

The Level of Social Intelligence Among Special Education Female Teachers in Ajloun Governorate

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Abstract

This study aims to determine the level of social intelligence among special education teachers at Ajloun Governorate. The study population and sample consisted of all the special education teachers (37 female teachers) at Ajloun Governorate in the first semester of the academic year (2021-2022). The descriptive analytical approach was followed. Tromsø Social Intelligence Scale-TSIS was applied as a tool for the study, consisting of (21) items for the following three dimensions of social intelligence: the social information processing, the social skills, and the social awareness. The study showed the following results: - The level of social intelligence among special education teachers at Ajloun governorate was high. - There are statistically significant differences ($\alpha = 0.05$) due to the effect of teaching experience in all dimensions and in the total degree, and the differences came in favor of the experience category "5 years or more". - There are statistically significant differences ($\alpha = 0.05$) due to the effect of social status in all dimensions and in the total degree, and the differences came in favor of the "married" social status category.

Keywords: social intelligence, special education teachers.

Introduction:

Social relations dominate all aspects of life as a product of human interaction between individuals in personal and professional situations. The ability to positively interact with others plays a pivotal role in the individual's success or failure in social and professional life. The individual does not live in a vacuum, but rather lives in a society that interacts with him, affects and is affected by it (Talafha, 2014).

Goleman (2006) indicates that there are non-cognitive abilities that play an important role in the success of the individual, identified by abilities in the emotional and social aspects that work with each other simultaneously, and enable the individual to manage his relationships with others, which is known as social intelligence. Whereas Zirkel (2000) sees that social intelligence is closely related to the personality and behavior of the individual, individuals who have social intelligence possess full awareness of themselves, and the ability to understand their environment through the ability to understand others, and respond appropriately with individuals with different motives, as well as the ability to form social relationships, develop friendships, and the ability to recognize the desires of others (Al-Khalidi, 2009).

The concept of social intelligence refers to the individual's ability to understand the feelings, thoughts, and behaviors of others in different social situations, and to properly deal with them according to this understanding. 1986).

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Goleman (2006) indicates that the skills that make up social intelligence are a prerequisite for success in life in general and professional life in particular, where Goleman focuses on the role of social intelligence in professional life by saying: "The introduction of social intelligence as an independent form of intelligence is crucial for individuals who work in social settings."

The teaching profession is one of the professions that takes place in a social environment, and it requires a great deal of ability to understand others and deal with those around him with flexibility, skill and responsibility, and Sugai and Lewis (Sugai & Lewis, 1996) indicate that the teacher's possession of social skills in the classroom leads to reducing Behavioral problems, and improve students' relationships with the teacher and classmates. The teaching process is a process of continuous communication and interaction between each of the teacher and his students on the one hand, and the students themselves on the other hand, and this requires teachers to be familiar with a set of skills necessary for classroom teaching. Perhaps one of the most important and most useful of these skills is classroom interaction skills, as it is a continuous dynamic process that pushes students to learn and improve their performance, increase their achievement, and provide them with different cultural, social and psychological patterns that make them more capable of dialogue and discussion, which enhances their confidence in themselves. In addition, classroom interaction It provides the teacher with many opportunities for giving and creativity and provides him with feedback on his teaching behavior in the classroom (Abdul-Hadi, et al., 2003).

Goleman (1997) indicates that promoting academic growth does not take place in the absence of a supportive environment to achieve that goal, and that focusing on academic growth alone is not enough, because the inappropriate behavior of students is often due to the weak social intelligence of the teacher in managing the classroom.

Studies and research have continued on the subject of social intelligence among teachers, with different variables, including Talfaha study (2014) aimed at revealing the level of social intelligence among teachers of social studies in Zarqa Governorate, from their point of view, and also sought to reveal common classroom interaction patterns among teachers from the students' point of view, in addition to revealing the relationship between the level of social intelligence and common classroom interaction patterns among teachers. The study sample consisted of (26) male and female teachers of social studies, and the number of students in the sample was (674) male and female students. To achieve the objectives of the study, the Tromsø Social Intelligence Scale-TSIS was used, and a scale was prepared to measure classroom interaction patterns. The results showed that the level of social intelligence among teachers was within the average level on the three dimensions of social intelligence. The results also showed the existence of a positive and statistically significant correlation between the social intelligence of teachers and their use of the classroom interaction style based on the use of active learning, and the presence of a negative and statistically significant correlation

between the social intelligence of teachers and their use of the two styles of classroom interaction based on (singularity in speech) and (punishment and indifference).

