

# The Degree Of Availability Of Emotional Intelligence Among Faculty Members At Yarmouk University

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## Abstract

The study aimed to identify the degree of availability of emotional intelligence among faculty members at Yarmouk University, and the study used the descriptive approach, and a questionnaire consisting of (17) items as a tool for data collection, and the study sample reached (350) faculty members at Yarmouk University, and the results revealed that the degree of availability of emotional intelligence among faculty members was high, and there were no statistically significant differences in the degree of availability of emotional intelligence attributed to the variables of the study (gender, college, academic rank, and years of experience). The study recommended maintaining the high level of emotional intelligence among faculty members at Yarmouk University in the areas of (emotion management, emotion regulation, and emotional knowledge).

**Keywords:** Al-Yarmouk University, Emotional Intelligence, Faculty Members.

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## 1. INTRODUCTION

The concept of emotions is a broad concept that includes all emotional states in their various forms, such as love, hatred, anger, fear, disappointment, joy, happiness, sadness and others, which are emotions that contribute to building the personality of the individual along with thinking and behavior. They play an important role in the individual's experience of reality, sense of self, and orientation towards others (Dwivedi, 2025). Emotions are related to a person's traits, behavior, motivation, needs and activities (Tasci and Titrek, 2021). Emotional experiences are also important in terms of their impact on the components of personality and the individual's ability to interact and adapt to the environment, as well as affect the individual's performance and the level of his abilities and skills, especially at work. Emotional states are accompanied by internal physiological changes and external expressive manifestations that often express the type of emotion (Krishnan and Awang, 2025). Emotional Intelligence Theory appeared in (1900), and it showed the importance of developing a theory that assumes a new type of intelligence that takes into account the individual differences between individuals to process emotional information (Ayasrah and Aljarrah, 2020), and the theory of emotional intelligence is based on the fact that various life events include important emotional information that must be processed in ways that differ from the methods of processing cognitive information, so the individual's ability to know his emotions and the emotions of others increases his effectiveness and efficiency in solving life problems that Confronting Him (Chaidi and Drigas, 2022). It was also found that there are a number of theories that contributed to clarifying the concept of emotional intelligence, and defined it with several definitions, all of which agreed on the existence of four basic components of emotional intelligence: perceiving, organizing, understanding emotions in oneself and others, and benefiting from this knowledge (Antonopoulou, 2024). Emotional intelligence is also associated with many social, educational, health and professional fields. Studies in the past few years have also provided strong support on the importance of the concept of emotional intelligence in the educational field, whether at the level of individual practice, the level of competence, or at the level of management (Maritza Palma-Luengo et al, 2025). Thus, the researchers believe that emotional intelligence is the ability to recognize, understand and manage emotions, and it plays a vital role in academic teachers within universities. Because they are able to build good relationships with students and with co-workers. This contributes to a positive learning environment (Ahmed et al, 2016). Because emotional intelligence enables them to deal with pressures and challenges facing universities, such as rapid changes in educational policies (Botey et al, 2020). Academy teachers can use emotional intelligence to develop a supportive learning environment.

By understanding students' feelings and needs, they can make better decisions regarding academic guidance (Dornelles and Crispim, 2021). Investing in the development of faculty emotional intelligence can lead to sustainable positive outcomes for universities, contributing to improving the learning environment and fostering positive relationships, ultimately leading to greater academic success and outstanding career performance (Karamanlioğlu et al, 2020).

## **2. The problem of the study and its questions.**

The researchers noted that some faculty members lack sufficient awareness of the concept of emotional intelligence in improving their job performance, as there may be between the members themselves a weak communication between them, which leads to a lack of understanding of their needs and challenges and negatively affects the work environment, and reflects on academic performance. The researchers noted that some faculty members deal with stress and challenges differently, affecting how they manage the team, leading to a sense of frustration among faculty. These observations could serve as a starting point for the current study, by exploring how emotional intelligence affects improved relationships within the university and the impact on academic performance of faculty. Based on the above, it was necessary to research the degree of availability of emotional intelligence in its dimensions (emotion management, self-motivation, emotion regulation and social skills) among faculty members at Yarmouk University from their point of view, by answering the following questions:

- 1- What is the level of availability of emotional intelligence for faculty members at Yarmouk University?
- 2- Are there statistically significant differences at the level of significance ( $\alpha=0.05$ ) in the estimates of the study sample members for the level of emotional intelligence level of faculty members at Yarmouk University due to variables (gender, college, academic rank, and years of experience)?

