



Social Intelligence among teaching staff at Princess Rahma University College
and its relationship to student's interaction with the educational topic from
students of Princess Rahma University College point of view

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APA Citation:

Adwan, R.E., & Husayn, M.N. (2022). Social intelligence among teaching staff at Princess Rahma University College and its relationship to student's interaction with the educational topic from students of Princess Rahma University College point of view. *Journal of Language and Linguistic Studies*, 18(1), 1046-1058. Doi: 10.52462/jlls.238

Submission Date:08/10/2021

Acceptance Date:10/12/2021

Abstract

The study aimed to investigate social intelligence of teaching staff at Princess Rahma University College and its relationship to student's interaction with educational topic from the students of Princess Rahma University College point of view. The researchers developed a scale of information collection related to educational topic and its relation with social intelligence among teaching staff. The researchers used the scale psychometric. The research sample consisted of (200) students. The study concluded that the level of social intelligence among teachers at Princess Rahma University College is high and the level of students' interaction with educational subject among Princess Rahma University College students also is high. In addition there is a relationship between teaching staff member social intelligence and students' interaction with scientific subject from Princess Rahma University College student's perspective. The research also concluded that there is no difference in sample's responses regarding the relation between social intelligence and social interaction due to gender or educational level while there is difference in the relation due to student's specialization for the favor of social service specialization. The study recommended that educational institutions are requested to develop and to enhance the relation between teacher social intelligence and students social interaction with educational topic

Keywords: Social Intelligence; Social Interaction; Scientific subject; Princess Rahma College

1. Introduction

Social intelligence is one of the most important components of human personality, because it helps individual to build successful social relationships with others. It achieves more social interaction, since human being is a creature who cannot live in isolation from others. Ibn Khaldun said, human being differs from all living creatures since he is more advanced, high quality and possesses human characteristics that make him able to interact with others through his mental and intelligence

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capabilities. He has the ability to solve problems, take decisions, and the ability to communicate and build social relationships through different environments and situations.

Thorndike is deemed the first who start investigating social intelligence concept at the beginning of twentieth century; he proposed intelligence classification into social intelligence, mechanical intelligence and abstract intelligence. His aim from such classification is to know individual's ability to interact with each of the three types. Since individual who can interact efficiently with mechanical machines has mechanical intelligence, and person who deals with ideas and non-touchable topics has simple abstract intelligence while who can interact with others in an intelligent manner called social intelligence (Unterborn, 2011).

Thorndike's theory confirms that socially intelligent individual is able to act wisely with others and is able to understand and interact with others.

Goleman's (2006) theory of social intelligence indicated that intelligence includes cognitive, emotional and skill components and they have been classified into two categories: social awareness, which is we feel towards others. This awareness can be identified in four directions:

- Skill of harmony with others it refers to the ability to pay attention, listen well, and interact with them.

- Skill of social perception, it refers to understanding ability how social environment works.

- Skill of empathy, it refers to understanding ability of non-verbal emotions and feeling with others.

- Skill of accurate feelings it refers to understanding ability of other people's thoughts and feelings.

With respect to the second category, which is related to social skill it is represented by actions that we do in light of information we have and can be identified in four skills:

- Influencing skill: It is the ability to formulate interaction manner with others in an intelligent manner.

- Interest and caring skill: It is represented by interesting of others needs and acting according to such needs.

- Compatibility skill: It is represented in successful interaction with others in non-verbal aspect.

- Self-introduction skill: It is represented in individual presenting ability of himself in front of others in a positive and effective manner.

Goleman (2006) focuses on social intelligence role in professional life since he argued that, "introduction of social intelligence as an independent form of intelligence is crucial for individuals who work in social environment" (Goleman, 2006.)

Teaching process is one of professions that require a major role in social interaction and communication process, because it is one of professions that take place in diverse social environment, and it needs great ability to understand others. Sugai & Lewis (1996) indicate that teacher's possession of social skills inside the classroom reduces behavioral problems and improves the relationship between students, teacher, and colleagues in the classroom.

