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EXTENDED ABSTRACT

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ABSTRACT

New teachers, especially those in their first year of teaching, may find it challenging to navigate the complex domains of pedagogy, classroom management, and relationships with students. During this formative period, teachers are expected to meet increased demands, so it is imperative that they improve their resilience and adaptability. Considering the challenges posed by the outbreak of COVID-19, this need has become even more critical. This study proposes the PEAK (Pedagogical, Emotional, and Academic Knowledge) program, a comprehensive training program designed to enhance teachers' social and emotional learning (SEL), pedagogy, and 21st-century learning skills. The program was evaluated through three mixed-methods intervention studies involving first-year teachers to determine its effectiveness. In the first qualitative study, 32 participants participated in three focus groups to identify the needs and challenges of new teachers, which informed the development of a training program. A quantitative approach was used in the second study to assess the program's impact on first- and second-career teachers. Data from 84 participants were collected prior to and following the intervention. The study highlighted how the program enhances teachers' ability to manage change in the classroom and in broader educational contexts, by fostering resilience and adaptability. The third study gathered in-depth insights from 20 teachers at the end of their first year, assessing the program's contribution to their SEL, resilience, and pedagogical knowledge and abilities. The findings confirmed the value of continuous guidance and the creation of a supportive and collaborative learning environment through the PEAK program, a crucial component of the intervention. It is a necessity for teacher training programs to adapt to the evolving needs of new teachers and the modern educational landscape. Research shows that exploring different training methods, with a focus on developing emotional resilience and pedagogical competence, has international and practical benefits, and by implementing a comprehensive and supportive program, teachers can establish a positive learning environment that fosters student engagement and motivation along their own wellbeing and resilience.

Keywords: In-service Teacher Training, Professional Development of Teachers, SEL (social-emotional learning), 21st Century Skills, First Year Teachers, Training Program, Resilience; Wellbeing

Introduction

Educators play a crucial role in shaping future generations, with their influence extending beyond academics into the development of students' overall personalities. The teaching profession, while fulfilling, presents unique challenges as well. As teachers are constantly challenged to adapt to new methods, technologies, and societal changes, the necessity for adaptability can often take its toll on their mental and emotional wellbeing (Hascher & Waber, 2021). Therefore, the development of emotional and professional skills and abilities in teachers is crucial, especially in the early years of their careers, to ensure their professional stability and personal fulfillment. McKinsey's 2007 report underscores this viewpoint, emphasizing the importance of enhancing student-teacher interactions to improve overall school performance. Effective learning is seen as a direct result of these interactions (Barber & Morshed, 2007).

Research Background

The initiation into the teaching profession, notably the first year, is a vital period in molding an educator's pedagogical methodologies and cultivating psychological resilience (Cheng, 1996). This seminal phase, laden with explorations into personal teaching styles, resilience building, and identity formation, plays a significant role in the teacher's persistence in the profession (Cornu, 2013). However, this period is full of challenges. Ingersoll and Smith (2004) observed that many teachers contemplate a career shift after their initial year, spurred by issues encompassing classroom management, administrative compliance, curricular demands, and adaptation to school cultures, and the deficiency of systemic and personal support. The global education system responded to this predicament by empowering new teachers and facilitating their effective classroom integration (Borko, 2004). The COVID-19 pandemic brought to the fore the criticality of resilience as a coping mechanism for dealing with uncertainties and alterations in professional environments. Numerous professionals were subjected to a sudden transition to remote teaching, evolving curriculum requirements, and the emotional stress of managing a global crisis. Emotional skills and resilience enable teachers to adapt to the abrupt and drastic transformation in educational modalities (Jones et al., 2021). Therefore, it was evident that a comprehensive training program for first-year teachers is essential, preparing them for challenges in their first year more effectively, and that robust support systems and training programs are essential (Turan, 2021)..

Gap in Knowledge

Since the beginning of a teacher's career involves intricate dynamics, the existing body of literature lacks substantial evidence to guide our actions and understanding. Specifically, the following areas experience knowledge gaps:

- As part of a comprehensive training program, explicit skills and competencies must be identified to assist novice teachers in successfully navigating the complexities of their first year as educators.
- Strategies and resources that will facilitate the development of emotional resilience in early-career teachers. Currently, there is little information available regarding the specific tools that can be used to facilitate emotional coping and resilience during the turbulent first year (Durlak et al., 2015).
- The essential knowledge base and fundamental inquiries that novice teachers should be familiar with by the end of their first year. According to existing studies, the requisite knowledge of a first-year teacher does not adequately outline the requirements, leaving a gap in our understanding (Ingersoll and Smith, 2004).

Research Aims

This research aims to design and evaluate a comprehensive training program to improve first-year teachers' professional identity and teaching abilities, by emphasizing social and emotional learning, 21st-century skills, and emotional resilience. Additionally, the research intends to address a gap in knowledge regarding the essential components of new teacher training programs, the development of emotional resilience in teachers, and the key questions and knowledge bases that new teachers should become familiar with in their first year of teaching.

- To identify the essential components of a comprehensive training program for first-year teachers, including social-emotional learning and 21st-century skills and examine the relationship between the development of emotional intelligence and resilience in teachers and their ability to create positive classroom environments and promote student wellbeing. (Jones et al., 2021).
- To explore how technology can be integrated into the training program to support the development of teachers' digital literacy skills (Mishra & Koehler, 2006; Hobbs, 2011).
- To develop a model for supporting first-year teachers, including ongoing mentoring, SEL, and professional development opportunities (Brackett et al., 2012; Darling-Hammond et al., 2017).
- To investigate the effectiveness of the training program in improving the resilience of new teachers at their first year of teaching and to investigate how the training program can support

the diverse needs of first-year teachers (Darling-Hammond et al., 2017; Ingersoll & Strong, 2011).

- To examine the relationship between the development of emotional intelligence and resilience in teachers and their ability to create positive classroom environments and promote student wellbeing.

Research Questions

To formulate a comprehensive understanding of the issues and the strategies that need to be addressed, the following research questions have been proposed:

- What are the key competencies and skills that a holistic teacher training program should encompass to equip new teachers for the obstacles encountered in their inaugural teaching year?
- What strategies and tools can assist novice teachers in building emotional resilience during their transitional first year?
- What are the fundamental areas of knowledge and crucial inquiries that should be mastered by teachers by the completion of their first year in service?
- What measures can educational institutions and school systems implement to boost the wellbeing and job satisfaction of new educators?

The limitations of this research are twofold. Firstly, the study was conducted during the COVID-19 pandemic, primarily through Zoom, which could influence the responses and experiences of participants. Secondly, the research focused on first-year teachers, thereby limiting the generalizability of the findings to other educational levels or more experienced educators.

