

The Level Of Emotional Intelligence And Its Relationship To Making Friends For The Female Students With Learning Disabilities From Their Teachers' Perspective

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Abstract

The current study aimed to discover the level of emotional intelligence and its relationship with making friends for the female students with learning disabilities from their teachers' perspective. The study simple consisted of 8 learning disabilities teachers answered on behalf of 60 students with learning disabilities in primary schools in the west of Dammam.

The study followed descriptive method to suit to the purposes of the objectives of that study. There are two tools are established: 1. the emotional intelligence scale for the students with LD. 2. the making friends scale for female students with LD.

To calculated the psychometric properties, the Alpha Cronbach equation and used, and the result of the study came with that the level of emotional intelligence and making friends for the students with LD in primary schools in the west of Dammam was high, and there're weakened in the dimension of motivation, emotional management and its relationship with social skills. And the relationship between the level of emotional intelligence and making friends was medium to large and strong. The Study came out with some recommendations and this was the necessity of preparing educators and training them to employ emotional intelligence within the skills of students with learning disabilities and using educational strategies that stimulate building relationships and motivation and making friends, as well as Emotion management to students with learning disabilities through various educational programs.

Keywords: Learning disabilities, Emotional intelligence, Making friends.

INTRODUCTION

The field of special education is one of the fields that contribute to the success of the educational process, by developing all academic, cognitive, social, and emotional aspects for the purpose of helping the integrated and balanced growth of students with disabilities, as well as by enabling them to adapt to the different requirements of life (Al-Falahat, 2014).

Therefore, educators' resort to paying attention to emotional & social experiences skills, in order to enable students to face challenges in the various social situations that students are affected by, as well as educators and parents. Therefore, developing the emotional aspects makes there an important role in awareness of feelings, controlling them, and preparing to stimulate production and progress in the field of educational process and personal aspects (Jaber, 2005).

In fact, it is extremely important for students with learning disabilities to form friendships, but their lack of social skills, peer rejection, and social immaturity make this difficult, leading to frustration and academic failure (Al-Khafaf, 2013).

Therefore, developing the emotional aspects of students with learning disabilities is extremely important in developing various skills, integrating with others, and making friends so that they become less susceptible to emotional disorders and have a high level of psychological and social compatibility (Al-Khafaf, 2013).

Study Problem

At a time when many educational programs are concerned with improving the various academic and cognitive aspects of female students with learning disabilities, Hallahan and Kaufman (2005/2007) stress the necessity of providing what supports the emotional aspects of students with learning disabilities to reduce their isolation from peers, low self-concept and the emergence of withdrawal and unacceptable responses.

Social skills are also considered one of the important foundations of social interaction and personality building academically and psychologically, which help to confront many behavioral problems in order to reach possible solutions, which achieves efficiency and effectiveness in different life situations (Youssef, 2011). While Al-Jawaldeh and Al-Qamsh (2014) emphasize the role of knowing the degree of emotional intelligence in developing social aspects, especially in the aspect of making friends, as this helps teachers know the personal, social and emotional aspects of female students with learning disabilities and the possibility of developing those aspects, which in turn is reflected in the construction of educational programs focused on developing emotional intelligence for female students with learning disabilities.

Within the researcher's knowledge, there is a scarcity of studies that investigate the relationship between the emotional intelligence level in improving the ability to form friendships among female students with learning disabilities. Therefore, the importance of this research is highlighted by answering the following questions:

- 1 -What is the level of emotional intelligence among female students with learning disabilities from teachers' perspective?
- 2 -What is the level of making friends among students with learning disabilities from teachers' perspective?
- 3- Is there a statistically significant relationship between the level of emotional intelligence and the making friends among female students with learning disabilities from teachers' perspective?

