Investigating The Relationship Between Iraqi EFL Preparatory Schools Teachers' Social Intelligence And Their Autonomy In Teaching

Abeer Jawad Kadhim[1]* , Dr. Muna Mohammed Abbas[2]

[1]*College of Basic Education, University of Babylon, Iraq.
Email: abeer.aa690@gmail.com
[2] Asst. Prof. College of Engineering, University of Babylon, Iraq.

ARTICLE INFO	ABSTRACT
	This study aims to exploring the gender difference between Iraqi EFL teachers (males and females) according to the variables social intelligence and autonomy. The instruments included in the study are observation, questionnaire and interview. The researcher has used two methods of observation, checklist and note taking. A sample of 150 male and female EFL teachers for preparatory schools at the Center of Babylon Governorate during the academic year (2022-2023) has been selected for the questionnaire. While a samples of 15 participants (male and female) teachers are interviewed. To achieve the aims of the study, a variety of statistical methods using SPSS are used. According to the results of this study, which indicates that there are no statistically significant differences among EFL teachers (males and females) in social intelligence and the results of the two-way ANOVA shows there are no statistically significant differences among teachers.
	Keywords: Intelligence, Social intelligence, Teachers autonomy.

الملخص
تهدف هذه الدراسة إلى استكشاف الفروق بين الجنسين بين مدرسي اللغة الإنجليزية كلغة أجنبية في العراق (ذكور وإناث) وفق متغيري الذكاء الاجتماعي والاستقلالية. الأدوات المتضمنة في الدراسة هي الملاحظة والاستبيان والمقابلة. استخدم الباحث طريقتين للمراقبة، قائمة مرجعية وتدوين الملاحظات. تم اختيار عينة من 150 من مدرس ومدرسة اللغة الانجليزية لغة اجنبية للمدارس الاعدادية في مركز محافظة بابل خلال العام الدراسي (2022-2023) لإكمال الاستبيانات. بينما عينة من 15 مشاركا (ذكورا و اناثا) مدرسين لإجراء المقابلة. لتحقيق أهداف الدراسة، تم استخدام مجموعة متنوعة من الأساليب الاحصائية بأستخدام SPSS.
وفقا لنتائج هذه الدراسة، والتي تشير إلى أنه لا توجد فروق ذات دلالة إحصائية بين مدرسي ومدرسات اللغة الإنجليزية لغة أجنبية فيما يتعلق بالذكاء الاجتماعي وايضا لا توجد فروق ذات دلالة إحصائية بين مدرسي ومدرسات اللغة الإنجليزية لغة أجنبية فيما يتعلق بأختبار تحليل التباين الثنائي.

1- Introduction

Every day, teachers have to get to know their students and teach them how to be compassionate and social students. There could be a lot of things that affect how well this interaction and conversation goes. These things can come from either the person or from things in the outside world. People's relationships with other people can be affected by their past events, personal traits, interests, attitudes, and expectations. However, teachers are seen as important for the personal and social growth of their students. To do this, teachers need to know how to get along with students. Teachers' social skills may help students get along with them, improve, work together, and get along with other students, all of which can help students learn better (Livergood, 2013).
Teachers need to be able to make their own decisions in order to provide a learning setting that meets the needs of all students. The teacher needs room, freedom, flexibility, and respect just as much as the student does. There needs to be an environment that makes it easier for teachers to work together. Teacher autonomy is driven by the need for teachers to grow as people and as professionals. This means that an independent teacher can look for chances to grow throughout their work. Teacher autonomy and professional freedom are socialized through a structured process in which the teacher supports and builds groups that can serve as pools for teachers and students with different knowledge, experience, equal power, and the ability to learn on their own. If teachers are pros, being able to do their jobs on their own is a big part of proving that.

1.2 Statement of the Problem

Teachers and students need to be able to communicate with each other, and teachers need to know how to keep the classroom in order. Also, being shy and not being able to handle his students is one of the biggest problems a teacher can have. The teacher needs to be able to deal with problems and limitations that may come up during the training process. Zirkel (2000) thinks that a person's attitude and how they act have a lot to do with their social intelligence. Teachers with social intelligence know who they are and what is going on around them. This helps them handle their feelings and decide what they want to do with their lives.

Little (1995, p.180) utters that "language teachers are more likely to be successful in promoting learner autonomy if their own education has encouraged them to be autonomous". Sinclair (2009) claims that teachers will only be able to "make informed and principled decisions about their teaching context" if they have power over their own professional development. This means that a teacher who can think critically and take charge of her/his own professional development will also be able to make well-informed choices about any changes that need to be made to the way she/he teaches. After looking at the study and the researcher's own observations, it is thought that teachers didn't understand the relationship between social intelligence and autonomy and the kinds of social intelligence skills that are important for teaching. Also, if the teacher doesn't know what they're doing or isn't trained, the whole structure of education is thrown off. Furthermore, the key to better education is to find good teachers who are skilled and have a high level of social intelligence. So, since there isn't a lot of research on how the above variables are linked, this study was made to take advantage of a possible link between two main teacher variables: social intelligence and autonomy.

