Emotional Intelligence and Its Relation to the Professional Competence of Lecturers Working in Palestinian Universities

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Abstract
The aim of the study was to identify the relationship between professional competence and emotional intelligence among lecturers working at Al-Aqsa University. Another aim was to identify the level of professional competence and emotional intelligence in the study sample. The results of the study revealed that the level of professional competence and emotional intelligence was high among Al-Aqsa University professors. Besides, the results of the study showed a positive relationship between professional competence and emotional intelligence in the study sample. It was also found that there were no differences due to sex in both professional competence and emotional intelligence of the university professors at Al-Aqsa University.
Keywords: Emotional intelligence -professional efficiency.

Introduction:
Higher education institutions, represented by universities and colleges, are the top of the educational pyramid in all countries of the world in general and in Palestine in particular. Accordingly, higher education has been of great interest to the Palestinian people at home and abroad after the return of the Palestinian National Authority in 1994. Despite the difficult economic and political conditions, Palestinian universities in the Gaza Strip have increased in terms of quantity and quality caused by the return of many Palestinian cadres, which have received high degrees from different countries, to serve their people. This has had a great contribution and influence in augurating postgraduate programs of different types, which in turn has had a clear impact on the development of human resources on an ongoing basis because the outputs of these educational programs are closely related to the quality and experience of faculty members , their knowledge of the experiences of others , and their openness to academic and technical development , Knowledge and the extent to which they meet the needs of the Palestinian society .

Members of the university faculty are the main element in the educational process because they lead the educational work, and deal with the students directly and influence their scientific and social composition. Besides, they strive to advance and develop the academic institutions as well as carry the burden of the institutions' academic and practical mission in the service of society and achieving its goals. In light of this, attention to the university professor in terms of their development and evaluation, keeping pace with scientific developments in the field of specialization and educational aspects and technology education is indispensable (Naimi, 1985: 289).

The faculty are the backbone of the academic work at the university because of the great responsibilities they bear. They shoulder the burden of teaching, the burden of academic guidance for students and other burdens, in addition to the constant research activity that the faculty member conducts in order to serve their country and university. Additionally, they carry the burden of curriculum construction and syllabus setting. Therefore, the evaluation of faculty members, especially in the teaching aspect is a very important duty, as the University achieves its objectives via the efficiency of teaching staff members.

The efficiency of university teaching is one of the components of the total quality system, in the light of which the university education is evaluated. It ensures its ability to meet the challenges of the future represented by the technological, informational and cognitive revolution (Abdel Maqsoud, 1997: 19).

In order for the instructor to perform their important and sensitive role professionally and competently, they must have sufficient educational capacities and competencies. The teacher's job is no longer limited to providing the students with information and facts as the case was in the past. Rather, it has become a comprehensive educational process with all its aspects of the student's personal growth in terms of physical, mental, psychological and social development (Al-Hadhli, 1995, 147).

It is noted that the effectiveness of the university education is determined by the university professor, their skill in creating a filial learning atmosphere, developing the mental stimulation of students, and positive communication between them and their students besides the nature of relationships that may help to stimulate learners' motivation to do their best, and encourage them to get attainment and scientific excellence. This in turn will reflect on the level of their satisfaction, and the extent of positive interaction (al-Khateleh, 2000, 113).

The professional competence of the university professor needs a unique personal construction, especially a good amount of emotional intelligence regarding their understanding and control of their own emotions and the feelings of others in the educational process at the university. This helps them to improve mental and emotional buildup and contributes to constructing mutual trust with the parties engaged in the educational process.

The development of emotional intelligence can contribute to providing children and young people with the emotional and social skills they need most at different stages of their lives. This is the requirement that justifies the importance of emotional intelligence on the personal and social levels, because developing and rationalizing it results in positive effects concerning human adaptation and productivity, and overall psychological health (Jarwan, 2012: 71).

Emotional intelligence is assoc`iated with personal factors such as warmth, affection, and it is distinct from personality variables. It is namely the ability to recognize the meanings of emotions and use them in thinking and problem solving (Saad, 2009: 20).

Emotional intelligence plays a vitally important role in self-determination, which requires a set of affective skills that constitute an important element in understanding an individual's success in their personal and professional life because their emotional capacities are a high ability that determines the amount of success they may attain via manipulating their intellectual and emotional skills (Golman, 2010).

