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The Relationship between Iraqi EFL Preparatory School Teachers' Social Intelligence and their Autonomy in Teaching: A Study in Babylon

By

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Abstract

This study aims to explore the relationship between the social intelligence of Iraqi EFL teachers and their autonomy in teaching. The sample of this study consists of (150) Iraqi EFL preparatory school teachers (male and female) at the Center of Babylon Governorate during the academic year 2022-2023. The instruments of the study include a questionnaire and an interview. The first scale is Social Intelligence where part of it being adopted from Tromsø Social Intelligence Scale (TSIS) (Silvera, et al., 2001), which consists of (19) items and the other (27) items are being designed by the researcher. Furthermore, the second scale is teachers autonomy scale, part of it being adopted from Pearson and Hall's (1993) which consists of (20) items and the other (25) items are also being designed by the researcher. The researcher conducts an interview with (15) EFL teachers (male and female). The results of the study indicate that EFL teachers have a high level of understanding of social intelligence and how being applied in the classroom. The researcher also has found that there is a good level of general autonomy, a moderate level of teacher understanding of learners' autonomy, a very weak level of curriculum autonomy and a weak level of teaching activities of EFL teachers.

المخلص

تهدف هذه الدراسة إلى استكشاف العلاقة بين الذكاء الاجتماعي لمعلمي اللغة الإنجليزية كلغة أجنبية في العراق واستقلاليتهم في التدريس. تتكون عينة هذه الدراسة من (١٥٠) معلماً ومعلمة عراقياً في المرحلة الإعدادية للغة الإنجليزية (ذكور وإناث) في مركز محافظة بابل خلال العام الدراسي ٢٠٢٢-٢٠٢٣. وتشمل أدوات الدراسة الاستبانة والمقابلة. المقياس الأول هو الذكاء الاجتماعي حيث تم اعتماد جزء منه من مقياس ترومسو للذكاء الاجتماعي (Silvera, et al., 2001) (TSIS) والذي يتكون من (١٩) فقرة والباقي (٢٧) فقرة يجري تصميمها من قبل الباحثة. أما المقياس الثاني فهو مقياس استقلالية المعلم، وقد تم اعتماد جزء منه من مقياس بيرسون وهول (١٩٩٣) ويتكون من (٢٠) فقرة والباقي (٢٥) فقرة يجري تصميمها من قبل الباحثة. أجرى الباحث مقابلة مع

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(١٥) معلماً ومدرساً للغة الإنجليزية كلغة أجنبية (ذكور وإناث). وتشير نتائج الدراسة إلى أن معلمي اللغة الإنجليزية كلغة أجنبية لديهم مستوى عال من فهم الذكاء الاجتماعي وكيفية تطبيقه في الفصول الدراسية. وقد وجد الباحث أيضاً أن هناك مستوى جيداً من الاستقلالية العامة، ومستوى متوسطاً في فهم المعلم لاستقلالية المتعلمين، ومستوى ضعيف جداً من استقلالية المناهج الدراسية، ومستوى ضعيفاً في الأنشطة التعليمية لمدرسي اللغة الإنجليزية كلغة أجنبية.

Keywords: Intelligence, Social intelligence, Teachers autonomy.

1- Introduction

In the future, being a teacher takes not only a wide range of teaching skills, but also an impressive ability to adapt to changes in the classroom and in the world around them. Training programs for teachers focus on helping teachers grow as people and as professionals. This growth means that they learn more about themselves, including how socially intelligent they are. The teacher's social input is very important for the progress of society as a whole. It shows how well they get along with the students and run the class, which makes the students more interested in learning and helps them learn more. Students' social, mental, and emotional health can be seen in how socially intelligent a teacher is. Social intelligence is both an important mental trait and a performance trait. It is an important part of social competence for teachers and a good indicator of how successful they will be in their jobs. The main goal of education today is for students to grow as people and as individuals. It is important for teachers to have a high social intelligence, but it is also very important for them to be socially smart. Social intelligence is the capacity to understand people and get along with them. It's the power to change and fit in with other people. It is the ability to act well with other people. A person who is social gets people and their relationships fast. It shows in the way we treat each other. A person with social intelligence is good at getting along with others and will also be able to work as part of a team.

