Examining Demographic, Social-Emotional, and Educational Factors Influencing Teaching Motivation among Arab Teachers in Regular and Special Education

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Abstract

In recent years, research has increasingly emphasized the emotional, social, and educational aspects of teacher training and professional practices in both regular and special education systems. This study aims to: (a) investigate differences in teaching motivation, socio-emotional learning, perceived social and family support, mental well-being, resilience resources, and situational anxiety across demographic variables (specifically gender, age, academic qualifications, and type of education system) among Arab teachers in northern Israel; and (b) assess the extent to which these socio-emotional and educational factors explain the variance in teaching motivation among these teachers. To achieve these objectives, teachers from both regular and special education settings were asked to provide demographic information and complete self-report measures targeting the specified factors. The results revealed significant differences in socio-emotional and educational factors across the demographic variables of gender, age, academic qualifications, and type of education system (regular or special education). Notably, a significant negative relationship was observed between teaching motivation and situational anxiety, while positive relationships were found between teaching motivation and perceived social and family support, mental well-being, socio-emotional learning, and resilience resources. Moreover, multiple linear regression analysis identified socio-emotional learning, mental well-being, and resilience resources as significant predictors of teaching motivation, accounting for approximately 35.3% of the variance. This study highlights the critical role of socio-emotional factors in shaping teaching motivation, particularly among Arab teachers in northern Israel. Understanding these dynamics can inform targeted interventions and support systems, ultimately enhancing teacher effectiveness and improving student outcomes in both regular and special education settings.

Keywords: *Regular And Special Education, Teaching Motivation, Socio-Emotional Learning, Perceived Social And Family Support, Arab Society.*

Introduction

Teacher motivation is crucial for educational success, as it affects both teacher performance and student outcomes. Among Arab teachers in Israel, particularly in northern regions, motivation is shaped by unique socio-emotional and demographic factors influenced by cultural and socio-political challenges. These educators often work within tight-knit communities where social and familial expectations intersect with professional demands, leading to stress and isolation (Wadad-Khouri, 2013; Zubaidat et al., 2019). This study aims to understand how socio-emotional learning (SEL), social support, resilience, mental well-being, and situational anxiety—alongside demographic factors like age, gender, and academic qualifications—affect teaching motivation in this population.

The Israeli education system operates with a dual focus: fostering academic success and promoting inclusivity. Regular education emphasizes values of national identity and social cohesion, while special education tailors support for students with disabilities, integrating them as fully as possible into mainstream settings (Qvortrup & Qvortrup, 2018). However, Arab teachers in both settings face added complexities, including disciplinary and didactic challenges, organizational stressors, and the pressures of a minority community navigating its identity within Israeli society.

Research indicates that SEL is integral to teacher well-being, enhancing classroom climates and sustaining motivation (Durlak et al., 2011). Resilience and mental well-being are also crucial, enabling teachers to cope with stress and maintain their commitment (Gu & Day, 2013; Sonnenschein et al., 2020). Conversely,

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situational anxiety can undermine motivation, reducing teachers' engagement and efficacy (Buchanan et al., 2021).

By exploring the impact of these factors on teaching motivation, here is a refined central research question: How do demographic factors (gender, age, academic qualifications, and type of education system) and socio-emotional and educational factors (socio-emotional learning, perceived social and family support, mental well-being, resilience resources, and situational anxiety) influence teaching motivation among Arab teachers in regular and special education in northern Israel?

Theoretical Background

The Education System in Israel

The education system in Israel operates under national laws enacted by the Ministry of Education, Culture, and Sports. Key legislation regulating primary and secondary education dates back to 1949 and 1953, with the framework for higher education established in 1958. Since 1949, public education in Israel has been compulsory and free, ensuring access for all children (Education System Israel, 2017).

The primary goal of the state's regular education is to provide elementary education grounded in the values of Israeli culture, scientific achievements, love for the homeland, and loyalty to the state and the people of Israel. It aims to train students in agricultural work and crafts, promote pioneering education, and strive for a society founded on principles of freedom, equality, tolerance, mutual aid, and love for others. This mission statement is designed to guide schools in facilitating academic success and meaningful participation within a structured society (Shu'ar & Gur-Yashish, 2014).

Special education, on the other hand, is defined as a tailored educational approach designed specifically to meet the unique needs of children with disabilities, impairments, and ongoing difficulties. The development of special education has been focused on customizing learning experiences to accommodate the special needs of students, emphasizing their right to full participation in the curriculum. In addition to academic subjects, special education encompasses topics related to fostering independent and autonomous functioning, addressing essential skills required for daily life (Shu'ar & Gur-Yashish, 2014).

This approach is rooted in social values of equality and inclusion, advocating for the integration of students with special needs alongside their peers without disabilities (Director General's Circular, 2014; Florian, 2019). The principle of normalization underpins this framework, promoting the idea that individuals with disabilities should have the opportunity to engage in society as fully as possible (Qvortrup & Qvortrup, 2018).

Recent research further emphasizes the importance of inclusive practices in education, suggesting that such approaches not only benefit students with disabilities but also enhance the learning experiences of all students (Kim et al., 2013). Studies indicate that inclusive classrooms can foster empathy, collaboration, and social skills among peers (Zubeidat et al., 2019). Therefore, the Israeli education system's commitment to inclusion reflects a broader global trend towards creating equitable educational environments for diverse learners (UNESCO, 2020).

In conclusion, the education system in Israel is characterized by its efforts to balance cultural values with the need for inclusivity and accessibility. As it continues to evolve, the integration of innovative practices and policies will be crucial in addressing the diverse needs of all students, ensuring that each individual has the opportunity to thrive in an inclusive educational setting.

