

The Role of Social Intelligence in Classroom Management Among Primary School Teachers.

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Abstract:

The Current Study aims to Identify the Nature of the Relationship between Social Intelligence and Classroom Management of Primary Education Teachers in the Municipality of Ghardaia. The Study also seeks to Reveal the Differences in the Relationship between Social Intelligence and Classroom Management of Teachers, attributed to the Following Variables: (Gender, Years of Experience). The Sample consisted of (95 Teachers), including (39 Male Teachers) and (56 Female Teachers). The Social Intelligence Scale of (Ibrahim Abu Amsha, 2013 CE) was also applied, consisting of (37 Items). As well as the Classroom Management Scale of (Hassan Al-Atani, 2007 CE), consisting of (55 Items). We relied on the Descriptive Approach using the Correlational Method, in addition to the Comparative Method as a subsequent stage, after Analyzing the Data with the help of a set of Statistical Methods, using the Statistical Package for the Social Sciences (SPSS. V20).

We reached the Following Results: There is a Weak, Statistically Significant Positive Correlation between Social Intelligence and Classroom Management Among Primary Education Teachers in the Municipality of Ghardaia. The Results also revealed no Significant Differences in the Relationship between Social Intelligence and Classroom Management Among Teachers Attributable to the Following Variables: (Gender, Years of Experience).

Keywords: Social Intelligence, Classroom Management, Primary Education Teacher.

Introduction:

Social Intelligence is a type of Intelligence in Psychology, having emerged in the Nineties of the Twentieth Century. Numerous Books and Articles have addressed its Nature, Components, and Applications in Various Fields. This Concept has grown and evolved due to the Advancements witnessed in the Current Era. Today's Society faces Numerous Tremendous and Rapid Changes and Developments, as well as Challenges that require Individuals not only Mental Abilities to Solve Problems, but also Emotional and Social Skills that enable them to Interact Effectively and Efficiently with others. The Concept of Social Intelligence has received Significant Attention from Researchers in the Fields of Education and Psychology, due to the Multiple Opportunities it provides for Individuals to Succeed in Various Areas of their Lives.

Since the Teacher is the Active and Direct Element that interacts with Learners in the Context of Managing and Directing the Teaching-Learning Process, they must possess a Set of Skills that they must Excel at in Managing their Classroom, which are called Classroom Management Skills. To be Effective, the Planning, Implementation, and Evaluation Process must be built on Clear Cognitive, Social, and Psychological Foundations. This is because these are Essential Skills that the Teacher relies on to Ensure the Success of this Process, through their Social Intelligence Skills. They are also One of the Pillars that Guide and Organize the Classroom Interaction Process, based on their Skills in Understanding Learners' Emotions and Managing their Behavior to Ensure a Successful Classroom Environment and Effective Management.

1. The Issue:

The school is One of the Most Prominent Institutions created by Society, which carries out the Process of Socializing Children. It increases the Number of Social Interactions in Organized and Codified Social Situations, and also through the Educational Roles and Functions it performs, such as Preparing the Child, developing his abilities and knowledge, and providing him with Methods and Techniques that influence this Knowledge, such as Sound Rational Thinking, developing his Creative Potential, and Encouraging him to Produce New and Innovative Ideas (Abdul Nabi, 2016 CE, p. 61). This leads to Modifying and Correcting Behaviors, which facilitates his Engagement in Social Life. This is based on the Fact that School is a Microcosm of Society, or rather, an Institution that prepares Individuals to be able to Play Effective Roles in Society.

The Teachers are the cornerstone of the Educational System, and all Future Hopes aimed at Improving the Educational Process are built upon them. They represent an Influential Position Scientifically, Socially, and Psychologically, due to their Ability and Capacity to Influence their students(Bandura, 1994 CE, p. 77). The Teacher is the Only One Capable of Creating a Classroom Environment that is Conducive to the Flourishing, Creativity, and Self-Realization of Learners. Therefore, they must possess an Acceptable Level of Social Intelligence, a Skill that helps them Understand, Control, and Manage others in a way that achieves Healthy Social Interaction. Through this Intelligence, the Teachers can appreciate their Students' Feelings, Identify Emotionally with them, and Share their Pains and Joys. They can also Care for their Needs and Support their Abilities.

Therefore, we find that Accomplished Scholars in Various Fields of Life have lived Educational Experiences provided by Distinguished Teachers throughout their Educational Stages, which influenced the Formation of their Personalities and the Refinement of their Thinking, enabling them to Excel and Distinguish themselves in their Society. The Teacher is an Important Element in the Educational Process(Al-Mufrij & Others, 2007 CE, p. 12). This is Confirmed by(Al-Samadoni, 2007 CE), who states that the Teacher plays an Effective Role in Creating an Educational Environment that Directly Impacts the Development of Students' Personalities in all its Physical, Mental, Psychological, and Social Aspects.

