
**Emotional Intelligence of parents and female teachers and its
relation to Social Skills in children with Mild Intellectual
Disability**

By

Eman Khaled ALjarboua

Dr. Elsayed Saad Elkhamisi

Dr. Maryam Isaa Alshirawi

Doi: 10.33850/jasht.2020.101211

قبول النشر: 28 / 6 / 2020

استلام البحث : 21 / 5 / 2020

Abstract:

The purpose of the current research was to identify the psychological profile of the emotional intelligence of parents and female teachers of intellectually disabled children and its relation to the level of emotional intelligence and social skills in children with mild intellectual disability. The research sample consisted of (32) children with mild intellectual disability (15 males, and 17 females), and (32) parents and (20) female teachers. The research used the (Wong, Wing & Law 2007) emotional intelligence scale and the Social Skills Assessment Scale by (Mubarak 2016). The results of the research demonstrated that the level of emotional intelligence of the parents and the female teachers was moderate, where the regulation of emotions in parents was the lowest, followed by the use of emotions, the evaluation of self-emotions and then understanding the feelings of others. The lowest level of female educators was the use of emotions followed by the evaluation of self-emotions, the regulation of emotions and then understanding the feelings of others. As for the nature of the relationship between emotional intelligence and social skills, the results showed no difference in the nature of the correlation between emotional intelligence of parents and female teachers and the social skills of the children.

Keywords: children with mild intellectual disability, emotional intelligence, social skills, families of intellectually disabled children, female teachers of children with intellectual disabilities.

Intellectual disability is one of the topics that researchers have been concerned with over time, due to its prevalence and the multiplicity of disciplines that it studies and researches, as well as the multiplicity of entities and groups that are affected and affect them.

The family and the school are integral and essential elements in the life of the child and affect all psychological and social aspects of him or her. They are the first humanitarian community in which children grows. They the care, attention and methods necessary to develop the social aspect of the child, and this directly affects his or her various skills. The family and the school are the main and important station from which the child learns all his skills and behaviors, which can lead to an independent behavior that reduces his dependence on others. Hence, the way in which children are treated by parents and teachers, whether by harsh control, sympathetic understanding, or containment has a profound impact on an individual's life and behavior. When parents have emotional intelligence, it helps in giving the child a good education (Baqazi, 2014).

One of the factors that affect the interaction of parents and teachers with the child with intellectual disability is the extent of their possession of an appropriate level of emotional intelligence, which affects the growth of the personality of children either in a normal and psychologically and socially compatible manner, or in a way that makes children's emotions sharp and their behavior aggressive and are more prone to frustration, depression, and psychosocial maladjustment (Zalat, 2014).

Multiple intelligences and emotional intelligence

In 1983 Gardner presented multiple intelligences for the first time in his book "Frames of Mind" and defined intelligence as the ability to solve problems, or create products that are valuable within

one or more cultural entities, and not as specified in many intelligence tests that focus on the linguistic and logical side only in the human being (Bou Taha, 2012), he covered two main aspects of his theory: The first aspect: Intelligence is not a homogeneous monolithic component, but there are many types of intelligence, and each type forms its own separate system. The second aspect: The types of intelligence interact to perform different life tasks.

Multiple intelligences form a collection of intellectual abilities of a person in the form of a set of mental abilities and skills , and each person possesses this collection of multiple intelligences but in varying proportions and varies from one to another and varies in how each individual uses these intelligences to determine the appropriate way to reach his goals (Youssef, 2017). Gardner believes that traditional theories of intelligence do not properly value human intelligence through traditional intelligence tests because they depend on a low rate of mental abilities. In contrast to that limited view of intelligence in its traditional concept that focuses on linguistic ability and mathematical ability, Gardner came up with scientific evidence confirming that people have multiple intelligences but in varying proportions. Therefore, he prepared a theory called the multiple intelligences theory, in which he explained that the abilities possessed by people are summed up in eight intelligences: (Linguistic intelligence, mathematical logical intelligence, spatial visual intelligence, physical-kinesthetic intelligence, musical intelligence, social intelligence, personal intelligence, linguistic intelligence). Gardner added Natural Intelligence in 1995 and Spiritual Intelligence in 1996 (Amer& Muhammad, 2008). And in 1999, Gardner added emotional intelligence, as the Multiple Intelligences Theory opened the way for other theories such as Emotional Intelligence (Rabat, 2016).

The Concept of Emotional Intelligence

Emotional intelligence is a form of intelligence that works hand in hand with the mental intelligence of the individual, where psychologists and sociologists have recognized that managing emotions is a powerful tool and classified as an independent form of intelligence (James, 2017) that means the individual's ability to overcome feelings of internal pain, sadness, anger, communicating with others, and understanding their emotional and sentimental lives at any time (Dumitrascu, 2017). The individual's ability to sympathize with others and understand what they feel makes the individual loved (Schmidt, 2016), and helps the individual to make positive changes in his life, because low emotional intelligence does not mean low mental intelligence (Richards, 2016). Hence, it is defined as the ability to control the way of expressing feelings and emotions and that the individual is unable to understand the reasons for curbing these emotions, but with a degree of control he can express his emotions and feelings in an appropriate and more rational way. Also the ability to use, manage and understand emotions positively in order to reduce stress, be able to communicate effectively with others and understand others, and overcome conflicts and challenges before they escalate into obstacles and problems (Smith, 2016). Al-Yamani (2014) also defined it as the individual's ability to understand, control and manage his own emotions, and his ability to adapt to his surroundings, and solve his daily problems, so that he is able to withstand the psychological pressures he is exposed to, manage them and understand the feelings of others around him and appreciate them. All that will contribute to his success in various aspects of life.

