Social intelligence of the blind teacher- A study Field On a sample of the blind

الذكاء الاجتماعي عند المعلم (ة) الكفيف (ة) - دراسة ميدانية على عينة من المكفوفين

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- **Abstract:** Objective: This research present study is to adapt the social intelligence scale to the visually impaired teachers. And identifying the gender differences in the social intelligence variable of the teacher (the blind). Methods: Among a sample of (30) visually impaired male and female teachers, this study examined the form included: the social intelligence scale (Preparation of the researchers). The data were entered and analyzed by the SPSS (version 23). The study relied on the analytical descriptive method, the (T) test, and the correlation coefficient of Pearson and Alpha Cronbach.

Results: The results showed that a significant they were as follows Adaptation of the social intelligence scale of the blind (e) teacher.

- There are no statistically significant differences between the sexes male and female teachers in the level of social intelligence of the (blind) teacher.

- **Keywords**: social intelligence, teacher (the blind).

- **الملخص:** هدف الدراسة: يهدف هذا البحث إلى تكييف مقياس الذكاء الاجتماعي على فئة المعلمين المعاقين بصريا، والتعرف على الفروق بين الجنسين في متغير الذكاء الاجتماعي عند المعلم (ة) الكفيف (ة). المنهجية: طبق على عينة من المعلمين قوامها (30) معاقا بصريا من الذكور والإناث. وقد استخدمت الاستبانة أداة رئيسة للدراسة. وشملت الاستمارة: مقياس الذكاء الاجتماعي(إعداد الباحثان) . أدخلت البيانات وحللت بواسطة البرنامج الإحصائي SPSS، (نسخة 23). اعتمدت الدراسة على على المنهج الوصفي التحليلي، واختبار (ت)، ومعامل الارتباط بيرسون وألفا كرونباخ. النتائج: أسفر البحث عن نتائج توصل إليها عبر استجواب عينة البحث من المعلمين المكفوفين وكانت كالآتي:

- تكييف مقياس الذكاء الاجتماعي عند المعلم (ة) الكفيف (ة) .

- لا توجد فروق دالة إحصائيا بين الجنسين في مستوى الذكاء الاجتماعي عند المعلم (ة) الكفيف (ة).

- **الكلمات المفتاحية:** الذكاء الاجتماعي، المعلم (ة) الكفيف (ة).

- INTRODUCTION:

The concepts of social intelligence have been associated with studies that fall under positive psychology, which is one of the basic variables of the path of the

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individual's future, and a basic goal in human life that every ambitious person seeks to achieve, including teachers, and its achievement leads to the individual's feeling of psychological satisfaction and self-realization, optimism and thus leads to orientation Positive towards life, as the teacher's success in his career path helps him develop. He becomes more adaptive in all aspects of his social, psychological, family and economic life. In light of the concern for the individual and his behavior and interaction in his life and professional environment, where it has categorical importance in the psychological happiness of the individual.

Social intelligence has received the attention of those interested in psychology in their research and studies, because it sheds light on the nature of the individual and on the factors that affect the formation of his personality, and therefore these studies may help to understand social intelligence and the factors associated with it, so that we can benefit from it and direct it in proportion to what We live through development and change, and this would achieve what we aspire to in terms of hopes and aspirations related to our future, near or far.

THE STUDY PROBLEM:

It is the wisdom of God that I found the rhyme, also called Braille writing after its French inventor (Louis Braille), and it is a universal writing and reading system used by people who are blind, or who suffer from severe visual impairment, and this system has been adopted in almost all languages known to teach the blind.

Another of his blessings is that he made the education of the blind students and teachers later. This segment of teachers has become popular in recent times and among them are many qualified teachers at the level of schools for the blind in Algeria, and some of them even are creative in striking musical instruments.

However, the successful blind teacher overcame most of the professional barriers with personal will and independence for himself through his social intelligence in the formation of his personality, his social interaction, his formation and preparations in all aspects of life and psychology and all aspects that make his

being an example that leads him in achievement and excellence in his professional life compared to his own social class or The people of his community in general. Based on this idea, the question problematic of the research was crystallized in the following question:

- Are there statistically significant differences between the sexes in the level of social intelligence of the blind teacher?