Socio-Emotional and Educational Aspects of Teachers

The scientific literature identifies a variety of socio-emotional and educational aspects that differentiate teachers in regular and special education frameworks (Zubeidat et al., 2022). The following sections outline the aspects that will be examined in the current study:

a. Teaching motivation: Teacher motivation is influenced by multiple factors, including social and personal factors, classroom atmosphere, socio-economic status, student behavior, exam pressure, rewards and incentives, self-confidence, and the teacher's personality. Research indicates that high levels of teacher motivation lead to enhanced student engagement and academic achievement (Tayyab & Farid, 2011; Klassen & Chiu, 2010). Additionally, factors such as professional development opportunities and supportive school environments play a crucial role in sustaining motivation (Shu'ar & Gur-Yashish, 2014; Zubeidat & Dallasheh, 2024a).

b. Socio-Emotional learning (SEL): Social-emotional learning is a process for acquiring life skills, including self-management, interpersonal skills, and effective relationship-building (Catalano et al., 2004). According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL encompasses the acquisition and application of knowledge, skills, and attitudes necessary for developing a healthy identity. This includes understanding and managing emotions, setting and achieving positive goals, expressing empathy for others, and making responsible decisions (CASEL, 2020a, 2020b). Recent studies emphasize the importance of SEL in enhancing both teacher well-being and student outcomes, demonstrating that teachers who practice SEL contribute to a more positive classroom environment (Durlak et al., 2011).

c. Social and family support: Social support is defined as a resource provided to an individual by others, which influences their behavior and emotional well-being. It moderates the impact of stressful life events and contributes to mental well-being (Zhou & Yao, 2020). Social support reflects an individual's belief that they are loved, valued, and integrated into a network of interpersonal connections and mutual commitments (Leary & DeRosier, 2012). Research shows that teachers who receive strong social support report lower levels of stress and higher job satisfaction, which ultimately benefits their students (González et al., 2020).

d. Mental well-being: Mental well-being refers to how individuals evaluate their lives emotionally and cognitively. This evaluation encompasses emotional responses to events, the perception of life's significance, and efforts to improve oneself (Diener et al., 2003; Diener & Ryan, 2008). Studies have found that teachers with high mental well-being are more effective in their roles, positively influencing student learning and behavior (Sonnenschein et al., 2020).

e. Resilience resources: Resilience is defined as the ability to advance and adapt in response to stressful events, negative experiences, or adversities (Norris et al., 2007). It encompasses the capacity to foster successful adaptation and positive functioning despite high-risk conditions or chronic stress (Egeland et al., 1993). Recent research highlights the importance of resilience training for teachers, showing that those with higher resilience levels are better equipped to handle classroom challenges and support their students (Gu & Day, 2013; Dallasheh, 2024a).

f. Situational anxiety: The literature distinguishes between state anxiety and trait anxiety (Spielberger, 1975). State anxiety is a temporary emotional state that arises in response to specific stressful situations, such as fear of public speaking or test anxiety. This state is typically characterized by feelings of discomfort and a tendency to avoid the situation. Understanding the sources of situational anxiety among teachers is crucial, as it can affect their teaching performance and interactions with students (Buchanan et al., 2020).

Teacher motivation is intricately linked to several emotional, social, and educational factors, significantly influencing both teacher effectiveness and student outcomes. First, socio-emotional learning (SEL) is essential, as teachers who engage in SEL practices often experience higher motivation levels, which, in turn, fosters a positive classroom environment (Durlak et al., 2011). Moreover, social and family support plays a critical role in shaping teacher motivation. Research indicates that teachers who perceive strong support from their families and colleagues report increased job satisfaction and motivation, which enables them to cope more effectively with stress (Zhou & Yao, 2020). Additionally, the mental well-being of teachers is closely associated with their motivation. Teachers with higher levels of mental well-being are more likely to be motivated and engaged in their teaching practices, as their emotional state directly influences their classroom interactions (Sonnenschein et al., 2020). Furthermore, resilience resources are crucial; teachers who possess strong resilience skills tend to maintain their motivation even in challenging situations, allowing them to adapt and thrive in diverse educational

contexts (Gu & Day, 2013). Lastly, situational anxiety negatively influences teacher motivation; high anxiety levels can lead to decreased enthusiasm for teaching and hinder performance (Buchanan et al., 2020). Collectively, these aspects underscore the multifaceted nature of teacher motivation and highlight the importance of fostering a supportive and enriching environment to enhance teachers' engagement and effectiveness.

The Research Framework and Its Rationale

The focus of the current study is on the population of Arab teachers working in primary and secondary schools in northern Israel. This includes both regular and special education teachers of various genders and ages, holding bachelors, master's, and other degrees, with varying years of experience.

Teachers in the Arab education system today face more challenges and difficulties than their counterparts in Israel's pluralistic society. They navigate a complex reality that often centers on survival processes and local political issues, familial and tribal dynamics, and this leads to feelings of frustration, helplessness, disappointment, and isolation. This preoccupation diverts their attention from professional learning and development (Wadad-Khouri, 2013; Zubaidat et al., 2019; Buskila et al., 2020).

Additionally, they encounter disciplinary and didactic challenges, organizational climate issues, school culture, work-related stressors, personal problems, and individual differences among teachers themselves (Nasser-Abu Alhija, 2015; Khamis et al., 2021). The professional development and work of teachers in the new era are characterized by pedagogical, systemic, and emotional-social challenges. In this context, recent years have seen an emphasis on utilizing diverse content and activities for teachers' professional development, incorporating concepts such as meaningful learning, psycho-pedagogy, and social-emotional learning (SEL). It is now recognized that fostering cognitive abilities and knowledge alone is insufficient for graduates to function effectively and experience well-being (Durlak et al., 2011; Jones & Doolittle, 2017). Furthermore, to ensure that teachers in regular and special education develop, perform effectively, and remain in the education system—given that teacher attrition rates can range from 26% in elementary education to 46% in middle school (Arviv-Elishiv & Zimmerman, 2015; Ingersoll et al., 2014)—they must cultivate pedagogical, emotional, social, and motivational resources that enable flourishing.

Research Questions and Hypotheses

The current study aims to address two central questions:

What are the differences in teaching motivation, socio-emotional learning (SEL), perceived social and family support, mental well-being, resilience resources, and situational anxiety across demographic variables (specifically gender, age, academic qualifications, and type of education system) among Arab teachers in northern Israel?