The study of Jelodar and Yunus (2011) sought to know the level of social intelligence among teachers in public secondary schools in Malaysia in the light of some demographic variables, and to know the correlation between teachers' social intelligence and classroom control strategies. For the purposes of the study, the Tromsø social intelligence scale was used (TSIS). In addition to the (Romi) questionnaire for classroom control strategies. The study sample consisted of (203) male and female teachers. The results of the study revealed that the level of social intelligence among teachers came to a moderate degree, and the study also showed that the level of social intelligence increases with the increase in the age of the teacher, as well as the presence of a positive and statistically significant correlation between the level of social intelligence of teachers and classroom control strategies (discussion strategy, reinforcement and reward strategy, And the strategy of involving students in classroom management, and the hinting strategy), while the results showed a negative and statistically significant correlation between the level of social intelligence of teachers and classroom control strategies based on punishment.

Al-Damiri (2008) study aimed to know the patterns of the relationship between teachers' performance on the personality traits test and their social intelligence, and to reveal the relationship between the social intelligence of primary school teachers and the quality of their performance, and to reveal the relationship between teachers' social intelligence and their classroom interaction skills. The study sample consisted of (550) as a primary school teacher in the schools of Ismailia Governorate, Egypt. The results showed a positive and statistically significant relationship between the social intelligence of primary school teachers and the quality of their performance, in addition to a positive and statistically significant relationship between the social intelligence of teachers and their classroom interaction skills.

The study (Juchniewicz, 2008) tried to reveal the impact of social intelligence on the effective teaching of music education in public schools in Florida, USA. For the purposes of the study, (40) secondary school music teachers were selected and a questionnaire was applied to them that measured human interaction and social intelligence from the teacher's point of view. And they were asked to evaluate the general effectiveness of teacher teaching as presented in the videos, using a 7-type Likert scale, with the aim of identifying effective and ineffective teaching situations, and the results showed that teachers who were classified as effective teachers scored higher than ineffective teachers on the interaction questionnaire of Human and social intelligence, but the differences between them were not statistically significant, as the results showed. The study concluded that social intelligence does not directly affect the effective teaching of music.

The study of Abdel-Fattah (2001) sought to reveal the social intelligence of the kindergarten teacher and its relationship to each of her performance efficiency and some skills and social intelligence of the child. The sample consisted of (600) children from kindergarten in Giza Governorate, Egypt, and their 30 teachers. The results concluded that there is a positive and statistically significant correlation between the social intelligence of the kindergarten teacher and her performance efficiency, as well as a positive and statistically significant correlation between the social intelligence of the kindergarten teacher and the social intelligence of children.

Problem and Purpose of the study

Social intelligence is one of the types of intelligence affecting the teacher's performance in the classroom, where many studies have indicated a positive relationship between the teacher's social intelligence and his educational performance and productive adequacy, and his ability to control the classroom. The educational literature indicates the importance of social intelligence in succeeding in professions that take place in social environments, including the teaching profession, which requires the ability for good interaction between the teacher and his students, and also requires a great deal of ability to understand others and deal with them flexibly and skillfully. Also, the teaching profession is a humane and social profession, in which the teacher's personality and personality are clearly visible. The teacher's characteristics, personal temperament, and way of thinking are undoubtedly reflected negatively or positively on his performance and interaction with his students in the classroom (Talafha, 2014).

Working with children with special needs requires patience and ability, because they have special needs that are different from ordinary children. Also, this profession requires dealing with various categories of unusual individuals, where each individual is considered a special case, so those working with them, especially teachers, must have abilities and skills in social communication.

The study sought to answer the following questions:

- 1- What is the level of social intelligence of special education teachers in Ajloun Governorate?
- 2- Are there statistically significant differences in the level of social intelligence among female special education teachers due to the variable of teaching experience?
- 3- Are there statistically significant differences in the level of social intelligence among female special education teachers due to the variable of social status?

Significance of the Study

The importance of the study lies in the following:

- Shedding light on the issue of the level of social intelligence among special education teachers in Ajloun Governorate, which in turn affects both the teachers, the students themselves, educational programs, institutions, and society in general.
- Draw attention to the differences in the level of social intelligence among special education teachers based on a number of variables.

It may urge officials and those concerned with the affairs of people with disabilities to improve the conditions of female teachers and help them raise their level of social intelligence, which is reflected positively on improving the quality of services provided to students with special needs.

- Identifying the tool for measuring the level of social intelligence among special education teachers.
- This study is a continuation of what previous researchers have said on the subject of social intelligence, and it may constitute a launch for studying the subject from multiple aspects, and it will have an impact on the birth of other studies.

Objectives of the study:

The current study seeks to achieve the following:

The main objective:

Determining the level of social intelligence among special education teachers in Ajloun Governorate.

