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RESEARCH ARTICLE

EMOTIONAL INTELLIGENCE AND ITS RELATIONSHIP TO RESIDENCE AREA HAVE PRIMARY STUDENTS

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ABSTRACT

This study aims to identify the differences between degrees of emotional intelligence, and area variable which the student resides, and the study was carried out on the students of primary school Mjmaah governorate (Saudi Arabia) and covered (cities, villages and emigration) and sample reached (477 students from male at fifth and sixth class) and measure use (EQT) prepared by the researcher, and the results found out the existence of differences in the total degree of emotional intelligence ascribes to area variable, and that there are differences between the students of city, village and emigration in total degree of emotional intelligence and its components (Facilitate the emotions of thinking (FET), empathy, motivation emotional awareness, organizing and managing emotions, and temperamental case) and has varied in favor of city, village and emigration.

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INTRODUCTION

That philosophy since a long time became distressed by feelings and focused on its correlation with behavior, learning process and knowledge acquisition and Al-Ghazaly increased in this interest with emotion, and linking mental processes with heart movement and to make the emotions are responsible for intact perception and science acquisition which leads the individual towards success or failure in worldly life, or in the hereafter. Imam Ghazali says: that the human heart and his mind are cohesive correlative concept and he clarifies explaining that the heart is the world of perception and knowledge in human is the addressee, the Punisher, the blamer and the requester and the mind is quality of science, which heart is its place and it is perceptive for science, then it is the heart. And it emphasizes that science is the place of heart and it clarifies that heart disease is anger, appetite and safety of heart is knowledge and wisdom (Al-Ghazali, 2010). Definition of emotional intelligence (EQ): (Salovey and Mayer, 1990) used the concept of emotional intelligence to describe the emotional characteristics of individuals to achieve success (These emotional characteristics were including: empathy, control ling disputes or temperament, realizing love of others, perseverance and empathy, expression of the feelings, independence, and adaptability, problem-solving among persons, cordiality and

respect, and it was the first use of this concept, which started to spreads successfully after that among those interested, and (Mayer; Dipaolo and Salovey, 1990) has defined emotional intelligence that: it represents a group of social intelligence elements include the ability of individual to control his emotions and feelings he and others and to distinguish between them and use this information to direct this thought, his actions and his disposals. But, Golman knew emotional intelligence as a group of emotional skills which individual enjoy and necessary for success sin professional interactions and in various life attitudes (Golman, 1996). And Bar-On knew the emotional intelligence that is an organization consists of personal emotional and social skills and capabilities that affect an individual's ability to deal successfully with the environmental requirements and pressures (Bar-on, Parker and James, 2000). And Osman (2007) defines emotional intelligence that it is a group of mental emotional abilities which are working side-by-side with mental cognitive abilities and come from the same control center in the brain and they deal with aspects of feelings and emotions that affect success and happiness of individual indifferent fields of life through many emotional skills resulting from learning, education and good experience.

Dimensions of emotional intelligence

Meyer (2002) determined four dimensions of emotional intelligence which are: perception of feelings and expressing them, clarity of thought controlling. (Osman, 2007) determined five dimensions of emotional intelligence which are:

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motivation and self-awareness, organizing and managing emotions, Facilitate the emotions of thinking (FET), Empathy, mood.

Facilitate the Emotions of Thinking (FET)

Emotion contributes to guide thought, hence positive mood activates creativity and solve problems and sad mood helps to deductive thought, examine available alternatives as that positive help individual to classify and organize information (Osman, 2009). Elder (1997) clarifies directions for creating, feelings, in mind and mode of its correlation with mind's various functions. Where the human mind basic ally performs three functions "Thought-Feeling –Desires and these functions work together through a dynamic continuous relationship that work on proper guidance of thought is accompanied by incentive feelings which is the basis of taking a certain attitude and solving a problem.

