



## THE EFFECT OF EMOTIONAL INTELLIGENCE ON THE BEHAVIORS OF STUDENTS OF AL-ZAHRA UNIVERSITY FOR WOMEN IN SOME SOCIAL SITUATIONS

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**Abstract :** The current research aims to identify the impact of emotional intelligence on the behavior of female students at Al-Zahraa University for women in some social situations. Emotional Intelligence is defined as "the individuals ability to understand his own feelings and the feeling of others also to distinguish between them, and to use this information to guide thinking, actions and behavior". The descriptive approach was used in the theoretical research with the help of previous literature and research. Several conclusions were reached, the most important of which are : The more the individual is aware of his emotions and reactions, the more skilled he is in reading feelings and that failure to perceive the feelings of others is a fundamental point of deficiency in emotional intelligence and a failure in human humanity. At the end of the research, several recommendations and suggestions were mentioned.

**1 - Introduction :** Emotional intelligence is one of the important topics in psychology due to its impact on the success of the individual in all areas of his life, especially in work and planning and helping him solve his problems, as it indicates that in order for the individual to have the requirements for success effectively, and in order to be able to control and control his emotions and interaction with others, there must be two manifestations of this type of intelligence: First, the person understands himself and his goals, reactions, and overall behavior. The other is that the person understands others and their feelings(Othman,2016:p.p.3),as positive motives and feelings have a major role in mobilizing human energies for achievement, such as enthusiasm, perseverance and confidence. Motivation contributes to success in life, which we see through performance and outstanding behavior, and that individuals use emotional energy to the maximum extent that it facilitates emotions and conscience or it hinders the ability to think and plan. To the extent that feelings of enthusiasm and enjoyment of what we do are induced, as well as feelings of positive balanced anxiety, we achieve achievements in our lives, and this indicates that emotional intelligence is a "prime predisposition" (that is, energy that strongly and deeply affects all other abilities, positively or negatively, to facilitate or hinder) (Robbins and Scott, 2000:p.p.50-51) .

**Keywords :** Emotional Intelligence , Behaviors , Social Situations .

**Search problem :** One of the positive aspects of personality is emotional intelligence, which has been referred to by modern theories, and many definitions have been formulated for him that focus absolutely on one concept, which is to invest emotion and intelligence together for the quality of human mental health. Which is one of the factors contributing to the compatibility of

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the individual with his environment, as it gives him the ability to understand himself and others, and the success of the individual in his life is not limited to cognitive intelligence only, but has become dependent on his enjoyment of a set of traits and self-skills that enable him to respond to his feelings and the feelings of others appropriately, and the effective employment of emotional information. Golman (2000) pointed out that mental intelligence does not prepare humans to be able to facilitate their own lives successfully, as it may contribute only 20% of success in life, and 80% to other factors that contribute to this success, including emotional intelligence (Rubens, Scott, 2000:p.p.45) and that every activity issued by a person while dealing with his environment, is not a purely psychological activity or purely physical. Rather, a total activity issued by the whole human being as an integrated and indivisible psychological physical unit. Behavior is only an integral part of psychological life inseparable from it, it must be understood and interpreted because it comes from a living organism living in a society, as well as knowledge of the conditions of organic and social behavior (Rajeh, 1968: p.p.7-24)

Considering that human behavior has three components: actions, perceptions and emotions. It can be defined as the activity carried out by the organism as a result of its relationship to certain environmental conditions, as it constantly tries to develop and modify these conditions until it achieves survival and satisfies its needs (Abu Al-Diyar, Khamis, 2022:p.p.14) The academic environment is one of the most important areas during which researchers tried to study and analyze the effects of emotional intelligence, and empirical evidence has shown that a person's cognitive intelligence is not enough to ensure academic, personal and professional success, , Over time, it has become clear that success and well-being can be the result of using emotional skills effectively when facing life changes, and in reducing the risk of health and mental problems (Smiley and Ben Amara,2018:p.p.295-296). The results of studies that linked high intelligence rates and academic excellence showed that a group of those who do not have the ability to face life's difficulties and problems, and it turned out that this is due to their lack of emotional intelligence, and their inability to control their emotions (Goleman, 2000:p.p.121). From here it can be said that the more the individual is aware of his emotions and emotions, the more skilled he is to read and understand the feelings of others, and that the failure to be aware and aware of the feelings of others is a basic deficit point in his emotional intelligence.

