The Role of Educational Games in Developing the Social and Emotional Skills Among Primary School Students from the Teachers' Perspective

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Abstract

The objective of this research is to elucidate the role of educational games in the development of social and emotional skills among students in the lower basic stage. The study employs a descriptive, relational approach. The research population comprises 4,303 male and female teachers in the basic stage, with a study sample size of 242 teachers. The sample is selected using a random sampling method, and data was collected through a questionnaire. The findings reveales that the utilization of educational games by teachers in the basic stage is at a medium level, additionally, the development of social and emotional skills is also at a medium level. Furthermore, a positive correlation is observed between educational games and the development of social and emotional skills. Additionally, no statistically significant differences are found in the responses of the study's participants based on gender.

Keywords: *The Educational Games, The Social and Emotional Skills, The Primary School Students, The Teachers.*

INTRODUCTION

The child's first years define the course of his life. They also have a powerful impact on his character in the future, where he starts his childhood that is full of exploration, learning, and tendency to establish social relationships and dealing with others. The process of developing the communication and interaction skills is one of the essential factors that lead to the development of the character, its acquisition the skills and knowledge, and developing the special skills of the child. Maybe one of the child's most important requirements in this stage is having the ability and skill of effective social interaction and the ability of revealing and expressing his emotions.

Childhood gains its importance from being a final stage in which the child's essential concepts are constructed. The child's ability to store information and experiences and symbols is facilitated during this stage to use them in acquiring, interpreting and dealing with the future experiences. The range of child's attention during this stage is totally short, this is why it needs to be evoked directed with suspense using visual, oral and animated effects to attract the child. The mental growth in this stage is rapid because it ca help him recognize objects. This stage is considered critical the character's traits are established, determined, clarified and framed. (AL-Mashriki, 2011).

Mann (2013) stated that during this stage the nervous and sensory centers in the child's nervous system are at the beginning of development and formation. This facilitates their modification and development. It is also considered a non-systematic stage in which the child is religious, social, emotional and physical care is offered as experiences are presented as it is suitable to the child's abilities and passion. This stage is the essential source to the originality of thinking and scientific approach to problem solving, the child's exploration of the surrounding environment, gaining a new experience, encouraging the child to speculate things, training him to creative work, having the chance of self-improvement, self-respect, and getting used to hold responsibilities (Al-Jihni, 2019).

Statement of the Problem

The problem if this study is defined from the researcher's feeling and observing of the weakness and the deterioration if the social and emotional skill level among the primary students from the teachers' perspective

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during her work. After revising the latest researches and findings, the researcher found out that Indesh and Shertail's study (2020) showed that the educational games play an important role in the development of the students' cognitive ability, enlarge their knowledge and focus abilities, create a kind of spiritual and emotive renewal, and promoted the concept of collaboration. Whereas Almutairi et al study (2022) recommend the combination of the social and emotional learning skills with the children's educational curricula. Also, Jones et al study recommends that the social and emotional learning programs must focus on the skills conforming with every age instead of determining and unifying them in one approach to all ages, which asserts the importance of social and emotional learning at an early age.

Due to the Jordanian environment's lack of what concerns dealing with children and their acquisition of social and emotional skills _in the limits of the researcher's knowledge, this study sheds light on an extremely important topic, which is finding the role of educational games in developing the social and emotional skills among primary school students from the teachers' perspective.

The Questions of the Study/left to the analyst

What is the level of use of educational games by lower basic stage teachers?

What is the role of lower basic stage teachers in developing students' social and emotional skills?

What is the effectiveness of educational games in developing social-emotional skills among basic stage students?

4Are there statistically significant differences at the significance level (0.05) in the responses of study individuals to the educational games tool and social and emotional skills, according to the variables (gender)?

Objective of the Study

The current study aims to know the range of primary school teachers' use of the educational games at schools and their role in developing the social and emotional skills of primary school children due to their impact on the children's thoughts and feelings. The study also aims at directing the teachers of primary school to increase functioning those educational games in the class because this promotes the students' motivation to learning and makes them more positive and interactive in skill and experience acquisition.

