

Emotional intelligence and its relation with communication skills of primary school teachers in the city of M'sila

LouizaFourchane¹, Nadia Amel Kermiche²

¹Aboukasssem Saadallah University-algiers 2, starmsila@gmail.com

²Aboukasssem Saadallah University-algiers 2f louiza@yahoo.fr

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Abstract:

This study focused on the nature of the relationship between Emotional Intelligence, and its five dimensions, and communication skills. Also, the present research aimed to detect gender differences in Emotional Intelligence and communication skills. To do this, the researcher used the Correlation Descriptive Method (CSM) to reach a sample of 300 teachers. Additionally, the researcher used the emotional intelligence scale (Osman Rizk 2001) and a communication skills questionnaire to identify gender differences in Emotional Intelligence. After analyzing the data statistically, the study revealed the following results:

- There is a statistical correlation between emotional intelligence and communication skills of primary school teachers.
- There are no statistical differences between the two genders in emotional intelligence.
- There are no statistical differences between the two genders in communication skills.

Keywords: Emotional Intelligence - Communication Skills, Teacher.

Nadia Amel Kermiche, Email:starmsila@gmail.com

- Introduction:

Today we are facing new and rapid changes within the events of the era of the information revolution, educational problems and issues, where the responsibility has become great for the educational system and psychology in providing new experiences, experiences and ideas, and the educational system has the task of building a knowledge-based society and working to raise generations in a modern way and help them keep abreast of events and adapt to new developments throughout their lives.

Many people and researchers have believed for a long time that intelligence is one form limited to the cognitive field only, and does not contribute to the success of the individual, which refers to cognitive abilities such as reasoning, thinking, memory.

However, the modern view of conscience, human feelings and emotions has changed this and recognized the increasing importance of conscience for practical and scientific life, and that it is not separate processes from the process of thinking and motivation, but are interrelated processes to each other, as noted by Golman (Golman 1995) that mental intelligence contributes 20% to the success of an individual, leaving 80% to other factors.

Emotional intelligence includes many mental and emotional abilities that help the individual to motivate himself and persevere in the face of frustrations and disorders that expose him, Golman also believes that mental abilities alone are not enough for individual success in various aspects of life, but we find that talented smart people in all areas or certain areas lack emotional intelligence and are not compatible with themselves and are prone to depression and constant anxiety, they need to achieve emotional success more than traditional intelligence, and because in many moments we find coordination between logical and emotional thinking, feelings are necessary for thinking, and thinking is also important for those feelings (Ibrahim al-Samadouni 2007) as Mayer and saloviy (Mayer et Saloviy) pointed out that intelligence is the ability of an individual to perceive his emotions in order to reach the generalization of that emotion, as it supports him to understand and know the emotions of others, which leads to the development and regulation of mental development related to those emotions and thus the conscience is a unique source of information for individuals about their surrounding environment and that information forms their successive thoughts and feelings.

In this regard, the results of Chernis indicated that emotional and social abilities constitute an important dimension in cognitive performance, thinking processes and behavior, which is

reflected positively in the development of the individual's ability to succeed and adapt, and showed that emotional intelligence can be acquired or learned with the skill of communication through the teacher, which is the basic premise of the education project to the results also indicate that intelligence is one of the necessary requirements for academic success and success In the field of work and interaction with others (Chernis. 2000. p 68)

Emotional intelligence is also the ability to achieve goals through interaction with the surrounding environment, there is no doubt that achieving these goals depends on the success of the communicative relationship between the teacher and the learner inside the classroom, especially at the primary education stage, which is the crucial stage for the student, in which he needs to achieve excellence and to one who understands himself, empathizes and communicates with him in order to feel psychological security; social psychology research has confirmed that when two or more people interact with each other, their behavior is greatly influenced by the mutual expectations that each of them has in mind, before the site of social interaction (social interaction), before the site of social interaction, their behavior is greatly influenced by the mutual expectations that each of them has in mind, before the site of social interaction (social interaction)(Bochner. 1983. p 12) Therefore, communication and communication largely depends on the ability of each of the parties to the interaction situation to communicate with each other, the ability to express, and is also a process of social interaction aimed at strengthening relations between individuals and society by exchanging ideas, information and feelings that lead to understanding and favor, or vice versa.

