

The Impact Of Distance Learning On The Emotional Intelligence Of Female Students On The Departments Of Math And English Language

Sulima Ahmed Mohammed Zubair¹, Gada Taha Abdal Hafeez², Abeer Taha Abdal Hafeez³, Mona Elmahi ELmaki Yassin⁴

¹Mathematics Department ,Faculty of Sciences and Arts-Qassim University- Saudi Arabia

²Libraries and Information Department, Faculty of Arts-Imam Abdul Rahman Bin Faisal University- Saudi Arabia

³general courses Department ,Faculty of community-king Khalid University- Saudi Arabia

⁴Mathematics Department ,Faculty of Sciences and Arts-Qassim University- Saudi Arabia

Abstract

This study aimed to identify the extent of the impact of distance learning on the emotional intelligence of female students. The study used the descriptive approach. The study was conducted on a random sample of (120) female students. There is a relationship between distance learning and emotional intelligence for female students at the Mathematics Department, Qassim University, and for female students the English Language Department at King Khalid University. and it is noted that the two dimensions (first: self-awareness) and (fourth: stress management) are the strongest correlations. As for the two axes (first: self-awareness) and (the third: adaptability) they are the least in connection, and there are no differences between the average answers according to specialization, and there are no differences between the average answers according to the social status, and there are no differences between the average answers according to the educational level.

Introduction and Study Problem:

The Corona pandemic imposed on us as part of the world to develop our educational and teaching methods so that we can continue the learning process without damaging the health system, so distance learning was the best option available to us until it became an essential part of the educational process system and an opportunity to develop and use it properly during and after the Corona crisis, distance education is considered as one of the systems that has been talked a lot about during the current decade, especially that it is based primarily on the technical development in electronic means of communication over the Internet; As it refers to the student's attendance to schools, universities and social institutions through a virtual presence only without physical presence, and now it has become the main means

of the educational process at all levels of study in many countries.

Distance education is an effective, meaningful and important way to obtain knowledge at the time of its occurrence, and societies that do not employ the means, capabilities and methods of distance education have become undeveloped societies and difficult to coexist in this information age, hence the interest in distance education appeared due to its clear importance and many advantages.

Many studies have shown the importance of distance learning as a study (Al-Hasnawi, 2006) that the use of the Internet and computers to provide students with additional information about the subject of electronics had a positive effect in increasing students' motivation to learn,

and they also developed positive attitudes towards computer use. The study (Al-Ghamdi, 2012) also confirmed the existence of high trends among students towards distance education.

Many behavioral and psychological studies have proven the existence of important human emotional and intellectual capabilities that contribute greatly to the success of a person in different life situations, especially stressors such as emotional intelligence, which some specialists know as a set of personal qualities and social skills that enable a person to be aware of his feelings and emotions, and to control them and converting the negative from it to the positive in order to achieve the desired goals, and these qualities and skills enable a person to understand the feelings and emotions of others and deal with them properly.

Educational experts focus on the importance of emotional intelligence in education, given its great role in integrating the personality of the student and enabling him to deal in a balanced manner with his surroundings during the learning process, as emotional health is very necessary for effective learning to occur. The blending of mental and emotional abilities is a key axis in the success of the student's learning process. In addition to employing his mental abilities to understand and assimilate the educational content, the student also needs to employ his emotional capabilities that enable him to possess self-confidence, curiosity, self-understanding and knowledge of his motives. Thus learning becomes an integrated process that includes enriching "heart, mind and body."

Batterjee said: "The boundary between high or low performance students is not only due to their mental intelligence, but in addition to having emotional intelligence skills that enable them to understand their feelings and emotions and the feelings and emotions of others, to be more able to deal with the environment. The intermingling

of mental and emotional abilities is considered a fundamental axis in the educational process for student success, which in addition to employing his mental capabilities for success; his emotional capabilities enable him to have self-confidence, curiosity, self-understanding and knowledge of his motives." (Adel Batterjee, 2019) .

