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Keywords: *emotional intelligence, secondary school teachers.*

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Emotional Intelligences Levels among Secondary School Teachers at Al Koura District Educational Directorate- Jordan.

I. Introduction

Emotional intelligence is one of the most significant variables contributing in individuals' success in life as it enables people to communicate with others; making friendships; being innovative and responsible; using feelings and emotions as facilitator for thinking; ability to understand own feelings and manage them, contributes in thinking development and growth as the ability of emotional control signifies the ability of positive adjustment, which allows the individual to overcome obstacles hindering active thinking process (Al Atoume, 2007; Austin, 2005).

Several studies (e.g. Di Fabbio, Palazzeschi, 2008,Myers,Tuker, 2005) tracked the origins of the emotional intelligence to Social Intelligence Theory presented by Thorndike in the 20th of the last century. Social intelligence is defined as the ability to understand and recognize others' feelings and emotions, thus, providing invaluable opportunities to actively interact in the different social contexts. Gardner, the godfather of Multiple Intelligences Theory, implied that there is two type of personal intelligence: The first is interpersonal intelligences, which refers to one's ability to recognize and understand others feelings, while the second is intrapersonal intelligence; referring to the ability to understand one's own feelings. Thus, Gardner has paved the way to the emergence of emergence of emotional intelligence.

In their work on emotional intelligence, both Mayer and Salovey (1997) indicate that the origins of emotional intelligence can be traced to the 18th century when scientists assumed that the mind entails three separate parts, which are:

1. Cognition: includes different functions such as memory, thinking, decision making and intelligence.
2. Emotions: includes emotions, moods, positive and negative feelings.
3. Motivation: All the biological and learned drives or the objectives individuals seek to achieve (Othman & Riziq, 2001).

Goleman (1995) wrote in his book (Emotional Intelligence) after a review of previous literature and studies addressing emotions in addition to his tours in school, his readings to the works of Mayers and Salovey. From this date, the concept of emotional intelligence has been a major focus in the psychological fields of study. Despite of that this concept is relatively new in the psychological heritage, it is still ambiguous, and this what drove scholars and psychologists to examine it thoroughly to identify the main abilities comprising emotional intelligence:

Mayers and Salovey (1997) indicate that emotional intelligence represents individuals' ability to monitor one's emotions and those of others, recognize the different emotions, ability to use the information from these abilities to direct his thinking and behaviors. They also mention that emotional intelligence entails four basic abilities: the ability to recognize emotions and express them; the ability to use emotions and sense them; the ability to understand emotion, analyze and acknowledge them; and finally, the ability to manage emotions, which indicates one's ability to adjust emotionally with his mood state.

Goleman (1995) on the other hand indicates that emotional intelligence is a set of different abilities individuals have to enable them success in their life endeavors. These abilities can be learned and developed and they include:

1. *Self-Awareness:* Individual's ability to acknowledge his emotions, beliefs and attitudes.

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2. Self- Regulation: The ability to control negative emotions and transform them to positive ones.
3. Motivation: A state of internal stimulation and inner tensions driving people to achieve a specific goal.
4. Empathy: Being able to understand others' feeling and showing an empathetic response.
5. Social Skills: One's ability to show strong and positive influence on others by recognizing their emotions and response against them properly.

Bar- On (1997, 2000) describes emotional intelligence as being a group of socio emotional competences defining one's connection with his self and that of others to adapt with stress and the different environmental demands. He distinguishes five separate components of personal, emotional and social aspects, and these are:

1. Personal Aspect: Helps individual to be self- aware, show self- assertiveness, self -consideration and self- achievement, self- esteem and autonomy.
2. Interpersonal Relations: Enables individual to establish good interpersonal relationships, having a positive influence on others in the surrounding environment and showing some competences such as sympathy, social responsibility, the ability to create interpersonal relationships.
3. Adaptation: Helps individual successfully adapt with life, environmental burdens and stressors, living the facts of live as they are, resiliency and being a problem solver.
4. Stress Management: Helps in managing stressors and resists impulses while showing self- control, and this includes: stress endurance, psychological stress and impulses control.
5. General Mood: This includes the competences assisting one in recognizing mood states and change them and entails happiness and optimism (Bar- On, 2005).

