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The Relationship Between Teachers' Social Intelligence Level and Effective Communication Skills

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Abstract

This study aims to explore the effect of communication skills of teachers on their levels of social intelligence. As a sample, 371 teachers employed in public schools in Siverek district of Şanlıurfa, Türkiye was chosen by using simple random sampling method. Employing a correlational model, the researchers utilized "Tromso Social Intelligence Scale (TSIS)", "Effective Communication Skills Scale (ECSS)" and demographic information form for data collection. The analysis of the data was carried out using the IBM SPSS Program by employing descriptive statistics. The findings indicates that teachers have highly developed social intelligence and communication skills. These findings demonstrate a positive, moderately strong, statistically significant relationship between the two variables. Furthermore, the study uncoversthose sub-dimensions of self-recognition/self-disclosure and empathy within ECSS explains social intelligence significantly. This shows that teachers' effective communication skills are a substantial predictor of social intelligence sub-dimensions, explaining 41% of the first sub-dimension (SIP), 34% of the second sub-dimension (SS) and 19% of the third sub-dimension (SA). Moreover, it was shown that 46% of the variance in social intelligence was significantly predicted by teachers' effective communication skills.

Keywords: Communication, effective communication, effective communication skills, intelligence, social intelligence.

Öğretmenlerin Sosyal Zekâ Düzeyi ile Etkili İletişim Becerileri Arasındaki İlişki

Öz

Bu çalışma öğretmenlerin iletişim becerilerinin sosyal zeka düzeylerine etkisini keşfetmeyi amaçlamaktadır. Örneklem olarak Şanlıurfa'nın Siverek ilçesindeki devlet okullarında görev yapan 371 öğretmen basit tesadüfi örnekleme yöntemi kullanılarak seçilmiştir. Korelasyon modeli kullanan araştırmacılar veri toplamak amacıyla "Tromso Sosyal Zeka Ölçeği (TSIS)" ve "Etkili İletişim Becerileri Ölçeği (ECSS)"nden yararlanmışlardır. Ayrıca katılımcıların demografik verileri için araştırmacıların kendilerine ait kişisel bilgi formu kullanıldı. Verilerin analizi, tanımlayıcı istatistikler kullanılarak IBM SPSS Programı kullanılarak gerçekleştirildi. Araştırmanın bulguları öğretmenlerin sosyal zeka ve iletişim becerilerinin oldukça gelişmiş olduğunu gösterdi. Bu bulgular, iki değişken arasında pozitif, orta derecede güçlü ve istatistiksel olarak anlamlı bir ilişki olduğunu ortaya koymaktadır. Ayrıca çalışma, ECSS'de yer alan kendini tanıma/kendini açma ve empati alt boyutlarının sosyal zekayı anlamlı düzeyde açıkladığını ortaya çıkarmıştır. Bu çalışma, öğretmenlerin etkili iletişim becerilerinin sosyal zeka alt boyutlarının önemli bir yordayıcısı olduğunu, birinci alt boyutun (SIP) %41'ini, ikinci alt boyutun (SS) %34'ünü ve üçüncü alt boyutun %19'unu açıkladığını göstermiştir. alt boyutu (SA). Ayrıca sosyal zekadaki varyansın %46'sının öğretmenlerin etkili iletişim becerileri tarafından anlamlı düzeyde yordandığı bulunmuştur

Anahtar kelimeler: İletişim, etkili iletişim, etkili iletişim becerileri, zeka, sosyal zeka.

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INTRODUCTION

The Latin verb "communicare" means sharing and being in a relationship with someone and this verb is where the term "communication" originates from (Cobley, 2008, p.1). According to Turkish Language Association (TLA) (2023), it is the transmission of one's feelings, thoughts or facts in various ways. Communication represents interrelationship with one's self, other people and one's internal and external surroundings (Narula, 2006, p.2). The aims of communication are basic needs regarding physiology and psychology, establishing a bond, sense of self, processes of giving a decision, knowledge and persuasion (Steinberg, 2007, pp.19-21). Lasswell concentrated on his 5W model towards understanding the concepts of what, who, to whom, through which channel and with what effect (Wenxiu, 2015, p.245). Shannon (1948) and Weaver (1953) emphasized the effect of channel noise on communication and stated that the communication system have 5 components including source of information, transmitter, channel, receiver and target except for noise source. Schramm was a pioneer who proposed communication as an interactive process in 1954. Meaning-centered approach was founded when he included interpretation in communication (Littlejohn & Foss, 2009, p.176). Barnlund (1970, pp.47-52) argued that communication represents actions in which meaning emerges in humans whenever neuro-motor responses change. According to Canary and Spitzberg (1987, p.93), effective communication enables people who interact to achieve their objectives or perform intended roles. Effective communication aims to convey the message to the other person as it is intended to be conveyed, to obtain what is desired and to receive the targeted response (Usluata, 1991, p.6). Bee (2012) stated that teachers' effective communication skills are crucial to control the classroom, interact with students and use appropriate teaching methods. Duta et al. (2015) expressed that effective communication enables teachers to have an existence during the lesson and to inspire their pupils by transforming dull topics to interesting ones. This also results in success.