One of the most important skills that teacher needs in the classroom is social interaction skill, as it is an interactive process that pushes students to embrace learning, and provide different social and psychological patterns that make them more capable in discussion and dialogue, which increases their self-confidence and increases their achievement, and classroom interaction enhances the teacher's opportunity to give Creativity in the classroom (Abdel-Hadi et al., 2003).

Goleman (1997) indicates that focusing on academic growth alone is not sufficient, because this behavior is due to teacher's social weakness and emotional intelligence in managing the classroom (Goleman, 1997).

2. Research Problem and Questions

Social intelligence is one of the most important characteristics teaching staff at the university has to increase class interaction process with students. It is a factor that affect educational process success and it is necessary in order to achieve effective teaching (Abu Hatab and Amal 1996). Many studies have indicated that there is a positive relationship between teacher's social intelligence and his productivity (Al-Damati, 1991) and (Al-Damiri, 2008). Social intelligence is one of the basic determinants of positive mental health, and its role in interaction and harmony with others (Karma, 1994). So, the importance of this study problem emerged. Through caring of university students because they are the hope of the nation and its future. Therefore it was necessary that researchers and students to be subject to social intelligence of teaching staff and its relationship with class interaction to understand students as much as possible, and their ability to interact socially with teaching staff in the classroom, and accordingly the study problem can be formulated in the following question:

Question one: What is the level of social intelligence among teachers at Princess Rahma University College?

Question two: What is the level of students' interaction with educational subject among Princess Rahma University College students?

Question three: What is the relationship between teaching staff member social intelligence and students 'interaction with scientific subject from Princess Rahma University College student's perspective?

Question four -Does social interaction with scientific subject differ among students of Princess Rahma University College according to the following variables: (gender: male, female) (academic year: first second, third, fourth) major (special education, criminology, social service)

3. Study Importance

The study is important due to the following:

- 1-Insufficient studies about this topic.
- 2- It can be a guide for researchers to conduct further studies about the topic.
- 3-The study handled very important topic terms it can shed light on university professor characteristics that he should have, most important is the social intelligence to do more interaction with his students.
- 4- Confirming the social intelligence role in increasing interaction and harmony between teaching staff members and students.
- 5-The study may draw teaching staff and school teacher's attention

To social intelligence importance in interaction process of with students and raising their motivation.

4. Study Objectives

The study aimed to achieve the following:

1. To find out the relationship between social intelligence among teaching staff members and its relationship with students' interaction with learning educational subject.
2. To specify if there are statistically significant differences in students' interaction with learning subject due to (gender, academic level, major).

Study Limits

Place Limits: Princess Rahma College students.

Time Limits: The academic year 2020/2021.

5. Study Terminology

Social intelligence idiomatically: Zahrani defined social intelligence as "individual's ability to perceive social relationships, understanding and interacting with people and behaving well in social situations, which leads to social harmony and individual's success in his social life (Zahrani, 1984).

Social intelligence is defined procedurally in this study: as the ability of a teaching staff member at Al-Balqa Applied University to establish positive, reciprocal social relations with his students, by showing his social skill, social awareness and ability to address social situations inside the teaching class through the scale prepared by researchers to achieve study objectives.

Classroom interaction with learning subject: It is the set of performance measures that take place inside the classroom, between teaching staff member and his student for the purpose of stimulating motivation among students towards learning subject and raising learning process, efficiency so that it can be observed, measured and analyzed (Ibrahim, and Allah's compassion 77, 2003).

Procedurally, class interaction is defined: the degree to which the subject (student) answers the class interaction scale that was prepared for this purpose.

