

EMOTIONAL INTELLIGENCE AND ITS IMPLICATIONS FOR THE TEACHING PROFESSION IN THE CHILDHOOD GENERATION WITHIN THE GREEN LINE IN PALESTINE

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Abstract

The current study aimed to identify emotional intelligence and its implications for the teaching profession in the childhood generation within the Green Line in Palestine. The results showed that emotional intelligence increases efficiency and effectiveness and thus raises the overall performance of the institution, as emotional intelligence helps to act well and reduce various pressures, reduces stress and makes better decisions, and emotional intelligence helps teachers to establish relationships Better social and thus emotional intelligence It is considered one of the basic requirements to achieve quality and competitiveness at work, as it helps to motivate oneself, create self-motivation and increase career success, as confirmed by many studies. The study recommended a set of recommendations.

Key words: Childhood, Emotional Intelligence, Self-Motivation.

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Introduction:

As a result of developments in societies, which resulted from the information revolution and the explosion of global knowledge, which made educational leaders focus on abilities and skills in order to achieve their goals, foremost of which is emotional intelligence and the skills it contains that enable the individual to achieve a great deal of success in achieving educational and learning goals in The school.

A person has two minds, a mind that thinks and a mind that feels, and both of them work in a harmonious and harmonious way to lead our lives. Emotions feed the processes in the logical mind, and in turn, the logical mind reduces and filters the input of the emotional mind and sometimes it objects. Therefore, emotions are essential to thinking, and thought is essential to feelings. (Goleman, 2005).

In this context, emotional intelligence creates good working relationships and contributes to maintaining them, as individuals who are characterized by high performance in their work, they are characterized by a high ability to create good working relationships (Al-Khafaji, 2016).

Emotional intelligence refers to knowing feelings, and how to employ them in order to improve performance and achieve goals through empathy and understanding of the feelings of others, which leads to a successful relationship with them. Himself that will predict what he will do in the future (Al-Failakawi, 2015).

Emotional intelligence is a modern, modern concept that has a clear impact on the course of human life, and an important impact on the way he thinks, his relationships, and his emotions, as there is a common denominator between emotions and thinking and between the mind and the heart, and there is cooperation among them to allow the person to make the right decisions and think properly. A person who suffers from emotional disturbance or emotional imbalance cannot control his emotions or his emotions, even if he is at a high level of intelligence. Throughout the ages, scientists have studied the relationship between intelligence and emotion as complementary and not contradictory, so we find that the theories that give the character of intelligence On emotion is not recent, (Abu Riash et al., 2006).

Davis points out (2000, (DaviesThe basic rule in emotional intelligence includes knowing our emotions, and using them to make our decisions by learning ways of thinking that include problem solving, planning, and decision-making, in order to help people transfer social and personal skills, and transfer them to life situations as tools for long-term learning, and thus learn Emotional efficiency in a direct manner. Abu Al-Nasr (2008) believes that emotional intelligence is an essential foundation for human success because it is related to the person's knowledge of himself and his attributes, his knowledge of others and their attributes, and his awareness of the reality of others.

Abraham, (1999) identify Emotional intelligence is the ability to regulate the emotions of self and others, separate them, and use that information to control an individual's thinking and reactions.

And knew Baron and Parker (Baron & Parker, 2000) That is associated with the understanding of the capabilities of both self and others and link individuals to each other, and adapt to the needs of the environment, and emotions management.

As, Salovey & Mayer, 1993It is the evaluation and expression of emotions, and it includes the ability to clarify and identify feelings through words or facial expressions, relationships with others, sympathy, judge the feelings of others and re-experience with these feelings, as it is the adaptive regulation of emotions through Through the organization and calendar and then change the emotions.

The historical roots of emotional intelligence:

Since the second half of the twentieth century emotional intelligence has become the subject of time although the actual historical roots of this topic in the nineteenth century.

Although some researchers claim that they were the first to carry out a scientific study of emotional intelligence, the credit goes to Charles Darwin, who has been exposed to this topic since 1837 and published the first book in 1871, where he was exposed to the topic of “emotional expression” (emotional expression), which plays an important role in the harmonic behavior, which remains a real and important axiom of emotional intelligence until now (Bazazo, 2010).

In the 1920s - 1930s, Thorndike considered that social abuse, the ability to understand others, and wise behavior in human relationships, is a manifestation of intelligence. He presented this idea in a magazine Harper's Magazine and some Alsekolugen have interpreted the intelligence as the ability aloft to make others act depending on what you want (Southpaw and Kafafi, 2000).

And in 1959, Guilford presented his modified model about the structure of the mind and added the behavioral content category, which includes the abilities that require awareness of the behavior of others and our own, and thus he combined social and personal intelligence in one category, and in 1967 Guilford modified again, but this time he focused on The first part of the meaning of behavioral content (that is, related to the perception of others) and it is in the essence of social intelligence, while the second part of it (which relates to self-awareness) did not receive much research attention, and Guilford reiterated the same position in his third presentation of his model in 1971 (Ibrahim, 2010).

And it was Salovey and Mayer who first coined the term emotional intelligence in 1990, due to their vigilance of the work of other researchers who focused in their studies on the non-cognitive aspects of intelligence, including Gardner 1983. Therefore, their vision was broader and they tried to develop a new definition of intelligence that describes the non-cognitive abilities that have an important role for success in life in general. Therefore, they described emotional intelligence as a form of social intelligence - despite the presence of independence between the two terms - and we will refer to that later - as it refers to the ability of a person to monitor his feelings and emotions and the emotions of others to distinguish between them, and use this information for guidance and thinking and person verb (Salovey & Mayer, 1993).

Both Salovey & Mayer, (1990) mention that emotional intelligence has its historical roots related to social intelligence, and can be considered as a branch of it, there is some overlap between them, particularly in the concepts of perception and empathy and conscience. The two researchers state that the skills they presented are part of emotional intelligence, usually classified within social intelligence, but they believe that emotional intelligence is broader than social intelligence, as it combines personal (self) emotions and emotions in their social context (through interaction with others) as well. It is more specific in dealing with the emotional component and not all aspects of social or linguistic fields, which enhances the imposition of discriminatory charity.

