

Ninth Study

**The Emotional Intelligence of Female Preschool Directors and
its Relationship to their Practice of Human Relations in the
Capital, Amman, from the Female Teachers' Standpoint**

By

Amjad Mahmoud Mohamad Daradkah.

Department of Administration and Curriculum, Faculty of Educational Sciences,
Ajloun University, Ajloun, Jordan

Ghada Saleh Musa Hussein

A Teacher in ministry of education Amman, Jordan

Mohamed Mahmoud Mohamad Daradkah

A Teacher in ministry of education Amman, Jordan

Abstract:

This study aims to measure the level of the emotional intelligence of female preschool directors and its relationship to their practice of human relations in the capital, Amman, from the female teachers' standpoint. To achieve the objectives of the research, the descriptive correlative approach is used. The questionnaire is used as a key means of data collection. The study population consists of all female preschool teachers in the capital, Amman. The study sample adopted in this study includes (345) female teachers. The results of the study show that the level of the female preschool teachers' practice of emotional intelligence is of a high level, and the human relations practice level is of a high level as well. The results also show that there is a positive relationship with statistical significance and alongside a statistically significant correlation between the level of emotional intelligence and the level of practicing human relationships. Based on the results of the study, the study recommends raising awareness of the importance of emotional intelligence, enhancing levels of human relations within preschools, and conducting similar studies targeting school principals and the Ministry of Education employees.

Keywords: Emotional Intelligence, Human Relations, Female Preschool Directors .

-----International Journal of Educational and Psychological Sciences-----
الذكاء العاطفي لمديرات رياض الأطفال وعلاقته بممارستهن للعلاقات الإنسانية في العاصمة عمان من
وجهة نظر المعلمات

إعداد

غادة صالح موسى حسين
مدرس في وزارة التربية والتعليم
عمان ، الأردن

د. أمجد محمود محمد درادكة
قسم الإدارة والمناهج كلية العلوم التربوية
جامعة عجلون الأردن

محمد محمود محمد درادكة
مدرس في وزارة التربية والتعليم عمان ، الأردن

ملخص :

تهدف هذه الدراسة إلى قياس مستوى الذكاء العاطفي لمديرات رياض الأطفال وعلاقته بممارستهن للعلاقات الإنسانية في العاصمة عمان من وجهة نظر المعلمات .لتحقيق أهداف البحث تم استخدام المنهج الوصفي الارتباطي يستخدم الاستبيان كوسيلة رئيسية لجمع البيانات .يتكون مجتمع الدراسة من جميع معلمات الحضانة في العاصمة عمان . بلغت عينة الدراسة المعتمدة في هذه الدراسة (345) معلمة .تظهر نتائج الدراسة أن مستوى ممارسة معلمات ما قبل المدرسة للذكاء العاطفي مرتفع ، كما أن مستوى ممارسة العلاقات الإنسانية مرتفع أيضاً .كما بينت النتائج أن هناك علاقة موجبة ذات دلالة إحصائية إلى جانب علاقة ارتباط ذات دلالة إحصائية بين مستوى الذكاء العاطفي ومستوى ممارسة العلاقات الإنسانية .بناءً على نتائج الدراسة توصي الدراسة برفع الوعي بأهمية الذكاء العاطفي ، وتعزيز مستويات العلاقات الإنسانية داخل رياض الأطفال ، وإجراء دراسات مماثلة تستهدف مديري المدارس وموظفي وزارة التربية والتعليم .

الكلمات المفتاحية: الذكاء العاطفي ، العلاقات الإنسانية ، مديرات رياض الأطفال.

1. Introduction

Wise leadership plays an important role in the success of organizations and makes each member of the organization loving benevolence, goodness, and development. The presence of management is essential in all human societies that possess material, technical and natural capabilities that help them achieve their goals and implement their duties.

Management is one of the factors that have a great influence on the future of human civilizations. The administrative decision forms the difference between failure, success and disorganization, and other crucial issues. The director and the values she carries have an impact on the life of the human community, for the director is influential in administrative and humanitarian decision-making, and plays a role in determining the path and achievement of these decisions and their goals. The director's possession of emotional intelligence has a role in creating an atmosphere in which human relations and links of cooperation and safety prevail that lead to productivity and low conflicts and tensions (Bashrawi, et al.,)

Emotional intelligence is one of the most recent concepts in the field of psychology and the field of multiple intelligences, which has an impact on the life of the individual, her thinking, and her relations with others. Also, its effect is not limited to the individual but extends to the institution in which she works, as it affects it according to its different activities (Shaya and Mutairi, 2019).

Hardan (2017) indicates that the director who has emotional intelligence can influence the teachers and establish good relations with them and benefit from their reactions and feelings. To do this, the director needs to have emotional skills to be able to influence the teachers, achieve professional success in the educational institution, and form a mutual vision that defines the work plans and visions of the institution. Emotional intelligence helps to identify the strengths and weaknesses of female teachers to perceive their trends, and make them feel confident, which is an important principle in making a change in the system and running work in the fullest manner (Bazzo, 2018).

The emotional intelligence of the preschool directors contributes to the success of the administrative process and its effective implementation increases the percentage of students' academic achievement and greatly affects the educational and cultural environment in the preschool and its employees. The emotional intelligence of the directors ensures the better progress of the educational process, which contributes to developing the performance of teachers and increasing success and creativity percentages. The director is the most important pillar on which the preschool depends, i.e. if she is an honest and hard-working person, the educational environment will be fully organized and flawless. Thus, preschool directors must possess emotional intelligence skills that help them as administrators and professionals in dealing with administrative situations, problems, and obstacles with minimal possible effort and time (Henry & Hope, 2014).

-----International Journal of Educational and Psychological Sciences-----

With the beginning of the 20th century, human relations become more complex and multifaceted in light of the changing working conditions as several studies maintain that the needs of workers exceed the material needs and focus on the emotional and psychological factors. They add that the main motive is to increase productivity and increase profits rather than improving the human working conditions of the employees at all levels (Mustafa, 2018).

The human beings habitually lean towards the kind word, constructive dialogue, and the positive relationships that build the cohesive social fabric between members of society as these relationships play an important role in the field of administration in general, and the field of school administration in particular. Specifically, they leave an impact on the preschool community of teachers, learners, workers, and parents, as they are in dire need of those relationships based on mutual respect, which achieves psychological satisfaction and the desired goals. Besides, these relationships allow the preschool director to identify the tendencies, abilities, and readiness of preschool teachers, which leads to building good human relations among students (Salti and Shaldan, 2017).

The School of Human Relations has recently emerged, focusing on increasing the culture of workers in all sectors towards their various human rights. The American Society defines public relations as “Any activity, union, body, profession, government or other establishment conducted in building and strengthening healthy and productive relationships among members of a certain group such as clients, customers, employees, shareholders, or the public, in general, to focus its policy according to the surrounding circumstances and explain this policy to the community” (Abu Salim, 2006: 16).

The concept of human relations has occupied large domains in the field of contemporary studies for its importance for humans in the field of production and development, as this concept focuses mainly on social and behavioral concepts and trends that illustrate the importance of mutual understanding between the principal and teachers. Importantly, this requires understanding the personality of the teachers, analyzing their behavior, and identifying their motives, needs, desires, and trends, so that the preschool director can find a bridge of mutual understanding, achieve cooperation in work, and attain the high spirit of an integrated and harmonious team capable of achieving the goals of the organization (Abu Ajwa, 2015).

-----International Journal of Educational and Psychological Sciences-----

Human relations assist preschools to fulfill their missions and achieve their goals, thus achieving a healthy educational environment in which they can motivate all their employees to work together as a cooperative and productive group to achieve educational goals. Notably, the process of achievement of that mission depends mainly on the functions of the preschool director in terms of creating an educational atmosphere and climate based on mutual respect, appreciation, cooperation, and familiarity (Otaibi, 2017). The preschool director guides human efforts within the institution, regardless of the nature of the work, as it is mainly based on the human element, and revolves around the activities carried out during the administrative process stages, as management is a humanitarian organization and not a mechanical organization (Abu Qumbuz, 2016).

