

-

*

-

((190) (79))
(Gresham and Elliott, 1990)

(0.01 > α)

(Blair, 2002; Denham and Weissberg, 2004; Raver, 2004; Smith, 2003; Zins, Bloodworth, Weissber and Walberg, 2004).
(Raver and Knitzer,

2002)

(Worthan, 2005)

*

2008/9/28

(Goleman, 1995)

.2009/4/22

/

.McLaughlin and Lane, 2000; Hersh and Walker, 1983)

.(Birsh and Ladd, 1997)

(Hamre and Pianta, 2001; Pianta
.andStuhlman, 2004; Saft and Pianta, 2001)

(400)

2007/2006

(Gresham, Dolstra, Lambros, McLaughlin and
Lane, 2000; Lane, Pierson, and Givner, 2004).

.(2007)

(Center for Evidence-
Based Practice, 2003; Gilliam, 2005).

Self-control -
Cooperation Skills Skills

Assertion skills
(Gresham, Dolstra, Lambros,

.(Gilliam, 2005)

-1 -

-2

.()

:

.1

.2

.3

(-) /

.(Richardson, 1996)

:

-1

-2

-2007)

-3

.(2008

.(Lane, Givner and Pierson, 2004)

()

:

.(Richardson, 1996)

618)

(5532) (" " " " " ")
) :
 .(2008)
 (190) (79) ()
 .(2008-2007) :
) ()
 41 :()
 15 123
 67
 (1) :

(1)

79	41	38	
190	67	123	
269	108	161	

(30)

Self-Cooperation : Social Skills Rating System
 .(Greshman and Elliot, 1990)

.Assertion control

:
:Cooperation

0.85 ()

" " 0.94 " "
(Greshman and Elliot, 1990)

.20 17 15 13 12 10 8 6 3 2

:Self-control

27 26 11 9 7 5 1

.30 29 28

()

:Assertion

(%92)

22 21 19 18 16 14 4

.25 24 23

(30)

(Lane, Chapman, Jamison, and Phillips,
2007; Lane, Wehby and Cooley, 2006; Lane, Givner and
Pierson, 2004)

30

(2008-2007)

(Test-Retest)

.(0.81)

-

.(0.79)

-

(1) (0) :

20-0

.(2)

.60-0

%85)

:

(2008-2007)

(84- 51)

(

.(%50)

(275)

(300)

(SPSS)

(6)
(275)

—
(269)

(2)

	%		%		
	95		99		1
	95		92		2
	90		100		3
	37		43		4
	86		99		5
	95		100		6
	51		100		7
	70		100		8
	80		99	()	9
	71		100		10
	78		99		11
	41		32		12
	51		57		13
	93		97		14
	97		76		15
	93		96		16
	97		99		17
	44		39		18
	84		99		19
	94		52		20
	87		99		21
	63		61		22
	64		87		23
	42		47		24
	43		85		25
	56		89		26
	67		100		27
	64		86		28
	52		95		29
	54		92		30

(3)

-

%	%		
95	99	.	1
90	100	.	3
95	100	.	6
93	97	.	14
97	99	.	17

%85

(21)

%100 (2)

-

.(27 11 8 7 6)

)

(

.(-)

(24 18 12 4)

.MANOVA

%50

(12)

-

:

-

.(%97-%37)

-

%85

(10)

" " "

"

:

(2)

%95

%.97

(2)

-

.(%100-%32)

(2)

%50

-

(25 24 18 12 4)
(2)

(Gresham, Dolstra,
Lambros, McLaughlin and Lane, 2000; Hersh and
.Walker, 1983)

(24 18 12 4)
%50

(4)

-

1.738	11.481	79		
2.175	11.0842	190		
2.014	9.936	79		
2.622	7.931	190		
3.142	15.810	79		
2.467	7.873	190		

(5)

-

			" "	()	
0.001	265.00	3.00	169.381	1.918	

" "

(Lane, .Chapman, Jamison and Phillips, 2007) (2) (%90)
(17 14 6 3 1)

(Greshman et al., 2000, Lane, Givner and . Pierson, 2004) " " (17)
: %97 %99}
. %98

-

MANAVO

(5) (4) (

(6)

