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The Effectiveness of a Counseling Program Based on Mind and Body Techniques in Developing the Self-Efficacy Among Volunteer Teachers to Teach Displaced Children in the Gaza Strip

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ABSTRACT

Objective: The current study aimed to identify the effectiveness of a guidance program based on mind-body techniques in developing the self-efficiency of volunteer teachers for displaced children in the Gaza Strip.

Methods and Materials: The semi-experimental method with a pretest-posttest design was used, and the experimental sample comprised (28) teachers, who were selected and divided into two groups, one experimental and the other control. A mind-and-body-based program was designed for study purposes and implemented in the experimental group in (14) sessions, twice a week, each lasting (80)minutes. Data was collected and analyzed using a self-efficacy scale.

Findings: The results revealed significant differences between the experimental and control groups in the post-test measures of self-efficacy. The experimental group showed notable improvements in self-confidence, problem-solving ability, and social competence. The calculated t-value for the overall scale was (20.11), showing a significant difference between the groups. The eta-squared (η^2) value for the total score was (0.95), reflecting a very large effect size, as this value exceeds (0.20). The effect size was also substantial, with a value of (9.70). Regarding differences between pre-test and post-test measures within the experimental group, the results showed significant differences favoring the post-test, with a t-value of (20.16), an eta-squared value of (0.95), and an effect size of (9.82). No significant differences were found between post-test and follow-up measures in the experimental group, with a t-value of (0.57), an eta-squared value of (0.02), showing a tiny effect size, as this value is less than (0.20), and an effect size of (0.20). This suggests that the mindfulness-based counseling program was effective and maintained its impact even after a six-week follow-up period.

Conclusion: These results show that the mind-body-based program plays a significant role in developing self-efficacy. Therefore, these results can apply mind-body techniques to other groups for similar or different counseling purposes.

Keywords: Mind-body techniques program, self-efficacy, volunteer teachers.

Introduction

Amid the ongoing conflicts and the harsh humanitarian conditions experienced in the Gaza Strip amid the war (2023-2024), which has resulted in the destroyed of schools, a lack of educational and teaching resources, tightened blockades, and the absence of the most necessities for a dignified life for teachers, volunteer teachers emerge as symbols of resilience and dedication. They devote their efforts to educating and guiding displaced children who have lost hope and role models. The Palestinian teacher has continued to struggle for survival and to maintain an educational life. By creating educational opportunities in a tent with a pen and paper. However, the daily challenges faced by these teachers from psychological, physical, economic, and social pressures to unstable educational conditions lead to an erosion of their feelings, beliefs, perceptions, and faith in their ability to organize and implement the teaching procedures to achieve educational goals."

The Gaza Strip, with its history of conflict, represents an educational environment filled with challenges and difficulties. Many displaced children suffer from a loss of psychological and social stability, as well as a lack of facilities and resources, which complicates the educational task. Volunteer teachers in this environment face additional mental and physical pressures. A study by Mokhtar (2020) confirms that teachers in conflict-affected areas suffer from high levels of stress and burnout, negatively impacting their teaching effectiveness (Mokhtar, 2020). A study by Betancourt et al. (2013) confirmed that volunteer teachers working in conflict areas, such as Gaza, face unique challenges, including high psychological stress, anxiety, and the need to provide academic and psychological support to students affected by conflicts (Betancourt et al., 2013). This requires teachers to offer additional support and address their emotional and psychological needs.

In light of this bitter reality and the psychological and behavioral pressures accompanied by numerous complexities in various fields resulting from the Israeli war and its psychological, security, economic, and social repercussions, there have emerged complex educational and pedagogical situations. These require enhancing the teacher's capabilities, paying attention to many social, psychological, and academic factors, and developing their self-competence, which would also help them confront the psychological changes occurring at the psychological, social, and physical levels to manage and cope with them effectively.

The concept of self-efficacy is one of the important psychological variables that guide a teacher's behavior and contribute to achieving their personal goals. The judgments and beliefs that a teacher holds about their abilities and potential play a significant role in controlling the school environment, which in turn enhances their capacity for achievement. Bandura (2000) emphasizes that self-efficacy focuses on the role of observational learning, social experience, and its impact on the teacher's personal development (Bandura, 2000). It is a crucial psychological variable that directs a teacher's behavior and aids in fulfilling their objectives, as the judgments and beliefs a teacher has about their capabilities and potential are vital in managing the environment, thereby increasing their academic performance (Al-Shawa, 2016).

