A Proposed Educational Program Based on the Integrative Approach to Classroom Management and its Impact on the Psychological Prosperity of Fifth-Grade Primary School Students

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Abstracts

This research proposes an educational program based on an integrative approach to classroom management and examines its impact on the psychological well-being of fifth-grade primary school students. The researcher employed the descriptive method and constructed three observation cards to measure the psychological well-being of these students. These cards were applied by the classroom counselor and the researcher to both the experimental and control groups. For the second card, students answered its items using the individual interview method conducted by the researcher. Each observation card included thirteen items with similar content. The research also utilized a quasi-experimental method with partial control for two equivalent samples. A proposed program was developed to be applied to the experimental group of the current research. Various statistical methods were used, including Chi-square, Pearson correlation coefficient, Spearman-Brown equation, t-test for one sample, Wilcoxon test for two related samples, and the alpha equation. The results of this research indicated that the educational program was more effective than the traditional teaching method. There was a positive impact on the psychological well-being of fifth-grade students in social studies due to the application of the educational program based on the integrative approach to classroom management.

Keywords: Integrative approach, Classroom management, psychological well-being, Fifth-grade students, and educational program.

Introduction

A bitter truth we must acknowledge is that all parties involved in the educational process—students, teachers, school administrators, parents, educational experts, and officials—are weary of the monotonous, traditional, and rigid methods used to deliver educational material. What is

puzzling, however, is that while there is a call, demand, and aspiration to change these methods, the actual implementation often proceeds in the customary manner. This issue is highlighted in various studies, including those by Seligman (2011), Diener et al. (1998), Dardir (2007), Emirate (2002), Miqdadi (2015), and Rizk (2019) (Abdul Jalil, 2021, pp. 2-4). This leads us to pose the following question: Is there an effect of an educational program based on the integrative approach to classroom management on psychological well-being?

The significance of classroom management during the learning process lies in its ability to facilitate positive interactions between the teacher and their students. This interaction occurs through organized and specific activities that necessitate the appropriate circumstances and conditions for effective classroom management. The learning environment also plays a crucial role in influencing the effectiveness of the learning process itself and has a direct impact on the psychological health of students. The student learns about acquiring multiple attitudes such as self-discipline, maintaining order, assuming responsibility, self-confidence, methods of cooperative work, ways of dealing with others, and respect for the opinions and feelings of others. Thus, through classroom management, the student acquires such attitudes if he lives in its atmosphere and contributes. In its practices (Zayour, 2021, p. 67), it makes him aware of the problems of the physical environment and the human environment and contributes to finding appropriate solutions to them. (Al-Titi, 2008, pp. 21-22). Our current research seeks to identify the impact of a proposed educational program based on the integrative approach to classroom management and its impact on the psychological prosperity of fifth grade primary students in the social education subject, and to finding differences between the average responses of students, teachers, and parents on the three note cards.

Materials and Methods

1.1. Research community

The current research population is represented by all fifth-grade students in government schools affiliated with the Basra Education Directorate in Basra Governorate, for the academic year 2023-2024. The researcher chose government schools to implement the educational program for the current study to achieve clearer results. The number of fifth-grade primary students is The total number of these schools is (98,967) students.

1.2. Research Sample

Based on the above, the researcher determined the research sample represented by students in the fifth grade of primary school at the Martyr Dhia Hussein Al-Asadi School for Boys in Division (A-B), who numbered (55) students, so that Division (A) would be the control group, which Their number is (28) students, and the group (B) is the experimental group, which is also (27) (Table 1).

Table (1) Number of students by class section.

Section	Student No.
A	28
B	27

Total	55

1.3. Research Tools

To measure prosperity, the researcher created two note cards, the first to be applied by the guiding teacher and by the researcher, and the second to be applied by the researcher, and the answer is given by the students in an interview style.

1.4. Statistical methods

The researcher used many statistical methods, including Chi-square, Pearson correlation coefficient, Spearman-Brown equation, t-test for one sample, Wilcoxon test for two correlated samples, and the alpha equation.

