

## **The Level of Emotional Intelligence among University Teachers: Evidence from University of Adrar**

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Received date : 13-03-2024, Accepted date : 05-05-2024, Publication date:02-06-2024

### **Abstract :**

This study aims to assess the level of emotional intelligence among teachers at the University of Adrar. Furthermore, identify the effect of demographic and occupational characteristics of teachers on their level of emotional intelligence.

To test hypotheses, descriptive statistical tools and analysis of variance were used. The main result of this study indicates that the teachers demonstrated a high level of emotional intelligence. Moreover, their level of emotional intelligence was not affected by their difference in demographic and occupational Characteristics.

**Keywords:** Emotional Intelligence; University Teachers; University of Adrar.

**Jel Classification Codes:** I2; J2

### **Introduction :**

It is true the success of any organization is often attributed to how employees can work together; this key challenge presses organizations to seek and recruit people equipped with many abilities or skills allowing them to interact with others in the workplace, and do their designed tasks.

Numerous skills such as communication, collaboration, and working together in the workplace are more meaningful in institutions of higher education. However, working together with many people with different levels of knowledge, cultures, moods, etc., can lead to unpleasant situations.

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This is why certain skills in the workplace, are more necessary than others. Generally, the required skills can take different forms depending on the nature of the workplace and job title.

Teaching as a social activity based upon interaction and relationships requires different skills possessed by the two sides of the teaching process (teachers/learners). To activate this process, teachers need to be able to control their own emotions and also understand, in a better way, those of the students. In this point, another important skill to consider among teachers is emotional intelligence. Much evidence demonstrated the importance of a level of emotional intelligence in the personal or professional lives of people.

### **Problem and Questions of the Study**

Despite plenty of studies in the field of emotional intelligence, and efforts of scholars and scientists, from the past up to now, continue to be made about this topic, however, there is insufficient evidence, to the best of the researcher's knowledge, to judge emotional Intelligence among university teachers. In this regard, the researcher felt that the topic is still researchable, and this remains an open problem in the area of emotional intelligence. Based on that, the current study endeavored to address the following four research questions:

- What is emotional intelligence?
- What are the emotional intelligence components?
- What is the teacher's emotional intelligence level?
- are there significant differences in emotional intelligence levels based on their demographic and occupational characteristics?

### **Hypotheses of the Study**

To meet these questions, it is reasonable to hypothesize the following:

**H1:** There is no significant difference between the participants' mean scores on emotional intelligence and the theoretical mean of the scale.

**H2:** There is no significant difference between teachers' emotional intelligence in terms of their demographic and occupational characteristics.

### **Aims of the Study**

This study aimed to:

- explain the meaning of emotional intelligence.
- find out the level of emotional intelligence among teachers at Adrar University.
- analyze the teachers' emotional intelligence in terms of their demographic and occupational Characteristics.

### **Significance of the study**

The main contributions of the present study are the following:

- Add to the existing body of knowledge by investigating teachers' level of emotional intelligence, it is considered as a past contribution and a future direction. To put it in another way, this study implemented the suggestions of numerous previous researchers to investigate the level of emotional intelligence among people in

different eras. Moreover, it provided more facts for other future researchers who want to conduct further studies.

- The practical results of this current study can help the teachers of the university to enhance their current level of emotional intelligence, as they were, and still are the basic pillars in the teaching process.

### **Delimitations of the Study**

The current study is delimited to the following:

- This study was confined only to the teachers of the University of Adrar, who voluntarily participated in it by completing an online survey.

- The data of this study were collected during June for the academic year of 2022/2023.

-This study deals principally with the evaluation of the emotional intelligence among teachers. So it considered the last one as a dependent variable while choosing five particular demographic and occupational characteristics as independent variables.

## **1. Theoretical Background**

### **1.1 Literature Review**

Numerous studies on emotional intelligence have been conducted in various fields, especially in business and management. In this section, the researcher chose some studies that are more suitable for this paper.