### **2.1. Study Objectives**

The study aims to:

- Identify the level of emotional intelligence of faculty members at Yarmouk University.
- Revealing the significance of the differences in the estimates of the study sample members on the level of emotional intelligence of faculty members at Yarmouk University due to variables (gender, college, academic rank, and years of experience), in order to investigate and identify these differences.

## **2. 2. The Significance of the study:**

The importance of the study appears as follows:

### **2. 2. 1. First: Theoretical Significance.**

The Significance of the study stems from the importance of its subject, which is to reveal the degree of availability of emotional intelligence among faculty members at Yarmouk University from their point of view, and this study - within the limits of the researchers' knowledge - is one of the first studies that were conducted at Yarmouk University, and it is hoped that this study will contribute to providing Arab libraries with a study on emotional intelligence among faculty members at Yarmouk University, for its impact on achieving the goals of the educational process.

### **2. 2. 2. Second: Applied Significance It is hoped that the results of the current study will benefit:**

- Academic leaders, policy makers, and decision-makers at the university, providing them with feedback on the emotional intelligence of faculty members.
- Officials at Yarmouk University, where the results of the study will provide them with feedback on providing them with feedback on the emotional intelligence of faculty members, and its importance in the conduct of the educational process and its achievement of its goals.
- Faculty members, where the results of this study will provide them with feedback on the degree of availability of emotional intelligence, which is supposed to maintain this level, because of its usefulness in the teaching and learning processes.
- Researchers so that they open new horizons for them to conduct more studies in various aspects related to the subject of study, in addition to the tool used that would provide a rich source of information, and a reference they use to maintain this type of intelligence among faculty members, which reflects positively on the university.

### **2. 2. 3. Terminological and procedural definitions:**

The current study included the following terms:

-Emotional intelligence: "a number of emotional skills necessary for university workers to succeed in their professional interactions and their ability to deal with divergent work situations" (Musonda et al, 2019).

-It is defined procedurally as: the total score obtained by the examinee on the emotional intelligence scale used in the study, which is specified in its fields (emotion management, emotion regulation, and emotional knowledge).

### 2.3. Study Scope and Limitations

**Theoretical limitation:** The study discusses the degree of emotional intelligence availability of faculty members in Al-Yarmouk University.

**Sample limitations:** The study sample consists only of faculty members in Al-Yarmouk University.

**Place limitation:** The study sample consists of faculty members of the Scientific and Humanities faculties in Al-Yarmouk University.

**Time limitation:** The first semester of 2023-2024 academic year.

**Empirical limitations:** The generalization of the results of this study relies mainly on the study instrument and its psychometrics properties, validity, and reliability of the data.

