Emotional Intelligence And Its Relationship To Self-Efficacy Among Female Students In The Department Of Psychology At Blue Nile University

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	Abstract:
	The study aimed to identify emotional intelligence among female students in the Department of Psychology at Blue Nile University in Sudan. The researcher used the descriptive approach, and the sample size was (200) female students who were selected by a stratified random method, where (100) first-level female students and (100) female students were selected the last level. The data collection tool was the emotional intelligence scale prepared by (Othman, Rizk, 2001), and the data was analyzed using the Statistical Package for the Social Sciences (SPSS). The study concluded with a set of results, the most important of which are: that emotional intelligence among female students is characterized by average, as scores ranged between (2.24 to 4.86) and the arithmetic mean for the emotional intelligence scale as a whole was (3.59). The results also showed that there were statistically significant differences in emotional intelligence between first-level and last-level female students in favor of first-level female students at the significance level (&=0.05). The results were discussed in light of the theoretical framework and previous studies, and then the researcher presented a set of recommendations based on the results, and some future research proposals, and among these recommendations: working to conduct more studies on emotional intelligence in the student community, as well as conducting many courses and training programs in developing emotional intelligence.
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Introduction:

The history of the emergence of emotional intelligence was linked to the contributions of several scholars (Paron, 1997; Golman, 1998; Mayer & Salovy, 1995). Mayer and Salovy explained that the origins of emotional intelligence go back to the eighteenth century, dealing with knowledge, emotion, and motivation. Some believe that the concept of emotional intelligence appeared early in (Payne, 1985) study, which he submitted to obtain a doctorate degree and studied emotions in general. This study is considered a guide to all subsequent writings about emotional intelligence (Othman and Habab, 2009, 33). Despite this, the concept of emotional intelligence is still a relatively modern concept that is marred by a lot of ambiguity and confusion, because it is located in an area of interaction between the modern cognitive system and the emotional system, and therefore it suffers from confusion in concepts to a high degree (Ajaj, 2002, 31), and emotional intelligence plays a role. It is important in public life as a whole, practical and academic life, and the

student's life in particular, as it contributes greatly to establishing good relationships between a person and his peers, and to maintaining these relationships, as it helps in solving many crises and problems, and contributes to the ease of communicating with individuals through the use of feeling. Emotional: Man is a being who has many emotional inputs, which require awareness and knowledge of the appropriate methods and ways to continue communicating with him effectively and productively.

There is no doubt that an individual's success and academic and social excellence in life in general is linked to emotional and social abilities such as self-confidence, flexibility, emotional engagement, and high achievement, and this is confirmed by some recent studies, such as the study (Bedwell, 2003; Howard, 2009), which indicated that emotional intelligence is an important predictor of success. Excellence depends on several factors, including: cultural, social, health, and psychological factors. However, emotions are considered a major factor in managing and succeeding in these factors. (Goleman, 1998) has given a set of emotional and social skills that distinguish people with high emotional intelligence, including: self-awareness, control. In impulsivity, perseverance, enthusiasm, self-motivation, emotional empathy, and social fitness, he pointed out that a decline in these emotional and social skills is not in the interest of an individual's thinking or success in his professional interactions. In addition, males with high emotional intelligence are characterized by being socially balanced, frank, and cheerful. They do not tend to be immersed in anxiety, and they also have a remarkable ability to commit to issues, to their relationships with others, and to bear responsibility. They are moral and their emotional life is characterized by richness. It is an appropriate and balanced life, in which they are satisfied with themselves, with others, and with the society in which they live. As for females with high emotional intelligence, they are characterized by decisiveness and express their feelings directly, and they trust their feelings and themselves, and for them life has meaning and purpose. They are also social and not reserved, and they are able to adapt to psychological pressures, and they have social balance, while being able to form new relationships (Goleman, 2000).

Researchers differed in naming emotional intelligence. Some of them believe in calling it emotional intelligence - as in (Allam, 2001; Haridi, 2003; Abu Nashe', 2002; Al-Khader, 2002;Al-Samadouni,2007; Al-Daghaither,2008), and some studies have agreed to call it emotional intelligence, based on the literal translation of emotion, as in (Habashi, Abu Al-Makarem, 2004; Al-Didi, 2005; Mahmoud, Haseeb, 2004). It is also called Emotional intelligence or emotional intelligence.

The concept of emotional intelligence includes a large group of individual skills and tendencies, referred to as intra-personal and interpersonal skills, which fall outside the scope of the traditional fields of special knowledge, general intelligence, and technical and professional skills. In order for the individual to fully perform his functions and be balanced, he must possess traditional intelligence and emotional intelligence. Since success in life requires more than general intelligence, and the individual must be able to develop and maintain his personal relationships (Hilal, 1999). Accordingly, emotional intelligence consists of two systems: a cognitive system and an emotional system, where the cognitive system is based by reasoning abstractly about emotions, while the emotional system enhances cognitive ability.

The concept of emotional intelligence has gained great importance in the last two decades, as many educational, psychological, and social studies and research have addressed it. The book published by (Salovey, Mayer, 1990) entitled (Imagination, Knowledge, and Personality) is considered the first actual attempt to pay attention to this concept, and (Golman , 1995) His famous book, "Emotional Intelligence," which contributed to the crystallization and spread of this concept.

Also, some studies have indicated that general intelligence alone does not guarantee an individual's success and superiority, but rather the individual needs emotional intelligence, which is the key to success in the scientific and practical fields. (Golman, 2000) stated that cognitive intelligence contributes at the highest rate (20%). Only in the success of the individual in his life, while other factors, the most important of which is emotional intelligence; contribute by (80%). This was confirmed by the results of studies conducted by: (Mayer and Salovey, 1990; Sternberg, Lubart, 1996), where it became clear that cognitive intelligence contributes in percentages that fluctuate between (4 %, 10% and 25% (of the variance in an individual's performance, while the remaining percentages are attributed to emotional factors. As the study (Byron, Stock, 1996) using human models of technology to perform also found that the model that took into account emotional intelligence was the one through which individuals overcome their negative emotions.

The Students, especially females, are considered the nation's precious wealth and the future of its prosperity and excellence, due to the important and effective role they play in raising generations. Therefore, it is necessary to pay attention to them, develop their mental talents and abilities, provide them with psychological, social, and health care, and develop guidance programs that guarantee them complete psychological, mental, social, and emotional development. Hence, the current study came to investigate the level of emotional intelligence of female students in the Department of Psychology at Blue Nile University.

Study Problem:

After all, the concept of emotional intelligence is one of the modern concepts, as studies have shown that emotional intelligence skills can be acquired, and that a person can, if he makes sufficient effort, raise his level of emotional intelligence. Some studies related to emotional intelligence have also shown that the margin of development in emotional intelligence is much wider than the margin of development in mental intelligence, meaning that mental intelligence reaches a certain ceiling in a person, while emotional intelligence opens horizons before him. (Kisker,1977) pointed out, stating that there is a group of university students whose failure in studying is due to emotional reasons rather than academic pressures, which often leads to poor psychological and social adjustment. Therefore, having a high level of emotional intelligence helps them. I have high academic achievement. The results of many studies also indicate that emotional intelligence is linked to academic success and achievement, such as the study of (Sutarso, et al., 1996; Radhi, 2001).

Many studies, including the study (Jawda, 1999), have indicated that individuals with emotional intelligence are characterized by being more effective in their lives, confident of themselves, more capable than others in identifying their emotions, and more successful in social situations. (Mayer, Salovey,1990) also confirmed that individuals with high emotional intelligence tend to succeed in all areas of life more than those with low emotional intelligence, even when the general intelligence percentage is average.

From the above, the research questions can be asked as follows:

1. What is the level of emotional intelligence among female students in the Department of Psychology at Blue Nile University?