To what extent do socio-emotional learning (SEL), perceived social and family support, mental well-being, resilience resources, and situational anxiety explain the variance in teaching motivation among Arab teachers in northern Israel?

The hypotheses derived from these questions are as follows:

There will be significant differences in teaching motivation, socio-emotional learning (SEL), perceived social and family support, mental well-being, resilience resources, and situational anxiety among Arab teachers based on demographic variables such as gender, age, academic qualifications, and type of education system.

Socio-emotional learning (SEL), perceived social and family support, mental well-being, and resilience resources will positively predict teaching motivation, while situational anxiety will negatively predict teaching motivation among Arab teachers in northern Israel.

Methodology

Participants

The participants in the study were 420 teachers from the Arab community in northern Israel, including both regular and special education teachers, aged between 20 and 60 years. The teachers work in elementary and secondary schools and reported demographic data such as gender, age, academic degree, type of school, and additional relevant characteristics. They also responded to self-report questionnaires measuring the specified socio-emotional and educational aspects.

Table 1. Demographic Characteristics of The Participants (N = 420).

Variable	Frequency (%)	Number
Gender		
Male	25.7	108
Female	74.3	312
Age	`	
20 – 30	12.1	51
31 – 40	42.6	179
41 – 50	34.5	145
51+	10.7	45
Education level		
Bachelor's degree	48.8	205
Master's degree	51.2	215
Type of school		
Regular education	51.4	216
Special education	48.6	204

Research Tools

The research participants were asked to complete four self-report questionnaires:

a. *Teaching Motivation Questionnaire* (Fox & Feldman, 1988): The questionnaire contains 29 closed-ended items, where respondents rate their agreement on a 6-point Likert scale (1 = Never; 6 = Always). This questionnaire assesses the respondent's intrinsic and extrinsic motivations regarding their teaching role, examining beliefs about their ability and desire to develop and exert control over events shaping their career and personal life across three key domains:

Teaching tasks: Evaluates how confident and motivated the teacher feels in carrying out classroom activities, engaging students, and achieving educational goals.

School as an organization: Assesses the teacher's perceived ability to influence the broader school environment, including policies, school culture, and interactions with the organization's structures.

Relationships with management, colleagues, and students: Examines how motivated teachers feel in building and maintaining effective relationships within the school community, including interactions with administrators, peers, and students. This scale provides a nuanced understanding of motivation levels across various teaching facets.

b. *Social-Emotional Learning Questionnaire* (CASEL, 2020a): This questionnaire explores teachers' attitudes, experiences, and engagement with social-emotional learning (SEL). It includes 24 items, where responses are provided on a 6-point Likert scale ranging from complete disagreement (1) to strong agreement (6). It is divided into four parts:

Part A - Attitudes toward SEL: Contains seven items assessing agreement with statements on the importance and impact of SEL in the educational context.

Part B - SEL training received: Consists of eight items measuring the extent to which teachers feel prepared through SEL-related training and professional development.

Part C - SEL implementation: Includes three items that assess agreement regarding the practical application of SEL techniques in teaching practices.

Part D - Perceived contribution of SEL: Contains six items exploring how teachers perceive the impact of SEL on students' emotional well-being, academic performance, and social skills.

Perceived Social and Family Support Questionnaire (Zimet et al., 1988): This questionnaire includes 12 items rated on a 7-point Likert scale, from (1) "not at all applicable" to (7) "very much applicable." It measures the subjective perception of available social support from three sources:

Family: Assesses perceived support and emotional backing from family members.

Friends: Measures the level of encouragement, advice, and companionship from friends.

Significant others: Examines support from mentors, close colleagues, or other important figures in the respondent's life. This scale helps gauge the depth and accessibility of the respondent's social network.

Mental well-being questionnaire (Veit & Ware, 1983): This 38-item questionnaire uses a 6-point Likert scale, allowing participants to express the degree to which each statement aligns with their experiences. It is divided into two subcomponents:

- Mental Distress: Comprises 24 items evaluating experiences of negative emotions, such as anxiety, stress, and depression.

- Well-being: Consists of 14 items focusing on positive emotions, sense of life satisfaction, and quality of relationships.

Resilience Resources Questionnaire (Pilafas et al., 2020): This tool consists of 12 items reflecting attitudes toward life challenges, aimed at assessing resilience levels. Respondents rate items on a 5-point Likert scale, with scores ranging from 1 ("Strongly disagree") to 5 ("Strongly agree"). The scale gauges perceptions of resilience and the ability to adapt and persevere in difficult situations.

State Anxiety Questionnaire (Spielberger et al., 1983): This questionnaire evaluates state anxiety, reflecting an individual's current feelings of anxiety and stress in specific situations. It includes 10 items capturing emotional responses on a Likert scale, with options from "1" (not at all) to "5" (very much). This tool provides insights into participants' stress levels and emotional states when faced with challenging scenarios.

Research Procedure

Initially, the researchers approached the administrations of elementary and high schools within the Arab community in northern Israel, clarifying the objectives of the current study and explaining its nature and framework. After obtaining approval from the school administrations, the researchers visited each school on separate days, met with teachers from both general and special education, and explained the study's goals and instructions for completing the questionnaires without interference or influence on responses. The teachers were asked to complete the questionnaires, prepared in an online Google Form sent via a link to their email addresses. They were requested to return the completed forms by email at their convenience, outside of their scheduled teaching hours. Data was coded using SPSS software and processed statistically. The data collection took place between June and July of the second semester of the 2024-2025 academic year.

Ethical Issues

The researchers upheld participants' rights by allowing them the freedom to decline participation or withdraw from the study at any time. Participants were assured complete anonymity, confidentiality, and privacy protection. Their identities were securely safeguarded, and all information provided was strictly for research purposes, with no data shared with external parties. No experimental manipulations were applied to encourage variations in the emotional, social, or educational factors under investigation; instead, the study aimed to observe these phenomena naturally within their authentic environment.