Therefore, the university professor in order to perform his role efficiently and effectively should possess a high degree of professional competence because his job is no longer restricted to providing students with information and facts as the case was before, but rather has become a comprehensive process covering all aspects of the growth of their students' personalities.

The academic work in the Palestinian universities is one of the most important pillars upon which building the capacities of young people depends in order to qualify them to build the institutions of the country properly. This requires building the personality of the university professor on psychological, scientific and social bases enabling them to attain psychological health, which in turn contributes to upgrading their professionalism. This manifests in their ability to make use of emotional intelligence when dealing with colleagues at work, and the students they are working with as well.

Based on the above, and as a result of the researchers' work in the academic field at university, their interaction with colleagues at work, and with university students, it became clear to them that the university professor needs a high level of emotional intelligence to deal effectively with the students, and the requirements of academic and administrative work while carrying out their academic duties, which may reflect positively on their professional level, and this is what motivated the current researchers to carry out this study in an attempt to investigate emotional intelligence and its relation with professional competence among Al-Aqsa university professors.

A number of studies dealt with the theme of the current study. The researchers review them in the following section.

Magribi et al's study aimed to identify the relation between emotional and professional competence among high school teachers in Makka. The sample consisted of (146) teacher. The findings demonstrated a relation between emotional intelligence and professional competence. Besides, the emotional intelligence components were not able to predict professional competence. Moreover, there were no significant effects for the interaction between majority and years of experience on emotional intelligence and professional competence.

Alem and Ghalib's study (2008) shed light on the renewed roles of faculty members conforming to current trends. In addition, they wanted to recognize the relationship between good quality and the quality of teaching staff. The results indicated that the good quality required good faculty members. Shakhshir et al's study (2010) aimed to reveal the level of professional development of the members of An-Najah National University from their point of view in the light of some independent variables of gender, age, academic qualification, years of experience, and grade. The sample consisted of (130) faculty members. The results of the study showed that the level of professional development among faculty members was moderate. Besides, There were no differences in professional development due to gender, age, academic qualification, years of experience, grade.

Al-Omary's study (2009) sought to identify the professional growth programs adopted by faculty members at the Applied University of Balqa, as well as to identify the differences in the professional growth according to the variables of gender, academic qualification and academic rank among faculty members. The results of the study showed that the percentage of professional growth techniques followed was medium. It also indicated there were no differences in professional growth attributable to sex, educational qualification, and academic rank.

El-Astal's study (2010) aimed to identify the relationship between emotional intelligence and stress coping skills among students of faculties of education in Gaza universities. The sample consisted of (403) students of faculties of education. The results indicated that the level of emotional intelligence among students reached (69.03) and the level of pressure coping skills was (77.61). In addition, there was a positive correlation between emotional intelligence and the total score of pressure coping skills. Besides, there were no statistically significant differences in the dimensions of emotional intelligence, and the dimensions of the pressure coping skills ascribable to sex. However, the findings revealed statistically significant differences due to sex, in favor of males in the total score of emotional intelligence, and the total score of psychological stress coping skills. El- Farra, and Nawajha (2012) conducted a study aiming to recognize the relationship between emotional intelligence and the quality of life, and academic achievement among a sample of 300 students of Al Quds Open University. The

results revealed the existence of a relationship between quality of life and academic achievement, and there were statistically significant differences between the mean scores of high academic achieves and the scores of low academic achievers in emotional intelligence and quality of life in favor of the formers. Atta's study (2013) sought to identify the relationship between personal characteristics and emotional intelligence among academics, as well to recognize the differences between the sexes. The study sample consisted of 163 university professors. The results indicated that emotional intelligence was positively associated with extraversion, conscientiousness, openness to experience, and conversely related with neuroticism. The results also revealed no differences between the sexes in openness to experience. Besides, there were differences between the sexes in extroversion, conscientiousness and neuroticism in favor of males. Sarkhosh's study (2014) attempted to the give an answer to the question of how emotional intelligence can affect teachers' personal competence. The study revealed the existence of a positive relationship between emotional intelligence and personal competence.