Theoretical framework and literature studies

Therefore, we can say that whenever emotional intelligence is present to a good degree in an individual, he is more capable of building successful social relationships and

more capable of confronting different life situations (Goleman, 2000). There is no doubt that there are individual differences between individuals in the level of emotional intelligence (Mayer and Salovey, 1990). At the level of individuals with learning disabilities, Al-Khafaf (2013) indicates that they are characterized by impulsivity, low self-esteem, and their lack of social and emotional skills that achieve success in social situations. Al-Waqfi (2003) also adds that they often show responses that are not appropriate to educational situations. This is why the emotional problems of students with learning disabilities play an important role in the classroom, as they cause them to be ignored and rejected by peers, which has an impact on the social relationships between peers and on their academic achievement (Reiff, 2001). Therefore, students with learning disabilities need to receive adequate support and develop their social skills with peers (Al-Awaidi, 2013).

Al-Sammadi (2007) conducted a study entitled: The Relationship between General Intelligence, Emotional Intelligence, Social Adaptation, and achievement: a comparative study that aimed to predict the relationship between general intelligence, emotional intelligence, social adaptation, and achievement among a sample of 9th -grade students in the Irbid Second Education Directorate in Jordan, where the sample consisted of 254 students, of which; 121 males and 133 females' students were selected randomly in a cluster. The researcher used a measure of emotional intelligence and social adaptation. The degree of intelligence was determined using Raven's Progressive Matrices (RPM), 1977.

On the other hand, there are numerous studies that have pointed to social skills and their importance in personality formation, especially different types of friendships, which point to the second subject of the current study, as indicated by a study

conducted by Al-Yagon, Mikulincer (2004) also had a study titled: Social-Emotional and Academic Adaptation among Children with Learning Disorders, which aimed to identify the relationship between the age of students with learning disabilities, methods of academic achievement, their relationship with family and friends at school, and social adjustment, and the extent of their awareness of themselves and their sense of psychological loneliness. The study sample included 98 students with learning disabilities and 98 normal students. A measure of psychological compatibility and academic achievement was used, as the study followed the descriptive approach, and statistical analyzes was used to detect two-way correlations, ANOVA and correlations, and Pearson and multiple regression, and the results of the study found that there is a statistically significant relationship between accompanying a group of friends, psychological and social compatibility, not feeling lonely, and academic achievement.

Methodology

The study sample:

The study sample consisted of eight female teachers who teach (60) female students with learning disabilities in West Dammam

primary schools. They were distributed among five primary schools, and they were selected in the most readily available way to constitute approximately (32.61%) of the size of the study population. The study tools were applied electronically to the sample members by deputizing their teachers on their behalf, as shown in Table 1.

Table 1: Distribution of female students with learning disabilities in the primary stage in the West Dammam office according to grade

Class	Frequency	%
1 st	4	6.7
2 nd	8	13.3
3 rd	16	26.7
4 th	16	26.7
5 th	11	18.3
6 th	5	8.3
Total	60	100

Study tools

For the purposes of achieving the objectives of the study; two tools were used, as follows:

First: Emotional Intelligence Scale for Female Students with Learning (Eid, 2017), in the scale's final form included twenty-five items distributed over twenty-one items with a positive trend.

Table 2: Values of the internal consistency and repetition reliability coefficients for emotional intelligence and its related dimensions among female students with learning disabilities in West Dammam primary schools from teachers' perspective.

Scale & dimensions	Reliability coefficient		Para.
	Internal consistency	Test-retest	
Self-awareness	0.77	0.82*	5
Emotion management	0.75	0.81*	5
Empathy	0.90	0.83*	5
Motivation	0.77	0.82*	5
Social skills	0.82	0.85*	5

total

0.90

0.80*

25

*Statistically significant ($\alpha=0.05$); Because the calculated value is greater than the critical value of the correlation coefficient at the degree of freedom (16), which is (0.44002).

It is noted from Table 4 that Cronbach's alpha value for emotional intelligence among female students with learning disabilities in West Damman primary schools from their teachers' perspective; reached (0.90) value, while its values ranged between (0.75-0.90) for the dimensions of emotional intelligence.

