THE LEVEL OF EMOTIONAL INTELLIGENCE AMONG THE DORMITORY STUDENTS

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Abstract

The research aims to study the level of emotional intelligence and emotional knowledge as well as social communication in the students dormitory, at the Technical Institute of Kirkuk. The research tool (the emotional intelligence scale) developed by researcher (Alwan, 2011)was applied to a sample of students dormitory, of the Technical Institute of kirkuk (190) individuals out of (225) from the first and second stages in the academic year 2017/2018.

The first objective was to identify the level of emotional intelligence among the students in the dormitory in the Technical Institute of Kirkuk, reaching an average of 3.43. This indicates that the level of emotional intelligence of the sample is medium

The second objective is to identify the emotional knowledge among the students, reaching an average of 3.20 which indicates that the level of emotional knowledge of the sample members is medium.

The third objective is to identify the ability of the students in the social communication, reaching an average of 2.20 and this indicates that the ability of the sample to social communication is low

The research recommends raising the level of university students in social intelligence and emotional intelligence by delivering continuous lectures in this area in the curriculum exercises and practices sufficient on how to identify and distinguish emotions. It is also how intensify this in particular in the curricula of students and attention to emotional intelligence. It shows the skills of coping with pressure and giving them to students at all levels of education.

Keywords: Emotional, Intelligence, Self-awareness, Social media, Emotional knowledge.

Introduction:

Emotional intelligence is a modern concept that appeared in the field of psychology at the beginning of the nineties, due to the development that is

taking place in the era in which we live. It requires an unconventional vision of the concept of intelligence and what the individual requires of mental abilities and emotional skills to solve the problems faced in dealings with other people.

The efforts of contemporary psychologists paved the way for studying this intertwined and complex relationship between conscious logical thinking and the energy of emotions. The cognitive psychologists began to refer to reconciling thinking and emotion in a way that enables them to succeed in various aspects of their lives. This is especially related to social relationships. This ability is called emotional intelligence, and it is also called emotional intelligence.

The individual's adaptation and facing life successfully depend on the integrated employment of his emotional and mental abilities. Also, the individual's success in personal relationships depends on the individual's ability to think about his emotional experiences and emotional information.

Emotional intelligence is the key to success in professional life, compared to academic intelligence, which is the key to academic success.

It is one of the skills that affect the individual's ability to succeed in compatibility with the demands and tasks of life and its pressures. It helps to have the ability to positively influence them, and they are generally happy with those relationships.

Finally, the weakness in the skills of emotional intelligence hinders the performance of the mind, such as the inability to understand emotions such as fear, anxiety, and anger, and the ability to control them. Yet, it has control, understanding and controlling emotions, positive communication, the ability to solve problems, and optimism despite obstacles are all matters. It facilitates mental performance and enables to work to the fullest creative potential.

Part one

First: the research problem

The emergence of new concepts such as emotional intelligence and modern theoretical models in the field of psychology is an urgent need to verify the premises of those theoretical models and the assumptions on which they are based. It is to know the extent of the contribution of emotional intelligence to achieving the psychological compatibility of students, which still needs in-depth research to understand all the dimensions that it includes.

In daily life, a person faces many situations, including pleasant and unpleasant ones, and his reaction varies from time to time, or from one situation to another, or the reaction today to a situation may not be the same at another time in the same situation. This is to using emotional intelligence in time and situation. The appropriate one leads to flexibility in himself, and creates in the individual flexibility in managing his emotions, and the ability to adapt in different life situations.

The development and upbringing of emotional intelligence begins at home, as children learn the skills of dealing with life's problems through interaction with parents. They help to identify his emotions, respect and appreciate feelings, and start social communication, and this is the basic knowledge of the individual. Parents may make a mistake in raising emotions and ignore children's feelings.

Emotions differ according to the personality of the individual and according to the situations he is exposed to. There is a way in which the individual deals, in order to program the feelings in a way and manage them in smart situations linked to thinking and his skills.

Emotional intelligence is primarily responsible for managing and regulating emotions, directing them, and controlling the emotions of the individual, which enhances the individual's mental and emotional growth. Thus, the emotionally and socially intelligent individual sees that s/he is a better individual than others in recognizing his/her own emotions and the emotions of others in a successful and proper manner.

Based on the foregoing, it can be said that emotional intelligence is a key factor for overcoming many conflicts, frustrations, and many difficult situations. Many studies and previous research have shown a positive correlation between emotional intelligence and academic achievement, innovative and critical thinking, and this is what students need in colleges. and study institutes. Accordingly, the research came as a necessary need to know the level of emotional intelligence among the dormitory students. This will be examined to show their abilities in dealing with each other, through which it is possible to identify the ability of a sample of students to control their emotions. Emotional intelligence differs from one student to another and the good use of this ability by the student Learning emotional intelligence skills is a necessary requirement for development and urbanization in societies.

