The Personal-Social Intelligence And Its Relationship To Social Responsibility And The Tendency To Keep Up With From The Viewpoint Of Secondary School Teachers

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Article Info	Abstract
	This study aimed to investigate the correlation relationship between The Personal - social intelligence, social responsibility and Conformity as Viewed by Secondary School Teachers, in addition to investigate the differences between male and female teachers in The Personal - social intelligence, social responsibility and Conformity, The study sample consisted of (263) teachers, (140) male teachers and (123) female teachers. To achieve the objectives of the study, the researcher used The Personal - social intelligence Scale, social responsibility Scale and Conformity Scale and the researcher used a number of methods in statistical processing: (Alpha-Cranach, means, Repetitions, Pearson correlation coefficient). The results of the study indicated that there are statistically significant differences between male and female teachers in the Personal - social intelligence in favor of male teachers, there are statistically significant differences between male and female teachers in Conformity in favor of female teachers and there is positive relationship between each of the variables (personal-social intelligence, social responsibility and Conformity)..

Introduction

Inaction for individuals in carrying out their duties efficiently, lack of attention to others 'feelings and assistance, and failure to preserve public property, and their goals are not related to society's goals, their negative feelings about participating in social life - a danger to society; this inaction hinders the development movement that society requires to get out of its economic and social problems. And the waves of reform pursued without paying results or achieving their goals. This Inaction can be attributed to a weakness in the behavior of individuals resulting from a lack of sense of social responsibility of individuals towards their community. And the social responsibility of the individual towards his society is considered one of the most important values that educational institutions in particular - and social institutions in general - must cultivate in himself since his childhood. Because of the resulting behaviors, that he should take, and being the perfect expression of good citizenship upon which development depends first and foremost (Al-Shayeb, 2003).

Social responsibility varies and is linked to all aspects of life, whether political, economic, legal, educational, or family, etc. Every action that an individual performs is a responsibility in itself, because it will affect him personally and in other individuals in society, and this diversity makes the association of social responsibility with members of society different in its degree, quality, size and role. As each role has its duties and duties; where motherhood has a role, parenthood has a role, the fraternity has a role, education has a role, ... etc., and a feeling of adapting towards these roles and carrying out its duties is what is defined by social responsibility in its general (Al-Momani, 2009).

And the individual's commitment to social responsibility needs to meet social norms, which helps members of society understand the world in which they live and respond effectively to it. As individuals follow the behavior and opinions of other people because they believe that they have the correct knowledge to do this, this type of impact is called an informational social effect. Another type of influence is customary social influence, which leads an individual to cope with a group in order to obtain its acceptance, consent, and approval (Al-Anani, 2011).

Also, meeting social standards requires a high level of social personal intelligence, and this indicates that the individual's access to this level of social responsibility obliges the individual to match social standards; from: customs, traditions and social values. An increase in the level of social responsibility affects individuals' commitment to keeping pace with the social system (Passer & Ronald, 2001).

Theoretical framework of the study
 The theoretical framework consists of the following concepts:
First: personal-social intelligence

Social personal intelligence has been the subject of much attention - in theory and experimental - by scientists and researchers, which has led to the diversity, and multiple definitions of this concept, including: Gardner (1993) defines social personal intelligence as The ability to understand others 'feelings, motives, interests, moods, feelings, and intentions and distinguish between them, it also includes the individual's sensitivity to facial expressions, voice and gestures, the ability to communicate and interact with others, persuade them and respond to them, and his companions demonstrate leadership skills, some of them are: teachers, politicians, sociologists, successful leaders and administrators, educators, businessmen, and clerics. Wawra (2009) also sees social intelligence as: a set of skills that distinguishes a person with the ability to communicate effectively with others. Silvera et al. (Silvera, 2001) define it as: the ability to understand other people, and how they behave in social situations, and he has concluded that this concept includes three dimensions: Social information processing, social skills, and social awareness. (Sellars, 2006) also defines social personal intelligence as: thinking and understanding another person, having sympathy for him, distinguishing between people, and appreciating their own view, with sensitivity to their motivations, behaviors, and intentions, and this intelligence includes actively interact with a person or group of people in a normal or logical manner.

The importance of personal-social intelligence
Goleman (1995) explains he is the person who lacks social intelligence, erupts and is angry for the most trivial reasons, rejects criticism, and favors individual work over teamwork. With meditation and careful consideration of what people think in the current era, that era, which is characterized by increased tension and agitation, in a way in which it is difficult to control oneself with less thinking and no emotions control by thinking, especially negative ones - We find that all of these matters are the main reason in most cases, problems, disputes and incidents that occur in the same family or between members of society and groups within the same community or between societies, thus, this shows the importance of social intelligence and its positive role in controlling emotions. In the educational process, social intelligence plays an important role and is a key to success in it, whether in the school between its three parties (principal, teacher, student) or outside it with the environment and the community surrounding it, and this includes mutually beneficial, constructive, and influential relationships.