The reliability of repetition between the first and second applications on the exploratory sample members according to Pearson correlation coefficient for emotional intelligence among female students with learning disabilities in West Damman primary schools from teachers' perspective; Its value reached (0.80), while its values ranged between (0.81-0.85) for the dimensions of emotional intelligence. It is noted from the aforementioned values of recurrence reliability: The values of the Pearson correlation coefficients for the relationship between the first and second applications of emotional intelligence and its

dimensions among female students with learning disabilities in West Damman primary schools, from teachers' perspective, did not fall below the standard for the lowest acceptable critical value of the Pearson correlation coefficient of (0.44002) at a degree of freedom (16) at the significance level ($\alpha=0.05$) calculated according to the t-test for the null hypothesis of the Pearson correlation coefficient; Which indicates that the reliability index (repetition reliability) has been achieved as one of the indicators of convergent validity that measures the same trait according to the different level of emotional intelligence among female students with learning disabilities in West Damman primary schools in the first and second applications from teachers' perspective.

Second: Questionnaire on making friends among female students with learning disabilities.

Table 3: Values of internal consistency reliability coefficients, re-making friends, and its related dimensions among female students with learning disabilities in West Damman primary schools from teachers' perspective

statements no.	Reliability coefficient	
	Test-retest	Internal consistency
Express feeling		
5	0.89*	0.81
Affection, familiarity, acceptance		
5	0.91*	0.77
Trust and get help		
8	0.85*	0.87
Managing friendship disputes		
7	0.87*	0.70
Participation and collaboration		
5	0.90*	0.78
Overall scale		
30	0.82*	0.93
*Statistically significant ($\alpha=0.05$); Because the calculated value is greater than the value		

The critical correlation coefficient at degree of freedom (16) is (0.44002).

It is noted from Table 7 that the internal consistency, according to Cronbach's alpha for making friends among female students with learning disabilities in West Dammam primary schools from teachers' perspective; Its value reached (0.93), while its values ranged between (0.70-0.87) for the dimensions of making friends. The reliability of repetition between the first and second applications on members of the exploratory sample according to the Pearson correlation coefficient for the making friends among female students with learning disabilities in West Dammam primary schools from teachers' perspective; Its value reached (0.82), while its values ranged between (0.85-0.94) for the dimensions of making friends. It is noted from the aforementioned values of reliability of repetition: The values of the Pearson correlation coefficients for the relationship between the first and second applications for making friends and its dimensions among female students with learning disabilities in West Dammam

primary schools, from teachers' perspective, did not fall below the standard for the lowest acceptable critical value for the Pearson correlation coefficient of (0.44002) at a degree of freedom (16). At the significance level ($\alpha=0.05$) calculated according to the t-test for the null hypothesis of the Pearson correlation coefficient; Which indicates that the reliability index (repetition reliability) has been achieved as one of the indicators of convergent validity that measures the same trait according to the different level of making friends among female students with learning disabilities in West Dammam primary schools in the first and second applications from teachers' perspective.

Results and Discussion

First Question: What is the level of emotional intelligence among female students with learning disabilities in West Dammam primary schools from teachers' perspective?"

Table 4: Results of the t-test for emotional intelligence among female students with learning disabilities and its dimensions in West Dammam primary schools from teachers' perspective

Rank+	Dimension no.	Emotional intelligence among female students with learning disabilities and its dimensions	mean	SD	t	Level
1	1	Self-awareness	2.51	0.46	8.66*	high
2	2	Emotion management	2.40	0.48	6.56*	
3	5	social skills	2.24	0.52	3.66*	
4	3	Empathy	2.19	0.57	2.57*	
5	4	Motivation	2.00	0.51	-0.05	middle
Overall scale			2.27	0.37	5.68*	high
+ The dimensions of emotional intelligence were arranged in descending order according to the calculated (t) values for each of them.						
*Statistically significant ($\alpha=0.05$).						
& The classification of the level of emotional intelligence and its dimensions was taken into account according to statistical significance						

It is noted from Table 8 that the level of emotional intelligence among female students with learning disabilities in West Dammam primary schools from teachers' perspective; had been (high-level); Because its Mean was greater than the default Mean, with a statistically significant difference at ($\alpha = 0.05$).

