

THE EFFECT OF EMOTIONAL INTELLIGENCE ON COMMUNICATION SKILLS OF JORDANIAN ACADEMICS.

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ABSTRACT

The purpose of the paper is to investigate the effect of Emotional Intelligence (EI) on communication skills of Jordanian Academics. A sample of (100) academics drawn from the three largest public universities was subject to investigation, and the empirical findings showed that, Jordanian academics have a feeling of high level of Emotional Intelligence and they believe its very important in improving their communication skills. Also, findings showed there is a positive relationship between Emotional Intelligence and communication skills for the Jordanian academics, and there is a weak correlation between skills required in language-based communication and Daniel Goleman's questions of Emotional Intelligence for the Jordanian academics.

Keywords: Emotion, Emotional Intelligence, Communication, Jordanian Academics.

PURPOSE OF THE STUDY

The primary focus of this paper is to see if emotional intelligence should be introduced into communication skills and to see if emotional intelligence is necessary for successful communication skills. The following is a listing of the specific outcomes that, hopefully, will be addresses by the present research:

- A. Would listening, nonverbal, interpersonal skills as part of communication skills be beneficial for the Jordanian Faculty Member ?
- B. Would Jordanian Faculty Member have an interest in how to resolve conflict through emotional intelligence ?
- C. Investigate Daniel Goleman's five domains of Emotional Intelligence and their fore relation with the five skills required in language-based communication.

LITERATURE REVIEW

A. Emotional Intelligence (EI):

Nowadays there is an increasing needs to have adaptive with the changes you face in the world and the whole challenges in the world , all of these changes because of innovation and international networks and multicultural people and you have to deal with in your business area, social area, relationship area, undoubtedly a great responsibility to understand your feeling, moods and emotions to be able to fulfill the task in successfully manner. *According to Goleman (2000), " to know your own emotional state and control it, being aware of your own motives and moods, self-management, being motive, empathy skill, manages personal relationships and thinking before moving cover the dimensions of emotional intelligence".* Salovey & Mayer (1990) found that the concept of emotional intelligence is "the person can see the emotions of himself or others, be able to distinguish, and the ability to use this knowledge as a guide in thought and action" Salovey & Mayer (1990).

Human development experts and sociology define emotional intelligence as the ability of person to understand and recognize his or her feelings, emotion and moods in as a full knowledge, and also the ability to know and recognize others emotion, feeling and moods. Thus, you can move between your emotions and reaction to suit your situation and cases you face it in your life . Others believe that emotional Intelligence is the focal point of success in the life, and the way to reach your goals, purposes and leadership position, so they classified *emotional intelligence* term into three concept: 1) self-awareness – it's the ability to be aware of your feeling, emotions and idea, and to be able to identify what is your feeling at this time, ,and to realize that this emotion will lead you to certain behavior or action, 2) self-management- it's the ability to manage your emotions and this related to your awareness this is related to your belief about your emotions and thoughts, 3) self –orientation –in the sense that you are directing these emotions through your dealings with people, and is to sympathize with others and dealing with them are the most important qualities that help you to understand and communicate with them in a conscious and effective manner (Goleman, 2006).

At the oldest literature sources was coined by Peter Salovey and John Mayer and it was popularized by Daniel Goleman, "Emotional intelligence is the capability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth "Mayer and Salovey (1997). And according to Daniel Goleman's five domains of Emotional Intelligence are: Self-Awareness – It is the ability to perceive and interpret one's emotions. These people are aware of their strengths and weaknesses,

- Manage Emotions – It is the ability of an individual to manage and govern one's emotions
- Social Skills – It is the ability to connect with others and maintain a harmonious relationship
- Empathy – It is the ability to understand others feelings,
- Motivation – It is the internal drive that forces people to achieve things.

