

## STRENGTHENING EMOTIONAL SUPPORT IN CLASSROOM TO ORPHANS OF GAZA AS TO IMPROVE THEIR ACADEMIC PERFORMANCE

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**Abstract:** The purpose of this study is to highlight the classroom emotional support of Gaza orphans to improve their academic performance via a comprehensive review of relevant literature. A systematic approach was followed to review the relevant previous literature. A total of 39 research articles from renowned journals (Education & Development, Journal of social and Psychology, International Electronic Journal of Elementary Education, International Journal of Research Studies in Education, Journal of Educational Psychology and Child Development Perspectives) were reviewed. The findings of the systematic literature review of prior studies revealed that emotional support affects academic performance, as well as children's personal behaviour, social life and the environment in which they live. The study considered studies only related to the emotional support of Gaza orphans. This research paper is likely to have some interesting implications for the Ministry of Education and the Ministry of Social Affairs by pointing out the challenges of strengthening the emotional support of Gaza orphans.

**Keywords:** *Classroom, Emotional Support, Orphans, Academic Performance, Gaza strip.*

## INTRODUCTION

The emotional support is essential to strengthen orphans' academic performance.<sup>1,2</sup> According to Eccles and Wang<sup>3</sup>, the lack of emotional support causes emotional isolation, retirement and creates psychological disorders that may affect their personality where failing to establish a relationship with

<sup>1</sup>Pecora, P. J. 2012. Maximizing educational achievement of youth in foster care and alumni: Factors associated with success. *Children and Youth Services Review*, 34(6), 1121-1129.

<sup>2</sup>Hamre, B. K., Pianta, R. C., Downer, J. T., DeCoster, J., Mashburn, A. J., Jones, S. M., Rivers, S. E. 2013. Teaching through interactions: Testing a developmental framework of teacher effectiveness in over 4,000 classrooms. *The Elementary School Journal*, 113(4), 461-487.

<sup>3</sup>Eccles, J. S., & Wang, M. 2014. The direct and indirect effects of classroom climate on student engagement and achievement in math (Manuscript submitted for publication).

other children and also may negatively affect on their academic performance<sup>4,5</sup>. The emotional support enhances an orphan's motivation to engage in the classroom<sup>6</sup>. Generally, there were nearly 140 million orphans globally in 2015<sup>7</sup>, all suffering from lack of emotional support and disturbances in their personality especially Gaza Strip, where the proportion of orphans in the Gaza Strip are higher than in any country in Arab region, and this is because of successive wars launched by the occupation of Israel on the Gaza Strip. The emotional support is considered as a key pillar to find solutions to psychological, social, and academic problems of orphans in the Gaza strip. Previous studies have argued that children who have emotional support during the first years of their life are more likely to have a stable life<sup>8</sup>. Emotional support gives children the ability to balance and help them to avoid stress, anxiety, and moral deviation, and also helps them to build social bonds in the school. The classroom is a primary micro context in which students and teachers interact. The quality of social and emotional interactions in the classroom between and among students and teachers creates the classroom emotional climate<sup>9</sup>.

This study attempts to highlight the significance of strengthening emotional support in classroom orphans of Gaza to improve their academic performance, but with extremely limited resources due to blockade region. In addition, to minimize the hazards associated with and provide comprehensive insight for understanding the problems and challenges of the orphans to improve their academic performance. it can be achieved by supplying emotional support in the classroom to orphans, emotionally supportive interactions in the classroom, understanding direct relationship between emotional support and academic performance to orphans and strengthening emotionally supportive interactions in the classroom to orphans by teacher, engagement in classroom and behaviour of orphans within the classroom environment. The learning process takes continuous and circular shape, and is determined by the teacher, engagement in the classroom and behaviour of students. The positive interaction in the classroom leads to construct the personality of child and utilize full features of the learning process that have efficiency and abilities to improve the performance of the academic child<sup>10</sup>.

