Information Sciences Letters
An International Journal

Emotional Intelligence for English Students with Learning Disabilities in Light of Some Variables

S. R. Darawsheh[1,], I. T. Al-Darabah[2], A. A. Bedaiwy[1], I. Gmach[1], A. A. A. Alfandi[3], A. S. Elsharkasy[1], H. H. M. Almomani[4], M. A. Alkhawaldeh[5], A. S. Al-Shaar[6], and M. A. S. Khasawneh[5]*

[1]Department of Administrative Sciences, The Applied College, Imam Abdulrahman Bin Faisal University, P.O. Box: 1982, Dammam, Saudi Arabia
[2]School of Educational Studies, Early Childhood Education, Al Hussen Bin Talal University Maan, Jordan
[3]Educational Psychology - Learning and Growth, UNRWA Schools, Amman, Jordan
[4]Faculty of Educational Sciences, Isra University, Amman, Jordan
[5]Special Education Department, King Khalid University, Abha, Saudi Arabia
[6]Psychology and Special Education, Dammam, Saudi Arabia

Abstract: This study aimed at determining the level of emotional intelligence for a sample of students with learning disabilities in Irbid province in light of the variables of age, grade and learning disability type. The study sample consisted of (450) learning disabilities students from the 3rd, 4th, 5th, and 6th grades. To achieve the aims of the study, the scale of emotional intelligence was used, and it consisted of 35 clauses distributed into four fields: determining emotions, managing emotions, compassion and social efficiency. Their validity and stability were verified. The study findings revealed that individuals had a moderate level of emotional intelligence on the scale. Regarding the study of articles, the findings revealed the presence of a statistically significant effect in the level of emotional intelligence attributed to age and learning disability type. The study suggested several recommendations. The most significant ones were preparing training programs to develop emotional intelligence for students with learning difficulties, conducting a descriptive and experimental study that undertakes other types of intelligence for students with learning disabilities and other groups of special education and comparing them with normal students.

1 Introduction

Students with learning disabilities possess average or above average mental abilities. They also have apparent intelligence features and clear skills in multiple fields like artistic, musical or social fields, despite the efforts teachers make to enhance their reading, writing or calculation abilities. Consequently, researchers sought a long time ago to determine the features of these students and decide whether they have abilities that help them overcome learning disabilities and the factors which control their behavior and emotions. Learning disabilities for an individual are related to their multiple intelligences particularly, their emotional intelligence. (Khasawneh, 2012) thinks that there is a concrete relationship between developmental learning disabilities, academic learning disabilities, and social and emotional behavioral disabilities, as these behaviors related to emotional intelligence appear clearly in the field of learning difficulties. There is no consensus between different learning disabilities organizations to include the definition of learning disabilities, social and emotional behavioral disabilities, and social skills disabilities as a qualitative field of learning disabilities resulting from or accompanied by developmental and academic disabilities (Sivasubramanian, 2022).

The low achievement which learning disabilities students suffer from results in some emotional problems like isolation from peers, low self-concept, and problems with translating the emotions and feelings of others. Some students with learning disabilities lack different patterns of social skills; insensitivity to other students' feelings is a behavior quality frequently observed in them. This may be due to their inability to understand communication non-verbal connotations. Some students with learning disabilities are characterized by emotional swings which are a frequent change in mood and instability of emotions (Russell et al., 2022). Usually, their emotional responses are nervous, unorganized, sudden, and total. There are multiple emotional problems that students with learning disabilities suffer from such as low self-concept, high level of anxiety, emotional instability, difficulty in receiving the feelings of other students, and not appreciating their psychological status (Khasawneh, 2021).

---

*Corresponding author e-mail: srdarawsehe@iau.edu.sa

Due to the presence of a mutual relationship between emotional intelligence skills like the ability to adapt, the management of pressures, and the employment of personal and social skills and with academic achievement, this research aims at revealing the level of emotional intelligence for students with learning disabilities in Irbid province to help teachers reveal the skills of emotional intelligence for students with learning disabilities to affect their academic performance positively (Leasa et al., 2017).

Problem Statement

The purpose of this study is to reveal the level of emotional intelligence for students with learning disabilities in Irbid provinces.