B. Communication Skills:

According to Ceyhan (2006), the effective communication elements are as follows: (1) responding to mutual talk, (2) reflecting the speaker's feelings and thoughts in the given answer, (3) asking non-routers open questions, (4) to solve the codes of nonverbal cues, (5) give correct answers to messages, (6) being willing to listen, (7) eye contact setup, (8) concentrate on understanding, (9) providing accurate feedback, (10) responding to "I" messages, (11) self-revelation, (12) empathic understanding display, (13) positive response to criticism, (14) demonstrating behavior, (15) resolving conflicts inappropriate ways by managing conflicts and (16) unconditional acceptance.

Communication Skills Mankind is constantly interacting with each other in their social life. Groups are formed because of this. Communication relationship is born, and interaction begins to occur within these groups. They have the opportunity to express themselves to each other in the group. They have the opportunity to tell about themselves to other individuals in the group (Ozer, 2008). People need to communicate with each other. This is also a requirement of social structure.

Barriers to effective communication:

Communication barriers; it is some things that may happened and prevent us to have a good communication even though we have the five elements of successful communication (sender, receiver, message, channel, feedback) are knowledge and skills .

And many times the reason that make it difficult to communicate with others that you don't have the essential skills that make you able to communicate effectively with others.

Body Language:

The body language is divided into two parts:

1. Facial expressions. 2. Body movement (physical)

One of the most important things to consider when communicating with people is that I have Animated face, in the sense that the features of your face express the appropriate features of the message to be delivered to others, also the Physical movements divided in two parts: 1) Posture 2) Movement of hands, it is important to use it to communicate and deliver the emotion and message.

Therefore, communication skills is the ability to monitor your relationship and to control your social life in a successful manner.

C. The Effect Of Emotional Intelligence On Communication Skills:

It is very important to discussed and avenues the essential role of emotional intelligence with the person who owns it, because they have the ability to be responsible in oneself and in other and they have the ability to manage their emotions, so they don't balm other on their failure, responsible for their action, responsible for their behaviors. And these people have the ability to deal socially with the family, friends or even professionally, because the person who is responsible for his feelings and emotion is a productive person and has the ability to develop and move forward. According to Ugurlu & Shakar (2015), emotional intelligence affects social life, business life, communication and interaction with others. For this reason, emotional intelligence is crucial for effective communication. Although time, knowledge, emotion intelligence and success are important, effective use of them depends on effective communication skills (Goleman, 2006).

The emotionally intelligent person is a one who can accept change and not resist it. This is especially important in the 21st century. Since the only thing that does not change is change. It has become necessary for success and excellence to be able to understand oneself and understand others and the environment in which you live and that through your ability to communicate effectively with others, so the intelligent emotionally person respond to the change that may generate some of the emotions that may be positive or negative, and from this aspect came the importance of emotional intelligence and communication skills to have the ability to manage and handle the relationship and deal with it.

People who do not have the emotional intelligence or communication skills to deal with major and pivotal changes in society may negatively affect them both at the family level and the professional level and therefore affect how they interact with others or that sometimes they may create problems with themselves and others. One of the most important qualities that overwhelms people with emotional intelligence that enhances their communication skills:

- Ability to understand others' situations and empathy .
- Make and maintain multiple friendships .
- Ability to resolve disputes and conflicts.
- Express their feelings even if mixed feelings .
- Confronting problems with high confidence .
- Independence of opinion and trying to understand things.

Undoubtedly, experts say that there are factors that help to develop emotional intelligence and thus develop their communication skills, including: a) Attention to verbal communication, b) Facial expression, c) Body language and gestures, d) Reduce stress level, e) Stay positive, f) Stay connected to your passion, emotional intelligence (EI) and communication skills can be developed through exercise, practice and self-monitoring.

Therefore, Emotional intelligence affects our daily relationships positively as it helps to make correct and balanced decisions where you can balance mind and emotion. Emotional intelligence helps us to cultivate strong social relationships and successful professional relationships because we apply empathy. It also contributes greatly to the resolution of conflicts in a professional and intelligent way because emotionally intelligent people have the ability to control and manage their emotions as they may face their problems wisely.