## **GAZA STRIP BACKGROUND**

The Gaza Strip is a narrow region of the state of Palestine; it is located along the south-western part of the Palestinian coastal plain's region. The total area of Gaza is about 360 km<sup>2</sup> (Figure 1). A length from south to north of Gaza of about 45 km on the Mediterranean coast and the display ranges between 7 to 12 km. Located in the Sinai desert in the south, the Negev desert in the east and the Mediterranean Sea in the west. The population density in the Gaza Strip is considered as the most densely populated places in the world, with a population around 1,899,291 people the growth of 3.2% annually. The Gaza Strip is considered one of the most densely populated places in the world, with more than 1.65 million residents<sup>11</sup>.

4Ming-Te, W and Jacquelynn, S, E, 2012. Social support matters: Longitudinal effects of social support on three dimensions of school engagement from middle to high school. *Child development*, 83(3), 877-895.

5Cooper, K. S. 2013. Eliciting engagement in the high school classroom: a mixed- methods examination of teaching practices. *American Educational Research Journal*. <http://dx.doi.org/10.3102/0002831213507973>, 0002831213507973. 65,3,6

7UNICEF. 2016. orphanage assessment report.

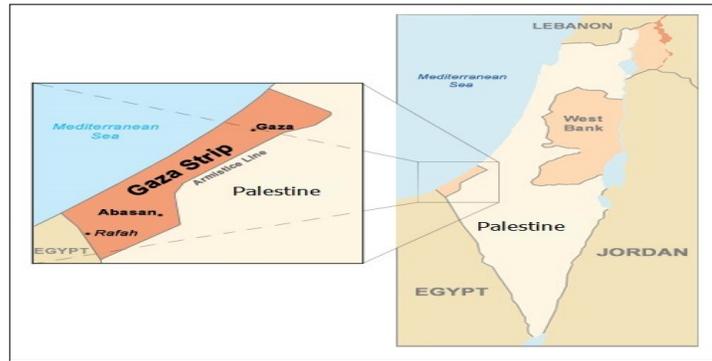
8Lee, J.-S. 2014. The relationship between student engagement and academic performance: Is it a myth or reality? *The Journal of Educational Research*, 107(3), 177 e 185. <http://dx.doi.org/10.1080/00220671.2013.80749>.

9Zupsic, D. J. 2016. Exploring the Values of Education Using Student Viewpoints to Redesign the Educational Structure to Achieve Optimal Experiences. Youngstown State University.

10PCBS. 2012 Population, Housing and Establishments Census. Palestinian Central Bureau of Statistics, Ramallah: Palestine.

11PCBS Palestinian Central Bureau of Statistics 2010 press release On the Occasion of World Population Day, 11 July. PCBS Issues a statistical overview on the Palestinian population.

Geographically, the Gaza Strip is separated from the rest of the Palestinian territories by the policies of the Israeli occupation of Palestine; it is one of the conflict areas in the world which has significantly witnessed deterioration of political and socioeconomic conditions due to the repeated aggression and blockade by Israeli power. Gaza Strip is still facing range of obstacles and difficulties that prevent achieving and programs for development. There are living in a limited area. problems are in the Gaza as high rates of growth, poverty, food, and school overcrowding, social psychological problems increased orphans, lack competence, and the children<sup>12</sup>.



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**Figure 1:** Location map of the Gaza Strip, Palestine.

## LITERATURE REVIEW

The emotional support enhances orphan's motivation to engage in the classroom<sup>13</sup>. Generally, there were nearly 140 million orphans globally in 2015<sup>14</sup>, all suffering from lack of emotional support and disturbances in their personality especially in the Gaza Strip, where the proportion of orphans in the are higher than any country in the Arab region, and this is because of successive wars launched by the occupation of the Israel on the Gaza Strip. The emotional support is considered as a key pillar to find solutions to psychological, social and academic problems of orphans in Gaza strip. Previous studies have argued that children who have emotional support during the first years of their life are more likely to have a stable life<sup>15</sup>. Emotional support gives children the ability to balance and helps them to avoid stress, anxiety and moral deviation, and also helps them to build social bonds in the school. The classroom is a primary micro context in which students and teachers interact. The quality of social and emotional interactions in the classroom between and among students and teachers creates the classroom