Results

The results of this study are presented according to the research hypotheses. *Hypothesis 1*: There will be significant differences in teaching motivation, socio-emotional learning (SEL), perceived social and family support, mental well-being, resilience resources, and situational anxiety among Arab teachers based on demographic variables such as gender, age, academic qualifications, and type of education system.

Table 2 shows the means, standard deviations, ranges, and Cronbach alpha values of the different research variables.

Table 2. Descriptive Statistics of The Various Research Variables (N=420).

Variable	Mean	SD	Range	Alpha Cronbach
Social and family support	5.15	1.28	1 – 7	.88
Friends support	4.90	1.34	1 – 7	.92
Family support	5.24	1.51	1 – 7	.85
Significant others support	5.29	1.41	1 – 7	.91
Mental well-being	3.31	.43	1.64 – 5.33	.95
Mental distress	2.73	.84	1 – 5.53	.93
Well-being	4.02	.81	1.69 – 6	.86
Social-emotional learning	4.42	.75	1 – 7.35	.82
Attitudes toward SEL	4.63	.79	1 – 6.14	.86
SEL training received	4.25	.95	1 – 6	.88
SEL implementation	4.21	1.05	1 – 6.67	.85
Perceived SEL contribution	4.48	.99	1 – 6.33	.92
Teaching motivation	4.29	.57	2.55 – 6	.91
Teaching tasks	4.63	.75	2.69 – 6	.91
Organization	3.93	.64	2 – 6	.84
Relationships	3.85	.78	1.4 – 6	.89
Resilience resources	3.82	.56	2.17 – 5.33	.87
State anxiety	2.97	.52	1.80 – 6.10	.86

To examine the differences between males and females across the various research variables, t-test for two independent samples was conducted. Table 3 shows the means, standard deviations and t values of the differences between males and females in the variables of the study.

Table 3. Gender Differences in The Variables of The Study (N=420).

Variable	Male	Female	t
Social and family support	4.87 (1.43)	5.24 (1.22)	-2.58*
Friends support	4.63 (1.55)	4.99 (1.25)	-2.42*
Family support	5.03 (1.51)	5.32 (1.50)	-1.69*
Significant others support	4.96 (1.53)	5.41 (1.35)	-2.87*

Mental well-being	3.29 (.35)	3.32 (.45)	-1.56*
Mental distress	2.74 (.75)	2.62 (.86)	1.33*
Well-being	4.00 (.87)	4.13 (.79)	-1.39*
Social-emotional learning	4.51 (.80)	4.39 (.73)	1.42*
Attitudes toward SEL	4.66 (.82)	4.52 (.78)	1.41*
SEL training received	4.36 (1.00)	4.21 (.93)	1.43*
SEL implementation	4.41 (1.07)	4.14 (1.03)	2.23*
Perceived SEL contribution	4.56 (.87)	4.45 (1.03)	1.92*
Teaching motivation	4.36 (.59)	4.27 (.56)	1.55*
Teaching tasks	4.62 (.75)	4.50 (.76)	1.73*
Organization	4.04 (.64)	3.89 (.63)	2.07*
Relationships	4.12 (.73)	3.75 (.78)	4.19***
Resilience resources	3.79 (.51)	3.91 (.58)	-1.81*
State anxiety	2.98 (.38)	2.90 (.56)	1.12*

p<.05*;p<.001***

Based on the results from Table 3, it can be concluded that there are gender differences in terms of social and family support, well-being, social-emotional learning, teaching motivation, resilience resources and situational anxiety.

For female teachers, the level of social and family support is generally higher (M=5.24, SD=1.22) compared to male teachers (M=4.87, SD=1.43), with a significant difference (p<.05), T=-2.58*. Additionally, female teachers report a higher level of friend support (M=4.99, SD=1.25) compared to male teachers (M=4.63, SD=1.55), also significantly (p<.05), T=-2.42*. The family support level for female teachers (M=5.32, SD=1.50) is higher than that of male teachers (M=5.03, SD=1.51), significantly (p<.05), T=-1.69*. Furthermore, female teachers experience a higher level of significant support from others (M=5.41, SD=1.35) compared to male teachers (M=4.96, SD=1.53), significantly (p<.05), T=-2.87*.

In terms of well-being, female teachers report higher overall mental well-being (M=3.32, SD=.45) compared to male teachers (M=3.29, SD=.35), significantly (p<.05), T=-1.56*. Specific mental well-being is also higher for female teachers (M=4.13, SD=.79) compared to male teachers (M=4.0, SD=.87), significantly (p<.05), T=-1.39*. Conversely, male teachers report higher levels of psychological distress (M=2.74, SD=.75) compared to female teachers (M=2.62, SD=.86), significantly (p<.05), T=1.33*.

Furthermore, male teachers have a higher level of attitudes toward SEL (M=4.66, SD=.82) compared to female teachers (M=4.52, SD=.78), significantly (p<.05), T=1.41*. The level of SEL training received is also higher for male teachers (M=4.36, SD=1.0) compared to female teachers (M=4.21, SD=.93), significantly (p<.05), T=1.43*. Female teachers report a higher level of SEL implementation (M=4.41, SD=1.07) compared to male teachers (M=4.14, SD=1.03), significantly (p<.05), T=2.23*, and the level of Perceived SEL contribution is higher for male teachers (M=4.56, SD=.87) compared to female teachers (M=4.45, SD=1.03), significantly (p<.05), T=1.92*.

Male teachers show a higher level of teaching motivation (M=4.36, SD=.59) compared to female teachers (M=4.27, SD=.56), significantly (p<.05), T=1.55*. They also report higher Teaching tasks (M=4.62, SD=.75) compared to female teachers (M=4.50, SD=.76), significantly (p<.05), T=1.73*. Additionally, male teachers exhibit higher organization levels (M=4.04, SD=.64) compared to female teachers (M=3.89, SD=.63), significantly (p<.05), T=2.07*. Male teachers also have better relationships levels (M=4.12, SD=.73) compared to female teachers (M=3.75, SD=.78), significantly (p<.001), T=4.19***.

