

Gouasmia, S. (2021). Role of Effective Emotional Intelligence In Improving The Functionality of Administrative Institutions. *Akkad Journal of Law and Public Policy*, 1(3), 135-147.

ROLE OF EFFECTIVE EMOTIONAL INTELLIGENCE IN IMPROVING THE FUNCTIONALITY OF ADMINISTRATIVE INSTITUTIONS

Sihem Gouasmia

Mohamed-Cherif Messaadia

University,

Souq Abras, Algeria

E-mail:

Gouasmia.sihem@gmail.com

ORCID: 0000-0002-8536-4086

Received: June 2021

1st Revision: July 2021

Accepted: August 2021

ABSTRACT. In light of the rapid changes that we are witnessing at all levels, the importance of leadership in various administrative institutions is highlighted. It is increasingly essential in the security field in particular, and the administration cannot in any way be isolated from modern organizational concepts. However, the concept of emotional Intelligence has limited those concepts. He works with her and is happier in his currency, and he performs better in his job since he can use his Intelligence to improve and raise decision-making. It can introduce happiness, joy, trust, and cooperation among his employees through his relationship. Emotional awareness is the cornerstone of the leader's ability to become emotionally intelligent.

JEL Classification: E71,
O30, O43

Keywords: emotional intelligence, leadership, administrative institutions

Introduction

There is no doubt that every institution is interested in being effective and successful in achieving its objectives, particularly in today's world where challenges and threats are increasing, in the face of intense competition for limited financial and human resources, and in a changing and volatile environment, where much of this effectiveness is made up of the capabilities and capacities of management and its employees, who in turn constitute the future of the administrative institution and their future as an obsession and a motivation to do more and work to achieve their common goals. However, individuals differ in their abilities, perception of work, degree of association, response, and levels of efforts vary accordingly, including those that some workers may enjoy from others, known as emotional intelligence, which is now attracting the attention of researchers and their prior owners and financiers of organizations and institutions because of the increase and development of performance among staff. The department is keen to increase the organizational effectiveness of the organization, in general, to guide, motivate and develop the behavior of employees to conform to the organization's objectives. Hence, the manager needs to understand those factors affecting his employees' conduct to help him achieve compatibility between the behavior of employees and

their objectives with the organization's objectives. Known as Emotional Intelligence. What makes me the question: the effectiveness of the role that emotional intelligence plays in improving the functionality of the management institution and establishing the principles of successful leadership? The answer to this problem will be on two axes: the first is the relationship of emotional intelligence to the management institution's management. In contrast, I will discuss the issue of job performance and the principles of successful leadership in the second axis.

The link between emotional intelligence and administrative institutions

The concept of emotional intelligence is a recent concept that has attracted the attention of many researchers and the public. Although the first to call emotional Intelligence (Salofi and Mayer), the reason after God for spreading this concept is Daniel Golman in his book Emotional Intelligence: Why it can matter more than IQ?) He was followed by many articles explaining that success in social or professional life depends not on the individual's mental abilities (mental Intelligence) but on the skills that this individual has, which he has called emotional Intelligence.ⁱⁱ

History of Emotional Intelligence

The concept of Intelligence in 1904 became a major general intelligence factor under which several particular factors, of secondary importance to the main factor as a whole, was then launched Spearman theory as its name, also called the theory of workers, meaning general Intelligence and exceptional Intelligence, where Spearman pointed out that each mental product is influenced by two factors: a general factor affecting this performance and every performance performed by the individual, and a particular factor limited to its impact on this performance only, and then reached Find out the extent of overlap and entanglement between different mental tests as well as the area to which they are separated and independent by finding the correlation factor between the results of those tests.ⁱⁱⁱ

In 1920, the first to define "social intelligence" was Robert Thorndike. He introduced him to the ability to understand and deal with individuals (women, men, and children) within human relationships, and in 1938^{iv} Thurstone's theory, also called the theory of primary factors or primary mental abilities, represented the direction of working analysis in America, his studies on mental composition through which he came up with the identification of the initial factors that he believed were involved in the formation of Intelligence, where he applied to a group of individuals various tests. Then, after analyzing the matrix of the coefficient of the results of those tests ended To identify those initial factors, Thurston believes that each of these initial capabilities is relatively independent, with primary factors or primary capabilities including:

- Spatial ability: This appears in the individual's ability to accurately visualize and judge spatial relationships and different forms and to visualize the situation of other things during movement.
- Numerical capacity: It appears to be easy to conduct the main calculations of the individual, such as collection, multiplication, division, and subtraction.
- Verbal ability: This appears to be in an individual's ability to understand the meanings of different words that express ideas.