As for previous studies that examined the nature of emotional intelligence among teachers and its relationship with some demographic variables, Bany Younis (2007) investigated the relationship between emotional intelligences and burnout among a sample of basic stage teachers in Irbid. The Second Educational Directorate, and to how extent there are statistically significant differences in the magnitude of this relationship between emotional intelligence and burnout in light of experience, qualification and gender. The sample of the study included (438) male and female basic stage teachers selected randomly from a number of basic schools. The results of the study indicated that level of emotional intelligence among basic stage teachers was high. There were no statistically significant differences in the magnitude of the relationship between emotional intelligence and burnout in light of teacher's experience, qualification and gender.

Subramaniam and Cheong (2008) studied levels of emotional intelligence among science and mathematics teachers. The sample of the study included (325) teachers as the results of the study showed that the general level of emotional intelligence among teachers was moderate. There were no statistically significant differences in the general level of emotional intelligence among teachers due to specialization.

In another study, both Di Fabio and Palazzeschi (2008) investigated the relationship between emotional intelligence and self- efficacy among a random sample of (169) male and female teachers selected from a number of secondary schools in Italy. The results found statistically significant age differences in emotional intelligence level among teachers. The results of the study indicated that female teachers reported higher scores on interpersonal domain of emotional intelligence while males reported higher scores on the inner personal emotional intelligence.

In another study, Rasteger and Memarpour (2009) investigated the relationship between emotional intelligence and teaching self- efficacy among a sample of 250 Iranian teachers. The results of the study showed that there was a statistically significant positive relationship between emotional intelligence and teaching self-efficacy among a teachers. There were no statically significant differences in emotional intelligence levels due to teacher's gender, age and teaching experience.

In a study by Polat and Ozton (2009), the researchers attempted to identify the relationship between basic schools teachers' perceptions of their emotional intelligence and their perceptions about fifth and sixth grade students emotional intelligence in Turkey. The sample of the study included 175 basic school teachers. The results of the study indicated a statistically significant positive correlation between basic schools teachers' perceptions of their emotional intelligence and their perceptions about fifth and sixth grade students emotional intelligence. The study found that emotional management skills had an effect on their emotional behaviors when interacting with fifth and sixth grade students.

In Palestine, Ramadan (2010) investigated emotional intelligence degree among UNRWA schools teachers at Nablus in light of their gender, school size, qualification and years of experience. The sample of the study consisted of 120 male and female teachers. The results of the study showed that emotional intelligence levels among UNRWA schools teachers were very high and empathy ranked first. There were statistically significant differences in emotional self- awareness, emotions management and personal motivation due to gender, in favor of male teachers. The results found statistically significant differences due to years of experience in emotional self- awareness, while no statistically significant differences were found in

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emotional intelligence levels between teachers due to school size and qualification.

In his study, Kocoglu (2011) examined the relationship between emotional intelligence and teaching self- efficacy among English as foreign language (EFL) teachers in Turkey. The sample of the study included 90 EFL teachers. The results of the study indicated a positive correlation between EFL teachers' emotional intelligence and their teaching self-efficacy, especially in class management.

Buqaiey (2011) investigated the relationship between emotional intelligence and burnout and the prevalent personality styles among the first three basic stage grades teachers in UNRWA schools at Irbid Governorate, Jordan in light of their gender, work experience and qualification. A convenient sample of 122 teachers was selected. The results of the study showed high emotional intelligence levels among the first three basic stage grades teachers, while a low level of burnout was reported among them. Extraversion personality was the most prevalent personality style among teachers. There were no statistically significant differences in the relationship between emotional intelligence and burnout in light of teacher's gender and qualification.

A study by Mogharabi (2011) examined the relationship between emotional intelligence and career professional self- competence among secondary school teachers at Mecca. The sample of the study was 146 public and private secondary school teachers. The results of the study indicated no statistically significant differences in emotional intelligence levels due to teacher's work experience while differences were found due to specialization.

A study by Ravi (2014) to find out the relationship between emotional intelligence and different factors of personality of secondary school teachers. The sample consisted of 200 secondary school teachers. Results indicated that there was no significant difference between emotional intelligence of secondary school teachers in relation to gender and stream in which they are teaching. Further, a positive relationship found in the emotional intelligence and some of personality factors but many personality factors were negatively related to emotional intelligence of different groups of secondary school teachers but most type of relationship was not significant.