Daniel Goleman Conscious and vigilant about the work of Salovey and Mayer in that period, which prompted him to publish his well-known book “Emotional Intelligence” in 1995. Since then, researchers have been trying to conduct numerous studies on this concept and how to measure it to identify its role in success in life in general, and despite the fact that This interest, this topic needs many studies in the field of psychometrics, as well as methods of its development in the early stages of life, whether in childhood or adolescence (Sivanathan, 2002).

The importance of emotional intelligence:

The importance of emotional intelligence stems from the connection between feelings, personality, and innate moral predispositions, and there is ample evidence that basic moral attitudes in our lives stem from our basic emotional capacities. This is because the emotion for the human being is the “mediator” of the conscience, and the seed of each emotion is a feeling that explodes inside him to express himself in a situation or a certain action. Those who are unable to control themselves because they are prisoners of their emotions suffer from a moral deficit because the ability to control emotions and self is the basis of the will and personality (Jarwan, 2012).

Sees Samdoni (2007) In leadership positions, more than 90% of the capabilities needed to succeed in leadership are social and emotional in nature. Employees realized a lot about the capabilities of emotional intelligence in the mid-eighties of the last century. The Business Administration Organization in the United States of America conducted a national survey of what employees look forward to, as it prepared a list that measures social and emotional traits and skills; Such as adaptation in the face of frustrations and obstacles, self-management, self-confidence, motivation to work to achieve goals and objectives, group effectiveness at work, relationships between individuals and the work team, skill in the practice of rejection, and leadership power. As individuals need these qualities and traits to a great extent now, as the workplace is increasingly characterized by the pressures of competition at work, constant change, and reduced working hours to lower salaries despite the complexity of some jobs.

This study aims to reveal the repercussions of emotional intelligence in the teaching profession, where emotional intelligence is one of the important aspects in the work of workers in the field of education. The teacher's school performance in addition to his private and public life.

Man has two minds, a mind that thinks and a mind that feels, and both of them work in a harmonious and harmonious way to lead life, where emotions feed the processes in the logical mind, and in turn the logical mind reduces and filters the input of the emotional mind and sometimes it objects. Therefore, emotions are essential to thinking, and thought is essential to feelings. Emotional intelligence is the ability to recognize feelings, motivate oneself, and manage emotions and relationships with others. It also indicates that the material loss of some institutions, including what they spend on training in vain, is due to those institutions ignoring personal skills during training, and also confirms that Emotional competence is one of the secrets of success when compared to mental intelligence or functional skills. Goleman, 2005).

According to Fulton and Keeler (Forltin & Keller, 2012) indicated that the job climate, which is characterized by freedom of communication and expression of opinion, constitutes a strong motivation for the institution for change for the better.

All situations that a person goes through stem from the basic ability of a person, which is represented by his emotions and conscience that help a person to control himself, and do not make him a prisoner of his negative emotions, and in this context, emotional intelligence creates good working relationships and contributes to maintaining them, as individuals who are distinguished by performance In their work, they are distinguished by a high ability to create good working relationships (Al-Khafaji, 2016). Emotional intelligence refers to knowing feelings, and how to employ them in order to improve performance and achieve goals by empathizing and understanding the feelings of others, which leads to a successful relationship with them. Himself that will predict what he will do in the future (Al-Failakawi, 2015).

Abraham knows (Abraham, 1999) Emotional intelligence is the ability to regulate the emotions of self and others, separate them, and use that information to control an individual's thinking and reactions. Also known as Baron and Parker (Baron & Parker, 2000) It is the abilities related to understanding both self and others and the connection of individuals to each other, adapting to the needs of the environment, and managing emotions. Both Salovey and Meyer are known. Salovey & Mayer, 1993 Emotional intelligence is the evaluation and expression of emotions, and it includes the ability to clarify and recognize feelings through words or facial expressions, relationships with others, empathy, judgement of the feelings of others and re-experience with these feelings, as it is the adaptive regulation of emotions And that through the organization and the calendar and then change the emotions.

The problem of lack of emotional intelligence skills is one of the social and educational problems faced by many teachers in many educational societies.

Reflections of emotional intelligence:

The success of any organization is related to the level of emotional intelligence among those in charge of it, and they must recognize the feelings of individuals towards the professional environment in which they work, intervene when problems occur, and manage their own emotions in order to gain the confidence of employees. Emotional intelligence is the key to good performance in the organization, as it takes A successful leader makes decisions based on the interaction of a combination of social skills, the ability to self-manage, and awareness of how his personal behavior affects others within the organization. Human Resource Management, 2004) And recently, the study of emotional intelligence as a factor in leadership effectiveness has become widespread, and most studies have confirmed the existence of a positive relationship between emotional intelligence and other variables such as: leadership effectiveness, achievement and job performance. Watkin indicated (Watkin, 2000) indicated that emotional intelligence is the key to successful professional performance and that it contributes about (85%) of successful administrative performance.

And Abraham mentions (Abraham, 2000) Emotional intelligence creates good working relationships and contributes to maintaining them. It distinguished between individuals with average performance and high performers. A comparison was made between groups' performance rates in terms of emotional intelligence. It was found that individuals with high and distinguished performance were characterized by the ability to create good relationships and harmony within a team. Work, and the mutual trust between them, which governs the feelings and interests of the work team members.

In this regard, it is mentioned that Law et.al, 2007 Emotional intelligence is a suitable predictive tool for predicting motivation because individuals with high emotional intelligence are able to regulate their emotions and use them to improve his performance, they are able to focus and maintain their level of motivation, and it also predicts procedural performance skills because part of these skills consists of self-management And social communication skills, which are closely related to emotional intelligence, and each of them added that emotional intelligence is closely related to motivation and motivation, which is related to motivational behavior. Individuals who maintain an optimistic outlook can overcome the negative impact of depression, frustration and stress.