Emotional Intelligence of parents and teachers of children with Intellectual Disability:

Emotional intelligence has distinct characteristics for both families and teachers of children with Intellectual Disability. For families, they go through every stage of their life cycle with varying degrees of Psychological health and degree of balance, which contribute

significantly to the way children grow. The psychological, moody, social, economic, and educational situation of the families has an impact on their children, and families cannot help these children unless they go through the stress cycle (Jaballah, 2015). (Payal & Sampat, 2013) states that having high emotional intelligence capabilities enables families of children with Intellectual Disability to overcome stress levels, complacency, and ability to drive emotional understanding skills for the child and create a fulfilling and friendly relationship with other individuals.

In this regard, many studies have been conducted with the aim of revealing the emotional intelligence level of the parents of children with Intellectual Disability. Some study results indicated an moderate level of emotional intelligence among parents of children with intellectual disabilities (Abadi, Zadegan, Gorgij, Dadkan, 2014). Some other results indicated that there is a low level of emotional intelligence mothers of children with intellectual disability in the category of Down syndrome (Buzqaq and Bouchlak, 2014) and that this decrease is significant if compared to the parents of ordinary children (Ravindranadan & Raju, 2008). These studies also attempted to find the correlation between emotional intelligence in parents of children with intellectual disabilities and several variables. These studies concluded that there is a positive correlation between both the emotional intelligence of mothers and the adaptive behavior of their children with Down syndrome (Baaqazi, 2014) and the presence of a positive correlation between both the emotional intelligence of the fathers of children with intellectual disabilities and between both Psychological health and social adjustment for fathers (Abadi, Zadegan, Gorgij, Dadkan, 2014). These studies have also shown a positive correlation between emotional intelligence and parents' quality of life (Payal & Sampat, 2013) and a negative relationship between the emotional intelligence of parents and their psychological stress (Badawi, 2009; Payal & Sampat, 2013).

Regarding the teachers, educators began calling for the special education teacher to have a degree of emotional intelligence that helps him to resist psychological pressure and solve problems (Rashid and Al-Husseini, 2012). Al-Shaarawi (2010) mentions the most important emotional intelligence skills in a special education teacher that contribute to his rehabilitation, namely: Emotional and personal competence, including self-awareness, emotional awareness, accuracy in self-esteem and self-confidence, and how to manage emotions, including self-control and flexibility in dealing with the requirements of the situation, and how to manage relationships, including in influencing others, motivating others, managing conflict, empathy and communication. Finally, how to understand other people's emotions and act accordingly.

Several studies have been conducted to reveal the nature of emotional intelligence among teachers of children with intellectual disabilities, while the results of some studies have shown that female teachers for children with intellectual disabilities are higher in the level of emotional intelligence than male teachers (Shoab, 2013). Others have shown that there are no statistically significant differences between the averages of the levels of emotional intelligence between the two categories (Muhammad, 2007). These studies have also found the relationship between the emotional intelligence of teachers of children with intellectual disability and some variables. The results of these studies have indicated a positive correlation statistically significant between the emotional intelligence of female teachers and some dimensions of the social skills of their students with intellectual disabilities from females (Al-Howaimel, 2013). These studies also showed that there is a relationship between the emotional intelligence of teachers and between psychological stress, Occupational burnout, job satisfaction, and professional harmony (Shoab, 2013; Platsidou, 2010; Qandil, 2007; Jadallah, 2004).

Social Skills

Social skills are important elements that determine the nature of the individual's daily interactions with his or her surroundings in different contexts, which are the pillars of personal and community psychological compliance. It is also an important element that the individual needs to deal with others, without which relationships between individuals and groups become unstable and non-persistent (Al-Sharqawi, 2016).

The concept of social skills:

The views of the researchers in the science of education, psychology, and sociology varied and varied in their approach to social skills, resulting in several definitions. There are definitions which explain that social skills are socially accepted habits and behaviors, to which children are trained to the degree of mastery and perfection through social interaction, which is a partnership between children in everyday life situations and which can help to establish relationships with others in their own psychological context (Awad, Shreet, 2011). There are those who see it as verbal or non-verbal behaviors that contribute to increasing social interaction between the child and his peers and adults, which leads to their acceptance or rejection of him (Ahmad, 2014). Social skills include individuals owning a number of verbal and non-verbal behaviors that achieve a degree of social interaction with others, the family, teachers, comrades, and members of society and lead to acceptance by others of them that enable them to communicate positively and effectively with others, and with the surrounding environment (Bin Tafleh , 2015).

The nature of social skills for those with intellectual disability:

Disabilities often impose special restrictions on children that may have a major impact on the development of their social skills. It also leads to reactions and responses by others, which may be difficult to distinguish between their effects and the effects of disability on growth. intellectual disability may prevent the child from enjoying the

social capabilities that ordinary children of the same age can show. This may lead to the isolation of the child with intellectual disability, which exposes him to inconvenience and ridicule, which often results in the child feeling helpless, low self-concept and a tendency to social withdrawal (Al-Khatib, Al-Hadidi, 2013). Crane explains that individuals with intellectual disabilities face great difficulties in building appropriate social relationships with others and their social interactions are often limited compared to the social interactions of non-disabled individuals (in: Al-Khatib, 2010).