6. Theoretical Framework

6.1 Social Intelligence Definition

Aqil defined social intelligence: "as being well-behaved in social situations and attitudes" (Aqil, 1977)

Gardiner, (1995) defined social intelligence as "the ability to perceive others moods, differentiate, perceive their intentions, feelings motives, and the ability to differentiate between different social relations indicators and the ability to deal effectively with others, face and influence them". Silvera and et al., (2001) defined social intelligence as individual ability to establish and continue in positive reciprocal social relationships with others. This ability is represented in three dimensions: social information processing, social skills and social awareness).

7. Social Intelligence Theories

The most important theories that investigated social intelligence nature are as follows:

1-Thorndike's theory

Thorndike argued that Intelligence consists of three types: abstract intelligence, mechanical intelligence, and intelligence that is represented by the ability to communicate with others and form social relationships. Thorndike called it social intelligence (Zaghloul and Al-Hindawi, 2004).

2-Howard Cardins' theory (Gardner 1883)

Gardner introduced new perspective related to intelligence, as he believes that intelligence consists of a large number of capabilities, each of which constitutes a special kind of intelligence, and has a

specific area in the brain. Gardner noticed that some individuals have high mental capabilities in some aspects, but they do not get high scores on intelligence tests (Zaghloul and Al-Hindawi, 2004, 314).

Gardner indicated in his book entitled "Human Mind Frames ", new concept of human intelligence that human has seven types of intelligence in 1995 he added another type of intelligence named natural intelligence. He emphasized on the link between personal and social intelligence. He indicated that despite of their separation, they are often linked together (Jaber, 1984-11).

3- Guilford's Theory (1967)

Guilford's mental abilities are consisted of three major dimensions (content, processes, and outcomes). Behavioral content in Guilford theory is within dimension contents (Abu Hatab, 19, 1991).

Behavioral content includes inferring individual's thoughts and feelings are of their behavior forms. It also includes information regarding others behavior, such social intelligence level which is represented by (30) ability out of (120) abilities (Waiker & Foley, 1973: 853).

4- Sternberg's Theory (Sternberg, 1988)

Sternberg believes that intelligence is consisted of three dimensions (components dimension, contextual dimension, and experiences dimension). Sternberg reported that contextual dimension includes a set of several problems that individuals face during their lives and daily interactions. This dimension is represented by three types of intelligence: Analytical intelligence. Creative, and practical (Khazraji, 25, 26, 2007). Sternberg believes that social intelligence is within practical intelligence represented by the ability to understand interact with others gracefully and the ability to form social relationships and recognize others desire (Zaghloul and Al-Hindawi, 314, 2004).

It is evident by reviewing social intelligence theories that (Gardner's) theory it was one of the most reliable theories that can be used in interpretation of social intelligence because it considers that human beings differ in terms of their abilities and tendencies, and they therefore do not learn in the same way. It also viewed intelligence in a holistic view. It also believes that intelligence is more flexible as a result of the accumulation of knowledge

7.1. Previous studies

Juchniewicz (2008) study aimed to find out of social intelligence impact on effective teaching of music education in public schools in Florida, USA. The researcher used the questionnaire to measure human interaction and social intelligence from teacher's point of view. The results showed that teachers who were classified as effective teachers scored scores. Higher than ineffective teachers on human interaction and social intelligence questionnaire.

Jeloudar and Yunus (2011) study aimed to find out social intelligence level among teachers in government secondary schools in Malaysia in light of some demographic variables and to know the correlation between teachers and classroom control strategies social intelligence, the results showed that teacher's social intelligence level was moderate. The study also showed that social intelligence level increases with teacher increasing age, and it showed a positive correlation between teachers and classroom control strategies level of social intelligence as well as negative correlation between teachers and class control strategies social intelligence level based on punishment.

Al-Damiri (2008) study aimed to find out relationship patterns between teachers 'performance on testing personality traits and their social intelligence, and to find out the relationship between primary school teachers social intelligence and their performance, and to reveal the relationship between teachers' social intelligence quality and their classroom interaction skills. The study results showed a positive relationship. Between teachers social intelligence and their classroom interaction skills.

