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RESEARCH ARTICLE

Soft Skills of Primary School Teachers

Aseel Jasim Salih[1], Manal Mohammad Ibrahim Wayeis[2*]

[1,2] Department of Educational and Psychological Sciences, Baghdad University, Baghdad, Iraq

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***Corresponding Author:**

aseel.saleh2022@ircoedu.uobaghdad.edu.iq

ABSTRACT

The research aimed to identify (soft skills of primary school teachers). The current research population was determined by the primary school teachers within six general directorates of education in Baghdad Governorate (Al-Rusafa Education/1, Al-Rusafa Education/2, Al-Rusafa Education/3, Al-Karkh Education/1, Al-Karkh Education/2, Al-Karkh Education/3) for the academic year (2023-2024). The total number of teachers was determined, and a simple random sample of 300 teachers was selected within the six general directorates of education in Baghdad Governorate. To achieve the research objectives, the researcher adopted the soft skills scale of the researcher (Jardim et al., 2022). The scale consists of six dimensions and includes a total of 34 items in its final form. The scale was applied to the research sample, and the following results were obtained: The availability of soft skills: self-determination, adaptability, empathy, perseverance, social support, and teamwork among primary school teachers. Therefore, soft skills can be ranked according to the skills most possessed by the teachers as follows: social support skill, adaptability skill, empathy and self-determination skills, perseverance skill, and finally teamwork skill.

INTRODUCTION

First: Research Problem:

Weak soft skills among teachers can significantly hinder their effectiveness in the classroom and their ability to communicate with learners on a deeper level. One common weak personal skill observed among teachers is poor communication, which can manifest in unclear instructions, ineffective feedback, and difficulty building relationships with learners. When teachers struggle to communicate effectively, learners may feel confused or disconnected, leading to a breakdown in the learning process (Gordon, 1988:45). Teachers need a set of soft skills to excel in their profession and effectively support their learners' learning and development. Soft skills are influential in the learning process and extend their impact in the educational setting when teachers possess the knowledge and experience to perform their roles effectively. They are a comprehensive mix of various inputs and multiple abilities that individuals acquire and learn through their academic training and practical experience. These skills enable teachers to perform tasks accurately, easily, and efficiently, saving time and effort while excelling in their educational duties (Al-Subaie, 2009:58). Therefore, the researcher identified the current research problem with the following question: - What are the soft skills of primary school teachers?

Second: Importance of the Research:

Soft skills play a crucial role in achieving important educational goals and are essential for all individuals practicing the teaching profession. These skills, such as communication, understanding, and comprehension, significantly contribute to developing abilities and achieving high levels in education. Teachers hold a special and necessary position in various aspects and directions of social life. Without

soft skills, teachers will struggle to form mutual understandings, which is fundamental to the social process related to individuals' relationships with themselves and their environment (Lifta, 2012:461). Sunmez (2015) emphasizes that soft skills are personal traits that characterize interpersonal relationships and are seen as complementary to hard skills, which relate to an individual's professional knowledge and technical abilities. Soft skills are crucial and include a range of cultural, psychological, emotional, and physiological responses that significantly impact an individual's behavior and interactions with society. According to Tang (2013), soft skills are intangible abilities primarily based on an individual's personal traits and their ability to perform assigned tasks effectively and distinctively. Tang highlights that soft skills are important personal traits for enhancing teacher interaction, job performance, and professional perspectives. Soft skills encompass all behaviors directed towards specific goals, including verbal and non-verbal communication and competence in building relationships characterized by complex cognitive and perceptual processes. Robles (2012) views soft skills as personal traits desirable for certain types of work that do not solely rely on acquired knowledge, including common sense, interpersonal skills, and a positive attitude (Robles, 2012:457). Aileen (2005) sees soft skills as the ability of individuals to effectively face life challenges, including communication skills, creative thinking, decision-making, continuous learning, accountability, self-awareness, and interpersonal interactions (Aileen, 2005:28).

Third: Research Objective:

- Soft skills of primary school teachers.