Research Question

This is today will attempt to answer the following questions:

1. What is the level of emotional intelligence for learning disabilities students in Irbid province?

2. Does the level of emotional intelligence for learning difficulties students in Irbid differ on the used scale across grade and disability type?

Significance of the Study

The significance of the current study is highlighted by the significance of the topic of emotional intelligence and its role in helping students with learning disabilities understand themselves, their potentials and abilities and understand the community surrounding them: either their family, school, or their local community which results in their positive interaction with their society to build healthy relationships with students around them. It is hoped that this study will enrich scientific knowledge in the field of emotional intelligence for students with learning disabilities by the addition it offers that helps the researcher, the guidance counselor, and learning disabilities students.

Delimitations of the Study

Human delimitations: this study was limited to students who have learning disabilities in Irbid province.

Spatial delimitations: this study was conducted in primary schools which follow the educational directorate of Irbid province.

Time delimitations: time limitation of this study is confined to the first semester of the academic year 2021/2022.

Definition of operational terms

Emotional intelligence is the ability to pay attention and have the good realization to personal emotions and feelings, understanding and forming them clearly and organizing them according to precise observance and realization to the emotions and feelings of others to build positive social-emotional relationships with them that help the individual with mental, professional and emotional advancement and learn more positive life skills.

Learning Disability Students are students who show disorders in one or more of the basic psychological processes which include the understanding and use of written or spoken language and appear in hearing, thinking, speaking, reading, spelling, and calculation disorders and which result from simple brain functional injury rather than mental, hearing, or other types of disabilities (Khasawneh, 2021).

2 Literature Review

Social efficacy for learning disability students is related to their emotional development. To illustrate, how a child perceives and others contributes to their social efficiency. The problems that learning disabilities students face regarding this field can be seen in multiple areas. The most prominent ones are (Karande et al., 2022):

- Their peers do not accept them.

- They cannot build relationships or friendships with their peers or cannot continue or maintain relationships.

- They do not realize the social contents of different behavior patterns.

- Lower responsibility and reliability compared to their peers.

- They find problems in disciplining their motives and emotions.

- They find difficulty in deciphering hints of non-verbal expressions like face and hand expressions.

The concept of emotional intelligence:

(Khasawneh, 2021) refers to emotional intelligence as the individual's ability to control their tendencies and fantasies and the ability to read and understand other students' feelings and flexibility with their relationships with others.

Learning Disabilities and Intelligence

Learning disabilities are affected by the overall intelligence level of a child, but the significance of multiple intelligences theory is highlighted in interpreting learning difficulties for children in terms of not perceiving some difficulties as obstacles to their creativity and excellence in other fields. They may not be excellent in academic performance and may suffer a series of failures in academic achievement, yet they may excel in different other fields. This leads teachers and those who are responsible for the academic process to the diversification and different teaching methods which suit their different and varying abilities and it occurred to the intelligence each child has (Khasawneh, 2021).

Previous Studies

Some foreign and Arab studies have discussed this topic. Of is a survey of some of these studies:

Altarawnwh and Altalahin, (2021) identified the ability of emotional intelligence and the Big Five personality traits in predicting life satisfaction among students of educational sciences at Mutah University. The emotional intelligence of the sampled individuals was measured using three different scales. Findings showed the absences of statistically significant differences at the significance level (a< 0.05) attributed to the variables of gender and academic level. They also indicated that some Big Five personality traits have an impact on life satisfaction. On the other hand, there was no statistically significant impact of neuroticism and agreeableness on life satisfaction. Empathy ranked first with an interpretation rate of (61.3%). Extraversion had an interpretation rate of (65.4%), and it increased up to (74%) when influential variables were involved.

Ali (2021) verified the effectiveness of the training program based on the components of emotional intelligence in developing some language skills (listening-speaking) among kindergarten students who are at risk of learning difficulties. A scale of language skills and training program based on emotional intelligence was designed to measure the variables for the sample which consisted of kindergarten students in Zagazig. Findings revealed that there were significant differences at a level of 0.01 between the results of the experimental group in the pre and post-measurement on the scale of language skills in favor of the post-measurement. Also, there were no statistically significant differences in means and the averages of the experimental group's ranks and the in the two dimensional and tracer measurement on the emotional intelligence scale. However, there was a correlation between emotional intelligence and language skills of children at risk of learning difficulties.