Second: the importance of study:

The importance of the current research can be determined as follows:

1- Knowing the emotional intelligence of the sample, with the need to provide the supervisors of the dormitory with information that would clarify the nature of emotional intelligence to achieve mental health.

2- Enriching our library with this research, which is in fact completely lacking for this type of study, especially emotional intelligence.

3- Low emotional intelligence affects the individual's compatibility with society.

4- The supervisors of the dormitory, as well as the students, get acquainted with the aspects of social communication and emotional knowledge.

5- Differentiating between mental intelligence and emotional intelligence, and advancing the strengthening of emotional intelligence for dormitory students.

6- Emotional intelligence is effective in achieving academic success and high achievement.

The researcher believes that attention should be paid to the emotional or emotional aspects of students, as it is the individual's way of adapting in the light of modern challenges.

Knowledge of emotional intelligence leads to the reduction of problems in the dormitory as a result of students' contact with each other and with the supervisors of the dormitory.

Third: Research Objectives:

The current research aims to:

1- To identify the level of emotional intelligence among the students of the dormitory at the Technical Institute of Kirkuk.

2- To identify the emotional knowledge of the students of the dormitory at the Technical Institute of Kirkuk.

3- To identify the ability of the students of the dormitory at the Technical Institute of Kirkuk in social communication.

Fourth: Definitions of the terms:

Emotional intelligence is one of the new psychological terms in the field of psychology, and the following is a description of it through the following definitions:

Baron states it (Bar-on, 2005) as "it is an organized set of non-cognitive skills and competencies in the personal, emotional and social aspects that affect the individual's ability to deal with environmental demands and pressures, which is an important factor in determining the individual's ability to succeed in life"(Saeed, 2015)

According to Abu-Hatab (1986), it is "emotional intelligence is represented in a person's ability to read the desires and intentions of others, even if they are not clear, and this intelligence appears in the behavior of clerics, political leaders, teachers, therapists, and parents".

Salovey and Meyer (1990) define it as "it is the ability of a person to know his own feelings and emotions exactly as he spoke, his knowledge of the feelings of others, his ability to control his feelings and his empathy with others, to feel them, and to motivate himself to make smart decisions"(Al-Samadouni, 2007). Abdel Aal Ajwa (2002) studied emotional and emotional intelligence is "an organization of mental, emotional and social abilities, skills and competencies that enable the individual to pay attention and have a good awareness of emotions and understand, process and use emotional information that gives him hope and optimism and that he is able to deal successfully with environmental requirements and pressures"(Hussein & Hussein, 2006).

Procedural Definition: It is the total score obtained by the respondent by answering the paragraphs of the scale used in the current research.

Part Two

The theoretical framework of the research

Components of emotional intelligence:

The use of the term emotional intelligence was in America in (1985) when a student named Bayan B.Bayan in the College of Liberal Education mentioned this term in the title of his doctoral dissertation as it was mentioned in a series of scientific research by Meyer and Salovey. In 1990, he published the first definition of them after their attempt to develop methods for measuring the differences between individuals in emotional ability(Al-Samadouni, 2007).

The psychologist "Howard Garden", from Harvard University in the United States of America, is considered one of the first to propose the idea of multiple intelligence. Absent from the cognitive perspective, he called these abilities emotional or emotional intelligence. He defined it with his colleagues, especially "John Mayer" as "the ability to perceive, appreciate and express emotions accurately and concordantly, it is the ability to understand feelings

or produce feelings that facilitate cognitive activities. It also includes the ability to regulate these emotions in the individual and others.

The psychologist "C.R. Synder" conducted a study on the effect of positive thinking on a sample of students with the same intelligence, and it was found that students who are confident in their abilities set high goals and know how to work stubbornly to achieve them. They are distinguished by their confidence in the future and have the same common personality traits, and they have a belief in their ability. They are able to achieve their goals and have the flexibility to discover alternative solutions to reach their goals. They are not disturbed and less prone to confusion and daily worries.

MacDowell and Ball (1997) identified the components of emotional intelligence as:

1- Self-awareness 2- Emotion management 3- Self-motivation 4- Empathy 5- Dealing with relationships 6- Managing the emotions of others(Al-Khafaf, 2013).