In other words we can defined the “Emotional intelligence as a talent for understanding, feeling, and using these feelings as a basis to influence human communications”. In fact, it is one’s ability to recognize emotions to motivate himself/herself and to manage the emotions in communicating with people, it is one’s ability to monitor the emotions of themselves and other people in order to use this information to differentiate between people and guide their thoughts and actions. Where many researchers believe that emotional intelligence contributes more than 80% of the individual's probability of success or failure in life, while traditional intelligence contributes less than 20%, and that means the individual social relation will be affected by his /her possess of emotion intelligence skills , also this skills will effect on the groups and teams relationship and according to (Samiuddin et al., 2017) The team emotional intelligence is frequently marked down as a cure for challenging interpersonal problems.

EI plays a significantly important role in listening comprehension due to its core skills: 1) emotional awareness 2) ability to manage emotions 3) problem solving. All these elements are presumed to be crucial to the development of listening. In addition to this, EI is an interpersonal skill and innate potential on achievements. According to Jahandar, Khodabandehlou, Seyedi, and Mousavi Dolatabadi (2012), emotional intelligence can play a more significant role in learning receptive skills such as listening comprehension that can be enhanced and developed by

environment and experience that it is assumed to be one of the major variables in promoting EFL learners.

Problem-solving is a basic and major issue in people's life. Every human being meets problems to be solved in any way. The whole human capacity including energy, motivation, emotions, experiences, cognitive abilities is wasted in solving problems (Yalin & Sozen, 2015).

Aghasafari's (2006) revealed a significant relationship between overall emotional intelligence measure and listening comprehension strategies. The study by Hasanzadeh and Shahmohamadi (2011) looked into the interrelatedness of emotional intelligence and listening strategies of 100 university learners majoring in different fields. The administration of Bar-On's EQ-i and Strategies Inventory pinpointed a significant relationship between the learners' emotional intelligence and their listening strategies .

Farahani study revealed a significant relationship between the problem solving component of emotional intelligence and listening comprehension. With respect to the fact that EI is developmental (Davies, Stankov & Roberts, 1998; Mayer, Salovey & Caruso, 2000), language learners need to be trained emotionally. Concerning the mediatory role of emotions between sensory input and cognition, having a high level of emotional quotient is expected to facilitate learners' better understanding of input. Teachers are therefore suggested to teach their learners to handle the listening task by employing appropriate problem solving strategies when they are situated in a puzzling context and this is an aspect of training EI in learners. Teachers can also direct learners towards learning more about their feelings and emotions and strengthen their positive emotions. Furthermore, being aware of their own emotions can help learners in establishing goals, monitoring their success in carrying out activities and appraising what they have performed. These are the strategies that learners can use considering their emotional intelligence.

METHODOLOGY DESIGN AND PROCEDURE

Our Population is the faculty members of the 10 public universities in Jordan around (5000) members a sample of (3) universities; Yarmouk, Jordan University Of Science and Technology (JUST) and Jordan (Largest Universities). A (100) random sample has been chosen from the three universities. We will measure the five skills required in language-based communication and listed in five main headings are as following: (1) speaking (Actually opening the verbal inline to the outside; (2) writing (self-expression; (3) reading (visual listening); (4) listening (silent testimony to self); (5) Thinking (man's self-realization effort) (Ergin and Birol, 2000; Ustundag, 2006), and if they have the Daniel Goleman's five domains of Emotional Intelligence which are: (1) Self-Awareness – It is the ability to perceive and interpret one's emotions. These people are

aware of their strengths and weaknesses, (2) Manage Emotions – It is the ability of an individual to manage and govern one's emotions, (3) Social Skills – It is the ability to connect with others and maintain a harmonious relationship, (4) Empathy – It is the ability to understand others feelings, and (5) Motivation – It is the internal drive that forces people to achieve things . Data will be collected from the sample through a questioner which developed by the researchers for study purpose.

The questioner is composed of (11) questions. Each question should be answered by the participant and then using a Likert scale that has 5 options ranging from strongly agree to strongly disagree.