A Study by (CAMPLISSON & CORMICAN, 2022, pp. 1777-1784) aimed to develop an instrument measuring emotional intelligence by decision-makers. This instrument was designed and tested to satisfy project manager needs. Therefore, the final scale contained four clusters (self-awareness, self-management, social awareness, and relationship management), and each cluster encompassed ten items. As a result, the findings of this study showed that this instrument contributes positively to understanding what emotional intelligence is.

Another Study conducted by (KITSIOS & al, 2022, pp. 1-8) investigated the emotional intelligence level of healthcare executives about gender. The results showed that healthcare managers have a high level of emotional intelligence; moreover, women express higher emotional intelligence than men.

Likewise, a Study conducted by (AL- BUSAIDI & al, 2019, pp. 320-345) aimed to investigate the role of emotional intelligence in school teaching. To test hypotheses, (T) and (f) tests were used. The study's results showed that the teachers have a high level of emotional intelligence in all five dimensions, but there were significant differences in the level of emotional intelligence based on certain demographic variables.

Similarly, A Study by (KAMASSI & al, 2019, pp. 324-335) shed light on the level of emotional intelligence among the administrative staff of the International Islamic University of Malaysia. To gather data, a stratified random sample was used. The results revealed that the level of emotional intelligence was very high; moreover, there were significant differences in all dimensions of emotional intelligence due to

gender and age, in contrast, there were no statistically significant variations in emotional intelligence based on position.

In a study (ALPULLU, 2013, pp. 79-82), the researcher aimed to compare the emotional intelligence among managers working in sports institutions. For this purpose, a survey technique has been used to collect data from 75 participants. The result of this study showed that there were no significant differences have been seen in emotional intelligence based on demographic variables in all sub-dimensions. On the other hand, there was a significant difference in the level sub-dimension based on the institution's kind (private/public). In the end, the researcher suggested some recommendations such as: developing training programs for emotional intelligence and encouraging conversion environments among directors of institutions' sports.

The aim of a Study by (KHASAWNEH & al, 2007, pp. 193-201) was to assess the level of emotional intelligence among the future vocational workforce in Jordan. The results indicated that the participants have a moderate level of emotional intelligence; what is more, there were no significant differences in the level of emotional intelligence based on demographic variables.

## **1.2 Conceptual Frame**

### **1.2.1 Definition of Emotional Intelligence**

The Cambridge Dictionary describes emotional intelligence as: « the ability to understand the way people feel and react and to use the skill to make good judgments and to avoid or solve problems ». (Cambridge University Press, 2008, p. 459).

The term emotional intelligence was largely defined and popularized by many authors. Salovey and Mayer Defined emotional intelligence as: « the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions ». (SALOVEY & MAYER, 1990, p. 189). Goleman attempted to contribute to the concept of emotional intelligence, according to him, this term refers to: « the ability to recognize and regulate emotions in ourselves and others ». (CHERNISS & GOLEMAN, 2001, p. 14). Another quite similar definition of emotional intelligence was given by Freeman & Fiedeldej Van-Dijk, for them, it refers to: « the capacity to integrate thinking and feeling to make an optimal decision ». (FIEDELDEY-VAN DIJK & FREEDMAN, 2007, p. 12).

Falling back on previous searchers' definitions, emotional intelligence may be explained as a composed mix of emotions, thinking, feelings, and moods, which make it possible for individuals to understand how to act and interact with each other in society.

From an academic-practical standpoint of view, emotional intelligence is the ability of teachers to know how to use emotions to understand better their students and how to affect their behaviors advantageously.