2- Literature Review and Previous Studies

2.1 Intelligence

Gardner(1983, p.34) defines intelligence as "the ability to solve problems or create products that are valued". His theory of multiple intelligences, is one of the more recent ideas, which talks about eight different types of intelligence based on how different cultures value different skills and abilities. Gardner names the eight intelligences as:

1. Logical/mathematical intelligence includes logical thinking, the ability to detect patterns and mathematical abilities.
2. Musical intelligence includes the ability to detect and appreciate musical patterns and pitches.
3. Linguistic intelligence includes the ability to learn languages, use words to accomplish goals and expressive language.
4. Visual-spatial intelligence includes the ability to recognize patterns across spaces and use or manipulate the patterns.
5. Body/kinesthetic intelligence includes the ability to use the body effectively to solve problems.
6. Intrapersonal intelligence includes understanding and appreciating one's innermost feelings.
7. Naturalistic intelligence includes knowledge about the environment and an appreciation for nature.

Interpersonal intelligence includes the ability to understand and relate to others.

Robert Stemberg (1985) states that intelligence is the use of the mind to adapt to, choose, and shape real-world environments that are important to one's life. Sternberg thinks that what he calls "successful intelligence" is made up of three things:

1. Analytical intelligence is the ability to solve problems.
2. Creative intelligence is the ability to deal with new situations by using skills and knowledge from the past and present.
3. Practical intelligence is the ability to change with the world around you

Carroll (1993) states that intelligence is a general term for different kinds of cognitive skills that can be used to solve different kinds of problems, jobs, and situations. Gardner (1999, p.33) defines intelligence as:

1. The ability to solve problems or problem solving is one of the real daily life confrontations.
2. The ability to create new solutions for expected problems.
3. The ability to produce something, or the sound and beneficial effort that has its valuable effect on a culture.

Christison and Kennedy (2001, p. 1) affirm that Gardner also says that intelligence is the ability to use one or more of the intelligences in ways that are valued by a community or culture. This means that a person shouldn't use his intelligences in vicious behavior; otherwise, it wouldn't be called intelligence.

2.2 Social Intelligence

Ford and Tisak (1983) emphasize how helpful it is to use a behavior's effectiveness as a measure of social intelligence. They chose social intelligence tests based on how well people behaved in social situations, not on how well they understand those situations. People have said that there isn't much evidence to back up a cognitive view of social intelligence.

Al-Ghoul (1993) describes it as the ability to understand the thoughts, feelings, and intentions of others or to understand social situations that a person faces because of his relationships with other people.

Also, Habib (1994) defines it as a person's ability to act in social situations, tell how someone is feeling by looking at their face, judge human behavior, remember names and faces, understand jokes, spend free time with other people, and know proverbs and wisdom.

According to Albrecht (2004), social intelligence is the ability to get along with other people and get them to work together. Social intelligence is a combination of a basic understanding of people a kind of strategic social awareness and a set of skills for getting along with them well. Albrecht's model of social intelligence from 2005 has five parts: situational awareness or social awareness, presence, authenticity, clarity, and empathy (S.P.A.C.E.).

Goleman (2006) believes that social intelligence is concerned with what is best for other people. Social intelligence is the ability to understand what is going on in the world and respond to it in a way that is both effective for you and for society as a whole.

Hopkins and Bilimoria (2008) describe that to be socially intelligent, you have to know how to deal with people, not just know about them. It's very interesting that Joseph and Lakshmi (2010) explain that a person's social intelligence is based on how much they learn throughout their lives. Socially intelligent employees are confident in social situations, show a genuine interest in their coworkers, express their feelings and emotions in a direct and appropriate way, are able to adapt, understand, and respond well, and have a high level of self-awareness. As a competency, social intelligence is the ability to be aware of, understand, and act on emotional information about other people, which leads to good performance.

2.3 Teachers' Autonomy

The definition of "teacher autonomy" is "the ability to control one's own learning." Autonomy for teachers means they are free to study, learn, and teach. Higher-ups shouldn't get in the way of the guru's work too much, so that the guru can do his job without being afraid.

Little (1995) utters that teacher autonomy is first and foremost the skill of teachers to teach on their own. Scholars have tried to describe teacher autonomy from different points of view since then. Aoki (2000) gives a clear meaning of teacher autonomy, which he says includes the ability, freedom, and/or responsibility to make choices about one's education. Smith (2000) says that "teacher autonomy" means "the ability to develop appropriate skills, knowledge, and attitudes for oneself as a teacher, in collaboration with others." Benson (2000) states that teacher autonomy can be seen as "a right to be free from control (or the ability to exercise that right) as well as actual freedom from control". According to Huang (2005), "Teacher autonomy means that a teacher is ready, able, and free to control teaching and learning.

2.4 Previous Studies
2.4.1 Previous Studies of Social Intelligence
1- Eshghi, Etemadi, Mardani, Fanaei & Agha-hosaini, (2013)

The study is an attempt to explore social intelligence and its subscales among physical education experts in Isfahan schools: a study of differences between men and women. It is for this reason that 48 physical education experts from schools in Isfahan took part in the study. There are 37 men and 11 women, and their ages ranged from 35 to 46. All of the people who took part filled out a demographic and the Silvera Social Intelligence Scale (2001) in order to gather information. That's right, the differences between the total scores of social intelligence and sub-measures for men and women are significant at the P < 0.05 level. In addition, men scored higher than women in these factors.