Human relations are an essential element for the success of the educational institution, in addition to achieving psychological comfort and satisfaction for the employees, which increases the positive results that the preschool director seeks. Also, positive and good human relations inside the preschool enhance affiliation to it and the education profession (Hamami and Qawarah, 2016). Human relations are an essential element for the success of the educational institution, in addition to achieving psychological comfort and satisfaction for the employees, which increases the positive results that the preschool director seeks, and positive and good human relations inside the preschool enhance belonging to her and the education profession (Hamami and Qawarah, 2016). In her preschool, the preschool director must realize the importance of human relations in dealing with others as she is required to document human relations among the preschool workers, have a kind of wisdom and skill, be a fair person and leader, and avoid unwanted behaviors to gain the confidence of her colleagues in the preschool. The ability of a director as an educational leader to achieve human relations in the school community depends on the use of principles, along with the parents of students who communicate with the preschool (Fiqu, 1994).

2. Problem of the Study

The director is at the top of the administrative hierarchy in preschools and has the burden and responsibility to improve the educational process and achieve the goals, policies, philosophy of the Ministry of Education, as the success of the director depends on several factors such as the administrative style that she follows in managing her preschool and the relationship between her and her employees. Also, The success of a preschool director not only depends on skills related to her diplomas and educational attainment but also on her social and emotional intelligence and her relationships with others, where she must understand their psychology and personalities to manage them wisely.

-----International Journal of Educational and Psychological Sciences-----

Given the importance of emotional intelligence that the preschool director should have and the impact it has on identifying human relations in the preschool mentioned in the educational and psychological literature, it is found that the emotional intelligence is one of the basic practical requirements that the educational field needs to form human relationships aimed at developing the educational process (Jarrar, 2006). Kayid's study (2008) and Jasim's study (2012) recommend that the emotional intelligence relationship of the director should be studied more deeply and linked to other variables.

After the preschool stage has become a compulsory school stage in the Hashemite Kingdom of Jordan starting from the next academic year, several studies have focused on the significance of this stage in the educational process. Accordingly, by reviewing the theoretical literature and related previous studies, it is found that many studies have recommended investigating emotional intelligence among directors such as the studies of Louzi (2012), Harahsheh (2013), Umrat (2014), Lafy (2015), and Hardan (2017). However, Kayid's study (2008) and Jasim's study (2012) have recommended the necessity to hold training workshops that present administrative situations to employ the emotional intelligence of directors more deeply and link it to other variables.

The study of Sawh (2007), the study of Shurufat (2009), and the study of Zboun, Zboun, and Suleiman (2010) have recommended the necessity of overcoming obstacles to human relations by providing directors with effective training courses and concerns, giving directors greater powers, and conducting similar studies on different communities and comparing the results with the results of this study. Against this, the problem of the study lies in identifying the level of emotional intelligence practice among preschool directors and its relationship to their human relations practice in the capital, Amman from the teachers' standpoint.

3. Objective of the Study

The objective of the study is to investigate the relationship between the level of emotional intelligence and its relationship to the level of human relations among female preschool directors from the female teachers' standpoint in the capital, Amman.

4. Questions of the Study

The following research questions are formulated to achieve and study the objective of the study:

- 1- What is the level of emotional intelligence practice among female preschool directors in the capital, Amman, from the teachers' standpoint?
- 2- What is the level of human relations practice among preschool directors in the capital, Amman, from the female teachers' standpoint?
- 3- Is there a correlation relationship between the response averages of female teachers' response to the level of emotional intelligence of female preschool directors and the level of human relations?

5. Significance of the Study

The significance of the study lies in the theoretical and practical sides. Theoretically, it is hoped that this study will enrich the Arab Library in general and the Jordanian Library in particular, as one of the important studies in Jordan. Also, it deals with one of the important administrative relationships, namely emotional intelligence and its relationship to human relations. Besides, it is important due to the lack of local and Arab studies related to the relationship between the level of emotional intelligence of preschool directors and their relationship to the level of human relations. Practically, it is hoped that the preschool directors will take advantage of this study by knowing the relationship between emotional intelligence and human relations in the capital, Amman from the teachers' standpoint. Hopefully, it may benefit managers and directors working in the field of educational leadership in terms of introducing them to the degree of effectiveness of the level of emotional intelligence and its relationship to the level of human relations practice for teachers. Moreover, it is hoped that this study will be encouraging workers in the educational field to prepare programs that work to identify strategies for possessing emotional intelligence for the advancement of educational institutions and work to develop them.

6. Previous Studies

Several studies have been done on emotional intelligence and its relationship to other aspects of life. Blase and Blase (2003) aim to examine the performance of teachers through a study sample of fifty teachers who are exposed to abusive practices by their managers that shows a lack of empathy, respect, and interaction for the teachers. Due to the objectives of the study, teachers' performance is directly observed. This study shows that there is a decline in the academic level of the school to which these teachers belong due to the teachers' lack of motivation to do their duty towards their students.

Shaw (2004) aims at developing and examining the emotional intelligence level of vocational high school teachers. The sample of the study consists of (375) teachers (186 males and 189 females). The results show that female teachers have achieved higher self-ratings than those achieved by males on the self-awareness, empathy, and motivation dimensions. The results also show that there are statistically significant differences between the age groups in the dimensions of self-awareness, motivation, and empathy, as well as on the total degree of the emotional intelligence measure, as these differences are in favor of the older age groups.

Ramadan (2010) aims to reveal the degree of emotional intelligence among the teachers of UNRWA schools in the Nablus governorate and determine the effect of gender, academic qualification, and years of service in determining the degree of emotional intelligence among teachers. The questionnaire is applied as an instrument to measure emotional intelligence consisting of (43) items distributed in five fields on a 120-teacher sample of male and female teachers at the UNRWA schools in Nablus Governorate, Palestine.

-----International Journal of Educational and Psychological Sciences-----

The results of the study reveal that there is a high degree of emotional intelligence among teachers, and the domain of empathy is ranked first. The results also indicate that there are statistically significant differences in the fields of self-awareness, emotional management, and personal motivation depending on the gender variable.

Noe (2012) aims at investigating the relationship between the emotional intelligence, school culture, and student achievement of school principals in the United States of America. The study shows that there is a close and positive relationship between the emotional intelligence, school culture, and student achievement of school administrators, as emotional intelligence is directly related to the change, improvement, and development of the school culture for the better, thus affecting the academic achievement of students. The study also shows those students' success rates, distinction, and creativity increase with the availability of emotional intelligence in school administration as an educational, strategic, and sustainable culture.

Harahsheh (2013) aims at identifying the degree of emotional intelligence among the school directors of the Directorate of Education of Mafraq Governorate in Jordan, and the effect of gender, academic qualification, and years of service on the responses of the study sample individuals. Due to the nature of the study, a randomly selected sample of 223 teachers is used. A questionnaire consisting of (58) items divided into five domains of emotional management, empathy, emotion regulation, emotional knowledge, and social communication is distributed to the sample study. The study shows that the dimension of the emotional intelligence on the instrument as a whole is of a high degree. The results of the study also show that there are no statistically significant differences in the responses of the study sample individuals due to the variables of gender and scientific qualification. Besides, the study shows that there are no statistically significant differences in the responses of the study sample individuals due to the years of service variable on the instrument as a whole.