HYPOTHESES

The Study is based on two main hypotheses:

- H1: There is a positive relationship between emotional intelligence and communication for the Jordanian faculty members .
- H2: There is a relationship between the five skills required in language-based communication and Daniel Goleman's five domains of Emotional Intelligence for the study sample.

DATA ANALYSIS

The following statistical treatments through statistical software packages (SPSS) were used:

- Frequencies and percent's for demographic information
- Means and standard deviation for study field
- To test validity of Hypotheses correlation, and linear regression test were applied.

Sample of the study

It consisted of (100) person, and they were randomly selected from the population of the study. Table (1) shows the distribution of individuals according to the personal variables.

Table 1: Frequency and percentage for demographic information (n=100)

Variable		Frequency	Percentage
Gender	Male	63	63%
	Female	37	37%
University	Yarmouk	50	50%
	Science and Technology	30	30%
	Jordan Un.	20	20%
Total		100	100%

Instrument

To achieve the objectives a questionnaires was developed to obtain the responses of the study sample members by:

Formed section One:

In this section it will include Daniel Goleman’s five domains of Emotional Intelligence which are: (1) Self-Awareness – It is the ability to perceive and interpret one’s emotions. These people are aware of their strengths and weaknesses, (2) Manage Emotions – It is the ability of an individual to manage and govern one’s emotions. (3) Social Skills – It is the ability to connect with others and maintain a harmonious relationship. (4) Empathy – It is the ability to understand others feelings, and (5) Motivation – It is the internal drive that forces people to achieve things.

Formed section Two:

In this section it will include the five skills required in language-based communication and listed in five main headings are as follows: (1) speaking (Actually opening the verbal inline to the outside; (2) writing (self-expression; (3) reading (visual listening); (4) listening (silent testimony to self); (5) Thinking (man’s self-realization effort).

1. Reliability Test:

The total Cronbach alpha coefficient was applied for two section:

- total Cronbach alpha coefficient for Daniel Goleman’s Emotional Intelligence section was (0.70), which is a high coefficient to apply the study purposes.
- total Cronbach alpha coefficient for skills required in language-based communication and section was (0.78), which is a high coefficient to apply the study purposes.

Scale:

Questionnaire consists of (11) questions, where the researchers used Likert scale to include five some in order to gauge the views of the study sample members, was given Strongly agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1), and by setting signal (\surd) in front of the answer, which reflect the degree of consent, it has also been relying on the following classification of the rule on the averages as follows:

- Less than the 2.33 Low.
- From 2.34 to 3.66 Medium
- More than the 3.67 High

The findings

This part present the findings of the study which aims to investigate "How Emotional Intelligence (EI) affect communication skill of Jordanian Academics? And to describe the pivotal role Emotional Intelligence (EI) plays in establishing high level of communication skills that are vital to universities relationships networks".

- **Emotional Intelligence**

Table 2: Means and standard deviation for Emotional Intelligence (n= 100)

No	Questions	Mean	Standard Deviation	Agreement Degree
1	I have the ability to perceive and interpret my emotions .	4.50	2.03	High
2	I am aware of my strengths and weaknesses.	4.35	0.64	High
3	I have the ability to manage and govern my emotions in different situation .	3.88	0.92	High
4	I have the ability to connect with others and maintain a harmonious relationship .	4.18	0.78	High
5	I have the ability to understand others feelings .	4.10	0.83	High
6	I have the internal drive that forces me to achieve things .	4.26	0.81	High
Average Means		4.21	0.60	High

Table (2) shows that the highest means reached (4.50) out of (5) for Question (1) "I have the ability to perceive and interpret my emotions" by High agreement degree, and the lowest means was (3.88) for Question (3) "I have the ability to manage and govern my emotions in different situation" by High agreement degree, and means reached (4.21) for Emotional Intelligence section as hole, by High agreement degree.

