



# Transitional Emotional Intelligence Theory

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## Introduction

God created human with distinct abilities, no one resembles the other, even compatibility. There were differences between them in many locations, such as fingerprints, inclinations, instincts, emotions, levels of educational and academic achievement, in addition to the multiple levels of intelligence among them. Communication and coexistence serve each other in the field of distinction and specialization; thus differentiation was necessary for the forces, tendencies and creativity to balance life in all societies.

Accordingly, the concept of emotional intelligence has attracted the attention of many researchers who began to appear in their hands at the end of the twentieth century and the beginning of the current century, they are Howard Gardner, Goleman, Salofi and Mayer, who had many efforts in the field of the emotional aspect of humans, and if we look at their orientations we conclude that they are unanimous on The traditional tests of intelligence did not give a complete and integrated picture of the behavior of the individual, and such tests do not enable us to predict the success of the individual in the future in particular and in life in general, which led to the emergence of many inquiries that called for the importance of linking the cognitive side with the emotional side. , so that we may find a person with a high mental IQ but a failure in his life, and another person with a medium IQ, but successful and distinguished in his life, and we may also find a group of people with equal levels of mental IQ but their performance rates are unequal, and this is the main reason why psychologists To search for a new element or field that has not been previously researched or has not been studied, which is emotional intelligence (Faraj, 2005).

On the other hand, we see that the challenges experienced by man and human nature are affected by emotions. Our feelings

affect every big and small in our lives more than the influence of thinking, when it comes to our destiny and our actions, in addition to that feelings are necessary and thinking is important to them so that if feelings and feelings exceed the peak of balance, the mind Emotional in this case overcomes the situation and overcomes the rational mind in making decisions, considering that there are two minds, one emotional and the other logical (Mansi, 2002).

With regard to Goleman, he confirmed that man has two competing minds in decision-making, one emotional and the other logical, so that they shape the destiny of the person by controlling decision-making and the tyranny of emotion over reason sometimes and reason over emotion at other times, and how to make our success in establishing good relationships within and outside the framework of work, and he adds Carey and Goleman show that business excellence is more related to emotional intelligence than it is to cognitive intelligence and experience (Golman, 1995).

Historically, emotional intelligence has extended roots in psychological theories such as: The concept of social intelligence defined by Thorndike 1920, as "the ability to understand individuals of all kinds, whether they are women, men or even children, and deal with them within human relationships", as well as when Garner reported in 1983 AD , who demonstrated his theory of multiple intelligences in his book (Frames of the Mind), in which he referred to nine types of intelligence, the most important of which was emotional intelligence, which includes two types of intelligence that intersect with emotional intelligence, namely social intelligence and personal intelligence (Marzouk, 2005).

In the end, emotion can participate in rationalizing thinking. A positive mood activates and stimulates creativity, thus it has the ability to solve problems, and positive emotions help the individual

to classify, arrange and organize information (Al-Khidr, 2002). Goleman defined Emotional Intelligence as a type of intelligence related to the ability to monitor a person's self, his emotions and emotions of others, and to distinguish between them, and to use the resulting information to guide his thinking, actions and decisions. Emotional intelligence is the intelligent use of emotions. A person can make his emotions work for him or for him by using them to rationalize his behavior and thinking in ways and means that increase his chances of success (Goleman, 1995).

And there are those who define emotional intelligence as the individual's ability to control his emotions, motivate himself, enthusiasm, perseverance, and the ability to push oneself high, understand and describe the feelings of others, and develop an integrated plan according to others (Balds, Moretto, and Kahl, 2000).

We conclude from the above that emotional intelligence is the axis that controls the management and regulation of emotions, directing them and controlling a person's emotions, which enhances his mental and emotional development, and accordingly the emotionally and socially intelligent individual believes that he is an individual who is better than others skilled in recognizing his emotions and the emotions of others correctly and accurately. Psychological stress is originally a psychological condition or phenomenon that all people must experience, especially in our Arab reality, so that these pressures vary, such as family, psychological, economic, scientific, personal, social, religious and clan pressures, in addition to those pressures that cling to the future, especially with regard to the dignity and being of the individual.

The Holy Qur'an also paid great attention to psychological pressures, and one of the manifestations of this interest is the presentation of the stressful situations that the believing group was exposed to in His saying, Blessed and Exalted be He: "There the believers were afflicted and they were shaken by a severe earthquake." God Almighty has spoken the truth (Surat Al-Ahzab, verse 11).