Socialization and childhood experiences play an important role in the development of emotions. Mutual contacts between a mother and her child play a role in the development of empathy. Psychiatrist Daniel Stern of Cornell University, USA, conducted research and studies on frequent contacts between a mother and her child. He found that aspects of emotional life lie in the intimate moments between the mother and her child. The process of harmony that occurs between the mother and her child and constitutes the emotional expectations that the children evoke later at puberty in their personal relationships.
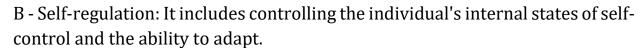
Ethics also has a role and is linked to emotional intelligence. Studies conducted in Germany and America have shown that the people who feel the most emotional intelligence with others are the ones who prefer the moral principles on which they were brought up.

Daniel Goleman explained his postulates about emotional intelligence, which says, "our emotions determine the limits of our capacity" to use our talents and mental abilities, and he shows the elements of emotional intelligence as follows:

1-: Personal Efficiency

It consists of three sub-dimensions:

A- Self-awareness: It means emotional or emotional awareness, which is how the individual knows his emotions and feelings and realizes their effects.

B - Self-regulation: It includes controlling the individual's internal states of self-control and the ability to adapt.

C- Motivation: It expresses the emotional tendencies that drive the individual or facilitate reaching the goal as an achievement motive.

2- Social competence: It consists of two sub-dimensions:

A - Empathy: It means perceiving, feeling and understanding the feelings, needs and interests of others.

B - Social skills: It is the ability and ingenuity in winning over others and urging them to behave in a desirable manner(Bazazo, 2010).   Salovy shows in his definition of emotional intelligence and focuses on managing emotions, recognizing the emotions of others, and directing human relations. He considers the art of human relations and mostly a skill in adapting the emotions of others, which are the abilities that underlie leadership and effectiveness in establishing relationships with others(Goleman, 2000).

As for the components of emotional intelligence, according to Robert Baron and Gerald Greenberg, it is evident in the ability to regulate feelings, know the feelings of others, self-motivation to work, resist any frustration, and the ability to form relationships with others(Abu-Al-Nasr, 2008).

Knowing the emotional state of the individual affects their behavior through knowing the individual's emotions, the strengths and weaknesses of the individual, and the sense of self-worth and capabilities. Emotional awareness is linked to self-awareness.

Humans in general do not live in isolation from others, but his existence is linked to others, and the emotional aspect is important and influential in the human personality in general, as the individual's ability to face problems and the ability to solve them. This is affected by his high emotional control, which is reflected in his ability to make the decision related to a solution to the problems(Zughair, 2013).

What the individual possesses of emotional intelligence skills forms the basis for achieving the psychological compatibility of the individual and is also a key factor in the success of the individual, especially in light of the challenges posed by the mechanisms of scientific progress and the technology of the modern era to keep pace with modern civilization.

Third: Previous Studies:

Abdul-Azim Al-Masdar (2007) examined "emotional intelligence and its relationship to some emotional variables among university students". The aim of this study is to investigate the relationship between emotional intelligence and a group of emotional variables that include the point of control, self-esteem and shyness. The sample size was 219 male and female students from the third stage students at the Faculty of Education at Al-Azhar University The most important results of this study:

1- "There are statistically significant differences between males and females in emotional intelligence in favor of males".

2- "There are statistically significant differences between high emotional intelligence and low emotional intelligence in terms of control and shyness".

3- "There are no statistically significant differences between high and low emotional intelligence in estimating self in favor of people with high emotional intelligence".

Mohamed Farrag (2005) studied "emotional intelligence and its relationship to feelings of anger and aggression among university students"

It aimed to investigate the relationship of emotional intelligence and its relationship to feelings of aggression and anger among students of the College of Education.

Basic Education Division at Alexandria University. The size of the study sample consisted of (142) male and female students from the first year of the Basic Education Division, with (65) male and (77) female students.

The search results are as follows:

1- "There are statistically significant differences in feelings of anger in favor of those with low emotional intelligence".

2- "There are similar differences in aggressive behavior in favor of those with low emotional intelligence, feelings of anger in favor of males, feelings of aggression in favor of males, and emotional intelligence in favor of males"(Bazazo, 2010)

Al-Imam (2002) studied aimed to reveal the relationship between emotional intelligence and each of the different learning styles, some personality dimensions, and different academic specializations. The study yielded the following results:

There is aa statistically significant correlation between learning styles and the total degree of emotional intelligence, as it indicated that extraversion is

associated with a weak and non-statistically significant positive relationship with most of the paragraphs of the dimensions of emotional intelligence, which are (emotion management, empathy, emotion regulation, and self-awareness). Yet, it is associated with a statistically significant positive relationship with social communication and the total degree of emotional intelligence. It turns out that neuroticism is also associated with a statistically significant negative relationship with all dimensions of emotional intelligence and its total degree except for the dimensions of self-awareness and empathy, as the relationship is positive, but it is also statistically significant(Al-Imam, 2002).