Self-efficacy is defined as "the belief and perception of the teacher that he has the capabilities to organize and implement the required work procedures to achieve specific production and accomplishments" (Bandura, 1997; Parsakia et al., 2024; Wibowo, 2024; Wu, 2024). Self-efficacy refers to "a person's belief in their ability to produce creative outcomes" (Naidoo & Naidoo, 2023). Lee and Thompson (2023) defined self-efficacy as being significantly influenced by social and cultural contexts, where this belief contributes to enhancing motivation, dedication, and the ability to face challenges (Lee & Thompson, 2023).

Studies have shown the importance of self-efficacy in enhancing a teacher's ability to face challenges, including one study (Dargahi-Kafshgari et al., 2022). A study conducted by Miller and Ahmed (2023) found that self-efficacy enhances the ability of volunteer teachers to face challenges and motivate students in difficult circumstances (Miller & Ahmed, 2023). It plays a crucial role in educational effectiveness and supports teachers, as increased efficiency is associated with increased motivation and persistence. (Miller & Ahmed, 2024; Williams, 2022). It indicates that self-efficacy is closely related to increased motivation and drive, as teachers with a high level of self-efficacy tend to challenge themselves and persevere in the face of difficulties, thereby enhancing their ability to achieve their goals (Miller & Ahmed, 2024). A study by Khan and Smith

confirms (2022) The psychosocial support provided by volunteer teachers is largely based on their confidence in their abilities, which positively affects the stability of the educational environment and the success of students (Khan & Smith, 2022).

These studies and theoretical literature reflect the importance of enhancing the self-efficacy of volunteer teachers through mentoring, training, and development programs to equip them with the necessary tools and techniques to improve the quality of education in these challenging circumstances. Techniques that integrate the mind and body, such as meditation, relaxation, symptom dialogue, and drawing, demonstrate significant benefits in boosting the self-efficacy of volunteer teachers in conflict environments. By improving the ability to focus and manage stress, these techniques also contribute to increasing teachers' self-confidence and their ability to achieve educational goals. A study by Miller & Ahmed (2024) showed that mind-body techniques helped teachers enhance their resilience and adaptability in facing challenging circumstances, contributing to improved self-efficacy and their ability to deliver effective teaching (Miller & Ahmed, 2024). A study by Lee, & Thompson. (2023) found that meditation helped teachers improve their physical and mental health, enhancing their sense of self-efficacy, which in turn helped them better face daily challenges (Lee & Thompson, 2023). In a similar context, a study confirmed that mind-body techniques help reduce stress levels and improve mood, contributing to the well-being of teachers (Garcia & Reynolds, 2023). The results of the study by Ayywaaj & Aqoun (2022) confirm that the experimental group benefited from the Guidance Program, retaining those benefits after three months. This indicates the effectiveness of mind and body skills in improving physical fitness and mental health, both in the short and long term (Ayywaaj & Aqoun, 2022). As demonstrated by the study by Kathryn and Robin (2018), the success of using the mind-body program as an alternative approach to reduce post-traumatic stress disorder in the study sample confirms the programs effectiveness (Kathryn & Robin, 2018). The study by Ismail (2017) confirms that the program based on mind-body techniques has an impact on increasing attention among the study sample. Caring for our bodies can influence the way we think, feel, and believe. Additionally, mind-body skills are a way to learn the necessary skills for self-care and to practice them with others in a supportive environment (Ismail, 2017). A study conducted by McAllister, D. (2017) The integration of mind-body techniques in teacher support programs can enhance self-efficacy and reduce feelings of burnout, thereby significantly improving educational performance (McAllister, 2017). A study by Shivakumar and North (2017) indicated that there are statistically significant differences between the scores of the experimental and control group members, in favor of the experimental group on the Post-Traumatic Stress Disorder symptoms scale and quality of life, which confirms the effectiveness of the program used (Shivakumar et al., 2017).

Despite the extensive research addressing the effectiveness of mind-body techniques in various contexts, there remains a significant gap in the literature regarding the application of these techniques in conflict settings, such as Gaza." This research aims to bridge this gap by providing a comprehensive study on the impact of a consulting program based on mind-body techniques on the self-efficacy of volunteer teachers in this unique context. The study's results will provide strong evidence to support the development of similar programs in other conflict environments, as well as offer practical recommendations to improve the support provided to teachers in such settings.

Current research indicates that most studies focus on mind-body techniques in Western contexts or specific cultures, highlighting the need to examine the impact of these techniques in diverse cultures, including those experiencing conflict and ongoing stress. Therefore, there is an urgent need to explore how these technologies can enhance self-efficacy in various contexts and the impact of that on improving teacher

support in Conflict environments.