The lack of social skills in children with intellectual disabilities is due to several reasons, the most important of which are: The lack of necessary social skills and appropriate social competencies for children with disabilities, and the fear of social interaction with others due to past experiences of failure. Also, the reluctance of ordinary children to interact with children with disabilities because of the presence of different physical characteristics they have in addition to the lack of ordinary children to have the correct information about disability and children with disabilities. All this, in addition to some parents resorting to protecting their children in an exaggerated manner, which limits the opportunities available to them to develop social interaction skills, and finally, children with disabilities display unacceptable and non-adaptive behaviors (Muhammad, 2015).

Several studies have been carried out to reveal the nature of social skills in children with intellectual disabilities. The results of these studies have shown that all children with intellectual disabilities have a clear delay in social skills (Al-Jabreen, 2010; Karra, 2013; De Bildt et al., 2005). Studies have also shown that females are higher than males in social skills (Tekinarслан, Pinar & Sucuoglu, 2012), and that there is a statistically significant negative correlation between social skills and both depression (Mubarak, 2016) and abuse by the family and the teacher (Hassan, 2014 ; Al- Ahmadi, 2005). And also, stereotypical behavior and self-harm behavior (Matson et al. 2006).

Research problem

The family and the school are among the first environments to which a child is exposed in general and who have intellectual disabilities in particular. This environment affects the child's behavior fundamentally, and this effect results in giving the child many habits, behaviors and skills. Social skills are among the most important skills that children with intellectual disabilities acquire, which serve as the main gateway through which to integrate into society, and which help them to gain self-confidence to establish social relationships with others (Buzqaq, Bushalq, 2014). The child's acquisition of these skills depends on many variables, including the emotional intelligence of the parents and the teacher. The success of parents and teachers in educating children about different skills requires not only mental and professional abilities, but also an organization of their own emotions and an awareness of children's feelings when dealing with them. Thus, the difference in the level of emotional intelligence for parents or teachers may result in a difference in the level of social skills of a child with intellectual disability, but which is more related to the child's social skills; emotional intelligence for parents or teachers? Therefore, the study problem can be summarized in the following question: Is the nature of the relationship between the social skills of children with intellectual disabilities and the social intelligence of parents different from the relationship with the social intelligence of teachers?

Research questions

- 1- What is the psychological profile of emotional intelligence in parents of children with intellectual disabilities?
- 2 - What is the psychological profile of emotional intelligence in female teachers of children with intellectual disabilities?
- 3- Does the nature of the correlation differ between the emotional intelligence of both parents and female teachers for children with intellectual disabilities and the social skills of these children?

Method:

Research Sample

The research sample consisted of (32) children with mild intellectual disabilities, and (32) from parents distributed to (25) mothers, (7) fathers. It also consisted of (20) female teachers of the children with mild intellectual disabilities who were intentionally chosen from those enrolled in the Light of Hope Center, Disabled Children's Association, Steps Center, Child' will Center and The Institute of Intellectual Education affiliated with the Ministry of Education and Social Affairs in Al-Madinah Al-Munawwarah region in the Kingdom of Saudi Arabia. And Table 1 shows the distribution of the research sample according to the center, student gender, and average age.

Table 1

Center	gender		Total
	Male	Female	
Light of Hope Center	4	4	8
Steps Center	0	1	1
The Institute of Intellectual Education	0	2	2
Child' will Center	0	1	1
Disabled Children's Association	11	9	20
Total	15	17	32
Mean			9.08
Standard Deviation			1.87

Tools:

The current research data was based on the emotional intelligence scale of families and female teachers for children with mild intellectual disability, in addition to a measure of parents and teachers' assessment of the social skills of children with intellectual disabilities.

Emotional Intelligence Scale by (Wong, Wong & Law, 2007), translated and localization of researchers (2017).

The scale is in its original form by (Wong, Wong & Law, 2007) and aims to measure the level of emotional intelligence in individuals. The scale consists of (20) paragraphs. To prepare the scale for the Arabic image, we have contacted the scale maker to request the scale by e-mail and obtain approval to apply it. After that the scale was translated and localized, and the wording of some paragraphs of the scale was modified to suit the Saudi environment. The scale phrases - (20) words - were distributed on four dimensions: Understanding other people's feelings; emotional organization; using emotions; assessing self-feelings. The scale was presented to a number of arbitrators, who made their views and observations on the appropriateness of the scale paragraphs, the extent to which the paragraphs belong to the dimensions, and the clarity of their language formulation. The appropriate adjustments have been made.

Validity & Reliability:

The validity of the scale was verified by displaying the scale in its initial form to 9 arbitrators from university professors specializing in the field of special education, psychology, measurement and evaluation. The agreement rate ranged between (78%: 100%). The validity of the paragraphs was also calculated on a survey sample (34) from the families and teachers of children with disabilities. The correlation coefficient was calculated for each phrase with the total score for the dimension to which it belongs, Table 2.

Table 2

Correlation coefficients between the phrases of the emotional intelligence scale and the overall degree of the dimension.

