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Investigating the Relationship between Iraqi EFL Preparatory Schools Teachers' Social Intelligence and their Autonomy in Teaching

A Thesis Submitted to the Council of College of Basic Education\ University of Babylon in Partial Fulfillment of the Requirements for the Degree of Master of Education in Methods of Teaching English as a Foreign Language

By

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بسم الله الرحمن الرحيم

﴿وَلَقَدْ آتَيْنَا دَاوُودَ وَسُلَيْمَانَ عِلْمًا وَقَالَا الْحَمْدُ لِلَّهِ الَّذِي فَضَّلَنَا عَلَى كَثِيرٍ مِنْ عِبَادِهِ الْمُؤْمِنِينَ﴾

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DEDICATION

I dedicate this humble piece of work to:

My father, who made me stand before life, a pause of glory.

My tree that does not wither, to the shade that I shelter in every time, my mother.

My shining stars, who waited for a long time to harvest the fruit of my efforts, they were partners in every smile and tear, my dear ones, my brother and my sisters.

Those who taught me reading and writing, my Teachers

My close friends and colleagues for their help and advice.

The researcher

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The researcher

Abstract

Social intelligence and autonomy management in teaching is very fundamental, not only for teachers well-being ,but also for rediscovering the joy of teaching, leading to better student learning. Autonomy for teachers means that they are free to study, learn, and teach. The teachers are the most important persons in the learning process, and they also play a key part in how society changes. Teachers should be able to come up with new ideas, find ways to communicate and do tasks that fit the needs, skills, and interests of their students. If a teacher has good habits or traits, he/she can teach them to his/her students and make the country a better place. The present research tries to show how, when and why teachers need to be able to make decisions on their own and how social intelligence and autonomy are important in the education system. Consequently, this study aims to explore the relationship between the social intelligence of Iraqi EFL teachers and their autonomy in teaching within which the researcher uses a descriptive mixed method .

The instruments included in the study are observation, questionnaire and interview. The researcher has used two methods of observation, checklist and note taking. A sample of 150 male and female EFL teachers for preparatory schools at the Center of Babylon Governorate during the academic year (2022-2023) has been selected for the questionnaire. While a samples of 15 participants (male and female) teachers are interviewed. To achieve the aims of the study, a variety of statistical methods using SPSS are used.

The results show that EFL teachers have a high level of understanding of social intelligence and know how it is applied in the classroom. Concerning social intelligence, there are no statistically significant differences among male and females EFL teachers. The study also concludes that there is a good level of general autonomy, a moderate level of teacher understanding for learner autonomy, a very weak level of curriculum autonomy and a weak level of teaching activities among EFL teachers. As far as the relationship between social intelligence and general autonomy is concerned , the results assure that there is a good correlational relationship between them ,while there is a weak correlational relationship between social intelligence and teaching activities. On the other hand, there is a very weak and inverse correlational relationship between social intelligence and teacher's understanding of learner 's autonomy and curriculum autonomy, respectively. The results of the interview show that (80%) of the sample understand and know the concept of social intelligence; (73%) of the sample have a perception about the concept of autonomy; (67%) of the sample know what skills to apply social intelligence and autonomy in the classroom. The results of the fourth question show that, (53%) have known what are the activities that can employ the social intelligence and autonomy in the classroom. The results of the fifth question show that, (53%) which refers to (8) teachers have known what are the strategy that can employ the social intelligence in the classroom.

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List of Abbreviations

Abbreviations	Description
EI	Emotional Intelligence
IQ	Intelligence Quotient
SA	Social Awareness
SI	Social Intelligence
SO	Social Overall
SP	Social Information Process
SS	Social Skills
TAS	Teachers' Autonomy Scale
TSIS	Tromsø Social Intelligence Scale

CHAPTER ONE

INTRODUCTION

1.1 Statement of the Problem and its Significance

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

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

Zirkel (2000) thinks that a person's attitude and how they act have a lot to do with their social intelligence. Teachers with social intelligence know who they are and what is going on around them. This helps them handle their feelings and decide what they want to do with their lives.

Little (1995, p.180) utters that "language teachers are more likely to be successful in promoting learner autonomy if their own education has encouraged them to be autonomous". Sinclair (2009) claims that teachers will only be able to "make informed and principled decisions about their teaching context" if they

have power over their own professional development. This means that a teacher who can think critically and take charge of her/his own professional development will also be able to make well-informed choices about any changes that need to be made to the way she/he teaches.

Albrecht (2006) states that teachers with high social intelligence are the ones who stress the importance of working together. In the same way, there is a need for educational system which equips students to state their opinions clearly, so they can be understood and how to try to understand others before they react to what they do. It is important for teachers and students to be able to talk to each other, and for teachers to know how to keep the classroom in order. Moreover, one of the most essential problems a teacher may face is being shy and unable to control his students. A teacher must have social intelligence to deal with the limitations and problems that may come up during the teaching process.

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

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

Therefore, due to the paucity of research on the association between the above mentioned variables, this study is designed to tap into the possible

relationship between two fundamental teacher variables, i.e. social intelligence, and autonomy.

1.2 Aims of the Study

The study aims are:

1- To identify the level of Iraqi EFL preparatory school teachers' social intelligence and to find out any significant differences in the social intelligence between Iraqi EFL preparatory school male and female teachers.

2- To identify the level of each of the autonomy domain (general autonomy, teacher's understanding of learner's autonomy, curriculum autonomy, teaching activities) among Iraqi EFL preparatory school teacher's and to identify any significant differences in Iraqi EFL preparatory school Teacher's autonomy according to the variables of style and gender.

3- To identify the correlational relationship between social intelligence and each of the autonomy domains, i.e., general autonomy, teacher's understanding of learner's autonomy, curriculum autonomy, teaching activities.

1.3 Research Questions

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

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

Q2- Are there any gender differences in Iraqi EFL preparatory school teachers' social Intelligence?

Q3- Is there any significant level of general autonomy among Iraqi EFL preparatory school teacher's?

Q4- Is there any significant level of teacher's understanding of learner's autonomy among Iraqi EFL preparatory school teacher's?

Q5- Is there any significant level of curriculum autonomy among Iraqi EFL preparatory school teacher's?

Q6- Is there any significant level of teaching activities among Iraqi EFL preparatory school teacher's?

Q7- Is there any significant differences in Iraqi EFL preparatory school teachers' autonomy according to the variables of style and gender?

Q8- Is there any statistically significant relationship between Iraqi EFL preparatory school teachers' social intelligence and their general autonomy?

Q9- Is there any statistically significant relationship between Iraqi EFL preparatory school teachers' social intelligence and their understanding of learner's autonomy?

Q10- Is there any statistically significant relationship between Iraqi EFL preparatory school teachers' social intelligence and curriculum autonomy?

Q11- Is there any statistically significant relationship between Iraqi EFL preparatory school teachers' social intelligence and teaching activities?

1.4 Limits of the study

The current study is limited to the following :

1- Since there are 8 intelligence skills according to the classification of Gardener (1983), the present study will be limited to one type which is social intelligence of Iraqi EFL teachers.
2- The study is conducted during the academic year 2022-2023.
3- Iraqi Preparatory school EFL teachers at the Center of Babylon Governorate.

1.5 Procedures

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

1- Surveying the related literature.
2- To get a full idea about the problem, the researcher has designed a checklist to be used during observing teachers in their classroom.
3- Selecting a questionnaire for social intelligence which is originally adopted from Tromsø Social Intelligence Scale (TSIS) (Silvera, Martinussen & Dahl, 2001), then modified after being presented to the jury members to be finally handed out to the teachers.
4- Selecting a questionnaire for autonomy which is originally adopted from Pearson and Hall's (1993), then modified after being presented to the jury members to be finally given to the teachers.
5- Selecting a random sample of (150) teachers (male and female) from the population of Iraqi EFL preparatory schools teachers' in the Centre of Babylon Governorate.
6- Constructing an interview to know if the teachers have a full understanding of the activities related to social intelligence and autonomy.

7- Analyzing the data statistically to get the results in terms of tables, figures and charts.
8- Presenting conclusions , recommendations ,and promoting some topics for further studies.

1.6 Value of the Study

This study may help teachers to know the concept of social intelligence and autonomy, because these two terms are very essential to build a good teacher. This study may also make the teacher be able to understand and appreciate the intelligence of the student and work hard to modify his style and method in accordance with the degree of intelligence of the students, which helps to create a healthy and effective work environment. The findings of this study may improve the communications among teachers and students. This may help teachers be able to understanding students' social, intellectual weaknesses and strengths. Learners often have different interests and abilities, and come from various cultures. However, the current study may help the teachers be sufficiently autonomous and school principals, supervisors, parents, and others shouldn't stand in their way.

1.7 Definitions of the Basic Terms

The main definitions of the new terms mentioned in this study are:

1.7.1 Social Intelligence

It was proposed by Marlowe (1986, p.52) that social intelligence and social competency are synonymous terms. Specifically, he said that social intelligence is "the ability to understand the feelings, thoughts, and behaviors of others,

including oneself, in interpersonal circumstances and to act properly on that understanding".

The more modern concept of social intelligence by Goleman (2006, p.84) separates it into two major categories: social awareness and social facility. What we detect about others is social awareness, and social capacity is "what we do with that awareness".

Operational Definition

The ability to understand the feelings and thoughts of others, to interact successfully with the environment, to respond intelligently in social situations, to correctly appreciate the characteristics of the situation, and to respond appropriately to it based on social awareness.

1.7.2 Teacher's Autonomy

Barfield et al (2002, p.3) define teacher autonomy as "a continual process of inquiry into how teaching can best promote autonomous learning for learners" which requires, work, negotiation, understanding of limitations, and collaborative support.

Aoki (2002, p.111) defines teacher autonomy as "If learner autonomy is the capacity, freedom, and/or responsibility to make choices concerning one's own learning teacher autonomy, by analogy, can be defined as the capacity, freedom, and/or responsibility to make choices concerning one's own teaching".

Operational Definition

Teacher's autonomy means that teachers are free to study, teach, and learn. The teacher is in charge of the learning process and is also a key part of the power to change society.

1.7.3 Intelligence

According to Gardner (1983, p. 34), intelligence is defined as "the ability to solve problems or create products of value, which is also adopted by the researcher as the operational definition.

Intelligence traditionally, defined in terms of intelligence quotient (IQ), which measures a narrow range of verbal and reasoning abilities (Christison, 1998, p. 10)

Operational Definition

The mental ability of an individual to act purposefully and think logically and effectively when dealing with the environment.

CHAPTER TWO

Theoretical Background and Previous Studies

2.1 An Introductory Note

This chapter presents the theoretical background of social intelligence, teachers' autonomy and the related previous studies. It is divided into three sections; the first one explains the social intelligence in details, the second one deals with teachers' autonomy, while the last one includes few of the previous studies that are related to the current study.

2.2 Different Views of Intelligence

At the beginning of the 20th century, Spearman (1904) finds that people who do well on one type of intelligence test also do well on other types. He calls this trait "g", which stands for "general intelligence". He says that there are two types of intelligence: general intelligence, which he calle "g" and specific intelligence, which he calls "s". General intelligence, or "g" is a type of neurological energy or force required to do intellectual work. Specific intelligence, which he calls "s" is the specific ability that is needed for certain specific tasks, but not for others.

Binet (1909) utters that a person's intelligence, whatever it is, could never be separated from his or her own experiences, circumstances, and personal relationships. Binet thinks that intelligence is made up of many different parts of the mind that work together in the real world and are controlled by practical judgment. Binet and Simon come up with three criteria for intelligent thought: taking and keeping a certain mental set, adapting thought to achieve a certain goal, and being critical of one's own thoughts and changing them when necessary (Marulus, 2007).

Thorndike (1920) who is a psychologist, divides intelligence into three types:

1. **Concrete intelligence** is the skill of being able to work with things.
2. **Abstract intelligence** is the ability to understand and work with symbols in language and math, as well as the ability to respond with words, numbers, letters, etc.
3. **Social intelligence** is the ability to understand people, work with them, and act in everyday social situations.

Thurstone (1938) offeres a different theory of intelligence. Thurstone's theory focuses on seven different "primary mental abilities". The abilities that he describes are:

1. S- Spatial Ability,
2. P- Perceptual Ability,
3. N- Numerical Ability,
4. V- Verbal Meaning,
5. R- Reasoning Ability,
6. M- Memory,
7. W- Word Fluency.

Gardner(1983, p.34) defines intelligence as "the ability to solve problems or create products that are valued". His theory of multiple intelligences, is one of the more recent ideas, which talks about eight different types of intelligence based on how different cultures value different skills and abilities. Gardner names the eight intelligences as:

1. **Logical/mathematical intelligence** includes logical thinking, the ability to detect patterns and mathematical abilities.

2. **Musical intelligence** includes the ability to detect and appreciate musical patterns and pitches.
3. **Linguistic intelligence** includes the ability to learn languages, use words to accomplish goals and expressive language.
4. **Visual-spatial intelligence** includes the ability to recognize patterns across spaces and use or manipulate the patterns.
5. **Body/kinesthetic intelligence** includes the ability to use the body effectively to solve problems.
6. **Intrapersonal intelligence** includes understanding and appreciating one's innermost feelings.
7. **Naturalistic intelligence** includes knowledge about the environment and an appreciation for nature.
8. **Interpersonal intelligence** includes the ability to understand and relate to others.

Robert Stemberg (1985) states that intelligence is the use of the mind to adapt to, choose, and shape real-world environments that are important to one's life. Sternberg thinks that what he calls "successful intelligence" is made up of three things:

1. **Analytical intelligence** is the ability to solve problems.
2. **Creative intelligence** is the ability to deal with new situations by using skills and knowledge from the past and present.
3. **Practical intelligence** is the ability to change with the world around you.

Carroll (1993) describes intelligence as a general term for different kinds of cognitive skills that can be used to solve different kinds of problems, jobs, and situations.Gardner (1999, p.33) defines intelligence as:

1. The ability to solve problems or problem solving is one of the real daily life confrontations.
2. The ability to create new solutions for expected problems.
3. The ability to produce something, or the sound and beneficial effort that has its valuable effect on a culture.

2.3 Historical Context of Social Intelligence

The study of social intelligence has been going on for a long time. A few years after Spearman (1904) introduce academic intelligence, researchers began to look into social intelligence. Edward Thorndike (1920), a psychologist at Columbia University, wrote the first accepted historical account of social intelligence in Harper's Monthly Magazine. By putting real-life situations next to known intelligence studies, Thorndike sees that "interpersonal effectiveness" is the key to success in many fields, especially leadership. He defines social intelligence as "the ability to understand and deal with men, women, boys, and girls—to act wisely in human relationships" (P.228).

In fact, the idea is first talked about by Dewey and Lull in their writings about morality and public education in 1909 and 1911, respectively. Landy (2006) says that Dewey defines social intelligence as "the ability to observe and understand social situations".

But Dewey and Lull's view on social intelligence is more about changing the school curriculum and trying to get students interested in current social

issues, which helps them understand social norms and behaviors. This is different from what Thorndike (1920) attribute, that social intelligence is a trait.

Thus, Thorndike (1920) was the first person to include social intelligence in a model of how smart people are. Since then, social intelligence has been used in many different ways, some of which are very different from how Thorndike first used the term (Walker & Foley, 1973).

In fact, the history of social intelligence is not a smooth one. Early studies (like Hoepener & O'Sullivan, 1968, and Keating, 1978) try to tell the difference between social intelligence and academic intelligence. But these research efforts don't work out. The problem is that different ways of measuring social intelligence don't correlate well with each other, and academic intelligence and social intelligence are treated as the same thing. It is strange that the same method is used to measure both types of intelligence (paper-and-pencil measures). Early research leads to the conclusion that the "putative domain of social intelligence lacks empirical coherence, at least as it is represented by the measures used here" (Keating, 1978).

Gardner (1983) states that empathy is being aware of and judging the subjective feelings that other people make you feel, as well as being aware of and judging the emotional content of other people's nonverbal expressions. If that's the case, emotional intelligence could be seen as a combination of interpersonal and intrapersonal intelligence, but social intelligence puts more emphasis on interpersonal skills. Because of this, you could say that social intelligence is the key to success in life. To be exact, social intelligence is a person's ability to get along well with the people around them. So, we can say that the way people interact with each other in different work settings is a sign of their social intelligence.

Social intelligence has been around for a long time, which is why we have good theories and definitions of it.

2.4 Theories and Definitions of Social Intelligence

Moss and Hunt (1927), describe that social intelligence is the ability to get along with other people. Wedeck (1947) focuses on the cognitive side of social intelligence and defines it as being able to correctly judge people's feelings, moods, and goals. In some of the studies done on the topic, the term "social intelligence" is sometimes replaced with "social competence" or "social skills".

Weschler (1958) affirms that "social intelligence is just general intelligence applied to social situations". Wechsler agrees that the Picture Arrangement subtest of the WAIS (Wechsler Adult Intelligence Scale) could be used as a measure of social intelligence because it tests a person’s ability to understand social situations. Walker and Foley (1973) say that social intelligence is the ability to get along with other people, understand their feelings, thoughts, and intentions, and correctly judge their feelings, moods, and reasons for doing things.

Ford and Tisak (1983) emphasize how helpful it is to use a behaviour's effectiveness as a measure of social intelligence. They choose social intelligence tests based on how well people behave in social situations, not on how well they understand those situations. People have said that there isn’t much evidence to back up a cognitive view of social intelligence.

Marlowe (1986) argues that social intelligence is a set of problem-solving skills that allow a person to find and solve problems with other people. So, social intelligence is the ability to understand your own and other people's feelings,

thoughts, and actions in social situations and to act in a way that makes sense given what you know.

Al-Ghoul (1993) defines it as the ability to understand the thoughts, feelings, and intentions of others or to understand social situations that a person faces because of his relationships with other people. Also, Habib (1994) defines it as a person's ability to act in social situations, tell how someone is feeling by looking at their face, judge human behavior, remember names and faces, understand jokes, spend free time with other people, and know proverbs and wisdom.

Buzan's Social Intelligence Theory cames out in (2002) not long after these definitions. Buzan (2002) proclaims that social relationships are "brain-to-brain communication", which means that a person can talk to himself and also talk to the brains of other people. People think that a smart person has this skill. Buzan's theory of social intelligence says that someone who can communicate well with others is smart because they have to use their brain and body to talk to and understand other people. This intelligence is interesting because it can be taught, fed, and grown through education or training.

According to Albrecht (2004), social intelligence is the ability to get along with other people and get them to work together. Social intelligence is a combination of a basic understanding of people a kind of strategic social awareness and a set of skills for getting along with them well. Albrecht's model of social intelligence from 2005 has five parts: situational awareness or social awareness, presence, authenticity, clarity, and empathy (S.P.A.C.E.).

Goleman (2006) believes that social intelligence is concerned with what is best for other people. Social intelligence is the ability to understand what is

going on in the world and respond to it in a way that is both effective for you and for society as a whole.

Hopkins and Bilimoria (2008) describe that to be socially intelligent, you have to know how to deal with people, not just know about them. It's very interesting that Joseph and Lakshmi (2010) explain that a person's social intelligence is based on how much they learn throughout their lives. Socially intelligent employees are confident in social situations, show a genuine interest in their coworkers, express their feelings and emotions in a direct and appropriate way, are able to adapt, understand, and respond well, and have a high level of self-awareness. As a competency, social intelligence is the ability to be aware of, understand, and act on emotional information about other people, which leads to good performance.

Thorndike's idea of social intelligence is made up of both cognitive and behavioral parts (i.e., "understanding people" vs. "acting wisely in human relations"). The cognitive parts are also broken down into different operational requirements, such as reasoning, memory, perception, creativity, and knowledge (Fambrough & Hart, 2008). Fambrough and Hart (2008) found the following about these parts:

In Table 2.1, definitions from the literature, where there are cognitive and behavioral components. The cognitive components are divided into different operational needs for reasoning, memory, perception, creativity, and knowledge requirements).

Table 2.1

Definitions of Social Intelligence Extracted from the Literature

Cognitive Requirements	Cognitive components	Behavioral components
Reasoning	Insight into the moods or personality traits of strangers (Vernon, 1933). Judge correctly the feelings, moods, and motivation of individuals (Wedeck, 1947). Ability to judge people with respect to feelings, motives, thoughts, intentions, attitudes, etc. (O'Sullivan et al., 1965). Understand the feelings, thoughts, and behaviors of persons, including oneself (Marlowe, 1986). Judgment in social situations (Moss Et al., 1955).	Get along with others and ease in society (Vernon, 1933). Ability to get along with others (Moss & Hunt, 1927). The ability to deal with people and the applications of means to manipulate the responses of others (Orlik, 1978). Act appropriately upon an understanding of the feelings, thoughts, and behaviors of persons, including oneself (Marlowe, 1986). The ability to manipulate the responses of others (Weinstein, 1969). Attainment of relevant social goals (Ford, 1982). Ability to speak effectively, to be appropriately responsive to the interviewers questions, to display

	Recognition of the mental states behind words and from facial expressions (Moss et al., 1955). Role-taking ability (Feffer, 1959). The ability to interpret social cues. The ability to predict what will Happen (O'Sullivan & Guilford, 1966). The ability to identify the internal Mental states (O'Sullivan & Guilford, 1966). Decoding of social cues (Bar nes & Sternberg, 1989; Buck, 1976; Sundberg, 1966). Ability to comprehend observed Behaviors in the social context in which they occur (Wong, Day, Maxwell, & Meara, 1995).	appropriate nonverbal behaviors (Ford & Tisak, 1983). Effectiveness in heterosexual interaction (Wong et al., 1995). Social problem solving (Cantor & Harlowe, 1994) .

Memory	Memory for names and faces (Moss et al., 1955; Sternberg et al., 1981).	
Perception	Sensitivity for other people‘s behavior (Orlik, 1978). The ability to perceive the present mood of other people (Orlik, 1978).	
Creativity **(Fluency)**	The ability to create recognizable categories of behavioral acts, the ability to imagine many possible outcomes of a setting (Hendricks et al., 1969).	
	Knowledge of social matters (Vernon, 1933). The capacity to know oneself and to know others (Gardner, 1983). Individuals fund of knowledge about the social world (Cantor & Kihlstrom,	

Knowledge	1987). Social problem solving (Cantor & Harlowe, 1994). Knowledge of rules of social interaction (Orlik, 1978). Knowing the rules of etiquette (Wong et al., 1995).	

2.5 Social Intelligence Models

A hierarchical model of social intelligence was proposed by Greenspan (1979). In this model, social intelligence is made up of three parts: social sensitivity, which is shown by role-taking and social inference; social insight, which includes social comprehension, psychological insight, and moral judgment; and social communication, which includes referential communication and social problem solving. Greenspan didn't suggest specific tests for any of these parts of social intelligence, but he did imply that they could be figured out by looking at how social cognition is studied in general.

Marlowe's (1986) model of social intelligence comprises five domains:

1. Pro-social attitude,
2. Social performance skills,
3. Empathetic ability,
4. Emotional expressiveness, and
5. Confidence.

Kozmitzki and John (1993) state that there are seven parts to social intelligence:

1. To sense the internal conditions and moods of others
2. A general ability of establishing relationships with persons
3. Knowledge about social theories and life
4. Social intuition and sensitivity in case of complex social circumstances
5. Use of techniques in order to manipulate others
6. Empathy and
7. Social adaptation

Silberman (2000) examines social intelligence and the traits of individuals having Social intelligence on the base of eight aspects:

1. Understanding people
2. Expressing one's own feelings and ideas
3. Expressing one's own needs
4. Giving/receiving feedback to/from the person contacted
5. Influencing, motivating and persuading others
6. Offering innovative solutions to complex situations
7. Working cooperatively instead of individualistically, being a good team member, and
8. Adopting the appropriate attitude in the event relationships come to a deadlock.

Silvera et al. (2001) say that social intelligence is made up of several parts: being able to understand other people's internal states and moods; being able to deal with people in general; knowing social norms and social life; being able to find your way in social situations; using social techniques that allow manipulation; negotiating with other people; having social charm; and being able to adapt to social situations.

Silvera's (2001) three dimensions of social intelligence are social information processing (SP), social skills (SS), and social awareness (SA).

1. **Social information**: Social information process refers to the ability to understand and Foresee others‘ feelings and behaviors as well as the ability to understand delivered Messages in both verbally and nonverbally while being in relationship with others.
2. **Social skills**: Social skills focus on the ability to modify behaviors when enter in the New situation and the ability to get to know new people.

3. **Social awareness**: Social awareness emphasizes on the ability to be aware of one's and others' actions when in the relationship.

According to Buzan (2002), social intelligence comprises of eight factors:

1. Reading persons' minds: Understanding and knowing people by making use of their body signals and verbal and nonverbal communication data
2. Active listening skill
3. Sociability
4. Influencing others
5. Being active in social medium (popularity)
6. Negotiation and social problem solving
7. Persuasion, and
8. Knowing how to behave in different social mediums.

Weis and Sus (2005) come up with a performance model of social intelligence that only includes requirements for cognitive ability. As cognitive skills, social understanding, social memory, social perception, social creativity, and social knowledge are all included in the performance model, which is a structural model of social intelligence.

Weis and Sus (2005) utter that people need to be able to understand or interpret social stimuli in the context of the social situation they are in (e.g., understand correctly what a person wants to express via verbal or nonverbal means of communication). The stimuli can be as simple as a facial expression or as complex as a series of interactions between people. Based on the stimuli, you should be able to draw conclusions about a person’s emotions, thoughts, intentions, motivations, or personality traits. Social memory is the ability to remember and store information about other people that is given to you objectively (e.g., from the memory for names and faces to the memory for a

sequence of interactions). They defined social perception as the ability to pick up on socially important information in situations that are more or less complicated, and social creativity is the ability to come up with as many different solutions or explanations for a social problem or situation as possible.

According to Dong et al. (2008) pro-social attitudes are shown by caring about and being interested in others. Social performance skills are shown through appropriate interactions with others; empathetic ability is the ability to relate to others; emotional expressiveness is the way one shows emotions toward others; and social confidence is based on how comfortable one is in social situations.

In a different model, social intelligence is made up of the following:

1. **Primal empathy**: Feeling with others, and sensing non-verbal emotional signal.
2. **Attunement**: Listening with full receptivity, and attuning to a person
3. **Empathy accuracy**: Understanding other's thoughts, feelings, and intentions.
4. **Social cognition**: Knowing how the social world works.
5. **Social facility**: Building on social awareness to allow smooth and effective interactions, and includes the following aspects.
6. **Synchrony**: Interacting smoothly at the nonverbal level.
7. **Self-presentation**: Presenting ourselves effectively.
8. **Influence**: Shaping the outcome of social interactions.
9. **Concern**: Caring about others' needs and acting accordingly.

(Murata, 2008)

2.6 Albrecht's Model of Social Intelligence: S-P-A-C-E

Albrecht says that some people may have a lot of "abstract intelligence" (the IQ that scientists, psychologists, and teachers have spent so much time studying), but they may not have much "social intelligence" (SI), which is the ability to get along with others and get them to work together. This competency can be thought of as a basic understanding of people and a set of skills for getting along with others. So, SI is made up of both insights and actions.

You can think of the extremes of SI as either "toxic" or "nourishing". Toxic behaviors are those that make others feel unimportant, inadequate, scared, angry, frustrated, or guilty. Nurturing behaviors, on the other hand, make others feel important, valued, encouraged, competent, capable, loved, respected, and appreciated. People with a high SI, which means they are socially aware and generally good for others, have a magnetic personality. Repeatedly doing things that hurt other people is a sign of low social intelligence, which is the inability to connect with and influence other people well. If a person keeps doing nourishing things, they tend to get much better at dealing with other people. Doing nourishing things is a sign of high social intelligence (Albrecht, 2009).

Albrecht thinks that a lack of insight is the single most important reason why SI is low. People who are toxic are often so caught up in their own problems that they don't realize how they affect others. They need help to see themselves as others do. Albrecht (2006) describes social intelligence as a key part of being able to understand people and work well with them. He came up with the idea of S.P.A.C.E., which stands for the five key parts of social intelligence. The S.P.A.C.E. formula usually measures social intelligence based on behaviors that can be seen (Albrecht, 2009).

In the S.P.A.C.E. model, the "S" stands for "situational awareness" (or situational "radar"). It is the ability to understand and empathize with people in different situations, to sense their feelings and possible intentions, and to "read" situations based on a practical knowledge of human nature. It means knowing the unspoken background patterns, paradigms, and social rules that run things in different situations. It means understanding the different points of view of others and being aware of how people react to stress, conflict, and not knowing what will happen next. People who are focused on themselves and their own feelings, needs, and interests will probably have a hard time getting others to accept them and work with them. Having good situational awareness means caring about other people in a respectful way (Albrecht, 2009).