Significance of the Study

The study's significance lies in investigating the impact of educational games in developing the social and emotional skills among primary school students from the teachers' perspective, as the function of these games lies in developing the positive behaviors, promoting the values, and making learning a more enjoyable and attractive process for children. Moreover, the games make children active and effective elements. This leads to a motivated, active and appealing educational environment. Working on functioning the educational games to make student acquire the emotional and social skills makes them necessarily active members in society in the future.

Limitations of the Study

The objective limitations: educational games, developing the social and emotional skills.

Time limitations: the duration is in 2024.

Place limitations: the study was applied in Balqa province.

Human limitations: the study was conducted on 100 primary school teachers in Balqa.

Study Determiners

The results of the current research are to be generalized according to the psychometric properties of the utilized tools, and the range of this study sample's honesty of this tool.

The possibility of generalizing these results on similar societies.

Study Terms and Procedural Definitions

Educational games: competitive, educational, and purposeful activities that the learner uses individually or in groups according to defined procedures and laws to promote his motivation to learn and to make him more positive and interactive in acquiring the skills and experiences. (Abu Hussein 2021). Procedurally: A set of purposeful educational activities that combine between the learning process and educational games.

Social and emotional skills: a set of cognitive, social, and emotional abilities children acquire through focused and successive instructions that allow them to understand and manage their emotions, set positive aims and achieving them, sympathy with others, establishing positive relationships and preserving them, and responsible decision-making (The American Agency for International Development 2019, p. 2).

Procedurally: a set of skills children acquire that work on developing his character from all its sides.

Early Childhood: the age stage that begins from childbirth until the age of eight. (Farhan 2022, p. 73).

Theoretical Framework and Literature Review

Educational games ae of the most important learning tolls that can embody the abstract concepts, make the learner more active and effective during the educational process, and make him acquire the facts and concepts. Thus, with the current advancement, the educational games diversified from oral and visual to animated and fixed games, in addition to individual and group games. Schools competed to possess those games. Their difference was looked at from the scope of possessing them, functioning them and the degree to which those games can achieve the educational goals in accordance with the child's age. Thus, the diversity of animated, educational, representative, and compositorial patterns and models of these games made them have an important role in establishing the students' character and developing their abilities. (Indesh and Shertail, 2020).

Educational games: an activity that the child uses to express his psychological and mental state, his desires, ambitions, passion and abilities. The child aims through this activity at achieving his goals and assert and emptying his emotions by implementing some procedures related to playing, where those procedures must be available at his school. (Al-Qallaf et al 2017). They are competitive, educational, and purposeful activities that the learner uses individually or in groups according to defined procedures and laws to promote his motivation to learn and to make him more positive and interactive in acquiring the skills and experiences. (Abu Hussein 2021).

Many researchers state that playing is a main part of human development as it serves in developing the children's social and emotional skills and sensory process systems in general. They also assists in developing the children's imagination and creativity abilities. During playing, children learn social courses like turn taking, collaboration, social language, developing the self-esteem skills and so on. (Housef and Zayoud 2013).

Researchers see that educational games help students to empty the negative emotions and stress. Teachers or educational experts can notice that effective and productive education does not reach the highest levels of harmony unless when the student thinks that he is playing. Playing is not a strategy or a methodology, it is life. Students thus develop thorough physical, mental, social and emotional playing. (Vildiz 2021).

Abdraouf and Issa (2018) stated the importance of social and emotional learning that is represented in developing self-esteem and care for others, the competence in holding responsibility, confronting daily challenges, in addition to making meaningful positive relationships with groups and individuals. Learning social and emotional skills occupied global interest. The Organization for Economic Co-operation and Development, OECD,2015) defined the social and emotional skills that achieve children's success in the future due to its positive impact in improving the work market and personal welfare. States realized the importance of developing these skills, and they began be interested in its activating methods, supporting the researches and studies of this field. USA became interested in social and emotional learning development programs as the American Ministry of Education supported many evaluative researches of emotional learning programs to reach trustworthy styles.

Social and emotional skills: a set of cognitive, social, and emotional abilities children acquire through focused and successive instructions that allow them to understand and manage their emotions, set positive aims and achieving them, sympathy with others, establishing positive relationships and preserving them, and responsible decision-making (United States Agency for International Development 2019, p. 2).