- The ability to verbal fluency: It means the verbal crop that an individual uses in their speech and writings, and they appear in the individual who is fluent when using words.
- Ability to remember: It appears in an individual's ability to directly remember a word associated with another word, a number associated with another number, or the term related to a particular number.
- Inductive ability: It appears in an individual's ability to infer the general rule of molecules.
- Cognitive ability appears in an individual's speed and accuracy in recognizing different details and parts.v

In 1940, David Wechsler (Intelligence) was known for his overall ability to act, reason, and deal with the surrounding environment effectively, and Wexler said in 1943 that emotional skills were needed to predict anyone's ability to succeed in life; In 1983, Howard Gardner appeared in His Frame of Mind, in which he referred to multiple Intelligence and specifically referred to two types of Intelligence that intersect with so-called emotional Intelligence: social Intelligence and emotional Intelligence. vi

However, at the end of the 1980s, modern theories of Intelligence emerged that replaced old theories, sometimes as development or additions to those theories. In other words, each of these theories was updated to suit new concepts that appear from time to time and to suit the discoveries that rolled in the early 1990s towards the idea of human psychology, social relations, and self-management, including the theory of emotional intelligence, which represented the effort of baron in 1990s. In vii 1990, Salovey and Mayer used the term "emotional intelligence" for the first time, describing emotional Intelligence as a kind of social Intelligence associated with the ability to monitor one's self, emotions, emotions, emotions and emotions of others, distinguishing them and using the resulting information to rationalize their thinking, behaviors, and decisions. In 1995, Daniel Goleman became familiar with the work of Salovi and Mayer, prompting him to write his famous book Emotional Intelligence.viii

Psychologists and educators have been interested in studying the concept of Intelligence and deepening it, given the impact and implications of this topic on many areas and social, educational, and even administrative aspects, and the general interest in the concept of Intelligence for the results it is expected to achieve for them, whether psychologically, socially or practically. Moreover, the idea of Intelligence is one of the most psychological concepts around which there is a discussion between psychologists and users of the results of studies of psychologists, such as those responsible for making decisions in various fields, whether educational, psychological, or social, because of the impact on the lives of individuals and the treatment of psychological, social and academic problems.ix

Psychologists have also been interested 100 years in developing theories and concepts that interpret the concept of human psychology as a general mental capacity.x Intelligence is the ability of the individual to understand, innovate and guide behavior and self-criticism, meaning the power of the individual to understand problems and think about solving them and measure or veto this solution and modify it. At the same time, Stern sees Intelligence as the ability to act properly in new situations. At the same time, Colvin defines intelligence as the ability to learn and achieve, in what Wechslerler knows, Intelligence as the overall ability of

the individual to work meaningfully, logically think and interact successfully with the environment. Therefore, scientists' definitions of Intelligence focused on and emphasized that it was a learning process directly or indirectly.xixii

From this point of view, educational institutions were interested in developing this concept and benefiting from it in raising academic achievement among students and dealing with young people to give them more knowledge and intellectual and psychological sciences. Perhaps the difference of researchers and scientists in interpreting the concept of Intelligence or the ability to define it uniformly among those interested is due to several reasons, whether to include this concept for the motives and trends of individuals, which is psychologically insinuating, may not wish to be disclosed, such as trying to hide it or camouflage it, as well as because of the different orientations of scientists and researchers who addressed this concept and exposed to it; xiii Sattlerbelieves that the ambiguity of the idea of Intelligence and the difficulty of being precise in determining it is due to the fact that Intelligence is a characteristic rather than a being, in the sense that Intelligence does not exist in itself but is a kind of description that we call a particular individual when he takes a certain way for a specific situation, while Wesman points out that one of the factors of intelligence ambiguity is that it is the result or outcome of an individual's educational experiences, where Intelligence seems to be a kind of sequence or sequence of growth and development functions in individuals, and Vernon states (Vernor) that the ambiguity of the concept of Intelligence may be due to the multiplicity and many meanings associated with it.xiv