CHAPTER 1. MAIN THEORETICAL BACKGROUND

1. Theoretical Foundation

At its core, education is an ever-evolving field that requires teachers to possess subject knowledge and proficiency in addressing classroom challenges, adapting to system requirements, and facilitating meaningful interactions between students and teachers. Furthermore, This research is based on social-emotional learning theories, 21st century skills, and an understanding of first-year teacher professional development. The importance of SEL theory, as outlined in the Collaborative for Academic, Social, and Emotional Learning (CASEL), cannot be overstated in this context. SEL stresses self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Such competencies require managing emotions, achieving positive goals, demonstrating empathy, maintaining positive relationships, and making responsible decisions. The first year of teaching is a formative period for educators, shaping their professional identities and establishing resilience skills (Cheng, 1996). However, a high attrition rate among first-year teachers is observed due to challenges like classroom management, system requirements, and lack of support (Ingersoll & Smith, 2004; Wisconsin Education Association Council, 2014; Bauer, 2019). Considering this, comprehensive training programs that empower new teachers and view their life experiences and emotional skills as crucial (Birman et al., 2000; Borko, 2004; Jones et al., 2021; Turan, 2021). Classroom management is a particularly challenging aspect for first-year teachers, hence, it's vital for new teachers to learn management techniques and develop a safe, respectful learning environment. Professional development opportunities can aid in this (Burakgazi et al., 2019). Reflection is a crucial part of professional development. New teachers should remain open to feedback, willing to adjust their methods, and focus on continual improvement (Darling-Hammond, 2017; 2021). Comprehensive support, including instructional assistance, personal and emotional support, and providing resources, is necessary for new teachers (Kardos & Johnson, 2007). The COVID-19 pandemic has added an additional layer of complexity, impacted new teachers' self-efficacy, and increased their workload, necessitating further support (Valona et al., 2022; Ketterlin-Geller et al., 2021). A nuanced understanding of a new teacher's needs in their first year of teaching is key to their professional growth, academic advancement, and long-term success in their teaching career. This study emphasizes SEL's role in supporting first-year teachers in managing classroom-specific challenges (Jones et al., 2021). Additionally, this study incorporates the 21st Century Skills framework, which emphasizes critical thinking, communication, collaboration, and creativity as essential skills. As part of the framework, first-year teachers are provided with insight into how they are trained to thrive in 21st-century classrooms, such as life

and career skills, information literacy, media literacy, and technology skills. (Bauer, 2019). During the first year of a teacher's career, professional development constitutes a significant part of the training program. As a result of appropriate professional development during this period, first-year teachers' competencies, self-efficacy, and retention rates can be significantly enhanced.

1.1. The New Teacher's Training Program SEL Abilities Development

Effective teaching and learning require social-emotional learning (SEL). Social-emotional learning is when people learn to recognize, manage, and build positive relationships. SEL is a key factor in creating a positive learning environment and promoting student wellbeing in education. SEL programs improve academic performance, increase interpersonal competence, and decrease student behavior problems (Durlak et al., 2011). Implementing SEL programs requires a coordinated effort from all stakeholders, including teachers, school administrators, and parents (Cahapay, 2020). Teachers play a significant role in promoting social and emotional learning in the classroom, since they are the ones who are responsible for creating an environment conducive to learning. It is important for teachers to develop their social-emotional competencies and to show positive behavior for their students to promote SEL (Jennings & Greenberg, 2009) effectively. Incorporating SEL into teacher training and professional development programs is imperative to ensure that teachers have the necessary skills and knowledge to promote SEL in the classroom (Jennings & Greenberg, 2009). Effective social-emotional learning training (SEL) enables teachers to develop self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making skills. According to Gagnon et al. (2019) SEL is a significant element of effective teaching and learning. Implementing SEL into educational programs can have a significant impact on student outcomes. wellbeing For teachers in their first year of teaching, social and emotional learning (SEL) is a crucial component of their training. The curriculum provides new educators with the necessary competencies to deal with the emotional demands of the profession, thereby fostering a positive and nurturing educational environment (Bunăiașu, 2018). Wellbeing. Continuous development of SEL competencies in new teachers is essential for holistic growth; In addition to guiding teachers through their profession's demands, they help them establish positive relationships with students(Brion, 2022; Styfanyshyn & Yurko, 2020). They also help them promote an equitable learning environment for all students. Teacher training programs should emphasize and integrate SEL competencies into the curriculum to prepare teachers for the challenges of the modern learning environment (Durlak et al., 2011; Stockings et al., 2016). In addition to creating a positive learning environment, building strong relationships with students, and enhancing their overall effectiveness as educators, these key components of social and emotional learning can

become focus points of new teachers. In summary, new teachers must develop SEL capabilities to ensure they are adequately prepared for their responsibilities and roles within the dynamic educational environment.

1.2 The Professional Growth and Development of New Teachers in Training Programs

First-year teachers face the dual challenge of shaping young minds while continuously developing their pedagogical skills in an ever-evolving educational landscape as they work at the forefront of an ever-evolving educational landscape. Therefore, their first year as teachers is paramount, influencing their future professional development and teaching approach. Delors' (1996) model and Binkley et al. s'(2011) KSAV model provide new teachers with the necessary 21st-century skills, while Kolb's (2007) experiential learning theory provides them with the opportunity to gain experience during the actual teaching process. By combining these models, first-year teachers can establish a comprehensive framework for learning and growth, an essential foundation for their success. Today's classrooms require teachers to think critically, collaborate effectively, utilize technology wisely, and understand different cultures - skills which have become increasingly important. According to Alahmad et al. (2021) and Chalkiadaki (2018), personal and interpersonal skills are essential for first-year teachers. These include self-development, autonomy, self-management, self-organization, self-regulation, self-direction, and self-reflection. New teachers can manage their classrooms effectively. They can make informed decisions, manage stress, and provide positive role models for their students. As first-year teachers develop these skills through self-directed learning, peer collaboration, and interaction with mentors, they will gain autonomy and confidence. First-year teachers also need to develop their pedagogical skills. Teachers can enhance their instructional strategies by the skills of critical thinking, creativity, and collaboration, as well as managing and working with mass information. Furthermore, teachers will be taught how to instill these skills in their students, promoting a culture of lifelong learning within their classrooms. First-year teachers should apply the skills they have learned through the professional development component of the training program in interacting with students, colleagues, and administrators. Reflective practices, feedback sessions, and collaborative problem-solving will be practiced by new teachers, cultivating a culture of continuous improvement and learning. Through these interactions, students will gain first-hand experience of educational dynamics, enhancing their ability to adapt well (Ainley & Carstens, 2018).

In summary, for first-year teachers, the integration of Delors' (1996), Kolb's (2007), and Binkley et al. 's (2011) models in their teaching programs can provide a solid foundation. Teachers can meet modern education challenges by focusing on personal and interpersonal skill development,

pedagogical growth, and professional development. It allows them to successfully navigate their initial teaching years and evolve with the rapidly changing educational environment.

1.3 The Conceptual Framework and the New PEAK Training Program

Based on a holistic conceptual framework, PEAK (Pedagogical, Emotional, and Academic Knowledge-skills, and Personal Development) training programs are designed to support new teachers in their professional and emotional development by providing a comprehensive approach to supporting their development. In the following chapter, we will review the literature to determine how new teachers participating in an in-service training program during their first year develop emotionally and professionally.