The communication process is one of the pillars of an individual's personal structure through which he can influence and influence those around him, considering communication the ability to produce ideas, opinions and feelings and transfer them from one person to another, or from one group to another group through various channels in order to influence and cause the required response (bakken .2009. p 96) writing, speaking, communication, facial changes and touch are among the most used skills by the professor to interact with the student during the educational process, through which the professor conveys his thoughts, directions, emotions and feelings surrounding him (Abdel Majid Nashwati. 2003. P. 166)

Scholars have agreed that the main factor in a student's success or failure in school is primarily due to the type of teacher's treatment of his students and the extent of his interaction with them (Mohamed Abdel Rahim Adass. 2000. P. 60)

See also (Olsen .1977) that a teacher who fails to build continuous communication links with his students, starting from the early educational years, may hinder their ability to communicate in secondary schools, or in life in general (Abdul Majid Nashwati. 1997. P. 86)

The goals of education can only be achieved by a successful teacher who is able to overcome the gap between theoretical and practical, especially with regard to communication skills, who is able to his feelings and feelings, and who is able to monitor and modify the behavior of learners in the desired direction and work to develop their interests and needs through his communication with them in the classroom and help them achieve psychological balance and social harmony.

The role of the teacher is not limited to the transfer of information and ideas only, but the purpose is to influence the behavior of the student, the development of his spiritual, psychological and social aspects and the combination of knowledge and conscience in teaching and the way he delivers the message sound to the sender (pupil) as he expects, if the opposite is the case, the message is considered unsound and unsuccessful, and to make sure of this, the sender checks the result of his message by feedback, communication skills may be either verbal, such as listening, reading or expression, and may be non-verbal or physical, such as gestures and movements.

The teacher's communication skills clearly show his subjectivity, personality and empathy for others. His personal traits and temperament may undoubtedly reflect negatively or positively on the performance of the teacher, the efficiency of his production and may affect the student in his human behavior and personality.

A teacher who is characterized by anger and emotion does not create the appropriate educational environment and loses his positive communication with them .the teacher must consider the art of communication skills and master them by being aware of his emotions and controlling himself in order to reach an understanding of other people's feelings and gain their trust in him. Hence, the problem of some crystallizes in public questioning.

Public Questioning:

Is there a relationship between emotional intelligence and communication skills in primary school teachers?

- Questions:

- Is there a relationship between affective intelligence and communication skills of primary school teachers?
- Are there differences in emotional intelligence attributable to the gender variant (male-female)?
- Are there differences in communication skills attributable to the variable of seniority?

1.1. Objectives of the study:

- The nature of the relationship between emotional intelligence and communication skills of primary school teachers.
- Detection of differences in emotional intelligence and communication skills at the primary stage depending on the gender variant.
- Detection of differences in communication skills of primary school teachers.

1.2 The importance of study:

1.2.1 Theory:

- The relevance of the topic lies in addressing one of the modern topics that arouse psychological thought.
- One of the important and worthy topics that impose themselves in educational and educational reality, the importance of studying in addressing the variable of emotional intelligence and communication skills is due to the teacher's influence on the learner, the teacher's interaction with his students reflects the psychosocial climate, which the teacher has a role in forming .
- Draw the attention of teachers in order to pay attention to the Learning Group and contribute to creating an atmosphere of fun, empathy and endearment among students inside the classroom.
- The importance of emotional intelligence in achieving success and excellence in all fields.
- The importance of this study in human life is also traced; a balanced view of him perceives him as a being that combines reason and conscience.

1.2.2 Applied:

- Preparation of objective scientific standards adapted to the Algerian environment and enjoying a high degree of honesty and stability.