Characteristics of individuals with personal-social intelligence
(Campbell, et al., 1999; Deing, 2004) referred to a set of characteristics of people with personal-social intelligence, including:
1. Social compatibility: includes happiness with others, commitment to community ethics, conforming to social norms, compliance with the rules of social control, acceptance of social expression, proper social interaction, and marital happiness.
2. Sense of humor and fun: It includes the ability to understand "humor", and this is manifested by the ability to share with others in their humor, and the appearance of signs of love and mutual familiarity with others.
3. Social success: This includes success in treating others, and success in social communication is demonstrated professionally and administratively.
4. Knowing the psychological state of others: This includes the ability of the individual to know the condition of others that express their words and their movement, in my case: joy or anger.
5. Social cohesion: includes a behavioral commitment to social standards in social situations and events.
6. Etiquette (Etiquette of behavior): This includes following socially desirable behavior, principles of treatment and proper dealing with others, methods and techniques.
7. Good behavior in social situations: Includes "good behavior" and "tact" in light of social standards in general social situations, leadership and subordinate positions, social interaction positions and transactions.

Dimensions of personal-social intelligence:
In order to understand the nature of personal-social intelligence, and to know the most socially intelligent person, it was necessary to answer the following question: What are the most important dimensions that contribute to social intelligence? Scientists have drawn up a list of psychological dimensions that are believed to be among the most important dimensions of social intelligence, including: (Nolen, 2003; Nicholas, 2000).
1. The ability to plan: planning processes are a basic feature of social intelligence, and may explain (25-30%) the variation in measures of effective social behavior.
2. Empathy: It is the degree of emotional participation of others when seeing them in an unpleasant situation or in a problem, and the emotions of sympathy support many of the motives behind positive social behavior, which is an important component of social intelligence.
3. Adjustment perceptions and efficiency perceptions: Subject control studies, self-efficacy, and perceived competence have shown that individuals who perceive themselves to be sufficient, and they control the work more than others, they have internal control, and they tend to make a great effort to

control their environments, and they are more effective and independent, and less susceptible to social influence, and those dimensions are the contribution to social intelligence.

4. Goal Orientation: It is the tendency of the individual to create goals and awareness of them, and try to reach them.
5. Social skills: refers to observed behavioral verbs, which establish social interaction.
6. Emotionalism: Refers to emotional expression and high sensitivity to the emotions of others.

Second: social responsibility

There is a set of definitions through which researchers worked on the definition of the concept of social responsibility, where Thornton and Jaeger (2007) defined a five-dimensional definition on social responsibility, namely: Knowing and supporting commitment to democratic systems and values, the desire to work for the benefit of society and its members, the use of knowledge and skills for social interest, appreciation for and interest in different people, and personal accountability. Kaliski (2001) also defined social responsibility as an ethical or ideological theory in any entity whether a government or a company or an organization or an individual and they all have a responsibility to society, this responsibility can be negative, such as the responsibility to refrain from doing harm to the group, or positive by taking action in the interest of the group. Ramo (2002) also defines social responsibility as: maturity in the sense that the child is responsible towards the family, toward himself, and towards society. It also means being responsible for all aspects of our lives and conditions: for our talents, potentials, feelings, thoughts, behaviors and freedoms. And responsibility is not the product of maturity, but rather is its cause, and it is at the lowest level of obedience, and in the next level it is ethical or caring in the way that our actions and attitudes affect others, Then it becomes polite, and at the highest level it is serving others. (Gallay, 2006) defined social responsibility as the responsibility of the individual towards himself by obeying and respecting instructions and order and adhering to social values and norms of customs and traditions. And the responsibility of the individual towards others through his interaction and respect for the rights and opinions of others and his understanding of their problems and seeking to find appropriate solutions for their progress and achieving common goals.

The importance of studying social responsibility:

The importance of studying social responsibility is due to what Islam affirmed of the rights of the individual, and of his responsibility towards himself and his community in which he lives. Finding compatibility between them is one of the means that helps in achieving social justice, and in creating a society that takes into account its other members, so that participation in this society is not based on the need of one another, rather, it is on the basis of commitment and caring for others, and ensuring equal opportunities for every individual in order to organize his relationships with society. Also, the feeling of responsibility and the procedure it follows and deepening its concept is considered one of the most successful means and best methods in evaluating a person's life and building his personality based on the strong belief in God Almighty, as well as to resist the ideas of dependency and fatalism in thinking and acting, and belief in luck between individuals, and instill in them competence, Autonomy matured, sensitivity to honesty, moral strength, maturity and rationality in their relationship with others in the framework of social responsibility, and develop in them the accuracy of self-awareness of themselves and give rights to their owners, and belief in the effort and conscious will, and the development and achievement of objective goals. In order for the conscious youth to advance the nation and participate in achieving its progress for us (Kalaiyarasan, 2013).

