

Emotional understanding and its relationship to intellectual security among Mutah University students

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Abstract

This study aimed to find out the relationship of emotional understanding with intellectual security among students of Mu'tah University. To achieve the objectives of the study, two measures have been developed, the first one is for measuring emotional understanding and includes (34) items, while the second for measuring intellectual security and includes (25) items. The study population consisted of (23) thousand students enrolled in Mu'tah University for the academic year (2018-2019), the sample of the study consisted of (377) male and female students. The results of the study showed that the perceptions of the emotional understanding came to a moderate degree, and the intellectual security came to a moderate degree, and that there is a statistically significant relationship at the level of significance ($\alpha \leq 0.05$) between the emotional understanding in all its dimensions and intellectual security in all its dimensions, there's no statistically significant differences toward emotional understanding due to the gender variable, and there's statistically significant differences toward emotional understanding due to the variables (College, academic year, grade). In addition, emotional understanding as a whole explains (90.6%) of the variance in the total dependent variable (intellectual security).

Keywords: Emotional Understanding, Intellectual Security, University Students, Mu'tah University.

Introduction

Thinking is one of the things inherent to the human mind since the beginning of creation, as the human mind does not stop thinking about the ideas that inspire itself in the past, which were confined in the past to a specific framework, such as providing for its daily sustenance, finding a home that prepares for it the opportunity for stability and human thoughts and psychological security. The present time is due to the rapid changes of life, where the ideas of the human mind have gone beyond the concept of psychological security to reach what is

known as intellectual security as the main pillar of comprehensive security. The conditions of worshipers in all aspects of their living and personal lives, and since security is a very important matter, intellectual security has become a national demand and a global concern that requires having a strategic vision and exerting maximum efforts and energies in order to achieve and maintain intellectual security, considering that it is the other cornerstone of security. Individuals' behaviors, attitudes, and interests are formed as a result of their thoughts and beliefs (Al-Anzi and Al-Zabab,

2015). Intellectual security is a relatively recent terminology that emerged as a result of life changes and its rapid developments, such as globalization, the information and communications revolution, and the explosion of knowledge, which covered all aspects of life; Especially with the overlap of the cultures of nations significantly as a result of the development of the various means of communication, which created the opportunity for the intellectual and cultural invasion; Which led to a threat to the stability and security of nations (Al-Maliki, 2006). Dino (2017) emphasized that intellectual security is extremely important and an urgent necessity since it is the basic building block of comprehensive security, so all spectrums of society should interact and join forces in order to enhance the intellectual security of its members, immunizing them against destructive ideas, and protecting them from false impurities that lead to their instability; Which leads to destabilizing the security of society as a whole, and spoiling the lives of its members. In addition, intellectual security represents the safety valve for all in light of the negative phenomena that societies face such as terrorism, extremism, and violation of human rights, and this is what made intellectual security become demands for both groups and legitimate individuals. Through intellectual security, societies can be protected from extremist ideas, and individuals can be spared the temptations of deviant ideas. Therefore, it is necessary to focus on the level of intellectual security of individuals, and to identify the factors affecting it, in order to protect societies and immunize them against extremist ideas

(Bodiaf, 2013). Intellectual security also contributes to preserving and protecting the cultural and social components of society in light of what societies face from suspicious currents. It is concerned with protecting the cultural identity from any external penetrations. It is also concerned with preserving the human mind from suspicious ideas, and standing up to the deviation of the cultural institutions of society; Therefore, intellectual security must receive the attention of states and societies (Abu Khatwa and Al-Baz, 2014). Security is the obsession of individuals and societies, as countries seek to achieve it for their continuity and development. Sustainable development does not last in the absence of security. Security is the mirror of society and reflects the extent to which its members preserve the identity of their society, in addition to the stability of their lives. Security contributes to the prosperity of life, and its absence threatens the aspirations of Peoples and Societies and Their Hopes (Dino, 2017). Education is the main axis for building concepts and trends for individuals and groups in most societies, just as its institutions bear the responsibility of building and forming correct concepts and directions, so it is their responsibility to preserve the identity of society and its members by correcting wrong paths, by modifying its wrong paths. Its leadership; To establish it on the shores of security in its comprehensive sense (Al-Sulaiman, 2006). Al-Shehri (2006) indicated that the participation of educational institutions is an urgent matter; To preserve the minds of the young and the young, and to immunize them against the ideological invasion and its

deviant currents, given that educational institutions are one of the most important fortifications of security through educating students, and increasing security and cultural awareness with the aim of keeping them away from deviation from the systems, values, customs and religious teachings of crime, and thus falling into the correct crime. Intellectual security expresses the perceptions and values that guarantee the preservation of thought, and its preservation from the factors of excess, and the motives of deviation that tend it from the seriousness, and take it away from its basic function, which is to enrich life with the right behavior and beneficial effects, and preserve the necessities, and every threat becomes a necessary factor in society. and his interests (Al-Wahsh, 2018). Researchers believe that states should pay special attention to the issue of intellectual security, given that the motive for security and the need for it affects all the needs of individuals, and the need for an intellectual security that achieves stability and psychological balance for the individual and protects his beliefs and intellectual and cultural heritage. As it has become one of the most important requirements of the current era. Also, intellectual security is the ability to maintain the integrity of ideas and beliefs. The correct way of thinking for individuals with providing them with tools of research and knowledge, and an explanation of correct thinking methods, and this is complemented and complemented by the path of literature, education and good communication (Al-Ethribi, 2011.(Al-Safdiya and Safadi (2008) indicated that intellectual security remains today and every

