

## The relationship of emotional intelligence to the performance of teachers of physical education and sports

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### ملخص الدراسة

هدفت الدراسة إلى الكشف على طبيعة العلاقة بين الذكاء الوجداني والأداء لدى أساتذة التربية البدنية والرياضية وقد استخدم الباحث المنهج الوصفي ، لملائته لموضوع الدراسة واشتملت عينة الدراسة على (64) أستاذ للتربية البدنية والرياضية الذين يدرسون في مرحلة التعليم المتوسط بمدينة المسيلة وقد اعتمد الباحث على كل من مقياس الذكاء الوجداني و استبيان تقييم أداء أساتذة التربية البدنية والرياضية في هذه الدراسة ،ومن اهم النتائج المتوصل إليها ما يلي :

- هناك علاقة ارتباطية قوية بين الوعي بالذات (المعرفة الانفعالية) كأحد عناصر الذكاء الوجداني والأداء لدى أساتذة التربية البدنية والرياضية.

- هناك علاقة ارتباطية قوية بين تنظيم الانفعالات كأحد عناصر الذكاء الوجداني والأداء لدى أساتذة التربية البدنية والرياضية.

- هناك علاقة ذات ارتباطية قوية بين إدارة الانفعالات كأحد عناصر الذكاء الوجداني والأداء لدى أساتذة التربية البدنية والرياضية.

- هناك علاقة ارتباطية قوية بين التعاطف كأحد عناصر الذكاء الوجداني والأداء لدى أساتذة التربية البدنية والرياضية.

- هناك علاقة ارتباطية قوية بين التواصل الاجتماعي كأحد عناصر الذكاء الوجداني والأداء لدى أساتذة التربية البدنية والرياضية.

- هناك علاقة ارتباطية قوية بين عناصر الذكاء الوجداني بشكل عام والأداء لدى أساتذة التربية البدنية والرياضية.

وعليه فان الذكاء الوجداني يعتبر أحد أهم العوامل الأساسية والضرورية لدى أساتذة التربية البدنية والرياضية للتميز والنجاح في الميدان التربوي التعليمي.

### Introduction and problematic study

The scientific and educational changes which are taking place in the world today, include most aspects and systems, and among them the educational system, have prompted educational scientists to study educational systems and focus on the teacher as the cornerstone of the educational process. It has become a recognized rule that good education is the basis of the advanced society. Education and learning are effective only when the teacher is expert and able to organize learning efficiently and effectively, and in our Islamic law, the teachers are of a high religious and social status and this is so clear in the

Holy Quran and the Sunnah, the prophet says peace be upon him-that God did not obstinate but sent me a teacher facilitator. (Muslim Abu Hussein 0.1123: 2000).

Psychologists and educators almost unanimously agree that the teacher is the basic foundation in any project for educational development and reform. The effective education we seek depends on the quality of the teachers, their understanding of their profession, their commitment to the rules of the profession, their ethics, their seriousness in work, their enthusiasm, The teacher is the intergenerational link through which the culture of the society is represented in the values, beliefs, laws, knowledge, habits and everything that the individual acquires as a member of society. the teacher is the person whom parents trust in raising their children and prepare them for the life of a dignified honorable. (Mohammad Karim Fakhr 232: 2002)

In this definition we conclude that the teacher is not limited to his role in teaching information to students only, but the purpose of this effect in the behavior of students and the development of spiritual aspects of their psychological and social as well as some psychologists in education describe him as an engineer in human nature and the teacher did not become a vector of information and facts But become a social engineer has an active role in bringing up the children of the society, raising sound in a human way by making the desired changes in thinking and relationships and habits, and the different societies depend on the progress and development and achieve its goals on the teachers as a pillar of you For social reform and national guidance.

The hopes in contemporary society for the competent teacher able to perform the profession and carry out its duties and duties according to the standards of performance required and there is no doubt that this requires that the teacher has a set of personal characteristics and professional competencies in all areas, and this gives many educators more weight to the role of teacher and "Educational change is largely dependent on what the teacher believes and does," Fallan said. "The high quality education is linked to the competent teacher who has the personal, technical and professional competencies that make him able to provide a qualitative education." Joseph J 01: 2007) and it is evident that the passion and emotions play an important role in guiding ideology and human behavior and determine the relationship of the individual outside .