1-Research hypotheses:

-There are statistically significant differences between the sexes in the level of social intelligence of the (blind) teacher.

2-Importance of research:

-The research dealt with the identification of the social intelligence relationship of the (blind) teacher among the blind group with special needs.

-Supporting applied research in the field of psychological and educational sciences on the subject of social intelligence among blind teachers, and as far as the researcher knows, there are few studies of this kind.

3-Research objectives:

The research aims to achieve the following objectives:

Designing a social intelligence scale for the blind (e) teacher.

Study the gender differences in the level of social intelligence of the (blind) teacher.

4-Research limits:

The research was conducted in the academic year of 2019, and the case study was limited to a group of blind and blind male and female teachers from the West and the South of Algeria, where the sample strength was thirty between one teacher and one teacher.

5-Define the term:

Social Intelligence:

Allport (1999, p. 206) defines it as the individual's ability to understand what is happening in the world and society and to respond to this understanding in an effective social and personal way.

Known by Buzan (2007, p3), he believes that social intelligence is the ability of the individual to coexist with and relate to others.

As for the educational dictionary, social intelligence is the skill of the individual in social adaptation and the building of healthy social relationships with others (Al-Manabri, 2010, p31).

And we know it procedurally it is a set of acquired social skills that enable the individual to be able to communicate, constructive social interaction, establish social relationships, achieve social harmony and achieve his goals in life
This is according to the overall score obtained by the teacher (the blind) in the scale of social intelligence.

Blind:

They are those who were born without eyesight or lost visual vision after birth, as his visual impairment reaches a degree of severity that he must read in Braille, and they must rely on their other senses and aids in perception, learning, orientation, and movement.

The blind teacher:

It is a visually impaired teacher in the primary and intermediate education in visually impaired schools.

THE THEORETICAL BACKGROUND OF THE STUDY:

The research focuses in its treatments on the concept of social intelligence that can represent the pillars of the theoretical framework.

Hamed Zahran (2003, p281) defines social intelligence as: "the ability to perceive social relationships, understand people and interact with them, behave well

in social situations and situations, and be wise behavior in human relations, which leads to social harmony and individual success in his social life".

Many psychologists have been interested in social intelligence, and learning about the dimensions associated with it, through which an individual's social intelligence can be measured.

In a study by Marlowe (Marlowe, 1986, p. 4) identified five dimensions of social intelligence, namely: social interest, social skills, empathy skills, social anxiety, and affective feelings.

Both Lowman and Leeman (2001) identified the dimensions of social intelligence as three dimensions: the need and concern for others, the ability to influence others in group positions, and the competence in determining socially appropriate behavior.

El-Desouki (2003, p. 211) considers the dimensions of social intelligence in his study of supervisors on social activities that the dimensions of social intelligence are: social perception, social compatibility, social knowledge, social competence.

Theories Explained for social intelligence:

Although the topic of social intelligence is recent, it has been rooted in theories that talked about different interpretations of social intelligence, as different interpretations of social intelligence were developed according to the different approach that each researcher followed in his approach to human behavior and its interpretation of it, and we will present an aspect of these theories that tried to clarify Social Intelligence.

Implicit theory:

It includes four main ideas that represent the traits of a socially intelligent person, as stated by Ford (1983, pp. 7-8) in his study on the nature of social intelligence:

- To be sensitive to the feelings of others, to respect their rights and their point of view, to be loyal to them and care for them, to be a reliable person, and to be distinguished by a high degree of social responsibility.

- To have good following skills, that is, to know how to accomplish the work, to possess highly qualified human communication skills, and to be able to define his goals and have leadership capabilities.

To have social competence, which includes several characteristics, including:

The individual's enjoyment of participating in social activities, integrating into them, and being socially adapted, open to people and being easy with them.

Psychological strength, which refers to properties such as:

Positive self-concept and to have good insight into himself and a realistic view of life.

Guilford's theory:

Who explained (through the model of building the mind) that social intelligence is a type independent of academic achievement, general intelligence, and other cognitive aspects (Abdul Hamid Jaber, 1997, p. 210)?

The theory of multiple intelligences: presented by Gardner, which includes what he called the interrelationships between people as "social intelligence," which includes a number of abilities, the most important of which are:

Exploring human feelings, motives, and the psychological state or mood of others.

