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The Role of Social Intelligence in Achieving Psychological Resilience among High School Teachers

دور الذكاء الاجتماعي في تحقيق المرونة النفسية لدى أساتذة الثانوية

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ملخص :

تهدف هذه الدراسة إلى معرفة دور الذكاء الاجتماعي في تحقيق المروتة النفسية لدى أساتذة الثانوية، حيث تم اختيار المنهج الوصفي من خلال جمع المعلومات باستعمال الاستبيان كأداة للدراسة، كما تم تحليل البيانات بعد معالجتها من خلال برنامج spss باستعمال كل من المتوسط الحسابي ومعامل ارتباط بيرسون، لتكون نتائج الدراسة بأنه: توجد علاقة ارتباطية ذات دلالة احصائية بين الذكاء الاجتماعي والمرونة النفسية لدى الأساتذة، مستوى الذكاء الاجتماعي لدى الأساتذة مرتفع ومستوى المرونة النفسية لدى الأساتذة ليس متوسط، وأنه لا توجد فروق ذات دلالة احصائية في مستوى الذكاء الاجتماعي والمرونة النفسية تعزى لمتغير الجنس.

الكلمات المفتاحية: الذكاء الاجتماعي، المرونة النفسية، أساتذة الثانوية، الذكاء، العمل.

Abstract:

This study aims to investigate the role of social intelligence in achieving psychological resilience among secondary school teachers. The descriptive approach was employed, utilizing a questionnaire as the data collection instrument. Data were analyzed using SPSS software, employing both the arithmetic mean and Pearson's correlation coefficient. The study's findings indicate a statistically significant correlation between social intelligence and psychological resilience among teachers; the level of social intelligence among teachers is high, while their level of psychological resilience is not average; and no statistically significant differences in social intelligence or psychological resilience are attributable to gender.

Key words: Social intelligence, psychological resilience, secondary school teachers, intelligence, work.

Introduction:

Humans are inherently social beings, unable to live in isolation. Their daily lives are built upon a network of relationships and social interactions that both influence and are influenced by them.

Consequently, it is essential to act intelligently, meaning the ability to adapt effectively to the environment and learn from experiences, especially in the field of education. With the development of modern societies and the increasing complexity of work environments, professional success and job satisfaction no longer depend solely on technical and cognitive skills. Social and emotional skills also play a crucial role in enabling individuals to perform their tasks efficiently and maintain their psychological well-being.

In this context, social intelligence is a fundamental element in building healthy and positive professional relationships. Meanwhile, Psychological resilience represents an individual's ability to adapt to pressures and changes and to regain their psychological balance after experiencing difficult situations..

First: theoretical framework

1. The Problem

The work environment contributes to achieving efficiency. It is an organized entity encompassing both human and material resources, with diverse relationships arising from their interaction. These relationships, along with a set of human and social connections, create a kind of harmony and integrated effectiveness. Understanding others' moods and feelings depends largely on the individual's sensitivity and comprehension of facial expressions, voices, and movements, and responding to them appropriately to ensure a positive influence on others and guide their behavior. (Al-Assafi, 2021) Through the use of social intelligence in the workplace, upon which an individual builds their hopes and future, there is no doubt that a teacher's possession of social intelligence within an organization can influence the performance and behavior of the organization as a whole, such as their actions and activities, their punctuality, job satisfaction, emotions, and task performance. (Ketfi, 2014/2015)

Accordingly, teachers must possess the psychological and social traits and skills to adapt to changes in the work environment and thus maintain their psychological balance. This latter means that the individual should have psychological resilience that allows them to remain stable, calm, and self-balanced when exposed to pressures or stressful situations in their work environment, as well as the ability to adapt effectively and cope positively with these pressures and traumatic situations.

Consequently, they must deal with problems, challenges, stress, and psychological pressures, and get up again after being exposed to obstacles and misfortunes, and

recover after trauma, which leads to achieving high performance and psychological and social stability at work.