And professional success requires that the individual has a set of emotional abilities reflected in his ability to consciousness feelings and emotions and

control of his whims and tendencies, in the ability to manage his emotional life intelligently and read the feelings of others and interact with them flexibly in his relationship with them (Mustafa Omar Abdullah Mustafa Mustafa ,Moghribi2007-2008 : 18(

Success in professional life depends not only on the individual's mental abilities (mental intelligence), but on the individual's emotional abilities, which is called emotional intelligence. (Khader Othman Hammoud, 2006: 1) The Snyri and Filant studies suggest that there is a range of capacities that contribute significantly to predicting one's work performance. These include emotional intelligence such as control of emotions, frustration, and communication with others. (Muhammad Ismail Ibrahim 2002: 45) The Gardner study also indicates that emotional intelligence is a variable of personality variables that contributes to professional success beyond academic intelligence. (Mohammad Fahad Othman 2002: 251(

And Emotional intelligence is one of the concepts of uncertainty as it is located in the area of interaction between the cognitive system and the emotional system and increased interest in emotional intelligence by the emergence of articles in the magazine "Times" in 1995, which indicated the importance of the success of the individual work and the beginning of these articles is a mix Of sensationalism and science. The idea was a vital part of the personality that can be acquired and which increases the chances of the individual achieving his or her goals. (Hussein Mohammed Habashi 100: 2004)

Stoke-1996 explained that the individual's access to the top in performance depends on his internal and external factors. One of the most important internal factors is emotional abilities, because emotion affects our physical and mental abilities. (Kandil Iman Ragab Kandil 2005: 74).

Emotional intelligence is one of the indicators of the quality of a teacher's performance. An angry teacher may not create the appropriate learning atmosphere , while a teacher who controls his emotions and manages them wisely, understands others and works with them in a good spirit can provide a fertile educational atmosphere and thus succeed in performing His duties and his work where some studies and academic research confirmed that emotional intelligence is based on a range of emotional competencies that any person can acquire, which includes personal and social skills that contribute to the effective performance and professional success (Dina Bint Souleyman Aljbban 2009: 65). There is a group of studies that indicate the importance of emotional intelligence in the workplace as the study of Mr. Samad and the importance of

emotional intelligence of the teacher as there is a strong correlation between the dimensions of emotional intelligence of the teacher and professional compatibility where the participants in this area study indicates that the most important capabilities that influence success at work is emotional intelligence. (Mr. Ibrahim Al-Samad Weny, 2001: 80).

Some studies and scientific research also confirm that emotional intelligence has a significant effect on professional success when compared to cognitive intelligence. Achieving a high level of performance in different professions requires the availability of a range of abilities and emotional skills. Individuals with high emotional intelligence are more successful in their lives (Othman Hamoud, 2006).

According to this evidence about the correlation between emotional intelligence and the achievement of work by teachers, the problem of research is in the knowledge of the relationship between emotional intelligence and performance of teachers of physical and sport education , the current research attempts to answer the following main question:

Is there a correlation between the emotional intelligence and performance of teachers of physical education and sports?

This question is raised from the following questions:

- Is there a strong correlation between self-awareness (emotional knowledge) and performance of teachers of physical and sport education ?
- Is there a strong correlation between the management of emotions and performance in the teachers of physical and sport education ?
- Is there a strong correlation between the management of emotions and performance in the teachers of physical and sport education ?
- Is there a strong correlation between the sympathy and performance of teachers of physical education and sports?
- Is there a strong correlation between social communication and performance among teachers of physical education and sports?

### **3. The objectives of the study**

- The explanation of the nature of the relationship between the emotional intelligence and performance of teachers of physical education and sports.
- The explanation of the nature of the relationship between self-awareness (emotional knowledge) and performance of teachers of physical education and sports.
- The explanation the nature of the relationship between the management of emotions and performance of teachers of physical education and sports.

- The explanation of the nature of the relationship between the organization of emotions and performance of teachers of physical education and sports.
- The explanation of the nature of the relationship between the sympathy and performance of teachers of physical education and sports and performance.
- The explanation the nature of the relationship between social communication and performance of teachers of physical education and sports.