The PEAK program conceptualizes a wide range of theories and research findings. This framework has been developed based on 21st Century Skills (Imran, 2018), Social Emotional Learning (SEL) (Gardner, 2010), and teacher development theory (Darling-Hammond & Bransford, 2005; Dweck, 2006; La Velle. 2020; Magni, 2019; Motoi & Popescu, 2022). In Table 1 we can see the key competence of the new PEAK training program.

Table 1. *Key Competence of the Peak Training Program*

| Competence | PEAK Program |
|--------------------------------|---|
| Digital literacy | Developed through integration of technology in curriculum and instruction |
| Critical thinking | Emphasized through inquiry-based learning and problem-solving activities |
| Creativity | Encouraged through exploration, experimentation, and open-ended projects |
| Communication skills | Developed through opportunities for oral and written expression |
| Personal resilience | Addressed through training on stress management and self-care |
| Effective Classroom Management | Developing strategies for creating a safe and positive learning environment. |
| Teaching Skills Development | Enhancing instructional practices and techniques to support student learning and growth. |

As shown in table 1 The PEAK program seeks to address a broad range of competences to ensure that new teachers are well-prepared for the demands of the modern classroom. Below is a summary of these competences and how the program seeks to foster them:

1. **Digital Literacy:** Recognizing the increasing significance of technology in education, the PEAK program integrates tech-based tools into its curriculum and instruction. This approach aids new teachers in developing their digital literacy skills, equipping them to utilize technology effectively in their classrooms.
2. **Critical Thinking:** The PEAK program underscores the importance of critical thinking by integrating inquiry-based learning and problem-solving activities into the training. This aspect of the program is designed to help new teachers foster their students' ability to analyze and evaluate information critically.
3. **Creativity:** The program encourages creativity by providing opportunities for exploration, experimentation, and open-ended projects. Creativity is recognized as an essential competence for problem-solving and for fostering student engagement.
4. **Communication Skills:** The PEAK program creates opportunities for teachers to develop their oral and written communication skills. Strong communication is crucial for effective teaching, student engagement, and collaboration with colleagues and parents.
5. **Personal Resilience:** Considering the high stress nature of the teaching profession, the program addresses personal resilience through training on stress management and self-care strategies. These tools help new teachers navigate the challenges of the profession while maintaining their wellbeing.
6. **Effective Classroom Management:** The program supports new teachers in developing effective strategies for creating a safe, supportive, and positive learning environment. This is achieved through instruction on classroom management strategies and understanding student behaviors.
7. **Teaching Skills Development:** The PEAK program aims to enhance new teachers' instructional practices and techniques, enabling them to support student learning and growth effectively. This aspect of the program includes strategies for differentiated instruction, student assessment, and curriculum development.

The PEAK program fosters a wide range of competences to ensure new teachers are adequately prepared to meet the diverse needs of their students, manage their classrooms effectively, and

continuously grow in their professional practice, The program trains teachers to harness technology for instruction, enhances digital literacy, and equips them with effective teaching strategies to maximize learning outcomes. Additionally, resilience and wellbeing are integral components woven into the personal development aspect of the program. Teachers can use these elements to gain the skills necessary for coping with teaching challenges. This research shows that teachers' ability to develop these skills improves their health and wellbeing and positively impacts their classroom performance and students' learning outcomes, as demonstrated by Jennings and Greenberg (2009). The importance of relationship skills in social and emotional competence has been highlighted, as they are integral to building positive relationships with students, peers, and parents (Taylor et al., 2017). In particular, the Social and Emotional Learning (SEL) component is extremely critical to program success. (Elias et al., 1997; Gardner, 2010) SEL has been shown to enhance teachers' self-awareness, self-management, social awareness, relationship skills, and decision-making abilities. (Jennings & Greenberg, 2009; Taylor et al., 2017) These skills, in turn, contribute to the development of positive teacher-student relationships and create a healthy learning environment in the classroom. In addition to the PEAK program, a substantial teacher training component has also been incorporated. This is essential to supporting new teachers' academic knowledge and pedagogical skills. In turn, creativity is central to effective problem-solving and innovation in the classroom, empowering teachers to engage and inspire their students (Trilling & Fadel, 2009). In conclusion, the PEAK program's comprehensive and multi-faceted approach seeks to develop well-rounded, resilient, and effective educators who can confidently navigate the challenges of their first year and beyond. By providing a well-structured training program, the PEAK initiative aims to nurture new teachers into a competent community of educators committed to promoting student success, fostering personal growth, and meeting the diverse needs of the 21st-century classroom.

CHAPTER 2: Original Research and Contributions

2. Methodological Paradigm

The methodological paradigm of this research incorporated three mixed-method studies, utilizing both quantitative and qualitative methodologies. PEAK training program evaluation was conducted independently but later integrated to produce a comprehensive evaluation. A comprehensive program assessment can be conducted through each study's unique structure. This study analyzed data using a deductive approach, emphasizing first-year teachers' needs. In the second study, a questionnaire was administered before and after the training program to evaluate the program's key competencies. Lastly, a quantitative interview was conducted with new teachers at the end of the school year. This was to assess whether the program was effective. This was particularly relevant to social and emotional learning, academic skills, and 21st-century capabilities. The conclusions highlighted the main competencies that needed further development to support new teachers' professional growth optimally. Table 2 illustrates the Methodological Paradigm.

Table 2. *The Methodological Paradigm*

| Study | Aim | Research Methods and Tools | Research Participants | Data Analysis |
|-------|---|--|---|---|
| 1 | Identify the unique components and skills required by new teachers with varying career backgrounds and genders | Qualitative-Focus groups | 32 new teachers at the end of their first year of teaching after completing the regular training program. | Thematic Analysis and Categorizing based on the main theories |
| 2 | Examine the effects of a PEAK training program on teachers in their first year of teaching with regards to their ability to improve their pedagogical knowledge, 21st-century learning skills, as well as social-emotional learning (SEL) skills. | Quantitative- Questionnaire-based survey | 84 New teachers in a control group and new teachers in the intervention group | A Quantitative Statistical analysis |
| 3 | Examining the contribution of the training program to the new teacher's perception of teaching and school. | Qualitative - Interview Guide | 20 New teachers at the end of their first year | A qualitative analysis of the Interviews |

2.1 STUDY 1– Identify the Unique Components and Skills Required by First Year's New Teachers (A Qualitative Study)

2.1.1 study 1 Methodology

Study 1 adopted a qualitative research approach to explore and describe the individual perspectives of new teachers and their progression over time. The purpose of this study was to generate theories based on participants' experiences (Pardede, 2018). It focused on new teachers who completed their training program, analyzing their unique experiences, components, and skills, with a particular emphasis on professional backgrounds and gender differences. This approach enabled

an exploration of personal experiences and perceptions not easily quantifiable (Creswell & Poth, 2018).