The aim of a study by V. Kamatchi, R. Soureche(2015) to find out the relationship between emotional intelligence and leadership styles of secondary school teachers. A sample of 200 secondary school teachers (includes both the gender) were procured from 20 high schools in Puducherry region. . The data collected were analyzed statistically using SPSS package. The result revealed that positive correlation exists between emotional intelligence and leadership style variables, whereas significant difference exhibit in emotional intelligence and leadership style variables with respect to different demographic variables.

A study by HAYAT, REHMAN, FAHIM and BIBI (2016) was focused to determine the effect of gender on emotional intelligence and professional development in male and female secondary school teachers. The sample consisted of 200 secondary school teachers (100 male and 100 female teachers). The major findings of the research indicated that female secondary school teachers were more emotionally intelligent and professionally developed than male secondary school teachers. Both variables emotional intelligence and professional development seemed to correlate with gender significantly at 0.01 levels. High mean scores on female secondary school teachers indicated high level of emotional intelligence and professional development and low mean scores on male secondary school teachers indicated low level of emotional intelligence and professional development as compared to females. Yusuf (2017), examined secondary school teachers' level of emotional intelligence and their moral character as predictors of moral character among secondary school students in Ilorin South LGA, Kwara State. The sample consisted of 106 teachers and 318 students from 20 secondary schools were purposively sampled for the study. Data collected were analyzed using mean-scores, standard-deviation and multiple-regression. The study revealed that secondary school teachers' emotional intelligence predicts secondary school students' moral character. It was recommended that there is a need for teaching emotional intelligence as a foundation course at all the teacher training institutions in Nigeria.

Reviewing previous studies, it can be noted that the majority of studies examining emotional intelligence were correlational in nature and they attempted to examine the relationships between emotional intelligence and other variables. For example, Rasteger, Memarpour, (2009); Kocoglu (2011); Polat and Ozton (2009) studies investigated the relationship between the emotional intelligence and teaching self- efficacy while Di Fabio and Palazzeschi (2008) examined the relationship between emotional intelligence and general self- efficacy. Additionally, other studies (e.g. Bani Younis, 2007; Buqaiey, 2011) attempted to examine the relationship between emotional intelligence and burnout. Mogharabi (2011) examined in his study the relationship between emotional intelligence and professional competence among teachers. It is noticeable that most previous studies investigated emotional intelligence among specific school subjects teachers. For example, Subramanian, Cheong (2008) used a sample of science and mathematics teachers; Rasteger and Memarpour (2009) employed a sample of EFL teachers. Also, it worth mentioning that previous studies used samples of basic stage teachers (e.g. Bani Younis, 2007; Polat &

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Ozton, 2009; Buqaiey, 2011) in addition to the clear discrepancy in the results reported in these studies. Ravi (2014) studied the relationship between emotional intelligence and different factors of personality of. . Kamatchi, R. Soureche (2015) to find out the relationship between emotional intelligence and leadership styles. Yusuf (2017), examined secondary school teachers' level of emotional intelligence and their moral character as predictors of moral character. In sum, previous studies did not fully examine emotional intelligence levels among secondary school teachers in Jordan, which makes this study of great importance in the educational and psychological fields of study in general, and specifically in Jordan.

II. Problem and Questions of the Study

In times when the role of teachers in the teaching learning process is no longer limited to providing students with theoretical knowledge as the role of teachers has become a participant, debater and facilitator, one of the most important sources in the teaching learning process, this dictates the need for teachers to become more engaged in this process, meaning that is vital to deepen our knowledge about the different aspects of teachers' personalities, especially the emotional ones. This means that there is a need to examine the nature of teachers' emotions, differentiate between them, and most importantly how to understand and control these emotional aspects. This cannot be achieved uncles teachers have high levels of emotional intelligence and this was the main motivator for this study as it attempts to identify emotional intelligence levels among secondary school teachers at Al Koura District, Jordan and to how extent their emotional intelligence is influenced by some demographic variables. Specifically, the problem of the study can be stated in the following questions:

1. What is emotional intelligence level among a sample of secondary school teachers at Al Koura District, Jordan?
2. Are there statistically differences in emotional intelligence level among secondary school male and female teachers at Al Koura District due to gender, qualification and work experience?

a) *Significance of the Study*

The significance of this study can be stated in the following:

1. The study sample of secondary school teachers, a population assuming the achievement of several educational objective, including, but not limited to, the development of psychological, emotional and cognitive aspects among students. Therefore, teachers lack of high levels of emotional intelligence may hinder the achievement of these objectives; making the educational environment a hindering one in the quest to achieve learning objectives.
2. Identifying emotional intelligence levels among teachers in the different school stages is vital nowadays as several studies (e.g. Kelly & Moon, 1998) have stressed that emotional intelligence components are basic pillars for the success in the teaching profession.
3. This study may help Jordanian educators and scholars and those in the neighboring Arab countries achieve other educational goals and objective that are not the scope of this study.
4. This study adopts the recommendations of previous studies Bani Younis, 2007; Abu Thouaib, 2010) suggesting the need for more studies examining the levels of emotional intelligence among teachers as they assume a significant role in the teaching learning process.

b) *Procedural Definitions*

Emotional Intelligence: One form of intelligence that entails the ability to pay attention to emotions, recognize them, understanding feeling, formulate and organize them. It is the ability to recognize one's feelings and emotions and those of others, then to engage with them in active, positive emotional and social relationships which in turn help individual promote his mental, emotional and professional competences and learn more life skills. In this study, emotional intelligence is the means score the respondent has on the emotional intelligence scale used in this study.

c) *Limitation of the Study*

There are two main limitations hindering the generalization of the results obtained in this study, and these include:

1. The sample of the study was confined to secondary school teachers working in public schools affiliated to Al Koura Educational District, and this means that results obtained cannot be generalized to other samples of teachers.
2. The instrument of the study was the Emotional Intelligence Scale developed by Abu Thouaib (2010), and the psychometric properties of this scale (validity, reliability) delaminate the results of this study.

III. Methods

This section presents the population of the study, the participant, the instrument used for data collection, validity and reliability of the instrument, scoring of the instrument and the statistical analysis used as follows:

a) *Population of the Study*

Population of the study included all secondary school teachers in the public schools at Al Koura District

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in the first semester of the school year 2017/ 2018. The population of the study was 1500 male and female secondary school teachers

b) Sample of the Study

The sample of the study was 283 secondary school teachers (171 male, 112 female) selected using random sampling procedures. Table 1 presents the distribution of the sample based on the variables examined in this study.

Table 1: The Distribution of the Sample Based on Gender, Qualification and Work Experience

Variable	Level	Number	Percentage
Gender	Male	171	60.4
	Female	112	39.6
	Total	283	100.0
Qualification	Higher education	125	44.2
	B.A. or lesser	158	55.8
	Total	283	100.0
Work Experience	Less than 5 years	46	16.3
	Less than 10 years - 1	160	56.5
	10 years or more	77	27.2
	Total	283	100.0

Table 2: The Distribution of the Sample Based on Gender, Qualification and Work Experience

Work experience	Gender	Qualification		Total
		Literature	Scientific	
Less than 5 years	Male	10	14	24
	Female	4	18	22
	Total	14	32	46
5 years- less than 10 years	Male	44	44	88
	Female	30	42	72
	Total	74	86	160
10 years or more	Male	22	37	59
	Female	15	3	18
	Total	37	40	77
Total	Male	76	95	171
	Female	49	63	112
	Total	125	158	283

c) Instrument of the Study

The study used Emotional Intelligence Scale developed by Abu Thouaib (2010) based on his revision of several emotional scales available in the psychological literature (e.g. Bar-On, 2005; Golman, 2002). The scale consisted in the preliminary format of 46 items distributing on 5 domains, which are:

1. Self- Awareness, measured by items 1 to 10 in the scale.
2. Adaptability, measured by items 11 to 18 in the scale.
3. Empathy, measured by items 27 to 37 in the scale.
4. Social Communication, measured by items 27 to 37 in the scale.
5. General Mood, measured by items 38 to 46 in the scale.

d) Validity of the Scale

Abu Thouaib (2010) checked the validity of the scale using different statistical procedures, including:

e) Content Validity

The preliminary format of the scale was given to a panel of 10 specialists in educational psychology, psychological counseling and measurement and assessment departments at Yarmouk University and Alalbayet University in Jordan in addition to a language specialist. They were asked to give their opinions about the items of the scale with respect to the belongingness of each item to the domain, the language clarity in addition to asking them to provide any remarks they find suitable. An agreement criterion was set at 80% or more was used to judge specialists' acceptance of any given item to be accepted or deleted. Based on this, with

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reference to the specialists' remarks, no item was deleted. Other items were linguistically paraphrased. Based on these modifications, the final format of the scale consisted of 46 items distributing on 5 domains.

f) Construct Validity

At the completion of content validity procedures, the instrument was administrated to a pilot sample out of the original sample of the study. The pilot sample consisted of 50 male and female students. 4 students were excluded from the pilot sample for their absence from the second administration of the scale. To check construct validity, correlation corrected item-total was computed to calculated the correlations between each of the individual items with the domain and to compute the correlations between each domain with the total scale.