Fourth: Research Limits:

1. Human Limits: Primary school teachers

2. Spatial Limits: Primary schools in Baghdad Governorate

3. Temporal Limits: The academic year (2023-2024)

Fifth: Definition of Terms:

Soft Skills:

- Heckman & Kautz (2012): Personal habits and traits that shape a teacher's work style, whether alone or with others. For example, effective communication is one of the most sought-after personal skills for teachers, along with other skills such as self-reliance, teamwork, and listening to others (Heckman, J., 2012, p. 451).

Theoretical Definition:

- The researcher adopted Heckman & Kautz's (2012) definition of soft skills for the current research.

Operational Definition:

- The total score obtained by primary school teachers - the research sample - when responding to the soft skills scale prepared by the researcher for the current study.

Theoretical Framework and Previous Studies:

Soft Skills:

- Soft skills consist of a wide range of non-technical competencies that facilitate effective communication, collaboration, and interpersonal relationships. In the context of primary education, it has become increasingly recognized that developing soft skills among teachers is crucial for delivering high-quality education and promoting holistic development among learners (Arthur, et al., 2018:15).

Types of Soft Skills:

Soft skills, often referred to as personal or non-cognitive skills, include various types such as:

1. Interpersonal Skills: (Wentzel & Wigfield, 2007:45)

2. Emotional Intelligence Skills: (Goleman, 1995:23)

3. Adaptability and Flexibility: (Goleman, 1995:23)

4. Classroom Management: (Jones & Jones, 2016:52)

5. Cultural Competence: (Gay, 2018:123)

6. Creativity and Innovation: (Sawyer, 2012:98)

7. Leadership and Collaboration: (Fullan, 2014:58)

Enhancing Soft Skills Among Primary School Teachers:

Developing soft skills among primary school teachers requires targeted interventions and professional development initiatives. Teacher training programs should include courses on interpersonal communication, conflict resolution, and emotional regulation to equip teachers with the necessary skills for effective classroom management. Additionally, mentoring networks and peer support can facilitate the continuous development of skills and reflective practice among teachers (Hargreaves & Fullan, 2012:48).

Theories Addressing Soft Skills:

1. Social Learning Theory:

Proposed by Albert Bandura, the social learning theory suggests that individuals acquire soft skills through observation, imitation, and modeling the behaviors of others. According to this theory, teachers learn interpersonal skills, emotional intelligence, and other soft skills by observing and emulating the behaviors of effective teachers and engaging in social interactions within professional communities (Bandura, 1977:52). The learning process in individuals is explained through the observation of others' behavior and imitation. The theory emphasizes the role of models in learning observed behavior in society, considering that learning occurs through interaction with others and the environment in which an individual lives. Bandura's theory highlights the role of soft skills through methods that help individuals learn behavior, such as observation, role-playing, and learning from others. These methods enable individuals to satisfy their needs and desires, help them adapt to themselves and their community, and equip them to face the challenges imposed by their environment (Abdel-Khaleq, 1983:18). In this context, soft skills are developed through social interactions and observational learning, enhancing behaviors within social contexts.

Observational Learning:

Observational learning, a fundamental concept in social learning theory, refers to the process through which individuals acquire new behaviors and skills by watching others. In the context of soft skills development, observational learning plays a crucial role in acquiring interpersonal communication, empathy, and conflict resolution abilities. Individuals learn soft skills such as effective communication and empathetic behavior by observing and modeling the behaviors of others, particularly role models and influential peers (Bandura, 1977:55).

Imitation and Modeling:

Imitation and modeling involve replicating the behaviors, attitudes, and expressions observed in others. In the context of soft skills development, imitation and modeling play a critical role in learning social cues, non-verbal communication, and interpersonal interactions. Individuals acquire soft skills by imitating and modeling socially appropriate behaviors demonstrated by teachers, peers, and other significant figures within their social environment (Bandura, 1977:56).

Vicarious Reinforcement:

Vicarious reinforcement occurs when individuals learn from the consequences experienced by others. In the context of soft skills development, vicarious reinforcement shapes behavior by observing the

positive or negative outcomes of others' actions, thus influencing the acquisition and expression of soft skills. Bandura (1977) highlights the role of vicarious reinforcement in acquiring soft skills, where individuals observe the consequences of behaviors such as empathy, cooperation, and assertiveness in social interactions and adjust their behavior accordingly (Bandura, 1977:60).