Abu Amsha, (Abu Amsha, 2013 CE) pointed out that Social Intelligence consists of Several Dimensions, represented in Dealing with Others, getting along with them, and understanding them in a way that achieves Influence and Impact. It can also be relied upon to Measure Social Intelligence, and includes Social Skills, which is the Individual's Ability to Use Social Interaction Skills with others. Social Skills consist of Two Main Components: Behavioral Skills and Social Knowledge. Al-Qudra, (Al-Qudra, 2007 CE) adds that Social Empathy Skills include Understanding the Thoughts, Feelings, Tendencies, and Inclinations of Others and Empathizing with them. Weis (Weis, 2008 CE) also confirms that Empathy is the Basis for the Success of Human and Social Relationships between Individuals. Meanwhile, Birknerova & Frankovsky (Birknerova & Frankovsky, 2010 CE) believe that an Individual's Ability to Perceive the Feelings of Others and Identify their Psychological State is a Fundamental Aspect of his Social Success in Society(Al-Khazaleh & Al-Omari, 2021 CE, p. 594).

The Teacher's Very Important Role in the Student's Life lies in Shaping their Personality and Life Orientations, especially in the Primary Stage. Numerous Studies confirm that Teachers play a Positive Role in Shaping the Student's Personality, especially in the First Seven Years of Life. This is achieved through Diversifying Teaching Methods, Using Flexible Approaches, and Creating an Atmosphere of Fun within the Classroom while Maintaining Discipline and Firmness. These Mechanisms play a Role in Equipping Students with Interaction and Role-Playing Skills, especially since the student is just Starting School and is just Leaving the Family Environment for a New, Relatively Different Environment. One of the Most Important Characteristics of Children at this Stage in particular is their Constant Movement and Activity, and their Pursuit of Exploring their Surroundings. This often generates Behaviors that may be Unacceptable to some. A student moving around a lot, being impulsive in their responses, talking a lot, etc., are all Behaviors that indicate Healthy and Normal Child Development, contrary to what some believe. Therefore, at this Stage, the Teacher must be Understanding of the Motives behind such Behaviors, and be able to Contain and Accept them in a way that allows him to Manage his Class and Control the Behavior of his Students in an Acceptable Manner.

This justifies the Existence of Numerous Studies that addressed the Social Intelligence Skills of Teachers in the Educational Process. For example, we find a Study by (Sallam, 2022 CE), the results of which concluded that there is a Positive Correlation between Social Intelligence and Classroom Management Skills. Meanwhile, we find a study by (Al-Damati, 1991 CE), whose results revealed a Close Correlation between Social Intelligence and Teaching Efficiency. Similarly, Studies by (Katfi, 2015 CE) and (Obaidat, 2017 CE) also concluded that there is a Correlation between Social Intelligence and Communication Skills.

Based on the above, Our Current Study attempts to Uncover the Role of Social Intelligence Skills in Classroom Management among Primary Education Teachers. This is achieved by Answering **the Following Questions:**

- ❖ **Is there a relationship between Social Intelligence and Classroom Management among a sample of Primary Education Teachers in the Municipality of Ghardaia?**
- ❖ **Are there statistically significant differences in the relationship between Social Intelligence and Classroom Management among Primary**

Education Teachers in the Municipality of Ghardaia attributed to Gender Variable?

- ❖ **Are there statistically significant differences in the relationship between Social Intelligence and Classroom Management among Primary Education Teachers in the Municipality of Ghardaia attributed to Years of Experience Variable?**
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2. Study Hypotheses:

- ✿ **There is a statistically significant relationship between Social Intelligence and Classroom Management among a sample of Primary Education Teachers in the Municipality of Ghardaia.**
 - ✿ **There are statistically significant differences in the relationship between Social Intelligence and Classroom Management among Primary Education Teachers in the Municipality of Ghardaia attributed to the Gender Variable.**
 - ✿ **There are statistically significant differences in the relationship between Social Intelligence and Classroom Management among Primary Education Teachers in the Municipality of Ghardaia attributed to the Years of Experience Variable.**
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3. Study Importance:The Importance of Our Study lies in the Following Points:

- The Study examined the Role and Importance of Social Intelligence among Teachers Category in Classroom Management. This Intelligence is achieved by building friendly relationships, fostering a greater understanding of Learners, collaborating with them to solve problems, fostering a sense of collective responsibility and mutual awareness within the Learning Environment, and placing Learners on a positive path that combines Academic Achievement and Personal Growth.
- To Clarify the Importance of Primary Education Teachers Possessing Social Intelligence Skills, through which Teachers can develop a sense of their own self-worth, competence, and skill in achieving the Desired Goals of the Educational Process, thereby achieving a degree of Psychological Security, Success, and Professional Happiness.
- The Study addressed a Highly Influential Segment of the Educational Process, as Teachers are considered the Cornerstone of the Educational System, and

Learning Outcomes depend primarily on their Performance(Ezzat & Jalal, 1997 CE, p. 155).