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emotional climate<sup>16</sup>. This section of the study illustrates the previous studies related to the current study, and highlights the relationships between the variables as the followings:

### **1. Emotional support in the classroom to orphans**

Emotional support is skilfully provided to treat a distressed other's feelings in an effective and sensitive method, it may yield numerous benefits, including improvements in health and emotional states<sup>17</sup>. Emotional support has been defined as the supplies of comfort and security in stress times that leads the person to feel tranquillity, quietness and caring by others<sup>18</sup>.

Classrooms are complex social settings characterized by social interactions between teachers and students and among students. These interactions serve as socializing agents for children<sup>19</sup>, whereby children experience varying levels of emotional, organizational, and instructional supports in different classrooms or within a classroom over time. The classroom climate that helps students to be known and become as famous individuals- as an aspect of emotional support. Where the teachers offer nurturance for children are emotional, express warm feelings for children and academic needs and allow for autonomy and responsibility in the classroom at developmentally appropriate levels<sup>20</sup>. These happen in classrooms with high levels of emotional support. The high quality of emotional support has been associated to various aspects, including fewer problem behaviours, better social competence, better student attitudes toward mathematics, higher engagement, higher levels of school satisfaction and better student attitudes toward mathematics<sup>21,22</sup>.

Furthermore, the relationships between teacher-orphans inside the classroom have been positively related to academic performance<sup>23</sup> and positively related for internalizing behaviours and engagement. Thus, the emotional support of the classroom has a broad base to improve and support of academic performance<sup>24</sup>.

### **2. The Relationship between Emotional support and Academic performance of Orphans**

Studies indicate into a positive relationship between emotional support and academic performance<sup>25, 26</sup>. The lack of substantial work of emotional support to orphans in the classroom lead to increase social and educational problems<sup>27</sup>. The core of emotional support includes the ability to identify and understand feeling of orphans by the teacher within the classroom, ability of the teacher to understand

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17Maliken, A. C., & Katz, L. F. 2013. Exploring the impact of parental psychopathology and emotion regulation on evidence-based parenting interventions: A transdiagnostic approach to improving treatment effectiveness. *Clinical child and family psychology review*, 16(2), 173-186.

18Cutrona, C. E., & Russell, D. W. 1990. Type of social support and specific stress: Toward a theory of optimal matching.

19Pianta, R. C., Hamre, B. K., & Allen, J. P. 2012. Teacher-student relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom interactions *Handbook of research on student engagement* (pp. 365-386): Springer.

20Rivers, S. E., Brackett, M. A., Reyes, M. R., Elbertson, N. A., & Salovey, P. 2013. Improving the social and emotional climate of classrooms: A clustered randomized controlled trial testing the RULER approach. *Prevention science*, 14(1), 77-87.

21Peixoto, F. 2012. Attitudes towards mathematics: Effects of individual, motivational, and social support factors. *Child Development Research* (Downloaded March 12, 2013 from: <http://www.hindawi.com/journals/cdr/2012/87>).

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25Brackett, M. A., Rivers, S. E., Reyes, M. R., & Salovey, P. 2012. Enhancing academic performance and social and emotional competence with the RULER feeling words curriculum. *Learning and Individual Differences*, 22(2), 218-224.

26Ruzek, E. A., Hafen, C. A., Allen, J. P., Gregory, A., Mikami, A. Y., & Pianta, R. C. 2016. How teacher emotional support motivates students: The mediating roles of perceived peer relatedness, autonomy support, and competence.

*Learning and instruction*, 42, 95-103.

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and perception the emotion of orphans that is make him capable to regulate orphan behaviour. This gives him an opportunity to develop academic performance at the orphan<sup>28</sup>.

In agreement with the theory of emotional communication, those who are troubled with personality, usually they have weak and disjointed relationships with their caregivers. Unacceptable things occur and are unexpected between the two sides as a result of these relationships.