The results from Khan et al.'s (2017) investigation indicated that a teacher's proficiency in communication has a crucial impact on the academic achievements of students. According to Adıgüzel's (2020) thesis findings, a noteworthy gender distinction in the I-language sub-dimension was evident among women, whereas school principals exhibited a marked difference in self-recognition/self-disclosure. Ünsal and İhtiyaroğlu (2022) identified a significant gender-based difference in the levels of effective listening within the sub-dimensions of ECS. No significant differences were observed in any components concerning age or educational background of the participants. Considering the professional seniority of the teachers, it was claimed that a substantial difference existed in ego supportive language and empathy.

To comprehend social intelligence more fully, the concept of intelligence should be examined from the beginning. Many theorists have conducted studies on intelligence. While Galton (1874) thought that intelligence is a trait carried by genes and studied on first-class English people, Spencer (1896) proposed the law of intelligence and explained it with evolution. Simon and Binet designed and developed intelligence scales for children by examining them (Binet & Simon, 1905, as cited in Wolf, p.141). On the other hand, Wechler (1981) conducted studies on both adolescents and adults. Gardner (1993) argued that intelligence cannot be gathered under a single roof and advocated that there are 8 types of intelligence. While discussions and theories on this subject continued for a long time, Dewey and Lull became the first ones who mentioned the notion of social intelligence but Thorndike was the pioneer to put forward the modern definition of it (Dewey, 1909; Lull, 1911; Thorndike, 1920, as cited in Cantor & Kihlstorm, 2000, p.564). He gave a definition of social intelligence as a capacity to comprehend both genders, enabling individuals to behave sensibly in interpersonal situations (Thorndike, 1920, as cited in Walker & Foley, 1973, p.840). According to Marlowe (1986, p.52), it is the capacity to realize the feelings, ideas and actions of other people and behave in accordance with this awareness in interactive situations. Albrecht (2006) said that social intelligence represents the capability to get on well with people and influence their cooperation. Goleman (2006) thought that social intelligence consists of social skills and social awareness. Over time, a number of scales and tests have been created to gauge social intelligence.

Hançer and Tanrısevdi (2003) investigated social intelligence along with its components and the correlation among these components. The interconnectedness of these dimensions is a crucial factor influencing individuals' success within organizational settings. They also argued that empathy, which is considered vital for social intelligence, should be present in not only employees but also managers. They stated that social intelligence, which they see as multidimensional, has an important role in organizations in terms of accepting different opinions and acting accordingly in order to overcome problems. Upon reviewing the studies on social intelligence, it is obvious that researchers frequently use emotional intelligence in their subjects, as well. Conducting one of such studies, Gkonou and Mercer (2017) examined English teachers' emotional and social intelligence by using a mixed method. They first administered the emotional and social intelligence scales to almost 900 people online and then, conducted classroom observations through interviews with 6 volunteer teachers who had high scores on the scales.

In the study, it was discovered that teachers had strong socio-emotional skills. It was also observed that ELT curriculum lacks of socio-emotional competences. Juchniewicz (2010) applied a measure of social intelligence to 40 teachers who takes part in "more challenging programs" and "exemplary programs" in orchestra, choir, band and public-school music programs. According to the study's findings, there wasn't found any discernible difference in the IPT-15 (Interpersonal Perception Task) scores of the teachers in both programs. Effective teachers were accepted as teachers who exhibited social skills.