Through the above, the importance of social intelligence and psychological resilience in educational institutions becomes apparent, as they occupy an important and pivotal position in teaching and guiding rising generations. However, many individuals are unaware of how to deal with the two previous concepts, which leads to the emergence of some obstacles, whether in the way teachers deal with students or in the way they deal with the administration. This prompted us to address this topic in order to try to identify the variables of social intelligence and psychological resilience for professors in educational institutions and this leads to the research problem, which is formulated in the following questions:

- Is there a correlation between social intelligence and psychological resilience in the work environment for professors?
- How does social intelligence affect professors' ability to adapt to the challenges they face at work? .

2. Research Hypotheses

- There is a statistically significant correlation between social intelligence and psychological resilience among professors.
- Professors have a high level of social intelligence.
- Professors have an average level of psychological resilience.
- There are statistically significant differences in the level of social intelligence among professors attributable to gender variable.
- There are statistically significant differences in the level of psychological resilience attributable to gender variabl.

3. Research objectives:

- To determine the nature of the relationship between social intelligence and psychological resilience.
- To measure the level of social intelligence among professors in the work environment.
- To measure the level of psychological resilience among professors under work pressure.
- To determine if there are differences in social intelligence and psychological resilience attributable to gender **Second : the second headline**

4. Study Concepts:

- Social Intelligence: The ability to perceive and differentiate between the moods of others, understand their intentions, motivations, and feelings. This includes sensitivity to facial expressions, tone of voice, and gestures, and the appropriate response to these social cues. (Abdelaidoum & Boulouggas, 2022)

- In this study, it is represented by the teacher's ability to build good relationships with students and administration through effective communication, understanding, and skillful interaction in various social situations, leading to adaptation and successful communication.
- Psychological Resilience: The teacher's ability to withstand problems and difficulties encountered at work and to deal with them positively, i.e., adapting positively to pressures and maintaining a balanced psyche.

5. Previous Studies

Social Intelligence:

- A study by Jamila Katfi (2014-2015) entitled "Social Intelligence and its Relationship to Organizational Communication Skills at the Algerian University: A Sample of Administrative Professors ,professors holding administrative positions and their deputies, at the University of M'sila" aimed to measure the relationship between social intelligence and organizational communication skills among administrative professors. The study sample consisted of 40 department heads and their deputies from a total of 28 departments distributed across all faculties of the university, representing 47% of the total. They were selected using simple random sampling. Data collection tools included a questionnaire consisting of two scales: a social intelligence scale and an organizational communication skills scale. Statistical methods were used to analyze the study data, including Pearson's correlation coefficient, standard deviations, and arithmetic means. The SPSS system was used for this analysis. The results showed a correlation between social intelligence and organizational communication skills among department heads and their deputies at the University of M'sila. (Ketfi, 2014/2015)
- The study by Samara Amina and Sado Yasmine Zeina El Amal (2017/2018), entitled "Social Intelligence and its Relationship to Psychosocial Adjustment among Students of Ibn Khaldoun University - Karman - Tiaret," aimed to reveal the correlation between social intelligence and psychosocial adjustment among students at Ibn Khaldoun University. The descriptive correlational approach was used, and the sample consisted of 300 students, distributed by gender as follows: 71 males and 229 females. To determine the level of statistical significance of the results, the following statistical indicators were used: frequencies, percentages, arithmetic mean, and standard deviation. The study's results showed a statistically significant correlation between the dimension of social problem-solving and psychosocial adjustment.

Psychological Resilience:

- A study by Ghazal bint Abdul Rahman Al-Sheikh (2017/2018), entitled "Emotional Intelligence and its Relationship to Psychological Resilience among Female Students at Imam Muhammad ibn Saud Islamic University," was conducted on a sample of 400 female students depending on academic discipline and academic level variables. The study aimed to identify the relationship between emotional intelligence and psychological resilience among female students at Imam Muhammad ibn Saud Islamic University. The researcher used a descriptive correlational comparative approach. The study instruments consisted of two scales: the Emotional Intelligence Scale and the Psychological Resilience Scale. The results revealed a statistically significant positive correlation (at the 0.5 level or lower) between the overall score for emotional intelligence and its sub-dimensions (emotional knowledge, emotional management, emotional regulation, empathy, and social communication) and the overall score for psychological resilience and its sub-dimensions (emotional ability, social ability, and positive future orientation, Altruism, and optimism) .
- A study by Khadoum Salma, Zedadra Fatima Zahra, and Dhaif Sharifa Siham (2022/2023) entitled "Psychological Resilience and its Relationship to Self-Efficacy among Physicians - A Field Study on a Sample of Physicians in Some Health Institutions in the province of Guelma" - The study aimed to reveal the nature of the relationship between psychological resilience and self-efficacy, and the relationship between self-efficacy (perception of competence, effort exertion, initiative and perseverance) and psychological resilience. To achieve these objectives, the descriptive method was adopted, and it was applied to a sample consisting of 51 physicians (6 males and 45 females) selected randomly from some health institutions in the province of Guelma, Algeria. To process the data, statistical methods were used, namely the arithmetic mean, standard deviation, and Spearman's correlation coefficient, based on the Statistical Package for the Social Sciences (SPSS). The study resulted in the findings that there is a statistically significant positive correlation between psychological resilience and self-efficacy among physicians. (Khaddoum, Zdadra, & Dheif, 2022/2023)

Second: Methods and Tools

1. Study Methodology:

The methodology is relied upon because it is a way to organize, analyze, and present ideas, and to arrive at conclusions and facts. Certainly, the nature and content of the study determine the appropriate methodology. This is achieved by identifying aspects of the phenomenon under study through theoretical literature and previous studies related to the topic. In order to achieve the desired objectives of the study, the descriptive methodology was chosen due to its ability and efficiency in revealing the truth about this phenomenon and its characteristics. It is considered a form of systematic

scientific analysis and interpretation, describing and quantitatively portraying the phenomenon by collecting standardized data and information, classifying and analyzing it, and subjecting it to rigorous study.

2. Study Population:

The study population is all the individuals involved in the phenomenon being studied. Our study population consisted of teachers at Ibn Khaldoun and Abi Bakr Qarawi secondary schools in Setif province for the 2024/2025 academic year, totaling 102 individuals.

3. Study Sample:

A simple random sample of 60 teachers was drawn from the study population. The sample size was calculated as follows:

Sample size = Sample selected for the study / Total size of the research population * 100

Therefore: 60/102 * 100 = 58.82%.

4. Sample Characteristics:

- **Gender:**

Table (1)

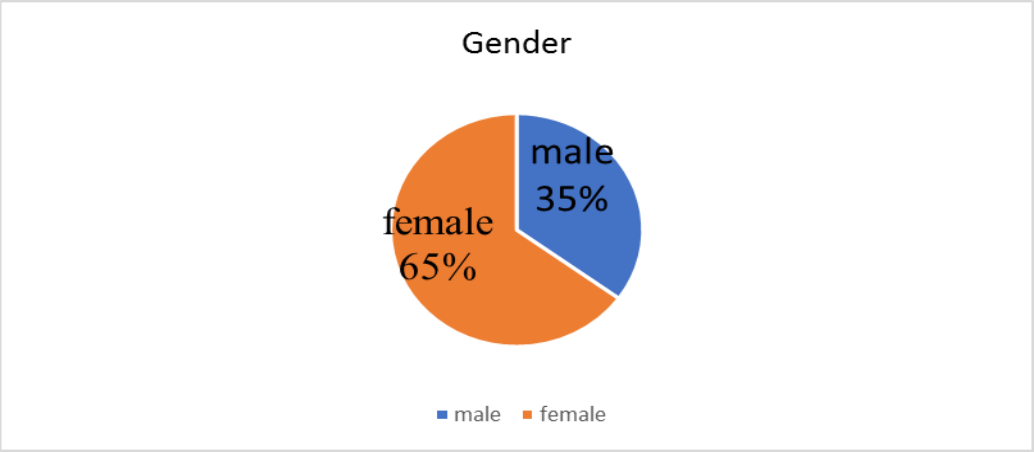
Shows the percentage and frequencies for the gender variable

Gender	frequency	percentage
male	21	35%
female	39	65%
total	60	100%

Source: From SPSS outputs

Figure (1)

Percentage circle for the sex variable.