### **1.2.2 Components of Emotional Intelligence**

For enhancing comprehension in emotional intelligence, researchers developed a model which broken down into five (05) domains explaining the following set of basic personal abilities:

- **Self-awareness**; which means observing ourselves and understanding our emotions and feelings. (OSAMA JARADAT, 2022, p. 92). People can understand themselves; they are also able to achieve their goals through understanding their strengths and weaknesses. (NORMAN & COMBIS-RICHRDSON, 2001, p. 3).
- **Self-management**; which means guiding or controlling our emotions, rather than letting them control us. (MERSINO, 2007, p. 26).
- **Self-motivation**; which means using personal emotions to push individuals to achieve their objectives. (FERRES & CONNELL, 2004, p. 63). This Ability consists of optimism, initiative, commitment, and Achievement drive. (ODAME, PANDEY, & PATHAK, 2020, p. 276).
- **Empathy**; which means understanding how others feel, think, and perceive situations. (LYNN, 2000, p. 2). According to (Goleman), it is so important, to empathize with others, for anyone who wants to be a life partner, a parent in the family, a colleague, or a leader in the workplace. (GOLEMAN, 1998, p. 23).
- **Relationship Management**: it refers to social skills; which include competencies to build connections, manage conflict...etc. (ODAME, PANDEY, & PATHAK, 2020, p. 276). In addition, it refers also to the ability to influence others via leadership, communication, and assertiveness. (KUNNANATT, 2004, p. 492).

## **2. Methods and Materials**

### **2.1 Population and sample**

The target population of this study consisted of five hundred twenty- two (522) teachers; all of them are working in the five (05) faculties of Adrar University. To provide rigorous and representative data, and also produce meaningful findings, a census method (complete enumeration) was used to collect primary data from all units of the target population. Out of (522) questionnaires administered, only (100) questionnaires were returned, so the response rate was (19.15 %).

### **2.2 Instrument**

Data from this study were gathered by using a questionnaire that was distributed online via emails, it was prepared in the light of the literature. This instrument consisted of two parts; the first one contained information related to participants' characteristics such as gender, age, working experience, academic rank, and faculty. The second part contained an emotional intelligence scale, which consisted of twenty-three (23) items divided into five (05) dimensions (self-awareness, self-management, self-motivation, empathy, and relationship management).

Questionnaire item response fell into two categories, fixed-response questions were designed for the first of the questionnaire, however, the five-point Likert scale, was designed for the second part of the instrument.

Generally, researchers in practice create intervals of weighted means to give interpretations for the level of agreement of participants' responses. Table (1) below shows the five-point Likert scale interval means and its equivalent verbal description.

**Table 1.** Weighted Mean for-five point Likert Scale

Weight	Weighted Mean	Level of Agreement
1	[1 - 1.8[	Very low
2	[1.8 – 2.6[	Low
3	[2.6 – 3.4[	Average
4	[3.4 – 4.2[	High
5	[4.2 - 5]	Very high

Source: (PIMENTAL, 2019, p. 188). (MATOSAS-LOPEZ & al, 2019, p. 9). (Adapted)

### **2.3 Reliability and Validity of the research tool**

#### **2.3.1 Reliability of the tool**

To test the reliability of the toll, Cranach's alpha coefficient was used in this research. The results detailed below in Table (2) show that the value of Cranach's alpha for the entire tool was (0.83), and it ranged from (0.77 to 0.84) of the five dimensions of emotional intelligence. These coefficients indicated high reliability, so, the scale is reliable, and if the study repeats measurement, that may will give the same result.

**Table 2. Test Reliability for the overall dimension of EI**

Nº	Dimensions	Number of Items	Reliability Coefficients
1	Self-awareness	5	0.84
2	Self-management	5	0.80
3	Self-motivation	4	0.77
4	Empathy	5	0.81
5	Relationship Management	4	0.77
	Overall	23	0.83

**Source:** Results from SPSS Analyses, V23.

### 2.3.2 Validity of the tool

To determine if the tool was valid, the calculation of the Spearman correlation coefficient was performed; it was seen as the most appropriate measure of validity. The results are detailed below in Table (3), which shows that the correlation between the mean of each sub-dimension and the mean of the second part of the tool (emotion intelligence as a cumulative variable) was statistically significant. As a result, the tool was suitable to assess the level of emotional intelligence and give confidence that will do its job properly.