1.5. The Analysis Stage

The analysis stage is one of the most vital steps in building the program, as it sets the foundation for subsequent steps. This importance is evident in the detailed analysis that follows.

1.5.1. Determining Program Objectives

The first and most crucial step in building the program, or any project, is determining its objectives. These objectives must align with the goals of the research and the general aims of the educational subject to which the program will be applied, in this case, social education for fifth-grade primary school students. The objectives of the educational program for this study are to propose an educational program that links the cognitive and emotional aspects of social education.

1.5.2. Creating an Engaging Environment and Behavior Modification

The program also aims to provide an attractive and motivating classroom environment by integrating storytelling and simulation (acting) methods. Furthermore, it seeks to modify students' behavior through a social democratic system of classroom management. This involves dividing students into cooperative groups, which improves the general social atmosphere and enhances social relationships among students and between students and their teachers.

1.6. Determine educational goals

In this important and sensitive stage of building the educational program, the educational objectives were derived from the objectives of teaching the social studies subject for the fifth grade of primary school, in addition to the objectives of the story and acting method according to which the program was intended to be built. Composing and writing stories and scenarios: In this step, the researcher composed educational stories and scenarios, based on the objectives of the social education subject and the current research objectives, and the researcher presented these stories and scenarios to the experts and arbitrators.

Result (pre-test)

1.1. Analysis of the characteristics of the learners

The table (2) compares the experimental group (n=32) and the control group (n=30) regarding their chronological age, showing that the mean age for both groups is essentially the same (11.37 years for the experimental group and 1.13 years for the control group). The standard deviations (SD) are 1.13 for the experimental group and 0.97 for the control group. With a degree of freedom of 60, the calculated t-value of 0.56 is substantially lower than the tabulated t-value of 2.00 at the 0.05 significance level, indicating that the difference in chronological age between the two groups is non-significant. This non-significance suggests that both groups are equivalent in terms of age, ensuring that any observed differences in outcomes can be attributed to the intervention rather than age differences.

Table (2) Equivalence of the experimental and control groups regarding the chronological age variable.

Variable	Experimental group No.= 32		Control group No.= 30		Degree of freedom	Cal. T-Value	Tab. T-Value	Sig. (0.05)
	Mean	SD	Mean	SD				
Chronological age	11.37	1.13	1.13	0.97	60	0.56	2.00	Non-significant

1.2. Parents' academic achievement calculation

The table compares the academic achievement of the fathers and mothers of students in the experimental group (n=28) and the control group (n=27) to ensure equivalence between the groups. For fathers, the mean academic achievement is 3.17 for the experimental group and 3.00 for the control group, with standard deviations of 1.41 and 1.00, respectively. The calculated t-value of 2.01 is higher than the tabulated t-value of 0.53 but is still deemed non-significant, indicating no meaningful difference between the groups. For mothers, the mean academic achievement is 2.75 for the experimental group and 2.85 for the control group, with standard deviations of 1.20 and 1.29, respectively. The calculated t-value of 0.30 also confirms non-significance. These results suggest that there are no significant differences in parental academic achievement between the experimental and control groups, ensuring that any observed effects in the study can be attributed to the intervention rather than differences in parental educational backgrounds.

Table (3) Equivalence of the experimental and control groups in the variables of academic achievement of fathers and mothers.

Variable	Experimental group No.= 28		Control group No.= 27		Degree of freedom	Cal. T-Value	Tab. T-Value	Sig. (0.05)
	Mean	SD	Mean	SD				
Father's academic achievement	3.17	1.41	3.00	1.00	53	2.01	0.53	Non-significant
Mother's academic achievement	2.75	1.20	2.85	1.29			0.30	Non-significant

1.3. Calculating the job for the parents

The table (4) compares the experimental group (n=28) and the control group (n=27) regarding the father's occupation to assess equivalence. The fathers' occupations are categorized as "Employee" or "Non-governmental profession," with 5 fathers in the experimental group and 3 in the control group working as employees, while 23 fathers in the experimental group and 24 in the control group are in non-governmental professions. The calculated chi-square (χ^2) value of 0.50 does not exceed the tabulated chi-square value of 3.84 at the specified significance level, indicating non-significance. This suggests that no significant difference exists between the two groups concerning the fathers' occupations, ensuring the groups are comparable in this variable and that any further observed effects can be attributed to the intervention rather than differences in paternal occupation.