As Kari Cranes mentions four things that explain the importance of emotional intelligence over performance, which requires attention to its development:

Many studies in the field of organizational work have shown that two-thirds of the competencies (such as self-confidence, resilience, and empathy) that high performers have are related to emotional intelligence.

Many surveys have shown that new employees lack the motivation to continue learning and improve their professional performance.

US industry spends more than \$50 billion annually on training that focuses on developing emotional intelligence and social skills in particular.

Because most of the waking hours are spent by the individual in his workplace, and therefore professional success, a happy life and mental health are related to the work environment and its environment (Bar-On & Parker, 2000, p.43).

Emotional intelligence plays an effective role in the lives of individuals and societies because it is based in essence on positive emotions that enhance emotional and mental development. The problem of the study is to study the effectiveness of a cognitive behavioral counseling program for developing emotional intelligence among primary school students. Emotionally intelligent students are more capable of high achievement. They are also more motivated, accomplished and satisfied with life, so it is the duties of the school and curricula to seek to raise the level of emotional intelligence among its students, and this represents a problem for educators, as the development of emotional intelligence represents an important entrance to academic achievement and achievement motivation (Al-Habashi, 2020) .

From the above, it becomes clear to us the importance of emotional intelligence in the individual's performance of his work, and his ability to overcome work pressures, which increases the effectiveness of his performance, as emotional intelligence is the key to success in professional life.

Previous studies:

Al-Shatti's study (2020) aimed to study the relationship between emotional intelligence and academic achievement among university students in the State of Kuwait, "a comparative study between outstanding and normal students". The study was conducted on a sample of (60) outstanding students in the College of Arts, Kuwait University, consisting of (30) outstanding students, and (30) ordinary students, their ages ranged between (20-21) years with an average age of (20.5). The study used the Emotional Intelligence Scale, prepared and codified by Rasha Abdel Fattah Al-Didi (2003). The study concluded that there is a statistically significant correlation at 0.01 between all dimensions of the emotional intelligence scale and its total score, and the academic achievement of the total sample of the study from ordinary and outstanding university students. And there are statistically significant differences between outstanding students and ordinary students in the dimensions of the scale and its total score, and all differences are in favor of the academically superior students. The study also found that the personal motivation dimension is the only dimension of emotional intelligence that predicts the academic achievement of outstanding and ordinary university students.

Al-Otaibi's study (2020) aimed to identify the relationship between a teacher's emotional intelligence and personality patterns among secondary school students in Riyadh, as well as to study the differences according to the variable of professional specialization, income level, number of years of experience, social status of female teachers, grade and specialization variables for female students. The researcher used the descriptive correlative approach as a method for the study and used a random sample of students and teachers alike and by applying the study tools, which were represented in the emotional intelligence scale and personality patterns scale and using the statistical data package for social sciences SPSS. The study reached a set of results, the most important of which are: There are no differences in the personality style of secondary school students in Riyadh according to the high and low emotional intelligence of the teachers, and there are

no statistically significant differences between the mean scores of the study sample parameters in the emotional intelligence scale due to the two variables [(Status).

There are no statistically significant differences between the mean scores of the study sample parameters in the emotional intelligence scale due to the variables [(experience (less than 11 years - more than 11 years), income (less than 10 thousand - more than 10 thousand)]. There are no statistically significant differences between the mean scores of the female students in the study sample in the personality style scale due to the variables [study specialization (scientific - literary), academic level (first - second - third).

Al-Shehri study (2020) aimed to investigate the predictive ability of emotional intelligence and self-efficacy towards the goal of achievement among a sample of female students of the Department of Islamic Studies at Princess Nourah University in the Kingdom of Saudi Arabia. Measures of emotional intelligence, self-efficacy, and achievement goal orientation were applied to a sample of 180 female students. The arithmetic averages showed that the female students hold a mixture of performance and proficiency orientations with a high degree of agreement, and a avoidance orientation with a medium degree of agreement. Pearson's correlation coefficients showed a positive relationship between emotional intelligence and self-efficacy and both performative and mastery orientation, while emotional intelligence and self-efficacy were associated with a negative relationship indicative of avoidance. The results of the regression analysis also showed a predictive ability of emotional intelligence and self-efficacy in both the performative, avoidance and mastery orientations.

The study of Muhammad (2020) aimed to identify the effectiveness of using the reciprocal teaching strategy to develop emotional intelligence skills among female students of the second year of secondary school for studies of psychology. The study followed both the descriptive method and the experimental method. The sample consisted of (120) female students at Al-Masara Secondary School for Girls and Zahraa Helwan Preparatory and Secondary School for Girls affiliated to Al-Masara Educational Administration, Cairo Governorate. The results of this research showed the effectiveness of the reciprocal teaching strategy in teaching psychology. To develop emotional intelligence among high school students; They are as follows: 1) There is a statistically significant difference at the average level (0.01) between the scores of the experimental group students who study psychology using the reciprocal teaching strategy, and the average scores of the control group students who study psychology in the traditional way on the emotional intelligence scale, in favor of the experimental group2.) There is a statistically significant difference at the level (0.01) between the mean scores of the experimental group students in the pre and post application on the emotional intelligence scale, in favor of the post application.

Mansour's study (2021) aimed to reveal the effect of playing recreational electronic games on the emotional intelligence of secondary school students in Dakahlia Governorate. The descriptive approach (associative relationships) with its steps and procedures was used. The study sample was chosen randomly from secondary school students, whose ages ranged from (15 to 18) years and who were enrolled in the academic year (2018-2019) in the educational administrations (Aja - Sinbillawain - Sherbeen - Belqas - West Mansoura - Manzala - Mit Ghamr - Talkha). The demographic distribution was taken into consideration in the selection of educational departments, then 155 male and female students were selected from each of the educational departments - the study sample.