When the researches related to effective communication skills and social intelligence are examined, not many conclusions can be reached. The participants of the existing studies are mostly not teachers. Uygun and Arıbaş (2020) conducted a study involving prospective teachers to delve into this subject. They discovered that the participants exhibited a moderate level of social intelligence, while their communication skills were notably high. They identified a moderately significant correlation between these two variables. The study also revealed a substantial difference in social intelligence and communication skills levels of participants based on variables like gender, the university in which they were studying and the monthly number of books they read. Conversely, no considerable distinctions were noted concerning age and educational institution. Kaya et al. (2016) conducted their study with 440 nursing students. The social intelligence level was found to be high. Furthermore, there was identified a positive association between communication skills and levels of social intelligence. It was observed that the social intelligence of students who participated in a social activity was positively affected. Ülker (2016) also conducted a similar study examining different variables. Social awareness sub-dimension of TSIS and cognitive, emotional, behavioral sub-dimensions of CSS as well as the entire scale were found to differ significantly according to the gender variable in her thesis. The study yielded evidence of a linear relationship. Contrarily, it was established that the results of two scales' scores showed no significant difference depending on students' undergraduate years, university department, type of education and whether they were employed or not.

Problem Situation

Communication can be seen as the factor that strengthens the bond between teachers and students. Teachers are also supposed to communicate with their parents, administrators, colleagues and employees in schools. Teachers should have effective communication skills not only for these reasons but also for making contributions in improving education. Like Duta et al. (2015) said, knowing how to be effective in communication helps teachers use their tone of voice accordingly, choose appropriate teaching techniques and start the communication with even introvert students by attracting their attention and including them in activities. Teachers also should be a good observer on their pupils' interests, likes, hates and so on. However, this observation alone is not enough. Teachers' observation should be put into action and verbalization in classroom management, topic selection, teaching and personal involvement with students. As teachers are role models for the students not only in the classroom but also in outside of the classroom, they should be an example of an effective communicator, as well. Having effective communications skills aids in finding solutions during disagreements. This kind of problems concern students as well as teachers. The expectation is that developed communication skills in teachers will lead to greater success for students in expressing their ideas and overcoming difficulties.

Since teachers are the ones who will guide students after their families, they should know their students very well. Social intelligence enables people to be aware of themselves and others. It is acknowledged that educators who have high social intelligence level are people who perceive their surroundings well and have developed empathy skills. They can easily understand both theirs' and others' weaknesses, strengths, what they want and what they don't want. Moreover, they can cope with undesired emotions or situations thanks to their social intelligence. As in every organization, there are situations where disagreements occur in the school environment, which can upset and stress the people. As teachers who are first responsible for the classroom, they are expected to try to solve the problem with their developed social intelligence. They try to listen to each student one by one in every situation. When students are listened to carefully and realize that their teachers make time for them, they may feel that they are cared for and become more enthusiastic about the lesson. Furthermore, active listening is a component of communication. The level of teachers' effective communication skills can give information about the level of their social intelligence. Conducting such a study in a sensitive and important field such as education is crucial to see the current situation and to make improvements where necessary.

Purpose and Significance of the Study

This study's goal is to examine the influence of effective communication skills on the social intelligence levels of educators. A review of existing literature disclosed various examinations into effective communication skills, particularly within the Turkish context. Nevertheless, there exists a noticeable gap in comprehensive exploration of this particular subject. Moreover, it is noteworthy that there is insufficient research on social

intelligence, which is another variable of this study. The available studies indicate a scarcity of studies delving into the correlation between these two factors, with a noteworthy observation that participants seldom include educators.

Studies on teachers' effective communication skills provide information about their strengths and weaknesses. Thanks to these aspects, teachers use not only their general intelligence but also their social intelligence while practicing their profession. It can be accepted that the role of education cannot be denied in this critical time of natural disasters such as pandemic, earthquakes and floods. It is thought that this study on teachers who are the basic component of education, will make a positive contribution to both the literature and the education process.

This study aimed to offer responses to the questions that follow:

1.How do public school teachers perceive effective communication skills?

2.How do public school teachers perceive social intelligence?

3.Is there a significant relationship, as perceived by public school teachers, between effective communication skills and social intelligence?

4.Are teachers' effective communication skills significant predictors of their social intelligence, based on the perspectives of public-school teachers?

METHOD

In this section, information about the research design, participants, data collection procedure and tools and data analysis are given.

Research Design and Participants

In the study, the correlational model, which constitutes a form of quantitative study, was employed. Within correlational investigations, the degree of the association between multiple variables or sets of data points is established and quantified (Creswell, 2012, as cited in Creswell & Creswell, 2018).In the 2023-2024 academic year, the study encompassed a population of 4257 educators employed in primary, secondary and high schools within Siverek district of Şanlıurfa. Calculating the sample size for the population, falling within the range of 4000-5000, and accounting for a sampling error of 0.05, it was determined that 353 teachers would be adequate (Çıngı, 1994, as cited in Büyüköztürk et al., 2021). 408 teachers were administered the scales but 37 data were not included in the analysis as they were found to be filled in incorrectly of incompletely.