Niemi's study (2014) investigated the effect of using different research methods and promotion of active learning in the development of teaching competencies among teachers before service in addition to enhancing the desire in vocational learning, and trying to make research part of their lives. The sample included 287 university students. The results indicated that research studies contributed to raising professional skills, students' growth and support towards evidence- based practices and the use of 21st century skills. The results of the study also showed the positive impact of active learning in enhancing professional efficiency. Radwan's study (2014) aimed to identify the professional competencies required for university faculty members as perceived by Jijel University students. The study sample included 218 students. University teaching staff had high professional talents as seen by the students.

Murcial et al conducted a study (2015) aiming to design a tool to evaluate the teaching competencies of the teaching staff in various universities as perceived by students. The sample was (1297) university students. The results of the survey indicated that the tool was suitable for measuring the teaching competence of teaching staff in different universities.

Hassan et al. (2000) sought to identify the relationship between emotional intelligence and the effectiveness of teaching among lecturers. The study sample included (155) university lecturers. The results of the study revealed that there was a positive relationship between emotional intelligence, comprehensive skills, and effective teaching. The results also showed that the lecturers were highly self-confident and were more committed to their jobs. Ahmed's study (2015) showed that there was a positive relationship between emotional intelligence and job satisfaction among university professors. Malmqvist et al's study (2016) explored the programs of promoting staff members' professional development at three universities in Denmark and one university in China. The results showed that the staff urgent needs were courses in training in assessment and communication, and ethics as well as programs to supervise the students' research. Davidw's study (2016) aimed to identify the emotional intelligence and self-efficacy and adaptation among (273) Chinese teachers. The results showed that there was a relationship between emotional intelligence and active coping strategies. The teacher professional competence did not alone predict active and positive adaptation, although there was some evidence that the teacher's efficiency might interact with the internal emotional intelligence of an individual in predicting active adaptation and that was in favor of male teachers. Additionally, the study results can be taken as preventive effort to cope with teachers' stress and promote their emotional intelligence. Ibraim et al conducted a study (2016) aiming at exploring the relationship between emotional intelligence and job satisfaction among the lecturers of Kano universities, the use of emotion and the regulation of emotion and job satisfaction. The study found that there was a relationship between emotional intelligence and job satisfaction among lecturers at the universities of Kano State. The study sample consisted of (2502) lecturers from all universities in Kano State. The study found that there was a relation between using and regulating emotion and job satisfaction.

Mohammed's study (2016) sought to identify the level of professional competence and its relationship to job satisfaction among Port Said education faculty members according to the total quality standards. The study sample included 50 members of faculty members. The results of the study revealed a positive relationship between professional competence and job satisfaction.

Based on the above, higher education institutions are an essential foundation in building the minds of the students and developing the institutions of society. In order to carry out this mission, creating distinctive academic and administrative academic cadres is required. This becomes possible through providing them with professional foundations that must be achieved during university work. Because of the importance of the university professor having the intellectual, psychological and social merits, which in turn positively influence the society structure, the researchers decided to study the relationship between emotional intelligence and professional competence among university professors.

Study problem and questions:
The problem of the study centers on the following questions:
The main question

What is the relationship between professional competence and emotional intelligence among Al-Aqsa University professors in Gaza?

The following minor questions arise from the main one:

1. What is the level of the domains of emotional intelligence scale and the total score of the scale among the of Al-Aqsa University lecturers?
2. What are the levels of the domains of the professional competence scale and its total score among Al-Aqsa University lecturers?
3. What is the relationship of emotional intelligence to professional competence among lecturers of Al-Aqsa University Lecturers?
4. Are there differences in all the domains of the emotional intelligence scale and its total score due to sex among Al-Aqsa University lecturers?
5. Are there statistically significant differences in professional competence among Al-Aqsa University lecturers due to sex?

Objectives:

The present study aims to identify the relationship between professional competence and emotional intelligence of Al-Aqsa university professors. It also aims to identify the level of professional competence and emotional intelligence of Al-Aqsa university professors and to identify the differences in professional competence and emotional intelligence attributable to gender.

Significance:

The significance of the study lies in the importance of the subject, which it addresses.

I. Theoretical importance:

The study is important in terms of addressing the variable of professional competence and emotional intelligence, which is a part of positive psychology. Besides, the university professor's having professional competence plays a large role in university life, which has a great role in building the community and the graduation of promising young generation, which contributes to the building of society.