The "P" factor is presence, which is how a person affects other people or groups through their physical appearance, mood and demeanor, body language, and the way they take up space in a room. It's a way of being that gets and gives respect and attention through the way you look. It means knowing how to listen well, and it gives people a sense of confidence and effectiveness that helps them connect with others. Even though looks important, the most important part of a positive presence is a friendly attitude. So, everyone should be aware of whether they are showing confidence, professionalism, kindness, and friendliness, or shyness, insecurity, anger, or a lack of interest (Albrecht, 2009).

The "A" in the S.P.A.C.E. model stands for "authenticity". This is a dimension that shows how honest and sincere people are with themselves and with other people. Albrecht thinks that people are more likely to act in ways that others see as real if they respect themselves, believe in their own values and beliefs, and are honest with other people. When people feel, consciously or unconsciously, that others won't accept, respect, love, or work with them, they

may act in ways that others see as fake. But in the context of SI, authenticity means more than just being yourself. It also means being able to connect with other people in a real way, which requires empathy and compassion. Albrecht sees narcissism, which some therapists call "malignant self-love", as just another type of inauthentic behavior. This kind of behavior can become pathological when it makes a person unable to have two-way relationships based on mutuality, sharing, and support. However, it is possible to have good "people skills" but not have enough emotional depth to be truly socially intelligent (Albrecht, 2009).

The "C" in the S.P.A.C.E. model stands for Clarity, which means being able to clearly express your thoughts, opinions, ideas, and intentions; understanding the power of language as a way to think and communicate; and using language as a strategic asset. Albrecht says, for example, that people with high SI Clarity have learned how to move from a "sky-high" level of abstract communication to a "ground-level" or "concrete" level. In other words, they can control a "verbal helicopter" by choosing terms, figures of speech, expressions, analogies, and metaphors that put the listener’s mind at the right altitude. Furthermore, they can take their listeners all the way down to the most specific details or all the way up to the most general ideas. People who don’t have this skill can't seem to control the throttle or the stick. They move too quickly from the concrete to the abstract or stay at one level for too long. Another important clarity skill is the ability to keep an eye on one's own and other people's language patterns so as to avoid certain verbal pathologies that can lead to misunderstandings, conflicts, and even psychological problems for individuals and groups. Albrecht calls these messed-up ways of using language "dirty

language" because it can scare, offend, anger, alienate, or confuse other people (Albrecht, 2009).

The "E" in the S.P.A.C.E. model stands for empathy. This is a dimension that asks people to think about how aware and considerate they are of other people's feelings and how well they can tune into others as unique people. Being empathetic usually means putting yourself in someone else's shoes and understanding or sharing how they feel. But in SI, there is also a feeling of connectedness that makes people want to work together. So, Albrecht says, "Over time, a greater respect for the power of language can help you understand, be understood, persuade others, and win them over to your points of view". People often use the term "condition of rapport" to describe when two people feel good about each other. Without the link between emotional intelligence and social intelligence, this kind of relationship cannot be established (Albrecht, 2009).

2.7 Social Intelligence and Leadership

General intelligence still has a strong link to different measures of leadership and how good a leader is, and this link has been seen in a number of research settings (Zaccaro et al., 2003). Some new theories of leadership also state that emotional and social intelligence are even more important for leaders and managers because cognitive and behavioral versatility and flexibility are important traits of good leaders (Bosman, 2003).

In organizations, social intelligence means using good people skills on purpose and knowing that doing so will have a positive effect on others. This effect is biologically based and can be seen. Zaccaro and his colleagues have said

that social intelligence, or the ability to judge people, is the key to good leadership (Zaccaro et al., 2003).

Social intelligence is basically being aware of how important relationships are and using that knowledge to help leaders improve the performance of the people they are in charge of. Personal skills like initiative, empathy, adaptability, and the ability to persuade are important tools for a leader. Even if a leader knows a lot about the subject or has good job skills, he or she may fail as a people manager if they don't know how their actions affect other people. When applied to leadership, social intelligence shows that the most important thing a leader can do is connect with others to boost their performance (Kolski-Anderaco, 2010).

Social intelligence also means being able to choose the right response and be flexible in how you act (Robert, 2008). People who haven't worked on their social intelligence, on the other hand, can't connect with others well and may even turn them off or offend them. This can be true of both workers and bosses (as cited in Kolski-Anderaco, 2010). If that's the case, how can teachers who are also leaders in their communities deal with discipline problems in their classrooms today? It shows how social intelligence and strategies for keeping order in the classroom are related.

2.8 Social Intelligence and Classroom Discipline Strategies

In a typical classroom, the most important thing a teacher does is to work on ways to keep the class orderly. Without order, learning and teaching cannot happen in a classroom (Marzano et al., 2003). Discipline problems have been known for a long time to be a big problem in schools (Edwards, 2008). Classroom discipline management means keeping track of students' and teachers' time and behavior in a classroom (Fredrick et al., 2000). Keeping order in the

classroom is a complicated task with many interconnected parts that depend on the class and the environment. As the manager of the class, the teacher is expected to set the tone for the classroom, as Lemlech (1988) puts it by comparing these factors to an orchestra. Setting up the classroom, so that it is a good place to learn and that students and teachers get along well is another important part of classroom management.

A well-organized physical space makes it easier to learn and teach, and it can also gets more students involved in class. On the other hand, a classroom that is boring, noisy, and poorly set up makes it harder for people to learn and participate in class. The environment also affects how well teachers and students get along (Grubaugh & Houston, 1990).

For teachers to keep order in the classroom, they have to encourage positive social interactions, active management of learning, and self-motivation. They create a positive learning society where students are actively involved in their own learning and the running of the classroom (Burden & Byrd, 2002). Strategies for managing classroom behavior are important for building good relationships between teachers and students (Wang et al., 1993).

Discipline management strategies in the classroom are a set of interactions that help teachers change their students' behavior and teach them how to act in a good way. These interactions are made not only to help teachers feel less stressed, but also to help teachers and students build cooperative social environments where kids and adults can learn, play, and get to know each other better (Danforth & Boyle, 2007).

It is important to look into how teachers keep their classrooms orderly and limit or stop students from acting up. Scholars affirm that having a high IQ

doesn't always mean that a person will be successful in life. It is not to blame for differences that go beyond personality traits (as cited in Mehrabian, 2000). Furthermore, they looked into other kinds of "intelligence" (Goleman, 1997). Social intelligence is an important part of keeping order in the classroom. Albrecht (2005) describes that teachers whose actions are linked to high social intelligence emphasize how important it is to work together. In the same way, there needs to be an education system that teaches students how to state their opinions clearly so they can be understood and how to try to understand the actions of others before they react to them.

One idea of social intelligence is that it is the "ability to read nonverbal cues or make accurate social inferences" and the "ability to accomplish relevant goals in specific social settings" (Brown & Anthony, 1990; Ford & Tisak, 1983). Zirkel (2000) says that a person's personality and how they act have a lot to do with their social intelligence. People with social intelligence know who they are and what's going on around them. This helps them control their feelings and decide what they want to do with their lives. Her model is based on the idea of "purposeful behavior", which means taking action after thinking about one's surroundings, opportunities, risks, and goals.

In fact, this model of social intelligence helps people figure out who they are, focuses on intrapersonal and interpersonal skills, and looks at how people think and act in social situations. Magida (2006) agrees with the idea that teachers with high levels of social intelligence can help people of all ages lead to healthy lives (as cited in Dincer, 2007). Albrecht (2005) says that teachers need to have social intelligence. He thinks that the school system and teachers should follow the rules and act in ways that show a high level of social intelligence. This shows that in any society, social intelligence should be highly valued.

According to Goleman and Boyatzis (2008), the field of social neuroscience, which is a mix of neuroscience and social psychology, can help us understand social intelligence better.

2.9 Social Intelligence and Neuroscience

Simply put, social neuroscience is the study of what goes on in the brain when people talk to each other. Social neuroscientists study how the brain affects social behavior and how our social lives affect our brains and bodies (Goleman, 2006). Social neuroscience has helped us learn more about some parts of social intelligence. Goleman (2006) writes an article about social intelligence and the biology of leadership. In it, they talk about how leaders who are "finely attuned" to the people they lead have what many people would call more intuition. This comes from a type of neuron called "spindle cells", which is made up of many neurons. These long cells connect to other cells, which speeds up the transfer of thoughts and feelings, which Goleman calls "low-road processes". Goleman and Boyatzis (2008) show that spindle cells connect the highs and lows, which helps us coordinate how we feel with how we act.

Goleman and Boyatzis (2008) also talk about "mirror neurons", which they describe as a type of neural "Wi-Fi" (a group of brain cells) that picks up on other people's emotions and makes us feel the same way. Mirror neurons let us know how someone else moves and feels, so we can move and feel like them. Mirror neurons make emotions contagious. They help us figure out what other people are thinking, which gives us an edge in social situations. From an evolutionary point of view, Goleman (2006) explains how important the behavioral part of social intelligence is. Mirror neurons are part of a biological system that, like every other biological system, has evolved to be as efficient as possible to save energy. The brain is so efficient because it fires the same

neurons when it sees something and when it does something. However, when you see someone in trouble, it's natural for your brain to want to help (as cited in Goleman & Boyatzis, 2008).

Bloom (2013) is even more skeptical than Goleman seems to be about the social role of mirror neurons. Bloom affirms that many of the claims about mirror neurons are exaggerated and that they can't be enough for social reasoning because macaque monkeys also have mirror neurons but don't have complex social reasoning. Bloom states that there is a lot of disagreement about whether mirror neurons have a social purpose or if they are mostly used to learn how to move. A look at the most recent research on mirror neurons seems to back up what both Goleman and Bloom have said. For example, Sperduti, Guionnet, Fossati, and Nadel (2014) reviewes the research and comes to the conclusion that mirror neurons do have a social function, as Goleman suggestes, but that they are not enough for social functioning, as Bloom suggestes.

As Bloom also says, there seems to be some disagreement about what mirror neurons are for. Neuroscience does support the idea that people are "wired" to connect, or, as Goleman (2006) argues, neuroscience tells us that the brain is made to be social, or to "link" to other brains when possible through communication. Because of how important social intelligence is in all parts of a person's life (Bloom, 2013), people have been interested in research studies about it.

2.10 What is Autonomy?

Foucault, a famous French sociologist, writes in (1983) that using some Ancient Greek ethical practices could help people break away from the normalizing discourses of modernity and pave the way for more freedom. This suggests that it might be a good idea to try to figure out where ancient Greek ideas came from. When you look at the word itself, the first part, "autos", means "self", and the second part, "nomos", means" the law that governs the individual" (Siebert and Mills, 2007).

Marshall (1997) summs up that, for Foucault, the "autos" is built in part by the "nomos", and it is thought (Hague, 2011; Raaen, 2011) that autonomy is not just a private matter for each person, but that other people play a key role. Raaen (2011, p.632) explains this by saying that "confrontations with the challenges of social existence" are essential to the development and reconstruction of autonomy. In fact, Hague's (2011) idea of "substantive autonomy" takes into account the fact that interaction can both increase and limit autonomy. Allwright (1990) elaborates that autonomy is the best balance between maximum self-dependence and human interdependence at any given time. He does this to show that autonomy is not the same as total independence. But there are tensions between inner and outer recognition in autonomy, and Raaen (2011) views that the core of autonomy is control of personal identity, which he defines as a true expression of who we want to be instead of a reflection of our social surroundings.

Keeping with the ancient Greek roots, it is worth taking a quick look at the idea of parrhesia, which means "free speech" or "honesty" in English. Raaen (2011) says that it can be a big part of professional autonomy, because its main goal is to protect one’s independence and, by extension, the independence of

others. Foucault (1983) writes that in parrhesia, the speaker uses direct language to say exactly what they think, which is a perfect match between belief and truth, to a hostile audience that doesn't care about them. This creates a natural risk, which is backed up by the fact that parrhesia is always directed "above" from a position of weakness. Foucault (1983) thinks it is a good example of moral duty as opposed to self-interest and moral apathy.

2.11 Autonomy in Education

Autonomy is a common idea in both policy and practice in education. The word comes from the Greek autonomos, which means "having its own laws" (Oxford Dictionaries, 2015). As a result, debates about the idea center on people's or groups' ability and capacity to self-govern, as well as the rules and/or restrictions that limit this ability. But the idea of autonomy has also been debated a lot in philosophy. For example, Rawls (1980) sates that the concept has been defined in different ways. Even in educational research, the concept has been debated from different points of view. For example, scholars in education history (Smaller, 2015), education sociology and policy (Ball, 2006; Apple, 2002), legal issues (Berka, 2000), and pedagogy (Reinders, 2010; Little, 1995) have all question and define its meaning in relation to education.

When it comes to education, this nuanced and complicated idea can mean many different things.Take the example of freedom at school. Schools are complex social systems in which many people play different roles and where one person's ability to act may affect the ability of others to make decisions. The answer to the question of who in a school community can have autonomy (for example, the teachers, the principals, or the students) has major effects on how the school works. Also, the things that members of the school community have freedom to do, have big effects on what school autonomy really means in the real

world. When we look at teacher's autonomy more closely, it becomes clear that it is often seen as a choice between freedom and restrictions (Wermke & Hostfelt, 2014). It could be said that teacher's autonomy is always about limits, and based on the work of Gewirtz and Cribb (2009), who suggest focusing on the ways in which autonomy is limited, as well as the things over which autonomy is enjoyed and by whom. So, teacher autonomy needs to be set apart from other kinds of autonomy, like school or local autonomy. In fact, increased school autonomy or local autonomy, like the Friskola movement in Sweden or the Academies movement in England, does not automatically give teachers more freedom to act (Kauko & Salokangas, 2015; Salokangas & Chapman, 2014; Wermke & Hostfaelt, 2014).

2.12 Levels of Autonomy

A number of researchers in the late 1990s state that autonomy is a matter of levels. Nunan's (1997, as cited by Benson, 2006) attempt is based on a model with five levels of learner action autonomy. They fall into the following categories:

1. **Awareness**: At this stage, students start to figure out what the main goals of each lesson are and what the learning materials are that the teacher uses in class.
2. **Involvement**: Students are more involved in the process of learning. They have more chances to set their own goals and decide how they want to learn to get better.
3. **Intervention**: At this stage, students are able to choose which activities they want to do in the classroom. They can also help decide what will be taught in the learning program.

4. **Creation**: Students can decide what they want to learn and how they want to learn it. They take charge of their learning and are responsible for what they learn.
5. **Transcendence**: This is the last stage. At this point, students can be called independent learners. They can study well outside of school and improve their learning without any help or guidance.

2.13 Teacher's Autonomy

So far, the discussion has been mostly about general issues of autonomy, even though Hoyle and John (1995) think this was a very important issue for education and say it is important to think about the specific nature of teacher autonomy. This is hard because the idea of teacher autonomy is always changing, especially given how quickly education is changing. But Pearson and Moomaw (2005) and Wilson (1993) agree that teachers need to be able to make their own decisions. Grenville-Cleave and Boniwell (2012) describe it as a psychological need.

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

"A positive form of autonomy means that a teacher has the freedom to create a personal pedagogy that strikes a balance between the teacher's personality, training, experience,

and the needs of the particular educational setting" (Hoyle and John, 1995, p.92).

Since teacher's autonomy has been written about a lot, there are a number of ways to think about it. Here, we'll give a brief overview of the most common ones. MacBeath's (2012) autonomy model is probably the most common one. It describes that workers should have control over their activities and theoretical knowledge. Pitt's (2010, P.1) idea of professional autonomy, on the other hand, is less about freedom from the government and more about "a complex relationship to the influence and authority of people, ideas, and ideals we reject or claim as our own".

Engaged autonomy (Gabriel et al., 2011) is based on the idea that autonomy does not mean isolation. In this model, teachers are encouraged to be creative and grow on their own, but there is still a sense of teamwork and shared expertise is valued. For some, "responsible autonomy" emphasizes the importance of basic state requirements while giving workers more freedom in the workplace (Hoyle and John, 1995). For others, "responsible autonomy" is used to describe a management strategy for ensuring compliance through internalized norms and controls, which puts more responsibility on school leaders (Menter et al., 1995).

Increasing control leads to regulated autonomy, which is a term used by Dale (1982) to describe a situation in which teachers' freedom is limited, maybe even to the point where teachers forget about it. Similarities can be drawn to Berry's (2012) idea of "occupational autonomy", in which the journey is up to the person, but the destination is fixed.

The next level up from the autonomy of each teacher is the autonomy of the school. It is worth looking into the relationships between individual teachers and school leaders, who speak for the whole school. Berry (2012) states that the "conductor rod" role of head teachers, in which they communicate government policies to make them happen (Forrester, 2000), limits teachers' professional freedom. In particular, MacBeath (2012) affirms that headteachers need to be more confident and brave to create an environment where teachers can have professional autonomy.

2.14 Dimensions of Teacher's Autonomy

McGrath (2000) proposes three overall senses for the various dimensions of teacher autonomy. First, the professional action that is chosen by the person; second, the ability to set one's own goals for professional growth; and third, the ability to be free from control by any other institution or person. But some researchers, like Smith (2000), have ruled out the proposed autonomy in terms of professional actions and freedom of control. These researchers have put a lot of emphasis on how teachers themselves see their own professional growth. Whoever is self-aware of his or her pedagogical knowledge and skills in terms of the 4 Ws (Who, What, When, and Where) and 1 H (How) through self-aware teaching practices. This most widely accepted second dimension of autonomy comes from learner autonomy, which gives teachers the freedom to teach behavior in a professional way.

2.15 The Significance of Teacher's Autonomy

Autonomy is seen as very important for many reasons, most of which have to do with what teachers do. But are teachers like experts who rely on the decisions of others, or are they "professionals" who make their own decisions? In

fact, the answers to these questions affect how teachers' jobs are scheduled and what tasks and actions they are likely to do. Furthermore, these expectations can affect how well teachers do in the classroom and how well they understand their jobs. Moreover, Hoyle (1980) makes the following list about how well the teachers do their jobs:

- *"A body of theoretical knowledge on which members of the profession base their work"*
- *"A relatively long time spent in training"*
- *"A code of ethics that governs member behavior"*
- *"A way to control the admission of new members"*
- *"A high degree of autonomy in their work"*

(p. 43).

The idea that teachers are professionals at their jobs is something that can be debated. Some people think that intellectual jobs put them further away from the people they teach. Some people think that the idea of a profession is tied to the Anglo-American culture (Sohrab, 1994). In fact, whether teachers are professionals or not, Van Maanen and Barley (1985) state that a commitment to higher work standards is not easy to get from someone outside of the job, but it is easy to get from people who do the same job. However, one thing that comes out of this is that if teaching is to get better, it is important for teachers to help set and keep the standards for their work. This shows that teachers shouldn’t be thought of as "just" technicians.

Besides, the fact that it's important to help people grow, there are two more reasons why autonomy is important in the teaching process. First, job satisfaction is tied to how people feel about their freedom and independence at work. Furthermore, this fits with Maslow and Porter's (1995) work motivation

theories, in which autonomy and independence are seen as needs that people will try to meet (as cited in Owens, 1991). Therefore, a second reason is that the goals of education and the way teachers' work is planned to achieve these goals are similar. Student independence is also an important goal of education. It is emphasized by Kenny (1993), who thinks that giving students autonomy in the learning process gives them power and freedom. But the end result of learner's autonomy is more likely to happen in a setting that supports the autonomy of the teachers. However, for this goal to be reached, all factors should act in the same way. Consequently, for teachers to feel comfortable working with independent students, their training should be based on methods and techniques that speed up independence (Hogbin 1995, Little 1995). Therefore, if this training is to continue, the teaching conditions should also support independent teaching views and practices (Burk&Fry, 1997).

2.16 Teachers' Autonomy in Educational Contexts

Some people who study teachers' jobs use the word "autonomy" without explaining what it means. It is a given that teachers "have" it. Autonomy is the ability to decide for yourself what to do, instead of being influenced by someone else or told what to do (Collins, 1995, p.100). Autonomy can be looked at in terms of what a person knows, what they can do, and how they feel. Leithwood (1996) comes up with an ability that is made up of two parts: knowledge and skills. Knowledge would include being aware of the choices that could be made and having the skills to use any of those choices. The attitude part of autonomy is also talked about under the heading of willingness.

Little (1990) talks about learners and how some aspects of autonomy could be seen in the way they behaved. Besides being able to make decisions. He states, an independent teacher should also be able to step back, think critically,

and act on their own. These are also traits of a teacher who works on his or her own. In this case, "autonomy" is not the same as "independent work" that a teacher does without students, and teachers can share autonomy with students when they work together (Little, 1990).

Furthermore, the question now is whether it makes a difference we use the noun "autonomy" or the adjective "autonomous". On the other hand, this idea might be like asking whether autonomy is best thought of as a product or a process. But Dickinson (1995) talks about why learners call this process "atomization". The word is then used as a noun. But it does make me think of a possible verb form "autonomize". Therefore, there is a verb form here that lets us think of teachers or students as active creators of their own freedom, rather than as passive recipients of freedom given to them by others. It lets us ask how teachers make their work their own based on how they like to teach.

Goodman (2007,p. 65), states that teacher development plans, which include the top decision-makers, "ruin" teachers' freedom and intellectual involvement. But these teaching programs or schedules have mostly been "top-down", meaning that teachers have had to carry out the comments and ideologies decided by policy makers and rulers for teachers. Based on this ideology, teachers have to just practice the decisions made by policy makers. Also, Anderson, Green, and Loewen (1988) affirm that teachers have less freedom and less prestige than they did twenty years ago. This is because policymakers have made it, so that students and their families are more independent of teachers. Because of this, the amount of freedom teachers have depends not only on the person, the place, and the time, but also on outside factors and policymakers.

2.17 Defining Learner's Autonomy

Holec's definition of learner autonomy is the one that most people use. For example, Little (2006, p. 1) and Nunan (2003, p. 193) both talk about Holec, who defines learner's autonomy as the "ability to take charge of one's own learning". Benson (2011) also talks about Holec and utters, "On the basic definition of learner autonomy, there has been a remarkable amount of agreement that autonomy means learners have more control over their learning" (p. 16). Benson (2007) also show that this definition can be changed in many ways. For example, "take charge of" is often changed to "take responsibility for". When learners are able to take charge of their own learning, it means they are willing to take full responsibility for their learning. But this definition is not quite right because learning a language can be done with other people as language is a social tool for communication. Language learning is always done with other people. For example, "when I'm learning English and looking for information on English websites, I can't change what's on them. In this situation, I can't be fully responsible for what I learn. Also, when I watch English TV shows at my university dorm and try to imitate how native English speakers talk, I always ask my roommate what the words that come up on the shows mean. In this way, too, my roommate and I are both responsible for making sure I learn English. Furthermore, in language learning, the amount of autonomy a learner has depends on how they are learning the language" Benson (2007).

During the process of autonomous learning, both metacognitive and affective dimensions are at play. Little (2006) explains that when learners start to take charge of their own learning and accept responsibility for their learning process, it involves both the metacognitive and affective parts of the learning process. There are always metacognitive moves in the metacognitive dimension.

For example, setting goals and aims; choosing learning materials, methods, and tasks; organizing materials; doing the tasks; and choosing evaluation criteria are all metacognitive moves (Thanasoulas, 2000). There are also metacognitive strategies like planning, organizing, and reflecting on language learning (Guo, 2011), or goal setting, self-assessment, other types of reflecting on language learning, and language use (Little, 2009). Learners who use effective metacognitive strategies are able to set their own needs and goals, choose materials and resources based on their goals, and track and evaluate their own progress over time (Victori & Lockhart, 1995). All of these researchers use the same metacognitive strategies, such as setting goals, choosing and organizing learning materials, and thinking about language learning. There are some differences in how the points are made. For example, Little puts more emphasis on self-assessment. Thanasoulas's statement goes into more detail about strategies than what the other researchers have said. All of these different metacognitive strategies could be put into three categories: planning, monitoring, and judging.

When learning a language, it is also important to pay attention to how it makes you feel. Thanasoulas (2000) showes that learner autonomy also has emotional and social parts, such as the learner's motivation, beliefs, attitude, and self-confidence about language learning. Pearson (2004) also listes affective factors, such as the learner's beliefs, perceptions, and expectations, as well as the learner's identity and motivation, which can affect the learner's autonomy and learning outcomes. Both of these research papers talk about the beliefs and motivations of the learners. The difference is that the first one focuses on the learner's attitude and self-confidence about language learning, which are qualities and traits that learners have from birth, while the second one focuses on

the learner's perceptions, expectations, and learner identity, which are things that learners learn as they learn.

Thanasoulas (2000) defines "interdependence" also as a valued part of autonomous learning because one way to learn a language on your own is to share the responsibility for learning with other people. This social aspect is part of learner autonomy. Palfreyman (2003) describes learner's autonomy as that students can work together to help each other and share responsibility for their learning, which includes working with teachers. This shared responsibility shows that learner's autonomy means that students can learn on their own or with each other. Little (2009) also says that autonomous learners do things for themselves, but they may or may not do things on their own. In other words, students could work together with their peers or ask teachers or others for help and advice.

2.18 Previous Studies

In this section, we will look at previous studies that have been done and have some overlap with the present study. After that, there will be a comparison between the current study and the previous studies.

2.18.1 Previous Studies of Social Intelligence

1- Eshghi, Etemadi, Mardani, Fanaei & Agha-hosaini (2013)

"Social Intelligence and its sub-scales among physical education expertise in Isfahan education organizations: Study of gender differences"

The purpose of this research is to examine social intelligence and its subscales among physical education experts in education institutions in Isfahan: a study of gender differences. For this purpose, a total of 48 physical education experts in Isfahan education institutions participate in this research. There are 37 male and 11 female, and their ages range between 35-46 years. To collect data, all subjects complete the Silvera Social Intelligence Scale (2001) and demographic questionnaire. The results showed that the differences between the total scores of social intelligence and sub-measures with gender (male and female) are significant at the level of $P < 0.05$. Moreover, in these variables male have higher scores than female.

2- Birknerova (2015)

"Personality Traits of Teachers in Relation to Social Intelligence"

The main aim of this research is to find the interconnections between the personality traits of the teachers and the social intelligence (SQ) components, as well as, to find gender differences between them. The SQ of teachers is based on self-evaluation using the Solution of Interpersonal Problem-oriented Situations

questionnaire, the Tromso Social Intelligence Scale and the NEO Five-Factor Inventory. The selection of the research sample, which consists of 553 primary and secondary school teachers, is intentional and based on the subjective consideration and definition of certain typical features or traits. Data are analyzed with factor analysis, correlation analysis, and t-tests. This research discovers there is a significant differences between male and female on the basis of their assessment of several social intelligence factors, and confirmes that social intelligence is an essential tool for the interpretation of people's behavior and provides an opportunity to address this behavior.

3- Uygun & Aribas (2020)

"Examining the Relationship between Social Intelligence Levels and Communication Skills of Prospective Social Teachers"

The purpose of this study is to examine the relationship between social intelligence levels and communication skills of pre-service social studies teachers. In the content of the study, the relational screening model, which is one of the descriptive survey models, has been used. The sample of the survey consists of the third- and fourth-year students who study Social Studies Teaching at Faculties of Education at Muğla, Uşak, Afyon and Aksaray Universities in the academic year of 2017-2018. The sample of the survey has been determined by means of convenience sampling. In this study, the unpaired t-test, the one-way analysis variance (ANOVA), the Scheffe and Games-Howell test have been used. In order to reveal the relationship between social intelligence levels and communication skills of pre-service social studies teachers, the Pearson product-moment correlation analysis has been used. The instrument of this study consists of two scales, communication skills scale developed by Korkut Ower and Bugay (2014) and Tromsø Social Intelligence (TSIS). As a result of the study, it has

been found that pre-service social studies teachers demonstrate "high" communication skills, but "moderate" social intelligence. It has also been determined that there is a moderate, linear, positive and meaningful correlation between the communication skills and social intelligence levels of pre-service social studies teachers. In addition to these, the results reveal that communication skills and social intelligence levels of pre-service teachers differ to a significant extent according to factors such as gender, universities they attend and the number of books they read per month. On the other hand, their age and grade don't cause a significant difference in the communication skills and social intelligence levels of pre-service teachers.

4-Compendio (2020)

"Emotional, Social Intelligence, and Performance of Teachers"

This study investigates the emotional intelligence (EI) and social intelligence (SI) of teachers and their teaching performance as perceived by the students. The study participants are the 101 full-time teachers of Saint Michael College of Caraga (SMCC). It is utilized a descriptive correlational and causal design in describing the relationship among variables. There are two sets of survey questionnaires that ask teachers and students to answer questions to the degree to which each statement is described. The emotional intelligence(EI) survey, consisting of 60 questions, consists of four separate sections; The Social Intelligence (SI) Survey, consisting of 21 questions, consists of three sections; The teaching performance, of 32 questions, consists of four sections. The results show that there is no significant relationship between EI and SI of teachers to their teaching performance.