However, these scientists and researchers did not lose sight of the search for good quantitative indicators to measure Intelligence. Most psychologists consider Intelligence to be a general capacity and multiple unique abilities. The intelligence rate was their means of estimating how much of these abilities and summarizing it at a single numerical value per capita representing its Intelligence (when representing the distribution of a set of grades with a single numerical value expressing its computational average). Still, scientists could not agree on the basic capabilities that represent the essential characteristics of formative characteristics. For Intelligence, several trends and perceptions later emerged into different theories of the concept of Intelligence.xv

The concept of emotional intelligence and its relationship to leadership

Its multiplicity and diversity of definitions characterize the concept of Intelligence due to the lack of clarity specifically intended, which has led to differing views of psychologists about its scientific explanation, and even the fact that a suitable measure of Intelligence has not been agreed upon, but this has not prevented psychologists and its beneficiaries from continuing their attempt to define Intelligence and build measures of Intelligence characterized by stability and honesty in predicting the level of Intelligence of individuals.xvi

Especially since the awareness of the individual's feelings at the time of their occurrence may seem straightforward at first glance, but after a while of that moment and the event and by thinking and meditating towards things and people and those emotions that we have experienced, we find and realize that we did not pay attention to those feelings positively or in a way that enables us to make good use of the situation for our benefit. Self-awareness is awareness of our senses, emotions, and emotions towards others and attitudes that pass through us from time to time; and varies from individual to person and from one position to another,

and sometimes self-awareness gives without a response to the event or situation and does not result in an assessment, judgment or decision, and sometimes includes an answer, estimation or determination of the condition that the individual is going through, such as awareness of an unwanted feeling accompanied by the desire to get rid of this feeling so that the response is to ask to get rid of this feeling and distance. For its causes, it has been found that individuals are divided into three models of self-awareness that we mention in turn: xvii

- The self-conscious individual: the individual has an awareness of his mood as he occurs, and such people have wealth in terms of their emotional life, and clarity of vision for their emotions can be the basis for other personal traits, they are sure of their limits and enjoy good mental health and have a positive vision of life, and when they develop an adverse condition they do not stop there but can get out of them quickly and can process their feelings and emotions well.
- Drifting individual: This is dominated by his emotions, and emotions swallow him, and he is unable to avoid them where he has moods that may be negative or positive and has no awareness of his feelings. He takes more in his feelings than he is aware of them and may not make efforts or attempts to get out of the bad mood. He has no control over his emotional life and feelings.
- The receptive individual: Here, the individual has a clear vision of his feelings and accepts these feelings well, and they are divided into two categories: those with moderate mood and therefore have no motive to change it, and others, although seeing their perspective, are exposed to the bad mood but accept it and do nothing to change it despite their discomfort. xviii

This is consistent with the author, who noted that people are divided into a variety of models (khadda) in terms of attention to and handling of their feelings, and these models, as mentioned, include:

- Self-conscious or self-conscious: that is, people perceive their moods while living and at the same time, and they are rich in their emotional lives, and their clear awareness of their emotions is the basis of their features, and they look at life positively and have an independent personality confident in their potential and enjoy good mental health.
- They are immersed in their emotions or drifters: these people have no awareness of their feelings and emotions. They feel overwhelmed by their feelings and unable to get out of them and that the situation or emotion they are going through has enabled them and cannot get out of it, and they are moody and too busy to feel.
 - Those who are receptive to their feelings: have a clear vision and an awareness of their feelings and tend to accept their psychological state and feelings without trying to change them. There are two groups of people who are receptive to their emotions: the first: is those in a good mood and have no motive to change them. The second includes those who have a clear view of their psychological state, yet when they are in a bad psychological state, they accept it and do not try to get out of this situation or change the feeling. xix

The ability of the individual to express their feelings is, therefore, a key to social competence, knowledge of the feelings of others, and acting in what constitutes these feelings is an essential emotional willingness for the individual to face the burdens of life, the ability to deal with the feelings of others is a high-level art practiced by individuals in building bridges of social relations, which requires special skills in the individual including self-management, empathy or understanding of the feelings of others (known as emotional Intelligence). The interest in him has increased recently, especially after the publication of Golman's book, which saw this type of Intelligence include five ranges: xx