- The researcher sets the way for researchers to conduct more future studies on this topic through the results of the research and develops proposals.
- The applied significance can be traced back in this study.
- The results of the current study can be used to build training and guidance programs for the formation of teachers and the development of their emotional abilities
- Increases the researcher's motivation in completing this study for the novelty and seriousness of the topic.
- Taking advantage of its standards, which are lacking in the Arab environment, to conduct research and future studies.
- Include it in the curriculum and training on behavior change to reduce violence and aggression

1.3 Definition of study concepts:

- Emotional intelligence is the integration of the two components of conscience and intelligence, defined as the ability of an individual to be aware and aware of his various feelings and emotions and to perceive the emotions and feelings of others, distinguish between them, and use them to guide his thinking, actions and behavior.
- Mayer & Salovy defines it as the ability to accurately perceive, evaluate and express emotions, the ability to generate or access emotions, the ability to understand emotion, affective knowledge or the ability to regulate emotions, which promotes affective and mental development (Mayer & Salovy 1997p 31) .
- According to George it is the ability to perceive emotions through thinking, understand emotional knowledge and regulate emotions, so that an individual can influence the feelings of others (George 2000) Othman and Rizk 2002 also defines it as the ability to pay attention and perceive well to one's own emotions and feelings, understand them, formulate them clearly and organize them according to the observation and accurate perception of other people's emotions (Othman and Rizk 2002 pp. 256-258).
- **Procedurally:** it is the sum of the total scores obtained by the examinee (primary school teachers) in the dimensions of the emotional intelligence scale (Osman and Rizk 2001).

1.3.1 Communication skills:

- **Skills:** it is accuracy in doing a job and accomplishing it in the best way in the shortest time (Canaan 2002 p.305).
- **Communication:** it is the bridge that connects a person with others (al-Hamawi 2006, p .13), and it also means the mechanism by which human interaction and relationships occur, and includes all the symbols

of the mind, movements, and all body variables (Osama al-Sayed, Abbas Helmi, P. 11).

-Communicationskills: a continuous process that involves one party converting certain ideas, information into a personal or written message that is transmitted through a means of communication to another party (Maher, 2008, p .27).

-Procedurally: the total score obtained by The Examiner (primary school teachers) on the communication skills questionnaire prepared by the student.

-Teacher: a person who has professional and scientific qualifications and teaches primary school.

2 .Method and Tools:

2.1 The method used:

The descriptive study requires data collection in order to test hypotheses or answer questions related to the current state of the subject under consideration and the descriptive method, the descriptive method is considered one of the most used methods, especially in the field of educational and psychosocial research, as it is associative, its purpose is to find out whether there is a relationship between two variables and the amount of this relationship positive or negative .

2.2 Study limits:

The current study was limited to a sample of male and female teachers in primary schools in the city of M'sila on April 25, 2015.

2.3 Study tools:

First/ Emotional Intelligence Scale: prepared by Farouk Mr. Osman and Mr. Abdul Samee Rizk 2001, where it consists of 58 items, each of which represents a report sentence describing a behavior by the respondent on each sentence to determine the individual's practice of the behavior contained in the sentence , where the scale consists of 5 dimensions :

- A. **Emotional knowledge:** refers to the ability to pay attention and good perception in emotions and subjective feelings, good distinction between them and express them and includes 10 sentences.
- B. **emotion management:** refers to the ability to control and control negative emotions and recall positive emotions easily, and falls under 15 sentences
- C. **regulation of emotions:** refers to the ability to regulate emotions and direct them to achieve achievement and excellence and includes 13 sentences
- D. **Empathy:** refers to the individual to perceive the emotions of others, emotionally unite with them and understand their feelings and includes 13 sentences.

- E. **social communication:** refers to the ability of an individual to positively influence others by realizing and understanding his emotions and feelings, knowing when to exercise leadership and when to follow others and support them, and falls under 9 sentences

Psychometric characteristics of the emotional intelligence scale:

- A. **Stability:** the stability of this scale was calculated by the internal consistency method using Cronbach's Alpha, which is based on estimating the rate of associations of sentences among themselves, and the coefficient of Cronbach's Alpha reached (0.97), from which it can be said that this scale is constant as shown in the table.

