research for checking the suitability of the tool for the goals of the study, then the experts' opinions said that it is suitable for the study after modifying it.

- **Validity of the internal consistency**

The researchers selected a survey sample (48 teachers) different from the study sample, and calculated the Pearson correlation between the mean of every domain and its questions to examine the validity of the internal consistency of the questions and its domain as follows:

1. To check the relation between the questions of the Self-awareness domain, which was from 1 to 9, the results was that the correlation is significant at the 0.01 level (2-tailed) as in table (2) below which means that the questions are satiable for this domain.

Table (2): Correlations for self-awareness domain

		Self-awareness	**q1**	**q2**	**q3**	**q4**	**q5**	**q6**	**q7**	**q8**	**q9**
Self-awareness	Pearson Correlation	1	.802**	.798**	.719**	.677**	.689**	.815**	.776**	.778**	.617**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	48	48	48	48	48	48	48	48	48	48

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

2. To check the relation between the questions of the domain of Responsible decision-making, which was from 10 to 23, the results was that the correlation is significant at the 0.01 level (2-tailed) as in table (3) below which means that the questions are satiable for this domain.

Table (3): Correlations for decision-making domain

		Responsible decision-making	**q10**	**q11**	**q12**	**q13**	**q14**	**q15**	**q16**	**q17**	**q18**	**q19**	**q20**	**q21**	**q22**	**q23**
Responsible decision-making	**Pearson Correlation**	**1**	**.699****	**.775****	**.700****	**.749****	**.617****	**.793****	**.745****	**.787****	**.814****	**.618****	**.738****	**.821****	**.758****	**.803****
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

3. To check the relation between the questions of the domain of Relationship skills which was questions from 24 to 38 the results was that the correlation is significant at the 0.01 level (2-tailed) as in table (4) below which means that the questions are satiable for this domain.

Table (4): Correlations for Relationship Skills domain

		Relationship skills	**q24**	**q25**	**q26**	**q27**	**q28**	**q29**	**q30**	**q31**	**q32**	**q33**	**q34**	**q35**	**q36**	**q37**	**q38**
Relationship skills	**Pearson Correlation**	**1**	**.663****	**.754****	**.610****	**.791****	**.760****	**.534****	**.603****	**.551****	**.681****	**.581****	**.764****	**.661****	**.686****	**.707****	**.706****
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

4. To check the relation between the questions of the domain of social awareness which was from (39 to 44), the results was that the correlation is significant at the 0.01 level (2-tailed) as in table (5) below which means that the questions are satiable for this domain.

Table (5): Correlations for Social awareness domain

		social awareness	q39	q40	q41	q42	q43	q44
social awareness	Pearson Correlation	1	.714**	.606**	.801**	.844**	.664**	.739**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	48	48	48	48	48	48	48

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

5. To check the relation between the questions of the domain of Self-management which was from 45 to 53 the results was that the correlation is significant at the 0.01 level (2-tailedas in table (6) below which means that the questions are satiable for this domain.

Table (6): Correlations for Self-management domain

		Self-management	q45	q46	q47	q48	q49	q50	q51	q52	q53
Self-management	**Pearson Correlation**	**1**	.782**	.495**	.864**	.874**	.808**	.650**	.869**	.794**	.820**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	48	48	48	48	48	48	48	48	48	48

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

6. Also, to check the relation between the questions of the domain of designing activities skill for SES which was from 54 to 59 the results was that the correlation is significant at the 0.01 level (2-tailed) as in table (7) below which means that the questions are satiable for this domain

Table (7): Correlations for Designing activities skill for SES domain

		Design skill	q54	q55	q56	q57	q58	q59
Design skill	**Pearson Correlation**	**1**	**.810****	**.865****	**.844****	**.800****	**.775****	**.724****
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	48	48	48	48	48	48	48

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Reliability of the Tool

Reliability is being able to put trust in a consistently performing process, while stability is being resistant to change and not likely giving way when change happens.

The researcher used Cronbach's Alpha method to check the reliability of the tool; the results showed that indicates a high level of internal consistency (0.974) which mean that it is high stability as shown in the table below.

Case Processing Summary			
		N	%
Cases	Valid	48	100.0
	Excluded[a]	0	.0
	Total	48	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.974	**59**

Also, the researchers used Cronbach's Alpha method to check the stability of every domain, the results showed as follows:

1. To check the Stability for the questions of the domain of the Self-awareness which was from 1 to 9 the results as in table below showed that Cronbach's Alpha reported to 0.896 which means that the questions and the domain are high stability.