2. Are there differences in emotional intelligence between first-level and final-level female students in the Department of Psychology at Azraq University?

Objectives of the study:
This study aims to:-

1. Knowing the general characteristic of emotional intelligence among a sample of female students in the Department of Psychology at Blue Nile University.

2. Knowing the differences in emotional intelligence that are attributed to the variable of academic level (first and last).

Importance of this study:

Emotional intelligence is of great importance to the individual, because it contributes greatly to success at work and academic success (Golman, 2008:28). There is no doubt that this topic is of great importance, whether from a theoretical or applied perspective. (Sjoberg,2008) revealed that emotional intelligence is positively related to several aspects at the level of education, motivation, good balance in life, self-esteem, resistance to failure, and creativity.

First: Theoretical importance:

The study highlights the importance of emotional intelligence, which could prompt researchers to develop emotional intelligence due to its actual importance for dealing between individuals in society in general. As emotional intelligence achieves personal and social happiness, eliminates hatred, aggression and violence, and leads to world peace. Emotional intelligence works to invest the individual's energies in confronting frustrations, controlling impulses and emotions, delaying some gratifications, regulating moods, and preserving the individual from setbacks in the face of life's problems that need a good solution (Mayer, Salovey, 1997, 18). This supports emotional intelligence development programs, (Goleman,1995, 233) mentioned is that emotional intelligence can be built and learned through developing skills for dealing with others, and that if the percentage of abstract intelligence is stable throughout an individual's life, then the percentage of emotional intelligence can increase through training and learning.

1- Emotional intelligence is the key to success in life compared to academic intelligence, which is the key to success in school and academic life (Goleman,1995, 4)

2- Due to the lack of Arab and local research that has dealt with this topic and for the same sample, as far as the researcher knows, this research will be an addition to the knowledge stock and enrich libraries and Arab thought.

3- Paying attention to the emotional intelligence of individuals in general and students in particular, this increases the chances of progress and advancement in society because the students were considered future human resources and their mission to raise the challenges and stakes of development.

4- This study helps in revealing the concept of emotional intelligence, and its role in clarifying its role in raising the level of performance, increasing productivity and academic success, and thus the development and progress of society.

5- This study draws attention to the importance of conscience when we use it wisely and its role in the individual's success in areas of life that are considered important and necessary, such as happiness, prosperity, and building successful relationships.

Second: Practical importance:

1- In light of the results resulting from this study, it can be used to shed light on the importance of emotional intelligence, and to design guidance programs that contribute to the development of students' emotional intelligence.

2- Through the results of the research, we hope that those in charge of the educational process will benefit from intensifying the focus or creating training programs concerned with building and developing emotional intelligence among female students, by giving them the ability to be self-aware, motivate them, control emotions, and increase the level of emotional communication.

3- In light of the results that the study may produce and the recommendations and proposals it produces, those responsible for the educational process can be benefited in developing good plans and designing guidance programs that aim to increase, develop and develop the emotional intelligence of students in general and female students in particular.

Study hypotheses:

In light of the objectives of this study and within the scope of the researcher's access to previous studies, the following hypotheses were determined:

-Female students in the Department of Psychology at Blue Nile University are characterized by a high level of the emotional intelligence.

- There are statistically significant differences in emotional intelligence between first-level and final-level female students in the Department of Psychology at Blue Nile University in favor of final-level female students.

Terminology of study:
Emotional intelligence:

Emotional intelligence was defined by (Mayer, Salovey, 1990,185) as one of the supposed skills that contribute to evaluating and expressing the emotions of the individual and others, effectively regulating the emotions of the individual and others, and using emotions to motivate, plan, accomplish, and achieve what the individual aspires to. As defined by (Gardner,1993), it is the ability to know and understand personal emotions and appreciate others in a way that supports social interaction (Al-Ansari, Al-Fail, 2009, 119).

Emotional intelligence, terminologically: Defined by (Othman, Rizk, 2002, 32) as the ability to pay attention and be well aware of one's own emotions and feelings, understand them, formulate them, and apply them according to accurate observation and awareness of the emotions and feelings of others, to enter into positive emotional and social relationships with them that help the individual achieve mental and professional advancement and learn more skills positivity of life.

Procedural emotional intelligence: It is the score that the student obtains on the scale prepared for this and used for this study.

Blue Nile University: It was established in 1995 and includes a number of colleges, located in Blue Nile State in the city of Damazin.

The limits of the study:
The spatial limits of this study: The city of Damazin, Blue Nile State - Sudan.
Time limits: The study was conducted in the 2023 academic year.
Human Limits: Female students of the Department of Psychology (first level - final level).

Theoretical framework:
Intelligence:

Intelligence is defined as the sharpness of the heart, and the heart means the mind, which is the instrument of thought. It is said that the intelligence of fire means raising it, and it is said that an intelligent man means quick to understand.

Emotional intelligence:

(Goleman,2008:40) pointed out that the human mind consists of two minds, a mind that thinks and a mind that feels, and that these two minds - the emotional and the logical - work in coordination with each other, so feelings are necessary for thinking, and the mind is necessary for feelings. Feelings work to feed the processes of the logical mind with information, while the logical mind works to purify the inputs of the emotional mind, yet the work of each remains almost independent of the other. As a result of this intersection between the mind and the heart, and the many researchers who have dealt with the concept of emotional intelligence through research and exploration, its definitions have multiplied, and therefore emotional intelligence can be classified in two different directions, each of which adopts a different research methodology and point of view for emotional intelligence and its concept, namely: capabilities models, which focus on The interaction between emotions and intelligence in its traditional sense in describing emotional intelligence, and trait models, or as they are known as mixed models, which describe emotional intelligence in light of the combination of mental abilities, tendencies, temperamental aspects, and personality. The first trend is emotional intelligence is a mental ability, and the second trend is emotional intelligence is a combination of skills and traits (Issa, Rashwan ,2006,3).

Definitions of emotional intelligence: There are many definitions of emotional intelligence as abilities, skills, and personal traits. It was known (Salovey, et al., 1995) that emotional intelligence characterizes individuals who try to control their feelings, monitor the feelings of others, regulate their emotions, and understand them. This enables them to use good strategies for self-control in Feelings and emotions, as (Mayer, Salovey, 1995) defined emotional intelligence as a type of social intelligence that includes the ability to direct the feelings of the individual and others, distinguish between them, and use information to guide the individual's thinking and behaviors.

(Abraham, 1999) defined emotional intelligence as the ability to use emotional knowledge towards problems through positive emotions. In another place, Abraham defined it as a set of skills to which accuracy is attributed in assessing and correcting one's own feelings and discovering the emotional features of others and using them for motivation and achievement in life. The individual. (Abraham, 2000)

(George, 2000) defined that emotional intelligence is the ability to perceive feelings through thinking, understanding emotional knowledge, and regulating feelings so that the individual can influence the feelings of others. Meanwhile, (Huy, 2002) defined emotional intelligence as the ability to perceive, understand, and handle emotions with intelligence and use them as a source of positive human energy and providing information and relationships with others. (Bar-On, 1997:14) defined it as "a set of non-cognitive abilities, competencies and skills that affect a person's ability to succeed in coexisting with the demands and pressures of life."(Abraham, 2000) defined it as a set of skills attributed to accuracy in estimating, correcting and discovering the emotional features of others, and using them for motivation and achievement in an individual's life. (Othman, Rizk, 2001) defined it as the ability to pay attention and be well aware of one's own emotions and feelings, to understand and formulate them clearly, and to organize them according to careful observation and awareness of the emotions and feelings of others, and to enter into positive emotional and social relationships with them, which helps the individual to advance mentally, emotionally, and professionally, and learn more from Positive life skills.