The sample for this study included 371 teachers chosen through the method of simple random sampling from schools in Siverek district of Şanlıurfa province. The participants were selected randomly ensuring that each individual has an equal opportunity to be included, as stipulated by simple random sampling method (Lohr, 2009). In Table 1, participants' demographic information is outlined.

Table 1. Participants' Demographic Information

Variables		Number of People (n)	Percentage (%)
Gender	Female	181	48.8
	Male	190	51.2
Age	30 years or under	198	53.4
	31-40 years old	148	39.9
	41-50 years old	21	5.7
	51-60 years old	2	.5
	61 years or over	2	.5
Educational Background	Bachelor's degree	322	86.8
	Master's Degree	47	12.7
	PhD	2	.5
Professional Seniority	1-5 years	217	58.5
	6-10 years	95	25.6
	11-15 years	31	8.4
	16-20 years	18	4.9
	21-25 years	7	1.9
	25 years and over	3	.8
Educational Institution	Primary/Secondary	225	60.6

	Schools		
	High Schools	146	39.4

The demographic information of participating teachers is displayed in Table 1. Among them, 181 were female (48.8%) and 190 were male (51.2%). The sample included individuals with the following age distribution: 53.4% (n=198) aged 30 or under; 39.9% (n=148) aged 31-40; 5.7% (n=21) aged 41-50; 0.5% (n=2) aged 51-60 and 0.5% (n=2) aged 61 or over. Teachers'. Educational background consisted of those with bachelor's degree (n=322, 86.8%); master's degrees (n=47, 12.7%) and doctoral degrees (n=2, 0.5%). Regarding professional seniority, the participants had been working for 1-5 years (n=217, 58.5%); 6-10 years (n=95, 25.6%); 11-15 years (n=31, 8.4%); 16-20 years (n=18, 4.9%); 21-25 years (n=7, 1.9%); 25 years or over (n=3, 0.8%). Furthermore, teachers from primary and secondary schools (n=225, 60.6%) and high schools (n=146, 39.4%) were involved in this study.

Data Collection

The study's data were gathered using Effective Communication Skills Scale (ECSS), created by Buluş et al. (2017), and the Turkish version of the Tromso Social Intelligence Scale (TSIS), adapted by Doğan and Çetin (2009).

Effective Communication Skills Scale (ECSS)

Effective Communication Skills Scale (ECSS) was created by Buluş et al. (2017). In the initial phase of the scales' validity and reliability studies, data were collected from 445 students from Pamukkale University. 34 items with a total item correlation value over .30 were kept for use. In validity assessments, exploratory factor analysis (EFA) was executed, revealing that each item's factor loadings surpassed .30.

The internal consistency reliability coefficient (Cronbach alpha) values were as follows: .83 for Active-Participative Listening; .84 for Empathy; .72 for Ego Supportive Language; .82 for I-language; .76 for Self-recognition/Self-disclosure. These are five sub-dimensions of this scale, comprising 34 items. In the current study, Cronbach alfa value is 0.93 for the full scale, and 0.85, 0.90, 0.78, 0.91, and 0.53 for the Ego Supportive Language, Active-Participative Listening, Self-recognition/Self-disclosure, Empathy, and I-language sub-dimensions, respectively. The scale permits points within a range of 34 as minimum to 170 as maximum. Utilizing a 5-point likert scale, responses are indicated as 1) "Not at all appropriate" and 5) "Completely appropriate".

Tromso Social Intelligence Scale (TSIS)

An additional instrument for data collection is Tromso Social Intelligence Scale (TSIS), originally created by Silvera et al. (2001) and later adapted into Turkish by Doğan and Çetin (2009). To assess the scale's validity and reliability, data were gathered from 719 students enrolled in Sakarya University. Validity studies involved exploratory factor analysis (EFA), revealing each item had a factor load of .30 or higher. Furthermore, confirmatory factor analysis (CFA) results indicated model compatibility based on fit index values. To assess reliability, internal consistency, test repetition and test split methods were utilized.

The internal consistency reliability coefficient (Cronbach alpha) values were as follows: .67 for Social Awareness; .84 for Social Skills; .77 for Social Information Processing. The overall Cronbach alpha value for the entire scale was .83. These are three sub-dimensions of this scale, comprising 21 items. In the current study, Cronbach alfa value is 0.86 for the full scale, and 0.71, 0.63, and 0.65 for the Social Information Processing, Social Skills, and Social Awareness sub-dimensions, respectively. The scale permits points within a range of 21 as minimum to 105 as maximum. Utilizing a 5-point likert scale, responses are indicated as 1) "Not at all appropriate" and 5) "Completely appropriate".