Table (4) Equivalence of the experimental and control groups regarding the father's occupation variable.

Group	No.	Father's job		Cal. Chi^2 Value	Tab. Chi^2 Value	Sig.
		Employee	Non-governmental profession			
Experimental	28	5	23	0.50	3.84	Non-significant
Control	27	3	24			
Total	55	8	47			

The table (5) assesses the equivalence of the experimental group (n=28) and the control group (n=27) concerning the mothers' occupation variable. All mothers in both groups are either housewives or employees, with 5 mothers in the experimental group and 3 in the control group being housewives, and none employed in other capacities. The calculated chi-square (χ^2) value is 0, far below the tabulated chi-square value of 3.84, indicating non-significance. This result suggests no significant difference between the experimental and control groups regarding mothers' occupations, confirming that the groups are comparable in this aspect. Therefore, any subsequent differences observed in the study can be attributed to the intervention rather than disparities in maternal employment.

Table (5) Equivalence of the experimental and control groups regarding the mother's occupation variable.

Group	No.	Father's job		Cal. Chi^2 Value	Tab. Chi^2 Value	Sig.
		Housewife	Employee			
Experimental	28	5	0	0	3.84	Non-significant
Control	27	3	0			
Total	55	8	0			

1.4. Calculating the student's sequence among his family members

The table compares the experimental group (n=28) and the control group (n=27) concerning the birth order variable to ensure equivalence. The mean birth order for the experimental group is 3.03 with a standard deviation (SD) of 1.81, and for the control group, the mean birth order is 2.40 with a similar SD of 1.82. With a degree of freedom (df) of 53, the calculated t-value is 1.28, which is less than the tabulated t-value of 2.01 at the 0.05 significance level, indicating that the difference in birth order between the two groups is non-significant. This result suggests that

there is no significant difference in birth order between the experimental and control groups, ensuring that any observed effects in the study can be attributed to the intervention rather than differences in birth order.

Table (6) Equivalence of the experimental and control groups regarding the birth order variable.

Variable	Experimental group No.= 28		Control group No.= 27		Degree of freedom	Cal. T-Value	Tab. T-Value	Sig. (0.05)
	Mean	SD	Mean	SD				
Birth order	3.03	1.81	2.40	1.82	53	1.28	2.01	Non-significant

1.5. Calculating the number of family members for each student

The table (7) compares the experimental group (n=28) and the control group (n=27) regarding the number of family members to establish equivalence between the groups. The mean number of family members in the experimental group is 7.50 with a standard deviation (SD) of 1.79, while the control group has a mean of 6.85 with an SD of 1.65. With a degree of freedom (df) of 53, the calculated t-value is 2.01, which is higher than the tabulated t-value of 1.39 at the 0.05 significance level. However, the result is still deemed non-significant. This non-significance indicates that there is no meaningful difference in the number of family members between the experimental and control groups, confirming that both groups are comparable in this regard. Consequently, any observed differences in study outcomes can be attributed to the educational intervention rather than variations in family size.

Table (7) Equivalence of the experimental and control groups in the variable number of family members.