day a legitimate demand for all individuals and societies, as it is the safety valve against the violence and terrorism experienced by society, and the violation of the most basic human rights, and it is imperative today more than ever to work to spare society All attempts to slip into the labyrinths of perverted thought. In addition to the fact that intellectual security has become an obsession and a national demand in light of globalization and its repercussions, and a strategic vision that members of society exhaust their maximum efforts and energies to achieve, and the achievement of intellectual security remains not based on the borders of the state's political organs and security units only, but rather it has become an obligation on the social and educational institutions, including the educational institutions, The necessity of concerted efforts and integration of roles to achieve intellectual security within society (Al-Yahmadi, 2016). Researchers believe that globalization and its modern methods and means, such as: the Internet and social networking sites, are among the most influential influences on the intellectual security of individuals and societies, as one of the dangers of globalization is cultural dependency, violence and crime, in addition to the addiction to pornographic sites, alienation, isolation, and ideological ideological skepticism. That it is the safety of thought from deviation, and departure from moderation and moderation in understanding religious, political and social matters; Which leads to the preservation of public order and the achievement of stability (Abu Hamidi, 2010). Intellectual security is the state in which a feeling of reassurance,

calmness and stability prevails, away from anxiety and turmoil, and the disappearance of causes of fear for human life (Al-Ruwaili, 2012). Khareef (2006) considers that the concept of intellectual security is represented in the community's sense that its intellectual system and its moral system, which arranges the relations between individuals within the community, are not under threat from incoming thought, or reassurance of the safety of thought from deviation that constitutes a threat to national security or one of its intellectual components. Cultural and security, or in the sense of protecting the intellectual, doctrinal, cultural and moral system, and security for the individual and society in a manner that achieves complete confidence in the safety of thought from deviation that poses a threat to national security. The researchers believe that intellectual security represents the protection of individuals from moderation or deviation from the process of deviation from the process, Protecting their doctrinal, cultural, moral and security system, and confronting every deviant or extremist thought or belief, and the behavior that follows it. On the other hand, individuals' avoidance of deviant thoughts requires them to have the ability to think correctly, to be fully aware of what is going on around them, and to know how to control their thoughts, in addition to the absence of emotional problems in their lives that may contribute to their orientation towards deviant behaviors; Therefore, it is necessary to focus on the emotional aspect of individuals and pay attention to everything that affects it, due to its ability to influence the nature of individuals' behaviors,

attitudes, and reactions towards others (Pope, Butler & Qualter, 2012). Emotional understanding expresses the scientific knowledge of individuals, which includes the ability to translate their emotions through a descriptive language of emotion and emotion that helps them understand the feelings, reactions, and behaviors of others without experiencing mental illness or disorders as a result of their sense of those around them (Rowe and Emotional Fitness, 2018). The ability of individuals to share their feelings with others, and to understand their emotions differently from the style of sympathy and pity, and it also expresses the ability of an individual to share with others their feelings, emotions, thoughts and actions, with the need to include words of sympathy and understanding by having the ability to understand the previously expected behavior (Southam) -Gerow and Kendall, 2002). Emotional understanding is related to the moral aspects of individuals and my work. The interaction between them, as it is responsible for the behavior and behavior of individuals, their formation within societies, and determining the extent of the individual's ability to participate in life and the level of his acceptance of others and his possession of mutual interaction with them; Therefore, emotional understanding plays a major role in shaping individuals' thoughts, personalities and behaviors (Cutting and Dunn, 1999). In terms of emotions, it is a fundamental human skill. Whereas, individuals who have the ability to understand emotionally, are more able to pick up and understand social cues, which indicate that there are those who need them; This makes these individuals more willing to

take on tasks that require the care of others, such as the professions of education, commerce, and administration. The concept of emotional understanding is derived from the old English word (empathia), which includes two words (em) meaning within, and the word (patheia) suffering or emotion (lament), which means suffering as the individual feels, and understanding means that the individual puts himself down. It is a field of emotional intelligence, and it refers to the ability of individuals to recognize, read and respond to the feelings of others (Carr, Iacoboni, Dubeau, Mazziotta & Lenzi, 2003).

Literature review

Affective understanding is defined as the ability of individuals to share thoughts, emotions, and feelings, and Caruso and Mayer (1998) indicated that the term emotional understanding carries many concepts and terms that refer to the same meaning, such as: empathy, empathy, and empathy, Presence, representation, and participation, all of which are terms that have almost the same meaning. The spread and use of the concept of emotional understanding has become very widespread in the modern era, due to several reasons, including scientific and technological development, material control over the methods of individual interactions with the environment and population, and the spread of violence and terrorism. And the violation of rights, the scholars realized the importance of human self-understanding, his understanding of others, and his ability to employ and use this concept, which enables him to control his feelings and emotions, and control them, and develops his ability to

understand the feelings of others, sympathy and support them, in addition to looking at this concept. It is the best predictor of success in social life, and achieving life satisfaction (Nasser, 2011). Emotional understanding also represents the ability to understand. Mine the emotions of others, adopt their points of view and build harmonious relationships with many types of people. Empathy is based on self-awareness, as the more we are able to recognize and accept our emotions, we are able to read and understand the emotions of others, seek excuses for them, and even sympathize with them (Goleman, 1999). The individual's practical ability to recognize, understand, express, and manage his emotions and the emotions of others, in order to serve their goals. Emotional understanding is a complex ability that includes the ability to analyze emotions, and the ability to solve emotional problems, which is the ability that enables the individual to differentiate between emotions. The same, or the opposite, and it also enables him to use the emotional experience in solving similar emotional problems in the future, and the ability to name the emotions, and note the connection between the name and the name, and the ability to interpret the meanings conveyed by the emotions; Sadness denotes loss and loss, feeling happy denotes gain and success, anger denotes threat, love denotes desire and acceptance, and other meanings that are included in different emotions. It also conveys those meanings to the appropriate degree, and according to what is required to deal with the situation that caused him to feel them, and also includes the ability to understand

the overlapping and complex emotions; As in the case of conflicting feelings of love and fear of the element of surprise, as well as the ability to notice the fluctuation of emotions from one situation to another, as in the transition from anger to contentment (Cohen & Strayer, 1996). Protecting societies and individuals from destructive extremist ideas requires the possession of individuals. It has an impressive level of awareness and a great ability to determine and realize what things are right or wrong, and the individual cannot be able to protect his mind from deviant and extremist thoughts unless he possesses mental and emotional skills that help him in correct and sound thinking. Hence the idea of this study emerged, through which researchers are trying to identify emotional understanding and its relationship to intellectual security..

