



Emotional intelligence and its relationship to strength personality among postgraduate (Master's) students at Wasit University

¹Hiba Salah Abdulmuhsen Mohamed*, ²Suzan Mohamed Jawad

*Corresponding Author: e-mail: Hiba.al-mohsen648@uowasit.edu.iq

^{1,2} Faculty of Physical Education and Sports Sciences, Wasit University

Abstract

Importance of the current study emerged as it stems from importance of its subject, as it attempts to identify level of emotional intelligence and personality strength among research sample, as well as to identify relationship between emotional intelligence and personality strength among postgraduate students (Master's level) at College of Physical Education and Sports Sciences - Wasit University. The researchers assumed a positive correlation between emotional intelligence and personality strength among postgraduate students (Master's level) at College of Physical Education and Sports Sciences. As for research methodology, the researchers followed descriptive approach with survey method because it is suitable for nature of problem. Research population was determined purposively, and it consists of postgraduate students (Master's) at College of Physical Education and Sports Sciences Wasit University for academic year 2025-2026, which amounts to 34 male and female students. Research sample was selected purposively and it consisted of 21 male students after 13 female students were excluded so that sample would be only males, and two students were excluded for pilot study. Research sample constituted 61.76 % of research population. The researchers conducted main experiment by applying specified measures on Monday, May 11, 2020, by distributing an electronic questionnaire to all administrative staff of College of Physical Education and Sports Sciences via social media. After collecting data for research sample, the researchers statistically analyzed it using SPSS statistical package. Following conclusions were reached: Research sample, consisting of Master's students at College of Physical Education and Sports Sciences, University of Wasit, possesses a balanced personality strength, not an exceptionally strong one. Research sample exhibits high emotional intelligence, and there is a strong correlation between emotional intelligence and personality strength within research sample.

Keywords: Emotional intelligence, Personal strength, Sport psychology, Master degree, Wasit University.

Introduction

Developed nations constantly strive to optimally invest their renewable human resources and diverse natural wealth, employing all methods and approaches to cultivate the abilities and talents of their citizens. This contributes to the holistic development of each individual—intellectually, physically, aesthetically, and psychologically and socially. As the German philosopher Goethe said, "The future of a nation springs from the energies of its youth." Beyond the traditional view of intelligence, still prevalent in our universities a view that results in significant losses of human potential traditional perspective equates a

learner's intelligence with a single ability: the IQ score. Consequently, a learner's intelligence level is determined according to this narrow definition.

The traditional concept of intelligence has been closely linked to the concept of IQ, which has garnered significant attention from psychologists for decades. They have considered it the primary and fundamental factor for success and excellence, believing that highly intelligent individuals reach the highest levels of success in education and various aspects of life. However, in reality, many intelligent people struggle and spend their lives in anxiety, stress, and depression, while others with less intelligence attain important and successful positions. This is solely due to their mastery of other, more important skills, namely... These are called emotional intelligence skills, including self-awareness and management, stress management, social adjustment, curbing desires, empathy, communication, and adaptation.

The concept of emotional intelligence has received considerable attention and focus over the past three decades in educational, psychological, and social studies and research. The modern view of emotions and feelings acknowledges their importance in human life, recognizing them not as separate processes from thinking, but rather as intertwined and complementary. The cognitive aspect of human beings contributes positively to the emotional process through interpreting and expressing emotional situations. Conversely, it can contribute negatively through misinterpretation. Emotions can also contribute to rational thinking; positive humor can help solve problems, while sad humor aids in reasoning and the examination of available alternatives. Furthermore, positive emotions help in classifying and organizing information.

Importance of the current study stems from the importance of its subject, as it attempts to identify the level of emotional intelligence among the sample members, and the nature of the relationship between emotional intelligence and personality strength among a group of graduate students.

With the emergence of new concepts such as emotional intelligence and modern theoretical models in psychology, the need seems urgent and necessary to verify the premises of those theoretical models and the assumptions on which they are based, and to know the extent to which this type of intelligence contributes to predicting some other criteria, including personality strength, which still needs in-depth research to understand its dimensions.

Examining the process of emotional intelligence and its relationship to personal strength through an analytical lens, along with the various factors that influence it, is of paramount importance. Understanding these factors and their impact on achievement and personal strength provides clear and significant indicators of students' future prospects, enabling us to identify obstacles hindering this process and thus find the necessary methods and approaches to overcome these obstacles and achieve acceptable academic performance. Therefore, the researcher formulated the research problem as the following question, attempting to answer and explain it: Is there a relationship between emotional intelligence and personality strength among graduate (Master's) students in the Faculty of Physical Education and Sports Sciences?