The demographic information, including age, gender, professional seniority, educational background, and educational institutions where participants were working, was gathered using a form for personal information made by the researchers.

Data Analysis

The data was analyzed through the application of the IBM SPSS Program. Initially, normality assessment was performed on the scales. This analysis led to the conclusion that the study's data indicated a normal distribution as the kurtosis and skewness coefficient values of the scales employed in the study were within the range of -1.5 to +1.5 (Tabachnick et al., 2013).

Descriptive statistics for the scales and its components involved the computation of arithmetic mean, maximum and minimum values, and standard deviation values. Pearson Correlation Analysis was employed to

ascertain the connection between teachers' effective communication skills and social intelligence levels. Moreover, Multiple Regression Analysis was applied to examine how teachers' effectiveness in communication skills predict their social intelligence.

FINDINGS

Below are the findings obtained after the analyses of the study's sub-problems.

Findings on Normality Assessments

Values for normality assessments indicating that the scales showed a normal distribution are given in Table 2.

Table 2. *Values for Normality Assessments*

Scales	n	Min.	Max.	$\bar{X}$	SD	Skewness	Kurtosis
Effective Communication Skills Scale	371	2.76	5.00	4.15	0.42	-0.33	-0.01
SocialIntelligence Scale	371	2.14	5.00	3.86	0.47	-0.12	0.08

The findings in Table 2 showed that the data indicated a normal distribution as the kurtosis and skewness coefficient values of the scales employed in the study were within the range of -1.5 to +1.5 (Tabachnick et al., 2013).

Findings on Levels of Teachers' Effective Communication Skills

The descriptive statistics related to the scores acquired through the assessment of educators' effective communication skills and its sub-dimensions are displayed in Table 3.

Table 3. Descriptive Statistics of Effective Communication Skills Scale (ECSS)

Scales	n	Minimum	Maximum	$\bar{X}$	SD
Effective Communication Skills	371	94.00	170.00	141.40	14.47
Effective Communication Skills	371	2.76	5.00	4.15	0.42
Ego Supportive Language	371	2.33	5.00	4.15	0.57
Active-Participative Listening	371	3.00	5.00	4.46	0.51
Self-recognition/Self-disclosure	371	1.60	5.00	4.03	0.68
Empathy	371	2.38	5.00	4.12	0.55
I-language	371	2.57	5.00	3.93	0.46

The findings in Table 3 indicated that the variable demonstrating the highest arithmetic mean in ECSS was the active-participative listening ($\bar{X}$=4.46, SD=0.51, Min.=3.00, Max.=5.00), and the variable with the lowest arithmetic mean was I-language ($\bar{X}$=3.93, SD=0.46, Min.=2.57, Max.=5.00). In addition, the variable with the highest standard deviation value in ECSS was self-recognition/self-disclosure ($\bar{X}$=4.03, SD=0.68, Min.=1.60, Max.=5.00) and the variable with the lowest standard deviation value was I-language ($\bar{X}$=3.93, SD=0.46, Min.=2.57, Max.=5.00). The participants in the study attained scores within a range of 94 as minimum to 170 as maximum, where the potential score range is between 34 and 170. The average score of the scale was 141.40 out of 170 and 4.15 out of 5.

Findings on Levels of Teachers' Social Intelligence

Table 4. presents the descriptive statistics concerning the scores obtained from the analysis of teachers' social intelligence and its components.

Table 4. Descriptive Statistics of Tromso Social Intelligence Scale (TSIS)

Scales	n	Minimum	Maximum	$\bar{X}$	SD
Social Intelligence	371	45.00	105.00	81.15	9.9
Social Intelligence	371	2.14	5.00	3.86	0.47
Social Information Processing	371	1.88	5.00	3.85	0.52
Social Skills	371	1.83	5.00	3.80	0.71
Social Awareness	371	1.57	5.00	3.92	0.62

The findings in Table 4 showed that the variable demonstrating the highest arithmetic mean in TSIS was social awareness ($\bar{X}$=3.92, SD=0.62, Min.=1.57, Max.=5.00), whereas the variable with the lowest arithmetic mean was social skills ($\bar{X}$=3.80, SD=0.71, Min.=1.83, Max.=5.00). It was also observed that the variable with the

highest standard deviation value in TSIS was social skills ($\bar{X}$=3.80, SD=0.71, Min.=1.83, Max.=5.00) and the variable with the lowest standard deviation value was social information processing ($\bar{X}$=3.85, SD=0.52, Min.=1.88, Max.=5.00). Participants in the study obtained scores within a range of 45 as minimum to 105 as maximum, where the potential score range is between 21 and 105. The scale average was 81.15 out of 105 and 3.86 out of 5.

