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## The Relationship between Social Competence and Emotional Intelligence among Teachers of Resource Rooms for Learning Disabilities in Amman Governorate

Khalid Al-Jundi 

Arab Open University, JORDAN

Mohammad Anwar Al-Taher\* 

Applied Science Private University, JORDAN

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**Abstract:** The present study aims at identifying the relationship between social competence and the level of emotional intelligence among teachers of resource rooms for learning disabilities in Amman. The study population consisted of various educational directorates within the capital Amman governorate. They were 212 teachers – 31 males and 181 females. The sample of the study consisted of randomly chosen 60 teachers – 15 males and 45 females. They were tested first with Bar-On Model of Social and Emotional Intelligence, which is a sixty-paragraph self-assessment scale consisting of six aspects: social competence, personal competence, adaptability, stress management, general mood and positive impression. A researcher-designed social competence scale was also employed for teachers of resource rooms with learning disabilities in regular schools, which consisted of six aspects of social skills: expression of emotions, non-verbal communication, conversation, friendship, listening and participation. It has been found that there is a statistically significant positive relationship between the level of emotional intelligence and social competence in the sample of the study. In addition, there is a statistically significant relationship between the level of emotional intelligence and social competence among members of the sample due to the sex variable in favour of females.

**Keywords:** *Emotional intelligence, learning disabilities, social competence, teachers of students with learning disabilities.*

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### Introduction

A personality, in its comprehensive and broad conception, is represented by a set of features and habits which make each individual different from others. This is expected to be more complicated for a special education teacher who deals with students with learning disabilities. Such a teacher is supposed to have a strong personality and control over his/her emotions. Because there are differences among humans, particularly for the teacher to measure abilities, he/she should use his/her emotional intelligence as a resource in managing problems faced while dealing with this type of students.

Goleman et al. (2012) conducted extensive research to crystallize a special theory on emotional intelligence, which has been widely and effectively employed in educational studies. This type is considered to have several personal and social aspects. It is an acquired ability to understand, decide and express an individual's social dimensions in a way which supports the successful management of regular life tasks, such as learning, making relations, solving daily problems and adapting to the complicated requirements of development. Competence, according to Goleman et al. (2012), is of different kinds:

- a. Personal competence determines how an individual can manage his/her own affairs, which includes the two following dimensions:
  1. Self-awareness: This refers to consciousness of the individual's internal state, details and cognitive knowledge. It comprises emotional awareness, careful self-assessment, self-confidence and self-organization.

\* Corresponding author:

Mohammad Anwar Al-Taher, Applied Science Private University, Jordan. ✉ [m\\_altaher@asu.edu.jo](mailto:m_altaher@asu.edu.jo)



2. Motivation: This refers to emotional tendencies which facilitate or steer an individual to accomplish targets. It comprises the drive for achievement, commitment, initiative and optimism, the last of which indicates determination to chase targets in spite of obstacles.
- b. Social competence is about how an individual manages relations with others, which encompasses the third and fourth dimensions of emotional intelligence:
  3. Empathy: This refers to consciousness of the others' feelings, needs and interests. It includes understanding, developing and serving others as well as effective diversity and political awareness.
  4. Social skills: These are aimed at producing the reactions required the other people, such as influence, communication, dispute resolution, leadership, change acceleration, connection building, cooperation and coordination, and teamwork (Goleman et al., 2012).

Emotional intelligence leads to the success of educational and remedial programs for most categories of ordinary as well as special education students, including students with learning disabilities, who need emotional support more than others in one way or another in order to help them communicate and interact with others. The teacher is the one who creates the climate which strengthens or destroys the learner's self-confidence and creative spirit. He/she also stimulates or frustrates critical thinking, and opens or closes the sense of achievement. This is all needed by students with learning disabilities (Othman, 2009).