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.896	**9**

2. To check the Stability for the questions of the domain of the Responsible decision-making which was from 10 to 23 the results as in table below showed that Cronbach's Alpha reported to 0.937 which means that the questions and the domain are high stability.

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.937	**14**

3. To check the Stability for the questions of the domain of Relationship skills which was from 24 to 38 the results as in table below showed that Cronbach's Alpha reported to 0.913 which means that the questions and the domain are high stability

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.913	**15**

4. To check the Stability for the questions of the domain of social awareness which was from 39 to 44 the results as in table below showed that Cronbach's Alpha reported to 0.823 which means that the questions and the domain are high stability

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.823	**6**

5. To check the Stability for the questions of the domain of Self-management which was from 45 to 53 the results as in table below showed that Cronbach's Alpha reported to 0.908 which means that the questions and the domain are high stability

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.908	**9**

6. To check the Stability for the questions of the domain of designing activities skill for SES which was from 54 to 59 the results as in table below showed that Cronbach's Alpha reported to 0.904 which means that the questions and the domain are high stability.

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.904	**6**

Procedure and Data Analysis

The participants answered the pretest questionnaires before the implementation of the training. Then, they participated in the training, Finally, the participants completed the posttest questionnaires, then we analyzed the data using SPSS program, T-test for paired samples and independent samples, one-way ANOVA test.

The steps of the procedure were as the follows:

- Determined the problem and its variables, the literature review
- Selecting the sample.
- Preparing the questionnaire.
- Designing the training material.
- Preparing the study tool
- sent the pre-questionnaire for the sample before starting the training and collected their answers.
- implemented the training.
- sent the post-questionnaire for the sample.
- Data analyzing and find the results
- Discussion.
- Conclusion
- Recommendations

Data analyzing

To check the hypothesis (1) which is **there are no significant differences at ($\alpha \leq 0.05$) in the means of teachers' score to the social emotional skills domain attributed to E-Training**, the researchers used Paired samples T-test; the result was as in the following table:

Domain	Mean		Mean Difference	Std. Deviation	t	Sig.(2-tailed)
	Post-training	Pre-training				
self-awareness	4.2030	3.7778	0.4252	0.5002	6.131	0.000
decision-making	4.1346	3.6497	0..4849	0.3877	9.018	0.000
Relations	4.1936	3.7577	0.4359	0.3900	8.061	0.000
Self-management	4.0649	3.5983	0.4666	0.4210	7.992	0.000
Social - awareness	3.9935	3.5686	0.4249	0.4741	6.399	0.000
Social-Emotional skills	4.1338	3.6861	0.4477	0.3559	9.073	0.000

The hypothesis is rejected as the table above shows, the data analysis shows that there are significant differences between post and pre scores , the mean of teachers' score for the Social-Emotional Skills in general before the training was 3.6861 and became 4.1338 after the training, and the difference was significant, also the differences in the teachers' mean score for each skill of social–emotional skills (pre-post) were significant as the following , self-awareness skill mean was 3.7778 before the training and became 4.2030, decision-making skill mean was 3.6497 before the training and became 4.1346, Relations skill mean was 3.7577 before the training and became 4.1936 , Self-management skill mean was 3.5983 before the training and became 4.0649, and the Social – awareness skill mean was 3.5686 before the training and became 3.9935, which means that the E-Training was effective in enhancing teachers social-emotional skills in general and for each skill.

To check the hypothesis (2) which is **there are no significant differences at (α≤ 0.05) in the means of teachers' score to the social emotional skills domain attributed to Gender**, the researchers used independent samples t test, the result was as in the following table

Group Statistics						
Difference between pre-post of	Gender	N	Mean	Std. Deviation	t-test	Sig.(2-tailed)
self-awareness skill	Male	18	.4630	.3580	.449	.655
	Female	34	.4052	.5652		
decision-making skill	Male	18	.3968	.4065	-1.197	.237
	Female	34	.5315	.3752		
Relations skill	Male	18	.3741	.4079	-.829	.411
	Female	34	.4686	.3823		
self-management skill	Male	18	.4216	.5107	-.034	.973
	Female	34	.4265	.4627		
Social – awareness skill	Male	18	.4136	.4937	-.657	.514
	Female	34	.4947	.3822		
social-emotional skills in general	Male	18	.3973	.3717	-.741	.462
	Female	34	.4745	.34984		

The hypothesis is accepted as the table above shows, the data analysis shows that there are positive differences between the mean of post and pre of teachers' scores attributes to gender but these differences where not significant in the mean scores of social-emotional skills in the domain of gender in general and for every skill, and this means that there are no effects for gender in improving the skills, and the improvement which had been occurred is because of the E-Training.