Many researchers have addressed the topics of intellectual security and emotional understanding through descriptive study and analysis:

Shapiro and others (Shapiro, Farabaugh, Terechina, DeCross, Cheung, Fava & Holt, 2019) conducted a study aimed at identifying the effect of emotional interaction in adolescents on depression and suicidal behavior, and the study sample consisted of (1703) young men and women with an average age of 19 years. In the US state of Boston, a questionnaire was used as a tool to collect data from the study sample, and the study concluded that emotional interaction is highly and directly associated with higher levels of depressive symptoms, suicidal thoughts and behaviors, and moreover, levels of resilience significantly reduced the relationships between

interactions. Also, Hilal and Abu Hamza (2018) conducted a study aimed at trying to reveal the role of some social knowledge, such as: cognitive and emotional empathy in regulating aggressive behavior. It also aimed to reveal the effect of gender on cognitive and emotional empathy, and the study sample included (83) students from The study used two scales: cognitive and affective empathy, and aggressive and aggressive behavior scale for adolescents and young adults. Inverse correlation between the degrees of emotional empathy and aggressive behavior, and the study found a statistically significant effect of gender on parents' and teachers' perceptions of emotional sympathy in favor of females. Ma'an to enhance the intellectual security of school students; And to determine whether there are statistically significant differences in the roles of principals due to the variables: gender, academic level, and years of experience in management. The study sample consisted of (120) principals of male and female schools in the governorate of Ma'an, and the results showed that the arithmetic means of the three domains in the questionnaire came to a high degree, and that there is a prominent role for school principals in the governorate of Ma'an in enhancing the intellectual security of the students.) with a study that aimed to identify the role of private school principals in enhancing the intellectual security of secondary school students from the point of view of teachers in the capital Amman, and to identify the different points of view according to the different variables (gender, educational qualification, and number of years of experience), and to achieve the

objectives of the study the curriculum was used Descriptive survey, and a questionnaire was developed and distributed to a sample of (386) male and female teachers. The results of the study showed that the arithmetic means of the teachers' response to the role of private secondary school principals in enhancing the intellectual security of students in the capital, Amman, showed that there were no significant differences between the results. The average response of teachers is due to the variables of gender, educational qualification, and number of years of experience. Al-Yahmadi (2016) also conducted a study that aimed to: Knowing the protective role of the school psychologist, and its relationship to achieving intellectual security among students of the two classes.

The tenth and eleventh grades from the perspective of the students themselves, and the study sample consisted of (654) male and female students from the tenth and eleventh grades in the governorates of Muscat, Al-Dakhiliyah, North Al-Batinah and the south. The study concluded that the level of application of the school psychologist to the preventive role of students from their point of view was medium, as well as the level of intellectual security of the tenth and eleventh grade students from the point of view of the students themselves was medium, and there is a statistically significant relationship between the school preventive and security role of the specialist. intellectual. Shehadeh and Al-Asmy (2016) conducted a study that aimed to reveal the potential relationship between peer attachment and emotional empathy among a sample of master's

students at the Faculty of Education at the University of Damascus. The Peer Attachment Scale and the Affective Empathy Scale were used to answer the research hypotheses; The research sample consisted of (200) male and female students, and the study reached a set of results, most notably: there is a positive correlation between peer attachment and emotional sympathy among the study sample, and there are no differences between master's students in the degree of peer attachment, while there are differences between master's students In the degree of emotional empathy, the differences were in favor of psychological specializations, and there was an effect of the interaction between peer attachment and emotional empathy among the study sample, as the effect was large. Al-Anazi and the client (2015) conducted a study aimed at suggesting educational foundations for developing the concept of intellectual security among secondary school students in the Kingdom. The study sample consisted of (302) male and female teachers, and the study used the descriptive survey method, and the questionnaire was distributed to the members of the study sample. Also, the degree of difficulties facing the development of the concept of intellectual security came to a high degree. The importance of the proposed educational foundations for the development of the concept of intellectual security came to a high degree. The study ofGuadagni, Burles, Ferrara &Iaria (2014) aimed to identify the effect of sleep deprivation on the emotional understanding of a sample of volunteers at the University of The study used the quasi-experimental approach, as the members of

the study sample were divided into three groups (sleep deprivation group, night sleep group, and daytime sleep group). The direct and indirect measures of participants in the sleep deprivation group were significantly lower than the day and night sleep groups, and the direct and indirect emotional understanding measures for the day and night sleep groups did not differ significantly. Sharafat and Zubair (Sharafat and Zubair, 2013) conducted a study aimed at identifying the effect of attachment to parents on emotional understanding among adolescents. The study sample consisted of (300) male and female adolescents in government schools in Islamabad, Pakistan. The results of the study showed that the level of emotional understanding among adolescents came to a medium degree, and there was a positive correlation between attachment to parents and emotional understanding among the members of the study sample. consisting of husband, wife and children only) They have a high level of attachment to parents, and a high emotional understanding.

Research terms

Emotional understanding: “The individual’s knowledge of his or her emotions and feelings, the ability to control and control them, the individual being a source of motivation for himself, the ability to recognize the feelings of others, and the ability to manage his relationships with others (Pope, et al, 2012.)

It is procedurally defined by the degree that the student obtains on the emotional understanding scale used in the current study.

Intellectual Security: It is the feeling of spiritual, psychological, physical, mental and material security in a way that does not conflict with religion, principles, morals and ideals in which the individual and society believe and do not negatively affect the thoughts and lives of others. (Dino, 2017).

It is procedurally defined by the degree that the student obtains on the intellectual security scale used in the current study.