The Relationship between Educators' Effective Communication Skills and Social Intelligence Levels

The results of Pearson Correlation, conducted to evaluate the correlation between teachers' effective communication skills and levels of social intelligence, are displayed in Table 5.

Table 5. Correlation Analysis Results for the Relationships between Variables

Variables	1	2	3	4	5	6	7	8	9	10
Ego Supportive Language	1									
Active-Participative Listening	.45**	1								
Self-recognition/Self-disclosure	.34**	.47**	1							
Empathy	.51**	.63**	.54**	1						
I-language	.48**	.43**	.42**	.51**	1					
Social Information Processing	.38**	.49**	.40**	.63**	.36**	1				
Social Skills	.30**	.35**	.56**	.45**	.32**	.48**	1			
Social Awareness	.25**	.21**	.41**	.26**	.26**	.29**	.40**	1		
Effective Communication Skills	.71**	.80**	.72**	.85**	.72**	.60**	.52**	.36**	1	
Social Intelligence	.40**	.45**	.59**	.58**	.41**	.76**	.81**	.74**	.64**	1

**p<.01

Upon reviewing the findings in Table 5, it was deduced that the correlation coefficient indicating the association between teachers' effective communication skills and social intelligence levels was (r=0.64; p<.01). Based on this finding, it could be said that the relationship between these two variables is characterized as a moderate, positive and statistically significant correlation (Roscoe, 1975, as cited in Köklü et al., 2021). On the other hand, when analyzed in terms of sub-dimensions, it was observed that the highest associations among teachers' effective communication skills and levels of social intelligence were evident in relationships between empathy and social information processing (r=.63; p<.01), self-recognition/self-disclosure and social skills (r=.56; p<.01), and self-recognition/self-disclosure and social awareness (r=.41; p<.01).

Findings on the Predictive Contribution of Educators' Effective Communication Skills on Social Information Processing

Table 6. demonstrates the outcomes obtained from the multiple regression analysis conducted to evaluate how teachers' effective communication skills predict the levels of social information processing, a sub-dimension situated within the broader framework of social intelligence.

Table 6. Multiple Regression Analysis Results for Educators' Social Information Processing Levels

Variables	B	Std. Error	β	t	p	Tolerance	VIF
Constant	.93	.21		4.33	.00		
Ego Supportive Language	.05	.04	.05	1.14	.25	.65	1.53
Active-Participative Listening	.13	.05	.13	2.49	.01	.54	1.82
Self-recognition/Self-disclosure	.04	.03	.05	1.15	.25	.65	1.53
Empathy	.45	.05	.48	8.12	.00	.45	2.18
I-language	.01	.05	.01	.22	.82	.64	1.55

*R=.64 R^2=.41 F=52.51 **p<.01 Durbin-Watson=2.14

The findings in Table 6 revealed that solely the empathy sub-dimension of ECSS emerged as a substantial predictor for social information processing, a sub-dimension within the broader construct of social intelligence (β=.48, p<.01). Considering these five variables, the deduction was that effective communication skills of teachers explained 41% of social information processing levels.

Findings on the Predictive Contribution of Educators' Effective Communication Skills on Social Skills

Table 7. provides the outcomes obtained from the multiple regression analysis performed to examine how teachers' effective communication skills predict the levels of social skills, a sub-dimension encompassed within the broader construct of social intelligence.

Table 7. Multiple Regression Analysis Results for Educators' Social Skills Levels

Variables	B	Std. Error	β	t	p	Tolerance	VIF
Constant	.62	.31		1.99	.04		
Ego Supportive Language	.06	.06	.05	.97	.33	.65	1.53
Active-Participative Listening	.00	.07	.00	.09	.92	.54	1.82
Self-recognition/Self-disclosure	.45	.05	.43	8.32	.00	.65	1.53
Empathy	.21	.08	.17	2.72	.00	.45	2.18
I-language	.04	.08	.02	.51	.60	.64	1.55

*R=.59R^2=.34F=38.92 **p<.01 Durbin-Watson=2.05

The findings in Table 7. indicated that self-recognition/self-disclosure (β=.43, p<.01) and empathy (β=.17, p<.01) within ECSS emerged as significant predictors of social skills. However, remaining variables did not serve as significant predictors of social skills (p>.01). Considering these five variables, the deduction was made that effective communication skills of teachers explained 34% of social skills levels.