#### 4. Importance of the study

- The importance of the current study is that it deals with one of the modern topics, the emotional intelligence, which is dealt with by foreign studies - and still - research and experimentation, but in the Arab environment is still in the process of development and research, and the results of different studies on this concept confirms that this domain is still in need of more theoretical and applied studies that work to verify the originality of the concept, and the theoretical basis for it, and the extent of its divergence from other concepts and their relationship to them.

- The importance of this study is in these subjects (emotional intelligence and performance) because of their direct impact on the quality of educational output and the development of the educational process as a whole.

The results of the present study are expected to reveal an important factor influencing the performance of teachers of physical education and sports, which is emotional intelligence, which may draw the attention of officials to the importance of this type of intelligence, and then take into account in the educational curricula and programs of preparation and composition of professors physical education and sports.

#### **5 - Hypotheses of the study:**

General Hypothesis:

There is a correlation between the emotional intelligence and performance of teachers of physical education and sports.

#### **Partial hypotheses:**

- There is a strong correlation between self-awareness (emotional knowledge) and performance among teachers of physical education and sports.
- There is a strong correlation between the organization of emotions and performance of teachers of physical education and sports.
- There is a strong correlation between the management of emotions and performance of teachers of physical education and sports.
- There is a strong correlation between the sympathy and performance of teachers of physical education and sports.

- There is a strong correlation between social communication and performance among teachers of physical education and sports.

### Previous studies

Nafiz al Bikeyi 2011 study aimed at measuring the level of emotional intelligence, the level of psychological combustion and the personality patterns prevailing among the teachers of the first three grades of the employees in the Erbid Educational town of the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) , And also aimed to reveal the relationship between emotional intelligence and each of the personality patterns and psychological combustion and the extent of this relationship varies by sex and experience and scientific qualification,

The researcher used the descriptive method as the components of the study population from all the teachers of the first three grades working in the Irbid educational schools of the UNRWA during the first semester of the academic year (2009/2010), which are (231) teachers . (122) of them were selected in a random facilitated way , and the researcher adopted in his study on

- Emotional Intelligence Scale, Personality Scale and Psychometric Scale. The main results of the study are:

- High level of emotional intelligence and low level of psychological combustion and increase on the pattern of personality Alastasatip in the sample.

- The existence of a positive relation between statistical and emotional intelligence and the pattern of the flat personality - There is no statistically significant relationship between emotional intelligence and psychological combustion.

The study Mouna Mustafa ezzaki and Itass Abd El Moutaz Eshami 2011 aimed at building a program for the development of the self-management skills of the student teacher in the skill of time management, communication decision-making, identification of its effectiveness and determining the relationship between the skills of the self-management of the student teacher and her performance and clarify the differences between the teaching performance of the student teacher parameter depending on the level of self-management skills and study the differences between the female students teachers in the third and fourth group in each of the skills of Self-management and their performance of teaching ,the researcher in the study used the descriptive and analytical study sample which was consisted of 68 female students teachers at the Faculty of Home Economics teacher at El Azhar University in the first semester of the academic year 2010/2011

*The researcher also used the self-management skills questionnaire and the observation card to measure the performance. The main results of the study are the following:*

-There is a strong correlation related statistically significant at the level of significance less than 0.001 between both teaching performance and self-management skills, time management and effective communication decision-making

1. Definition of concepts and terminology

### **Emotional intelligence**

It is defined as the ability to pay attention to and understand the emotions and self-feelings and to understand and articulate them clearly and regulate them according to the observation and accurate awareness of the emotions and feelings of others to reach them with positive emotional and social relations that help to improve the mental, emotional and professional advancement and learn more positive skills for life (Abdo Osman Abdel Hadi and Farouk Sayed 204: 2002).

### **Self-awareness (emotional knowledge)**

In which there is a translation of the sensory input into meaningful and emotional experiences and the emotional intelligence of is not much different from this meaning which refers to the knowledge in which there is the encoding and interpretation of information and emotional self signs and the one of others. (Zaghloul Emad, 2004: 08).

### **Management of emotions**

Is the ability of the individual to control his feelings and negative emotions and the ability to get rid of them or converted to positive feelings and the ability to succeed in his emotional life and get rid of the situation of anger, fear or anxiety (Mohammad Amani Ibrahim 2004).

### **Regulation of emotions**

Is the direction of emotional emotions to serve the goal and the use of emotions in a productive manner and control before they turn into actions, in the sense of postponement of saturation and curb the impulses, so the more the person can have the helm of his emotions the more he is wise and patient and understanding (Daniel Golman 32: 2000).