- The Study helps design curricula and develop guidance programs to train Teachers in Social Intelligence Skills and Sound, Effective, and Productive Thinking Methods. It also helps develop Classroom Management Skills and the ability to control emotions, with the goal of creating a healthy, well-rounded Generation with a positive outlook and Psychological Health.
 - The Importance of the Study also lies in the Desired Objectives, Outlined Below.
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4. Study Objectives:The Study seeks to achieve the Following Objectives:

- To Identify the Nature of the relationship between Social Intelligence and Classroom Management among the Study Sample.
 - To Explore the Effect of the Teacher's Gender on the relationship between Social Intelligence and Classroom Management among the Study Sample.
 - To Explore the Effect of the Teacher's Professional Experience on the relationship between Social Intelligence and Classroom Management among the Study Sample.
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5. Procedural Definitions of Study Terms:

❖ Social Intelligence:

- Edward Thorndike defined it as: “The ability to interact effectively with others, understand and deal with People, and behave well in Social Situations”(Robinson, 2022 CE, p. 4).
- Cambul defines it as: “The ability to understand and communicate with others with diverse morals, temperaments, motivations, and skills. It also includes the ability to form and maintain friendships and to assume diverse roles within a group as prominent members or Leaders”(Tariq & Ehab, 2018 CE, p. 104).

☀ Procedural Definition of Social Intelligence:

It is the Primary EducationTeacher's ability to understand the feelings and thoughts of others and respond Intelligently in Social Situations, as well as his ability to accurately and appropriately assess the characteristics of the situation.

It is the sum of the scores obtained in their responses to the Social Intelligence Scale developed by (Abu Amsha, 2013 CE), which consists of Four Dimensions: (Interacting with Others, Communicating with Others, Social Influence, Understanding Others).

❖ **Classroom Management:**

Khalil Muhammad defines it as: “The Process of Guidance and Interaction that the Teacher and his Students exchange, and the Patterns of Behavior associated with it. It is no secret that this Management complains about the Teacher’s Ability to Mobilize all Efforts and Patterns of Behavior, to make Learning and Teaching in the Classroom possible, purposeful, and legitimate, without frustrations and the waste of effort, time, and money”(Khalil & Others, 2009 CE, p. 29).

Classroom Management is also defined as: a set of activities through which the Teacher seeks to create and provide a Classroom Environment characterized by positive Social Relations between the Teacher and his Students, and among the students themselves within the classroom(Ibrahim, 2005 CE, p. 5).

✿ **Procedural Definition of Classroom Management:**

It is the sum of the Performance Behaviors and Organizational Activities undertaken by the Teacher in Primary Education, which lead to an Organized Classroom Environment.

It is the total score obtained by the respondent on the Classroom Management Scale, developed by (Hassan Al-Atani), which consists of Five Dimensions: (Classroom Activities and Classroom Interaction, Behavior Management, Classroom Management Planning, Motivation and Performance Evaluation, School Instructions and Regulations).

❖ **Procedural Definition of the Primary Education Stage Teacher:**

This refers to the Person who practices the Teaching Profession at the Primary Level after receiving initial training at a higher school, or who was hired through a competition with the Bachelor's or Master's Degree, or who benefited from the Integration Decrees of (2010/2011 CE), or who was promoted after completing a three-year Distance Learning period.

In this Study, this refers to the Teachers affiliated with the Ghardaia Municipality for the (2018/2019 CE) Academic Year, totaling (500) Male and Female Teachers distributed across (39) Institutions.

6. The Previous Studies:

- **Hassan Al-Atani's Study (2007 CE):** entitled “**The Degree of Practice of Basic Classroom Management Skills among Secondary Education Teachers in the Education Directorates in Karak Governorate and its Relationship to Some Variables**”. The Study aimed to identify the degree of practice of Basic Classroom Management Skills among Secondary Education Teachers in Karak Governorate. It also aimed to identify the effect of Gender and Years of Experience on the Degree to which these Teachers practice these skills, and the Importance of the Teacher's Possession of the Basic Skills Necessary for Classroom Management and its Role in Activating the Teaching-Learning Process within the Classroom. The Sample consisted of (180) Male and Female Teachers from the First and Second Secondary Grades in Karak Governorate. The Researcher used in his Study a questionnaire on Basic Classroom Management Skills, after he had developed it. Among the Study results are: the Presence of Statistically Significant Differences attributable to the Interaction of Experience with Gender, and there are No Statistically Significant Differences attributable to the Variable of Years of Experience in the Study Variable.
- **Al-Jumaili et Al-Jubouri's Study (2009 CE):** entitled “**Some Factors Affecting Classroom Management among Members of the Educational Body in Secondary Schools in Al-Qādisiyyah Governorate**”. The Study aimed to identify the Set of Variables (Classroom Systems, Rules and Instructions, Teaching Reinforcers, Appropriate Environment, Motivation in Teaching, Classroom Problems) affecting Classroom Management among Members of the teaching staff in secondary schools from the perspective of members of the Educational Body. It also aimed to reveal whether there were Significant Differences according to the Variables (Gender, Specialization and Type of School) in Controlling the Variables affecting Classroom Management. The Sample consisted of (280) Teachers from among (39) Secondary Schools in Al-Qādisiyyah Governorate. In their Study, the Researchers used a questionnaire prepared by them, consisting of (5) Fields and

