

The relationship between social intelligence and the proficiency of the teacher at the secondary education stage

الذكاء الاجتماعي وعلاقته بالكفاءة المهنية لأستاذ التربية البدنية والرياضية في الطور الثانوي

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**Abstract (not more than 10 Lines) :** The study is aimed to know the relationship between social intelligence and the proficiency of the teacher at the secondary education stage, we have used the associative descriptive approach, and the sample is chosen intentionally from the research community, which includes 85 teachers in the secondary education stage, in the state of Laghouat, the researcher relies his study on two tools of the scale of social intelligence and a scale professional competence, which is a calendar card that dealt with all the cognitive, personal, skill, productive and social dimensions, and as a means for statistical processing and analyzing the results, we have used the SPSS program that demonstrates the result study is the most available professional competency dimensions for physical and sports education teachers at secondary education in Laghouat city characterized by personal competencies, followed by social competencies, then skills competencies, knowledge competencies, and merely productive competencies as well as a correlation between social intelligence and its components, and professional competence of the teacher and its dimensions

**Keywords:** social intelligence, professional competence , secondary education

الملخص : ..... ( 10 أسطر على الأكثر )

هدفت الدراسة إلى معرفة العلاقة بين الذكاء الاجتماعي وعلاقته بالكفاءة المهنية لأستاذ في مرحلة التعليم الثانوي ، استخدمنا المنهج الوصفي الارتباطي ، و تم اختيار العينة بطريقة قصدية من مجتمع البحث والتي شملت على 85 أستاذا بمرحلة التعليم الثانوي بولاية الأغواط ، اعتمد الباحث في دراسته على أداتين مقياس الذكاء الاجتماعي ومقياس الكفاءة المهنية، وهي عبارة عن بطاقة تقويم من إعداد الباحث مكونة من تسعين ( 45 ) فقرة، في كافة الأبعاد المعرفية والشخصية والمهارية والإنتاجية والاجتماعية ، ، وكوسائل للمعالجة الإحصائية وتحليل النتائج استخدمنا

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برنامج الحزمة الإحصائية للعلوم الاجتماعية SPSS ، وأثبتت نتائج الدراسة بأنه أن أكثر أبعاد الكفاءة المهنية تو افراً لدى أساتذة التربية البدنية والرياضية في مرحلة التعليم الثانوي في مدينة الأغواط هي الكفايات الشخصية، يليها الكفايات الاجتماعية، ثم الكفايات المهارية، فالكفايات المعرفية، و أقلها الكفايات الإنتاجية وكذا وجود علاقة ارتباطية بين الذكاء الاجتماعي ومكوناته، والكفاءة المهنية للأستاذ وأبعادها. - الكلمات المفتاحية : الذكاء الاجتماعي – الكفاءة المهنية - التعليم الثانوي

### The methodological steps followed in a scientific paper:

#### Theoretical chapter :

#### \* Introduction and problematic of the study:

Social intelligence is reflected in the effective and common social relations between individuals, and it has a great resonance in the extent of the individual's success in his social life and his interaction with the environment successfully and effectively, and that societies are affected by those relationships between members of society and the individual's understanding of others. Moreover, social intelligence is considered one of the important aspects in Personality, as it is related to the individual's ability to deal with other cognitive abilities and to form successful social relationships, and Robert Sternberg has indicated in his book (Beyond Intelligence) that social intelligence is independent of academic abilities, and that it is a fundamental key to successful performance in life, Howard Gardner (in his writing on Multiple Intelligence) emphasizes that a person's understanding of himself and others, his ability to use this understanding, and employ it is one of the intelligence types, as the theory of multiple intelligences deals with two types, such as interpersonal intelligence, now it is known as "social intelligence". And intelligence within the person

himself, which means the ability to understand the person himself and his feelings well, that is, the ability to understand his emotions and others' emotions and intentions (Subha. 2008)

The teacher in general, and the teacher of physical education and sports in particular, take a major position as one of the influencing factors in the effectiveness and quality of education, and the achievement of the goals of the educational system, and it is certainly the cornerstone of the entire educational structure, however, it is the human element that stands at the first production line . There is no doubt that the success of teachers of physical education and sports in the teaching profession is affected by the extent of their compatibility and homogeneity with their professional selves and with others, so the professional success requires that the individual possess has a set of emotional capabilities, which are reflected in his ability to be aware of his feelings and emotions and control his whims and tendencies, thus, his ability to manage his emotional life intelligently, reading the feelings of others and interacting with them flexibly in his relationship with them.

Many experts in physical education and sports believe that those in charge of teaching this subject must possess the necessary educational competencies and various sports skills, and this is what was mentioned in (the Chomberg study), where it indicated the need for the educational process to teach teachers with teaching competencies (Amina Abbas and Abdulaziz Al-Hur, 2003, 45). These competencies qualify him to carry out his role efficiently, as the more the professor has educational competencies, the more effective he is.

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Intelligence is one of the most important cognitive characteristics affecting a teacher's success in teaching. Intelligence is a determining factor affecting the success of teaching, meaning that it is necessary to have a certain minimum level of intelligence in order to achieve effective teaching (Abu Hatab, 1996).