In a study conducted on German students, they were asked to record diaries describing their interactions with others for a period of fifteen days. When talking about each interaction, the students had to specify the gender of the person, how they experienced the interaction, and whether during it they wanted to make a certain impression on the other party, and whether they believe that they have succeeded in this, and the emotion that represents emotion, whether negative or positive - is necessary for daily life, as it satisfies our daily needs, and leads a person and controls his decisions, especially when he is convinced of the opposite of what he is doing; Therefore, it is very important for the individual to have emotional intelligence, and this diversity is what explains the individual's superiority in many activities, as emotional intelligence has become a requirement at work, and emotional intelligence makes the individual improve (Al-Khawaldeh, 2004).

Dimensions of emotional intelligence and its components:

Researches and studies have agreed that emotional intelligence consists of several dimensions that are similar to each other in concept and meaning. Mayer and Salovey stated that emotional intelligence consists of four dimensions:

1. Emotion perception: This means the ability to recognize an individual's emotions in faces, designs, and music.
2. Measuring and using emotions: with the aim of improving thinking in the sense of employing emotions.
3. Understanding emotions: This means acting on emotions and thinking logically.

4. Emotion regulation: that is: managing and directing emotions.

(Goleman, 1999) divided emotional intelligence into five factors:
1. Self-awareness: This section includes the individual's knowledge of his mood so that he has a rich emotional life and a clear vision of his emotions.
2. Emotion management: This section means the individual's ability to withstand stormy emotions and not be a slave to them, that is: he feels that he is the master of himself, and this represents an indication of competence in dealing with life matters and organizing oneself.
3. Self-motivation (self-motivation): meaning that emotional intelligence strongly and deeply affects all other abilities, positively or negatively, because the individual's emotional state affects his mental abilities and performance in general.
4. Empathy: It means knowing and understanding the feelings of others, which leads to emotional harmony with others.
5. Social skills: This means dealing well and effectively with others based on understanding and knowing their feelings. (Goleman, 1999, 15)

As for (Baron, 1996), mentioned in (Ghanem, 2015), he divided the components of emotional intelligence into five competencies:
1. Personal Competence
2. Social Competence
3. Adaptability Competence
4. Stress Management Competence
5. Competence general mood

Based on the above, the researcher saw that emotional intelligence can be defined: as the individual's ability to pay attention and honestly recognize his own emotions and feelings and the emotions and feelings of others, and be aware of them, understand them, and evaluate them accurately and clearly, adjust, organize, control them, direct them, and use and employ emotional knowledge, to increase motivation and improve emotional communication and interaction skills. Social interactions with others and developing positive relationships that ensure the individual and others achieve success in various aspects of their lives.

Theories of emotional intelligence:
There are many models and theories that address emotional intelligence, including the (Goleman, 1999 model, Mayer, Salovey's,1997 theory of emotional intelligence, (Weisinger, 1999; Bar-On, 2000; Montemayer , Spee, 2004), and here we content ourselves with a brief presentation of Goleman's theory, which is considered the most famous and widely spread theory of emotional intelligence. In it (Goleman, 1998) identified five components of emotional intelligence that must be integrated and present in all aspects of activity, and these components are:
1. Knowing personal emotions.
2. Managing self-emotions.
3. Self-motivation.
4. Identifying the emotions of others.
5. And dealing with others.

Then Goleman modified this division, so that emotional intelligence consisted of five main competencies, and a number of sub-competencies branched out from each of these competencies, so that the total consisted of twenty-five competencies, and these competencies were as follows:
First: Self-Awareness: It consists of the following three sub-competencies: emotional awareness, accurate self-evaluation, and self-confidence.
Second: Self-Regulation: It consists of the following five sub-competencies: self-control, a sense of competence and confidence, conscientiousness, adaptation and innovation.
Third: Motivation: The following four sub-competencies are branched out from it: achievement motivation, commitment, initiative, and optimism.
Fourth: Empathy: It consists of the following five sub-competencies: understanding others, developing others, orientation to serving others, diversity of effectiveness, and political awareness.

Fifth: Social Skills: Social skills are divided into eight sub-competencies defined by Goleman as follows: influencing others, communication, managing differences, leadership, changing motivational methods, building connections, cooperation, and teamwork.

(Myers, Tucker, 2004) indicated that emotional intelligence theory suggests that emotionally intelligent people who work well with others are appreciated and respected because they work to enhance and activate the emotional intelligence of their organizations and workplaces. Emotional intelligence can be considered an indicator of professional success. If business schools and colleges are interested in educating their students in ways that are consistent with the call to increase communication skills between two people, then they must take into account working to develop the emotional intelligence of their students to the same extent as they work to improve Cognitive skills and technical competence. There is one way to do this, and this method is to embody emotional intelligence theories in the curriculum (Shapiro: 2004).

Literature Review:

Over the past years ago, many studies utilized the Emotional Intelligence and its Relationship to Self-Efficacy among Students; this section is overviews the recent empirical analyses on the Emotional Intelligence and its Relationship to Self-Efficacy among Students. The study of (Opp, 1993) aimed to reveal the relationships between emotional intelligence, self-esteem, and student achievement. The study also attempted to determine which dependent variables of self-esteem or intelligence coefficient could be a good indicator of students' success in language, mathematics, and reading. The study sample consisted of (228) students. The results resulted in the existence of a positive, non-statistically significant relationship between self-esteem and IQ, and the absence of a statistically significant relationship between IQ and academic achievement in language, mathematics, and reading, and the presence of a low positive relationship between self-esteem. It was also shown that there was only a positive relationship it is weak between self-esteem and student achievement. In addition, the results showed that a student's self-perception may be an important indicator of his success in academic subjects.

(Hilal, 1999) aimed to study emotional intelligence and its relationship to the locus of control among students of the College of Education in Benha. The study reached a number of results, the most important of which is the presence of statistically significant differences between the average grades of students in literary majors and students in scientific majors in the fifth dimension of emotional intelligence, while there are no Statistically significant differences between the average scores of students in literary majors and students in scientific majors in the total score of emotional intelligence.

(Radi, 2001) aimed to examine the relationship between emotional intelligence and the academic achievement of university students. The sample consisted of (289) male and female students. The results showed that there were differences in emotional intelligence between male and female students in favor of females. The results also showed that there was a relationship between emotional intelligence and academic achievement. (Abdul Nabi, 2001) entitled "The interactive relationship between emotional intelligence, innovative thinking and academic achievement among female students in Saudi universities." The sample amounted to (200) female students in the fourth year at the College of Education in Jubail, and the researcher used an emotional intelligence measure prepared by him, and this study reached a number of results, the most important of which there were no differences between female students of different majors in emotional intelligence, innovative thinking, and academic achievement. The results also revealed a correlation between emotional intelligence, academic achievement, and innovative thinking.

(Ajwa, 2002) aimed to identify the correlation between emotional intelligence and both cognitive intelligence, age, academic achievement, and psychological adjustment. The sample consisted of (64) male and (194) female students. The results indicated that there was no statistically significant relationship between emotional intelligence. And both cognitive intelligence and academic achievement, while the results revealed the existence of a statistically significant relationship between emotional intelligence and psychological adjustment. The results also showed that there were no differences between emotional intelligence and some emotional variables among university students, numbering (607) boys and girls, on intelligence measures to three emotional intelligences. The study also revealed that there were no differences between those with scientific and literary specializations on the three emotional intelligence measures.

(Al-Dardir, 2004) aimed to identify the effect of gender and academic specialization on emotional intelligence. The sample amounted to (147) male and female students and the researcher used an emotional intelligence test prepared by him. The study reached a number of results, the most important of which are: that gender and specialization do not affect emotional intelligence. The study proved the existence of a relationship between emotional intelligence and the sixteen personality factors, except for the trait of intelligence. (Mayer, et al, 2004) aimed to introduce emotional intelligence, examine its components, study

students' visual ability to know the emotional content of visual stimuli, and reveal the relationship of emotional intelligence to academic achievement. The sample consisted of (139) university students, and the results of the study revealed that students with high emotional intelligence were more careful in assessing their emotional states, and their academic achievement was higher than those with low emotional intelligence.