Part Three
Procedures:
First: Limits and Research Sample:
The research tool was applied to a sample of (190) students from the dormitories of the Technical Institute / Kirkuk, out of (225) residents of the dormitories and from the first and second stages in the second half of the academic year 2017/2018.

Second: the study tool:
 In this research, the emotional intelligence scale prepared by Alwan (2011). was used in his research entitled "emotional intelligence and its relationship to social skills and attachment styles among university students in light of the variables of specialization and gender." The emotional intelligence scale developed by the researcher in its final form consists of (41) items (Appendix 1). Ahmed Al-Alwan confirmed the stability of the scale and the validity of the content and the validity of the internal structure by using the method of factor analysis of the scale.
1. Emotional knowledge: It refers to the ability to understand and pay good attention to one's own emotions and feelings, distinguish between them and express them, and be aware of the relationship between feelings, ideas, and events. This dimension represents (9) items.(23 ,22 , 21 ,20 ,19 ,16 ,8 ,3 ,2) :).
2. Emotion regulation: It is the ability to achieve emotional balance or the ability to calm oneself and control emotion negatively or positively in an appropriate manner. This dimension represents (10) items 1,4,5,6,7,17,18,2) (25,35,.

3. Empathy, which means the ability to perceive the emotions of others, unite with them emotionally, the ability to understand the feelings of others and care for them, and sensitivity to their emotions even if they do not disclose them themselves. This dimension represents (13) items ,32 ,31 ,30 ,29 ,15 ,14 ,9) (40 ,39 ,37 ,36 ,34 ,33).

4. Social Communication: It is represented by the individual's ability to positively influence others by realizing and understanding his emotions and feelings, knowing when to lead others and when to follow them, and to behave with them in an appropriate manner so that he does not show the effects of negative emotion such as anger and distress. This dimension represents (9) items, which are41 ,38 ,28 ,27 ,26 ,13 ,12 ,11 ,10) :).

This research relied on the scale as a whole with its four dimensions to identify the emotional intelligence of the sample, in addition to the statistical analysis of the items of the two dimensions of emotional knowledge and social communication in order to reach the achievement of the research objectives(Alwan, 2011).

Third: Description and procedures for correcting the scale:

The scale consists of (41) items and measures the level of emotional intelligence. Each item of the scale has an answer scale consisting of five choices: always (5) marks, usually (4) marks, sometimes (3) marks, rarely (2) degrees, and never one degree is given, and thus the highest theoretical score that the respondent can obtain is (205) and the lowest is (41). And as follows:

From (3.50 to 5) high

From (2.50 to 3.49) medium

From (1 to 2,49) low (Alwan, 2011).

In the current research, the questionnaires were distributed with (225) questionnaires for each community

The research was retrieved (202) and some of the 12 forms were excluded because the answers were not complete, so that the real sample was (190) students from the dormitory at the Technical Institute/Kirkuk.

Part Four

First: Research results and discussion:

After analyzing the results of the questionnaire submitted to the students and using the arithmetic mean and standard deviation, the results were reached according to Table No. (1) as follows:

Table No. (1) shows the arithmetic means and standard deviations, according to the questionnaire axes

No	Parameter	arithmetic means	standard deviations	level
1	Emotional intelligence (the scale as a whole)	3,43	0,81	medium
2	emotional knowledge	3,20	0,78	medium
3	social media	2,20	0,71	low

The first objective is to identify the level of emotional intelligence among the students of the internal departments at the Technical Institute of Kirkuk. Table No. (1) shows that the arithmetic mean is 3.43, and this indicates that the level of emotional intelligence of the sample is medium.

Despite the efforts made by the administration of the Northern Technical University, through its various programs and directives for students and supervisors. They aim to improve the human and emotional side of students, in addition to improving the educational and scientific aspects, and setting up various training programs of courses for supervisors of the internal departments and lectures for the students of the internal departments by the educational guidance. However, students need to develop emotional intelligence to higher levels than the current level by giving lectures to students that include developing emotional intelligence and developing it in the right way.

Our preparatory and vocational schools from which students graduated and our cultures still focus on academic abilities while ignoring emotional intelligence, which has an important and prominent role in social relations in the internal departments, and this is confirmed by studies that feelings of anger and aggressive behavior are closely linked to low emotional intelligence.