Yousef and Ghanayem (2020) examined the contribution of emotional intelligence components to predicting positive social behavior in addition to verifying the effectiveness of the psychological intervention. A training program was designed and used to measure the impact on the development of positive social behavior. After the study tools had been applied to the 20 individuals of the study, results showed the components of emotional intelligence in predicting positive social behavior among students with non-verbal learning difficulties. Findings also revealed that the training program had a large positive impact among the members of the experimental group. Finally, results did not show this to their counterparts in the control group.

Isa (2018) determined the relationship between sentimental intelligence and social efficacy for talented students who have learning disabilities and determining the differences in sentimental intelligence and social efficacy according to the variable of disability type and grade. 30 students from the 4th and 6th grades enrolled in learning disabilities programs participated in the study in the academic year 1435- 4036 A.H. The scales of sentimental intelligence and social efficacy, the list of teacher appreciation for behavior features of talented children who have learning disabilities, the progressive Matrix standard, circuits testing was used. The findings revealed the presence of a positive significant relationship between sentimental intelligence and social efficacy and statistically significant differences in the means of grade steps for talented students who have learning disabilities on the scale of sentimental intelligence attributed to the variable of grade in favor of 6th-grade students.

Joudeh (2018) investigated the effectiveness of using support in reality in developing mathematical problem-solving skills and emotional intelligence for the primary level students who have mathematical learning difficulties. The study sample consisted of 30 female students in the primary level who have learning disabilities in Tabuk and was distributed into two groups: an experimental group which consisted of 15 students and a controlling group consisting of the other 15 students. A list of mathematical problem-solving skills was prepared and included 5 skills (determining the necessary information within the problem, determining the required, determining suitable mathematical and calculation equations- doing math equations correctly, finding results). A list of study tools was prepared and included a test to solve mathematical problems- The emotional intelligence scale and was statistically adjusted. Then, they were in the study group. Educational content was then told using the technique of supporting reality according to the teacher's guide prepared for that and using the model of Abdallatif Aljazzr (2013) for the educational design of the innovations of online teaching distance teaching (3rd

Edition). The model consists of five levels: analysis, designing, construction production assessment, and use. Then details of the study were applied after and data were collected and processed statistically. The study findings indicated the effectiveness of using supporting reality in developing mathematical problem-solving skills for primary level students who have math learning difficulties in the KSA and the effectiveness of using supporting rea; city in developing emotional intelligence for primary level students who have math learning difficulties in KSA.

Leasa et al (2017) compared emotional intelligence between students who follow the hearing, reading, and motional teaching methods in primary schools in Ambon, Maluku. Emotional intelligence was measured by a questionnaire prepared according to the theory of emotional intelligence (Goldman, 1998). The tool of teaching was adjusted by (Fleming, 2001) The study findings revealed that teaching methods have a significant impact on emotional intelligence and that learners who learn using the motional method have higher emotional intelligence than the learners using the hearing and reading methods, as percentages were 8.35% and 6.11%, respectively. It can be seen from the above studies undertaking emotional intelligence for learning disabilities students was rare. Therefore, this study came to determine emotional intelligence for learning disabilities students in Irbid province.

3 Research Methodology

This section provides information on the methodology of the present study, which includes population and sample, research instrument, and validity and reliability of the instrument.

Population and Sample

The study community consisted of resources rooms for children who have learning disabilities and follow the schools of the educational directorate of Irbid province, and they were 1,000 students from the primary grades: 3rd, 4th, 5th, and 6th. The study sample consisted of the same study community, and it consisted of 400 students who have learning disabilities. Researchers distributed 450 questionnaires to measure the level of emotional intelligence. Information was loaded with the aid of a learning difficulties teacher, Arabic teacher and PE teacher due to writing and reading difficulties students with learning disabilities suffer from. Table 1 illustrates the distribution of study sample individuals according to grade and disability type.

Table 1: The distribution of the study sample individuals according to grade and disability type.

69	3rd	
114	4th	Grade
122	5th	
95	6th	
170	Reading	
193	Writing	Disability Type
37	Calculation	
Total 400		

Research Instrument

The Scale of Emotional Intelligence:

To achieve the aim of the study, the researcher prepared a scale of emotional intelligence consisting of 45 clauses using the Likert scale as follows: Always (5), often (4), sometimes (3), forever (2), and never (1).