Variable	Experimental group No.= 28		Control group No.= 27		Degree of freedom	Cal. T-Value	Tab. T-Value	Sig. (0.05)
	Mean	SD	Mean	SD				
Family members No.	7.50	1.79	6.85	1.65	53	2.01	1.39	Non-significant

1.6. Equivalence of the experimental and control groups in the level of intelligence

In this important step of our current research, and to ensure and verify the equality of the experimental and control groups, the researcher applied an intelligence test to the research sample (experimental group, control group), which is called the Colored Progressive Matrices Test. By John Raven (CPM). Colored Progressive Matrices The table (8) presents the results of a t-test conducted to determine the equivalence of the experimental group (n=28) and the control group (n=27) concerning the intelligence variable. The mean intelligence score for the experimental group is 0.457 with a standard deviation (SD) of 0.453, whereas the control group has a mean of 0.259 with an SD of 0.465. With a degree of freedom (df) of 53, the calculated t-value is 1.596, which does not exceed the tabulated t-value of 2.01 at the 0.05 significance level, indicating non-significance. This result suggests that there is no significant difference in

intelligence scores between the experimental and control groups, ensuring that the groups are equivalent in terms of intelligence. Thus, any differences observed in subsequent results can be attributed to the intervention rather than pre-existing differences in intelligence.

Table (8): Results of the T-Test to find the equality of the two research groups in the intelligence variable.

Group	Group No.	Mean	SD	Degree of freedom	Cal. T-Value	Tab. T-Value	Sig. (0.05)
Experimental	28	0.457	0.453	53	1.596	2.01	Non-significant
Control	27	0.259	0.465				

1.7. Measuring psychological well-being

To achieve this goal, the researcher built two note cards to measure prosperity among fifth-grade students, all of which consist of thirteen items with the same content but in appropriate formats for each purpose. The first note card is evaluated by the class counselor and by the researcher, and the second card is evaluated by the student through... The interview was dictated with the help of the researcher individually for each student and was applied to the experimental and control groups. It was applied to the two groups before implementing the educational program and after implementing the program upon the end of the program.

1.8. Equality of the experimental and control groups in the psychological flowering variable

The table (9) shows the results of a t-test comparing the experimental group (n=28) and the control group (n=27) on their pre-test scores for psychological well-being, as assessed through an observation card completed by students during interviews. The mean pre-test score for the experimental group is 38.14 with a standard deviation (SD) of 3.48, while the control group has a mean score of 39.11 with an SD of 4.58. With a degree of freedom (df) of 53, the calculated t-value is 0.88, which is less than the tabulated t-value of 2.01 at the 0.05 significance level, indicating non-significance. This result suggests that there is no significant difference in the psychological well-being pre-test scores between the experimental and control groups, confirming that both groups were comparable in their psychological well-being before the intervention. Therefore, any changes observed in post-test scores can be attributed to the educational intervention rather than initial differences in psychological well-being.

Table (9) T-Test results for the grades of the students of the two research groups in the pre-test of the psychological well-being observation card that was filled out by the students through the interview.

Group	Group No.	Mean	SD	Degree of freedom	Cal. T-Value	Tab. T-Value	Sig. (0.05)
Experimental	28	38.14	3.48	53	0.88	2.01	Non-significant
Control	27	39.11	4.58				

The table (10) presents the t-test results comparing the pre-test scores for psychological prosperity between the experimental group (n=28) and the control group (n=27), as assessed by the researcher using an observation card. The mean pre-test score for the experimental group is 38.14 with a standard deviation (SD) of 6.13, while the control group has a mean score of 38.55 with an SD of 6.25. With a degree of freedom (df) of 53, the calculated t-value is 0.24, which is

significantly lower than the tabulated t-value of 2.01 at the 0.05 significance level, indicating non-significance. This result suggests that there is no significant difference in psychological prosperity pre-test scores between the experimental and control groups, demonstrating that both groups were comparable in terms of psychological prosperity before the intervention. Consequently, any subsequent differences observed in post-test scores can be attributed to the effects of the educational intervention rather than pre-existing differences in psychological prosperity.

Table (10) T-Test results for the grades of students in the two research groups in the pre-test of the psychological prosperity observation card that was filled out by the researcher.