(Dahlawi, 2006) aimed to reveal the relationship between thinking styles and emotional intelligence, and to know the differences in the level of emotional intelligence and its dimensions depending on the variable of academic specialization. The study sample consisted of (300) male and female secondary school students in Mecca from various grades and scientific and literary specializations. The researcher used the Thinking Styles List Scale prepared by (Ajwa, 2002) and the Emotional Intelligence Scale prepared by (Othman and Rizk, 2001). The study reached a number of results, the most important of which are: the existence of a correlation between thinking styles and the overall degree of emotional intelligence. The results also showed that there were no statistically significant differences between emotional intelligence and its dimensions of female secondary school students according to the academic grade variable (first - third).

(Rastegar and Memarpour, 2009) studied the consideration of emotion has been traditionally neglected in the context of teaching and teacher education, this has begun to change with the recent research on emotional intelligence (EI). This study showed it is highly likely that emotionally intelligent individuals could provide help in how to manage emotions to less emotionally intelligent individuals. Therefore, the assessment of EI has great relevance for EFL teachers who have to deal with students coming to class with negative feelings about learning a foreign language. This study attempted to assess EI and its relationship to self-efficacy (one important belief that appears to have important effects on teacher and student outcomes) among Iranian EFL teachers. This study hypothesized that if teachers develop their EI, this will increase their levels of self-efficacy and vice versa. In addition, EFL teacher differences on EI and self-efficacy beliefs were also examined with respect to gender, age, and teaching experience. The instruments for data collection were Emotional Intelligence Scale (EIS) (Schutte et al., 1998) and Teacher Sense of Efficacy Scale (TSES) (Tschannen-Moran and Woolfolk Hoy, 2001). The results of this study obtained through using Pearson Product-Moment Correlation showed that there was a positive significant correlation between perceived EI and self-efficacy ($r = 0.5$). This study used a *t*-test and ANOVA, it found that there was no significant difference among EFL teachers with different genders, ages and teaching experiences concerning their EI and self-efficacy.

(Al-Gharaibeh, 2011) aimed to reveal the level of emotional intelligence among a sample of gifted and ordinary students in the Qassim region, and to find out whether there are statistically significant differences in the level of emotional intelligence between gifted and ordinary students. To achieve the purposes of the study, the researcher applied the emotional intelligence test prepared by (Othman and Rizk, 2001) after developing it to suit the Saudi environment on a sample consisting of (144 gifted and 72 ordinary) middle school students. After analyzing the data collected by the researcher, the study reached results indicating that the level of emotional intelligence among the gifted was high, while the level of emotional intelligence among the ordinary was average. The results also showed that there were statistically significant differences in the level of emotional intelligence between the gifted and the ordinary in favor of the gifted.

(Costa, et al., 2013) examined the role of perceived emotional intelligence-EI- measured by adaptations of the (Trait Meta-Mood Scale - TMMS, Salovey, Mayer, Goldman, Turvey, & Palfai, 1995) as a predictor of life satisfaction and mental health. This study explored the unique contribution of EI dimensions (Attention, Clarity and Repair) on individuals' psychological well-being, after controlling for the influence of general self-efficacy and socio-demographic variables (age, gender and culture). The data of this study collected from a sample of 1078 Spanish, Mexican, Portuguese and Brazilian undergraduate students (Mage = 22.98; SD = 6.73) and analyzed using hierarchical multiple regressions. The results indicated that overall EI dimensions (especially Clarity and Repair) accounted for unique variance on psychological well-being above and beyond general self-efficacy and socio-demographic characteristics. This study provided additional support for the validity of perceived EI, and suggested that EI components contribute to important well-being criteria independently from well-known constructs such as self-efficacy.

(Al-Talbani, 2014) aimed to study the relationship between emotional intelligence and leadership abilities among male and female students at the Faculty of Economics. Using the descriptive analytical approach, the sample size reached 320 male and female students. The research reached many results, the most important of which is that the level of emotional intelligence among the study sample is acceptable and that there is an opportunity to enhance it, and that emotional intelligence is linked to leadership capabilities, especially after well-being. Many recommendations were reached, the most important of which is the need to enhance the

level of Emotional intelligence among the study sample, as well as enhancing leadership capabilities by providing development and training opportunities and activities.

(Gharetepeh, et al. 2015) showed that many studies have indicated that emotional intelligence is positively related to self-efficacy and can predict the academic achievement. The study aimed to investigate the role of emotional intelligence in identifying self-efficacy among the students of Public Health School with different levels of academic achievement. The Methods of this study where: the correlational study was conducted on all the students of Public Health School, 129 students were included in the study through census method. The data were collected using Emotional Intelligence and self-efficacy questionnaires and analyzed using descriptive statistics and regression analysis by SPSS 14.The results of this study where the average score of students with high academic achievement was higher in self-efficacy (39.78±5.82) and emotional intelligence (117.07±10.33) variables and their components than that of students with low academic achievement (39.17±5.91, 112.07±13.23). The study showed that the overall emotional intelligence score to predict self-efficacy explanation was different among students with different levels of academic achievement (p<0.001). The Self-efficacy structure was explained through self-awareness and self-motivation components in students with low academic achievement (r=0.571). In students with high academic achievement, self-awareness, self-motivation and social consciousness played an effective role in explaining self-efficacy (r=0.677, p<0.001). This study concluded that the Emotional intelligence and self-efficacy play an important role in achieving academic success and emotional intelligence can explain self-efficacy. Therefore, it is recommended to teach emotional intelligence skills to students with low academic achievement through training workshops.

(Bohamama, Al-Azmi, 2018) discussed the prevailing values and their relationship to emotional intelligence among students of the College of Education, and the impact of the variables of gender, age, year of study, and general average on that. The descriptive approach was used, as the study sample consisted of (137) male and female students from the College of Education at Kuwait University. The study tools included two questionnaires, the first about prevailing values, consisting of (34) items distributed over six domains, and the second measuring emotional intelligence, which consisted of (24) items distributed over five dimensions. Their validity and reliability were verified, and they were applied to the study sample in the academic year 2017. The study reached a number of results, including the existence of a positive correlation between the emotional intelligence scale and all areas of prevailing values except for the area of economic values. There is also a strong positive correlation between the emotional intelligence scale and the prevailing values domains scale. The study did not prove that there were differences in emotional intelligence or belief in prevailing values according to age groups and year of study, as well as general average categories of students.

(Al Badia, 2019) followed the descriptive approach to determine the level of emotional intelligence and hope, and explored the possibility of predicting the two dimensions of hope through emotional intelligence with a non-probabilistic sample of 167 female students at Sultan Qaboos University. To collect study data, the emotional intelligence scale and the hope scale for adults were applied after ensuring their validity and reliability. The results indicated a high level of emotional intelligence and hope among the sample members, and the results of multiple linear regression analysis showed that the dimensions of emotional intelligence are statistically significant predictors of hope. The emotional knowledge dimension (as one of the dimensions of emotional intelligence) contributed 14% in explaining the variance in the ways dimension (as one of the dimensions of hope), while the emotion regulation dimension (as one of the dimensions of emotional intelligence) contributed 22% in explaining the variance in the will dimension (as one of the dimensions of hope). The study recommended that conducting training programs to improve emotional intelligence and its components among university students, as well as educating and guiding psychologists and social workers and students through educational and therapeutic programs about the importance of hope, which is considered most closely linked to other positive aspects.