Regarding resilience resources, female teachers have higher resilience levels (M=3.91, SD=.58) compared to male teachers (M=3.79, SD=.51), significantly (p<.05), T=-1.81*. In contrast, male teachers report

higher levels of social-emotional learning (M=4.51, SD=.80) compared to female teachers (M=4.39, SD=.73), significantly (p<.05), T=-1.42*.

Finally, male teachers report higher levels of situational anxiety (M=2.98, SD=.38) compared to female teachers (M=2.90, SD=.56), significantly (p<.05), T=1.12*.

Subsequently, a Pearson correlation test was conducted to examine the relationships between the variable 'teacher's age' and the various research variables. The findings are presented in Table 4.

Table 4. The Relationship Between Teacher's Age and The Different Research Variables (N=420).

Variable	Teachers' age
Social and family support	-.242***
Friends support	-.20***
Family support	-.215***
Significant others support	-.237***
Mental well-being	-0.94*
Mental distress	.09*
Well-being	-.130*
Social-emotional learning	-.41***
Attitudes toward SEL	-.25***
SEL training received	-.20***
SEL implementation	-.08*
Perceived SEL contribution	-.10*
Teaching motivation	-.102*
Teaching tasks	-.131**
Organization	-.063*
Relationships	-.024*
Resilience resources	-.105*
State anxiety	0.36*

P<.05*; P<.01**; p<.001***

Findings from Table 4 indicate significant correlations between the teacher's age and various variables: social and family support, well-being and resilience resources, social-emotional learning, teaching motivation and situational anxiety.

There is a significant negative correlation between the teacher's age and social and family support (r=-.242***, p < .001), between age and friend support (r=-.20***, p < .001), between age and family support (r=-.215***, p < .001), and between age and support from others (r=-.237***, p < .001). This suggests that as teacher age increases, the level of social and family support and its components decreases, and vice versa.

Additionally, there is a significant negative correlation between teacher age and mental well-being (r=-.094*, p < .05) and between age and well-being (r=-.130*, p < .05). Conversely, there is a positive correlation between teacher age and mental distress (r=.09*, p < .05), indicating that as teachers age, mental well-being improves and mental distress decreases, and vice versa.

There is also a significant negative correlation between teacher age and social-emotional learning (r=-.41***, p < .001), between age and attitude toward SEL (r=-.25***, p < .001), between age and SEL training received (r=-.20***, p < .001), between age and SEL implementation (r=-.08*, p < .05), and between age and perceived SEL contribution (r=-.10*, p < .05). This shows that as teacher age increases, the level of social-emotional learning in its components decreases, and vice versa.

Teacher age also correlates negatively with teaching motivation (r=-.102*, p < .05), teaching tasks (r=-.131**, p < .01), organization (r=-.063*, p < .05), and relationships (r=-.024*, p < .05). This suggests that as teacher age increases, the level of teaching motivation across its components decreases, and vice versa.

In addition, a significant negative correlation exists between teacher age and resilience resources (r=-.105*, p < .05), indicating that as teachers get older, their level of resilience resources decreases, and vice versa.

Finally, a significant positive correlation exists between teacher age and situational anxiety (r=.36*, p < .05), indicating that as teacher age increases, situational anxiety levels rise, and vice versa.

Additionally, to examine the differences between teachers with a bachelor's degree and teachers with a master's degree across the various research variables, an independent samples t-test was conducted, as shown in Table 5.

Table 5. Academic Qualifications Differences in The Variables of The Study (N=420).

Variable	Bachelor's degree	Master's degree	T
Social and family support	4.89 (1.35)	5.39 (1.17)	-3.99***
Friends support	4.67 (1.32)	5.12 (1.33)	-3.46**
Family support	4.96 (1.61)	5.51 (1.35)	-3.80***
Significant others support	5.05 (1.51)	5.52 (1.26)	-3.50***
Mental well-being	3.24 (.47)	3.39 (.38)	-3.41**
Mental distress	2.85 (.90)	2.63 (.76)	2.72**
Well-being	4.0 (.85)	4.05 (.47)	1.65*-
Social-emotional learning	4.32 (.72)	5.52 (.77)	-2.71**
Attitudes toward SEL	4.56 (.80)	4.69 (.77)	-1.71*
SEL training received	4.13 (.91)	4.36 (.98)	-2.43*
SEL implementation	4.13 (1.07)	4.29 (1.02)	-1.65*
Perceived SEL contribution	4.35 (.93)	4.60 (1.04)	-2.63**
Teaching motivation	4.24 (.58)	4.34 (.56)	-1.67*
Teaching tasks	4.60 (.76)	4.67 (.75)	-1.02*
Organization	4.32 (.72)	5.52 (.77)	-1.96*
Relationships	4.32 (.72)	5.52 (.77)	-1.22*
Resilience resources	3.73 (.61)	3.91 (.50)	-3.36**
State anxiety	3.01 (.60)	2.94 (.43)	1.44*

p<.05*;p<.01**;p<.001***

From the results in Table 5, it can be concluded that there are differences based on academic qualifications regarding social and family support, mental well-being and resilience resources, social-emotional learning, teaching motivation, and situational anxiety.

For teachers with a master's degree, the overall level of social and family support (M=5.39, SD=1.17) is significantly higher compared to teachers with a bachelor's degree (M=4.89, SD=1.35) (p<.001, T=-3.99***).

Additionally, teachers with a master's degree have a higher level of friend support (M=5.12, SD=1.33) compared to teachers with a bachelor's degree (M=4.67, SD=1.32) (p<.001, T=-3.46***), a higher level of family support (M=5.51, SD=1.35) compared to teachers with a bachelor's degree (M=4.96, SD=1.61) (p<.001, T=-3.80***), and a higher level of support from others (M=5.52, SD=1.26) compared to teachers with a bachelor's degree (M=5.05, SD=1.51) (p<.001, T=-3.50***).

