The Differences of Emotional Intelligence among Open Learning Students in Damascus University according to some Variables

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Abstract

The study aims at knowing the emotional intelligence among students of open learning in the departments of kindergarten and class teacher within Damascus University and its relation to age, gender, academic specialization, and type of Diploma.

The study has used the scale of effective intelligence.

The scale, which has been applied in this study, consists of (32) items distributed into five dimensions, mastery, dimension of deliberation, optimism, effective dealing with the self, and effective dealing with the other, The scale was presented to a group of experts and arbitrator professors in the Faculty of Education in Damascus University. In order ensure the validity and reliability of scale, the necessary procedures have been performed.

The study was applied to (321) students of kindergarten department and (97) students of class teacher department. The researcher used the statistical program SPSS.

Statistical results have showed that there was no significant relationship between emotional intelligence and each of age and type of Diploma. In addition, there were no differences related to gender in relation to the dimensions of mastery, optimism, effective dealing with the self, and effective dealing with the other in the scale of emotional

intelligence. However, there were differences in the dimension of deliberation in favor of females at a significance level of 0.05.

Statistical results also showed that there were no statistically significant differences between students of kindergarten and students of class teacher in emotional intelligence in respect to dimensions of mastery, deliberation, optimism, and effective dealing with the self. However, there were statistically significant differences in emotional intelligence in relation to the dimension of effective dealing with the other in favor of students of kindergarten at a significance level of 0.01.

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