2- Kaur, Roy & Kumar, (2021)

Researchers are looking into the social intelligence of future country builders who are learning to be teachers. Gender and the type of learning tools used to test the social intelligence of student teachers. The research is carried out using a descriptive poll method. Survey participants are 400 student teachers in B.Ed. co-ed colleges in certain areas of Punjab during the 2018-19 school year. The data is gathered using the social intelligence test created by Dr. N. Chadha and Usha Ganesan in 2004. Statistics like means, SDs, and SEs are calculated using SPSS software to look at the collected data. According to the data, there isn't a big difference between how socially intelligent men and women are (t-value is not significant). Furthermore, the outcomes reveal no distinctions between future teachers of science and humanities groups.

2.4.2 Previous Studies of Teachers' Autonomy
1- Ghiaei & Abedini (2020)

The purpose of this study is to look into the connection between the freedom and creativity of Iranian EFL teachers. It also looks into whether there is a big difference between how independent and creative male and female Iranian EFL teachers are. This is why 80 EFL teachers (40 men and 40 women) from different schools in Shiraz are chosen using a method called "convenience sampling." Two types of surveys are made: the teaching autonomy scale (TAS; Pearson & Hall, 1993) was made to measure teachers' freedom; and the creativity fostering teacher index (CFTI) is made by Soh (2000) to examine teachers' creativity. The study's results showed that there is a strong statistical link between the independence and creativity of Iranian EFL

teachers. It also showed that there isn't a big difference between Iranian male and female EFL teachers when it comes to their freedom. When it comes to creativity, there is also no big difference between Iranian male and female EFL teachers.

2- Dakhil & Abood (2021)

The goal of this study is to find out how the spiritual intelligence of EFL teachers in Iraq is related to their ability to teach independently. The study is being done in the city of Diwaniyah in Iraq. There are 60 teachers from Diwaniyah, Iraq, who took part in this study. There are 35 male teachers and 25 female teachers. Two surveys and a written interview are used to collect the data: The SISRI-24 survey, which is created by King in 2008, and the TAS, which is created by Çolak in 2016, are used to find out how independent the EFL teachers who were surveyed are. There is no statistically significant link between spiritual intelligence and being able to teach independently, according to the results. There isn't a strong link between gender and spiritual intelligence or teaching liberty.

3- Research Design

Based on the nature of the study which aims at investigating the relationship between Iraqi EFL preparatory school teachers' social intelligence and their autonomy in teaching, the researcher adopts the descriptive research in the current study.

Descriptive research is a type of educational and non-experimental research that uses both quantitative and qualitative methods. Both types can be used at the same time, or both can be used separately. A descriptive study can answer questions like "what, how, when, and where"(Best and Khan, 2006, p. 24).

In contrast to the experimental research, descriptive research is about making and testing hypotheses, studying the relationship between variables that are not changed, and making generalizations. The main aim of descriptive research is to come up with generalizations. To do this, variables that have already been thought about are chosen for observation (Best and Khan, 2006, p.23).

The aim of descriptive studies is to describe and explain how people, places, situations, or events are right now. In descriptive analysis, the researcher looks at the thing being studied as it is. No attempts are made to change people, situations, or events (Mertler, 2015, p.111).

This study is held as a descriptive mixed methods study, it aims to exploring the gender difference between Iraqi EFL teachers in social intelligence and to find the differences in teachers autonomy according to the variables of style and gender.

3.1 Aims

The study aims are:
1- To find out any significant differences in the social intelligence between Iraqi preparatory schools EFL male and female teachers.
2- To find out any significant differences in Iraqi preparatory schools EFL Teachers' autonomy according to the variables of style and gender.

3.2 Research Questions

The following research questions are posed in order to achieve the aims of the study:
Q1- Are there any significant gender differences in Iraqi EFL preparatory school teachers' social Intelligence?
Q2- Is there any significant differences in Iraqi EFL preparatory school teachers' autonomy according to the variables of style and gender?

3.3 Limits of the Study

The current study is limited to the following:
1- Since there are 8 intelligence skills according to the classification of Gardener (1983), the present study will be limited to one type which is social intelligence of Iraqi EFL teachers.
2- The study is conducted during the academic year 2022-2023.
3- Iraqi Preparatory school EFL teachers at the Center of Babylon Governorate.

3.4 Procedures

The following procedures are to be followed in the present study:
1- Surveying the related literature.
2- To get a full idea about the problem, the researcher has designed a checklist to be used during observing teachers in their classroom.
3- Selecting a questionnaire for social intelligence which is originally adopted from Tromsø Social Intelligence Scale (TSIS) (Silvera, Martinussen & Dahl, 2001), then modified after being presented to the jury members to be finally handed out to the teachers.
4- Selecting a questionnaire for autonomy which is originally adopted from Pearson and Hall's (1993), then modified after being presented to the jury members to be finally given to the teachers.