Research problem: The modern era is characterized by many rapid developments that have affected all aspects of life in society, its traditions, values and institutions through the sudden and significant changes that were accompanied by it that led to an increase and amplification of the level of behavioral and intellectual deviations among individuals, in addition to that it became a real national and security threat and a threat. This is because of its negative effects on the lives of individuals and societies. Intellectual security is one of the most prominent issues of the present time because of its great role in protecting individuals and preserving their minds in light of the extremist and destructive ideas they face that negatively affect them as a result of what is known as intellectual deviation, which is one of the most important The security and intellectual problems of the age, due to their great negative effects on societies, and the resulting phenomena that may destroy countries and societies. Several studies have indicated, such as Al-Sajt (2015); Abu Jajouh (2012); Al-Sulaiman (2006) stresses the need to focus on the issue of intellectual security, study it more deeply, and search for its factors and influences, especially in light of the many intellectual deviations that

societies are facing in this era, and various means of dissolution. This requires all segments of society to maintain intellectual security, especially in educational institutions, such as schools and universities, as they are responsible for rising the future generation. The multiple and recent changes and developments faced by societies have led to the emergence of new ideas and concepts, among which the concept of emotional understanding has emerged, which is one of the concepts that must be focused on and attention to in the lives of individuals, and this has been confirmed by many studies, such as (Southerow and Kend-Gall 2002; Pope, et al, 2012) which indicated that empathic understanding contributes to helping individuals better understand and control their emotions and feelings; Which provides them with the appropriate opportunity to overcome the crises and problems they face that may disturb their lives. Al-Shehri (2006) indicated that educational institutions have a fundamental and major role in maintaining the integrity of the minds of young people and emerging people, by immunizing their ideas against prejudice and aggression, What educational institutions do in educating and educating students is one of the most important means of fortifying the intellectual security of individuals, as it works to improve their level of security and cultural awareness, with the aim of keeping them away from extremist ideas and outside religious teachings, values and sound habits, and preventing them from committing crime. It is necessary to identify the factors affecting intellectual security, whether positively in order to improve and enhance

them in societies, or negatively in order to limit or get rid of them, and this is what countries and societies want to achieve in their continual quest for any means capable of improving the level of intellectual security in individuals and protecting them from deviation from extremist ideas. Therefore, this study came in order to identify the level of emotional understanding as one of the necessary concepts in the lives of individuals and its relationship to the intellectual security of Mutah University students. Because of the psychological, mental and physical changes that the student is experiencing at this stage, which is one of the important and dangerous stages in the student's life, because of the changes that appear in it in various aspects of his life, and hence the problem of the study emerged, which can be crystallized with the following main question: What is the relationship of emotional security to frivolity? Intellectual among students of Mutah University?

Research questions

This study seeks to answer the following questions:

1. What is the level of emotional understanding among Mutah University students?
2. What is the level of intellectual security among Mutah University students?
3. Is there a statistically significant relationship at the significance level ($\alpha \leq 0.05$) between emotional understanding and intellectual security among Mutah University students?
4. How much does emotional understanding explain intellectual security?

Research aims

The current study aimed to:

1. Recognizing the estimates of the study sample towards emotional understanding, and each of its dimensions (suffering, positive participation, urgent response, emotional attention, feeling for others, and emotional transition) among Mutah University students.
2. Identify the estimates of the study sample towards intellectual security, and each of its dimensions (intellectual security enhancements, intellectual security obstacles, and intellectual security threats) among Mutah University students.
3. Identifying the relationship between emotional understanding and intellectual security among Mutah University students.
4. Uncovering the extent of intellectual security that emotional understanding explains.

Research importance

The importance of the study is determined in two main aspects: the theoretical importance, and the practical importance:

The theoretical importance lies in:

1. Uncovering the level of emotional understanding among Mutah University students and its relationship to their level of intellectual security; which contributes to improving the theoretical knowledge of the terms: emotional understanding and intellectual security.
2. Providing the Arab educational and psychological library with more studies and research related to the two topics: emotional understanding and intellectual security.

The practical importance is:

1. It deals with the subject of emotional understanding, which is a modern and vital topic; Because it provides benefits to all members of society and its institutions, as it

helps individuals through counseling programs to control their feelings, improve their behavior and protect them in light of the perverted ideas that societies suffer from.

2. It addressed the issue of intellectual security due to its importance and its main role in helping individuals to think positively, and to stay away from negative and deviant ideas, in addition to its benefit to those working in the field of civil society institutions, about the importance of improving and constantly enhancing the level of intellectual security, through workshops, seminars, lectures and youth camps.
3. The importance of this study is highlighted in its purposive attempt to reveal the level of emotional understanding, and to examine its relationship to intellectual security; This is in order to identify the extent to which emotional understanding contributes to intellectual security, in order to identify the reasons contributing to intellectual security.
4. The sample dealt with in the study highlights its importance, represented by the youth group of university students, who are considered the builders of the future and the most vulnerable to destructive ideas.
5. Students and those interested in providing services to university students may benefit from it, by identifying their needs and requirements.

Research limitations and limitations

The limits and limitations of the research are limited to the following:

Human limits: The study is limited to Mutah University students.

Time limits: The study is limited to students registered for the summer semester of the academic year 2018-2019.

Spatial boundaries: Mutah University in Karak Governorate.

Objective limits: The results of the study are determined by the validity and reliability of the two study tools and the selection of a representative sample of the study community.

Methodology

The most important procedures of the current study are as follows:

Research Methodology

This study relied on the descriptive approach, both analytical and relational, by referring to the theoretical literature related to the topic of the current study, in addition to developing two scales as tools for collecting data from the study sample.

Study community

The study community consisted of Mutah University undergraduate students for the academic year (2018-2019), amounting to 23 thousand students (according to the admission and registration unit at Mutah University for the year 2019).