In collecting data, the study used the following:

- 1-A questionnaire about recreational electronic games for secondary school students
- 2 -The modified emotional intelligence scale for secondary school students.

The most important findings of the study:

- 1) Secondary school students enjoy a moderate degree of freedom when playing recreational electronic games, and they are satisfied with the family's treatment of them
- 2) Secondary school students in Dakahlia Governorate - the research sample - prefer to play recreational electronic games on special days and in clubs equipped with halls .
- 3)Secondary school students in Dakahlia Governorate - the research sample - practice recreational electronic games for 5 hours or more per day and individually, and they acquire some behavioral characteristics
- 4)Awareness of secondary school students in Dakahlia Governorate - the research sample - of the importance of having emotional intelligence for them
- 5)Secondary school students in Dakahlia Governorate - the research sample - who practice recreational electronic games feel an improvement in emotional intelligence .
- 6)Secondary school students prefer to play sports - battle games, while high school students play adventure games and cultural games
- 7)High school students prefer playing recreational electronic games out of a desire for adventure and winning
- 8) The level of high school students converges in how they can easily identify the emotions as well as the feelings of others9 .) High school students have the ability to solve problems, meet the challenge to prevent failure.

Al-Khafaji's study (2016) aimed at studying the relationship between psychological exhaustion, emotional intelligence and psychological hardness. The sample size was 224 male and female teachers in some primary schools in Basra Governorate. The researcher used the following scales: Psychological Exhaustion Scale; emotional intelligence scale; Psychological hardness scale. A set of statistical methods were also used, including: Pearson's correlation coefficient; T-test, relative weight, multiple regression analysis. The research found a set of results, the most important of which are: the existence of a statistically significant negative correlation between psychological exhaustion and emotional intelligence, as well as a negative correlation between psychological exhaustion and psychological toughness, and a positive, statistically significant correlation between emotional intelligence and psychological toughness. The results also indicated that there are statistically significant differences between high and low emotional intelligence on the psychological exhaustion scale in favor of low emotional intelligence; And the presence of statistically significant differences between high and low psychological hardness on the psychological exhaustion scale, in favor of low psychological hardness; And there is a function between male and female teachers on the psychological exhaustion scale in favor of female teachers, and there are differences between male and female teachers on the psychological exhaustion scale according to the variable years of experience in favor of teachers with less than five years of experience.

The study of Al-Omrani (2016) aimed to identify the relationship between the emotional intelligence of the teacher and personality patterns among female secondary school students in Riyadh, as well as studying the differences according to the variable of professional specialization, income level, number of years of experience, social status of female teachers, and grade and specialization variables for female students. The researcher used the descriptive correlative approach as a method for the study and used a random sample of students and teachers alike and by applying the study tools, which were represented in the emotional intelligence scale and personality patterns scale and using the statistical data package for social sciencesSPSS. The study reached a set of results, the most important of which are: There are no differences in the personality style of secondary school students in Riyadh according to the high and low emotional intelligence of the teachers, and there are no statistically significant differences between the mean scores of

the study sample parameters in the emotional intelligence scale due to the two variables [(Status). There are no statistically significant differences between the mean scores of the study sample parameters in the emotional intelligence scale due to the variables [(experience (less than 11 years - more than 11 years), income (less than 10 thousand - more than 10 thousand)].

There are no statistically significant differences between the mean scores of the female students in the study sample in the scale of personality style due to the variables [study specialization (scientific - literary), academic level (first - second - third).

The goal Kamour (2015) to identify the relationship between emotional intelligence skills, competence, professional, social and personal with the teachers of gifted and talented students in the light of some variables such as sex (male, female) and Alahl scientific expertise. The research community consisted of all teachers of King Abdullah Schools for Excellence in the governorates (Zarqa, Irbid, Balqa, Karak, Aqaba) for the first semester in the academic year 2010/2011, numbering 213, distributed to 58 female and 155 male teachers. Of them, 52 teachers and 36 female teachers were randomly selected, and the Barron Scale (developer for youth) was used to measure the level of emotional intelligence among the sample members, and the professional, social and personal competency scale was used for teachers of gifted students, which was built by researchers.

The research reached the following results:

- 1-There is a strong and direct statistically significant relationship between emotional intelligence and each of the competencies (professional, personal, social) among teachers of gifted and talented students
- 2-There are statistically significant differences between the degree of emotional intelligence and professional, personal and social competencies among the sample members due to the effect of the gender variable, in favor of females .
- 3-There are statistically significant differences between the degree of emotional intelligence and professional, personal and social competencies among the sample members due to the effect of the educational qualification variable, in favor of those with higher qualifications .
- 4-There are statistically significant differences between the degree of emotional intelligence and professional, personal and social competencies among the sample members due to the variable of experience, in favor of those with long experiences .

The aim of the study of Sayed (2015) was to identify the emotional intelligence of secondary school teachers and its relationship to effective classroom management. The sample of the field study consisted of (140) male and female secondary school teachers in Beni Suef Governorate. As well as applying the measure of emotional intelligence to the research sample. The results showed that there is a statistically significant relationship at the level of 0.01 between the average scores of secondary school teachers who practice active classroom management with a high degree, and secondary school teachers who practice active classroom management with a low score in the total score of the emotional intelligence scale in favor of secondary school teachers who practice active classroom management. The results also showed that there is a statistically significant relationship at the level of 0.01 between the average scores of secondary school teachers who practice effective classroom management with a high degree, and secondary school teachers who practice effective classroom management with a low degree in each of the dimensions of emotional intelligence in favor of teachers. High schools who practice active classroom management. That is, there is a positive relationship between the emotional intelligence of secondary school teachers and their practice of effective classroom management to a high degree .