The dimensions of emotional intelligence among female students with learning disabilities in West Dammam primary schools came in the following order: The dimension of self-awareness ranked first, and within the level of emotional intelligence (high-level). After that, the dimension of Emotion management came in second place, and within the level of emotional intelligence (high-level); After that, social skills came in third place, and within the level of emotional intelligence (high-level); After that, the empathy dimension came in fourth place, and within the level of emotional intelligence (high-level); Then the motivation dimension came in fifth place, and within the level of emotional intelligence (medium-level); The Means and Standard Deviations (SD) were calculated for items on the self-awareness dimension related to emotional intelligence among female students with learning disabilities in West Dammam primary schools from teachers' perspective, followed by conducting a t-test for each of them compared to the default Mean (2), which is in the middle of the higher Mean. For the three-Likert scale used in this study; To determine the level of items in the self-awareness dimension related to emotional intelligence among female students with learning disabilities in West Dammam primary schools from teachers' perspective, as shown in Table 9.

The result can be explained by the fact that female students with learning disabilities may possess emotional intelligence to varying degrees. However, they need attention from their teachers in developing the different dimensions of emotional intelligence. This

result agreed with Al-Jumaia's study (2018), which concluded that the level of emotional intelligence among the sample members was moderate to high, and it was recommended that educators be directed to the importance of emotional intelligence and teacher training; as (Saenz, 2009) study emphasized the importance of using emotional intelligence in educational interventions for students who have learning disabilities. While this result differed from the study (Petersen, 2010), where the level of emotional intelligence ranged between low to medium.

It is noted from the increase in Emotion management dimension that female students with learning disabilities have the ability to show and express their feelings, and this may be due to female nature in focusing on their emotions in different situations. This result agreed with the study of Al-Qamsh (2013) and the study of Al-Alwan (2011), in which it was concluded that there are statistically significant differences attributed to the gender variable on emotional intelligence in favor of females.

The results also show that female students with learning disabilities have difficulty Emotion management, so they need to adopt behavioral strategies to control them and be sensitive in regulating emotions according to situations. This result agreed with the study (Yang & Wang, 2001), which confirmed that the sample members who They underwent a training program, showed high levels of emotional reliability and enhanced personal relationships. Therefore, it is clear that the greater the emotional intelligence of female students with learning disabilities, the greater the social relationships and ways of dealing with others and the development of personal relationships. This result agreed with the study (Petersen, 2010), as the sample members achieved Academic successes through the use of different strategies in managing psychological stress and knowing peer emotions. The study of Ibrahim (2020)

agreed that the components of emotional intelligence contribute to predicting positive social behavior. This result agreed with the study of Al-Alwan (2011), as it confirmed the existence of a correlation between Emotional intelligence and social skills.

This high result can be explained by the fact that female students with learning disabilities may have the ability to interact with others and empathize if there are programs that contribute to the development of cooperative social aspects. This result agreed with the study of Al-Sammadi (2007), who recommended paying attention to developing emotional intelligence and social adaptation in students. The presence of high

emotional intelligence is linked to the presence of high motivation, as this contributes to directing students with learning disabilities towards achieving their goals and enhancing confidence in themselves and their abilities towards the goal. The Medium level of emotional intelligence may be due to the nature of the characteristics of students with learning disabilities, represented by low motivation, distraction, and problems with learning. perception.

Second Question: What is the level of making friends among students with learning disabilities from teachers' perspective?