	" "				-	
0.151	2.075	8.786	1	8.786		
0.001	37.048	224.343	1	224.343		
0.001	488.634	3514.634	1	3514.634		
		4.234	267	1130.374		
		6.055	267	1616.794		
		7.195	267	1921.120		

(7)

1.885	10.745	161		
2.134	11.879	108		
2.694	8.180	161		
2.432	9.027	108		
4.238	9.459	161		
4.675	11.314	108		

169.381 = (265 3) " "

(6) .(7.931 9.936) 0.001

.0.001 488.634 = (267 1) " "

(6) ANOVA

8.786 = (267 1) " "

(Logue, 2007) " "(7.873 15.810)

0.151

= (267 1) " "

0.001

37.048

(4)

.(7.931

(Gresham, Dolstra, Lambros, McLaughlin and Lane, 2000; Hersh and Walker, 1983) (4)
9.936)

(8)

			" "	()	
0.001	265.00	3.00	9.443	0.107	

(9)

	" "				-	
0.001	21.028	83.166	1	83.166		
0.009	6.910	46.444	1	46.444		
0.001	11.394	222.471	1	222.471		
		3.955	267	1055.994		
		6.722	267	1794.693		
		19.525	267	5213.284		

MANAVO

.(8)

(8)

.((-)) -) / - (

.(9)

ANOVA

83.166 = (267 1) " "

0.001

(7)

(-)

- Teacher perceptions of the prereferral intervention process: A call for assistance with school-based intervention. *Preventing School Failure*, 47 (1): 148-155.
- Lane, K., Givner, C. and Pierson, M. 2004. Teacher Expectations of Student Behavior: Social Skills Necessary for Success in Elementary Classrooms. *The Journal of Special Education*, 38 (2): 104-110.
- Lane, K., Pierson, M. and Givner, C. 2004. Secondary teachers' views on social competence: Skills essential for success. *Journal of Special Education*, 38 (1): 174-186.
- Lane, K., Wehby, J. and Cooley, C. 2006. Teacher expectations of students' classroom behavior across the grade span: Which social skills are necessary for success? *Exceptional Children*, 72 (2): 153-167.
- Lane, K., Chapman, T., Jamison, K. and Phillips, A. 2007. Teacher and parent expectations of preschoolers' behavior: Social skills necessary for success. *Topics in Early Childhood Special Education*, 27 (2): 86-97.
- Logue, M. 2007. Early childhood learning standards: Tools for promoting social and academic success in kindergarten. *Children and School*, 29 (1): 53-43.
- Myrah, G. and Erlauer, L. 1999. The benefits of brain research: One district's story. *The High School Magazine*, 7 (1): 43-40.
- Pianta, R. and Stuhlman, M. 2004. Teacher child relationships and children's success in the first years of school. *School Psychology Review*, 33 (4): 444-458.
- Pressley, M. and McCormick, C. 1995. *Advanced Educational Psychology*. New York, Harper Collins College Publishers.
- Raver, C. 2004. Placing emotional self-regulation in sociocultural and socioeconomic contexts. *Child Development*, 75 (2): 346-353.
- Raver, C. and Knitzer, J. 2002. *What research tells policymakers about strategies to promote social and emotional school readiness among three- and four-year-old children*. New York: National Center for Children in Poverty.
- Richardson, V. 1996. The Role of Attitudes and Beliefs in Learning to Teach. In Sikula, J. (ed) *Handbook of Research on Teacher Education*. New York: Birsh, H. and Ladd, G. 1997. The teacher-child relationship and children's early school adjustment. *Journal of School Psychology*, 35 (1): 61-79.
- Center for Evidence-Based Practice. 2003. *Student discipline: Individuals with disabilities in education act*. (GAO Report No. GAO-01-210) Washington, DC: U.S. Center for Evidence-Based Practice.
- Denham, S. and Weissberg, R. 2004. Social-emotional learning in early childhood: What we know and where to go from here. In E. Chesebrough, P. King, T. Gullotta, and M. Bloom (Eds.), *A blue-print for the promotion of prosocial behavior in early childhood* (13-50). New York: Kluwer Academic/Plenum Press.
- Elias, M., Zins, J., Weissberg, R., Frey, K., Greenberg, M., Haynes, M., Kessler, R., Stone, M. and Shriver, T. 1997. *Promoting Social and Emotional Learning: Guidelines for Educators*. Alexandria, VA: ASCD.
- Erlaure, L. 2003. *The Brain Compatible Classroom: Using what we know about learning to improve teaching*. Alexandria, VA: ASCD.
- Fogarty, R. 1998. Intelligence-friendly classrooms: It just makes sense. *Phi Delta Kappan*, 79 (9): 655-661.
- Gilliam, W. 2005. *Prekindergartners left behind: Expulsion rates in state prekindergarten systems*. Retrieved March 18, 2008, from http://fed-us.org/PDFs/NationalPreKEpulsionPaper13.02_new.pdf
- Goleman, D. 1995. *Emotional Intelligence: Why it can matter more than IQ*. New York: Bantam.
- Greshman, F. and Elliott, S. 1990. *Social Skills Rating System*. Circle Pines, MN: American Guidance Service.
- Greshman, F., Dolstra, L., Lambros, K., McLaughlin, V. and Lane, K. 2000. *Teacher expected model behavior profiles: Changes over time*. Paper presented at the Teacher Educators for Children with Behavioral Disorders Conference, Scottsdale, AZ.
- Hamre, B. and Pianta, R. 2001. Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72 (4): 625-638.
- Hersh, R. and Walker, H. 1983. Great expectations: Making schools effective for all students. *Policy Studies Review*, 2 (1): 147-188.
- Lane, K. Mahdavi, J. and Borthwick-Duffy, S. 2003.