(50) Paragraphs. Among the results they reached were: the Existence of Statistically Significant Differences in Favour of Females.

- **Ibrahim Basil Abu Amsha's Study (2013 CE):** entitled “**Social Intelligence, Emotional Intelligence, and Their Relationship to the Feeling of Happiness Among University Students in the Gaza Governorate**”. This Study aimed to understand the relationship between Social Intelligence and Emotional Intelligence and their relationship to the feeling of happiness. The Study was applied to a sample of third-year Students enrolled in Palestinian Universities in the Gaza Governorates, totaling (1206) Students distributed among the Universities. The Researcher used the Social Intelligence and Emotional Intelligence Scales he prepared, as well as the Oxford Happiness Scale, Translation into Arabic: Ahmed Abdul Khaleq (2001 CE). Among the results reached: the Existence of a Statistically Significant Positive Relationship between Social Intelligence and Emotional Intelligence in its Dimensions, and the Overall Degree of the Feeling of Happiness among Sample Members. The Study also found that there were Differences in Social Intelligence attributable to the Gender Variable in Favour of a Group of Females in the Sample.
- **Farida Ibn Hamidouch's Study (2019 CE):** entitled “**The Relationship between Social Intelligence and Classroom Management Competence among New Teachers in the Primary Education Stage**”. The Study aimed to identify the relationship between Social Intelligence and Classroom Management Competence among New Teachers in the Primary Education Stage. The Sample consisted of (130) Teachers out of (260). The Researcher constructed a Scale for Social Intelligence and another for Classroom Management. Among the results reached are the following: The Existence of a Statistically Significant Direct Correlation between Social Intelligence and Classroom Management Competence among New Teachers in the Primary Education Stage.
- **Huda Sallam's Study (2022 CE):** entitled “**Social Intelligence and its Relationship to Classroom Management Skills among Primary Education Teachers**”. The Study aimed to identify the Nature and Degree of the relationship between Social Intelligence and Classroom Management Skills among a Sample of Primary Education Teachers in Setif State. The Sample consisted of (98) Teachers. The Social Intelligence Scale and the Classroom Management Skills Scale were

used. Among the results obtained: There is a Weak Positive Correlation between Social Intelligence and Classroom Management Skills among the Study Sample.

7. Field Procedures for the Study:

7.1. Methodology:

The Current Study follows the Descriptive Approach, which is considered the most common and widely used in Educational and Psychological Studies in particular, and Social Studies in general. The Descriptive Approach focuses on what exists in its description and interpretation of the Phenomenon that is the Subject of the Research. Our Study is considered a Correlational Study, which is one of the types of this approach. The Latter focuses on Studying the Relationship between the Study Variables(Dowidar, Research Methods in Psychology, 1998 CE, p. 173).

The Comparative Method was also used to Study the Differences in the Relationship between Social Intelligence and Classroom Management among the Study Sample, depending on the Following Variables: (Gender, Years of Experience); considering that the Comparative Method is the Method that “Compares the Similarities and Differences between Phenomena in order to Reveal which Factors or Conditions appear to accompany Certain Events, Conditions, Processes, or Practices”(Dowidar, Foundations of Experimental Psychology, 1995 CE, p. 170).

7.2. Basic Sample:

The Study Sample consisted of (95) Primary Education Stage Teachers, distributed among (11) Primary Education Institutions in the Municipality of Ghardaia. They were selected using a simple random method, taking into account the Study Variables related to Gender and Years of Experience of the Sample Members, as shown in the Following Table:

(Table No. 01): Shows the Distribution of the Basic Sample Members According to the Gender Variable

Gender	Number (N)	Percentage
Males	39	41%
Females	56	59%
Total	95	100%

(Table No. 02): Shows the Distribution of the Basic Sample Members According to the Years of Experience Variable

Years of Experience	Number (N)	Percentage
Less than 3 Years	18	19%
3 to Less than 10 Years	58	61%
10 Years and Older	19	20%
Total	95	100%

7.3. Data Collection Tools:

⌘ **Social Intelligence Scale:** The Social Intelligence Scale, prepared by:(Abu Amsha, 2013 CE), was adopted in his Study on “Social Intelligence and Emotional Intelligence and Their Relationship to the Feeling of Happiness among University Students in the Gaza Governorate”. The Scale consists of (37) Items, divided into Four Dimensions: (Dealing with Others, Social Communication, Understanding Others, Social Influence and Impact).