Table 5: Results of the t-test for the making friends among female students with learning disabilities and its dimensions in West Dammam primary schools from teachers' perspective

Making friends among female students with learning disabilities and its dimensions						
Rank+	P. No.		Mean	SD	t	level ^{&}
1	2	Affection, familiarity, acceptance	2.40	0.45	6.85*	
2	1	Express feelings	2.29	0.47	4.72*	
3	3	Trust and get help	2.21	0.46	3.50*	high
4	4	Managing friendship disputes	2.12	0.36	2.52*	
5	5	Participation and collaboration	2.14	0.46	2.41*	
Total			2.22	0.36	4.75*	high

+ The dimensions of making friends were arranged in descending order according to the calculated (t) values for each of them.

*Statistically significant ($\alpha=0.05$).

It is noted from Table 14 that the level of making friends among female students with learning disabilities and its dimensions in West Dammam primary schools from teachers' perspective; had been (high); Because its Means were higher than the default Mean with a statistically significant difference at ($\alpha = 0.05$), while the dimensions of making friends among female students with learning disabilities in West Dammam primary schools were in the following order: the dimensions of affection, familiarity, and acceptance ranked first, then express feelings ranked second. Then, after that, trust and

getting help ranked third, then managing friendship dispute came in fourth place. Finally, participation and cooperation ranked last.

Means and Standard Deviations were calculated for the items on the dimensions of affection, familiarity, and acceptance related to the formation of friendships among female students with learning difficulties in primary schools in the city of West Dammam from the perspective of their teachers, followed by conducting a t-test for each of them compared to the theoretical mean (2), which is in the

middle of the mean the greatest for the three-Likert scale used in this study; To determine the level of the items for the dimensions; affection, familiarity, and acceptance related to the formation of friendships among female students with learning difficulties in primary schools in the city of West Dammam from the perspective of their teachers, as shown in Table 15.

his result can be explained by the fact that female students with learning disabilities may have some social skills represented in some dimensions of making friends. And the difference in female students' ability to express feelings across situations and the extent of this's impact on emotional intelligence, which directs feelings in a way that suits them in different situations. The result is consistent with the study of Suleiman (2019), which confirms the existence of a positive, statistically significant correlation between emotional balance and the making friends, according to the results, which resulted in female students with learning disabilities having a lower level of confidence in themselves and in others.

The result of Vorbach's study (2002) agrees, confirming the existence of a correlation between the ability to identify emotions in others and aggression, with a link between emotional regulation and the characteristics of friendship. It is also clear that there is difficulty in treatment, especially in solving problems facing female students with learning disabilities and regulating emotions according to the situation, we find that the results

indicate a small number of friendships among female students with learning disabilities. The result of this study is consistent with the study (Wiener & Sxhneider, 2002), which indicated that students with learning disabilities, they have fewer friends than their normal peers, and they also suffer from a decrease in their positive outlook on friends. From this standpoint, there is a need for diversity in the programs offered in the resource rooms based on dual education, which in turn achieves cooperative learning and the possibility of sharing in solving tasks, especially during the initiative of general grade teachers to give the opportunity For female students with learning disabilities to integrate into education, which shows the female students a lot of participation and cooperation, which has an impact on academic achievement and the transfer of the impact of learning in different situations, as this result is consistent with the study of Al-Yagon and Mikulincer (2004), which confirms the existence of a relationship Statistically significant between accompanying a group of friends, psychological and social adjustment, not feeling lonely, and academic achievement.

Third Question: Results related to the study question, which stated: "Is there a statistically significant relationship at the significance level ($\alpha = 0.05$) between the emotional intelligence of female students with learning disabilities and their making friends in West Dammam primary schools from teachers' perspective?"