Therefore, the problem of the current research is summarized in the following question : Does emotional intelligence affect the behaviors of students of Al-Zahra University for Girls positively?

**The importance of research :** Many studies and researches indicate the importance of emotional intelligence in understanding emotions (sensations - feelings) and its great role in regulating emotion. And to the importance of applying this type of intelligence as a dimension of the dimensions of the educational process and an important part in the student's psychological life, because of its strong impact on his motivation towards learning and in his use of cognitive strategies. Emotional education is a curriculum in self-sciences, and includes social



development, life skills and emotional learning, which develops the individual's personal intelligence as it constitutes the integrated human personality, based on the mutual relationship between thinking, feeling and behavior. When the student changes his way of thinking, his feeling and thus his behavior changes, and this relationship is what gives the ability to use emotions in a way that contributes to focusing on the important things in the situation. The application of emotional intelligence in the school environment is of great importance in providing solutions to many of the problems caused by students and the distress and anxiety it produces for teachers, parents and the school environment in general, as well as enabling the student to possess the intellectual abilities developed in a good way as well as possessing social and emotional skills that integrate with intellectual skills to solve problems and improve their self-efficacy (Khalil, 2011:p.p.165)

Studies that dealt with emotional intelligence have recommended the importance of its application in the school environment, as it enables to provide solutions to many of the problems that may be caused by students and the resulting distress and anxiety for society in general and for teachers, parents and the school community in particular, as in a study (Gumora,&Arsenio,2002:p.p.397)and many research and studies recommend the importance of applying emotional intelligence as a dimension of the dimensions of the educational process and an important part in the psychological life of the student, And its impact is strong in their motivation towards learning, as in the study (Hussein,2013:p.p.61) and the study (Salovey et al,2000) recommends the need to provide programs to develop the skills and abilities of various emotional intelligence among teachers, and the need to develop emotional and social skills in the field of study for learners to reach high degrees of achievement (Smiley, and Ben Emara,2018:p.p.297) as emotional education as a curriculum in self-sciences includes social development, life skills and emotional learning, Which constitutes the integrated human personality of the individual, and this is based on the mutual relationship between thinking, feeling and behavior.

**Research Objectives :** The research aims to answer the following questions :

- 1- What are the basic components of emotional intelligence related to behavior in some social situations .
- 2- What is the relationship between an individual's behavior and social attitudes ?
- 3- Can a university student modify her behavior through her awareness of the basic elements of emotional intelligence affecting some social situations ? What are the appropriate methods to teach the student how to modify her behavior ?
- 4 - Is it possible to employ the components of emotional intelligence ?



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**Define terms :**

**2 - Emotional Intelligence (EI) :** is defined by Daniel Goleman (1999) as : The ability to know our own feelings and those of others, stimulate our motivation and process our emotions well within ourselves and in our relationships with others (El-Dardeer,2004:p.p.25)

Known by him (Salovey & Mayer,1990): It is the ability of an individual to understand one's own feelings and those of others, distinguish between them, and use this information to guide thinking, actions, and behavior (Mohammed, 2009:p.p.5).

**2 – 1. The Behavior :** \_ It is the activity that is issued by the body or a special member of it, as in the apparent motor and verbal activity, either mental mental or emotional behavior is an internal activity (subjective) (Rajeh,1968:p.p.5-6)

\_It is that activity that is issued by the organism as a result of its interaction with the conditions of a certain environment, and this is represented in its repeated attempt to modify, change and improve in these conditions in order to suit the requirements of its life and until it achieves survival and its sex to continue (Al-Hamawi,2023:p.p.81)

**2 – 2. Social Position:**

**Situation :** It is the set of stimuli that make the individual respond to it in

its entirety, in its entirety, it is a temporary psychological environment (Rajeh,1968:p.p.16)

**2 –3.** \_It is a psychological state expressed by evaluating a particular event or subject with a certain degree of positive or negative"(Egley& Schikken,1993:p.p.1)

-Brickler and Wiggins(1992): defined it as: a mental and neural representation that is organized through experience ,and affects Behavior is directed or motor (Brickler & Wiggins,1992 :p.p.407)