Source: From SPSS outputs

The table and figure above show the percentage of the gender variable, with 21 males (35%) and 39 females (65%), indicating that there are more females than males.

- **Seniority:**

Table (2)

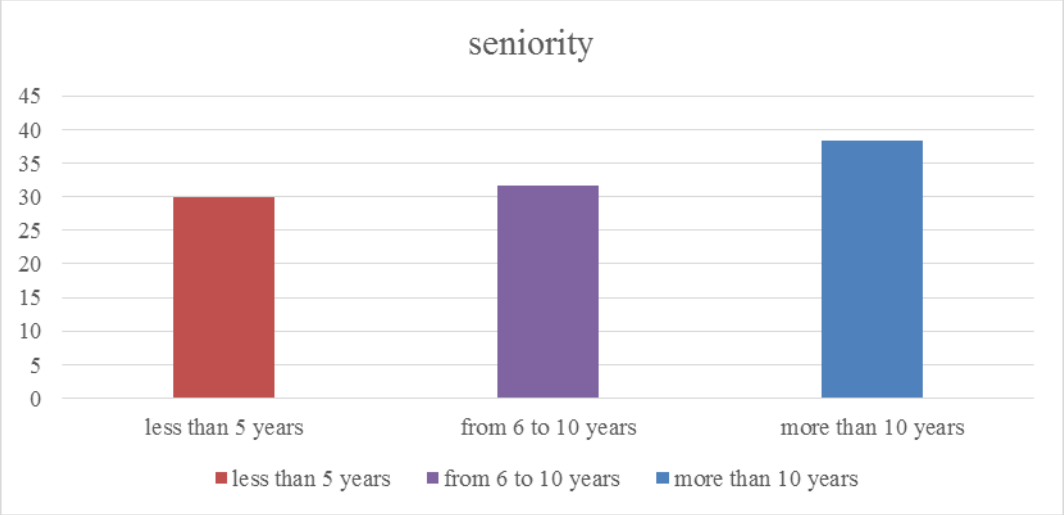
Shows the frequencies and percentages of the seniority variable

Seniority	frequency	percentage	seniority	frequency
Less than 5 years	18	30%	Less than 5 years	18
From 6 to 10 years	19	31.67%	From 6 to 10 years	19
More than 10 years	23	38.33%	More than 10 years	23
total	60	100%	total	60

Source: From SPSS outputs

Figure (2)

Shows the bar graph for the Seniority Variable



Source: From SPSS outputs

The table and figure above show the percentage and frequency of the seniority variable. The first category, less than 5 years of experience, comprised 18 individuals, representing 30% of the total sample. The second category, 6 to 10 years of experience, consisted of 19 individuals, or 31.67%. The third category, more than 10 years of experience, included 23 individuals, or 38.33% of the sample. This indicates that the majority of the samples possess extensive academic experience.

5. Psychometric Properties of the Study Instrument:

- **Discriminatory Validity of Social Intelligence Questionnaire:**

Table (3)

Represents the results of the discriminatory validity of the Social Intelligence Questionnaire

Scale	T value	p Value	Decision
Social intelligence	8.647	0.000	Exists

Source: From SPSS outputs

There are statistically significant differences between the scores of weak and strong individuals on the questionnaire, indicating the questionnaire's accuracy in discriminating between individuals' scores Therefore, the questionnaire items measured what they were designed to measure.

- **Reliability of Social Intelligence Questionnaire:**

The reliability of the social intelligence questionnaire was verified using Cronbach's alpha coefficient

Table (4)

Shows the results of Cronbach's alpha coefficient

Reliability Statistics	
Number of Elements	Cronbach's alpha
30	0.851

Source: From SPSS outputs

To ensure the validity and consistency of the questionnaire items and their measurement, Cronbach's alpha was used. The resulting value was 0.851 indicating high internal consistency validity.