The importance of the study stems from the sample it deals with namely the university professor who is an important element in the society and plays a great role for the future generation on which the society relies in its development and promotion.

The study is important because it is the first study that deals with these variables combined in the Palestinian society according to the best knowledge of the researchers.

Practical importance:

The results of the study may help in the preparation of counseling programs to increase professional competence and emotional intelligence of the university professor.

The study aims to inform the top management of Al-Aqsa University in particular and the Palestinian universities in general about the need to support the university professor in various fields in terms of providing training courses that contribute to the development of professional competence among university professors.

We hope that the results of the study will benefit all the ministries and institutions concerned with the university professor.

The study may help in constructing new psychometric instruments in the field of mental hygiene, which may benefit researchers in subsequent psychological studies.

Terminology:

Professional competence:

The researchers define professional competence as "a set of abilities that the professor has in terms of planning for lectures, lecturing, assessment processes, as well as a set of knowledge, skills and attitudes that the professor possesses"

Emotional intelligence:

A set of skills and competencies that enable the individual to recognize his feelings, the feelings of others, to motivate himself, to manage his emotions, and to interact with others effectively (Goleman, 1995 as cited in Jarwan , 2012) .

University professor:

The researchers define a professor as "Anyone who teaches academic courses at Al-Aqsa University and holds a master's degree or doctorate or post- doctoral degrees.

Study limitations:

The results of the study can be generalized in light of the following limitations:

The variables investigated in the study.

The methodology used, namely the descriptive approach, the hypotheses, the sample as the number of participants is (210) university professors at Al-Aqsa University, the tools, the professional competence, and the emotional intelligence scales prepared by the researchers, and the statistical methods used namely arithmetical

means, standard deviations, the T test and Pearson correlation coefficient.

Methodology:
First Approach:
In order to achieve the objectives of the study, the researchers used the descriptive approach because it suits the objectives of the study and its hypotheses.

Population:
The population of the study included all the academic staff in the faculties of education, applied sciences and administration at Al-Aqsa University in the academic year 2016-2017. In addition, the number of population is (488) female and male lecturers according to the statistics of the employees' affairs distributed to different campuses of the university.

The sample:
The sample of the study included (210) male and female lectures. The sample of the study was chosen using the systematic simple random sampling technique. The following table shows the specifications of the study sample.

Table(1)

Specifications of the sample	Type	Number
Sex	Male lecturer	160
	Female lecturer	50
College	Education	103
	Applied sciences	53
	Administration	54

Tools:
The researchers prepared the tools suitable for the sample in terms of its nature, namely:

I. Emotional Intelligence Scale:
The researchers prepared the scale after reviewing many studies and previous research, which dealt with emotional intelligence in its general and specific sense, including the study of the Astal (2010), Al-Farra et al's study (2012), the study of Maghribi (2008) and other Arab and foreign studies. The researchers drafted the items of the scale, which are (40) items distributed into over (4) areas.

Psychometric characteristics of the scale:
Validity of the scale:
The measure was validated in several ways including

Arbitrators' validity:
The scale was presented in its initial form to a group of university professors who are specialists in psychology and mental hygiene in order to express their opinions and observations about the relevance of the scale items. In light of those views, some items were excluded, some new ones were added and others were modified.

Internal consistency: The internal consistency of the scale was verified by applying it to a sample of 30 male and female lecturers from Al-Aqsa University in the academic year 2016- 2017 from other than the study sample. Pearson correlation coefficients were calculated by calculating correlation coefficient of an item with the total score of the whole scale and the total score of the area to which an item belongs. The correlation coefficients of self-awareness items ranged between (0.77-0.89), the area of emotion regulation is (0.69-0.85), empathy is (0.89-0.95), and the social interaction domain is (0.89-0.95). The total score of the emotional intelligence scale ranged between (0.90 – 0.92). The correlation coefficients between the score of every domain of the scale with the total score of the scale were also computed. The correlation coefficient of self-awareness is (0.80), emotions regulation is (0.79), and correlation coefficients of empathy (0.85), correlation coefficients of social interaction is (0.89). The total correlation coefficient of the emotional intelligence scale is (0.95). This proves that the scale is highly valid.