Ashqul (2009) study aimed to reveal the relationship between social intelligence and critical thinking and its relationship to some variables among university students. The researcher used the descriptive and analytical method. The study sample consisted of (381) students. The researcher used critical thinking scale. The results showed that university students have low level of social intelligence, and there is a significant statistical relationship between social intelligence and critical thinking. There is a significant relationship due to gender in favor of females, and there are no statistically significant differences due to specialization difference.

Al-Manabri (2010) study aimed to find out the relationship between social intelligence and both social responsibility and academic achievement among teachers before service. The study sample consisted of 629 female students of educational preparation at Education College at Umm Al-Qura University. The study concluded that there were no differences between sample responses on social intelligence scale and social responsibility, and also in academic achievement scores, due to specialization.

Damati (1991) study aimed to know the relationship between social intelligence and teaching adequacy among students of teachers institute in Egypt, and to know the differences between males and females in social intelligence. The sample consisted of (100) teachers before service. George Washington scale of social intelligence was applied. The results indicated that there is a positive relationship between social intelligence and teaching adequacy of among teachers and there are differences in social intelligence and adequacy of teaching.

Qasim (2009) study aimed at identifying social intelligence and its relationship with problem-solving method at Baghdad University Medical College. The researcher used of social intelligence scale that was applied to a sample of (400) students distributed over (8) colleges in scientific and humanitarian specialization. The results showed that there is a correlation relationship between social intelligence and problem-solving style, and there are no statistically significant differences on social intelligence scale due to sex, specialization and school stage.

Sufyan (1998) study aimed to find out social intelligence level and its relationship with psychological and social compatibility and values among students of psychology at Taiz University in Yemen. The researcher used a tool that measures social intelligence and the second that measures psychological and social compatibility. The study sample consisted (327) students. The results indicated that University students enjoy social intelligence, and there is a relationship between social intelligence and psychological and social compatibility, and there are no differences due to gender, while there are differences due to school stage in favor of fourth-stage students.

Al-Khazraji and Al-Izzi (2010) study aimed to identify the of social intelligence level among Institute of Teacher Education female students in Diyala, as well as to find out the correlation between social intelligence and academic achievement among Institute of Teacher Education in Diyala female students. The study sample consisted of (140) students. The results showed that Teacher Education Institute in Diyala female students have high social intelligence. The results indicated that there is a correlation between social intelligence and academic achievement among Institute students.

Talafha (2014) study aimed at identifying social intelligence level among teachers of social studies in Zarqa Governorate from their point of view, and also aimed at identifying classroom interaction common patterns among teachers from students' point of view, as well as identifying the relationship between social intelligence level and class interaction patterns. The students' sample consisted of (674) students. The study results concluded that social intelligence level among teachers was within the average level on the three dimensions of social intelligence, and that the classroom interaction pattern based on punishment and lack of interest is the most common among teachers and at a high level. The

results also showed statistical and positive relationship between teachers' social intelligence and their use of the classroom interaction pattern based on the use of active learning.

8. Previous Studies Discussion

After researchers reviewed the related previous studies of the current study. It is evident that there is lack of studies of social intelligence among teaching staff and its relationship with students interaction with teaching subjects. Whether at Arab or Jordanian level, despite the importance of this type of studies, in effecting interaction with students, understanding and directing them, and solving problems they face in a decent and courteous manner.

9. Method and Procedures

Study methodology: The methodology followed by the study is the relational descriptive methodology.

Study population: The study population consists of Princess Rahma University College students, totalling (1250) students for university academic year 2020/2021.

The study sample: The study sample consisted of (200) male and female students from Princess Rahma University College, who were selected by stratified randomized method.

Study tool: To obtain the study results, the researchers developed a scale to measure the study sample's interaction with the educational subject and social intelligence relationship with teaching staff

The psychometric properties of the tool were extracted: (validity and reliability).