Anani (2014) aims at identifying the levels of emotional intelligence and leadership styles and determining the effect of gender, age, and educational level on emotional intelligence and leadership style among teachers. Due to the nature of the study, the questionnaire is used as a means of collecting data. This study also aims to identify the ability of the emotional intelligence's prediction to the leadership styles. The study sample consists of (206) male and female teachers who work in Riyadh and basic schools in the Central Jordan Valley. The study shows that the degrees of emotional intelligence and leadership styles are of a medium level. It also shows that there are statistically significant differences in emotional intelligence among teachers of children due to gender. Besides, it shows that there are statistically significant differences in diplomatic, democratic, and negative patterns due to gender and authoritarian and democratic patterns. Moreover, the study shows that there are no statistically significant differences in emotional intelligence and leadership styles due to educational level.

-----**International Journal of Educational and Psychological Sciences**-----

Ghaith and Halah (2014) aim at identifying the level of emotional intelligence among ordinary students at the Hashemite University. Due to the nature of the study, the questionnaire is used as a means of collecting data to explore if there are statistically significant differences due to the variables of academic specialization, gender, and academic achievement. The study's sample size is (5009) male and female students. The results show a high level of general emotional intelligence among the sample members. It also shows that there are no statistically significant differences at the level of emotional intelligence between males and females, while there are statistically significant differences in the two dimensions (social awareness and social skills) in favor of females. It also shows that there are significant differences due to the specialization variable.

Khamisa (2015) aims to reveal the relationship of emotional intelligence with the academic success of the second-year students majoring in the Arabic language at the Faculty of Arts at the University of Hail. Due to the nature of the study, the study sample scale is applied from (34) female students of the second year majoring in the Arabic language at the Faculty of Arts at the University of Hail. The results of the study show that the emotional intelligence of outstanding students is of a high degree. The results also indicate that the emotional intelligence of normal students is of a very low degree.

Fayyad (2017) aims at identifying the differences in emotional intelligence between gifted students and ordinary students and their relationship to academic achievement in Jordan. To achieve this objective, the study sample is selected randomly from students of the ninth and first secondary grades at the Jubilee School and the Islamic Scientific College. The study's sample study is (420) male and female students equally distributed between two schools. Due to the nature of the study, the Bar-On Emotional Intelligence Scale consisting of (60) items is used. The results show that there is no statistically significant correlation relationship between emotional intelligence degrees and the average admission test scores for a sample of gifted students at the Jubilee school. The study also shows there is a statistically significant correlation relationship between the degrees of emotional intelligence and the average of the academic achievement marks for all the gifted students' samples.

Jadeed, Janad, and Jarad (2019) aim at identifying the level of emotional intelligence and strategies for confronting work stress among teachers of the first three basic grades in the city of Lattakia, the relationship between the level of emotional intelligence and strategies to face work stress among the members of the study sample, along with the differences in the level of emotional intelligence and strategies for facing work stress among the members of the study sample due to the two variables (gender, number of years of teaching experience). To achieve the objective of the study, the descriptive approach is used on a sample consisting of (268) male and female teachers for the academic year 2018/2019.

-----International Journal of Educational and Psychological Sciences-----

Due to the nature of the study, two measures are applied as follows: the first measure is called emotional intelligence consisting of (46) items, and the second is called strategies for facing work stress, consisting of (30) items. The results of the study show that the level of emotional intelligence is of a low degree at a percentage of (47.8%), while the level of high emotional intelligence is (49.3%) among the members of the study sample who are teachers of the first three basic grades in Lattakia, Syria. The most important strategies for facing the work stress of teachers in the schools of the first three basic grades in Lattakia are the social strategies, followed by the psychological strategies, then the physical strategies. Also, the study shows that there is a weak and positive relationship between the level of strategies to face work stress and the low level of emotional intelligence, and a strong and positive relationship between the level of strategies to face work stress and the high level of emotional intelligence among teachers in the schools of the first three basic grades in Lattakia. The study also shows that there are no statistically significant differences between the sample members of the teachers of the first three basic grades in the city of Lattakia in the level of emotional intelligence and strategies for facing work stress due to the gender variable. Besides, the study shows that there are statistically significant differences at the level of significance among the sample members of the teachers of the first three basic grades in the city of Lattakia in the level of emotional intelligence in favor of those with experience (10) years or more, and there are no statistically significant differences for the strategies for facing work stress due to the variable number of years of teaching experience.

Roby (2008) identifies the extent to which teachers possess human relations skills from their point of view. Due to the nature of the study, the study population consists of all teachers in southwestern Ohio in the USA. To achieve the objectives of the study, the descriptive survey approach and a questionnaire are used. The study sample consists of (142) graduates selected from teachers' institutes from schools all over western Ohio. The results of the study show that there are no statistically significant differences in the averages of teachers' evaluation of themselves in their possession of human relations skills followed by patience in dealing with others, followed by the kindness, and finally followed by caring for others.

Zboun, Zboun, and Suleiman (2010) aim at identifying the degree to which the Jerash school principals have used the relationship method in school administration for their teachers, and its relationship to some variables: gender, academic qualification, and years of service. The research sample consists of (264) male and female teachers randomly selected from secondary schools in Jerash governorate. Due to the nature of the study, a questionnaire to measure the degree of use consisting of (33) items is used. Also, related appropriate statistical methods are used to analyze the information.

-----**International Journal of Educational and Psychological Sciences**-----

The results of the research indicate that the use of high school principals in Jerash governorate of the human relations method in school administration for their teachers is within the medium level of use and that there are no statistically significant differences due to the variable of gender, academic qualification, and years of service. Harthi (2012) aims at identifying the levels of human relations prevailing in secondary schools in the Taif governorate due to the variables of job title, academic qualification, and years of experience. The study sample consists of (36) managers and (250) teachers. The results of the study show that the level of human relations is high, and there are no statistically significant differences between the averages of estimating human relations and their aspects depending on the variable of years of service and the academic qualification of managers and teachers.

Halawa (2012) aims at identifying the human relationships between principals and teachers in high school from the teachers' point of view. Due to the nature of the study, the questionnaire is used to collect data. The study sample consists of (100) individuals as follows: (61) are males and (39) females from the teachers in the educational qualification diploma at the Faculty of Education at the University of Damascus. The results show that human relations in schools are good, and there are no differences between the sample members due to the years of service about the human relations between the principals and the teachers.

Kulsreshthha, Patel, and Singh (2012) aim at identifying the impact of human relations on the school institution. Due to the nature of the study, the descriptive survey approach is used. The study sample consists of (50) teachers from (10) purposefully selected from the Ahmedabad region, along with a questionnaire consisting of (7) questions distributed to the study sample to be answered in writing. The results of the study show that positive human relations between the student and the teacher, the teacher and the teacher, the school director and the teacher, the teaching staff and the non-teaching staff, and administrators and the school director lead to creating a healthy and strong school environment. Fleet (2012) aims at determining the degree of school management practice of human relations for secondary school teachers in the Gaza governorates. Due to the nature of the study, the study sample consists of (530) teachers. The results of the study show that the total degree of school management practice of human relations is of a high degree with (77) % and there are statistically significant differences due to the gender variable and in favor of the specialization.

Otaibi and Zaida (2014) aim at identifying the degree of high school principals' practice of the human relations method, the degree of availability of features of organizational loyalty among teachers in the city of Taif, the significance of statistical differences between averages, the degree of availability of characteristics of organizational loyalty among teachers due to: years of experience, academic qualification, and specialization, and the type of relationship between the degrees of female managers' practice of the human relations method and the degree of availability of organizational loyalty features among female teachers. Due to the nature of the study, the descriptive

-----International Journal of Educational and Psychological Sciences-----

and analytical correlative approach is used in this study. The population study consists of community reached (380) teachers and the questionnaire is used as a means of data collection. The study shows that the degree of female managers' practice of the human relations method is of a high degree.