The research sample

The study sample was chosen by a simple random method based on the study sample determination table prepared by Krejcie & Morgan (Krejcie & Morgan, 1970), and the study sample amounted to (377) singles. To ensure the inclusion of students of humanities and scientific faculties, and recover (370) from them, with a rate of (98.14%).

search tools

To achieve the objectives of the study, the two study tools were developed by referring

to the theoretical literature and previous studies related to the topic of the current study. The study tools included two parts, as follows:

The first section is concerned with the tool related to the emotional understanding variable, and each of its dimensions. The development of this tool was based on the study of (Pope, et al, 2012) and the study of (Nasser, 2011), and the answers to the paragraphs of this tool were formulated based on the Likert scale, A pentagon of five choices, ranging from (Fully Disagree, Disagree, Neutral, Agree, and Fully Agree) with a relative weight (1-5).

The second section was concerned with the tool for the intellectual security variable and each of its dimensions. The development of this tool was based on the study (Dino, 2017) and the study (Al-Yahmadi, 2016). The answers to the paragraphs of this tool were formulated based on the five-choice Likert scale, consisting of five choices, ranging from (very large, large, medium, few, very few) with relative weight (5-1).

Objective validity of the study tools

To verify the validity of the two study tools, the apparent validity was used as follows:

Virtual validity:

The two scales of the study were presented to a group of experienced and specialized arbitrators from the faculty members of the Jordanian universities, numbering (12) arbitrators. They consider it appropriate, and the arbitrators' recommendations came not to delete any of the paragraphs, with the reformulation of some paragraphs in the two study tools, and the addition of four paragraphs to the emotional understanding scale. The following table shows the

paragraphs that the arbitrators requested to be redrafted.

Table (1)
Paragraphs redrafted at the request of the arbitrators

| the scale | paragraph number | Paragraph Before Amendment | Paragraph after edit |
|-------------------------|------------------|--|--|
| emotional understanding | 6 | I feel happy when I help others. | Helping others makes me happy. |
| | 15th | My feelings move when I listen to music. | Listening to music stirs my emotions. |
| | 19 | None - add | I use both my negative and positive emotions as a source of wisdom about how to lead my life |
| | 24 | None - add | I have the ability to guide my feelings from moment to moment |
| | 26 | I get annoyed with those around me | I get upset when someone around me gets upset. |
| | 29 | None - add | I have the ability to understand the emotional state of others. |
| | 32 | When people get excited about a topic, I get influenced by them. | I am influenced by the topics that people are raised about. |
| | 34 | None - add | I am not afraid of losing control of my feelings, thoughts and emotions. |
| intellectual security | 7 | Develop the values of justice, equality and respect for the law | I encourage adherence to the values of justice, equality and respect for the law |
| | 17 | I stay away from authoritarianism and imposing my opinion on others. | I would rather consult others than dominate and impose my opinion on them. |
| | 20 | The best culture of dialogue on the A Nanah and committed opinion. | I stay away from selfishness and adherence to opinion. |

Stability of my study instrument

The stability of the two scales was confirmed by using Cronbach's Alpha internal consistency coefficient in its total final form, and the hash coefficients using the Spearman-Brown equation, and Table (2) shows the Cronbach's alpha stability coefficient and the hash coefficients (3 for m in the summative scale), Shows Cronbach's alpha stability coefficient and the hash coefficients for the dimensions of the intellectual security scale.

Table (2)
Cronbach's alpha stability coefficient and the half coefficients of the emotional understanding scale

| the scale | Cronbach's alpha coefficient | Hashing half coefficients with the Spearman-Brown equation |
|------------------------|------------------------------|--|
| suffering | 0.81 | 0.79 |
| positive participation | 0.82 | 0.81 |
| urgent response | 0.75 | 0.74 |
| emotional attention | 0.79 | 0.78 |
| Feeling of others | 0.80 | 0.79 |
| emotional transition | 0.77 | 0.75 |
| Total marks | 0.79 | 0.78 |

We note from Table (2) that the stability coefficients for the dimensions of the emotional understanding scale ranged between (0.75-0.82), and the table shows the results of the halving coefficients using the Spearman-Brown equation, as their values ranged (0.74-0.81), and such values are acceptable for the purposes of scientific research..

Table (3)
Cronbach's alpha stability coefficient and the hash coefficients of the Intellectual Security Scale

| the scale | Cronbach's alpha coefficient | Hashing half coefficients with the Spearman-Brown equation |
|---------------------------------|------------------------------|--|
| Intellectual Security Enhancers | 0.78 | 0.78 |
| Intellectual Security Obstacles | 0.79 | 0.77 |
| Intellectual security threats | 0.81 | 0.80 |
| Total marks | 0.82 | 0.81 |

We note from Table (3) that the stability coefficients for the dimensions of the intellectual security scale ranged between (0.78-0.81), and the table shows the results of the halving coefficients using the Spearman-Brown equation, as their values ranged (0.77-0.81), and such values are acceptable for the purposes of scientific research.

Judgment Standard

The level in the two study scales is judged based on the following equation:

Highest value – lowest value/levels

$$= 5-1/3 = 4/3 = 1.33$$

Therefore, the judgment criterion is as follows:

| SMA | The arithmetic mean level |
|----------------|---------------------------|
| 1-2.33 | Low |
| 2.34 - 3.67 | middle |
| 3.68 and above | high |

Statistical processing

To answer the study questions, descriptive and analytical statistics methods were used, using the Statistical package for Social Sciences - SPSS 25.

1. The first question: arithmetic means and standard deviations.
2. The second question: Arithmetic means and standard deviations.
3. The third question: Pearson's correlation coefficient, to calculate the degree of the relationship between emotional understanding and intellectual security among Mutah University students.

4. Fourth question: Stepwise multiple regression analysis to reveal the predictive ability of emotional understanding in intellectual security.

Other statistical methods were also used, namely: the Variance Inflation Factory (VIF) test and the Tolerance test to ensure that there is no high multicollinearity between the independent variables, and the Skewness test to ensure that there is no high correlation between the independent variables. The data follows a normal distribution.

Search results and discussion

The first question: What is the level of emotional understanding among Mutah University students?