The scale as a whole	Number of sentences	Cronbach's Alpha coefficient
	58	0.978

B-Believe Internal Consistency:

The truthfulness of this scale was calculated by calculating or estimating the correlations between the score of each sentence with the total score of the axis to which it belongs, then between the sentences as a whole and the total score of the scale as a whole, and subsequently the correlation between the total scores of the axes of the scale with its total score:

2.4 Correlation of sentences and total scores of the axes to which they belong:

2.4.1 Correlation between sentence ology and the total degree of the emotional knowledge axis:

The correlations between the score of each sentence with the total score of the first axis (emotional knowledge) were calculated or estimated by the Pearson correlation coefficient, where the correlations between the sentences of the first axis with its total score as a whole were statistically all a function at the level of Alpha ($0.01=\alpha$) and its number (10) sentences, namely (1, 2, 3, 4, 5, 6, 7, 8, 9, 10) the correlation values ranged between (0.85) as the highest correlation was between statement (6) and the total degree of the axis as a whole and (0.61) as the lowest correlation was between Statement (1) and the total degree of the axis as a whole, and in general it can be said that the first axis (emotional knowledge) is true, as shown in the following table:

Sentences	The total degree of the axis	Sentences	The total degree of the axis
Sentence 01	0.611 ^{**}	Sentence 06	0.854 ^{**}
Sentence 02	0.660 ^{**}	Sentence 07	0.698 ^{**}
Sentence 03	0.700 ^{**}	Sentence 08	0.768 ^{**}
Sentence 04	0.800 ^{**}	Sentence 09	0.779 ^{**}
Sentence 05	0.746 ^{**}	Sentence 10	0.735 ^{**}
correlation is significant at the level (0.01) of Alpha significance ^{**}			

Table No. (2) Shows the matrix of correlations of the sentences of the emotional knowledge axis with its total degree

2.4.2 Correlation between sentence ology and the total score of the emotion management axis:

The correlations between the score of each sentence with the total score of the second axis (emotion management) were calculated or estimated by the Pearson correlation coefficient, where the correlations between the sentences of the second axis with the total score of it as a whole were all statistically a function at the level of Alpha ($0.01=\alpha$) and the number of (15) sentences, and they were in the sentence numbers (11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25) where the correlation values ranged between (0,87) as the highest correlation was between sentence (12) and the total degree of the axis as a whole and (0,60) as the lowest correlation was between sentence (24) and the total degree of the axis as a whole, and in general it can be said that the second axis (emotion management) is true, as shown in the table Next up:

Sentences	The total degree of the axis	Sentences	The total degree of the axis
Sentence11	0.837 ^{**}	Sentence18	0.831 ^{**}
Sentence12	0.879 ^{**}	Sentence19	0.798 ^{**}
Sentence13	0.588 ^{**}	Sentence20	0.815 ^{**}
Sentence14	0.801 ^{**}	Sentence21	0.824 ^{**}
Sentence15	0.807 ^{**}	Sentence22	0.767 ^{**}
Sentence16	0.845 ^{**}	Sentence23	0.748 ^{**}
Sentence17	0.762 ^{**}	Sentence24	0.602 ^{**}
correlation is significant at the level(0.01) of Alpha significance ^{**}		Sentence25	0.692 ^{**}

Table No. (3) shows the matrix of associations of the sentences of the emotion management axis with its total degree:

2.4.3 Correlation between sentence ology and the total degree of the axis of regulation of emotions:

The correlations between the score of each sentence with the total score of the third axis (emotion regulation) were calculated or estimated by the Pearson correlation coefficient, where the correlations between the sentences of the third axis with its total score as a whole were statistically all a function at the level of Alpha ($0.01=\alpha$) and its number (13) sentences , namely (26 , 27 , 28 , 29 , 30 , 31 , 32 , 33 , 34 , 35 , 36 , 37 , 38) where the correlation values ranged between (0,80) as the highest correlation was between the statement (31) and the total degree of the axis as a whole and (0,64) as the lowest correlation was between the statement (38) and the total degree of the axis as a whole, and in general it can be said that the third axis (regulation of emotions) is true, as shown in the following table:

Sentences	The total degree of the axis	Sentences	The total degree of the axis
Sentence26	0.790 ^{**}	Sentence32	0.748 ^{**}
Sentence27	0.755 ^{**}	Sentence33	0.695 ^{**}
Sentence28	0.737 ^{**}	Sentence34	0.666 ^{**}
Sentence29	0.772 ^{**}	Sentence35	0.698 ^{**}
Sentence30	0.734 ^{**}	Sentence36	0.695 ^{**}
Sentence31	0.800 ^{**}	Sentence37	0.777 ^{**}
correlation is significant at the level(0.01) of Alpha significance ^{**}		Sentence38	0.649 ^{**}

Table No. (4) shows the matrix of associations of the sentences of the emotion regulation axis with its total degree

2.4.4 Correlation between sentence ology and the total degree of the axis of empathy:

The correlations between the score of each sentence with the total score of the fourth axis (empathy) were calculated or estimated by the Pearson correlation coefficient, where the correlations between the sentences of the fourth axis with his total score as a whole were all statistically a function at the level of Alpha ($0.01=\alpha$) and its number (11) sentences , namely (39 , 40 , 41 , 42 , 43 , 44 , 45 , 46 , 47 , 48 , 49) where the correlation values ranged between (0,86) as the highest correlation was between the sentence (46) and the total degree of the axis as a whole and (0,52) as the lowest correlation was

between the sentence (49) and the total degree of the axis as a whole, and in general it can be said that the fourth axis (empathy) is sincere, as shown in the following table:

Sentences	The total degree of the axis	Sentences	The total degree of the axis
Sentence39	0.780 ^{**}	Sentence44	0.815 ^{**}
Sentence40	0.668 ^{**}	Sentence45	0.818 ^{**}
Sentence41	0.626 ^{**}	Sentence46	0.863 ^{**}
Sentence42	0.751 ^{**}	Sentence47	0.787 ^{**}
Sentence43	0.813 ^{**}	Sentence48	0.753 ^{**}
correlation is significant at the level(0.01) of Alpha significance ^{**}		Sentence49	0.529 ^{**}

Table No. (5) shows the matrix of correlations of the expressions of the axis of empathy with its total degree

2.4.5 Correlation between sentences and the overall score of the social media hub:

The correlations between the score of each sentence with the total score of the fifth axis (social communication) were calculated or estimated by the Pearson correlation coefficient, where the correlations between the sentences of the fifth axis with his total score as a whole were all statistically a function at the level of Alpha ($0.01=\alpha$) and its number (09) sentences, namely (50, 51, 52, 53, 54, 55, 56, 57, 58) the correlation values ranged between (0,87) as the highest correlation was between the sentence (57) and the total score of the axis as a whole and (0,68) as the lowest correlation was between the sentence (52) and the total score of the axis as a whole, and in general it can be said that the fifth axis (social communication) is sincere, as shown in the following table:

Sentences	The total degree of the axis	Sentences	The total degree of the axis
Sentence50	0.767 ^{**}	Sentence54	0.749 ^{**}
Sentence51	0.737 ^{**}	Sentence55	0.854 ^{**}
Sentence52	0.685 ^{**}	Sentence56	0.801 ^{**}
Sentence53	0.767 ^{**}	Sentence57	0.876 ^{**}
correlation is significant at the level(0.01) of Alpha significance ^{**}		Sentence58	0.749 ^{**}

Table No. (6) shows the matrix of associations of the sentences of the social media hub with its total score

2.4.6 Correlation between sentences as a whole and the overall score of the emotional intelligence scale as a whole:

The correlations between the score of each sentence and the total score of the scale as a whole were calculated or estimated by the Pearson correlation coefficient, where all the correlations came statistically at the level of Alpha ($0.01=\alpha$) and the number of (58) sentences, where the correlation values ranged between (0.82) as the highest correlation was between sentence (21) and the total score of the scale as a whole and (0.49) as the lowest correlation was between sentence (38) and the total score of the scale as a whole, and in general it can be said that the scale as a whole is truthful, as it is shown in the following table:

Sentences	The total degree of the axis	Sentences	The total degree of the axis
Sentence 1	0.566 ^{**}	Sentence 30	0.719 ^{**}
Sentence 2	0.527 ^{**}	Sentence 31	0.730 ^{**}
Sentence 3	0.749 ^{**}	Sentence 32	0.749 ^{**}
Sentence 4	0.793 ^{**}	Sentence 33	0.646 ^{**}
Sentence 5	0.736 ^{**}	Sentence 34	0.648 ^{**}
Sentence 6	0.820 ^{**}	Sentence 35	0.672 ^{**}
Sentence 7	0.521 ^{**}	Sentence 36	0.661 ^{**}
Sentence 8	0.657 ^{**}	Sentence 37	0.657 ^{**}
Sentence 9	0.688 ^{**}	Sentence 38	0.495 ^{**}
Sentence 10	0.643 ^{**}	Sentence 39	0.729 ^{**}
Sentence 11	0.822 ^{**}	Sentence 40	0.579 ^{**}
Sentence 12	0.815 ^{**}	Sentence 41	0.557 ^{**}
Sentence 13	0.542 ^{**}	Sentence 42	0.639 ^{**}
Sentence 14	0.660 ^{**}	Sentence 43	0.700 ^{**}
Sentence 15	0.771 ^{**}	Sentence 44	0.701 ^{**}
Sentence 16	0.774 ^{**}	Sentence 45	0.720 ^{**}
Sentence 17	0.691 ^{**}	Sentence 46	0.763 ^{**}
Sentence 18	0.794 ^{**}	Sentence 47	0.667 ^{**}
Sentence 19	0.780 ^{**}	Sentence 48	0.644 ^{**}

Sentence 20	0.796 ^{**}	Sentence 49	0.548 ^{**}
Sentence 21	0.827 ^{**}	Sentence 50	0.651 ^{**}
Sentence 22	0.721 ^{**}	Sentence 51	0.665 ^{**}
Sentence 23	0.713 ^{**}	Sentence 52	0.648 ^{**}
Sentence 24	0.555 ^{**}	Sentence 53	0.720 ^{**}
Sentence 25	0.688 ^{**}	Sentence 54	0.559 ^{**}
Sentence 26	0.824 ^{**}	Sentence 55	0.646 ^{**}
Sentence 27	0.757 ^{**}	Sentence 56	0.695 ^{**}
Sentence 28	0.791 ^{**}	Sentence 57	0.751 ^{**}
Sentence 29	0.680 ^{**}	Sentence 58	0.559 ^{**}
correlation is significant at the level(0.01) of Alpha significance ^{**}			

Table No. (7) shows the matrix of associations of sentences as a whole with the overall score of the emotional intelligence scale

2.4.7 Correlation of the total scores of the interlocutor with the total score of the emotional intelligence scale as a whole:

The correlations between the total score of each axis and the total score of the affective Intelligence Scale as a whole were also calculated or estimated by the Pearson correlation coefficient, where all of them came statistically at the level of significance ($0.01=\alpha$), and represented by the correlation of the total score of the first axis with the total score of the scale as a whole, which amounted to 0.90, the correlation of the total score of the second axis with the total score of the scale as a whole was 0.94, the correlation of the total score of the third axis with the total score of the scale as a whole was 0.93, and the total score of the fourth axis with the total score of the scale as a whole was 0.93, and the total score of the fourth axis with the total score of the scale as a whole was 0.93, and the total score of the fourth axis with the total score of the scale as a whole was 0.93 0.88, and the correlation of the total degree of the fifth axis with the total degree of the scale as a whole was estimated at 0.83, therefore it can be said That this measure is true (See Appendix no ...), As shown in the following table:

Axes and total degree	Axe1	Axe 2	Axe 3	Axe 4	Axe 5	The total degree
Axe 1	-	0.829**	0.801**	0.760**	0.678**	0.901**
Axe 2	-		0.850**	0.753**	0.806**	0.946**
Axe 3	-		-	0.843**	0.691**	0.937**
Axe 4	-		-	-	0.650**	0.887**
Axe 5	-		-	-	-	0.833**
correlation is significant at the level(0.01) of Alpha significance **						