5- Kaur, Roy & Kumar (2021)

"A Study of Social Intelligence Among Prospective Teachers of Punjab"

The study is an attempt to explore social intelligence among trainee teachers who are being prepared to be future nation builders. The social intelligence of pupil teachers is measured on the basis of their gender and types of learning materials. A descriptive survey method is used to conduct the study. The sample of the survey consists of 400 student teachers who are enrolled in a B.Ed. B.Ed co-educational colleges in selected districts of Punjab for the session 2018-19. The social intelligence scale by Dr. N. Chadha and Usha Ganesan (2004) is administrated to collect the data. The collected data are analyzed through SPSS software and appropriate statistical methods such as means, SDs and SEs are calculated. The results show that the social intelligence of males and females don't differ significantly because the t-value is not significant. The results also show that there are no differences between potential teachers of humanities and science groups.

2.18.2 Previous Studies of Teachers' Autonomy

1- Esfandiari & Kamali (2016)

" On the Relationship between Job Satisfaction, Teacher Burnout, and Teacher Autonomy "

The present study aims to investigate the relationship between job satisfaction, teacher burnout, and teacher autonomy. Two hundred and seven language teachers at language institutes in Karaj and Tehran are given three questionnaires to complete which are Minnesota Job Satisfaction Questionnaire (MSQ), Maslach Burnout Inventory (MBI) and Teacher Autonomy Questionnaire (TAQ). Convenience sampling is used to select language teachers

in this study, and IBM SPSS (version 22) is used to analyze the data. Three non-parametric statistical tests are used to analyze the collected data. According to the findings of this study, teachers' autonomy correlated negatively with job satisfaction. Moreover, no relationship between teachers' autonomy and teachers' burnout is found.

2- Choudhury (2018)

"Teacher's Autonomy: Perceptions and Practices"

This study attempts to investigate tertiary level language teachers' perception of the concept of autonomy, and seeks to find out whether their classroom practices are autonomy supportive. Another aim of the study is to see what kind of strategies, if any, teachers are using to foster learner's autonomy. This is a qualitative research and the participants are six language teachers who are taught foundation level language courses at three private universities in Dhaka. Semi-structured interviews and open-ended questionnaires are used as tools to gain insights into teacher beliefs and practices. The findings of the research have implications for teacher training programs which focus on raising awareness about teachers' beliefs and practices.

3- Mahmoodi, Mohammadi & Tofighi (2019)

"Relationship between EFL Teachers' Emotional Intelligence, Reflective Teaching, Autonomy and their Students' L2 Learning"

This study sets out to provide empirical evidence on the relationship between EFL teachers' emotional intelligence, reflectivity, and autonomy, and their students' L2 performance. The participants of this study included 88 EFL teachers who teach English at different private English teaching institutes and their students (N = 1266). First, the teachers complete three validated

questionnaires: Emotional Quotient Inventory (Bar-On, 1997), Teacher Reflectivity Questionnaire (Akbari, Behzadpour & Dadvand, 2010), and Teacher Work-Autonomy Scale (Friedman, 1999). Then, their learners' scores on their final English proficiency exams are collected as an indication of their L2 performance. The results of the study revealed that there is a significant positive relationship between teachers' reflectivity, emotional intelligence, and autonomy. On the one hand, and their students' L2 performance, on the other. The results of multiple regression analysis show that from among the variables of this study, reflectivity is the stronger predictor of the learners' L2 performance. In addition, the findings indicate that EFL teachers' educational degree and gender significantly affect their levels of emotional intelligence and reflectivity. The findings of this study offer evidence to substantiate teachers' emotional intelligence, reflectivity, and autonomy as important variables in L2 teaching and confirm their instructional nature.

4- Ghiaei & Abedini (2020)

"Investigating the Relationship Between Iranian Gender Make a Difference? EFL Teachers' Autonomy and Creativity, Does Gender Make a Difference?"

The present study is an attempts to investigate the relationship between Iranian EFL teachers' autonomy and creativity. It also explores whether there is any significant difference between male and female Iranian EFL teachers' autonomy, and if there is a significant difference between male and female Iranian EFL teachers' creativity. To this end, a total number of 80 EFL teachers (40 males and 40 females) from different institutes in Shiraz through a convenience sampling procedure are selected. There are two questionnaires, the teaching autonomy scale (TAS; Pearson & Hall, 1993) to evaluate teachers autonomy and the creativity fostering teacher index (CFTI) developed by Soh

(2000) to measure the participants' creativity level. The results of the study indicate that there is a significant statistical relationship between Iranian EFL teachers' autonomy and creativity. It also reveales that there is no a significant difference between male and female Iranian EFL teachers with respect to their autonomy. There is no significant difference between male and female Iranian EFL teachers with respect to their creativity.

5- Dakhil & Abood (2021)

"The Relationshipe Between Iraqi EFL Teachers' Spiritual Intelligence, and Their Teaching Autonomy"

This study aims to explore the relationship between the spiritual intelligence of EFL teachers in Iraq and their independence in teaching. The research is conducted in the Iraqi city of Diwaniyah. 60 Iraqi teachers (35 males and 25 females) who teach English as a foreign language in Diwaniyah, Iraq, are participated in this study. The data includes two questionnaires and a written interview: Spiritual Intelligence self-report inventory SISRI-24 developed by King (2008) and the teacher autonomy scale (TAS) developed by Çolak (2016) is used to measure the independence of sampled EFL teachers. The results show that there is no statistically significant relationship between spiritual intelligence and teaching independence. There is no significant relationship between spiritual intelligence/teaching autonomy and gender.

Table (2.2): A Summary of the Previous Studies of Social Intelligence

The Title	Date	Aim	Method	Sample	Tool	Result
Social Intelligence and its sub-scales among physical education expertise in Isfahan education organizations: Study of gender differences.	2013	The aim of this study is to examine social intelligence and its subscales among physical education experts in education institutions in Isfahan: a study of gender differences.	Discriptive Research.	For this purpose, a total of 48 physical education experts in Isfahan education institutions participated in this research. There are 37 male and 11 female, and their ages range from 35-46 years.	To collect data, all subjects complete the Silvera Social Intelligence Scale (2001) and demographic questionnaire.	The results show that the differences between the total scores of social intelligence and sub-measures with gender (male and female) are significant at the level of $P < 0.05$. Moreover, in these variables male had higher scores than female.
Personality Traits of Teachers in Related to Social Intelligence	2015	The main aim of this study is to find the interconnections between the personality traits	Discriptive Research	The selection of the research sample, which consistes of 553 primary and secondary school teachers, is	The SQ of teachers was based on self-evaluation using the Solution of Interpersonal	This research discovers that there is a significant differences between male and female on the basis of their assessment of several social intelligence

		of the teachers and the social intelligence (SQ) components, as well as, to find gender differences between them.		intentional and based on the subjective consideration and definition of certain typical features or traits.	Problem-oriented Situations questionnaire, the Tromso Social Intelligence Scale and the NEO Five-Factor Inventory.	factors, and confirmed that social intelligence is an essential tool for the interpretation of people's behavior and provides an opportunity to address this behavior.
Examining the Relationship between Social Intelligence Levels and Communication Skills of Prospective Social Teachers	2020	The aim of this study is to examine the relationship between social intelligence levels and communication skills of pre-service social studies teachers.	Discriptive Research	The sample of the survey consists of the third- and fourth-year students who study Social Studies Teaching at Faculties of Education at Muğla, Uşak, Afyon and Aksaray Universities in the academic year of 2017-2018.	The instrument of this study consists of two scales, communication skills scale developed by Korkut Ower and Bugay (2014) and Tromsø Social Intelligence (TSIS).	As a result of the study, it has been found that pre-service social studies teachers demonstrate "high" communication skills, but "moderate" social intelligence. It has also been determined that there is a moderate, linear, positive and meaningful correlation between the communication skills and

						social intelligence levels of pre-service social studies teachers. In addition to these, the results reveal that communication skills and social intelligence levels of pre-service teachers differ to a significant extent according to factors such as gender, universities they attend and the number of books they read per month. On the other hand, their age and grade don't cause significant difference in the communication skills and social intelligence levels of pre-service teachers.

Emotional, Social Intelligence, and Performance of Teachers	2020	This study investigate the emotional intelligence (EI) and social intelligence (SI) of teachers and their teaching performance as perceived by the students.	Discriptive Research	The study participants are the 101 full-time teachers of Saint Michael College of Caraga (SMCC).	The emotional intelligence survey, consisting of 60 questions, consists of four separate sections; The Social Intelligence Survey, consisting of 21 questions, consists of three sections; The teaching performance, of 32 questions, consists of four sections.	The results show that there is no significant relationship between EI and SI of teachers to their teaching performance.

A Study of Social Intelligence Among Prospective Teachers of Punjab	2021	This study is an attempt to explore social intelligence among trainee teachers who are being prepared to be future nation builders. The social intelligence of pupil teachers is measured on the basis of their gender and types of learning materials.	Discriptive Research	The sample of the survey consists of 400 student teachers who are enrolled in a B.Ed. B.Ed co-educational colleges in the selected districts of Punjab for the session 2018-19, Dr. N. Chadha and Usha Ganesan (2004) for data collection.	The social intelligence scale by Dr. N. Chadha and Usha Ganesan (2004) is administrated to collect the data.	The results show that the social intelligence of males and females don't differ significantly because the t-value is no significant. The results also show that there are no differences between potential teachers of humanities and science groups.

Table (2.3) A Summary of the Previous Studies of Teachers' Autonomy

The Title	Date	Aim	Method	Sample	Tool	Resulte
On the Relationship between Job Satisfaction, Teacher Burnout, and Teacher Autonomy	2016	This study aims to investigate the relationship between job satisfaction, teacher burnout, and teacher autonomy.	Discriptive Research.	Two hundred and seven Iranian male and female language teachers at language institutes in Karaj and Tehran.	Three questionnaires: Minnesota Job Satisfaction Questionnaire (MSQ), Maslach Burnout Inventory (MBI) and Teacher Autonomy Questionnaire (TAQ).	According to the findings of this study, teacher's autonomy correlated negatively with job satisfaction. Moreover, no relationship between teacher's autonomy and teacher burnout was found.
Teacher Autonomy: Perceptions and Practices	2018	this study attempts to investigate tertiary level language teachers' perception of the concept of autonomy, and	Discriptive Research	six language teachers who taught foundation level language courses at three private universities in Dhaka.	Semi-structured interviews and open-ended questionnaires.	The findings of the research have implications for teacher training programs which focus on raising awareness about teacher's beliefs and practices.

		sought to find out whether their classroom practices were autonomy supportive. Another aim of the study is to see what kind of strategies, if any, teachers are using to foster learner's autonomy**.**				
Relationship between EFL Teachers' Emotional Intelligence, Reflective Teaching, Autonomy and	2019	This study sets out to provide empirical evidence on the relationship between EFL teachers' emotional	Discriptive Research	The participants of this study includes 88 EFL teachers who taught English at different private English teaching institutes and	three validated questionnaires: Emotional Quotient Inventory (Bar-On, 1997), Teacher Reflectivity Questionnaire (Akbari, Behzadpour & Dadvand, 2010), and Teacher Work-Autonomy	The results of the study reveal that there is a significant positive relationship between teachers' reflectivity, emotional intelligence, and autonomy, on the one hand, and their students' L2 performance, on the other. The results of multiple regression

their Students' L2 Learning		intelligence, reflectivity, and autonomy, and their students' L2 performance.		their students (N = 1266).	Scale (Friedman, 1999).	analysis showed that from among the variables of this study, reflectivity is the stronger predictor of the learners' L2 performance. In addition, the findings indicats that EFL teachers' educational degree and gender significantly affect their levels of emotional intelligence and reflectivity. The findings of this study offer evidence to substantiate teachers' emotional intelligence, reflectivity, and autonomy as important variables in L2 teaching and confirm their instructional nature.
Investigating the Relationship Between Iranian Gender Make a Difference?	2020	This study is an attempt to investigate the relationship between Iranian EFL teachers'	Discriptive Research	The sample consist of 80 EFL teachers (40 males and 40 females) from different	There are two questionnaires, the autonomy scale (TAS; Pearson & Hall, 1993) to evaluate teachers autonomy and the	The results of the study indicate that there is a significant statistical relationship between Iranian EFL teachers' autonomy and creativity. It also reveales that there is no a significant

EFL Teachers' Autonomy and Creativity, Does Gender Make a Difference?		autonomy and creativity. It also explore whether there is any significant difference between male and female Iranian EFL teachers' autonomy, and if there is a significant difference between male and female Iranian EFL teachers' creativity**.**		institutes in Shiraz.	creativity fostering teacher index (CFTI) developed by Soh (2000) to measure the participants' creativity level.	difference between male and female Iranian EFL teachers with respect to their autonomy. There is no significant difference between male and female Iranian EFL teachers with respect to their creativity.
The Relationship Between Iraqi	2021	This study is conducted to exploring the	Discriptive Research	60 Iraqi teachers (35 males and 25 females) who	The data included two questionnaires and a written interview:	The results show that there is no statistically significant relationship between spiritual

EFL Teachers' Spiritual Intelligence, And Their Teaching Autonomy		relationship between the spiritual intelligence of EFL teachers in Iraq and their independence in teaching.		taught teaching English as a foreign language in Diwaniyah, Iraq.	Spiritual Intelligence self-report inventory SISRI-24 developed by King (2008) and the teacher autonomy scale (TAS) developed by Çolak (2016) was used to measure the independence of sampled EFL teachers.	intelligence and teaching independence. There is no significant relationship between spiritual intelligence/teaching autonomy and gender.

Table (2.4): The Current Study

Title	Date	Aim	Method	Sample	Tool	Result
Investigating the Relationship between Iraqi EFL Preparatory Schools Teachers' Social Intelligence and their Autonomy in Teaching.	2023	Exploring the relationship between the social intelligence of Iraqi EFL teachers and their autonomy in teaching	Discriptive Method	The sample of this study consists of (150) male and female Iraqi Preparatory school EFL teachers at the Center of Babylon Governorate during the academic year 2022-2023.	The tools included observation, two questionnaires and an interview.	

2.18 Comparison of the Previous Studies

The previously mentioned studies are examined in the light of the current investigation. The discussion will focus on key issues, including the study's topic, aims, sample and data collection techniques. The theoretical foundations of the current investigation have benefited from these earlier and similar works.

2.18.1 Comparison of the Previous Studies of Social Intelligence with the Current Study

Concerning the topic, the current study agrees with all previous studies in terms of the essentioal of the social intelligence for the teachers. In relation to the aims, the current study agrees with the studies of Kaur et al. (2021) and Compendio (2020) which aims to investigate the social intelligence of the teachers. The other studies deal with finding the interconnections between the personality traites and the social intelligence of the teachers, where a study confirmes that social intelligence is an essential tool for the interpretation of people's behaviour and provides an opportunity to address this behaviour as in Birknerova (2015); examine the relationship between social intelligence levels and communication skills of pre-service social studies teachers as in Uygun & Aribas,(2020), and explore social intelligence and its subscales among physical education experts in education institutions in Isfahan: a study of gender differences as in Eshghi, Etemadi, Mardani, Fanaei & Agha-hosaini,(2013).

Concerning the method and sample of the study, this study agrees with the previous studies since all of them follow the descriptive method. For the sample, the current study use 150 EFL teachers in preparotory school. Therefore, it totally agrees with the studies of Birknerova (2015) and Uygun & Aribas (2020). The studies of Eshghi, et al., (2013), a total of 48 physical

education experts in Isfahan education institutions participated in this research. There are 37 male and 11 female, and their ages ranged from 35-46 years, while Kaur et al. (2021), the sample of the survey consists of 400 student teachers who are enrolled in a B.Ed. B.Ed co-educational colleges in selected districts of Punjab for the session 2018-19, N. Chadha and Usha Ganesan (2004) for data collection.

In the previous studies, one of them has used different tool for gathering data through the research process. Kaur et al. (2021) uses the social intelligence scale by N. Chadha and Usha Ganesan (2004) to collect the data. While Uygun & Aribas (2020); Birknerova (2015); Eshghi, Etemadi, Mardani, Fanaei & Agha-hosaini (2013), and Compendio (2020) use Tromsø Social Intelligence (TSIS). In the current study, the researcher uses questionnaire of Social Intelligence where part of it being adopted from Tromsø Social Intelligence Scale (TSIS) (Silvera, Martinussen & Dahl, 2001), which consists of (19) items and the other (27) items are being designed by the researcher.

The results will be explained as follows:

Uygun & Aribas (2020) show a "high" communication skills, but "moderate" social intelligence. Kaur et al. (2021) demonstrate that the social intelligence of males and females don't differ significantly because the t-value is no significant, reverse the study of Birknerova (2015) that shows a significant differences between male and female on the basis of their assessment of several social intelligence factors. Also, Eshghi, et al., (2013) show that there are differences between the total scores of social intelligence and sub-measures with gender (male and female) to be significant at the level of $P < 0.05$. Furthermore, in these variables male obtain higher scores than female.

2.19.2 Comparison of the Previous Studies of Autonomy with the Current Study

Concerning the topic, the current study agrees with all previous studies in terms of achieving the autonomy of the teachers. In relation to the aims, the current study agrees with the studies of Dakhil & Abood (2021), Esfandiari & Kamali (2016) and Ghiaei & Abedini (2020), their studies attempt to investigate the teachers' autonomy. Choudhury (2018) aims to investigate tertiary level language teachers' perception of the concept of autonomy, and seeks to find out whether their classroom practices are autonomy supportive. Another aim of the study is to see what kind of strategies, if any, teachers use to foster learner autonomy. While, Mahmoodi, et al., (2019) study aims to provide empirical evidence on the relationship between EFL teachers' emotional intelligence, reflectivity, and autonomy, and their students' L2 performance.

Concerning the sample of the previouse studies, Esfandiari & Kamali (2016) use two hundred and seven Iranian male and female language teachers at language institutes in Karaj and Tehran. Choudhury (2018) uses six language teachers who taught foundation level language courses at three private universities in Dhaka. While, the sample of this study Mahmoodi, et al., (2019) include 88 EFL teachers who taught English at different private English teaching institutes and their students (N = 1266). The sample of Ghiaei & Abedini (2020) consist of 80 EFL teachers (40 males and 40 females) from different institutes in Shiraz, but the participants of Dakhil & Abood (2021) include 60 Iraqi teachers (35 males and 25 females) who taught English as a foreign language in Diwaniyah, Iraq.

According to the tools; Esfandiari & Kamali (2016) and Ghiaei & Abedini (2020) use the teachers autonomy scale (TAS; Pearson & Hall, 1993) to measure the teachers autonomy. Also, in the current study, the researcher

uses scale of teachers' autonomy, part of it being adopted from Pearson and Hall's (1993) which consists of (20) items and the other (25) items are being designed by the researcher. Dakhil & Abood (2021) utilizes the teacher's autonomy scale (TAS) developed by Çolak (2016) to measure the independence of sampled EFL teachers. Mahmoodi, et al., (2019) use teachers' work-autonomy scale (Friedman, 1999).

Esfandiari & Kamali (2016) show that teacher autonomy correlated negatively with job satisfaction. Moreover, no relationship between teacher's autonomy and teacher's burnout is found. Mahmoodi, et al., (2019) reveal that there is a significant positive relationship between teachers' reflectivity, emotional intelligence, and autonomy, on the one hand, and their students' L2 performance, on the other. Ghiaei & Abedini (2020) indicate that there is a significant statistical relationship between Iranian EFL teachers' autonomy and creativity. It also reveales that there is no significant difference between male and female Iranian EFL teachers with respect to their autonomy. Dakhil & Abood (2021) show that there is no statistically significant relationship between spiritual intelligence and teaching independence. There is no significant relationship between spiritual intelligence/teaching autonomy and gender.

CHAPTER THREE

Methodology and Procedures

3.1 An Introductory Note

This chapter talks about the methodology and steps of conducting the current study. The research's design, procedures, sample, instruments, data gathering, and finally the statistical tools used respectively.

3.2 Research Design

Based on the nature of the study which aims at investigating the relationship between Iraqi EFL preparatory school teachers' social intelligence and their autonomy in teaching, the researcher adopts the descriptive research in the current study.

Descriptive research is a type of educational and non-experimental research that uses both quantitative and qualitative methods. Both types can be used at the same time, or both can be used separately. A descriptive study can answer questions like "what, how, when, and where"(Best and Khan, 2006, p. 24).

In contrast to the experimental research, descriptive research is about making and testing hypotheses, studying the relationship between variables that are not changed, and making generalizations. The main aim of descriptive research is to come up with generalizations. To do this, variables that have already been thought about are chosen for observation (Best and Khan, 2006, p.23).

The aim of descriptive studies is to describe and explain how people, places, situations, or events are right now. In descriptive analysis, the researcher looks at the thing being studied as it is. No attempts are made to change people, situations, or events (Mertler, 2015, p.111).

3.3 Research Procedures

In educational research, there are three main types of methods that are most often used: quantitative, qualitative, and mixed methods (Harwell, 2011, p. 148). The focus of "quantitative" research is on measuring size or amount. It has to do with the thing that can be shown in terms of numbers. (Mishra and Alok, 2017, p. 3). Numbers and statistical methods are used in the type of research that involves systematic quantitative experimental analysis of things that can be measured.

Quantitative descriptive research employs quantitative methods to define, describe, register, evaluate and understand current situations. This is a kind of comparison or correlation, and it tries to find links between variables that are already there. The results of the research are shown through a statistical and mathematical analysis. For example, graphs, numbers, and tables can be used to show data (Best and Khan, 2006, p. 24).

"Qualitative" research looks at things in terms of their quality or variety. Most of the time, this type of analysis is subjective and harder to understand than quantitative results. For a qualitative analysis, you have to look closely at results that aren't numbers. It has more to do with people or anthropology (Mishra and Alok, 2017, p. 3). It shows relationships that can't be measured and is mostly said in words (Best and Khan, 2006, p. 24).

Qualitative analysis methods are based on exploring and making sense of the perceptions, points of view, and thoughts of participants. In other words, qualitative research looks for sense, intention, or the truth. It is a thing that happens in the same world as the observer. It is a series of material activities that help us understand the universe. These things, like interviews, discussions, photos, recordings, field notes, and memos, turn the world into a

collection of descriptions. This means that qualitative analysts look at things in their natural settings and try to figure out what's going on by looking at how different people see the same thing (Harwell, 2011, p. 148).

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

The importance of mixed methods is to integrate qualitative research and qualitative data, this study is held as a descriptive mixed methods study, it aims at investigating the relationship between Iraqi EFL preparatory school teachers' social intelligence and their autonomy in teaching.

3.4 Population and Sample

A group of people is called a population if they have at least one thing in common that makes them different from other groups. Researchers want to learn more about these groups because of how they are made up (Best and Khan, 2006, p. 13). Sampling is the process of choosing a sample from a population, which is a group of all the parts from which the sample is taken. Furthermore, the sample is an accurate representation of the whole population, and it is made up of parts from the whole population (Johnson and Christensen, 2016, p. 546).

In the Directorate of General Education in Babylon Governorate, there are 91 preparatory school. The population of the current study is the EFL teachers (males and females) in these schools during the academic year 2021-2022. The sample of this study consists of (150) teachers (70 males and 80 females) who are selected to complete the questionnaires. The sample has been accessed through distributing the questionnaire in two forms, i.e., through online websites and in-hand after taking permissions (See Appendix K, P.204). A sample of (47) teachers has been collected through the online questionnaire and the rest sample of (103) teachers has been achieved though visiting schools by the researcher (See Appendix L, P.206).

3.5 Data Collection

In order to achieve the required results and after reviewing the literature and previous studies related to the current study, the researcher noticed that the best instruments to collect data about the teachers' perception towards social intelligence and their autonomy in teaching are a questionnaire and in-depth interview with EFL teachers.

3.5.1 Questionnaire

A survey study is a type of educational research used to gather information about a certain point of time. Surveys, on the other hand, vary in how complicated they are because they are used for different things. For example, they can be used to explain the nature of the current situation, set up criteria for comparing the current situation, or evaluate the relationships between specific cases. (Cohen et al., 2007, p. 263).

Johnson and Christensen (2016, p. 415) indicate that a questionnaire is an independent data collection instrument that research participants fill out as part of the sample analysis. Researchers use questionnaires to learn about the opinions, attitudes, perceptions, interests, experiences, personalities, and

patterns of behaviour of the people who take part in the research. In other words, a questionnaire can be used to measure many different kinds of traits.

In this study, the researcher utilized the following instruments:

The first questionnaire is Social Intelligence where part of it being adopted from Tromsø Social Intelligence questionnaire (TSIS) (Silvera, et al., 2001), which consists of (19) items and the other (27) items are being designed by the researcher. This questionnaire measures social awareness, social skills, social information processing and social overall and the questionnaire items could be responded to by putting a tick mark (✔) by the teachers in one of the options ranging from (1) Strongly Disagree to (5) Strongly Agree (See Appendix E, P.175)

Furthermore, the second questionnaire is teachers autonomy questionnaire (TAS), part of it being adopted from Pearson and Hall's (1993) which consists of (20) items and the other (25) items are being designed by the researcher. This questionnaire which measures general autonomy, teacher understanding of learner's autonomy, curriculum autonomy and teaching activities and the questionnaire items could be responded to by using a tick mark (✔) by the teachers in one of the options ranging from (1) Strongly Disagree to (5) Strongly Agree (See Appendix F, P.183).

The questionnaires are answered by the teachers of English in the public preparatory schools at the center of Babylon Governorate during the academic year (2022–2023).

3.5.2 The Interview

In an interview, the researcher (the interviewer) asks the research participants (the interviewees) some questions about the subject of the study. This means that the interviewer collects information from the interviewees in a personal meeting. It is important for the interviewer to get along well with

the person he or she is talking to (the interviewee). This means that the interview should be friendly, and the interviewer should not be biased about what the respondent says (Johnson and Christensen, 2016, p. 546).

Cohen et al. (2000, p. 267) describe that interviews give people a chance to talk about how they see the world around them, say how they feel about things from their own point of view, and figure out what their experiences mean. In other words, they can be used to find out about the interviewees' beliefs, attitudes, opinions, points of view, biases, and feelings. So, interviews are a useful tool for research analysis. Mertler (2015) says, "Because interviews are more conversational, it is easier to get respondents to take part and ask them to explain their answers". (p. 113).

The interview questions could be used to find out about the past or the present, or it could be used to make a guess about the future. If the people being interviewed are willing, the best way to get information is to record the interview with a voice recorder or a smart phone. If not, the researcher (interviewer) should take notes and, if necessary, add to them right after the interview while the information is still fresh in his mind (Best and Khan, 2006, p. 267).

Open-ended questions are used in qualitative interviews, so that qualitative results can be given without numbers. They are often called "in-depth interviews" because they are used to find out more about the participant’s emotions, interests, experiences, thoughts, attitudes, and feelings about the subject. Also, qualitative interviews give the researcher a look into the interviewee’s life and help them figure out what happened (Johnson and Christensen, 2016, p. 506).

In the current study, the researcher conducts an interview with 15 respondents. The interviewees are EFL preparatory school teachers at the center of Babylon governorate. The aim is to know whether the teachers

understand these two variables (social intelligence and teachers autonomy) and also discover how the teachers use social intelligence and autonomy in their teaching and how they employ these variables in the classroom with students.

On the request of the people being interviewed, their real names and places of work were kept private. Instead, the researcher use numbers, like "teacher 1", "teacher 2", and so on, to refer to them.

The researcher selected (10) random schools from preparatory schools at the center of Babil Governorate, in which she interviewed (15) EFL teachers (males and females) in these schools, where the interview takes place face to face. The researcher divides the interview into five questions which includes (as in table 3.1):

1. What do you know about social intelligence?
2. What is your perception about autonomy?
3. What skills do you have to apply social intelligence and autonomy in the classroom?
4. What are the activities that can employ the social intelligence and autonomy in the classroom?
5. How do we, in your opinion, translate the social intelligence strategy in classroom teaching?

Table (3.1) The Size of Interview Sample

No. of the interviewees	Gender		Years of experience	Total
	Male	Female		
15	8	7	5-35	15

3.5.3 The Observation

3.5.3.1 Definition of Observation

Becker and Geer (1970, p. 133) define participant observation as a "covert or overt activity in which the observer takes part in the daily life of the people being studied by watching what happens, listening to what is said, and asking people questions over a period of time".