Techniques for the mind and body, along with the methods used in them such as vibration and movement, deep breathing, drawings, self-stimulation and biofeedback, dialogue with symptoms, body scanning skills, and family tree, are vital tools to support volunteer teachers in conflict environments like the Gaza Strip. By improving mental and physical health and developing resilience and adaptability, these techniques also contribute to enhancing the effectiveness of education and strengthening the psychological immunity of teachers. This, in turn, helps improve their self-efficacy and their psychological and professional stability,

enabling them to take care of themselves and gain a deeper understanding of themselves and the students around them. This positively reflects on the quality of education and the lives of displaced children.

Through his work as an educational supervisor overseeing teachers and reviewing various studies related to issues in the educational process, the researcher observed an increasing level of psychological stress resulting from teaching pressures. This stress negatively affected the mental well-being and efficiency of teachers, regardless of their years of experience, age, and personal characteristics, which were notably impacted by the security and economic conditions in the Gaza Strip. These conditions include internal and external risks threatening the psychological and social security of teachers, placing them under threats that undermine their psychological competencies. Based on these observations, the idea for this study emerged. The researcher recognized the importance of enhancing and developing teachers' self-efficacy. Thus, this study aims to assess the effectiveness of a counseling program based on mind-body techniques in improving the self-efficacy of volunteer teachers who are teaching displaced children in the Gaza Strip.

Methods and Materials

Study Design and Participants

The study employed a quasi-experimental design, which involves an experimental design with both experimental and control groups. The training program was applied to the experimental group, and measurements were taken before and after the intervention for this group. The original study population consisted of all volunteer teachers in Rafah Governorate, Gaza Strip for the academic year (2023-2024), totaling (131) teachers.

The experimental sample comprised (28) teachers from Rafah, selected based on specific inclusion and exclusion criteria. They were divided into two groups: experimental and control, with each group consisting of (14) teachers. A purposive sampling method was used to select participants, as random sampling was not feasible due to logistical and procedural constraints. Efforts were made to ensure equivalence between the experimental and control groups by classifying participants according to certain criteria (gender, academic degree, and experience) and by attempting to control potential confounding variables by ensuring similarity between the groups in significant aspects. However, there may still be unidentified factors that could affect the results. This will be considered when interpreting the study's findings.

Limitations related to sample size may restrict the generalizability of the results to a broader context. The small sample size does not reflect the diversity of the entire population of volunteer teachers in Gaza. Additionally, the use of purposive sampling could introduce bias into the results, which should be considered when analyzing and interpreting the findings.

Conducting a quasi-experimental study in a war-torn area such as Gaza presents significant logistical and security challenges, including safety concerns and security threats that may hinder access to study locations and put both researchers and participants at risk. Difficulties also include damage to infrastructure and shortages of essential resources such as research tools and communication means. Moreover, psychological and social pressures arising from the conflict can significantly impact data quality and reliability. Additionally, the researcher faced organizational difficulties related to bureaucracy and time management under unstable conditions. To address these challenges, approval was obtained from sample members and officials in the Ministry of Education in Gaza. Emergency plans were established to handle security situations, with sessions conducted in safe areas designated by the Israeli military, which changed according to the military coordinator's instructions. The study design was kept flexible to adapt to unforeseen variables.

Data Collection Tools

Study Tool Correction Method: The final version of the scale consisted of 30 items with a five-level response scale: strongly agree (5 points), agree (4 points), neutral (3 points), disagree (2 points), and strongly disagree (1 point). To assess levels of self-efficacy, these scores were converted to a range of 1–5 points, and behavior levels were categorized into low (1-2.33), medium (2.43–3.67), and high (3.68–5) based on specific criteria.

Self-Efficacy Scale: The study relied on the self-efficacy scale prepared by Abu A. Laymon (2022), Jamal

(2018), and Al-Shalwi (2018). and Al-Shawa (2016) The scale consists of 30 items distributed into three domains: the first domain is self-confidence, consisting of (10) items; the second domain is problem-solving ability, consisting of (10) items; and the third domain is social competence, consisting of (10) items. The scale was adapted and validated for the Arab context by Abdullah and Saleh (2019), with a construct validity of 66% and a reliability coefficient of(0.85) (Laymon & Al-Rabea, 2022). To ensure the validity of the scale, the study tool was presented to nine experts in psychology working at Palestinian universities, and they were asked to express their opinion on the relevance of each item to its designated domain as well as the clarity and linguistic accuracy of the items. There were no substantial comments on the scale items. Thus, the scale was finalized for application to the survey sample, consisting of (38) male and female teachers, to verify the psychometric properties of the study tools, namely the reliability and validity coefficients of the study tools, noting that the survey sample was not included in the actual sample. To determine the validity of internal consistency, according to the correlation coefficient of each item with its corresponding domain, it was found that all correlation coefficients of item scores with their respective domains were statistically significant, ranging from (.55 to .79), indicating the validity of the internal consistency of the items. To determine the internal consistency and reliability of each domain of the scale and the scale as a whole, Cronbach's alpha method was used. The results were: self-confidence (0.85), problem-solving ability (0.84), social competence (0.87), and the total score on the scale (0.91). All reliability coefficient values are high, confirming the self-efficacy scale's accuracy in measuring the trait among teachers.