Social Interaction and Feedback:

Social learning theory emphasizes the importance of social interaction and feedback in developing and refining behaviors and skills. In the context of soft skills development, constructive feedback, peer collaboration, and cooperative learning experiences provide opportunities to practice and hone interpersonal communication, teamwork, and conflict resolution capabilities. Bandura (1986) posits that social interaction and feedback mechanisms within social contexts contribute to developing soft skills by providing opportunities for observational learning, imitation, and reinforcing desired behaviors (Bandura, 1986:35).

Emotional Intelligence Theory:

The Emotional Intelligence Theory, developed by Daniel Goleman, posits that soft skills such as self-awareness, self-regulation, empathy, and social skills play a crucial role in personal and professional success. This theory suggests that individuals can develop and enhance their emotional intelligence, leading to improved personal relationships, effective communication, and better classroom management (Goleman, 1995). Soft skills encompass a range of social and emotional abilities that contribute to effective communication, relationship-building, and overall well-being, including:

- Self-Awareness:

Self-awareness is the foundation of emotional intelligence, involving the ability to recognize and understand one's own emotions, strengths, weaknesses, values, and goals. Teachers with high self-awareness are better equipped to manage stress, regulate their emotions, and maintain a positive demeanor in the classroom (Goleman, 1995:44).

- Self-Regulation:

Self-regulation refers to the ability to control and redirect one's impulses, emotions, and behaviors according to situational demands and long-term goals. In the teaching context, self-regulated teachers demonstrate patience, composure, adaptability, effectively manage classroom dynamics, and foster a supportive learning environment (Brackett & Katulak, 2007:55).

- Empathy:

Empathy involves the ability to understand, share, and relate to the emotions, perspectives, and experiences of others. Teachers with high levels of empathy are attuned to the emotional needs of their learners, show sensitivity to diversity, and foster trusting relationships based on mutual understanding and respect (Mayer, Roberts, & Barsade, 2008:530).

- Social Skills:

Social skills encompass the ability to effectively navigate social interactions, build relationships, and communicate assertively and empathetically. Teachers with strong social skills create inclusive classroom environments, facilitate cooperative learning experiences, resolve conflicts constructively, and promote positive relationships with peers and student engagement (Jones & Bouffard, 2012:30).

Previous Studies:

A study by Jardim et al. (2022) aimed to develop a soft skills scale and procedures in the psychological analysis of higher education enrollment and participation. The analyses led to the retention of 49 items organized into six factors: self-determination, resilience, empathy, assertiveness, social support, and teamwork. The measurement model was validated and found to be reliable for comparing male and female students regarding these skills. All procedures achieved good internal consistency, with alpha

values ranging from .76 to .88. Female students scored significantly higher than male students in self-determination, empathy, social support, and teamwork, while male students scored notably higher in resilience. No significant differences were found between males and females in assertiveness. The analysis showed that the scale is a reliable tool for assessing students' soft skills and may help identify gaps in personal skills and guide targeted interventions to support positivity in higher education (Jardim, et al., 2022, pp. 620-648; Rashid et al., 2023).

Research Methodology and Procedures:

First: Research Methodology: The researcher adopted the descriptive correlational research method for the current study due to its suitability for the research problem and objectives. This method is one of the scientific research techniques appropriate for studying the relationships between variables, focusing on describing the phenomenon and determining the relationships between its elements or between it and another phenomenon (Khalid, P23-32; Kanval et al., 2024).

Second: Research Population: The current research population consists of elementary school teachers within six general directorates of education in Baghdad Governorate (Rusafa 1, Rusafa 2, Rusafa 3, Karkh 1, Karkh 2, Karkh 3) for the academic year (2023-2024), with a total of (46,801) teachers.

Third: Research Sample: A simple random sample of (300) teachers was selected from the six general directorates of education in Baghdad Governorate (Rusafa 1, Rusafa 2, Rusafa 3, Karkh 1, Karkh 2, Karkh 3).