It can be noticed that the values of the correlations corrected item-total between the scale items and the domains for each item and the correlations values between the items and the total scale were positive and ranged between (0.22—64) for the items with the domain; ranged between (0.20-0.52) for the total scale. The following criterion was used to retain the item: the correlation value for each item with the total score must not be lesser than (0.22). Using this criterion on the items in the preliminary format of the scale consisting of (46) items, items (1,2,5) were deleted from the original scale so as the final format of the scale consisted of (43) items distributing on (5) domains, which were:

1. Self- Awareness, measured by items (31,26,16, 11,6,1).
2. Adaptability, measured by items (32,27, 22,17, 12, 7,2).
3. Empathy, measured by items (28, 23,18, 13,8, 3, 36,33).
4. Social Communication, measured by items (19,14, 9,4,43,41,39,37,34,29,24).

General Mood, measured by items (42, 40, 38,35,30, 25, 20,15,10,5).

Furthermore, inter- correlational values were computed between the different domains of the Emotional Intelligence Scale and found that these values were high, ranging between (0.66-0.73). The values of correlations between the individual domains and the total scale were also high (0.65-0.88), meaning that the scale has high reliability levels to be used in this study for data collection.

g) Factor Analysis Validity

A factor analysis procedure was performed on the total scale data for a sample of (1078) male and female students on the total items of the final format of the scale, totaling (43) items. In doing so, principal component and varimax rotation were used. The factor analysis results indicated that scale contain (10) factors, and the Eigen value for each is more than (1.00) and account for (54.42%) of the total variance in the scale.

The Eigen values of the total factors account for (33.52%) as the Eigen value for the first domain was (9.417), and this is a high value compared to the other factors. As the first factor accounts for (21.90) of the total variance, and the Eigen value for the first factor compared to the Eigen value for the second factors is more than (2), this indicates that the scale was unidimensional. It was also found that the percentage of the accounted variance for the first factor was more than (20%), this is consistent with the suggestions presented by Reckase (cited in Hambleton & Swaminathan, 1985) as an indicator for unidimensionality for scales.

In this study, the construct validity for the Emotional Intelligence Scale was checked by computing corrected item- total correlation to calculate the correlations between each of the items with the domain, and the total scale. Table (3) shows this:

Table 3: Corrected item- total correlation

No.	*Corrected item- total correlation	
	Domain	Total Scale
1	0.63	0.46
2	0.61	0.56
3	0.63	0.50
4	0.73	0.56
5	0.59	0.44
6	0.59	0.63
7	0.62	0.47
8	0.43	0.49
9	0.50	0.61
10	0.56	0.60
11	0.50	0.59
12	0.53	0.70
13	0.42	0.31
14	0.42	0.36
15	0.34	0.31
16	0.36	0.33
17	0.36	0.27
18	0.61	0.55
19	0.39	0.43
20	0.48	0.46
21	0.57	0.50
22	0.51	0.52
23	0.61	0.63
24	0.45	0.37
25	0.51	0.45
26	0.64	0.60
27	0.66	0.66
28	0.50	0.49
29	0.57	0.59
30	0.54	0.51
31	0.61	0.61
32	0.50	0.57
34	0.46	0.49

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No.	*Corrected item- total correlation	
	Domain	Total Scale
35	0.57	0.50
36	0.64	0.63
37	0.55	0.60
38	0.38	0.34
39	0.58	0.32
40	0.57	0.58
41	0.55	0.46
42	0.55	0.43
43	0.67	0.42

** It is preferred that the Corrected item- total correlation should not be lesser than (0.20)*

It can be noticed from table (3) that corrected item- total correlation ranged between (0.34) and (0.73) for the correlations between items and domains while ranging between (0.32) and (070) between items and total scale. These values were adequate to achieve the objectives of this study.

h) Reliability of the Scale

At the competition of the construct validity procedures and the deletion of items not fulfilling the inclusion criteria in the scale, reliability of the scale was checked using a sample of (50) male and female students not included in the original sample. This was done using the following methods:

Test-Retest Reliability: The scale was administrated to pilot sample of (50) male and female students. After two weeks, the same scale was administrated again to the same sample of students. At the competition of the second administration, Pearson correlation coefficients were calculated and found to range between (0.71) and (0.81) for the individual domains, and (0.89) for the total scale.