Kolski-Anderaco (2010) shows that social intelligence helps people understand other people and themselves. She defines both social awareness and self-awareness. It helps people understand and evaluate the social intelligence of those around them. Marzano, et al., (2003) declares that "socially intelligent teachers" make the classroom a good place to learn by building relationships with their students that are supportive and grow over time, making lessons depends on their students' strengths and capacities,

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making and using behavior instructions that promote self-motivation. Albrecht (2006) states that social knowledge is a must for teachers who are good at their jobs.

In this way, teachers who act independently would set up the classroom by picking content, materials, and methods based on what the students want and need. So, in a well-planned teaching setting, they can help students do better (Colak, et al., 2017, p. 193).

Furthermore, it is the teachers' job to rearrange the materials, curriculum, and ways of doing things in class to fit the attentions, needs, and learning way of the students. Individualizing teaching make sure that the results you want could be possible if teachers are able to work on their own in both their teaching and their professional development.

1.2 Statement of the Problem

Behavior management is a group of interactions that teachers use to change the way their students act and teach students how to act in a good form. These interactions are meant not only to help teachers feel less stressed, but also to help teachers and students build cooperative social environments where students can learn, play, and build good relationships with each other (Danforth & Boyle, 2007).

Interpersonal situations and how a person acts in them make up a specific area when it comes to predict and understand human behavior. In other words, people's social connections play a big role in how they handle and solve problems . Social intelligence is an important trait that is used to describe and predict this kind of behavior (Zuzana, 2011). Brown & Anthony, (1990, p. 197) define social intelligence as " the ability to read nonverbal cues or make accurate social inferences". In addition to that, Ford & Tisak, 1983, describe social intelligence as the power to accomplish relevant goals in specific social situation.

Albrecht (2006) states that teachers with high social intelligence are the ones who stress the importance of working together. In the same way, there is a need for educational system which equips students to state their opinions clearly, so they can be understood and how to try to understand others before they react to what they do. It's important for teachers and students to be able to talk to each other, and for teachers to know how to keep the classroom in order. Moreover, one of the most essential

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problems a teacher may face is being shy and unable to control his students. A teacher must have social intelligence to deal with the limitations and problems that may come up during the teaching process.

Also, if the teacher is incompetent and unqualified, the whole structure of education is shaken. So, a good, skilled teacher with a good level of social intelligence is the key to make schooling better.

After reviewing the literature, it has been considered that there is a misunderstanding from the teachers about what kind of connection between social intelligence and autonomy and what kind of social intelligence skills are related to the teaching itself.

Therefore, due to the paucity of research on the association between the above mentioned variables, this paper is designed to tap into the possible relationship between two fundamental teacher variables, i.e. social intelligence, and autonomy.

2- Literature Review

2.1 Intelligence

Gardner(1983, p.34), describes intelligence as "the capacity to find solutions for the problems or make products that are valued". Carroll (1993) states that intelligence is a general term for different kinds of cognitive skills that can be used to solve different kinds of problems, jobs, and situations. Gardner (1999, p.33) defines intelligence as the ability to solve problems or problem solving is one of the real daily life confrontations, the ability to make new solutions for expected problems and the capacity to produce something, or the sound and beneficial effort that has its valuable effect on a culture.

2.2 Social Intelligence

Marlowe (1986) argues that social intelligence is a set of problem-solving skills that allow a person to search and solve problems with other people. Furthermore, social intelligence is the capacity to understand your own and other people's emotions, thoughts, and actions in social situations and to act in a way that makes sense given what you know. Moreover, Habib (1994) defines it as a person's ability to act in social situations, tell how someone is feeling by looking at their face, judge human behavior,