Arrawi (2015) aims at identifying the organizational climate prevailing in secondary schools, and its relationship to the level of human relations between teachers and school principals in Amman. To achieve the objectives of the study, the descriptive approach is used. Due to the nature of the study, a sample is selected by two methods as follows: the random cluster method and the random stratified method, as the teachers are selected from the Marka Education Directorate and Qweismeh Directorate. The number of the sample members is (450) teachers, including (165) male teachers, and (285) female teachers. There are two developed instruments, namely: the organizational climate and human relations, where their validity and reliability are verified. After applying the two instruments to the sample members and analyzing the results, it is shown that the level of organizational climate prevailing in secondary schools, and level of human relations between teachers and the principals of secondary schools in Amman from the teachers' point of view is of a medium level. Also, the study shows that there are statistically significant differences between the level of organizational climate prevailing in secondary schools in Amman, and the presence of statistically significant differences in the level of organizational climate prevailing in secondary schools according to the gender and experience variables.

Qutaish and Masaeed (2017) reveal the degree of high school principals' practice of human relations in the northeastern Badia in Jordan and find out whether this differs depending on the variables: gender, academic qualification, scientific specialization, number of years of service. To achieve the study's objectives, a questionnaire consisting of (32) items is used. The questionnaire's validity and reliability are verified as well. The study sample consists of (170) male and female teachers randomly selected. The results of the study show that the total degree of the practice of human relations is of a medium level. The results of the study also show that there are statistically significant differences in the degree of school principals' practice of human relations due to the gender variable in favor of males, academic qualification and favor of a bachelor's degree, and less experience in favor of an experience category of more than five years. The study also shows that there are no statistically significant differences in the degree of their practice due to the scientific specialization variable.

Abu Sarhan (2019) aims at identifying the level of basic school teachers' practice of human relations skills and methods of developing them in Zarqa Governorate from their point of view. Due to the nature of the study, a questionnaire is used to collect data.

-----International Journal of Educational and Psychological Sciences-----

The questionnaire is distributed to a randomly selected sample of 105 male and female teachers in the basic schools the First Directorate of Education in Zarqa. The results show that the total degree for the fields of the level of basic school teachers' practice of human relations skills in Zarqa Governorate from their point of view is of a high degree. The results also show that there is a statistical significance for the effect of the gender variable in the entire fields. The study also reveals that there are no statistically significant differences in the effect of the academic qualification variable in all fields, and the differences are in favor of the Bachelor's degree. Besides, the results of the study show that there are statistically significant differences in the effect of the years of service variable, and the differences are in favor of ten years or more.

Daradkeh (2019) aims at identifying the degree to which secondary school principals in the Irbid governorate practice the principles of human relations and their relationship to their job performance from the teachers' point of view. The two instruments of the study related to the practice of human relations and the job performance of high school principals are developed and applied to a random sample consisting of (348) male and female teachers. The results of the study show that the degree of high school principals in Irbid's practice of the principles of human relations as a whole is of a high degree. The study also shows that there are statistically significant differences for the estimates of the study sample on the items of the study instrument related to the practice of high school principals in the Irbid governorate of the principles of human relations as a whole.

In the light of the review of the theoretical framework and previous Arab and foreign studies and the multiplicity and diversity of these studies due to the diversity of the objectives, it is found that all studies addressing the emotional intelligence variable have focused on the importance of this theme that people in general and directors, in particular, shall have emotional intelligence because it has a great role in improving the climate for educational institutions in particular, and non-educational institutions in general. However, the studies addressing the variable of human relations have agreed on the importance of its presence among workers in institutions, and how it helps to improve human behavior in the workplace if available, and that it creates an atmosphere of psychological calm, understanding, satisfaction, and functional harmony in the institution. Importantly, these studies have helped to construct the theoretical framework of the study and development of the sample selection instrument and methods.

Alegre & Benson's study (2010), Ramadan's study (2010), and Ghaith and Halah's study (2014) have discussed one of the themes of the current study, which is the emotional intelligence of preschool leaders. Like most of the previous studies, the current study has also used the questionnaire to collect data. Most of the previous studies addressing emotional intelligence have agreed on the importance, benefits, characteristics, and definition of emotional intelligence, but they have differed in terms of samples and their sizes.

-----International Journal of Educational and Psychological Sciences-----

Yet, Byrd's study (2002), Roby's study (2008), Zboun, Zboun, and Suleiman (2010), and the study of Kulsreshtha and Patel Singh (2012) have discussed another theme of the study's themes, which are human relations with other variables such as the number of years of service. The previous studies related to emotional intelligence and human relations have been taken into consideration by adopting theoretical literature, previous studies, recommendations, suggestions, and the development of the study instrument. Against this, the current study is distinguished by studying the relationship between emotional intelligence and its relationship to the level of human relations for female teachers in the capital, Amman. Also, the themes of previous studies intersect with the subject of the current study in its variables. However, the current study differs from previous studies in the study population, stage, place, approach.

7. Limitations of the Study

This study is limited to represent the emotional intelligence of preschool directors and their relationship to their practice of human relations in the capital, Amman from the teachers' standpoint. It is also limited to the preschool teachers in private schools in the capital, Amman – Jordan. Besides, it is limited to the second semester of the academic year 2019/2020. The limitations of the study are the extent of validity and reliability of the research instruments, and the extent of accuracy and objectivity in the response of the sample members, as the results of this study and its procedures only apply to the population study from which the sample is drawn.

8. Term of the Study:

Due to the nature of the study, the following terms are adopted.

Emotional intelligence: Salim (2013: 37) has defined emotional intelligence as “A set of learnable emotional, social, and personal competencies based on a set of basic capabilities, which express themselves in the field of work as skills for dealing with others and resolving conflicts”. It is also defined as the degree obtained by preschool leaders through the teachers' response to the questionnaire of emotional intelligence prepared for this purpose.

Human relationships: Hamami and Qawarah (2016: 112) have defined human relationships as “The integration between people in the work position and leads to stimulating their motivation, satisfaction, and devotion to work, and persistence to raise production and cooperation to achieve their various satisfactions”. It is also defined as the degree obtained by preschool leaders through the teachers' response to the human relations questionnaire used and distributed in two domains in this study.

9. Methodology of the Study

To achieve the objectives of the study, the descriptive correlational approach is used, as it is considered the most appropriate for such purposes of this study. It is an approach based on a set of research procedures that depend on collecting facts and data, classifying them, processing them, and analyzing them completely and accurately by attaining their significance and reaching the results or generalizations about the phenomenon of the study.

Population of the Study :

The study population consists of all private preschool teachers in the capital, Amman during the second semester of the academic year 2018/2019, as the number of female teachers is (3177) teachers in private preschools in the capital Amman according to the statistics of the Jordanian Ministry of Education for the year Academic 2018/2019. Table (1) shows the results of the distribution of members of the population.

Table 1

Distribution of the Study Population

No.	Directorates	Frequency	Percentage
1.	Qasbah of Amman	671	21.1%
2.	University District	1005	31.6%
3.	Sahab District	72	02.2%
4.	Qweismeh District	414	13.0%
5.	Marka District	569	17.9%
6.	Wadi Al-Seer District	341	10.7%
7.	Naour District	94	02.9%
8.	Giza District	5	00.1%
9.	Mawager District	6	00.2%
	Total	3177	100.0%

Study Sample :

This study is applied to a randomly selected sample from the study population consisting of (345) teachers in private preschools in the capital Amman during the 2018/2019 academic year, where the sample size is calculated as follows:

N: population size.

Z: the standard degree corresponding to the significance level 0.95 and equals to 1.96

D: error percentage.

-----International Journal of Educational and Psychological Sciences-----

The questionnaires are electronically distributed to the members of the study sample, where (400) questionnaires are distributed and (345) questionnaires are retrieved, and all of them are subject to analysis and coding, representing (10.8%) of the original study's population. The sample is selected taking into account their distribution in the original population according to the study variables by following the method of proportional allocation of the stratified random samples as shown in Table (2).