The sensory interaction, communication and emotional support are very necessary and important for the orphans to create self-confidence, show the personality and access to self-autonomy of the orphans<sup>29</sup>. The researchers also found that the emotional support by parents has important role in participation of the orphans in academic performance, and their school and social activities. Thus, the loss of one of the family members, especially one of the parents may negative effects on the child's life and her/his academic achievement.<sup>30,31</sup>

### **3. Strengthening Emotional Support by Teacher to Orphans**

Actually, the teacher's donation of emotional support to orphans provide with greater interpersonal connectedness and more opportunities for autonomy<sup>32</sup> where students have better academic results when they have relationships with teachers that are closer. Teachers will need to use different styles and preferred learning modalities and strategies to provide differentiated instruction that is appropriate for the individual student all because each orphan will have a history of suffering from emotional problems<sup>33</sup>.

Emotional Support by teacher depends on developing weekly lesson plans and general education curriculum so that teachers will need to use several different materials, resources and methods of instruction due to differences in the nature of the students that they will be teaching<sup>34</sup>. Therefore, the teachers play an important role in providing emotional support for orphans in the classroom where the teacher arranges a comfortable and quiet environment which will reflect on academic performance of orphans. On the other hand, the orphans are feeling a negative feel when the teachers are ignored to them that lead to negative interaction to another child. Thus, the teacher is responsible for the social behaviour of orphans in the classroom<sup>35</sup>.

### **4. Strengthening Engagement to Orphans inside the Classroom**

The classroom engagement is an active state in classroom through focused motion, behaviour and cognition<sup>36</sup>. The classroom engagement is the extent to which a student exhibits the behaviour expected in a classroom as listening, doing assignments, following guideline, participating, and so on<sup>37</sup>. The

28Erwin, H., Fedewa, A., & Ahn, S. 2017. Student academic performance outcomes of a classroom physical activity intervention: A pilot study. *International Electronic Journal of Elementary Education*, 4(3), 473-487.

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30Estibaliz, Ramos-Díaz, E., Rodríguez-Fernández, A., Fernández-Zabala, A., Revuelta, L., & Zuazagoitia, A. 2016. Adolescent students perceived social support, self-concept and school engagement. *Revista de Psicodidáctica*, 21(2).

31Curby, T. W., Brock, L. L., & Hamre, B. K. 2013. Teachers' emotional support consistency predicts children's achievement gains and social skills. *Early Education & Development*, 24(3), 292-309.

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33Hafen, C. A., Allen, J. P., Mikami, A. Y., Gregory, A., Hamre, B., & Pianta, R. C. 2012. The pivotal role of adolescent autonomy in secondary school classrooms. *Journal of youth and adolescence*, 41(3), 245-255.

34Wentzel, K. R., Russell, S., & Baker, S. 2016. Emotional support and expectations from parents, teachers, and peers predict adolescent competence at school. *Journal of educational psychology*, 108(2), 242.

35Shernoff, D. J., Csikszentmihalyi, M., Schneider, B., & Shernoff, E. S. 2014. Student engagement in high school classrooms from the perspective of flow theory *Applications of flow in human development and education* (pp. 475-494): Springer.

36Hollebeek, L. D., Glynn, M. S., & Brodie, R. J. 2014. Consumer brand engagement in social media: Conceptualization, scale development and validation. *Journal of interactive marketing*, 28(2), 149-165.

37Schmidt, M., Benzing, V., & Kamer, M. 2016. Classroom-based physical activity breaks and children's attention: cognitive engagement works! *Frontiers in psychology*, 7, 1474.

classroom engagement has three dimensions which are behavioural engagement, cognitive engagement, and emotional engagement as separate constructs<sup>38,39</sup>. The cognitive engagement is the extent of student to use and apply information and data which have been previously known, such as thinking about content, trying to discover a new material, and grappling to mental challenges<sup>40</sup>.