- **Discriminatory Validity of Psychological Resilience Questionnaire:**

Table (5)

Shows the results of the discriminant validity of the Psychological Resilience Questionnaire

Scale	T value	p Value	Decision
Psychological Resilience	9.831	0.000	Exists

Source: From SPSS outputs

There are statistically significant differences between the scores of weak and strong individuals on the questionnaire, indicating that the questionnaire is valid in its ability to differentiate between different individual scores. Therefore, the questionnaire items were reliable.

- **Reliability of Psychological Resilience Questionnaire:**

Table (6)

Represents the results of Cronbach's Alpha coefficient

Reliability Statistics	
Number of Elements	Cronbach's alpha
30	0.786

Source: From SPSS outputs

To ensure the consistency and validity of the questionnaire items and their measurement of what they were designed to measure, Cronbach's alpha was used. The result was 0.786 indicating a high degree of consistency and thus greater confidence in the findings in this respect.

Third: Study Results

1. Normality of Distribution:

Table (7)

Represents the results of the normality of distribution

Scale	Kolmogorov-Smirnov Test for a Sample			Test Result
	Statistic	df	sig	
Social Intelligence Questionnaire	**0.135**	**60**	**0.200**	Data follows a normal distribution
Psychological Resilience Questionnaire	**0.059**	**60**	**0.200**	Data follows a normal distribution
Rule: If the probability of error or significance level (sig) is greater than 0.05, then the data follow a normal distribution.				

Source: From SPSS outputs

Table (7) shows that the results of the Kolmogorov-Smirnov test for a sample indicate a significance level of 0.200 for both the social intelligence scale and the psychological resilience scale. These values are greater than the significance level of 0.05, indicating that the responses of the study sample follow a normal distribution. Therefore, the t-test was used, as part of the scientific testing process, to answer the study's questions and test its hypotheses.

2. The Study Criterion:

Table (8)

Represents the results of the normality of distribution

Field	Decision
From 1 to 1.8	Low
From 1.9 to 2.32	Average
From 2.33 to 3	High

Source: From SPSS outputs

3. Presentation and Discussion of Study Results:

- **First Hypothesis:**

"There is a statistically significant correlation between social intelligence and psychological resilience among teachers".

Table (9)

Represents the results of the normality of distribution

Scale	Sample	Coefficient	P Value	Decision
Social Intelligence	60	0.775	0.000	Exists

Source: From SPSS outputs

We observe from the previous table that the correlation coefficient was 0.775 at a significance level of 0.000, which is less than the established significance level (0.05). Therefore, the correlation coefficient is statistically significant, indicating a statistically significant relationship between social intelligence and psychological resilience among professors.

This can be explained by the sample group's ability to influence and guide others' behavior, as well as their capacity to adapt to psychological pressures in their work environment. This aligns with the study by Samara Amina and Sado Yasmine Zeina El Amal (2017/2018) entitled "Social Intelligence and its Relationship to Psychosocial Adjustment among Students of Ibn Khaldoun University - Karman - Tiaret," and also with the study by Ghazal Bint Abdul Rahman Al Sheikh (2017/2018) entitled "Emotional Intelligence and its Relationship to Psychological Resilience among Female Students of Muhammad Ibn Masoud Islamic University".

- **second Hypothesis:**

  "Professors have a high level of social intelligence".

Table (10)

Represents the results of the second hypothesis

Scale	Sample	Value	Field	Decision
Social Intelligence	60	2.456	From 2.33 to 3	High level

Source: From SPSS outputs

Based on the results obtained, we found that the mean social intelligence score was 2.456, indicating a high level of social intelligence among professors. This supports the hypothesis that professors possess high levels of social intelligence.

This explains why the data obtained from presenting the results of the second hypothesis, using the mean score listed in Table (8), showed that the sample members were able to avoid using offensive language during discussions, use appropriate language when speaking, and deal with criticism constructively without affecting their relationships with others in their work environment. This aligns with the study by Jamila Katfi (2014/2015), which found a relationship between social intelligence and

organizational communication skills among professors, department heads and their deputies, at the University of M'sila.