Furthermore, teachers with a master's degree have higher mental well-being (M=3.39, SD=.38) compared to teachers with a bachelor's degree (M=3.24, SD=.47) (p<.01, T=-3.41**), and a higher well-being level (M=4.05, SD=.47) compared to teachers with a bachelor's degree (M=4.0, SD=.85) (p<.05, T=-1.65*). In contrast, the level of mental distress (M=2.63, SD=.76) is lower compared to teachers with a bachelor's degree (M=2.85, SD=.90) (p<.01, T=2.72**).

Teachers with a master's degree have higher levels of social-emotional learning (M=5.52, SD=.77) compared to teachers with a bachelor's degree (M=4.32, SD=.72) (p<.01, T=-2.71**). Additionally, the level of attitude toward SEL (M=4.69, SD=.77) is higher compared to teachers with a bachelor's degree (M=4.56, SD=.80) (p<.05, T=-1.71*), the level of SEL training received (M=4.36, SD=.98) is higher compared to teachers with a bachelor's degree (M=4.13, SD=.91) (p<.05, T=-2.43**), the levels of SEL implementation (M=4.29, SD=1.02) are higher compared to teachers with a bachelor's degree (M=4.13, SD=1.07) (p<.05, T=-1.65*), and the levels of perceived SEL contribution (M=4.60, SD=1.04) are higher compared to teachers with a bachelor's degree (M=4.35, SD=.93) (p<.01, T=-2.36**).

Teachers with a master's degree have higher teaching motivation (M=4.34, SD=.56) compared to teachers with a bachelor's degree (M=4.24, SD=.58) (p<.05, T=-1.67*). Additionally, the level of teaching tasks (M=4.67, SD=.75) is higher compared to teachers with a bachelor's degree (M=4.60, SD=.76) (p<.05, T=-1.02*), the level of organization (M=5.52, SD=.77) is higher compared to teachers with a bachelor's degree (M=4.32, SD=.72) (p<.01, T=-1.96**), and the levels of relationships (M=5.52, SD=.77) are higher compared to teachers with a bachelor's degree (M=4.32, SD=.72) (p<.05, T=-1.22*).

Additionally, for teachers with a master's degree, levels of resilience resources (M=3.91, SD=.50) are higher compared to teachers with a bachelor's degree (M=3.73, SD=.61) (p<.01, T=-3.36**).

Finally, teachers with a bachelor's degree have a higher level of situational anxiety (M=3.01, SD=.60) compared to teachers with a master's degree (M=2.94, SD=.94) (p<.05, T=1.44*).

Finally, to examine the differences between regular education teachers and special education teachers across the various research variables, t-test for two independent samples were conducted, as shown in Table 6.

Table 6. Type Of Education System Differences in the Variables of The Study (N=420).

Variable	Regular education	Special education	T
Social and family support	4.92 (1.41)	5.38 (1.09)	-3.72***
Friends support	4.66 (1.47)	5.12 (1.14)	-3.82***
Family support	5.02 (1.65)	5.48 (1.30)	-3.09**
Significant others support	5.08 (1.50)	5.51 (1.27)	-3.18**
Mental well-being	3.28 (.47)	3.35 (.38)	1.53*-
Mental distress	2.82 (.89)	2.65 (.77)	2.10*
Well-being	3.99 (.78)	4.06 (.84)	-1.82*
Social-emotional learning	4.47 (.69)	4.37 (.81)	-1.4*
Attitudes toward SEL	4.69 (.65)	4.57 (.90)	-1.57*
SEL training received	4.30 (.92)	4.20 (.98)	-1.04*
SEL implementation	4.23 (1.04)	4.20 (1.05)	-1.01*
Perceived SEL contribution	4.54 (1.07)	4.42 (.91)	-1.27*
Teaching motivation	4.27 (.61)	4.32 (.53)	-1.03*
Teaching tasks	4.56 (.78)	4.70 (.72)	-1.87*
Organization	3.90 (.64)	3.93 (.63)	-1.05*
Relationships	3.77 (.76)	3.92 (.80)	-1.85*
Resilience resources	3.79 (.62)	3.85 (.50)	-1.10*
State anxiety	3.02 (.60)	2.93 (.42)	1.74*

p<.05**;p<.01**;p<.001***

The results from Table 6 indicate that there are differences based on the type of educational system in levels of family and social support, mental well-being and resilience, social-emotional learning, motivation in teaching, and situational anxiety.

Special education teachers show significantly higher levels of social and family support (M=5.38, SD=1.09) compared to regular education teachers (M=4.92, SD=1.41), p<.001, T= -3.72***. Furthermore, special education teachers report significantly higher levels of friend support (M=5.12, SD=1.14) compared to regular education teachers (M=4.66, SD=1.47), p<.001, T= -3.82***; family support (M=5.48, SD=1.30) compared to regular education teachers (M=5.05, SD=1.50), p<.01, T= -3.09**; and support from others (M=5.51, SD=1.27) compared to regular education teachers (M=5.08, SD=1.50), p<.01, T= -3.18**.

Additionally, special education teachers report higher levels of mental well-being (M=3.35, SD=.38) compared to regular education teachers (M=3.28, SD=.47), p<.05, T= -1.53*; well-being (M=4.06, SD=.84) compared to regular education teachers (M=3.99, SD=.78), p<.05, T= -1.82*; and lower levels of mental distress (M=2.65, SD=.77) compared to regular education teachers (M=2.82, SD=.89), p<.05, T= 2.10*.

Teachers with special education system report significantly higher levels of resilience resources (M=3.85, SD=.50) compared to teachers with a regular education system (M=3.79, SD=.62), p<.05, T= -1.10*. Special education teachers also report higher levels of social-emotional learning (M=4.47, SD=.69) compared to regular education teachers (M=4.37, SD=.81), p<.05, T= -1.4*.

Regarding other areas, special education teachers show significantly higher levels of attitudes toward SEL (M=4.69, SD=.65) compared to regular education teachers (M=4.57, SD=.90), p<.05, T= -1.57*; SEL training received (M=4.30, SD=.92) compared to regular education teachers (M=4.20, SD=.98), p<.05, T= -1.04*; SEL implementation (M=4.23, SD=1.04) compared to regular education teachers (M=4.20, SD=1.05), p<.05, T= -1.01*; and perceived SEL contribution (M=4.54, SD=1.07) compared to regular education teachers (M=4.42, SD=.91), p<.05, T= -1.27*.