The second objective is to identify the emotional knowledge of the students of the internal departments at the Technical Institute of Kirkuk. It is clear from

Table No. (1) that the arithmetic mean is 3.20, and this indicates that the level of emotional knowledge of the sample members is medium.

We aspire to higher levels of emotional knowledge, as calming oneself, getting rid of negative feelings, and changing moods according to situations requires a high ability of self-awareness, controlling emotions, understanding the feelings of others, and committing to positive thinking. This requires developing emotional knowledge among students to a level higher than the current average level. By giving lectures that include positive thinking and the art of dealing with others. Emotional insight and withdrawal from some situations, such as arguing and ignoring negative emotions, is the basis for emotional intelligence.

The third objective is to identify the ability of the students of the internal departments at the Technical Institute of Kirkuk in social communication, it is clear from Table No. (1) that the arithmetic mean is 2.20, and this indicates that the ability of the respondents to social communication is low.

The American researcher, Daniel Goleman, explained in the subject of the competence of social skills that winning over others and urging them to act in a desirable way, the art of persuasion and listening, the ability to resolve differences, participate and work to achieve common goals and create a team spirit, are things that must be taken into account, and that social communication is associated with many disorders Including fear, shyness, withdrawal, introversion, and extroversion are actual. It is necessary to focus on such disorders, and this is consistent with what was stated in the study of Essam and Zaidan, that the extroverted personality is associated with a positive relationship with the dimension of social communication, and since the students have come from different social environments, it is necessary to train the students to accept differences of opinion. Objective dialogue and avoiding the interviewer's embarrassment and hurtful criticism, which makes them feel disturbed and refuses dialogue.

Communication with others reflects the individual's ability to deal with them, the extent of adaptation with them, taking into account their moods and motivation, and social communication. These lead the individual to benefit from all the social parties surrounding him. It is imperative to train students in the internal departments to strengthen communication, cooperation, and the possibility of working in a team.

Second: recommendations and proposals

This study recommends:

1- Working to raise the level of university students in emotional intelligence by giving continuous lectures in this field.

2- Including sufficient training and practices in the school curricula on how to recognize emotions and distinguish between them, and intensify this, in particular, in students' curricula.

3- Paying attention to emotional intelligence and stress coping skills and providing them to students at all educational levels, not only at the university level.

4- Conducting a study on emotional intelligence and its relationship to personality traits among male and female students in the internal departments.

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Appendix No. (1)

Emotional intelligence questionnaire for students of the dormitory:

Our dear students, please answer the paragraphs of the questionnaire by putting a tick mark and one of the five choices on the items, without mentioning the name and the academic stage and department only. We thank you for your cooperation with us.

Stage…………………………**department**…………………………

No	Items	always	occasionally	sometimes	rarely	never
1	I enjoy when I accomplish a task.					
2	It is easy for me to express my feelings to others.					
3	I can perceive my sincere feelings.					
4	I can do my work with vigor and high concentration.					
5	I am patient if I do not achieve quick results.					
6	I can succeed under pressure.					
7	I consider myself responsible for my feelings.					
8	I am sensitive to what other people need.					
9	I have the ability to detect the feelings of my friends.					
10	I am a helpful person.					
11	It is difficult for me to talk to strangers.					
12	I have the ability to influence others.					
13	Building friendships is important to me.					
14	I understand the feelings of the people around me well.					
15	I can perceive other people's feelings without them telling me.					
16	I can easily discuss my feelings.					
17	I control my own feelings for my work to be as I want it.					
18	I get angry easily.					
19	I realize that I have tender feelings.					

20	I have the ability to know my positive qualities.					
21	I have a good understanding of emotions.					
22	I have a real understanding of how I feel.					
23	I realize my feelings in dealing with others accurately as they really are.					
24	I can keep my emotions well when I get my work done.					
25	When I decide to complete my work, I start with the obstacles that stand between me and them.					
26	I consider myself trusted by others.					
27	I have the ability to influence others.					
28	I feel good with others.					
29	I compliment others when they deserve it.					
30	I have the ability to tell my friends' emotions from their behaviour.					
31	I am affected by the reactions of others.					
32	I am calm in my dealings with others.					
33	I can feel the pulse of the group and the unspoken feelings.					
34	I have the ability to pay attention to subtle indicators of the other person's feelings.					
35	I can contain feelings of stress that get in the way of my work.					
36	I have the ability to tell if one of my friends is unhappy.					
37	I try to understand my friends by understanding how they see things.					
38	Get angry at embarrassing questions from others.					
39	I have the ability to understand social cues from others.					
40	Enjoy the company of other people.					
41	I can share with others in their conversations.					