Empathy

It can be defined empathy (understanding) as the ability to recognize and read feelings of others and respond to them. Empathy plays a crucial role in a lot of different attitudes, including family and emotional relationships (Schulze, and Roberts, 2005). and (Robbins and Scott, 2000) explains that skilled people emotionally who they know how to control their feelings soundly, and those who read the efficiency of the feelings of people and others efficiently and deal well with them, and they have excellence indifferent fields of life, starting from the field of emotional intimate relationships to complying with non-governed rules which control success in performance and policies of any establishment. Consequently, self-awareness is precisely awareness with our feelings, passivity and emotions toward others and attitudes with us from time to time, and varies from one individual to another and from one attitude to another and sometimes self-awareness pass without being there a response to the event or attitude is no tissue by evaluation or judgment or decision, and sometimes it includes response, evaluation or judgment of attitude which individual passes by such as awareness with undesirable feeling accompanied by a desire to get rid o f this feeling, then response shall be seeking to get rid of this feeling and to avoid its causes .The individual's ability to express his feelings is a key to social competence, knowing feelings of others and dispose of what constitutes these feelings is an important emotional readiness for individual to face burdens of life, hence ability to deal with others feelings are considered high-level art practiced by individuals to build bridges of social relations, and this requires special skills with individual include self-management and empathy or understanding feelings of others which is known as emotional intelligence (Hussein, 2007; Al-Aasar and Kafafy, 2000).

Motivation and self-awareness

The motives are incentives that move emotion and then emotions appears and motives moves depending on the needs and its direction inside (within) or outside the individual (Van Berg, 2006). The motives are balanced power that directs behavior for what it contains from emotional and cognitive

information, which destroys monotony and distraction and individuals who have motives are working with ability more than others. Emotional factors affect the choice of the individual whether he will perform mental effort or not, as they affect selecting objectives and they have a significant role in learning and knowledge acquisition, and this in turn affects the level of degree and speed of our knowledge acquisition , and through this it is clear that the motivation directs individual energy towards specific thing and once reaching the goals until other motivation appear, and proper guidance for thought and accompanied by incentive feelings is based on taking a certain attitude and solving a problem (Al-Aasar and Kafafy, 2000).

Organizing and managing emotions

Consequently individual feeling that he is able to control himself and his emotions, and the ability to bear those emotional feelings that come with life and maybe repeated from time to time, is indicative of efficiency and intelligence with this individual in dealing with matters of life and achieving the balance between feelings and emotions, hence all feelings and emotions have its value and importance, whereas without emotion life becomes stagnant, monotonous and disconnected from relation and isolated from the richness of life, and if emotions exceeded limits and did not subject to domination, the individual became in extreme and urgent case may reach disease, worry (anxiety) and grief sometimes and even suicide, that our supervision of our negative feelings is the key to emotional health, thereupon emotional extreme ism that dying violently and excitement leads to lose personal balance and consequently life move from its sweet taste to bitter taste, so interest in balancing our feelings is fund a mental function in our life and is basic skill in life that everyone should learn (Hussein, 2007).

General mood

Bar-on, Parker and James (2000) explains that with effect of mode rate emotion imagination increases with fertility, and thought activates, then senses and ideas flow in speed and smoothness, as movement also activates and tendency to continue performance increases, while violent emotion violent distorts organized thought and ability to solve problems, remembrance and learning. And that mood reflects on individual's vision and his self-assessment and to attitude around (Cirrochi *et al.*, 2001) adds that individuals with Positive mood believe that they are more healthy than others, and that their economic situation is good, while those with bad mood (pessimists) believe the opposite completely. The mood case impedes thought processes, and that the emotion enters thought does not make our assessment to the attitude bad or good, but it depends on a lot of variables in the same attitude.