5- Selecting a random sample of (150) teachers (male and female) from the population of Iraqi EFL preparatory schools teachers' in the Centre of Babylon Governorate.
6- Constructing an interview to know if the teachers have a full understanding of the activities related to social intelligence and autonomy.
7- Analyzing the data statistically to get the results in terms of tables, figures and charts.
8- Presenting conclusions , recommendations ,and promoting some topics for further studies.

3.5 Research Instruments

The tools included observation, two questionnaire and interview. The researcher has used two ways of observation, checklist and notes taking. The first scale is Social Intelligence where part of it being adopted from Tromsø Social Intelligence Scale (TSIS) (Silvera, Martinussen & Dahl, 2001), which consists of (19) items and the other (27) items are being designed by the researcher. This questionnaire will measures (social awareness, social skills, social information processing and social overall), the scales items could be responded to by pitting a tick mark (✓) by the teachers in one of the options ranging from (1) Strongly Disagree to (5) Strongly Agree. Furthermore, the second scale is teacher autonomy scale, part of it being adopted from Pearson and Hall's (1993) which consists of (20) items and the other (25) items are being designed by the researcher. This questionnaire which measures (general autonomy, teacher understanding of learner's autonomy, curriculum autonomy and teaching activities), the scales items could be responded to by pitting a tick mark (✓) by the teachers in one of the options ranging from (1) Strongly Disagree to (5) Strongly Agree. The researcher conducts an interview with 15 male and female Iraqi Preparatory school EFL teachers at the center of Babylon Governorate.

4-Results and Discussion

The presentation of results includes the researcher's responses to the following questions:
1- Are there any significant gender differences in Iraqi EFL preparatory school teachers' social Intelligence?
In order to achieve this question, the researcher has used a T-test for two independent variables after collecting and analyzing the data by using the SPSS program, and reached the following results.
Table (1) T-test value and the level of statistical significance in the social intelligence of EFL teachers (males and females)

Group Statistics								
Level	Gender	N	Mean	Std. Deviation	Df	T-test Cal.	Tab.	Sig
Social Intelligence	M	68	156.37	71.194	148	0.342	1.96	0.05
	F	82	153.29	36.123				

The results show that there are (68) male teachers and (82) female ones, the percentage of the arithmetic mean value of male is (156.37) with the standard deviation (71.194) and the arithmetic mean value of female is (153.29) with the standard deviation (36.123). The researcher has found that the calculated T-test value (0.342) is smaller than the tabulated value (1.96) at the level of statistical significance (0.05) and a degree of freedom (148), which indicates that there are no statistically significant differences among EFL teachers (meals and females) in social intelligence. The current study agrees with Kaur et al., (2021) study that shows the social intelligence of males and females did not differ significantly because the t-value is not significant. On the contrary, Birknerova (2015) showes that there is significant differences between male and female. Also, Eshghi, et al., (2013) show that the difference between the total scores of social intelligence and sub-measures with gender (male and female) is significant at the level of P < 0.05. Furthermore, in these variables male obtained higher scores than female.

2- Is there any significant differences in Iraqi EFL preparatory school teachers' autonomy according to the variables of style and gender?
The two-way ANOVA test has also used to find the homogeneity between samples according to the variables of style and gender.

Table (2) Descriptive Statistics of Teachers Autonomy According to the Variables of Style and Gender

Descriptive Statistics				
Dependent Variable: Teachers Autonomy				
Gender	Domains	Mean	Std. Deviation	N
M	General Autonomy	52.25	23.012	68

	Teacher's Understanding of Learner's Autonomy	52.46	7.099	68
	Curriculum Autonomy	26.78	4.401	68
	Teaching Activities	27.49	4.083	68
	Total	39.74	17.663	272
F	General Autonomy	52.85	16.943	82
	Teacher's Understanding of Learner's Autonomy	45.91	12.016	82
	Curriculum Autonomy	26.32	5.028	82
	Teaching Activities	28.35	3.799	82
	Total	38.36	15.658	328
Total	General Autonomy	52.58	19.856	150
	Teacher's Understanding of Learner's Autonomy	48.88	10.575	150
	Curriculum Autonomy	26.53	4.744	150
	Teaching Activities	27.96	3.941	150
	Total	38.99	16.597	600

The first column in table (2) refers to gender (male and female) and total. The second column refers to the domains of the teachers autunomy questionnaire (TAS), general autonomy, teacher's understanding of learner's autonomy, curriculum autonomy and teaching activities. The third column has the arithmetic mean value for each level of the scale. The fourth column refers to standard deviation and the fifth column indicates the sample for each domain. From table (2), the researcher has extracted the descriptive statistics for each domain of the questionnaire, also she extracts the overall descriptive statistics.

Table (3) T-test of the Homogeneity Among the Domains of Teacher's Autonomy

Levene's Test of Equality of Error Variances[a,b]					
		Levene Statistic	Df1	df2	Sig.
Teachers Autonomy	Based on Mean	1.436	7	592	0.070

From table (3), the researcher has found that the arithmetic mean value of Levene's test is (1.436), which is not statistically significant because the value of the level of statistical significance (0.070) is greater than the critical value (0.05), which indicates that there are the existence of homogeneity among the domains of teacher's autonomy, and thus the basic condition for conducting the binary variance analysis is fulfilled.