The ability to build successful relationships with others, and to work as an active member of a team. The ability to show compassion for others. (Abdul Hamid Jaber, 2003, p. 103).

As for the most important studies that dealt with social intelligence, we mention among them:

- Austin, et al, (2005)

This study is to know the relationship between personality, health, happiness and the trait of emotional intelligence, and the study sample consisted of (500) individuals of different age groups, and the results of the study indicated that emotional intelligence is positively related to both life satisfaction and the quality of social relationships, and happiness can be predicted. From an individual's health status and social network.

- Study (Ashqul, 2009) This study aims to examine the relationship between social intelligence and critical thinking and its relationship to some variables among university students, and the study sample consisted of (381) students from Al-Azhar Islamic University and Al-Aqsa, and the results of the study indicated a low level of social intelligence Among university students, there are no differences in social intelligence due to the difference in sex (males and females) or the difference in specialization or university.

The study of Iman Mahmoud Abu Yunis (2013). The study aimed to identify the level of social intelligence and critical thinking, and the quality of life among teachers of the basic education stage, and to reveal the relationship between social intelligence on the one hand and critical thinking and quality of life on the other hand. The basic study sample consisted of 218 teachers. She is a teacher in Khan Yunis. The study resulted in the following results, the most important of which are:

- The level of social intelligence among teachers in Khan Yunis Governorate schools reached 62.40%.

There is no statistically significant correlation between social intelligence and quality of life among teachers.
There are no differences in the level of social intelligence among teachers due to the variable of quality of life.
- There are no differences in the level of social intelligence among teachers due to the variables of gender, educational qualification, years of experience.

- There are no differences in the level of perception of quality of life among teachers due to the variables of gender, educational qualification, years of experience.

-The study by djamila katfi (2015). It aimed to measure the relationship between social intelligence and organizational communication skills of the administrative professors - heads of departments and their deputies - at the Algerian University at the University of M'sila, as the study found that there is a correlation between social intelligence and organizational communication skills of professors, department heads and their deputies at the University of M'sila.

Commenting on previous studies:

The scarcity of psychological and educational studies and research on studying the social intelligence variable on the visually impaired.

- Most of the studies dealt with the study of the relationship of the social intelligence variable with variables such as: critical thinking, organizational communication skills of teachers, the level of social intelligence of teachers, patterns of the relationship between teachers' performance and interaction skills, social responsibility and academic achievement. According to the researcher's knowledge, all measures and studies did not address the social intelligence scale of the blind teacher.

Research methodology and procedures:

1- Research methodology: The difference in the research method and the researcher's reliance on a specific approach in his research stems from the nature of the problem in which he is researching, and the descriptive analytical approach has been relied upon for its relevance to the topic and objectives of the study in the current research.

-2 Research procedures:

The research community consists of teachers employed with visual impairment in the south and west of Algeria, who number (30) visually impaired, male and female. And they were chosen on purpose.

Table (1) shows us the study population according to the variable of sex and educational level:

Variables	Category	Repetition
Type	Male	14
	Female	16
Educational level	University	30
Professional level	Employee	30

- Search tool:

The current research is based on - the measure of social intelligence (preparation of the researchers), and the primary sources were:

1.3- Scale description:

The current research is based on the social intelligence scale prepared by the two researchers through:

The theoretical framework of social intelligence, its theories and previous studies in it.

See the scale and psychological tests that measure social intelligence.

Drafting the items for each dimension of the Social Intelligence Scale in its initial form, which was of (50) items. According to a three-tiered hierarchy (yes-sometimes-no) and corresponding to it respectively the grades: (3-2-1) with positive paragraphs, and with negative paragraphs the scores are:(1-2-3)

While the paragraphs with numbers (5-11-12-13-19-20-24-28-29-34-35-36-40-42-43) correct the opposite of that direction so that the respondent gets scores (1-2-3) Respectively if he answered the previous alternatives. The score on the scale ranges between (50-150).

We point out that we sent the questionnaire in Braille language so that the respondent can answer comfortably. And in writing that he understands and knows how to read.