LITERATURE REVIEW

AL-Najee (2023) aimed to explore the degree in which primary school teachers use educational games in teaching mathematics from the teachers' perspective themselves. The mapping descriptive approach was followed, and questionnaire was used as a study tool. The study sample consisted of 228 male and female primary school teachers in AlKhubr City. The study concluded that using educational games had massively good results, whereas the obstacles of using educational games also had opposite big results. There were differences in sex for females in the first axis and males on the second. There were also differences according to experience on the first axis for the highest experience. There were no differences according to experience on the second level. This means that the teachers who had diploma had a higher rate of obstacles than the other teachers.

Ismail's study (2023) aimed at improving the social and emotional skills through HELP program that is related to the social and emotional field in Egypt. The study sample was 5 male children from 6-9 years old. Their intelligence coefficients on Stanford Pegner scale were 75-96 degrees. The study tools were represented according to the scale of measuring the social and emotional skills, HELP program and the adaptive behavior scale by depending the quasi-empirical approach and case study styles. The results showed statistical differences in the average degrees of the social-communication-disturbed children on the scale of social and emotional skills before and after applying the program in accordance with the dimensional scale. There were also no statistical differences in the average degrees of social-communication-disturbed children on the successive and dimensional scales of the program on the social and emotional skills scale. There was also a leading impact of HELP program in improving the emotional and social skills of disturbed primary school students. This indicates the efficiency of HELP program in improving the emotional and social skills of disturbed primary school students.

Bin Saker's study (2023) aimed to knowing the efficiency of applying the second step program to teach ad develop the social and emotional skills in KSA of a sample of second grade pupils of 7-8 years old by depending the quasi-empirical approach. The study concluded that there were no statistical differences among the average of the students' families' responses before and after applying the program, which led to the fact that the program did not have the required impact on the study sample according to the assessment of the students' families. Also, there were no statistical differences in the average degrees of teachers' responses before and after applying the program, which means the program did not have the required impact on the study sample according to the assessment of teachers.

Almutairi et al study (2022) aimed at knowing the range of student's possession to social and emotional skill competences in the second primary school in Oman after Corona pandemic. The researchers used the descriptive approach. Then they used the questionnaire of the Economic Collaboration and Development Organization for social and emotional skills in learning. The study sample consisted of 936 male and female students in the second primary school in South and North Batina and the North of Shraqia provinces. The study concluded that total degree of students' possessing the social and emotional learning competences had big results. The degree of possessing of every competence was also big. There were statistical differences in the students' possessing the social and emotional learning competences in the second primary school in Oman in the total degree due to the sex variable for female students, while there were no statistical differences in in the students' possessing the social and emotional learning competences in the total degree in terms of age variable.

Indesh and Shirtail's study (2020) aimed to knowing the range of educational games' participation in developing the innovative thinking of a primary school student in Musrata City. the stuey used the descriptive approach. The study sample consisted of 200 male and female teachers selected randomly. The study used survey. The study concluded that the tool sections made high rate achievement. The highest rate achievement section was

"the development of students' cognitive ability". This shows that educational games play an important role in the development of the students' cognitive ability, enlarge their knowledge and focus abilities, create a kind of spiritual and emotive renewal, and promoted the concept of collaboration. The sample response showed that educational games sometimes may not be able to develop the student's abilities to very high levels that enable him to overcome the different cognitive problems in a creative way.

Boncu et al study (2017) aimed to knowing the impact of social and emotional learning on children and teenagers" behavior and ability to comprehend the surrounding problems by collecting the empirical and quasi-empirical studies that tackled the social and emotional learning that are registered in the pre-school to the end of high school educational systems from 2008-2015. Its results supported the results of the previous studies related to the impact of social and emotional learning SEL. It also showed that its programs can diminish the individuals' problems through promoting the social and emotional skills.

Jones et al study (2017) also aimed to make social and emotional learning skills a main feature in primary schools, where children who master those skills can gain better relationships with others, an improving school performance and a better mental and physical health. It used the analytical approach to know the sources of difference in the impact of SEL programs that were designed for the primary school level in USA. The study made positive results in terms of behavior because it showed the impact of social and emotional skills in diminishing aggression, depression and worry.