## 3. LITERATURE REVIEW

This section dealt with previous studies relevant to the subject of the current study that were reached, and they were presented in chronological order from newest to oldest: Liu et al (2024). presented a study to look for prosperity in a challenging learning environment from leaders beyond traditional leadership roles. Leaders must possess a strong mindset and the ability to control their emotions, which ultimately improves organizational functioning. Although emotional intelligence is recognized as a critical factor influencing job performance in various industries, its specific impact on the higher education sector is considerably less attentive. This study used a quantitative survey approach to examine the emotional intelligence of university academics and its effects on their performance at work. The survey surveyed 293 respondents from five universities in China's Henan Province. The results showed a statistically significant positive relationship between emotional intelligence and job performance. Research suggests that higher levels of emotional intelligence – including self-awareness, emotion regulation, motivation, and social skills—are associated with better job performance. This relationship is supervised by personal characteristics, organizational support, and cultural context. These findings highlight the importance of integrating emotional intelligence into educational leadership, continuing professional development (CPD) and induction training programs for academics, not only to facilitate teaching and learning processes but also to enhance the overall educational ecosystem. Pooja & Ribeiro (2024). also presented a study aimed at identifying the assessment of emotional intelligence factors and their impact on burnout among faculty members in higher education institutes in India, the descriptive survey approach and the questionnaire were used as a tool for collecting data, the study sample consisted of (114) assistant professors in higher education institutes in India, multiple regression was performed to predict the impact of emotional intelligence factors, namely: Emotion, well-being, self-control, and socializing. These variables significantly predicted burnout, out of all four factors of emotional intelligence, and the results showed that emotional intelligence plays a major role in reducing the fatigue that faculty members face due to the multiple responsibilities assigned to them. The study of Jamasali (2023). looked at identifying the emotional intelligence of faculty members in public higher education institutions in Solo, the Philippines, the correlational descriptive approach was used, and the questionnaire is a tool for data collection, the study sample consisted of (200) faculty members, the results showed that the level of emotional intelligence among faculty members was large, and the results showed that there were statistically significant differences in the level of emotional intelligence among faculty members attributed to the gender variable in favor of females, and to the variable of years of experience in favor of 10 years and more, And for the age variable in favor of those over 51 years old. The study of Tasc G and Titrek O (2021), whose main goal is to investigate the emotional intelligence of faculty members based on their professional stage and gender. In the study, a mixed method was used to determine the emotional intelligence of faculty members and reach generalizable results. The appropriate sampling method was used in the quantitative study, while the quota sampling method was used in the qualitative section. The quantitative department sample included faculty members at different stages of their careers. In the qualitative dimension, the sample included faculty members who participated in the quantitative application. The results of the quantitative study showed that there are statistically significant differences between

the emotional intelligence competencies of female and male faculty members in the workplace based on the dimensions of self-awareness. The results of the qualitative study revealed differences between the dimensions of emotional intelligence, especially based on the professional stage and gender. Recommendations are made based on the results of the study. Buri, Sliškovi & Penezi (2019). looked at the correlations between the separate emotions that teachers typically experience while teaching and interacting with students (i.e., joy, love, anger, despair) and emotional action strategies (i.e., deep representation and two types of superficial representation—hiding and pretending emotions) over time. To achieve these research objectives, a two-wave panel design and modeling of overlapping delay structural equations were applied. An initial sample of 2022 teachers filled out questionnaires with a time difference of 6 months. The results showed that teachers' feelings and emotional work are related to each other over time. Love positively predicted deep representation, while anger positively predicted hiding and pretending emotions over time. The opposite direction of correlation was also proven - deep representation positively predicted joy, while concealment of emotions favorably predicted despair. The findings highlight the importance of a separate approach to emotions and a triple approach to emotional work when examining their interrelationships, and may have important practical implications in promoting teachers' emotional well-being.

### 3. 1. Comment on previous studies:

Previous studies constituted the main source of many important information that directed researchers towards this study, in terms of identifying the problem, formulating it, its methodology, society, variables and appropriate procedures to achieve its goals, in addition to its orientation towards many references, research and appropriate studies, and enabled them to form a comprehensive perception of the theoretical frameworks that should be included in the current study, as well as benefit from them in discussing the results, and by indicating the aspects of agreement and differences among them. The current study was characterized by its subject, society, sample, variables and time, as it focused on emotional intelligence among faculty members at Yarmouk University, and within the limits of researchers' knowledge of this study from recent Arab studies that dealt with emotional intelligence. This study was also characterized by its variables, as it focused on studying the differences in the light of variables (gender, college, academic rank, and years of experience).

## 4. STUDY METHODOLOGY

The descriptive survey method is used in this study, due to its compatibility with the objectives on this study.

- Population of the study: All faculty members in Al-Yarmouk University counting to (1110) members. According to the statistics of the human resources department in Al-Yarmouk University for 2024.

