

**RESEARCH ARTICLE****Emotional intelligence of teachers of Learning Disabilities in English language from their point of view**Mohamad Ahmad Saleem Khasawneh<sup>1\*</sup> **Abstract**

This research examined the level of emotional intelligence of teachers of learning disabilities in English language from their perspective in Irbid Governorate. The study included 30 teachers from both genders, who were selected in the random method. An emotional intelligence scale was used to collect data. The findings of the study revealed a high level of emotional intelligence according to the answers of teachers of LDs in English language themselves. In light of the results, the study recommends designing a training program to raise the level of emotional intelligence for teachers of learning disabilities in English language and conducting empirical studies on the subject of emotional intelligence for teachers of learning disabilities.

**Key words:** learning disabilities in English language, emotional intelligence, teachers

**1 | INTRODUCTION**

Emotional intelligence (EI) is one of the main variables that have emerged in the educational field as a major characteristic of the teacher. It is also one of the patterns of social effectiveness and adequacy variables, which stands behind the high level of teachers' performance of the tasks entrusted to them, and the consequent improvement in the performance of working individuals for their roles and its positive impact on their productivity. The term emotional intelligence has emerged as independent of the general intelligence quotient (IQ). Goleman (1995) has linked intelligence with different concepts related to a person's knowledge, the ability to manage emotions, motivations, and building relationships. Recent research in EI, conducted in the workplace, has assumed that emotional intelligence has an essential role in the activities and effectiveness of all institutions. Luthans (2002) argued that in positive organizational behavior, emotional intel-

ligence was developed as a basic variable that can arise, develop and manage to obtain improvement in performance and achievement in various institutions. Emotional intelligence is an important basis for success in many professions. Many professional institutions have conducted studies on emotional intelligence that show that those who achieve outstanding results possess good levels of emotional intelligence and related ability, as a result of the calm responses they enjoy. In any case, lower levels of EI of individuals leads to negative feelings such as aggression, fear, and anger. Such conditions cause waste of people's energy, low morale, leaving work, a sense of pity, and lead to hindering collaboration at work. Emotion change us with energy and motivation. However, once these emotions are negative, they generate negative energy, but, on the other hand, the positive emotional status will leave good and positive energy. Emotional intelligence includes a group of capabilities related to feelings and emotions of the

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Supplementary information The online version of this article contains supplementary material, which is available to authorized users.

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# **Emotional intelligence of teachers of Learning Disabilities in English language from their point of view**

individual and they way these feelings appear for others (Chermiss, 2002; Goleman, 1998).

## **The problem of the study**

Research on emotional intelligence is still new because the concept of EI is still modern, and it has received great attention from researchers, institutions, and mass communications. Daniel Goleman (2002) described in his book on the subject of emotional intelligence how organizations' managers have been curious and want to see the benefits of having emotionally intelligent employees. Nowadays, researchers are focusing on the role of EI in increasing contentment, and managerial competence. Research has shown a strong link between EI and success in a profession or work, with social sensitivity, leadership, and oral communication, and with problem-solving style. Therefore, an emotionally intelligent teacher may be of great benefit to the institutions in which they work (Busso, 2003) because it is the most important resource that enriches any organization.

Emotional intelligence is an important element for success in work performance. Therefore, this study is determined to identify the level of the emotional intelligence of teachers of LDs in English language.

## **Questions of the study**

The study sought to answer the following two questions:

1. What is the level of emotional intelligence of teachers of LDs in English language in Irbid city from their point of view?
2. Are there any statistically significant differences in the level of emotional intelligence among teachers of LDs in English language in Irbid city from their point of view due to the variables of gender, academic qualification, and years of experience?

## **Significance of the study**

It is hoped that the current study will be one of the first Arabic studies, which targets the subject of the perspective of teachers of LDs on their levels of emotional intelligence among . This study is expected to contribute to enriching the Arabic library with a new subject. School teachers can benefit from the results of the current study, especially about the mechanisms for raising their emotional intelligence level, and the positive consequences that this may have on

raising their performance level.

## **2 | LIMITATIONS**

The results of the current study are limited to the responses of the teachers, who teach students with learning disabilities in schools in Irbid city, without other teachers from other schools. This study was only conducted during the second semester of the year 2019/2020. The application of the instrument and the responses of the sample govern the nature of the results.