Applying emotional intelligence in the educational field

Emotional intelligence is a base and foundation of emotional efficiency growth, and that its basis of individuals with most emotional intelligence or they have a greater ability to develop skills of their emotional competence Studies of (Jaber, 2004; Al Ahmadi, 2007; Hussein, 2007; Al-Aasar and Kafafy, 2000;

Osman, 2007) that emotional intelligence affects positively the educational efficiency through the following:

1. It creates as table fashion of positive public relations among students, and it affect the growth of distinct growth with its stability and institutional methodology and effectiveness of its management.
2. It affects the students whereas delighted attitudes “happy”» and feedback provide positive motives and safety, which provides a safer atmosphere for further growth and development.
3. It increase academic studying (learning) for students and improve their teaching, and modify their behavior.
5. Studies have indicated that weakness of level of emotional intelligence among teachers and parents make excitements and emotions of children sharp and their behavior aggressive and they become more exposed to frustration and depression.
6. Neglecting intelligent dealing emotionally of children makes them resort to TV and video, including affected and superficial emotional experiences lead to the loss of the children for a lot of creating n natural emotional growth.

It became clear that environments and schools that are interested systematically with developing social and emotional skills of its children accompanied by level of their academic achievement high, behavioral problems decrease, trends development, behavioral patterns and cognitive formations, and quality of relationships which surround the child improve, the students become more productive, responsible, and participant members in the society and this what everyone wants. Practical experiences that are carried out indicate that it is not possible to achieve real academic success without developing emotional intelligence skills (Jaber, 2004, Abdul Hadiy, 2003).

Previous studies

Arab library suffers generally from studies limitedness dealing with concept of emotional intelligence, despite its importance and use as an indicator to indicate lot of the behaviors with individuals, and very few studies which treated emotional intelligence among primary grade students and looking for its relationship to area of residence specifically and from those studies:

(Al-Ahmadi, 2007) study aimed to disclose nature of the relationship between emotional intelligence and variables (gender, age, socio-cultural situation of family, instruments of study consisted of EQT, socio-cultural situation assessment form), and study sample included number (126) of student and school girl in Taibah University in Medinah, and consequences have resulted in presence of statistically significant differences attributable to variables of (gender, age, social and cultural situation of the family). (Austin *et al.*, 2005) study, which dealt with relationship of emotional intelligence with satisfaction for life and volume of social network, its quality, and included a sample of 500 individuals, the study reached existence of

positive relationship among emotional intelligence life satisfaction, volume of social network and its quality. (Palmer *et al.*, 2002) study, which dealt with the relationship between emotional intelligence and life satisfaction, and the study included a sample consists of 107 individuals; it has been found that the relationship between emotional intelligence with dimension of (clarity) and life satisfactions a positive relationship. Saloviy *et al.* (1999) study on a sample consists of 61 individuals, has found that individuals with high-ranking emotional perception were the best in their ability to respond to change that occurs in their social environment, and in the support of others to them, and in their ability to understand their feelings in better form, and the feelings of others as well (Meyer, 2002). (Anne, 1990) study which indicated that there are differences between males and females in expressing their excitement sand their emotions in light of those surrounding them, the sample (33 female and 34 male) of university students, where it included on-personal information (social and economic prestige-a residential (housing) area, educational qualifications, where the results of study demonstrated that males gave more fan expression of emotion in the presence of experienced persons, and that there are differences to be attributed to social and economic prestige and residential (housing) area. These studies revealed relative compatibility in some results which it reached, despite the use of such research to different samples in its class, size, cultural and social background which it belongs to, and that much of those researches has been performed on samples from communities with different nature about environment and Saudi culture and subsequently this study may beaded to the local and regional heritage

Problem of research

Importance of its treating at primary school , hence is the following grade to the grade of establishing permanent psychical health to and crystallization of emotions, and thus emotional and social learning establishes in it that it is the stage of emotional calmness, stability of emotions and its differentiation in cognitive structure and from the most important variables that affect environmental intelligence degrees in which the individual live ,and in spite of the importance of this variable other than it did not have much of studies in present society, hence this study came to raise the following questions:

1. Are there any differences in emotional intelligence degrees with its various dimensions attributed to the area in which the students of primary grade reside in Mjmaah governorate?

Research Objectives

The study seeks to the following

Identify the differences in emotional intelligence with its five dimensions with primary grade students depending on variable of students residence region. And it aims to identify direction of these differences and in favor of an yare as come. And To find interpretations of the impact of environment’s effect hence it is one of the most important factors that affect intelligence and produce differences and geographical environment the subject of study did not find abundant luck of research in this field. To close up the gap in the field of

emotional intelligence, hence it is a concept has not won yet abundant from studies.