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remember names and faces, understand jokes, spend free time with other people, and know proverbs and wisdom. Buzan's Social Intelligence theory came out in (2002) not long after these definitions. Buzan utters that social relationships are "brain-to-brain communication," which means that a person can talk to himself and also talk to the brains of other people. Buzan's theory of social intelligence shows that someone who can communicate well with others is smart because they have to use their brain and body to talk to and understand other people. This intelligence is interesting because it can be taught, fed, and grown through education or training. Social intelligence is basically being aware of how important relationships are and using that knowledge to help teachers improve the performance of the people they are in charge of. Personal skills like initiative, empathy, adaptability, and the ability to persuade are important tools for a teacher. Even if a teacher knows a lot about the subject or has good job skills, he or she may fail as a student's guide if they don't know how their actions affect other students. Social intelligence shows that the most essential thing a teacher can do is connected with others to boost their performance (Kolski-Anderaco, 2010).

2.3 Teachers' Autonomy

In some ways, autonomy is an important part of a teacher's job because, by definition, they have to make decisions in uncertain situations (Hoyle and Wallace, 2009) and they have to take into account the context of those decisions (Biesta, 2009). In order to get closer to a definition, Hoyle and John's (1995) short statement seems to be a good place to start:

"A positive form of autonomy means that a teacher has the freedom to create a personal pedagogy that strikes a balance between the teacher's personality, training, experience, and the needs of the particular educational setting" (Hoyle and John, 1995, p.92).

Since teacher autonomy has been written about a lot, there are a number of ways to think about it. Here, we'll give a brief overview of the most common ones. MacBeath's (2012) work autonomy model is probably the most common one. It describes that workers should have control over their activities and theoretical knowledge. Pitt's (2010) idea of professional autonomy, on the other hand, is less about

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freedom from the government and more about "a complex relationship to the influence and authority of people, ideas, and ideals we reject or claim as our own" (Pitt, 2010,p.1).

2.4 Previous Studies

2.4.1 Previous Studies about Social Intelligence

1- Birknerova (2015)

The main goal of this study is to find out how the personality traits of teachers and the social intelligence (SQ) components are linked and if there are any changes between teachers of different genders. The Solution of Interpersonal Problem-Oriented Situations assessment, the Tromso Social Intelligence Scale, and the NEO Five-Factor Inventory are used by teachers to self-evaluate their SQ. The study sample is made up of 553 teachers from elementary and secondary schools. It was chosen on purpose and is based on how different people think about and define certain typical traits or characteristics. Factor analysis, association analysis, and t-tests are all ways to look at data. This research finds that there are big differences between how men and women rate different aspects of social intelligence. It also confirms that social intelligence is an important tool for understanding people's behavior and gives us a chance to change it.

2-Uygun & Aribas (2020)

The goal of this study is to look at how pre-service social studies teachers' social intelligence and speaking skills are related. The relational screening model, which is one of the descriptive survey models, was used in the study's material. The survey's group is made up of

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third- and fourth-year Social Studies Teaching students at the Faculties of Education at Mula, Uşak, Afyon, and Aksaray Universities during the 2017-2018 school year. Convenience sampling was used to pick the people who will be in the survey group. The unpaired t-test, the one-way analysis of variance (ANOVA), and the Scheffe and Games-Howell tests were used in this work. The Pearson product-moment correlation analysis has been used to find out if there is a link between the level of social intelligence and speaking skills of pre-service social studies teachers. This study's tools are the Communication Skills Scale made by Korkut Ower and Bugay (2014) and the Troms Social Intelligence Scale (TSIS). The study found that future social studies teachers have "high" speaking skills but "moderate" social intelligence. It has also been found that there is a moderate, linear, positive, and relevant link between the pre-service social studies teachers' communication skills and their social intelligence. In addition, the data show that pre-service teachers' communication skills and social intelligence levels vary a lot based on things like their gender, the university they go to, and the number of books they read each month. On the other hand, pre-service teachers' communication skills and social intelligence don't change much based on their age or school level.