The Scale Components:

The scale was prepared by reviewing theoretical literature related to emotional intelligence and its skills as well as the previous studies related to the topic of the current study like (Khasawmeh, 2021)'s study, (Altarawneh, 2021)'s study, (Ali, 2021)'s study, and (Ibraheem. 2020)'s study, as the researcher benefited from and developed emotional intelligence scales in light of them.

In light of the above, the emotional intelligence scale was prepared and consisted of 35 clauses distributed into four fields: Determining emotions, managing emotions, compassion, and social efficacy.

Validity and Reliability of the Instrument

First: the reliability of the referees

The validity of the content was verified by a panel of 10 teaching staff referees who are experienced and specialized in King Khalid University. The researchers used a census of 80% as a standard of acceptance. To illustrate, the comments

of more than 20% are sufficient to edit, delete or add some clauses. The scale in its final form consisted of 35 clauses.

Second: indicators of structure validity

The indicators of the scale validity were verified by choosing an exploratory sample consisting of 80 students from a similar community to the research community. The research instrument was applied, then the coefficient of relationship was calculated between the clauses with the total degree. The scale clauses were analyzed, and the coefficient of discrimination was calculated between each clause. The coefficient of discrimination here represents an indicator of reliability for each clause in the form of coefficient of stability between each clause and its relationship with the dimension it belongs to. The coefficient of the relationship between clauses and the dimension varied between 0.523 and 0.884. Table (2) illustrates that.

Table 2: coefficients of relationships between clauses and dimensions on the scale of emotional intelligence.

Social efficacy		Compassion		Managing emotions		Determining emotions	
Coefficient of relationship with the dimension	Clause	Coefficient of relationship with the dimension	Clause	Coefficient of relationship with the dimension	Clause	Coefficient of relationship with the dimension	Clause
**0.883	34	**0.533	24	**0.678	12	**0.614	1
**0.714	35	**0.785	25	**0.741	13	**0.773	2
**0.869	36	**0.793	26	**0.865	14	**0.565	3
**0.548	37	**0.749	27	**0.748	15	**0.620	4
**0.621	38	**0.763	28	**0.759	16	**0.603	5
**0.623	39	**0.523	29	**0.694	17	**0.855	6
**0.562	40	**0.876	30	**716	18	**0.668	7
**0.704	41	**0.781	31	**0.674	19	**0.724	8
**0.609	42	**0.779	32	**0.612	20	**0.697	9
**0.735	43	**0.784	33	**0.583	21	**0.793	10
**0.561	44			**0.785	22	**0.807	11
**0.779	45			**0.837	23		

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

Table (2) illustrates that all coefficients of the relationship were of acceptable degrees and with statistical significance at the level (0.01), so no clause was deleted.

The coefficients of relationship with the dimensions of emotional intelligence scale were calculated together which represents an indicator for the reliability of each coefficient of relationship. Table (3) illustrates that.

Table 3: The coefficient of relationship between dimensions for the level 4 emotional intelligence scale.

Social efficacy	Managing emotions	Determining emotions	Dimension
**0.811	**0.697	**0.726	**Determining emotions**
**0.637	**0.778		**Managing emotions**
**0.861			**Compassion**

**Statistically significant at level (0.01).

The stability of emotional intelligence scale:

Stability was calculated by using the test-retest method. This was done by choosing an exploratory sample randomly chosen, and it consisted of 60 students from the same study community and outside the sample on which the study was conducted. 30 students were learning disabilities students and the other 30 were normal students. The emotional intelligence scale was applied twice in two weeks. Also, Stability was calculated by using the "Cronbach Alpha" equation to find internal integration on the first test. Results were as illustrated in the table (4):

Table 4: Coefficient of emotional intelligence stability using the test-retest method and "Cronbach Alpha" internal integration

Internal integration	Test-retest	Fields
0.821	**0763	**Determining emotions**
0.796	**0.837	**Managing emotions**
0.855	**0.875	**Compassion**
0.848	**0.794	**Social efficacy**
0.917	**0.935	**Overall emotional intelligence**

It can be seen from the table (4) that the coefficients of stability using the test-retest method on the fields of emotional intelligence varied between (0.875 - 0.763), and the overall level of emotional intelligence was (0.935). On the other hand, the coefficients of stability using the internal integration method varied between (0.796 - 0.855), and the overall level of emotional intelligence was (0.917). All these processes are acceptable for study purposes.