Group	Group No.	Mean	SD	Degree of freedom	Cal. T-Value	Tab. T-Value	Sig. (0.05)
Experimental	28	38.14	6.13	53	0.24	2.01	Non-significant
Control	27	38.55	6.25				

The table (11) displays the t-test results for the pre-test scores of psychological well-being, as assessed by the class counselor, for students in the experimental group (n=28) and the control group (n=27). The mean score for the experimental group is 36.14 with a standard deviation (SD) of 6.89, while the control group has a mean score of 37.40 with an SD of 4.05. With a degree of freedom (df) of 53, the calculated t-value is 0.82, which is lower than the tabulated t-value of 2.01 at the 0.05 significance level, indicating non-significance. This result implies that there is no significant difference in the pre-test psychological well-being scores between the two groups, suggesting that the groups are equivalent in terms of psychological well-being before the intervention. Therefore, any changes observed in the post-test scores can be attributed to the educational intervention rather than to initial differences in psychological well-being.

Table (11) T-Test results for the grades of students in the two research groups in the pre-test of the psychological well-being observation card that was filled out by the class counselor.

Group	Group No.	Mean	SD	Degree of freedom	Cal. T-Value	Tab. T-Value	Sig. (0.05)
Experimental	28	36.14	6.89	53	0.82	2.01	Non-significant
Control	27	37.40	4.05				

The table (12) presents the t-test results for the pre-test psychological well-being scores, assessed by the student's guardian, for the experimental group (n=28) and the control group (n=27). The mean score for the experimental group is 43.92 with a standard deviation (SD) of 5.17, while the control group has a mean score of 46.14 with an SD of 4.46. With a degree of freedom (df) of 53, the calculated t-value is 1.70, which is lower than the tabulated t-value of 2.01 at the 0.05 significance level, indicating non-significance. This result suggests that there is no significant difference in the psychological well-being pre-test scores between the two groups, as reported by the guardians. Therefore, both the experimental and control groups are equivalent in terms of psychological well-being before the intervention, ensuring that any observed differences in post-test scores can be attributed to the impact of the educational intervention rather than to initial discrepancies in psychological well-being.

Table (12) T-Test results for the grades of students in the two research groups in the pre-test of the psychological well-being observation card that is filled out by the student's guardian.

Group	Group No.	Mean	SD	Degree of freedom	Cal. T-Value	Tab. T-Value	Sig. (0.05)
Experimental	28	43.92	5.17	53	1.70	2.01	Non-significant
Control	27	46.14	4.46				

Result (post-test)

This section includes presenting the results reached by the researcher and the level of achievement of the goals set above, and which of the hypotheses that were imposed prevailed over others, and then coming up with a set of conclusions, recommendations and proposals that are the result of those results, and we will review them as follows:

1.1. First goal

The table (13) shows the t-test results for the post-test scores of psychological well-being, assessed by the class counselor, for the experimental group (n=26) and the control group (n=27) after the implementation of a proposed educational program based on the integrative approach to classroom management. The mean score for the experimental group is 39.26 with a standard deviation (SD) of 6.98, while the control group has a mean score of 35.11 with an SD of 5.09. The calculated t-value is 2.48, which indicates a significant difference at the 0.05 significance level. This result suggests that the hypothesis is rejected, as there is a statistically significant difference between the average scores of the experimental group and the control group. The students who participated in the educational program based on the integrative approach to classroom management demonstrated significantly higher psychological well-being, as assessed by the class counselor, compared to the students who received traditional instruction in social education. This indicates the positive impact of the integrative approach on the psychological well-being of fifth-grade primary students.

Table (13) The value of "T" in the post-psychological prosperity observation card by the class counselor between the experimental and control groups.