**Table 3. Test Validity for the overall dimension of EI**

Number	Dimensions	Correlation Coefficients	Level of Significance
1	Self-awareness	0.77	0.00
2	Self-management	0.66	0.00
3	Self-motivation	0.62	0.00
4	Empathy	0.64	0.00
5	Relationship Management	0.62	0.00

**Source:** Results from SPSS Analyses, V23.

### 3. Results and Discussion

### 3.1 Demographic and Occupational Characteristics of the Participants

Table (4) shows the demographic and occupational characteristics of the sample of (100) Participants. About three-quarters (74 %) of teachers were males and one-quarter (26 %) were females. In terms of age, (08 %) of respondents were in the [20-30] age group, (39 %) were aged [31-40] years, (37 %) were aged [41-50] years, and (16 %) above 50 years. Regarding working experience, it was observed that (47 %) of teachers had less than (10) years working experience, (40 %) had from 11 to 20 years working experience, and (13 %) had more than 21 years. As for academic ranks, (30 %) of respondents were assistant teachers, (44 %) were lecturers, and more than one-quarter were professors. Finally, the distribution of respondents according to faculties in which they have employed shows that (30 %) of respondents were science and technology teachers, (07 %) were law and political sciences teachers, (30 %) taught in the fields of economic, commerce, and management sciences, (22 %) in human, social and Islamic sciences, and (11 %) taught in the field of arts and languages.

**Table 4. Description of the sample**

Variables	Categories	Frequency	Percent (%)
Gender	Male	74	74 %
	Female	26	26 %
Age	20 - 30	08	08 %
	31- 40	39	39 %
	41 - 50	37	37 %
	More than 50	16	16 %
	Working Experience	Less than 10	47
	11 - 20	40	40 %
	More than 21	13	13 %
Academic Ranks	Assistant Teacher class (B)	13	13 %
	Assistant Teacher class (A)	17	17 %
	Lecturer class (B)	15	15 %
	Lecturer class (A)	29	29 %
	Professor	26	26 %
Faculty	Sciences and Technology	30	30 %
	Law and political sciences	07	07 %
	Economics, commerce and management sciences	30	30 %
	Human, Social and Islamic Sciences	22	22 %
	Arts and Languages	11	11 %
	Total Results	100	100 %

Source: Results from SPSS Analyses, V 23.

### 3.2 Descriptive Analysis

According to the descriptive statistics, the results shown in Table (5) below



indicated that the teachers demonstrated a high level of emotional intelligence in the total scale (3.91), and in all five main dimensions. As shown in the table, the mean of relationship management (4.00) is higher than all other means, followed by self-management (3.97), self-awareness (3.87), and self-motivational (3.85) respectively. While empathy was scored the lowest by mean ( $M = 3.82$ ).

**Table 5. Means Values and Standard Deviation of the five dimensions of EI**

Dimensions	Means	Standard deviation	Level of Significance	Degree of agreement
Self-awareness	3.87	0.63	0.00	High
Self-management	3.97	0.63	0.00	High
Self-motivation	3.85	0.58	0.00	High
Empathy	3.82	0.49	0.00	High
Relationship Management	4.00	0.60	0.00	High
Overall	3.91	0.41	0.00	High

Source: Results from SPSS Analyses, V23.

### 3.3 The Test of Normal Distribution

The test of normality is essential for determining the statistical methods for data analysis. Generally, this test is similar to another hypothesis test, in which the hypothesis in normality testing is as follows:

**H<sub>0</sub>**: the data follows a normal distribution.

**H<sub>1</sub>**: the data does not follow a normal distribution.

As indicated in Table (6), (see also Appendix 1), p-values for these two tests (K – S and S –W) are greater than the level of significance (0.05), which means the normality assumption was satisfied. So we may accept the null hypothesis that the data were normally distributed, furthermore, this allowed us to use parametric statistics.

**Table 6. A Normality Test**

Variable	Normality Test Methods			
	Kolmogorov - Smirnov		Shapiro -Wilk	
	Statistics	Sig	Statistics	Sig
Emotional Intelligence	0.72	0.2	0.98	0.525

Source: Results from SPSS Analyses, V23.