2.4.2 Previous Studies about Teachers Autonomy

1- Esfandiari & Kamali (2016)

The goal of this study is to find out how job happiness, teacher burnout, and teacher autonomy are linked. The Minnesota Job Satisfaction Questionnaire (MSQ), the Maslach Burnout Inventory (MBI), and the Teacher Autonomy Questionnaire (TAQ) are given to 237 language teachers at language schools in Karaj and Tehran to fill out. In this study, language teachers are chosen based on how convenient it is to do so, and IBM SPSS (version 22) is used to examine the data. Three statistics tests that don't use parameters are used to look at the data. The results of this study showed that teacher autonomy was linked to less job happiness. Also, there is no link between teachers having a lot of freedom and teachers being tired of their jobs.

2- Choudhury (2018)

This study tries to find out how tertiary level language teachers understand the idea of autonomy and if their classroom methods are supportive of autonomy. Another goal of the study is to find out what, if any, methods teachers use to help students

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become more independent. This is a qualitative study, and the six people who are taking part are language teachers at three private universities in Dhaka who teach beginning language classes. We use semi-structured interviews and open-ended surveys to find out what teachers believe and how they do their jobs. The results of the study have implications for teacher training programs that try to make people more aware of what teachers think and do.

3. Research Methodology

This study is held as a descriptive mixed methods study, it aims at investigating the relationship between Iraqi EFL preparatory school teachers' social intelligence and their autonomy in teaching.

"Mixed methods" analysis is a type of research in which researchers use both quantitative and qualitative data in the same study and try to figure out what they mean. The benefits of both quantitative and qualitative methods are used in a mixed methods study. This allows researchers to look at different points of view and see how complex, multi-layered research questions are related. A mixed method study combines methods on purpose to process data, look at data, and figure out what the evidence means. The key word in this method is "mixed", because the most important step in a mixed method approach is to link or integrate the data at the right point in the research process (Shorten and Smith, 2017, p. 74).

3.1 Aims

The aims of this study are:

- 1- To find out the level of Iraqi preparatory school EFL teachers' social intelligence.
- 2- To investigate the level of each of the autonomy dimensions (general autonomy, teacher understanding of learner's autonomy, curriculum autonomy and teaching activities) among Iraqi preparatory school EFL teachers.

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- 3- To investigate the correlational relationship between social intelligence and the first dimension of autonomy, i.e., general autonomy.
- 4- To investigate the correlational relationship between social intelligence and the second dimension of autonomy, i.e., teacher understanding of learner's autonomy.
- 5- To find out the correlational relationship between social intelligence and the third dimension of autonomy, i.e., curriculum autonomy.
- 6- To find out the correlational relationship between social intelligence and the fourth dimension of autonomy, i.e., teaching activities.

3.2 Research Questions

The following research questions are posed in order to achieve the aims of the study :

Q1- Is there any significant level of social intelligence among Iraqi EFL preparatory school teachers?

Q2- Is there any statistical significant level for each of the autonomy dimensions (general autonomy, teacher understanding of learner's autonomy, curriculum autonomy and teaching activities) among Iraqi EFL preparatory school teachers?

Q3- Is there any statistically significant relationship between Iraqi EFL preparatory school teachers' social intelligence and their general autonomy?

Q4- Is there any statistically significant relationship between Iraqi EFL preparatory school teachers' social intelligence and their understanding of learner's autonomy?

Q5- Is there any statistically significant relationship between Iraqi EFL preparatory school teachers' social intelligence and curriculum autonomy?

Q6- Is there any statistically significant relationship between Iraqi EFL preparatory school teachers' social intelligence and teaching activities?

3.3 Limits of the Study

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The current study may limit to the following :

- 1- Since there are 9 intelligence skills according to the classification of Gardener (1983), the present study will be limited to one type which is social intelligence of Iraqi EFL teachers.
- 2- The study is conducted during the academic year 2022-2023.
- 3- Iraqi EFL preparatory school teachers at the center of Babylon Governorate.

3.4 Procedures

The following procedures are to be followed in the present study:

- 1- Surveying the related literature.
- 2- Selecting a questionnaire for social intelligence which is originally adopted from Tromsø Social Intelligence Scale (TSIS) (Silvera, et al., 2001), then being modified after being presented to the jury members to be finally handed out to the teachers.
- 3- Selecting a questionnaire for teachers' autonomy which is originally adopted from Pearson and Hall's (1993), then modified after being presented to the jury members to be finally given to the teachers.
- 4- Selecting a random sample of (150) teachers (male and female) from a population of Iraqi preparatory school EFL teachers in the Centre of Babylon Governorate.
- 5- Constructing an interview to know if the teachers have a full understanding of the activities related to social intelligence and teachers' autonomy.
- 6- Analyzing the data statistically to get the results in terms of tables, figures and charts.
- 7- Presenting the conclusions, recommendations, and promoting some topics for further studies.