One of the essential capabilities a qualified teacher must possess is emotional intelligence. It is the only means that enables a teacher to fulfill the intended educational mission. A qualified teacher is the one who succeeds in achieving the goals of the educational process. Studies have proven that emotional intelligence boosts an individual's sense of satisfaction. High emotional intelligence increases the ability to adopt a harmonious behavior directed towards achieving the goal. However, further research is needed in the Arab World to address the relationship between emotional intelligence and social competence among teachers who work in resource rooms dedicated for learning disabilities. It is also necessary to have teachers who not only have educational talents but also emotional intelligence. Studies conducted in the USA indicate that emotional intelligence skills help teachers in dealing with students with learning disabilities, as well as being useful in founding the most productive behavioral system in the process of teaching special-needs students.

The study attempts to find out whether there is a relationship between the abilities and skills of emotional intelligence and the social competence for teachers of students with learning disabilities in public and private schools in Jordan.

#### *Problem of the Study*

Social skills are the cornerstone of the qualified teacher, in general, and of teachers of gifted students, in particular. They are a set of personal, emotional and social characteristics, which represent emotional intelligence as one of the imperative components, abilities and skills that enable the teachers of students with learning disabilities to deal with daily situations and pressures. It is also a key towards success. Therefore, this study is an attempt to reveal the degree of the relationship between emotional intelligence and social competence among teachers of students with learning disabilities working in public and private schools in the resource rooms of that category. Hence, the researchers' interest in the current study is to assess the relationship between emotional intelligence and social competence for resource room teachers of students with learning disabilities.

#### *Significance of the Study*

The present study focuses on the social competence of teachers, in general, and teachers of students with learning disabilities, in particular. This would highlight the importance of qualifying teachers and determining their competence.

Emotional intelligence is one of the most important aspects that must be focused on, because teachers face emotional challenges while dealing with students with learning disabilities. The study equally matters due to its novelty and originality, since Arab and Jordanian educational environments lack similar studies. Previous research rarely deals with the relationship between emotional intelligence and social competence among teachers of students with learning disabilities.

In addition, the study would open the door to investigate emotional intelligence from other perspectives and it would have an impact on the foundations of developing competence for teachers of this category. Practically, this study makes it possible to consider the emotional intelligence scale as a measure of social competence when choosing teachers of students with learning disabilities. Similarly, the study offers support and assistance to the bodies that supervise teachers, especially the Ministry of Education and the Ministry of Social Development. The results could be placed within their programs to improve the performance of teachers of students with learning disabilities in accordance with scientific and practical updates.

### *Objectives of the Study*

The study seeks to achieve the following objectives:

- Clarifying the relationship between the level of emotional intelligence and the level of social competence among teachers of students with learning disabilities.
- Clarifying the relationship between the level of emotional intelligence and the level of professional competence among teachers of students with learning disabilities.

### *Hypotheses of the Study*

- There is no statistically significant relationship at  $0.05 \geq \alpha$  between the level of emotional intelligence and the level of social competence among teachers of students with learning disabilities.
- There is no statistically significant relationship at level  $0.05 \geq \alpha$  between the level of emotional intelligence and the level of social competence among teachers of students with learning disabilities according to sex.

## **Literature Review**

### *Learning Disability*

This refers to a disorder in one or more of the basic psychological processes that involve the understanding and use of written and spoken language that would appear in the form of problems in listening, thinking, speaking, reading, writing and arithmetic. It also refers to brain casualties and damage, dyslexia, aphasia and cognitive disorders. However, it does not include decreased mental abilities, auditory or visual impairment, or emotional, environmental, cultural or economic disturbances (Al-Qarawi, 2020).

### *Emotional intelligence*

Bar-On (2007) defines Emotional intelligence as a set of emotional, subjective and social skills that affect the overall abilities of an individual to adapt to situations and conditions of environmental surroundings. Procedurally, it is defined as the total scores obtained by teachers of students with learning disabilities from their answers to the items of the scale used in the study.