Levels and types of social responsibility

Social responsibility consists of several dimensions, including: (Maliki, et. Al, 2010):

1. Responsibility of the individual towards himself: It means the commitment of the individual to himself through its development and care, and refining its emotions, morals, behavior, words and deeds, and what contributes to improving its conditions and self-improvement.
2. Responsibility in the field of society: It is the obligations of the individual towards members of society and towards property, public facilities and community issues, in light of the three elements of social responsibility (understanding - interest - participation).
3. Responsibility in the field of school: It means the teacher's responsibilities and obligations towards school personnel: colleagues, friends, school administration, students, school buildings, school issues and problems, in light of the three elements of social responsibility.
4. Responsibility in the field of the family: It means the obligations of the individual towards family members, relatives, neighbors, home and what it contains, and his role in relation to him.

Characteristics of the socially responsible person

Jeff was able to identify an individual who has a sense of social responsibility as that individual who is willing and willing to accept the results of his behavior, has a willingness to rely and trust in him, and to be trustworthy and reliable by others, and a sense of commitment to his group. A social worker does not necessarily have to be a leader in his group, or his intelligence is above average, but he has a sense of commitment to his group and others, and can be relied upon.

(Musil, 2009) pointed to a set of criteria that reveal the features and characteristics of responsible behavior for both males and females, namely:

1. Trusted and he is always counted on, and he keeps his word.
2. Trustworthy does not attempt to cheat, does not take anything at the expense of others, and when he makes a mistake, he is responsible for it, and he does not blame others.
3. He thinks about the good for others regardless of what he earns, and he has loyalty to the group to which he belongs.
4. He can properly and accurately complete the works assigned to him indicating his responsibility for the results of these actions.

Third : Keep up with

During an emotional and social life, an individual is exposed to experiences, opinions, ideas, feelings, behaviors and judgments made by others, where he finds himself in front of two options, the first of which is: rational, logical acceptance based on cognitive and social criteria, and the second: submission and surrender to these experiences, and this is indicated by a Conformity. Where (Kassin, 2001) defined conformity: the tendency of individuals to accept others' values and psychological attitudes, it is also the judgment of the individual, his belief and his behavior in accordance with the provisions, beliefs and actions of the group; where the group pressures the individual to cope with it and these pressures may be real or imagined as they are also accompanying behavior that keeps up with a specific standard or set of criteria prevailing in their social interactions. (Passer & Ronald, 2001) defines it as governing the individual, believing and acting in conformity with the provisions, beliefs and actions of the group, and at this level, the individual responds to the pressure of the group by moving in the direction similar to them without extremism or exaggeration, or without contradiction or dissonance between what appears and what is hidden. Wallace & Jeffrey (2001) also defines conformity: to keep in contact with other people when they change their behavior, and this process promotes closeness because people will feel comfortable with someone who is similar to them. The researcher defines the conformity: It prints the behavior of the individual through keeping pace with others and obtaining social acceptance and respect for others.

Types of keeping up with behavior

There are four types of social influences that affect conformity behavior (Passer & Ronald; 2001 Al-Anani, 2011):

1. Informational social impact: It is related to following other people's behavior and opinions because he believes that they have the right knowledge to do something.
2. Cognitive social impact: It is the association of the group to obtain its acceptance, satisfaction and approval.
3. Contemporary social impact: It relates to the effect of the group on the decisions and behavior of the individual at a particular moment. Examples include the person's acting in a manner that is predominantly fun when he is with certain people, and in a manner that is predominantly serious when he is in the company of other people, even if the subject itself is in both cases.
4. The social developmental impact: It relates to the cumulative effect on the behavior of the individual from the moment of his birth and throughout his life span. The social developmental impact includes all the family and cultural factors that affect the upbringing of the individual such as parents 'attitudes, early experiences, school factors and the comrades' group.

Dimensions of conformity behavior

1. Excessive coercion: It is in which the individual surrenders himself entirely to the group, adheres to its beliefs and adopts its tendencies significantly, and this kind of accompaniment - the Prophet, may God bless him and grant him peace, spoke about it - When he warned against drifting and drowning in the group's movement, while he went and wherever he became and warned his companions to the need to preserve the self-conscious, stable and free in front of the group, on the authority of Hudhayfah, may God be pleased with him, he said, the Messenger of God, may God's prayers and peace be upon him, said, "None of you have any affection, saying I am with the people that the best people have done well and if they have done wrong, but settle yourselves if the best people have improved and if they are wrong they avoid their abuse."
2. Social bigotry: What is meant is that the individual adheres to the beliefs, rules and behavior of the group to which he belongs, so that he does not fall outside its scope, and he responds and behaves in a manner consistent with it and is automatically opposed to provisions that come from other groups that are contrary to the provisions of the group to which he belongs, and he strongly rejects the pressures that move him in the direction contrary to his group to which he belongs.
3. Utilitarian keeping up: In this level of accompany, we find the individual apparently agreeing with the group, while he differs internally from it. This level differs from the previous correct accompany in that it does not have agreement internally or externally; that is, there is no match

between what the individual shows or hides, and this type of accompany is temporary and discontinuous; because the individual returns to his previous judgments and beliefs.