- Study Sample: The sample was randomly chosen, consisting of (350) faculty members in the scientific and humanities faculties in Al-Yarmouk University. See "Table 1" below:

**Table 1:** Sample demographics.

Variable	Sub variable	Frequency	Percentage
Gender	Male	140	40%
	Female	210	60%
	Total	350	100%
Faculty	Scientific	125	35.7%
	Humanities	225	64.3%
	Total	350	100%
Rank	Professor	120	34.3
	Associate Professor	80	22.9
	Assistant Professor	150	42.9
	Total	350	100%
Years of Experience	Less than 5	99	28.3
	5-10 years	176	50.3
	10+ years	75	21.4

	<b>Total</b>	<b>350</b>	<b>100%</b>
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#### 4.1. Study Instrument

A questionnaire was developed to collect the data necessary to achieve the objectives of the study, consisting of two parts, the first part: included the personal data of the respondent (gender, college, academic rank, and years of experience), and the second part: (to measure the level of emotional intelligence among faculty members at Yarmouk University), In order to formulate the scale, reference was made to the theoretical literature and previous studies related to the topic, such as the study of: Al-Tal et al (2017), Liu et al (2024), Pooja & Ribeiro (2024), and Jamasali (2023), where (17) paragraphs were drafted distributed over three areas: the field of emotion management and has (7) paragraphs, the field of emotion regulation and has (5) paragraphs, and the field of emotional knowledge has (5) paragraphs.

#### 4.2. Study Instrument Validity

Authenticity of the study tool The authenticity of the tool was verified after presenting it to a committee of experts, consisting of (10) arbitrators in the fields of (education, teaching methods, and curriculum) in various Jordanian universities. The Commission had made observations on the truthfulness of the words in terms of form and substance and had made suggestions on the wording and precision of the phrases. After reviewing the Committee's observations and proposed amendments, phrase (9, 12, and 13) was redrafted and amended, and phrases (2 and 6) were deleted accordingly. Thus, the questionnaire will consist of (17) statements only.

#### 4.3. Construct Validity

Pearson's correlation coefficient values for the sections and the values of each section with the overall axis were also calculated and shown in "Table 2".

**Table 2:** Pearson's Correlation Coefficient values between the sections and the overall axis.

The first axis: Emotional Intelligence level of faculty members from their perspective.				
Correlation	Emotion Control	Emotion Regulation	Self-Awareness	Emotional Intelligence of Faculty members
Emotion Control	1			
Emotion Regulation	** .739	1		
Self-Awareness	** .793	** .763	1	
<b>Overall Axis</b>	<b>** .921</b>	<b>** .899</b>	<b>** .910</b>	<b>1</b>

It is noted from the results of Table (2) that the values of the correlation coefficients of the domains (emotional intelligence) with their axis, and the values of the correlation coefficients of the fields with each other were appropriate, as the values of correlation with the axis as a whole ranged between (0.899-0.959), and these values are suitable to achieve the purposes of the current study, as they corresponded to the results of the (Pooja & Ribeiro study, 2024: 5).

#### 4.4. Study Instrument Reliability

For the purposes of verifying the reliability of the internal consistency of the instrument, Cronbach's Alpha was used  $\alpha$  based on the data of the first application of the survey sample, and for the purposes of verifying the stability stability (Test-Retest), for the tool and its axes and their fields, it was reapplied to the survey sample with an interval of two weeks between the two applications, then according to the Pearson Correlation coefficient between the values of the two applications, and "Table 3" shows the coefficients of stability of internal consistency and stability stability of the tool.

**Table 3:** Cronbach's Alpha and Test-Rest Reliability of the questionnaire.

The first axis: Emotional intelligence among faculty members at Yarmouk University			
Section	Cronbach's Alpha	Test-Retest reliability	No of statements
Emotion Control	0.86	0.84	7
Emotion Regulation	0.84	0.71	5
Self-Awareness	0.85	80.0	5
<b>Overall Axis</b>	<b>-</b>	<b>0.86</b>	<b>17</b>

It is noted from Table (3) that the values of Cronbach alpha stability coefficients for the fields of the axis (emotional intelligence) ranged between (0.84-0.92), while the values of stability stability for the fields of the same axis ranged between (0.71-0.84), and the value of the re-stability coefficient as a whole was (0.86), and these values are appropriate, and make the tool applicable to the original sample.