Spradley (1980, p. vi) states that participation observation "leads to an ethnographic description". He says that ethnography is the "work of describing a culture" with the main goal of knowing "another way of life from the native point of view" (p.3).

Chatman (1992, p. 3) describes ethnography as a way for a researcher to get an insider's view by observing and participating "in social settings that reveal reality as it is lived by members of those settings".

Gorman and Clayton (2005, p. 40) define observation as "involve the systematic recording of observable phenomena or behavior in a natural setting".

3.5.3.2 Roles of Researcher (Observer)

Gold (1958, P.217) credites and expandes Buford Junker's typology of four roles researchers can play when trying to study and build relationships with insiders. These roles are complete observer, observer-as-participant, participant-as-observer, and complete participant. Chatman (1984, P.429) says that roles are "the typical positions that researchers take in their relationships" with the people they are studying, who will be called "insiders" from here on out.

According to Flick (1998, p.137, in Kumar, 2022) suggests that observation has to be considered along five dimensions:

1- Structured, systematic and quantitative observation versus unstructured and unsystematic and qualitative observation.
2- Participant observation versus non-participant observation.
3- Overt versus covert observation.
4- Observation in natural settings versus observation in unnatural, artificial settings (e.g., a "laboratory" or contrived situation).
5- Self-observation versus observation of others.

The researcher uses two ways of observation:

1- Checklist

A checklist is "a list of things to be checked or done", according to a phrase in the Merriam-Webster dictionary. This description shows that a checklist is helpful because it lets you "tick off" work that has been done and reminds you of what else needs to be done. (Reijers, et al., 2017).

As the first step in this study, the researcher has used a checklist as an observation to get a full insight of the problem. The researcher has selected a sample of (30) EFL teachers (males & females) from different schools at the center of Babylon Governorate, she visited their classes and observed them (See Appendix D, P.172).

2- Note Taking

Note talking is a good way to process information that is used in many jobs and in everyday life (Hartley, 2002). People take notes for two main reasons: to record information and/or to help them think about what they've learned. Aside from making a simple memory aid, like a shopping list, or a record of actions, like a notebook, one of the main goals of taking notes is to create a stable external memory that can be used later. Note-takers try not to

forget something in a variety of ways. Taking notes is an important tool for getting knowledge across in many situations. (Piolat and Boch, 2004).

The researcher used this method to record what is observed during the observation, where the researcher entered (30) lessons for different male and female teachers (See Appendix G, P.190).

3.6 Pilot Study

Best and Khan (2006, p. 320) show that it's a good idea to test the research tool on a small group of people who are close to the people who will be in the study. It should be used on friends or coworkers to fix any mistakes or unclear parts of the questionnaire. Bolarinwa (2015, p.198) describes pilot study as a way to test the reliability of the questionnaire to see if it can be used for the whole group of study or not.

The researcher applied first questionnaire social intelligence to a sample consists of (20) teachers (males and females). To identify the clarity of the questionnaire items before applying the questionnaire in its final form, as well as to know the time it takes for the respondent to respond to the questionnaire, and it is found that the items and instructions of the questionnaire are clear and that the time it took for the respondents to respond to the items of the social intelligence questionnaire with an average of (30) minutes .

The researcher also applied the second questionnaire autonomy to a sample that consists of (20) teachers (males and females). To find out the clarity of the questionnaire items before applying the questionnaire in its final form, as well as to know the time it takes for the respondent to respond to the questionnaire, and it is found that the items and instructions of the questionnaire are clear and that the time it took for the respondents to respond to the item of the autonomy questionnaire with an average of (33) minutes.

3.7 The Psychometric Properties of the Questionnaire

3.7.1 The Validity of the Questionnaire

Bolarinwa (2015, p.195) defines validity as "the extent to which a measurement measures what it claims to measure". It talks about how accurate the conclusions are that can be drawn from the results. Also, it talks about how important the research tools are, so that researchers can make correct conclusions based on scores (Suter, 2012, p. 357).

A group of experts in the field of TEFL decides whether or not the questionnaire is true. The first form of the instruments has been given to experts to test its face validity, taking their feedback and ideas into account.

According to Oluwatayo (2012), face validity is how experts judge the design and usefulness of the measuring tool.

3.7.1.1 Face Validity

Face validity is found when a researcher or research analyst who is an expert on the research topic looks at the research tool to see if it measures the research traits or not. Face validity means that an expert has to look at the items in the questionnaire and decide that the tool is a good way to measure the definition that is being looked at (Bolarinwa, 2015, p. 196).

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

In this study, the face validity of these two questionnaires, i.e, social intelligence and autonomy are tested by showing the items to 15 experts in the field of Teaching English as a Foreign Language from different Iraqi universities, each with a different area of expertise (see Appendix J, P.202). After collecting the opinions of the experts and analyzing them by using chi-square, the researcher has found that chi-square values calculated for all the items are statistically significant at the level of significance (0.05) and the degree of freedom (1).

The researcher presented the first draft of the social intelligence questionnaire to the jury members (See Appendix A, P.154). Then, the jury members made modification on the questionnaire after giving a thourogh reading of the questionnaire items where they mostly decide that the items should be divided into four domains, in which the first domain (12), the second domain (14), the third domain (9) and the fourth domain (11) (see appendix E, P.175). Finally, they have given a prove that the items have been carefully fitted the topic of the study.

The results of Chi-Square test (x^2) to measure the face validity of the questionnaire's items of the first scale of social intelligence

Table (3.2) Chi-square Test for Face Validity of Social Intelligence

Levels	Items	Experts No.	Valid	Invalid	x^2		Sig.
					Cal.	Tab.	
Social Awareness	**1-12**	**15**	**15**	**0**	**15**	**3.84**	**0.05**
Social Skills	**1-14**	**15**	**14**	**1**	**11.26**	**3.84**	**0.05**
Social Informatiom Process	**1-9**	**15**	**13**	**2**	**8.06**	**3.84**	**0.05**
Social Overall	**1-11**	**15**	**15**	**0**	**15**	**3.84**	**0.05**

From table (3.2), the results show that all calculated chi-square test values, which are (15), (11.26), (8.06) and (15) respectively, are greater than the tabulated value (3.84) at the level of statistical significance (0.05) and a degree of freedom (1). This indicates that the apparent validity of the scale has been achieved.

While, the second questionnaire of teachers autonomy, the jury members do not have any problems with any items of the questionnaire of teachers' autonomy. They mostly agreed that the questionnaire is complete and accurate in every way (See Appendix B, P.162).

Table (3.3) Chi-square Test for Face Validity of Teachers Autonomy

Levels	Items	Experts No.	Valid	Invalid	x^2		Sig.
					Cal.	Tab.	
General Autonomy	**1-16**	**15**	**15**	**1**	**11.26**	**3.84**	**0.05**
Teacher' Understanding of Learner's Autonomy	**1-13**	**15**	**14**	**1**	**11.26**	**3.84**	**0.05**
Curriculum Autonomy	**1-8**	**15**	**15**	**0**	**15**	**3.84**	**0.05**
Teaching Activities	**1-8**	**15**	**15**	**1**	**11.26**	**3.84**	**0.05**

From table (3.3) , the researcher has found that all calculated chi-square test values, which are (11.26), (11.26), (15) and (11.26) respectively, are greater than the tabulated value (3.84) at the level of statistical significance (0.05) and a degree of freedom (1). This indicates that the face validity of the scale has been achieved.

3.7.1.2 Construct Validity

Ghazali's study (2016, p. 149) affirms that construct validity is "the degree to which an instrument accurately measures a theoretical construct that

it is meant to measure". This type of validity can be measured by the ability of the poll items to tell people apart, the relationship between items, the relationship between the item and the overall score of the questionnaires, and the relationship between levels.

In order to conduct a statistical analysis of the items of these two questionnaires, social intelligence and teachers' autonomy, the researcher dealt with the following topics (Item Discrimination Power, Relationship of Overall Score of the Social Intelligence and Teachers' Autonomy, Item-domain relationship, Domain - domain Relationship, The Statistical Results). The statistical analysis of the sample consists of (150) teachers.

3.7.1.2.1 Item Discrimination Power

The discriminatory power of the items means its ability to distinguish between the respondents with high scores or abilities in the trait or characteristic to be measured and the respondents with low scores or abilities. The aim of this step is to keep only the items with high and good discrimination. The low-level people do not perform or do not answer this items. Rather, the percentage of those who answered it among the good ones (the upper group) is higher than the weak ones in the (lower group), because the items that not all respondents do not answer at all levels has no value because we cannot distinguish between them (Al-Mahasneh and Abdel-Hakim, 2013, P. 206).

The researcher followed the following steps to calculate the items discrimination coefficient for the two questionnaires (social intelligence and teachers' autonomy):

1. Applying the items of the social intelligence scale and the autonomy questionnaire on the statistical analysis sample of (150) teachers (males and females).

2. Collecting their answers to find the total score for the responses of each teacher and school related to their grades on the items of the questionnaire.
3. Arranging the teachers' grades in descending order from the highest grade to the lowest grade.
4. Choosing (27%) of the questionnaires that obtained the highest scores to be the highest group, and the number is (41) questionnaires.
5. Choosing (27%) of the questionnaires that received low scores to be the lowest group, and the number is (41) questionnaires.
6. Extracting the discriminatory power using the t-test for two independent samples; In order to measure the difference between the upper and lower groups, and for each item of the scale, the value of (T-Test) calculated for each item is compared to the tabulated value (2,000). All items are significant at the level of significance (0.05) and the degree of freedom is estimated at (80). Thus, no item is deleted from the questionnaire items, and the two tables show the Item Discrimination Power for both questionnaires.

Appendix (H, P.192) shows the item discrimination power of social intelligence and appendix (I, P.197) shows the item discrimination power of teachers' autonomy.

3.7.1.2.2 Item Relationship of Overall Score of the Questionnaire

In order to attain construct validity, Pearson correlation coefficient has been used to measure the Item relationship of overall score for both scales, social intelligence and teachers' autonomy.

After applying the questionnaire of social intelligence on the sample which consists of (150) teachers (males and females) to whom the statistical analysis sample is applied. The correlation coefficient is calculated between the score of the item and the total score of the scale by using the correlation

coefficient (Pearson). It has been found that all the questionnaire items have a moderate coefficient correlation value than the tabulated value (0.19) at a degree of freedom (80) and a level of statistical significance (0.05), as shown in table (3.4) below.

Table (3.4) Item Relationship of Overall Score of Social Intelligence

Items	Squared Multiple Correlation	Items	Squared Multiple Correlation	Items	Squared Multiple Correlation	Items	Squared Multiple Correlation
1	0.314	13	0.514	25	0.418	37	0.604
2	0.442	14	0.445	26	0.565	38	0.593
3	0.417	15	0.489	27	0.498	39	0.420
4	0.429	16	0.543	28	0.583	40	0.639
5	0.399	17	0.552	29	0.498	41	0.529
6	0.409	18	0.567	30	0.455	42	0.637
7	0.547	19	0.500	31	0.606	43	0.684
8	0.514	20	0.659	32	0.610	44	0.574
9	0.452	21	0.432	33	0.441	45	0.598
10	0.514	22	0.599	34	0.509	46	0.519
11	0.387	23	0.482	35	0.399	-	-
12	0.346	24	0.444	36	0.589	-	-

After applying the scale of autonomy on the sample which consists of (150) teachers (males and females) to whom the statistical analysis sample is applied, the correlation coefficient is calculated between the score of the item and the total score of the questionnaire by using the correlation coefficient

(Pearson). It has been found that all the scale items have a moderate coefficient correlation value than the tabulated value (0.19) at a degree of freedom (80) and a level of statistical significance (0.05), as shown in table (3.5) below.

Table (3.5) Item Relationship of Overall Score of Teachers Autonomy

Items	Squared Multiple Correlation	Items	Squared Multiple Correlation	Items	Squared Multiple Correlation	Items	Squared Multiple Correlation
1	0.674	13	0.657	25	0.613	37	0.562
2	0.452	14	0.568	26	0.698	38	0.541
3	0.527	15	0.599	27	0.548	39	0.528
4	0.459	16	0.610	28	0.671	40	0.633
5	0.444	17	0.452	29	0.476	41	0.611
6	0.640	18	0.478	30	0.466	42	0.600
7	0.634	19	0.531	31	0.639	43	0.561
8	0.451	20	0.559	32	0.623	44	0.437
9	0.677	21	0.529	33	0.560	45	0.450
10	0.500	22	0.499	34	0.610	-	-
11	0.457	23	0.587	35	0.538	-	-
12	0.441	24	0.524	36	0.645	-	-

3.7.1.2.3 Item- Domain Relationship

The correlation of the item score with the degree of the level to which the item belongs expresses the strength of the correlation between the item

score and the level score. This type of correlation is obtained by using the Pearson correlation coefficient. The criterion adopted by the researcher in determining whether to accept the item or not is the comparison with the table of theoretical values of correlation coefficients. According to the first questionnaire, social intelligence, the researcher found that all Pearson correlation coefficient values are greater than the tabulated value (0.19) at a degree of freedom (80) and a level of significance (0.05), as shown in table (3.6).

Table (3.6) Items- Domains Relationship of Social Intelligence:

Social Awareness	Squared Multiple Correlation	Social Skills	Squared Multiple Correlation
1	**0.666**	**1**	**0.544**
2	**0.723**	**2**	**0.574**
3	**0.765**	**3**	**0.544**
4	**0.637**	**4**	**0.468**
5	**0.611**	**5**	**0.568**
6	**0.466**	**6**	**0.592**
7	**0.412**	**7**	**0.575**
8	**0.531**	**8**	**0.569**
9	**0.516**	**9**	**0.400**
10	**0.538**	**10**	**0.434**
11	**0.436**	**11**	**0.447**
12	**0.456**	**12**	**0.505**
-	**-**	**13**	**0.377**

-	-	14	0.536
Social Information Process	Squared Multiple Correlation	Social Overall	Squared Multiple Correlation
1	0.351	1	0.455
2	0.440	2	0.523
3	0.387	3	0.556
4	0.322	4	0.533
5	0.318	5	0.582
6	0.481	6	0.526
7	0.442	7	0.570
8	0.339	8	0.455
9	0.255	9	0.515
-	-	10	0.558
-	-	11	0.504

The correlation of the item score with the degree of the level to which the item belongs expresses the strength of the correlation between the item score and the level score. This type of correlation is obtained by using the Pearson correlation coefficient, the criterion adopted by the researcher in determining whether to accept the item or not is the comparison with the table of theoretical values of correlation coefficients. According to the second questionnaire autonomy, the researcher found that all Pearson correlation coefficient values are greater than the tabulated value (0.19) at a degree of freedom (80) and a level of significance (0.05), as shown in table (3.7).

Table (3.7) Items- Domains Relationship of Teachers' Autonomy

General Autonomy	Squared Multiple Correlation	Teacher's Understanding of Learner's Autonomy	Squared Multiple Correlation
1	0.561	1	0.381
2	0.437	2	0.478
3	0.520	3	0.503
4	0.471	4	0.372
5	0.605	5	0.485
6	0.471	6	0.584
7	0.503	7	0.588
8	0.611	8	0.419
9	0.439	9	0.444
10	0.372	10	0.532
11	0.381	11	0.547
12	0.444	12	0.524
13	0.489	13	0.438
14	0.501	-	-
15	0.399	-	-
16	0.449	-	-

Curriculum Autonomy	Squared Multiple Correlation	Teaching Activities	Squared Multiple Correlation
1	0.390	1	0.562
2	0.433	2	0.423
3	0.397	3	0.409
4	0.393	4	0.438
5	0.436	5	0.398
6	0.389	6	0.490
7	0.542	7	0.414
8	0.400	8	0.405

3.7.1.2.4 Domain- Domain Relationship

In order to find the relationship of each domain to the other domain for the questionnaires of social intelligence and teachers' autonomy, the Pearson correlation coefficient has been used to reach the results.

Table (3.8) Domain- Domain Relationship of the questionnaire of Social Intelligence

Domains	Social Awareness	Social Skills	Social Informatiom Process	Social Overall
Social Awareness	1	0.69	0.62	0.58
Social Skills	-	1	0.67	0.63
Social Informatiom Process	-	-	1	0.56
Social Overall	-	-	-	1

Table (3.9) Level-Level Relationship of the questionnaire of Teachers' Autonomy

Domains	General Autonomy	Teacher's Understanding of Learner's Autonomy	Curriculum Autonomy	Teaching Activities
General Autonomy	**1**	**0.65**	**0.58**	**0.67**
Teacher's Understanding of Learner's Autonomy	**-**	**1**	**0.67**	**0.69**
Curriculum Autonomy	**-**	**-**	**1**	**0.59**
Teaching Activities	**-**	**-**	**-**	**1**

3.7.1.2.5 The Statistical Results

The researcher found that the statistical indicators to measure these two questionnaires, social intelligence and teachers autonomy to prove that the psychological educational phenomena are moderately distributed among the members of the society. The statistical indicators are extracted to find out how close the distribution of the sample scores is to the normal distribution, which is a criterion for judging the sample's representation of the society to which it belongs, and then the possibility of generalizing the results. Therefore, the statistical indicators for these two questionnaires of social intelligence and autonomy are extracted on a statistical analysis sample of (150) teachers (males and females).

Table (3.10) The Overall Statistical Indicators of Social Intelligence

Statistics		
Social intelligence		
N	Valid	150
	Missing	0
Mean		154.69
Std. Error of Mean		4.465
Median		153.00
Std. Deviation		54.689
Variance		2990.874
Skewness		-0.289-
Std. Error of Skewness		0.198
Kurtosis		-0.528-
Std. Error of Kurtosis		0.394
Minimum		46
Maximum		235

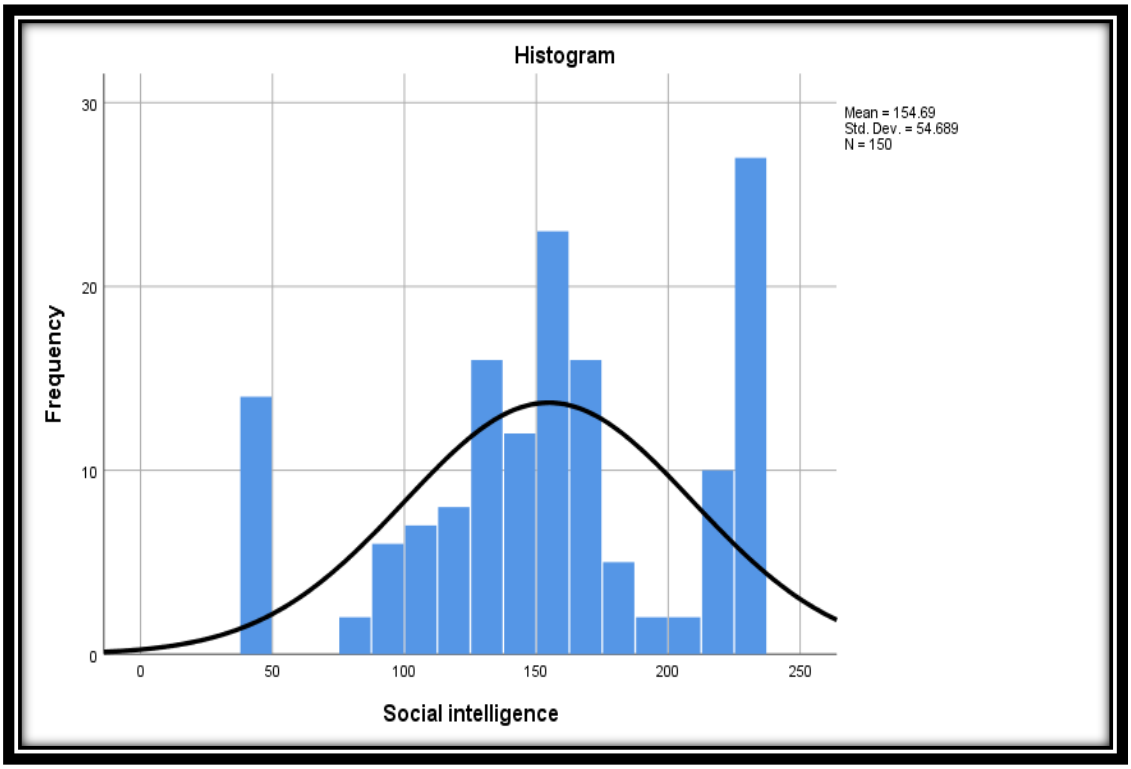

Figure (3.1) The Normal Distribution of Social Intelligence

The following tables and figures show the statistical indicators and normal distribution for each domain of the questionnaire of Social Intelligence:

1-Social Awareness (SA)

Table (3.11) The Statistical Indicators of Social Awareness

Social Awareness		
N	Valid	150
	Missing	0
Mean		41.57
Std. Error of Mean		0.696
Median		41.50
Mode		41[a]
Std. Deviation		8.526

Variance	72.690
Skewness	-0.145-
Std. Error of Skewness	0.198
Kurtosis	-0.421-
Std. Error of Kurtosis	0.394
Minimum	19
Maximum	58

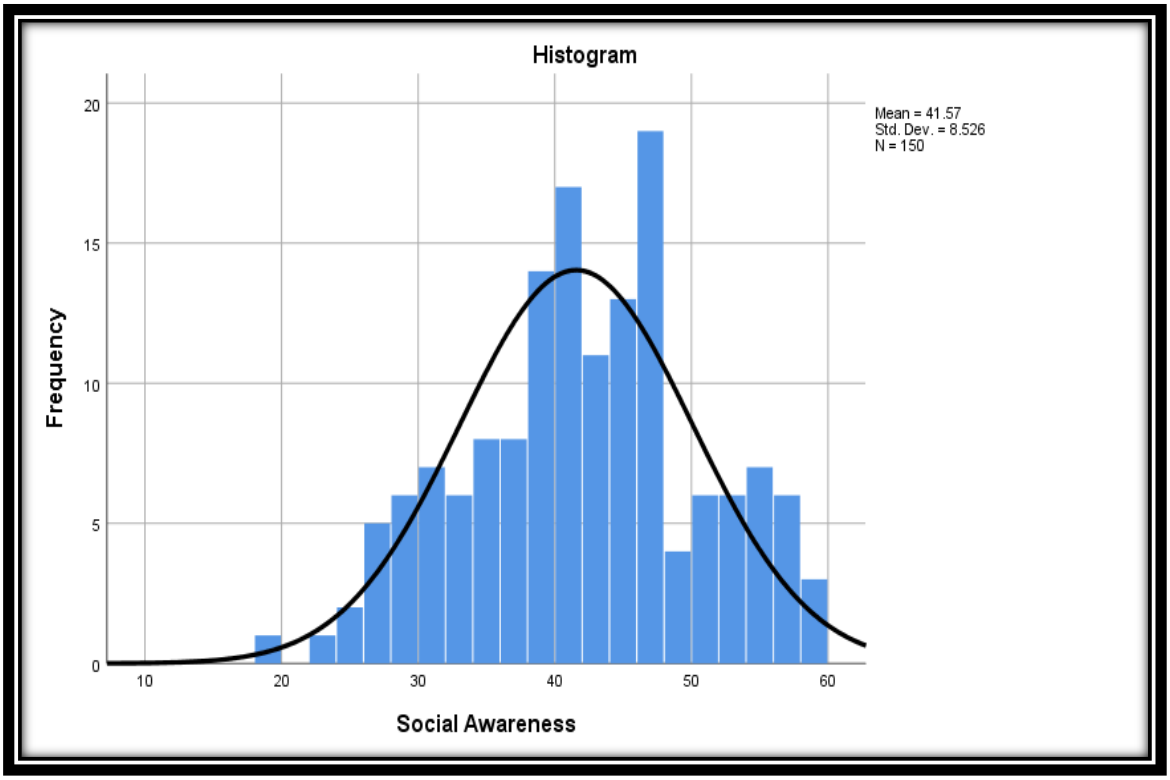

Figure (3.2) The Normal Distribution of Social Awareness

2. Social Skills (SS)

Table (3.12) The Statistical Indicators of Social Skills

Social Skills		
N	Valid	150
	Missing	0
Mean		50.59
Std. Error of Mean		0.698
Median		51.00
Mode		51
Std. Deviation		8.544
Variance		72.995
Skewness		0.133
Std. Error of Skewness		0.198
Kurtosis		-0.488-
Std. Error of Kurtosis		0.394
Minimum		30
Maximum		69

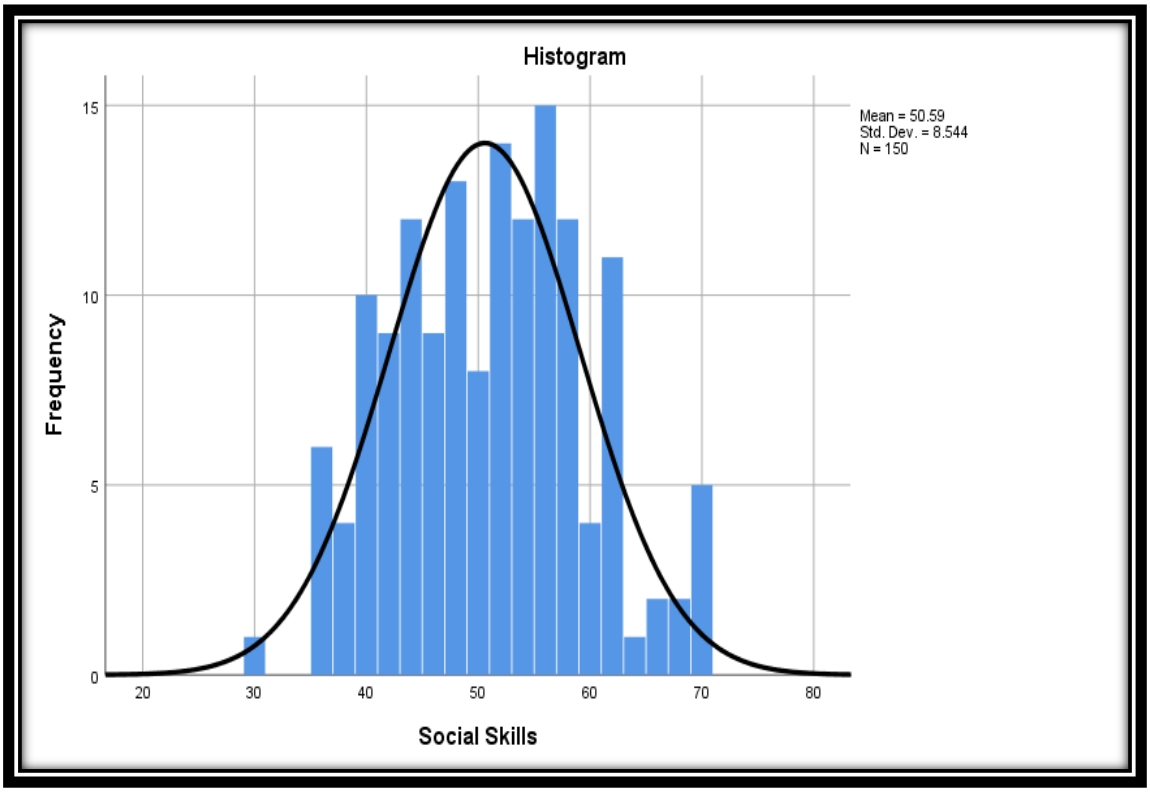

Figure (3.3) The Normal Distribution of Social Skills

3. Social Information Process (SP)

Table (3.13) The Statistical Indicators of Social Information Process

Social information process		
N	Valid	150
	Missing	0
Mean		30.33
Std. Error of Mean		0.451
Median		30.00
Mode		29
Std. Deviation		5.525
Variance		30.530
Skewness		0.046
Std. Error of Skewness		0.198