Primary Aims of Study 1

The study aimed to identify the unique components and skills required by new teachers from diverse career backgrounds and genders, which may not be addressed in existing teacher training programs (Cochran-Smith & Lytle, 1999). It also sought to examine the progression and improvement of new teachers' pedagogical skills during their first year of teaching (Ingersoll & Strong, 2011). The study additionally compared the effectiveness of instructional strategies used by new teachers (Kauchak & Eggen, 2018), assessed the impact of teacher-student relationships on student outcomes (Pianta, Hamre, & Stuhlman, 2006), evaluated the tools provided to new teachers for classroom management and discipline problems (Oliver & Reschly, 2010), and examined the application of 21st-century skills and digital tools in classrooms (Dede, 2010). Furthermore, it explored the emotional aspects of new teachers' identities, changes in perception during the first year of teaching, and the effects of the first year of teaching on their emotional intelligence and motivation (Day et al., 2006).

Research Questions

The study addressed several research questions to achieve its objectives, including:

1. What unique components and skills are required by new teachers with different professional backgrounds and genders that may not be addressed in existing training programs? (Smith et al., 2021)
2. How do new teachers' pedagogical abilities progress and improve during their first year of teaching? (Johnson & Johnson, 2020)
3. How effective are new teachers' tools for classroom management and disciplinary problems? (Wang et al., 2019)
4. To what extent do new teachers apply 21st-century skills and use digital tools during their lessons? (Gonzalez & Hernandez, 2020)
5. How do new teachers' perceptions of their professional identity change during their first year of teaching, and how does this impact their emotional intelligence and motivation? (Kim & Richardson, 2021)

Participants and Sampling

The study involved 32 first-year teachers, with a balanced gender ratio, who had completed a regular training program. Most of the participants were second-career teachers. The study used random sampling to select participants from various geographical locations throughout the country, ensuring a diverse range of experiences and backgrounds. This strategy enhanced the external validity of the study, enabling the generalization of findings to a larger population of new teachers in Israel. This also increased the statistical validity of the study (Bryman, 2016; Creswell, 2014; Lavrakas, 2008; Fetters et al., 2013).

Research Tool

This study utilized the Zoom app to conduct three focus groups, collecting qualitative data from participants distributed across geographical locations. This virtual platform allowed for maintaining social distancing norms considering the COVID-19 pandemic and overcame logistical barriers for participants spread across Israel (Dos Santos et al., 2021; Archibald et al., 2019). Several key considerations were made for conducting research in the virtual environment, such as choosing a familiar hosting platform, adjusting protocol and discussion materials for online use, and ensuring these changes did not hinder addressing the research questions (Menary et al., 2021). Advantages of virtual focus groups included wider geographical reach, a relaxed atmosphere leading to more in-depth discourse, and cost and time savings. However, the disadvantages included potential technical glitches and the limited participation of individuals with poor technical skills. Focus group guides, including questions, were used to facilitate meaningful discussions (Krueger & Casey, 2015). The focus groups were interactive, allowing participants to exchange ideas and experiences, contributing to a deeper understanding of the research questions, and providing insight into the unique components and skills required by new teachers from various professional backgrounds and genders (Morgan, 1996; Stewart et al., 2007; Wilkinson, 1998).

Data Analysis

The data management and analysis for this study followed Braun and Clarke (2006) guidelines for thematic analysis and categorization. This flexible method allowed researchers to identify patterns, develop themes within large and diverse datasets, and determine relationships between concepts (Gibbs, 2021). The researchers familiarized themselves with the data, generated initial codes, grouped these codes into potential themes, and reviewed and refined them iteratively until clear

themes emerged. These themes were then further analyzed to understand their relationships and relevance to the research questions. The thematic analysis allowed for a comprehensive examination of the data and provided valuable insights into the competencies lacking in training programs and the unique challenges and needs of new teachers from various professional backgrounds and genders (Gibbs, 2021). The findings from this analysis informed the formulation of research questions for a more comprehensive study.

2.1.2 Study 1- Findings

Content analysis of the focus groups, rooted in the study's main theories, brought forth four main themes: two relating to emotional issues and teacher-student relationships, and two concerning the professional and academic advancement of the new teacher. The study emphasized the importance of effective communication strategies, ensuring all stakeholders are aware of their role and feel heard, fostering an environment of trust and understanding. It was suggested that new teachers should have more opportunities to participate in decision-making.

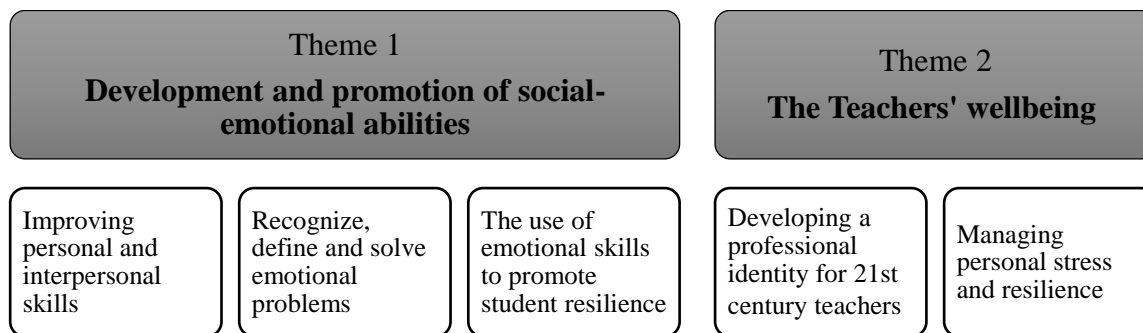
Specific findings include:

1. New teachers showed considerable improvements in their pedagogical abilities in their first teaching year, attributed to mentoring and classroom experience. Yet, a significant skills gap was observed between training program outcomes and practical classroom skills.
2. First-year teachers were generally effective in classroom management and disciplinary issues, though some struggled. Many participants desired a deeper understanding of these areas during their teacher education programs.
3. Most new teachers were comfortable integrating digital tools and applying 21st-century skills in their lessons, but some expressed the need for additional training and support.
4. First-year teachers' perceptions of their professional identity significantly evolved, affecting their emotional intelligence and motivation. Over time, participants reported increased confidence and a sense of belonging, but some also experienced feelings of isolation and stress.

The findings from the thematic analysis underscore the need for ongoing enhancements in teacher training programs to adequately address the unique needs of new teachers from diverse backgrounds and genders (Gibbs, 2021). The insights obtained from this study can be incorporated into teacher education programs for improved preparation and support for new teachers facing

classroom challenges. The main themes and categories were illustrated in Figure 1 and 2, following a coding process guided by the main theories.