The Holy Qur'an also used psychological pressures as part of the psychological war against the infidels. The Almighty said: "The Fire they are offered to it in the morning and the night And on the day the Hour will come, enter the Pharaohs' family in a more severe way."

Therefore, the methods of coping and managing stressful situations differ according to age, the nature of the stressful situation, the cognitive structure of the individual and the personality type (Hussain, Hussein, 2006).

Studies have emphasized the need to define the methods or skills that the individual uses in facing events in daily life, as they include cognitive and behavioral methods that work to mitigate stressful situations and restore and relieve psychological balance in humans, so that he has the ability to psychological, behavioral and social adaptation with our daily life in which we live This was

confirmed in Sorour's study (2003), which aimed to study the relationship between coping skills and emotional intelligence.

Al-Rufou' (2011) conducted a study aimed at revealing the level of emotional intelligence and adaptation to life among students of Tafila Technical University. The study sample was 392 male and female, 208 male and 184 female, and the results concluded that there are statistically significant differences on the emotional intelligence scale due to gender variable in favor of females, academic level in favor of the fourth year, and specialization in favor of students of scientific disciplines.

Sinha & Suman, Roy (2013) also conducted a study to find out the relationship between emotional intelligence and academic achievement motivation. The study sample included 105 students, 48 males and 57 females from the twelfth grade, and the results of the study concluded that there is a positive relationship It is statistically significant between emotional intelligence and academic motivation, and the results indicate that the student's degrees in academic achievement motivation differ according to his degrees in emotional intelligence.

On the other hand, Al-Maghraby conducted in 2008 a study aimed at revealing the relationship of emotional intelligence with professional competence among a sample of secondary school teachers in the city of Makkah Al-Mukarramah. The study sample consisted of 164 teachers, where the results of the study showed that there is a statistically significant relationship at the level of  $(05.0 \leq)$  between emotional intelligence and professional competence, and a statistically significant relationship was found at  $(5.0) \leq$  between the variable of experience and professional competence, and that there is a relationship level of  $(\leq 05.0)$  between the academic qualification and the level of professional creativity among teachers, and that there is a statistically significant relationship at the level  $(\leq 05.0)$  between years of experience and the efficiency scale with statistical significance between the average years of experience and the emotional intelligence scale.

In a study conducted in the State of Kuwait concerned with the level of multiple intelligences of secondary school principals and teachers in the State of Kuwait and its relationship to the organizational climate in their schools from the point of view of principals and teachers, it was found that emotional intelligence ranked first among the arithmetic averages of the types of intelligence in the sample, where the arithmetic mean of emotional intelligence in the sample 78.21 with a standard deviation of 24.24 (Al Dhafiri, 2010).

In the same study, the arithmetic averages of the multiple intelligences of secondary school teachers in the State of Kuwait ranged between (31.75 -20.46) and at an average level, and emotional intelligence came in the first place with an arithmetic mean (31.75) and a standard deviation (92.2), and it also showed a positive relationship with statistical significance. At the level  $(05.0 \leq)$  between emotional intelligence and the domain of "familiarity" only after teachers' behavior; the value of the correlation coefficient was 105.0 (Al-Dhafiri, 2010).

In Amman, Al-Borini conducted a study in 2006 that aimed to know the level of emotional intelligence among the principals of private primary schools in the capital Amman, and its relationship to the level of their administrative performance from the point of view of their teachers. The study sample consisted of 100 private primary school principals in Amman Governorate, and 486 male and female teachers who were chosen randomly.

Two tools were used to collect data: the first measures emotional intelligence and the second measures the managerial performance of managers, where the results of the study showed a high level of emotional intelligence according to the managers' answers themselves. It was also found that there is a high level of administrative performance among these principals from the teachers' point of view. And there was no statistically significant relationship in the level of emotional intelligence of managers and the level of their managerial performance. In addition, the results indicated that there were statistically significant differences in the level of emotional intelligence among the principals of private basic schools due to the gender variable and in favor of the principals. And for the educational qualification variable and in favor of the higher diploma, and there were no statistically significant differences due to the variable years of experience in administrative work. In contrast, there were statistically significant differences in the level of administrative performance due to the variable of gender and educational qualification in the field of leadership only (Al-Borini, 2006). In a study conducted by Professor Fekken & Sivanathan (2002), which aimed to identify the nature of emotional intelligence, ethical thinking, and transformational leadership among faculty members at an American university as leaders who have their own importance, 35 study sample was chosen as the target of the study. The number of their assistants has reached 232, setting ranks for the leadership behavior of the faculty members due to their effectiveness and influence. The results of the study showed that leaders with high scores in emotional intelligence were considered to have very high levels of transformational leadership styles as reported by their assistants and supervisors. They were also considered efficient and always ready to work and serve. That high emotional intelligence was not correlated with the ratings of effectiveness and influence placed by supervisors for faculty members who had high correlations with professional competence and effectiveness (Fekken & Sivanathan, 2002).