Sub-goals:

- Identifying the differences in the level of social intelligence among special education teachers in Ajloun Governorate according to the variables (teaching experience and social status).

Study limitations:

- This study was limited to special education teachers in Ajloun Governorate in Jordan for the first semester of the academic year (2021-2022).
- The current study relied on the Tromsø Social Intelligence Scale-TSIS as a study tool, which includes three dimensions: the dimension of social information processing, the dimension of social skills, and the dimension of social awareness.
- The generalization of the study results is determined by the validity and reliability of the study tool.

Procedural definitions:

Social Intelligence: It is the sum of the scores obtained by female teachers on the dimensions of the Tromsø Social Intelligence Scale-TSIS, which revolve around: the dimension of processing social information, the dimension of social skills, and the dimension of social awareness.

- Special education teachers: they are the ones who provide educational and training services for male and female students with special needs, in special education centers in Ajloun Governorate for the first semester of the academic year (2021-2022).

Method and procedure:

Study Approach:

The study adopted the descriptive analytical approach with the aim of describing and analyzing the level of social intelligence among special education teachers in Ajloun Governorate based on the data and information collected and statistically analyzed. The descriptive-analytical approach depends on studying a subject in reality, describing it accurately, expressing it quantitatively and qualitatively, classifying and organizing information, seeking to understand the relationship of this subject with other topics, and reaching conclusions that are circulated, which may contribute to the development of the studied reality, all without the researcher having any intentional intervention in the course of the study, the subject, and only interacting with it with description and analysis. The variables of the current study are determined as follows:

1- Independent variables:

Teaching experience (less than 5 years, 5 years or more).

Marital status (married unmarried).

2- Dependent variables:

The level of social intelligence.

Study population and sample:

The study population and its sample consisted of all special education female teachers in Ajloun governorate for the first semester of the academic year (2021-2022), and their number is (37) teachers, distributed as in the following table according to the variable of teaching experience and marital status.

Table (1): Percentages of the study sample distribution according to variable of teaching experience and marital status.

No.			Number	Percentage
1	Teaching experience	18	18	48.6%
		19	19	51.4%
2	Marital status	20	20	54.1%
		17	17	45.9%
	Sum		37	100%

Study tool, validity and reliability:

Study tool:

The study tool consisted of the localized image from the Tromsø Social Intelligence Scale-TSIS. The questionnaire items were selected based on that and related to social intelligence that were used in the study, which numbered (21) items for the following three dimensions of social intelligence: The dimension of social information processing (7) items, and they carried the numbers (1, 2, 3, 4, 5, 6, 7), the social skills dimension (7) paragraphs, which bore the numbers (8, 9, 10, 11, 12, 13, 14), and the social awareness dimension (7) paragraphs, which bore the numbers (15, 16, 17, 18, 19, 20, 21).

The scale items are corrected using a three-step scale, which includes three options for each item, as follows: Often = (2), Sometimes = (1), Never = (0). In correcting, the negative paragraphs with the following numbers are taken into account: (8), (9), (10), (11), (14), (15), (16), (17), (18), (19), (21), to be corrected as follows: often = (0), sometimes = (1), never = (2).

A score of (2) indicates the highest level of social intelligence, while a score of 0 indicates the level of social intelligence at its lowest. Thus, it is possible to extract the level of each of the paragraphs, and also extract the total level of the total paragraphs of each dimension of social intelligence, after knowing the arithmetic average of the responses for its paragraphs. As for the interpretation of the results of the responses, the estimates were adopted as in the following table:

Table (2): Averages and Levels of Estimates of Female Responses

Estimated Average	Levels
0.66 – 0	low
1.33 – 0.67	Medium

2 – 1.34	High
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Validity and reliability of the study tool:

The original and localized Tromsø Social Intelligence Scale-TSIS has a good level of validity and stability. Indications of validity and reliability of the scale appeared through the study of Talafeh (2014), the study of Yahyazadeh & Goodarzi (2012), and the study of Gilodar and Yunus (Jeloudar & Yunus, 2011).

Nevertheless, the researcher verified the validity of the content of the study tool by presenting it to arbitrators and a group of university professors specialized in the fields of special education, psychology, measurement and evaluation, and they numbered twelve arbitrators. . The correlation coefficients of the study tool items with the total score were extracted in an exploratory sample from outside the study sample that consisted of (30) male and female teachers. Correlation coefficient between each paragraph and the total score on the one hand, and between each paragraph and its association with the dimension to which it belongs, and between each dimension and the total score on the other hand. The correlation coefficients of the paragraphs with the instrument as a whole ranged from 0.37 to 0.62, and with the dimension from 0.38 to 0.68, Table (3) shows this.