Intervention

It is a program developed by the researcher aimed at developing the self-efficacy of teachers. It consists of (14) group counseling sessions, during which counseling skills and tools will be used to achieve the desired objectives of the program. The Mind and Body program was presented to nine experts in psychology and education to ensure the program's validity and suitability for the study's purposes. The experts provided some minor adjustments to suit the conditions in Gaza during times of war, and the researcher responded to these adjustments by revising the Mind and Body program based on the feedback provided by the experts.

Session 1: Building Affection and Breaking the Ice Between Group Members

The first session focuses on establishing trust and familiarity among group members. It begins with a warm welcome, followed by introductions and discussions about the program's goals. Participants engage in barrier-removal exercises through effective dialogue, allowing them to feel comfortable within the group. A pre-assessment survey is conducted to gauge initial perspectives and needs. The session includes guided contemplation and relaxation techniques to set a positive tone. Educational and psychological empowerment exercises are introduced to enhance self-awareness. A closure circle is held for reflection, and participants receive home activities to reinforce session learnings.

Session 2: Emotional Release and Expression of Feelings in a Positive Way

This session aims to help participants express emotions in a constructive manner. It begins with a relaxation and contemplation exercise to create a calm and open atmosphere. Interactive play and role-playing activities allow participants to explore different emotional responses in various situations. Guided imagery exercises encourage positive emotional expression. The session concludes with a final relaxation technique, reinforcing emotional regulation strategies.

Session 3: Graphics

The third session introduces art as a therapeutic medium for self-expression. Participants start with a relaxation exercise to enhance mindfulness. They then engage in a drawing exercise that allows them to visualize and express their emotions symbolically. Educational and psychological discussions help them interpret their drawings and gain insights. A finishing circle is conducted for reflection, followed by a home activity related to self-expression through creative means.

Session 4: Golden Methods for Developing Competence, Biofeedback, and Self-Motivation

This session focuses on personal growth and motivation. Participants start with meditation and relaxation to center themselves. Educational and psychological exercises introduce concepts of self-motivation and competence development. The "island exercise" is used to explore personal strengths and

challenges. Biofeedback techniques help participants understand their physiological responses to stress and emotions. A closing discussion allows participants to reflect, followed by a home activity designed to reinforce self-motivation.

Session 5: Body Scan

The fifth session enhances bodily awareness through guided exercises. It begins with relaxation and meditation, followed by a body scan exercise that teaches participants to recognize and release tension. Motivational exercises encourage positive self-perception. Educational and psychological activities provide strategies for mindfulness in daily life. A closing circle ensures reflection, with home activities reinforcing relaxation techniques.

Session 6: Breathing and Movement

This session emphasizes the connection between breath and movement in stress management. It starts with meditation and relaxation to create awareness of the present moment. Participants engage in stress relief exercises, followed by guided breathing techniques such as turbulent breathing. Movement exercises are incorporated to enhance physical relaxation and emotional regulation. The session concludes with a reflective discussion and home practice assignment.

Session 7: Imagine a Safe Place

This session introduces guided imagery for emotional security. Participants start with relaxation and visualization exercises, followed by an activity on exploring the limits of courage and fear. Educational and psychological exercises help them identify personal sources of emotional safety. The session concludes with a reflection circle, and participants receive home activities to further develop their visualization skills.

Session 8: Meditation and Mindful Eating

Participants are introduced to mindfulness in daily activities, with a focus on eating behaviors. The session starts with meditation and relaxation, followed by discussions on mindful eating. A practical mindful eating exercise is conducted, allowing participants to experience the sensory aspects of food with full awareness. The session concludes with a reflective discussion and home activities related to mindful eating.

Session 9: Meditation on Forgiveness

This session focuses on emotional healing through forgiveness. Participants engage in a relaxation exercise, followed by storytelling exercises that explore personal experiences of resentment and forgiveness. A guided meditation on forgiveness helps participants release negative emotions. The session concludes with group reflections and relaxation techniques for emotional well-being.