Lindley (2001) conducted a study entitled "Affective Intelligence and its Relation to Some Personality Variables", which aimed to identify the relationship between emotional intelligence and some personality variables. The study sample consisted of (613) students, including (105) students and (211) students of the university and the researcher used the Goleman scale of emotional competence, and it found a positive relationship between emotional intelligence and some personality variables (extroversion, self-efficacy, self-esteem, optimism and internal control direction, adaptation).

The high rates of emotional disorders prompted researchers to study and discuss some research and studies such as, Daniel Goleman, who added and developed in the psychologist Salofi's theory of emotional intelligence and explained (Saeed, 2015) that there are a number of models for emotional intelligence, the most important of which are:

- Galman's model of emotional intelligence (1995):

Goleman believes that emotional intelligence consists of five main components, which are knowledge of self-emotions, managing emotions, motivating oneself, recognizing the emotions of others, and dealing with others, then he modified them to become emotional intelligence of twenty-five competencies.

- Mayer, Carso, and Salovey Model (1998)

This emotional intelligence model identified a group of main abilities that were classified into

four domains: the ability to emotional awareness: including the ability to perceive relationships, and the ability to use emotions, the ability to understand emotions and their connotations, as well as the ability to understand complex and overlapping emotions in social situations.

- Brown's model (1998)

Brown believes that emotional intelligence is a mixture of mental capabilities and personality traits, and that a system of personal skills and mental abilities that affect an individual's ability to succeed in the face of the requirements and pressures of the environment.

Barron identified five dimensions of emotional intelligence: the internal factors of the individual, the external factors of the individual and the coping factors, then the factors of stress management, and finally the factors of general mood.

- Weisinger model (2004):

As this model includes three competencies related to the personal dimension and two competencies related to the interpersonal dimension.

We note that one of the most important methods used in developing emotional intelligence is to try to understand past experiences, especially those that caused unexpected reactions, feelings and emotions, and to know the main reasons behind them. One of the methods is also to study the behaviors and behaviors that caused embarrassment and negative consequences, and to judge them objectively and not emotionally, which helps in reaching an accurate and meaningful analysis. Empathy is one of the ways that also helps in making progress in terms of emotional intelligence, and that is by trying to understand the feelings of others and putting oneself in their place, to see the problem from the angle that they

see, which helps the person to recognize the pain that he may cause to others as a result of his behavior and his actions. And it can avoid a recurrence in the future.

It is worth noting that a lack of interest in developing the student's emotional abilities can lead to emotional poverty that usually causes various problems such as violence, negativity, stubbornness, rioting, sabotage, in difference, lack of self-confidence and lack of internal deterrence (conscience).

Al-Qahtani (Shaya bin Khaled Manahi 2015) referred to the components of emotional intelligence, which are self-awareness and the ability to understand the feelings of others. He also explained that intelligence constitutes only 20% of the elements for success in life, and the rest is due to emotional balance and mood traits, meaning "emotional intelligence." an essential basis for human success because it is related to a person's knowledge of himself, his qualities, his knowledge of others and their characteristics, and their awareness of his reality and that of others. He also dealt with the basic qualities that an individual should possess: honesty, commitment, optimism, adaptability to change, ability to deal with difficult situations, and availability of achievement motivation. He also presented the advice advised by scientists to help obtain a high rate of emotional intelligence, and to always maintain good feelings when dealing with others and to train ourselves well to face crises calmly. He emphasized that emotional intelligence was distinguished from mental intelligence in that the margin of development in emotional intelligence is much wider than the margin of development in mental intelligence, as well as the effect of emotional intelligence on human success is much greater than the influence of mental intelligence.