Scale Correction Methods:

The scale consisted of 28 clauses in its final form, and answers were divided into five levels: "always" which was given 5 Points, "often" 4 points, "sometimes" 3 points, "rarely" 2 points, and "never" 1 Point. The level of acquiring emotional intelligence scales was divided into categories according to the following criteria:

- From 1 to 2.33: low level of emotional intelligence.

- From 2.34 to 3.67: moderate level of emotional intelligence.

- From 3.68 to 5: high level of emotional intelligence.

4 Findings and Discussion

This section provides the findings obtained from the present study. These findings are presented based on the research questions that guide the present research. This research aimed at determining the level of emotional intelligence for learning disabilities students. Results were found and listed in the order of the research questions.

First: findings related to the first question: what is the level of emotional intelligence for learning disability students in Irbid province?

To answer this question, means and deviations of the level of using social media by learning disabilities students were extracted. Table (5) illustrates that.

Table 5: means and deviations of emotional intelligence for learning difficulties abilities students in descending order according to means.

Level	Deviation	Mean	Dimension	Number	Rank
Moderate	0.727	2.78	Determining emotions	1	4
Moderate	0.855	2.96	Managing emotions	2	2
Moderate	0.936	3.12	Compassion	3	1
Moderate	0.847	2.89	Social efficacy	4	3

Moderate	0.817	2.95	Overall scale		

Table (5) illustrates that means vary between (2.78 - 3.12) for dimensions. "Compassion" came first with the highest mean (3.12) and with a moderate level. The dimension of "managing emotions" ranked second with a mean of (92.96) and with a moderate level. "Social efficacy" ranked third with a mean of (2.89) and came with a moderate level. It was followed by "determining emotions" which ranked fourth with a mean of (2.78) and with a moderate level.

Sample individual assessments of means and deviations were calculated on the clause of each dimension as follows:

First Dimension: determining emotions.

Table 6: Emotional intelligence means and deviations after determining emotions for learning disabilities students in descending order according to means.

Level	Deviation	Mean	Clauses	Number	Rank
Moderate	**0.737**	**3.50**	**Has high sensitivity.**	**3**	**1**
Moderate	**0.712**	**3.38**	**Has tender feelings.**	**8**	**2**
Moderate	**0.794**	**3.15**	**Can determine their feelings towards class and school events.**	**4**	**3**
Moderate	**0.991**	**3.04**	**Is confident.**	**1**	**4**
Moderate	**0.754**	**2.96**	**Avoids negative feelings when dealing with others.**	**5**	**5**
Moderate	**0.920**	**2.70**	**Can determine their positive and negative feelings.**	**10**	**6**
Moderate	**1.145**	**2.63**	**Is satisfied with themselves.**	**7**	**7**
Moderate	**0.991**	**2.45**	**Likes their external appearance.**	**2**	**8**
Moderate	**1.008**	**2.38**	**Smiles when meeting others.**	**11**	**9**
Moderate	**1.111**	**2.24**	**Can understand new things easily.**	**6**	**10**
Moderate	**1.075**	**2.18**	**Total**	**9**	**11**
Moderate	**0.728**	**2.80**			

Table (6) illustrates that means varied between (2.18 - 3.50), as clause (3) "**has high sensitivity**" ranked first with a mean of (3.51), whereas clause (9) "**can understand new things easily**" ranked last with a low mean of (2.18). The overall mean was (2.80) with a moderate assessment level

Second dimension: Managing emotions.

Table 7: Means and deviations for after-emotion-management clauses for learning disabilities students for emotional intelligence in descending order according to means.

Level	Deviation	Mean	Clause	Number	Rank
Moderate	0.808	4.17	Be calm when performing assigned tasks.	13	1
Moderate	0.831	3.85	Gives up when things are complicated.	16	2
Moderate	1.132	3.61	Expresses their emotions in multiple ways.	20	3
Moderate	1.101	3.39	Is patient with homework.	15	4