Oweidah (2013) also conducted a study aimed at knowing the "level of emotional intelligence and leadership behavior among gifted and normal female students at the

secondary stage in the Tabuk region in the Kingdom of Saudi Arabia." Where the sample was randomly selected from gifted and normal female students in the second secondary and third secondary grades in the city of Tabuk, and amounted to (200) female students (100) gifted and (100) normal. And the developer with (Matar, 2004) according to the Jordanian environment, and the researcher developed some of its paragraphs according to the Saudi environment, and its validity and stability were verified. The researcher developed some of its paragraphs according to the Saudi environment, and its validity and stability were verified, and the second tool (Leadership Behavior Scale), which was developed by the researcher, and its validity and stability were verified. The results indicated a high level of general emotional intelligence among gifted female students in the total score and sub-dimensions, compared to normal female students, and there is a difference in the order of the dimensions of emotional intelligence for both gifted and normal female students. She also indicated the high level of leadership behavior among talented students.

The results showed a relatively strong correlation between all dimensions of emotional intelligence and the total degree of leadership behavior among talented female students at the secondary stage in the Tabuk region in the Kingdom of Saudi Arabia. It also showed a weak correlation between some dimensions of emotional intelligence (self-awareness, social skills) and the total degree of leadership behavior among ordinary female secondary school students in the Tabuk region in the Kingdom of Saudi Arabia, while the rest of the dimensions of emotional intelligence did not reach the correlation coefficient between them and the total degree of leadership behavior level of statistical significance.

and performed a past.(2014) . A study that aimed to study the relationship between the emotional intelligence of managers and conflict management by applying them to government organizations in Kafr El-Sheikh Governorate. It also aimed to identify the most important dimensions that explain the difference in managers' approach to conflict management strategies in these organizations under study. The results of the study indicated that emotional intelligence is directly related to the strategy of integration and settlement in dealing with conflicts, as these strategies depend on cooperation and on finding a neutral area or a compromise that satisfies all parties by making concessions from both sides of the conflict. The results of the study also showed that managers with high and medium emotional intelligence prefer the integration strategy, while managers and leaders with low emotional intelligence prefer the avoidance strategy.

Performed pilgrimages.(2014) . In a study that aimed to know the level of emotional intelligence and its relationship to the effectiveness of the leader among the principals of the schools of Petra Education and Wadi Sir Education in Jordan. (102) principals and principals. The results indicated that the level of emotional intelligence of school principals came to a medium degree, as well as the degree of leadership effectiveness came to a medium degree, and the results indicated significant and significant differences. $\alpha = 0.05$ In the level of emotional intelligence due to the interaction of the variables of sex, academic qualification, school level and experience, in favor of males who hold master's degrees in basic schools in the field of ideal influence, and the absence of statistically significant differences at the level of significance $\alpha = 0.05$ It is attributed to the academic qualification variable in the degree of estimating the effectiveness of the leader, and the results indicated the existence of a correlative relationship between the level of emotional intelligence and the degree of effectiveness of the leader.

The study of Abul Fotouh (2012) aimed to reveal the relationship between emotional intelligence and burnout among kindergarten teachers, and to identify the impact of some demographic variables such as: age, Trieste experience and salary, on emotional intelligence and burnout. The study sample consisted of 305 kindergarten teachers working in public and private schools in Cairo and Giza governorates. The researcher used

the Bar-On Emotional Intelligence Scale, and the Burnout Scale for teachers. The results showed a statistically significant negative correlation between emotional intelligence and burnout (total score and sub-dimensions). In addition to the existence of statistically significant differences between the average scores of kindergarten teachers, high and low emotional intelligence in burnout (total score and sub-dimensions) in favor of high emotional intelligence. And there were no statistically significant differences between study groups in emotional intelligence due to any of the age, teaching experience and salary. And there were no statistically significant differences between study groups in psychological burnout due to any of the age, teaching experience and salary .

Al-Khulaifi study (2010) aimed to reveal the nature of the relationship between job satisfaction and emotional intelligence, in light of some variables (age - academic qualification - specialization - years of work experience - monthly income - job type). The study sample consisted of 307 public secondary school teachers in Makkah Al-Mukarramah, in the second semester of the academic year 1429/1430 AH, their ages ranged between 23-55 years, with an average age of 37. The comparative descriptive approach was used, as well as the teachers' job satisfaction scale and the teachers' job satisfaction scale. Emotional intelligence, personal data form.

The study concluded with the following results:

- 1- There is a positive, statistically significant correlation between the total degree of job satisfaction and the total degree of emotional intelligence. There is also a positive and statistically significant correlation between the nature of work and the total degree of emotional intelligence, and there is also a positive and statistically significant correlation between the administrative and professional interaction and the total degree of emotional intelligence, while there is no statistically significant correlation between wages and rewards and between all dimensions of emotional intelligence and the total degree of emotional intelligence. Where it was found that there is a significant positive correlation
- 2- There are no statistically significant differences between the average scores of female teachers in the dimensions of job satisfaction, while there are statistically significant differences between the average scores of female teachers in the remaining dimensions and the total degree of job satisfaction in favor of older female teachers .
- 3- There are statistically significant differences between the average scores of female teachers in the dimension (wages and bonuses) according to the academic qualification variable in favor of female teachers with master's academic qualifications and above, while there are no statistically significant differences between the average scores of female teachers in the remaining dimensions and the total degree of job satisfaction .
- 4- There are no statistically significant differences between the average scores of the parameters in the total degree of job satisfaction and all its sub-dimensions according to the specialization variable .
- 5- There are no statistically significant differences between the mean scores of the parameters in the dimension (belonging) according to the variable of different years of work experience .
- 6- There are no statistically significant differences between the mean scores of the parameters in the two dimensions (affiliation - administrative and professional interaction) according to the variable monthly income difference.

(Al-Otaibi, 2010) conducted a study aimed at to me Submit Imagine Suggestion to hire intelligence emotional in a lift from effectiveness Leadership educational from during recognition On Concept Leadership educational, and its dimensions actor, and its characteristics, and its requirements, And from During Identify On intelligence concept emotional, and its models, and its dimensions, realization Importance skills intelligence emotional to drive educational, and my reasons need Our educational institutions she has, Then Submit Imagine Suggestion to hire intelligence emotional in a lift from effectiveness

Leadership educational going off from theoretical premises clear, It contains Mechanisms possible Application to activate This visualization, and implement it.