(Black, et al., 2019) aimed to examine empirically the effect of emotional intelligence of the team, as calculated by the average of all team members' individual emotional intelligence measurements, on the cohesiveness of the team, and the effect of the perception of self-efficacy of the team members on the relationship between emotional intelligence and team cohesion, certain financial indicators were analyzed to evaluate team performance. This study used quasi-experimental design, participated in the experiment a total of 146 students (35 teams) who were senior business major students in the mid-sized university in the USA. In the experiment, the participants played a business simulation game over an eight-year simulated time frame. This study showed that after the final round of the simulation game, the variables of emotional intelligence, self-efficacy and team cohesion were measured using the survey questionnaire and team performance and participation data were collected from the business simulation game. The study also collected and analyzed qualitative data comments on other group members' contribution to the group task. The study indicated that team cohesion was highest when team members demonstrated greater emotional

intelligence. The study showed that Self-efficacy also had a positive influence on team cohesion; high self-efficacy was found to be an important mediator of the relationship between emotional intelligence and team cohesion. This study concluded that the high emotional intelligence promoted the development of self-efficacy, resulting in increased team cohesion, increased team cohesion resulted in improved team performance and participation.

(Bobanović,2020) aimed to investigate the perceived self-efficacy and emotional intelligence (E.I.) among novice and experienced foreign language teachers and the correlations among Self-efficacy subscales and Trait E.I. subscales. This study showed that the short form of the Trait Emotional Intelligence Questionnaire (T.E.I.Q.ue.) and the modified version of the Teacher Sense of Efficacy Scale (T.S.E.S.) were administered to a sample of 213 foreign language teachers. The analyses of this study revealed that experienced teachers exhibited significantly higher scores for the self-control and sociability factors of the T.E.I.Q.ue., as well as for the efficacy in classroom management factor of the T.S.E.S., than novice foreign language teachers. The data of this study supported the theoretical expectation of a linkage between E.I. and teacher self-efficacy. The results showed a positive association between E.I. and self-efficacy. This study recommended that the findings provided support for developing training programs for foreign language teachers.

(Tutal and Efe, 2020) showed that the purpose of this study is to identify the determinant role of emotional intelligence sub-dimensions (evaluation of others' emotions, evaluation of one's own emotions, regulation of emotions, social skills, use of emotions) in determining the self-efficacy levels of athletes, in addition, emotional intelligence, and self-efficacy levels of the athletes by gender variable were examined within the scope of this study and the results were reported. The sample of this study were the total of 261 athletes from different sports (soccer, basketball, handball, volleyball, tennis, wrestling) volunteered to participate in the study with 163 males (57.8), (Xage = 22.36 ± 4.34) and 119 females (42.2), (Xage = 21.08 ± 3.61), within the scope of the study, information on socio-demographic variables was collected using a personal information form created by the researchers. In this study, "Emotional Intelligence Sports Inventory" which was adapted into Turkish by (Adiloğulları and Görgülü, 2015), and the "Self-Efficacy Scale" which was adapted into Turkish by (Öcel, 2002) were used as measurement tools. This study showed that the skewness and kurtosis values for the total score distribution of the surveys indicated that the distribution was normal, the descriptive statistics (frequency and percentage) were used, and Pearson correlation analyses were completed to determine the relationships between the variables. The study showed that the stepwise regression analysis was completed to determine the power of independent variables in predicting the dependent variable. This study concluded that the findings obtained, it was determined that the emotional intelligence levels of the athletes are important determinants of their self-efficacy levels and the analysis completed in two steps explained approximately 12% of the variance, there was no significant difference in the self-efficacy mean scores by gender, significant differences were found in the emotional intelligence levels of the athletes within the groups.

(Wen, et al., 2020) explored the relationship between emotional intelligence and entrepreneurial self-efficacy. The sample of this study consisted of 529 students, the tools used to measure the relationship between emotional intelligence and entrepreneurial self-efficacy were the Emotional Intelligence Scale developed by Wong and Law and the Entrepreneurial Self-Efficacy Scale developed by Zhan. The results showed of this study that there was a significant difference between male and female college students in entrepreneurial self-efficacy, but no significant difference between male and female college students in emotional intelligence. This study showed that the entrepreneurial self-efficacy as well as emotional intelligence, there were significant differences between the third grade and the first and second grade, respectively. In addition, the results of this study showed a significant positive correlation between entrepreneurial self-efficacy and emotional intelligence, the improvement of the emotional intelligence level of vocational college students, the entrepreneurial self-efficacy will increase. This study showed that the lower the emotional intelligence, the faster the improvement in entrepreneurial self-efficacy, also the higher the emotional intelligence, the more stable the entrepreneurial self-efficacy. The university stage of this study considered an ideal entrepreneurial period, especially for vocational colleges' students, who pay more attention to entrepreneurship and innovation education. The Encouraging the cultivation of the emotional intelligence of vocational college students in life will help to improve personal entrepreneurial self-efficacy. This study emphasized that improving the emotional intelligence of vocational college students can enhance their sense of self-efficacy in entrepreneurship and help students with entrepreneurship and career development.

(Onwubiko, 2020) showed that the Librarianship required a personnel who most times should be confident, competent, social and good team players, these good interpersonal behaviors are paramount for effective and productive library services. This study was undertaken to assess the relationship between self-esteem and emotional intelligence among librarians in Nigerian universities. In this study 140 librarians consented to and

participated, Roosenberg Self-Esteem scale and Schutte Emotional Intelligence test were used to assess self-esteem and emotional intelligence respectively. The Results of this study showed a significant and positive correlation between self-esteem and global emotional intelligence (r = 0.237, p = 0.001), perception of emotion (r= 0.220, p = 0.001), management of own emotion (r = 0.272, p = 0.001), management of others' emotion (r = 0.172, p = 0.05), and age (r = 0.177, p = 0.05). The librarians of this study also were high levels of self-esteem (21.31±0.375), global emotional intelligence (124.63±1.156), perception of emotion (33.34±0.450), management of own emotion (34.50±0.358), management of others' emotion (30.21±0.398) and utilization of emotion (24.20±0.259). This study obtained that no gender differences were noted in the variables. This study concluded that the respondents exhibited high level of self-esteem and were emotionally intelligent, Self-esteem correlated positively and strongly with emotional intelligence. This study recommended that the university libraries should include self-esteem and emotional intelligence tests as part of their criteria for job selection.

(Ngui and Lay, 2020) showed the Stress was inevitable in the world of teaching and practicum training and therefore, student teachers naturally incur a certain level of stress due to the demands for them to use various knowledge and skills in real school and classroom environment. Hence, practicum stress needs to be addressed accordingly. The central focus of this study used a partial least square-structural equation modeling to explore the inter-relationships among the student teachers' personal resources to mitigate practicum stress. The sample of this study were about 200 student teachers selected by purposive sampling from teacher education institutions in Sabah, Malaysia was used in this study. This study collected data via survey methods using a questionnaire developed from several existing scales. The Findings of this study showed that emotional intelligence, self-efficacy, and subjective well-being were able to explain resilience with good predictive accuracy and relevance but poorly for practicum stress. These findings were suggested of the need to include additional constructs to explain perceived practicum stress better in future exploratory research.

(Wahida, Allouti, 2020) aimed to reveal the relationship between emotional intelligence and self-efficacy among third-year university students in Jijel and to identify the differences between students in these two variables according to gender and specialization, using the descriptive approach. The study was based on a sample size of (90) male and female students from among the third-year university students at the Faculty of Humanities and Social Sciences at the University of Jijel for the academic year 2019/2020. The study also relied on two tools: the emotional intelligence scale of (Bar-On, 2002) and the self-efficacy scale (Al-Adl, 2001). The study found that there is a statistically significant positive correlation at the level (0.01) between students' scores in emotional intelligence and their scores in self-efficacy. There are no statistically significant differences among university students in emotional intelligence due to gender. There are no statistically significant differences among university students in emotional intelligence due to specialization. There are no statistically significant differences among university students in self-efficacy due to gender. There are no statistically significant differences among university students in self-efficacy due to specialization.