Oberl st al study (2016) also sought to establish systematic curricula for social and emotional learning in school-level framework. It aimed to give a general view f the current situation of social and emotional learning researches and practices, especially in USA, and clarifying its importance in education and presenting a method applied on the school level, not only inside classrooms, by depending the work theory that was developed by the Community of Academic, Social and Emotional Learning. (CASEL). By following the descriptive approach, the study showed that there is a dire need for a sustainable system of social and emotional learning based on research that make students acquire the social and emotional competences needed for life success.

Jones et al study (2015) aimed at knowing the early emotional and social performance and common health and the relationship between the social competence of kindergarten students and their social and emotional health in the future. The study was applied on 753 students of the lower social and economic state neighborhoods in 3 cities e and a rural area. Then the coefficients were measured among the results gained from kindergartens and the expected results after 13 to 29 years. one of the results was discovering statistical coefficients among the social and emotional skills measured in kindergartens and the results of young adults in different fields, involving education, work, crime, drug addiction, and mental health. The study asserted the necessity of applying the scale of social and emotional skills in the kindergarten level to assess the risk of children's exposure to deficiency in non-cognitive skills and social and emotional skills in the future, consequently, helping them by early intervention.

Smith and Low's study (2013) aimed to know the efficiency of the efforts of social and emotional programs in preventing bullying in schools. The social and emotional education proved its efficiency in improving the social and emotional competence of a large group of students as it had a positive impact on the social growth on the individual and peer level at school. The social and emotional learning program proved to be effective in building the students' sound social character because of its preemptive and curative interventions that aimed at solving several problems such as drug addiction, in addition to asserting the efficiency of the program in developing the students' social and emotional skills, reducing behavioral problems, and increasing the students' educational acquisition, discovering the program's efficiency in preventing bullying among students and helping them build positive social friendships, providing students with strategies to deal with peer challenges and difficulties effectively. The program also focuses on enabling and supporting the bullying victims and the direct and correct intervention in bullying situations. It also presents particular suggestions to teachers to support and student and make them acquire the required social skills. It is also necessary to limit bullying among students, by applying the social and emotional learning program and what it includes of teachers and employee' intervention instructions and styles to ensure using them all day at school.

Commenting on the Previous Studies

By viewing the previous studies, the researcher found out that there is a clear difference in the results of those studies, either in terms of aims, tackled variables, concluding results or the used training programs. The researcher found out that there is a scientific gap and a scarcity in the studies that tackled the topic of the study of the role of educational games developing the social and emotional skills among Primary school students from the teachers' perspective, which asserts conducting more relevant studies. This study is different from the previous studies in the volume and the nature of study sample, as according to the limits of researcher's knowledge, there has been no study that tackled the variables altogether so far as this study does.

Method and Procedures

This section covers a description of the study's approach, the population and sample, the tools utilized, the validity and reliability implications, the identification of variables and procedures, and the statistical treatments employed to address the research questions.

Study Population and Sample

To address the research questions and achieve the objectives, a descriptive, correlational approach was adopted. This approach was deemed suitable for investigating the role of educational games in developing social and emotional skills among students in the lower basic stage, as perceived by teachers.

Study Population

The study population consisted of all public school teachers in Balqa Governorate, totaling 4,304 male and female teachers, as per the statistical report for the academic year 2020-2021. The study sample comprised 242 male and female teachers, who were selected through a simple random sampling method. A total of 265 questionnaires were distributed, and 23 responses with incomplete data were excluded. Table 1 presents the demographic characteristics of the sample.

Table (1) Description of the characteristics of the study sample

Study variables	Category	Repetition	percentage
Sex	Male	118	48.8%
	Female	124	51.2%
Total		242	100%

Study Tool

Various scientific research tools are used to collect data and information. Based on the nature of the data to be collected and the approach adopted in the study, it was determined that the most appropriate tool to achieve the objectives is a questionnaire. The questionnaire was designed after reviewing relevant literature, scientific research methods, and field studies on the subject, such as the studies conducted by Abu Abah (2020) and Yahya (2020).