Mylar and Salovey Model (Mental Ability Model): a. The development of the affective theory of John Mayer and Peter Salovey: John Mayer and Peter Salovey were the first to use the term emotional intelligence in its academic connotation, and presented their theories of emotional intelligence, relying in their model on explanations of mental abilities; In the human constitution, emotions are distinguished as one of the basic categories of the three parts of the mind (knowledge, sentiment, and motivation).

As for the cognitive component, it includes memory, justification, logical judgment and abstract thinking, while the affective component includes feelings, mood, and various emotional states, while the motivation component includes behavior drivers towards physiological motives, or social goals, and according to

these divisions, Mayer and Salovey see that the term intelligence It comes from the term (intelligence) and the term (emotion), on the basis of the existing overlap between them, while motivation is an essential part of personality and a secondary component in which emotional intelligence is manifested. Bad thinking may create a bad mood, and thus the term emotional intelligence is a medium for the interaction of the three components of the mind and refers to the integration of the emotional cognitive system, and at the present time the emphasis is increasing on the psychological importance of emotion and its having functions independent of the cognitive preparations defined by Darwin (who referred to two functions They are useful for emotion; the first: that emotion strengthens adaptive behavior, and the second: that emotion advances to an independent, connected system that confers survival benefits on the overall species. and individual systems, and that emotions are the primary source of motivation, as they provoke, strengthen and direct human actions, and emotional experiences provide individuals with important information about their environments and attitudes, and this information constitutes judgments for individuals and their actions.

This confirms the role of emotions in directing thinking, whether negatively or positively, and this is what prompted Mayer and Salovey to consider emotions of all kinds as a potential contribution to thinking rather than being irrational. emotional, and the use of this emotional information, and that the individual's level of emotional intelligence contributes to his intellectual and emotional happiness and his growth, and the individual's ability to adapt and face life successfully depends on the integrated use of his emotional and mental abilities, the mind without conscience becomes sterile, and conscience without mind becomes blind.

B. Theoretical foundations of emotional intelligence according to Mayer and Salovey: Mayer and Salovey's model is based on a set of assumptions, which we summarize as follows: First: Emotional intelligence is a logical result of the achievements of the scientific mind in the field of intelligence in general: this model has benefited from scientific accumulation in many points: Where this model benefited from the general development of the concept of emotional intelligence in the history of female researchers, whether in Thorandik's theory of social intelligence, or Gardner's multiple intelligences, and this model benefited from the progress of neurobiological anatomy, and the significance of the relationship between thinking and emotion, and this model also benefited from the progress of scientific research In educational psychology theories are as follows:

- A- The measure of emotional intelligence relied on the trend of multi-factorial
- B- He relied on Piaget's theory of growth and development in his treatment of the growth of emotional intelligence
- C- He benefited from the information orientation model in the mental interpretation of information processing, given that emotional intelligence is at the core of information processing saturated with emotions.

D- This model benefited from the advancement of psychology theories in the possibility of the interference of thinking in emotion (Mayer, J, Salovey, P, 1990).

Second: the universality of the meaning of emotion. This model relied on a basic global rule that emphasizes the universality of the meaning of emotions, and the specificity of emotional evaluation according to the prevailing cultural reference; As for the universality of emotions, they are linked to a rule of universal meaning, which researchers have referred to since ancient times. For example, the feeling of anger is associated with a feeling of injustice, and the feeling of sadness is associated with a feeling of loss (Mayer, J, Salovey, P, 1990).

Third: Classification of intelligence in terms of cold and heat Information scientists classified intelligence into two main types: Cold Intelligence, which includes (spatial intelligence - verbal intelligence - logical information processing), which is objective thinking devoid of any subjective smear, and the second beating is Hot Intelligence. It includes (practical - personal - emotional social intelligence - non-verbal cognition skills - emotional talent) (Mayer, J, Salovey, P, 1990).

Fourth: the dialectical relationship between thinking and emotion, the research of this model relied on what was approved by cognitive psychology in the field of emphasizing the dialectical relationship between thinking and emotion, and the idea of beyond mood, where both Mayer and Salovey developed the idea of beyond mood (simh - state), (Meta Mood) on the basis of the individual's awareness and attention to what is beyond the mood and the extent of his attempt to modify the mood (Mayer, J, Salovey, P, 1990).