And she did studying On style search desktop, where It was completed examining On Sources and references related fields educational leadership, and fields intelligence emotional, and on some Studies Previous associated so, Then Launched studying for a clockwork the proposal from During many from starting points the theory which from the most important : Importance Leadership educational in a our world Contemporary and Necessity Strengthen and activate her role inside organizations educational, and the role Which play it intelligence emotional in a to understand Communication and tuning and deal with her all the way to to me finding The environment educational sedentary able On Success.and provided studying in a End Ultimate some Mechanisms proposed to activate and implement that visualization Such as Benefit of skills emotional emotional I have leaders educators to increase and boost their acquaintances and their methods in a overcome On Challenges and threats that face their organizations and to capture chances Development possible, and exploit leaders educators for their practices emotional that Increase from their ability On thinking creativity, and invention solutions innovative for every what face them face their organizations of problems and challenges, and benefit from skills intelligence emotional in a Management feelings staff in style Which lets The ability to Forecasting Reply their actions And their responses expected before its occurrence so loan staff their importance inside the organization educational, rehabilitation leaders educators to frame see clear for their work all the way to to me Guidance their organizations educational according to That Vision.

He did it.(2010) . A study that aimed to identify the impact of emotional intelligence on the job performance of managers working in the UNRWA Gaza Regional Office, and to come up with recommendations that increase interest in this aspect as one of the factors of excellence and career superiority, by studying the reality of emotional intelligence among the managers' segment in the Gaza Regional Office. The emotional intelligence levels of managers in the three components of the model (emotional sensitivity, emotional maturity, and emotional adequacy) and their impact on managers' ability to lead work teams and manage the relationship with others and their ability to morally motivate workers as well as their ability to manage conflict and conflict resolution have been studied. The researcher adopted the descriptive analytical method, which depends on collecting and interpreting data about the phenomenon. SPSS Statistical data analysis. The questionnaire was used to survey the opinions of the study sample, which is made up of directors working in the UNRWA Gaza Regional Office, who numbered 92 directors, as this number represented the study population. The comprehensive inventory method was used in the study, and the study showed a statistically significant relationship between intelligence Emotional with its three components according to Singh's model and the effectiveness of professional performance in its four dimensions (team leadership, relationship management with others, the ability to morally motivate workers, and the ability to manage conflict and conflict resolution).

Conducted by Rost and Sirucci (Rost & Cirrochi, 2005) Study aimed to know the relationship between both emotional intelligence and personal intelligence knowledge as well as the effectiveness of leadership, the study was conducted on (41) Director of the executives in one of the Australian companies operating in the public services sector, and the results showed that there is a strong between emotional intelligence high - owners association And leadership effectiveness, it was also found that emotional intelligence gives explanations for the differences in leadership effectiveness so that other variables such as: cognitive intelligence and personality were unable to provide an explanation for it, and the results suggested that those with high emotional intelligence have the ability to achieve and achieve work results, and the results indicated that intelligence Emotional

communication can be an important and effective tool in distinguishing or identifying who has the ability to deal effectively with colleagues and employees.

And did Sivanatan and be (Sivanathan & Fekken, 2002) studying intelligence emotional and thinking Ethical, leadership Situational I have Staff university resident in a one Universities American as a sample study as leaders for them their own importance, Done Verification from Degree Engagement intelligence emotional and thinking moral With pattern Leadership and degree its effectiveness and its effect, a sample studying from (31) Professor resident fill in resolution especially To measure their intelligence emotional and their thinking moral, as did number from helpers for them and their number (737) member put sort for behavior the leader So cadre university The resident and their efficacy and their influence, and lent consequences studying insult leaders Whose enjoy in degrees High in a intelligence emotional were considered enjoy levels High very from patterns Leadership Situational according to what stated their helpers and supervisors on them, And they were considered effective And ready Always for service and work, and showed Results that intelligence emotional high did not not the Engagement with ranks potency and the effect that put it moderators On cadre university the resident, and who she was They have links High with efficiency and efficacy professional, where It was completed Link That Effectiveness professional With thinking moral and deductive high.

As did Martha and George (Martha & George, 2001) Study aimed to find out about " a impact of both sex and academic achievement and race in emotional intelligence". The study sample consisted of (319) For male and female students, an inventory called the Modified Emotional Intelligence Inventory was used to measure four dimensions of emotional intelligence: empathy, managing feelings, managing relationships and engaging in them, and self-control. And managing relationships, engaging in them, and self-control), but the statistical data showed that there is sufficient evidence of an effect of the variables of sex and academic achievement in two dimensions of emotional intelligence (relationship management, engagement and self-control), as the study showed that there are statistically significant differences between males and females in Both managing relationships, engaging in them, and academic achievement, for the benefit of males. The study also found that there are statistically significant differences between males and females in both self-control and academic achievement, in favor of females.

Cherns Study (Cherniss,2000) Which dealt with emotional intelligence and productivity among managers, and the study was applied to a sample of (515) managers in the US state of New Jersey, and the study found that managers' high emotional intelligence is a criterion for increasing productivity and performance at work compared to managers with low intelligence.

Study Problem:

The problem of lack of emotional intelligence skills is considered one of the social and educational problems faced by many teachers in many educational societies, and accordingly this study comes in the Arab community inside Palestine to try to treat it and limit its spread. The problem of the study is to try to answer the following question:

What are the implications of emotional intelligence on the teacher's profession in primary schools in the Arab sector in northern Palestine?

Objectives of the study:

The current study aims to identify the repercussions of emotional intelligence in the teaching profession in the childhood generation, and also aims to conclude the most important problems facing teachers in primary schools inside Palestine with regard to

achieving emotional intelligence skills, and to derive solutions that can help teachers in primary schools within Palestine in achieving emotional intelligence skills.