Fourth: Research Instrument: Soft Skills Scale: The researcher adopted the soft skills scale by Jardim et al. (2022), who defined soft skills as "a set of personal and social skills important for success in professional and personal life, including communication skills, teamwork, problem-solving skills, thinking skills, and self-management skills." The researcher prepared the soft skills scale according to the following steps:

1. Scale Description: The scale consists of (47) items, distributed across six dimensions:

- Self-Determination Skill: consists of (9) items.
- Adaptability Skill: consists of (8) items.
- Empathy Skill: consists of (7) items.
- Persistence Skill: consists of (7) items.
- Social Support Skill: consists of (8) items.
- Teamwork Skill: consists of (8) items.

2. Translation Validity: The researcher followed several procedures to ensure the translation validity of the research instrument, as follows:

1. The scale was translated from English to Arabic.
2. The scale was re-translated from Arabic to English.
3. Both the original English text and the re-translated English text were presented to a third English language expert for comparison to ensure translation accuracy.
4. The translated Arabic text was reviewed by an Arabic language specialist to ensure linguistic accuracy.

3. Face Validity (Item Validity): To assess the validity of the scale items and measure its face validity, the researcher presented the initial version of the soft skills scale, consisting of (47) items, to (12) expert judges in the fields of educational and psychological sciences and teaching methods. The researcher used the calculated chi-square value, comparing it with the table value of (3.84), equivalent to an acceptance rate of 80% or higher from the judges' opinions. Most of the scale items were approved,

except for two items (3, 4) in the self-determination skill, two items (6, 7) in the adaptability skill, two items (2, 5) in the empathy skill, two items (4, 5) in the persistence skill, two items (6, 8) in the social support skill, and three items (2, 4, 6) in the teamwork skill. The final scale for the statistical analysis sample consists of (34) items.

4. Scoring and Correcting the Scale: The scale includes three response options: (Available, Partially Available, Not Available). The items were formulated in a way that allows for the evaluation by others, with the principal, educational supervisor, and researcher assessing these skills in the individual. The arithmetic mean of these assessments is then calculated to represent the teacher's soft skills score. This method will be used to calculate the total score for each teacher based on the arithmetic mean of the ratings for each skill on the scale.

5. First Pilot Application (Clarity of Instructions and Time Required to Answer): The researcher conducted a pilot study to determine the clarity of the instructions and items, and the appropriateness of the proposed alternatives by applying the scale to a sample of (10) teachers. The soft skills were then assessed by the school principal, the supervisor, and the researcher. It was found that the assessment process was easy and clear, with no queries, and all items were understood clearly.

Statistical Analysis of Soft Skills Scale Items

1. Sample for Statistical Analysis of Scale Items:

The researcher applied the scale consisting of (34) items to a sample of (300) teachers. This sample is suitable for analyzing the items of the soft skills scale.

Scoring Mechanism for the Sample:

The researcher administered the scale to the sample of (300) teachers. The scores were assessed by the researcher once, by the principals again, and by the supervisors a third time. Then, the researcher calculated the average score for each item and each skill separately. The following statistical indicators were extracted:

Statistical Indicators of Soft Skills:

The arithmetic mean, known as the sum of scores divided by the number of values, and the standard deviation, which indicates the degree to which values deviate from the arithmetic mean. A lower standard deviation closer to zero suggests homogeneity or convergence among score values in the distribution.

Additionally, skewness and kurtosis are two characteristics of frequency distributions. Skewness measures the degree of asymmetry in the distribution, while kurtosis measures the concentration of scores in a specific area relative to the normal distribution. These indicators can differentiate distributions based on their degree and type of skewness and kurtosis. Statistical indices are typically used to express these characteristics.

The researcher utilized the Statistical Package for Social Science (SPSS) to extract these statistical indicators, as illustrated in Table (1).