(Rahman, 2021) aimed to realize the relationship between, self-efficacy and job stress, emotional intelligence, vocational adjustment. It find out differences between these variables, depending on type of (Gender- specialization- Degree) variables. The sample of this study consisted of (320), divided on (160) males and (160) females among Scientific and literary majors, and faculty members and auxiliary authority. This study adopted on job stress scale and vocational adjustment scale. The results of this study showed that, negative correlation relationship significant at the level of (0.01) between self-efficacy and job stress, in their dimensions and their total score, and positive correlation relationship statistically significant at the level of (0.01) between self- efficacy and emotional intelligence in their dimensions and their total score, and the total score of vocational adjustment. The result of this study showed that, the possibility of indication of self-efficacy through emotional intelligence and vocational adjustment, statistically significant difference at the level of (0.01) among the average grades of the member`s sample in (Gender- specialization- Degree) in the self – efficacy scale for (Males -literary - auxiliary authority) and statistically significant difference at the level of (0.05) among the average grades of the member`s sample in job stress scale in gender for (Females) while there is no differences in specialization – Degree. This study obtained that there was a statistically significant difference at the level of (0.01) between among the average grades of the member`s sample in Gender- specialization in emotional intelligence scale for (Males – literary) and there is no differences in the degree, there was differences statistically significant difference at the level of (0.05) among the average grades of the member`s sample in vocational adjustment scale in Gender – Degree for (Males – faculty members), and the level of (0.01) in specialization for literary.

(Xie, Z. et al., 2022) attempted to determine the statistical effect of inclusive education teachers' self-efficacy on their work motivation, five hundred and thirty-four inclusive education teachers in Beijing, China,

participated in the study through responding to two inventories: the Teacher Efficacy for Inclusive Practices Scale and the Multidimensional Work Motivation Scale. The Results of this study suggested that age, experience in teaching students with special educational needs, training, and subject taught had statistical influence on teacher self-efficacy but not on work motivation. It said that the teacher self-efficacy made a unique positive contribution to three of the four types of work motivation examined, with efficacy in using inclusive instructions, efficacy in collaboration, and efficacy in managing behavior demonstrating the strongest predictive effect on interjected regulation, identified regulation, and intrinsic motivation, respectively. This study concluded that the findings enrich the literature on self-efficacy and on work motivation in an inclusive education context, and have practical implications concerning teacher preparation for inclusive education.

(Costa, 2022) showed that the following literature review examines the relationship between Emotional Intelligence (EI) and self-efficacy among the higher education population. The literature review of this study examined if both constructs contribute to student success within higher education programs and if self-efficacy is more influential than EI as a contributing factor to student success. This study showed a total of eight articles were analyzed, it selected articles examined both constructs, together and separate, within the higher education context. This study concluded that this literature review demonstrated a correlation between the two constructs and that both constructs contribute to student success, and that self-efficacy is not more influential than EI in contributing to student success.

(Alasmee, et al., 2022) showed that the Acne Emotional Intelligence (EI) is a non - cognitive ability set that influences knowledge, skill, and the individual's ability to succeed in many different conditions, EI was also coping mechanisms that increases the individual ability to appropriately response and manage life demands. This study described the Self - Efficacy (SE) as an evaluation of self - competence to successfully execute an action that is necessary to reach desired outcomes. This study considered the SE as an important factor to improve academic achievement. In addition, student's confidence to their ability to fulfill their academic tasks (e.g. exam preparation and writing a term paper) can be measured by their SE. This study showed that the people with high self - efficacy believes that they can challenge difficulties and succeed unlike people with low SE, they believe that they are unable to succeed. It said giving the role of EI together with SE on Academic Achievement (AA), this study aimed to assess the relationship between the three variables on nursing students in King Abdulaziz University. This study used two tools, the General Self - Efficacy Scale (GSES) and The Trait Emotional Intelligence Questionnaire (TEIQue) to collect the data. For data analysis, this study used the SPSS version 16 to conduct descriptive and inferential analysis. This study found that there was no significant relationship between EI, SE and GPA; it found that there was a significant relationship between EI and SE, there were significant differences between SE and GPA but no significant differences between EI and GPA.

(Khasawneh, 2022) aimed to reveal the level of emotional intelligence and the level of self-efficacy among secondary school teachers in Irbid Governorate, in addition to revealing the relationship between them. To achieve the objectives of this study, the emotional intelligence scale was used, consisting of (35) items distributed in four areas, and the self-efficacy scale, consisting of (23) items distributed in three areas. The sample of this study consisted of (482) female secondary school teachers in Irbid Governorate. The results of this study showed that the level of emotional intelligence among female teachers was average, and that the level of self-efficacy among female teachers was also average. The results of this study indicated that there was a positive correlation between emotional intelligence and self-efficacy among secondary school teachers in Irbid Governorate.

(Sun, and Lyu, 2022) showed that the numerous studies shown that college students have a lot of bad emotions due to their special status, bad emotions cause many conflicts in college students' lives and studies, resulting in a decrease in the quality of life and studies. The study showed that a few studies have examined the influence of the ability of self-regulation of emotions on the ability of college students to deal with daily life events. The study explored the link between emotional intelligence and self-efficacy and the mediating role of coping styles on both. In this study, they recruited 800 Chinese university students for a questionnaire survey using a random sampling method. They only obtained a valid sample of 717 ($M = 18.88$, $SD = 1.61$). Each participant completed a series of questionnaires, including the Sentiment Scale, Self-Efficacy Scale, and Coping Style Scale. The data analyzed was conducted using SPSS 20.0 and AMOS 22.0 to develop structural equation models. The results of this study showed that emotional intelligence not only directly affects self-efficacy, but also indirectly affects self-efficacy through coping styles. The results of this study indicated that college students who assess their self-efficacy based on their emotional state and who are able to manage their emotions will experience more positive feelings psychologically and behaviorally, and thus achieve higher self-efficacy in activities such as classes, internships, and employment interactions.

(Zhi, et al., 2023) showed that the adoption of technology in second language (L2) classrooms has been found a complicated process depending on several factors, two of which may play a crucial role in teachers' technology adoption were emotional intelligence (EI) and self-efficacy beliefs. This study showed that to date, however, there exists little empirical evidence regarding their interaction to predict L2 teachers' technology adoption in Asian countries, to bridge this gap, this quantitative study collected data through three questionnaires from a sample of 214 Chinese English as foreign language (EFL) teachers. This study obtained that the results of structural equation modeling (SEM) and regression analysis revealed that both EI and self-efficacy could, respectively, predict 89% and 63% of variances in Chinese EFL teachers' technology adoption, drawing on the obtained results, some conclusions, implications, and directions for future research are presented to avid researchers and educators to heighten their knowledge of educational technology and emotions.

(Ibrahim, et al., 2023) investigated the association between emotional intelligence and self-efficacy in relation to student learning outcomes at MAN Model 1 Manado. This type of this study was a correlational in nature, the population was comprised of 240 students, and the sample size was 36, the instruments utilized were self-efficacy and emotional intelligence questionnaires. The technique employed for data of this study analyzed was a partial and multiple correlation analysis. (1) There was a positive and significant relationship between emotional intelligence and student mathematics learning outcomes, equaling 0.468; (2) There was a positive and significant relationship between self-efficacy and student mathematics learning outcomes, equaling 0.467; and (3) There was a relationship between emotional intelligences and self-efficacy simultaneously with students' mathematics learning outcomes.

Comments for the Literature Review:

The concept of emotional intelligence appeared in the early last decade of the second millennium in the United States at (Mayer, Salovey, 1990) the founders of this concept, and Arab studies began to address it at the end of the same decade with the appearance of a study by Farouk (Othman, Rizk , 2001), which dealt with emotional intelligence in terms of concept and measurement.