On an emotional level, emotional engagement refers to extent of student feels positively toward classroom, such as enjoying, feeling comfortable and interested, and wanting to do well<sup>41</sup>. Although engagement occurs along these three dimensions, these dimensions are also highly synergistic, where they feed together and collectively to strengthen engagement in classroom strengthening behaviour within the classroom environment<sup>42</sup>.

There are five levels for student engagement which are- (a) Ritual Compliance: the work has little or no immediate meaning to students, but there are extrinsic outcomes of value that keep them engaged such as earning grades necessary for college acceptance; (b) Authentic Engagement: students are immersed in work that has clear meaning and immediate value to them such as reading a book about personal interest; (c) Rebellion: students refuse to do the assigned task, act disruptive, and attempt to substitute alternative activities; (d) Retreatism: students are disengaged from assigned work and make no attempt to comply but are not disruptive to the learning of others; (e) Passive Compliance: students see no meaning in the assigned work but expend all effort just to avoid negative consequences. It is very important to keep in mind that strengthening engagement is more than just listening, must be to monitoring the level of student engagement in classroom continuously, even we can work to increase the time that students participate in learning process to expect greater success in teaching. Therefore, the strengthening of classroom engagement is very important to make the orphans more active and may impact on improving their academic performance and also help them to build their personality and interact positively with their friends.

### **5. Strengthening Behaviour within the Classroom**

Strengthening behaviour indicates the ability to purposely change of behaviours and show a non-dominant response instead of dominant<sup>43</sup>. This skill differs from classroom social behaviours where it reflects children's capacity to manage behaviour with and without peers. Behavioural self-control helps children laying the groundwork for children to build, behave in socially acceptable ways and maintain strong social relationships. Further, behavioural self-control is an essential process in classroom learning and could have been effective for academic achievement<sup>44</sup>. The children who suffer with behavioural problems, they are more likely to experience concurrent academic difficulty<sup>45</sup> and are less likely to graduate from school. Moreover, positive behaviour with early difficulties have been shown to be relatively stable for many children, suggesting that school psychologists and teachers need to address issues of behavioural problems early to avoid of following problems<sup>46</sup>.

38Reeve, J., & Lee, W. 2014. Students' classroom engagement produces longitudinal changes in classroom motivation. *Journal of educational psychology*, 106(2), 527.

39Burden, P. (2016). *Classroom management: Creating a successful K-12 learning community*: John Wiley & Sons. 40 40

41Hu, Y. L., Ching, G. S., & Chao, P. C. 2012. Taiwan student engagement model: Conceptual framework and overview of psychometric properties. *International Journal of Research Studies in Education*, 1(1), 69-90.

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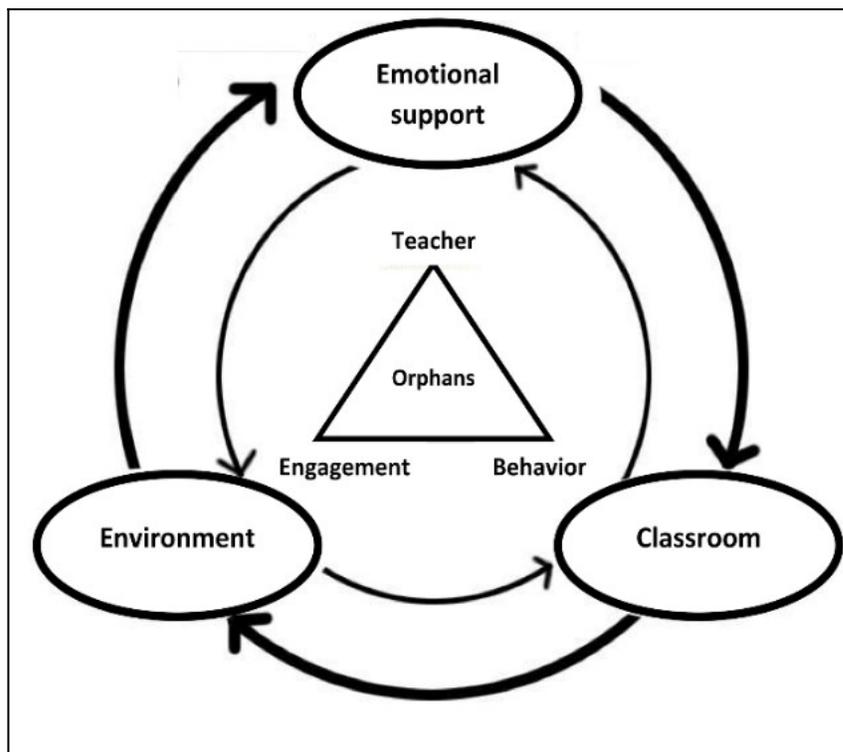
43Clark, C. A. C., Pritchard, V. E., & Woodward, L. J. 2010. Preschool executive functioning abilities predict early mathematics achievement. *Developmental Psychology*, 46, 1176–1191.