Figure 1 *Emotional Aspects Themes and Categories*



As illustrated in Figure 1, two main themes are involved in the emotional aspects of teaching:

1. Theme 1: Development and Promotion of Social-Emotional Abilities: This theme revolves around improving teachers' personal and interpersonal skills. It also includes recognizing, defining, and solving emotional problems. This theme suggests that teachers should use their emotional skills to promote student resilience, implying that their emotional competence can directly impact students' resilience and overall wellbeing.

2. Theme 2: Teacher Wellbeing: This theme relates to teachers' mental health and self-perception. It involves developing a professional identity for 21st-century teachers, implying the need for teachers to redefine and adapt their roles to meet the evolving needs and challenges of the current century. Managing personal stress and resilience also falls under this theme, underscoring the importance of self-care and emotional resilience in maintaining teacher wellbeing. From both perspectives, it is evident that emotional abilities and wellbeing play a crucial role in effective teaching. It is suggested that teacher training programs should emphasize these areas to equip teachers with the skills necessary to navigate the emotional landscape of the teaching profession. This can improve their effectiveness in the classroom and foster student wellbeing and resilience.

Figure 2 *Academic Aspects Themes and Categories*

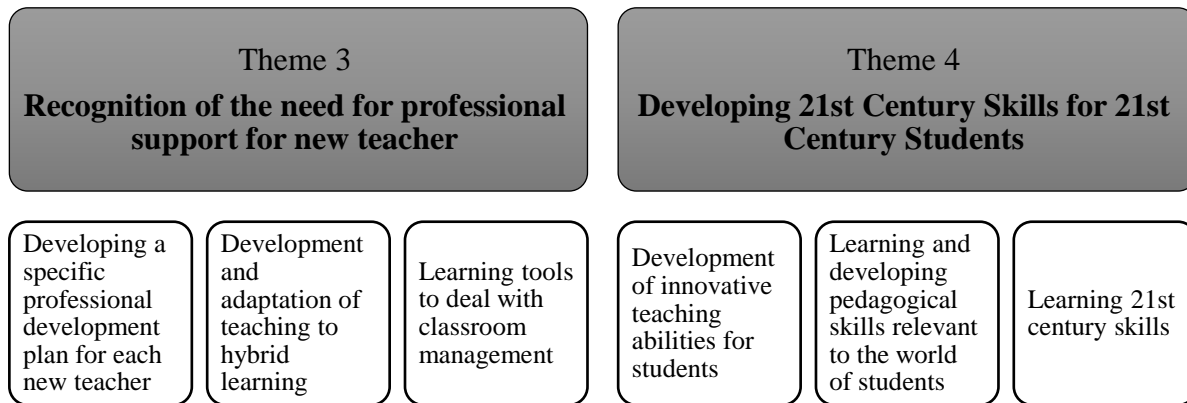


Figure 2 illustrates key themes and categories relevant to first-year teachers' academic and professional development.

Theme 3: Recognizing the importance of providing professional support to new teachers. This theme emphasizes the importance of providing professional support to new teachers. The subcategories within this theme emphasize the importance of personalized professional development plans for each new teacher, as each teacher may require a different type of support. It has been evident that teachers must adapt their skills to changing educational environments, this is due to the development and adaptation of teaching to hybrid learning. The final subcategory indicates the need for strategies to manage classroom situations effectively.

Theme 4: Developing 21st Century Skills for 21st Century Students. This theme discusses equipping teachers with modern teaching abilities to meet 21st-century students' needs. In the first subcategory, it is recommended that innovative teaching skills be developed to engage today's students effectively. According to the second subcategory, it is important to acquire and develop pedagogical skills relevant to the context of the students. The importance of learning 21st Century Skills is emphasized, which include creativity, critical thinking, communication, and collaboration, among others. It is therefore important to note that first-year teachers' professional development should include not only traditional aspects of teaching but also elements to prepare them for the unique challenges and opportunities of teaching in the digital age.

2.1.3 Study 1 – Discussion and Conclusion: The Contribution of Findings in Designing the PEAK Training Program

Accordingly, the findings of this study provide valuable insights into developing a new PEAK training program for first-year teachers, which should emphasize pedagogical skills, 21st-century skills, emotional resilience, and professional identity development.

1. Research has demonstrated the importance of social-emotional learning (SEL) for students and teachers (Brackett et al., 2012). A regular training program does not address this aspect, leaving new teachers unprepared to meet their own emotional needs as well as those of their students. SEL competencies can significantly improve teacher-student relationships, classroom management, and educational outcomes (Durlak et al., 2011).
2. The importance of teacher wellbeing has increased in recent years, as it is linked with job satisfaction, retention, and student achievement (Roffey, 2012). There does not seem to be sufficient tools and resources provided by the regular training program for new teachers to maintain their mental health and wellbeing. Teaching teachers can be better prepared for the demands of their profession by integrating strategies such as stress management, mindfulness, and self-care (Jennings & Greenberg, 2009).
3. Support for new teachers is essential to their professional development and success (Ingersoll & Strong, 2011). This study and others (Dos Santos et al., 2021; Feters et al., 2013) found that some new teachers experience loneliness and stress. New teachers may also feel lacking direction due to the lack of mentorship, guidance, and collaborative opportunities provided by the regular training program. Providing access to experienced educators, resources, and professional communities can enhance their growth and ability to cope with challenges in the classroom (Wong & Wong, 2004).
4. 21st-century skills: New teachers need to be prepared to effectively integrate digital tools, collaborative learning approaches, and critical thinking skills into their teaching practices (Voogt & Roblin, 2012). As this study and others (Chioncel et al., 2003; Menary et al., 2021) conclude that some teachers felt they needed more support in this area, regular training program may not address these essential skills, hindering new teachers' ability to engage with and inspire their students in a modern educational setting (Ertmer & Ottenbreit-Leftwich, 2010).
5. Classroom management: Effective classroom management is a critical skill for teachers, influencing student engagement, motivation, and learning outcomes (Marzano et al., 2003). Our findings, which correspond to the literature (Krueger & Casey, 2015; Nobrega et al.,

2021), show that teachers wish for better insight into classroom management issues, the regular training program might not focus enough on practical strategies for managing classrooms. Training in evidence-based classroom management techniques can improve teacher confidence and student behavior (Simonsen et al., 2008), and mitigate the discrepancy between training program outcomes and practical classroom skills, as observed in this study and others (Fetters et al., 2013; Gibbs, 2021).

2.2 STUDY 2- Examine the Effects of the PEAK Training Program on Teachers in their First Year of Teaching (A Quantitative Study)

2.2.1 Study 2 - Methodology

This study investigates the impact of the PEAK training program through a quantitative framework, and an intervention research design. The PEAK training program is intended to improve the pedagogical knowledge and skills of first- and second-career teachers and the social-emotional learning (SEL) capabilities of teachers working with young children and adolescents (Creswell & Creswell, 2018). Pre- and post-intervention assessments were conducted following Marsden & Torgerson (2012). Because of the intervention research design, a cause-and-effect relationship can be established between the independent variables (teachers' professional backgrounds, gender, and type of training program) and the dependent variables (pedagogical knowledge, 21st-century skills, and social-emotional skills) (Mertler & Reinhart, 2017).