Understanding other people's feelings		Emotional organization		Using emotions		Assessing self-feelings	
Phrase number	Correlation with dimension	Phrase number	Correlation with dimension	Phrase number	Correlation with dimension	Phrase number	Correlation with dimension

	n		n		n		n
1	.75**	6	.73**	11	.881**	16	.720**
2	.61**	7	.60**	12	.659**	17	.651**
3	.66**	8	.568**	13	.795**	18	.553**
4	.600**	9	.759**	14	.601**	19	.514**
5	.577**	10	.649**	15	.489**	20	.733**

Statistically significant at the level of 0.01

It is clear from Table 2 that the scale phrases were distinguished by a significant degree and statistically significant in their correlation with the overall degree of the dimension to which they belong, indicating that the scale has a high degree of reliability.

Reliability:

The reliability of the scale was extracted using Cronbach's Alpha coefficient on a sample of (34) from families and teachers of children with disability. The reliability coefficient values ranged between (0.728) and (0.619) for the dimensions, and its total score reached (0.690). This degree is a good value for the stability of the test.

Social Skills Scale of Children with intellectual disability (Mubarak, 2016).

This scale aims to estimate the degree of social skills of those with mild intellectual disabilities by parents and teachers. The social skills assessment scale consists of (49) phrases distributed on (5) dimensions: social interaction, self-control, social responsibility, friendships, and initiative.

Validity and Reliability:

The validity of the phrases of the scale was verified on 12 parents and 19 female teachers of children with mild intellectual disabilities, by calculating the correlation coefficient between each phrase with the total degree of the dimension it belong to and table 3 shows these results:

table 3

Correlation coefficients between phrases of the social skills scale with the overall degree of dimension

social interaction		self-control		social responsibility		friendships		initiative	
Phrase number	Correlation with dimension	Phrase number	Correlation with dimension	Phrase number	Correlation with dimension	Phrase number	Correlation with dimension	Phrase number	Correlation with dimension
					.823**				
					*				
					*	13			
					*				
					*				
					*				
					*				
	.836**								

Statistically significant at the level of 0.01 Statistically significant at the level of 0.05

It is clear from Table 4 that all phrases of the scale have a high degree of correlation with the overall degree of the dimension to which they belonged, and were statistically significant at a level less than (0.01), which indicates that the scale has high reliability.

Reliability:

The reliability of the scale was extracted using Cronbach's Alpha coefficient. The stability coefficients for the dimensions ranged between (0.863) and (0.899), while their value for the total degree was (0.968), which indicates that the scale has a high value for stability.

Results and Discussion:

Results related to the first question of the research

To answer the first question of the research which states: "What is the psychological profile of emotional intelligence in parents of children with intellectual disabilities?" The arithmetic average and the standard deviation of the parents' scores were calculated on the

emotional intelligence scale, in addition to calculating the percentage of emotional intelligence dimensions as shown in Table 6, in addition to drawing the profile of the averages.

Table 5

Arithmetic averages, and standard deviations, of the dimensions of emotional intelligence in parents of children with intellectual disabilities

Dimension	Mean	Standard Deviation	percentage
Understanding other people's feelings	3.75	0.72	%75
Assessing self-feelings	3.00	1.22	%60
Using emotions	2.97	1.06	%59.38
Emotional organization	2.84	1.08	%56.88
Total	12.56	3.03	%62.81

It is clear from Table (5) that the arrangement of dimensions according to the arithmetic average is as follows: it came after understanding the feelings of others and then assessing the feelings followed by the use of emotions, and finally came after the emotional organization, and Figure 1 shows the psychological profile of the emotional intelligence of the parents of children with intellectual disabilities.

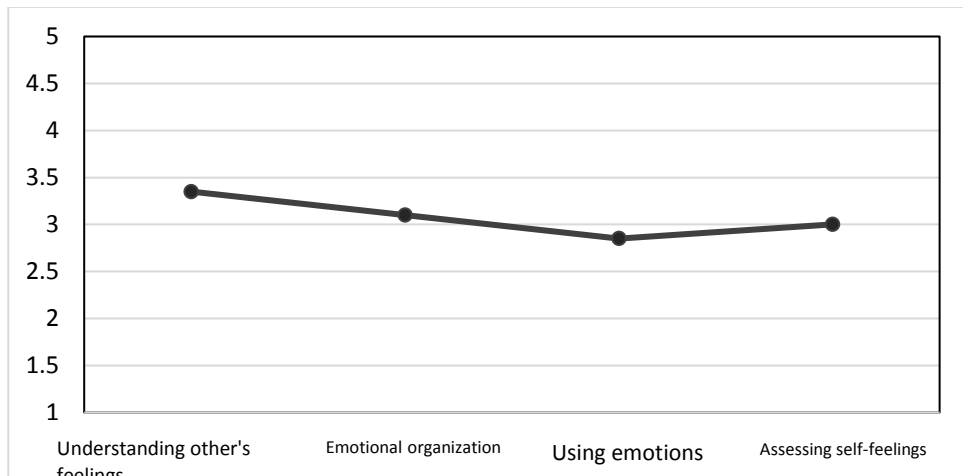


Figure 1: The psychological profile of the emotional intelligence of parents of children with intellectual disabilities

The distribution of levels of emotional intelligence for parents of children with intellectual disabilities was also extracted, as shown in Table 6,

Table 6

Level	Range of degrees	Repetition	percentage
Low	7 to 0	2	%6.25
Medium	13 to 8	19	%59.38
High	20 to 14	11	%34.37
Total		32	%100

the previous table shows the percentage of levels of emotional intelligence in the parents of children with intellectual disabilities. It is clear from the table that parents who have a percentage of (34.37%) fall into high emotional intelligence, while parents with medium emotional intelligence reached (59.38%), and low emotional intelligence of parents was (6.25%).