The study by Lyington and Dai (2005) entitled "Emotional intelligence and its relationship to each of personality traits, cognitive intelligence,

self-management, and satisfaction with life and work." The study aimed to identify the relationship between emotional intelligence, personality traits, cognitive intelligence, and self-management. The study sample consisted of (211) persons, of whom (148) were males and (63) females. The researchers used the Bar-On emotional intelligence scale and Meyer's emotional intelligence scale (Bar-On) The study found a relationship between the sample members' scores in emotional intelligence and job satisfaction on the Bar-On list of emotional intelligence, and there was no relationship between the sample's scores on the emotional intelligence scale of Meyer, Salovey and Carso.

The researchers believe that "emotional intelligence" is the ability to sort personal or subjective emotions, employ them to motivate the soul, and manage emotions in a proper and appropriate way in relationships with others.

Hence, the study problem appeared, which lies in identifying the effect of distance learning on the emotional intelligence of students.

The Significance of the Study:

The importance of the study lies in the fact that it recognizes the role of distance learning in the emotional intelligence of the students through their success in different areas of their lives, their social relationships, their psychological health, and their ability to face problems and obstacles and feel satisfied and happy.

Objectives of the Study:

This study aims to identify:

- The impact of distance learning on the emotional intelligence of students in the Mathematics and English departments.
- The extent of the differences between female students in the Mathematics Department and

female students of the English Language Department in emotional intelligence.

- The extent of the differences between female students in the Mathematics department and female students in the English language department in emotional intelligence due to the social condition.

- The extent of the differences between the female students of the Mathematics Department and the female students of the English Language Department in emotional intelligence due to the academic level.

Hypotheses of the Study:

1 / There is a relationship between distance learning and emotional intelligence for female students at the Mathematics Department, Qassim University, and for the English Language Department at King Khalid University.

2 / There are statistically significant differences between female students of the Mathematics Department, Qassim University and female students of the English Language Department, King Khalid University, in favor of female students of the English Language Department.

3 / There are statistically significant differences between female students of the Mathematics Department, Qassim University, and female students of the English Language Department, King Khalid University, attributed to the marital status, in favor of married female students.

4 / There are statistically significant differences between the female students of the Mathematics Department, Qassim University, and the female students of the English Language Department, King Khalid University, referred to the academic level, in favor of the higher level.

Variables of the Study:

Intelligence: Henmon defines it as the ability to possess knowledge. (Rashwan, 2009).

Emotional Intelligence: Defined by Baron and Parker: as "a group of emotional and personal capabilities that affect the overall capabilities of a person to adapt to the requirements and pressures of life." (Al-Atoum, 2004).

Distance education: It is defined by "Willis, 2002" as a type of learning in which the student is far from the teacher so that this requires the use of multiple means of communication from printed, audio, visual, and other appropriate electronic means of communication to impose the delivery of the scientific material to the student. (Saleh, Fathy Abdel Qader, 2008)

Research Methodology:

The study used the descriptive approach, which is the most common and widespread method and used in educational and psychological studies, as it focuses on what is in its description of the phenomenon in question, and expresses the collection of data, both quantitative and qualitative, about the phenomenon under study in order to analyze and interpret it and draw conclusions to know its nature and characteristics and determine the relationships between its elements, between them and among other phenomena, leading to their generalization (Muhammad Daoudi and Muhammad Boufateh: 2007)

The population of the Study:

The original community of study is represented by the female students of the Mathematics Department, College of Science and Arts, Qassim University, and the students of the English Language Department at the College of Community Service at King Khalid University.

The Research Sample:

The research sample consisted of a group of 120 female students from the Mathematics Department, Faculty of Science and Arts, Qassim University, and the English Language Department, Community Service College, King Khalid University.