By presenting the previous studies available to the researcher related to the variables of the current research, the following becomes clear:

1. The lack of previous studies that dealt with emotional intelligence in the Arab environment in general
2. The researcher did not obtain a study that addressed the current sample and the educational level.
3. Most studies agreed on the relationship of emotional intelligence to achievement and adjustment.
4. Most studies used the descriptive approach due to its suitability for such studies, which prompted the researcher to use it as a method for the current study.
5. Everything mentioned in the psychological heritage about the possibility of developing emotional intelligence.
6. Emotional intelligence has a significant impact on professional success in various fields. It also has an impact on students' academic achievement and performance.
7. Some studies agreed in their results, while others differed. Studies also indicated the influence of cultural, civilizational, and environmental aspects on the emotional intelligence of individuals.

Study method and procedures:

In this research, the researcher used the descriptive approach, which depends on identifying and describing the phenomena and facts related to these phenomena in the current situation, and describing them in an explanatory manner in terms of the available facts (Abu Allam, 2006).

Research community:

The study covered female students in the Department of Psychology at Blue Nile University in the city of Damazin - Sudan.

The study sample:

The sample for the current research consisted of (200) female students from the Department of Psychology at Blue Nile University in the city of Damazin, and they were selected by a stratified random method, the following table shows this:

Table (1): shows the classification of the sample

categories	Frequency	%
The first	100	50.0
The last	100	50.0
total	200	100.0%

Source: Collected and calculated from the research sample questionnaire

Study tools:
Emotional intelligence scale:
The study used the emotional intelligence scale prepared by (Othman, Rizk, 2001), which consists of (45) statements. The five-point Likert scale was adopted to correct the scale by giving each of its items one score out of its five degrees (always, often, sometimes, rarely, never), which are represented numerically (1, 2, 3, 4, 5), respectively. The scale was adopted for the purposes of analyzing the results, the scale was calculated through the following equation: where the upper limit of the scale is (5) and the lower limit is (1)

Virtual validity:
To determine the apparent validity of this scale, the researcher presented it to a group of arbitrators with experience in this field, who expressed their opinions regarding the scale for the sample members.

Internal validity or internal consistency of the scale:
To extract the implications of the construct validity of the scale, the correlation coefficients of the scale items with the total score were extracted, where the scale items were analyzed and the correlation coefficient for each of the items was calculated, as the correlation coefficient here represents an indication of the validity for each item in the form of a correlation coefficient between each item and the total score and the table. The following shows this.

Table (2): Correlation coefficients between the items and the total score

No.	Correlation coefficient	No.	Correlation coefficient	No.	Correlation coefficient	No.	Correlation coefficient
1	0.94**	13	0.72**	25	0.74**	37	0.88**
2	0.71**	14	0.64**	26	0.86**	38	0.71**
3	0.82**	15	0.78**	27	0.87**	39	0.76**
4	0.76**	16	0.85**	28	0.89**	40	0.67**
5	0.80**	17	0.81**	29	0.75**	41	0.82**
6	0.91**	18	0.73**	30	0.76**	42	0.81**
7	0.84**	19	0.84**	31	0.77**	43	0.90**
8	0.68**	20	0.74**	32	0.86**	44	0.87**
9	0.69**	21	0.78**	33	0.80**	45	0.71**
10	0.82**	22	0.69**	34	0.64**		
11	0.69**	23	0.82**	35	0.74**		
12	0.91**	24	0.64**	36	0.67**		

Source: Collected and calculated from the analysis of the research sample using SPSS. ** Significant at (0.01) level.

It should be noted that all correlation coefficients were of acceptable and statistically significant degrees, and therefore none of these items were deleted.

Stability of the study tool:
It is the degree to which the meter gives close readings when applied each time. The fluctuating tool that gives varying results when applied more than once is a cause for concern and lack of confidence in its results (Al-Qahtani, 2015), such that if the questionnaire was re-applied several times on the same sample, to what extent will the same results be obtained? The internal consistency of the questionnaire was measured through the Cronbach Alpha coefficient, and the table below shows these coefficients.

Table (3): Cronbach's internal consistency coefficient alpha

Scale	Internal consistency	No. pharses
Emotional intelligence scale	0.866	45

Source: Collected and calculated from the analysis of the research sample using SPSS.

It is clear from the table that these values are appropriate for the purposes of this study, as the Cronbach alpha coefficient is between (1) and (0), and in general, if the alpha is less than (0.4), then the reliability is of a low value, and the items are considered to have moderate reliability as its value is between (0.4-0.7), while stability is considered high if its value is higher than (0.7) (Al-Qahtani, 2015).

Statistical processors:

The means, standard deviation, Cronbach's coefficient, and t-test were used to indicate the differences

Presentation and discussion of results:

First assumption:

Presentation of results related to the first question: What is the level of emotional intelligence among female students in the Department of Psychology at Blue Nile University?

To answer this question, the arithmetic means and standard deviations of emotional intelligence among female students in the Department of Psychology at Blue Nile University were calculated, and the following tables show this.

Table (4): shows the means and standard deviations for emotional intelligence are arranged in descending order according to the means

Rank	number	items	mean	St. deviation	level
1	11	I show my pleasure when you give me a gift, even if I don't like it	4.86	0.456	high
2	42	I can distinguish between my feeling of distress and my feeling of joy	4.62	0.753	high
3	3	My sadness when I make a mistake makes me rethink my mistake and be careful not to repeat it	4.38	0.917	high
4	41	When I tell my friend good news, I already know that she will be happy	4.33	0.857	high
5	10	I avoid getting into discussions when I'm in a bad mood	4.29	0.917	high
6	33	When the person in front of me gets angry, I realize that he is angry	4.24	1.182	high
7	45	Make sure that my feelings are appropriate for the place and time I am in	4.17	1.117	high
8	4	I postpone planning things that require concentration until I am in a good mood	4.11	0.907	high
9	16	Distinguish between the different emotions of others	4.08	0.899	high
10	29	I interact with others when they express their feelings	4.08	1.014	high
11	19	I can distinguish between real and fake sadness	4.03	1.120	high
12	20	I know in advance which situations will please me and which will upset me	3.99	1.089	high
13	13	I can move from bad feelings to positive ones depending on the situation	3.98	0.885	high
14	24	Understand the emotions of others and deal with them appropriately	3.87	1.088	high
15	40	I can predict the situations that will make my colleague sad	3.82	1.054	high
16	5	I can keep my calm when I'm upset	3.81	1.095	high
17	14	My fear of some things confuses me when dealing with them	3.73	0.981	high
18	21	I control my emotions	3.73	0.955	high
19	39	I have a more adventurous spirit and don't think about the consequences when I'm happy	3.73	1.176	high
20	38	My feelings appear at the right time and the right place	3.70	0.967	high
21	1	When I'm happy, I act without caution or thinking	3.69	1.197	high
22	25	My joking affects my performance	3.67	1.269	Medium
23	9	I realize in advance what situations trigger my anger	3.66	0.974	Medium
24	30	I get upset about my inability to clearly express what I feel	3.65	1.373	Medium
25	22	If I encounter a problem and become stressed, I postpone solving it until my mood improves	3.63	1.192	Medium
26	32	I can change my emotions depending on the situation	3.59	1.122	Medium
27	23	My anxiety about carrying out some tasks prevents me from completing them well	3.44	1.366	Medium
28	27	I feel afraid of some things to an exaggerated degree	3.42	1.380	Medium
29	37	I can control my anger	3.37	1.153	Medium

30	15	When I make a mistake, I get upset, which causes me not to think properly	3.36	1.111	Medium
31	43	People around me can easily provoke me	3.34	1.301	Medium
32	34	My emotions make me make mistakes	3.31	1.242	Medium
33	44	I lose control of my nerves when I get upset	3.26	1.224	Medium
34	26	I lack the ability to deal with my feelings in a way that suits situations	3.24	1.233	Medium
35	36	I suddenly feel upset and sad	3.22	1.459	Medium
36	18	I have a great ability to describe what I feel	3.20	1.098	Medium
37	6	I spoil happy moments when a simple situation happens that upsets me	3.08	1.418	Medium
38	8	He moved without justification from simple distress to extreme sadness	3.05	1.372	Medium
39	17	I find it difficult to understand the feelings of others	3.02	1.209	Medium
40	35	Get angry for no reason	2.95	1.452	Medium
41	7	I have bouts of fear that I don't know the source of	2.76	1.463	Medium
42	28	I'm laughing so hard I don't understand why	2.72	1.422	Medium
43	12	I express my feelings without regard to others	2.60	1.135	Medium
44	31	When someone disagrees with me, I get upset and hate that person	2.39	1.381	Medium
45	2	I talk to others without taking into account their mood	2.24	1.121	low
		Emotional intelligence scale	3.59	0.514	Medium

Source: Collected and calculated from the analysis of the research sample using SPSS.