Kurtosis	-0.209-
Std. Error of Kurtosis	0.394
Minimum	17
Maximum	45

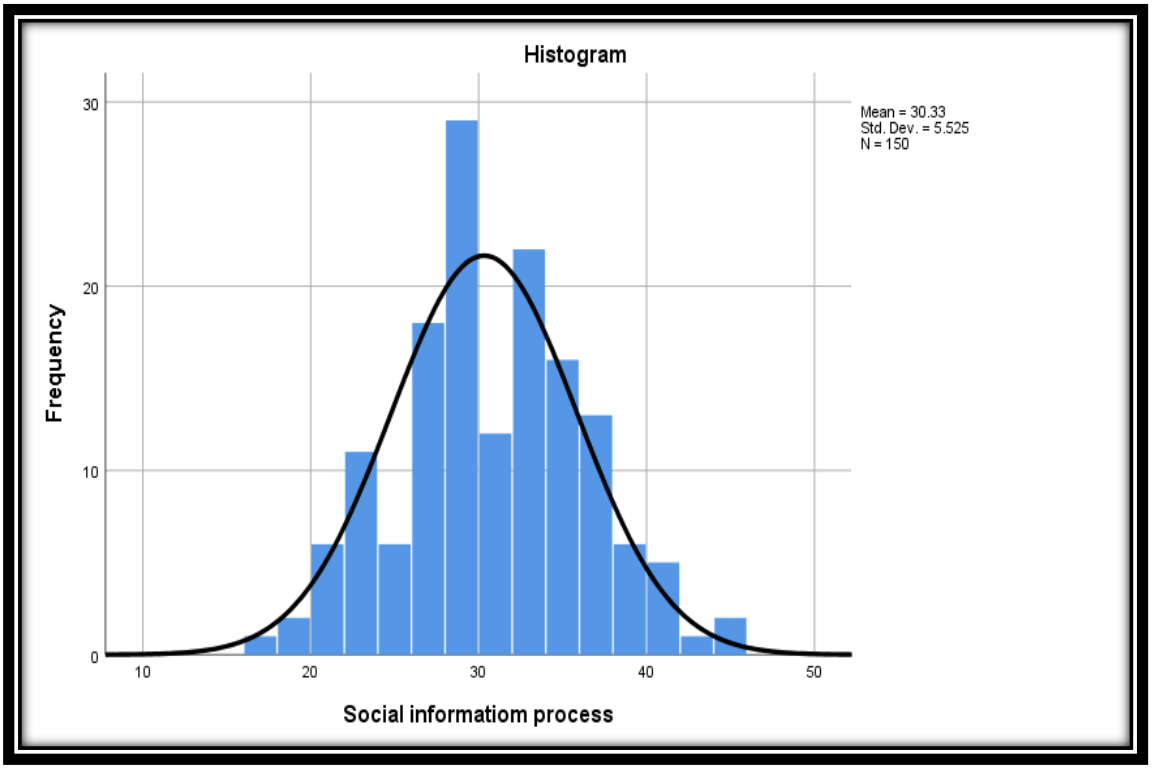

Figure (3.4) The Normal Distribution of Social Information Process

4. Social Overall (SO)

Table (3.14) The Statistical Indicators of Social Overall

Social overall		
N	Valid	150
	Missing	0
Mean		41.82
Std. Error of Mean		0.649
Median		44.00

Mode	49
Std. Deviation	7.950
Variance	63.209
Skewness	-0.548-
Std. Error of Skewness	0.198
Kurtosis	-0.440-
Std. Error of Kurtosis	0.394
Minimum	21
Maximum	55

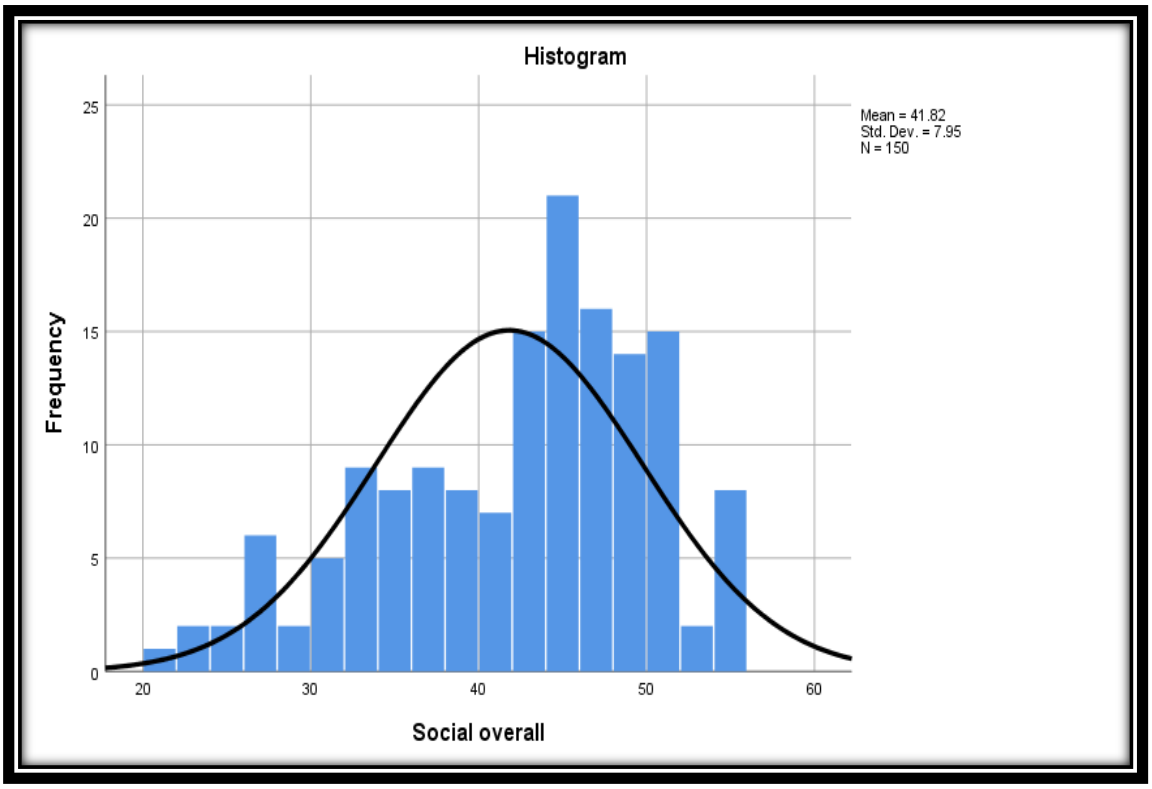

Figure (3.5) The Normal Distribution of Social Overall

It is found that the statistical indicators of the scale of social intelligence are close to the moderate distribution, which gives an indication of the sample's representation of the researched community and the possibility of generalizing the results. Therefore, all the values of kurtosis are close to the

standard value of kurtosis of the moderate distribution. As for the values of skewness, they are close to symmetry. Thus, skewness is described as symmetrical because it falls within the range of the normal distribution, which ranges from (+0,5) to (-0,5), while the measures of central tendency (mean, median, mode) are close in degrees (Awda and Al-Khalili, 2000, p.79).

The following tables show the statistical indicators of each domain of the teachers' autonomy questionnaire:

1-General Autonomy

Table (3.15) The Statistical Indicators of General Autonomy

General Autonomy		
N	Valid	150
	Missing	0
Mean		52.58
Std. Error of Mean		1.621
Median		52.00
Std. Deviation		19.856
Variance		394.272
Skewness		-0.172-
Std. Error of Skewness		0.198
Kurtosis		-0.892-
Std. Error of Kurtosis		0.394
Minimum		16
Maximum		80

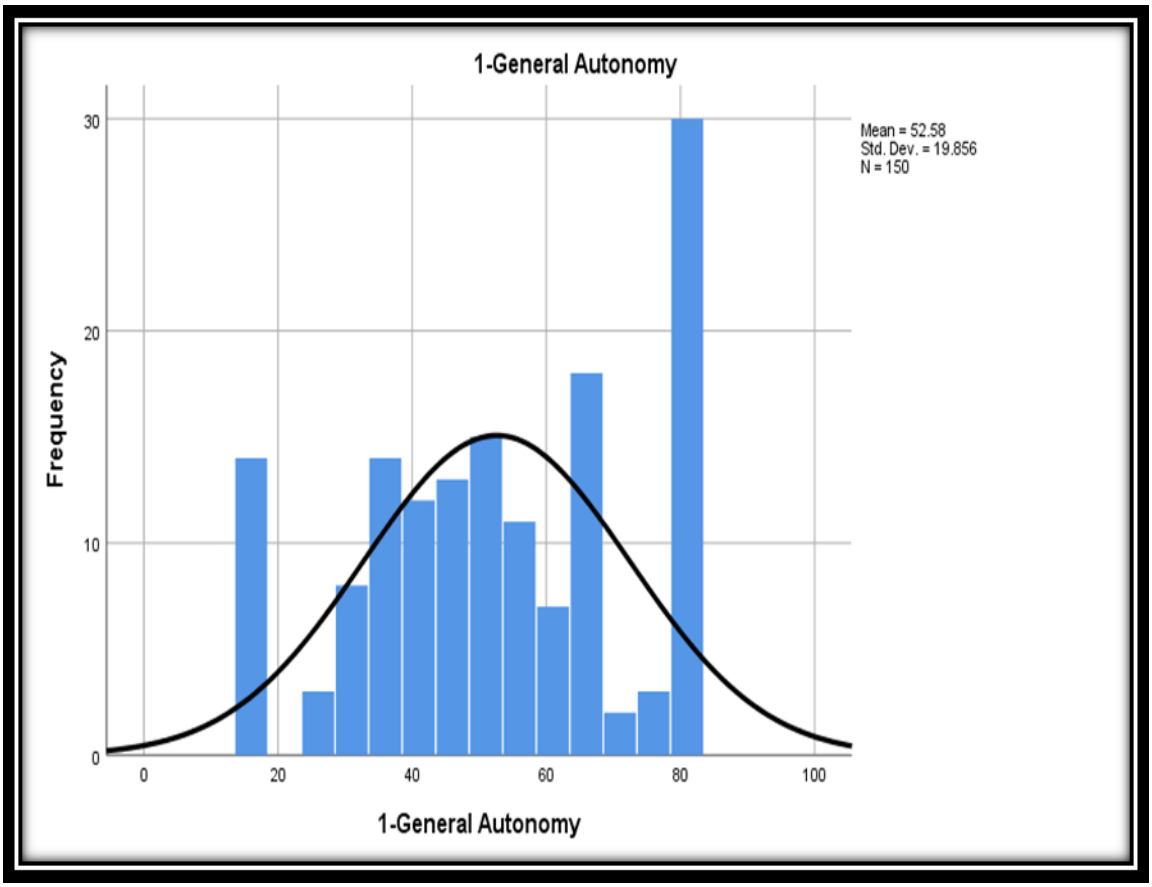

Figure (3.6) The Normal Distribution of General Autonomy

2-Teacher's Understanding of Learner's Autonomy

Table (3.16) The Statistical Indicators of Teacher's Understanding of Learner's Autonomy

Teacher's Understanding of Learner's Autonomy		
N	Valid	150
	Missing	0
Mean		48.88
Std. Error of Mean		0.863
Median		49.50

Std. Deviation	**10.575**
Variance	**111.824**
Skewness	**-0.499-**
Std. Error of Skewness	**0.198**
Kurtosis	**-0.121-**
Std. Error of Kurtosis	**0.394**
Minimum	**22**
Maximum	**65**

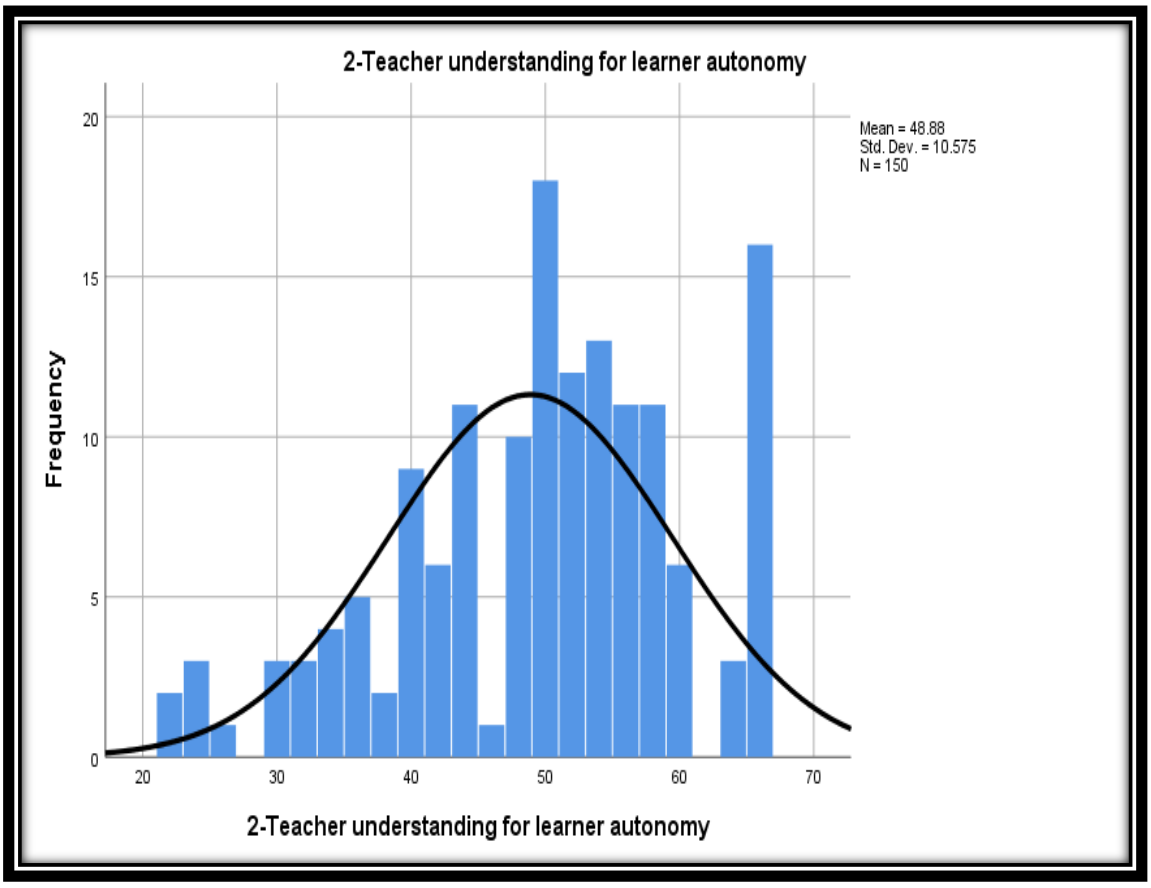

Figure (3.7) The Normal Distribution of Teacher Understanding of Learner's Autonomy

3-Curriculum Autonomy

Table (3.17) The Statistical Indicators of Curriculum Autonomy

Curriculum Autonomy		
N	Valid	150
	Missing	0
Mean		26.53
Std. Error of Mean		0.387
Median		27.00
Std. Deviation		4.744
Variance		22.506
Skewness		-0.119-
Std. Error of Skewness		0.198
Kurtosis		-0.325-
Std. Error of Kurtosis		0.394
Minimum		16
Maximum		37

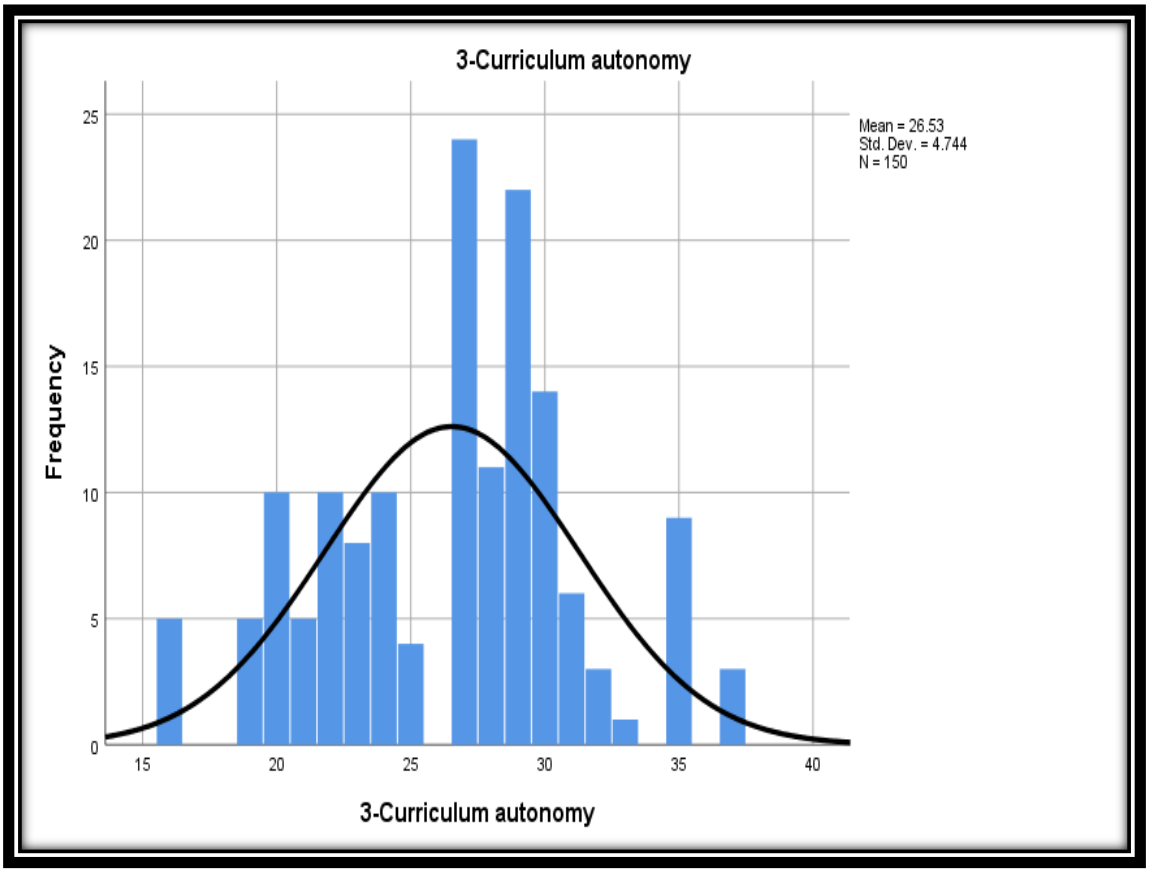

Figure (3.8) The Normal Distribution of Curriculum Autonomy

4-Teaching Activities

Table (3.18) The Statistical Indicators of Teaching Activities

Teaching Activities		
N	Valid	150
	Missing	0
Mean		27.96
Std. Error of Mean		0.322
Median		29.00
Std. Deviation		3.941

Variance	**15.529**
Skewness	**-0.767-**
Std. Error of Skewness	**0.198**
Kurtosis	**0.505**
Std. Error of Kurtosis	**0.394**
Minimum	**19**
Maximum	**37**

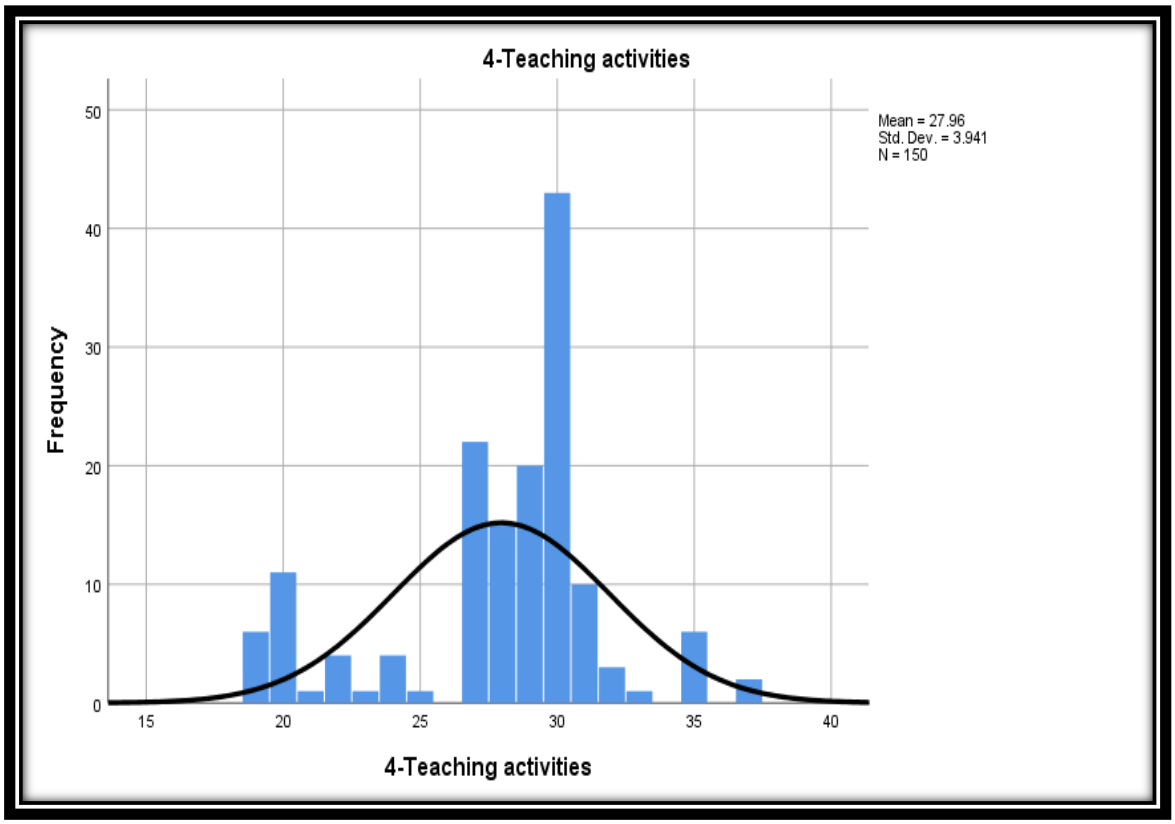

Figure (3.9) The Normal Distribution of Teaching Activities

It is found that the statistical indicators of the questionnaire of autonomy are close to the moderate distribution, which gives an indication of the sample representation of the researched community and the possibility of generalizing the results. However, that all the values of kurtosis are close to

the standard value of kurtosis of the moderate distribution. As for the values of skewness, they are close to symmetry. Thus, skewness is described as symmetrical because it falls within the range of the normal distribution, which ranges from (+0,5) to (-0,5), while the measures of central tendency (mean, median, mode) are close in degrees (Awda and Al-Khalili, 2000, p.79).

3.7.2 The Reliability of the Questionnaire

Brown (2003, p. 20) defines reliability as "the degree to which a measure is consistent, and a tool is reliable when it gives the same repeated result under the same circumstances". Suter (2012, p. 356) describes the reliability as "the degree to which the research tool gives the same or similar results if it is repeated in other situations and other time". On the other hand, Creswell (2015, p.158) shows that "reliability means that scores from a tool are stable and consistent". To verify the reliability of these two scales social intelligence and teachers autonomy, to find out the relibility the researcher has used Cronbach's alpha way.

3.7.2.1 Cronbach's Alpha Coefficient

This coefficient is derived from formula (20) (Qoder-Richardson) to estimate the reliability of scores of different types of tests and scales, as this coefficient finds the reliability of the structure of test and scale. It is used with graded tests and scales (triple, quadruple, quintile, ...) and the coefficient (Cronbach's alpha) gives the minimum estimated value for the coefficient reliability of the scale or test scores (Al-Zubaidi, 2021, p. 262).

With the help of the test study and Cronbach's alpha correlation coefficient, the questionnaire can be made consistent on the inside. The reliability coefficient can have a value between 0 and 1, with 0 means that the questionnaire is not reliable and 1 means that it is fully reliable. If the

calculated number is 0.70 or more, it means that the questionnaire is reliable (Johnson and Christensen, 2016, p. 374).

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

3.8 The Statistics

The SPSS program has been used by the researcher to analyze the data which are collected from questionnaires and pilot study. These tools are:

1. Chi-square ($\chi 2$) test to find face validity.
2. Pearson correlation coefficient to find item-level relationship, item's relationship to the overall score of the questionnaire and level-level relationship.
3. T-test for two independent samples to find the discriminating power of questionnaire's items.
4. Cronbach's alpha correlation coefficient to assess the reliability of the items of the questionnaire in the pilot study as well as in the overall size of the sample .
5. Mean, median, mode, kurtosis and skewness to find the measurement features for each questionnaire.
6. The histogram to find the distribution of each questionnaire.
7. T-test for one sample to achieve the aims of the current study.
8. Two way ANOVA.
9. Levene's test for homogeneity.
10. L.S.D. test to identify the least significant difference.

Chapter Four

Results Analysis and Discussion

4.1 An Introductory Note

In this chapter, the findings of the analysis and their discussion will be presented according to the aims of the study as well as the analysed results.

4.2 Results of the Questionnaire

All the information gathered from the EFL teachers participants of this study have been uploaded to the SPSS program to be analyzed and then discussed.

In this study, the questionnaire has been divided into two parts. The first part is the personal information about the participans (males and females), the second part consists of two questionnaires, social intelligence and teachers autonomy (with five items for each one).

In order to achieve the aims of the research which are related to the second part of the questionnaire, the domains of this part have been analyzed statistically one by one and represented in tables and figures.

4.2.1 The First Question: Is there any significant level of social intelligence among Iraqi EFL preparatory school teachers?

In order to achieve this question, the researcher has used a T-test for one sample after collecting and analyzing the data by using the SPSS program, and reached the following results.

Table (4.1) T-test Value and the Level of Statistical Significance

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

It has been discovered that the arithmetic mean value is (154.69) and the T-test value is (138) with standard deviation (54.689). The researcher has found that the calculated value (3.737) is greater than the tabulated value (1.96) at the level of statistical significance (0.05) and a degree of freedom (149), which indicates that EFL teachers have a high level of understanding of social intelligence and how being applied in the classroom. Albrecht (2006) states that the teachers with high social intelligence are the ones who stress the importance of working together. Similarly, there is a need to have an educational system that teaches teachers how to state their views clearly so they can be understood and how to try to understand others before they react to what they do. The current study found that the teachers who are socially intelligent, set up their classrooms by being supportive and encouraging relationships with their students, making lessons based on what their students are good at and how they learn best, and following behavior rules that encourage students to learn on their own. The results obtained have shown a great relevance to the result presented by Uygun & Aribas (2020) in the previous studies in chapter two (p.47) within which there is a "moderate" social intelligence of the teachers.

4.2.2 The Second Question: Are there any gender differences in Iraqi EFL preparatory school teachers' social Intelligence?

In order to achieve this question, the researcher has used a T-test for two independent variables after collecting and analyzing the data by using the SPSS program, and reached the following results.

Table (4.2) T-test Value and the Level of Statistical Significance in the Social Intelligence of EFL Teachers (males and females)

Group Statistics								
Level	**Gender**	**N**	**Mean**	**Std. Deviation**	**Df**	**T-test Cal.**	**Tab.**	**Sig**
Social Intelligence	**M**	**68**	**156.37**	**71.194**	**148**	**0.342**	**1.96**	**0.05**
	F	**82**	**153.29**	**36.123**				

The results show that there are (68) male teachers and (82) female ones, the percentage of the arithmetic mean value of male is (156.37) with the standard deviation (71.194) and the arithmetic mean value of female is (153.29) with the standard deviation (36.123). The researcher has found that the calculated T-test value (0.342) is smaller than the tabulated value (1.96) at the level of statistical significance (0.05) and a degree of freedom (148), which indicates that there are no statistically significant differences among EFL teachers (meals and females) in social intelligence. The current study agrees with Kaur et al., (2021) study that shows the social intelligence of males and females did not differ significantly because the t-value is not significant. On the contrary, Birknerova (2015) showes that there is significant differences between male and female. Also, Eshghi, et al., (2013) show that the difference between the total scores of social intelligence and

sub-measures with gender (male and female) is significant at the level of P < 0.05. Furthermore, in these variables male obtained higher scores than female.

4.2.3 The Third Question: Is there any significant level of general autonomy among Iraqi EFL preparatory school teacher's?

In order to achieve this question, the researcher has used a T-test for one sample after collecting and analyzing the data by using the SPSS program, and reached the following results.

Table (4.3) T-test Value and the Level of Statistical Significance

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

From the above table, the arithmetic mean value is (52.58) and the T-test value is (48) with standard deviation of (19.856). The researcher has been found that the calculated T-test value (2.825) is greater than the tabulaed value (1.96) at the level of statistical significance (0.05) and a degree of freedom (149), which indicates that there is a good level of general autonomy for EFL teachers. According to the results, it has found that the teachers need to be able to make their own decisions in order to create a learning setting that meets the different needs of students. The teacher needs space, freedom, flexibility, and respect just as much as the student does. The needs to an environment makes it easier for teachers to work together.

4.2.4 The Forth Question: Is there any significant level of teacher's understanding of learner's autonomy among Iraqi EFL preparatory school teacher's?

In order to find out this question, the researcher has used a T-test for one sample after collecting and analyzing the data by using the SPSS program, and reached the following results.

Table (4.4) T-test Value and the Level of Statistical Significance

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

According to table (4.4), the arithmetic mean value is (48.88) and the T-test value is (39) with standard deviation of (10.575). The researcher has found that the calculated T-test value (11.443) is greater than the tabulated value (1.96) at the level of statistical significance (0.05) and a degree of freedom (149), which indicates that there is a moderate level of teacher's understanding of learner's autonomy among EFL teachers. This means that, the teacher needs to support the independency of the learners, by encouraging them to be involved in defining their goals and achieving their learning processes.