More about this source text Source text required for additional translation information

The Research Tools:

The researchers used to measure emotional intelligence a questionnaire of their numbers, and the questionnaire consists of 32 phrases that measure four dimensions. The phrases were distributed as follows: _

After self-awareness
(3,5,7,8,10,11,15,16,21,22,24,25)

After interpersonal relationships (19,18,9,4)

After adaptability
(32,31,28,27,23,20,14,13,12,6)

After stress management (30,29,26,17,2,1)

Correction: Always 5 Often 4 Sometimes 3 Rarely 2 Never 1, and the reverse statements *: Always 1 Often 2 Sometimes 3 Rarely 4 Never 5

This means that the individual responds to the scale phrases in accordance with his characteristics and his usual daily behavior in the situations indicated by the scale statements. How much it means that the decisions that will be taken in the light of the measurement results depend on the validity of the subject's response.

Statistical Transactions of the Questionnaire:

Emotional Intelligence Scale Exploratory Study:

1- The apparent honesty of the emotional intelligence scale:

To ensure the apparent validity of the emotional intelligence scale, the researchers presented the scale to a group of professors specialized in psychology, curricula and teaching methods, and the arbitrators agreed that the paragraphs of the

scale fit the subjects of the study sample, and in light of the logical observations gathered at this stage, the wording is modified Paragraphs for declarative formula 0

Table No. (1) shows the number of statements for each dimension in the scale

The number of phrases	Dimension
12	Self-awareness
4	Interpersonal relationships
10	Adaptability
6	Stress Management

2-Validity of the Internal Consistency of the Emotional Intelligence Scale:

The scale was applied to an exploratory sample consisting of (30 students) from the College of Arts students to verify its validity. They were

chosen by a simple random method from the current study population, and then the researchers calculated the Pearson correlation coefficient between each item of the total items included in the scale, and the result was shown. This action table follows:

Table No. (2) Pearson Correlation Coefficient to find out the relationship of each item with the total items of the emotional intelligence scale

Correlation coefficient	Item number	Item number	Item number	Correlation coefficient	Item number	Dimensions
*0,338	21	0,321	10	**0,543	3	Self-awareness
**0,560	22	*0,407	11	**0,635	5	
*0,348	24	**0,564	15	**0,659	7	
0,111	25	*0,332	16	**0,571	8	
*0,387	19	0,261	18	**0,577	4	Interpersonal relationships
				**0,469	9	
0,206	28	**0,910	20	0,220	6	Adaptability
0,258	31	**0,6795	23	**0,538	12	
**0,408	32	**0,7000	27	0,299	13	
				**0,438	14	
**0,585	29	*0,371	17	**0,645	1	

*0,378	30	**0,5478	26	0,306	2	Stress Management
--------	----	----------	----	-------	---	-------------------

It is evident from the previous table that all the correlation coefficients between each paragraph and the total score of the scale are positive and statistically significant at the level (0.01), and this indicates that all paragraphs of the scale of hardness were valid.

Stability of the Scale

To measure the stability of the scale, the stability of the scale on the members of the exploratory sample was calculated using the Cronbach Alpha coefficient, which ranged between (0,788 - 0,806), which indicates the stability of the scale, meaning that the scale gives the same results with a probability equal to the value of the parameter if it is applied again to the same sample. Table No. (3).

Table No. 3: shows the Fakronbach coefficients for each of the scale dimensions, as well as the scale

Fakronbach	Number of phrases	Dimension
0,796	12	Self-awareness
0,802	4	Interpersonal relationships
0,809	10	Adaptability
0,796	6	Stress Management
0,801	32	Total stability of scale

It is evident from the previous table that the alpha Cronbach coefficients are all good and that the overall reliability coefficient was 0,801, indicating that the scale has a high degree of stability, and thus the scale is valid for application to the research sample.

Presentation and Interpretation of the Results

The First Hypothesis States: The existence of a statistically significant correlation between distance learning and the emotional intelligence of students.