**3.4 Statistical Hypotheses Testing**

**3.4.1 The Main Hypothesis (H1): There is no significant difference between the participants’ mean scores on emotional intelligence and the theoretical mean of the scale.**

This hypothesis may be reformulated as the following statistical hypothesis:

$H_0: M = 3$

$H_1: M > 3$

To test the first main hypothesis, an independent one-sample t-test was used. The result as seen below in Table (7), indicated that the mean scores of participants mean scores on emotional intelligence equals (3.91), which is higher than the theoretical mean of the scale (3). In addition to that, the calculated mean fell exactly between the upper limit and the lower of the confidence interval [3.82 – 3.99]. Furthermore, the p-value (0.00) was less than the required cut-off (0.05), which means the participants’ mean scores were statistically significant.

Based on the set of previous indicators above, the null hypothesis was rejected, while the alternative one was accepted.

**Table 7. T – Test Statistics of Emotional Intelligence**

Variable	T	Mean	Standard Deviation	Confidence Interval		Sig
				Min	Max	
Emotional Intelligence	93.72	3.91	0.41	3.82	3.99	0.00

Source: Results from SPSS Analyses, V23.

**3.4.2 The Main Hypothesis (H2): There is no significant difference between teachers’ emotional intelligence in terms of their demographic and occupational Characteristics.**

To test the hypothesis, (the T-test) was used to compare two independent groups concerning their mean scores, and (the F- test) test to compare more than two independent groups with concerning their mean scores. The decision rule rejected the null hypothesis if the significance level of (T) or (F) was less than the required significance level (0.05).

This kind of test was conducted in two necessary steps, the first one required Levene’s test to assess variance homogeneity, and the second one required to seek the significance level of (T) or (F). Finally, the decision to accept or reject the hypothesis will be taken based on how sufficient evidence we have.

The second main hypothesis can be divided into the following five sub-hypotheses:

**- The sub-hypothesis (H21): There is no significant difference between teachers’ emotional intelligence in terms of their gender.**

As seen in Table (8) below, the p-value of Levene’s Test was (0.71), which was greater than the required cut-off (0.05), which means that the variance of the

two groups (male) and (female) was homogeneous. In other words, the condition of equal variances on the dependent variable (emotional intelligence) of the two groups (male, female) of the aggregate variable (gender) was satisfied, therefore we can conduct a T-Test.

The results revealed that the significance level of (T) was (0.58); which was greater than the required significance level of (0.05). As a result, the first sub-hypothesis can be accepted. To rephrase it, the level of emotional intelligence among teachers was not affected by their differences in gender (male, female).

**Table 8. Results of T test on the differences in EI based on Gender**

Variable	Grouping Variable (Gender)	Leven's Test		T - Test	
		F	Sig	T	Sig
Emotional Intelligence	Male	0.13	0.71	1.91	0.58
	Female				

Source: Results from SPSS Analyses, V23.

**- The sub-hypothesis (H22): There is no significant difference between teachers' emotional intelligence in terms of their age**

As illustrated in Table (9), the p-value of Levene's Test was ( $p > 0.05$ ) which means that the variance of the four groups of age [(20-30), (31-40), (41-50), (more than 50)] was homogeneous. Thus the one-way ANOVA can be conducted. The results showed that the significance level of (F) was (0.96). So the second sub-hypothesis can be accepted. To put it in another way, the level of emotional intelligence among teachers was not affected by their difference in age.

**Table 9. Results of F- Test on the Differences in EI Based on Age**

Variable	Grouping Variable (Age)	Leven's Test		F - Test	
		F	Sig	F	Sig
Emotional Intelligence	20 - 30	0.83	0.47	0.085	0.96
	31 - 40				
	41 - 50				
	More than 50				

Source: Results from SPSS Analyses, V23.

**- The sub-hypothesis (H23): There is no significant difference between teachers' emotional intelligence in terms of their working experience.**

As shown in Table (10) below, the p-value of Levene's Test was (0.73), which means that the variance of the three groups of working experience (seniority) was homogeneous. To put it differently, the condition of equal variances on the dependent variable (emotional intelligence) of the three groups [(less than 10), (11-20), (more than 21)] of the aggregate variable (working experience) was satisfied, therefore we can conduct an F- Test.