Primary Aims of Study 2

This study aims to determine the impact of the PEAK training program on new in-service teachers' understanding of pedagogical practices, 21st-century skills, and self-esteem because of this intervention program. Furthermore, this study examines the role of teachers' professional background (first or second careers) and gender in their skill development after the intervention (Borman & Dowling, 2008). A comparison of the outcomes of the control group (traditional training program) and the intervention group is intended to determine whether the PEAK training program enhances teachers' competencies.

Research Questions and Hypotheses

The study proposes two key research questions and hypotheses.

The research questions are:

1. Does the PEAK training program improve the competencies in SEL skills, pedagogical knowledge, and 21st-century skills among first-year new teachers?
2. Is there a significant difference in developing SEL skills, pedagogical knowledge, and 21st-century competencies among new teachers according to their gender and career type?

Given these aims and questions, the study proposes two hypotheses:

Hypothesis 1: The PEAK training program will notably enhance SEL skills, pedagogical knowledge, and 21st-century skills among new teachers, irrespective of their gender and professional background. Significant improvements in various areas, such as self-awareness, self-management, responsible decision-making, social awareness, relationship skills, wellbeing, classroom management, discipline, and heterogeneous classroom strategies, are anticipated (Darling-Hammond, 2017).

Hypothesis 2: The training program's relationship with the different and specific competencies may differ based on factors of gender and professional background, indicating possible significant interactions between gender and career type (Collie & Martin, 2017).

Variables

The study evaluates the influence of the PEAK training program on participants by examining both independent and dependent variables. Independent variables include gender, professional background and training program type (traditional versus PEAK), while dependent variables are pedagogical knowledge, 21st-century skills, and SEL skills.

Participants and Sampling

84 new teachers were enrolled in the study, with 68 participating in the intervention and 16 participating in the control group. In the present study, convenience sampling was utilized as a nonprobability sampling method, widely employed in educational research for its accessibility and simplicity (Iliyasu & Etikan, 202). First-year and second-year teachers will be analyzed. Based on their gender and professional background, they will be further categorized. This will allow us to identify the differences in skill development between the two groups. A comparison between the

two groups' outcomes will allow us to assess the effectiveness and impact of the PEAK training program on teachers' skills and competence.

Research Tool

To assess the changes in skills and abilities of new teachers (Marsden & Torgerson, 2012), a comprehensive pre- and post-intervention questionnaire was used. Evaluation designs rely heavily on participants' self-assessment of mastery/control levels and perceptions of the importance of the tested skills (Misba, 2019; Sagi et al., 2013). A questionnaire was administered simultaneously to control and intervention groups (Appendix 2). The questionnaire inquired about pedagogical knowledge, 21st-century skills (such as classroom management and teaching skills), and social-emotional skills as part of this program. The questionnaire was constructed based on the questionnaire by Lewinsky College of Education Research Authority (Sagi et al., 2013) and the Skills for Learning Questionnaire developed by the College of Physiotherapists of Ontario.

Data Analysis

As part of the data analysis for this study, a variety of statistical techniques were employed to assess the validity and reliability of the identified factors, both emotional (Misba, 2019) and pedagogical (Sagi et al., 2013), and to examine how effective the PEAK training program was in enhancing new teacher skill development. Additionally, the analysis analyzed the differences in the development of these skills based on a teacher's gender and professional background (first or second career).

1. Independent t-test: Participants' self-assessments and perceptions of the importance of the tested skills were compared using an independent t-test between two independent groups (Study and Control groups) (Field, 2018).
2. Repeated Measures ANOVA - In addition to time (before and after intervention), group (control and intervention), gender (male and female), or career type (first career teacher and second career teacher) as factors, a three-way repeated measures ANOVA was performed. All statistical analyses were performed using the statistical software package SPSS v. 23 (IBM Corp, 2015) to examine the main effects and interactions among the three factors. Results were considered statistically significant at the $p < .05$ level.

2.2.2 Study 2- Findings

The first hypothesis examined the impact of the PEAK training program on developing new teachers' competencies in social-emotional learning, pedagogical knowledge, and 21st-century skills and it suggested that the training program would enhance these competencies significantly among new teachers, regardless of gender or professional experience. An independent t-test was conducted to compare pre-and post-intervention self-assessments and perceptions of the importance of the tested skills between the study and control groups. Table 3 summarizes the most significant findings of the sel skills.

Table 3. Pre- and Post-Intervention Means, Standard Deviations of the main finding of Hypothesis 1 SEL skills

| SEL Skills | pre | | | | post | | | | Post-Intervention comparing the two groups | |
|---|-------------|------|---------------|------|-------------|------|---------------|------|--|--------|
| | study group | | control group | | study group | | control group | | t | p |
| | M | SD | M | SD | M | SD | M | SD | | |
| Demonstrated leadership abilities | 4.38 | 1.28 | 5.06 | 1.06 | 4.57 | 0.99 | 4.63 | 1.25 | 2.11 | *0.03 |
| Maintain social relationships | 3.96 | 1.45 | 4.81 | 1.04 | 5.25 | 0.87 | 5.0 | 0.81 | 1.67 | 0.09 |
| Balance personal and professional obligations | 3.31 | 1.22 | 3.81 | 1.51 | 4.79 | 0.89 | 3.88 | 1.25 | 3.41 | *0.01 |
| Develop a sense of self-efficacy | 3.85 | 1.16 | 4.44 | 1.45 | 4.65 | 1.0 | 3.38 | 1.54 | 4.07 | *0.001 |

Note. (*) represent significant post-intervention differences (p<0.05) between the study and control groups post-intervention.

Upon analyzing the data presented in Table 3, it can be concluded that the first hypothesis of this research has been confirmed. wellbeingAs a result of the intervention, or PEAK training program, significant improvements were achieved in several areas, particularly in Social and Emotional Learning (SEL) skills. It was found that the participants in the study group achieved statistically

significant improvements in leadership abilities, as their mean scores rose from 4.38 pre-intervention to 4.57 post-intervention ($t=2.11$, $p=0.03$).

The study group also markedly improved their ability to maintain social relationships and balance personal and professional obligations. This was evidenced by a rise in mean scores to 5.25 and 4.79, respectively. The study group also demonstrated a significant improvement in self-efficacy post-intervention. The program has also enhanced pedagogical competencies. Specifically, among the participants in the study group, improvements were observed in classroom management ($t=3.09$, $p=0.004$), digital tool usage ($t=-3.21$, $p=0.002$), and critical thinking ($t=2.15$, $p=0.03$). The PEAK training program marked improvements in SEL skills and teaching proficiency among the study group's teachers, thereby supporting hypothesis 1.