3.5 Research Instruments

The tools included a questionnaire and an interview. The first scale is Social Intelligence where part of it being adopted from Tromsø Social Intelligence Scale (TSIS) (Silvera, et al., 2001), which consists of (19) items and the other (27) items are being designed by the researcher. This questionnaire measures (social awareness, social skills, social information processing and social overall), the scale items could

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be responded to by putting a tick mark (✓) by the teachers in one of the options ranging from (1) Strongly Disagree to (5) Strongly Agree. Furthermore, the second scale is measuring teachers' autonomy scale, part of it being adopted from Pearson and Hall's (1993) which consists of (20) items and the other (25) items are being designed by the researcher. This questionnaire which measures (general autonomy, teacher understanding of learner's autonomy, curriculum autonomy and teaching activities), the scale items could be responded to by putting a tick mark (✓) by the teachers in one of the options ranging from (1) Strongly Disagree to (5) Strongly Agree. The researcher also conducts an interview with (15) teachers (male and female) at the center of Babylon Governorate.

3.5.1 Validity of the Research Tools

Bolarinwa (2015, p.195) defines validity as “the extent to which a measurement measures what it claims to measure.” It talks about how accurate the conclusions are that can be drawn from the results.

Face validity is checked by having a group of experts on the topic of the study look over the topic to see if the questions measure the idea of research. If the experts say that the question measures the so-called concept, then it seems to be true. If not, the researcher should change the survey questions based on what experts utters (Almuhanna, 2018, p. 155).

In this study, the face validity of these two scales, i.e., social intelligence and teachers' autonomy are tested by showing the items to 15 experts in the field of Teaching English as a Foreign Language from different Iraqi universities, each with a different area of expertise. The jury members make a modification on the scale after giving a thorough reading of the questionnaire items where they mostly decide that the items should be divided into four dimensions, in which the first dimension includes (12) items, the second dimension (14), the third dimension (9) and the fourth dimension (11). By using the chi-square, the researcher has found that the chi-square values calculated for all the items are statistically significant at the level of significance (0.05) and the degree of freedom (1).

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3.5.2 Reliability of the Questionnaires

Creswell (2015, p.158) shows that "reliability means that scores from a tool are stable and consistent. To verify the reliability of these two scales, social intelligence and autonomy, the researcher has used Cronbach's alpha way.

Cronbach's alpha coefficient is applied to the research sample, which consists of (150) teachers (males and females), and the value of reliability is (0.83), which is an acceptable indicator of reliability.

4. Results and Discussion

The presentation of results includes the researcher's responses to the following questions:

1- Is there any statistical significant level of social intelligence among Iraqi EFL preparatory school teachers?

The EFL teachers have a high level of understanding of social intelligence and how being applied in the classroom. It has been discovered that the arithmetic mean value is (154.69) and the T-test value is (138) with standard deviation (54.689). The researcher has found that the calculated value (3.737) is greater than the tabulated value (1.96) at the level of statistical significance (0.05) and a degree of freedom (149), as shown in Table (1).

Table (1) T-Test Value And The Level Of Statistical Significance

One-Sample Statistics								
Level	N	Mean	Std. Deviation	T-test Value	Df	T		Sig.
						Cal.	Tab.	
Social Intelligence	150	154.69	54.689	138	149	3.737	1.96	0.05

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- 2- Is there any significant level for each of the autonomy dimensions (general autonomy, teacher understanding of learner's autonomy, curriculum autonomy and teaching activities) among Iraqi preparatory school EFL teachers?

After examining the results, the researcher has found:

- 1- There is a good level of general autonomy, the arithmetic mean value is (52.58) and the T-test value is (48) with standard deviation (19.856), as shown in Table (2).