To answer this question, the arithmetic means and standard deviations were calculated for the respondents' estimates of the level of emotional understanding among Mutah University students at the level of each dimension and the overall scale. Table (4) shows the results of that:

Table (4) Arithmetic means and standard deviations of the respondents' estimates of the level of emotional understanding among Mutah University students.

| Arrange | Dimensions | SMA | standard deviation | Score for mean |
|---------|------------------------|------|--------------------|----------------|
| 1. | emotional attention | 3.14 | 1.10 | medium |
| 2. | suffering | 3.13 | 1.12 | medium |
| 3. | emotional transition | 3.11 | 1.14 | medium |
| 4. | positive participation | 3.06 | 1.21 | medium |
| 5. | urgent response | 3.04 | 1.24 | medium |
| 6. | Feeling of others | 3.00 | 1.12 | medium |
| - | the kidneys | 3.08 | 1.11 | medium |

Table (4) shows that the arithmetic averages of the respondents' estimates of the level of emotional understanding among Mu'tah University students came at a medium level, with an arithmetic mean (3.08) and a standard deviation (1.11), and at the dimensional level it ranked in the dimension of "Emotional Attention" in the first place, with an arithmetic mean (3.08) and a standard deviation (1.11). arithmetic reached (3.14) with a degree of medium approval, and it came in the second rank after "suffering", with an arithmetic average of (3.13) and a degree of medium approval, followed by "emotional transition", with an arithmetic average of (3.11) and a degree of medium approval, and came in the fourth rank The dimension of "positive participation", with a mean of (3.06) and a degree of medium approval, came in fifth place after "urgent response", with a mean of (3.04) and a degree of medium approval, followed by the sixth and last place after "feeling of others" with a mean of (3.00) and with a medium approval rating as well. This result is attributed to the fact that university students suffer from a lot of pressure and psychological problems due to several reasons, including: study anxiety, exams or being away from parents for students coming from other governorates; Which causes them to feel negative feelings about themselves and others, in addition to the lack of awareness among Mutah University students of the term emotional understanding, and how to perceive it. The emergence of this average level of emotional understanding among Mutah University students may be attributed to the presence of

some emotional weakness in the possession of the faculties. There is a lack of awareness of the surrounding climate and a lack of openness to it, in addition to the fact that young people in late adolescence are dominated by emotional fluctuations, and preoccupation with anxiety, and they find it difficult to form stable and warm relationships with others, and they suffer from not feeling good about themselves or about themselves. others, nor the society in which they live. The researchers also attribute this result to the inability of young people at this stage (such as Mutah University students) to perceive and pay attention. The researchers attribute the average level of emotional understanding among Mutah University students to a weakness in the students' ability to perceive and understand the feelings and emotions of others, in addition to their lack of ability to Influencing others, and developing their feelings and emotions in order to enter into positive relationships with them. The researchers also attribute this result to the fact that they do not focus on their self-awareness, social skills and self-organization, and all of this weakens their emotional understanding, in addition to the students' confusion, and their inability to personal conflicts. The ability to assimilate and understand the feelings of others, with the students being characterized by many wrong, unbalanced and inappropriate emotional expressions, leads to weakening their ability to emotional understanding. and situations, despite the different people and events, some of them see These are all negative, cumulative, and stressful on his

feelings, and all of this works to reduce their level of emotional understanding. This result is consistent with the study (Hilal and Abu Hamza, 2018), which found that the level of emotional sympathy among middle school students was moderate, and BeirSharafat study Zubair, 2013), which concluded that the level of emotional understanding among adolescents came to a medium degree.

The second question: What is the level of intellectual security among Mutah University students?

To answer this question, the arithmetic means and standard deviations of the respondents' estimates of the level of intellectual security among Mu'tah University students were calculated at the level of each dimension and the overall scale. Table (5) shows the results of that

Table (5) Arithmetic means and standard deviations of the respondents' estimates of the level of intellectual security among Mutah University students.

| Score for mean | standard deviation | SMA | Dimensions | Arrange |
|----------------|--------------------|------|--------------------------------------|---------|
| medium | 1.15 | 3.12 | Intellectual Security Enhancers | 2 |
| medium | .46 | 2.95 | Intellectual Security Obstacles | 3 |
| medium | .79 | 3.32 | Limitations of intellectual security | 1 |
| medium | .75 | 3.13 | the kidneys | - |

Table (5) shows that the arithmetic averages of the respondents' estimates of the level of intellectual security among Mu'tah University students came at an average degree at the overall level, with an arithmetic mean (3.13) and a standard deviation (0.75). with an arithmetic average of (3.32) and a medium approval degree, followed by the dimension of "intellectual security enhancements", with a mean of (3.12) and a medium approval degree, and came third and last after "intellectual security obstacles", with an arithmetic average of (2.95) and a medium approval degree..

The emergence of this average level of intellectual security among Mutah

University students may be attributed to the role of Mutah University in consolidating and consolidating the values of loyalty, belonging to the homeland, adhering to values, religious teachings and customs, and respecting the laws regulating and organizing them. For their development, and to help them in their academic life, in addition to the presence of a military wing at Mutah University that works to enhance the values of intellectual security among university students, and the presence of elective courses related to intellectual security such as an introduction to political science and national security leads to enhancing the level of intellectual security

among students, Mutah University application.

The researchers also attribute this result to the prominent role played by the faculty members at Mutah University in achieving intellectual security through value-enhancing and educating students of good citizenship, a result that confirms what was urged by the teachings and studies, Mutah University. In addition to the clear and tangible role of the faculty members in ensuring the integrity of students' thinking at the university level, in terms of urging students to choose good companions and paying attention to the temptations of life, as they deal with students in awareness, provide education, and provide their behaviour.

Researchers may attribute the emergence of this average level among Mutah University students to the psychological climate of Mutah University by providing comprehensive health care at the university that helps in achieving intellectual security for students, as the university provides qualified and efficient administrative and teaching staff that contribute significantly to enhancing the level of intellectual security. At the request.