Special education teachers also display higher levels of teaching motivation (M=4.32, SD=.53) compared to regular education teachers (M=4.27, SD=.61), p<.05, T= -1.03*. They report higher levels of teaching tasks (M=4.70, SD=.72) compared to regular education teachers (M=4.56, SD=.78), p<.05, T= -1.87*; organization (M=3.93, SD=.63) compared to regular education teachers (M=3.90, SD=.64), p<.05, T= -1.05*; and relationships (M=3.92, SD=.80) compared to regular education teachers (M=3.77, SD=.76), p<.05, T= -1.85*.

Conversely, regular education teachers display higher levels of situational anxiety (M=3.02, SD=.60) compared to special education teachers (M=2.93, SD=.42), p<.05, T= 1.74*.

Hypotheses 2: Socio-emotional learning (SEL), perceived social and family support, mental well-being, and resilience resources will positively predict teaching motivation, while situational anxiety will negatively predict teaching motivation among Arab teachers in northern Israel.

Subsequently, Pearson correlations between the variable of teaching motivation and its components and the other research variables were calculated, as shown in Table 7.

Table 7. Pearson Correlations Between Teaching Motivation and Its Components with The Research Variables (N=420).

Variable	Social-emotional learning	Mental well-being	Social/family support	Resilience resources	Situational anxiety
Teaching motivation	.455***	.395***	.224***	.922**	-.40***
Teaching tasks	.376***	.210**	.174***	.793**	-.323***
Organization	.331***	.106**	.210***	.697*	-.311***
Relationships	.332***	.178**	.221***	.846**	-.315***

*p<.05; **p<.01; ***p<.001

The research findings indicated that, aside from the significant negative correlations between teaching motivation and its components with situational anxiety, significant positive correlations were found between teaching motivation and its components with the other variables, as shown in Table 7.

Following the analyses mentioned above, a multiple linear regression analysis was conducted in steps to predict the dependent variable of teaching motivation using the other research variables, as shown in Table 8.

Table 8. Multiple Linear Regression for Predicting Teaching Motivation by Various Research Variables (N=420).

Variable	B	Std. Error	Beta	T	p-value	Unique R
Social-emotional learning	.193	.034	.268	5.60	.001	22.2%
Mental well-being	.228	.030	.323	7.67	.001	9.1%
Resilience resources	119	.027	.198	4.35	.001	3%

p<.001***

The regression model showed that the independent variables in the model explained approximately 35.3% of the total variance in teaching motivation, and that the model significantly predicted teaching motivation ($F_{(8,411)}=28.03$**, p<.01). The regression findings indicated a significant positive correlation between the level of social-emotional learning and teaching motivation ($\beta=.268$***, $p < .001$). This means that as the level of social-emotional learning increases, the level of teaching motivation also increases, and vice versa. A significant positive correlation was also found between the level of mental well-being and teaching motivation ($\beta=.323$***, $p < .001$). In other words, as the level of mental well-being increases, the level of teaching motivation also increases, and vice versa. Finally, a significant positive correlation was found between the level of resilience resources and teaching motivation ($\beta=.198$***, $p < .001$). This means that as the level of resilience resources increases, the level of teaching motivation also increases, and vice versa. From the data in Table 8, it can be concluded that the level of social-emotional learning is the strongest predictor of teaching motivation, uniquely explaining 22.2% of the variance in teaching motivation, while mental well-being predicts 9.1% and resilience resources predict only 3% of the variance in teaching motivation.

Discussion

The present study aimed to explore differences in teaching motivation, socio-emotional learning (SEL), perceived social and family support, mental well-being, resilience resources, and situational anxiety among Arab teachers in northern Israel, while examining how these variables interact with demographic factors to influence teaching motivation.

Demographic Influences on Teaching Motivation and Well-Being

Research consistently highlights the role of demographic variables in shaping educators' experiences and outcomes. The findings indicate significant differences in teaching motivation and associated variables based on gender, age, academic qualifications, and type of education system.

Gender Differences: Studies show that gender can play a crucial role in shaping teaching motivation. For example, Aydin et al. (2015) found that female teachers often report higher job satisfaction and motivation levels compared to their male counterparts. This may stem from differing socialization experiences, where female educators often embody nurturing roles, leading to greater fulfillment in teaching. In the context of Arab teachers, cultural norms regarding gender roles may further influence these dynamics, impacting their professional experiences and perceptions of support. Female teachers may also face additional societal pressures that could affect their motivation and mental well-being, necessitating targeted support systems.

Age variations: Age also emerged as a significant factor in this study. Younger teachers frequently demonstrate higher enthusiasm and motivation than their older colleagues. This finding aligns with Ingersoll's (2001) research, which argues that younger teachers bring fresh perspectives and energy, enhancing their teaching effectiveness. Conversely, older teachers may experience burnout or disillusionment, especially in challenging educational environments. Han and Yin (2016) noted that older educators face unique challenges that lead to decreased motivation, such as disconnection from newer pedagogical methods or feeling stagnant in their careers.

Academic qualifications: Academic qualifications significantly influence teachers' perceptions of competence and efficacy. Teachers with higher degrees often report increased confidence and motivation, likely due to their enhanced knowledge and skills (Kunter et al., 2013). The current study found that teachers with master's degrees exhibited higher levels of motivation, social support, and mental well-being, suggesting that continuous professional development and access to advanced training are crucial for fostering motivation among educators, especially in a rapidly evolving educational landscape.

Type of education system: The type of education system—whether regular or special education—affects teachers' experiences. Special education teachers reported higher levels of social and family support, consistent with findings from Begeny et al. (2012). Special education environments often foster collaboration and strong networks among educators, enhancing their resilience and motivation. This suggests that systemic support structures in educational settings can profoundly impact teacher morale and effectiveness, reinforcing the need for policies that promote collaboration and mutual support.