Among the studies related to emotional intelligence is Al-Jumei'ah (2018), which aimed to identify the level of emotional intelligence among some students with learning disabilities in resource rooms in the Eastern Province of Saudi Arabia. The sample consisted of 72 students aged 10-12 years. The results showed that the ratio of emotional intelligence was average compared to ordinary students.

Tobia and Caprin (2017) studied the relationship between emotional intelligence and social characteristics of the individual, and the results concluded that there was a positive correlation between emotional intelligence and social traits.

Al-Atoum (2015) aimed to investigate the level of emotional intelligence among female teachers of the first three grades at Jerash Governorate, and its relationship to their attitudes to the teaching profession. The study sample consisted of 152 female teachers. An emotional IQ scale was prepared by the researchers. The results showed that the level of emotional intelligence among female teachers of the first three grades was average, and that there was a positive correlation between the level of emotional intelligence of teachers and their attitudes to the teaching profession.

Lietaert et al. (2015) aimed to identify the correlation between emotional intelligence and school integration of seventh grade students, taking the sex variable. The sample consisted of 385 students. The results concluded that there was a positive correlation between emotional intelligence and academic integration and was in favour of females.

Robertson-Schule (2014) examined the nature of the correlations between emotional intelligence and academic integration of a sample of 130 male and female high school students in the US state of Chicago. The study concluded that there was a positive correlation between emotional intelligence and scholastic integration.

### *Social competence*

This refers to a set of social factors and characteristics that must be present in a teacher of students with learning disabilities, which help establish sound and solid ties with students. They include cooperation, empathy, influence, support, comfort and awareness of their feelings, needs and interests (Hazaimah, 2012)

The researchers define social competence procedurally as a set of skills aimed at bringing about the required reactions in others, such as influence, leadership, and conflict resolution among individuals for teachers of students with learning disabilities, which will be measured through the scheme prepared in this study.

Al-Qarawi's (2020) sought to identify the contribution of professional and social competence among teachers of students with learning disabilities. The sample consisted of 34 teachers. The researchers used the descriptive correlative approach and a scale of professional competence for teachers of this category. The study concluded that the professional competence of teachers of students with learning disabilities was widely present.

Farraj (2020) aimed to identify the theoretical and intellectual frameworks for the job performance of the special education teacher. The study concluded that the professional and social competence of teachers of students with learning disabilities should be developed, and that positive human relations within the work environment depend on their professional values.

Al-Balawi (2019) attempted an evaluation of in-service professional competence programs for teachers of students with learning disabilities in the Saudi city of Tabuk. The results concluded that the level of professional and social competence during the service of teachers of learning disabilities came at an average evaluation level. It was also found that there were statistically significant differences in evaluating the professional competence of teachers of learning disabilities due to the sex variable and in favour of males.

Dickey (2014) conducted a correlative study aiming to analyze the relationship between the emotional intelligence of third grade teachers and classroom management methods, as well as its impact on student achievement. The sample consisted of 25 third grade teachers working in a large urban educational area in southwest for the State of North Carolina. The results showed that 60% of the teachers had lower than average levels of emotional intelligence, and that there was a strong relationship between the four classroom management styles and the teachers' emotional intelligence.

Werner (2014) examined the relationship between emotional intelligence and servant leadership practices of public elementary school principals in the US state of Washington, as perceived by these schoolteachers. The sample consisted of 140 principals and 700 teachers. The teachers' ratings of their principals were compared with the principals' assessments of themselves in both emotional intelligence and servant leadership behaviour. The results showed that servant leadership is highly associated with emotional intelligence.

Mills (2003) aimed to identify the characteristics of outstanding teachers of gifted students in USA, and targeted 63 teachers and 1247 students of high abilities. The teachers responded to two scales: the questionnaire and Briggs Myers list, which includes traits as seen by each person. The study reached the following results:

- Teachers who are highly effective in dealing with gifted students are characterized by openness and flexibility and have the ability logical and objective analysis.
- Teachers' personality and cognitive styles can play a role in the effectiveness of teaching gifted students.