Table (4) The Values of the Two-Way ANOVA

Tests of Between-Subjects Effects					
Dependent Variable: Teacher's Autonomy					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Gender _A	284.359	1	284.359	2.119	0.146
Type	84042.267	3	28014.089	208.778	0.000
Gender _A * domain	1355.734	3	451.911	3.368	0.018
Error	79435.440	592	134.181		
Total	1076976.000	600			
Corrected Total	164999.893	599			

By examining table (4), the researcher has been concluded:

1- **Gender**: There are no statistically significant differences between gender, where the value of calculated F-test is (2.119) at the statistical significance level (0.146), which is greater than the critical value (0.05) and a degree of freedom (1).
2- **Domains** : There are statistically significant differences between domains, where the value of calculated F-test is (208.778) at the statistical significance level (0.000), which is smaller than the critical value (0.05) and a degree of freedom (3).
3- **The interaction between (Gender _A * domain)**: There are statistically significant differences between (Gender _A * domain), the value of calculated F-test is (3.368) at the statistical significance level (0.018), which is smaller than the critical value (0.05) and a degree of freedom is (3).
In order to follow up the statistically significant differences, the researcher has used (L.S.D) **(Least Significant Difference)** test and found to the following results:

Table (5) (L.S.D) (Least Significant Difference) Test

Multiple Comparisons							
Dependent Variable: Teachers Autonomy							
LSD							
(I) Domains	(J) Domains	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		Mean Difference
					Lower Bound	Upper Bound	
General Autonomy	Teacher's Understanding of Learner's Autonomy	3.70*	1.338	0.006	1.07	6.33	Significant for the first level
	Curriculum Autonomy	26.05*	1.338	0.000	23.43	28.68	Significant for the first level
	Teaching Activities	24.62*	1.338	0.000	21.99	27.25	Significant for the first level
Teacher's Understanding of Learner's Autonomy	General Autonomy	-3.70-*	1.338	0.006	-6.33-	-1.07-	Significant for the first level
	Curriculum Autonomy	22.35*	1.338	0.000	19.73	24.98	Significant for the second level
	Teaching Activities	20.92*	1.338	0.000	18.29	23.55	Significant for the second level
Curriculum Autonomy	General Autonomy	-26.05-*	1.338	0.000	-28.68-	-23.43-	Significant for the first level
	Teacher's Understanding of Learner's Autonomy	-22.35-*	1.338	0.000	-24.98-	-19.73-	Significant for the second level
	Teaching Activities	-1.43-	1.338	0.284	-4.06-	1.19	Not significant
Teaching Activities	General Autonomy	-24.62-*	1.338	0.000	-27.25-	-21.99-	Significant for the first level
	Teacher's Understanding of Learner's Autonomy	-20.92-*	1.338	0.000	-23.55-	-18.29-	Significant for the second level
	Curriculum Autonomy	1.43	1.338	0.284	-1.19-	4.06	Not significant

From table (5), it is found that there is a discrepancy in the differences between the **domains** of the questionnaire, the researcher has discovered that the mean difference of the first domain (General Autonomy) is higher than the other domains of the teachers autonomy questionnaire when comparing each domain with the other level. For the first domain (General Autonomy), the mean difference of the other domains are significant for the first domain. For the second domain (Teacher's Understanding of Learner's Autonomy), the mean difference of the second domain is significant for the first domain but other domains are significant for the second domain. The mean difference of the third domain (Curriculum Autonomy) is significance for the first & second domains, while it is not significant for fourth domain. Furthermore, The mean difference of the fourth domain (Teaching Activities) is significance for the first & second domains, while it is not significant for the third domain.

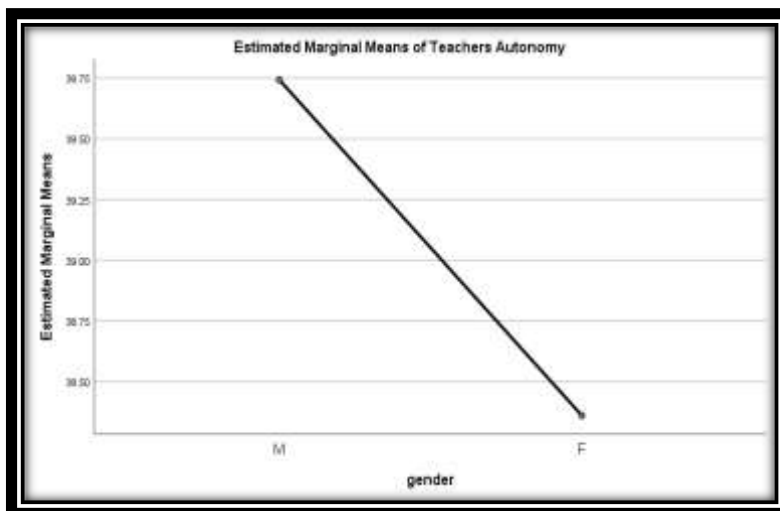The following figures shows that:

Figure (1) : A scale of the Differences between Male and Female Teachers' Autonomy
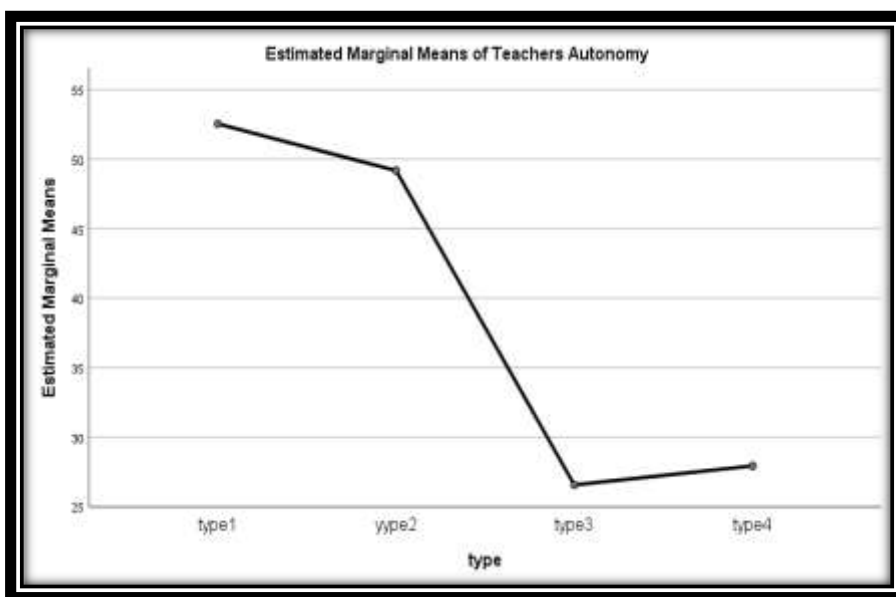

Figure (2) : A Scale of the Differences between Domains of Teacher' Autonomy
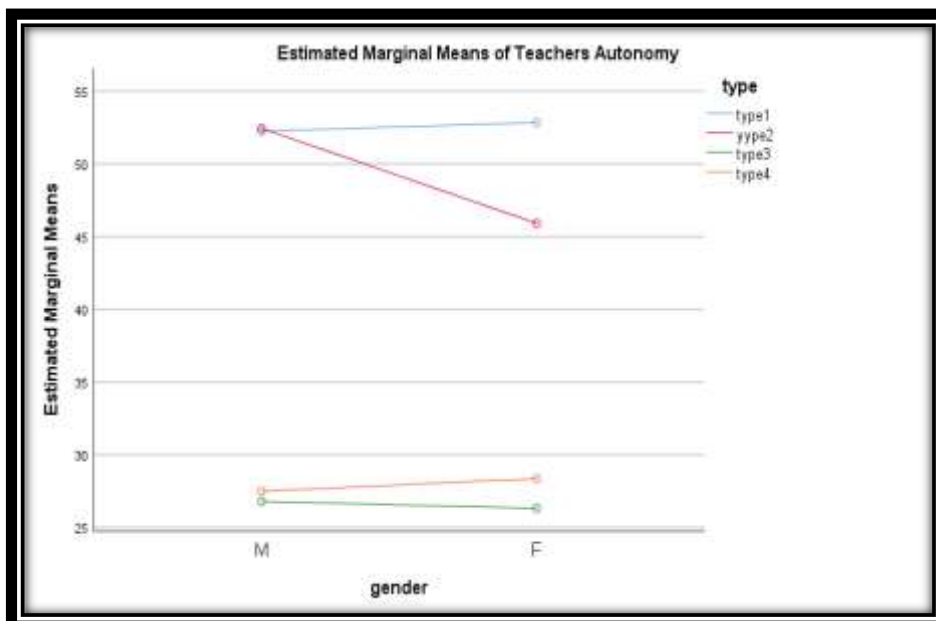

Figure (3): A Scale of the Interaction between the Sample and the Domains of Teacher' Autonomy

It has been noticed from the figures above, that there is no statistically significant differences between gender. The first domain (general autunomy) is the most significant level which means that teachers understand the concept of teachers' autonomy in general, followed by the second domain (teacher's understanding of learner's autonomy) but for third and fourth domins (curriculum autonomy & teaching activities) the diferences are very weak.

4- Findings of the Interview
5-

The interviewees responses have discussed to reach the required answers. The goal is to find out if the Iraqi EFL teachers have different levels of understanding the concept of social intelligence and teachers' autonomy and how they may employ these two terms inside the classroom. In addition, how the teachers appreciate their surroundings in the classroom depending on their awareness of educational problems in their work setting or if they mostly focus on finding solutions.

The five questions of the interview included:
1. What do you know about social intelligence?
2. What is your perception about autonomy?
3. What skills do you have to apply social intelligence and autonomy in the classroom?
4. What are the activities that can employ the social intelligence and autonomy in the classroom?
5. How do we, in your opinion, translate the social intelligence strategy in classroom teaching?