Internal Consistency (Cronbach alpha): Internal consistency coefficients (Cronbach alpha) was calculated, which were (0.71-0.81) for the individual domains, while Cronbach alpha for the total scale was (0.89).

In this study, reliability for the Emotional Intelligence Scale was checked using the following methods:

- Test-Retest Reliability: The correlation coefficient between the two administrations of the total scale was (0.85).
- Internal Consistency (Cronbach alpha): Cronbach alpha for the total scale was (0.94).
- Internal consistency coefficient (Cronbach alpha) for each domain and the total scale (N=32)

Table 4

Internal consistency coefficient (Cronbach alpha)	Test- retest coefficient (Pearson correlation)
0.94	0.85

i) Scoring of the Scale

Emotional Intelligence Scale included (43) items distributing on (5) domains as the respondent matches between the content of the item and his personal perceptions. The scale is score using a 5 point Likert scale as follows: *always (=5), often (=4), sometimes (=3), rarely (=2) and never (=1)*. As for the negative items (31,26,21,16,11,6,1), these are reversely scored as *always (=1), often (=2), sometimes (=3), rarely (=4) and never (=5).* Based on this, the total value on each items ranges between (1–5). Thus, as the scale contains (43) items, the highest score a respondent can obtain is (215) while the least is (43).

j) Statistical Standard

To explain the estimations of Al Koura Educational District on each of the items in the Emotional Intelligence Scale, the following statistical standard was used:

From 1.00 to lesser than 1.80: Very low
From 1.81 to lesser than 2.60: Low.
2.61 to lesser than 3.40: Moderate.
3.41 to lesser than 4.20: High.
4.21 to 5.00: Very high

k) Statistical Analysis

To answer the questions of the study, the following statistical procedures were used:

- Means and standard deviations.
- Three Way ANOVA.
- Shaffer Test for post hoc comparisons.

IV. Results of the Study

Results relating the first question of the study" What is emotional intelligence level among a sample of secondary school teachers at Al Koura District, Jordan?

To answer this question, means and standard deviations were calculated for secondary schools teachers' estimations at Al Koura Educational District on each of the individual items of Emotional Intelligence Scale and the total instrument as shown in table (4).

Means and standard deviations were calculated for secondary schools teachers' estimations at Al Koura Educational District on each of the individual items of Emotional Intelligence Scale and the total instrument in descending order based on means values.

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Table 5

No.	Rank	Item	Means *	SD	Level
1	1		3.67	1.07	High
26	2		3.56	1.12	High
16	3		3.35	1.09	Moderate
31	4		3.20	1.27	Moderate
6	5		3.10	1.15	Moderate
21	6		2.94	1.21	Moderate
11	7		2.93	1.49	Moderate
		Self- Awareness	3.25	0.59	Moderate
2			3.54	1.06	High
7			3.11	1.31	Moderate
12			3.89	1.20	High
17			3.23	1.19	Moderate
22			2.70	1.24	Moderate
27			3.43	1.17	High
32			3.04	1.34	Moderate
		Adaptability	3.28	0.67	Moderate
3			3.61	0.97	High
8			3.04	1.44	Moderate
13			3.74	1.13	High
18			3.03	1.15	Moderate
23			2.73	1.16	Moderate
28			3.23	1.09	Moderate
33			2.96	1.23	Moderate
36			2.95	1.32	Moderate
		Empathy	3.16	0.61	Moderate
4			3.47	1.10	High
9			2.91	1.46	Moderate
14			3.45	1.04	High
19			3.01	1.17	Moderate
24			3.63	1.24	High
29			3.13	1.14	Moderate
34			3.04	1.25	Moderate
37			3.24	1.32	Moderate
39			3.14	1.19	Moderate
41			2.86	1.21	Moderate
43			2.85	1.22	Moderate
		Social Communication	3.16	0.53	Moderate
5			3.29	1.12	Moderate
10			2.85	1.46	Moderate
15			3.38	1.13	Moderate
20			2.89	1.27	Moderate
25			3.75	1.18	High
30			3.18	1.32	Moderate
35			3.07	1.32	Moderate
38			3.07	1.27	Moderate
40			2.92	1.18	Moderate
42			2.78	1.21	Moderate
		General Mood	3.12	0.49	Moderate
		Total Scale	3.18	0,64	Moderate

**lowest score is (1) and highest score is (5)*

As seen in the above table, it can be seen that:

– Level of emotional intelligence among secondary school students at Al Koura Educational District was moderate (M=3.18, SD=0.64). It can also be seen that Adaptability ranked first (M=3.28, SD=0.67), with a moderate level while General Mood ranked last (M=3.12, SD=0.49) with moderate estimation level.