Table 6: Values of Pearson correlation coefficients for the relationship of emotional intelligence among female students with learning disabilities and its dimensions to the making friends and its dimensions among them in West Dammam primary schools from teachers' perspective

The relation between	Statistics	Dimensions of making friends	Total
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			Express feelings	Affection, familiarity, acceptance	Trust and get help	Managing friendship disputes	Participation and collaboration		
Dimensions of emotional intelligence	Self-awareness	Collation	0.43*	0.40*	0.24	0.35*	0.41*	0.43*	
		coefficient	Mid ⁺	Mid ⁺	little ⁺	Mid ⁺	Mid ⁺	Mid ⁺	
	Emotion management	Collation	0.08	0.11	0.33	-0.01	0.02	0.16	
		coefficient	weak ⁺	little ⁺	Mid ⁺	weak ⁺	weak ⁺	little ⁺	
	Empathy	Collation	0.42*	0.38*	0.39*	0.43*	0.50*	0.51*	
		coefficient	Mid ⁺	Mid ⁺	Mid ⁺	Mid ⁺	High ⁺	High ⁺	
	Motivation	Collation	0.53*	0.54*	0.55*	0.39*	0.68*	0.65*	
		coefficient	High ⁺	High ⁺	High ⁺	Mid ⁺	High ⁺	High ⁺	
	social skills	Collation	0.53*	0.61*	0.56*	0.28*	0.48*	0.60*	
		coefficient	High ⁺	High ⁺	High ⁺	little ⁺	Mid ⁺	High ⁺	
			Collation	0.55*	0.57*	0.58*	0.41*	0.59*	0.66*
			coefficient	High ⁺	High ⁺	High ⁺	Mid ⁺	High ⁺	High ⁺

*Statistically significant ($\alpha=0.05$).

+ The strength of the relationship was classified according to the criterion (Hopkins, 2002).

It is noted from Table 20 that the Pearson correlation coefficients for the relationship of emotional intelligence and its dimensions, on the one hand, to the making friends and their dimensions, on the other hand, among female students with learning disabilities in West Dammam primary schools from teachers' perspective; It could have been as follows: Sixteen relationships are statistically significant at the significance level ($\alpha = 0.05$), positive in direction and large in strength according to the Hopkins criterion, (2002), out of thirty-six relationships. Between:

- a) Emotional intelligence and its dimensions (motivation and social skills) related to it, with the making friends and its dimensions (express feelings, affection, familiarity, trust, and obtaining help) related to it.
- b) Emotional intelligence and its dimensions (empathy and motivation) which is related, on the

one hand, to the dimension of participation and cooperation, which is related to the making friends.

- c) The dimension of empathy, which is related to emotional intelligence, on the one hand, and to the making friends, on the other hand; Twelve relationships are statistically significant at the significance level ($\alpha = 0.05$), positive in direction and moderate in strength, out of thirty-six relationships. Between:
 - 1. The dimension of self-awareness related to emotional intelligence, on the one hand, with the making friends, and its dimensions (express feelings, affection, intimacy, managing friendship differences, sharing, and cooperation) related to it, on the other hand,
 - 2. the dimension of empathy, related to emotional intelligence, on the one

- hand, with dimensions (Express feelings, affection, familiarity, acceptance, trust, getting help, and managing friendship disagreements) related to the making friends on the other hand,
3. Emotional intelligence and its motivation dimension related to it on the one hand, and the dimension of managing friendship disagreements related to the making friends on the other hand,
 4. Social-skills dimension related to emotional intelligence on one hand, and the dimension of participation and cooperation related to making friends on the other hand

One relationship is not statistically significant at the significance level ($\alpha = 0.05$), with a positive direction and moderate strength out of thirty-six relationships. Between the dimension of Emotion management, which is related to emotional intelligence, on the one hand, and the dimension of trust and obtaining help, which is related to making friends, on the other hand.

One statistically significant relationship at the significance level ($\alpha = 0.05$), with positive direction and small strength, out of thirty-six relationships; Between the dimension of social skills related to emotional intelligence on the one hand and the dimension of managing friendship disputes related to making friends on the other hand.