The study found the following results:

To the existence of a statistically significant correlation relationship between distance learning and emotional intelligence for female students, where the two axes (first: self-awareness) and (fourth: stress management) are the most closely related, while the two axes (first: self-awareness) and (third: adaptability) are the least in connection with and to verify the hypothesis, the values of the arithmetic averages and the values and standard deviations of the total score and the dimensions of the emotional intelligence scale were calculated. The following table shows the results:

Table (4) shows the Pearson correlation coefficient to know the relationships

		Self- awareness	, interpersonal relationships	adaptability	stress management
Self-awareness	Pearson Correlation	1	.471**	.192*	.683**
	Sig. (2-tailed)		.000	.036	.000
	N	120	120	120	120
Pearson Correlation	Pearson Correlation	.471**	1	.541**	.258**
	Sig. (2-tailed)	.000		.000	.004
	N	120	120	120	120
adaptability,	Pearson Correlation	.192*	.541**	1	-.037-
	Sig. (2-tailed)	.036	.000		.685
	N	120	120	120	120
stress management	Pearson Correlation	.683**	.258**	-.037-	1
	Sig. (2-tailed)	.000	.004	.685	
	N	120	120	120	120

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

It is evident from the previous table that the relationship between the dimensions is direct and has very high statistical significance (less than or equal to 0.01) and it is noted that the two dimensions (first: self-awareness) and (fourth: stress management) are the strongest correlations. As for the two axes (first: self-awareness) and (the third: adaptability) they are the least in connection.

This can be explained by the fact that the students were more resistant and challenging to the various pressures they face as a result of distance learning, leadership, activity and a desire for life, and they also have the ability to make decisions and choose and the ability to effectively confront achievement and challenge due to their desire for life, and the lack of fear when facing problems.

The researchers see this result in light of the components of emotional intelligence, as it includes self-awareness, which is the basis of self-confidence and good management, the

ability to understand life conditions, adapt to them logically, work effectively under pressure and initiative, and motivate oneself to overcome anxiety and resist frustration, to feel satisfied that emotional intelligence is the best standards of judging the quality of life.

The undergraduate level is also considered a stage of an emotional explosion of knowledge among the university student, and the nature of the environment in which the university student lives through distance education supports the development of the emotional side of the students and urges them to take into account the mood of others, and this result is largely consistent with the theoretical framework of the study.

The results of this study are in agreement with the results of the study (Khawla Al-Badawi, 2004), which indicated the existence of a positive statistically significant relationship between emotional intelligence and social skills, as the global community was subjected to pressures due

to the Coronavirus pandemic (19) and distance learning, especially the student community from it, and thus it becomes clear. The importance of emotional intelligence in achieving communication and compatibility with others through understanding their feelings and sympathizing with them, and therefore a person who has emotional intelligence will be better socially and his choices in life will become better according to Safwat Faraj (2001) Amal Hassouni, Mona Nashi, 65,2006)

The 2001 Schutte.et.al study emphasized the examination of the relationship between emotional intelligence and interpersonal relationships through a series of studies dealing with the relationship between emotional intelligence and seven aspects of interpersonal relationships. Four aspects related to building relationships, namely: empathy, the ability to monitor oneself in social relationships, and skills. The social, cooperation, and the remaining three

Table No. (5) Shows the results of the t-test for the level of emotional intelligence for students of the Mathematics

Department and the English Language Department

Sig	value of F	arithmetic	the value T test	degree of error	standard deviation	arithmeti c mean	Specialization
0,567	0,526	117	0.74	0,372	0,604	3,465	Mathematics
				0,083	0,579	3,535	English

The previous table shows a comparison of the averages by means of an "F" test. The result is that there is no significance for the axes on the order as the significance probability is greater than. 0.05 and thus we accept the null hypothesis (the null hypothesis H0) that says: There are no differences between the mean answers according to specialization.

This result was in agreement with the study (Khawla Al-Badawi 2004) and the study (Al-Qaisi, Jihan Abd Haddad 2019), which indicated

aspects indicate important indications about the quality of these relationships, namely: integration, effective close ties and close satisfactory companionship, and it was conducted on different samples, and the researchers concluded through the results that the individuals who scored high on the emotional intelligence scale They are the ones who scored high in the seven aspects of interpersonal relationships. They are more sympathetic, more capable of self-monitoring in social situations, and have a greater capacity for social skills, and they are more cooperative, which indicates their competencies in building positive relationships with others.