The Items are answered on a five-point Likert Scale: (Always, Often, Rarely, Absolutely, Never). The following weights were assigned: (1, 2, 3, 4, 5), and the Study Sample's Scores range between (37-185).

⌘ **Classroom Management Scale:** The Classroom Management Scale, prepared by: (Hassan Al-Atani, 2007 CE), was adopted in his Study “The Degree of Secondary Education Teachers' Practice of Classroom Management Skills in the Education Directorates in Karak Governorate and its Relationship to Some Variables”. The Scale consists of (55) Items distributed across Five Dimensions: (Classroom Activities and Classroom Interaction, Behavior Management, Classroom Management Planning, Motivation and Performance Evaluation, School Instructions and Regulations). The Scale is answered on a five-point Likert Scale: (Always, Often, Rarely, Absolutely, Never). The following weights were assigned: (1, 2, 3, 4, 5), and the Study Sample's Scores range between (55-275).

7.4. Psychometric Properties of the Study Tools:

❖ **Social Intelligence Scale:**

☀ **Scale validity:**

- **Internal Consistency Validity:** This is achieved by Calculating the Pearson Correlation Coefficient between the scores of each item of the dimension and the dimension to which it belongs, and calculating the Pearson Correlation Coefficient between each item of the Scale and its Total Score.

A. Pearson Correlation Coefficient between the Scores of each item of the dimension and the Total Score of the dimension to which it belongs:

(Table No. 03): It shows the Pearson Correlation Coefficient between the scores of each paragraph of the dimension and the Total Score of the dimension to which it belongs

No.	Scale Dimensions	Correlation Coefficient	Significance Level
01	Dealing with Others	Between (0.47-0.79)	Significant at 0.01
02	Understanding Others	Between (0.55-0.88)	Significant at 0.01
03	Social communication	Between (0.49-0.85)	Significant at 0.01
04	Social influence and impact	Between (0.45-0.78)	Significant at 0.01

B. Pearson's Correlation Coefficient between each item of the Scale and its Total Score: The results showed that most of the items were significant at the (0.05) or (0.01) Level, which indicates that the items of the Scale enjoy Internal Consistency. Therefore, the Scale is Valid.

✿ **Scale Stability:** The Scale Stability was calculated using Cronbach's Alpha Coefficient.

(Table No. 04): Cronbach's Alpha Coefficient for the Social Intelligence Scale is Shown

Scale	Number of Paragraphs	Cronbach's Alpha Coefficient
Social Intelligence	37	0.81

Therefore, we conclude that the Scale has high Validity and Stability, which enables us to be confident of its Validity to Implementation itof the Study Sample.

❖ **Classroom Management Scale:**

✿ **Scale Validity:**

- **Internal Consistency Validity:** This is achieved by Calculating the Pearson Correlation Coefficient between the scores of each item of the dimension with the dimension to which it belongs, and calculating the Pearson Correlation Coefficient between each item of the Scale with its Total Score.

A. Pearson's Correlation Coefficient between the Scores of each item of the dimension and the Total Score of the dimension to which it belongs:

(Table No. 05): It shows the Pearson correlation coefficient between the scores of each paragraph of the dimension and the total score of the dimension to which it belongs

No.	Scale Dimensions	Correlation Coefficient	Significance Level
01	Classroom Activities and Classroom Interaction	Between (0.37-0.85)	Significant at 0.01
02	Behavior Management	Between (0.51-0.78)	Significant at 0.01
03	Planning for Classroom Management	Between (0.42-0.88)	Significant at 0.01
04	Motivation and Performance Evaluation	Between (0.45-0.71)	Significant at 0.05
05	School Instructions and Regulations	Between (0.49-0.78)	Significant at 0.01

B. Pearson's Correlation Coefficient between each item of the Scale and its Total Score: The results showed that most of the items were significant between (0.05) and (0.01), which indicates that the items of the Scale enjoy Internal Consistency. Therefore, the Scale is Valid.

✱ **Scale Stability:** The Scale Stability was calculated using Cronbach's Alpha Coefficient.

(Table No. 06): Cronbach's Alpha Coefficient for the Classroom Management Scale is shown

Scale	Number of Paragraphs	Cronbach's Alpha Coefficient
Classroom Management	55	0.96

Therefore, we conclude that the Scale has high Validity and Stability, which enables us to be confident of its Validity to Implementation itof the Study Sample.