44Hodapp, R. M., & Dykens, E. M. 2001. Strengthening behavioral research on genetic mental retardation syndromes. *American Journal on Mental Retardation*, 106(1), 4-15.

45Wanless, S. B., McClelland, M. M., Acock, A. C., Cameron Ponitz, C. E., Son, S.-H., Lan, X., et al. 2011. Measuring behavioral regulation in four societies. *Psychological Assessment*, 23, 364–378.

46Wu, L., Zhang, D., Cheng, G., Hu, T., & Rost, D. H. 2015). Parental emotional warmth and psychological Suzhi as mediators between socioeconomic status and problem behaviours in Chinese children. *Children and Youth Services*

The diagram as shown in figure 2 depicts how emotional support, environment, and classroom all influence each other. The triangle in the middle represents Interaction of the Orphan within the classroom environment and can be summed up in three categories: teacher, engagement, and behaviour. Based on the Cognitive Behavioural Therapy (CBT), a psycho-social intervention, that aims to improve mental health of child<sup>47</sup>. CBT focuses on challenging and changing unhelpful cognitive distortions to child such as thoughts, beliefs, and attitudes and behaviours, improving emotional regulation and the development of personal coping strategies that target solving problems which hinder progress in academic performance<sup>48</sup>.



**Figure 2:** Emotional Communication to orphans.

## METHODOLOGY

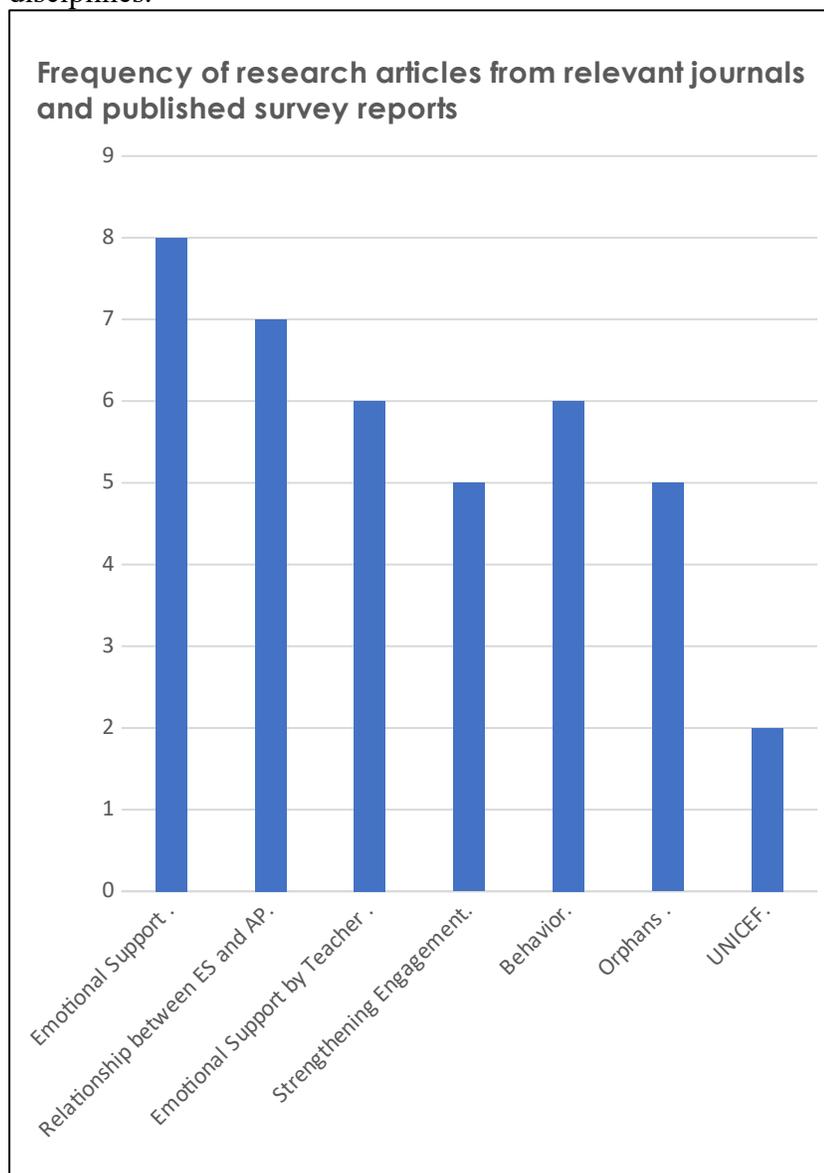
This review study was conducted to explore the strengthening classroom emotional support of Gazan orphans to improve their academic performance. The literature research aimed to review the concepts of strengthening classroom emotional support and Academic performance of Gazan orphans. The purpose of this study is to highlight and to explore direct relationship between emotional support and academic performance of orphans in the Gaza Strip and to identify strengthening emotionally supportive interactions in the classroom. This study aims to review the concepts of emotional support as a comprehensive review of relevant literature. A systematic approach is adopted to review the previous literature. The purpose of Systematic Literature Review (SLR) is to identify the areas having ambiguity or remained less focused by researchers and to further suggest the prospects.