It can be explained that the emotional intelligence level of the parents is medium, because the presence of the child with intellectual disability in the family urges the parents to find ways to deal with the

child's problems and understand his needs and requirements. The family of a child with intellectual disability is going through a series of problems and crises, and therefore needs strength, patience, and the ability to use, control and direct the emotions properly so that it can provide services to the child to help him adapt to society. When the family has emotional intelligence, it can deal with the problems that confront them in dealing with the child with intellectual disability. This is confirmed by Payal & Sampat (2013) that the presence of a child with intellectual disability creates a form of challenge for parents that includes more tension and anxiety. Parents' emotional intelligence helps them reduce stress levels, self-satisfaction, the ability to organize emotions, and thus the ability to understand a child's emotions and establish a friendly, fulfilling relationship with other individuals. This result is consistent with what was indicated by the study of (Abadi, Zedegan, Gorgij, Dadkan, 2014) that the emotional intelligence of the parents of children with mild intellectual disabilities in their study falls on the medium, while in the study of Buzqaq and Bouchalalaq (2014) the emotional intelligence of mothers of children with intellectual disability of the class of Down syndrome are located in the low and high levels.

The results of the current research also revealed that the dimension of understanding the feelings of others occupied the first rank by a percentage of (75%) between the other dimensions of emotional intelligence, which can be traced back to the fact that families of children with intellectual disabilities working on understanding the emotions of the child, and understanding the emotions of others and their responses towards the child to determine negative or positive attitudes towards the child (Al-Ahmadi, 2015). The dimension of assessing self-feelings also got the second position by a percentage of (60%), due to the fact that they are families of children with intellectual disabilities and thus they face high emotional pressure and changes in the course of their lives, they feel

sad, so families resort to trying to understand their inner feelings to overcome frustrated and negative feelings and expression About it naturally and positively. When the family assesses its own feelings, it will have a positive impact in identifying the feelings and emotions directed at the child, and this is confirmed by Smart (2015). When an individual assesses his own feelings, this indicates self-management, self-control, adaptation and confidence.

The dimension of using emotions came in the third place with a percentage of (59.38%) among the other dimensions of emotional intelligence, and these results can be explained as a result of the fact that the family carries out the duties and rights of the child, and thus the parents are exposed to constant pressures and negative emotions, which reduces their motivation to carry out any emotional activities. Consequently, the family resorts to controlling negative emotions and emotions, using them and converting them into positive emotions, while practicing social life skills effectively. Sullivan (2016) noted that an individual's ability to use his emotions in a positive way helps them relieve stress and communicate effectively. As for the organization of emotions, it came in fourth place with a percentage (56%). This can be explained by the fact that the family of children is affected by the presence of a disabled child, and it has problems in dealing with their children, child care pressures and repeated frustrations, so it needs first to control its negative emotions. This is what Baqazi (2014) pointed out that organizing and managing emotions in the correct way from parents and directing them rationally when dealing with the child makes them feel a kind of inner satisfaction, as emotional intelligence contributes to the way they deal, interact and understand their children's needs.

Second Question results:

To answer the second question of the research that states: " What is the psychological profile of emotional intelligence in female teachers of children with intellectual disabilities?" The arithmetic

average and the standard deviation of the female teachers' scores were calculated on the emotional intelligence scale, in addition to calculating the percentage of emotional intelligence dimensions as shown in Table 7, in addition to drawing the profile of the averages.

Table 7

Arithmetic averages, and standard deviations, of the dimensions of emotional intelligence in female teachers of children with intellectual disabilities

Dimension	Mean	Standard Deviation	percentage
Understanding other people's feelings	3.35	1.09	%67
Emotional organization	3.10	1.55	%62
Using emotions	2.85	1.23	%57
Assessing self-feelings	3.00	1.49	%60
Total	12.30	4.08	%62

It is clear from the table that the total average is equal to (12.30) and with a standard deviation (4.08 and at the level of 62%), and the dimensions can be arranged according to the arithmetic average as follows: The dimension of understanding the feelings of others came first and then the emotional organization followed by the assessing self-feelings, and finally the dimension of Using emotions, and Figure 2 shows the psychological profile of emotional intelligence in teachers of children with intellectual disabilities.