The results indicated that the significance level of (F) was greater than ( $p > 0.05$ ). Therefore, the third sub-hypothesis can be accepted. In other words, the level of emotional intelligence among teachers was not affected by their difference in seniority (working experience).

**Table 10. Results of F-Test on the Differences in EI Based on Working Experience**

Variable	Grouping Variable (Working Experience)	Leven's Test		F - Test	
		F	Sig	F	Sig
Emotional Intelligence	Less than 10	0.30	0.73	0.054	0.94
	11 - 20				
	More than 21				

Source: Results from SPSS Analyses, V23.

**- The sub-hypothesis (H24): There is no significant difference between teachers' emotional intelligence in terms of their academic rank.**

As seen in Table (11) below, the p-value of Levene's Test was (0.26), which was greater than the required cut-off (0.05), which means that the variance of the five groups of academic rank [(Assistant Teacher Class B), (Assistant Teacher Class A), (Lecturer Class B), (Lecturer Class A), (Professor)] was homogeneous. Owing to this, we can conduct an F-Test.

The results revealed that the significance level of (F) was greater than the required significance level (0.05). As a result, the fourth sub-hypothesis can be accepted. In other words, the level of emotional intelligence among teachers was not affected by their difference in academic rank.

**Table 11. Results of F- Test on the Differences in EI Based on Academic Rank**

Variable	Grouping Variable (Academic Rank)	Leven's Test		F - Test	
		F	Sig	F	Sig
Emotional Intelligence	Assistant Teacher Class (B)	1.33	0.26	2.19	0.76
	Assistant Teacher Class (A)				
	Lecturer Class (B)				
	Lecturer Class (A)				
	Professor				

Source: Results from SPSS Analyses, V23.

**- The sub-hypothesis (H25): There is no significant difference between teachers' emotional intelligence in terms of their faculty.**

As presented in Table (12), the p-value of Levene's Test was greater than (0.05), which means that the variance of the five groups of (faculty) was homogeneous. So, the F-Test can be conducted. The results revealed that the significance level of (F) was (0.78); it was greater than the required significance level

of (0.05). As a result, the fifth sub-hypothesis can be accepted. In simple terms, the level of emotional intelligence among teachers was not affected by their differences in the faculty in which they are employed.

**Table 12. Results of F- Test on the Differences in EI Based on Faculty**

Variable	Grouping Variable (Faculty)	Leven's Test		F - Test	
		F	Sig	F	Sig
Emotional Intelligence	Sciences and Technology	0.70	0.58	2.16	0.78
	Law and political sciences				
	Economics, commerce and management sciences				
	Human, Social and Islamic Sciences				
	Arts and Languages				

Source: Results from SPSS Analyses, V23.

## CONCLUSION

Teaching is a job that needs an effective interaction between teachers and learners, the two basic pillars need to have specific skills to achieve this process. Numerous studies have been conducted on emotional intelligence as one of the most required skills in the teaching process. In this framework, this study came to investigate the level of emotional intelligence among teachers working at the University of Adrar.

The analysis led to the following conclusions:

- The teachers of the universities must have a set of five basic personal abilities: Self-awareness, Self-management, Self-motivation, Empathy, and Relationship Management.
- The teachers of the University of Adrar demonstrated a high level of emotional intelligence in all of its dimensions.
- The level of emotional intelligence among teachers was not affected by their differences in demographic and occupational Characteristics (gender, age, working experience, academic rank, and faculty).

In light of the previous results, as noted above, some beneficial recommendations can be suggested.

- Design a training program for emotional intelligence that can help the members of the university community improve their level of emotional intelligence.
- Assess periodically emotional intelligence, which may be also beneficial to identify any future changes in the required level of emotional intelligence among members of the university community.

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**Appendices**

**Appendix 1: A Normal Distribution**