**3 - Elements and skills of emotional intelligence :** The skills of emotional intelligence and its components, fields and methods of the basics that help the individual to understand his behavior, and change it from negative behavior to positive behavior, and help him to realize his feelings and emotions and the emotions of others and cooperate with them in various fields, in order to have the ability to solve problems and face them, and achieve success in all life situations facing him (Said, 2008:p.p.11)



The basic elements of emotional intelligence can be identified as mentioned by Daniel Goleman :

**A- Self-awareness :** It includes the knowledge and discovery of the individual of his emotions and his ability to express them and know their causes and meanings, and his ability to appreciate himself by identifying the strengths and weaknesses in them, and his accurate appreciation of his emotions and emotions, and his ability to link his feelings to what he thinks, and self-confidence and its potential .

**B- Self-regulation :** It includes the ability of the individual to control and control his emotions and generate new emotions and ideas that help him to think well, and his ability to change his mood when circumstances change, and the ability to adapt to current events, and to balance and calm even in difficult circumstances, and to renew, change and innovation to meet the requirements of life, and his ability to be worthy of the trust of others .

**C – Motivation :** It includes the motivation of the individual to accomplish or attain, perseverance and bear pressure in order to complete the work, and optimism, challenge and calculated risk and continuous work without boredom or stress, and his commitment to promises and pledges with others, and his focus in his work even in stressful circumstances.

**D- Empathy empathy :** includes the sensitivity of the individual in discovering, knowing and understanding the emotions of others apparent and buried and uniting with them and helping them, and effectiveness in solving their problems and following up their news, and sensitivity to their requirements and strengthening and stimulating their abilities, and the extent of his awareness of the laws organized in society .

**E- Social Skills :** It includes the skill of the individual in forming successful social relationships with others, communication, cooperation with them, influencing them, dealing wisely with them, and his ability to perform leadership roles successfully and efficiently in managing social discussions, and working effectively with a distinguished team (El-Dardeer ,2004 :p.p.31-32)

**3 – 1. Levels of emotional intelligence :** The term emotional intelligence entered our contemporary language for the first time in 1990 by the American scientist Peter Salovey and has two levels: the first is the personal level within the framework of the self. The second is the interactive level within the framework of relationships . Despite the exchange of influence between these two levels, but the emotional intelligence at the personal level is the original, and its absence leads to the weakness of emotional intelligence at the level of human relations, and also causes the reduction and weakness of the effectiveness and performance of intellectual intelligence of the parties to these relationships .Despite this, many people still believe that expressing emotions in the workplace is one of the negative behaviors that individuals should avoid, but experiments have proven this belief wrong, because having these natural skills and

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helping others build their psychological intelligence bases is the only way to build intelligent relationships (Hussein,2007:p.p.10) .

### **3–2. Characteristics of people with high emotional intelligence :**

(Bourey & Miller,2001) indicates that people with high emotional intelligence are more flexible, open and emotionally reincarnated towards others, and have a great sense of social responsibility, and are more skilled in understanding their personal emotions, and these social competencies are key to success at work, and self-awareness, which is one of the important components in emotional intelligence, makes us develop and improve ourselves and our will, especially in times of crisis (El-Dardeer,2004:p.p.27) As well as they are positive, sensitive, have good language skills, have high self-esteem, have quick intuition, are able to establish strong and continuous relationships with those they work with, have a high degree of emotional balance, are able to urge others and push them to be emotionally balanced like them (Strongman,2015:p.p.70) and the emotionally intelligent individual has the ability to evaluate himself and discover its strengths and weaknesses. He has the ability to control his actions and the ability to link his feelings to his thinking, and the ability to make judgments about the situations facing him, and has sufficient awareness of what he does of daily actions or behaviors, and has the ability to test reality, interpretation, criticism and analysis (Elder,2004:p.p.105)