### **Sympathy**

Is the ability to recognize, read and respond to others' feelings and build empathy on the basis of self-awareness. The more an individual is able to accept

his feelings and the opportunity to forgive, the more he can read and interact with others' feelings (Daniel Golman 18: 2000).

### **Social Media**

It includes the ability to deal with others in different social situations means that reciprocity in terms of listening and responding to others in a friendly atmosphere and sincere (Maaytah 32: 2005).

### **performance**

It is defined as all that the teacher performs in skill and competency tasks in a measurable manner and to have effective performance it must be highly efficient (Suhaila Mohsen Kazem Al-Fatlawi 2003: 24-25).

### **1 - Survey study**

To ensure the good conduct of any field research, the researcher must undertake a survey to determine the suitability of the field of study for the field research procedures and to verify the validity of the tool used and the difficulties that may be encountered by the researcher in the field experiment. The researcher conducted a survey by applying the study tools on a survey sample estimated (09) teachers of physical education and sports were selected randomly, and this is for the purpose of experimenting tools and ensure the stability of the study, where the tools of the study (the measure of emotional intelligence and questionnaire performance of teachers of physical education and sports) Nine professors (09) were raided.

### **Methodology of the study**

The researcher used the descriptive approach to suit the subject of the study, and based on the problem of the study that examines the nature of the relationship between emotional intelligence and performance of the teachers of physical education and sports, descriptive approach is the most appropriate curriculum for this study.

### **3 - Society and sample of the study**

The society of the study consists of professors of physical education and sports for the middle school stage who study in the various averages of the city of M sila for the academic year 2012-2013, which are 64 professors.

The study sample is consisted of (64) physical and sports education teachers who studied in the intermediate school year for the academic year 2012/2013. They were selected in a comprehensive survey method. Therefore, the study population is the same as the study sample.

### **4. Data collection and information tools**

**First: the measure of emotional intelligence**



The Emotional Intelligence Scale was designed by Abd El Hadi El Sayed Abdu and Mr. Farouq Othman in 2001. (Abd El Hadi El Sayed Abdu & Farouq Othman 2000: 290).

### 3 - Stability of the scale

The researcher conducted steps to verify the stability of the scale after applying it to the survey sample.

To ascertain the stability of the scale, the researcher used the method of the Alpha Kronbach stability coefficient in wich the stability coefficient of the emotional intelligence measure was 0.997 as shown in the following table.

Table (1) shows the stability coefficient of the measure of emotional intelligence.

Emotional Intelligence	Number of Phrases	Alpha Kronbach
total stability of the scale	58	0.997

It is clear from the previous table that the total stability coefficient of the emotional intelligence scale reached (0.997). This indicates that the standard has a high degree of stability and the researcher is sure to apply it to the study sample.

### Second: a questionnaire evaluating the performance of teachers of physical education and sports

The questionnaire of the performance of the teachers of physical education and sports was designed by Mohammed Massoud Borgheda in his study entitled " professors Job satisfaction of the of physical education and sports and its relationship to their performance." This study falls within the requirements of obtaining a doctorate of science in the theory and methodology of physical education and sports, 2007/2008 .

The performance questionnaire of teachers of Physical Education and Sports consists of 47 phrases divided into four topics:

#### 2 - Stability of the questionnaire

Although the performance questionnaire of the teachers of physical education and sports questionnaire was objective and formal, in addition to its construction in an Algerian environment, this did not prevent us from recalculating its psychometric properties.

To ascertain the stability of the questionnaire, the researcher used the method of stability coefficient of Alpha Kronbach, in wich the stability factor for the performance questionnaire of the teachers of physical education and sports (0.987) as shown in the following table.

**Table (2) shows the stability coefficient of the performance evaluation questionnaire of teachers of physical education and sports.**

Performance	Number of phrases	Alph Kronbach
Overall stability of the questionnaire	47	0,987

It is clear from the previous table that the stability factor for the performance questionnaire of the teachers of Physical Education and Sports reached (0.987), which indicates that it has a high degree of stability and reassures the researcher to apply it to the study sample.

### 3. Verification of the questionnaire

#### 3.1. Internal consistency of the questionnaire

##### 3.1.5 Internal consistency between the study's axes

To study the internal consistency between the study axes, we calculated their correlation coefficients as shown in the following table.