4. Not keeping up: This term refers to avoiding keeping up, or to neutrality in facing the group's rulings, beliefs, standards, and behavior, and the individual does not stand against the group's pressure.

5. Contradiction: in it the individual stands in defiance of the group and opposes it positively, and this position of the group is characterized by hostility and stubbornness to the intended exit on what it is known, and on this we can say: that the group in this case affects the individual's beliefs, rulings and standards of his actions but in an inverse way, and the counter in this case may keeping up with another group.

6. Independence: This level is distinguished from countermeasures that the individual decides for himself and himself the path of his rule, his creed, and his conduct without subjugation and surrender to the group and no unruly rebellion against it; that is, his position is characterized by greater positivity than in non-compliance.

7. Alienation: When an individual cannot cope, he is subject to the pressure of the group. And does not stand the position of counter or resistance or opposition, and does not stand in the position of independence, and he will obey its pressures outwardly, and contradict it internally. he does not prove a neutral stance towards it, then he protects himself beyond the limits of alienation.

The Study Problem

Since a person is a social being by nature, who loves to live with and coexist with others, and he is in the relentless pursuit of achieving his goals for a decent life, he is forced to deal with others, of different of their goals, personalities, and motives, where this requires that a person be distinguished by a degree of social personal intelligence, which qualifies him to delve into the depths of life, with its joys and sorrows, and to deal with others in a way that achieves his purpose, and since everyone has a degree of social personal intelligence, some people have this level rise, and you find them more social responsibility, and they are more compatible with the group they belong to, and they are more receptive to customs, traditions and social values. And you find others that have a low level of personal social intelligence, and you find them less responsible towards themselves and others, and less matched to the group they belong to, which causes exacerbation of challenges and pressures and its effects on the scientific, professional and social lives of individuals. The problem of the current study is also highlighted by the importance of strengthening social relations for every person, because he cannot live in isolation from others, rather, he lives in a society that engages with his members, interacts, sympathizes and is familiar with them, and through them his personality is formed, and he transforms from a biological being into a social being, who receives a combined culture, and acquires his customs, traditions and control to achieve his compatibility with his society. In light of this interest in the subject of social personal intelligence, social responsibility and keeping up with others, interest in every social behavior appears, and everything that addresses the problems of society in a positive and realistic way, and achieves solutions to confront it.

The interest and desire to solve these problems requires an understanding of the factors that develop and raise the level of personal social intelligence, and their study by members of society. So the more research is done on community affairs - and what psychologists and education professionals can and should do to treat community problems - the greater the sense of the importance of studying variables, and identify its elements, aspects, effects, growth, weaknesses and strengths; this is because ignorance of social responsibility and social personal intelligence is more dangerous to society's institutions than ignorance of the management and operation of these institutions, because the first ignorance is destroyed before it is disrupted, while the other ignorance is disrupted to the extent that it can be repaired and compensated. Also, society in its current circumstances needs an intelligent and socially responsible individual as much as he needs a person who is professionally and legally responsible; therefore, the study of social personal intelligence is a response to an urgent social need which is a match with others because it constitutes an aspect of social existence in an attempt to explore its dimensions and components, and it is a study that has a relevance in relation to the personality and its importance likewise, the social transformation that Arab societies are going through at this stage of their history, and the role of education in developing this social responsibility among members of these societies.

The Questions of the Study

This study seeks to answer the following questions:

1. Are there statistically significant differences between male and female secondary school teachers on a personal-social intelligence scale?

2. Are there statistically significant differences between male and female secondary school teachers on the social responsibility scale?

3. Are there statistically significant differences between male and female secondary school teachers on the conformity scale?

4. Is there a statistically significant correlation between each of the variables (personal-social intelligence, social responsibility, conformity) in the study sample?

Objectives of the study

The present study aimed to reveal the correlation between personal-social intelligence and social responsibility and conformity with the viewpoint of secondary school teachers. In addition to exposing the differences between male and female teachers in the level of personal-social intelligence, social responsibility and conformity.

The importance of the study

Theoretical importance: The importance of the current study comes from the importance of the study sample, which is the category of secondary school teachers, given that the agreement of these individuals is not only reflected in their performance within the educational institution in which they work. Rather, it is on the category of students who interact with them directly and continuously. The importance of the study also lies in the absence of an Arab or foreign study - within the limits of the researcher's knowledge - these research points dealt with the same variables and sample, which makes it the first Arab study to be conducted on personal-social intelligence and its relationship to social responsibility and conformity with the viewpoint of secondary school teachers.