#### 4.5. Questionnaire Grading

The Relative Gradient was used to grade the *Mean* intervals of the questionnaire and the sections it represents and the statements of these sections by dividing the numbers (1-5) into (5) intervals for each level (1-5/5=.080). See "Table 4".

**Table 4:** Grading key for the questionnaire's means

Level	Mean intervals
Very High	5-4.2
High	4.19-3.40
Average	3.39-2.6
Low	2.59-1.8
Very Low	1.8-1

### 5. STUDY VARIABLES

Mediating variables:

- Gender (Male/Female).
- Faculty (Scientific/Humanities).
- Academic Rank (Assistant Professor, Associate Professor, Professor).
- Years of Experience (less than 5 years, 5-10 years, and 10+ years).

Main Variable

- Emotional intelligence level of faculty members in Al-Yarmouk University.

#### 5.1. Presentation and discussion of results

**First:** The results of the first question, and its discussion, which stated: "What is the degree of availability of emotional intelligence among faculty members at Yarmouk University?". To answer this question, the arithmetic means and standard deviations of the degree of availability of emotional intelligence among faculty members at Yarmouk University were calculated, and "Table 5" shows this.

**Table 5:** Arithmetic Mean and Standard Deviations of the Axis of Availability of Emotional Intelligence among Faculty Members at Yarmouk University on Domains in Descending Order.

Rank	Section No	Section	m	SD	Level
1	1	Emotion Control	3.98	0.58	High
2	2	Emotion Regulation	3.78	0.75	High
3	3	Self-Awareness	3.76	0.60	High
Total			3.86	0.56	High

It is noted from the results in Table (5) that the arithmetic means of the areas of the degree of availability of emotional intelligence among faculty members at Yarmouk University were between (3.76-3.98), and all of them were classified according to their arithmetic circles within a high level, the reason for the high level of emotional intelligence among faculty members at Yarmouk University is due to the nature of the university environment, as it is a social environment dominated by dialogue and social communication, which gives faculty members the ability to discover the feelings and feelings of others, and understand the feelings of surrounding individuals. and communicate with others, all of which are essential skills and abilities for emotional intelligence. The reason for this is that emotional intelligence in the field of managing and regulating emotions leads to controlling emotions when faced with disturbing situations, and the ability to convert negative feelings into positive, and in the field of regulating emotions, it leads to taking responsibility for their feelings and calm from doing the work entrusted to them. The researchers believe that the availability of emotional intelligence among faculty members in the fields of (emotion management, emotion regulation, and emotional knowledge) is important because it gives them the ability to manage their personal emotions, and the ability to control and control negative emotions such as anxiety, tension and work



pressures that he is constantly exposed to due to the nature of the work and the challenges in it, and thus gives him the ability to solve problems that occur in the work environment, and gives him the ability not to let his emotions affect his work, the results of the current study agreed with the results of (Liu et al, 2024) study, and a study (Jamasali, 2023) that showed that the level of emotional intelligence among faculty members was significant.

### 5.2. Emotion Control

The arithmetic means and standard deviations of faculty members' estimates of the degree of availability of emotional intelligence among faculty members at Yarmouk University were calculated on the paragraphs of the field of (emotion management), taking into account their descending order according to their total arithmetic means, and "Table 6" shows this:

**Table 6:** Mean and standard deviation values of the statements regarding Emotion Control

Rank	No	Statement	m	SD	Level
1	1	Controls emotions when taking a decision	4.05	0.85	High
2	2	Maintains hope and optimism when defeated	4.04	0.86	High
3	3	Controls emotions when facing risks	4.04	0.86	High
4	4	Positively invest time	3.97	0.87	High
5	5	Calm under any pressure	3.93	0.92	High
6	6	When challenged, loses the sense of time.	3.93	0.91	High
7	7	Easily changes negative emotions into positive ones.	3.91	0.91	High
<b>Emotion Control</b>			<b>3.98</b>	<b>0.58</b>	<b>High</b>

It is clear from the results in Table (6) that the arithmetic means of the estimates of the sample members of the level of availability of emotional intelligence among faculty members at Yarmouk University on the paragraphs of the field of emotion management ranged between (3.91-4.05), where all paragraphs came at a high level and numbered (7) paragraphs, and the value of the total arithmetic mean for the field of emotion management was (3.98), and the value of its standard deviation was (0.58), and at a high level. The reason for this is that the faculty members at Yarmouk University, as a result of their field, scientific and practical experience, dealt with many problems that gained them expertise and experience to control and manage their emotions in an effective manner, and they have the ability to absorb those they deal with, and suppress their anger.