Table 1: Statistical Indicators of the Soft Skills Scale

Statistical Indicators		Fate Reporting	Adaptability	Empathy	Persistence	Social Support	Teamwork
1	Mean	16.96	14.91	11.66	24.15	15.38	10.82
2	Median	17	15	12	24	15	11

3	Mode	15	16	11	22	16	11
4	Std. Deviation	2.18	1.91	1.64	1.80	1.74	2.36
5	Variance	4.78	3.67	2.70	3.25	3.04	5.57
6	Sleekness	-0.020	-0.142	-0.122	-0.189	-0.131	-0.133
7	Kurtosis	-0.798	-0.827	-0.940	-0.684	-1.008	-0.795
8	Minimum	12	11	9	8	12	6
9	Maximum	21	18	15	15	18	15
10	Range	9	7	6	7	6	9

Upon reviewing the statistical indicators mentioned above for the soft skills scale, it appears from the table that the skill scores' distribution approximates a normal distribution. This is because the means, medians, and ranges of the scores are nearly equal, and the skewness and kurtosis coefficients approach zero. The closer these coefficients are to zero, whether positive or negative, the more the distribution of scores resembles a normal distribution. Therefore, the scale is precise in measuring the psychological concept, and the sample adequately represents the population, allowing for the generalization of results from applying this scale.

Calculation of Psychometric Item Properties:

A. Exploratory Factor Analysis

After refining the scale and analyzing all 300 study participants using exploratory factor analysis through Principal Component Analysis (PCA), and employing Varimax rotation for Kaiser normalization, six successive latent factors with eigenvalues of (5.803, 4.185, 3.515, 3.004, 2.958, 2.754) were extracted. Each factor explained variances within the boundaries of (17.067, 12.310, 10.337, 8.835, 8.701, 8.099) of the total variance. The results were consistent with those of direct analysis before rotation, where factor interpretation relied on Guttman's lower bounds criterion, indicating statistical significance when the eigenvalue equals or exceeds one (Abdul Khaleq, 1983: 148). Following the extraction of factor correlations between items using factor analysis, item loadings were examined to assess their saturation with factors.

Table 2: Items' Saturation with Dominant Factors

Paragraph Number	Factor 1	Paragraph Number	Factor 2	Paragraph Number	Factor 3	Paragraph Number	Factor 4	Paragraph Number	Factor 5	Paragraph Number	Factor 6
1	**0.727**	8	**0.751**	14	**0.860**	19	**0.805**	24	**0.800**	30	**0.750**
2	**0.782**	9	**0.813**	15	**0.798**	20	**0.758**	25	**0.740**	31	**0.852**
3	**0.823**	10	**0.887**	16	**0.856**	21	**0.836**	26	**0.570**	32	**0.852**

4	**0.911**	11	**0.710**	17	**0.762**	22	**0.766**	27	**0.833**	33	**0.786**
5	**0.756**	12	**0.806**	18	**0.765**	23	**0.781**	28	**0.627**	34	**0.747**
6	**0.809**	13	**0.834**					29	**0.796**		
7	**0.760**										

Based on the table above, it was found that all test items had a factor loading above 0.30 according to Guilford's rule, indicating that no item was excluded from the test items. Therefore, it can be said that the scale measures six skills. The factorial structure of the scale can be verified by identifying factors with eigenvalues exceeding 1, and then graphically representing these latent roots. Thus, it can be said that the scale measures six factors, as shown in Figure (2).

Figure (2): Graphical representation of latent factor roots

B. Discriminatory Power of Paragraphs: The researcher applied the scale to the sample individuals, totaling 300 teachers, and corrected the response forms. To extract the discriminatory power of the scale paragraphs, the researcher ranked the sample individuals' scores from highest total score to lowest total score. The two extreme groups were identified by the total score and by a percentage of 27% from each group. Kelly suggested that the number of individuals in each group of extreme groups in the total score when calculating the discriminatory power of paragraphs by 27% of the sample size (Ouda, 1998, p. 286). The number of individuals in each group was 81 **(Khalid , 364–385)** teachers in the upper group and 81 teachers in the lower group (Khalid , 364–385). The researcher used the independent samples t-test to calculate the significance of the differences between the means of the two groups in the scores of each paragraph of the scale. The computed t-value represented the discriminatory power of the paragraph, showing that all paragraphs were statistically significant because their computed t-value was greater than the critical t-value of 1.96 at 160 degrees of freedom and a significance level of 0.05.