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– Item (12) state at first the rank (M=3.89, SD=1.20) with high estimation level, while item (22) state at the last rank (M=2.70, SD=1.24) with moderate estimation level.

Results relating the second question of the study "Are there statistically differences in emotional intelligence level among secondary school male and female teachers at Al Koura District due to gender, qualification and work experience?

To answer this question, means and standard deviations were calculated for secondary schools teachers' estimations at Al Koura Educational District on each of the individual items of Emotional Intelligence Scale and the total instrument based on their gender, qualification and work experience as shown in table (5). Table (5). Means and standard deviations were calculated for secndary schools teachers' estimations at Al Koura Educational District on each of the individual items of Emotional Intelligence Scale and the total instrument based on their gender, qualification and work experience

Table 6

Qualification	Work experience	Gender					
		Male		Female		Total	
		M	SD	M	SD	M	SD
Higher Education	Less than 5 years	3.09	0.25	3.29	0.48	3.15	0.32
	5- less than 10 years	3.05	0.68	2.59	0.26	2.86	0.59
	More than 10 years	3.44	0.89	3.75	0.73	3.56	0.83
	Total	3.16	0.73	3.00	0.70	3.10	0.72
B.A. or less	Less than 5 years	3.74	0.50	3.33	0.84	3.51	0.73
	5- less than 10 years	3.14	0.86	3.06	0.83	3.10	0.84
	More than 10 years	3.45	0.66	2.79	0.11	3.40	0.66
	Total	3.35	0.76	3.13	0.82	3.26	0.79
Total	Less than 5 years	3.47	0.52	3.33	0.78	3.40	0.65
	5- less than 10 years	3.09	0.77	2.87	0.69	2.99	0.74
	More than 10 years	3.44	0.74	3.59	0.76	3.48	0.75
	Total	3.27	0.75	3.07	0.77	3.19	0.76

As seen in table (5), there were apparent differences in the means scores of secondary schools teachers at Al Koura Educational District estimation on the total Emotional Intelligence Scale from their perceptions in light of gender, qualification and work experience. To identify the significance of these differences, Three Way ANOVA was used as seen in table (6)

Table (6) Three Way ANOVA of secondary schools teachers at Al Koura Educational District estimation on the total Emotional Intelligence Scale from their perceptions in light of gender, qualification and work experience and the interaction between the variables.

Table 7

Source of variance	Total squares	DIF	Average squares	F	Sig.
Gender	1.100	1	1.100	2.165	0.142
Qualification	0.095	1	0.095	0.187	0.666
Work Experience	7.435	2	3.718	*7.316*	**0.001*
Gender	1.334	1	1.334	2.626	0.106
Gender × Work Experience	0.215	2	0.107	0.211	0.810
Qualification × Work Experience	1.647	2	0.824	1.621	0.079
Gender × Qualification × Work Experience	1.007	2	0.504	0.991	0.094
Error	137.709	271	0.508		
Total	150.542	282			

**Significant at the significance level (α=0.05)*

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As shown in table (6):

- There were no statistically significant differences at the significance level (α=0.05) between the means scores of secondary school teachers at Al Koura Educational District on the total Emotional Intelligence Scale from their perceptions due to gender, qualification as all the significance values were higher to the significance level (α=0.05).
- There were no statistically significant differences at the significance level (α=0.05) between the means scores of secondary school teachers at Al Koura Educational District on the total Emotional Intelligence Scale from their perceptions due to the interaction between gender and qualification as all the significance values were higher to the significance level (α=0.05).
- There were no statistically significant differences at the significance level (α=0.05) between the means scores of secondary school teachers at Al Koura Educational District on the total Emotional Intelligence Scale from their perceptions due to the interaction between gender, qualification and work experience as all the significance values were higher to the significance level (α=0.05).