7.5. Presenting and Discussing the Study Hypotheses Results:

7.5.1. Presentation and Discussion the First Hypothesis Results:

The Hypothesis states that: "There is a Statistically Significant Relationship between Social Intelligence and Classroom Management among Primary Education Teachers in the Municipality of Ghardaia".

To Verify the Validity of this Hypothesis, Pearson's Correlation Coefficient (Rp) was used. After Statistical Processing, the results shown in the table below were obtained:

(Table No. 07): Shows the results of the Pearson Correlation Coefficient between Social Intelligence and Classroom Management

Variables	Sample	Arithmetic Average	Standard Deviation	Freedom Degree	(R) Value	Significance Level
Social Intelligence	95	163.73	11.148	93	0.27	Significant at the 0.05 Level
Classroom Management		222.41	21.116			

From the table above, we note that the Value of (R) was estimated at (0.27) for the Sample Members' Scores for Both Variables, which is an Acceptable Value. This indicates the Existence of a Positive and Weak Correlation between Social Intelligence and Classroom Management. The result of this Correlation was significant at the Significance Level of (0.05). Therefore, we accept the Study Hypothesis, which states the Existence of a relationship between Social Intelligence and Classroom Management. Therefore, the Hypothesis is Verified.

This Result can be explained by the Fact that Teachers who possess Social Intelligence Skills are able to employ these Skills to communicate with Students, understand their needs, ideas, and interests, and influence and guide them. They are also able to work to achieve Classroom Interaction, motivate Students, and manage, control, and direct Behavior during Classroom Management, all in order to achieve desired educational goals.

This is what Theoretical Trends such as Thorndike's Theory, the Rationalist Approach such as Guilford's, and what Sternberg added in terms of contexts, which include Problems and Interactions that occur in Daily Life, emphasized. This is closely related to the Various Roles and Functions Teachers perform in Managing the Classroom, and it falls within Classroom Activities, Classroom Interaction, and Behavior Management. Gardner's Theory of Multiple Intelligences and the New Concept of Human Intelligence also presented this Theory. Many Educators have used it and it is included in Teachers Training Courses regarding the Human Capacity to possess Multiple Types of Intelligence, which Teachers can exploit in Classroom Management. This serves the varying needs, different tendencies, and individual differences present in Learners in

understanding, motivating, and evaluating their Performance, provided the Teacher utilizes all of the Intelligence Skills they possess, including Social Intelligence.

These Results are consistent with the Studies of: (Ibn Hamidouh, 2019 CE) and(Sallam, 2022 CE), which found a relationship between Social Intelligence and Classroom Management. They also agree with the Study of (Jirawdar et Younis, 2011 CE),which showed a positive and statistically Significant Correlation between Teachers' Social Intelligence and Classroom Discipline Strategies (Competition Strategy, Reinforcement, Reward, and Student Involvement in Classroom Management Strategy, Hinting Strategy).

7.5.2. Presentation and Discussion the Second Hypothesis Results:

The Hypothesis states that: “There are Statistically Significant Differences in the Relationship between Social Intelligence and Classroom Management among Primary Education Teachers in the Municipality of Ghardaia, attributable to the Gender Variable”.

To Verify the Validity of the Hypothesis, the Equation of Significance of the Difference between the Correlation Coefficient and its Logarithmic Counterpart (Z) was used. After Statistical Processing, the following was reached:

N1 = Number of Sample Members
in Group (1)

R1 = Correlation Coefficient in
Group (1)

R2 = Correlation Coefficient in
Group (2)

**Equation of Significance of
Differences:**

N2 = Number of Sample Members in Group (2)

Z1 = Logarithmic Equivalent of the Correlation
Coefficient in Group (2)

Z2 = Logarithmic Equivalent of the Correlation
Coefficient in Group (2)

Males N = 39 / R = 0.41 Equivalent to Z = 0.43

Females N = 56 / R = 0.18 Equivalent to Z = 0.15

If the Resulting Value is:

It Falls between 1.96 - 2.58 The Difference is Significant at 0.05

It Falls between 2.68 and above The Difference is Significant at 0.01

Less than 1.96 The Difference is Not Significant

(Table No. 08): It shows the Significance of the Differences between the Correlation Coefficients between Social Intelligence and Classroom Management according to the Gender Variable

Gender	Statistical Method		Sample	Differences	Significance Level
	R	Z			
Males	0.41	0.43	39	1.23	Not Significant
Females	0.18	0.15	56		

By comparing the previous equation and the results of the table above, we note that the Difference between the Correlation Coefficient between Social Intelligence and Classroom Management according to Gender was estimated at (1.23). Since this Value is Less than (1.96), it is a Statistically Insignificant Value, meaning that there are No Statistically Significant Differences in the relationship between Social Intelligence and Classroom Management attributable to the Gender Variable. Therefore, we Reject the Study Hypothesis and Accept the Null Hypothesis, which states that there are No Differences in the relationship between Social Intelligence and Classroom Management attributable to the Gender Variable.