For this purpose, a questionnaire consisting of 39 items divided into two sections was developed. The first section focused on the level of utilization of educational games and comprised 15 items. The second section consisted of 24 items pertaining to social and emotional skills. The questionnaire also included a section for collecting primary data on the participants' gender. Each item in the questionnaire presented five alternatives using a five-point Likert scale: Always (5 points), Often (3 points), Rarely (2 points), Sometimes (2 points), and Never (1 point). The tool was categorized into three ranges to determine the scale intervals. The five-point Likert range was calculated using the formula: upper limit (5) - lower limit (1) / 3 = 1.33. This value was then added to the lowest value in the tool, resulting in the following intervals: Low Score (1.00-2.33), Moderate Score (2.34-3.67), and High Score (3.68-5).

Apparent Validity of the Study Tool

To ensure the content validity of the study tool, it was reviewed by a group of expert reviewers to assess the consistency, clarity, and comprehensiveness of the questionnaire items. Based on their feedback and recommendations, some items were modified, reformulated, or deleted to enhance the tool's validity and integrity.

Construct Validity of the Study Instrument

The study instrument was administered to an exploratory sample of 30 male and female teachers who were not part of the study sample. The correlation coefficients between each item and its respective field dimension were calculated and are presented in Table 2.

Table (2) Correlation coefficients of the tool of the impact of school leadership on professional self-efficacy

N	Correlation coefficient with the total score of the field	N	Correlation coefficient with the total score of the field
	The first field: educational games		
1	**0.826	9	**0.396
2	**0.506	10	**0.301
3	**0.512	11	**0.272
4	**0.335	12	**0.394
5	**0.429	13	**0.570
6	**0.383	14	**0.519
7	**0.477	15	**0.853
8	**0.261		
	The second area: social and emotional skills		
	Social skills		Emotional skills
1	**0.746	1	**0.772
2	**0.337	2	**0.424
3	**0.189	3	**0.194
4	**0.444	4	**0.438
5	**0.323	5	**0.314
6	**0.244	6	**0.250
7	**0.259	7	**0.351
8	*0.134	8	**0.311
9	**0.301	9	**0.242
10	**0.235	10	**0.232
11	*0.141	11	*0.136
12	**0.786	12	**0.758

It is noted from Table (2) that all correlation coefficients had educationally acceptable and statistically significant degrees, and therefore none of these items were deleted, which means that all questionnaire items measure what they were designed for, which is an indicator of construct validity.

Stability of the Study Tool

To ensure the reliability of the tool, the Cronbach Alpha internal consistency coefficient was extracted for the field of educational games and the field of social and emotional skills, and Table (3) shows the reliability value:

Table (3) Cronbach's Alpha internal consistency coefficient for the Role of Educational Games in Developing Social and Emotional Skills tool

The field	Cronbach alpha	Number of paragraphs
educational games	0.89	15
social and emotional skills	0.86	24

It is clear from Table (3) that the reliability values of the fields of the study tool in the Cronbach Alpha test were good scores that suit the objectives of the study, as the value of the Cronbach Alpha coefficient for the field of educational games was (0.89) and for the field of social and emotional skills (0.86), and these values are considered acceptable educationally.

Study Variables

Independent Variable: Educational Games

Dependent Variable: Social And Emotional Skills

Statistical Processing

To answer the study questions, the data was entered into the statistical analysis program (SPSS) for analysis. To answer the first and second questions, descriptive statistics were extracted, represented by arithmetic means and standard deviations for the study individuals' responses to educational games and social and emotional skills. To answer the third question, the Pearson test was applied. For the fourth question, a t-test for independent samples was applied.

Presentation and Discussion of Results

Results and discussion of the first question: "What is the level of use of educational games by lower basic stage teachers?"

To answer the question, the arithmetic means and standard deviations for the items in the field of educational games were extracted, and Table (4) shows this.

Table (4) Arithmetic means, standard deviations, and ranks for the field of educational games