Fifth: This model relied on the direction of information in its interpretation of the brain's work as a mental program that receives information - inputs and processes the information under the name of processing, and then extracts the information in the form of outputs (Mayer, J, Salovey, P, 1990).

Daniel Goleman's Emotional Intelligence Model: The Daniel Goleman model of emotional intelligence is a trait or mixed model, which sees emotional intelligence as a combination of mental abilities and personality characteristics such as optimism, well-being or happiness in life.

Goleman's theory is one of the most recent theories on this subject, as it appeared at the end of the last century, specifically in the year 1995 AD, and his book (Emotional Intelligence) topped the list of the most popular books for ten months in Britain, and he is the founder of the Emotional Intelligence Services Center in Boston, and from the book The New York Times has been in the brain and behavioral sciences for more than twenty years.

On the other hand, Goleman presents in his book (Emotional Intelligence) a new explanation for the causes of psychological and behavioral problems in families and societies, and calls for a culture of mind and heart together. In his interpretations, he relied on studies and research conducted on the human brain during the past two decades to conclude from it the emotional structure of the brain that explains how strong emotions dominate the thinking

mind, and how the decline in emotional intelligence causes many problems among humans because it destroys the mind and threatens physical and psychological health Both. (Goleman, 1995: 271-286)

Goleman presented a model of emotional intelligence that depends on the personality traits and characteristics of the individual, including the capabilities and self and psychological motives of the individual, and he presented two books that had a great impact in spreading this concept in literary and scientific circles. Emotional) and published in 1998 AD. Goleman defined emotional intelligence as "the set of emotional skills that an individual possesses and is required to succeed in professional interactions and in various life situations," and he defined emotional intelligence in another place as "the ability to recognize our feelings and the feelings of others and motivate ourselves, and to manage our emotions, emotions, and relationships with others." effectively. (Goleman, 1995: 271-286)

Domains of emotional intelligence according to Goleman: Goleman explained in his books that emotional intelligence includes five dimensions or basic skills and twenty-five sub-competencies. Professional success depends on a large number of them, and each person has special qualities that determine the strength and limits of each competency, and no person reaches the point of perfection in these competencies, and competency is known Emotional intelligence is the learned ability that depends on emotional intelligence and affects the performance of the individual, and that emotional intelligence determines our potential energies to learn practical skills that are based on the five basic skills.

First: personal competence It consists of three sub-dimensions: self-awareness, self-regulation, and motivation. Each of these three dimensions includes the following competencies: A- Self-awareness: It means emotional awareness or emotional awareness, and it is an expression of the individual's knowledge of his emotions and feelings and his awareness of their effects, and it includes the following points: Accurate self-evaluation, which means knowing the strengths and weaknesses of the individual and their limits.

Self-confidence means a sense of self-worth and capabilities.

B- Self-regulation: It means controlling the individual's internal states, impulses, and internal sources of energy, and includes the following competencies: Self-control means controlling inappropriate impulses and impulses. Trustworthiness means achieving good levels of integrity and integrity of character. Conscientiousness means taking responsibility for personal performance and fulfillment of obligations. The ability to adapt means flexibility in the face of change. Renewal means feeling comfortable with new ideas, trends, and information.

C- Motivation: It expresses the emotional tendencies that direct or facilitate the achievement of the goal, and include: Achievement motivation means perseverance and effort to improve or achieve a level of excellence. Commitment means planning to achieve the goals of the group or organization. Proactive means being ready to act when the opportunity arises. Optimism means determination to reach goals despite obstacles and frustrations.

Secondly, social competence. It consists of two sub-dimensions: empathy and social skills, and each of these two dimensions includes sub-competencies as follows:

A- Empathy: It means understanding the feelings, needs and interests of others and includes the following competencies: Understanding others means being aware of others' feelings and points of view, and actively taking an interest in their interests.

Developing others means sensing the development needs of others and strengthening their capabilities.

Service orientation, which means anticipating the needs of others, realizing them, and trying to satisfy them.

Promoting diversity and it is intended to create opportunities for people of different backgrounds, needs and goals, and whoever is characterized by this competence respects people of their different orientations and builds good relations with them. An environment that people can make prosperous.