The second hypothesis proposed that significant interactions would be observed between gender and career type, suggesting that the relationship between PEAK training and competencies may differ depending on these demographic variables. This potential interaction was explored in detail by examining the variables - gender and career type - in a three-way repeated measures ANOVA with the time of measurement (pre- and post-intervention). In this study, we sought to identify whether these factors significantly affected teachers' competencies or were interconnected. The analysis found no significant interaction between gender and career type regarding the training program's effects. As a result, the data does not support the second hypothesis. However, the consistent improvement across diverse demographic groups indicates the broad effectiveness of PEAK training.

2.2.3 Study 2 – Discussion and Conclusion: Assessing the PEAK Training Program

This study evaluated the PEAK training program's effectiveness in improving new teachers' skills and competencies. Also, it was determined if these effects varied based on various demographic factors, including gender and career type. The study's findings provided compelling insights into these objectives. The findings of this study support the hypothesis that the PEAK training program enhances the competencies of new teachers in SEL skills, pedagogical knowledge, and 21st-century skills. Teachers' Social-Emotional Learning (SEL) skills improved significantly, especially in resilience and wellbeing aspects, reflecting the successful impact of the program on enhancing these critical skills. Also, significant improvements were observed in classroom management, digital tools, and critical thinking skills. Despite this, there was a discrepancy between improvements across all factors, indicating potential areas for further improvement. According to the data, the improvement in teachers' skills and competencies did not differ significantly depending on gender or career type, contrary to the second hypothesis. This indicates that the

PEAK program was successful across various demographic groups, proving its universal benefits. In conclusion, the second study highlights the value of the PEAK training program as a resource for improving new teachers' skills and competencies, especially in SEL, classroom management, digital tools usage, and critical thinking. Differential improvement across various competencies may be attributed to many factors. Some competencies might be more immediately applicable to teachers' daily tasks, leading to more opportunities to practice and enhance these skills. It is also possible that some aspects of the PEAK training program were more effective than others. This may have been due to differences in instructional quality, material clarity, or exercise relevance. As each teacher brings their own experience and background to the program, individual differences significantly affect how the student improves in each competency. For instance, teachers with a background in technology may find it easier to enhance digital tools. Future research should delve deeper into these factors to better understand why some competencies improved more than others, and achieve more balanced results. This could involve tailoring the program based on individual needs and circumstances.

2.3 STUDY 3- Examining the Contribution of the PEAK Training Program to the New Teacher's Perception of Teaching and School. (A Qualitative Study)

2.3.1 Study 3 – Methodology

The qualitative research design for Study 3 was used to explore the complex and intricate experiences of novice teachers in their first year of teaching. By conducting in-depth interviews as the primary data collection method, we were able to gain a comprehensive understanding of teachers' experiences and gain insight into the training program's influence.

Primary Aim of Study 3

To comprehend the effect of the training program on first-year teachers' experiences, this study aimed to differentiate its principal contributions. The study aimed to draw inferences about the effectiveness and influence of the training program on teachers' perceptions of their teaching roles and the school environment by analyzing teachers' experiences and identifying recurrent themes in the data.

Research Questions

Study 3 research questions were as follows:

(1) What contribution does the new training program make to new teachers' social-emotional development?

(2) How have the training program components contributed to their 21st century skills and the pedagogical knowledge at the end of the first year?

These research questions were designed to explore the specific contributions of the new training program to new teachers at the end of their first year of teaching. It should be noted that the teachers' gender and professional backgrounds were also considered during the analysis to identify any impact variations based on these factors, in order to achieve a more layered understanding of the training program's influence on new teachers' growth. (Schonert-Reichl, 2017; Schleicher, 2012; van der et al., 2019).. Our results showed no impact of gender and professional background.

Participant and Sampling

The participant sample for this study included 14 new teachers from the PEAK training program and six teachers from a regular training program, with second career teachers making up around 60% of the sample. The diverse backgrounds and experiences of these second career teachers added valuable dimensions to the study. Despite the potential for selection bias and the inability to generalize findings inherent in non-probability sampling, this approach was chosen to facilitate an in-depth exploration of the first-year teaching experiences of these participants, rather than aiming for broader generalizations. This method, known as purposeful sampling, is a common approach in qualitative research, aiming to gather rich and detailed data from participants with specific knowledge or experience relevant to the study (Creswell, 2014; Rubin & Rubin, 2012).

Research Tool

A face-to-face interview was executed, enhancing participant comfort and facilitating open discussion of their experiences and perceptions. This resulted in more genuine and accurate views from the participants (Smith, Flowers, & Larkin, 2009). The interviews were conducted at the college where the training was completed, providing a familiar and comfortable environment for the participants. However, there are certain limitations to using interviews as the primary research tool, including the potential for social desirability bias, which may lead participants to give answers they think the interviewer desires (Krumpal, 2013). To minimize this, participants were assured of

the confidentiality of their responses and that there were no 'correct' or 'incorrect' answers. These face-to-face interviews took place between June and July 2022, lasted between 45 to 76 minutes, and occurred at the college.

Data Analysis

Data from the in-depth interviews was examined using thematic analysis, a process that identifies patterns and themes in the data relating to the research questions and study's objectives (Braun & Clarke, 2019). The process initiated with transcribing interviews and subsequently reviewing them to pinpoint key themes and patterns. Following this, we categorized the themes into broader groups and deliberated on the findings to ensure consistency and accuracy in the analysis.

To maintain rigor in the analysis, several strategies were adopted, including peer review and reflexivity. Peer review involves other researchers scrutinizing the analysis process and findings to validate reliability. Reflexivity requires researchers to consider their own biases and preconceptions that may have influenced the analysis. These steps were taken to ensure ethical and unbiased analysis, thereby contributing to the credibility and accuracy of the findings.

2.3.2 Study 3- Findings

The data analysis process revealed several key themes in relation to the study's research questions and objectives. These themes encompassed the training program's contributions to the social-emotional development and 21st-century skills of the new teachers.. These findings provide insightful data regarding the effectiveness of the training program, which can guide the development of future programs to bolster new teachers' professional growth. Table 4 demonstrates the four main themes that the in-depth interviews revealed. These themes provide a comprehensive understanding of new teachers' experiences and the contributions of the training program.