The Role of Socio-Emotional Learning and Support

Socio-emotional learning (SEL) is a crucial component of effective teaching and learning environments. This study supports the hypothesis that SEL positively predicts teaching motivation among Arab teachers. SEL encompasses skills and competencies that enable individuals to manage emotions, establish positive relationships, and make responsible decisions (Durlak et al., 2011). Research indicates that teachers who engage in SEL practices benefit both their students and themselves, enhancing job satisfaction and commitment to teaching (Jennings & Greenberg, 2009).

The findings underscore the importance of fostering SEL within educational contexts, particularly for teachers in challenging environments. For example, educators with strong SEL skills are often better equipped to handle classroom dynamics, communicate effectively with students and parents, and manage stress (Dallasheh, 2024b). This capability can foster a positive classroom environment, enhancing both teacher motivation and student outcomes.

Moreover, perceived social and family support significantly influences teaching motivation, aligning with the social support theory posited by Cohen and Wills (1985), which suggests that social support can buffer against stress and enhance coping mechanisms. Support from colleagues, administrators, and family is vital

in sustaining teachers' motivation, especially in culturally diverse contexts. The findings suggest that enhancing social support systems could improve teaching motivation and reduce situational anxiety.

Mental Well-Being and Resilience Resources

Mental well-being significantly influences teaching motivation, with a positive correlation indicating that teachers with higher psychological health levels are more motivated and engaged. Klusmann et al. (2008) highlighted the detrimental effects of mental distress on teachers' job performance and commitment. In the context of Arab teachers in northern Israel, fostering mental well-being through supportive school environments and mental health resources is essential for enhancing motivation and resilience.

Furthermore, resilience resources play a critical role in shaping teaching motivation. Teachers with strong resilience, such as coping strategies and supportive networks, are better equipped to navigate professional challenges (Zubeidat & Dallasheh, 2024b). The study reinforces the idea that resilience serves as a protective factor against stress and burnout, positively contributing to teachers' motivation (Beltman et al., 2011). Programs aimed at developing resilience in educators could enhance their ability to manage the demands of teaching, especially in under-resourced environments, through strategies for stress management, time management, and building professional relationships.

The Impact of Situational Anxiety

Situational anxiety negatively predicts teaching motivation, a relationship well-documented in educational literature. Higher anxiety levels can lead to decreased motivation and job satisfaction (Skaalvik & Skaalvik, 2014). For Arab teachers, situational anxiety may arise from various factors, including workload, student behavior, and systemic challenges. Addressing these sources of anxiety through targeted interventions, such as stress management workshops or mentorship programs, may be essential for enhancing teaching motivation.

Situational anxiety in teaching cannot be underestimated, as educators in high-stress environments may experience heightened anxiety levels, affecting their ability to engage effectively. For instance, the pressure of standardized testing can create an atmosphere of fear and inadequacy, leading to increased anxiety (O'Neill & Stephenson, 2018). Developing coping strategies and fostering a supportive school climate can mitigate these stressors, enhancing teachers' motivation.

Cultural Context and Its Implications

The cultural context of Arab teachers in northern Israel adds complexity to this discussion. The socio-political landscape and cultural expectations significantly impact teachers' experiences and motivations. Arab teachers may face challenges such as language barriers, cultural misunderstandings, and systemic inequities, which can exacerbate isolation and stress.

Addressing these challenges requires culturally responsive teaching practices. By integrating culturally relevant content and recognizing the diverse backgrounds of students, teachers may find greater purpose and motivation. Professional development programs that emphasize cultural competence could enhance teachers' connection with their students, fostering a more inclusive and supportive learning environment.

Conclusion

Based on the research findings, the following conclusions are drawn:

- Demographic influence on teaching motivation: The study reveals significant differences in teaching motivation among Arab teachers based on demographic factors, suggesting the need for targeted interventions that address specific demographic needs to enhance motivation.

- Impact of social-emotional learning (SEL): Higher levels of SEL correlate positively with teaching motivation, underscoring the importance of integrating SEL into teacher training to boost intrinsic motivation and classroom effectiveness.

- Role of social and family support: Perceived social and family support significantly influences motivation, indicating that fostering supportive environments is beneficial for teacher retention and performance.

- Mental well-being and resilience resources: There is a positive relationship between mental well-being, resilience resources, and motivation, suggesting the value of mental health initiatives and resilience-building programs.

- Situational anxiety as a barrier: Situational anxiety negatively impacts motivation, highlighting the need for interventions aimed at anxiety reduction, such as stress management training.

Contributions and Limitations of The Research

This study enhances understanding of teaching motivation among Arab teachers in northern Israel by highlighting the interplay between demographic variables, SEL, perceived support, mental well-being, resilience resources, and situational anxiety.

The study's contributions include:

Demographic insights: The research reveals significant differences based on demographic factors, emphasizing the need for tailored support programs.

Importance of social-emotional learning: The correlation between SEL and motivation advocates for integrating SEL training in teacher education to improve educational outcomes.

Support networks: Findings underscore the impact of social support on motivation, guiding administrators in creating supportive environments.

Mental health focus: The relationships between mental well-being, resilience, and motivation advocate for mental health initiatives that enhance job satisfaction and effectiveness.

Addressing anxiety: Identifying situational anxiety as a barrier emphasizes the necessity for stress management programs.

Despite these contributions, the study has limitations. The cross-sectional design restricts causal inferences, as relationships are identified but not causality. Future longitudinal studies could offer deeper insights into how these relationships evolve. Additionally, the sample is limited to Arab teachers in northern Israel, which may limit generalizability. Expanding the sample to include diverse educational contexts could enrich the understanding of teaching motivation. Finally, while quantitative measures are emphasized, qualitative insights could provide a deeper understanding of teachers' experiences.

In summary, this research provides valuable insights into the factors influencing teaching motivation among Arab teachers while recognizing its limitations and the need for further exploration in this area of educational research.

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