-Political awareness, which means reading the current emotions of the group, and the strength of the relationships between its members.

b- Social skills: It means the skill at winning others and urging them to behave in a desirable manner. It includes the following competencies:

- Influence means that he improves the use of effective and influential techniques to persuade others and has the ability to win a lot of people and uses complex strategies such as indirect influence to build consensus and support.

Communication means listening openly, sending clear and convincing messages to others, and dealing with difficult topics simply.

Conflict management means the ability to negotiate and resolve differences and the ability to deal with difficult personalities and chronic problems in a diplomatic and tactical manner. It also encourages open discussion and focuses on latent and invisible points of conflict. Leadership means the ability to direct individuals and groups and motivate them to achieve and is characterized by the use of leadership by example. Stimulating change means stimulating, taking initiative, managing change, recognizing the need for change and removing obstacles and barriers to change. Building links means fostering beneficial relationships and building and maintaining inclusive informal networks, as well as building an atmosphere of harmony and maintaining others within or outside the framework and building and maintaining personal friendships between institutions. Cooperation and participation means working with others to achieve common goals.

Team potential means creating team spirit to achieve collective goals that reflect team spirit and orientation. (Goleman, 1995: 271-286). We conclude from the above that there is a great importance for emotional intelligence in various areas of life, especially in the field of education. It is worth citing here that Plato said, "Every learning has an emotional basis," as there is no thinking without pure emotion, just as there is no emotion without sound thinking.

Many researches have been conducted on the importance of emotional intelligence in education due to its great role in the integration of the student's personality and enabling him to deal in a balanced manner with his surroundings during the learning process, as emotional health is very necessary for effective learning to occur.

The blending of mental and emotional abilities is a key focus in the success of the student's learning process, where his mental abilities are employed in understanding and absorbing the educational content, and the student needs to use his emotional abilities that enable him to enhance self-confidence, curiosity, self-analysis and knowledge of personal motives, and thus learning is A harmonious process that enriches the mind, heart and body.

It is worth noting that the lack of interest in developing the student's emotional abilities can lead to emotional poverty that usually causes various problems such as violence, negativity, stubbornness, rioting, sabotage, apathy, lack of self-confidence and lack of internal deterrence (conscience).

Psychometric properties of emotional intelligence:

Psychometric properties are known as providing validity and reliability coefficients for the scale in a specific environment, where the concept of validity indicates that the measurement accurately measures the objectives set for its measurement without others. Procedurally calculating the validity and stability coefficients of the measurement. Emotional intelligence is measured by the degree that the student obtains on the study scale. (Mayer & Saloney 1997: 5)

Those who contemplate the scientific studies that have examined the psychological characteristics of this group find a diversity in the results of these studies, as some of these studies have shown that these students are characterized by many positive traits such as: emotional stability, autonomy, self-confidence, curiosity, leadership abilities and the ability to communicate, while other studies have shown This category of students suffers from psychological problems and has special needs due to their psychological characteristics, as it showed that they suffer from social isolation, psychological difficulties and social problems, which are manifested in the asynchronous growth between mental abilities and emotional abilities, excessive sensitivity and a sense of differentiation or difference and the tendency to isolation and thinking The duo is either all or nothing and also strives for extra perfectionism.

And if it is taken into account that it is not possible to separate the cognitive side from the emotional side, or separate thinking from feelings in the learning process.

Emotional intelligence: a comparative study between academically superior students and ordinary students in the basic stage in Jordan and its relationship to the variables of gender and age contemplated in the current school curricula. For the student, it does not necessarily mean that a similar progress has occurred in emotional development, especially if we know that emotional development is not considered a school subject and therefore has no place in the school curriculum (Jarwan, 2004).

Add to that what Goleman confirmed when he mentioned researchers' recognition that mental intelligence affects only 20% of our success in life, while emotions affect the remaining 80% (Golman, 1995). The roots of this appear in Wechsler's view that non-mental factors are necessary in predicting an individual's abilities to succeed in life, as he meant non-mental factors: emotional, personal and social factors. He also emphasized that these factors contribute with mental abilities in determining intelligent behavior. Accordingly, it is not possible to measure the intelligence of the individual without the intelligence tests including some scales that measure non-mental factors such as personal factors, social competence, stress management, adaptation. He finds that its paragraphs correspond to most of the emotional characteristics of outstanding students, such as: the ability to understand oneself and knowledge of strengths. Weakness in them, the ability to understand others and know their needs and emotions, efficiency in social interaction, flexibility in dealing with changes and adapting to them, and the ability to work under pressure and a positive outlook (Wechsler 1943).

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### Conflict of Interest

No Conflict of interest.

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