To check the hypothesis (3) there **are no significant differences at (α≤ 0.05) in the means of teachers' score to the social emotional skills domain attributed to specialization**, the researchers used independent samples t test, the result was as in the following table

Group Statistics						
Difference between pre-post of	Specialization	N	Mean	Std. Deviation	t-test	Sig.(2-tailed)
self-awareness skill	Scientific	25	.4978	.4876	1.007	.319
	Literally	27	.3580	.5114		
decision-making skill	Scientific	25	.4571	.3746	-.493	.624
	Literally	27	.5106	.4049		
Relations skill	Scientific	25	.3707	.3544	-1.165	.250
	Literally	27	.4963	.4177		
self-management skill	Scientific	25	.3200	.4663	-1.571	.123
	Literally	26	.5256	.4683		
Social – awareness skill	Scientific	25	.4533	.3848	-.217	.829
	Literally	27	.4789	.4591		
social-emotional skills in general	Scientific	25	.4234	.3237	-.471	.640
	Literally	27	.4703	.3880		

The hypothesis is accepted as the table above shows, the data analysis shows that there are positive differences between the mean of post and pre of teachers' scores attributes to specialization but these differences where not significant in the mean scores of social-emotional skills in the domain of specialization in general and for every skill, and this means that there are no effects for specialization in improving the skills, and the improvement which had been occurred is because of the E-Training.

To check the hypothesis (4): which is **there are no significant differences at (α≤ 0.05) in the means of teachers' score to the social emotional skills domain attributed to work experience**, the researchers used one-way ANOVA test, the result was as in the following table:

ANOVA						
Difference between pre-post of		Sum of Squares	Df	Mean Square	F	Sig.
self-awareness skill **decision-making skill**	Between Groups	.405	4	.101	.385	.818
	Within Groups	12.354	47	.263		
	Total	12.759	51			
Relations skill	Between Groups	.452	4	.113	.735	.573
	Within Groups	7.215	47	.154		
	Total	7.667	51			
self-management skill Social – awareness skill	Between Groups	.675	4	.169	1.120	.359
	Within Groups	7.080	47	.151		
	Total	7.755	51			
social-emotional skills in general	Between Groups	1.130	4	.282	1.285	.290
	Within Groups	10.110	46	.220		
	Total	11.240	50			
Difference between pre-post of self-awareness skill	Between Groups	.127	4	.032	.167	.954
	Within Groups	8.914	47	.190		
	Total	9.041	51			
decision-making skill	Between Groups	.229	4	.057	.432	.785
	Within Groups	6.229	47	.133		
	Total	6.458	51			

The hypothesis is accepted as the table above shows, the data analysis shows that there are positive differences between the mean of post and pre of teachers' scores attributes to work experience but these differences where not significant in the mean scores of social-emotional skills in the domain of works experience in general and for every skill, and this means that there are no effects for work experience in improving the skills, and the improvement which had been occurred is because of the E-Training.

To check the hypothesis (5) which is **there are no significant differences at (α≤ 0.05) in the means of teachers' score to enhance their competences to design social emotional activities domain attributed to E-Training**, the researchers used Paired samples T-test, the result was as in the following table:

Domain	Mean		Mean Difference	Std.Deviation	T	Sig.(2-tailed)
	Post	Pre				
Skills in designing social emotional activities	4.0962	3.1667	0.9295	0.6377	10.510	0.000

The hypothesis is rejected as the table above shows, the data analysis shows that there are significant differences between post and pre-scores, the mean of teachers' score for the skills of designing Social-Emotional activities before the training was 3.1667 and became 4.0963 after the training, this mean that the E-Training improved the teachers' skills in designing the SES activities.

To check the hypothesis (6) which is **there are no significant differences at (α≤ 0.05) in the means of teachers' score to enhance their competences to design social emotional activities domain attributed to Gender**, the researchers used independent samples t test the result was as in the following table

Group Statistics						
	Gender	N	Mean	Std. Deviation	T	Sig(2-tialed)
Difference between pre-post of skills of designing SES	Male	18	1.0185	.78150	0.729	.469
	Female	34	.8824	.55434		

The hypothesis is accepted as the above table shows, the data analysis shows that there a positive differences between the teachers' mean score for the post and pre mean but these differences were not significant in the mean scores of the teachers' skills in designing SES activities attributes to the gender domain, which means that the gender domain has no effects in improving those skills for the teachers, and the improvement which had been occurred is because of the E-Training.