Second, Reliability of the scale:
To calculate the reliability of the scale, the researchers calculated the coefficient of the stability of the scale using alpha-Cronbach formula. The reliability coefficient is (0.86), which is a high reliability coefficient. Besides, the researchers calculated the scale reliability through test and retest technique as the researchers administered the scale to a group of (30) male and female lecturers from Al-Aqsa University. After a month, the scale was administered again on the same sample. The coefficient of stability was (0.85.) This indicates that the scale has a good degree of reliability.

II. Professional competence Scale:
The researchers prepared the scale after reviewing many studies and previous research, which dealt with professional competence, such as Shakhshir's study (2008), Radwan's (2014), Aziz' (2012), and other Arab and foreign studies. The researchers drafted the items of the scale, which consists of (58) items, distributed over (6) areas.

Psychometric characteristics:
The scale was validated in several ways, including:
Arbitrators' validity:
The scale was presented in its preliminary form to a group of university professors who are specialists in the field of psychology and mental hygiene in order to express their opinions and observations on the appropriateness of the scale's items, and the extent an item belongs to the area under which it appears, as well as wording clarity. In the light of those views, some items were excluded, others were added and others were amended.

The internal consistency:
The internal consistency of the scale was verified by applying it to a pilot sample of (30) male and female lecturers from Al-Aqsa University in the academic year 2016- 2017 from outside the study sample. Pearson correlation was calculated by finding the correlation of every item with its domain. The correlations ranged between (0.67 - 0.79). Lecture planning domain was (0.79-0.85), lecturing domain ranged between (0.59 - 0.89), assessment domain and the questioning mode ranged between (0.69-0.87), the use of reinforcement between (0.83-0.90), and academic mastery domain (0.73-0.90). The total coefficient correlations of the scale is (0.89). This shows that the scale was highly valid.

Second: Reliability of the scale:
To ensure the scale reliability the researchers computed reliability coefficient using Alpha- Cronbach equation. The reliability coefficient was (0.76) which indicated high reliability. Additionally, the researchers insured reliability via test and retest. Therefore, the researchers administered the scale to a pilot sample of (30) male and female lectures from Al-Aqsa University. The scale was re-administered to the same sample after a month. Reliability coefficient was (0.95). This shows that the scale was highly reliable.

Study Results:
Question 1: What is the level of the domains of emotional intelligence scale and the total score of the scale among the of Al-Aqsa University lecturers?
To answer the first question, the researchers calculated arithmetical means, standard deviations, and relative weights, as shown in the following table:
Table (2): The arithmetical means, standard deviations and the relative weight of all the domains of the emotional intelligence scale and the total score of the scale

Statement	Items No.	Arithmetic mean	Standard deviation	Relative weight
Self-awareness	10	3.96	0.491	76%
Emotional regulation	10	4.27	0.438	82%
Empathy	10	3.85	0.507	71.8%
Social interaction	10	4.01	0.44	79%
Total score	40	4.05	0.39	77.6%

It is clear from the above table that the highest relative weight is found in the regulation of emotions domain as it reached 82%, followed by social interaction and then self-awareness, followed by empathy. The researchers attribute this to the ability of lecturers to work hard and systematically to achieve the teaching objectives during the lectures delivering, especially under the pressure of academic and administrative work, and dealing logically, and wisely with the students' disruptive behavior, and non-disturbing during ones in lectures, and in carrying out extracurricular activities. They also have the ability to provide educational services that contribute to instilling creative thinking among students. This requires them to work in a relaxed atmosphere, and work in an organized way whether educationally, academically, or administratively. Moreover, they can accomplish their professional workload both inside and outside the university productively, because they are mature psychologically, educationally, and academically as well. They show patience, and compassion while dealing with educational situations during the exercise of their work, and they have the ability to attract their students' attention in an interesting and fun way. Likewise, they are able to manage their feelings towards the students in a logical and fair way that contributes to strengthening the professional relationship of respect and appreciation, influencing and being influenced during the instruction process.

Question 2: What are the levels of the domains of the professional competence scale and its total score among Al-Aqsa University lecturers?
To answer the second question, the authors calculated arithmetic means, standard deviations, and relative weights, as shown in the following table.