Table 4. *Main Themes from In-Depth Interviews: Understanding New Teachers' Experiences and the Impact of the Training Program.*

| Theme | Sub- Themes | Findings |
|-------|-------------|----------|
|-------|-------------|----------|

| | | |
|-----------------------------------|--|---|
| Pedagogical Development | <ul style="list-style-type: none"> • Management challenges in the classroom. • Implementation of digital tools. • Incorporating 21st-century skills. | PEAK enhances social-emotional development of new teachers through improved classroom management, contributes to 21st-century skills and pedagogical knowledge via incorporating digital tools and fostering 21st-century skills. When teachers feel confident and in command, it positively impacts their emotional wellbeing and reduces stress levels. In addition, mastering classroom management also indirectly contributes to better social relationships with students, which in turn further boosts the teacher's social-emotional development. |
| Effective Communication Skills | <ul style="list-style-type: none"> • Collaboration with colleagues • Analyzing parent-student, teacher-student, and teacher parent communication factors. | PEAK enhances social-emotional development of new teachers through better collaboration with colleagues and improved communication with students and parents. This contributes to 21st-century skills and pedagogical knowledge. |
| Professional Identity Development | <ul style="list-style-type: none"> • The significance of the teacher's professional identity. • Perceiving education as an inner value. • Insight into how the individual abilities of each student affect learning outcomes. | A strong professional identity signifies a clear understanding of one's role, responsibilities, and values as an educator. This understanding breeds confidence and contributes to the formation of a comprehensive teaching philosophy. When teachers have increased confidence in their professional identity, they are more likely to adopt innovative teaching strategies, including the incorporation of 21st-century skills in their teaching methods. Teachers felt individual abilities were critical in determining their success, and nurturing unique abilities was essential. |
| Resilience | <ul style="list-style-type: none"> • Managing system demands and personal life. • Personal stress management. | PEAK enhances social-emotional development by providing strategies and tools to effectively manage both the system demands inherent in the teaching profession and the personal life challenges outside of work. Teachers reported that life work balance and stress management have profound effects on resilience, effectiveness, and satisfaction. |

According to the findings of the study, the new teacher training program provides a comprehensive and valuable resource to new teachers. PEAK offers training programs designed to provide new teachers with the skills, knowledge, and support they need to become successful educators. To prepare students for success in the 21st century, new teachers can create a positive and engaging learning environment.

2.3.3 Study 3 – Discussion and Conclusion: Assessing the PEAK Training Program

In Study 3, the PEAK new teacher training program has been evaluated. These studies demonstrate the program's effectiveness in encouraging new teachers to develop their social-emotional skills, teaching skills, and critical 21st-century competencies. The study highlighted professional identity development, emphasizing the importance of beliefs and values in a teacher's teaching style. In addition to supporting new teachers in defining their professional identities, the program enhances their communication skills, personal resilience, and the importance of work-life balance, offering tools and support for stress management. As a result of this research, the literature review information is corroborated and enhanced. . Also highlighted in our findings is the importance of fostering social relationships among students and between teachers and students.wellbeing. In addition to emphasizing the importance of effective communication in teaching and learning, the study highlights this critical aspect. This is in accord with the literature's emphasis on this issue. It emphasizes how adept communication skills can enhance teaching efficiency, facilitate a better understanding, and cultivate a more interactive and engaging learning environment. Additionally, this research supports the literature review's assertion that teachers should prioritize their wellbeing. According to the study, maintaining a balanced work-life and coping with stress can have a profound impact on teachers' effectiveness, resilience, satisfaction, and educational outcomes. According to the study, the PEAK training program contributes positively to new teachers' professional development and personal growth. However, further studies and continuous evaluation may be necessary to ensure the program's effectiveness.

CHAPTER 3. General Conclusions, Implications, and Suggestions

3. General Conclusion

This research illuminates the challenges and pressures faced by first-year educators as they embark on their professional education journey. The study underscores the critical importance of well-structured and extensive teacher training programs that offer continuous support, with a particular emphasis on social-emotional learning (SEL), pedagogical expertise, and 21st-century competencies. This research showcases multiple studies that highlight the training program's efficacy. The PEAK (Pedagogical, Emotional, and Academic Knowledge) program serves as an intervention program that provides first-year teachers with the necessary skills, confidence, and personal development opportunities to grow both professionally and personally. Further, they confirm that the training program significantly enhances teachers' ability to handle classroom change, which has proven to be vital in light of the COVID pandemic. Training can help teachers adapt to diverse teaching scenarios and develop resilience during their teaching careers. Moreover, the program's potential to adapt to emerging needs, such as developing various curricula, underscores the necessity of continual adaptation in teacher training programs. As well as providing valuable insights into effective methods for teacher training, this study emphasizes emotional resilience and pedagogical competence.

3.1 Research Implications

Theoretical Implications: This study contributes to the existing literature on teacher training, particularly for first-year teachers. This study emphasizes the relevance of Social Emotional Learning (SEL), resilience, and 21st-century skills within a teaching profession context, reinforcing and expanding upon these theoretical constructs. The study's framework confirms that PEAK's implementation has a positive effect. A holistic approach to teacher training, which integrates pedagogical competence, emotional resilience, and digital literacy, improves new teachers' professional experiences. The research provides an exploration into classroom management theory, building on established tools and strategies to propose a potential model that seeks to meet the complexities of today's classrooms.

Figure 3. *The six key components classroom management puzzle model*



Template taken from www.presentationgo.com

It is important to note that consistency, which is at the center of the Puzzle Model, must be implemented in all the six fields, to bring them into effect, achieve desirable class management, and build a productive learning environment. Additional aspects of communication are: 1) Setting clear behavioral expectations to promote a positive classroom culture. These expectations should be communicated clearly to students, reinforced regularly, and modeled by the teacher. 2) Providing consistent feedback to students on their academic and behavioral performance. This feedback should be constructive and specific, highlighting areas of improvement and celebrating successes.

To conclude, the puzzle model is a practical approach for addressing new teachers' challenges in managing their classrooms. The PEAK New Teacher Training Program can teach participants how to create a positive learning environment, set clear expectations for students, manage their classrooms effectively, and address students' social-emotional needs. The Puzzle Model and the PEAK program can help new teachers feel more prepared and confident in managing their classrooms and promoting student success.

Practical Implications: Insights gained from the research hold significant value for those involved in education policymaking, school administration, and teacher training. The program's success in supporting new teachers during their first year highlights the potential for its wider implementation. It is essential to recognize the significance of continuous guidance and support during the initial phase of teaching, emphasizing the importance of mentorship programs that are readily available. Moreover, the study strongly advocates for the integration of adaptable teaching techniques, digital tools, and curricula that can keep up with the ever-evolving demands of the education sector.

Methodological Implications: This study implemented a mixed-methods research approach, expertly combining qualitative and quantitative methodologies to validate and strengthen the findings. Using focus groups, interviews, and surveys, the research was able to gain a comprehensive understanding of the complex issues first-year teachers encounter. The multi-dimensional view and rich, nuanced data obtained from this approach were invaluable, making it a highly effective methodological approach.

3.2 Suggestion for Further Research

To enhance this field of study, here are some recommendations for additional research and enhancements:

1. **Integrated technology:** As technology plays an increasingly significant role in education, further research could investigate how the training program could be modified or enhanced to incorporate more digital tools and technologies, such as artificial intelligence.
2. **Customization of Training Program:** Future research could explore how the training program can be customized to cater to individual teachers' needs, considering factors such as their previous experience, personal characteristics, and specific challenges they face in their teaching context.
3. Further research should be conducted to fully examine the impact of the teacher training program on students' academic performance, level of engagement, and overall experience in the school. This will provide a more comprehensive understanding of the program's effectiveness.
4. To further enhance the approach of this research, future research could include long-term studies tracking the impact of similar training programs on teachers' career trajectories and their students' outcomes over time.

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