Research hypotheses

There are significant differences statistically between emotional intelligence and region for primary school students

MATERIALS AND METHODS

Correlation descriptive approach has been used.

Society of study: It represents in primary grade students at Mjmaah governorate as one of the governorates of Riyadh in Kingdom Saudi Arabia. And it is divided into (city, village and, emigration) and is defined as follows:

A. (City): Sizable housing assemblage is fulfilled with all services and high level of cultural and technological welfare and is interested in all cultural and civilized developments.

B. (Village): Small housing assemblage is fulfilled with some social services and its inhabitants practice agricultural and domestic live stock breeding and it is characterized as interconnected socially to a large extent.

C. (Emigration): It is a model may not be available only in Kingdom of Saudi Arabia, and emigration is defined as small tribal housing assemblage where some social services are fulfilled and its inhabitants are practicing the profession of grazing and they are characterized by their correlation with the tribe and its social customs and traditions.

The study sample: The researcher has used simple random method for selecting sample of the current study and the researcher has made use of computer to select the simple random sample and total sample size reached (477) and it has been distributed among the city (181), the village (171), emigration (126).

The study Measurement tool: It used (EQT) prepared by The researcher Osman (2007) based on the model (Mayer and Salovey, 1997) and what happened with it from development of the concept by a group of researchers and it has been defined in the basic components of emotional intelligence, represented in (motivation and awareness of emotions, and managing emotions, EFT, empathy and mood). And it has been verified Validity and reliability by factor of alpha reliability of the scale reached (.907) in a manner of Spearman value of reliability value (.897), and the manner of half-division (.891) and Validity reached (.952).

RESULTS AND DISCUSSION

First hypothesis: There are differences in degrees of Facilitate the emotions of thinking (FET) for sample individuals attribute to area variable, and to verify the hypothesis use (ANOVA test) and the following table illustrates this. Disclosed existence of significance differences among (FET) degrees and area variable and to identify direction of these differences use (Tukey) analysis and the fooling tables illustrates this.

It is illustrated from Table (2) the existence of differences among city and village in favor of the city and accordingly (FET) degree rises upon city's students, then village then emigration then village.

Second hypothesis: There are differences in the degree of empathy for individuals of the sample attributes to area variable, and to verify the hypothesis use (ANOVA test) and the following table illustrates this.

Table (3) disclose the existence of 'significance' relation among degrees of empathy and area variable and to identify direction of these differences use (Tukey) analysis and the fooling tables illustrates this:

It illustrates from Table (4) that there are difference with significance between village and city for the benefit of the city and accordingly it rises degrees of empathy with students of primary grade in village then city then emigration.

Third hypothesis: There are differences in the degree of motivation and self-awareness to individuals of the sample attributes to area variable and to verify the hypothesis use (ANOVA test) and the following table illustrates this. Table (5) discloses the existence of 'significance' differences in degrees of motivation and self-awareness attributes to area and to disclose direction of these differences use (Tukey) analysis and the fooling tables illustrates this:

Table (6) illustrates the existence of 'significance' differences between city and emigration for the benefit of city while there is no differences between village and emigration and subsequently degrees of motivation and emotional awareness rise with students of primary grade in city then village then emigration with one degree.

Fourth hypothesis: *There are differences in degrees of organizing and managing emotions with individuals of the sample attributes to area variable* and to verify from the hypothesis use (ANOVA test) and the following table illustrates this.

Table (7) discloses the existence of 'significance' differences in degrees of organizing and managing emotions attribute to area and to disclose direction of these differences us (Tukey) analysis and the following table illustrates this:

Table (8) discloses the existence of differences between degrees of organizing and managing emotions depending on area variable and differences between village and emigration appeared and it was for the benefit of village and between village and city and it was for the benefit of village as it also found differences between city and emigration and it was for the benefit of the emigration.