Session 10: Meditation on Loss and Bereavement

This session provides emotional support for processing grief and loss. It begins with relaxation exercises, followed by a style-change activity that encourages new perspectives on loss. Educational and psychological discussions help participants explore their emotional responses. The family tree exercise is used to reflect on personal connections. The session ends with a guided meditation on loss, fostering acceptance and healing.

Session 11: Family Tree

The session builds on previous discussions about relationships and personal history. It begins with meditation and relaxation, followed by the "Listen to Me" exercise, which enhances communication skills. Participants engage in educational exercises on family dynamics and their impact on emotional well-being. A meditation on loss and bereavement is conducted to reinforce coping strategies. The session concludes with a reflective discussion.

Session 12: Dialogue with Symptoms

This session encourages self-awareness through introspection. It begins with relaxation and meditation, followed by an "emotion and place" exercise that helps participants identify physical manifestations of emotions. Educational and psychological exercises introduce methods for engaging in a dialogue with personal symptoms (physical or emotional). The session ends with a reflection circle and relaxation techniques.

Session 13: Conceptualization and Interoception

Participants focus on self-discovery and body awareness. After a relaxation exercise, they engage in self-discovery activities that enhance their understanding of internal experiences. A guided visualization exercise helps them conceptualize emotions and thoughts more clearly. Educational discussions provide strategies for strengthening interoceptive awareness. The session concludes with reflections and relaxation techniques.

Session 14: Drawings and Closing Rituals

The final session integrates previous learnings through creative expression. Participants begin with

relaxation and meditation, followed by an "empty chair" exercise that allows them to express unresolved emotions. They then create symbolic drawings representing their personal growth throughout the program. A closing circle provides space for reflection and sharing. The session ends with a final relaxation exercise, bringing the program to a meaningful conclusion.

Data analysis

Data were analyzed using a combination of descriptive and inferential statistical methods. Descriptive statistics (means, standard deviations, and frequency distributions) were first computed to summarize the demographic characteristics and self-efficacy scores of the sample. To examine differences between groups and across time points, independent samples t-tests were employed to compare the post-intervention scores of the experimental and control groups, while paired-samples t-tests were used to assess changes within the experimental group between the pre-test, post-test, and follow-up assessments. In addition, effect sizes were calculated using eta squared (η^2) and Cohen's d to quantify the magnitude of the intervention effects, with significance levels set at $\alpha \leq 0.05$. This comprehensive analysis allowed for a robust evaluation of the guidance program's impact on enhancing the self-efficacy of volunteer teachers in the conflict-affected environment of the Gaza Strip.

Findings and Results

The study adopted a five-point Likert scale in preparing the scale and classified the levels of self-efficacy into three levels (low, moderate, and high). The length of the average period was calculated by dividing the range by the number of levels to be classified, knowing that the range is the maximum value on the five-point scale minus the minimum value (5-1 = 4). Therefore, the length of the average period equals (4÷3 = 1.33), thus obtaining the longest periods for the mean, through which the levels of self-efficacy among the sample individuals will be determined, as shown in Table 1.

Table 1

The classification of levels of self-efficacy.

SMA	Relative importance	The level
From 1 To 2.33	20% to 46.6%	Low
From 2.34 To 3.67	From 46.7 % to 73.2%	Middle
From 3.67 To 5	From 73.3% to 100%	High

Table 1 shows that averages below (2.33) indicate a low level of self-efficacy, while averages ranging from (2.34 to 3.67) indicate a moderate level of self-efficacy, and averages above (3.68) indicate a high level of self-efficacy.

The result of the first hypothesis: The first hypothesis states the following: "There are no statistically significant differences in the level of self-efficacy between the mean scores of the experimental and control groups in dimensional measurement at the ($\alpha \leq 0.05$) level." To test the validity of this hypothesis, the "t-test for correlated samples" was used to determine the significance of the differences between the mean scores of the experimental and control groups in the dimensional measurement in favor of the volunteer teachers in the experimental group, and the results are as shown in Table 2.

Table 2

The t value and its significance in detecting differences in self-efficacy between the measurement of the control and experimental groups

Variable	Measurement	Mean	SD	Level	t value	Significance level.
Self - confidence	Female officer	3.5	.52	middle	13.82	. 00**
	Experimental	4.47	.43	high		
Ability to solve problems	Female officer	3.32	.342	middle	12.4	.00**
	Experimental	4.22	.339	high		
Social competence	Female officer	3.3	.621	middle	10.3	.00**

	Experimental	4.10	.41	high		
The scale as a whole	Female officer	3.36	.341	middle	20.11	.00**
	Experimental	4.33	.18	high		

** Significant at the significance level of 0.01 or less.

It was found that the calculated value of t for the overall scale and its domains (self-confidence, problem-solving ability, social competence) is greater than the tabulated value of t (2.093), with the calculated value reaching (20.11). This indicates the presence of statistically significant differences in the mean scores of volunteer teachers." in the scale as a whole and its domains (self-confidence, problem-solving ability, social competence) between the control group and the experimental group of volunteer teachers, with the differences favoring the experimental group. To determine the effect size, the researcher used both eta squared (η2) and the value of (d).