Table (2) T-Test Value And The Level Of Statistical Significance

One-Sample Statistics								
Level	N	Mean	Std. Deviation	Test Value	Df	T-test		Sig.
						Cal.	Tab.	
General Autonomy	150	52.58	19.856	48	149	2.825	1.96	0.05

- 2- There is a moderate level of teacher understanding of learner's autonomy among EFL teachers, the arithmetic mean value is (48.88) and the T-test value is (39) with standard deviation (10.575), as shown in Table (3).

Table (3) T-Test Value And The Level Of Statistical Significance

One-Sample Statistics								
Level	N	Mean	Std. Deviation	Test Value	Df	T-test		Sig.
						Cal.	Tab.	
Teacher Understanding of Learner' Autonomy	150	48.88	10.575	39	149	11.443	1.96	0.05

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- 3- There is a weak level of curriculum autonomy for EFL teaches, the arithmetic mean value is (26.53) and the T-test value is (24) with standard deviation (4.744), as shown in Table (4).

Table (4) T-Test Value And The Level Of Statistical Significance

One-Sample Statistics								
Level	N	Mean	Std. Deviation	Test Value	Df	T-test		Sig.
						Cal.	Tab.	
Curriculum Autonomy	150	26.53	4.744	24	149	6.523	1.96	0.05

- 4- There is a very weak level of teaching activities of EFL teachers, the arithmetic mean value is (27.96) and the T-test value is (24) with standard deviation (3.941), as shown in Table (5).

Table (5) T-Test Value And The Level Of Statistical Significance

One-Sample Statistics								
Level	N	Mean	Std. Deviation	Test Value	Df	T-test		Sig.
						Cal.	Tab.	
Teaching Activities	150	27.96	3.941	24	149	12.308	1.96	0.05

3- Is there any statistically significant relationship between Iraqi EFL preparatory school teachers' social intelligence and general autonomy?

There is a correlational relationship between social intelligence and general autonomy, the Pearson Correlation value is (0.469) which is statistically significant at the level of significance (0.000), as shown in Table (6).

Table (6) The Value Of Pearson Correlation Coefficient Between Social Intelligence And General Autonomy

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Correlations			
		Social Intelligence	General Autonomy
Social Intelligence	Pearson Correlation	1	0.469
	Sig.		0.000
	N	150	150
General Autonomy	Pearson Correlation	0.469	1
	Sig.	0.000	
	N	150	150

4- Is there any statistically significant relationship between Iraqi EFL preparatory school teachers' social intelligence and their understanding of learner's autonomy?

There is a very weak and inverse correlational relationship between social intelligence and teacher understanding of learner's autonomy, the Pearson Correlation value is (-0.061), as shown in Table (7).

Table (7) The Value Of Pearson Correlation Coefficient Between Social Intelligence And Teacher Understanding Of Learner's Autonomy

Correlations			
		Social Intelligence	Teacher Understanding of Learner's Autonomy
Social intelligence	Pearson Correlation	1	-0.061
	Sig.		0.455
	N	150	150
Teacher Understanding of Learner's Autonomy	Pearson Correlation	-0.061	1
	Sig.	0.455	
	N	150	150

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5- Is there any statistically significant relationship between Iraqi EFL preparatory school teachers' social intelligence and curriculum autonomy?

There is a very weak and inverse correlational relationship between social intelligence and curriculum autonomy, the Pearson Correlation value is (-0.085), as shown in Table (8).

Table (8) Value Of Pearson Correlation Coefficient Between Social Intelligence And Curriculum Autonomy

Correlations			
		Social Intelligence	Curriculum Autonomy
Social Intelligence	Pearson Correlation	1	-0.085
	Sig.		0.301
	N	150	150
Curriculum Autonomy	Pearson Correlation	-0.085	1
	Sig.	0.301	
	N	150	150

6- Is there any statistically significant relationship between Iraqi EFL preparatory school teachers' social intelligence and teaching activities?

There is a weak correlational relationship between social intelligence and teaching activities, the Pearson correlation value is (0.103), as shown in Table (9).