Most of the studies reviewed indicate that learning resource room teachers possess competence and skills that differ from those which should be possessed by the average teacher, and that there are differences regarding emotional intelligence which should be possessed by teachers of students with learning disabilities in Jordan.

This study attempts to reveal the relationship between emotional intelligence and social competence for teachers who bear the responsibility of teaching students with learning disabilities. The study provides a tool designed by the researchers to determine social competence for teachers of students with learning disabilities.

### **Methodology**

The comparative correlational method was employed after the data were calculated descriptively. As the correlative approach is the most appropriate to achieve the objective, that methodology helped reach logical explanations for the results and evidence that give the researchers the ability to investigate the problem of the study.

*Population:* The population consisted of all resource room teachers of students with learning disabilities in private and public schools from various education directorates in the capital Amman Governorate in the first semester of the 2021/2022 academic year. Their number, according to official statistics, was 212 teachers, as is shown in Table 1.

*Sample:* The study sample consisted of 60 male and female teachers from different education directorates within the capital Amman governorate, as shown in Table 1.

*Table 1. The Population and Sample of the Study Distributed according to District Education Directorates*

<b>Education directorate</b>	<b>Population of the study</b>	<b>Sample of the study</b>
Centre of Amman District Education Directorate	32	9
Al-Jami'a District Education Directorate	27	8
Sahab District Education Directorate	16	6
Al-Quweisma District Education Directorate	25	6
Marka District Education Directorate	40	9
Wadi Al-Seir District Education Directorate	12	4
Na'our District Education Directorate	18	4
Al-Muwaqqar District Education Directorate	14	4
Al-Jeeza District Education Directorate	12	4
Ein Al-Basha District Education Directorate	16	6
<b>Total</b>	<b>212</b>	<b>60</b>

*Procedures:*

- Approval was obtained from the Research and Development Department in the Jordanian Ministry of Education to implement the study in private and public schools which have resource rooms for learning disabilities in Amman Governorate.

The schools whose teachers were included in the sample were randomly selected and the official letter directed to relevant schools was received.

- The researchers distributed the study tools to each of the schools included in the study.

- The data was unloaded on the SPSS application for statistical processing.

*Tools:**Social Competence Scale:*

To achieve the objective of the study, the researchers developed the study tool after referring to the specialized theoretical research on the personal and professional competence of special resource room teachers of students with learning disabilities, including the studies of Al-Atoum (2015), Tobia and Caprin (2017) Al-Jumei'ah (2018), Al-Balawi (2019), Al-Qarawi (2020), Farraj (2020) and Hazaimah (2012), which helped the researchers in determining the scope of the study. In addition, a group of 15 resource room teachers of students with learning disabilities were requested to describe their perceptions of social competence required for their job on the basis of their first-hand experience.

The first draft of the study scale was developed in a sound and easy language. It consisted of 32 paragraphs. Responses were graded on the tool according to the five-point Likert scale as follows: very large degree= 5 points, large degree= 4 points, medium degree =3 points, low degree= 2 points, and very low degree= 1 point.

In order to ensure the validity and reliability of the tool, the researchers extracted the content validity, construction validity and the tool reliability as follows:

*Assessors' validity:* The initial form of the scale was presented to ten specialists of special education, measurement and assessment from several universities. The ten referees suggested amendments such as deleting two paragraphs, making some linguistic changes and clarifying others. After most of the observations were taken into account, the scale became of 30 paragraphs.