C. Relationship of Paragraph Score to Total Skill Level: The validity sample consisted of 300 teachers. Pearson correlation coefficients were used to calculate this relationship, and all correlation coefficients were statistically significant at the 0.05 level, as their correlation values with the total score were greater than the critical value of 0.113 at 298 degrees of freedom and a significance level of 0.05.

Standard Characteristics (Psychometrics) of the Scale:

1. Validity of the Scale:

- Face validity and construct validity.

2. Reliability of the Scale:

- Test-retest method: estimated by the researcher with themselves and with the supervisor.

- Cronbach's alpha coefficient for consistency.

Description of the Scale in its Final Form:

The Soft Skills Scale in the current research consists of eight skills:

Here is the English translation of the text:

1. Destiny Reporting Skill: Consists of (7) paragraphs. Therefore, the highest score a teacher can achieve for this skill is (21) points, and the lowest score is (7) points. The theoretical average score for this skill is (14) points.

2. Adaptability Skill: Consists of (6) paragraphs. Therefore, the highest score a teacher can achieve for this skill is (18) points, and the lowest score is (6) points. The theoretical average score for this skill is (12) points.

3. Empathy Skill: Consists of (5) paragraphs. Therefore, the highest score a teacher can achieve for this skill is (15) points, and the lowest score is (5) points. The theoretical average score for this skill is (10) points.

4. Persistence Skill: Consists of (5) paragraphs. Therefore, the highest score a teacher can achieve for this skill is (15) points, and the lowest score is (5) points. The theoretical average score for this skill is (10) points.

5. Social Support Skill: Consists of (6) paragraphs. Therefore, the highest score a teacher can achieve for this skill is (18) points, and the lowest score is (6) points. The theoretical average score for this skill is (12) points.

6. Teamwork Skill: Consists of (5) paragraphs. Therefore, the highest score a teacher can achieve for this skill is (15) points, and the lowest score is (5) points. The theoretical average score for this skill is (10) points.

Statistical Methods:

- Exploratory Factor Analysis: To identify the factor structure of the research scale.

- Single Sample t-test: Used to test the significance of the difference between the mean score and the theoretical mean score of the Soft Skills Scale.

- Independent Samples t-test: Used to test the significance of differences between the extreme groups in calculating the discriminatory power of the research scale paragraphs.

- Analysis of Variance (ANOVA).

- Multiple Regression Analysis.

- Pearson Correlation Coefficient: Used to find the relationship between paragraph score and total skill score of the Soft Skills Scale.

- Reliability: Assessed using test-retest method by the researcher alone, researcher with the educational supervisor, and researcher with the school principal.

- Cronbach's Alpha Coefficient for reliability assessment of the Soft Skills Scale.

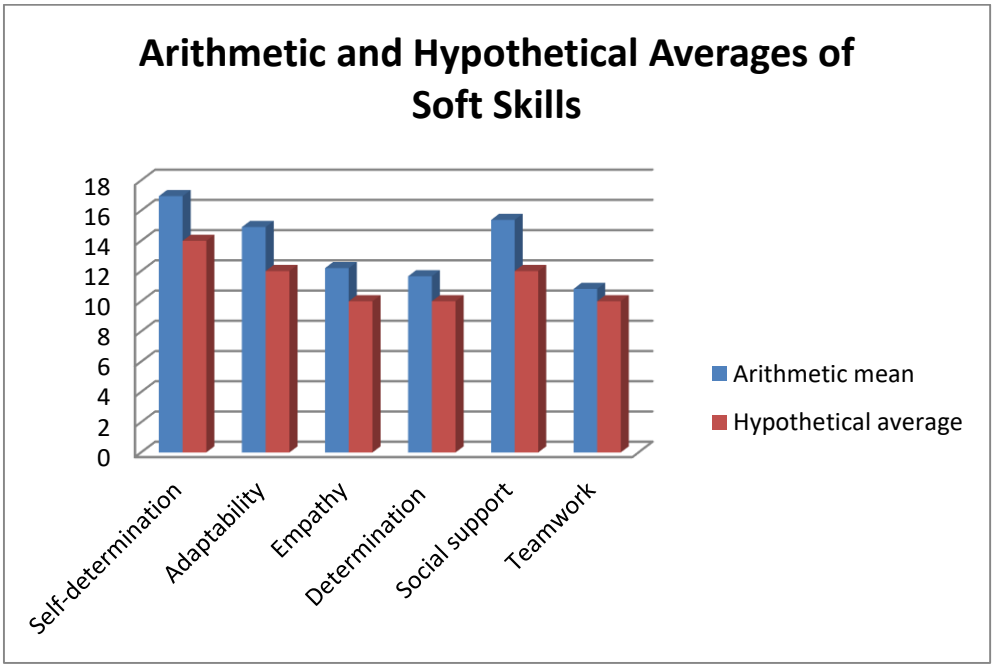
Presentation, Interpretation, and Discussion of Results:

First Objective: To identify the soft skills of primary school teachers.

To achieve this objective, the researcher took the results from the Soft Skills Scale, which consists of 34 items, applied to the research sample of 300 teachers. The researcher then calculated the mean and standard deviation for each skill individually. To determine the significance of the differences between the means and the theoretical mean for each skill, the researcher used the single-sample t-test.

Table (3): Means, Standard Deviations, and t-values for the Soft Skills Scale

Soft Skills	Sample	Mean	Standard Deviation	Theoretical Mean	t-value		Significance (0.05)
					Calculated	Tabulated	
Destiny Reporting	300	16,957	2,187	14	23,413	1,96	Significant
Adaptability	300	14,913	1,918	12	26,311	1,96	Significant
Empathy	300	12,193	1,645	10	23,099	1,96	Significant
Persistence	300	11,657	1,804	10	15,901	1,96	Significant
Social Support	300	15,387	1,744	12	33,640	1,96	Significant
Teamwork	300	10,820	2,361	10	6,016	1,96	Significant



The arithmetic and hypothetical averages chart for the soft skills scale

The table above shows the following:

1. For the skill of self-determination, the sample's mean was (16.957) with a standard deviation of (2.187), and the hypothetical mean was (14). The calculated t-value was (23.413), which is greater than the tabulated value of (1.96) at a significance level of (0.05) and a degree of freedom of (299). This indicates that the research sample possesses this skill.

2. For the skill of adaptability, the sample's mean was (14.913) with a standard deviation of (1.918), and the hypothetical mean was (12). The calculated t-value was (26.311), which is greater than the tabulated value of (1.96) at a significance level of (0.05) and a degree of freedom of (299). This indicates that the research sample possesses this skill.

3. For the skill of empathy, the sample's mean was (12.193) with a standard deviation of (1.645), and the hypothetical mean was (10). The calculated t-value was (23.099), which is greater than the tabulated value of (1.96) at a significance level of (0.05) and a degree of freedom of (299). This indicates that the research sample possesses this skill.

4. For the skill of perseverance, the sample's mean was (11.657) with a standard deviation of (1.804), and the hypothetical mean was (10). The calculated t-value was (15.901), which is greater than the tabulated value of (1.96) at a significance level of (0.05) and a degree of freedom of (299). This indicates that the research sample possesses this skill.

5. For the skill of social support, the sample's mean was (15.387) with a standard deviation of (1.744), and the hypothetical mean was (12). The calculated t-value was (33.640), which is greater than the tabulated value of (1.96) at a significance level of (0.05) and a degree of freedom of (299). This indicates that the research sample possesses this skill.

6. For the skill of teamwork, the sample's mean was (10.820) with a standard deviation of (2.361), and the hypothetical mean was (10). The calculated t-value was (6.016), which is greater than the tabulated value of (1.96) at a significance level of (0.05) and a degree of freedom of (299). This indicates that the research sample possesses this skill.

The second objective: To identify the predominant soft skill among primary school teachers.

To determine the predominant soft skill among the research sample, the researcher converted the total scores of the teachers for each skill into percentages and extracted the means and standard deviations of these percentages.