The researchers also attribute this result to the positive attitudes of Mutah University students; To maintain intellectual security,

in addition to the fact that the subjects of curricula, curricula, and university specializations are in line with contemporary developments in various fields; This contributes to enhancing the level of intellectual security among Mutah University students.

This result is in agreement with the study (Al-Yahmadi, 2016), which concluded that the level of intellectual security among students was at a medium level, and the study (Al-Anazi and the customer, 2015), which concluded that the level of overall intellectual security among secondary school students in the Kingdom of Saudi Arabia was at a moderate degree.

The third question: Is there a statistically significant relationship at the significance level ($\alpha \leq 0.05$) between emotional understanding and intellectual security among Mutah University students?

To answer this question, the researchers extracted the Pearson correlation coefficient between emotional understanding in its dimensions (suffering, positive participation, urgent response, emotional attention, feeling for others, emotional transmission) and intellectual security in its dimensions (intellectual security enhancers, intellectual security obstacles, and intellectual security barriers). 6) Explain the results.

Table (6) Explains the matrix of Pearson correlation coefficient of the relationship between emotional understanding and each of its dimensions and intellectual security and each of its dimensions

| Independent Dimensions | Dependent dimensions | | | | | | | |
|------------------------|---------------------------------|-----------|---------------------------------|-----------|--------------------------------------|-----------|-------------|-----------|
| | Intellectual Security Enhancers | | Intellectual Security Obstacles | | Limitations of intellectual security | | the kidneys | |
| | correlat | Significa | correlat | Significa | correlat | Significa | correlat | Significa |

| | ion coeffici ent | nce level | ion coeffici ent | nce level | ion coeffici ent | nce level | ion coeffici ent | nce level |
|-------------------------------|------------------------|-----------|------------------------|-----------|------------------------|-----------|------------------------|-----------|
| suffering | .996** | .000 | .779** | .000 | .829** | .000 | .962** | .000 |
| positive participat ion | .940** | .000 | .769** | .000 | .773** | .000 | .911** | .000 |
| urgent response | .915** | .000 | .724** | .000 | .760** | .000 | .885** | .000 |
| emotiona l attention | .921** | .000 | .759** | .000 | .807** | .000 | .912** | .000 |
| Feeling of others | .938** | .000 | .745** | .000 | .847** | .000 | .932** | .000 |
| emotiona l transition | .929** | .000 | .738** | .000 | .786** | .000 | .904** | .000 |
| the kidneys | .975** | .000 | .781** | .000 | .830** | .000 | .952** | .000 |

**Statistically significant at the level ($0.01 \geq \alpha$)

It is clear from Table (6) that the correlational relationships are all statistically significant, and at positive levels between the independent variables represented by emotional understanding and its dimensions, and the dependent variable represented by intellectual security and its dimensions, whether at the macro level or at the one-dimensional level, and the total value of the relationship between Emotional understanding and intellectual security as a whole (0.952), a positive value that confirms the effect of emotional understanding on intellectual security among Mu'tah University students, and the strongest of these relationships was with the dimension (suffering), where the strength of this correlation reached (0.962), while it was the weakest of these The relationships are the

relationship with the dimension (the urgent response), as the value of this correlation is (0.885).

The emergence of this statistically significant correlation may be attributed to the fact that Mutah University students possess some emotional understanding skills at an average level that make them more able to deal with the requirements of their university life, and the ability to understand and deal with others and understand their behavior and feelings, as they tend to find efficient and effective solutions Any issue they face, and emotional understanding contributes to increasing the students' openness to the surroundings around them and thus identifying new and creative ideas in developing themselves in line with the

requirements of the times, and thus improving their level of intellectual security. The researchers attribute this result to the fact that emotional understanding contributes to helping students make effective and efficient decisions based on human mentality and away from selfishness, Which positively affects the level of intellectual security that the student possesses. The researcher also attributes the existence of a correlative relationship between emotional understanding and intellectual security to that emotional understanding expresses the individual's elevation by controlling his emotions and commensurate with the level of his age and experiences and the nature of changing situations, so that his emotional responses are consistent with what is expected of a specific energy that is proportional to him and a specific situation. Therefore, the individual in this state does not emit any wrong or random thoughts, but rather his decisions and thoughts are studied and in the correct manner.

In addition, this result may be attributed to the sense of safety among individuals who possess a good level of emotional understanding, which allows them to give consideration to the needs of others, and allows them to make money, time, or effort to improve the quality of life of those they love. They are also able to accept the gifts of others for them. Balance and emotional understanding go hand in hand. Emotional understanding also makes the individual able to deal positively with the feelings of aggression that he faces from others, for example, when an individual who possesses emotional understanding is frustrated, he

does not look for another person to blame (as a normal person does), but rather strives immediately to search for a solution Because of the problem that he was frustrated by, while individuals who do not have an emotional understanding attack people, and this affects the thinking of individuals, and instills the values of moderation and non-extremism in them and develops the values of justice, equality and respect for the law, thus improving their level of intellectual security.

The researcher attributes that the dimension of suffering has the highest level of correlation between the dimensions of emotional understanding with the intellectual security variable to the fact that individuals' feeling of the suffering of others is one of the main factors influencing the behavior of individuals and their ways of dealing with others, and that students have the ability to perceive through the language of others and their suffering. Their bodies make them able to make correct judgments through their sound thinking, and this is what helps them to possess an intellectual security that protects their thoughts and minds from any fallacies, temptations and temptations.

The fourth question: How much intellectual security can emotional understanding explain?