Level	Deviation	Mean	Clause	Number	Rank
Moderate	0.975	3.10	Can suppress their anger.	12	5
Moderate	0.847	2.85	Avoids the effect of negative emotions on their social relationships with others.	17	6
Moderate	0.905	2.64	Can get rid of sad feelings.	23	7
Moderate	1.024	2.56	Can overcome frustration.	19	8
Moderate	1.187	2.45	Concentrates when doing homework.	14	9
Moderate	0.946	2.37	Positive feelings like humor and fun are apparent in them.	21	10
Low	0.949	2.25	Manages play and recreational time.	22	11
Low	1.033	2.12	Can switch from positive to negative feelings.	18	12
Moderate	1.132	2.96	Total		

Table (7) illustrates that means verified between (2.12 - 4.17), and clause (13)" IS calm when performing assigned tasks'" ranked first with a high meaning of (4.16), while clause (18) "Can switch from negative to positive feelings" ranked last with a low mean of (2.12)6. The total mean was (2.96) with a moderate level of assessment.

Third dimension: Compassion.

Table 8: Means and deviation of after-compassion clauses for learning disabilities students for emotional intelligence in descending order according to means.

Level	Deviation	Mean	Clause	Number	Rank
Moderate	2.400	3.81	Avoids hurting others.	29	1
Moderate	1.031	3.64	Loves their friends.	31	2
Moderate	1.138	3.51	Attends the occasions of others.	30	3
Moderate	2.304	3.38	Likes helping others.	26	4
Moderate	0.965	3.17	Respect the feelings of their friends.	28	5
Moderate	1.062	3.04	Cares about what happens to others.	25	6
Moderate	1.045	2.92	Enjoys their friendships at school.	33	7
Moderate	1.058	2.75	Can recognize the feelings and emotions of others.	24	8
Moderate	1.111	2.62	Has friends.	27	9
Moderate	1.261	2.37	Defends the weak.	32	10
Moderate	0.934	3.12	Total		

Table (8) illustrates that means varied between (2.37 - 3.81). Clause (29) "**Avoids hurting others**" came first with a high mean of (3.81). On the other hand, Clause (32) "**Defends the weak**" came last with a mean of (2.37). The overall mean was (3.12) with a moderate assessment level.

Fourth Dimension: Social efficacy.

Table 9: Means and deviation of after-social-efficacy clauses for learning disabilities students for emotional intelligence in descending order according to means.

Level	Deviation	Mean	Clause	Number	Rank
Moderate	0.885	3.56	Communicate with their classmates.	18	1
Moderate	0.957	3.48	Forms relationships with younger students.	35	2
Moderate	0.880	3.33	Shares others with personal toys.	15	3
Moderate	0.854	3.20	Shows concerns with others	41	4
Moderate	1.026	3.14	Acts with courtesy with others	34	5
Moderate	0.952	2.56	Assists others when they need assistance.	22	9
Moderate	1.047	2.43	Adapta with new class environment.	20	10
Moderate	1.100	2.26	Preplans assignments and social relations with others.	17	11
Moderate	1.050	2.07	Adapts with the situations of others.	23	12
Moderate	0.845	2.87	Total		

Table (9) illustrates that means varied between (2.07 - 3.56), as clause (18) "**Communicates with their classmates**" ranked first with a mean of (3.57), while clause "**Adapts with the situation of others**" (23) ranked last with a low mean of (2.07). The overall mean was (2.87) with a moderate assessment level.

This can be attributed to the nature of conventional teaching methods and the unavailability of learning disabilities classrooms prepared with modern educational teaching means that help to learn to learn disabilities students use emotional intelligence skills. It can also be attributed to the absence of teaching strategies that trigger emotional intelligence and the use of conventional strategies only.

Second: Results related to the second question: "Does the level of emotional intelligence for learning disabilities students in Irbid province differ on the used scale?"

First: Grade

To answer this question, the Mann-Whitney U test was used to determine the significance of the differences in emotional intelligence for learning disabilities students. Results were as follows:

Table 10: The results of the Kruskal Wallis test for the significance of differences in emotional intelligence for learning disabilities students across grade

Significance Level	Freedom Degree	Chi-Square	Rank mean	Number	Grade	Dimension
0.000	3	36.063	150.21	69	3rd	**Determining emotions**
			172.29	114	4th	
			161.76	122	5th	
			236.27	95	6th	
0.000	3	38.610	150.55	69	3rd	**Managing emotions**
			168.21	114	4th	