Social intelligence is considered one of the patterns of intelligence affecting the performance of the teacher in the classroom, as many studies have indicated a positive relationship between the teacher's social intelligence and his educational performance and productive adequacy, and in his ability to control class (Al-Damati, 1991; Abd, Al-Fattah 2001 Al-Damiri, 2008 )

The importance of social intelligence appears in success in professions that take place in social environments, including the teaching profession, which requires the ability to have good interaction between the teacher and his students, and it also requires a great deal of ability to understand others and deal with them with flexibility and skill. Likewise, the teaching profession is a humane and social profession, in which the teacher's personality and personality are clearly evident. The teacher's features, personal temperament, and way of thinking undoubtedly reflect, negatively or positively, on his performance and interaction with his students in the classroom, and from this standpoint this problem is manifested:

Is there a relationship between social intelligence and professional competence of physical education and sports teachers in secondary education?

This question can be divided into:

1 - What are the dimensions of professional competence most available to teachers of physical education and sports in secondary education?

2 - Is there a statistically significant correlation between the axes of social intelligence and the dimensions of professional competence among teachers of physical education and sports in the secondary education stage?

**The practical chapter :**

**1- Followed Methodologies :**

The exploratory study is the first step that helps the researcher to get an overview of aspects of the field study for his research and aims to ensure the suitability of the study place for the research, and to verify the validity of the tool used to collect information and to know the appropriate time and requirement for conducting it.

I also went to the place of study in some of the high schools of Laghouat state and presented the title and study tool to a sample of professors, in order to ensure its suitability on the study sample, and I also searched the library for some previous studies that dealt with this in order to get to know it more well.

The choice of research method is considered one of the most important stages in the scientific research process, as we find how to collect data and information on the subject studied and based on the topic of research, which is concerned with (studying social intelligence and its relationship to professional competence among teachers of physical education and sports in the secondary education stage.

The curriculum that you followed to study an objective is the relational descriptive method for its relevance to the subject of the study. Because it focuses on classifying, organizing, and expressing information in quantity and

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quality, which facilitates understanding the relationships between the components of the phenomenon to be studied. As for being correlational, the goal is to know whether there is a relationship between two variables or not, to know the amount of this relationship (negative or positive), and to predict the effect of a variable on Another variable, (as Obeidat and others see 2000, p. 290) It is concerned with revealing the relationships between two or more variables to find out the extent of the correlation between these variables and expressing them in digital form.

The research sample included 85 teachers of physical education and sports with 41 secondary schools in the state of Laghouat

The study tool consisted of two scales representing the study variables, and the characteristics of these psychometric scales were verified.

### **Social Intelligence Scale.**

The Social Intelligence Scale consists in its initial form of 80 basic paragraphs prepared by: (Muhammad Hashem, 1998 AD). It has been codified and reformulated some of its paragraphs to suit the study environment and the nature of the study sample, and its validity and reliability were confirmed.

### **The professional competency scale.**

which is an evaluation card prepared by the researcher, consisting of (45) items, in all dimensions of knowledge, personality, skills, productivity and social,

## 2- Exposure , analyses and result exam :

The first hypothesis states that there are statistically significant differences in the availability of the dimensions of professional competence among teachers of physical education and sports in secondary education.

To verify this hypothesis, the researcher calculated the averages and standard deviations of professional competencies representing the dimensions of professional competence, and the following table shows the result:

**Table No. (01)** averages and standard deviations of the dimensions of professional competence for the study sample

	Dimensions of professional competence For professors	Averages	Standard deviations	Arrangement
1	0.42	3.82	Cognitive competencies	4
2	0.38	4.25	Personal competencies	1
3	0.42	3.94	Skills	3
5	0.59	3.79	Productive efficiencies	4
2	0.69	4.18	Social competencies	5

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By looking at the averages, we notice that the order of the availability of professional competencies came as follows: The most available dimensions of professional competence and practice among teachers of physical education and sports at the secondary stage in the state of Laghouat are personal competencies, followed by social competencies, then skill competencies, cognitive competencies, the least of which are productive competencies. The researcher believes that this arrangement is a logical arrangement, as the personal and social competencies are competencies that are often available in professors because they consist of features related to education, morals and communication with the surrounding community, and the design of the calendar card has assigned the evaluation of most of the paragraphs in these two dimensions to the professor himself, and naturally. That the subject gives himself high values, and the skill competencies came third because they are the most practiced professional competencies by teachers, and they are the most obvious in the performance of teachers.

As for productive competencies, they are the least available, and perhaps this is due to the fact that productive competencies are the fruit of all other competencies, which are competencies that are accurately measured and evaluated through the product of the actual professor by the school principal and the specialized educational inspector.