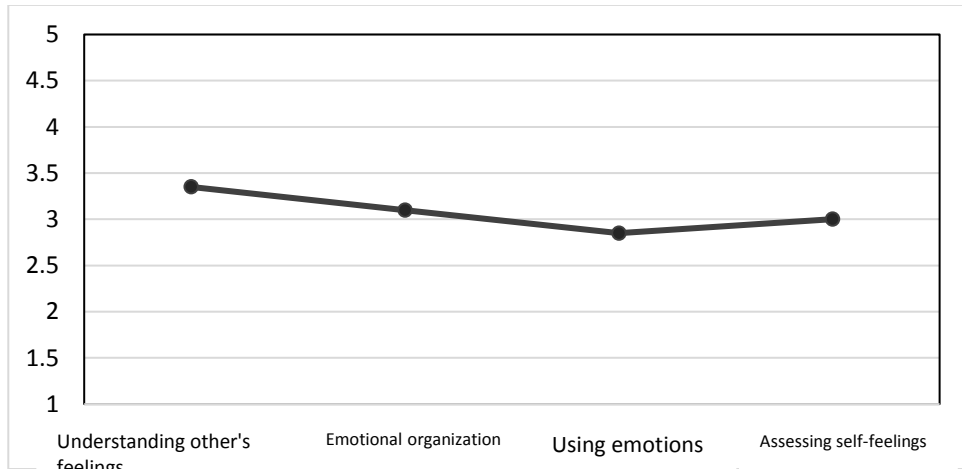


Figure 2: The psychological profile of emotional intelligence in teachers of children with intellectual disabilities.

The distribution of levels of emotional intelligence for female teachers of children with intellectual disabilities was also extracted, as shown in Table 8,

Table 8

level	Range of degrees	Repetition	percentage
Low	7 to 0	3	% 15
medium	13 to 8	9	% 45
High	20 to 14	8	% 40
Total		20	% 100

Table 8 shows the distribution of levels of emotional intelligence of female teachers of children with intellectual disabilities. It is clear from the table that the percentage of female teachers with high emotional intelligence has reached (40%), while the percentage of female teachers with medium emotional intelligence was (45%), and the percentage of low emotional intelligence was (15%).

It is clear from the previous results that the dimension of understanding the feelings of others was the highest by a percentage

of ((67%). This can be explained by the nature of the work of teachers of children with intellectual disabilities who have been prepared in a professional and educational way that enables them to deal with children with intellectual disabilities as they communicate directly with the child and sympathize with him. When the teacher understands the child's feelings, she can meet his needs, consider individual differences, and communicate effectively with the child. The basis of the successful teacher is sympathy for others, not only with the child and also with the family of him. The family searches for those who sympathize and direct them. Therefore, the teacher seeks to form good relationships with the family to understand their needs and to take the right decisions for the child, and work in the interest of the child with intellectual disability, and this is consistent with what Shaarawy (2010) indicated that one of the most important emotional intelligence skills in a special education teacher that contributes to his rehabilitation is influencing the others and communicating with them. The skill of organizing emotions is ranked second with a percentage of (62%). This result can be explained by the fact that teachers of children with intellectual disabilities interact with children of a special nature and resort to diversity in teaching, methods and enrichment activities, so the teachers resort to organizing and controlling their emotions. In this regard, Al-Zahrani and Rushdi (2010) emphasized that the special education teacher deals with a group with special needs and needs to be more able to organize and control his emotions, and that work in the field of special education requires not only training and preparation, nor knowledge intelligence only, but requires special intelligence that helps him cope with stress and contain problems.

The skill of Assessing self-feelings is ranked third with a percentage of (60%) among other dimensions of emotional intelligence, followed by the skill of using emotions in the fourth place with a percentage of (57%). These results can be explained

based on the pressures that the teachers are exposed to as they interact with and teach children. Children with intellectual disabilities have psychological, social and mental characteristics, so the teachers must know about these characteristics, which causes them psychological pressures and exhaustion in dealing with children with intellectual disabilities. When the female teacher evaluates her own feelings and knowledge of the strengths and weaknesses, she achieves success in work and overcomes difficulties and crises and thus communicates effectively with the child. This is what the study of Rashid and Al-Hussaini (2012) indicated that the teacher of special education must have self-confidence and self-awareness, which is a pillar of emotional intelligence because it has an impact on the performance and preparation of the teacher.

Third Question Results:

To answer the third question of the research that states: "Does the nature of the correlation differ between the emotional intelligence of both parents and female teachers for children with intellectual disabilities and the social skills of these children?" Pearson correlation coefficient (r) was calculated between the emotional intelligence of the parents and the female teachers of children with intellectual disabilities and social skills in children with intellectual disabilities as shown in Table 9 and Table 10.

Table 9

social skills	The emotional intelligence				
	Understand other's feelings	Emotional organization	Using emotions	Assessing self-feelings	Total
social communication	0.323	.614**	.372*	0.099	.466**
Self-controlling	.434*	.644**	.411*	0.224	.567**
Social Responsibility	.442*	.503**	0.34	0.223	.494**
Friendships	.460**	.464**	0.341	0.197	.474**

The initiative	.383*	.537**	0.322	0.2	.476**
Total	.452**	.617**	.398*	0.208	.551**

Statistically significant at the level of 0.00 Statistically significant at the level of 0.05

The use of the Pearson correlation coefficient showed that there is a statistically significant correlation between the total degree of emotional intelligence in parents of children with intellectual disabilities and all dimensions and the total degree of social skills in children with intellectual disabilities.