Applied importance: The applied importance of this study lies in the fact that it provides a database for researchers and workers in the field of educational institutions to conduct more studies, design programs and plan strategies that help improve educational outcomes in general. Schools, universities and educational institutions in particular. It also provides a database that helps researchers prepare programs and develop diagnostic measures to help other researchers.

The limits of the study

The results of the current study can be generalized in light of the following limitations:

1. Objective limits: The present study is limited to revealing the correlation between personal-social intelligence and social responsibility and conformity with the viewpoint of secondary school teachers, in addition to revealing the differences between male and female teachers in the level of personal-social intelligence, social responsibility and conformity.
2. Human limits: The current study is limited to secondary school teachers.
3. Spatial limits: The current study is limited to secondary school teachers in Al-Kharj city - Saudi Arabia.
4. Time limits: The study tools were applied in the academic year 2018-2019.
5. Procedural limits: The researcher used the descriptive, relational, research design that reveals the relationship between personal-social intelligence, social responsibility and conformity with the view of secondary school teachers. The study tools were prepared, verifying their sincerity and reliability, then applying them to a sample of (263) male and female teachers. Then the tools were collected and computerized and the results were extracted.

Terminology of the study

Personal-Social Intelligence: It is the perception of relationships between people, and it includes social perception, perception of people and perception of all things and symbols that are used socially, and it is addressed in a way of mutual examination or examination with participation and sympathy, which includes cohabitation and mutual interaction (2004, Chan). Where it is known procedurally in the light of the degree obtained by the respondent on the scale of personal social intelligence used in this study.

Social Responsibility: It is the responsibility of the individual towards himself through obedience and respect for instructions and order and commitment to social values and norms of customs and traditions and providing assistance to others. And the responsibility of the individual towards others through his interaction and respect for the rights and opinions of others and his understanding of their problems and the pursuit of finding appropriate solutions for their progress and the achievement of common goals (Othman, 1996). Procedurally, it is defined in light of the degree to which the respondent gets the social responsibility scale used in this study.

Keeping up with: The tendency to conformity with it is the tendency of individuals to accept the values and psychological attitudes of others, which is also the judgment of the individual, his belief and his behavior in accordance with the provisions, beliefs and actions of the group where; the group puts pressure on the individual to cope with it, and these pressures may be real or imagined as they also go along with behavior that conforms to a specific standard or set of criteria prevailing in their social interactions (Makhan, 2007). Procedurally, it is defined in light of the score obtained by the respondent on the measure of conformity to match the study.

Previous studies

Despite the importance of the subject of study and the relative modernity of the variables of the study represented in social personal intelligence, social responsibility, conformity, and due to the lack of studies

concerned with applying these variables to this group of society, namely, secondary school teachers, our presentation is limited to research that dealt with personal social intelligence in general, and its relationship to some variables related to one degree or another related to social responsibility and conformity. Following is a presentation of the most important studies according to the study variables. Where Al-Qudra (2007) conducted a study aimed at determining the level of social intelligence among students of the Islamic University of Gaza, and its relationship to religiosity, and the study sample consisted of (528) male and female students, and the researcher used the measure of social intelligence, and the scale of the degree of religiosity where the results showed that there is a high level of social intelligence and religiosity among students of the Islamic University, it turned out that there is a positive correlation relationship with statistical significance between students 'scores on the social intelligence scale and their scores on the religiosity scale, the results showed that there are no differences in social intelligence among students according to the gender variable, college, academic level, and that there were no differences in religious behavior due to the gender variable, college, while differences emerged according to the educational level in favor of students of the fourth level.

Ali (2008) undertook a study aimed at revealing the nature of the relationship between personal (self-social) intelligence and both social skills and professional leanings, and knowing the differences in these variables as a result of the difference in the specialization of female secondary school students. The study sample consisted of (650) female high school students. The researcher used the multiple intelligence scale (Midas), Professional orientation scale, and the social skills scale. The results of the study showed that there is a positive correlation with statistically significant between personal intelligence(social - self) and social skills, and the presence of a negative correlation with statistically significant between social personal intelligence and both desktop tendency and cellular tendency, a positive and statistically significant correlation between social personal intelligence and a tendency to communicate with people, and there is no statistically significant correlation between the degrees of social intelligence and each of (practical tendency - scientific tendency - creative tendency - commercial tendency).

Ashkel (2009) conducted a study aimed at revealing the nature of the relationship between social intelligence and critical thinking in light of some variables among university students, the sample of the study consisted of (381) male and female students, then randomly selected them. The researcher used the measure of social intelligence and a critical thinking scale. The results showed that there is a low level of social intelligence and an above average level of critical thinking among university students, and that there was a statistically significant correlation between social intelligence and critical thinking among university students.