1- Results Related to the First Question
The first question is: What do you know about social intelligence**?,** the results show that, (12) teachers understand the concept of social intelligence and their percentage (80%). However, (3) teachers didn't know what the meaning of social intelligence and their percentage (20%) , as shown in their answers:
T 6 "Is the ability to understand oneself and others"
T 12 " It is the ability to communicate with others, and to build relationships dominated by love and commitment, as it is formed as a result of a person's understanding of himself, and his ability to control his emotions, and therefore it is very related to emotional intelligence, as emotional intelligence covers several aspects related to emotional awareness, and how a person manages his life before sharing it with others. , While the role of social intelligence begins with communicating with others; Where a person needs to employ social intelligence skills; Such as expression, dialogue, listening, reconciliation, and others."

2- Results Related to the Second Question
The second question is What is your perception about Autonomy?, the results show that, (11) teachers have perception about the concept of autonomy and their percentage (73%). However, (4) teacheres didn't know what the meaning of autonomy and their percentage (27%), as shown in their answers:
T7 "It is a positive behavior that makes the teacher depend on himself, make his decisions, and bear responsibility in educational situations."
T14 " It is thinking outside the box without borders and without fears. It means giving the teacher the freedom to be creative without limiting talents and ideas inside a closed box set by educational and administrative habits to produce ideas without restrictions by those habits"

3-   Results Related to the Third Question
The third question is What skills do you have to apply social intelligence and autonomy in the classroom?. (10) teachers knew the answer, and their percentage (67%). However, (5) teachers didn't know what the answer and their percentage (33%), as shown in their answers:
T5 "Feeling for others, the socially intelligent teacher has the ability to understand students and feel them, as understanding students' feelings is part of emotional intelligence, and when understanding students and their feelings, it becomes possible to help them overcome their problems and grief, and thus the teacher will achieve the two skills social intelligence and independence."
T8 "Effective listening and communication that is what I actually do with my students."

4- Results Related to the Forth Question
The forth question is: What are the activities that can employ the social intelligence and autonomy in the classroom**?.** the results show that, (8) teachers have knew what are the activities that can employ the social intelligence and autonomy in the classroom and their percentage (53%). However, (7) teachers didn't know the answer and their percentage (47%) , as shown in their answers:
T9 "Collective drawing and composing collective stories and linking them to reality."
T15 "Students brainstorm by using broad topic questions and using illustrations."

5- Results Related to the Fifth Question
The fifth question is How do we, in your opinion, translate the social intelligence strategy in classroom teaching?. The results show that, (8) teachers have knew what are the strategy that can employ the social

intelligence in the classroom and their percentage (53%). However, (7) teachers didn't know the answer and their percentage (47%) , as shown in their answers:

T13 " The skill of speaking and dialogue is one of the strategy of socially intelligent teacher is his high ability to talk to various students in a decent and polite manner, because he possesses what is called social expression skills, and usually the socially intelligent teacher can be distinguished in class, as all eyes are directed towards him by all students."

6- Conclusions

Based on the findings of this study, the following conclusions have been drawn:

1- There are no statistically significant differences in the social intelligence in gender among EFL teachers where the arithnetic mean value of male is (156.37) with the standard deviation of (71.194). The percentage of the arithnetic mean value of female is (153.29) with the standard deviation of (36.123). The researcher has found that the calculated T-test value (0.342) is smaller than the tabulated value (1.96) at the level of statistical significance (0.05) and a degree of freedom (148).

2- The researcher uses two way ANOVA to find out, statistically, the significant differences in teachers' autonomy according to the variables of style and gender, where the results show that there is an existence of homogeneity among the domains of teachers' autonomy. The arithmetic mean value of Levene's test is (1.436) which is not statistically significant because the value of the level of statistical significance (0.070) is greater than the critical value (0.05).

3- According to the (L.S.D) (Least Significant Difference) test, there is a discrepancy between the domains when comparing each domain, i.e., (general autonomy, teacher's understanding of learner's autonomy, curriculum autonomy and teaching activities) with the other. We note that the first domain is the most significant level, followed by the second domain. As for the differences in the third and fourth domains, they are very weak.

4- According to the (L.S.D) (Least Significant Difference)test ,there is a discrepancy in the differences between the levels when comparing each level with the other level. The researcher noted that the first level is the most significant level, followed by the second level. As for the differences in the third and fourth levels, they are very weak.

5- Cornbrach's alpha coefficient is applied to the research sample, which consists of (150) teachers (males and females), and the value of reliability in this coefficient is (0.83), which is an acceptable indicator of reliability.

6- Recommendations

Based on the results and conclusions, this study focuses on the social intelligence of teachers and their independence in the classroom. As a result, a good and healthy society can be built through good education. So, here are some suggestions that can be made based on what this study found:

1. Teachers should be encouraged to go to international seminars, workshops, and conferences to learn more and improve their communication skills. There should also be regular programs to teach teachers how to act professionally and help them grow as professionals.

2. The results of this study show that superintendents, as leaders, should keep or create a healthy social environment in their organization to improve teachers' social skills and their autonomy in teaching by focusing more on how teachers act. The training could focus on social skills and autonomy, which are important for a good educational system.

3. Also, having more relationships can help lessen the bad effects of stress and boost self-esteem, which can help an organization do better. It is suggested that in order for an organization to work well, not only should the teachers be trained in how to teach, but they should also be trained in how to connect with others, talk to them, and understand them.