Study significance:

The importance of the current study through the importance of the need for them as they seek to study emotional intelligence and its impact on the teaching profession, as it stems also from the importance of the sample target and are teachers in primary schools, where elementary schools have many challenges in the student 's life, which is reflected in Or the other on everyone who deals with this category, especially the teacher

Methodology

The researcher used the qualitative approach by surveying previous studies and the theoretical literature related to the repercussions of emotional intelligence for the purposes of this study.

Study limits:

Objective limits:

The subject of the study is limited to the subject of emotional intelligence and its reflection on the educational process.

Spatial limits:

The study is limited to primary schools in the Arab community inside Palestine.

Implications of emotional intelligence in the teaching profession

The personality of the teacher affects the students' achievement and non-achievement behavior, and the relationship of the effectiveness of education with the emotional characteristics of teachers is stronger than it is with their cognitive characteristics, as it was found that the most effective teachers are tolerant towards their students' behavior and motives, express friendly feelings towards them, and prefer to use educational procedures Not directed (such as discussion, conclusion and induction) on directed procedures (such as lecture and memorization) in their classroom interaction, and they listen to their students and accept their ideas and encourage them to participate in various classroom activities.

And since the educational work is in this way of complexity, it must be based on principles, rules and theories that have been proven to be true and effective in an acceptable manner, so that the able teacher can identify and use them in addressing many of the daily problems he faces in the classroom, but such principles, rules and theories do not It is translated into classroom practices or educational behavior automatically, but its role is limited to providing the teacher with general guidelines that enable him to better practice his professional work.

The roles of the teacher are numerous and overlap between the cognitive, assessment and administrative role, and the less rigid the role of the teacher is, the teacher finds himself participating in a specific type of social treatment in which the social distance obstacle to him disappears. Some differentiate between the basic roles of the teacher (teaching, social normalization and social criticism) and the auxiliary roles (maintenance of order and administrative and supervisory responsibilities). By transferring culture, information and values, the teacher becomes an academic expert and moral trainer, and is interested in assisting in the social normalization of each child under his care and in building his personality and creation and developing values and trends.

The most effective teacher resorts to using strategies that make the learning of his students meaningful, by preparing these students cognitively and effective positive communication between the teacher and the parties to the educational process in the school. The teacher also works to bridge the gap between him and the students through his use of emotional intelligence in the school.

Employing emotional intelligence within the school is considered a must, as the modern educational administration encourages stimulating the use of patterns of intelligence in the educational learning process in the school, including emotional intelligence because of its significant impact on the teaching and learning process in the school, which means that employing the skills of Emotional intelligence and its programs in implementing curricula and classroom and extra-curricular activities at school have become a necessity, as emotional factors are the basis for the school climate and for all forms of learning. Studies have emphasized the importance of emotional intelligence in activating the learning process and helping students achieve academic achievement and creativity.

Several studies have concluded that the development of social and emotional aspects is necessary to improve teacher performance, as it helps to increase understanding between teachers and students, and thus positively affects the academic achievement of students.

Also, teachers, through their use of emotional intelligence, can reduce the severity of students' behavioral problems, by working to train students in this skill, and this also results in alleviating the problems faced by the teacher and making him feel pressured.

Emotional intelligence also has a positive impact on the teacher's personality. Several studies have indicated that a teacher with high levels of emotional intelligence makes students more restrained of their emotions and impulses, which makes them more tolerant and more understanding of others' points of view.

Emotional intelligence also creates good working relationships, as it helps manage stress, the ability to speak clearly in order to plan work, reach the desired goals, and persevere in the face of challenges and difficulties, and frustrations facing the teacher and the educational learning process. A teacher who uses emotional intelligence is also better able to adapt to changes in school.

The focus on feelings and emotions and values of teachers in the school helps to achieve excellence and success through all stages of life, as the advancement of the level of emotional teacher helps him to achieve the best results in the classroom, because teachers focus their work on the negative aspects of the issues they face and difficulties than others, as the development of their emotional skills is a good indicator of the success of the **teaching-learning** process through the success of teachers and students in achieving the goals and vision of the school.

Emotional intelligence has a great role in the teacher's self-realization, as it pushes the individual to express himself, reveal his personality and affirm it by achieving what he has of his capabilities, expressing what he has of opinions, doing useful actions of value to others, and being productive and creative, which is all that a person can do. He is, and he must be until he becomes happy, and therefore the individual who achieves himself is the individual who has the characteristics of the ability to perceive reality, self-acceptance, independence and interaction with others. Detective for himself who is he he have realization effective for the truth, and accept same in the form of Grand, and clear to me Limit old, and accept others and nature, and be sensitive, and gives interest for problems surrounding with it more from his problems Personal, and be optimistic and shows autonomy About the culture and environment, and has experiences wide and share in a relationships with others and be creative and has feeling philosophical and cheerful.

Therefore, self-actualizing teachers are creative, and are often distinguished by the creativity that they express in most aspects of their lives to the extent that success and failure in the social aspect depends on: profession, marriage, celibacy, family economic changes, divorce cases. All these factors influence the development of self-concept and the level of self-development.

Having the skill of emotional intelligence makes the teacher have the ability to control different emotions, especially negative ones, as he has the ability to transform the teacher's negative emotions into positive ones, and works to defeat anxiety and depression and practice social life within the school effectively.

When the teacher's self-awareness increases, this means that the teacher is moving towards achieving Self he is as a process Orientation and struggle individual towards Investigation Self or Investigation what aspire mechanism individual or achievement. This requires taking advantage maximum from Capacity and skills and possibilities in a Investigation levels higher from the performance And in the use of Techniques inventive Availability for him destiny from chances progress and growth self and professional.

Also, when the teacher possesses emotional intelligence, he communicates better socially with others, as he has the ability to deal with the feelings of others, and they have the ability to self-manage and empathize with others in school, as the skill of dealing with others requires social competence that contributes to the effectiveness of dealing and communicate with others.