Table (3): Correlation coefficients between the paragraph, the total score, and the domain to which it belongs

NO.	correlation coefficient with dimension	correlation coefficient with the instrument	NO.	correlation coefficient with dimension	correlation coefficient with the instrument	NO.	correlation coefficient with dimension	correlation coefficient with the instrument
1	.43*	.41*	8	.58**	.57**	15	.56**	.59**
2	.67**	.62**	9	.44*	.42*	16	.42*	.38*
3	.64**	.48**	10	.53**	.52**	17	.44*	.39*
4	.50**	.37*	11	.38*	.37*	18	.56**	.55**
5	.68**	.59**	12	.55**	.55**	19	.40*	.40*
6	.45*	.45*	13	.51**	.50**	20	.40*	.39*
7	.42*	.40*	14	.50**	.44*	21	.64**	.53**

* Statistically significant at the significance level (0.05).

** Statistically significant at the significance level (0.01).

It should be noted that all correlation coefficients were of acceptable and statistically significant degrees, and therefore none of these paragraphs were deleted.

Also, the correlation coefficient of the dimension with the total score was extracted, and the correlation coefficients between the dimensions with each other.

Table (4): Correlation coefficients between the dimensions to each other and to the total degree

Dimensions	The social information processing dimension	The social skills dimension	The social awareness dimension	Total degree
The social information processing dimension	1			
The social skills dimension	.823**	1		
The social awareness Dimension	.661**	.691**	1	
Total degree	.921**	.931**	.858**	1

** Statistically significant at the significance level (0.01).

To ensure the stability of the study tool, the test-retest method was verified by applying the scale, and reapplying it after two weeks on a group outside the study sample consisting of (30) parameters, and then the Pearson correlation coefficient was calculated between their estimates in both times. The stability coefficient was also calculated using the internal consistency method according to Cronbach's alpha equation, and Table No. (5) shows the internal consistency coefficient according to Cronbach's alpha equation and the repetition stability. These values were considered appropriate for the purposes of this study.

Table (5): Cronbach's alpha internal consistency coefficient and repeatability

Dimensions	retest consistency	internal consistency
The social information processing dimension	0.84	0.72
The social skills dimension	0.86	0.70
The social awareness Dimension	0.89	0.73
Total degree	0.86	0.78

Statistical processing:

The current study used the following statistical methods:

- T-test (t.test) and retest (retest).
- Pearson's correlation coefficient.
- Cronbach's alpha internal consistency and repeatability.
- Averages and standard deviations.

Study results and discussion:**The first question: What is the level of social intelligence among special education teachers in Ajloun Governorate?**

To answer this question, the arithmetic averages and standard deviations of the level of social intelligence of special education teachers in Ajloun Governorate were extracted as shown in Table (6).

Table (6): Arithmetic averages and standard deviations of the level of social intelligence among special education teachers in Ajloun Governorate, arranged in descending order according to the arithmetic averages

NO	Dimensions	Averages	standard deviations	Level
1	The social information processing dimension	1.59	0.308	High
2	The social skills dimension	1.47	0.283	High
3	The social awareness Dimension	1.39	0.202	High
	Total degree	1.48	0.203	High

The results related to this question indicated that the level of social intelligence among special education teachers in Ajloun governorate was high. The researcher interprets this result in the light of the characteristics and characteristics of female teachers with special needs, as they deal with the various problems of people with special needs in a guiding manner, so they understand their problems, communicate with them, care about their needs, listen to them, share their successes, make them feel their importance, and treat them openly and respectfully without discrimination. They deal with them with kindness, trust and kindness, show positive attitudes towards them, and are keen to play the role of role model and model for them.

The teachers have been subjected to intensive training courses and programs, some of which revolve around the issue of social intelligence and its importance. The custodians of special education centers work to provide continuous support to develop the expertise of teachers with special needs and to provide them with the necessary advice on everything they need on the subject. Accordingly, these teachers always seek to establish successful relationships with people with special needs, develop their motivation, and transform the lesson from mere stimuli and responses to a humane situation surrounded by warmth, emotions and emotions, and based on modern teaching strategies to ensure the continuity of mental activity for students.

Thus, it turns out that female teachers' enjoyment of social intelligence plays a vital role in the educational process as a whole and in academic achievement in particular, and in improving academic and social adaptation and in developing the student's self-concept, realizing his strengths and weaknesses, and stimulating attention, which is a basic entry point for the learning process, and activates and helps memory In storing and retrieving information related to strong social experiences.