Fifth hypothesis: There are differences in degree of the mood of individuals of the sample attribute to area variable and to verify the hypothesis use (ANOVA test) and the following table illustrates this.

Table 1. Differences in degrees of (FET) for primary grade students and the area (region)

Dimension	Total variation	Total squares	total	Total squares	benefit	Significance	Significance
<i>(FET)</i>	Among groups	175.98	2	878.49	16.76	.000	Significance differences
	Inside groups	248.183	477	52.38			
	Total	266.163	477				

Table 2. Direction of differences in dimension of (FET) depending on area variable

Variable	Region (Area)	Sample	Medium	P	Mediums' Difference	Significance and difference' direction
<i>(FET)</i>	village	181	31.73	8.12		
	Village emigration	170	33.76	7.62	2.03 (*)	Significance differences
	Village city	126	36.19	5.96	4.46 (*)	Significance differences
	emigration city				2.42 (*)	Significance differences

Table 3. The differences in the degree of empathy for Respondents depending on area

Dimension	Total variation	Total squares	total	Total squares	benefit	Significance	Significance
<i>empathy</i>	Among groups	56.64	2	28.82	.000	38.55	Significance differences
	Inside groups	34 .52	477	72.83			
	Total	40 .17	477				

Table 4. Illustrates direction in dimension of empathy depending on area variable

Variable	Area	Medium	P	Mediums' differences	Significance	
Empathy	village	village	54.41	8.1		
	village emigration	emigration	43.94	15.3	4.43 (*)	Significance differences
	village city	city	48.37	13.1	10.47 (*)	Significance differences
	emigration city	city			6.04 (*)	Significance differences

Table 5. Differences in degree of motivation and self-awareness to individuals of the sample depending on area variable

Dimension	Amount of variation	Total squares	H	Total squares	Benefit	Significance	Significance
Motivation & self-awareness	Among groups	561.643	2	280.82	38.55	.000	Significance' differences
	Inside groups	345.527	477	72.83	72.83		
	Total	401.170	477				

Table 6. Differences' direction among degrees of motivation, self-awareness and area

Variable	Area	Medium	P	Mediums' differences	Significance	
Motivation and self-awareness	Village	Village	41.08	5.9		
	Village Emigration	Emigration	33.41	10.4	-1.72	Non-significance'
	Village City	City	35.14	8.8	7.67 (*)	Significance'
	Emigration city	city			5.94 (*)	Significance'

Table 7. Illustrates differences in degree of organizing and managing emotions with individuals of the sample depending on area variable

Dimension	Amount of variation	Total squares	H	Total squares	Benefit	Significance	significance
Organizing and managing emotions	Among groups	693.69	2	346.34	24.84	.000	Significance
	Inside groups	661.42	477	139.57			
	Total	730.12	477				

Table 8. Illustrates differences' direction in degrees of emotions depending on area

Variable	Area	Medium	P	Mediums' differences	Significance	
Organizing and managing emotions	Village	Village	48.71	11.4		
	Village Emigration	Emigration	41.79	12.0	-6.92 (*)	Significance'
	Village City	City	39.91	12.0	6.92 (*)	Significance'
	Emigration city	city			8.80 (*)	Significance'

Table 9. Differences in degrees of the mood of Respondents depending on area variable

Dimension	Amount of variation	Total squares	H	Total squares	Benefit	Significance	Significance
Mood	Among groups	686.40	2	343.20	33.63	.000	Significance
	Inside groups	483.98	477	102.03			
	total	552	477				

Table 10. Illustrates differences between degrees of mood and area

Variable	Area	Medium	P	Mediums' differences	Significance	
Mood	Village	Village	43.50	9.1		
	Village	Emigration	37.98	10.8	3.89 (*)	significance'
	Village	City	34.08	10.3	5.51 (*)	significance'
	Emigration	city			9.41 (*)	significance'

Table 11. Differences in total degree of (EQ) to individuals of the sample depending on area variable

Dimension	Amount of variation	Total squares	H	Total squares	Benefit	Significance	Significance
Total degree(EQ)	Among groups	125.52	2	625.76	45.28	.000	Significance differences
	Inside (within) groups	655.96	477	138.41			
	total	781.49	477				