Table (9) Value Of Pearson Correlation Coefficient Between Social Intelligence And Teaching Activities

Correlations			
		Social Intelligence	Teaching Activities
Social Intelligence	Pearson Correlation	1	0.103
	Sig.		0.211
	N	150	150
Teaching Activities	Pearson Correlation	0.103	1

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	Sig.	0.211	
	N	150	150

5. Results and Discussion of the Interview

5.1 Results Related to the First Question

The first question is **What do you know about social intelligence?** the results show that, (80%) of the sample, which refers to (12) teachers, understand and know the concept of social intelligence, their answers indicate that social intelligence is the ability to perceive, evaluate, and express emotions, including the capacity to understand emotions, social knowledge, the capacity to generate feelings, access them, and understand others and how to deal with them. However, (20%) of teachers don't know what the meaning of social intelligence. Below are examples of former group answers:

T 1 "Social intelligence refers to the capacity to understand and navigate social situations effectively. It includes being aware of one's own emotions and the emotions of others, as well as being able to connect and interact with others in a positive and productive way."

T 10 "It is the ability to understand others and interact with them through the success of social relationships, as well as the ability to get along well with others and gain their cooperation with you."

5.2 Results Related to the Second Question

The second question is **What is your perception about Autonomy?** the results show that, (73%) of the sample, which refers to (11) teachers from the whole sample, have perception about the concept of autonomy, know the meaning where their answers indicate that autonomy is the teacher's non-submission to the control of others and the

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ability to act with personal responsibility without relying on others. However, (4) teachers with percentage (27%) don't know what the meaning of autonomy. Below are examples of former group answers:

T3 " In my personal perceptions, autonomy refers to the ability to act independently and make decisions based on one's own values and beliefs. In the context of education, autonomy can refer to students taking responsibility for their own learning and making choices about how they approach their studies."

T11 " Being unique in his decisions and not being influenced by others and must have a balanced personality. It is the ability to govern one self and the ability to make successful decisions."

5.3 Results Related to the Third Question

The third question is **What skills do you have to apply social intelligence and autonomy in the classroom?** (10) teachers with percentage (67%) assure that there are many skills that must be applied and the most important of them, calm, dealing with students according to their age, the ability to understand the psychological state of students, avoid getting emotional in the classroom unless necessary, and the teacher's ability to adapt his ideas and style according to the scientific levels of the students. However, (5) teachers with a percentage of (33%) don't know what the answer. Below are examples of former group answers:

T1 "Some ways that social intelligence and autonomy can be applied in the classroom include encouraging students to work collaboratively, promoting active listening and empathy, and providing opportunities for students to make choices about their learning."

T8 "Effective listening and communication that is what I actually do with my students."

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5.4 Results Related to the Fourth Question

The fourth question is **What are the activities that can employ social intelligence and autonomy in the classroom?**. The results show that (53%) which refers (8) teachers from the whole sample have know what are the activities that can employ the social intelligence and autonomy in the classroom. However, (7) teachers with percentage (47%) don't know the answer. Below are examples of former group answers:

T5 " There are many activities that can employ social intelligence and autonomy in the classroom, such as group projects, class discussions, role-playing exercises, and self-reflection activities. These activities can help students develop their social skills and take ownership of their learning."

T15 "Students brainstorm by using broad topic questions and using illustrations."

5.5 Results Related to the Fifth Question

The fifth question is **How do we, in your opinion, translate the social intelligence strategy in classroom teaching?**. The results show that, (53%) which refers to (8) teachers have know what are the strategy that can employ the social intelligence in the classroom. However, (7) teachers with percentage (47%), don't know the answer. Below are examples of former group answers:

T2 "To translate the social intelligence strategy into classroom teaching, educators can focus on creating a positive and inclusive classroom environment, promoting social and emotional learning, and providing opportunities for students to practice their social skills."