Many educators and researchers agree that the teacher is the main key to the success of the educational process in any educational program, whether it is for normal, handicapped or gifted children. And that he is the one who can create opportunities that strengthen or weaken the student's self-confidence, raise or lower the spirit of creativity, stimulate or frustrate critical thinking. It is he who opens the field for collection and achievement or closes it.

The second question: Are there statistically significant differences in the level of social intelligence among female special education teachers due to the variable of teaching experience?

To answer this question, the arithmetic means and standard deviations of the level of social intelligence among special education female teachers were extracted according to the variable of teaching experience, and to clarify the statistical differences between the arithmetic averages, a "t" test was used, and Table (7) illustrates this.

Table (7): Arithmetic averages, standard deviations, and t-test for the effect of teaching experience on the level of social intelligence among special education teachers

	Teaching experience	No.	Averages	standard deviations	T- test Value	Degrees of freedom	Statistical significance
The social information processing dimension	less than 5 years	18	1.48	0.310	-2.241	35	0.031
	5 years and over	19	1.70	0.273			
The social skills dimension	less than 5 years	18	1.33	0.276	-3.480	35	0.001
	5 years and over	19	1.61	0.217			
The social awareness dimension	less than 5 years	18	1.28	0.186	-3.698	35	0.001
	5 years and over	19	1.49	0.160			
Total degree	less than 5 years	18	1.36	0.159	-4.325	35	0.000
	5 years and over	19	1.60	0.173			

Table (7) shows that there are statistically significant differences ($\alpha = 0.05$) due to the effect of teaching experience in all dimensions and in the total degree, and the differences are in favor of the experience category "5 years or more". The researcher explains this result that the level of psychological burnout among special education teachers increases with the increase in years of experience, and this confirms that social intelligence does not appear suddenly, but rather requires a number of years in the profession, in order for the teacher to reach a level that can then be said that she has social intelligence. On the other hand, it may be the result of the exchange of experiences between the teachers due to the continuous interaction among them within the school environment, as well as the interaction with the

students' parents and the surrounding community, all of which leads to a higher outcome of their social intelligence.

The third question: Are there statistically significant differences in the level of social intelligence among female special education teachers due to the marital status variable?

To answer this question, the arithmetic averages and standard deviations of the level of social intelligence of special education female teachers were extracted according to the marital status variable, and to clarify the statistical differences between the arithmetic averages, a "t" test was used, and Table (8) illustrates this.

Table (8): Arithmetic averages, standard deviations, and t-test for the impact of social status on the level of social intelligence for female special education teachers.

	Marital status	No.	Averages	standard deviations	T- test Value	Degrees of freedom	Statistical significance
the social information processing dimension	Married	20	1.72	0.260	3.008	35	0.005
	Unmarried	17	1.45	0.298			
the social skills dimension	Married	20	1.58	0.264	2.715	35	0.010
	Unmarried	17	1.34	0.258			
the social awareness dimension	Married	20	1.49	0.149	3.828	35	0.001
	Unmarried	17	1.27	0.195			
Total degree	Married	20	1.60	0.160	4.468	35	0.000
	Unmarried	17	1.35	0.169			

Table (8) shows that there are statistically significant differences at the significance level ($\alpha = 0.05$) due to the effect of social status in all dimensions and in the total degree, and the differences came in favor of the "married" social status category. The researcher explains this result that the social situation is one of the factors that contribute to the occurrence of social intelligence among female special education teachers, and accordingly, the level of social intelligence among married women is higher than that of unmarried women, because they are more exposed to social experiences and daily life experiences, with the presence of children and their requirements, and their responsibilities towards marriage life.

Recommendations:

In light of the results of the current study, the researcher recommends the following:

- Organizing training projects and workshops to enhance social intelligence and teaching methods for female teachers.
- Supporting female teachers financially in proportion to the effort they make to achieve a positive orientation, career affiliation, and some freedom from the pressures of the profession.

- Practicing social intelligence skills by teachers in front of students, so that they may develop them through modeling.
- Focusing on the development of students' social participation and self-expression.
- Establishing various extracurricular student activities to develop their social intelligence skills.
- Guiding, enlightening, and training parents on how to strengthen the social intelligence of their children.
- Conducting studies on the level of social intelligence among families of people with special needs.
- Conducting studies on the level of social intelligence among male and female teachers in regular schools.
- Conducting studies that show the effectiveness of using social intelligence skills in the educational process.
- Conducting studies that show the role of the family in developing children's social intelligence skills.
- Conducting studies that show the impact of the use of computers, modern technology and smart cell phones on the development of social intelligence, whether positively or negatively.

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