There were statistically significant differences at the significance level (α=0.05) between the means scores of secondary school teachers at Al Koura Educational District on the total Emotional Intelligence Scale from their perceptions due to work experience. To identify these differences, Schaffer' Test for post hoc comparisons was used as seen in table (7).

Table (7) Schaffer' Test for post hoc comparisons for the means scores secondary school teachers at Al Koura Educational District on the total Emotional Intelligence Scale from their perceptions based on work experience

Table 8

Work Experience	M	5 years to less than 10 years	10 years or more
Less than 5 years	3.40	-	-
5 years to less than 10 years	2.99		*
10 years or more	3.48		

**Significant at the significance level (α=0.05)*

As seen in table (7), there were statistically significant differences at the significance level (α=0.05) between the means scores of secondary school teachers at Al Koura Educational District on the total Emotional Intelligence Scale from their perceptions due to work experience between 5 years to less than 10 years from one hand and 10 years or more, in favor of 10 years or more.

V. Discussion

First: Discussion of the first question of the study " What is emotional intelligence level among a sample of secondary school teachers at Al Koura District, Jordan?

The results pertaining to this question (table 4) indicated that level of emotional intelligences among secondary school teachers at Al Koura Educational District was moderate as Adaptability ranked first (M=3.28, SD=0.67) with moderate estimation level, while general mood ranked last (M=3.12, SD=0.49) with moderate estimation level. This results is consistent with the results reported in Subramanian and Cheong study (2008) while was different with the results reported in Bani Youn is (2007), Buqaiey (2011) and Ramadan (2010) studies.

This result can be explained by the assumption that Jordanian teachers are one of the classes that have been suffering from marginalization and elimination for more than 25 years. Teachers in Jordan achieved the minimal level of their rights, and this negatively affected their behaviors, actions, emotions and adaptability in the teaching learning process; keeping them unable to engage in this process. Teachers were not fully able to reach adequate levels of active and positive communication with their students to be able to understand their emotions and feelings despite the fact that they are the most significant components of the teaching learning process. In light of the Arab Spring, the Jordanian teachers were able to express these rights by demanding the creation of teachers syndicate, increase their monthly income. While this was beyond the ambitions of Jordanian teachers, it was still a moral victory to prove their identity.

Second: Discussion of the first question of the study "Are there statistically differences in emotional intelligence level among secondary school male and female teachers at Al Koura District due to gender, qualification and work experience?

Table (6) indicates no statistically significant differences at the significance level (α=0.05) between the means scores of secondary school teachers at Al koura Educational District on the total Emotional Intelligence Scale from their perceptions due to gender and qualification as all significance values were more than the statistical level (α=0.05).

- There were no statistically significant differences at the significance level (α=0.05) between the means scores of secondary school teachers at Al koura Educational District on the total Emotional Intelligence Scale from their perceptions due to the interaction between gender and qualification, and

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the interaction between gender and work experience as all significance values were more than the statistical level (α=0.05).

– There were no statistically significant differences at the significance level (α=0.05) between the means scores of secondary school teachers at Al Koura Educational District on the total Emotional Intelligence Scale from their perceptions due to the interaction between gender, qualification and work experience as all significance values were more than the statistical level (α=0.05). This results is consistent with the results reported in Bani Younis (2007) and Buqaiey (2011) studies. This result can be attributed to that both Jordanian male and female are living similar conditions and are exposed to the same variables in the teaching learning process, especially in the secondary stage.

Table (7) shows statistically significant differences at the significance level between the means scores α=0.05) between the means scores of secondary school teachers at Al Koura Educational District on the total Emotional Intelligence Scale from their perceptions due to work experience between (5- to less than 10 years) from one hand and (10 years or more), in favor of (10 years or more. This result is different from the result shown in in Bani Younis (2007); Mogharabi (2011) and Rasteger and Memarpour (2009). These results are consistent with the results reported in Ramadan (2010) study. This result may be due to that teachers' work in education for a long period enabled them to communicate better with different students from the various academic achievement levels and this helps them in understanding their emotions, respect them and to encourage students to express their emotions in the different social situations positively. All this made teachers acquire the adequate self-awareness of their emotions and to develop better emotional competence.

VI. Recommendations

In light of the results, the following recommendations are suggested:

1. Encourage teachers to participate in program able to promote their emotional intelligence skills.
2. Future studies examining emotional intelligence and its relationship with other variables such as job satisfaction and attitudes towards teaching profession are needed.

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