9.1. Research Reliability

Table 1. Research Reliability

Variable	Cronbach Alpha
Social intelligence	90.9
Social interaction	88.2
Whole Instrument	93.7

9.2. Sample's Demographic Factors

The analysis of the data gathered through the self-administrated questionnaire of the responding sample revealed the following results in terms of sample gender, class, and specialization.

Table 2. Sample Distribution According to Gender

Variable	Option	Frequency	Percent
Gender	Male	127	63.5
	Female	73	36.5
Class	First	36	18.0
	Second	85	42.5
	Third	16	8.0
	Fourth	63	31.5
Specialization	Special Education	33	16.5

	Criminology	56	28.0
	Social Service	77	38.5
	Diploma	34	17.0

Table (2) shows that the majority of the study sample namely 63.5% are males and 36.5% are females. With respect to class 18% of the sample are in the first class, and 42.5% of the sample are in the second class, 8% of the sample are in the third class, while 31.5% are in the fourth class. As for specialization 16.5% the sample their major is special education, 28% their specialization is criminology, 38.5% their specialization is social service, while 17% are following their diploma

10. Results

Question one: What is the level of social intelligence among teachers at Princess Rahma University College?

To answer this question means and standard deviation were calculated as mentioned in table (3)

Table 3. Sample's Responses Regarding Social Intelligence Level

No.	Question	Mean	S.Deviation	Rank
1	He speaks fluently with students	3.61	1.059	21
2	He can adapt to new students	3.62	1.270	20
3	He is keen to participate in social events for students	3.90	.946	12
4	-He Speaks in clear words	3.82	.991	14
5	He has the ability to persuade others to do anything	4.16	.892	2
6	- He has a sense of humor	3.75	1.027	16
7	He communicates with all groups that are related to the subject	3.97	.847	10
8	He has the ability to recognize the desires of others.	4.02	.874	7
9	He knows how to act according to the feelings of others	4.13	.832	3
10	He leaves his decisions when he feels they are wrong	4.02	.874	7
11	He admits to mistakes he makes	4.06	.908	6
12	He knows how to use others to college interest	4.26	.931	1
13	He consults with all students about the faculty matters in the academic specializations	3.75	1.206	16
14	He investigates the truth before making a decision	3.99	1.012	9
15	He enjoys high transparency with everyone	3.73	1.152	18

16	He handles the problem in all its aspects	3.64	.947	19
17	He can know students' weaknesses	3.89	.878	13
18	He studies things well before making a decision	3.81	.876	15
19	He Interprets information accurately and objectively	4.07	.808	5
20	He shows interest in everyone	4.12	.824	4
21	He accepts the ideas and opinions of other	3.93	.941	11
	General mean	3.92		

Table (3) indicates that means of subjects' responses regarding the statements that measure social intelligence are ranging from (3.61- 4.26) with standard deviations (1.093 and 0.993) respectively. The results indicate different degrees of sample's agreement. Statement no. (12) "He knows how to use others to college interest" ranked the most important statement. While statements nos. (1) "He speaks fluently with students "ranked the last. The general mean value is 3.92 which indicate that the social intelligence among teachers level is high.

Question two: What is the level of students' interaction with educational subject among Princess Rahma University College students?

Table 4. Sample's Responses Regarding Interaction with educational subject

No.	Question	Mean	S.Deviation	Rank
1	I make friendships among students in the classroom	4.08	.853	5
2	I work well with the rest of the students in class	4.16	.815	2
3	Seek help from students	3.93	1.039	10
4	. I discuss introduced about the educational subject	4.10	.733	4
5	I give my opinions during class discussions	4.19	.683	1
6	I ask teacher some questions	3.85	.950	11
7	I explain my thoughts to other students	4.02	.894	7
8	I am investigating an answer for the next questions	3.55	1.021	13
9	I do my best to answer the teacher's questions.	4.05	.864	6
10	I cooperate with other students when doing homework on the course subject	3.69	.999	12
11	I work with other students in the classroom	4.11	.899	3

12	I collaborate with other students on class activities. Related to the educational subject	3.99	.888	9
13	I Take the opportunity to contribute to class discussions	4.02	.974	8
	Grand mean	3.98		

Table (4) indicates that means of subjects' responses regarding the statements that measure interaction with educational subject are ranging from (3.55- 4.19) with standard deviations (1.021 and 0.683) respectively. The results indicate different degrees of sample's agreement student's interaction. Statements no. (5) "I give my opinions during class discussions ranked the first... The table also indicates that statement no. (8) "I am investigating an answer for the next questions" is the last.