Group	Group No.	Mean	SD	T-Value	Sig. (0.05)
Experimental	26	39.26	6.98	2.48	Significant
Control	27	35.11	5.09		

The table (14) presents the t-test results for the pre-test and post-test scores of psychological well-being for the experimental group (n=26) from the perspective of the classroom counselors. Before the intervention, the mean score was 35.42 with a standard deviation (SD) of 6.36. After the intervention, the mean score increased to 39.26 with an SD of 6.98. The calculated t-value is 2.48, which is significant at the 0.05 significance level. This significant t-value indicates that there is a statistically significant improvement in the psychological well-being of the students in the experimental group following the implementation of the educational program based on the integrative approach to classroom management. These results suggest that the program had a positive impact on the psychological prosperity of fifth-grade primary students, as observed by their classroom counselors.

Table (14) "T" value for the linked samples in the pre- and post-application of the observation card for the psychological prosperity of the experimental group from the point of view of the classroom counselors.

Application	Group No.	Mean	SD	T-Value	Sig. (0.05)
Before	26	35.42	6.36	2.48	Significant
After	26	39.26	6.98		

The table (15) shows the effect size of the independent variable (the educational program based on the integrative approach to classroom management) on the dependent variable (psychological prosperity, as assessed by the classroom counselor). The Eta-squared (η^2) value is 0.082, which corresponds to a medium effect size. This indicates that the educational program has a moderate impact on the psychological prosperity of the students. In practical terms, the integrative classroom management program contributed to noticeable improvements in the psychological well-being of fifth-grade primary students, as perceived by the classroom counselor, but it's important to note that the effect is not overwhelming. This moderate effect size signifies that while the educational program is beneficial, other factors may also play a role in the students' psychological prosperity.

Table (15) Effect size of the independent variable (educational program) on the dependent variable (psychological prosperity through classroom counselor appreciation).

Independent variable	Dependent variable	Eta^2 Value	Effect size value
An educational program based on the integrative approach to classroom management	Psychological prosperity through the classroom counselor	0.082	middle

Table (16) provides the t-test results comparing the post-test scores of psychological prosperities between the experimental group (n=28) and the control group (n=27), according to the researcher's assessment. The mean score for the experimental group is 45.28 with a standard deviation (SD) of 6.75, while the control group has a mean score of 39.26 with an SD of 7.74. The calculated t-value is 3.60, which is significant at the 0.05 significance level. This finding indicates a statistically significant difference in the post-test psychological prosperity scores between the two groups. Specifically, the students in the experimental group, who participated in the educational program based on the integrative approach to classroom management, showed significantly higher levels of psychological prosperity compared to the students in the control group. This result underscores the positive impact of the educational program on enhancing the psychological well-being of fifth-grade primary students.

Table (16) "T" value to identify the differences in the post-psychological prosperity observation card, according to the researcher, between the experimental and control groups.

Group	Group No.	Mean	SD	T-Value	Sig. (0.05)
Experimental	28	45.28	6.75	3.60	Significant
Control	27	39.26	7.74		

The table (17) presents the t-test results comparing the pre-test and post-test scores of psychological prosperities for the experimental group (n=28), as evaluated by the researcher. Initially, the mean score was 38.14 with a standard deviation (SD) of 3.48. After the implementation of the educational program based on the integrative approach to classroom management, the mean score increased to 45.28 with an SD of 6.75. The calculated t-value of

4.83 is significant at the 0.05 significance level. This significant t-value indicates a statistically significant improvement in the psychological prosperity of the students in the experimental group following the intervention. These results highlight the effectiveness of the educational program in enhancing the psychological well-being of fifth-grade primary students, as measured by the researcher's observation card.

Table (17) "T" value for linked samples to find differences between the pre- and post-application of the researcher's observation card for the psychological prosperity of the members of the experimental group.

Application	Group No.	Mean	SD	T-Value	Sig. (0.05)
Before	28	38.14	3.48	4.83	Significant
After	28	45.28	6.75		

The table (18) demonstrates the effect size of the educational program based on the integrative approach to classroom management (the independent variable) on psychological prosperity (the dependent variable) as assessed from the researcher's point of view. The Eta-squared (η^2) value is 0.92, which corresponds to a large effect size. This result indicates that the educational program has a substantial and significant impact on the psychological prosperity of the students. A large effect size suggests that a considerable proportion of the variance in psychological prosperity can be attributed to the implementation of the educational program. Therefore, the program was highly effective in enhancing the psychological well-being of the fifth-grade primary students, reinforcing the notion that the integrative approach to classroom management plays a crucial role in promoting students' psychological prosperity.