## **3 | LITERATURE REVIEW**

Researchers have linked emotional intelligence features and traits with professional and occupational outcomes. David McClelland noticed that teachers with EI competencies were more effective and influential than peers who lack EI skills (Busso, 2003). This pattern of teacher evaluation of their emotional intelligence skills continues to the present.

Many strategies can be adopted in developing emotional intelligence capabilities. Vitello (2003) has come up with five strategies that help the teacher develop emotional intelligence capabilities, such as the strategy of focusing on self, the strategy of meditation and thinking about the external environment, the strategy of engaging in positive thinking and imagination, the strategy of using evaluative research, and the strategy of practicing empathetic listening.

### **Previous studies**

Naima (2020) investigated emotional intelligence of the learners from their perspectives. The descriptive method was utilized and a questionnaire was administered to 72 students from Chlef city, Algeria. The findings showed that students' views toward the emotional intelligence of their teachers were positive. The students expressed that their teachers were kind, caring respectful, and encouraging. Some teachers motivate students to learn better. However, some students expressed that some teachers use anger and seem rude in their treatment.

Ghboun et al (2020) identified the relationship

between EI and leadership skills of the schools' principals. The study used a questionnaire and was applied to 140 principals. The findings revealed that there is a moderate relationship between EI and leadership skills among the sample. Findings show that the more emotional intelligence the principals have the more their leadership skills increase.

Joifel et al (2020) investigated the effect of EI on the development of visual and spatial skills among eighth-grade students in Jordan. The descriptive design was used in this study and was applied to a sample of 192 students. The findings showed improvement of students in reflective thinking skills. The findings also showed the superiority of female students over male students in their reflective thinking skills.

Abu Shehab and Gibran (2020) explored the impact of an emotional intelligence-based program on improving job satisfaction among school principals in Irbid city, Jordan. The experimental design was used and a training program was developed, which was applied to 24 principals. The findings showed that emotional intelligence helps in improving job satisfaction. The findings also showed that experience and academic qualification affect the level of emotional intelligence among principals.

Mustafa (2020) explored whether emotional intelligence have a role in the nature and levels of organizational skills of teachers. The study included 348 teachers from Beni Suef. The findings found no direct correlation between emotional intelligence and teachers' skills. There was also no relationship between emotional intelligence and teachers' intention to leave work or vertical bullying.

## 4 | METHODOLOGY

### Population and Sample

The sample included 30 male and female teachers from Irbid city, Jordan. This sample was selected randomly from a larger population of teachers in Irbid city. The total number of teachers of LDs in English was 60 teachers.

### Instrument of the study

The study used the scale of emotional intelligence designed by Schutte et al (1998) and used in Busso

(2003). The scale consisted in its original form of (33) items that measure the level of emotional intelligence of an individual.

### Validity

The emotional intelligence scale was validated by presenting it to a group of experienced judges. After collecting the forms from the members of the jury, the researcher made all the modifications requested by the jury members. An approval rate of 80% or more relied on the paragraph to keep it, and thus the full number of its paragraphs was preserved.

### Reliability

To ensure the stability of the emotional intelligence scale, Cronbach's alpha method was used to identify the total degree of stability of the study scale. The value of the reliability coefficient was (0.87), which is an acceptable value for this scientific research.

## 5 | RESULTS

The first question:

The data on the first question was collected by extracting the means and standard deviations of the level of emotional intelligence of teachers of English language based on their response on the emotional intelligence scale, as shown in Table (1).