Table 12. Illustrates differences between total degrees of EQ and area

Variable	Area	sample	Medium	P	Mediums' differences	Significance	
EQ	Village	Village	181	223.17	28.3		
	Village	Emigration	170	188.86	44.7	2.42	Non-significance'
	Village	City	126	191.28	39.9	34.31 (*)	Significance'
	Emigration	city				31.89 (*)	Significance'

Table (9) discloses the existence of significance' differences in degrees of mood attribute to the area and to disclose the direction of these differences use (Tukey) analysis and the following table illustrates this:

It illustrates from Table (10) that there are differences between degrees of mood, village and emigration for the benefit of village and between village and city for the benefit of village as their differences between city and emigration for the benefit of emigration and accordingly it became clear that mood improves in village then village then emigration then city.

Sixth hypothesis

There are differences in total degree of emotional intelligence to individuals of the sample attribute to area variable, and to verify the hypothesis use (ANOVA test) and the following table illustrates this.

Table (11) illustrates that there are differences in total degrees EQ to attribute to the area and to disclose the direction of these differences use (Tukey) analysis and the following table illustrates this:

It illustrates from Table (12) that there are significance' differences between total degree of emotional intelligence, city and village for the benefit of city and between city and emigration for the benefit of city while there is no differences between village and city, hence it became clear that total degree of EQ rise upon students of primary grade then village and emigration with one degree

DISCUSSION

And there searcher explains that there are differences in total degree of emotional intelligence for the benefit of the city' students more than village and emigration to the nature of social, educational and technological change that has occurred in the city, and level of services and welfare of family in city

raised, and care with children became one of the features of modern life in city wherefrom (in terms of) fulfilling their requirements, desires and to provide passages to conclude their capabilities and practicing their activities and hobbies, all of these things may be helped in developing emotional mental capabilities.

(FET): City then immigration then village, where the cognitive aspect with humans contribute positively in emotional processes through interpretation of emotional attitude, and this may explain city's progress by virtue of presence of a huge amount of knowledge and cultural and civilized variable surpass what are available with village and emigration and explain progress of emigration on the village that the students of emigration are characterized by their interests with tribal aspects and their centralism about customs and traditions of the tribe which the tribe is interested in and where from its learning and practice.

Empathy: Village then city then emigration the researcher explain that, however, that sympathy continuity and identification properly on emotions of others and their feelings and express them skill fully in social relations becomes clear in village society and social continuity increases in it and human relations increase an did decrease in city by virtue of technological requirements of life, and there is a possibility of delaying emigration delayed dim migration in arrangement for nature of Bedouin society that is the most ruggedness and violence in their dealings than others and their fanaticism to ward tribalism.

Motivation and self-awareness: city then emigration then village in one rank (degree)and the researcher explain that the ambition of city students to achieve high levels of their objectives and their awareness of their feelings in making confident decisions in his life in order to achieve these objectives imposed by culture of city society and provide subsistence-knowledge through modern technology channels which increases level of ambition, supports and family desire

and interest in this aspect support that. And that decreases in village and emigration society due to simplicity of society and lack of clarity of objectives with them and the lack of awareness compared with the city.

Organizing and managing emotions and mood: Village then emigration then city the researcher may explain correlation of both dimensions in this group and their distribution depending on availability of village more than city from natural environment free of emotional contradictions that city characterizes by today, hence village' child is still practicing his simple life free of mechanism complication, electronic games and mixed culture.

Recommendations

Strengthening commitments of emotional in each of city, village and emigration and refraining from threats that could hinder emotional intelligence development to the students such as entering hypothetical world and leaving real world for the students of the city, developing the services in village society to convoy the city with keeping emotional health commitments with it from good heritages and societal values and extracting tribal spirit from emigration students with keeping extended family life, hence it is the evidence of good health and emotional health as it represents incentive(stimulating) natural life to emotional and spiritual intelligence. Performing further comparative studies among children of villages, emigration and cities for a lot of psychological and mental variables.

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