4. Supervisors could use the Social Intelligence Scale (SIS) and teacher's autonomy scale to find out how well their teachers get along with other teachers. These two scales helps them create a better and healthier place for teachers to work.

References

1. Albrecht, K. (2004). *Social intelligence theory*. Retrieved from http://www.karlalbrecht.Com/siprofile/siprofiletheory.html

2. Al-Ghoul, A. A. (1993). *Self-efficacy and social intelligence and their relationship to Some of the emotional factors of teachers, educators and non-educators and their Students' academic achievement*. Unpublished doctoral dissertation, Faculty of Education, University of Assiut.

3. Aoki, N. (2000). *Aspects of teacher autonomy*: Capacity, freedom, and responsibility. Paper presented at 2000 Hong Kong University of Science and Technology Language Center Conference.

4. Benson, P. (2001) Teaching and researching Autonomy. *Language learning*. London: Lineman.

5. Best, J. W. and Khan, J. V. (2006). *Research in Education.* 10th ed. Pearson Education Inc., Boston.
6. Carroll, J. B. (1993). *Human cognitive abilities: A survey of factor-analytical studies.* Cambridge: Cambridge University Press.
7. Christison, M. & Kennedy, D. (2001). *Multiple Intelligences: Theory and Practice in Adult ESL.* ERIC Digest. Retrieved from http://www.ericdigests.org/2001-1/multiple.html
8. Dakhil, T. A , & Abood, H.M (2021). The Relationship Between Iraqi EFL Teachers' Spiritual Intelligence, And Their Teaching Autonomy : *A Case Study Al-Dwiniyah , Iraq multicultural Education* 7(3).
9. Eshghi, P., Etemadi, M., Mardani, M., Fanaei, E. and Agha-hosaini, T. (2013). Social Intelligence and its sub-scales among physical education expertise in Isfahan education organizations: Study of gender differences. *European Journal of Experimental Biology*, 2013, 3(4):13-17. Available online at www.pelagiaresearchlibrary.com
10. Ford, M. E., & Tisak, M. S. (1983). A further search for social intelligence. *Journal of Educational Psychology*, 75, 196-206.
11. Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences.* New York: Basic Books. Twentienth Anniversary Edition with new introduction. New York, NY. Basic Books.
12. Gardner, H. (1999). Intelligence reframed: Multiple Intelligence for the 21st century. *Basic Books*, New York, USA.
13. Ghiaei, S. and Abedini, F. (2020). Investigating the Relationship Between Iranian Gender Make a Difference? EFL Teachers' Autonomy and Creativity, Does Gender Make a Difference?. *Journal of Studies in Learning and Teaching English* Volume. 9, Issue. 2, Ser. 18, (2020), 125-144.
14. Goleman, D. (2006). *Social intelligence: The new science of human relationships.* New York: Bantam Books.
15. Habib, E., Adel, Z., & Azim, E. (1994). The study of relationship between social Intelligence and organizational performance. *International Journal of Organizational Leadership*, 2(1).
16. Hopkins, M. M., & Bilimoria, D. (2008). Social and emotional competencies predicting Success for male and female executives. *Journal of Management Development*, 27(1), 13-35
17. Huang, J. (2005). Teacher autonomy in language learning: A review of the research. In K.R. Katyal, H.C. Lam & X.J. Ding (eds), Research Studies in Education 3 (203-18). The University of Hong Kong: Faculty of Education.
18. Joseph, C., & Lakshmi, S. S. (2010). *Social Intelligence, a key to success* (SSRN Scholarly Paper No. ID 1706610). Rochester, NY: Social Science Research Network. Retrieved from http://papers.ssrn.com/abstract=1706610.
19. Kaur, J., Roy, M. and Kumar, R. (2021). A study of Social Intelligence Among Prospective Teachers of Punjab. *The Turkish Online Journal of Qualitative Inquiry (TOJQI)* Volume 12, Issue 6, Jul, 2021: 8301-8306
20. Little, D (1995) Learning as dialogue: The dependence of learner autonomy on teacher autonomy. *System* 23/2. 175-182.
21. Livergood, N. (2013). *Social intelligence: A new definition of human intelligence.* Retrieved from http://www.hermes-press.com/socint4.htm.
22. Mertler, C. A. (2015). *Introduction to Educational Research.* SAGE Publications,California: USA.
23. Sinclair, B. (2009). The Teacher and Learner: Developing autonomy in an interactive learning environment. In R. Pemberton, S. Toogood & A. Barfield (Eds.). *Maintaining Control: Autonomy and Language Learning* (pp.175-198). Hong Kong: Hong Kong University Press.
24. Smith, R.C. (2000) Starting with ourselves: Teacher-learner autonomy in language learning. In B. Sinclair, I. McGrath and T. Lamb (eds.) Learner autonomy, teacher autonomy: *Future directions. London: Longman.* 89-99.
25. Sternberg, R. J. (1985). *Beyond IQ: A triarchic theory of human intelligence.* New York: Cambridge University Press.
26. Zirkel, S. (2000). Social Intelligence: The Development and Maintenance of Purposive Behavior. *The Handbook of Emotional Intelligence.* San Francisco, CA: Jossey-Bass.