Hussein (2010) conducted a study aimed at identifying the extent to which personal intelligence is distinguished from emotional intelligence and social intelligence. And also to know the extent of the emotional intelligence differentiation from social intelligence, and the study sample consisted of (215) female students from the fourth year students of the Faculty of Education - Alexandria University, the researcher used tests to determine the ability to perceptual speed - relational memory - fluency of ideas, three measures of emotional intelligence and three measures of social intelligence. The results of the study showed the distinction of personal intelligence and its independence from emotional intelligence, as (the second factor) satiated on each of the personal intelligence estimated using the (cognitive speed) test by (0.538) and emotional intelligence (1) by (0.607) while independent and differentiation of personal intelligence on the third factor using the association memory test by (0.757) and the fluency of ideas test by (0.537). Al-Manabri (2010) conducted a study aimed at revealing the relationship between social intelligence, social responsibility and academic achievement for students of the Faculty of Education at Umm Al-Qura University, and to reveal the differences between female students 'degrees of scientific and literary specializations in social intelligence and social responsibility, the academic achievement, and the study sample consisted of (629) students, and the researcher used the measure of social intelligence, and the measure of social responsibility. The results of the study showed that there is a statistically significant correlation between social intelligence and social responsibility. It turns out that there is no correlation between social intelligence and academic achievement, while there is a correlation between social responsibility and academic achievement, and there were no differences between the responses of the sample on the social intelligence scale, and the social responsibility scale according to the variable of specialization.

Al-Harbi (2014) conducted a study aimed at determining the level of social intelligence among university students, in addition to determining the level of social intelligence with different personality variables. The study also aimed at determining the level of psychological security for university students. The study sample consisted of (148) students from the Qaseem University students for study purposes. The researcher used the psychological security measure and the social intelligence scale. The results of the study showed that there is a positive relationship with statistical significance between both psychological security and social intelligence. The results also indicated that there is a positive relationship with statistical significance

between each of the psychological security and between both dimensions of social intelligence (processing of social information and solving social problems).

Mukhaimer, Al-Absi and Obaid (2015) study aimed to reveal the relationship between social intelligence, self-affirmation, and speaking anxiety among students of scientific education at Al-Aqsa Community College. The study sample consisted of (269) male and female students. By a number of (173) male students, and (96) female students. The researcher used the social intelligence scale, the self-affirmation scale, And speaking anxiety questionnaire. The results of the study showed that there is a positive relationship between social intelligence and self-affirmation statistically significant, where the value of (Sig.) Was less than the significance level 0.05, and the correlation coefficient reached (0.563), where there is a statistically significant negative relationship between social intelligence and speaking anxiety, where the value of (Sig.) Was less than the significance level 0.05, and the correlation coefficient was (-0.530), there was also a statistically significant negative relationship between self-affirmation and speaking anxiety where the value of (Sig.) Was less than the significance level 0.05, and the correlation coefficient was (-0.618). This result confirms that the socially intelligent person possesses the ability to assert himself through interacting with others positively, and to communicate with society in all life situations.

Comments on previous studies

It is clear from previous studies that they dealt with important educational and psychological variables worthy of research in the educational field, as they demonstrated the importance of social intelligence, and its relationship to important aspects, including: thinking, anxiety, self-concept, academic achievement, and social responsibility. Most studies have unanimously agreed that the socially intelligent person is the person who has social responsibility, social skills and high achievement and he is able to communicate with others positively, and has a high appreciation of himself. The present study was distinguished from previous studies in that it specifically addressed the category of teachers in secondary schools; this is because they have the attributes and capabilities that enable them to communicate directly with students, who are the future generation, and that they have a social intelligence that qualifies them to practice their profession efficiently, which contributes to achieving the goals of the educational process successfully. It was also clear that after reviewing the educational and psychological literature, there is a dearth of studies that dealt with these variables within the limits of what the researcher provides in terms of studies, which highlights its research importance. It can also be a start for the beginning of an organized research effort in the field of teachers from various aspects, then preparing educational and psychological scales for this important segment of society. The researcher also benefited from previous studies in preparing the measures used in the study, and in formulating its goals and interpreting its results.

Methodology of the Study

Study Approach

The researcher used the descriptive, relational approach appropriate to the aim of the study, which is to reveal the nature of the relationship between personal-social intelligence and social responsibility and the tendency to conformity with a sample of secondary school teachers.

Study variables

The study consisted of the following variables:

1. Personal-social intelligence, measured by the overall score on the scale of personal-social intelligence.
2. Social responsibility, measured by the overall score on the social responsibility scale.
3. Conformity, measured in total, on the conformity scale.
4. Gender Male Female.

Study population and its sample

The study population consisted of secondary school teachers from Al-Kharj city in the Kingdom of Saudi Arabia, and the final study sample consisted of (263) male and female teachers, with (140) male teachers and (123) female teachers. The sample was chosen by simple random method. Table (1) shows the distribution of the study sample individuals.