4.2.5 The Fifth Question: Is there any significant level of curriculum autonomy among Iraqi EFL preparatory school teacher's?

In order to achieve this question, the researcher has used a T-test for one sample after collecting and analyzing the data by using the SPSS program, and reached the following results.

Table (4.5) T-test Value and the Level of Statistical Significance

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

From table (4.5), it has been determined that the arithmetic mean value is (26.53) and the T-test value is (24) with standard deviation of (4.744). Furthermore, it has been discovered that the calculated T-test value (6.523) is greater than the tabulated value (1.96) at the level of statistical significance (0.05) and the degree of freedom (149), which indicates that there is a very weak level of curriculum autonomy for EFL teachers. It means that the teacher has no autonomy in the curriculum where the arithmetic mean value of the curriculum autonomy is (26.53).

4.2.6 The sixth Question: Is there any significant level of teaching activities among Iraqi EFL preparatory school teacher's?

The researcher has used a T-test for one sample after collecting and analyzing the data by using the SPSS program, and reached the following results.

Table (4.6) T-test Value and the Level of Statistical Significance

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

The arithmetic mean value is (27.96) and the T-test value is (24) with standard deviation of (3.941), according to the above table. The researcher has found that the calculated T-test value (12,308) is greater than the tabulated value (1.96) at a level of statistical significance (0.05) and a degree of freedom (149), which indicates that there is a weak level of teaching activities of EFL teachers. It means that the teacher has no autonomy in the teaching activities, where the arithmetic mean value of the teaching activities is (27.96).

4.2.7 The Seventh Question: Is there any significant differences in Iraqi EFL preparatory school teachers' autonomy according to the variables of style and gender?

The two-way ANOVA test has also been used to find the homogeneity between samples according to the variables of style and gender.

Table (4.7) Descriptive Statistics of Teachers Autonomy According to the Variables of Style and Gender

Descriptive Statistics				
Dependent Variable: Teachers Autonomy				
Gender	Domains	Mean	Std. Deviation	N
M	General Autonomy	52.25	23.012	68
	Teacher's Understanding of Learner's Autonomy	52.46	7.099	68
	Curriculum Autonomy	26.78	4.401	68
	Teaching Activities	27.49	4.083	68
	Total	39.74	17.663	272
F	General Autonomy	52.85	16.943	82
	Teacher's Understanding of Learner's Autonomy	45.91	12.016	82
	Curriculum Autonomy	26.32	5.028	82
	Teaching Activities	28.35	3.799	82
	Total	38.36	15.658	328
Total	General Autonomy	52.58	19.856	150
	Teacher's Understanding of Learner's Autonomy	48.88	10.575	150
	Curriculum Autonomy	26.53	4.744	150
	Teaching Activities	27.96	3.941	150
	Total	38.99	16.597	600

The first column in table (4.7) refers to gender (male and female) and total. The second column refers to the domains of the teachers autunomy questionnaire (TAS), general autonomy, teacher's understanding of learner's autonomy, curriculum autonomy and teaching activities. The third column has the arithmetic mean value for each level of the scale. The fourth column refers to standard deviation and the fifth column indicates the sample for each domain. From table (4.7), the researcher has extracted the descriptive statistics for each domain of the questionnaire, also she extracts the overall descriptive statistics.

Table (4.8) T-test of the Homogeneity Among the Domains of Teacher's Autonomy

Levene's Test of Equality of Error Variances[a,b]					
		Levene Statistic	Df1	df2	Sig.
Teacher's Autonomy	Based on Mean	1.436	7	592	0.070

From table (4.8), the researcher has found that the arithmetic mean value of Levene's test is (1.436), which is no statistically significant, because the value of the level of statistical significance (0.070) is greater than the critical value (0.05), which indicates the existence of homogeneity among the domains of teacher's autonomy, and thus the basic condition for conducting the binary variance analysis is fulfilled.

Table (4.9) The Values of the Two-Way ANOVA

Tests of Between-Subjects Effects					
Dependent Variable: Teacher's Autonomy					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Gender _A	284.359	1	284.359	2.119	0.146
Type	84042.267	3	28014.089	208.778	0.000
Gender _A * domain	1355.734	3	451.911	3.368	0.018
Error	79435.440	592	134.181		
Total	1076976.000	600			
Corrected Total	164999.893	599			
a. R Squared = .519 (Adjusted R Squared = .513)					

By examining table (4.9), the researcher has concluded:

1- **Gender**: There are no statistically significant differences between gender, where the value of calculated F-test is (2.119) at the statistical significance level (0.146), which is greater than the critical value (0.05) and a degree of freedom (1).

2- **Domains**: There are statistically significant differences between domains, where the value of calculated F-test is (208.778) at the statistical significance level (0.000), which is smaller than the critical value (0.05) and a degree of freedom (3).

3- **The Interaction between (Gender _A * domain)**: There are statistically significant differences between (Gender _A * domain), the value of calculated F-test is (3.368) at the statistical significance level (0.018), which is smaller than the critical value (0.05) and a degree of freedom is (3).

In order to follow up the statistically significant differences, the researcher has used (L.S.D) (Least Significant Difference) test test and the following results are obtained

Table (4.10) (L.S.D) (Least Significant Difference) Test

Multiple Comparisons							
Dependent Variable: Teacher's Autonomy							
LSD							
(I) Domains	(J) Domains	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		Mean Difference
					Lower Bound	Upper Bound	
General Autonomy	Teacher's Understanding of Learner's Autonomy	3.70*	1.338	0.006	1.07	6.33	Significant for the first level
	Curriculum Autonomy	26.05*	1.338	0.000	23.43	28.68	Significant for the first level
	Teaching Activities	24.62*	1.338	0.000	21.99	27.25	Significant for the first level
Teacher's Understanding of Learner's Autonomy	General Autonomy	-3.70-*	1.338	0.006	-6.33-	-1.07-	Significant for the first level
	Curriculum Autonomy	22.35*	1.338	0.000	19.73	24.98	Significant for the second level
	Teaching Activities	20.92*	1.338	0.000	18.29	23.55	Significant for the second level

Curriculum Autonomy	General Autonomy	-26.05-*	1.338	0.000	-28.68-	-23.43-	Significant for the first level
	Teacher's Understanding of Learner's Autonomy	-22.35-*	1.338	0.000	-24.98-	-19.73-	Significant for the second level
	Teaching Activities	-1.43-	1.338	0.284	-4.06-	1.19	Not significant
Teaching Activities	General Autonomy	-24.62-*	1.338	0.000	-27.25-	-21.99-	Significant for the first level
	Teacher's Understanding of Learner's Autonomy	-20.92-*	1.338	0.000	-23.55-	-18.29-	Significant for the second level
	Curriculum Autonomy	1.43	1.338	0.284	-1.19-	4.06	Not significant

From table (4.10), it is found that there is a discrepancy between the domains of the questionnaire, the researcher has discovered that the mean difference of the first domain (General Autonomy) is higher than the other domains of the teacher's autonomy questionnaire when comparing each domain with the other. For the first domain (General Autonomy), the mean difference of the other domains is significant for the first domain. For the second domain (Teacher's Understandig of Learner's Autonomy), the mean difference of the second level is significant for the first domain, but other domains are significant for the second domain. The mean difference of the third domain (Curriculum Autonomy) is significance for the first & second domains, while it is not significant for the fourth domain. Furthermore, The mean difference of the fourth domain (Teaching Activities) is significance for the first & second domains, while it is not significant for the third domain.

The following figures shows that:

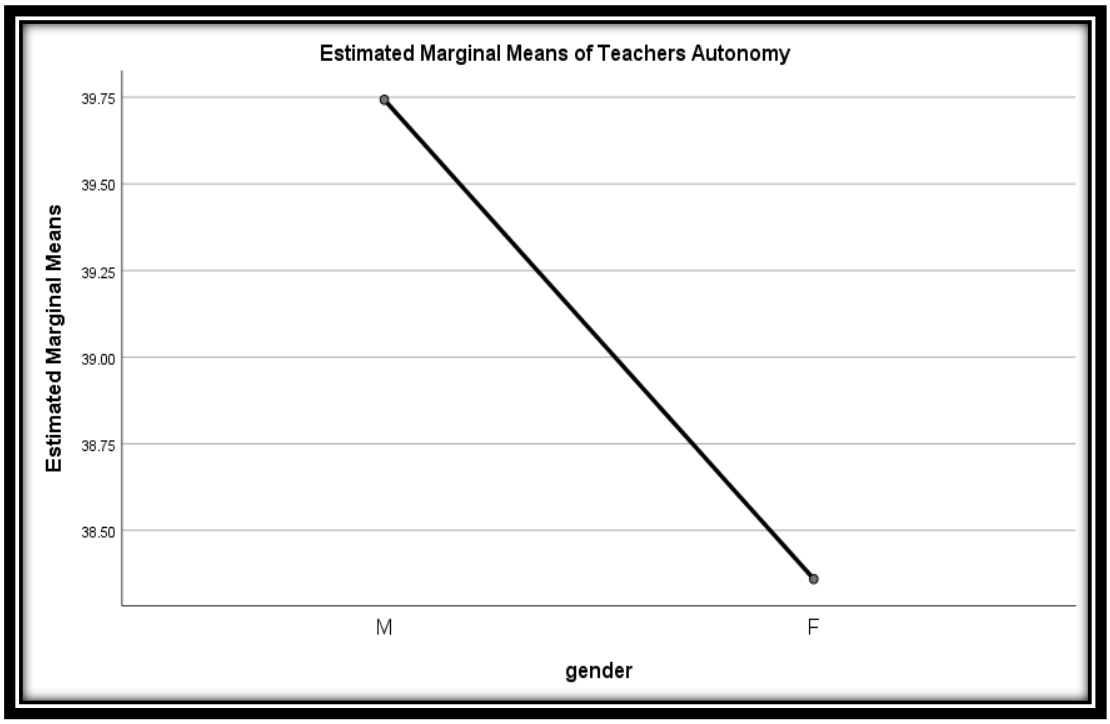

Figure (4.1) A scale of the Differences between Male and Female Teachers' Autonomy

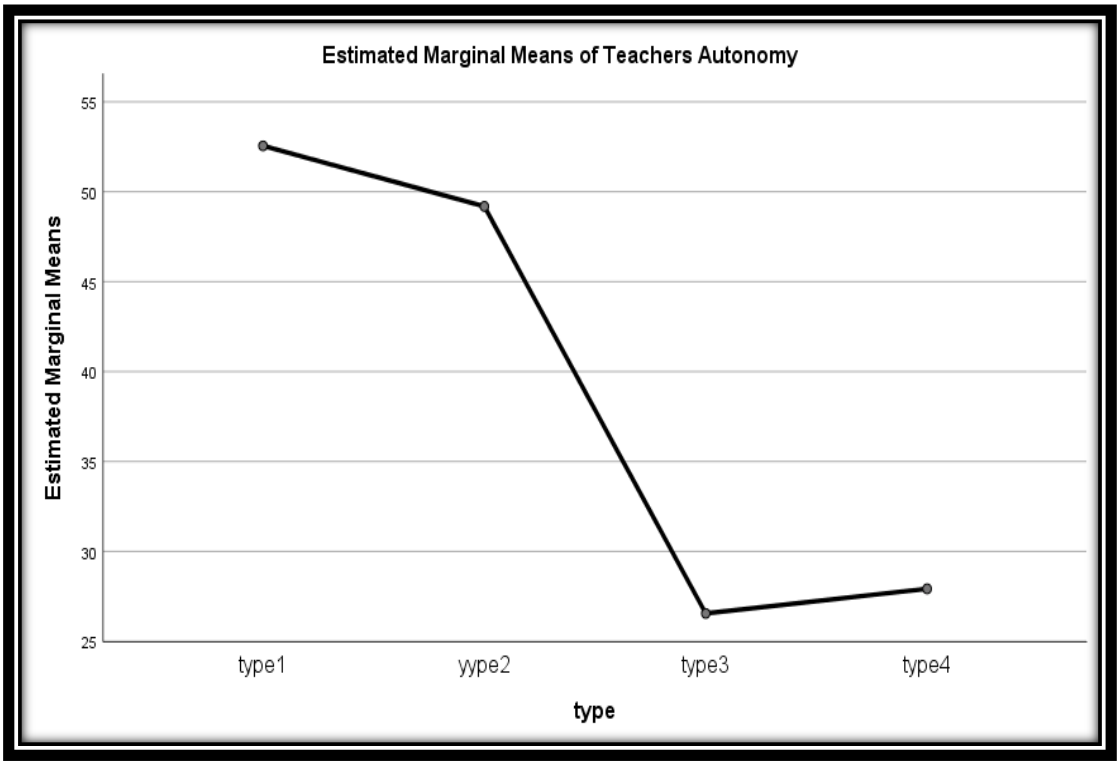

Figure (4.2) A Scale of the Differences between Domains of Teacher' Autonomy

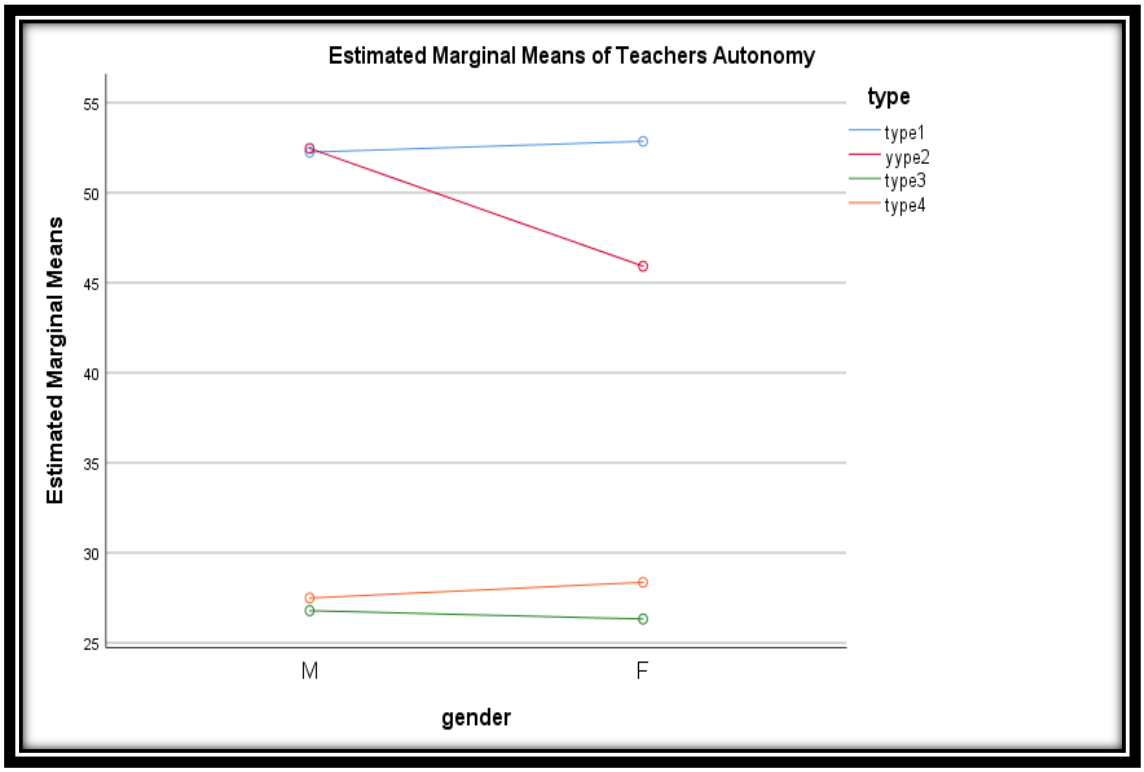

Figure (4.3) A Scale of the Interaction between the Sample and the Domains of Teacher' Autonomy

It has been noticed from the figures above, that there is no statistically significant differences between gender. The first domain (general autunomy) is the most significant level which means that teachers understand the concept of teachers' autonomy in general, followed by the second domain (teacher's understanding of learner's autonomy) but for third and fourth domins (curriculum autonomy & teaching activities) the diferences are very weak.

4.2.8 The Eighth Question: Is there any statistically significant relationship between Iraqi EFL preparatory school teachers' social intelligence and their general autonomy?

In order to identify this question, the researcher has used the Pearson correlation coefficient test, and obtained the results which are shown in table (4.11).

Table (4.11) The Value of the Pearson Correlation Coefficient between Social Intelligence and General Autonomy

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

The statistical results shown in table (4.11) indicate that the Pearson Correlation value between social intelligence and general autonomy is (0.469) which is statistically significant at the level of significance (0.000). The researcher has found that there is a correlational relationship between social intelligence and general autonomy. This means, that increase in the first variable (social intelligence) is accompanied by an increase in the second variable (autonomy). By examining the result from table (4.11), the researcher finds that social intelligence is a situational awareness, which is the ability to read situations and interpret the behaviour of students in those situations.

Whenever the teacher has the ability to manage any difficult situation, he/she will be more independent.

4.2.9 The Ninth Question: Is there any statistically significant relationship between Iraqi EFL preparatory school teachers' social intelligence and their understanding of learner's autonomy?

In order to investigate this question, the researcher has used the Pearson correlation coefficient test, and the results are shown in table (4.12).

Table (4.12) The Value of the Pearson Correlation Coefficient between Social Intelligence and Teacher's Understanding of Learner's Autonomy.

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

The statistical results shown in table (4.12) that the Pearson Correlation value between social intelligence and teacher's understanding for learner autonomy is (-0.061) which is a very weak and inverse correlation. The researcher also has found that there is no statistically significant correlation between these two variables because the value of the significance level

(0.455) is greater than the critical value (0.05). After examining the result from table (4.12), the researcher find that the social intelligence is a "giving" not a "taking". Perhaps patience represents an important part of the teacher, because it represents the beginning of resolving the extent of the cultural and scientific differences among the students. So, the teachers must have the ability to gain harmony and interact with the students in order to get their affection and interact with them positively during or outside the lesson.

4.2.10 The Tenth Question: Is there any statistically significant relationship between Iraqi EFL preparatory school teachers' social intelligence and curriculum autonomy?

In order to find out this question, the researcher has used the Pearson correlation coefficient test, and reached the following results as shown in table (4.13).

Table (4.13) The Value of the Pearson Correlation Coefficient Correlation between Social Intelligence and Curriculum Autonomy

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

The statistical results shown in table (4.13) indicate that the Pearson Correlation value between social intelligence and curriculum autonomy is (-0.085) which is a very weak and inverse correlation. The researcher has found that there is no statistically significant correlation between these two variables because the value of the significance level (0.301) is greater than the critical value (0.05).

4.2.11 The Eleventh Question: Is there any statistically significant relationship between Iraqi EFL preparatory school teachers' social intelligence and teaching activities?

In order to identify this question, the researcher has used the Pearson correlation coefficient test , and reached the following results as shown in table (4.14).

Table (4.14) The Value of the Pearson Correlation Coefficient between Social Intelligence and Teaching Activities

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

The statistical results shown in table (4.14) that the Pearson Correlation value between social intelligence and teaching activities is (0.103) which is a weak one. The researcher has found that there is no statistically significant

correlation between these two variables because the value of the significance level (0.211) is greater than the critical value (0.05). Acoording to the result of this aim, the researcher assumes that the idea of autonomy is to allow the teacher to give new ideas and develop modern teaching methods that facilitate the delivery and understanding of the study materials for the student.

4.3 Results of the Interview

The interviewees responses have discussed to reach the required answers. The goal is to find out if the Iraqi EFL teachers have different levels of understanding the concept of social intelligence and teachers' autonomy and how they may employ these two terms inside the classroom. In addition, how the teachers appreciate their surroundings in the classroom depending on their awareness of educational problems in their work setting or if they mostly focus on finding solutions.

The five questions of the interview included:

1. What do you know about social intelligence?
2. What is your perception about autonomy?
3. What skills do you have to apply social intelligence and autonomy in the classroom?
4. What are the activities that can employ the social intelligence and autonomy in the classroom?
5. How do we, in your opinion, translate the social intelligence strategy in classroom teaching?

4.3.1 Results Related to the First Question

The first question is, **What do you know about social intelligence?** the results show that, (80%) which indicate (12) teachers understand and know the concept of social intelligence, their answers indicates that social

intelligence is the ability to perceive, evaluate, and express emotions, including the ability to understand emotions, social knowledge, the ability to generate feelings, access them, and understand others and how to deal with them. However, (20%) teachers do not know what is the meaning of social intelligence. Below are some of thoes who have given answers to the questions:

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

T 6 "Is the ability to understand oneself and others".

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

T 12 " It is the ability to communicate with others, and to build relationships dominated by love and commitment, as it is formed as a result of a person's understanding of himself, and his ability to control his emotions. Therefore it is very related to emotional intelligence, as emotional intelligence covers several aspects related to emotional awareness, and how a person manages his life before sharing it with others. While the role of social intelligence begins with communicating with others; Where a person needs to employ social intelligence skills; Such as expression, dialogue, listening, reconciliation, and others".

4.3.2 Results Related to the Second Question

The second question is, **What is your perception about Autonomy?** the results show that, (73%) of teachers have perception about the concept of autonomy, which refers that (11) teachers know the meaning and their answers indicate that autonomy is the teacher's non-submission to the control of others and the ability to act with personal responsibility without relying on others. However, (4) teachers with percentage (27%) do not know what the meaning of autonomy. Below are some of thoes who have replied:

> *T3 "In my personal perception, autonomy refers to the ability to act independently and make decisions based on one's own values and beliefs. In the context of education, autonomy can refer to students taking responsibility for their own learning and making choices about how they approach their studies".*
>
> *T7 "It is a positive behavior that makes the teacher depends on himself, makes his decisions, and bears responsibility in educational situations".*
>
> *T11 "Being unique in his decisions and not being influenced by others and must have a balanced personality. It is the ability to govern one self and the ability to make successful decisions".*
>
> *T14 " It is thinking outside the box without borders and without fears. It means giving the teacher the freedom to be creative without limiting talents and ideas inside a closed box set by educational and administrative habits to produce ideas without restrictions by those habits"*

4.3.3 Results Related to the Third Question

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

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

> *T5 "Feeling for others, the socially intelligent teacher has the ability to understand students and feel them, as understanding students' feelings is part of emotional intelligence, and when understanding students and their feelings, it becomes possible to help them overcome their problems and grief, and thus the teacher will achieve the two skills social intelligence and independence".*

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

4.3.4 Results Related to the Fourth Question

The fourth question is, **What are the activities that can employ the social intelligence and autonomy in the classroom?** the results show that, (53%) which means (8) teachers have know what are the activities that can employ the social intelligence and autonomy in the classroom. However, (7) teachers don't know what to answer and their percentage (47%).

> *T5 " There are many activities that can employ social intelligence and autonomy in the classroom, such as group projects, class discussions, role-playing exercises, and self-reflection activities. These activities can help students develop their social skills and take ownership of their learning".*
>
> *T9 "Collective drawing and composing collective stories and linking them to reality".*
>
> *T15 "Students brainstorm by using broad topic questions and using illustrations".*

4.3.5 Results Related to the Fifth Question

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

> *T2 "To translate the social intelligence strategy into classroom teaching, educators can focus on creating a positive and inclusive classroom environment, promoting*

social and emotional learning, and providing opportunities for students to practice their social skills."

T4 " Lead incorporating activities that encourage collaboration, communication, and empathy, as well as providing opportunities for students to reflect on their own emotions and the emotions of others".

T13 " The skill of speaking and dialogue is one of the strategy of socially intelligent teacher is his high ability to talk to various students in a decent and polite manner, because he possesses what is called social expression skills, and usually the socially intelligent teacher can be distinguished in class, as all eyes are directed towards him by all students."

4.4 Discussion of the Results

Teachers are very important in education, and especially to the lives of the students they teach in the classroom. A teacher is someone who can teach their students and has a good effect on them. The results of the current study show the positive side of using the meaning of the concept of social intelligence and autonomy of the EFL teachers at the center of Babylon Government in improving their teaching process. One of the characteristics of good teachers are to be socially intelligence and have a space in the way of teaching and how they deal with their students.

The researcher notes that the teachers has been lacked for interaction with their students and inability to understand their behavior and how to deal with them. In contrast, these teachers are not given the freedom to teach and

would be restricted because if the teacher has little social intelligence, he will not have any autonomy in teaching.

The results indicate that EFL teachers have a high level of understanding of social intelligence and how being applied in the classroom. A teacher with high social intelligence has strong social skills and acts in ways that make students feel respected, trusted, and admired. Teachers with high social intelligence are usually friendly and they interact well with their students. Teachers with a lot of social intelligence can understand their students and are able to communicate good with them and make them feel comfortable in any setting. The results indicate that there are no statistically significant differences among EFL teachers (male and female) in social intelligence.

Teachers need to be independent in order to be able to meet the desires, interests, and motivations of their students. Teachers also need to be able to make their own decisions in order to create a learning setting that meets the different needs of students. The study also concludes that there is a good level of general autonomy, a moderate level of teacher understanding for learner autonomy, a very weak level of curriculum autonomy and a weak level of teaching activities among EFL teachers. According to the results, the higher authorities shouldn’t get in the way of a teacher’s job too much, so that the teacher can do his/her job without being afraid.

According to the statistical results of the data of the present study, the results show a good association between social intelligence and general autonomy, whereas there is a weak correlation between social intelligence and teaching activities. However, the comprehension of learner's autonomy and curricular autonomy displayed by teachers correlates inversely with social intelligence.

Moreover, the results show that an independent teacher can look for chances to grow throughout their work. Teacher's autonomy and professional freedom are socialized through a structured process in which the teacher supports and builds groups that can serve as pools for teachers and students with different knowledge, experience, equal power, and the ability to learn on their own.

Chapter Five

Conclusions, Recommendations and Suggestions for Further Studies

5.1 An Introductory Note

This chapter presents the conclusions drawn from the results and their discussion. Recommendations and suggestions for further studies are also given.

5.2 Conclusions

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

1- Social Intelligence is the ability to understand students' intentions, moods, motives, and feelings, and to communicate with them in various ways, such as sensitivity to facial expressions, voice, and gestures, so that the teacher deals with students efficiently, in order to achieve appropriate goals in specific social contexts, using appropriate means that lead to positive results.
2- It has been discovered that there is a high level of social intelligence, which means that the teachers know and understanding the concept of social intelligence and how it is applied in the classroom, where the arithmetic mean value of social intelligence is (154.69).
3- Teacher liberty refers to how teachers can make decisions on their own, how much they can do, and how free they are. Educational system and other factors can limit these things. According to the current study, there is a good level of general autonomy for EFL teachers where the arithmetic mean value is (52.58) and the T-test value is (48) with standard deviation of (19.856).
4- It is essential for teachers to be able to make their own decisions in order to build a learning environment that meets their goals and also to fulfill

the different needs of students. The statistical results have shown that there is a moderate level of teacher's understanding of learner's autonomy, where the arithmetic mean value is (48.88) and the T-test value is (39) with standard deviation of (10.575).

5- There is a weak level of curriculum autonomy for EFL teachers where the arithmetic mean value is (26.53) and the T-test value is (24) with standard deviation of (4.744). Furthermore, it has been discovered that the calculated T-test value (6.523) is greater than the tabulated value (1.96) at the level of statistical significance (0.05) and the degree of freedom (149).

6- There is a weak level of teaching activities for EFL teachers, where the arithmetic mean value is (27.96) and the T-test value is (24) with standard deviation of (3.941).

7- The researcher uses two way ANOVA to find out, statistically, the significant differences in teachers' autonomy according to the variables of style and gender, where the results show that there is an existence of homogeneity among the domains of teachers' autonomy. The arithmetic mean value of Levene's test is (1.436) which is not statistically significant because the value of the level of statistical significance (0.070) is greater than the critical value (0.05).

8- According to the (L.S.D) (Least Significant Difference) test, there is a discrepancy between the domains when comparing each domain, i.e., (general autonomy, teacher's understanding of learner's autonomy, curriculum autonomy and teaching activities) with the other. We note that the first domain is the most significant level, followed by the second domain. As for the differences in the third and fourth domains, they are very weak.

9- The results assure that there is a good correlational relationship between them, where the Pearson Correlation value between social intelligence and

general autonomy is (0.469) which is statistically significant at the level of significance (0.000).

10- There is a very weak and inverse correlational relationship, where the Pearson Correlation value between social intelligence and teacher's understanding of learner's autonomy is (-0.061), which is not statistically significant between these two variables because the value of the significance level (0.455) is greater than the critical value (0.05).

