

Emotional Intelligence among Arab Community on Campus

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Article Info	ABSTRACT
Article history: Received 1 March 2025 Revised 5 April 2025 Accepted 1 June 2025	Successful students in the higher education system have become the center of concern all over the world. Since emotional intelligence skills have been confirmed by many researchers of their powerful influence in general settings, Arab countries' educational systems have not yet implemented these skills to their educational systems. Therefore, this study was conducted to identify the level of emotional intelligence among Arab university students at University Utara Malaysia and the differences in demographic variables such as gender, age, and academic level for Arab students on Campus. Data obtained from a questionnaire and were distributed randomly to 200 students who represent the total population of Arab students. The emotional Intelligence Instrument was developed by Tapia (1998) and was used to measure the emotional intelligence of students. The results showed that the students have different levels of emotional intelligence, and females have higher emotional intelligence levels than males. ANOVA analysis found that the students scored moderate levels and students were significantly different in relation to age and academic level.
Keywords: Intellectual intelligence Emotional Intelligence University Students	
الكلمات المفتاحية: الذكاء الفكري الذكاء الإنفعالي الجامعة الطلبة	ملخص أصبح نجاح الطلبة في مؤسسات التعليم العالي من الأمور الرئيسية التي يركز عليها العالم. وبالرغم من تأكيد الباحثين على أهمية مهارات الذكاء الإنفعالي للطلبة الى أن العديد من الطلبة في المجتمعات العربية ما زالوا يفتقرون لهذه المهارات في مؤسسات التعليم العالي. لذلك تهدف الدراسة الحالية الى التعرف على مستوى مهارات الذكاء الإنفعالي لدى الطلبة العرب في جامعة أوتارا الماليزية، وكذلك تبين الفروق في مستوى مهارات الذكاء الإنفعالي تبعا لعامل النوع الاجتماعي والعمر والمستوى التعليمي. حيث تم جمع البيانات من 200 من الطلبة العرب الذين يدرسون في جامعة أوتارا الماليزية. وقد تم استخدام مقياس تابيا (1998) لقياس مهارات الذكاء الإنفعالي من الطلبة. وقد أظهرت النتائج بأن مستوى الذكاء الإنفعالي لدى الطلبة كان في المستوى المتوسط. كما وأظهرت النتائج الى وجود فروق في مستوى الذكاء الإنفعالي بين الطلبة تبعا لعامل العمر والمستوى التعليمي وليس النوع الاجتماعي.
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1 Introduction

Successful students in the higher education system have become the center of concern all over the world (Jdaitawi et al., 2013; Al-Mawadieh & Kanan, 2019; Al-Nabrawi et al., 2015). Emotional Intelligence has emerged as an important factor that influences one's success in life. Emotional intelligence is the ability to identify and control one's own emotions, use feelings to generate self-motivation, empathize with others, and maintain goal social relationships. Resources would further add that emotional intelligence is a key factor for individuals to be more successful and satisfied with their lives. Goleman (1995) maintained that an individual's performance is not initially based on intellectual intelligence (IQ) only but also relies on his or her emotional intelligence.

Mayer and Salovey (1990). Mayer & Salovey (1997) defined emotional intelligence as the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotion so as to promote emotional and intellectual growth.

Previous studies have found evidence that emotional intelligence is important to academic success and researchers have found significant differences between academically successful students and unsuccessful students in emotional intelligence level. Low and Nelson (2004) asserted that emotional skills such as assertive communication, self-management, stress management, and positive change are important for college students. They further stated that learning and applying emotional intelligence skills are important in improving the achievement and retention of academically at-risk students. Emotional intelligence may also contribute to academic success by enabling students to manage their time, and stress, and achieve their goals.

Emotional intelligence has been confirmed to be beneficial in many fields. In recent years, there has been a growing recognition of the key role that emotional intelligence can play in our lives. Thus, emotional intelligence has been found to positively correlate with many variables such as academic achievement, emotional health, and adjustment (Elias, Zins & Weissberg, 1997; Adeyemo, 2003). Therefore, in order to succeed, overseas students should be aware of their emotions and those of others to improve their relationship with others and develop their psychological skills. In such a world, having high emotional intelligence is an important characteristic of successful students overseas. In recent years, there has been increasing attention to assessing individual emotional intelligence. However, there are few studies on higher education student's emotional intelligence in the world (Nelson et al., 2007), and no study has been conducted on the level of Arab community emotional intelligence in Malaysia. Therefore, assessment of emotional intelligence is an important factor that affects student adjustment and academic achievement. This study focuses on the emotional intelligence level of the Arab community on the Campus in an attempt to introduce suitable services, guidelines, and recommendations leading to social development. The present study aims at identifying the level of emotional intelligence in light of individual variables such as gender, age, and academic level.

1.1 Objectives of the Study

The objective of this study in general is to look at the level of emotional intelligence (EI) among Arab university students. The objectives of the study are as follows:

- To assess the level of emotional intelligence among Arab University Students.
- To identify the level of emotional intelligence based on the student's gender.
- To identify the different levels of emotional intelligence based on student's age groups.
- To assess the different levels of emotional intelligence based on academic levels.

2 Methodology

This study adopted a quantitative methodology by distributing a questionnaire-based survey. To collect data the study was carried out in the first semester of the 2008-2009 educational years to the emotional intelligence level among the Arab university students. Data obtained from a questionnaire comprised two-part questionnaires. The first part included demographic data which was completed by students. The second part included the Emotional Intelligence Inventory (EQI). Questionnaires were distributed randomly to 200 students who represent the total population of 706 students at University Utara Malaysia. Questionnaires were written in English and Arabic. The sample was randomly selected and was representative of total population of 706 Arab students in UUM.