2.3. Dimensions of social intelligence:

Many psychologists have been interested in measures of social intelligence, and to identify the dimensions associated with each scale according to the goals and importance of any study, and in our procedure to adapt the social intelligence scale for the blind teacher, we conducted a survey and investigation about the scale and its dimensions, and the two researchers in the current study reached six dimensions of social intelligence, namely :

-Social Skills, it includes (8 items).

-relational emotional feelings, and it contains (7 items).

-the activity of the social self, and it includes (6 items).

-solving social problems, it consists of (7 items).

-the technological communication, and it consists of (8 items).

-the class interaction, contain (8 items).

We define the concepts of the dimensions of the social intelligence scale in:

- Social skills: refers to the individual's ability to use the skills of efficient social interaction with others.

-Relational affective feelings: It refers to the ability of a blind teacher to perceive and experience in various social situations, and his ability to know the psychological state of others, And that is by realizing the connotations of vocabulary and expressions that he communicates with them by virtue of blindness at the teacher, or hand gestures and sensory-motor aspects during communication and social interaction with them, or other expressive indicators. Predicting other people's reactions to his behavior towards them.

-Social self-efficacy: It relates to the feeling of confidence in a blind teacher, and the ability to succeed and social interaction.

-Solving social problems: It relates to how a blind teacher deals with social problems, his attitudes towards them, and his solutions towards them.

- Technological communication: It is the relationship of the blind teacher to social media and the extent to which he uses it in his social interaction.

- Classroom interaction: relates to the communication and interaction that takes place inside the classroom between the blind teacher and his students.

4.Psychometric properties of the scale:

1.4. Validate scale:

2.1.4. Accreditation of the arbitrators:

To verify the apparent truthfulness in light of the arbitrators 'observations, the initial image of the social intelligence scale was presented to eleven professors from Algerian and foreign universities in psychology and special education (Appendix No. 1). This is in order to know their observations and suggestions about the scale, the relevance of its paragraphs to the dimensions that fall under them, the extent of clarity and coherence of the paragraphs, and the extent to which they achieve the research objectives.

The following phrases have been deleted due to their lack of clarity and the paragraphs are not related to the feature to be measured. To settle the number of scale phrases in 44 statements.

Table (2) shows the amendments suggested by the professors.

Dimension	Deleted Items	Approved Items
social skills	4	1-2-3-5-6-7-5-9
relational affective feelings	8	1-2-3-4-5-6-7
the activity of the social self	3	1-2-4-5-6-7
solving social problems	6	1-2-3-4-5-7-8
technological communication	5	1-2-3-4-6-7-8-9
the class reaction	1	2-3-4-5-6-7-8-9

The approved clauses, which are (44) items. And the abolition of the terms that were not agreed upon by the arbitrators. And the alternatives were relied upon according to a triple gradient (Yes-sometimes-no) and offset by the grades respectively:

(3-2-1) with positive paragraphs, and with negative paragraphs, the scores are: (1-2-3) respectively. The results of the arbitration were that most of the scale paragraphs were appropriate and measured what they were prepared to measure, as was explained in the previous table.

3.1.4. **Internal consistency validity:**

The researcher estimated the correlation coefficients between the scores of the social intelligence scale dimensions that are common to the survey sample members with their total score. According to what is shown in the following table:

Table (3) the correlation coefficient between the dimensions and the total score of the questionnaire

Dimension	Correlation coefficient	Indication level
social skills	**0.933	0.01
relational affective feelings	**0.910	0.01
the activity of the social self	**0.912	0.01
solving social problems	**0.925	0.01
technological communication	**0.872	0.01
the class reaction	**0.794	0.01

**correlation coefficient sign at $(\alpha \leq 0.01)$

*correlation coefficient sign at $(\alpha \leq 0.05)$

Through the results, we note that the correlation coefficient for all statements is significant at the level of (0.01), and the high correlation ranged between (0.933-0.784).