Table (3): Mathematical means, standard deviations and the relative weight of all domains of the professional competence scale among Al-Aqsa University lecturers

Statement	Items No.	Arithmetic mean	Standard deviation	Relative weight
Personal competence	10	4.15	0.52	77.2%
Lecture Planning	10	4.01	0.49	85%
Lecturing	10	3.99	0.55	89.2%
Assessment & questioning	10	4.22	0.55	57.4%
Reinforcement	10	4.56	0.41	78.8%
Academic mastery	8	4.11	0.53	77%
Total score	58	4.18	0.40	77.6%

It is clear from the previous table that the highest domain of the scale is lecturing, with a relative weight of 89.2%, followed successively by lecture planning, then the use of reinforcement, personal competence, and finally assessment and questioning.

The researchers attributed this to the lecturers' ability to use the various educational and technological tools in their teaching, and they constantly orient themselves about the new   international resources. Besides, they master various skills related to providing educational human atmosphere, employ participatory learning, and make use of cooperative learning. This contributes to the promotion of democratic environment, through which they can provide educational services during lectures both easily and clearly, based on an organized and coherent academic work, and being prepared for the future thought. They also rely on the use of teaching methods that are characterized by conforming to the standards of academic total quality standards, and focus on the main topics of each lecture. Thus, the lecture becomes meaningful and clear for the students. This happens because they have a high ability to use the verbal and non-verbal communication skills, while dealing with students in the classroom. All of the above may have contributed distinctively to a rise in professional competence in the educational, academic, and administrative process.

Question 3: What is the relationship of emotional intelligence to professional competence among lecturers of Al-Aqsa University Lecturers?

Table (4) correlation coefficients between the scales of emotional intelligence and professional competence among Al - Aqsa University lecturers.

Statement	professioal-competence	Planning	lecturing	assessment	Reinforcement	Academic mastery	Total score
Self-awareness	0.49**	0.64**	0.60**	0.42**	0.34**	0.47**	0.64**
Emotion regulation	0.41**	0.58**	0.59**	0.33**	0.29**	0.64**	0.62**
Empathy	0.46**	0.69**	0.65**	0.35**	0.21**	0.45**	0.61**
Social interaction	0.66**	0.81**	0.74**	0.59**	0.35**	0.62**	0.82**
Total score	0.59**	0.78**	0.75**	0.55**	0.37**	0.61**	0.79**

**Tabular r at freedom degree (85) at the level of significance= (0.01)

*Tabular r at the degree of freedom (85) and at the level of significance= (0.05)

The above table shows that there is a positive correlation between emotional intelligence and professional competence among Al-Aqsa University lecturers. The researchers attribute this to the fact that the lecturers have high emotional intelligence, which is manifested in their ability to show their self-awareness, with their abilities and potentials, in academic work, and bilateral meetings with students, their ability to organize their emotions with normal students and abnormal ones. They provide them with diverse opportunities to achieve academic innovation in all fields. This depends on organized academic knowledge provided to students in a variety of distinct ways. This needs to supply a calm atmosphere and enhance continuous motivation during teaching to achieve the pre-defined educational goals. This end draws on the lecturers' ability to understand the students' feelings in addition to employing verbal and nonverbal communication with them in explaining the academic lessons. They also have the ability to control their emotions in ways that are sound and wise, as well as their ability to deal properly with students through sharing in their events both inside and outside the university. This makes professors emotionally easy to access for the students. Therefore, they become instrumental in finding a positive correlation with the professional competence of lecturers, which is the growth of their personal competence through their ability to assume academic and administrative responsibilities towards the students, and deal softly with students, which take into account their feelings. This entails considering students' feelings in urgent situations in university and social life, besides their ability and efficiency in the scientific planning of lectures, and through the precise identification of teaching objectives, and investing time skilfully during the

lectures. They, moreover, make clear the contents of courses before a semester begins and provide the necessary scientific references for each course in order to help students to search for scientific knowledge and they employ information technologies in explaining and following up the lessons .Likewise, they present information in simple and interesting ways. They have clear efficiency in assessment and methods of constructing test questions, correcting them and giving results timely, and follow-up student duties. They are also efficient in using materialistic and moral reinforcements to enhance students' answers, and distinctive work. They engage students in lessons, and motivate them to accept their mistake and discipline. They have a clear power in building human relationships with students appropriately, being patient when dealing with troublesome behaviors, and enhancing human relations with gate- keepers. They possess scientific aptitudes for academic mastery manifested in sharing in Palestinian, Arab, and international conferences in addition to contributing to training workshops and following up the latest advancements in their respective majors.