To check the hypothesis (7) which is **there are no significant differences at ($\alpha \leq 0.05$) in the means of teachers' score to enhance their competences to design social emotional activities domain attributed to specialization**. the researchers used independent samples t test the result was as in the following table

Group Statistics						
	Specialization	**N**	**Mean**	**Std. Deviation**	**t**	**Sig(2-tialed)**
Difference between pre-post of skill of designing SES	Scientific	25	.9133	0.69075	-0.174	0.863
	Literally	27	.9444	0.597360		

The hypothesis is accepted as the above table shows, the data analysis shows that there a positive differences between the teachers' mean score for the post and pre mean but these differences were not significant in the mean scores of the teachers' skills in designing SES activities attributes to the Specialization domain, which means that the Specialization domain has no effects in improving those skills for the teachers, and the improvement which had been occurred is because of the E-Training.

To check the hypothesis (8) which is **there are no significant differences at ($\alpha \leq 0.05$) in the means of teachers' score to enhance their competences to design social emotional activities domain attributed to work experience**, the researchers used one-way ANOVA test, the result was as in the following table:

ANOVA					
Difference between pre-post of skill of designing SES					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.468	4	.367	.895	.475
Within Groups	19.274	47	.410		
Total	20.741	51			

The hypothesis is accepted as the above table shows, the data analysis shows that there a positive differences between the teachers' mean score for the post and pre mean but these differences were not significant in the mean scores of the teachers' skills in designing SES activities attributes to the work experience domain, which means that the work experience domain has no effects in improving those skills for the teachers, and the improvement which had been occurred is because of the E-Training.

Discussion

Nowadays the social-emotional skills are considered to be one of the most important aspects that must be considered in the educational process, There is a huge demand for new strategies to improve these skills, especially online strategies (Gilar-Cobri et el., 2018) also, since teaching is one of the hard professions, because of many factors and circumferences, as dealing with the needs of students, this defiantly affects their well-being and their performance, the goal of the social-emotional learning is improving self-well-being and developing others ability to make the reactions between the others positive (Brion,2023), this means improving the social and emotional interaction between self and the others will enhance the performance of teachers and will improve the learning outcomes for students, technology and online education causes a lack in the Social emotional skills (Timotheou et al., 2023), so it is important to find strategies and methods in online education support the social-emotional skills, (Russo-Ponsaran et al., 2021) said that there is a need to develop electronic platforms and electronic strategies to improve the Social-emotional skills

The results of this study agreed with the results of the revised article for (Slovák, & Fitzpatrick, 2015) which showed

that there are many evidences about technology and its supporting the learning and its role in developing the social-emotional learning skills, also the results supported the results of the study of (Slovák et al., 2016) which indicated the role of technology in helping the face-to-face education in enhancing the social-emotional skills for students, also the results of our study supported the study of (Maoulida, et al.2023) which indicated that there are significant positive differences in improving the social-emotional competences using the online learning.

The results also met the findings of the study of (Junça Silva & Almeida, 2023) which indicated that the mean scores improved, and the differences were significant for the emotional intelligence which means that the online training was effective in improving the social-emotional learning skills.

Another evidence consistent with this study as the results of the study of (Gilar-Cobri et el., 2018) which indicated the improvement of the competences of emotional intelligence of the participants in the online program which was significant.

Finally, it is important to check the effectiveness of the improvement of social-emotional skills for the teachers on their students learning outcomes, and for the effectiveness of this improvement on their students' social-emotional skills, so it is important to demonstrate studies to check that, also, it is important to check the effectiveness of using self-online training on enhancing the social-emotional skills for variety of teachers samples as the specialists of the special needs students, to make us able to generalized the results of this study.

Conclusion

Our study proved that E-Training is effective in improving the social-emotional skills(SES) for teachers and their skills in designing integrated SES activities which are very important to enhance a positive environment in schools, and this will enhance the professional development and well-being for all who work in the school (Ross et al., 2002), in this study we found that the online training can enhance these skills for teachers and empower their abilities to design social-emotional activities, and the most important factor to make these strategies have positive affects is using an interactive training activities, in this case, this study provides a kind of training that we can use it in emergencies and in the ordinary circumstances to use technology in an effective ways to develop teachers' competences in the social-emotional learning, so the results of this study were as the follows:

1. The E-Training enhanced the social-emotional skills for teachers, and it is effective in improving those skills.
2. The E-Training enhanced and improved teachers' skills in designing social-emotional activities integrated with the curriculum.
3. The Gender, specialization and the work experience have no significant effects on enhancing social-emotional skills and have no significant effects on enhancing the skills of designing social-emotional activities.

Recommendations

This study gave the researchers the chance to future researchers to investigate the effectiveness of improving teachers' social-emotional skills on students' academic achievement, and on the improvement of students' social-emotional skills. Also, this study gave the researchers to develop online training methods and models to enhance SES depending on self-online training.

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