Table 2

Distribution of Study Sample Members According to Academic Qualification, Years of Service, and Specialization

Study Variables	Categories	Frequency	Percentage
Academic Qualification	Bachelor's degree or less	247	71.6%
	Postgraduate	98	28.4%
	Total	345	100.0%
Specialization	Educational	219	63.5%
	Arts	126	36.5%
	Total	345	100.0%
Years of Service	Less than 5 years	48	13.9%
	From 5 to 10 years	118	34.2%
	More than 10 years	179	51.9%
	Total	345	100.0%

Study Instrument

After reviewing the theoretical literature and previous studies on the subject of the study such as Shboul's study (2005) and Bani Amer's study (2014), the study instrument is developed in the form of a questionnaire to reveal the level of emotional intelligence and its relationship to the level of human relations among preschool directors in the capital, Amman from the point of view of the female teachers. The study instrument consists in its initial form of (63) items distributed into two main parts. However, in its final form, it consists of (64) items after judging, alongside the basic demographic variables for the study, where the instrument consists of two parts:

First section: Emotional Intelligence Questionnaire, consisting of (45) items distributed into five domains:

1. The emotional management, consisting of (9) items.
2. The sympathy, consisting of (9) items.
3. The emotional organization, consisting of (10) items.
4. The emotional knowledge, consisting of (9) items.
5. The social communication, consisting of (8) items.

Second section: the Human Relations Questionnaire, consisting of (19) items divided into two domains:

1. The field of the leader's relationship with employees, consisting of (12) items.
2. The field of the relationship between the employees themselves, consisting of (7) items.

The five-stage Likert scale is used, as five levels are defined as follows: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1) to answer these items, where the degree (5) represents a high degree, and the degree (1) represents a low degree.

Study Instrument's Validity :

To verify the validity of the apparent content of the study instrument, the questionnaire is presented to ten faculty members with specialization and experience from validators specialized in educational administration and in other related disciplines at the Faculties of Education in Jordanian universities to express their views on the accuracy and correctness of the content of the instrument in terms of clarity of items, the linguistic formulation, its relevance to measuring what it is set for, and the appropriateness of the items to the field to which it belongs, and make the required addition, modification or deletion of the inappropriate items. All comments of the validators have been taken into account, where (80%) of the linguistic formulation for nine items as a minimum is modified in light of the unanimous agreement of the validators as a criterion for judging its validity. They have also agreed that (34) items shall not be changed and new items shall be added as the number of items of the study instrument has become (64) items, distributed among the related fields.

B. Study Instrument's Construct Validity

To verify the validity of the construct, the study instrument is applied to an exploratory sample consisting of (30) teachers in private preschool from outside the target study sample to identify the validity of the internal consistency of the instrument and the extent of the contribution of the parts by calculating the Pearson correlation coefficient for the items of the study instrument with the total degree of the domain to which it belongs as shown in the following tables:

First section: Emotional Intelligence Questionnaire

Table 3

Correlation Coefficients of the Items of the Study Instrument with the Total Degree of the Related Domain

Domain	Item Number	Correlation coefficient with domain	Level of Sig.	Item Number	Correlation coefficient with domain	Level of Sig.
Emotional management	1.	0.78**	0.000	6.	0.74**	0.000
	2.	0.68**	0.000	7.	0.76**	0.000
	3.	0.63**	0.000	8.	0.71**	0.000
	4.	0.61**	0.000	9.	0.45**	0.000
	5.	0.47**	0.000			
Sympathy	1.	0.61**	0.000	6.	0.74**	0.000
	2.	0.69**	0.000	7.	0.57**	0.000
	3.	0.63**	0.000	8.	0.65**	0.000
	4.	0.47**	0.000	9.	0.57**	0.000
	5.	0.76**	0.000			
Emotional organization	1.	0.50**	0.000	6.	0.83**	0.000
	2.	0.44**	0.000	7.	0.80**	0.000
	3.	0.78**	0.000	8.	0.80**	0.000
	4.	0.77**	0.000	9.	0.73**	0.000
	5.	0.88**	0.000	10.	0.59**	0.000
Emotional knowledge	1.	0.68**	0.000	6.	0.62**	0.000
	2.	0.74**	0.000	7.	0.64**	0.000
	3.	0.77**	0.000	8.	0.81**	0.000
	4.	0.57**	0.000	9.	0.59**	0.000
	5.	0.72**	0.000			
Social communication	1.	0.45**	0.000	5.	0.80**	0.000
	2.	0.87**	0.000	6.	0.58**	0.000
	3.	0.64**	0.000	7.	0.83**	0.000
	4.	0.80**	0.000	8.	0.73**	0.000

** Statistically significant at the level of $(0.05 \geq \alpha)$.

Table (3) shows that the values of the items correlation coefficients of the emotional management domain on the emotional intelligence questionnaire have ranged between (0.45-0.78) with the domain, and all the values are statistically significant at the significance level $(0.05 \geq \alpha)$. This means that there is a degree of validity of internal consistency in the domain items on the adopted measure. The table also shows that the values of the items correlation coefficients of the sympathy domain on the emotional intelligence questionnaire have ranged between (0.77-0.76) with the domain, and all the values are statistically significant at the significance level $(0.05 \geq \alpha)$. This indicates a degree of validity of internal consistency in the domain items on the adopted measure.

-----International Journal of Educational and Psychological Sciences-----

Moreover, the table shows that the values of the items correlation coefficients of the emotional management on the emotional intelligence questionnaire have ranged between (0.44-0.88) with the domain, and all the values are statistically significant at the significance level ($0.05 \geq \alpha$). This indicates a degree of validity of internal consistency in the domain items on the adopted measure. It is noted from the table that the values of the items correlation coefficients of the emotional knowledge domain on the emotional intelligence questionnaire have ranged between (0.60-0.81) with the domain, and all the values are statistically significant at the level of significance ($0.05 \geq \alpha$). This indicates a degree of validity of internal consistency in the domain items on the adopted measure.

As the table shows, the values of the items correlation coefficients of the social communication domain on the emotional intelligence questionnaire have ranged between (0.45-0.87) with the domain, and all the values are statistically significant at the significance level ($0.05 \geq \alpha$). This indicates a degree of validity of internal consistency in the domain items on the adopted measure.

Table 4

Matrix of Correlation Coefficients between Domains and the total Degree on the Emotional Intelligence Questionnaire

Domains	Emotional management	Sympathy	Emotional management	Emotional knowledge	Social communication	Measure as a whole
Emotional management	1	0.62**	0.62**	0.64**	0.56**	0.79**
Sympathy		1	0.61**	0.68**	0.53**	0.80**
Emotional organization			1	0.76**	0.79**	0.91**
Emotional knowledge				1	0.71	0.89**
Social communication					1	0.86**
Measure as a whole						1

** Statistically significant at the level of (≥ 0.01).

Table (4) shows that there are high correlation coefficients that are statistically significant at the level of ($0.05 \geq \alpha$) among domains with the total degree of the measure on the emotional intelligence questionnaire, as it has ranged between (0.79 - 0.91), which means that there is a degree of validity of internal consistency in the domains' items of the measure and the total degree on the measure.