Significance level	Freedom Degree	Chi-square	Rank mean	Number	Grade	Dimension
			163.32	122	5th	
			238.93	95	6th	
0.000	3	50.131	163.22	69	3rd	**Compassion**
			143.11	114	4th	
			176.07	122	5th	
			244.03	95	6th	
0.000	3	38.361	147.37	69	3rd	**Social efficacy**
			178.33	114	4th	
			157.67	122	5th	
			236.21	95	6th	
0.000	3	47.698	141.66	69	3rd	**Scale as a whole**
			165.43	114	4th	
			164.95	122	5th	
			246.35	95	6th	

It can be seen from the table (10) that there are differences with statistical significance at level (= 0.05) in emotional intelligence level for learning disabilities attributed to the variable of grade in favor of the 6th grade. This can be attributed to maturity resulting from the accumulated knowledge and experience of 6th-grade students.

Second: Disability type

Table 11: the results of Kruskal Wallis test of the level of difference in emotional intelligence for learning disabilities students attributed to the variable of disability type

Significance level	Freedom Degree	Chi-square	Rank mean	Number	Disability type	Dimension
0.000	**2**	**60.509**	**176.98**	**170**	**Reading**	**Determining emotion**
			162.21	**193**	**Writing**	
			314.00	**37**	**Calculation**	
0.000	**2**	**56.781**	**172.80**	**170**	**Reading**	**Managing emotions**
			166.07	**193**	**Writing**	
			320.00	**37**	**Calculation**	
0.000	**2**	**59.844**	**156.63**	**170**	**Reading**	**Compassion**
			179.47	**193**	**Writing**	
			321.00	**37**	**Calculation**	
0.000	**2**	**60.427**	**171.73**	**170**	**Reading**	**Social efficacy**
			166.27	**193**	**Writing**	

			324.50	37	Calculation	
					Reading	Scale as a whole
			163.61	193	Writing	
			329.40	37	Calculation	

Table (11) illustrates the presence of statistically significant differences at the significance level (= 0.05) in the level of emotional intelligence for learning disabilities students in favor of calculation disabilities. This can be attributed to the fact that calculation disabilities do not affect students' achievement in the rest of school curricula and that reading and writing disabilities have a very high effect on total achievement for learning disabilities students.

Recommendation

In light of the findings, the study has reached, it recommends the following:

1- The preparation and rehabilitation of learning difficulties classes and providing them with the most modern teaching mean that help learning disabilities students acquire emotional intelligence skills.

2- The necessity of training and rehabilitating learning difficulties teachers on providing students with emotional intelligence skills by the curriculum and assisting materials through programs and courses.

3- Conducting more studies that look into emotional intelligence through other variables like psychological agreement and personal effectiveness.

Acknowledgments

Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

References

[1] Abu Minshar, Manal Majed (2021). Emotional Intelligence and its Relationship with the Ability to Solve Problems for Students. *Journal of Education College Waist University.* The teaching of Thinking Course in Hebron University. 1 (44), 433-448. 10.31185/edit.Vol1.Iss44.2296

[2] Ahmad, Amal (2015). The Effectiveness of a Training Programme in Developing Emotional Intelligence and its Effect on The Academic Achievement for Learning Disabilities Students in the Primary Level. *Journal of Education for Educational, Psychological and Social Researches.*

[3] Ali, M., (2021). A training program based on the components of emotional intelligence to develop some language skills among kindergarten children who are at risk of learning difficulties. Childhood Studies Journal, 24(91), 1. http://search.mandumah.com/record/1157219.

[4] Ali, Marwa Muhamma, (2021). A Training Programme Based on the Components of Emotional Intelligence to Develop Linguistic Skills for Kindergarten Students Vulnerable to Learning Disabilities. *Journal of Childhood Studies*, Ain Shams University- Faculty of Postgraduate Studies of Childhood. 24 (91). P 1-18. http://search.mandumah.com/Record/1157219

[5] Alquraishi, Odai Jabr Kathem (2021) Emotional intelligence and its relationship to organizing time for educational counselors. *Journal of Basic Sciences*. https://www.iasj.net/iasj/article/217005

[6] Altarawneh, A. and Altalahin, F., (2021). Emotional intelligence and the Big Five personality traits for predicting life satisfaction among students of educational sciences at Mutah University. Journal of the Association of the Arab Universities in Higher Education, 41(2), 67-68. http://search.mandumah.com/record/1149091.