Review, 59, 132-138.

47Field, T. A., Beeson, E. T., & Jones, L. K. (2015). The New ABCs: a practitioner's guide to neuroscience-informed cognitive-behavior therapy. *Journal of Mental Health Counseling*, 37(3), 206-220.

48McKay, D., Sookman, D., Neziroglu, F., Wilhelm, S., Stein, D. J., Kyrios, M., . . . Veale, D. (2015). Efficacy of cognitive-behavioral therapy for obsessive-compulsive disorder. *Psychiatry research*, 225(3), 236-246.

A total of 39 research articles have been identified including 33 articles from 6 renowned journals (Early Education & Development, Journal of social and clinical Psychology, International Electronic Journal of Elementary Education, International Journal of Research Studies in Education, Journal of Educational Psychology and Child development perspectives) The study was also based on Cognitive Behavioural Therapy (CBT), a psycho-social intervention that aims to improve mental health of child<sup>49</sup>. The answers of following research questions are located during this review- 1) what is relationship between emotional support and academic performance to orphans in the Gaza Strip? 2) How the emotional support affects in the academic performance to orphans in the Gaza Strip? 3) What is the teacher's role in strengthening emotional support for orphans? 4) How to apply strengthening participation for orphans in the classroom? 5) How can strengthening orphans' behaviour within the classroom? The idea behind using SLR is to select the variables that can strengthen emotional support to the orphans in classroom the databases used to identify the study are mainly Springer, Educational Research, Science Direct, Web of Science, Child Development Research, Educational Psychology, and Online Library that have mostly cited publications and consist of high ranked journals across the disciplines.