Table No. (8) shows the matrix of correlations of the total scores of the interlocutor with the total score of the self-efficacy scale

- **Secondly/ the communication skills questionnaire:**

It was prepared by the researcher and is a set of questions that address the sentences that the researcher includes and give us the answers to the necessary data to reveal the aspects identified by the researcher .in our study, we relied on the questionnaire because it is considered one of the tools used in social and Educational Research, in order to avoid critical confrontation. on the other hand, the researcher can apply it collectively to a large number of data required for his research. The questionnaire consists of 57 sentences , and the researcher has prepared this questionnaire using several references, including the book of psychological and educational standards and tests (Ahmed Abdul Latif Abu Saad 2009) .

- **Psychometric characteristics of the communication skills questionnaire :**

A-stability: the stability of this scale was calculated by the internal consistency method using Cronbach's Alpha and it reached (0.95), from which it can be said that this scale is constant, as shown in the following table:

The scale as a whole	Cronbach's Alpha coefficient	Numbers of sentences
	0.957	56

Table No. (9) shows the constancy of the scale of communication skills by internal consistency:

B-Truthfulness : the truthfulness of the scale was calculated in two ways :

1-The honesty of the arbitrators: the number of paragraphs of the questionnaire is 56 items, consisting of 6 Dimensions (after speaking skills, after reading skills, after writing skills, after listening skills, after the ability to understand others, the field of emotion management), and to verify the suitability of the

questionnaire sentences , the questionnaire was presented to 10 arbitrators from the Department of psychology and with reference to the supervising professor

2- The honesty of the terminal comparison:

The validity of this scale was also calculated using the terminal comparison method, and given the value of the significance test (T test) as shown in the table, it turns out that this scale is true, as its value was (15.31), which is a function of the degree of freedom (26) and the level of error or significance ($0.01=\alpha$), as shown in the following table:

The two Parties		Homogeneity test F	Level of significance	Sample size	Arithmetic mean	Standard deviation	Degree of freedom	T	Level of significance	Decision
Degrees	The highest	0.979	0.332	14	282.00	7.890	26	15.31	0.000	significant
	The lowest			14	202.85	12.145				

Table No. (10) shows the truthfulness of the terminal comparison of the scale of communication skills

3. Sample study :

The random method was used to determine the sample of the basic study, which is selected by drawing lots by 30% of the original study community, where copies of the measurement methods were distributed to a sample of teachers from primary schools of the city of Mesilla, which amounted to 330 questionnaires, after reviewing the latter, the researcher excluded 30 questionnaires for not answering some sentences .

Table (11) shows the characteristics of the sample:

The variable	Classification	Percentage ratio
The Gender	Female	67.4 %
	Male	32.6 %
	Total	100 %

3.1 Statistical processing methods :

After adjusting both the instrument of this study and the sample, the researcher relied on a set of statistical methods using Excel and SPSSv24 to use the following methods:

- Use the Pearson correlation coefficient to reveal the relationship between variables
- Using the statistical significance test (V) to detect differences in the study variables

4. Results and discussion:

The general hypothesis of this study stated that there is an associative relationship between emotional intelligence and communication skills. in order to verify the validity of this hypothesis and reveal the associative relationship between emotional intelligence and communication skills, the Pearson correlation coefficient was calculated, which amounted to 0.53. this means that the correlation between emotional intelligence and communication skills is a direct correlation, and the result of this correlation came statistically at the level of significance (Alpha) 0.01 as shown in the following table :

		Communication skills
Emotional intelligence	Correlation coefficient	0,537**
	Level of significance	0,0000
	Sample size	300
correlation is significant at the level(0.01) of Alpha significance **		

A table showing the relationship between affective intelligence and communication skills