These consisted of the six following aspects which make social competence:

- Expression of emotions: 5 paragraphs (1, 2, 3, 4, 5)
- Non-verbal communication: 4 paragraphs (6, 7, 8, 9)
- Conversation: 5 paragraphs (10, 11, 12, 13, 14)
- Friendship: 4 paragraphs (15, 16, 17, 18)
- Listening: 6 paragraphs (19, 20, 21, 22, 23, 24)
- Participation: 6 paragraphs (25, 26, 27, 28, 29, 30)

*Construction validity:* This was verified by displaying the scale in its final form to 25 teachers from outside the sample. The Pearson correlation coefficient of each paragraph was calculated in comparison with the total score of the scale as a whole. The results indicated that the correlation coefficients of the paragraphs with the overall scale ranged between 0.85 and 0.89, which are considered high correlation coefficients for the purposes of the study.

*Tool reliability:* The significance of the scale's reliability was verified after it was applied to a sample of 25 teachers from outside the sample by the internal consistency method. The coefficient of Cronbach Alpha was used to calculate the reliability of the internal consistency of the scales, which amounted to 0.89. These are acceptable values for the purposes of the study. When the distribution of the tool was tested, the results of the pilot sample found that the data had a natural distribution at  $0.05 \geq \alpha$ .

*Emotional intelligence scale:* A developed Bar-On Emotional Intelligence Scale (modified version for young people) was used. This scale is the most widely used for measuring emotional intelligence globally, and it represents the procedural aspect of Bar-On concept of emotional intelligence. What contributed to the development of this scale was the massive amount of data collected from its application on huge samples in USA, Canada and other European countries. The scale is suitable for the age group of 16 years and above. It is also considered a self-assessment scale, which consists of 60 paragraphs about six aspects as follows:

1. Social competence: including the capabilities of empathy, interpersonal relations and social responsibility
2. Personal competence: including the capabilities of self-awareness, self-fulfilling and independence
3. Adaptability: including the capabilities of realism, flexibility and problem-solving
4. Stress management: including the capabilities of stress handling and impulse control
5. General mood: including the capabilities of optimism and happiness
6. Positive impression: including the capability of presenting a positive self-image

This scale was translated by Al-Jundi (2006) from English into Arabic, and the validity of the scale was also extracted through the validity of the internal construction. The scale was determined by finding the correlation coefficient between the two Bar-On lists in the youth version. The correlation coefficient ranged between 0.87 and 0.63, whereas the correlation coefficient on the overall dimension reached 0.83. As for the scale's stability indicators, the implications were revealed by the method of internal consistency through the Cronbach's alpha equation. The stability values ranged between 0.92 and 0.85.

For the purposes of the current study, the scale was applied to a sample of 25 male and female teachers who were not members of the sample. The reliability coefficient as a whole for the emotional intelligence scale was extracted using the Cronbach's alpha coefficient, and the percentage reached 85%, which is an acceptable percentage for the purposes of this research.

When the distribution of the tool was tested, the results of the pilot sample also found that the data had a natural distribution at  $0.05 \geq \alpha$ . The number of participants is 60 out of 212, which is around 28% of the population. This number of participants is big enough to rely on. Moreover, the normality test was applied and there was a strong indicator that there is linearity between the variables, but the normality tests were not included.

#### *Statistical Processing:*

The researchers analyzed the quantitative data after its collection, where the Pearson correlation coefficient, arithmetic means, and standard deviations of the level of emotional intelligence and the level of social competence were extracted for teachers of students with learning disabilities working in resource rooms.

## **Results**

The present study aimed to identify the relationship between emotional intelligence skills and social competence among teachers of learning disabilities in resource rooms. The following represents the main findings.

#### *Findings Related to the First hypothesis:*

first hypothesis states that there is no statistically significant relationship at  $0.05 \geq \alpha$  between the level of emotional intelligence and the level of social competence among teachers of students with learning disabilities. In order to test this hypothesis, the arithmetic means, standard deviations and Pearson's correlation coefficient for the level of emotional intelligence and the level of professional competence of teachers of students with learning disabilities were extracted, as is shown in Table 2.