T4 " Lead incorporating activities that encourage collaboration, communication, and empathy, as well as

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*providing opportunities for students to reflect on their own
emotions and the emotions of others."*

6. Conclusions

Based on the results of the study, the following conclusions have been reached:

- 1- Social Intelligence is the capacity to know students' intentions, moods, motives, and emotions, and to communicate with them in various ways, such as sensitivity to facial expressions, voice, and gestures, so that teacher deals with students efficiently, in order to achieve appropriate aims in specific social contexts, using appropriate means that lead to positive results.
- 2- It has been discovered that there is a high level of social intelligence, which means that the teachers know and understanding the concept of social intelligence and how it is applied in the classroom, where the arithmetic mean value of social intelligence is (154.69).
- 3- Teacher liberty refers to how teachers can make decisions on their own, how much they can do, and how free they are. Educational system and other factors can limit these things. According to the current study, there is a good level of general autonomy for EFL teachers where the arithmetic mean value is (52.58) and the T-test value is (48) with standard deviation of (19.856).
- 4- It is essential for teachers to be able to make their own decisions in order to build a learning environment that meets their goals and also to fulfill the different needs of students. The statistical results have shown that there is a moderate level of teacher understanding of learner's autonomy, where the arithmetic mean value is (48.88) and the T-test value is (39) with standard deviation of (10.575).
- 5- There is a weak level of curriculum autonomy for EFL teachers where the arithmetic mean value is (26.53) and the T-test value is (24) with standard deviation of (4.744). Furthermore, it has been discovered that the calculated T-test value (6.523) is greater than the tabulated value (1.96) at the level of statistical significance (0.05) and the degree of freedom (149).

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- 6- There is a weak level of teaching activities for EFL teachers, where the arithmetic mean value is (27.96) and the T-test value is (24) with standard deviation of (3.941).
- 7- The results assure that there is a good correlational relationship between them , where the Pearson Correlation value between social intelligence and general autonomy is (0.469) which is statistically significant at the level of significance (0.000).
- 8- There is a very weak and inverse correlational relationship, where the Pearson Correlation value between social intelligence and teacher understanding of learner autonomy is (-0.061), which is not statistically significant between these two variables because the value of the significance level (0.455) is greater than the critical value (0.05).
- 9- There is a very weak and inverse correlational relationship between social intelligence and curriculum autonomy, where the Pearson Correlation value is (-0.085), which is not statistically significant between these two variables because the value of the significance level (0.301) is greater than the critical value (0.05).
- 10- There is a weak correlational relationship between social intelligence and teaching activities, where the Pearson Correlation value is (0.103), which is not statistically significant between these two variables because the value of the significance level (0.211) is greater than the critical value (0.05).
- 11- The results of the Interview show that (80%) of the sample understand and know the concept of social intelligence. (73%) of the sample have a perception about the concept of autonomy. (67%) of the sample know what skills to apply social intelligence and autonomy in the classroom. The results of the fourth question show that, (53%) have known what are the activities that can employ the social intelligence and autonomy in the classroom. The results of the fifth question show that, (53%) which refers to (8) teachers have known what are the strategies that can employ the social intelligence in the classroom.

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7- Recommendations

Based on the results and conclusions, this study focuses on the social intelligence of teachers and their independence in the classroom. As a result, a good and healthy society can be built through good education. So, here are some suggestions that can be made based on what this study found:

1. The feedback of checklist observations revealed that the supervisors should fostering their roles to help, encourage, and promote the growth of teachers' autonomy . The supervisors are a very important part of giving teachers more freedom. For teachers, it is not only their ethical and professional responsibility, obligation, but also, and this is more important, to help teachers improve their communication skills, fostering their autonomy and catering their individual needs.
2. The Social Intelligence Scale (SIS) could be used by any Education Ministry, university, college, or company to measure the social skills of their employees. It is the best choice for teachers, in particular.
3. Using the traits of teachers and students at each level of social skill could help come up with ways to teach with materials and lessons based on social intelligence. This will help teachers and their students get along better with each other.
4. Teachers need a continuous professional development program right away, so they can improve their social skills, keep their information up-to-date, and become more independent teachers.
5. The practical consequences of this study could help organizations raise the level of social intelligence and autonomy for teachers, so they can do a good job and improve the education system.

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