N	Paragraph	Mean	Standard Deviation	Rank	Level
1	I use educational games that combine simulation, play, and education.	3..26	1.16	11	Medium
2	When choosing educational toys, I take into account the child's age and gender.	3.48	1.11	9	Medium
3	Through educational games, I seek to develop students' social and emotional skills.	3.27	1.14	10	Medium
4	Use educational games that make classes more interesting and fun.	4..03	0.96	2	High
5	Consider good planning when choosing the method of learning by playing.	3.89	1.13	4	High
6	Use educational games to enhance the learning impact of students.	3.56	1.19	8	Medium
7	Use educational games with attractive graphics and colors.	3.24	1.17	12	Medium
8	Using entertaining and enjoyable educational games for students.	3.81	1.02	6	High
9	Use educational games that encourage students to share information and express their ideas.	3.85	0.99	5	High
10	Use educational games several times during the school year for one subject.	3.92	0.92	3	High
11	Use educational games with exciting sound and motion effects.	4.18	1.21	1	High
12	Use educational games that encourage students to achieve learning goals.	3.21	1.21	13	Medium
13	Use educational games that excite students.	2.80	1.24	7	Medium
14	Use educational games that encourage cooperation and group work.	3.12	1.23	14	Medium
15	Use educational games that involve competition between students.	2.97	1.25	15	Medium
	Total	3.51	1.13		

It was shown from Table (4) that the overall arithmetic mean was (3.51) with a standard deviation of (1.13) to a moderate degree, and the arithmetic means ranged between (4.18 - 2.97) with high and medium degrees, and paragraph (11) was obtained, which stated, "Use educational games with effective "Interesting audio and movement" received the highest average, and paragraph (52), which stated "Use educational games that involve competition between students," received the lowest average.

This result indicates the keenness of teachers of the lower basic stage to use games that work to attract and draw students' attention to the educational process, in a way that ensures the development and strengthening of their abilities to memorize, interact, and participate. This may be attributed to the attraction of students in the first primary grades to games, especially since learning in such stages Age level focuses on memorization and understanding, and consolidating the impact of learning acquired knowledge and skills. This result differed from Al-Naji's study (2023), which found that the use of electronic educational games by first-grade teachers was at a high level.

Results and discussion of the second question: "What is the role of lower basic stage teachers in developing students' social and emotional skills?"

To answer the question, the arithmetic means and standard deviations for the items in the field of social and emotional skills were extracted, and Table (5) shows this.

Table (5) Arithmetic means, standard deviations, and ranks for the social and emotional skills domain

N	Paragraph	Mean	Standard Deviation	Rank	Level
Social skills					
1	I care about developing a positive personality among students	4.02	1.00	2	High
2	Develop students' motivation-based interaction	3.87	1.05	6	High
3	I help students acquire new skills	3.89	1.23	4	High
4	I take the initiative to share conversations and dialogue with students	2.88	1.28	5	Medium
5	I strive for students to have friendly relationships with their colleagues	3.19	1.17	12	Medium
6	I care that all students participate and interact in all activities	3.61	1.26	10	Medium
7	I seek to instill social values and skills in students	3.34	1.23	11	Medium
8	I work to develop students' independence skills	3.73	1.08	9	High
9	I work to reject violence in all its forms among students	3.95	1.32	3	High
10	I seek to participate in solving the problems faced by students	3.81	1.01	8	High
11	I focus on enhancing students' cognitive and skill aspects	4.18	0.92	1	High
12	Enhancing students' social skills	2.83	1.26	7	Medium
	Total	3.61	1.15	Medium	
Emotional skills					
1	I deal with students kindly and softly in all situations	3.82	1.08	3	High
2	I deal with students on the principle of humility and avoid arrogance	3.81	1.19	4	High
3	Develop in students the principle of contentment and satisfaction	3.87	1.12	2	High
4	I try to keep students away from the idea of envy and greed	2.85	1.27	11	Medium
5	I accept students, their questions, and their criticisms with open arms	3.19	1.17	10	Medium
6	Praise students' achievements	3.38	1.26	8	Medium
7	Show tolerance to students	3.34	1.24	9	Medium
8	Enhance students' emotional skills	3.73	1.08	6	High
9	I encourage students to express their feelings	3.56	1.07	7	Medium
10	Show empathy to students	3.80	1.01	5	High
11	Developing students' self-confidence skills	4.19	0.92	1	High
12	Enhancing the individual's idea and image of himself	2.83	1.26	12	Medium
	Total	3.57	1.14	Medium	
	Overall score of skills	3.57	1.14	Medium	

Table 4 displays the overall arithmetic mean of 3.57 for the skills field, indicating a moderate level, with a standard deviation of 1.14. The arithmetic means within this field ranged from 3.53 to 3.61, also reflecting a moderate degree. Specifically, the social skills dimension obtained an arithmetic average of 3.61, with scores ranging from 4.18 to 3.19, indicating high and moderate levels. Notably, Paragraph 11, "I focus on enhancing the cognitive and skill aspects of students," received the highest arithmetic average, while Paragraph 5, "I strive for students to have friendly relationships with their colleagues," obtained the lowest arithmetic mean.