*Table 2. Descriptive Data of the Levels of Emotional Intelligence and Social Competence for Teachers of Students with Learning Disabilities*

Variable	Arithmetic mean	Standard deviation	No. of participants
Level of social competence	108.45	78.41	60
Level of emotional intelligence	97.67	34.78	60

The above table shows that the average level of social competence reached 108.45, while the average level of emotional intelligence reached 97.67 on the scale of each of the two variables. To see whether this difference is statistically significant, the Pearson correlation coefficient was extracted, as is shown in Table 3.

Table 3. Correlation Coefficient between the Levels of Emotional Intelligence and Social Competence

Variable		Level of social competence	Level of emotional intelligence
Social competence	Pearson correlation coefficient	1	0,36
	Level of significance		.000
	No.	60	60
Emotional intelligence	Pearson correlation coefficient	0,36	1
	Level of significance	.000	
	No.	60	60

The above table shows that the correlation coefficient between the level of social competence and the level of emotional intelligence is about 0.36, which indicates that it is statistically significant, taking into consideration that the correlation coefficient is positive. This means that the relationship between the level of social competence and the level of emotional intelligence is a direct one. Based on this apparent result, the decision will be to reject the first hypothesis.

#### Findings Related to the Second Hypothesis:

The second hypothesis states that there is no statistically significant relationship at  $0.05 \geq \alpha$  between the level of emotional intelligence and the level of social competence among teachers of students with learning disabilities according to sex. In order to test this hypothesis, the calculated averages and standard deviations were extracted as they appear in Table 3, along with the Pearson correlation coefficient of the relationship between the level of emotional intelligence and the level of social competence among male and female teachers, as is shown in Table 4.

Table 4: Descriptive Data on the Levels of Emotional Intelligence and Social Competence for Teachers of Students with Learning Disabilities according to the Sex Variable

Variable	Sex	Arithmetic mean	Standard deviation	No. of participants
Level of emotional intelligence	Male	273.86	10.42	15
	Female	315.91	13.67	45
	Total	302.67	12.13	60
Level of social competence	Male	71.41	3.11	15
	Female	82.89	4.76	45
	Total	69.67	3.83	60

The above table shows that the average level of emotional intelligence reached 165.6241: 273.86 for males and 315.91 for females. On the other hand, the average level of social competence for males reached 71.41 and for females 82.89 on the scale of each of the two variables. Since we have two continuous variables – emotional intelligence and social competence – and one discrete variable – sex – and we wish to test the hypothesis whether there are differences between the groups due to sex, we use a factor analysis model. Data were treated via SPSS by putting sex as an independent variable and the other two variables as dependent, as is shown in Table 5.

Table 5. Results of factor analysis for the impact of the sex variable on the relation between emotional intelligence and social competence for teachers of students with learning disabilities

Source of disparity	Secondary variable	Sum of squares	Df	Mean of squares	F-value	Significance
Corrected model	Emotional intelligence	726.017 <sup>a</sup>	1	726.017	8.030	.004
	Social competence	5.886 <sup>b</sup>	1	5.886	.682	.567
Interaction	Emotional intelligence	3636032.117	1	3636032.117	40217.768	.000
	Social competence	262716.386	1	262716.386	30443.958	.000

Table 5. Continued

Source of disparity	Secondary variable	Sum of squares	Df	Mean of squares	F-value	Significance
Sex	Emotional intelligence	426.317	1	726.017	8.030	.004
	Social competence	6.789	1	5.886	.682	.567
Error	Emotional intelligence	7051.871	58	90.409		
	Social competence	673.102	58	8.630		
Total	Emotional intelligence	3969613.000	60			
	Social competence	288559.000	60			
Corrected total	Emotional intelligence	6666.453	59			
	Social competence	4678.678	59			

The above table indicates that there is an impact of sex on both emotional intelligence and social competence in favour of females because the average of females is greater than that of males.