- Know internal feelings, including self-awareness and perception of emotions as they are.
- Understand and deal with feelings appropriately.
- Self-motivation, including internal control of feelings.
- Sympathy for others and their feelings.
- Regulating relationships includes managing emotional and emotional dealings with others.xxii

The scholars of the Arab world differed in their translation of the term Emotional Intelligence, and several words or meanings appeared: one translated it into emotional Intelligence, another translated it into emotional Intelligence, a third to the Intelligence of feelings, and a fourth translated into Emotional Intelligence. The concept of emotional intelligence is considered in its early stages of scrutiny and scrutiny among researchers and interested people, and the map of its association and differentiation from sister psychological concepts is still under scrutiny by researchers and interested people;xxii) that to prove the existence of emotional intelligence (as a kind of new Intelligence) along with other known types of Intelligence that researchers have proven through studies and research to exist and distinguish from each other. With their independence, we must examine the relationship between emotional intelligence (as a new Intelligence) and different types of Intelligence known to researchers and xxiii interests.

The feeling of the individual being able to control himself and his emotions, and the ability to withstand those emotional emotions that come with life and maybe repeated from time to time, is indicative of the competence and Intelligence of this individual in dealing with matters of life and balancing feelings and emotions that are valuable and important. It reaches disease, anxiety, depression sometimes, and even suicide. The monitoring of our negative feelings is the key to emotional health, emotional extremism that dyes violently and irritably leads to loss of personal balance. Thus life moves from its sweet taste to the bitter taste. Attention to balancing our feelings is an essential task in our lives and is a critical skill for life that everyone must learn.xxiv

So we also note that the concept of emotional Intelligence is relatively recent compared to other long-known types of Intelligence (linguistic Intelligence, logical-mathematical intelligence, spatial intelligence, physical or motor intelligence, musical intelligence, social intelligence, emotional intelligence, and nature intelligence) that have been scrutinized and scrutinized by researchers and interested people. This concept complemented the traditional view of Intelligence by focusing this concept on the emotional, personal, and social characteristics of an individual's intelligent behavior.xxv

Job performance and principles of successful leadership

Emotional Intelligence creates good working relationships and contributes to maintaining them; where the distinction between middle-performing individuals and high-performing individuals was compared, and the performance rates were compared in terms of emotional intelligence, it became clear that high performers and distinguished people were able to create good relationships, harmony within the team and mutual trust between them, which govern the feelings and interests of team members within the organization. Emotional Intelligence has been used to describe individuals' dynamic characteristics for success (these emotional characteristics included: emotional reincarnation, conflict or mood control, the realization of other people's love, perseverance and empathy, expression of feelings, independence, adaptability, problem-solving between people, affection and respect), and this type of Intelligence represents a set of elements of social Intelligence that include the ability to control one's emotions and feelings, together with others, and to use this information to guide their thinking, actions and actions.xxvii

The concept of job performance within administrative institutions

Many researchers addressed the concept of performance for its great importance. It is the only way to achieve the objectives of work in institutions where the latter is always interested in raising the level of performance and improving the efficiency of its employees to earn the highest degree of productivity and quality in performance and at the lowest possible costs. Under the current circumstances, the need to develop and improve performance and efficiency of productivity for workers in a regulated and orderly way has become an urgent and necessary need to vary the conditions and objectives of human beings and sometimes intersect with the needs and goals of the institutions in which they work, where they have become an urgent and necessary need to vary the conditions and objectives of the human being and sometimes intersect with the needs and goals of the institutions in which they work, where they have become an urgent and necessary need for the diversity of human needs and objectives and their differences and sometimes intersect with the needs and goals of the institutions in which they work. It faces multiple internal and external challenges xxviii.

When interest in the concept of emotional intelligence and its content began at its inception, it was directed towards raising, raising, and educating children as a concept limited to that area. Still, it began to extend to the workplace and human relationships because of the impact it found on workers and individuals in different work environments. It contributes to understanding problems more deeply and understanding the social relationships arising because of work and how to manage them and improve them better.xxix

Golman defined emotional Intelligence as a set of emotional skills that an individual has, needed to succeed in professional interactions and different life situations. Emotional Intelligence was defined as the ability to:xxx

- Understand your feelings and the feelings of others.
- The ability to deal with others.
- The ability to form relationships.
- The ability to express different emotions.
- The ability to self-discipline and control emotions.