Table (4) the correlation coefficient between the paragraphs and the total questionnaire

Paragraph number	Correlation coefficient	Indication level	Paragraph number	Correlation coefficient	Indication level
1	**0.614	0.000	23	**0.693	0.000
2	**0.558	0.000	24	**0.692	0.000
3	**0.585	0.000	25	**0.557	0.000
4	**0.595	0.000	26	**0.552	0.000

5	**0.703	0.000	27	**0.639	0.000
6	**0.731	0.000	28	**0.487	0.000
7	**0.699	0.000	29	**0.485	0.000
8	**0.690	0.000	30	**0.707	0.000
9	**0.640	0.000	31	**0.580	0.000
10	**0.647	0.000	32	**0.597	0.000
11	**0.600	0.000	33	**0.634	0.000
12	**0.558	0.000	34	**0.523	0.000
13	**0.737	0.000	35	**0.648	0.000
14	**0.769	0.000	36	**0.611	0.000
15	**0.682	0.000	37	**0.561	0.000
16	**0.560	0.000	38	**0.544	0.000
17	**0.677	0.000	39	**0.518	0.000
18	**0.604	0.000	40	**0.524	0.000
19	**0.531	0.000	41	**0.577	0.000
20	**0.761	0.000	42	**0.611	0.000
21	**0.666	0.000	43	**0.609	0.000
22	**0.631	0.000	44	**0.584	0.000

Through the previous table, we can see that all probability (Sig) values were less than the significance level (0.05), meaning that all correlation coefficients are statistically significant, and this is evidence of the scale with a high degree of validity of internal consistency, that is, the tool measures what it is designed to measure .

4.1.4 **discriminant/divergent validity**:

The two researchers also relied on the divergent validity of the scale items, i.e. the ability of each scale item to distinguish between high and low score on the scale. This was done by calculating the variance between the upper and lower group of 27%. For the current study sample for the macro scale.

Table (5) shows the divergent validity (peripheral comparison) of the scale.

the group	N	Mean Difference	Std. Deviation	t	df	Sig.
Top group	15	118.266	4.431	26.56	28	0.01
Lower group	15	66.40	6.127			

According to the data obtained in Table (5) after analyzing the scale paragraphs by using the T-test (test-T) for independent samples of equal numbers to test the differences between the mean of the two peripheral groups for each paragraph separately, as the calculated value (T) represents the discriminatory strength of the paragraph between the members of the two groups and so on. The results of the analysis came that most of the items of the (Social Intelligence Scale) have a significant discriminatory power between individuals by comparing the calculated value of (t) with its tabular value of (26.56) under the level of significance (0.01) and at the degree of freedom (28), noting that the highest value is computed It reached (118,266), and the lowest calculated value was (66.40). Accordingly, the scale is characterized by an acceptable degree of discriminatory validity, and it is applicable.

2.4. scale reliability:

It means that the results are Reliable and do not fundamentally change, and the reliability of the social intelligence scale was confirmed through the following methods:

1.2.4. Split-half Method:

Saad Abdul Rahman (2003) believes that this method is characterized by the similarity of application conditions for individual and marital questions, not being affected by practice and training, and saving time and effort.

We applied the tool to a pilot sample consisting of (55 employee teachers with visual impairment). The stability was calculated by the mid-segmentation method, whereby the items of the questionnaire were divided into two halves, as well as the items of each dimension into two parts, where the correlation coefficient was calculated between the sum of the paragraphs of the first half and the total of the

paragraphs of the second half of the questionnaire, as well as for each dimension separately.

Where the correlation coefficient (Pearson) for the overall questionnaire scores was (0.851), and after using the modified Spearman Brown equation, the reliability coefficient became (0.920). This indicates that the questionnaire has a high degree of reliability.

2.2.4. Alpha Cronbach's method:

According to the results obtained, the value of Cronbach's Alpha for the Social Intelligence Questionnaire and its dimensions is (0.962), which has a high value of stability and a function at the level of (0.01), which indicates that the scale is fixed by Cronbach's alpha method.

Presenting the results and discussing the imposition of the research:

The first hypothesis and discussion of its results:

There are statistically significant differences between the sexes in the level of social intelligence of the blind teacher.

Table (6) shows the gender differences in the level of social intelligence of the (blind) teacher.

Social intelligence	N	Mean Difference	Std. Deviation	t	df	Sig.
Males	14	124.86	5.545	0.906	28	0.596
Females	16	126.50	4.382			

It is evident from the results of Table (6) that there are no statistically significant differences between the mean of males and females where the value of (t) is (0.906) It is less (t) is (0.906) < t (1.98). So, we say: "There are no statistically significant differences between the sexes in the level of social intelligence of the (blind) teacher.".