This means that this relationship is stronger in females than in males, as the study proved the superiority of females in both emotional intelligence skills and social competence, which shows that the relationship between the two variables is stronger in females. Female teachers outshine male teachers in terms of emotional intelligence and social competence

### Discussion

For the first hypothesis, there is a statistically significant correlation at  $0.05 \geq \alpha$  between the levels of emotional intelligence and social competence for the teachers of students with disabilities. This result is consistent with the studies of Al-Atoum (2015), Tobia and Caprin (2017), Al-Jumei'ah (2018), Al-Balawi (2019), Al-Qarawi (2020), and Farraj (2020). This seems to be attributed to the fact that teachers of the sample, although with different academic qualifications, have a great deal of social maturity and emotional intelligence so that they can accept students with learning disabilities. They are also characterized by realism and patience, which make the basis of their work. They also try to enhance the spirit of initiative and originality when they deal with their students by understanding their feelings, so they respect and help them.

Accordingly, these teachers need to have good social abilities and emotional intelligence to treat them well, set plans to modify students' inadaptability behaviour and promote good behaviour. This is equally important as assuming the academic aspect for students with learning disabilities.

Emotional intelligence is more associated with positive feelings than other types, as it has to do with ways to control one's inner emotions as well as explore and sympathize with those of the others. That would lead to smart behaviours with oneself and the others. Thus, it seems that those teachers of students with disabilities were trained at the university courses and on the job to focus on this aspect. They learnt how to make their emotions act for their own interest by guiding their behaviour and thinking in special techniques to boost their opportunities for success, which is believed to account for the above results.

As for the second hypothesis, there is a statistically significant correlation at  $0.05 \geq \alpha$  between the levels of emotional intelligence and social competence for the teachers of students with disabilities according to the sex variable in favour of females. This result is consistent with the studies of Al-Balawi (2019), Tobia and Caprin (2017) and Lietaert et al. (2015).

The researchers may attribute this result to the fact that female teachers for learning disabilities among the members of the study sample, regardless of their academic qualifications, have much more information and mental skills necessary to perform what is required of them at work than males. In addition, they have more confidence in themselves and their attitudes towards the teaching profession, in general, and the teaching of students with learning disabilities, in particular. They also have the required performance competence, in addition to strong emotions. Accordingly, as argued by many educators, female teachers are more capable in the teaching professions for the early grades as well as students with special needs.

On the other hand, it can be argued that males in the Arab region, in general, and in Jordan, in particular, bear heavier financial responsibilities than females to secure decent lives for their families in terms of income and housing. That leads to a great deal of the males' drought of compassion.

### Conclusion

Scholars have recently paid a great deal of attention to emotional intelligence due to its major significance in all the aspects of an individual's life, especially education. Therefore, teachers, who constitute one of the pillars of the educational process, particularly for those of learning disabilities, are required to undergo courses for emotional intelligence development. They are expected to meet these students' special needs, mainly in the social dimension, as well as explore and solve their problems. It is emotional intelligence which can measure one's success or failure to make sound decisions or employ good thinking in certain situations through emotional reaction.

### Recommendations

The researchers recommend the following:

- Paying further attention to emotional intelligence skills, as one of the sources of developing social and emotional performance among teachers of students with learning disabilities
- Conducting more training courses that help develop emotional intelligence skills for teachers of students with learning disabilities, especially males, taking into consideration the indispensable role to be played by the relevant authorities to keep the focus on actual practice in the classroom
- Encouraging the self-innovation of teachers of students with learning disabilities which can help develop emotional intelligence.

### Limitations

The present study was conducted during the first semester of the academic year 2021-2022, which was still under some COVID-19 restrictions. It was limited to resource room teachers working with students with learning disabilities, but not in any special centers. These schools were only in the capital Amman, but not any other governorates.

### Authorship Contribution Statement

Al-Jundi: Concept and design, data acquisition, data analysis / interpretation, drafting manuscript, critical revision of manuscript, statistical analysis, technical and material support. Al-Taher: Admin, editing/reviewing, supervision, final approval.

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