Table (4) shows that the arithmetic averages ranged between (2.24 to 4.86), where paragraph (11), which states, "I show my pleasure when you give me a gift even if I do not like it," came in first place, with a arithmetic average of (4.86). Paragraph (2), which states: "I talk to others without taking into account their mood," came in last place, with a mean of (2.24), and the mean of the emotional intelligence scale as a whole was (3.59).

Discussing the result of the first hypothesis:

The first question: What is the level of emotional intelligence among female students in the Department of Psychology at Blue Nile University?

The averages ranged between (2.24 to 4.86), where item no. (11), which states: "I show my pleasure when you give me a gift even if I don't like it," came in first place, with a arithmetic average of (4.86), and item No. (2), which states: It states: "I talk to others without taking into account their mood" in last place, with a mean of (2.24), and the mean of the emotional intelligence scale as a whole was (3.59). This result agreed with a group of previous studies, a study (Al-Tilbani, 2014) entitled "Emotional Intelligence and Leadership Abilities among Students of the College of Economics and Administrative Sciences". This study aimed to study the relationship between emotional intelligence and leadership capabilities among students. This study reached to many results, the most important of which is that the level of the emotional intelligence of the study sample is acceptable, and it is closer to the level of the female students in the current study sample.

The results of the study differed from a group of previous studies, such as the study (Al Badia, 2019) entitled Emotional Intelligence and its Relationship to Hope among Female Students at Sultan Qaboos University in the Sultanate of Oman. The results indicated a high level of emotional intelligence and the level of hope among the sample members. This result is not consistent with the first hypothesis, which states (Female students in the Department of Psychology at Blue Nile University are characterized by a high level of emotional intelligence). This result can be explained by the fact that the average emotional intelligence among the sample members refers to the new challenges they faced in university life after their transition from the school environment to university life, which led to the growth of the skills necessary to confront them, such as emotional intelligence skills, such as the ability to control and regulate emotions when facing social pressures, and this It requires positive personal traits such as hope, confidence, and optimism. In addition, the nature of family upbringing followed in our Arab societies related to raising females in these societies has a prominent role in enhancing the female's awareness of her own emotions and the emotions of others around her, which leads her to raise emotional intelligence as a result. Social upbringing also Enhancing the female's attention to her emotions and her awareness of the emotions that arise from her, as society rebukes the female who exhibits some behaviors as a result of emotion, such as anger and screaming.

Emotional intelligence is an authentic educational method in our Islamic heritage, and we find its concepts and applications in all the hadiths of the Prophet, and in all the stories of the honorable companions, which explains why the female students of the Department of Psychology at Blue Nile University enjoy an average degree in emotional intelligence. This is due to their religious upbringing, which works to develop their emotional intelligence, as well. The study of psychology has a major role in developing emotional intelligence skills, which has helped female students have an average level of emotional intelligence.

The second hypothesis states: "There are differences in emotional intelligence between first-level and final-level female students in the Department of Psychology at Blue Nile University."
To test the validity of this hypothesis, means, standard deviations, and T-test for emotional intelligence were extracted according to the level variable, and the tables below show this.

Table (5): Means, standard deviations, and "t" test for the effect of level on the responses of the study sample in emotional intelligence among female students in the Department of Psychology at Blue Nile University

Categories	Number	Mean	St. Deviation	"T" Value	degrees of freedom	significance
The first	100	3.74	.571	4.453	176.239	*.000
The last	100	3.43	.396			

Source: Collected and calculated from the analysis of the research sample using SPSS.

It is clear from Table (5) that there are statistically significant differences at the significance level (&=0.05) due to the academic level variable on the responses of the study sample in emotional intelligence among the female students of the Department of Psychology at Blue Nile University, and the differences were in favor of the first level category.
The results showed that there were statistically significant differences at the significance level (&=0.05) due to the effect of the level on the responses of the study sample in emotional intelligence among the female students of the Department of Psychology at Blue Nile University, and the differences were in favor of the first level category.
This result agreed with a group of previous studies (Wahida, Allouti, 2020), which indicate that there are differences in emotional intelligence among the study sample due to the variable of academic level, as with the progress of study and difficulty in the last levels it is possible to cause a weakness in emotional intelligence, as well as the study (Baisa, Hafidah, 2019). Titled "Emotional Intelligence", it reported that there is a correlation between academic excellence and emotional intelligence. The results of the study differed from a group of previous studies, such as the study (Bohamama, Al-Azmi, 2018) entitled "The prevailing values among students of the College of Education and their relationship to emotional intelligence." This study addressed the prevailing values and their relationship to emotional intelligence among students of the College of Education, and the impact of variables of gender, age, year of academic studies and the general average in that. The study did not prove the existence of differences in emotional intelligence or belief in prevailing values according to age groups and year of study, as well as general average categories of students.
The differences in emotional intelligence between first- and last-level female students can be explained by the fact that final-level female students are preoccupied with academic achievement and preparation and preparation for professional life, which negatively affected their enjoyment of emotional intelligence skills compared to first-level female students, as they did not concern themselves with achievement and thinking about the future and focused on relationships and communication with their colleagues and sharing their colleagues' feelings and feelings. The researcher believes that emotional intelligence skills are acquired and learned and are capable of growth and development with age. Older individuals have the ability to deal with various negative situations and the possibility of transforming them into positive situations, and that a person can, if he makes sufficient effort, raise his level of emotional intelligence. The researcher believes that Final-level students can, if they exert more effort, raise the level of their emotional intelligence, as some studies related to emotional intelligence have shown that the margin of development in emotional intelligence is much wider than the margin of development in mental intelligence, meaning that mental intelligence reaches a person to a certain ceiling, while emotional intelligence is It opens up new horizons for him. The researcher also believes that final-level students have awareness and understanding of the nature of the university stage, all of which makes them feels responsible for their studies, which reduces the importance of caring about the feelings of others.

Recommendations:

Based on the previous results reached by the study, a number of recommendations can be presented, which are as follows:

1. The necessity of developing emotional intelligence among female students in the Department of Psychology at Blue Nile University.
2. The necessity of holding regular and intensive training courses to develop students' emotional intelligence skills.
3. Paying attention to the necessity of spreading the culture of topics related to emotional intelligence in schools and universities and providing students with background knowledge about the foundations of emotional intelligence and the extent of its importance in life.
4. Designing guidance and training programs for students to introduce them to the importance of emotional intelligence and how to develop their emotional skills.
5. The necessity of including emotional intelligence skills and teaching them in the curricula for students in general education schools.
6. Educating families through the media about the importance of teaching children the capabilities of emotional intelligence and planting the seeds of emotion in them.
7. Holding guidance seminars for parents on parental treatment methods and their impact on the development of emotional intelligence skills and children's personality.

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