**Table (3) shows correlation coefficients between the study axes.**

Planning Implementation Calendar Management and Management Chapter

**Planning** 0.990 \*\* 0.796 \* 0.824 \*\*

0.000 0.010 0.006

**Implementation** 0.990 \*\* 0.864 \*\* 0.865 \*\*

0.000 0.003 0.003

**Assessment** 0.796 \* 0.864 \*\* 0.941 \*\*

0.010 0.003 0.000

**Management and organization of the chapter** 0.824 \*\* 0.865 \*\* 0.941 \*\*

0.006 0.003 0.000

**D at level** 0.01 \*\*

**\* D at the level of 0.05**

The results of the researcher in his study confirm the excellence of the questionnaire to evaluate the performance of professors of physical education and sports in an internal consistency, so we note that the majority of correlation coefficients between the study axes are characterized by a high degree and is a statistical function at the level of significance 0.01.

### 5. Field application procedures for the tool

The researcher distributed the study tools of the emotional intelligence scale and the performance evaluation questionnaire of the professors of physical education and sports to 55 professors after excluding the sample members of

the survey sample who applied the study tools to find out the sincerity and stability of the number (09) teachers of physical education and sports are studying in the middle school in the city of M ssila. The study sample consisted of 55 professors.

With regard to the measure of emotional intelligence

- emotional intelligence measure was applied during the second semester of the academic year 2012/2013.

- The scale was distributed and retrieved in the period from 7/4/2013 to 14/4/2013

- We distributed 55 models of emotional intelligence scale, and we obtained 55 models by 100%

- We first distributed a measure of emotional intelligence on the teachers of physical education and sports and after the answer of the teachers we asked the inspectors and directors of educational institutions to evaluate the performance of teachers.

**for the performance questionnaire of teachers of physical education and sports**

- Disseminate the performance questionnaire of teachers of physical education and sports during the third semester of the academic year 2012/2013.

- The questionnaire was distributed and retrieved in the period between 17/4/2013 and 02/05/2013.

- 55 models were distributed to assess the performance of teachers of physical education and sports, and we obtained 55 models with 100% retrieval rate.

**Statistical Methods**

**Pearson's** correlation coefficient was used to investigate the relationship between study variables

- The correlation coefficient: (Abdel Karim Bouhaf, 214: 2006) symbolized as: «t».

$$T =$$

Where:

T = correlation coefficient

N = sample size

X and y = two variables

- To find the coefficient of the stability of the scale and the coefficient of stability of the questionnaire, the formula Alpha Kronbach was used.

- The researcher used the statistical systems analysis program (spss, version 20) named the Statistical Pouch for Social Sciences.

**View, interpret, and discuss results**

**The results of the first partial hypothesis and its interpretation and discussion**

To investigate this partial hypothesis and to reveal the correlative relationship between self-awareness (emotional knowledge) as a component of emotional intelligence and performance in physical and athletic education teachers, the Pearson correlation coefficient was calculated as shown in the following table.

**Table 4** shows Pearson's correlation coefficient between self-awareness (emotional knowledge) and performance among teachers of physical education and sports.

The first axe	Self-awareness (emotional knowledge)
the coefficient of the correlation	0,738
the significance level	0,01
the sample	55

The above table shows that there is a positive correlation between the self-awareness (emotional knowledge) and the performance of the members of the study sample teachers of physical education and sports at the level of significance (0.01).

This confirms Pearson's correlation coefficient between the self-awareness (emotional knowledge) of teachers of physical education and sports and their performance, where it reached (0.738), and the coefficient of correlation is high.

The explanation of this is that the ability of the teachers of physical education and sports in the middle school in the city of M sila to their emotions and awareness and of their feelings as they occur is the basis of self confidence, which is the basis that makes them more balanced and focused in their work and this in turn reflects on their performance while carrying out their educational tasks with their students.

This result is in line with the findings of Daniel Golman's study, which indicates that people who are able to recognize their emotions well, manage them, understand and deal with the feelings of others well are those who are distinguished in all areas of life, especially their careers . ).

These findings confirm the validity of the hypothesis that there is a strong correlation between the self-awareness (emotional knowledge) and the performance of the teachers of physical education and sports.