### **4 - The questions posed in the current research can be answered :**

#### **4 -1. What are the basic components of emotional intelligence related to behavior in some social situations?**

Emotional intelligence refers to the ability to understand, evaluate and manage our emotions and the emotions of others, and it represents with the IQ coefficient an integrated form of general intelligence, while people need a measure of intelligence coefficient in order to behave in a good way, emotional intelligence is what distinguishes between prominent leaders, groups and organizations different from each other. Emotional intelligence consists of personal intelligence and social intelligence, personal intelligence is what makes us sense the internal relationships between our thoughts and events and situations facing us, either intelligence between people (social intelligence) is what makes us deal and communicate with others easily and easily (El-Dardeer,2004:p.p.13) Goleman believes that emotional intelligence makes us able to control our tendencies and whims, and to realize and understand the feelings of others buried, And to deal flexibly in our relationships with others . Or, as Aristotle sees it, "that rare skill to get angry with the right person at the right time and for the right goal." That is, the individual must be intelligent enough to put emotions at the center of personal abilities in dealing with life (Goleman,2000:p.p.13)



The more the individual is aware of his emotions and emotions, the more skilled he is to read feelings, and the failure to perceive the feelings of others is a basic deficit point in emotional intelligence, which is a failure in human humanity. Every friendly relationship and every interest in others stems from emotional harmony, that is, the ability to empathize and understand. Words rarely express emotion, but emotion expresses itself in other connotations and situations, and the key to accurate and quick understanding of the feelings of others lies in the ability to read body language such as tone of voice, body movement, facial expression and others. What someone says may not agree with what they suggest through the tone of their voice, body movement, or other non-verbal communication skills, and emotional honesty lies in how they express what they say, not what they say. Most research indicates that 90% of non-verbal emotional messages – for example, anxiety as shown in the tone of voice, and turmoil as seen in the speed of movement – reach these emotional messages to the other party subconsciously without special attention to the nature of the message. But quite simply, they are received and responded to implicitly, as the skills that facilitate and facilitate us to receive and respond to these messages are acquired implicitly in social situations. We send emotional signals in every field, and these signals affect those around us, the more socially savvy we are, the better able we can adjust the signals we send (Robbins, Scott,2000:p.p. 53-55).

#### **4 – 2. What is the relationship between the behavior of the individual and social attitudes ?**

Psychologists believe that people act according to their attitudes, however, social psychologists have later indicated that the attitude and actual behavior of the individual are not always in line with each other completely, as some people support a certain action but at times they cannot accomplish such work. In some cases, a person may change his position from the basis in order to be consistent and in line with his behavior better, as cognitive dissonance is one of the behaviors that cause psychological distress to the individual due to conflicting trends or values, and in order to reduce this tension and imbalance, individuals may change their attitudes to reflect their other values or actual behaviors (Ghanem,2012:p.p.342). At other times, however, they may not be able to decide why they behave in particular behavior, or give more socially acceptable reasons than they give the real reasons for the behavior. One seeks to attain things related to pleasure and avoids things that are associated with pain, however, the extent to which conscience is associated with goals is more complex than just pleasure and pain. A person feels proud if he succeeds and ashamed if he fails (Praveen,2010:p.p. 195) .

The behavior of the individual is the result of society's expectations of him, which affect his future expectations directly. Ghanem (2012) points out that the concept of attitude in social psychology is defined as "a set of emotions, values and actions towards a particular thing, person, situation or event, and attitudes are often the result of repeated experiences of the person or the upbringing in which the individual lives, which can have a strong impact on human behavior." The attitude may be a person, a product, or a social group, and when we say that attitudes are evaluations, we mean that they involve preference, hatred, love, or hostility. For example, when we express our attitudes and say: "I love sewing" or "I hate reptiles" and





other preferences , tendencies and trends, we express the relationship between self and attitude, whether positive or negative, in the sense that attitudes are an important part of the self-concept of each individual . Everyone has thousands of attitudes, including family, friends, colleagues in the workplace, and other preferences. Personal attitudes vary from individual to individual as each of our attitudes has its own unique characteristics (Ghanem,2012:p.p.342) .

#### **4 -3. Can a university student modify her behavior through her awareness of the basic elements of emotional intelligence affecting some social situations ? Are the appropriate methods to teach university students how to modify their behavior ?**

**Here we present some behavioral procedures for behavior modification programs :**

**A\_ Stress management :** This procedure is similar to the process of immunization against general diseases, and is based on resistance to pressure through a program that trains the student on how to deal with graded situations of compression .For example, the method of immunization from stress includes three stages :

1\_ The stage of education, by providing the student with a conceptual framework to understand the nature of reactions to pressure, and includes : preparing for the compressor

- facing the compressor
- the possibilities that the pressure will be severe
- strengthening the same student as having faced pressure .