Three relationships are statistically insignificant at the significance level ($\alpha = 0.05$), positive in direction and small in strength, out of thirty-six relationships. Between: A) the dimension of Emotion management, related to emotional intelligence, on the one hand, with the making friends, and after it, affection, familiarity, and acceptance, with the other hand. B) the dimension of self-awareness, related to emotional intelligence, on the one hand, with

the dimension of trust and obtaining help, related to the making friends, on the other hand.

Two relationships are not statistically significant at the significance level ($\alpha = 0.05$), positive in direction and weak in strength, out of thirty-six relationships. Between the dimension of Emotion management, related to emotional intelligence, on the one hand, and the two dimensions (expression of feelings, participation and cooperation) related to making friends, on the other hand.

One relationship is not statistically significant at the significance level ($\alpha = 0.05$), with a negative direction and weak strength out of thirty-six relationships. Between the dimension of Emotion management, which is related to emotional intelligence, on the one hand, and the dimension of managing conflicts, which is related to making friends, on the other hand.

This result can be explained by the fact that the relationship of emotional intelligence to the making friends is significant and has a strong positive correlation, especially in the dimension of motivation and social skills, as friendships are not formed among female students with learning disabilities unless there is motivation that enables the students to build successful personal relationships, and that female students with learning disabilities have the ability The ability to express their feelings in different situations and the possibility of obtaining trust and assistance from their peers in classroom and extracurricular skills. This can only be achieved with the presence of an effective will to build social skills as well as internal and external control of their feelings and facing pressures, in addition to high emotional intelligence and motivation in achieving various goals. Often, motivation is formed through family upbringing and academic skills by educators working in schools, as it is necessary to integrate it into various academic and social skills. This result

also agreed with the study of Al-Sammadi (2007), which indicated that emotional intelligence variables can predict the ability to adapt. Social studies among students, as well as the study of Al-Alwan (2011), which agreed that there is a correlation between emotional intelligence and social skills.

It is also clear that the higher the emotional intelligence, the more aware female students with learning disabilities are of the ability to manage friendships in social situations and the ability to express negative and positive feelings and attitudes towards themselves and others, as well as obtaining assistance and cooperation that achieve academic success.

The results indicated that female students with learning disabilities have difficulty Emotion management and directing them in the right direction, due to the female students' need for skills that increase emotional intelligence and greater motivation, and to utilize this in developing social skills and making friends effectively. They also have few friendships and have difficulty maintaining friendships. For a long period of time, as a result of socially inappropriate behaviors and difficulty in choosing friendships based on choice and preference.

This shows that female students with learning disabilities need to increase emotional intelligence in order to be able to manage emotions and the quality of friendship, especially the results that showed weakness in Emotion management and directing emotions in different situations as a result of educational difficulties and the need for female students for more programs to increase it and focus on it to build the dimensions of emotional intelligence in the personality at the family and school levels.

Conclusion

In conclusion, this research paper highlights the importance of further investigation into

the emotional intelligence and social skills development of students with learning disabilities. The study suggests conducting more research to explore the utilization of emotional intelligence in academic programs and its application in the educational field. Additionally, it emphasizes the need for additional research on fostering friendships both within and outside the educational environment to enhance the social skills of students with learning disabilities. However, it is important to acknowledge the limitations of this study, including the lack of a representative sample due to the challenges of reaching all teachers of female students with learning disabilities in government schools during distance education. Moreover, time constraints limited the application of tools and analysis to a small sample size, impacting the ability to establish relationships. The study also had to adapt to the circumstances imposed by the COVID-19 pandemic, resulting in the use of a modified scale for observing teachers instead of applying the pictorial emotional intelligence scale specifically designed for female students with learning disabilities. These limitations should be taken into account when interpreting the results and designing future research in this area. Overall, this study provides a foundation for further exploration and underscores the importance of addressing the emotional and social needs of students with learning disabilities in educational settings.

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