Table 3

The value of the eta square (η2) and the effect size (d)

Variable	Calculated t value	Eta square value (η2)	Effect size (d)
Self-confidence	13.82	0.93	6.4
Ability to solve problems	12.4	0.89	5.37
Social competence	10.3	0.84	4.86
Self-efficacy scale as a whole	20.11	0.95	9.70

The previous table shows that the value of eta squared (η2) for the total score was (0.95), which is very large, as it is greater than (0.20) The effect size was also substantial, with a value of (9.70). This indicates the effectiveness of the program in developing the self-efficacy skills of volunteer teachers. There was a positive change in the performance of the experimental group teachers compared to the control group teachers in the post-assessment, as the differences between the measures were significant, with a high level of impact on the overall score of self-efficacy and its sub-domains. This result can be considered an indicator of the effectiveness of the program in developing self-efficacy skills and their sub-skills.

The result of the second hypothesis: The second hypothesis states: "There are no statistically significant differences in the self-efficacy skills scale at the level of (α≤0.05) between the mean scores of individuals in the experimental group in the pre-assessment and post-assessment." To test the validity of this hypothesis, the t-test for correlated samples was used to determine the significance of the differences between the pre-assessment and post-assessment in the self-efficacy skills of the volunteer teachers in the experimental group, and the results are shown in the following:

Table 4

The t value and its statistical significance to detect differences in self-efficacy skills between the pre-measurement and the post-measurement among the experimental group.

Variable	Measurement	Arithmetic mean	standard deviation	the level	t value	Significance level.
Self -confidence	Tribal	3.49	.56	middle	13.83	.000**
	Al-Baadi	4.47	.43	high		
Ability to solve problems	Tribal	3.31	.35	middle	12.39	.000**
	Al-Baadi	4.22	.339	high		
Social competence	Tribal	3.1	.62	middle	10.5	.000**
	Al-Baadi	4.10	.40	high		
The scale as a whole	Tribal	3.30	.34	middle	20.16	.000**
	Al-Baadi	4.33	.19	high		

** Significant at the significance level of 0.01 or less

The computed t value for the scale as a whole and its domains (self-confidence, problem-solving ability, social efficiency) is greater than the tabular t value, indicating statistically significant differences in the mean scores of volunteer teachers in the scale as a whole and its domains (self-confidence, problem-solving ability, social efficiency) between the pre-test and post-test measurements in the experimental group of volunteer teachers. The differences favored the post-test, and we find that the improvement was evident according to the level divisions, where the overall mean for the pre-test scale was (3.30), which falls within the average range, to (3.91), which falls within the high range. To determine the effect size, the researcher used both eta-squared (η2) and the value (d), and the following table illustrates the effect size:

Table 5

The value of the eta square (η2) and the effect size (d).

Variable	Calculated t value	Eta square value (η2)	Effect size (d)
Self - confidence	13.83	0.91	6.32
Ability to solve problems	12.39	0.86	4.89
Social competence	10.5	0.89	5.29
Self-efficacy scale as a whole	20.16	0.95	9.82

The results show that the value of eta squared (η2) for the total score was (0.95), which is very large, as it exceeds the value of eta squared (η2) of (0.20). The effect size was also substantial, with a value of (9.82). This result indicates the effectiveness of the program in developing self-efficacy skills among volunteer teachers, as there was a noticeable change in the performance of the experimental group in the dimensional measurement, with statistically significant differences between the pre-test and post-test, and a high level of impact on the overall score of the self-efficacy scale and its sub-skills.

The result of the third hypothesis: The third hypothesis states: "There are no statistically significant differences in the self-efficacy skills scale at the level of (α≤0.05) between the mean scores of the individuals in the experimental group in the dimensional and follow-up measurements." To test this hypothesis, the t-test for two correlated samples was used to determine the significance of the differences between the dimensional and follow-up measurements for the experimental group of volunteer teachers, and the results are as shown in the following:

Table 6

The t value and its statistical significance to detect differences in self-efficacy skills between the post-measurement and the follow-up measurement among the experimental group.