2\_ The repetition stage, which includes direct procedures and cognitive means of confrontation used in each of the four stages .

3\_ The stage of applied training, which is to rely on the student's previous skill for confrontation methods, where it is presented on a series of pressures, and the behavior rate models the use of response skills. The training may include a range of therapeutic methods such as speech training, discussion, modeling, self-instructions, behavioral repetition, and reinforcement .

The student who faces many family pressures such as meeting and managing the daily needs of the home, for example, and the pressures and academic burdens she faces at the university from studying, understanding and absorbing daily lessons and solving homework first-hand, the student advisor or behavior rate will work to alleviate these pressures by arranging and scheduling them according to the priorities, as well as coordinating with the guardian about alleviating the household burdens so that the student can review the study materials and solve homework, Thus, the pressure will fade and fade permanently and the student can practice her life normally.

**B- Problem solving :** It is a process that the student learns when she faces a problem in life. It includes five steps :

\_ Identify the problem \_ Goal selection \_ Strategy selection \_ Use of strategy \_ Calendar .





The student who suffers from the problem of bullying, for example, can train through the rate of behavior or the student counselor on the following :

- 1\_ Identify the causes, factors and circumstances leading to the use of bullying as a means of dealing with others .
- 2 \_ Formulate a main goal for the purpose of addressing the problem and detailed goals .
- 3 \_ Follow the rational and emotional method to address the problem and self-training on this method to gain insight into the problem and resist the irrational aspects of it .
- 4 \_ Doing self-observation to verify the disappearance of the problem .

**C \_emotional venting :** This method is based on teaching the student to launch her feelings that she feels automatically, and express them in a verbal way, and reveal the current emotions and future goals, in order to be able to realize and awareness of them, and the rate of behavior directs the student to choose the appropriate and acceptable behavior. The student who is exposed to a traffic accident, for example, and loses a member of her family, which is reflected in her behavior, body and dealings, so the student counselor or behavior rate allows the student to reveal her suffering and the trauma she suffered and its results, then the behavior rate intervenes to clarify the situation and alleviate it as an act of fate, and that the soul is written on death at the moment determined by God Almighty, And that it has to compensate for that by good deeds, prayers and supplications for the deceased, and that a person is able to give as long as he lives, and is able to be creative in his works, including those works of studying, learning and good achievement, and realizing his duties in this world, and repentance and returning to God to win his satisfaction in the hereafter. The student's behavior rate also shows the proper way to interact with life, and this strategy aims to make the student disclose her feelings and what disturbs her life.

**D \_ Decision making :** The student may go through the problem of choice, for example, a state of hesitation or a state of internal conflict over two or more topics, so the role of the student counselor or behavior rate comes in helping her learn how to make a decision . The decisions that the student needs to make fall into one of three groups :

**1\_Personal decisions . 2\_Educational decisions . 3 –Professional decisions.**

The student who succeeded in the preparatory stage and qualified to enter the university finds it difficult to make the appropriate decision to join the scientific departments, and needs someone to help her make a specific decision, so the student counselor or behavior rate interviews the student and identifies her tendencies and abilities and the grades she obtained in



the subjects, and other information that contributes to making the appropriate decision to join the department and the appropriate specialization for her (Ministry of Education,2008:p.p.48-53)

#### **4\_ Is it possible to employ the components of emotional intelligence? Employing the components of emotional intelligence :**

The social, cultural and political changes and challenges that have occurred in our contemporary society have a major role in the escalation of problems and the spread of manifestations of academic failure, delinquency and violence, and the increasing demand for the negative use of social media. Phenomena are no longer limited to specific groups or places, but have extended to include all components of society and its institutions, including schools and universities. These manifestations had a great impact in calling for the need to pay attention to the emotional and emotional aspect of individuals, and the need to apply and employ the components of emotional intelligence in society in general and the university community in particular, with the aim of helping those in charge of the educational process and actors in the academic community to develop and possess social and emotional skills so that they integrate and combine with intellectual and cognitive skills (Smiley and Ben Amara,2018:p.p.298)