Table 1: Distribution of the study sample

Group	Repetition	Percentage
Male	140	%53.23
Female	123	%46.76
Total	263	%100.00

Study tools

The current study included the following tools:

The first tool: The scale of personal-social intelligence:

The researcher was acquainted with educational literature and previous studies that concerned with measuring personal social intelligence, including Al-Ajouri, 2013; Al-Qudra, 2007; Silvera, 2001). And because it does not fit the nature of the study members, the researcher decided to design a scale appropriate to the age group of the study sample, so he designed a scale consisting of (43) paragraphs. The answer for each paragraph is graded by choosing one of the three alternatives (always: 3 degrees), (sometimes: two degrees), (never: one degree). The upper level of the scale is (129) degrees, and this indicates high personal social intelligence. And the minimum score is (43) degrees, and this indicates a low level of social personal intelligence. The theoretical mean of the scale is (32) degrees.

The second tool: Social Responsibility Scale:

The researcher examined educational literature and previous studies that were concerned with measuring social responsibility, including (Al-Momani, 2009; Qasim, 2008). And because it does not fit the nature of the study members, the researcher decided to design a scale appropriate to the age group of the study sample, so he designed a scale that consisted of (42) items. And the answer for each paragraph is chosen by choosing one of the four alternatives (always applicable: 4 degrees), (often applies: 3 degrees), (sometimes applies: two degrees), (never applies to me: one degree). The upper level of the scale is (168), and this indicates a high level of social responsibility. The minimum degree is (42) degrees, and this indicates a low level of social responsibility. The theoretical average of the scale is (55) degrees.

The third tool: Keeping up with scale:

The researcher reviewed educational literature and previous studies that were concerned with measuring the conformity with them, including Makhan, 2017; Al-Asadi, 2004), and because it does not fit the nature of the study members, the researcher decided to design a scale appropriate to the age group of the study sample, so he designed a scale consisting of (38) paragraphs. The answer for each paragraph is graded by choosing one of the three alternatives (always: 3 degrees), (sometimes: two degrees), (never: one degree). The upper level of the scale is 129 degrees. And this indicates a high level of confirmaty. The minimum degree is (43) degrees, and this indicates a low level of confirmaty. The theoretical mean of the scale is (32) degrees.

Psychometric indicators for scales:

In the current study, the researcher verified the apparent validity of the scale by presenting it to (11) specialists in educational psychology and psychological counseling at Prince Sattam bin Abdulaziz University, King Saud University and Yarmouk University, A criterion (80%) and above was adopted for the consensus of the arbitrators, sufficient to accept or reject the paragraph. The required modifications were made to the language of some paragraphs. The researcher also verifies the validity of the construction of the scale by calculating the correlation coefficient of each of the paragraphs of the scale with the dimension that belongs to it on an exploratory sample consisting of (45) male and female teachers, and from outside the study sample, these values ranged between (0.45-0.85) all are statistically significant. The correlation coefficient was also calculated for each dimension with the overall scale of the scale, and the values of correlation coefficients (0.88, 0.87, 0.76) were respectively. The researcher verified the stability of the scale by calculating the stability factor by the Alpha Cronbach method, and the internal consistency coefficient was (0.86) and the test-retest method with an interval of two weeks between two times of application, and the stability factor (0.77). All were statistically significant.

The Results of the Study

The first question: Are there statistically significant differences between male and female secondary school teachers on the scale of personal-social intelligence?

To answer the first question, arithmetic averages and standard deviations were found. To find out whether there are statistically significant differences between secondary and female teachers on the scale of personal and social intelligence, a (T) test was used for the independent samples - and Table (2) illustrates this.

Table 2: Arithmetic averages, standard deviations, and (T) testing of independent samples of male and female secondary school teachers on the scale of personal-social intelligence

Gender		Number	Arithmetic mean	Standard deviation	T Value	Degrees of freedom	Statistical significance
Personal - Social Intelligence	Male Teachers	140	1.6169	.26468	23.157-	261	**0.00**
	Female Teachers	123	2.2985	.20382			

Table (2) shows, through the value of T, the level of statistical significance, and mathematical means, that there are statistically significant differences between male and female secondary school teachers on the scale of personal and social intelligence in favor of female teachers.

 The results of the study showed that there were statistically significant differences at the level of statistical significance 0.05≥α in the responses of the members of the study sample on the scale of personal and social intelligence in favor of female teachers; the researcher attributes this to the fact that the current research was applied to a conscious and educated segment of society, which is the teachers segment. And those who have a degree of rationality and a sufficient amount of social relations. The researcher believes that females show more sympathy and concern for the human and emotional aspects than males. And they have greater awareness of themselves, unlike their male peers. They are often characterized by being more aware and aware of their own feelings, managing them well, understanding and dealing with the feelings of others in a distinctly positive way.