### 5.3. Emotion Regulation

The arithmetic means and standard deviations of faculty members' estimates of the level of emotional intelligence were calculated on the paragraphs of the field of (emotion regulation), taking into account their descending order according to their total arithmetic means, and "Table 7" shows that.

**Table 7:** Mean and standard deviation values of the statements regarding emotion regulation.

Rank	No	Statement	m	SD	level
1	8	Able to put emotions away while working.	3.82	1.04	High
2	9	Patient even If the results take long.	3.81	0.93	High
3	10	Enjoys working even if it's boring.	3.81	0.96	High
4	11	Able to perform under pressure	3.80	0.96	High
5	12	Successfully execute important tasks.	3.68	0.96	High
<b>Total</b>			<b>3.78</b>	<b>0.75</b>	<b>High</b>

It is clear from the results in Table (7) that the arithmetic means of the estimates of the sample members of the level of emotional intelligence on the paragraphs of the field of emotion regulation ranged between (3.68-3.82), where all paragraphs came at a high level and numbered (5) paragraphs, and the value of the total arithmetic mean for the field of emotion regulation (3.78), and the value of its standard deviation (0.75), and at a high level. The reason for

this is that faculty members prioritize the university's excellence and progress, and do their best to exert their utmost energies to achieve this, as well as to put the public interest ahead of the private interest, which in turn contributed to guiding the faculty members at Yarmouk University to be patient, to accomplish the work and tasks it does.

#### 5.4. Self-Awareness

The arithmetic means and standard deviations of faculty members' estimates of the level of emotional intelligence were calculated on the paragraphs of the field of (emotional knowledge), taking into account their descending order according to their total arithmetic means, and "Table 8" shows this.

**Table 8:** Mean and standard deviation values of the statements regarding self-awareness

Rank	No	Statement	m	SD	Level
1	13	Confronts negative emotions when taking a personal decision.	3.80	0.97	High
2	14	Feels satisfies with emotions repercussions.	3.78	0.90	High
3	15	Aware of their true feelings.	3.76	0.91	High
4	16	Controls emotions if irritated about something.	3.74	0.89	High
5	17	Show both negative and positive emotions in their daily lives.	3.72	0.88	High
<b>Total</b>			<b>3.76</b>	<b>0.60</b>	<b>High</b>

It is clear from the results in Table (8) that the arithmetic means of the estimates of the sample members of the level of emotional intelligence on the paragraphs of the field of emotional knowledge ranged between (3.72-3.80), where all paragraphs came at a high level, and the number of (5) paragraphs, and the value of the total arithmetic mean for the field of emotional knowledge (3.76), and the value of its standard deviation (0.60), and a high level. The reason for this is that faculty members have the ability to control their emotions properly, and control them according to the nature of the situation and the experience they are going through, as well as their ability to control their emotions and not affect the proper functioning of the administrative process.

**Second: The results of the second question and its discussion, which stated: "Are there statistically significant differences at the level of significance ( $\alpha = 0.05$ ) for the degree of availability of emotional intelligence among faculty members at Yarmouk University due to variables (gender, college, academic rank, and years of experience)?"** The arithmetic means and standard deviations of faculty members' estimates of the degree of availability of emotional intelligence were calculated due to variables (gender, college, academic rank, years of experience), and "Table 9" illustrates this.