The Second Hypothesis States: There are statistically significant differences between female students in the mathematics department and students of the English language department in favor of female students of the English language department.

that there were no statistically significant differences between the average grades of students in all dimensions of emotional intelligence according to the variable of academic specialization.

How much the study of Ibrahim Basil Abu Amsha (2013) confirmed: that there are no differences in social intelligence, emotional intelligence, and feelings of happiness according to the college variable among the sample members.

The results of the current study differed with the results of a study (Sawsan Nour Elahi, 2009) and a study (Scott, 2004).

The researchers attribute this result to the absence of statistically significant differences in emotional intelligence between students of the Department of Mathematics at Qassim University and students of the Department of English Language at King Khalid University to the cultural convergence within the Saudi society, which is subject to a nearly convergent educational system between universities and scientific and literary colleges that all of them live in a society. And they face the same pressures that result from distance teaching in the same way, and they get the same means in using distance learning in addition to the same academic

burdens, despite the researchers' expectation that there will be differences in favor of the English Department because they believe that students of literary colleges (the English language is more connected to society And closer to community life that tends to deal more with members of society, and the nature of the scientific colleges (mathematics) that is difficult and characterized by stagnation and emotionality in the scientific specialization, which require more time in study, which makes them more isolated.

The Third Hypothesis States: There are statistically significant differences in emotional intelligence between female students in the mathematics department and students of the English language department in light of the marital status, in favor of married students.

Table No. (6) Shows the results of the t-test for the level of emotional intelligence of the female students of the Mathematics Department and the students of the English Language Department in light of the marital status

Sig	degree of freedom	value of T test	degree of error	standard deviation	arithmetic mean	Social status
0,23	119	3,18	0,28	0.87	3.20	Married
			0,053	0.56	3.33	Unmarried

The previous table shows that there are no statistically significant differences at the level of (0,05) by means of the "T" test, and thus we accept the null hypothesis (the null hypothesis H0) that says: There are no differences in emotional intelligence between female students in the Mathematics Department of the Faculty of Science and Arts, Qassim University and female students of the Department English language at the College of Community Service, King Khalid University, in light of marital status

The researchers explain this result that the students possess social and interpersonal capabilities and skills that help them to cope with environmental and social pressures, in addition to their family responsibilities in addition to their responsibilities in the study.

The Fourth Hypothesis States: There are statistically significant differences in the level of emotional intelligence among female students attributed to the academic level in favor of the higher level.

Table No. (7) Shows the results of the students'-test for the level of emotional intelligence in light of the academic level

sig	The degree of freedom	The value of T test	degree of error	standard deviation	arithmetic mean	Academic level
0,18	117	2,43	0,08	0,57	3,50	First
			0,29	0,36	3,57	Third
			0,26	0,74	2,84	Fourth
			0,13	0,63	3,66	Fifth
			0,25	0,44	3,38	Six
			0,14	0,54	3,28	Seventh
			0,30	0,60	3,71	Eighth

The previous table shows that there are no statistically significant differences at the level of (0.05) in the level of emotional intelligence for students of the English language department and the mathematics department due to the academic level and thus we accept the null hypothesis (the null hypothesis H₀) that says: There are no differences in the level of emotional intelligence for students according to For educational level.

The researchers attribute this result to the fact that all female students at all academic levels deal with distance learning in close and homogeneous degrees, and also to the developmental nature of university students that involves accurately perceiving and evaluating emotions and the ability of the university student at any level to recognize the sentiments of others, their emotional state and their ability to regulate their emotions.