- Educator's Guide to the Human Brain*. Alexandria, VA: ASCD.
- Wotham, S. 2005. *Assessment in Early Childhood Education*. Merrill Prentice Hall, New Jersey.
- Zins, J., Bloodworth, M., Weissberg, R. and Walberg, H. 2004. The scientific base linking social and emotional learning to school success. In J. Zins, R. Weissberg, M. Wang, H. Walberg (Eds.), *Building academic success in social and emotional learning: What does the research say?* New York: Teachers College Press.
- Macmillan Library Reference.
- Saft, E. and Pianta, R. 2001. Teachers' perceptions of their relationships with students: Effects of child age, gender and ethnicity of teachers and children. *School Psychology Quarterly*, 16 (1): 125-141.
- Smith, B. 2003. Recommended practices: *Linking social development and behavior to school readiness*. Retrieved April 11, 2008, from <http://www.challengingbehavior.org>.
- Sylwester, R. 1995. *A Celebration of Neurons: An*

The Expectations of Jordanian Kindergarten Teachers and Classroom Teachers Regarding the Social - Emotional Skills Necessary for Pupils' Success in Grades 1-3

*Ramzi F. Haroun**

ABSTRACT

This study aimed at investigating kindergarten teachers and classroom teachers' expectations regarding the social- emotional skills necessary for pupils' success in grades 1-3. The sample of the study consisted of (79) kindergarten teachers and (190) classroom teachers.

The Social Skills Rating System (SSRS) developed by Gresham and Elliott (1990) was used to collect the data of this study. The tool consisted of (30) items divided into three domains: cooperation, self- control, and assertion. The validity and reliability of the scale were established prior to collecting data.

Results showed that kindergarten teachers regarded social- emotional skills for success more than classroom teachers did. Results also showed that both kindergarten and classroom teachers considered cooperation and self-control skills more important for pupils' success than assertion skills. Furthermore, results also showed that there were statistically significant differences ($\alpha < 0.01$) in the mean scores of the teachers' expectations of the importance of social- emotional skills for pupils' success that can be attributed to the school type (Private vs Public). The researcher recommended decision makers at the Ministry of Education to consider teachers' expectations of the social- emotional skills necessary for pupils' success in planning and developing curricula.

Keywords: Kindergarten Teachers, Classroom Teachers, Social- emotional Skills, Pupils' Success.

* Department of Curriculum and Instruction, Faculty of Educational Sciences, University of Jordan. Received on 28/9/2008 and Accepted for Publication on 22/4/2009.