-----International Journal of Educational and Psychological Sciences-----
Section Two: Human Relations Questionnaire

Table 5

Correlation Coefficients of the Items of the Study Instrument with the Total Degree of the Related Domain

Domain	Item Number	Correlation coefficient with domain	Level of Sig.	Item Number	Correlation coefficient with domain	Level of Sig.
Director's relationship with the employees	1.	0.51**	0.000	7.	0.56**	0.000
	2.	0.96**	0.000	8.	0.77**	0.000
	3.	0.63**	0.000	9.	0.76**	0.000
	4.	0.77**	0.000	10.	0.79**	0.000
	5.	0.75**	0.000	11.	0.67**	0.000
	6.	0.69**	0.000	12.	0.72**	0.000
Employees' relationship among themselves	1.	0.77**	0.000	5.	0.88**	0.000
	2.	0.84**	0.000	6.	0.90**	0.000
	3.	0.87**	0.000	7.	0.82**	0.000
	4.	0.83**	0.000			

** Statistically significant at the level of $(0.01 \geq \alpha)$.

Table (5) shows that the values of the items correlation coefficients of the director's relationship with the employees on the human relations questionnaire have ranged between (0.517--0.96) with the domain, and all the values are statistically significant at the level of significance $(0.05 \geq \alpha)$. This means that there is a degree of validity of internal consistency in the domain items on the adopted measure. The table also shows that the values of the items correlation coefficients of the relationship between the employees themselves on the human relations questionnaire have ranged between (0.77-0.90) with the domain, and all the values are statistically significant at the level of significance $(0.05 \geq \alpha)$. This means that there is a degree of validity of internal consistency in the domain items on the adopted measure.

Table 6

Matrix of Correlation Coefficients between Domains and the total Degree on the Human Relations Questionnaire

Domains	Director's relationship with the employees	Employees' relationship among themselves	Measure as a Whole
Director's relationship with the employees	1	0.62**	0.93**
Employees' relationship among themselves		1	0.86**
Measure as a Whole	1		

**** Statistically significant at $(0.05 \geq \alpha)$ level.**

Table (6) that there are high and statistically significant correlation coefficients at $(0.05 \geq \alpha)$ among the domains with the total degree of the measure on the human relations questionnaire, as it has ranged between (0.86 - 0.93), which means that there is a degree of validity of internal consistency in the domains' items of the measure and the total degree on the measure.

Study Instrument's reliability

To verify the reliability of the study instrument, the consistency coefficient is calculated through the semi-segmentation method and the calculation of the internal consistency coefficient of the items using the Cronbach's Alpha equation. This is scientifically used to measures the consistency in the responses of the study sample members to the items in the questionnaire, where the study instrument is applied to a group from outside the study sample consisting of (30) teachers so that its stability is verified. Table (7) shows each of the internal consistency coefficients according to the Cronbach's Alpha equation and the alpha semi-segmentation reliability coefficient for the domains of the study instrument and all of the items.

Table 7

The Internal Consistency Coefficient of Using Cronbach's Alpha and the Semi-Segmentation Reliability Coefficient of the Study Instrument

Division	Domain of the Instrument	Cronbach's Alpha	Semi-segmentation	Number of Items
Emotional Intelligence	Emotional management	0.73	0.87	9
	Sympathy	0.73	0.76	9
	Emotional organization	0.87	0.79	10
	Emotional knowledge	0.76	0.81	9
	Social communication	0.85	0.88	8
	Measure as a whole		0.89	45
Human Relations	The director's relationship with the employees	0.89	0.87	12
	Employees' relationship among themselves	0.93	0.92	7
	Measure as a Whole		0.74	19

Table (7) shows the values of the reliability coefficients according to methods of the Cronbach's alpha and the semi-segmentation of the instrument's items related to emotional intelligence, where the values of the reliability coefficients have ranged between (0.73-0.89) on the domains using Cronbach's Alpha equation, while the Cronbach's alpha reliability coefficient is (0.89) on the items as a whole. However, the values of the reliability coefficients on the domains using the semi-segmentation method have ranged (0.76-0.88), while the reliability coefficient using the semi-segmentation method is (0.89) on the items as a whole.

-----International Journal of Educational and Psychological Sciences-----

Besides, the table shows the values of the reliability coefficients according to the two methods of Cronbach's alpha and the semi-segmentation of the instrument items related to human relations, where the values of the reliability coefficients have ranged between (0.89-0.95) on the domains using Cronbach's Alpha, while the reliability coefficient of the Cronbach's alpha is (0.91) on the items as a whole. However, the values of the reliability coefficients on the domains using the semi-segmentation method have ranged between (0.87-0.92), while the reliability coefficient using the semi-segmentation method is (0.93) on the items as a whole.

Statistical Analysis Process :

The statistical analysis process of the study data is carried out using the Statistical Package for Social Sciences (SPSS), as follows:

- To answer the first question, the arithmetic means, standard deviations, and ranks of the items of the emotional intelligence practice level instrument for preschool directors in the capital, Amman are calculated from the teachers' point of view.
- To answer the second question, the arithmetic means, standard deviations, and ranks of the items of the human relations practice level instrument for preschool directors in the capital, Amman is calculated from the teachers' point of view.
- To answer the third question, the Pearson correlation coefficient is used to find the correlational relationship between the teachers' response to the level of emotional intelligence practice among preschool directors and its relationship to the level of their human relations practice.
- The Cronbach's Alpha equation is used to find the evidence of the internal consistency coefficient and the semi-segmentation is used to verify the ability of the study instrument.
- The Pearson correlation coefficient is used to find the evidence of the validity coefficient of the internal consistency of the study instrument.

The five-level Likert scale is adopted to correct the study instrument consisting of (64) items, where each of its items is given one score out of its five scores (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree), which is represented numerically (5, 4, 3, 2, and 1) respectively. On the other hand, the following measure is adopted to analyze the results as shown by using the following equation:

Upper Limit For Substitutions - The Minimum Limit For Substitutions 1-5

Number of levels 3"

- The first level: $(1 + 1.33 = 2.33)$, and accordingly the estimate (2.33) becomes a low indicator.
- The second level: $(2.34 + 1.33 = 3.67)$, and accordingly the estimate becomes greater than (2.33) and less than or equal to (3.67) which is a medium an indicator.
- The third level: $(3.67 + 1.33 = 5)$, and accordingly the estimate becomes greater than (3.68) which is a high indicator.

10. Results and Discussion :

This section presents the results and discussion related to the questions of the study.

First: the results related to the first question “What is the level of emotional intelligence practice among female preschool directors in the capital, Amman, from the teachers’ standpoint?”

Table 8

The Arithmetic Means and Standard Deviations for the Domains of the Emotional Intelligence Practice Level Instrument for Preschool Leaders in the Capital, Amman, from the Female Teachers' standpoint.

No	Domains	AM	SD	Rank	Level
1.	Emotional management	3.94	0.44	1	High
2.	Emotional organization	3.83	0.66	2	High
.3	Sympathy	3.79	0.59	3	High
4.	Emotional knowledge	3.73	0.61	4	High
5.	Social communication	3.67	0.67	5	High
Total arithmetic mean		3.79	0.51	High	

Table (8) shows that the emotional intelligence practice among preschool directors in the capital, Amman from the teachers’ point of view is of a (high) level, with arithmetic mean (3.39), where the domains of the emotional intelligence practice level among preschool directors in the capital, Amman from the teachers' point of view are as follows: the emotional management domain is ranked first in the (high) level, with arithmetic mean (3.94), then the emotional organization is ranked second in the (high) level, with arithmetic mean (3.83), then the sympathy domain is ranked third is in the (high) level, with arithmetic mean (3.79), then the emotional knowledge domain is ranked fourth in the (high) level, with arithmetic mean (3.73), then the social communication domain is ranked fifth and last place in the (medium) level, with arithmetic mean (3.67).