Variable	Measurement	Arithmetic mean	standard deviation	the level	t value	Significance level.
Self - confidence	Tribal	4.47	.43	high	0.09	0.95
	Al-Baadi	4.45	.42	high		
Ability to solve problems	Tribal	4.22	.339	high	0.44	0.69
	Al-Baadi	4.20	.511	high		
Social competence	Tribal	4.10	.40	high	0.88	0.45
	Al-Baadi	4.09	.423	high		
The scale as a whole	Tribal	4.33	.19	high	0.57	0.583
	Al-Baadi	4.30	.20	high		

The calculated value of t for the scale as a whole and its domains (self-confidence, problem-solving ability, social competence) is lower than the tabulated t value, indicating no statistically significant differences between the mean scores of the volunteer teachers in the scale as a whole and its domains (self-confidence, problem-solving ability, social competence) between the dimensional and longitudinal measurement in the experimental group of volunteer teachers. To determine the effect size, the study used both eta squared (η2) and the value of (d).

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Table 7

The effect size is shown by both the eta square (η2) and the effect size (d).

Variable	Calculated t value	Eta square value (η2)	Effect size (d)
Self - confidence	0.09	0.00	0.04
Ability to solve problems	0.44	0.01	0.20
Social competence	0.88	0.04	0.40
Self-efficacy scale as a whole	0.57	0.02	0.20

It is clear that the value of eta-squared (η2) for the total degree was 0.02, which is very small, as it is a value of eta-squared (η2) greater than 0.20. and an effect size of (0.20)

Discussion and Conclusion

The results showed significant differences between the experimental group and the control group in the post-measurement on the self-efficacy scale, with the experimental group outperforming in aspects of self-confidence, problem-solving ability, and social competence. The calculated value of t reached (20.11), showing a significant difference between the two groups, while the eta squared (η^2) value was (0.95) and the effect size was (9.70), reflecting a huge effect size. These results suggest that the guidance program based on mind-body techniques achieved a noticeable improvement in the self-efficacy and overall performance of teachers by enhancing their self-confidence, which may help them deal with teaching challenges more effectively. It also led to an increase in their problem-solving abilities thanks to improved focus and critical thinking through meditation and relaxation techniques. The program also created a less stressful and more supportive learning environment, which reflected on the quality of education and teacher engagement.

This result can be attributed to the sessions included in the guidance program, which included diverse and innovative activities, many exercises, training and means for teachers, which supported the high performance of self-efficacy, as it became clear through practicing relaxation, movement, and imagination exercises that they reduced the negative feelings and emotions suffered by teachers in the experimental group, which contributed to improving the relationship between members of the experimental group and others. Also, receiving immediate feedback during the program enhanced the efficiency of teachers in the experimental group and stimulated their motivation to take part and unleash their imagination and positive interaction with what was presented to them. This result is consistent with foreign studies (Bandura, 2000; Kabat-Zinn, 2013), which confirmed that meditation techniques enhance self-confidence and reduce anxiety symptoms, which contributes to improving self-efficacy. The results of the study are consistent with the prior findings (Zeidan et al., 2010), which showed that meditation enhances the ability to pay attention and focus, and thus helps improve problem-solving skills and social skills as well. A study conducted by Creswell (2017) showed that the mentoring program confirms that self-awareness training can contribute to improving social relationships and enhancing social competence (Creswell, 2017). This highlights the impact of the mentoring program in promoting effective communication and building positive relationships between teachers and students. Schunk, (2012) explains that psychological skills, such as meditation and self-awareness, can lead to increased self-confidence (Schunk, 2012). This result is consistent with a series of studies that have confirmed the effectiveness of the program based on mind-body skills and reducing post-traumatic symptoms (Ismail, 2017; Kathryn & Robin, 2018).

To address confounding variables, the personal and professional backgrounds of teachers were taken into account and analyzed to determine their impact on the results, the quality of feedback was improved to ensure that it was objective and constructive, and an adequate duration of the program was determined with follow-up to assess sustainability. In addition, the application of the program was standardized among participants, and implementation was monitored to ensure that everyone adhered to the recommended methods. Relatively safe areas were selected according to the instructions of the occupation army. Despite the positive results, it is important to consider some limitations: one is the small sample size (28 teachers), which may limit the ability of

the study to generalize its findings to all teachers in the Gaza Strip or to other educational settings. This may potentially lead to inaccurate variance in the results and may affect the statistical power of the analysis. The selection of participants was intentional, taking into account gender, experience, academic degree, and level of proficiency. However, it may include elements of bias, and therefore the results may not fully reflect the impact of the program on all teachers in the sector. Teachers' personal and professional backgrounds may influence how they interact with the program and its outcomes. In addition to the unique circumstances in the Gaza Strip, such as ongoing conflict and social pressures, the study's findings may be limited in their generalizability to other contexts. These circumstances may influence how the program is implemented and its outcomes, making it difficult to generalize the results to different educational settings or other geographic areas. To address these confounding variables, it is necessary to increase the sample size in future studies, select participants more randomly to reduce bias, and consider the surrounding environmental conditions. In addition, personal and professional impacts should be assessed, and detailed information about the program's implementation and context should be provided to illustrate how these variables influence and generalize the results. However, the significant positive impact of the program reinforces its importance as a tool for improving the quality of education and promoting an effective learning environment.