Before starting the application of regression analysis to answer this question, some tests were performed, in order to ensure that the data fit the assumptions of the regression analysis, as it was confirmed that there was no high correlation between the independent variables (Multicollinearity) using the Variance Inflation test Factory) and the

Tolerance test for each of the study variables, taking into account that the Variation Inflation Factor (VIF) does not exceed the value (10) and the Tolerance test value is greater than (0.05) and it was also ensured that the data followed the normal

distribution (Normal), Distribution) by calculating the Skewness coefficient, bearing in mind that the data follow a normal distribution if the value of the skewness coefficient approaches (0). Table No. (7) Shows the results of these tests

Table No. (7) The variance inflation coefficient, tolerance variance and skew coefficient test

| Dimensions of the independent variable | Contrast inflation factor | Allowable contrast | skew modulus |
|--|---------------------------|--------------------|--------------|
| suffering | 1.642 | .609 | 0.372 |
| positive post | 1.681 | .596 | -1.702 |
| urgent response | 1.369 | .731 | -1.673 |
| emotional attention | 1.907 | .524 | 0.039 |
| feeling for others | 2.197 | .455 | 0.168 |
| emotional transition | 2.807 | .356 | 0.362 |

We note that the values of the variance inflation factor (VIF) for all variables are less than 10 and range between (1.369 - 2.807), and that the values of the tolerance test (Tolerance) ranged between (0.356 - 0.731), which is greater than (0.05), and this is an indication that there is no There is a high correlation between the independent variables (Multicollinearity), and it was confirmed that the data follow a normal distribution by calculating the Skewness coefficient, where the values were close to the value (0) means less than (1), so it can be said that there is no real problem related to With the normal distribution of the study data, and accordingly, we can answer the sixth study question as follows:

Table No. (8) The results of multiple regression analysis to test the impact of the dimensions of the emotional understanding variable on intellectual security

| independent dimension | B | standard error | Beta | Values T calculated | Significance level T |
|-----------------------|--------|----------------|--------|---------------------|----------------------|
| suffering | .438 | .030 | .653 | 14,536 | *.000 |
| positive post | .058 | .026 | .094 | 2.195 | *.029 |
| urgent response | - .078 | .026 | - .129 | 3.033 | *.003 |
| emotional attention | .079 | .026 | .115 | 2.986 | *.003 |
| feeling for others | .182 | .030 | .271 | 6.087 | *.000 |
| emotional transition | - .013 | .026 | - .019 | -.491 | ** .624 |

*Statistically significant at the level $(0.05 \geq \alpha)$

**Not statistically significant at the significance level ($0.05 \geq \alpha$)

It is clear from the statistical results presented in Table No. (8), and from the follow-up of the (Beta) coefficients, and the (t) test that the following sub-variables related to (suffering, positive participation, urgent response, emotional attention, feeling to others, emotional transmission) all have an effect. Significant in intellectual security, in terms of (Beta) coefficients for these variables as they appear in the table and in terms of the calculated t-values higher than their tabular value at the level of significance ($0.05 \geq \alpha$), while there was no effect for the sub-variable represented by "emotional transition" in Intellectual security, in terms of the value of (t) and the level of significance associated with it. In order to determine the predictability of each independent variable in intellectual security, a stepwise multiple regression analysis was performed, and Table No. (9) Shows the results of that

Table (9) Results of "Stepwise Multiple Regression" analysis to predict intellectual security through dimensions of emotional understanding.

| The order of entry of the independent elements in the prediction equation | Values R ² Cumulative coefficient of determination | Values T calculated | Significance level T |
|---|--|---------------------|-------------------------|
| suffering | .926 | 19.854 | *.000 |
| feeling for others | .936 | 7.854 | *.000 |
| emotional attention | .937 | 2.433 | *.003 |
| urgent response | .938 | 2,397 | *.002 |
| positive participation | .939 | 2.180 | *.030 |

*Statistically significant at the level ($0.05 \geq \alpha$)

Exited from the regression equation: emotional transition.

It is clear from Table No. (9), which shows the order of entry of the independent variables into the regression equation, that the dimension of suffering ranked first and explained the amount of (92.6%) of the variance in the dependent variable, followed by the dimension of feeling for others and explained with the dimension of suffering (93.6%) of The variance in the intellectual security variable as a dependent variable, followed by the emotional attention dimension and explained with the previous two dimensions (93.7%) of the variance in the dependent variable, followed by the urgent response dimension and explained

with the three previous dimensions (93.8%) of the variance in the dependent variable intellectual security, and in the last place The dimension of positive participation came and explained with the previous dimensions (93.9%) in the variance in the dependent variable, while it came out of the regression and prediction equation for the dimension of "emotional transition" because it was not statistically significant.

The researchers attribute the predictive ability of emotional understanding in explaining intellectual security to the fact that students' possession of an appropriate level of emotional understanding contributes to helping them to clearly realize his personal motives, including his awareness of

the various feelings that he possesses even when he is at the height of emotion, in addition to improving his confidence in himself and taking responsibility for his actions. He tends to be independent in his actions and opinions, and this leads to his enjoyment of a high degree of mental health, including relative freedom from anxiety disorders and depression, and thus he will look at life with optimism and positivity, and this helps him to improve his level of intellectual security.

The emergence of this great predictive ability of emotional understanding in intellectual security may be attributed to emotional understanding that contributes to improving students' ability to control their emotional fluctuations, while employing their feelings and emotions for the personal benefit without sacrificing the interest of others, and this contributes to enhancing their intellectual security as a result of their thinking about the good. The public and its preference over the private good, and emotional understanding explains intellectual security by improving students' ability to understand the hopes or pains they face and then expand opportunities for them to succeed and excel and form effective human relationships with others, and this contributes to improving their thinking towards the public interest and the interest of others..

The researchers also attribute this result to the fact that emotional understanding contributes to the refinement of personal qualities and social and emotional skills that enable the student to understand the feelings and emotions of others, and then be more able to rationalize his psychological and

social life based on these skills, as the person who is characterized by a high degree of understanding Emotional, characterized by abilities and skills that enable him to sympathize with others, especially in times of their distress, and makes it easy for him to form and maintain friends, controls emotions and emotional fluctuations, expresses feelings and feelings easily, understands problems between people and resolves disputes between them easily, respects and appreciates others, and shows the degree of A high degree of friendliness and affection in his dealings with people, and all these factors help students to improve their thinking and increase their interest in others, which positively affects their level of intellectual security.

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