**Table 1: The means, standard deviations, and ranks of English language teachers' answers on the emotional intelligence scale, arranged in descending order**

## Emotional intelligence of teachers of Learning Disabilities in English language from their point of view

NO.	Statement	Mean score	Standard deviation	Rank
24	I know the nonverbal messages I send to others.	4.55	0.61	1
1	I know the right time to express my issues to others.	4.52	0.81	2
16	I like to leave good impression about myself.	4.48	0.62	3
18	I realize the emotions people show from facial expressions.	4.46	0.53	4
21	I have control of my emotions.	4.45	0.72	5
15	I praise others when they do a good job.	4.44	0.80	6
6	I reevaluate my life because of some important events.	4.41	0.71	7
17	Problem-solving is easy for me when I am in a positive mood.	4.40	0.76	8
22	It is easy for me to perceive my emotions when I exercise them.	4.39	0.60	9
31	Good moods help me to face challenges.	4.39	0.68	10
7	Changing my mood help me find opportunities.	4.38	1.18	11
23	I motivate myself by visualizing good outcomes for the tasks I am doing.	4.36	0.66	12
9	When I express my feelings, I know what I am doing.	4.35	0.67	13
20	Being in a positive mood help me to find good ideas.	4.34	0.72	14
19	I realize the reasons behind my change in emotions.	4.33	0.65	15
13	I arrange events for others to enjoy.	4.32	0.66	16
14	I look for activities that make me happy.	4.31	0.92	17
3	I expect success in most of the work I try to do.	4.30	0.70	18
25	I realize the nonverbal messages others are sending.	4.29	0.75	19
30	I help others feel better when they are upset.	4.26	0.68	20
10	I have good expectations of good things to happen.	4.24	0.70	21
2	I remember similar obstacles I faced before to overcome new challenges.	4.23	0.68	22
4	It is easy for others to trust me.	4.22	0.78	23
11	Sharing my feelings with others helps me.	4.18	0.97	24
32	People's tone or voice helps me understand them.	4.13	0.82	25
29	Seeing people's eyes and faces help to know what they think about.	4.07	0.80	26
8	Emotions have high value in my life.	3.98	0.95	27
12	I can use positive feelings in doing good things.	3.95	0.92	28
26	When people tell me about something important, I share with them the feelings they have.	3.58	1.10	29
27	I have new ideas when my feelings change.	3.82	0.97	30
33	When I face a new challenge, I give up, because I think I will fail.	3.11	1.31	31
5	It's hard for me to understand nonverbal messages from others.	2.88	1.14	32
28	It's hard for me to understand why other people feel the way they do.	2.81	1.45	33
	Total	4.11	0.33	

Table(1)shows that the level of emotional intelligence for teachers was (4.11) with a standard deviation of (0.33). This indicates a high level of EI among the study sample members of teachers in Irbid city. This result can be explained by many reasons, including teachers' knowledge when they talk about their problems with others, their high expectations of success, their experience in how to face various obstacles, as well as their gaining the confidence of their teachers and their understanding of many matters related to dealing with others without the need to be clarified by teachers.

Also, the awareness of English language teachers about their emotions may be one of the main reasons behind their high level of emotional intelligence. This is what makes them constantly search for events that bring happiness to their hearts and the hearts of those around them through the participation of others, and their arrangement of things so that others enjoy them.

The second question

The second question was to identify the effect of gender on the responses of

the sample of the study. The t-test was run to detect the existence of differences in the level of emotional intelligence for teachers due to the gender variable. Table (2) shows the results of this test.

**Table (2) : The means, standard deviations, and t value of the answers of teachers of LDs in English language on the emotional intelligence scale according to the gender variable**

Gender	NO.	Mean score	Standard deviation	t value
Male	15	4.00	0.22	- 1.98*
Female	15	4.16	0.37	

The mean score of the male teachers was (4.00) with a standard deviation of (0.22), while the mean score of the female teachers was (4.16) with a standard deviation of (0.37). By applying the t-test for two independent samples, the t-value reached (-1.98), which is statistically significant at the level of significance ( $\alpha$ ).  $\geq 0.05$  and in favor of the female teachers.

To answer the second question concerning the academic qualification variable, the one-way ANOVA test was used. The mean scores and standard deviations were found according to the academic qualification variable for the sample members of the male and female teachers, and Table (3) illustrates the results.

**Table (3) : The mean scores and standard deviation of the level of emotional intelligence for teachers of English language according to the academic qualification variable**

academic qualification	Mean score	Standard deviation
Bachelor's degree or less	4.02	0.25
High diploma	4.25	0.42
Master's degree and above	4.08	0.30

Table (4) indicates the results of the one-way variance analysis of the emotional intelligence level variable for teachers of English language according to the academic qualification variable.