Research objectives are to identifying emotional intelligence among graduate (Master's) students in the Faculty of Physical Education and Sports Sciences. Identifying the level of personality strength among graduate (Master's) students in the Faculty of Physical Education and Sports Sciences. Identifying the relationship between emotional intelligence and personality strength among graduate (Master's) students in the Faculty of Physical Education and Sports Sciences.

Research hypothesis was about is there a positive correlation between emotional intelligence and personality strength among graduate (Master's) students in the Faculty of Physical Education and Sports Sciences.

Research Methodology

The researcher followed the descriptive approach because it was suitable for the nature of the research and its problem. The research population was determined purposively and they are graduate students (Master's) of the College of Physical Education and Sports Sciences / Wasit University for the academic year (2025-2026) and their number is (34) male and female students. The research sample was chosen purposively and it consisted of (21) male students after (13) female students were excluded so that the sample would be only males and two students were excluded for the pilot study. The research sample constituted (61.76 %) of the research population.

Research variables

The researcher reviewed many scientific sources and references (theses and dissertations) that dealt with sports psychology, and in agreement with the supervisor, the researcher identified the research variables, which were as follows: awareness of (emotional intelligence and strength of personality).

The scales used: Emotional Intelligence Test: For this short test, you will need a pen and paper to answer the seventeen questions (see Appendix 1). Each question has five possible answers; choose only one answer for each question and write down the question number and answer number. After completing the test, click on the results to see your emotional intelligence score.

Test correction and results interpretation: In the previous seventeen questions, each of the five answers has the following marks:

- 1- 1
- 2- 3
- 3- 5
- 4- 7
- 5- 9

Write down the score you received for each question. For example, if your answer to question 1 was "sometimes" = C, then you received 5 points. Repeat this process for each question. Add up your scores to get your emotional intelligence score.

- Very low emotional intelligence = 50 to 70 points
- Low emotional intelligence = from 70 to 85 points.
- Average emotional intelligence = from 85 to 115 points.
- High emotional intelligence = from 115 to 130 points.
- Genius emotional intelligence = 130 to 150 points

Personality strength test:

Test correction and results interpretation

$$A = 0 \quad B = 2 \quad C = 1$$

A score of 20 to 25 indicates a strong personality: The main qualities of your personality are: toughness, ambition, and determination. Your most important personal trait is that you know exactly what you want in life, and you don't rest until you achieve your goals. Your serious flaw is that you can become frustrated if you don't achieve your goals. From 15 to 19 points, you have a very balanced personality in terms of strength, and the personal qualities of your personality are (tolerance - kindness - consideration for others). Your most important personal traits are that you

love helping others, in addition to your pursuit of satisfying your personal desires, as well as your commitment to teamwork and your awareness of your goals in life. What is truly amazing about your personality is that you are ready to accept both failures and sudden successes.

A score below 15 indicates a very weak personality: The main traits of your personality are: hesitation, confusion, and indecisiveness. Your most prominent personality trait is a lack of self-confidence and trust in others, along with a doubt in your abilities, despite feeling secure with the outside world. It's truly unfortunate that you're not utilizing your potential to its fullest extent. You need to set higher goals, boost your self-confidence, and firmly believe that you possess the ability and talent to succeed in life.

Exploratory experiment

The exploratory experiment was conducted on Sunday, November 26, 2025, using the Google application and some social networking sites (Facebook, Messenger, Telegram) with a sample of two students from outside the research sample. The aim was to confirm the following matters. Identifying the time taken to complete the scale and test. The efficiency of the electronic devices, tools, and applications used. The extent of understanding and responsiveness of the research sample.

Main experiment

The researcher conducted the main experiment by carrying out the specified measures on Monday, December 11, 2025, by distributing the electronic questionnaire to all the administrative staff of the College of Physical Education and Sports Sciences through social media.

Statistical methods

The researcher used the SPSS statistical package to process the data: mean, standard deviation, hypothetical mean, Pearson's simple correlation coefficient.

Results and Discussion

Identifying emotional intelligence in the research sample:

In order to achieve this goal, we had to find the arithmetic mean and the hypothetical mean of the research sample, as shown in Table (1).