Table 10

social skills	The emotional intelligence				
	Understand other's feelings	Emotional organization	Using emotions	Assessing self-feelings	Total
social communication	0.231	.499**	0.272	.338*	.444**
Self-controlling	.354*	.446**	.392*	.531**	.567**
Social Responsibility	0.291	.454**	.409*	.533**	.559**
Friendships	0.269	.580**	0.322	0.308	.488**
The initiative	0.187	.496**	.386*	.421*	.497**
Total	0.289	.547**	.388*	.460**	.557**

Statistically significant at the level of 0.01 Statistically significant at the level of 0.05

The use of the Pearson correlation coefficient showed that there was a statistically significant correlation between the dimensions and the total degree of emotional intelligence of female teachers of children with intellectual disabilities and the total degree of social skills of children with intellectual disabilities.

To verify whether the nature of the relationship between emotional intelligence in parents and teachers varied with the dimensions of social skills of children with intellectual disabilities, the Zr values corresponding to the correlation coefficients were used, and then a z-test was used to compare two independent correlation factors as shown in Table 11.

Table 11

Social Skills dimension	Coefficient of correlation with emotional intelligence in parents	Z	Coefficient of correlation with emotional intelligence in teachers	Z	Value of z
social communication	.466**	0.504	.444**	0.478	0.11
Self-controlling	.567**	0.640	.567**	0.640	0.00
Social Responsibility	.494**	0.543	.559**	0.633	0.40
Friendships	.474**	0.517	.488**	0.536	0.08
The initiative	.476**	0.517	.497**	0.549	0.14
Total	.551**	0.615	.557**	0.633	0.07

Statistically significant at the level of 0.01

To verify the significance of the difference in the relationship strength, the z test was used to compare two independent correlation factors, where the calculated value of the Z test was (0.07) and it is noticed that it is less than the critical degree of the Z test at the significance level (0.05) which reached (1.96). It was also found that the calculated Z values for all dimensions are less than the critical degree for the Z test at the significance level (0.05) which reached (1.96). This indicates that the nature of the correlation does not differ between the emotional intelligence of the parents and the female teachers of children with intellectual disabilities and social skills in children with intellectual disabilities. This also indicates that the greater the emotional intelligence of parents and teachers, the greater the social skills of children with intellectual disabilities. These results can be explained by considering that both the family and the school are essential elements in a child's life as he grows, learns and acquires many skills and information from them. Thus, both affect the child in all psychological and social aspects. If the family possesses a degree of emotional intelligence, this leads to the growth of the children's personality in a manner that is normal and compatible psychologically and socially (Zalat, 2014). Also, the teacher is an effective and important element in the educational process. The teacher has a great impact on the child. When the teacher possesses the emotional intelligence, she can form successful relationships with them, and she

can overcome the difficulties she faces in teaching children with intellectual disabilities, and therefore the children are affected by this feeling that the teacher has. This finding is consistent with the studies of Baqazi (2014), Al-Anazi (2010), Al-Humaidhi (2004), and Al-Howaimel, (2013).

References:

- Abadi, H. J., Zadegan, A. I., Gorgij, H. C., & Dadkan, A. A. (2014). The Relationship between Emotional Intelligence, Mental Hygiene and Social Adjustment of Mentally Retarded Children's Parents and Normal Children's Parents. *International Journal of Psychology and Behavioral Research*, 3(4), 243-251.
- Ahmed, Doaa. (2014). Some social skills of children and their relationship to the acceptance of their peers and some demographic variables. *Arab Childhood Magazine*, 15 (60), 65-107.
- Al-Ahmadi, Adel. (2005). *The differences in social skills and behavioral problems among elementary school students with slight mental retardation, both integrated and non-integrated, in the city of Riyadh* (unpublished Master Thesis). Arab Gulf University, Bahrain.
- Al-Anzi, Majed. (2010). *The relationship between the dimensions of family relations and the degree of social skills of children with mild intellectual disabilities in the State of Kuwait* (unpublished Master Thesis). Arab Gulf University, Bahrain.
- Al-Howaimel, Mounira. (2013). *The emotional intelligence of female teachers of those with intellectual disabilities who are able to learn and its relationship to some social skills for primary school students* (unpublished master thesis). Imam Muhammad bin Saud Islamic University, Riyadh.
- Al-Jabreen, Adel. (2016). The differences in social skills between students with intellectual disabilities who are integrated and non-integrated. *Journal of Special Education*, 15, 138-186.
- Al-Khatib, Jamal and Al-Hadidi, Mona. (2013). *Early intervention, special education in early childhood*. Amman, House of thought for publication and distribution.

- Al-Khatib, Jamal. (2010). *Introduction to mental disability*. Amman: Wael Publishing House.
- Al-Sharqawi, Mahmoud. (2016). *Training in social skills and raising the social competence of children with intellectual disabilities who are able to learn*. Cairo: House of Knowledge and Faith for Publication and Distribution.
- Al-Yamani, Abdul Raouf. (2014). The relationship between parenting and emotional intelligence for a sample of high school students in the Amman Third Directorate in light of some variables. *Irbid Research and Studies Center*, 17 (6), 81-124.
- Al-Zahrani, Ali and Rushdi, Serry. (2009). Occupational satisfaction as a predictor of emotional intelligence for special education teachers. *Journal of the College of Education*, 66, 273-316.
- Amer, Tariq and Muhammad, Rabie. (2008). *Multiple Intelligences*. Amman: Al-Yazouri Scientific House for Publishing and Distribution.
- Awwad, Ahmed and Shrett, Ashraf. (2011). *A family and teacher guide on developing social skills for children with visual disability*. Alexandria: Horus International Foundation for Publishing and Distribution.
- Badawi, Heba. (2009). *Psychological Stress and Its Relationship to Emotional Intelligence for Parents of School Students of Intellectual Education* (Unpublished Master Thesis), Sohag University, Egypt.
- Baqazi, Manal. (2014). *Emotional Intelligence for Mothers and its Relationship to Adaptive Behavior in Autistic Children and Down Syndrome* (published Master Thesis). Umm Al Qura University, Makkah.
- Bin Tafleh, Sultana. (2015). Restricting the role of early intervention programs in developing the social skills of children with intellectual disabilities from the viewpoint of parents and female teachers. *Journal of Special Education*, 10, 1-62.