Conclusion:

The previous presentation clearly shows the importance of emotional intelligence, so it remains for universities to adopt the concept of emotional intelligence, in order to develop students' emotional abilities that are neglected during the school teaching stages, and to develop their abilities in dealing with others, and to live a satisfied and calm life, which increases their chances of success in the future. Hence the problems of violence, negativity, obstinacy,

rioting, subversion or indifference, lack of self-confidence, and a lack of conscience or religious deterrence, because the intelligence known to the public does not cover the areas of emotional capabilities that explain the basic needs of the human soul.

Recommendations:

In light of the findings of the current study, and in light of the limits of the study and its methodology, a set of recommendations can be presented:

- 1 - Working to raise the level of university students in emotional intelligence by enrolling them in continuous training courses in this field.
- 2 -The necessity of using distance education in developing emotional intelligence skills among university students.

References:

- 1 / Amal Muhammad Hassouna, Mona Saeed Abu Nashi, Emotional Intelligence, International House for Publishing and Distribution. 2006
- 2 / Saeed Suad Jaber: Emotional Intelligence and Educational Psychology, 1st Edition, The World of Modern Books, for publication and distribution, Jordan, 2015.
- 3 / Adel Batterjee, 2019) an article in Sabaq newspaper entitled "Emotional Intelligence is

one of the Effective Strategies in the Development of the Educational Process” 18 September 2019

4 / Rashwan Hussein Abdel Hamid: Intelligence, Psychological and Social Foundations, Alexandria Book Center, Alexandria, 2009.

5 / Atoum Adnan Yousef: Cognitive Psychology, Theory and Practice, Maisarah House for Publishing and Distribution, Amman, 2004

6 / Salih, Fathy Abdel Qader, 2008: The Impact of Combining Distance Learning and Face-to-Face Learning on Academic Achievement and Student Satisfaction, Master Thesis, Arabian Gulf University, College of Graduate Studies, Bahrain

7 / Muhammad Daoudi and Muhammad Boufateh (2007): Methodology for writing scientific research and university theses, Edition 1, Eurasian House and Library, Djelfatah, p. 81

8 / Al-Qaisi, Jihan Abd Haddad, Emotional intelligence and its relationship to mental health. Journal of Arts: University of Baghdad - College of Arts P 128 (2019): 273-306.

9 / Al-Qahtani, Shaya bin Khalid Manahi (2015) Emotional Intelligence, Naif Arab University for Security Sciences, Volume 35, Issue 401, 84-87

10 / Sawsan Nour El-Allah (2009): The relationship of emotional intelligence with parenting trends of upbringing as perceived by female secondary and university students in Makkah Al-Mukarramah, MA thesis, Umm Al-Qura University, Saudi Arabia.

11 / Ibrahim Basil Abu Amsha, (2013) “Social Intelligence and Emotional Intelligence and their Relation to Feeling of Happiness among University Students in Gaza Governorate”, Master Thesis, Al-Azhar University, Deanship of Postgraduate Studies and Scientific Research, College of Education.

12 / Al-Hasnawi, Mowafak Abdel Aziz (2006) The Effect of Using both the Internet and Computers in Teaching Electrical Power Electronics on Students' Motivation and Attitudes towards Learning, Journal of Human Sciences, Volume 2, No. 32, pp. 23-95

13 / Al-Ghamdi, Ahmed Abdullah (2012) Evaluation of the Effectiveness of the Distance Education System in Saudi Public Universities and the Students' Attitudes Toward it, PhD Thesis, College of Education, Umm Al-Qura University, Kingdom of Saudi Arabia

14. Livingstone, H.A. & Day A.L. (2005): Comparing the construct and criterion-related Validity of ability-based and mixed-model measures of emotional intelligence ,Journal of Educational and Psychological Measurement, vol 65, no 5, pp 757-779.

15. Lindley, (2001): Titled Emotional Intelligence and its relationship to some personal variables. vol.19,N° 1, Taylor & Francis, March 2006. pp 80- 92

16. Scott, B. S. (2004): The Relationship between emotional intelligence and ethical making. Unpublished doctoral dissertation, Union University,