The grand mean value is 3.98 which indicates that the social interaction level is high.

Question three: What is the relationship of social intelligence among teaching staff with students 'interaction with scientific subject from students of Prince Rahma University College point of view?

To test the relation Pearson Correlation was used, below the obtained results

Table 5. Correlations

Correlations			
		SOCIAL	INTERACTION
SOCIAL	Pearson Correlation	1	.716**
	Sig. (2-tailed)		.000
	N	200	200
INTERACTION	Pearson Correlation	.716**	1
	Sig. (2-tailed)	.000	
	N	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

The table above shows that there is a relation between social intelligence and social interaction. The relation value =71.6 which indicated strong relations between the variables.

Question 4: Does social interaction with scientific subject differ among Princess Rahma University College students according to: (gender: male, female) (school year: first second, third, fourth) type of specialization (special education, criminology, social service, intermediate diploma)

To answer this question, the following tests are used

Table 6. Group Statistics

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
INTERACTION	1	127	3.9806	.55215	.04900
	2	73	3.9768	.62423	.07306

It is clear from the table above that there is no difference in student's interaction with scientific topic due to gender since the means are very close to each other

Table 7. Difference in Interaction due Education Level

Interaction		Sum of Squares	df	Mean Square	F	Sig
	Between Groups	.048	3	.016	.047	.986
	Within Groups	66.422	196	.339		
	Total	66.470	199			

Table no (7) indicated that there are no difference in sample's perspectives due to educational level since Sig value is more than (0.05). Therefore the null hypotheses is accepted. This means that there are no differences in sample's perspectives due to educational level

Table 8. Difference in interaction due Specialization

Interaction		Sum of Squares	df	Mean Square	F	Sig
	Between Groups	3.208	3	1.069	3.313	.021
	Within Groups	63.262	196	.323		
	Total	66.470	199			

Table no (8) indicated that there are difference in sample's perspectives due to specialization since sig value is less than (0.05). Therefore the null hypotheses is rejected. This means that there are differences in sample's perspectives due to specialization

Schaffee test was used, table (9) indicates that the differences

Table 9. Schafee Test

	Special Education	Criminology	Social Service	Intermediate Diploma	Mean
Special Education	000	12379	.14419	-.14884	3.9837
Criminology	-.14419	000	.26798*	-.02505	3.8599
Social Service	.14884	-.26798*	000	-.29303*	4.1279
Intermediate Diploma		.02505	29303	0000	3.8348

Table (9) indicates that the differences are for the favor of social services since it has the largest mean = 4.1279\

11. Conclusion

The research aimed to find out the impact of social intelligence on Princess Rahma college student's interaction with educational subject. The study concluded that the level of social intelligence among teachers at Princess Rahma University College is high and the level of students' interaction with educational subject among Princess Rahma University College students also is high. In addition there is a relationship between teaching staff member social intelligence and students' interaction with scientific subject from Princess Rahma University College student's perspective. In addition to there is a relation between social intelligence and social interaction. The research also concluded that there is no difference in sample's responses regarding the relation between social intelligence and social interaction due to gender or educational level while there is difference in the relation due to student's specialization for the favor of biracial service specialization.

The study recommended that educational institution is requested to develop and to enhance the relation between teacher social intelligence and student's social interaction with educational topic. They are also recommended to develop teacher's social skill inside the classroom for the purpose of improving the relations between teachers and their students.

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