**The results of the second partial hypothesis and its interpretation and discussion:**

To investigate this partial hypothesis and to reveal the correlation between emotion management as a component of emotional intelligence and performance in physical and athletic education teachers, the Pearson correlation coefficient was calculated as shown in the following table.

**Table (5)** shows Pearson's correlation coefficient between the management of emotions and performance among teachers of physical education and sports.

**Performance of the second axis ;**

**Management**

<b>the correlation coefficient</b>	<b>0,702</b>
<b>the significance level</b>	<b>0,01</b>
<b>the sample</b>	<b>55</b>

The correlation between emotion and performance management in the study sample was significant at (0.01). The correlation coefficient of Pearson was 0.702, and the coefficient of correlation is high.

This explains that the ability of the teachers of Physical Education and Sports to control, observe and guide their emotions, and their ability to transform their emotions into positive emotions, are all factors that help them to feel more comfortable and more effective in performing their practical and professional duties.

The results of this study are consistent with the results of the Golman study, which shows that showing a high level of emotional intelligence, uses his emotions to manage himself and manage others effectively in the field of work (Farouk Sayed Osman, Abdel Hadi Sayed Abdu, 2002: 251).

These results confirm the validity of the hypothesis that there is a strong correlation between the management of emotions and performance of teachers of physical education and sports.

**The results of the third partial hypothesis and its interpretation and discussion**

To investigate this partial hypothesis and to reveal the correlation between emotion regulation as a component of emotional intelligence and performance in physical and sport education teachers, the Pearson correlation coefficient was calculated as shown in the following table.

**Table (6)** shows Pearson's correlation coefficient between the organization of emotions and performance among teachers of physical education and sports.

**Performance Axis II1**

**Regulation of emotions**

the correlation of coefficient 0,693

the level of significance 0,01

the sample 55

It is clear from the previous table that there is a positive correlation between the organization of emotions and performance in the sample of the study sample at the level of (0.01), which is a positive positive and strong relationship, the more the level of regulation of emotions, the higher the level of performance and vice versa.

This confirms the correlation coefficient of Pearson, where it reached (0,693), and the correlation coefficient is high.

This means that the ability to organize and manage emotions in physical education and sports teachers positively, and their ability to coordinate their students' efforts towards a common goal, helps them cope with the various emotional problems they face while performing their teaching tasks with their students. Their performance is effective and fruitful.

The results of this study were consistent with the results of the Sulaiman Naji (2003) study, which found that self-awareness, emotion management, organization, sympathy, and motivation in the study sample were above average.

These findings confirm the validity of the hypothesis that there is a strong correlation between the regulation of emotions among teachers of physical education and sports and their performance.

**The results of the fourth partial hypothesis and their interpretation and discussion**

To investigate this partial hypothesis and to reveal the correlation between empathy as a component of emotional intelligence and performance in physical and athletic education teachers, the Pearson correlation coefficient was calculated as shown in the following table.

**Table 7** shows Pearson's correlation coefficient between sympathy and performance among teachers of physical education and sports.

**Performance Axis IV**

Sympathy

The correlation coefficient 0,705

The significant level 0,01

The sample 55

The above table shows that there is a positive correlation between empathy and performance in the study sample at the level of (0.01)

This confirms the correlation coefficient of Pearson, where it reached (0.705), and the correlation coefficient is high.

This explains that the ability of the teachers of physical education and sports to feel and understand the feelings of their students, their positive management, their assistance and the formation of positive behaviors all help teachers succeed in their tasks and to be special in their performance.

Our results in our current study agree with the results of Paul's (1997) study on the importance of sympathy in the field of work when he emphasized that emotional intelligence predicts success in education, administrative and other professions, and therefore these areas should be concerned with the components of intelligence Affective, including sympathy and communication with others (Daniel Goleman, 74: 1995).

While the results of this study contrasted with the results of the study of Muhammad Habashi Hussein and Jadallah Abu Makarem (2004), which found that there is no statistically significant relationship between sympathy as a component of emotional intelligence and academic achievement.

These results confirm the validity of the hypothesis that there is a strong correlation between empathy and performance among teachers of physical education and sports.

### **The results of the fifth partial hypothesis and its interpretation and discussion**

To investigate this partial hypothesis and to reveal the correlation between social communication as one of the components of emotional intelligence and performance in physical and athletic education teachers, the Pearson correlation coefficient was calculated as shown in the following table.