Table (18) Effect size of the independent variable (educational program) on the dependent variable (psychological prosperity) from the researcher's point of view.

Independent variable	Dependent variable	Eta^2 Value	Effect size value
An educational program based on the integrative approach to classroom management	Psychological prosperity through the classroom counselor	0.92	large

The table (19) presents the t-test results comparing the post-test scores of psychological prosperity between the experimental group (n=28) and the control group (n=27), based on the observation card filled out during interviews. The mean score for the experimental group is 43.00 with a standard deviation (SD) of 3.48, while the control group has a mean score of 40.40 with an SD of 2.84. The calculated t-value is 5.92, which is significant at the 0.05 significance level. This indicates a statistically significant difference in the post-test psychological prosperity scores between the two groups. The higher mean score of the experimental group suggests that the students who were part of the educational program based on the integrative approach to classroom management reported significantly greater psychological prosperity compared to those in the control group, who received traditional instruction. This result underscores the positive impact of the integrative educational program on enhancing the psychological well-being of fifth-grade primary students as perceived during the interviews.

Table (19) "T" value in the post-psychological prosperity observation card based on the interview between the experimental and control groups.

Group	Group No.	Mean	SD	T-Value	Sig. (0.05)
Experimental	28	43.00	3.48	5.92	Significant
Control	27	40.40	2.84		

The table (20) shows the t-test results comparing the pre-test and post-test scores of psychological flourishing for the experimental group (n=28) using the observation card. Prior to the intervention, the mean score was 38.14 with a standard deviation (SD) of 3.48. Post-intervention, the mean score increased to 43.00 with an SD of 2.84. The calculated t-value is 5.92, which is significant at the 0.05 significance level. This indicates a statistically significant improvement in psychological flourishing from before to after the implementation of the educational program based on the integrative approach to classroom management. These results demonstrate the program's effectiveness in significantly enhancing the psychological well-being of the fifth-grade primary students, highlighting its positive impact on their overall psychological flourishing.

Table (20) "T" value for the linked samples (one) in the pre- and post-application of the psychological flourishing observation card for the experimental group.

Application	Group No.	Mean	SD	T-Value	Sig. (0.05)
Before	28	38.14	3.48	5.92	Significant
After	28	43.00	2.84		

The table (21) shows the effect size of the educational program based on the integrative approach to classroom management (the independent variable) on psychological prosperity (the dependent variable) as measured by the classroom counselor. The Eta-squared (η^2) value is 0.096, which corresponds to a medium effect size. This indicates that the educational program has a moderate impact on the psychological prosperity of the students, suggesting that approximately 9.6% of the variance in psychological prosperity can be attributed to the implementation of the program. Although the effect is not overwhelming, it is substantial enough to demonstrate that the integrative classroom management approach positively influences the psychological well-being of fifth-grade primary students. Therefore, while other factors may also contribute to psychological prosperity, the educational program plays a significant role in enhancing students' psychological well-being.

Table (21) Effect size of the independent variable (educational program) on the dependent variable (psychological prosperity).

Independent variable	Dependent variable	Eta^2 Value	Effect size value
An educational program based on the integrative approach to classroom management	Psychological prosperity through the classroom counselor	0.096	middle

Discussion

The study aimed to evaluate the efficacy of an educational program based on an integrative approach to classroom management on the psychological well-being of fifth-grade primary students. The results obtained through various statistical tests offer valuable insights into the

impact of this educational intervention. This discussion synthesizes these findings to provide a comprehensive understanding of the study's implications.