- Independence and decision-making capacity.
- Perseverance and hard work.xxxi

Emotional Intelligence principles for successful leadership in administrative systems.

The need for change and development in the philosophy of administrative institutions, their vision at the internal level, their structures, and even their overall objectives to keep up with them has become urgent to meet the needs of workers, which gives them greater psychological and material stability to obtain greater productivity, improve staff performance and ensure loyalty to their institutions, as well as changes in the composition of human resources and their view of themselves as a strong driver in institutions and increased competition between them for outstanding human resources. Externally, the tremendous development in the external environment in which institutions live and operate, in turn, has had a profound and robust impact on the lives of individuals, organizations, and even communities, including a radical change in patterns of thinking, education, and management within those institutions, as well as the presence of competitors and the ferocity of competition among themselves and their global ferocity without borders or geographical constraints, make institutions look for the best ways to invest their material and human resources, achieve the best productivity and raise the levels of performance of workers. To the upper limit in various ways and means. A set of critical factors may play a role in refining the personality of the xxxiileader, including those that accept acquisition and change, among others; specialists have differed in determining their dimensions that can be determined by the following:

1. Some of them relate to the external and internal appearance of the leader (biological factor): physical qualities, physical fitness, salama hawass, general appearance ... etc.
2. Some relate to the psychological aspect: emotional maturity, self-confidence, psychological stability, and others.
3. These include the social aspect: the ability to harmony with society, the building of honest and successful relationships, the ability to influence others, honesty, and honesty.
4. Some of them relate to the mental aspect: Intelligence, knowledge, expectation, general culture, the breadth of your mind, and personal talents.
5. These include knowledge of working methods, expertise and understanding of the laws, and the ability to perform administrative leadership functions.xxxiii

These qualities as a whole are subject to change, development and acquisition through training programmes except for certain biological traits such as height and general moral body, yet it is not inevitable that we can qualify those who do not have minimum leadership qualifications as having low levels of Intelligence, or being complex in their personal composition or suffering from psychological accumulations, such as these may cost a lot to train and certainly do not give the desired results; A prosperous and successful management figure in itself and others requires an easy personality in its complex dealings in its composition any hybrid of an attractive nature with physical specifications, has the reins of self-confidence able to convey to others a good listener to others and able to absorb them, a minor lapses and

rational thinking and a good guess, his scientific expectations based on graphic and informatics and Intelligence his character is visible because it is the basis for moving the minds of admiration, and possesses the general culture that enables him to talk to everyone even reasonably, transparent and honest and honest What he does and says, includes knowledge of the factors of production and understanding of the mechanisms and ways to be followed to achieve the goals, able to unite the objectives of subordinates with the overall goal of the institution, appreciating the positions taking advantage of opportunities and familiar with the external and internal working environment; To a high level of performance and effectiveness, which is what the organizations aim at in general.xxxivxxxv

The introductions of any organization are an idea that seeks to achieve a goal; between this goal and that idea, a set of events and activities that need so-called factors of production (human resources, material, mechanism, structures, buildings. Etc.) some may add today information systems, techniques and other factors, the latter alone and even with collective effort if they interact they will not give what any organization that has a leader who is aware of the reality of the existence of this organization and can influence others, knowing the ways of leadership and its mechanisms and patterns that he can resort to if exposed to any position that would cause a delay in the movement of the organization or hinder its course.xxxvi

Conclusion

Leadership is one of the most important administrative functions, where the manager leads a group of individuals who guide them, guide them, train them, coordinate their work, reconcile their efforts, consult their motivations and ambition, motivate them to cooperate and compete, and evaluate the results of their work, reward the hardworking and guide the underachievers to how to remedy their mistakes. Where leadership requires the manager's effort, time, and skills so that he can lead his group towards the desired goal with the necessary efficiency and effectiveness, leadership is the essence of the administrative process, it is a positive activity carried out by a person by a formal decision with leadership features and characteristics, overseeing a group of staff to achieve clear objectives utilizing influence or use of power appropriately and if necessary, leadership is the art of influencing others, and effective leadership is the result of interaction between the leader and his subordinates in different organizational positions; Emotional Intelligence plays an essential role in interpreting successful performance in senior leadership positions, i.e., the more successful a leading person is, the more emotional intelligence is the reason for this. Let's compare outstanding creators with ordinary people. 90% of the differences are related to emotional intelligence rather than cognitive skills, so it is not necessary to set aside emotion as much as to try to strike a balance between rational thinking and feeling since emotional Intelligence is the intelligent use of emotions, but self-awareness, self-control, and motivation: they are all self-management skills, while empathy and social skill are: of relationship management skills. Emotional Intelligence thus plays an essential role in interpreting successful performance, which leads us to conclude:

- A creative employee (secretary) who does not improve work skills or does not understand (knowledge) leads to a lack of quality, poor performance, and loss of effort because there is a relationship between emotions and ethics.