This explains that the higher the degrees of communication skills, the higher the degrees of emotional intelligence, the higher the degrees of communication skills, the more the teacher is distinguished in emotional intelligence, the closer the emotional participation, cooperation and harmony are more understanding, and the higher the degree of emotional intelligence, the communicative message and the more motivation he has for Education, which makes him enjoy his professional performance and psychological compatibility, efficiency and achieve satisfaction in life and happiness, and the lower the teacher's degree of emotional intelligence, the more a feeling of depression, stress, anxiety and failure in his communication skills in the areas of life, which indicated that the teacher collects This study is consistent with the study of (Al-Rashidi 2010) and the study of (Ali bin Mohammed Al-Qarni 2014, which

achieved the general result that there is a positive correlation between emotional intelligence and communication skills and showed that individuals with high emotional intelligence are more successful in their professional lives and higher job performance (Lakhdar Othman Hammoud 2006 p. 77), that is, the lower their ability to the more aggressive he is, the more unwilling he is to listen to his students, and the more he loses his ability to persuade and influence them

4.1 The first partial hypothesis: the first hypothesis of this study stated that there are statistically significant differences in emotional intelligence attributed to the gender variable (male, female) and in order to verify the validity of this hypothesis, the Levin homogeneity test (F) was used, which reached a value of (5,34) and this is shown in the following table :

	The Gender	Homogeneity test F	Level of significance	Sample size	Arithmetic mean	Standard deviation	Degree of freedom	T	Level of significance	Decision
Emotional intelligence	Males	5.346	0.021	98	209.56	34.68	150.87	-1.44	0.151	nosignificant at 0.05
	Females			202	215.26	25.81				

Which explains this result that the sub-hypothesis of the research was rejected by the presence of significant differences in emotional intelligence attributable to the sex variant (male - The percentage of confirmation of this result reached is 95% with a probability of error of 5%, which means that the teachers representing the sample members do not differ in their emotional intelligence, while both are pursuing an educational profession and a common prophetic message that focuses on emotional attachment to the same Messenger as a learning model, which requires sincerity, love, understanding of others and self-control in order to achieve self-efficiency and professionalism the emotional intelligence of teachers according to their gender

4.2 The second partial hypothesis : the hypothesis stated that there are statistically significant differences in the communication skills of primary school teachers due to the gender variable (male – female)and to verify the validity of the hypothesis, the Levin test for homogeneity was used (F), where its value reached 0.04, which is a non-statistically significant value at 0.05, and this necessitates the use of a

statistical significance Test (T) for two homogeneous independent samples and 231,96 and for females 236,13 and this is shown in the following table :

	The Gender	Homogeneity test F	Level of significance	Sample size	Arithmetic mean	Standard deviation	Degree of freedom	T	Level of significance	Decision
Emotional intelligence	Males	0.049	0.826	98	231.96	21.970	298	-1.56	0.120	nosignificant at 0.05
	Females			202	236.13	21.570				

This is explained by the fact that there are no differences between the sexes in communication skills, which is due to the reason that they belong to the same environment and a social upbringing that has a mother tongue and they are connected by common trends and interests in the field of education, such as religious and cultural values and communication relations, such as the spirit of cooperation and the common sense of students .this result is consistent with a study(al-anajri Abdullah Ibrahim 2009).

4.3 General conclusion :

The results of the current research of emotional intelligence and its relationship with communication skills showed that there is a statistically significant correlation between emotional intelligence and communication skills of primary school teachers in M'sila, that there are no significant differences of emotional intelligence attributable to the gender variable (male – While it can be said that there are gender differences between communication skills, however, the value of the difference test (T test), which reached (-1.56), which is a statistically non-functional value at the level of significance (Alpha) 0.05, and therefore the null hypothesis was accepted, which denies the existence of differences, and from it the sub– research hypothesis that there are statistically significant differences in communication skills attributed to the gender variable (male-female)was rejected

Conclusion :

Through what was presented in the theoretical and applied aspect, and emotional intelligence and communication skills were highlighted, especially primary school teachers, we came to the existence of a direct correlation between emotional intelligence and its five components, and they do not differ in their intelligence and communication skills, depending on their gender, which indicates that they are interdependent, both play an important and important role in human and social relations between teacher and pupil .

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