The instrument consisted of 43 items in total. The Emotional Intelligence instrument measures were adapted from Tapia's instrument which was developed in 1998. This instrument was extracted from previous research done by Koh Bee Hong (1999) which originated from previous research known as the Emotional Intelligence Inventory (EQI). There are five domains of emotional

intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. Items that measure Emotional intelligence are sorted from No.1 to No. 43 of the questionnaire. Four items have been removed to get the high reliability for the self-regulation domain as follows (Criticism is easy for she/he to accept), (it is not too stressful to stop unwanted personal habits such as overeating), (and having low grades do cause them to feel anxious), (traffic jams caused me to lose control). The emotional intelligence instrument used a five-point scale ranged from strongly disagree to strongly agree.

3 Findings

This section reported the result of the study, starting with a descriptive profile of the respondents, presenting the level of EI among the Arabcommunity and the differences in demographic variables such as gender, age, and academic level. As shown in Table 1, the sample of the study consisted of 200 Arab students from the first-semester intake. They are all from Middle East countries or Arab communities with 165 male and 35 female. The age of the respondents ranged from less than 20 years old to 40 years old and above. Most of them were from MPA (Masters Public Admin), PhD programs, and PPA programs.

Table 2. *Description of the Participants*

Variable	Group	Frequency	Attribution
Gender	Male	165	82.5%
	Female	35	17.5%
Age	under 20	15	7.5%
	21-25	79	39.5%
	26-30	70	35.0%
	31-35	18	9%
	35-40	14	7%
	Above 40	4	2%
Academic Level	BA	50	25%
	Master	132	66%
	PhD	18	9%
	Total	200	100%

3.1 Arab Student's Emotional Intelligence Level

Arab Community Emotional Intelligence level on Campus is represented by the extraction of mean and standard deviation calculation as shown in table (2) which indicates that emotional intelligence levels for Arab students are mostly moderate and excellent.

Table 2. *Emotional Intelligence Level*

Variable	Mean	SD	Level
Self-Awareness	2.95	.71	Moderate
Self-Regulation	2.78	.749	Moderate
Motivation	3.37	.682	High
Empathy	2.95	.761	Moderate
Social Skills	2.81	.711	Moderate

(Noor-Azniza Ishak)

Emotional Intelligence	2.82	.591	Moderate
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3.2 Gender and Emotional Intelligence Level among (UUM) Arab Students

According to gender responses in Tables (3 and 4), the percentage was (82.5) for males' responses (17.5) for females. The difference level (EI) between males and females is shown in Table (4) where the emotional intelligence level for females was higher than males.

Table 3. Gender Results

Variable	Frequency	Percent	Valid Percent	Cumulative
Male	165	82.5	82.5	82.5
Female	35	17.5	17.5	17.5
Total	200	100	100	

Table 4. Gender descriptive results

No.	Male	Female	Sig
Mean	2.78	3.00	0.010
SD	.595	.542	

3.3 Age and Emotional Intelligence Levels among (UUM) Arab Students

The emotional intelligence of different ages of students was compared by (ANOVA) as shown by the results for age response in tables (5 and 6). There are different means of each level of age for emotional intelligence among Arab students, and there is a significant difference between six groups ($f= 30.315$, $p=.000$).

Table 5. Age Results

Variable	Frequency	Mean	SD	std Error
Under 20	15	2.0	.561	.145
21-25	79	2.61	.491	.055
26-30	70	2.90	.422	.050
31-35	18	2.89	.323	.076
36-40	14	3.86	.363	.097
Above 41	4	4.00	.000	.000
Total	200	2.82	.591	.042

Table 6. *Age descriptive results*

	SS	df	MS	F	Sig
Between group	30.942	5	6.098	30.315	.000
Wwithin group	39.028	194	.201		
Total	69.520	199			

3.4 Academic Levels and Emotional Intelligence (UUM) Arab Students

The emotional intelligence of students of different academic levels was compared by (ANOVA) as shown in tables (8 and 9). Analysis revealed a significant difference in the mean of each academic level for emotional intelligence among as well as significant differences between the three academic levels ($f=28.899$, $p=.000$).

Table 7. *Academic Level Results*

Variable	Frequency	Mean	SD	std Error
BA	50	2.52	.580	.082
Master	132	2.83	.502	.044
PhD	18	3.61	.502	.188
Total	200	2.82	.591	.042

Table 8. *Academic Level Descriptive results*

	SS	df	MS	F	Sig
Between group	15.770	2	7.885	28.899	.000
Wwithin group	53.750	197	.273		
Total	69.520	199			

4 Discussion and Conclusion

This study reported the result of the descriptive profile of the respondents and presented the level of EI among the Arab community and the differences in demographic variables such as gender, age, and academic level. The sample of the study consisted of 200 Arab students from the first semester intake. Most of them are from MPA (Masters Public Admin), PhD programs, and PPA programs.

The basic goal of this study was to determine the level of Emotional Intelligence in total and the level in each one of these dimensions. Arab Community Emotional Intelligence level on Campus was calculated by the extraction of mean and standard deviation where results indicated that emotional intelligence levels for the Arab community were mostly moderate. Another line of research tackled the individual differences in terms of emotional intelligence. According to gender responses, the emotional intelligence levels of females were higher than males. This study was supported and consistent with previous studies with regard to gender differences (Mayer, Salovey & Caruso, 2000). The emotional intelligence of students of different age groups was compared by (ANOVA). A significant difference was found of means of each level of age for emotional intelligence among Arab students.

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