Table 4: Data of Soft Skills After Converting Scores to Percentages

Soft Skills	Mean of Percentages	Standard Deviation of Percentages
Self-Determination	0,807	0,104
Adaptability	0,828	0,106
Empathy	0,812	0,109
Perseverance	0,777	0,120
Social Support	0,854	0,096
Teamwork	0,721	0,157

To verify the significance of differences in soft skills among the research sample, the researcher used one-way analysis of variance for repeated measures. The researcher tested the sphericity assumption using Mauchly's test, as shown in Table (21).

Table (5) Mauchly's Test Values to Verify the Assumption of Sphericity

Mauchly's Value	Degrees of Freedom	Significance Level
0,832	14	0,088

From the above table, it is evident that the sphericity assumption is met, as the significance level for Mauchly's value is (0.088), which is not significant since it is greater than the significance level of (0.05). The sphericity assumption is considered met when Mauchly's value is not significant. When the sphericity assumption is verified by Mauchly's test, we use the Sphericity Assumed test to determine statistically significant differences in soft skills. Table (22) shows the values of the Sphericity Assumed test.

Table (6) Results of Repeated Measures ANOVA Using Sphericity Assumed to Identify Differences in Soft Skills

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	Calculated F-Value	Significance Level
Subjects	11,555	299	0,039		
Treatment	3,225	5	0,645	71,666	Significant
Risidual	13,216	1495	0,009		
Total	27,996	1799	0,0155		

From the table above, it is evident that the calculated F-value is statistically significant at a significance level of (0.05). This indicates that there are statistically significant differences in the soft skills. Therefore, pairwise comparisons using the Sidak test for post-hoc comparisons will be conducted.

Table (7) Results of Sidak Post-Hoc Comparisons

Skills	means	Adaptability	Empathy	Perseverance	Social Support	Teamwork
Self-Determination	0,807	*0,021	0,005	0,030*	0,047*	0,086*
Adaptability	0,828		0,016	0,051*	0,026*	0,107*
Empathy	0,812			0,036*	0,042*	0,092*
Perseverance	0,777				0,078*	0,056*
Social Support	0,854					0,133*
Teamwork	0,721					

The asterisk (*) indicates statistical significance, and it is evident from the table that there are statistically significant differences between the soft skills as follows:

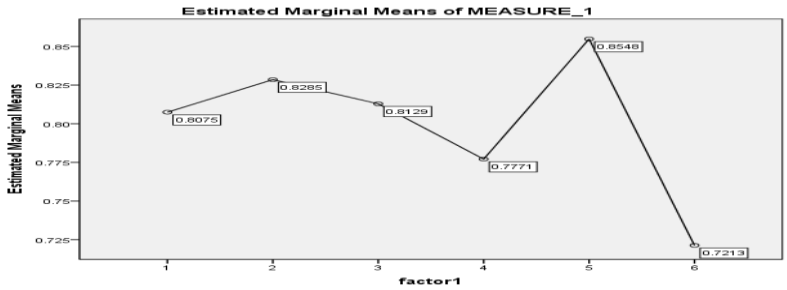
1. There are significant differences when comparing Self-Determination with Perseverance and Teamwork, favoring Self-Determination. There are also differences between Self-Determination and Adaptability, as well as Social Support, favoring Adaptability and Social Support. There are no differences between Self-Determination and Empathy.

2. There are significant differences when comparing Adaptability with Perseverance and Teamwork, favoring Adaptability. There are also differences between Adaptability and Social Support, favoring Social Support. There are no differences between Adaptability and Empathy.

3. There are significant differences when comparing Empathy with Perseverance and Teamwork, favoring Empathy. There are also differences between Empathy and Social Support, favoring Social Support.

4. There are significant differences when comparing Perseverance with Teamwork, favoring Perseverance. There are also differences between Perseverance and Social Support, favoring Social Support.

5. There are significant differences when comparing Social Support with Teamwork, favoring Social Support.



Therefore, the soft skills can be ranked based on the extent to which teachers possess them as follows: Social Support is the most possessed skill, followed by Adaptability, Empathy, Self-Determination, Perseverance, and finally Teamwork. The diagram below illustrates this:

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