**Table 9:** Mean and standard deviation values of responses regarding emotional intelligence sections and study variables

Variables	Sub variables	Stats	Sections			Axis
			Emotion control	Emotion regulation	Self-awareness	
Gender	Male	m	3.98	3.78	3.76	3.85
		SD	0.61	0.77	0.63	0.59
	Female	m	3.98	3.78	3.76	3.86
		SD	0.56	0.73	0.60	0.55
Faculty	Scientific	m	3.93	3.76	3.80	3.84
		SD	0.56	0.66	0.61	0.55
	Humanities	m	4.01	3.79	3.74	3.87
		SD	0.58	0.79	0.60	0.57
Academic rank	Assistant professor	m	4.01	3.82	3.77	3.89
		SD	0.54	0.71	0.55	0.51
		m	3.98	3.72	3.74	3.82



Years of experience	Associated professor	SD	0.55	0.76	0.66	0.55
		m	3.95	3.78	3.76	3.85
	Professor	SD	0.64	0.78	0.63	0.63
		m	3.96	3.75	3.77	3.84
	Less than 5 years.	SD	0.60	0.78	0.61	0.58
		m	3.99	3.84	3.75	3.88
	5-10 years	SD	0.61	0.76	0.61	0.60
		m	3.98	3.68	3.77	3.83
	10+ years	SD	0.43	0.62	0.58	0.42
		m				

It is noted from the results in Table (9) that there are apparent differences between the circles for the degree of availability of emotional intelligence and its fields resulting from the different levels of the study variables; in order to verify the essence of these differences, a quadruple variance analysis was performed according to variables (gender, college, academic rank, and years of experience).

## 6. Gender

The results showed that there was no statistically significant difference between the arithmetic means on any field of the axis of the level of emotional intelligence among faculty members at Yarmouk University due to the gender variable and in all fields. This result is due to the fact that faculty members regardless of their gender see and witness that the faculty members at Yarmouk University are keen to carry out their tasks to the fullest, and the faculty members at Yarmouk University apply the vision and mission of the university. Therefore, their estimates were close and did not differ according to their gender. The results of the current study agreed with the results of the study (Botey et al, 2020), which showed that there is no statistically significant difference in the importance of emotional intelligence attributed to the gender variable. The results of the current study differed with the results of a study (Jamasali, 2023), which showed a statistically significant difference in the level of emotional intelligence of faculty members attributed to the gender variable in favor of females.

## 7. Academic rank

The results showed that there was no statistically significant difference between the arithmetic means in any area of the axis of the level of emotional intelligence among faculty members at Yarmouk University due to the variable of academic rank and in all fields. This result may be attributed to the fact that the academic rank in university education has nothing to do with the reality of the relationship between the boss and subordinates, the results of the current study agreed with the results of a study (Iqbal et al., 2024), which showed that there were no statistically significant differences in the estimates of the sample members for the level of emotional intelligence and job performance attributed to the academic rank variable.

## 8. Years of experience

The results showed that there was no statistically significant difference between the arithmetic means in any area of the axis of the level of emotional intelligence among faculty members at Yarmouk University due to the variable of years of experience. The reason for this is that the study sample and their different years of work experience, they are consistent in their opinion about the reality of emotional intelligence among faculty members at Yarmouk University, meaning that the years of work experience, although important and useful in acquiring experience and knowledge, are applied to all employees fairly, regardless of the years of service at the university. The results of the current study differed with the results of the study (Ahmed et al: 2029), which showed a statistically significant difference in the competencies of emotional intelligence among deans and heads of scientific departments in Iraqi universities, and also differed with the results of the study (Jamasali, 2023), which showed a statistically significant difference in the level of emotional intelligence of faculty members due to the variable of years of experience.

## 9. Study Recommendations

In light of the results and the discussion above, the study recommends the following:

The study recommends faculty members to maintain their level of emotional intelligence in the scope of the four main sections (Emotion control, Empathy, Emotion regulation, and Self-awareness).

Reviewing the literature and studies regarding emotional intelligence, and benefitting from their results, by establishing links with other educational institutes (universities) in order to exchange information and experiences concerning emotional intelligence. Design training programs aimed to elevate the emotional intelligence of public university employees in order to reach a notable performance level, and create a competitive atmosphere regarding emotional intelligence to make it a part of the organizational culture of Jordanian public universities.

Conduct more research about the role of emotional intelligence of faculty members in the public universities in Jordan and its impact on their performance. Moreover, conduct more research on different samples, and compare the results with the results of research conducted in private universities, in order to achieve innovation, excellence, and the global quality standards.

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