-----International Journal of Educational and Psychological Sciences-----

The level of emotional intelligence practice among preschool directors in the capital Amman in the emotional management domain is of a high. This result is because the leader has the task of creating an atmosphere of positivity in the preschool and avoiding tension and conflicts. This indicates that the leader is distinguished in her emotional relationships with others. These results are also due to the nomination for the preschool administration is based on tests and interviews that focus on behavior, skills, and abilities, including emotional intelligence. As preschool has become a mandatory stage of sensitive education stages, the nature of the leader's work in preschool necessitates dealing with situations that require a high level of emotional intelligence, which increases her experience and practice. This result is also caused by the fact that the emotional stability of the leader makes her face problems with her wisdom and rationality, the greater the degree of control over her emotions in situations of anger, the more there is a school climate featured with sympathy, lack of tension, and anxiety, and the emotional stability of the leader helps her to face sudden situations with difficult situations. The results of this study are in agreement with the results of Harahsheh's study (2013), which concludes that emotional intelligence is of a high degree for school managers of Mafraq. However, it differs from the result of the study of Umrat (2010), which shows that the emotional intelligence of school principals is of a medium level.

Second: the results related to the second question “What is the level of human relations practice among preschool directors in the capital, Amman, from the female teachers' standpoint?”

Table 9

The Arithmetic Means and Standard Deviations for the Domains of the Human Relations Practice Level Instrument for Preschool Leaders in the Capital, Amman, from the Female Teachers' standpoint.

No	Domains	AM	SD	Rank	Level
1.	Director's relationship with the employees	3.83	0.44	1	High
2.	Employees' relationship among themselves	3.71	0.66	2	High
Total arithmetic mean		3.79	0.75	High	

Table (9) shows that the level of human relations practice among preschool leaders in the capital, Amman from the teachers' point of view is of a (high) level, with arithmetic mean (3.79), where the domains of the human relations practice level for preschool leaders in the capital, Amman came from the teachers' point of view are as follows: the speaking skill domain is ranked first in the (high) level, with arithmetic mean (3.83), then the reading skills domain is ranked second in the (high) level, with arithmetic mean (3.71).

(N.72,2023)

-----**International Journal of Educational and Psychological Sciences**-----

This is because the leader is well aware that following up on decisions on the ground and among workers aims to bridge the gap in viewpoints and work to understand the causes leading to some mistakes that workers make during their work. The human soul tends and trusts people who build bridges of continuous communication. As the director listens to the justifications of the workers in an atmosphere of familiarity, love, and human relations, and avoids as much as possible observing of others' mistakes, this returns to achieving the desired goals most fully. This result is also because the director is working to follow up decisions on the ground to obtain better business results to be better in front of parents and employers, and because of the competition between preschools in the private sector in particular.

Item (2) is ranked second and last place which is regarded as a medium level, showing that cooperation is one of the required matters among the employees themselves. This result is due to the general atmosphere prevailing in educational institutions, the ability to work as one team, the team's ability to unite, and the teachers' feeling that they are equal and relentless towards achieving the goals of the educational institution. Thus, if female teachers find the appropriate human atmosphere and are treated with justice and dignity, this will create love and appreciation between female teachers for each other, and thus good human relations will be a positive incentive in the work of educational institutions, as fairness in treatment is considered a supreme value and it is the basis on which the relationship between leaders and teachers is based between them through mutual respect. It is also found that this result in the lack of objectivity of the response among the sample members, as they may feel fear that leaders will read their answers for fear of annual assessments and promotions, and for fear of not renewing contracts for the new academic year. This result was consistent with the results of the studies of Harthi (2012), Otaibi, Zaida (2014), and Daradkeh (2019), which are of a high level. This result differs from the study of Qutaish and Masaeed (2017), and Zboun, Zboun, and Suleiman (2010), in which the level of human relations is of a medium level.

Third: the results related to the third question: "Is there a correlation relationship between the response averages of female teachers' response to the level of emotional intelligence of female preschool directors and the level of human relations?"

To answer this question, the Pearson correlation coefficient between the emotional intelligence practice level and the human relations practice level is calculated among preschool leaders as shown in Table (10).

Table 10

Pearson Correlation Coefficient between the Emotional Intelligence Practice Level and the Human Relations Practice Level among Preschool Leaders

Emotional Intelligence	Human Relations			
	Domains	Director's relationship with the employees	Employees' relationship among themselves	Total performance
	Emotional management	0.58**	0.53**	0.58**
	Emotional organization	0.64**	0.60**	0.65**
	Sympathy	0.73**	0.73**	0.76**
	Emotional knowledge	0.72**	0.68**	0.73**
	Social communication	0.70**	0.74**	0.74**
	Total performance	0.78**	0.77**	0.81**

** Statistically significant at the level of $(0.01 \geq \alpha)$.

Table (10) shows that the value of the correlation coefficient between the emotional intelligence practice level and the human relations practice level among preschool leaders have reached (0.81) with a significance level (0.000). This value is considered to be high and statistically significant at the level of significance $(0.01 \geq \alpha)$. The values of the correlation coefficients between the emotional intelligence practice domains and the human relations practice domains among preschool leaders are high and statistically significant, and this means that there is a statistically significant correlation between all domains on the two study instruments. In light of this result, it is noted that the emotional intelligence practice level among preschool leaders in the capital, Amman is affected by the human relations practice level, meaning that there is a correlation between the two variables (emotional intelligence and human relations). This result may be because the level of preschool principals' practice of emotional intelligence skills in their preschool affects the level of human relationships. After all, the emotional intelligence of preschool directors is feelings, emotions, and the ability to adapt, and with it, they can control the pressures they face and practice their working lives in a healthy way that increases the level of human relationships.

11. Conclusion

In a nutshell, the study shows the emotional intelligence of female preschool directors and its relationship to their practice of human relations in the capital, Amman, from the female teachers' standpoint. In light of the results and discussion, the study concludes that the level of emotional intelligence among preschool directors in Amman is of a high level. So, its skills should be included in educational programs and university courses because of their importance in the life of the individual as well as in her achievement and excellence. This study also concludes that there more novel studies related to emotional intelligence with other variables such as change management, ethical decision-making, and organizational prowess, alongside studies linking human relations with other variables such as administrative creativity, organizational approaches, and transformational leadership. At last, the study concludes that these studies shall be applied to other societies such as universities.

References:

- Abu Ajwa, Saeed MUSAED. (2015). Personal relations in society in light of the professional ethics of social workers in the Gaza Strip. (Unpublished Master Thesis). Islamic University, Gaza, Palestine.
- Abu Qumbuz, Ghada Marwan. (2016). The degree to which female managers of non-governmental organizations in Gaza practice human relations in light of Islamic standards. (Unpublished Master Thesis), Islamic University, Gaza, Palestine.
- Abu Salim, Shaza Salim. (2006). The public relations department for its objectives in the technical colleges in the Gaza governorates from the employees' point of view. (Unpublished Master Thesis). Islamic University, Gaza, Palestine.
- Abu Sarhan, Safa Ali. (2019). The degree to which basic school teachers practice human relations skills and methods of developing them in Zarqa Governorate from their point of view. (Unpublished Master Thesis). Al-Bayt University, Mafraq, Jordan.
- Anani, Hanan Abdel-Hamid. (2014). Emotional intelligence and its relation to the leadership style of kindergarten and basic school teachers in the central Agwar Region. *The Educational Journal*, 28(0) 555-600.
- Arrawi, Ghadeer Atta (2015). The relationship of the organizational climate prevailing in secondary schools in Amman to the level of human relations between teachers and school principals. [Unpublished Master Thesis]. Middle East University, Amman, Jordan.
- Bar-On, R., & Parker, J. (2000). The Emotional Quotient Inventory. Youth version (EQ-i) YV: Technical Manual Toronto, Canada.
- Bashrawi, Shaker, and Al-Azmy, Ali. (2019). Emotional intelligence among students of the distinguished schools and ordinary school students in Baghdad. *The Arab Journal of Educational and Psychological Sciences*, 3. (8) 1--24.
- Bazzo, Azmi Mohamed. (2018). The impact of emotional intelligence on the job performance of managers working in the UNRWA Gaza Field Office. (Unpublished Master Thesis). Islamic University, Gaza, Palestine.
- Blas, j. & Blas, .(2003). The handbook of Emotion Intelligence. San Francisco: Jossey-Bass.
- Byrd, Margaret Ruth. (2002). Human Relations Skills of Principals Urban Schools with Low Teacher Turnover Rates, Houston State University. U.S.A Clark, B.& Merrill.
- Daradkeh, Mustafa Mahmoud Saleh. (2019). The degree to which secondary school principals in the Irbid governorate practice the principles of human relations and their relationship to their job performance from the teachers' point of view. [Unpublished Ph.D. thesis]. Yarmouk University, Irbid, Jordan.
- Fayyad, Elham. (2017). The degree of emotional intelligence and its relationship to patterns of family upbringing among gifted students in the higher basic stage. [Unpublished Master's Thesis]. Amman Arab University for Graduate Studies, Amman, Jordan.