- A skilled employee who is proficient in work but unspooled leads to poor performance (because he will not be experienced in his career, although he is able because he tends to cheat, fraud, lie, or steal!!)
 - What is needed is a strong, honest, skilled, and professional employee. As a further result, I would say that the difference between the average performance and the superior performance staff member is not technical skills but personal skills. Therefore I decided to make the following recommendations:
1. Try to raise emotional Intelligence from medium to high level among leaders and supervisors in the private sector.
 2. Study the causes and factors contributing to raising the level of emotional Intelligence in the pre-private public sector and working to promote them and the reasons for contributing to the low level of emotional Intelligence and addressing it.
 3. Measure the level of emotional intelligence in organizations continuously and periodically to predict employee trends, behavior and motivations and work to promote positive trends and address negative trends towards work.
 4. Constantly improve and develop the work environment and create an attractive and stimulating work environment for employees to contribute to raising the level of emotional intelligence in light of periodic measurements.
 5. The importance of establishing and activating an administrative unit dealing with employees' psychological and social aspects.
 6. Use specialists in psychology and other sociology to try to study and raise the psychological and self-readiness of employees.
 7. Develop training plans and strengthen training items financially so that entities can raise the level of knowledge of employees and skills for employees, including emotional intelligence and functionality.
 8. The needs to train employees in the private sector and the public in dealing skills and increase the ability to withstand psychological and social pressures for employees both in the work environment and the external environment.
 9. Work to provide human resources specialized in emotional intelligence applications and enhance it among employees.
 10. Work to create the internal environment of administrative institutions, in general, to help enhance communication and interaction between employees to develop emotional intelligence.

References

-
- i- Mustafa Ahmed Sayed, *Management of Organizational Behavior Contemporary Vision*, Cairo (D.T.), p. 15.

- ii- Al-Khader, Osman Hammoud, Emotional Intelligence, Intellectual Creativity Publishing and Distribution Company, Kuwait, 2006, p. 01.
- iii- Amer Tariq Abdul Raouf, Multiple Intelligence, Al-Sahab Publishing and Distribution House, Cairo, 2008, p. 30,36.
- iv- Hashim Bahri, Lecture on Emotional Intelligence, Faculty of Medicine, Al-Azhar University, 2014, at:
<https://www.slideserve.com/spencer/3084487>
- v- Amer Tariq Abd Al-Rauf, *ibid.*, p. 32,33.
- vi- Hashim Bahri, Previous lecture.
- vii- Mahmoud Abdul Hay Ali, Mohammed Mustafa Hasib, emotional intelligence and its relationship to some cognitive variables and Non-cognitive personality, Egyptian Journal of Psychological Studies, Maj(14), Issue (43), 2004, p. 55-99.
- Mahmoud Abdel Moneim Ahmed, Emotional intelligence among university students and its relationship to certain cognitive and mood variables, educational and social studies, journal No. 8, Issue (4), 2002,P. 230.
- Abdul Nabi Mohsen Mohammed, Interactive Relationships between Emotional Intelligence, Innovative Thinking and Educational Achievement for Saudi University Students, Journal of Psychological and Educational Research, Year (14), Issue (3), 2001, p. 127-165.
- viii- Emotional Intelligence: Between Theory and Application: - Encyclopedia of Human Development, available at:
<https://arbyy.com/detail975339123.html>
- ix- Mohammed Srour Hariri, Psychology Administrator, Management Science and Its Relationship to Psychology, Strategic Entry for Administrative and Behavioral Psychology, Pen Printing and Publishing House, Beirut, Lebanon, 2015, p. 220.
- x- commendable Abd El , Moneim Ahmed Previous article, AM P. 229-322.
- xi- flourishing Tariq Abd El , Raouf IbidP. 18.
- xii- Mr. Fouad Al-Bahi, wits (Fourth edition), Arab Thought Publishing and Distribution House, Cairo, 1976, p. 202.
- xiii- Mohamed Salaheddine Abd El , Al Greetings, Emotional intelligence and its relationship to the leadership behavior of the teacher Research presented at the 12th Annual Conference on Psychological Guidance at Ain Shams University entitled "Psychological