11- There is a very weak and inverse correlational relationship between social intelligence and curriculum autonomy, where the Pearson Correlation value is (-0.085), which is not statistically significant between these two variables because the value of the significance level (0.301) is greater than the critical value (0.05).

12- There is a weak correlational relationship between social intelligence and teaching activities, where the Pearson Correlation value is (0.103), which is not statistically significant between these two variables because the value of the significance level (0.211) is greater than the critical value (0.05).

13- The results of the interview show that (80%) of the sample understand and know the concept of social intelligence; (73%) of the sample have a perception about the concept of autonomy; (67%) of the sample know what skills to apply social intelligence and autonomy in the classroom. The results of the fourth question show that, (53%) have known what are the activities that can employ the social intelligence and autonomy in the classroom. The results of the fifth question show that, (53%) which refers to (8) teachers have known what are the strategies that can employ the social intelligence in the classroom.

5.3 Recommendations

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

1. The feedback of checklist observations revealed that the supervisors should foster their roles to help, encourage, and promote the growth of teachers' autonomy . The supervisors are a very important part of giving teachers more freedom. For teachers, it is not only their ethical and professional responsibility, obligation, but also, and this is more important, to help teachers improve their communication skills, fostering their autonomy and catering their individual needs.
2. The Social Intelligence Scale (SIS) could be used by any Educational Ministry, university, institution, college, or company to measure the social skills of their employees. It is the best choice for teachers, in particular.
3. Supervisors could use the Social Intelligence Scale (SIS) and teachers' autonomy scale (TAS) to find out how well their teachers get along with other teachers. These two scales help them create a better and healthier place for teachers to work.
4. Using the traits of teachers and students at each level of social skill could help come up with ways to teach with materials and lessons based on social intelligence. This will help teachers and their students get along better with each other.
5. Teachers need a continuous professional development program right away, so they can improve their social skills, keep their information up-to-date, and become more independent teachers.

6. The practical consequences of this study could help organizations raise the level of social intelligence and autonomy for teachers, so they can do a good job and improve the education system.
7. Teachers should be encouraged to go to international seminars, workshops, and conferences to learn more and improve their communication skills. There should also be regular programs to teach teachers how to act professionally and help them grow as professionals.
8. The results of this study show that superintendents, as leaders, should keep or create a healthy social environment in their organization to improve teachers' social skills and their autonomy in teaching by focusing more on how teachers act. The training could focus on social skills and autonomy, which are important for a good educational system.
9. Also, having more relationships can help lessen the bad effects of stress and boost self-esteem, which can help an organization do better. It is suggested that in order for an organization to work well, not only should the teachers be trained in how to teach, but they should also be trained in how to connect with others, talk to them, and understand them.

5.4 Suggestions for Further Studies

1. Investigating the Relationship between Iraqi EFL Intermediate School Teachers' Body/kinesthetic Intelligence and Teaching Activities.
2. Investigating the relationship between Iraqi EFL Student's Social Intelligence and there Autonomy in learning at intermediate schools.
3. Investigating the Impact of Social Intelligence on improving Iraqi EFL Preparatory School Students' Performance in Speaking Skills.

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APPENDICES

Appendix A

Ministry of Higher Education and Scientific Research
University of Babylon

College of Basic Education
Department of English
Higher Studies\ Methods of Teaching English

The Initial Form of the Social Intelligence Questionnaire

Dear Sir / Madam:

As a part of my M.Ed. requirements , the researcher intends to conduct a study entitled ***" Investigating the Relationship between Iraqi EFL Preparatory Schools Teachers' Social Intelligence and their Autonomy in Teaching"*** . In this study, the researcher utilized the following instrument:

The first questionnaire is Social Intelligence where part of it being adopted from Tromsø Social Intelligence questionnaire (TSIS) (Silvera, Martinussen & Dahl, 2001), which consists of (19) items and the other (27) items are being designed by the researcher. In this study, the questionnaire has been divided into two parts. The first part is the personal information about the teachers (males and females), the second part consists of three domains of social intelligence which are " social awareness, social skills and social information process, and social overall" with five items for each one (strongly agree, agree, neutral, disagree and strongly agree). The questionnaire items could be responded to by putting a tick mark (✔) by the teachers in one of the options ranging from (1) Strongly Disagree to (5) Strongly Agree.

The questionnaires will be applied on EFL teachers in the preparatory schools at the center of Babylon Governorate during the current academic year of (2022-2023).

As a specialist in the field of English language teaching methods, please read the questionnaire items, and kindly give your opinion and state the suitability and validity of the questionnaire in order to achieve the objectives of the study.

Any modifications , suggestions , recommendations and comments will be highly respectable and appreciated. Many thanks for your efforts and cooperation .

The First Part: Personal Information

Name (optional)……

Gender :Male ( ),

Female ( ).

Years of experiences :……..

Qualification: Bachelor ( ),

Master ( ),

Ph.D. ( ).

The Second Part : Social Intelligence Questionnaire

Social Intelligence

It is proposed by Marlowe (1986) that social intelligence and social competency are synonymous terms. Specifically, he said that social intelligence is "the ability to understand the feelings, thoughts, and behaviors of others, including oneself, in interpersonal circumstances and to act properly on that understanding". The more modern concept of social intelligence by Goleman (2006) separates it into two major categories: social awareness and social facility. "What we detect about others" is social awareness, and social capacity is "what we do with that awareness".

1- Social Awareness

No	Items	Valid	Invalid	Modifications
1	I have a good sense of why I have certain feelings most of the time			
2	I have good understanding of my own emotions.			
3	I really understand what I feel.			
4	I always know whether or not I am Happy.			
5	I have good understanding of the emotions of the student in my class.			
6	I always tell myself I am a competent person.			
7	I often feel that it is difficult to			

	understand others choices.			
8	People often surprise me with the things they do.			
9	I have often hurt others without realizing it.			
10	I am often surprised by others reactions to what I do.			
11	I have a high ability to remember information such as words, numbers, pictures, and procedures.			
12	It seems as though people are often angry or irritated with me when I say what I think.			

2- Social Skills and Social Information process

No	Items	Valid	Invalid	Modifications
1	I always set goals for myself and then try my best to achieve them.			
2	I can always calm down quickly when I am very angry.			
3	I am a self-motivated person.			
4	I am able to control my temper and handle difficulties rationally.			
5	I often feel uncertain around new people who I don‘t know.			
6	I fit in easily in social situations.			
7	I am good at entering new situations and meeting people for the first time.			
8	I find people unpredictable.			
9	I frequently have problems finding good conversation topics.			
10	I have a high ability to speak words and sentences so others will understand.			
11	I have a high ability to write words and sentences so others will understand.			
12	I have a high ability to come up with a number of ideas about a given topic.			
13	I have a high ability to come up with			

	unusual or clever ideas about a given topic or situation.			
14	I have a hard time getting along with other people.			
15	I always know my students emotions from their behaviour.			
16	I can predict other people's behavior			
17	I know how my actions will make others feel.			
18	I understand other people's feelings			
19	Other people become angry with me without being able to explain why.			
20	I understand other's wishes.			
21	I can often understand what others are trying to accomplish without the need for them to say anything.			
22	It takes a long time for me to get know others will.			
23	I can predict how others will react to my behavior.			

3- Social Overall

No	Items	Valid	Invalid	Modifications
1	I have good control of my own emotions.			
2	I am a good observer of students emotions.			
3	I am sensitive to the feelings and emotions of students.			
4	I would always encourage myself to try the best.			
5	I am quite capable of controlling my own emotions.			
6	I am good at getting on good terms with new people.			
7	I can often understand what others really mean through their expression, body language, etc.			
8	I have a high ability in listening and understanding the words and sentences spoken by others.			
9	I have a high ability to understand written words and sentences.			
10	I have a high ability to remember information such as words, numbers, pictures, and procedures.			

11	I have a high ability to understand and organize a problem and then to select a mathematical method or formula to solve the problem.			

Supervisor

Asst. Prof. Dr. Muna Mohammed Abbas

Researcher: Abeer Jawad Kadhim

M.A Student \ College of Basic Education

Department of English

Appendix B

Ministry of Higher Education and Scientific Research
University of Babylon

College of Basic Education
Department of English
Higher Studies\ Methods of Teaching English

The Initial Form of the Teachers' Autonomy Questionnaire

Dear Sir \ Madam:

As a part of my M.Ed requirements , the researcher intends to conduct a study entitled "***Investigating the Relationship between Iraqi EFL Preparatory Schools Teachers' Social Intelligence and their Autonomy in Teaching".*** In this study, the researcher utilized the following instrument :

The second questionnaire is teachers' autonomy scale, part of it being adopted from Pearson and Hall's (1993) which consists of (20) items and the other (25) items are being designed by the researcher. In this study, the questionnaire has been divided into two parts. The first part is the personal information about the teachers (males and females) , the second part consists of four sub-domains of teachers' autonomy which are "general autonomy, teacher's understanding of learner's autonomy, curriculum autonomy and teaching activities" with five items for each one which are strongly agree, agree, neutral, disagree and strongly agree. The questionnaire items could be responded to by putting a tick mark (✔) by the teachers in one of the options ranging from (1) Strongly Disagree to (5) Strongly Agree.

The questionnaires will be applied on EFL teachers in the preparatory Schools at the center of Babylon Governorate during the current academic year of (2022-2023).

As a specialist in the field of English language teaching methods, please read the questionnaire items, and kindly give your opinion and state the suitability and validity of the questionnaire in order to achieve the objectives of the study.

Any modifications , suggestions , recommendations and comments will be highly respectable and appreciated .

Many thanks for your efforts and cooperation .

The First Part : Personal Information

Name (optional)……

Gender :Male ( ),

Female ( ).

Years of experiences :……..

Qualification: Bachelor ( ),

Master ( ),

The Second Part: Teachers' Autonomy Questionnaire

Teachers' Autonomy

This is about how much teachers are able to make their own decisions about what they teach and how they teach it. Swart (2014) says that the definition of teacher autonomy is "the ability to take charge of one's own teaching" (p.6). So, teachers' autonomy means that teachers are free to study, learn, and teach. Teachers should be able to do their jobs without fear of interference from higher-ups.

1- General Autonomy

No	Items	Valid	Invalid	Modifications
1	I am free to be creative in my teaching approach.			
2	The selection of student-learning activities in my class is under my control.			
3	My teaching primarily follows approaches that are specified by the school.			
4	I seldom use alternative procedures in my teaching.			
5	My instructional planning is dictated by district needs.			
6	My job does not allow for much discretion on my part.			
7	The scheduling of use of time in my classroom is under my control.			

8	In my situation, I have only limited latitude in how major problems are resolved.			
9	In my class, I have little control over how classroom space is used.			
10	The evaluation and assessment activities used in my class are selected by people other than myself.			
11	I select the teaching methods and strategies I use with my students.			
12	I have little say over the scheduling of use of time in my classroom.			
13	I am an active dynamic person			
14	It is my job to check my work for mistakes.			
15	I am ready to learn in unfamiliar way of teaching.			
16	I organize my time for my students.			

2-Teachers' Understanding of Learner's Autonomy

No	Items	Valid	Invalid	Modifications
1	Autonomy means that learners can make choices about how they learn.			
2	Learner autonomy is promoted when learners have some choice in the kinds of activities they do.			
3	Learner autonomy is promoted when learners can choose their own learning materials.			
4	Learner autonomy requires learners to be entirely independent of the teacher.			
5	Learner autonomy is promoted by independent work in a self-access center.			
6	Learner autonomy is promoted when learners are free to decide how their learning will be assessed.			
7	Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.			
8	Confident language learners are more likely to develop autonomy than those who lack confidence.			
9	Learner autonomy means that learners are aware of their own learning (e.g., setting goals, developing strategies, and			

	determining content of materials).			
10	Learner autonomy means that learners are involved in making choices from a variety of goals, content, and strategies.			
11	Learner autonomy means that learners can modify the goals and the content of the learning program.			
12	Learner autonomy means that learners can create their own learning styles (e.g., setting goals, developing content of materials, and creating learning tasks).			
13	Learner autonomy means that learners can make connections between the content of classroom learning and the world.			

3- Curriculum Autonomy

No	Items	Valid	Invalid	Modifications
1	I teach in my class is determined for the most part by myself.			
2	The content and skills taught in my class are those I select.			
3	My teaching focuses on those goals and objectives I select myself.			
4	The materials I use in my class are chosen for the most part by myself.			
5	In my teaching, I use my own guidelines and procedures.			
6	In my situation, I have little say over the content and skills that are selected for teaching.			
7	Standards for my classroom are set primarily by myself.			
8	I follow my own dictates as to when and how topics are taught.			

4-Teaching Activities

No	Items	Valid	Invalid	Modifications
1	Decisions are made on the basis of teacher – learner agreement and negotiations.			
2	Learners can make choice about learning materials.			
3	Learners are encouraged to develop learning strategies to achieve their own goals.			
4	Learners develop their own study plans.			
5	Learners identify their own needs.			
6	Learners evaluate their own learning.			
7	Learners reflect on their own learning.			
8	Learners monitor their progress in learning English during the session.			

Supervisor

Asst. Prof. Dr. Muna Mohammed Abbas

Researcher: Abeer Jawad Kadhim

M.A Student \ College of Basic Education

Department of English

Appendix C
Teachers' Interview

Ministry of Higher Education and Scientific Research
University of Babylon

College of Basic Education
Department of English
Higher Studies\ Methods of Teaching English

Teachers' Interview

Dear Sir / Madam:

As a part of my M.Ed requirements , the researcher intends to conduct a study entitled ***" Investigating the Relationship between Iraqi EFL Preparatory Schools Teachers' Social Intelligence and their Autonomy in Teaching"***. In this study, the researcher utilized the following instrument:

In the current study, the researcher conducts an interview with 15 respondents after selected (10) random schools . The interviewees are EFL teachers (males and females) in preparatory schools at the center of Babylon governorate where the interview took place face to face. The aim is to know whether the teachers understand these two terms (social intelligence and autonomy) and also discover how the teachers use social intelligence and autonomy in their teaching and how they employ these two terms in the classroom with learners.

As a specialist in the field of English language teaching methods, please read the questionnaire items, and kindly give your opinion and state the suitability and validity of the questionnaire in order to achieve the objectives of the study. Any modifications, suggestions, recommendations and comments will be highly respectable and appreciated.

Many thanks for your efforts and cooperation.

In an interview, the researcher (the interviewer) asks the research participant (the interviewee) some questions about the subject of the study. This means that the interviewer collects information from the interviewee in a personal meeting. It is important for the interviewer to get along well with the person he or she is talking to (the interviewee). This means that the interview should be friendly, and the interviewer should not be biased about what the respondent says (Johnson and Christensen, 2016, p. 546).

The researcher divides the interview into five questions which includes:

No	Questions	Valid	Invalid	Modifications
1	What do you know about social intelligence?			
2	What is your perception about autonomy?			
3	What skills do you have to apply social intelligence and autonomy in the classroom?			
4	What are the activities that can employ the social intelligence and autonomy in the classroom?			
5	How do we, in your opinion, translate the social intelligence strategy in classroom teaching?			

Supervisor

Asst. Prof. Dr. Muna Mohammed Abbas

Researcher: Abeer Jawad Kadhim

M.A Student \ College of Basic Education

Department of English

Appendix D
The Observation Checklist

Ministry of Higher Education and Scientific Research
University of Babylon

College of Basic Education
Department of English
Higher Studies\ Methods of Teaching English

Dear Sir / Madam:

As a part of my M.Ed. requirements , the researcher intends to conduct a study entitled *"Investigating the Relationship between Iraqi EFL Preparatory Schools Teachers' Social Intelligence and their Autonomy in Teaching".* In this study, the researcher utilized the following instrument:

As the first step in this study, the researcher used a checklist as an observation to support my problem. The researcher has been selected a random sample of (30) teachers (males and females) from different schools at the center of Babylon governorate.

As a specialist in the field of English language teaching methods, please read the questionnaire items, and kindly give your opinion and state the suitability and validity of the questionnaire in order to achieve the objectives of the study.

Any modifications, suggestions, recommendations and comments will be highly respectable and appreciated. Many thanks for your efforts and cooperation.

Checklist

No	Items	Valid	Invalid	Modifications
1	The teacher has a good ability in listening and understanding the students' conversation.			
2	The teacher tries to find effective ways and means to solve the problems that he/she may face in the classroom			
3	The teacher has problems in finding a good conversation topics.			
4	The teacher can remember most of the information related to the activities.			
5	The teacher controls most of the activities given in the classroom.			
6	The teacher takes into account the principle of individual differences among students.			
7	The teacher takes into account the conditions of the students and meet their psychological needs.			
8	The teacher is creative in his way of teaching.			
9	The teacher follows the approaches allotted by the Ministry.			
10	The teacher is well qualified in			

	organizing the student time.			
11	The teacher can predict the reaction of his student through the classroom.			
12	The teacher has a good understanding of the student emotions during the lesson.			
13	The teacher notices the student emotions during the lesson.			

Supervisor

Asst. Prof. Dr. Muna Mohammed Abbas

Researcher: Abeer Jawad Kadhim

M.A Student \ College of Basic Education

Department of English

Appendix E

Ministry of Higher Education and Scientific Research
University of Babylon

College of Basic Education
Department of English
Higher Studies\ Methods of Teaching English

The Final Form of Teachers' Social Intelligence Questionnaire

Dear Teacher :

The researcher is intended to conduct a study entitled "***Investigating the Relationship between Iraqi EFL Preparatory Schools Teachers' Social Intelligence and their Autonomy in Teaching".*** The study includes a survey to know if the teachers have a level of understanding of social intelligence or not and how to be applied in the class. Your answers will be helpful for my study; your response will only be used for the purposes of research, and all your personal data is confidential.

The First Part: Personal Information

Name (optional)……

Gender :Male ( ),

Female ( ).

Years of experiences :……..

Qualification: Bachelor ( ),

Master ( ),

Ph.D. ( ).

The Second Part :

Social Intelligence Questionnaire

Read each item carefully and record your response by putting a tick (✔) in one of the five cells given against the items concerned

1-Social Awareness

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	I have a good sense of why I have certain feelings most of the time					
2	I have good understanding of my own emotions.					
3	I really understand what I feel.					
4	I always know whether or not I am happy.					
5	I have good understanding of the emotions of the student in my class.					
6	I always tell myself I am a competent person.					
7	I often feel that it is difficult to understand others choices.					
8	People often surprise me					

	with the things they do.					
9	I have often hurt others without realizing it.					
10	I am often surprised by others reactions to what I do.					
11	I have a high ability to remember information such as words, numbers, pictures, and procedures.					
12	It seems as though people are often angry or irritated with me when I say what I think.					

2-Social Skills

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	I always set goals for myself and then try my best to achieve them.					
2	I can always calm down quickly when I am very angry.					
3	I am a self-motivated person.					
4	I am able to control my temper and handle difficulties rationally.					
5	I often feel uncertain around new people who I don‘t know.					
6	I fit in easily in social situations.					
7	I am good at entering new situations and meeting people for the first time.					
8	I find people unpredictable.					
9	I frequently have problems finding good conversation topics.					

10	I have a high ability to speak words and sentences so others will understand.					
11	I have a high ability to write words and sentences so others will understand.					
12	I have a high ability to come up with a number of ideas about a given topic.					
13	I have a high ability to come up with unusual or clever ideas about a given topic or situation.					
14	I have a hard time getting along with other people.					

3-Social Information Process

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	I always know my students emotions from their behaviour.					
2	I can predict other people's behavior					
3	I know how my actions will make others feel.					
4	I understand other people's feelings					
5	Other people become angry with me without being able to explain why.					
6	I understand other's wishes.					
7	I can often understand what others are trying to accomplish without the need for them to say anything.					
8	It takes a long time for me to get know others will.					
9	I can predict how others will react to my behavior.					

4-Social Overall

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	I have good control of my own emotions.					
2	I am a good observer of students emotions.					
3	I am sensitive to the feelings and emotions of students.					
4	I would always encourage myself to try the best.					
5	I am quite capable of controlling my own emotions.					
6	I am good at getting on good terms with new people.					
7	I can often understand what others really mean through their expression, body language, etc.					
8	I have a high ability in listening and understanding the words and sentences spoken by others.					

9	I have a high ability to understand written words and sentences.					
10	I have a high ability to remember information such as words, numbers, pictures, and procedures.					
11	I have a high ability to understand and organize a problem and then to select a mathematical method or formula to solve the problem.					

Supervisor
Asst. Prof. Dr. Muna Mohammed Abbas

Researcher: Abeer Jawad Kadhim
M.A Student \ College of Basic Education
Department of English

Appendix F

Ministry of Higher Education and Scientific Research
University of Babylon

College of Basic Education
Department of English
Higher Studies\ Methods of Teaching English

The Final Form of Teachers' Autonomy Questionnaire

Dear Teacher :

The researcher is intended to conduct a study entitled "***Investigating the Relationship between Iraqi EFL Preparatory Schools Teachers' Social Intelligence and their Autonomy in Teaching".*** The study includes a survey about teachers autonomy. Your answers will be helpful for my study; your response will only be used for the purposes of research, and all your personal data is confidential.

The First Part : Personal Information

Name (optional)……

Gender :Male ( ),

Female ( ).

Years of experiences :……..

Qualification: Bachelor ( ),

Master ( ),

The Second Part:

Teachers Autonomy Questionnaire

Read each item carefully and record your response by putting a tick mark (√) in one of the five cells given against the items concerned.

1- General Autonomy

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	I am free to be creative in my teaching approach.					
2	The selection of student-learning activities in my class is under my control.					
3	My teaching primarily follows approaches that are specified by the school.					
4	I seldom use alternative procedures in my teaching.					
5	My instructional planning is dictated by district needs.					
6	My job does not allow for much discretion on my part.					
7	The scheduling of use of time in my classroom is under my control.					
8	In my situation, I have only limited latitude in how major					

	problems are resolved.					
9	In my class, I have little control over how classroom space is used.					
10	The evaluation and assessment activities used in my class are selected by people other than myself.					
11	I select the teaching methods and strategies I use with my students.					
12	I have little say over the scheduling of use of time in my classroom.					
13	I am an active dynamic person					
14	It is my job to check my work for mistakes.					
15	I am ready to learn in unfamiliar way of teaching.					
16	I organize my time for my students.					

2-Teacher's understanding of learner's autonomy

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Autonomy means that learners can make choices about how they learn.					
2	Learner autonomy is promoted when learners have some choice in the kinds of activities they do.					
3	Learner autonomy is promoted when learners can choose their own learning materials.					
4	Learner autonomy requires learners to be entirely independent of the teacher.					
5	Learner autonomy is promoted by independent work in a self-access center.					
6	Learner autonomy is promoted when learners are free to decide how their learning will be assessed.					
7	Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.					

8	Confident language learners are more likely to develop autonomy than those who lack confidence.					
9	Learner autonomy means that learners are aware of their own learning (e.g., setting goals, developing strategies, and determining content of materials).					
10	Learner autonomy means that learners are involved in making choices from a variety of goals, content, and strategies.					
11	Learner autonomy means that learners can modify the goals and the content of the learning program.					
12	Learner autonomy means that learners can create their own learning styles (e.g., setting goals, developing content of materials, and creating learning tasks).					
13	Learner autonomy means that learners can make connections between the content of classroom learning and the world.					

3- Curriculum Autonomy

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I teach in my class is determined for the most part by myself.					
2	The content and skills taught in my class are those I select.					
3	My teaching focuses on those goals and objectives I select myself.					
4	The materials I use in my class are chosen for the most part by myself.					
5	In my teaching, I use my own guidelines and procedures.					
6	In my situation, I have little say over the content and skills that are selected for teaching.					
7	Standards for my classroom are set primarily by myself.					
8	I follow my own dictates as to when and how topics are taught.					

4-Teaching Activities

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Decisions are made on the basis of teacher – learner agreement and negotiations.					
2	Learners can make choice about learning materials.					
3	Learners are encouraged to develop learning strategies to achieve their own goals.					
4	Learners develop their own study plans.					
5	Learners identify their own needs.					
6	Learners evaluate their own learning.					
7	Learners reflect on their own learning.					
8	Learners monitor their progress in learning English during the session.					

Researcher: Abeer Jawad Kadhim

M.A Student \ College of Basic Education

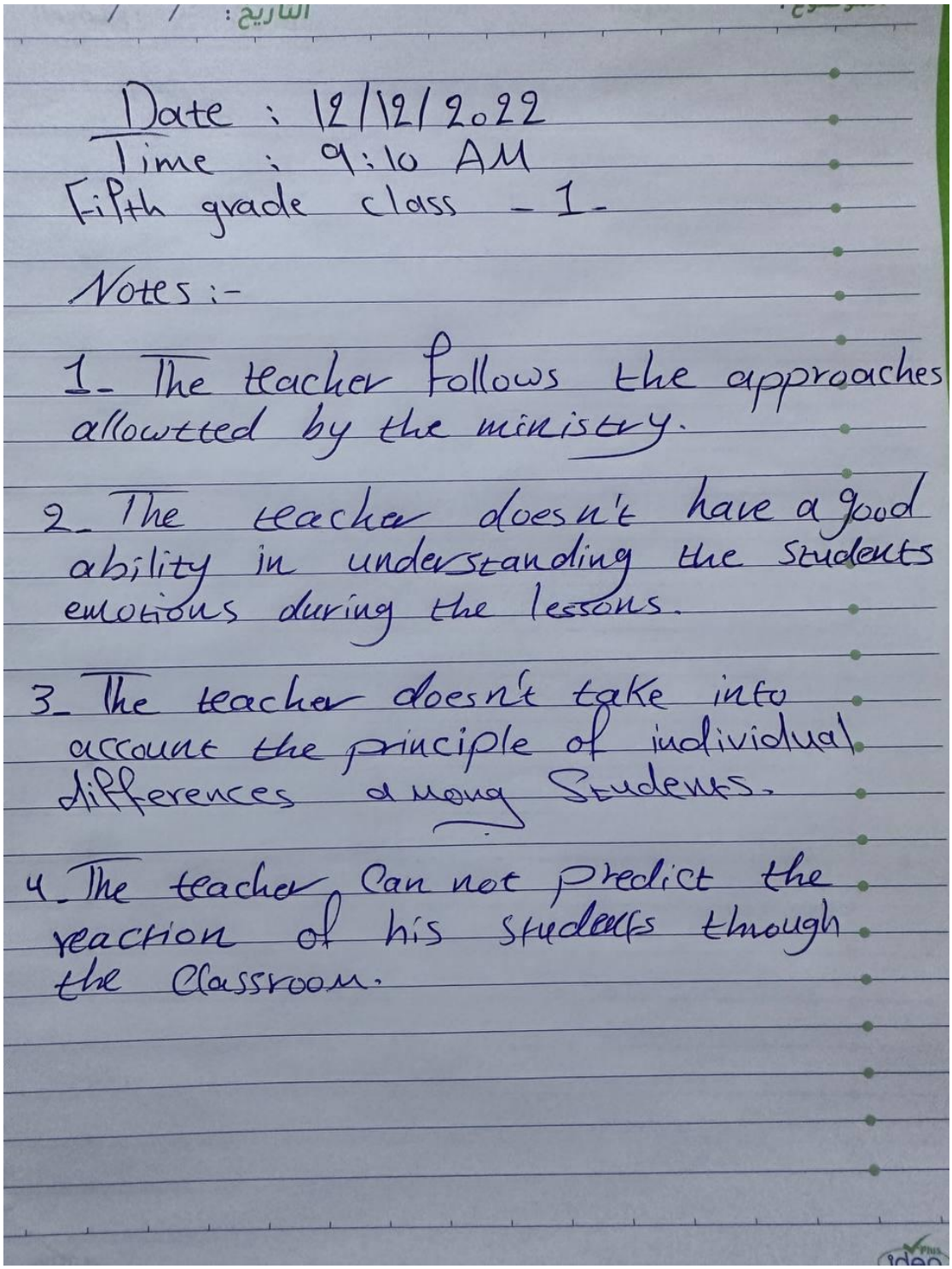
Department of English

Supervisor

Asst. Prof. Dr. Muna Mohammed Abbas

Appendix G

Sample of the Researcher's Notes



Date : 12/12/2022
Time : 9:10 AM
Fifth grade class - 1-

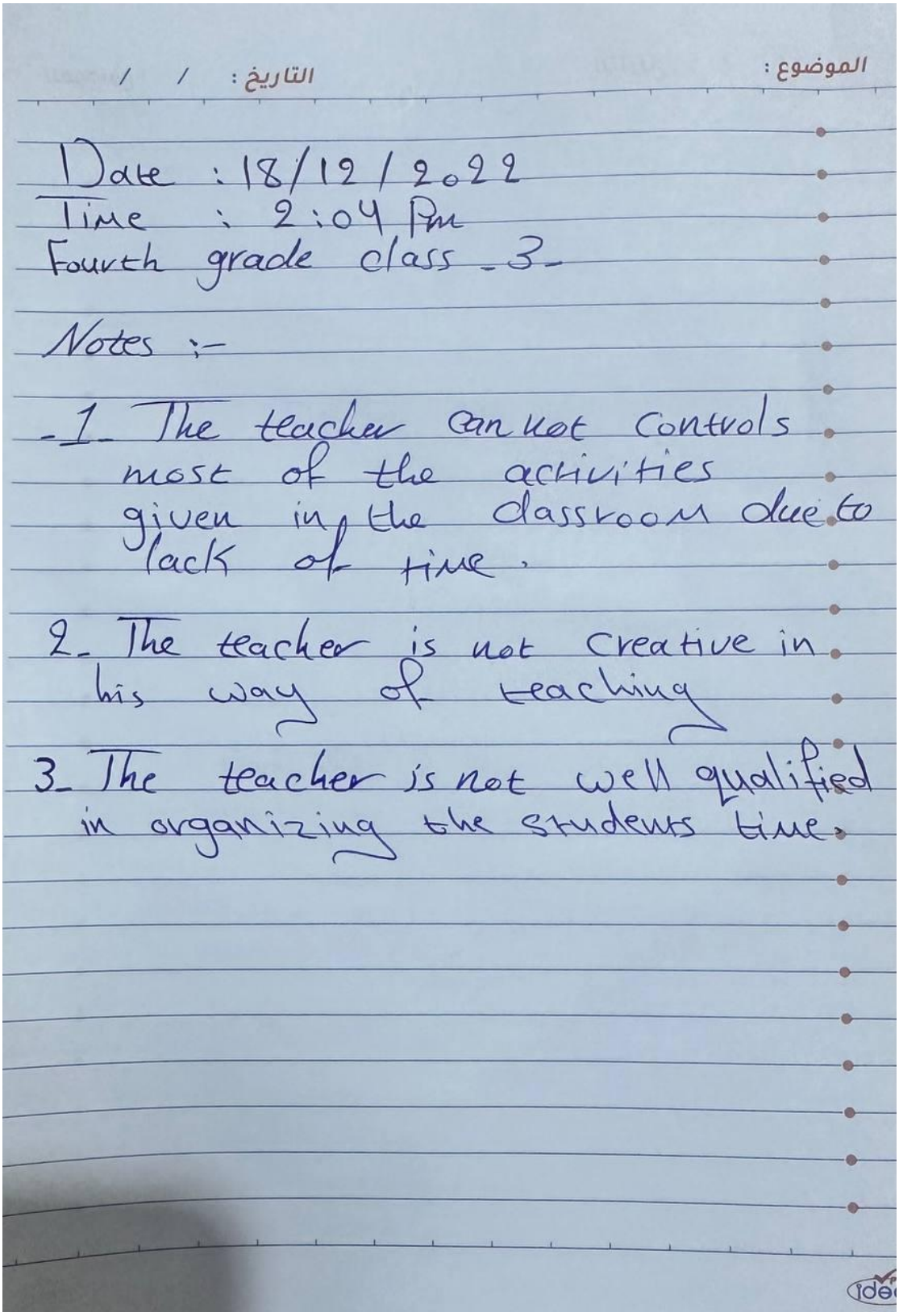
Notes :-

1- The teacher follows the approaches allowtted by the ministry.