- Bou Taha, Shaza. (2012). Multiple intelligences, practical activities and applied lessons. Amman: Debono Center For Teaching Thinking.
- Buzqaq, Samira and Bouchelak, Nadia (2014). A study of the level of emotional intelligence in mothers of children with intellectual disabilities and Down syndrome: an exploratory field study in Ouargla. *Journal of Humanities and Social Sciences*, (14), 130-115.
- De Bildt, A., Serra, M., Luteijn, E., Kraijer, D., Sytema, S., & Minderaa, R. (2005). Social skills in children with intellectual disabilities with and without autism. *Journal of Intellectual Disability Research*, 49(5), 317-328.
- Dumitrascu, S. (2017). *Emotional Intelligence at Work: A Practical Guide*. Independently published.
- Hassan, Ghada. (2014). Ill-treatment of children with mild intellectual disabilities and their relationship to social skills in the Kingdom of Bahrain (unpublished Master Thesis). Arab Gulf University, Bahrain.
- Jaballah, Manal. (2015). *Emotional Intelligence Psychology, Foundations and Applications*. Cairo: House of Knowledge and Faith for publication and distribution.
- James, R. (2017). *Emotional Intelligence: The Definitive Guide to Understanding Your Emotions, How to Improve Your EQ and Your Relationships*. Ryan James.
- Karra, A. (2013). Social Skills of Children with Intellectual Disability attending home based program and Children attending regular special schools—A Comparative Study. *International Journal of Humanities and Social Science Invention ISSN (Online)*, 2319-7722.
- Matson, J. L., Minshawi, N. F., Gonzalez, M. L., & Mayville, S. B. (2006). The relationship of comorbid problem behaviors to

- social skills in persons with profound mental retardation. *Behavior Modification*, 30(4), 496-506.
- Mohamed, Adel. (2015). The effectiveness of a training program for teachers in integration schools in improving the social skills of children with intellectual disabilities. *Journal of Special Education*, 12, 128-149.
- Mubarak, Sarah. (2016). Social skills and its relationship to depression for individuals with mild intellectual disability in the State of Kuwait (unpublished Master Thesis). Arab Gulf University, Kingdom of Bahrain.
- Muhammad, Huda. (2007). Emotional intelligence and its relationship to job satisfaction for physical education teachers in special groups schools. *Assiut Journal of Science and Art of Physical Education*, 24 (3), 25-73.
- Platsidou, M. (2010). Trait emotional intelligence of Greek special education teachers in relation to burnout and job satisfaction. *School Psychology International*, 31(1), 60-76.
- Qandil, Iman. (2005). Emotional Intelligence and Professional Compatibility for Special Education Teachers (Unpublished Master Thesis). Benha University, Egypt.
- Rabat, Bahira. (2016). Multiple intelligences and mathematical thinking. Cairo: Taiba Foundation for Publishing and Distribution.
- Ravindranadan, V., & Raju, S. (2008). Emotional intelligence and quality of life of parents of children with special needs. *Journal of the Indian Academy of Applied Psychology*, 34, 34-39.
- Richards, L. (2016). *Emotional Intelligence: Control Your Emotions and Eliminate Fear*. CreateSpace Independent Publishing Platform.
- Schmidt, A. (2016). *Emotional Intelligence: Ultimate Practical Guide: How to Become A Lively And Likeable Leader By*

-
- Improving Your EQ*. CreateSpace Independent Publishing Platform.
- Shoaib, Ali. (2013). Psychological pressures, Occupational burnout, and emotional intelligence for male and female teachers in Najran special education programs. *Journal of Psychological and Educational Studies for Quality of Life*, 2 (3), 77-94.
- Smart, B. (2015). *Emotional Intelligence: 30 Days To Higher Emotional*. CreateSpace Independent Publishing Platform.
- Smith, B. (2016). *Emotional Intelligence: Exploring the Most Powerful Intelligence Ever Discovere*. CreateSpace Independent Publishing Platform.
- Sullivan, K. (2016). *Emotional Intelligence: 50 effective ways to improve communication skills, EQ and mastering your emotions*. Create Space Independent Publishing Platform.
- Wong, C., Wong, P. & Law, k. (2007). *Evidence of the practical utility of Wong's emotional intelligence scale in Hong Kong and mainland China*. *Asia Pacific J Manage* (2007) 24:43-60.
- Youssef, Ibrahim. (2017). *Building a multiple intelligences scale for high level athletes*. Alexandria: The World of Sports Foundation.
- Zalat, Abdullah. (2014). The emotional intelligence of parents and its relationship to the psychological compatibility of a sample of university students. *Word of Education*, 15 (48), 287-329.