**Table (8)** shows Pearson's correlation coefficient between social communication and performance among teachers of physical education and sports.

Performance of the fifth axis

Social Media

The correlation coefficient 0,616

The significant level 0,01

The sample 55

The correlation between social communication and performance in the sample of the study is positive (0.01). This correlation is positive for Pearson, which is 0.616, and the correlation coefficient is high.

This explains that the ability of social communication among the teachers of physical and sport education and the ability to move the feelings of their students, and the strong positive impact on their students, makes them control and guide them easily, as they are characterized by their ability to communicate and interact with them, and thus the response of their students is very positive which inevitably leads to The success of the tasks of the professors during their applied lessons while performing their work with students in educational institutions.

The results of our study agree with the results of the study of Safa El Asar, which stressed that the successful person in his relationships and interactions must be skilled and skillful in showing emotional harmony with others, and from which he can make them under his control, and thus interact with them easier on the emotional level, Or a good teacher or educator to be able to move the feelings of his listeners, and this leads to the effectiveness of his performance with them. (Safa El-Asr, 75: 2000).

These results confirm the validity of the hypothesis that there is a strong correlation between social communication and performance among teachers of physical and sport education .

### **Results of the general hypothesis, interpretation and discussion**

To investigate this general hypothesis and to reveal the correlation between emotional intelligence and performance in physical and athletic education teachers, the Pearson correlation coefficient was calculated as shown in the following table.

**Table 9** shows Pearson's correlation coefficient between emotional intelligence and performance among teachers of physical and sport education

Emotional intelligence

The correlation coefficient      0,738

The leve; of significance      0,01

The sample      55

The above table shows that there is a correlation between emotional intelligence and performance in the sample of the teachers of physical and sport education , at the level of significance (0.01), a positive relationship positive and strong and confirms this correlation coefficient of Pearson between emotional intelligence and performance of professors of physical education and sports, (0.738), and the correlation coefficient is high.

This is explained by the fact that the performance of the teachers of physical and sport education and the tasks they perform during their work in the



educational institutions are not limited to the cognitive aspect of the information they possess within their specialization, but there are other abilities and skills they have to be able to succeed and succeed in their work, Of variables that must be controlled and controlled in one way or another because they directly or indirectly affect their performance during their work.

This is in line with the results of some studies and scientific research which confirm that emotional intelligence has a significant weight in professional success when compared to cognitive intelligence, that the achievement of a high level of performance in various professions requires the availability of a range of abilities and emotional skills and individuals who have high intelligence and emotional are more A success in their career and a higher performance function. "(Al-Khader Osman Hammoud, 2006: 17)

These results confirm the validity of the general premise that:

There is a strong correlation between emotional intelligence and performance among teachers of physical education and sports.

### **- General conclusions**

The results of the study of emotional intelligence and its relation to the performance of teachers of physical and sport education showed that there are:

- A strong correlation between the emotional knowledge and the performance of the teachers of physical and sport education in the middle school in the city of M ssila.
- A strong correlation relationship between the management of emotions and performance of the teachers of physical education and sports in the middle education in the city of Mesila.
- A strong correlation between the organization of emotions and performance of the teachers of physical and sport education in the middle education in the city of M ssila.
- A strong correlation between the sympathy and performance of the teachers of physical and sport education in the middle school in the city of Mesila.
- A strong correlation between the social communication and the performance of the teachers of physical and sport education and in the middle school in the city of Mssila.
- a strong correlation between emotional intelligence and its components in general and performance of teachers of physical education and sports.

### **2. Suggestions**

The results of the study suggest the following:

- Conducting study days and training forums for teachers of physical and sport education on the foundations and components of emotional intelligence, which will facilitate the process of teaching in educational institutions.
- The need to include physical and sports education curricula for emotional intelligence skills that allow the teachers to control their emotions and emotions of their students and empathy with them to improve the educational process and educational development.

### 3 - prospects for future study

- Measure the level of emotional intelligence in the teachers of physical and sport education sports on a continuous and periodic to try to predict their attitudes and behavior and motives.
- Conduct studies on the performance of teachers in different educational stages (primary, intermediate, secondary).
- A comparative study of the level of emotional intelligence among the teachers of physical education and sports at the level of different regions of Algeria and comparison between them.

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