Social intelligence equips teachers with the ability to understand others' emotions (including students, colleagues, and administration), build positive relationships, and manage classroom or workplace conflicts effectively. This interpersonal success acts as a protective shield that enhances their psychological resilience.

third Hypothesis:

"Professors' Level of Psychological Resilience is average".

Table (11)

Represents the Results of the Third Hypothesis

Scale	Sample	Value	Field	Decision
Psychological Resilience	60	2.873	From 2.33 to 3	High level therefore the hypothesis was rejected

Source: From SPSS outputs

Based on the results obtained, we found that the mean score for psychological resilience was 2.873, indicating a high level of psychological resilience among the teachers. Therefore, we rejected the hypothesis that the teachers' level of psychological resilience was average.

The data obtained from presenting the results of the third hypothesis, using the arithmetic mean shown in Table (9), indicates that the sample members possess the ability to adapt to psychological stress, are characterized by balance and composure, and have the capacity to recover from negative influences. This aligns with the study by Ziadra Fatima Zahra and Dhaif Sharifa Siham (2022/2023) entitled "Psychological Resilience and its Relationship to Self-Efficacy among Physicians: "A Field Study on a Sample of Physicians in Some Health Institutions in the province of Guelma"

- **fourth Hypothesis:**
  "There are statistically significant differences in the level of social intelligence among teachers attributable to the gender variable".

Table (12)

Represents the results of the fourth hypothesis

Questionnaire	Sample	t test	probality	Decision
Social Intelligence + Gender	60	0.917	0.363	There are no statistically significant differences.

Source: From SPSS outputs

From the previous table, we observe that the t-test value was 0.917 at a significance level of 0.363, which is greater than the established significance level (0.05). Therefore, the t-test value is not statistically significant, meaning there are no statistically significant differences in social intelligence levels attributable to the gender variable.

This explains why the sample members, regardless of gender, do not agree in their ability to notice nonverbal cues in conversations with others. They also struggle to initiate conversations with strangers, and some are unable to de-escalate tense situations during their conversations or offer assistance to others in resolving conflicts.

And can be explained by the fact that teachers (regardless of gender) are exposed to the same occupational conditions, educational pressures, and deal with the same age group of students

This contradicts the study by Jamila Katfi (2014/2015) which found a relationship between social intelligence and organizational communication skills among professors holding administrative positions and their deputies at the University of M'sila.

- **fifth Hypothesis:**
  "There are statistically significant differences in the level of psychological resilience among professors attributable to the gender variable".

Table (13)

Represents the results of the fifth hypothesis

Questionnaire	Sample	t test	probality	Decision
Psychological Resilience + Gender	60	0.833	0.408	There are no statistically significant differences.

Source: From SPSS outputs

From the previous table, we observe that the t-test value was 0.833 at a significance level of 0.408, which is greater than the established significance level (0.05). Therefore, the t-test value is not statistically significant, meaning there are no statistically significant differences in the level of psychological resilience attributable to the gender variable.

Conclusion:

It can be said that social intelligence is one of the essential components that contribute to enhancing the quality of professional life within the work environment, especially in light of the increasing challenges and rapid changes imposed by modern work environments. Social intelligence represents an individual's ability to understand others and interact with them effectively.

The results of many studies have shown that individuals with high levels of social intelligence are more able to adapt to professional pressures and are better prepared to face crises. This enhances their psychological resilience, which is the ability to maintain emotional stability and quickly return to effective performance after exposure to shocks or stresses.

The analysis in this study also revealed a direct relationship between social intelligence and psychological resilience. The higher an employee's level of social intelligence, the greater their ability to manage stress in a healthy and constructive manner. Therefore, the study recommends including social intelligence among the fundamental criteria in recruitment and ongoing training, and it advocates for integrating psychological resilience into human resource management strategies. Strengthening these two dimensions not only contributes to individual professional development but also positively impacts team performance and organizational stability. In light of the evolving work environment, investing in social intelligence and psychological resilience remains a crucial pillar of sustainable professional and organizational success.

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