Also, self-motivation when it is achieved with the teacher, this means that the internal incentives such as the feeling of pleasure in work, love of learning, and knowledge are more important and influential in pushing the individual to work and creativity than external incentives such as material incentives, and therefore emotional intelligence helps to increase the internal incentives of the teacher, and therefore Achieving school goals.

Hence, the emotional intelligence of teachers enables teachers to feel that the school is their second home, in which the spirit of teamwork should be present for the advancement and development of the educational process. Hence, the director has the responsibility to motivate teachers to adopt modern educational systems, which include the aspect of educational knowledge content to the processes by which learning takes place, and from the indoctrination and preservation of knowledge to its construction and production, as well as the emotional intelligence of teachers in the school.

Emotional intelligence of teachers can help them provide the classroom with activities to improve their various skills (planning, monitoring, evaluation). Thus, it was found that these skills are among the most important tools of successful learning, as they help students to self-learn, increase the process of awareness of thinking, design action plans, and monitor and evaluate their implementation. Teachers must practice these skills to enable their students to use them. Although skills grow as we age, experience and intended education play a more important role in the development of these important skills than does maturity alone, and so it is the responsibility of teachers to help students develop their skills through the use of the emotional intelligence skills that teachers possess.

Possession of effective communication and communication skills, which include listening well to others, can reflect positively on students and on the school, as they increase their sense of other people's problems and needs and work to meet them.

Positive human relations, through possessing the emotional intelligence skills of teachers, lead to providing his basic demands in life, and satisfying his needs to reach an acceptable degree of satisfaction and balance. Their morale to enhance their healthy growth and their adaptation to the elements of society, and for this reason scholars began to talk about the role of human relations in crystallizing a successful management that is able to take care of human personal, social, professional and other demands, but in a

behavioral sense it means the process of activating the reality of individuals in a particular situation while achieving a balance between their satisfaction. It also refers to the behavioral methods and the means by which people can be motivated and motivated to more productive work. Human relations focus on individuals more than on economic or material aspects, and they are not just good words or beautiful phrases, but rather they indicate understanding. A deep understanding of people's abilities, energies, capabilities, circumstances, motives, and needs, and the use of all these things. Circumstances and factors to motivate them to act and seek to achieve one's goal in an atmosphere of understanding, cooperation, empathy and love.

Hence the importance of human relations for the teacher, who is one of the most prominent inputs to the educational system, and on his efforts and the level of his performance depends on the success of the educational process. Therefore, many educators attached importance to the teacher and the factors that affect his effectiveness, the most important of which was his acquisition of the skills and dimensions of emotional intelligence and their application within the school.

The teacher's emotional intelligence can also lead to the formation of an effective teacher who is able to improve student outcomes through professional development, teacher input, and classroom practices. He presents the material to his students, taking into consideration all aspects of his personality.

It is the teachers who combine good teaching skills with positive personal characteristics that make students eagerly await back to the classroom.

Emotional intelligence can achieve many advantages so that the teacher can meet the requirements of education, he must enjoy emotional intelligence, as the dimensions of emotional intelligence and skills can be reflected on the teaching competencies that, if taken, become an effective teacher, including the competencies of lesson planning and its objectives: include determining The educational objectives of the educational material, its content and the appropriate activities and means Lesson implementation competencies, which include organizing educational experiences and accompanying activities and employing them in the educational educational process. Evaluation competencies: These include preparing appropriate measurement tools for the educational material. Human relations competencies: These include building positive human relations between the teacher and the student and between the students themselves in the teaching/learning process.

A good teacher, by possessing emotional intelligence skills, can raise and increase his professional level himself through many things that can be summarized, including meditating and evaluating his actions and practices to improve his performance, and attending training courses regularly. He keeps pace with the latest developments in educational theories and practices and in his subject matter, and he can apply that. He exchanges experiences from his interactions with his colleagues, superiors and students.

Also, emotional intelligence can positively affect the personal characteristics of teachers, just like other groups of people, but some of these personal characteristics have a strong relationship to effective successful learning from them. That the teacher enjoys mental health, psychological compatibility, warmth and affection for students, And to be an active, diligent optimist who does not leak despair to himself, helps his students to find solutions to their academic, psychological and social problems, and to be clean, elegant in his clothes, beautiful in his appearance and attendance, and he chooses his clothes well and harmonizes their colors in moderation and without exaggeration, and to be a good example by his actions and words And that students accept their flaws, do not discriminate between them in treatment and be polite with them.

The most important results of the study:

- Emotional intelligence helps to increase the speed of obtaining the required information, as sufficient knowledge of developing plans, implementing them and various skills greatly affects the speed of obtaining the required information, and increases the activity and speed of work.
- Emotional intelligence increases efficiency and effectiveness and thus increases the overall performance of the organization, as emotional intelligence helps to act well and reduce various pressures, reduce stress and make better decisions.
- Emotional intelligence helps teachers to establish better social relationships, and therefore emotional intelligence is a prerequisite for achieving quality and competitiveness at work, as it helps to motivate the self, create self-motivation and increase career success, as confirmed by many studies.
- Emotional intelligence increases the quality and effectiveness of psychologically complex work, and thus positively affects the productivity and consequently the practices of teachers, where they are more attentive and less erroneous compared to those who have low emotional intelligence.
- Emotional intelligence works to inspire creativity, innovation and motivation to employees.

Recommendations:

In light of the review of previous studies and theoretical literature, the researcher made the following recommendations:

- The necessity of developing and developing teachers around professional competencies related to emotional intelligence through holding various courses and workshops.
- Focusing on students and paying attention to students' opinions about teaching and learning.
- Work on the appointment of qualified and scientifically and practically qualified teachers.
- Spreading the spirit of teamwork among teachers, supporting them financially and morally, and working to solve the problems facing teachers.
- Building strong and good relationships between the parties to the educational process to increase communication through the use of emotional intelligence mechanisms.

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