The second question: Are there statistically significant differences between male and female secondary school teachers on the scale of social responsibility?

To answer the second question, arithmetic averages and standard deviations were found, to find out whether there are statistically significant differences between male and female secondary school teachers on the Social Responsibility Scale, an independent –Samples T Test was used, and Table (3) illustrates this.

Table 3: Arithmetic averages, standard deviations, and (T) test of independent samples for male and female secondary school teachers on the scale of social responsibility

Gender		N	Mean	Standard deviation	T Value	df	Sig
Social Responsibility	Male Teachers	140	2.8546	0.15593	23.64	261	**0.00**
	Female Teachers	123	2.4479	0.11721			

Table (3) shows, through the value of T and the level of statistical significance and mathematical means, that there are statistically significant differences between male and female secondary school teachers on the scale of social responsibility and for the benefit of male teachers.

The results of the study showed that there were statistically significant differences at the level of statistical significance 0.05≥α in the responses of the members of the study sample on the scale of social responsibility and for the benefit of male teachers; the researcher attributes this to the male tendency to be independent from others, and this is one of the most important positive aspects of taking responsibility. Also, the person who bears responsibility is a person who is able to play the role of a successful leader or a successful father, and this increases and raises his rank, whether it is in the community, in the family, in the job or at work, which improves his income and the different circumstances of his life.

The third question: Are there statistically significant differences between male and female secondary school teachers on the conformity scale?

To answer the third question, Arithmetic averages and standard deviations were found, to find out whether there are statistically significant differences between male and female secondary school teachers on the conformity scale, an independent –Samples T Test was used and table (4) illustrates this.

Table 4: Arithmetic circles, standard deviations, and t-test of independent samples of male and female secondary school teachers on keeping up scale

Gender		N	Mean	Standard deviation	T Value	df	Sig
Keep up	Male Teachers	140	1.8614	0.31587	27.966	261	**0.00**
	Female Teachers	123	2.6788	0.07732			

Table (4) shows, through the value of T, the level of statistical significance, and the mathematical mean, that there are statistically significant differences between male and female secondary school teachers on the conformity scale and in favor of female teachers.

The results of the study showed that there were statistically significant differences at the level of statistical significance (0.05≥α) in the responses of the members of the study sample on the conformity scale and in favor of female teachers; the researcher attributes this to the fact that females are more conformity than males, because females are interested in social relations to achieve their roles. They agree and work together. As for men, they do not show conformity to others for the purpose of achieving differentiation between them. Females are also more likely to form warm and honest personal relationships, they are also inclined to search for those who share their thoughts and exchange their views, in addition to the fact that society, friends or some family members are constantly demanding the subjection of individuals, where the researcher also attributes this result to the fact that the process of socialization in our society confirms respecting and adhering to norms, traditions

and values, and respecting family standards and values and systems; as part of society's values, and all this helps the members of society harmonize with each other and their proper compatibility.

Fourth Question: Is there a statistically significant correlation between each of the variables (personal-social intelligence, social responsibility, Conformity) in the study sample?

To find out the relationship between the study variables (personal-social intelligence, social responsibility, Conformity) with the study sample, a Pearson correlation coefficient was found and Table (5) illustrates this.

Table 5: Pearson correlation coefficient between study variables (personal-social intelligence, social responsibility, Keep up)

Scale	Personal - Social Intelligence	Social Responsibility	Keeping up with
Personal - Social Intelligence	1	**0.725	**0.747
Social Responsibility	**0.725	1	**0.728
Conformity	**0.747	**0.728	1

Table (5) shows the presence of positive correlations statistically significant between the three scales of study (personal - social intelligence, social responsibility, Conformity), where correlation coefficients ranged between (0.725 - 0.747) which are high positive correlation levels.

The results of the study showed a positive relationship with statistically significant between each of the study variables (personal-social intelligence, social responsibility, Conformity); where this result appears to be very logical, and the researcher attributes that to that there is a relationship between the variables of the current study; they all indicate a statistically significant relationship between personal-social intelligence, social responsibility and conformity. This is due to the fact that personal-social intelligence carries in one of its aspects and dimensions a social dimension, which is (the art of relationships) as it is closely related to social life and its compatibility. The results of this study are consistent with the Al-Manabri study (2010), which confirmed a statistically significant correlation between social intelligence and social responsibility, it was found that there is no correlation between social intelligence and academic achievement, while there is a correlation between social responsibility and academic achievement, and no differences appeared between the responses of the sample on the social intelligence scale, and the social responsibility scale according to the variable of specialization.

Recommendations

In light of the study results, the researcher recommends the following:
1. Holding training and counseling courses to develop social personal intelligence and social responsibility.
2. Confirmation of commitment to noble values, by matching social norms and traditions.
3. Attention to educational activities that develop a sense of social responsibility for all members of society.

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