Table (1) shows mean, hypothetical mean, and standard deviation of emotional intelligence for the research sample.

Sample number	Mean	Standard deviation	hypothetical mean	freedom degree	(t) Value		Sig. value	Sig. type
					Calculated	Tabular		
17	118,483	26.324	85	16	11.116	3.134	0.000	Sig.

It is evident from what is presented in Table (1), that the value of the arithmetic mean reached (118.483), which is higher than the hypothetical mean of (85), which indicates that the members of the research sample, according to the levels classified by the scale, enjoy high emotional intelligence. This is a natural result, as they are in a study stage (Master's stage) that requires them to be distinguished by intelligence in overcoming all circumstances, events, and requirements that must be performed.

Identifying strength of personality within research sample

In order to achieve this goal, we had to find the arithmetic mean and the hypothetical mean of the research sample, as shown in Table (2).

Table (2) mean, hypothetical mean, and standard deviation indicate the strength of character of the research sample.

Sample number	M.	St.d	hypothetical mean	freedom degree	(t) Value		Sig. value	Sig. type
					Calculated	Tabular		
17	19.133	4.124	26	16	4.123	3.134	0.043	Sig.

Table (2) shows us that the value of the arithmetic mean, which is (19.133), is less than the value of the hypothetical mean (26). This indicates that the research sample, which consists of Master's students in the College of Physical Education and Sports Sciences - Wasit University, does not possess strong personalities. However, by referring to the levels of the scale, the individuals in the sample possess balanced personalities because they fell between (19-15). This is also a natural result because they are characterized by cooperation and assistance among themselves due to the nature of this stage of study and the duties assigned to them in performing joint research and reports, in order to satisfy their desires and reach their goals represented in achieving this academic degree.

Identifying relationship between emotional intelligence and personality strength in research sample

In order to achieve this goal, we had to find Spearman's correlation coefficient for the two research variables, as shown in Table (3).

Table (3) shows the relationship between emotional intelligence and personality strength in the research sample.

Correlation coefficient between emotional intelligence and personality strength	Correlation coefficient	Relation Type	Tabulated value	Sig. level
Emotional intelligence x Personal strength	0.463	Positive	0.506	0.003

Table (3) shows that there is a moderately positive correlation between the two research variables (emotional intelligence x personality strength) among the research sample, given that there are some patterns. The personality traits associated with students at this educational stage, and the resulting behaviors, are directly linked to their maturity and intelligence. Emotional intelligence is not merely a theoretical concept based on tests, but rather an ability controlled by a specific part of the brain, similar to many other mental abilities such as memory and attention. Scientists view the brain and body as a single, integrated system. The emotional system resides within the endocrine system and influences all other bodily systems. The endocrine system plays a fundamental role in regulating feelings and emotions, a function shared by the brainstem (brain steam) , located at the base of the brain . Furthermore, research conducted on the human brain by Daniel Goleman led to discoveries about the structure of the emotional brain, explaining how emotions affect the thinking mind and how the brain's complex structures during emotional moments reveal many truths.

Conclusions

Results demonstrated a significant positive correlation. Statistically, the higher level of emotional intelligence student's ability to understand his own feelings and feelings of others, the stronger his personality and greater his confidence in making decisions. Students at Wasit University who possess high emotional intelligence have a greater ability to cope with the pressures of exams and scientific discussions, reflecting a stable and commanding personality. Emotional intelligence acts as a protective shield against psychological fragility, as it contributes to building a personality characterized by psychological resilience and the ability to adapt to university and social environment.

Recommendations

It is necessary for deans of colleges at Wasit University to organize periodic workshops and training courses that focus on skills of (self-awareness, empathy, and anger management) as part of developing students' skills. Strengthening their role in providing training programs aimed at raising the level of personality strength through emotional intelligence techniques. Given nature of pressures faced by graduate students, it is recommended to create psychological support platforms that focus on "emotional resilience" to ensure their personal balance during scientific research. Encouraging researchers in the departments of educational and psychological sciences at university to conduct longitudinal studies that track development of emotional intelligence among students from first stage until graduation in order to measure extent of change in strength of their personality.