**Figure 3:** Number of Studies Reviewed as per Journal.

## RESULTS AND DISCUSSION

The trend of publications relevant to strengthen emotional support in classroom is to improve academic performance to orphans in Gaza strip. The publications especially in last five years show the importance of emotional support to improve academic performance as a dynamic research area. The above Figure 3 elaborates the same. The objective of the study is to understand the importance of emotional support of the orphans to improve their academic performance. The lack of emotional support increases socially deviant behaviours of orphans which adversely affects their academic performance<sup>50</sup>. So, interventions through school or community programs must be implemented to enhance culturally appropriate coping skills of orphans. Educating orphans and their caregivers could diminish the demoting element of emotional

negligence while also increasing self-esteem and encouraging emotional processing<sup>51</sup> as in Cognitive emotional behavioural therapy is a form of intervention for children who have disorders but now used with a range of problems including early shyness, social anxiety, academic delay, loss of self-confidence, post-traumatic stress disorder and anger problems. It combines aspects of CBT and where the necessary intervention is gathered by the peripheral school environment and provides emotional support to try to overcome the problems facing the children and aims to improve understanding and tolerance of emotions in order to facilitate the therapeutic process. It is frequently used as a pre-treatment to child<sup>52</sup>. Since 2006, Israel imposed a blockade on the Gaza Strip, and because of Israeli policies, the needed attention addressing to this aspect is still very little due to the lack of resources in the Gaza Strip due to the siege imposed, the lack of any attention by the government because of the existence of greater problems in all areas of healthy, psychological, educational and social life on the Gaza Strip. Furthermore, the lack of competencies and the shortage of specialized social workers in this field play a major role in causing these problems (Lim, 2010). Another major obstacle that hinders the elimination of such problems is the scarce resources of the ruling government in the Gaza Strip. What worsens the situation is the suffocating siege that has been imposed on the Gaza Strip for last twelve years<sup>53</sup>. What is worsening the problem is the lack of specialized and well-trained work teams who can efficiently fulfil the educational and instructional needs for orphans. According to additional studies by Yasin<sup>54,55</sup>, the emotional support affect to academic performance, as well as children's personal behaviour, social life and the environment in which they live. A large group of Palestinian orphans has been suffering from a lack of emotional support, because of successive war on the Gaza Strip. The incursions circumstances have affected the performance of children at school, home and street. This situation negatively affects children and the larger community in general. Hence, the circumstances make it necessary for social workers to intervene and provide emotional support for orphan's ability to integrate into society and school.

## CONCLUSION

This study provides a valid foundation for further research and interventions where this study documentation to strengthen classroom emotional support to improve academic performance of orphans in Gaza to ability to integrate orphans into society and school and improve academic performance. This research provides clarity on the real problems and a basis for appropriate responses to the emotional status of Gazan orphans. Once the interventions are identified and implemented, they must be evaluated for effectiveness and revised as appropriate. The World Health Organization (WHO) recommends that every country has policies and agencies with financial backing in place to address child collaboration and support among local, national, and international resources are needed to address these complex issues in the Gaza Strip.

In order to improve social adjustment to orphans, international organizations should increase their efforts on intervening with bereaved orphans in the Gaza Strip and strengthening ongoing type of social support to orphans. School social worker can play an important role in encouraging teacher involvement that supports children's emotional needs for orphans. Taking advantage of daily teaching

50Varcarolis, E., & Halter, M. 2010. *Foundations of psychiatric mental health nursing: A clinical approach* (6th ed.). St. Louis, MO: Saunders Elsevier.

51Dunning, T. 2016. *Hamas, Jihad and Popular Legitimacy: Reinterpreting Resistance in Palestine*: Routledge. 52 49

53Ministry of Social Affairs, 2014

54Dunning, T. 2016. *Hamas, Jihad and Popular Legitimacy: Reinterpreting Resistance in Palestine*: Routledge.

55Shaheen, F., & Jahan, M. 2014. Role of social support in combating psychological distress among senior secondary school students. *Indian journal of positive psychology*, 5(2), 163.

opportunities, teachers can model adaptive coping strategies to orphans. By implementing these strategies, teachers encourage students' emotional expression and strengthen social connectedness, reducing isolation. Ultimately, these efforts instil hope and move grieving orphans from a passive victim role to activate the survivor role. Additionally, classroom-based intervention strengthens pro-social skills of classmates who compassionately support a grieving classmate.

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