Regarding the emotional skills dimension, it acquired an arithmetic average of 3.53, accompanied by a standard deviation of 1.14. The arithmetic means within this dimension varied from 4.19 to 2.83, indicating high and moderate degrees. Paragraph 11, "Developing the skill of self-confidence among students," achieved the highest arithmetic average, while Paragraph 12, "Enhancing the individual's idea and image of himself," received the lowest arithmetic mean.

These findings suggest that teachers in the lower basic stage demonstrate an interest and endeavor in developing the social and emotional aspects of students. Their aim is to enhance students' ability to shoulder responsibility, foster self-reliance, boost self-confidence, and shape their personalities by addressing their diverse needs. This emphasis on social and emotional skills aligns with the goal of promoting students' growth, well-being, and the cultivation of positive, interactive relationships. Additionally, it highlights their capacity to regulate and manage emotions while respecting the feelings of others. These results stand in contrast to the findings of Al-Mutairi et al. (2022), who reported that students possessed social and emotional skills and competencies to a significant extent.

Results and discussion of the third question: "What is the effectiveness of educational games in developing social-emotional skills among basic stage students?"

To answer this question, the Pearson correlation coefficient was extracted to demonstrate the role of educational games in developing social and emotional skills among lower basic stage students from the teachers' point of view.

Table (6) Pearson correlation coefficient between educational games and social and emotional skills

The flied	Social skills		Emotional skills	
	Person correlation	Sig	Person correlation	Sig
educational games	**0.353	0.00	**0.322	0.00

Table 6 demonstrates that the correlation coefficients between educational games and social skills are 0.353, with a significant p-value of 0.00. Similarly, the correlation coefficients between educational games and emotional skills are 0.322, also with a significant p-value of 0.00. These results indicate a positive and statistically significant correlation between the use of educational games and the development of social and emotional skills among students in the lower basic stage.

The findings suggest that as teachers in the lower basic stage utilize educational games more frequently, students' social and emotional skills improve. This highlights the importance of educational games in fostering communication and interaction among students, enhancing their ability to collaborate, problem-solve, and develop cognitive, sensory, and motor skills. The use of educational games in the classroom creates an engaging and conducive learning environment through the use of colors, sounds, and shapes. These results align with the study conducted by Andach and Schertel (2020), which concluded that educational games play a role in enhancing students' cognitive abilities, expanding their awareness, and improving their concentration.

Regarding the fourth research question on whether there are statistically significant differences in responses to the educational games tool and social and emotional skills based on gender, the independent sample t-test was employed. The results of this analysis are presented in the subsequent tables.

Table (7) Independent sample t-test results for the tool the role of educational games in developing social and emotional skills according to the variable (gender)

the field	Category	Mean	Standard Deviation	T	Df	Sig
educational games	Male	3.12	0.96	0.106	240	0.916
	Female	3.10	1.06			
Social and Emotional skills	Male	3.45	0.73	0.297	240	0.767
	Female	3.42	0.83			

Table (7) indicates that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the gender variable and both the field of educational games and the field of social skills, as the value of the significance level was higher than (0.05). This result is attributed to the fact that male and female public school teachers work in the same practical conditions, which makes them aware at the same level of the importance of using educational games in their teaching of lower basic stage students.

CONCLUSION

The research aimed to explain the role of educational games in developing the social and emotional skills of students in the lower basic stage from the point of view of their teachers. The research showed that there is a positive correlation between educational games and the development of social and emotional skills. It was also found that the level of use of educational games was moderate, as stated The level of social and emotional skills development was moderate, and the results showed that there were no statistically significant differences due to the gender variable.

Recommendations

Holding training courses for teachers, with the aim of developing their skills using various educational games.

Conduct other similar studies on different research communities, to demonstrate the importance of educational games.

Holding workshops to educate teachers about the importance of developing students' educational skills**.**

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