-----**International Journal of Educational and Psychological Sciences**-----

- Fiqi, Abd al-Mumin Farag (1994). Contemporary School Administration, Benghazi: Qarios University.
- Fleet, Alaa. (2012) Degree of school administration practice of human relations for secondary school teachers in Gaza governorates and ways to activate it, [Unpublished Master Thesis]. Islamic University, Gaza, Palestine.
- Ghaith, Suad Mansour and Halah, Lama Muhammad Ali. (2014). Level of emotional intelligence among Hashemite University students in light of variables of scientific specialization, gender, and academic achievement. *Al-Quds Open University Journal for Educational and Psychological Research and Studies*, 2 (7) 10-25.
- Halawa, Basma. (2012). Human relationships between principals and teachers as seen by secondary education teachers. *Damascus Journal of Educational and Psychological Sciences*, 2628 (4), 249-277.
- Hamami, Abd Al-Razzaq and Qawareh, Muhammad. (2106). The extent of the effectiveness of human and professional relations in the success of the school administration. *Journal of Psychological and Educational Sciences*, 2 (2) 109-122.
- Harahsheh, Muhammad. (2013). The degree of emotional intelligence among the school principals of the Directorate of Education for the District of Mafraq Governorate in Jordan. *Al-Manara Journal*, 19 (3), 53-75.
- Hardan, Naseem Rafifan. (2017). The degree of emotional intelligence for public high school principals and its relationship to the organizational trust of teachers from their point of view in the capital, Amman. [Unpublished MA Thesis]. Middle East University, Amman Jordan.
- Harthi, Sala Allah Hamid. (2012). Levels of human relations prevailing in secondary schools as perceived by principals and teachers in Taif Governorate. [Unpublished Master Thesis]. Umm Al-Qura University, Makkah Al-Mukarramah, Saudi Arabia.
- Henry, E. & Hope, W. (2014). Principals' emotional intelligence and its impact on adequate yearly progress. *Journal of Educational Leadership in Action*, 209 (2164) 144-200.
- Jadeed, Lubna, Junad, Rawaa, and Jarad, Reem. (2019). The emotional level and its relationship to strategies to face professional pressures among teachers of the first cycle in basic education: A field study in the city of Lattakia. *Tishreen University Journal*, 4(1) 136-156.
- Jarrar, Nadia Awni. (2006). The level of multiple intelligences of secondary school principals in Jordan and its relationship to the degree of their practice of school management methods. (Unpublished Master Thesis). Amman Arab University for Graduate Studies, Amman, Jordan.
- Jasim, Ghadeer Abdullah Hussain. (2012). The level of social intelligence of school principals in Kuwait and its impact on organizational pressure. (Unpublished MA Thesis). Middle East University. Amman, Jordan.

-----**International Journal of Educational and Psychological Sciences**-----

- Kayid, Rakan. (2008). Degree of social intelligence among public secondary school principals in Jordan, its relationship to school discipline among students, and the school's interaction with the local community. [Unpublished Ph.D. Thesis]. Amman Arab University for Graduate Studies, Amman, Jordan.
- Khamis, Saleh. (2015). Emotional intelligence and its relationship to academic success among Arabic language students at the University of Hail. *International Educational Journal*, 4 (0) 147-161.
- Kulsreshthha, A., Patel, j., & Singh, H. (2012). A study of the effect of human relations in the school organization. Kameshwar College, Ahmedabad. Ebisco 1659743.
- Lafy, Samira Abdel-Fattah. (2015). The level of emotional intelligence of public high school principals in the capital, Amman, and its relationship to the level of human relations prevailing in their schools from the teachers' point of view. [Unpublished MA Thesis]. Middle East University, Amman. Jordan.
- Louzi, Khadija. (2012). The level of emotional intelligence of secondary school principals and its impact on the organizational loyalty of teachers in the governorate of the capital, Amman. [Unpublished Master Thesis]. Middle East University, Amman, Jordan.
- Mustafa, Youssef (2018). Educational Administration, New Entrances to a New World, Fayoum: Arab Thought House, Egypt.
- Otaibi, Ghazi. (2017). Degree of governmental middle school principals' practice of human relations for stage teachers. *Journal of the College of Education*, 33. (6). 420-444.
- Otaibi, Saad bin Marzouq (2016) emotional intelligence and its relationship to transformational leadership behaviors among managers in government agencies in the city of Riyadh. <http://fac.ksu.edu.sa/salotaiby/publication/160968>. Last retrieved on 26/12/2019.
- Qutaish, Hussein Mashouh, and Masaeed, Ahmed Atta. (2017). The degree of the practice of high school principals in the Irbid governorate of the principles of human relations and its relationship to their job performance from the teachers' point of view. *Irbid Journal for Research and Studies*, 19(1), 69-96.
- Ramadan, Hassan Nabil. (2010). The degree of emotional intelligence among teachers of UNRWA schools and Palestinian refugees' employment in the Nablus governorate. *Journal of Al-Quds Open University for Studies and Research*, 19(1),45, -75.
- Roby, D. (2008). Tea Noe, J. (2012). The relationship between principal's emotional intelligence quotient, school culture, and student achievement. Liberty University. [Unpublished Doctoral Dissertation]. College, Ahmedabad. Ebisco 1659743.

-----**International Journal of Educational and Psychological Sciences**-----

- Salim, Mervat Abdel Rahim. (2013). Strategies for managing organizational conflict and its relationship to the level of emotional intelligence among heads of academic departments in Palestinian universities. [Unpublished Master Thesis]. Islamic University, Gaza, Palestine.
- Sawh, Mansour bin Abdullah. (2009). Human behavior of organizations. Alexandria: The New University House.
- Shaldan, Kamal and Salti, Muhammad. (2017). The degree of the practice of government school principals in the Gaza governorate of human relations and its relationship to organizational justice. *Journal of the Islamic University for Educational and Psychological Studies*, 25. (2) 15-40.
- Shaya, Ali and Mutairi, Awateef. (2019). Emotional intelligence and its relationship to servant leadership among school leaders in the Al-Mudhit governorate from the teachers' point of view. *International Journal of Educational and Psychological Studies* 5 (2), 177-190.
- Shurufat, Abdullah Ali. (2009). The importance of practicing human relations with teachers for the principals of the Northern Badia District schools. [Unpublished Master Thesis], Yarmouk University, Irbid, Jordan.
- Umrat, Muhammad Salem. (2104). The level of emotional intelligence and its relationship to the effectiveness of the leader among school principals in Jordan. *The Jordanian Journal of Educational Sciences*, 10. (2). 177-190.
- Zboun, Salim, Zboun, Mohammad and Suleiman, Mosa. (2010). The degree to which high school principals in Jerash governorate use the human relations method from the viewpoint of their teachers. *Damascus University Journal*, 3 (26), 658-657.