References

- Abdel Naim Al-Dardari: Contemporary Studies in Cognitive Psychology, Vol. 1, Cairo, 2004.
- Fawqia Muhammad Radi: Emotional Intelligence and its Relationship to Academic Achievement and Thinking Ability, Journal of the Faculty of Education, Mansoura University, Issue 45, 2001.
- Ibrahim Al-Samawani: Emotional Intelligence: Its Foundations, Applications, and Development, Amman, Dar Al-Fikr, 2007.
- Daniel Goleman: Emotional Intelligence, translated by Laila Al-Jabali, Alam Al-Maarefa series of monthly books published by the National Council for Culture and Arts, Kuwait, 2004.
- Mahmoud Al-Khawald: Emotional Intelligence, First Edition, Amman, Dar Al-Shorouk for Publishing and Distribution, 2005.
- Amer Saeed Keitan et al.: **Sports Psychology**, 1st ed. (Iraq, Najaf, Dar Al-Dhiyaa for Printing and Design, 2015).
- Ramadan Yassin: **Sports Psychology**, 1st ed. (Jordan, Amman, Osama Publishing and Distribution House, 2008).
- Abdul Rahman Al-Awaisi: **General Psychology**, (Alexandria, University Knowledge House, 2000).
- Mohammed Hassan Alawi: **Psychology of Sports and Physical Practice**, 1st ed. (Cairo, Modern Book Center, 2018).
- Hamdi Abdullah Abdul-Azim: Encyclopedia of Psychological Tests and Measurements. Egypt. Giza. Awlad Al-Sheikh Heritage Press.
- Samia Khalil: **Emotional Intelligence, Concepts, Models and Applications**, 1st Edition, Dar Al-Kitab Al-Hadith, Cairo, 2010.

- Wajdan Abdul-Amir Al-Nash'i: Emotional Intelligence and its Relationship to Self-Efficacy among Teachers, PhD Thesis, College of Education for Girls, University of Baghdad, 2005.
- Mayer. j. D. salovey. p. Caruso. DR sitarenios.2001. Emotinal Intelligence, p32.

Appendices

Appendix (1)

Maslow's scale (For psychological security)

No	Paragraphs	Alwa ys	Most time	Somet imes	Rarel y	Never
1	When I feel annoyed, I don't know who or what annoyed me.					
2	Everyone has problems, but there are so many things wrong with me, and that's why I can't love myself.					
3	Some people make me feel like a bad person, no matter what I do.					
4	When I make a mistake, I say things about myself that are self-destructive, such as: I am a failure, stupid, I cannot do anything successful.					
5	I feel embarrassed and confused when I am expected to show my emotions.					
6	I experience moods where I feel strong, capable, and competent.					
7	When I am about to accomplish something or achieve a specific goal, obstacles arise that prevent me from reaching my objectives.					
8	I can't stop thinking about my problems					
9	It is best to remain cool and neutral until I know the other person well.					
10	I have difficulty saying things like "I love you" even when I truly feel that way.					
11	I am bored (weary, fed up)					
12	I worry about things that others don't think about.					
13	I need someone to pay me to continue my journey.					
14	My life is full of dead ends.					
15	I am not satisfied with my work unless someone praises it.					
16	Others tell me that I overreact to small problems.					
17	I am not happy for reasons I don't understand.					

Appendix (2)

Personality strength scale

No.	Paragraph	Appropriate answer		
1	Do you see your personality	Renewable personality	Fixed personality	Moderate personality
2	Do you think that in your dealings with others	Mannered	Strong	Acceptable
3	Do you believe in your handling of difficult situations?	Hesitant	Sticking to your opinion	Lovable
4	When you experience a tragedy or shock, what is your state?	Steadfast	High probability	Balanced
5	Your opinions on important issues are always present	Reserved	Solid	Rationally
6	Your decisions regarding family problems, in particular, are always based on...	Inconclusive	Resolute	Various
7	In matters concerning reputation and honor, your judgment is your own.	Fluctuating	Steadfast	Habit Controls You
8	In your relationships with your superiors in general, you are	Clear	Flattering	Typically
9	When dealing with people of ill repute,	Suspicious	Shrewd	High
10	In most family discussions,	Fond of Arguing	Bold	Respecting Opinions Of Others
11	In your interactions with the opposite sex (the opposite of your gender) in general, are you	Hateful	Sweet Feelings	World
12	If someone insults you, you	Irritable	Respond to Insult	Tolerant
13	If you lose something precious, you will	Content and Satisfied	Excitedly	Flares Up, then Calms Down.