- **Skills required in language-based communication**

Table 3: Means and standard deviation for Communication Skills (n= 100)

No	Questions	Mean	Standard Deviation	Agreement Degree
1	I have speaking skills .It is easily and I don't face difficulties in this .	4.46	0.72	High
2	I have writing (self-expression) skills .	4.18	0.94	High
3	I have reading skills .	4.36	0.79	High
4	I have listening skills .	4.24	0.74	High
5	I have thinking (self-realization effort) skills .	4.37	0.72	High
Average Means		4.32	0.53	High

Table (3) shows that the highest means reached (4.46) out of (5) for Question (1) "I have speaking skills .It is easily and I don't face difficulties in this" by High agreement degree, and the lowest means was (4.18) for Question (2) "I have writing (self-expression) skills" by High agreement degree, and means reached (4.32) for skills required in language-based communication section as hole, by High agreement degree.

Hypotheses of the study

H1: There is a positive relationship between emotional intelligence and communication for the Jordanian faculty members.

To test this Hypothesis Person correlation test was applied between emotional intelligence and communication for the Jordanian faculty members, as following:

Table 4: Correlation coefficients between emotional intelligence and communication skills

		Communication skills
emotional intelligence	Pearson Correlation	.552**
	Sig. (2-tailed)	.000
	N	100

Table (4) shows that there are positive relationship between emotional intelligence and communication for the Jordanian faculty members, person correlation was (.552), by sig (.000)

H2: There is a relationship between the five skills required in language-based communication and Daniel Goleman’s five domains of Emotional Intelligence for the study sample.

To test this Hypothesis Person correlation test was applied between the skills questions required in language-based communication and Daniel Goleman’s questions of Emotional Intelligence for the study sample, as following:

Table 5: Person Correlation coefficients between emotional intelligence questions and communication skills questions

		I have speaking skills .It is easily and I don’t face difficulties in this .	I have writing (self-expression) skills .	I have reading skills .	I have listening skills .	I have thinking (self-realization effort) skills .
I have the ability to perceive and interpret my emotions .	Pearson Correlation	.195	.117	.133	.148	.142
	Sig. (2-tailed)	.052	.246	.186	.142	.159
	N	100	100	100	100	100
I am aware of my strengths and weaknesses.	Pearson Correlation	.108	.146	.309**	.162	.045
	Sig. (2-tailed)	.286	.146	.002	.108	.658
	N	100	100	100	100	100

I have the ability to manage and govern my emotions in different situation .	Pearson Correlation	.267**	.294**	.394**	.131	.341**
	Sig. (2-tailed)	.007	.003	.000	.193	.001
	N	100	100	100	100	100
I have the ability to connect with others and maintain a harmonious relationship .	Pearson Correlation	.139	.245*	.189	.308**	.078
	Sig. (2-tailed)	.168	.014	.059	.002	.442
	N	100	100	100	100	100
I have the ability to understand others feelings .	Pearson Correlation	.243*	.364**	.438**	.468**	.425**
	Sig. (2-tailed)	.015	.000	.000	.000	.000
	N	100	100	100	100	100
I have the internal drive that forces me to achieve things .	Pearson Correlation	.279**	.310**	.216*	.114	.439**
	Sig. (2-tailed)	.005	.002	.031	.260	.000
	N	100	100	100	100	100

Table (5) shows that:

- There are positive relationship between all emotional intelligence questions and all communication skills questions. Highest person correlation reached (.468) for question which states "I have the ability to understand others feelings", between question which states "I have listening skills". There are a statistically a significant positive relationship between question which states "I have reading skills" and question which states "I am aware of my strengths and weaknesses" at significant level ($\alpha \leq 0.05$), where Pearson Correlation reached (0.309) by statistically significant (0.002). Also, There are a statistically a significant positive relationship between question which states" I have speaking skills .It is easily and I don't face difficulties in this", and question which states" I have the ability to manage and govern my emotions in different situation" at significant

level ($\alpha \leq 0.05$), where Pearson Correlation reached (0.267) by statistically significant (0.007). And, There are a statistically a significant positive relationship between question which states "I have writing (self-expression) skills", and question which states "I have the ability to manage and govern my emotions in different situation" at significant level ($\alpha \leq 0.05$), where Pearson Correlation reached (0.294) by statistically significant (0.003).