This result can be attributed to the Fact that the Study Sample Members, regardless of their Gender, possessed Similar Levels of Social Intelligence Skills in Classroom Management, which reduced these Differences. This is due to the Urgent Need for the Teacher to possess the Set of Social Skills with which to Organize the Psychological and Social Environment of the Classroom as an Integrated Whole, in order to develop and activate his Classroom Management Skills. This is proven by some Research, which indicates that the Teaching Profession is One of the Professions that requires a High Level of Social Intelligence(Al-Khazraji & Al-Azzi, 2010 CE).

Social Intelligence Skills are important for the Teachers in establishing effective and reciprocal Social Relationships with their Students and Everyone involved in the Educational Process. It also has a positive impact on their Success in their Social Life and their Interaction with the Environment in a progressive and effective manner. Therefore, Social Intelligence is considered an important aspect of Personality, as it is linked to the Teacher's Ability to interact with Others and form Successful Social Relationships in Effective Classroom Management, regardless of the Teacher's Gender. This is because the Teacher's Role is no longer limited to conveying information; it extends to creating a Classroom Environment that encourages constructive interaction, whether Inside or

Outside the Classroom. Therefore, the Teacher has become a Role Model and Organizer of the Social and Psychological Climate, and is concerned with all the Educational Problems facing their students. These tasks place the Teachers at the forefront of creating a Healthy Classroom Environment for their Students to Live and Learn Together. Classroom Management is One of the general competencies the Teacher should possess, demonstrating the ability to manage and organize Classroom Learning to achieve Desired Educational Outcomes that help Students develop Social Intelligence Skills that enrich their Learning Experience. When these Skills are evident in the Classroom Environment, Students become more capable of Effective Communication, Empathy with Others, and Problem-Solving in a Collaborative Spirit.

The Results of Our Study were consistent with the Study of (Qawish, 2012 CE) on Classroom Management Methods and their relationship to Aggressive Behavior. It was applied to a Sample of (74) Teachers, including (31) Males and (45) Females, and (282) Students, including (125) Males and (157) Females. The Results showed that there were No Gender Differences (the Teachers) in Classroom Management Methods to Control Unacceptable Behavior among Students. The Study of (Muhammad, 2018 CE) on Social Intelligence among Students of the College of Education, numbering is (3018) Male and Female Students, (1237) Males and (1781) Females, also showed in its results that there are No Gender Differences in the Level of Social Intelligence.

While the Results of Our Study differed from the Results of the Following Studies: (Hassan Al-Atani, 2007 CE), (Al-Jumaili & Al-Jubouri, 2009 CE), (Abu Amsha, 2013 CE). The Results of these Studies showed that there were Gender Differences in Favour of Females. This Difference may be due to the Characteristics of the Sample and the Environment in which the Study was conducted.

7.5.3. Presentation and Discussion the Third Hypothesis Results:

The Hypothesis states that: “There are Statistically Significant Differences in the Relationship between Social Intelligence and Classroom Management among Primary Education Teachers, attributable to the Variable of Years of Experience”.

To Verify the Validity of the Hypothesis, the Equation of Significance of the Differences between the Correlation Coefficient of the Groups was used with the Logarithmic Equivalent (Z), as follows:

N1 = Number of Sample Members in Group (1) N2 = Number of Sample Members in Group (2)

N3 = Number of Sample Members in Group (3)

R1 = Value of Correlation Coefficient in Group (1)

Z1 = Logarithmic Equivalent of Correlation Coefficient in Group (1)

R2 = Value of Correlation Coefficient in Group (2)

Z2 = Logarithmic Equivalent of Correlation Coefficient in Group (2)

R3 = Value of Correlation Coefficient in Group (3)

Z3 = Logarithmic Equivalent of Correlation Coefficient in Group (3)

Equation of Significance of Differences:

Less than 3 Years N = 18 / R = 0.41 Equivalent to Z = 0.46

From 3 to 10 Years N = 85 / R = 0.21 Equivalent to Z = 0.23

More than 10 Years N = 19 / R = 0.35 Equivalent to Z = 0.34

If the Resulting Value is:

It Falls between 1.96 - 2.58 The Difference is Significant at 0.05

If it Falls between 2.58 and above The Difference is Significant at 0.01

Less than 1.96 The Difference is Not Significant

(Table No. 9): It shows the Significance of the Differences between the Correlation Coefficient between Social Intelligence and Classroom Management according to the Variable of Years of Experience

Groups	Statistical Significance		Sample	Differences	Level
	R	Z			
Less than 3 Years	0.41	0.46	18	0.31	Not Significant
From 3 to 10 Years	0.21	0.23	58		
More than 10 Years	0.35	0.34	19		

By comparing the previous equation and the table above, we note that the Difference between the Correlation Coefficient between Social Intelligence and Classroom Management, depending on the Variable of Years of Experience, is estimated at (0.31). Since this Value is Less than (1.96) and is Not Statistically Significant, that is, there are No Statistically Significant Differences in the relationship between Social Intelligence and Classroom Management attributable to the Variable of Years of Experience. Therefore, we Reject the Study Hypothesis and Accept the Null Hypothesis, which states that there are No Differences in the relationship between Social Intelligence and Classroom Management attributable to the Variable of Years of Experience.