This result is consistent with the study (Medley, 2012), which aimed to develop and update the competencies of teachers in order to improve and develop the performance of teachers in the state of Michigan in the United States of America through updating and developing mechanisms for measuring teacher performance, and these competencies have been developed, organized and updated through a sample Of educational experts, and the sample consisted of (256) educational experts, including teachers, managers, experts and supervisors. The results of the study showed that new



competencies have appeared and have been added through this matrix of 144 competencies divided into 13 groups. They have been deleted or have been changed, based on expert opinions and the results that have emerged, and these competencies have been ranked according to importance, and the study showed the characteristics of an effective teacher through the matrix arranged in order of importance as follows: The teacher who works on permanent professional development, in addition to that Provides safety and security for students, continuously evaluates students' performance and skills, and is able to evaluate the effectiveness of instructions, and direct students to apply problem-solving techniques

The second hypothesis states that: There is a statistically significant correlational relationship between the axes of social intelligence and the dimensions of professional competence among teachers of physical education and sports at the secondary level

To verify the validity of this hypothesis, the researcher calculated Pearson's correlation coefficients between social intelligence and its axes, and professional competence and its dimensions, and the following table shows the result:

**Table No. (02)**

Correlation coefficients between social intelligence, its axes, and the professor's professionalism and its dimensions

Solve social problems	Social sympathy	Social self-efficacy	Social awareness	Social information processing	Social Intelligence Total degree	Variables	
0.48	0.45	0.50	0.43	0.31	0.59	Social Intelligence	

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						Total degree	Professional Competence of teacher
0.23	0.21	0.21	0.30	0.47	0.37	Cultural	
0.44	0.40	0.46	0.36	0.22	0.52	Personal	
0.35	0.38	0.39	0.36	0.24	0.47	Professional	
0.34	0.29	0.34	0.20	0.08	0.35	Productive	
0.52	0.49	0.52	0.53	0.40	0.66	Social	

**Function at 0.05 level, function at 0.01 level**

It is evident from the table that the value of the correlation coefficient between social intelligence and professional competence of a professor is 0.59, which is statistically significant at the level of 0.01, and this result is consistent with what the study of Damati (1991) found to know the relationship between social intelligence and the adequacy of teaching among teachers' role students in Egypt, in addition to Knowing the differences between the sexes in social intelligence. The sample of the study consisted of (100) pre-service teachers, (51) males and (49) females, on whom the George Washington University scale of social intelligence was applied, and the teaching adequacy note card for students, and the results showed a positive relationship between social intelligence and the adequacy of teaching among teachers. The results also showed that there was no statistically significant difference between the sexes in social intelligence and teaching adequacy. And also Abdel-Fattah's study (2001) revealing the social intelligence of the kindergarten teacher and its

relationship to both her performance efficiency and some skills and the child's social intelligence. The sample consisted of 600 children from kindergarten in Giza Governorate, Egypt, and their (30) teachers, and the study concluded in its results that there is a positive and statistically significant correlation between the kindergarten teacher's social intelligence and her performance competence, as well as a positive and statistically significant correlation between social intelligence. For kindergarten teacher and social intelligence in children. It also agreed with the study of Al-Damiri (2008) to find out the patterns of the relationship between the performance of teachers on testing personality traits and their social intelligence, to reveal the relationship between the social intelligence of primary school teachers and the quality of their performance, and to reveal the relationship between the social intelligence of teachers and their classroom interaction skills, and the study sample consisted of (550) primary school teachers in Ismailia Governorate schools in Egypt. The results showed a positive and statistically significant relationship between primary school teachers' social intelligence and the quality of their performance, in addition to a positive and statistically significant relationship between teachers' social intelligence and their classroom interaction skills.

The explanation for this is that physical education and sports professors in secondary education perform their functional tasks that they carry out during their work in the educational institutions in which they study is not limited to the cognitive aspect of the amount of information they possess within the framework of their specialization, but there are other capabilities and skills available to them in order to be able to succeed And

they succeed in their work because they work in the midst of a set of variables that must be controlled and controlled in one way or another, as it directly or indirectly affects their performance during their work and their professional competencies. Among the most important abilities that help and affect the performance of physical education and sports teachers are their cognitive and emotional skills and abilities. Suleiman, Muhammad 2005, p. 45

These findings confirm the validity of the general hypothesis that the most dimensions of professional competence available to teachers of physical education and sports in secondary education in the city of Laghouat are personal competencies, followed by social competencies, then skill competencies, cognitive competencies, the least of which are productive competencies.

There is a correlation between social intelligence and its components, and the professional competence of the professor and its dimensions as follows:

- Between the total score for social intelligence and the total score for professional competence, at the level of 0.01.
- Between the total score of social intelligence, and the dimensions of professional competence (cognitive, personality, skill, productivity, social) at the level of 0.01
- Between the total score of professional competence, and the components of social intelligence (social information processing, social awareness, social self-efficacy, social empathy, social problem solving) at the level of 0.01

### 3- Finding and propositions results

1. Working to inculcate psychological and social concepts through the teaching process, leading to the development of social intelligence and self-assertion among students.
2. Providing counseling and educational programs to develop social intelligence among workers in the educational field, to equip them with capabilities and skills to deal with students, and to have a good understanding of their behaviors, tendencies and interests, and to guide them and guide them.
3. Designing training courses for student teachers, related to developing social skills and social communication, which work on solving social anxiety problems
4. Including social and societal issues in the school curricula through which students acquire the skills of social interaction, good dealing with others, and behavior in different social situations.

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