- There are a statistically a significant positive relationship between question which states "I have reading skills", and question which states "I have the ability to manage and govern my emotions in different situation" at significant level ($\alpha \leq 0.05$), where Pearson Correlation reached (0.394) by statistically significant (0.000). Table (5) shows, there are a statistically a significant positive relationship between question which states "I have thinking (self-realization effort) skills." and question which states "I have the ability to manage and govern my emotions in different situation" at significant level ($\alpha \leq 0.05$), where Pearson Correlation reached (0.341) by statistically significant (0.001). And, there are a statistically a significant positive relationship between question which states "I have writing (self-expression) skills.", and question which states "I have the ability to connect with others and maintain a harmonious relationship" at significant level ($\alpha \leq 0.05$), where Pearson Correlation reached (0.245) by statistically significant (0.014). Moreover, there are a statistically a significant positive relationship between question which states "I have listening skills", and question which states "I have the ability to connect with others and maintain a harmonious relationship" at significant level ($\alpha \leq 0.05$), where Pearson Correlation reached (0.308) by statistically significant (0.002). Also, there are a statistically a significant positive relationship between question which states "I have speaking skills. It is easily and I don't face difficulties in this", and question which states "I have the ability to understand others feelings." at significant level ($\alpha \leq 0.05$), where Pearson Correlation reached (0.243) by statistically significant (0.015).
- There are a statistically a significant positive relationship between question which states "I have writing (self-expression) skills", and question which states "I have the ability to understand others feelings." at significant level ($\alpha \leq 0.05$), where Pearson Correlation reached (0.364) by statistically significant (0.000). Also, there are a statistically a significant positive relationship between question which states "I have reading skills", and question which states "I have the ability to understand others feelings." at significant level ($\alpha \leq 0.05$), where Pearson Correlation reached (0.438) by statistically significant (0.000). And, there are a statistically a significant positive relationship between question which states "I have listening skills", and question which states "I have the ability to understand others feelings." at significant level ($\alpha \leq 0.05$), where Pearson Correlation reached (0.468) by statistically significant (0.000).

- There are a statistically a significant positive relationship between question which states "I have thinking (self-realization effort) skills.", and question which states "I have the ability to understand others feelings." at significant level ($\alpha \leq 0.05$), where Pearson Correlation reached (0. 425) by statistically significant (0.000). Additionally, there are a statistically a significant positive relationship between question which states " I have speaking skills .It is easily and I don't face difficulties in this", and question which states " I have the internal drive that forces me to achieve things." at significant level ($\alpha \leq 0.05$), where Pearson Correlation reached (0. 279) by statistically significant (0.005). Also, there are a statistically a significant positive relationship between question which states "I have writing (self-expression) skills", and question which states "I have the internal drive that forces me to achieve things" at significant level ($\alpha \leq 0.05$), where Pearson Correlation reached (0. 310) by statistically significant (0.002).
- There are a statistically a significant positive relationship between question which states "I have reading skills", and question which states "I have the internal drive that forces me to achieve things" at significant level ($\alpha \leq 0.05$), where Pearson Correlation reached (0. 216) by statistically significant (0.031). Moreover, there are a statistically a significant positive relationship between question which states "I have thinking (self- realization effort) skills. ", and question which states "I have the internal drive that forces me to achieve things" at significant level ($\alpha \leq 0.05$), where Pearson Correlation reached (0.439) by statistically significant (0.000).

All other correlation coefficients were weak positive, but weren't statistically significant.

CONCLUSION

The findings of the study showed that: Most of Jordanian Academics have a feeling of a high level of Emotional Intelligence and they agree for the vital roll of Emotional Intelligence and its influence on their communication skills, and they help them on university relationships networks. The analysis also, showed there is a positive relationship between emotional intelligence and communication skills for the Jordanian academics, which implies more attention from the academics institutions for enhancement of the communication skills of their academics in order to improve the educational processes.

The analysis also, conclude that, there is a weak correlation between skills required in language-based communication and Daniel Goleman's questions of Emotional Intelligence for the Jordanian Academics.

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