Findings on the Predictive Contribution of Educators' Effective Communication Skills on Social Awareness

Table 8. displays the results obtained from the multiple regression analysis undertaken to investigate how teachers' effective communication skills predict the levels of social awareness, a sub-dimension embedded within the broader framework of social intelligence.

Table 8. Multiple Regression Analysis Results for Educators' Awareness Levels

Variables	B	Std. Error	β	t	p	Tolerance	VIF
Constant	1.93	.30		6.32	.00		
EgoSupportive Language	.12	.06	.11	1.92	.05	.65	1.53
Active-Participative Listening	-.06	.07	-.05	-.79	.42	.54	1.82
Self-recognition/Self-disclosure	.33	.05	.37	6.35	.00	.65	1.53
Empathy	.00	.07	.00	.03	.97	.45	2.18
I-language	.10	.07	.07	1.25	.20	.64	1.55

*R=.43 R^2=.19 F=17.30 **p<.01 Durbin-Watson=2.06

According to the findings in Table 8, it was identified that only self-recognition/Self-disclosure in ECSS emerged as a significant predictor for social awareness, a sub-dimension of social intelligence (β=.37, p<.01). Considering these five variables, the deduction was that effective communication skills of teachers explained 19% of social awareness levels.

Findings on the Predictive Contribution of Educators' Effective Communication Skills on Social Intelligence Levels

The results derived from the multiple regression analysis, aimed at exploring the predictive contribution of effective communication skills of teachers on the overall Tromso Social Intelligence Scale (TSIS), are illustrated in

Table 9. Multiple Regression Analysis Results for Educators' Social Intelligence Levels

Variables	B	Std. Error	β	t	p	Tolerance	VIF
Constant	1.17	.18		6.26	.00		
EgoSupportive Language	.07	.03	.09	2.00	.04	.65	1.53
Active-Participative Listening	.03	.04	.03	.70	.47	.55	1.82
Self-recognition/Self-disclosure	.25	.03	.37	7.88	.00	.65	1.53
Empathy	.23	.04	.27	4.87	.00	.46	2.18
I-language	.05	.04	.04	1.02	.30	.64	1.55

*R=.67 R^2=.46 F=62.30 **p<.01Durbin-Watson=2.196

Findings in Table 9. revealed that sub-dimensions of self-recognition/Self-disclosure (β=.37, p<.01) and empathy (β=.27, p<.01) within ECSS emerged as substantial predictors of social intelligence. Conversely, other variables did not demonstrate significant predictability for social intelligence (p>.01). Considering these five variables, it was concluded that effective communication skills of teachers explained 46% of the overall variation in social intelligence levels.

DISCUSSION & CONCLUSION

One of the study's goals involves assessing effective communication skills and social intelligence levels of educators. Based on results, it is clear that both aspects were demonstrated at a high degree. As with the findings from Kaya's (2022) and Öz et al.'s (2021) studies, active-participative listening was determined to have the highest arithmetic mean among the ECSS sub-dimensions. It is a type of listening in which the message receiver gives feedback to the sender and this type of listening can also be called active-participative listening (Arnold, 2013, as cited in Aksungur, 2018, p.36). It can be said that teachers listen effectively during communication, either silently or audibly. They are also more skillful in giving feedback. In order to continue communication, teachers ask questions to show that they are listening or send signals to express they are paying attention by making eye contact. It can be assumed that the education will be more productive as students who feel valued feel safe with their teachers.

According to the study's findings of Öz et al. (2021), the sub-dimension with the lowest arithmetic mean among the sub-dimensions of ECSS was self-recognition-self-disclosure, while the sub-dimension with the lowest arithmetic mean in this study was I-language. I-language is sending back the effect of the undesired behaviors or reactions of the message transmitter on the recipient of the message. While using this language, no accusations are made, insults or bad words are used (Önder, 2003, as cited in Yaşar Ekici et al., 2018, p.129). According to this result, it can be said that where teachers are less skilled in communication is the way they convey their feelings and thoughts. Teachers can be expected to improve themselves on how constructive criticism should be and how to warn about the behavior they are uncomfortable without hurting the other person. For a healthier communication, a person should use I-language, which reflects self's feelings as a result of the behavior, rather than you-language, which accuses the other person. Teachers who improve themselves in this regard can make criticisms not directly about the character of the students, but about how their behavior causes them to feel.