Emotional health is important at work, school and in all areas of life, and the best individuals are persevering, loving, affirmative, they raise the motivation of those who work with them and be a source of inspiration, leadership and collaborative work. We can develop the emotional intelligence of our students and support them, and teach them how to deal with their feelings with understanding and wisdom. Goleman also points out the importance of emotional and social development programs and the need to provide them as part of the curriculum and school life, and to include parents, and everyone who leads in society - and these programs lead to the best results when they extend for a long time, and these programs are carried out by highly experienced and skilled trainers and teachers - and before that they have good emotional health (Robbins, Scott,2000:p.p.69-71)

#### **1-Employing self-awareness :**

Self-awareness is the ability of the individual to know his mood, motives and emotions, understand them and know their impact on others, and the characteristics of this person are self-confidence, sense of humor, and realistic self-evaluation. Studies indicate that the problems of students in general result from a sense of low self-awareness, which makes them feel that they are worthless people and lack self-esteem, and this affects their motives, behaviors and attitudes, and leads to behavioral problems inside and outside the classroom, and exacerbates the matter by leaving a negative and bad impact on professors and other students. Therefore, this dimension can be employed by highlighting the role of the empowered professor who can employ his skills, abilities and knowledge and help this student to be aware of himself (Smiley,



Ben Amara,2018:p.p.299) and make him able to improve his dealings with others, and in general, people who can understand themselves and their motives and goals have the ability to develop themselves regularly and systematically, and obtain a sense of satisfaction and inner tranquility.

## **2–Employing self-regulation (self-control):**

Self-management is the ability of the individual to control his emotions and emotions after realizing them, and put each emotion in its appropriate place, and the tendency to stop issuing judgments and make any decision and think about it well before acting to achieve compatibility with oneself and with the environment and society. One of the hallmarks of this individual is trustworthiness, adaptation to ambiguity, and openness to change. This dimension can be employed by making the student have the ability to direct his feelings, desires and mood in a positive way and direction, and to be able to know his strengths and weaknesses, and to identify his goals and orientations clearly by enabling him to set of rules, including :

Possess self-intelligence by living with the values he believes in, and enable him to talk about what he thinks with others .

\_ Possess self-confidence and others, and his knowledge of the size of the responsibility entrusted to him and the requirements for dealing with it .

\_ To possess high ethics in the field of the profession .

\_ To possess the art of listening and dialogue .

If these rules are employed, the student will be able to face the problems of academic failure, reluctance to study and other problems. It makes the student manage himself and enhance his self-confidence, flexibility and optimism. It makes them more willing to study, succeed and excel, and leads him to control his feelings and then his ability to manage himself (Smiley and Ben Amara,2018:p.p.299-300).

**3 – Employment of motivation :** Motivation is the desire of the individual to work and the tendency to pursue goals actively and perseverance, and one of the distinctive features of the individual optimism and achievement and commitment.

Motivation in the educational field is a prerequisite for achieving educational goals, whether in the acquisition of information and knowledge (cognitive aspect), or the formation of attitudes and values (emotional aspect), or the formation of various skills that are subject to training and practice factors (motor aspect). When we want to employ this component, we must make a link between the internal motivations that the individual possesses with the external motives that stimulate or provoke his internal motives, as well as know the benefits that we will get .



The employment of motivation in the academic environment can enable actors in the educational process to address several problems, including academic failure, achievement rates in school subjects, and trying to change the ideas and attitudes of students towards some educational materials by facilitating their way of thinking and raising the level of internal motivation, and facilitating social interaction that enhances their psychological and emotional comfort, and this in turn will positively affect their academic performance. He believes (Elder,1997) that the human mind performs three main functions are thoughts, desires and feelings, the cognitive aspect of the mind includes mental activities that are associated with thinking such as analysis, comparison, assumptions and evaluation, while the emotional aspect is the internal engine that shows us how to act in any situation facing us, any indicator that shows us whether we behave well or not, Motivation is the internal engine of the mind that pushes us to achieve an action or reluctance to perform something, it is the effective factor behind determining the type of behavior or even failure to perform the behavior that we should take towards a situation (Alderder,2004:p.p.105) .

**4 –Employing empathy:** Empathy is based on self-awareness, because as much as the individual is able to accept and realize his feelings, he is able to read the feelings of others. Empathy is called understanding or empathy, and Edward Titchner calls it E. Titchener says: "Empathy stems from the feeling of suffering of the other, by evoking the same feelings of others into the empathy himself."