[7] Altarawneh, AbdAllah Mahmoud (2021). Emotional Intelligence and the Five Most Significant Factors as Predictors of Satisfaction with Life for Faculty of Educational Sciences Students in Mu'tah, *Journal of the Association of Arab Universities for Research in Higher Education*- Secretariat.

[8] Dughi, T., & Anton, A. (2016). Emotional intelligence and self-esteem in teenagers. *Journal Plus Education*, 8(2), 243-25.

[9] Ibraheem, Sulaiman Abdalwahed (2020). The Effect of Training Based on the Components Of Emotional Intelligence in Developing Positive Social Behaviour for Non-verbal Learning Disabilities Students in Primary Level: A Predictive Empirical Study, Journal of Faculty of Education, Assiut University. . https://search.mandumah.com/Record/1064089

[10] Jari, (2011). The Relationship between Emotional Intelligence with critical thinking and academic achievement for Secondary-level Students- A field study Almiqrin " ElouedState" High Schools. Doctoral dissertation, University of Allowed. http://dspace.univ-eloued.dz/handle/123456789/10510

[11] Joudeh, Samia (2018). The Use of Supporting Reality in Developing Mathematical Problem Solving and Emotional Intelligence for Primary Level Mathematics Learning Disabilities Students in the KSA. *Arab Studies in Education and Psychology*. 95: 23-52.

[12] Karande, S., Bhavani, S., Gogtay, N. J., Shiledar, M. P., Kelkar, S., & Oke, A. S. (2022). Do school students with specific learning disabilities have lower emotional intelligence abilities? A cross-sectional questionnaire-based study in Mumbai, Maharashtra, India. *Journal of Postgraduate Medicine*, *68*(1), 24. DOI: 10.4103/jpg.jpgm_834_21.

[13] Khasawneh, M. A. (2021a). The effect of the spread of the new COVID-19 on the psychological and social adaptation of families of persons with disabilities in the Kingdom of Saudi Arabia. *Health Psychology Report*, *9*(3), 264-275. DOI: https://doi.org/10.5114/hpr.2020.99003

[14] Khasawneh, M. A. S. (2021b). Training program on developing reading skills in the English language among students with learning difficulties. *Revista EDUCARE-UPEL-IPB-Segunda Nueva Etapa 2.0*, *25*(1), 84-101. DOI: 10.46498/reduced.v25i1.1466

[15] Khasawneh, M. A. S. (2021d). The Level of Emotional Intelligence of English Language Students with Learning Disabilities from the Point of View of Their Parents. *Science and Education*, *2*(7),264-275. https://openscience.uz/index.php/sciedu/article/view/1706/1635

[16] Khasawneh, M. A. S. K. (2021c). Work pressures among teachers of learning disabilities in the English language from their point of view. *Journal of Asian Multicultural Research for Educational Study*, *2*(2), 15-23. DOI: 10.47616/jamres.v2i2.177

[17] Khasawneh, M. A. S. K. (2021e). *Self-Regulation among students with learning disabilities in the English language and its relationship to some variables*. https://socialscienceresearch.org/index.php/GJHSS/article/view/3660/3549

[18] Leasa, M., Corebima, A., and Suwono, I. (2017). Emotional intelligence among auditory, reading, and kinesthetic learning styles of elementary school students in Ambon-Indonesia. *International Electronic Journal of Elementary Education.* 10(1): 83-91. DOI: 10.26822/iejee.2017131889

[19] Russell, R. B., Theodore, K., & Lloyd, J. (2022). "You're changing the pattern": cognitive analytic team formulation with learning disabilities care, staff. *Advances in Mental Health and Intellectual Disabilities*. https://doi.org/10.1108/AMHID-05-2021-0024

[20] Sivasubramanian, P. (2022). Emotional Intelligence in Individuals with Intellectual disability. In *Research Anthology on Physical and Intellectual Disabilities in an Inclusive Society* (pp. 1793-1806). IGI Global. DOI: 10.4018/978-1-6684-3542-7.ch094

[21] Yousef, I., Ghanayeh, A. (2020). The impact of training based on the components of emotional intelligence in developing non-verbal positive social behavior for learning difficulties students in the primary level "predictive-experimental" study. Journal f the Faculty of Education, 36(1), 203. http://search.mandumah.com/record/1064084