**Table 4: Results of the ANOVA analysis of the emotional intelligence level for teachers of English language according to the academic qualification variable**

Source of variance	Sum of squares	Freedom value	Eta square	F value	Sig.
Between groups	1.157	2	0.578	4.70	0.01*
Within groups	11.912	97	0.122		
Total	13.069	99			

It is evident from Table (4) that there are apparent differences in the level of emotional intelligence among teachers according to the academic qualification. The *f* value reached (4.70), which indicates that the educational qualification variable is one of the factors underlying the differences in the level of emotional intelligence among English language teachers. To identify in favor of whom the differences were in the level of emotional intelligence, the researcher used the Scheffee test for dimensional comparisons, and Table (5) shows the results.

**Table 5: Scheffe test for the emotional intelligence among teachers of LDs in English language according to the academic qualification variable**

Academic qualification (A)	Academic qualification (B)	Average difference (A - B)	Sig.
Bachelor's degree or less	High diploma	-0.24	0.01*
	Master's degree and above	-0.07	0.63
High diploma	Master's degree and above	0.16	0.13

It is clear from Table (5) that the difference in the level of emotional intelligence among teachers of LDs in English language was between teachers with academic qualifications (Bachelor's degree and below) and those with a high diploma, and in favor of teachers with high diplomas. It was found that the level of their emotional intelligence is higher than the level of emotional intelligence of teachers who have other academic qualifications.

To answer the second question regarding the variable years of experience, the researcher used the One-Way ANOVA test to measure the level of emotional intelligence variable. Table (6) indicates the mean scores and standard deviations of the level of emotional intelligence among teachers of LDs in English language according to the variable years of experience.

**Table 6: The mean scores and standard deviation of the level of emotional intelligence among teachers of LDs in English language according to the variable years of experience**

Years of Experience	Mean score	Standard deviation
less than 5 years	4.01	0.44
from 5 to 10 years	4.22	0.31
from 10 to 15 years	4.07	0.44
15 years and over	4.12	0.27

Table (7) indicates the results of the one-way analysis of variance on the level of emotional intelligence among teachers of LDs in English language according to the variable years of experience.

**Table 7. The results of the one-way variance analysis of the emotional intelligence level of teachers of English language according to the variable years of experience**

Source of variance	Sum of squares	Freedom value	Eta square	F value	Sig.
Between groups	0.373	3	0.124	0.93	0.41
Within groups	12.695	96	0.131		
Total	13.071	99			

Table (7) shows the absence of significant differences in the level of emotional intelligence among teachers according to the years of experience variable. This indicates that the years of experience variable is not one of the factors to affect the level of emotional intelligence among the sample.

The findings on the gender variable can be interpreted by looking into the nature of the female, whose nature is dominated by the emotional aspect. As for the educational qualification variable, the researcher explains this result to the fact that teachers of LDs in English language who hold a higher diploma may be more knowledgeable and aware regarding managing emotions in the workplace. As for the experience variable, the absence of any differences in the levels of emotional intelligence among the different categories of experience may be because the variable of the level of emotional intelligence has nothing to do with the variable of practical experience. This means that the emotionally intelligent teacher is not required to have many years of experience.

## Recommendations

It is recommended to circulate the results of the study to all concerned teachers of schools and similar societies to benefit from them in taking a comprehensive idea about the subject of emotional intelligence and in developing the surrounding work environment to serve the goals of the educational institution. The study also recommends conducting empirical studies on the subject of emotional intelligence for teachers of learning difficulties, through the application

## **Emotional intelligence of teachers of Learning Disabilities in English language from their point of view**

of a training program to raise their level of emotional intelligence, and measuring the impact of this on other variables such as the level of job satisfaction among employees.

### **ACKNOWLEDGMENTS**

The authors extend their appreciation to the Dean-ship of Scientific Research at King Khalid University for funding this work through Big Research Groups under grant number (RGP.2 /103/42).

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## **Emotional intelligence of teachers of Learning Disabilities in English language from their point of view**

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**How to cite this article:** M.A.S.K. Emotional intelligence of teachers of Learning Disabilities in English language from their point of view. *Current Educational Research*. 2021;1101–1109. <https://doi.org/10.52845/CER/2021-4-4-1>