2- The teacher doesn't have a good ability in understanding the students emotions during the lessons.

3- The teacher doesn't take into account the principle of individual differences among Students.

4- The teacher can not predict the reaction of his students though the classroom.



التاريخ : / /

الموضوع :

Date : 18/12/2022
Time : 2:04 Pm
Fourth grade class _3_

Notes :-

_1_ The teacher can not controls most of the activities given in the classroom due to lack of time.

2_ The teacher is not creative in his way of teaching

3_ The teacher is not well qualified in organizing the students time.

Appendix H

Item Discrimination Power of Social Intelligence

Group Statistics								
Item	Group	N	Mean	Std. Deviation	T		Df	Sig.
					Cal.	Tab.		
1	upper	41	3.61	1.430	4.499	2.000	80	0.05
	lower	41	2.27	1.265				
2	upper	41	3.51	1.583	4.036	2.000	80	0.05
	lower	41	2.20	1.364				
3	upper	41	3.54	1.518	4.642	2.000	80	0.05
	lower	41	2.07	1.330				
4	upper	41	3.83	1.223	6.380	2.000	80	0.05
	lower	41	2.05	1.303				
5	upper	41	3.44	1.550	4.505	2.000	80	0.05
	lower	41	1.98	1.387				
6	upper	41	3.29	1.632	3.140	2.000	80	0.05
	lower	41	2.27	1.304				
7	upper	41	3.37	1.609	3.458	2.000	80	0.05
	lower	41	2.29	1.167				
8	upper	41	3.63	1.392	4.585	2.000	80	0.05
	lower	41	2.27	1.304				

9	upper	41	3.66	1.315	5.678	2.000	80	0.05
	lower	41	2.15	1.085				
10	upper	41	3.80	1.229	5.196	2.000	80	0.05
	lower	41	2.29	1.401				
11	upper	41	3.93	1.104	5.960	2.000	80	0.05
	Lower	41	2.32	1.331				
12	upper	41	3.85	1.174				
	lower	41	2.27	1.379	5.606	2.000	80	0.05
13	upper	41	3.78	1.235	6.105	2.000	80	0.05
	lower	41	2.10	1.261				
14	upper	41	3.98	1.172	6.391	2.000	80	0.05
	lower	41	2.27	1.245				
15	upper	41	3.66	1.334	5.305	2.000	80	0.05
	lower	41	2.12	1.288				
16	upper	41	3.29	1.632	2.983	2.000	80	0.05
	lower	41	2.32	1.312				
17	upper	41	3.37	1.609	2.623	2.000	80	0.05
	lower	41	2.51	1.325				
18	upper	41	3.63	1.392	4.413	2.000	80	0.05
	lower	41	2.34	1.257				

19	upper	41	3.66	1.315	5.678	2.000	80	0.05
	lower	41	2.15	1.085				
20	upper	41	3.80	1.229	5.196	2.000	80	0.05
	lower	41	2.29	1.401				
21	upper	41	3.80	1.209	4.857	2.000	80	0.05
	lower	41	2.41	1.378				
22	upper	41	3.90	1.114	4.698	2.000	80	0.05
	lower	41	2.56	1.450				
23	upper	41	3.63	1.318	4.470	2.000	80	0.05
	lower	41	2.32	1.350				
24	upper	41	3.71	1.250	4.495	2.000	80	0.05
	lower	41	2.44	1.305				
25	upper	41	3.63	1.280	4.219	2.000	80	0.05
	lower	41	2.44	1.285				
26	upper	41	3.83	1.181	4.323	2.000	80	0.05
	lower	41	2.59	1.414				
27	upper	41	4.15	1.195	5.033	2.000	80	0.05
	lower	41	2.61	1.547				
28	upper	41	4.24	1.135	5.571	2.000	80	0.05
	lower	41	2.56	1.566				

29	upper	41	4.24	1.135	4.901	2.000	80	0.05
	lower	41	2.76	1.578				
30	upper	41	3.88	1.187	5.383	2.000	80	0.05
	lower	41	2.34	1.389				
31	upper	41	3.78	1.388	2.240	2.000	80	0.05
	lower	41	3.00	1.746				
32	upper	41	4.15	1.295				
	lower	41	2.76	1.841	3.955	2.000	80	0.05
33	upper	41	4.34	1.063	3.362	2.000	80	0.05
	lower	41	3.24	1.800				
34	upper	41	3.73	1.225	4.624	2.000	80	0.05
	lower	41	2.44	1.305				
35	upper	41	3.61	1.358	3.924	2.000	80	0.05
	lower	41	2.46	1.286				
36	upper	41	3.80	1.229	4.037	2.000	80	0.05
	lower	41	2.63	1.392				
37	upper	41	4.17	1.138	5.127	2.000	80	0.05
	lower	41	2.63	1.545				
38	upper	41	4.29	1.078	5.793	2.000	80	0.05
	lower	41	2.59	1.549				

39	upper	41	4.29	1.031	5.148	2.000	80	0.05
	lower	41	2.78	1.573				
40	upper	41	3.78	1.388	2.471	2.000	80	0.05
	lower	41	2.93	1.723				
41	upper	41	3.61	1.430	4.499	2.000	80	0.05
	lower	41	2.27	1.265				
42	upper	41	3.51	1.583	4.036	2.000	80	0.05
	lower	41	2.20	1.364				
43	upper	41	3.54	1.518	4.642	2.000	80	0.05
	lower	41	2.07	1.330				
44	upper	41	3.83	1.223	6.380	2.000	80	0.05
	lower	41	2.05	1.303				
45	upper	41	3.54	1.518	4.642	2.000	80	0.05
	lower	41	2.07	1.330				
46	upper	41	3.83	1.223	6.380	2.000	80	0.05
	lower	41	2.05	1.303				

Appendix I

Item Discrimination Power of Teachers' Autonomy

Group Statistics								
Item	Group	N	Mean	Std. Deviation	T		Df	Sig.
					Cal.	Tab.		
1	upper	41	3.83	1.302	6.418	2.000	80	0.05
	lower	41	2.10	1.136				
2	upper	41	3.80	1.436	5.961	2.000	80	0.05
	lower	41	2.05	1.224				
3	upper	41	3.88	1.249	6.267	2.000	80	0.05
	lower	41	2.12	1.288				
4	upper	41	4.15	.963	8.171	2.000	80	0.05
	lower	41	2.15	1.236				
5	upper	41	3.85	1.315	6.364	2.000	80	0.05
	lower	41	2.00	1.323				
6	upper	41	3.71	1.419	5.648	2.000	80	0.05
	lower	41	2.07	1.191				
7	upper	41	3.78	1.351	5.988	2.000	80	0.05
	lower	41	2.15	1.108				
8	upper	41	3.98	1.193	7.619	2.000	80	0.05
	lower	41	2.05	1.094				

9	upper	41	3.98	1.084	8.426	2.000	80	0.05
	lower	41	2.02	1.012				
10	upper	41	4.10	1.020	7.972	2.000	80	0.05
	lower	41	2.10	1.241				
11	upper	41	4.10	.944	8.119	2.000	80	0.05
	Lower	41	2.15	1.216				
12	upper	41	4.07	.985	7.856	2.000	80	0.05
	lower	41	2.12	1.249				
13	upper	41	3.95	1.161	6.875	2.000	80	0.05
	lower	41	2.15	1.216				
14	upper	41	4.12	1.053	8.689	2.000	80	0.05
	lower	41	2.07	1.081				
15	upper	41	3.95	1.161	8.468	2.000	80	0.05
	lower	41	1.88	1.053				
16	upper	41	3.71	1.419	5.528	2.000	80	0.05
	lower	41	2.12	1.166				
17	upper	41	3.78	1.351	5.390	2.000	80	0.05
	lower	41	2.27	1.184				
18	upper	41	3.98	1.193	6.720	2.000	80	0.05
	lower	41	2.22	1.173				

19	upper	41	3.98	1.084	8.426	2.000	80	0.05
	lower	41	2.02	1.012				
20	upper	41	4.10	1.020	7.972	2.000	80	0.05
	lower	41	2.10	1.241				
21	upper	41	4.10	.995	7.365	2.000	80	0.05
	lower	41	2.22	1.294				
22	upper	41	4.10	.944	6.881	2.000	80	0.05
	lower	41	2.34	1.334				
23	upper	41	3.95	1.117	6.929	2.000	80	0.05
	lower	41	2.12	1.269				
24	upper	41	4.02	1.037	7.460	2.000	80	0.05
	lower	41	2.22	1.151				
25	upper	41	3.95	1.139	6.385	2.000	80	0.05
	lower	41	2.27	1.245				
26	upper	41	4.05	1.024	6.724	2.000	80	0.05
	lower	41	2.32	1.293				
27	upper	41	4.17	1.022	5.929	2.000	80	0.05
	lower	41	2.46	1.535				
28	upper	41	4.27	.975	6.675	2.000	80	0.05
	lower	41	2.39	1.515				

29	upper	41	4.29	.901	6.708	2.000	80	0.05
	lower	41	2.49	1.468				
30	upper	41	4.10	.944	8.034	2.000	80	0.05
	lower	41	2.15	1.236				
31	upper	41	4.20	.980	4.768	2.000	80	0.05
	lower	41	2.73	1.703				
32	upper	41	3.98	1.332	3.792	2.000	80	0.05
	lower	41	2.71	1.677				
33	upper	41	4.29	.955	4.489	2.000	80	0.05
	lower	41	2.88	1.778				
34	upper	41	4.02	1.037	7.460	2.000	80	0.05
	lower	41	2.22	1.151				
35	upper	41	3.98	1.172	6.288	2.000	80	0.05
	lower	41	2.29	1.250				
36	upper	41	4.05	1.024	6.576	2.000	80	0.05
	lower	41	2.37	1.280				
37	upper	41	4.17	1.022	5.843	2.000	80	0.05
	lower	41	2.49	1.535				
38	upper	41	4.27	.975	6.635	2.000	80	0.05
	lower	41	2.41	1.500				

39	upper	41	4.29	.901	6.617	2.000	80	0.05
	lower	41	2.51	1.468				
40	upper	41	4.20	.980	5.087	2.000	80	0.05
	lower	41	2.66	1.667				
41	upper	41	3.83	1.302	6.418	2.000	80	0.05
	lower	41	2.10	1.136				
42	upper	41	3.80	1.436	5.961	2.000	80	0.05
	lower	41	2.05	1.224				
43	upper	41	3.88	1.249	6.267	2.000	80	0.05
	lower	41	2.12	1.288				
44	upper	41	4.15	.963	8.171	2.000	80	0.05
	lower	41	2.15	1.236				
45	upper	41	3.88	1.249	6.267	2.000	80	0.05
	Lower	41	2.12	1.288				

Appendix J

Lists of Jury Members

No.	Title	Experts' Name	Degree	Specially	Place of Work
1	Prof.	Abd Ali Nayif	Ph.D.	Linguistics	College of Basic Education\ University of Babylon
2	Prof.	Ala'a Ismail Challob	Ph. D.	TEFL	College of Education For Humanities, University of Al Anbar
3	Prof.	Chassib F. Al-jubouri	Ph. D.	TEFL	Open Education of Babylon College
4	Prof.	Haider Kadhim Al-Bermani	Ph. D.	TEFL	College for Human Science Education/University of Karbala.
5	Prof.	Iman Mingher Obeid	Ph.D.	Linguistics	College of Basic Education\ University of Babylon
6	Prof.	Saleh Mahdi Aday	Ph.D.	Linguistics	College of Education for Humanities, Babylon
7	Prof.	Shaimaa Al Bakri	Ph.D.	TEFL	College of education-Ibn Rushd\University of Baghdad
8	Prof.	Sabeeha Hamza Deham	M.A.	TEFL	College of Basic Education\ University of Babylon
9	Prof.	Weam Majeed Mohammed	M.A.	TEFL	College of Agriculture\ Al-Qassim Green university
10	Asset. Prof.	Elaf Rriyad Kalil	Ph. D.	TEFL	College of Education –Ibn Rushd\ University of Baghdad
11	Asset. Prof.	Lihadh Abdul Ameer Kareem	Ph. D.	TEFL	College of Education for Humanities, Babylon

12	Asset. Prof.	Mais Falaieh Hasan	Ph. D.	TEFL	College of Basic Education\ University of Babylon
13	Asset. Prof.	Nadia Majeed Hussein	Ph. D.	TEFL	Middle Technical University\Technical Instructors Training Institute
14	Asset. Prof.	Wafaa Mukhlus	Ph. D.	TEFL	College of Education for Humanities, Babylon
15	Lect.	Kadhim Muhammad Musa AlShammari	Ph.D.	TEFL	College of Basic Education\ University of Babylon

Appendix K

Permissions

Ministry of Higher Education and Scientific Research
University of Babylon
College of Basic Education

جمهورية العراق
وزارة التعليم العالي والبحث العلمي
جامعة بابل
كلية التربية الاساسية

Ref. No :
Date: / /

العدد : ١١٢٢٢
التاريخ : ١٦ / ١٠ / ٢٠٢٢

"استثمار الطاقة التنظيفية طريقنا نحو التنمية المستدامة"

كلية التربية الاساسية
شعبة الموارد البشرية
الصادرة

الى/ المديرية العامة للتربية في محافظة بابل

م/ تسهيل مهمة

تحية طيبة..

يرجى تفضلكم بتسهيل مهمة طالبة الدراسات العُلَى (عبير جواد كاظم عبد الرضا)اختصاص ماجستير/ طرائق تدريس اللغة الانكليزية لغرض اكمال متطلبات رسالتها الموسومة بـ :-
Investigating the Relationship between Iraqi EFL Preparatory Schools) (Teachers' social intelligence and their Autonomy in Teaching

..... مع الاحترام ....

أ . د. فراس سليم حياوي رزوقي

معاون العميد للشؤون العلمية و الدراسات العليا

٢٠٢٢ /١٠/ ١٦

نسخة منه الى//
- الصادرة
- الدراسات
- ملفة الطالبة

كرار

QS STARS RATED FOR EXCELLENCE

العراق-بابل - جامعة بابل
بداله الجامعة ٠٠٩٦٤٧٢٣٠٠٣٥٧٤٤
مكتب العميد ١١٨٤
المعاون العلمي ١١٨٨
المعاون الاداري ١١٨٩
وطني ٠٧٢٣٠٠٣٥٧٤٤
امنية ٠٧٦٠١٢٨٨٥٦٦
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جمهورية العـــراق
وزارة التـربيـــة

المديرية العامة للتربية في محافظة بابل
قسم الإعداد والتدريب/شعبة البحوث والدراسات التربوية
العدد : ٤١/٣/٤ ٥٠٢٢
التاريخ : ١٨/١٠/ ٢٠٢٢

الى/ ادارات المدارس الاعدادية (بنين – بنات) في مركز محافظة بابل

م/ تسهيل مهمة

السلام عليكم ...

اشارة الى كتاب جامعة بابل / كلية التربية الاساسية المرقم (١١٣٢٢) في ٢٠٢٢/١٠/١٦ نرجو تسهيل مهمة طالبة الدراسات العليا/ الماجستير(عبير جواد كاظم عبد الرضا) في قسم اللغة الانكليزية لغرض اكمال متطلبات بحثها الموسوم (Investigating the Relationship between Iraqi EFL preparatory schools Teachers' social intelligence and their Autonomy in teaching)، وابداء تعاونكم معها عند زيارتها مدارسكم على ان لا يتعارض ذلك مع برنامجنا التربوي.

مـــع التقـــدير

عباس كاظم حامد
مدير قسم الاعداد والتدريب
١٨/١٠/ ٢٠٢٢

المديرية العامة للتربية في بابل
قسم الاعداد والتدريب

نسخه منه الى:

- جامعة بابل / كلية التربية الاساسية / كتابكم اعلاه للتفضل بالاطلاع .. مع التقدير
- مكتب السيد المدير العام .. مع التقدير
- قسم التخطيط التربوي/ الاحصاء/ لنفس الغرض اعلاه .. مع التقدير
- الطالبة (عبير جواد كاظم عبد الرضا)..مع التقدير
- الاعداد والتدريب/ شعبة البحوث/ تسهيل المهمة مع الاوليات/ الملف الدوار

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Appendix L

List of Schools

No.	School's Name	Level	Gender
1	14th Tamooz	Secondary	Boys
2	Al-A'laam	Secondary	Boys
3	Al-Amani (Evening)	Secondary	Girls
4	Al-Dhafar	Secondary	Boys
5	Al-Hilla	Preparatory	Boys
6	Al-Hilla for Distinguished	Secondary	Girls
7	Ali Jawad Al-Tahir	Preparatory	Boys
8	Al-I'timad	Secondary	Girls
9	Al-Jihad	Preparatory	Boys
10	Al-Khansaa'	Preparatory	Girls
11	Al-Kindi	Preparatory	Boys
12	Al-Muhtadeen	Secondary	Boys
13	Al-Mutafawiqeen	Secondary	Boys
14	Al-Nujoom	Secondary	Girls
15	Al-Nujoom	Secondary	Boys
16	Al-Rabab	Secondary	Girls
17	Al-Rasafi	Secondary	Girls
18	Al-Sadooq	Secondary	Boys
19	Al-Shaheed Abdul-Sahib	Secondary	Girls
20	Al-Siyadah	Secondary	Girls
21	Al-Taleea	Preparatory	Girls
22	Al-Thawra	Preparatory	Boys
23	Al-Thawra	Preparatory	Girls
24	Al-Waeli for Distinguished	Secondary	Boys

25	Al-Zarqaa’	Preparatory	Girls
26	Hamurabi	Secondary	Boys
27	Ibn Hayan	Secondary	Girls
28	Ibn Idrees	Secondary	Boys
29	Safi Al-Dien	Secondary	Boys
30	Sukaina Bint Al-Hussein	Preparatory	Girls
31	Zahrat Al-Furat	Secondary	Girls
32	Al Baqir for girls	Secondary	Girls
33	Halab	Secondary	Girls
34	Al Zarqaa	Preparatory	Girls
35	Al Rabaab	Secondary	Girls
36	Ibn Hayan	Secondary	Girls
37	Al Rusafi	Secondary	Girls
38	Al Njoom	Secondary	Girls
39	Ibn Sinaa	Secondary	Girls
40	Zahrat Al furat	Secondary	Girls
41	Al shaheed Abd Al Sahib	Secondary	Girls
421	Al Jamiaa	Secondary	Boys
43	Al Imam Ali	Secondary	Boys
44	Al Turath	Secondary	Boys
45	Al Ailaam	Secondary	Boys
46	AL Karar	Secondary	Boys
47	Sinjar	Secondary	Boys
48	AL Tahreer	Secondary	Girls
49	Al Jihad	Preparatory	Boys
50	Al Tibrisi	Secondary	Boys
51	Al Shaheed Al Sadr	Secondary	Boys
52	Al Aiquah	Secondary	Boys
53	Al Mutafawqaat	Secondary	Girls

54	Aintidhar Majeed Fleifl	Secondary	Girls
55	Kadeejah Al kubra	Secondary	Girls
56	Hassan Bin Thabit	Secondary	Girls
57	Al Furqan	Secondary	Girls
58	Al Shaheed Nihad	Secondary	Girls
59	Jabal Al noor	Secondary	Girls
60	Al Faihaa	Secondary	Boys
61	Dibil Al Kuzaay	Secondary	Boys
62	Hamouraby	Secondary	Boys
63	Al Amal Al Kadim	Secondary	Boys
64	Nafi'a bin Hilal	Secondary	Boys
65	Jabir Al Ansari	Secondary	Boys
66	Al Dhafar	Secondary	Girls
67	Al Riyadh	Secondary	Boys
68	Shaat Al Arab	Secondary	Girls
69	Al Afaf	Secondary	Girls
70	Al Bushraa	Secondary	Girls
71	Al Naba Al Safi	Secondary	Boys
72	Ibn Idrees	Secondary	Boys
73	Al Thawrah	Secondary	Boys
74	Al Buhtary	Secondary	Boys
75	Al Widad	Secondary	Girls
76	Al Shaulrqya	Secondary	Girls
78	Fidha	Secondary	Girls
79	Tleitla	Secondary	Girls
80	Al shaheed Al Muhandis	Secondary	Girls
81	Al Nasr	Secondary	Girls
82	Al Wiqaar	Secondary	Girls
83	Safya Bent Abd Almutalib	Secondary	Girls

84	Jamal Al Saraa'r	Secondary	Boys
85	Al Rihab	Secondary	Girls
86	Al Yaqeen	Secondary	Boys
87	14 Tamooz	Secondary	Boys
88	Al Distoor	Secondary	Boys
89	Maa'rib	Secondary	Boys
90	That Al Nitaqein	Secondary	Boys
91	Taha Baqir	Secondary	Boys

الخلاصة

يعد الذكاء الاجتماعي وإدارة الاستقلالية في التدريس أمرًا أساسيًا للغاية، ليس فقط لرفاهية المدرسين، ولكن أيضًا لإعادة اكتشاف متعة التدريس، مما يؤدي إلى تعلم الطلاب بشكل أفضل. تعني استقلالية المدرسين أنهم أحرار في الدراسة والتعلم والتدريس. المدرسون هم الأشخاص الأكثر أهمية في عملية التعلم، كما أنهم يلعبون دورًا رئيسيًا في كيفية تغير المجتمع. يجب أن يكون المدرسون قادرين على ابتكار أفكار جديدة وإيجاد طرق للتواصل والقيام بالمهام التي تناسب احتياجات ومهارات واهتمامات طلابهم. إذا كان لدى المدرس عادات أو سمات جيدة، فيمكنه / يمكنها تعليمها لطلابه وجعل البلد مكانًا أفضل. يحاول البحث الحالي إظهار كيف ومتى ولماذا يحتاج المدرسون إلى أن يكونوا قادرين على اتخاذ القرارات بأنفسهم وكيف أن الذكاء الاجتماعي والاستقلالية مهمان في نظام التعليم. وبالتالي، تهدف هذه الدراسة إلى استكشاف العلاقة بين الذكاء الاجتماعي لمدرسي اللغة الإنجليزية كلغة أجنبية واستقلاليتهم في التدريس، حيث يستخدم الباحث منهجًا وصفيًا مختلطًا، والأدوات المتضمنة في الدراسة هي الملاحظة والاستبانة والمقابلة. استخدم الباحث طريقتين للمراقبة وهما القائمة المرجعية وتدوين الملاحظات. تم اختيار عينة من 150 مدرس ومدرسة اللغة الإنجليزية لغة أجنبية للمدارس الإعدادية في مركز محافظة بابل خلال العام الدراسي (2022–2023) لإكمال الاستبيانات. بينما عينة من 15 مشاركا (ذكورا وإناثا) مدرسين لأجراء المقابلة. لتحقيق أهداف الدراسة، تم استخدام مجموعة متنوعة من الأساليب الإحصائية باستخدام SPSS. تظهر النتائج أن مدرسي اللغة الإنجليزية لغة أجنبية لديهم مستوى عالٍ من فهم الذكاء الاجتماعي وكيفية تطبيقه في الفصل. فيما يتعلق بالذكاء الاجتماعي، لا توجد فروق ذات دلالة إحصائية بين مدرسي ومدرسات اللغة الإنجليزية لغة أجنبية. لخصت الدراسة أيضًا إلى وجود مستوى جيد من الاستقلالية العامة، ومستوى معتدل من فهم المدرس لاستقلالية المتعلم، ومستوى ضعيف جدًا من استقلالية المناهج

الدراسية ، ومستوى ضعيف من أنشطة التدريس بين مدرسي اللغة الإنجليزية. فيما يتعلق بالعلاقة بين الذكاء الاجتماعي والاستقلالية العامة ، تؤكد النتائج وجود علاقة ارتباط جيدة بينهما ، في حين أن هناك علاقة ارتباط ضعيفة بين الذكاء الاجتماعي وأنشطة التدريس. من ناحية أخرى ، هناك علاقة ارتباط ضعيفة وعكسية للغاية بين الذكاء الاجتماعي وفهم المدرس لاستقلالية المتعلم واستقلالية المنهج على التوالي. تظهر نتائج المقابلة أن (80٪) من العينة يفهمون ويعرفون مفهوم الذكاء الاجتماعي. (73٪) من العينة لديهم تصور حول مفهوم الاستقلالية. (67٪) من العينة يعرفون المهارات اللازمة لتطبيق الذكاء الاجتماعي والاستقلالية في الفصل. تظهر نتائج السؤال الرابع أن (53٪) يعرفون ما هي الأنشطة التي يمكن أن توظف الذكاء الاجتماعي والاستقلالية في الفصل. وأظهرت نتائج السؤال الخامس أن (53٪) الذي يشير إلى (8) مدرسين قد عرفوا ما هي الاستراتيجيات التي يمكن أن توظف الذكاء الاجتماعي في الفصل.

وزارة التعليم العالي والبحث العلمي
جامعة بابل
التربية الاساسية
قسم اللغة الانكليزية

استقصاء العلاقة بين الذكاء الاجتماعي لمدرسي اللغة الانجليزية لغة اجنبية في المدارس الإعدادية في العراق واستقلاليتهم في التدريس

رسالة مقدمة الى مجلس كلية التربية الاساسية في جامعة بابل وهي جزء من متطلبات نيل درجة الماجستير في التربية / طرائق تدريس اللغة الانجليزية لغة اجنبية

من قبل الطالبة
عبير جواد كاظم عبدالرضا

بأشراف
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2023 **م** 1445 **هـ**