One of the most important human needs in existence is his need to appreciate his feelings by others, and this depends on three things represented in the process (realizing it, understanding it without judging it, and empathizing with it), and in order for the student to succeed in using empathy to read and understand the feelings of others, he must be able to read his feelings and their impact on his behaviors first, in order to be able to conduct the opposite reading and know the feelings of others, How a student learns to empathize with others depends largely on the conditions of the social environment, because some environments encourage empathy while others restrict the opportunity to learn empathy (Smiley and Ben Amara, 2018:p.p.301-302) .

**5 - Employing social skills :** is the adequacy in managing relationships and building networks, and the ability to find common ground and build a solid relationship. As for the social skills in the education process, they are represented in the skill of working with the group, understanding the feelings of others and respecting their ideas, taking responsibility, good talk and listening, discussion and dialogue, accepting constructive criticism, accepting the other opinion, interacting with groups, non-verbal communication skill, self-control skill, the skill of winning friends, the skill of tolerance, and the skill of leadership and social participation based on the use of some modern and distinguished activities in the field of academic activation such as :



- \_ Classroom and extra-curricular activities .
- \_ Teaching methods that help develop the student's social skills, such as cooperative learning, discussion and dialogue, projects .
- \_ Cooperation, communication and coordination between the school and the home .
- \_ Specialized work programs to develop social skills . (Smiley, Ben Amara, 2018:p.p.302-303)

Social skills can be considered an art of social relations that refers to the influence of the strong and positive individual in others by recognizing their emotions and feelings, and knows when to lead and when to follow others and behave with them in an appropriate manner. Goleman wrote: "The art of relationships between human beings is mostly a skill in adapting the emotions of others, and this requires from the individual social competence, ability and effectiveness in making connections with others, and those who excel in these skills are good at influencing flexibly in everything, and depends on interaction with others."

**5 - Improving emotional intelligence :** Emotional intelligence can be improved through the concerted efforts of the family environment and the school environment together, the school environment has an important role in improving emotional intelligence, and is the cornerstone of motivation, studies and research have increased on its impact on the personality of students and their performance, and their perception of themselves and their emotional states. And to accept the spirit of cooperation and active participation between students and teachers, and renewal, innovation and encourage competition makes the learning environment effective emphasizes the importance of sympathy and support, and students and teachers are more comfortable, motivated and participatory, as the teacher directly affects the creation of an effective educational environment, as well as the growth of the personality of learners in all aspects, especially psychological, mental, emotional and social. Goleman believes that improving emotional intelligence skills and introducing them into contribution and application requires comprehensive changes in the curriculum, and improving the relationship between life and school (Al-Zuhaili,2011:p.p.243-244).

Neale, Arnell& Willson (2009) indicates that there is a set of skills to improve emotional intelligence :

- 1\_Improve communication with others
- 2\_ Improving emotional skills
- 3\_ Improving social relations



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4\_ Mutual respect with others

5\_ Improving career prospects

6\_ Managing change with more confidence

7\_ Reduce stress levels

8- Feeling confident and positive (Neale, Arnell & Willson,2009:p.p.7)

**Conclusion :** The more the individual is aware of his emotions and reactions, the more skilled he is in reading feelings and that failure to perceive the feelings of others is a fundamental point of deficiency in emotional intelligence and a failure in human humanity .

**Recommendations :** In light of what was presented in the current study ,the researcher recommends the following :

1-Caring for and developing emotional intelligence among university students .

2- Including emotional intelligence skills in training programs for female university students .

3-Interest in spreading awareness about the importance of human relations between female students and female teachers on campus .University through holding lectures and training courses in emotional intelligence skills .

**Suggestions :** The researcher suggests the following :

1 - Conducting other studies similar to the current study within the school .

2 - Conducting more studies on emotional intelligence and its relationship to some variables such as (self-efficacy . self-confidence , organizational commitment .

**Notes :** I want to let you know that the research was written only by me, Dr. Nisreen Ali Abdul Hassan Al-jailawi and that I didn't receive any help from anyone and there are no participants . My research and protocol was approved by Al-Zahraa University For Women and the research follows all the guidelines .

Also my research doesn't have any data and tables because the research is theoretical.



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### The End

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