The calculated value of t reached (20.16), indicating a significant difference between the two groups, while the value of eta squared (η^2) was (0.95) and the effect size was (9.82), reflecting a huge effect size. These results suggest that the guidance program based on mind-body techniques achieved a noticeable improvement in self-efficacy.

This result is also attributed to the effectiveness of the techniques, activities, and training on mental and physical relaxation exercises, as well as emotional release included in the guidance program, in developing self-efficacy skills. The program improved the ability of the teachers in the experimental group to control their behavior and regulate their emotions, enhancing their capacity to successfully interact with others. Each teacher became capable of sharing their feelings and emotions with others, accepting them, being affected by them, and engaging positively with others, allowing them to influence and be influenced by those around them. These activities and training sessions have contributed to teachers' understanding of the body's basic needs by familiarizing them with proper and healthy eating habits. Despite the difficulties and challenges faced by the Palestinian people in Gaza in general and teachers in particular, in providing food for their families, they practice the skills they have acquired, such as mindful eating and developing self-awareness. This has greatly helped enhance their self-care by recognizing the family relationship model, which in turn has fostered self-efficacy and self-confidence among the members of the experimental group. This result aligns with several studies that confirmed the effectiveness of a program based on mind-body skills in reducing post-traumatic symptoms (Ismail, 2017; Lee & Thompson, 2023; Miller & Ahmed, 2023, 2024),

The results also showed no statistically significant differences between the average scores of volunteer teachers in self-efficacy skills between the post-test and the follow-up test in the experimental group of volunteer teachers.

Where the calculated value of t reached (0.57), indicating a very small and statistically insignificant difference between the two groups, while the value of Eta squared (η^2) was (0.02), which is very small, as the Eta squared (η^2) value is greater than (0.20). The effect size (0.26) reflects a very low impact.

This result is attributed to the significant impact of the guidance program in acquiring self-efficacy skills (self-confidence, problem-solving ability, social competence). The stability of the performance of the experimental group in the follow-up measurement approximately a month and a half after the program's conclusion is an indicator of the program's effectiveness in developing self-efficacy skills and their sub-skills. Furthermore, the individuals who participated in the program have experienced changes in some concepts, ways of thinking, and problem-solving approaches, and they are characterized by an open mindset capable of presenting new and creative solutions. The program's techniques also helped the teacher recognize his abilities and encouraged him to make a difference and accomplish the tasks assigned to him. It fostered his belief that he possesses the necessary skills and capabilities to organize and implement the required teaching

procedures to achieve specific accomplishments, despite the harsh reality imposed by the bloody war on the Gaza Strip. The planned activities that were carried out through the group guidance sessions at various stages of the program and throughout its implementation contributed to ensuring that the impact of the applied program continues even after its completion. This result aligns with many studies that confirmed the persistence of skills acquired from guidance programs (Ismail, 2017; Kathryn & Robin, 2018; Khan & Smith, 2022).

The study confirms the effectiveness of the guidance program based on mind-body techniques in improving self-efficacy among volunteer teachers in Gaza. The results showed a significant improvement in self-confidence, problem-solving ability, and social competence in the experimental group compared to the control group, highlighting the program's ability to achieve a positive impact even under challenging circumstances, such as war. However, some limitations that may affect the generalization of the results should be taken into consideration, such as the small sample size and the targeted sampling method. Therefore, it is essential to expand the sample size in future studies to obtain more accurate results. It is also recommended to use random sampling methods to reduce bias and increase the accuracy of the results. It would be beneficial to conduct similar studies in other areas of Palestine or in different educational contexts to examine the effectiveness of the program in diverse environments. In addition, conducting further investigations into the other effects of the program is justified, such as its impact on students' academic performance and teachers' well-being. Future studies should include more detailed practical aspects regarding how to implement the program, including the number of sessions, the duration of each session, and the techniques used. It is also important to consider the surrounding environmental conditions when evaluating the effectiveness of the program to understand how local crises can impact implementation outcomes.

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Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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Authors' Contributions

All authors equally contributed to this study.

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