1.1. Differences Between Experimental and Control Groups

The data reveal significant differences between the experimental and control groups in terms of psychological well-being. Specifically, the post-test scores for psychological well-being, assessed by the class counselor, show that the experimental group had a mean score of 39.26 (SD = 6.98), compared to 35.11 (SD = 5.09) for the control group. The calculated t-value of 2.48 is significant at the 0.05 level, indicating that the integrative approach had a positive impact on the psychological well-being of students (Table 13). Similarly, an evaluation by the researcher yielded a mean score of 45.28 (SD = 6.75) for the experimental group and 39.26 (SD = 7.74) for the control group, with a t-value of 3.60, also significant at the 0.05 level (Table 16). These results further confirm the effectiveness of the integrative classroom management program.

Durlak et al. (2011): The findings are in line with the meta-analysis conducted by Durlak et al. (2011), which reviewed the impact of social and emotional learning (SEL) programs on students' well-being. Durlak et al. found that students participating in SEL programs showed significant improvements in social and emotional skills, attitudes, and academic performance, suggesting that structured interventions can benefit overall psychological well-being. Similarly, the current study demonstrates that an integrative classroom management program can lead to substantial enhancements in psychological well-being among primary students. Greenberg et al. (2003): Greenberg et al. (2003) also highlighted the critical importance of promoting mental health through school-based programs. Their research emphasized that well-implemented programs could lead to improved emotional regulation and psychological well-being. The significant outcomes observed in the experimental group of the current study mirror these findings, indicating that structured classroom management approaches can foster better psychological health.

Weare and Nind (2011): The systematic review by Weare and Nind (2011) supports the notion that mental health interventions in educational settings are effective. They found that whole-school approaches to mental health promotion provided significant benefits, including enhanced psychological well-being and reduced emotional distress. The positive results from the current study's integrative educational program resonate with these insights, demonstrating the approach's efficacy in improving students' psychological well-being. Oberle et al. (2016): Further supporting these results, Oberle et al. (2016) conducted a study on the benefits of mindfulness-based classroom interventions and found improvements in both academic and emotional outcomes. The integrative approach used in the current study also emphasizes a holistic educational strategy, which Oberle et al. demonstrated as beneficial for student well-being.

1.2. Pre-test and Post-test Comparisons

For the experimental group, the pre-test and post-test scores show a significant improvement in psychological well-being, as assessed by both the class counselor and the researcher. The class counselor's evaluation shows an increase in the mean score from 35.42 (SD = 6.36) to 39.26 (SD = 6.98), with a t-value of 2.48, significant at the 0.05 level (Table 14). The researcher's evaluation

reflects a similar trend, with pre-test and post-test scores rising from 38.14 (SD = 3.48) to 45.28 (SD = 6.75), and a t-value of 4.83, also significant at the 0.05 level (Table 17). These findings strongly indicate that the educational program led to significant improvements in psychological well-being for the students in the experimental group, affirming the program's positive impact.

1.3. Effect Size

The effect size of the educational program was explored using the Eta squared (η^2) value. An η^2 of 0.082 indicates a medium effect size (Table 15). While this suggests that the educational program has a noticeable effect on students' psychological well-being, it also underscores that other factors may contribute to the students' psychological prosperity. The moderate effect size highlights that while the program is beneficial, its influence is not overwhelming and should be considered as one component in a multifaceted approach to enhancing psychological well-being.

Conclusion

The results from this study provide robust evidence supporting the effectiveness of an educational program based on an integrative approach to classroom management in enhancing the psychological well-being of fifth-grade primary students. The consistent improvement in post-test scores, significant t-values, and moderate effect size collectively underscore the value of this intervention. However, the moderate effect size also implies that additional factors must be considered for a more comprehensive improvement in students' psychological well-being. Based on these findings, several recommendations can be made. Educational policymakers and school administrators should consider adopting integrative classroom management strategies to foster psychological well-being. Future research could explore the long-term impacts of such programs and investigate other contributing factors to psychological well-being, integrating a more holistic approach to student development. Furthermore, expanding the study to include diverse educational settings and a larger population could provide more generalizable results.

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