The Reason for this Result can be explained by what many Theories and Trends have pointed out in this context. The Phenomenological Theory emphasizes the existence of Two Groups of abilities that characterize the Socially Intelligent Person; It is his ease of adapting to any group of people and his quick adaptation to them, in addition to his strong personality. This Skill is manifested in Good Behavior in Social Situations. From this, we note that these Skills, which make the Teacher a Socially Intelligent Person, do not require Years of Practice to be acquired. Rather, these Skills only require Good Performance and the Development of One's Abilities and Competencies within the Classroom. This is embodied in developing an Intelligent Plan using One's Social Skills, which enables One to Carefully Plan the Procedures that will be implemented in the classroom, employing the requirements of the appropriate Social Environment for Learning, while laying the Psychological and Social Foundations for their Proper and Effective Implementation. All of this falls under the Social Intelligence Skills that support Classroom Management Skills. This proves that the Teacher's Ability to demonstrate Social Intelligence Skills while Managing the Classroom is not dependent on practical experience or seniority in the Teaching Role; Rather, it depends on their proper use in Various Educational and Pedagogical Situations.

The Results of Our Study were consistent with the Results of the Study by (Hassan Al-Atani, 2007 CE), which concluded that there were No Differences in Classroom Management attributed to Years of Experience. The Results of Our Study also agreed with the Results of the Study by (Al-Qott, 2012 CE) on "The Healthy Classroom Environment and its Relationship to Classroom Discipline among Lower Primary Education Stage Students from the Perspective of their Teachers". The Study was applied to a Sample of (203) Male and Female Teachers. The Results of this Study concluded that there were No Differences in the Assessment of Lower Primary Education Stage Teachers in Both the Healthy Classroom Environment and Classroom Discipline among Students attributed to the Variable of Practical Experience.

As explained by (Makhamreh, 2012 CE) in his Study entitled "Classroom Management Problems in Secondary Schools in Hebron Governorate from the Teachers' Perspective". The Study was applied to a Sample of (95) Male and Female Teachers. The Results showed that there were No Statistically Significant Differences between the Sample Members' Estimates of the Causes of Classroom Management Problems attributed to the Variable of Years of Experience. In addition, the Study by (Dababesh,

2018 CE)entitled “Self-Efficacy and Social Intelligence as Predictors of Professional Adjustment among UNRWA Schools Principals in the Gaza Governorate”. The Results showed that there were No Statistically Significant Differences in the Average Scores of Principals on the Social Intelligence Scale attributed to the Variable of Years of Experience.

8. Recommendations:

In Light of the Study Results, a Set of Important Recommendations were presented, Including the Following:

- ✓ Improving the School Environment and the Level of the Educational Staff by Creating Healthy and Psychological Conditions. It is also Necessary to Assist those In Charge of Education by Raising their Awareness of the Importance of the Social Aspect and Social Relations in Improving Classroom Management.
 - ✓ The Necessity of Using Modern Teaching Methods to Increase Student Interaction and Attract Attention in the Classroom.
 - ✓ Incorporating Classroom Management Courses in the Colleges of Education with Topics Related to the Reality of the Educational Process in Schools.
 - ✓ Preparing Guidance Programs and Training Courses that Encourage the Development and Advancement of Social Intelligence and Classroom Management Skills among Teachers at all Educational Levels.
 - ✓ Holding Scientific and Cultural Seminars for Teachers on the Importance of Social Intelligence Skills as an approach to Improving Classroom Management Skills in Education in general and in Primary Education in particular.
 - ✓ Reducing the Number of Students in Classrooms, to ensure more Interaction between the Teacher and his Students.
 - ✓ Working to Provide Open Education Programs and Encourage Foreign Missions for Teachers to Learn about the Latest Programs Applied in the Field of Classroom Management and the Best Methods used in this regard.
 - ✓ Reconsidering the Direct Hiring Process for the New Teachers, and the Necessity of Prioritizing this Hiring Process with Intensive Training. This is because the Direct Hiring leaves them Lacking many Classroom Management Skills and the Ability to Deal with the Specific Characteristics of Students' Age Groups, particularly in the Primary Education.
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