While the sub-dimension with the highest arithmetic mean among of TSIS sub-dimensions was social awareness in this study, the results of other studies revealed the sub-dimension with the highest arithmetic mean was the social information processing (Söğüt et al., 2021; Ülker, 2016). According to Goleman (2007), social awareness is understanding one's mental state, feelings and thoughts. It can be said that a teacher who has a high level of social awareness is aware that the people around him/her may have different characters. People might behave differently and these behaviors should not be judged. Considering that there are not only two directions of the educational environment, teachers who communicate closely with students, parents and administration take into account that each individual has a different temperament and can behave according to this temperament.

On the other hand, similar to the findings of Özdemir and Adıgüzel (2021), the sub-dimension with the lowest arithmetic mean among the sub-dimensions of TSIS in this study was found to be social skills. For Goleman (2007), social skills are defined as the capacity of a person to be in communication proficiently. According to this result, where teachers are less skilled can be seen as adapting to any new social environment. In order to feel safe and comfortable in an environment with unfamiliar people, they should take actions to improve their social skills. It can be seen that the more confidently a teacher communicates with the people around him/her, the more successful his/her students are in expressing themselves in the educational environment. Because teachers are primarily responsible for the educational environment. They should start the progress with themselves and adapt themselves to the environment in order to imitate the healthy communication.

The study explored the associations between effective communication skills and social intelligence levels of educators, considering the scales' sub-dimensions. Consistent with the findings from comparable research, this study's outcomes revealed a positive, moderately strong, statistically significant correlation between teachers' effective communication skills and social intelligence levels (Kaya et al., 2016; Uygun & Arıbaş, 2020). As a result, teachers who communicate effectively are inclined to possess a strong social intelligence score.

Upon analyzing sub-dimensions of the scales to explore the association between teachers' effective communication skills and levels of social intelligence, highest correlations were observed. Specifically, the most significant correlations were identified between self-recognition/self-disclosure and social skills, between empathy

and social information processing, and between self-recognition/self-disclosure and social awareness. According to the social information processing, which is similar to empathy, teachers' readiness for the feelings, thoughts and behaviors of people around them and their comprehension of the reasons behind these responses can be seen as important for the management of both negative and unexpected behaviors as well as positive and expected behaviors.

The findings from the multiple regression analysis led to the conclusion that, when accounting for the five sub-dimensions of teachers' effective communication skills, these skills explained 46% of the variance in social intelligence levels overall. This study showed that teachers' effective communication skills served as significant predictors for 19% of social awareness, 41% of social information processing and 34% of social skills. Thus, it can be asserted that educators' effective communication skills have an impact on their social intelligence levels. Individuals who have the teaching profession, which involves intense human relations, should be competent in effective communication skills.

Considering that human beings are social; it can be expected that individuals who raise generation and perform the teaching profession should also have high levels of social intelligence. Teachers should firstly develop their personal and interpersonal intelligence in order to be aware of their own self-consciousness, emotions, thoughts and potentials and act accordingly. According to the study, the stronger a teacher's communication skills are, the higher his/her social intelligence is and the better he/she can understand the mood of the other person.

As in every study, this study is not exempt from certain limitations. The acquired data is confined to the information derived from ECSS and TSIS. Moreover, the data obtained are limited to the teachers working in Siverek district of Şanlıurfa province. According to the findings of this study, the followings are recommended.

It would be useful to conduct quantitative studies on effective communication skills and social intelligence of educators in different populations and samples.

Since qualitative studies on educators' effective communication skills and social intelligence are few in number, these studies could be prioritized.

Activities and trainings to improve teachers' effective communication skills can be organized by the Ministry of National Education and other organizations.

Activities and trainings to improve teachers' social intelligence levels can be organized by the Ministry of National Education and other organizations.

Conducting different studies on the factor affecting teachers' social intelligence levels may provide ideas and recommendations to improve these levels.

Statements of Publication Ethics

All procedures used in this research are conducted in accordance with the ethical standards of the Harran University's Ethical Committee approval with the issue number E-76244175-050.01.01-194031 and date 02.01.2023. Required permissions from participants are acquired and any data weren't used in anywhere except in this research or given to any institutions.

Researchers' Contribution Rate

The first author's contribution rate is %60 and second author's is %40. The first author planned and supervised all procedures of the research. The second author collected data and contributed to the writing of the literature review and conclusion part.

Conflict of Interest

This study does not contain any potential conflicts of interest.

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