The researchers believe that males and females do not differ in the level of social intelligence of the (blind) teacher. They are close and not different because it is a condition that the individual lives and is linked to the personality and the

environment in which the individual lives and is not subject to one sex without another, due to the similarity of conditions and effects of visual disability between the two genders, and thus everyone feels the same level and degree.

The adaptation of the blind teacher to his social environment and his interaction with him generates a serious desire among the visually impaired to achieve psychological independence and distance from the state of dependence on others in providing for their material and moral needs, but they clash with the difficulties that resulted from visual disability, but they try to overcome them in order to achieve psychological independence and reduce As much as possible to depend on others.

The interest you find is equal for both sexes, and then this is reflected positively on their psychological and social compatibility in general.

This result, which indicates that there is no significant effect of the sex factor on the difference in intelligence, and explains that social intelligence interacts with it, whether they are male or female. And that is that the (blind) teacher who uses social intelligence has the ability to form social relationships and friendships that benefit him in running his profession, showing his social standing, spending his various life affairs, controlling emotions, solving problems and respecting others, social adaptation to new situations, and providing assistance Colleagues have all the factors that make a smart, successful and social person achieve a happy life, while the less socially intelligent find it difficult to deal with others, which results in weakness in social relations, which directly affect his life and appear in the weakness of his social relations, the thing that burdens him in the conduct of his affairs Life and professionalism, and this is what causes fear and psychological and social instability in an individual's life. In addition to his disability that requires him to be smooth with his social surroundings.

We also point out that good behavior and suspicion of others is a feature of the blind teacher, which earned him a happy life on all personal, family, environmental and professional levels, according to the current research sample.

In addition to the advantage that most of the blind teachers of the sample received their education in the schools of the blind, and they were smart students with good conduct and good educational results. They passed through all stages of education and returned to them as teachers.

Also, the degree of social awareness and social skills enabled the blind teacher and made him able to socialize through his social intelligence despite his disability.

The researchers believe that most of the blind teachers of different nationalities are similar in the pattern of social upbringing, the nature of education and training in training centers in specialized institutions and even university training, which does not differentiate between male and female, and the nature of life in which they live, especially since they are of one social pattern living in the same area Geographical, they live with the same conditions of employment, and are subject to the same educational administration, and therefore they are subject to the same laws, regulations and tasks.

The researchers also attribute this result to the fact that culture and society affect the level of social intelligence among blind teachers in the quality of dealing with this category as if they were normal, sighted persons without their sense of disability. This is represented by being open to the surrounding external world, establishing social relationships and social support, and moving freely, with or without social support … etc.

Conclusion:

The research resulted in results that it reached through an interrogation of the research sample of blind teachers, and they were as follows:

- Adaptation of the social intelligence scale of the (blind) teacher, so we conducted this research in order to be able to verify the validity of the psychometric characteristics (validity and reliability) of the social intelligence scale after applying it to a sample of blind teachers in the Algerian society with the characteristics of a good test.

- there are no statistically significant differences between the males and female (blind) teacher in the level of social intelligence.

Recommendations:

The researchers recommend the following:

- The need to enrich research and pay attention to the segment of the visually impaired in the variable of social intelligence, and in all areas related to their lives that are concerned with educational, psychological and social research.

Enriching libraries with scientific field research on the category of blind or unemployed workers.

Conducting and providing scientific libraries and research laboratories with standardized tests on this segment at all levels and psychological, educational and social tests.

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Appendices

Appendix No. 1 Arbitrators List

The professor	Specialization	The academic degree	University
Halima Kadri	General Psychology	Professor	Oran 2
Saad Ali Zayer	Teaching Methods	Professor	Baghdad − Iraq
Souad Ait Habbouch	Family Psychology	Professor	Algiers 2
Karima Izidi	General Psychology	Professor	Oran 2
Ali Aoun	Psychology	Professor	Laghouat ALGERIA
Abdel Nasser Gharbi,	School Psychology	Lecturer A	Al-Wadi ALGERIA
Ali Mahdi Kazem	EducationalPsychology	Professor	Sultanate of Oman
Annaoui bittahir	Psychology	Professor	Al-Wadi-ALGERIA