- Guidance for Development in the Information Age" held from 25-27 December 2005, AM P. 159-224.
- xiv- flourishing Tarek Abdel Raouf, former reference, p. 21.
- xv- husein Mohamed Abdel Huda, Human Brain Education, Think Tank for Printing, Publishing and Distribution, Amman, 2003P. 53.
- xvi- Hussein Mohammed Abdul Hadi, *ibid.*, p. P. 49, 50.
- xvii - Ahmed Al Sayed Kurdi, Concept of Emotional Intelligence, article published on 25 October 2015, at:
<https://kenanaonline.com/users/ahmedkordy/tags/49095/posts>
- xviii- Hussein. Mohamed Abdel Hadi, Emotional Intelligence The Dynamics of the Power of Social Learning, University Book House, Al Ain, 2007, p. 38,39.
- xix- Khawla Mahmoud Abdullah, Emotional Intelligence: Emotional Intelligence, Al Shorouk Publishing and Distribution House, Amman, 2004, p. 34,35.
- xx- Hussein Mohammed Abd El , Hadi Previous reference, p P. 26, 27.
- xxi- Abd. Al , Hadi Mohammed, Emotional Intelligence Development: Training Workshops, University Book House, Al Ain, 2006, p. 11.
- xxii- slave Ahmed Al , Khaliq Mohammed, Dictionary of Emotional Features in Personality Description, Scientific Publishing Council at Kuwait University, Kuwait, 2004, p. 31.
- Half. Mohamed Yahya, towards a theoretical rooting of the concept of emotional intelligence, Educational Research Journal, MG (2), onDd (2), 2003, p. 318.
- xxiii - Mayer, j. & Salovey, , What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.). Emotional development and emotional intelligence: Implications for Educators, Basic Books, New York, 1997, Pp, 05, 08.
- xxiv- husein Mohammed Abdul Hadi, former reference, p - P. 45-47.
- xxv - Dawda, D. & Hart, S, "Assessing emotional intelligence: Reliability and validity of the Bar-on emotional quotient inventory (E.Q.I) in University Students". Personality and Individual Differences, Vol. 28, 2000, p 797.
- xxvi- Belkacem Mohammed, Emotional Intelligence and His Relationship to Academic Achievement, Master's Degree in Educational Psychology, Faculty of Social Sciences, Oran University, 2013-2014, P. 63.
- xxvii- Shapiro Lawrence, How to Create a Child With Emotional Intelligence: Parents' Guide to Emotional Intelligence, (5th Edition), Greer Library, Riyadh, 2007, p.- P. 6-12.

- xxviii - Salovey, P. & Mayer, j, Emotional Intelligence imagination. Cognition and Personality, Vol. 9, 1990, pp. 189.
- xxix- Shapiro Lawrence, former reference, p. 07.
- xxx - Goleman, D, "Emotional Intelligence: Why it can matter more than I.Q " , Bantam Books, New York, 1995, p 271.
- xxxi - www.khayma.com/happy-family.html
- xxxii- Fatima Badr, Moaz Al-Sabbagh, Basics Administration, Syrian Virtual University Publications, Syrian Arab Republic, 2020, p. 25.
- xxxiii- Salah Hadi Al-Husseini, Sit-in Al-Shukrji, administrative leadership and its impact on strategic human resources management, Academic Book Center, Amman, Jordan, 2015, P. 96.
- xxxiv- Salah Hadi Al Husseini, Administrative Leadership and Its Impact on Strategic Human Resources Management, Field Study in Government Organizations in Nasiriyah Province, Iraq, Letter to the Board of Directors and Economics of L\Arab Academy in Denmark, Arab Open Academy, 2009, P. 88, 89.
- xxxv- Salah Hadi Al-Husseini, Sit-in Al-Shukrji, former reference, AM 97.
- xxxvi- Salah Hadi Al-Husseini, Note The former P. 91.