This finding is in line with El-Maghribi, et al.'s findings (2008), which showed a relationship between emotional intelligence, and professional competence, and Muhammad's study (2016), which showed a positive relationship between professional competence and job satisfaction among faculty members.

Question 4: "Are there differences in all the domains of the emotional intelligence scale and its total score due to sex among Al-Aqsa University lecturers?" To answer the fourth question, the researchers used the arithmetic mean, the standard deviation and the value of "T."

Table (5): The arithmetic mean, the standard deviation, and the T value for the differences in emotional intelligence among at Al-Aqsa University lecturers.

Emotional intelligence domains	Sex	Number	Arithmetic mean	St. deviation	T. Value	Sig. level
Self-awareness	Male	160	4.01	0.54739	-1.888	///
	Female	50	4.19	0.51122		
Emotional regulation	Male	160	4.25	0.44254	1.061	///
	Female	50	4.33	0.42273		
Sympathy	Male	160	3.76	0.47999	4.782	///
	Female	50	4.13	0.48890		
Social interaction	Male	160	4.0988	0.51420	-0.439	///
	Female	50	4.1340	0.48890		
Total score	Male	160	4.1575	0.46941	-0.467	///
	Female	50	4.1930	0.46988		

It is clear from the previous table that there are no differences in all areas of the emotional intelligence scale of Al-Aqsa University lecturers due to sex except for empathy. The differences are in favor of females. The results of the study agree with those of Robitaille (2008). The researchers attribute this to the fact those lecturers whether males or females have the ability to understand themselves. This is because they have the capability to deal with students while meeting them in the halls of the university, and beyond, and have distinctive methods to express their abilities in ways easy for students, and control their emotional state in the face of the pressure of academic and administrative work. Besides, they have positive attitudes towards the teaching profession and a clear ability to take responsibility for their various academic work. They have varied skills to convince students of their educational and scientific methods stemming from practical and professional experiences and guide them towards ways of accessing information in a variety of ways, including creativity, while explaining the academic content resulting in employing innovative teaching methods. This state of affairs results from manipulating interesting and logical academic and educational methods, and this depends on their ability to have patience and wisdom in difficult and complicated situations during teaching. They also pursue continuous communication to achieve the objectives of teaching, and are keen to involve in social activities with students in lectures, and social, national, and religious events of students, and this has contributed to strengthening human relations with them.

Regarding the existence of differences in the sympathy domain in favor of females, the researchers attribute this to the fact that female lectures are more able than males in dealing with students at the level of feelings and have the capacity to listen effectively to students' problems, and their primary and secondary needs. This is evident during the practice of teaching in the lecture halls, and bilateral meetings with them. They pay attention to the feelings of students during crises and emergencies, and follow their own circumstances through the show of emotional solidarity with them. In addition, this perhaps what made them distinct from males in the domain of sympathy.

This finding is consistent with the results of Davidw's (2016) study, which indicated a relationship between emotional intelligence and active coping strategy, and with Ibrahim's study (2016), which showed a relationship

between emotional intelligence and job satisfaction among lecturers.

Question 5: Are there statistically significant differences in professional competence among Al-Aqsa University lecturers due to sex?

Table (6): The arithmetic mean, the standard deviation and the t value for the differences in the professional competence among Al-Aqsa University lecturers.

	Sex	Number	Arithmetic mean	St. deviation	T. Value	Sig. level
Personal competence	Male	160	4.1550	0.53374	0.248	///
	Female	50	4.1340	0.48890		
Planning	Male	160	4.0306	0.54079	-1.20	///
	Female	50	4.1340	0.48890		
Lecturing	Male	160	3.9994	0.61086	1.42	///
	Female	50	4.1340	0.48890		
Assessment	Male	160	4.2419	0.57006	-0.120	///
	Female	50	4.1340	0.48890		
Reinforcement	Male	160	4.5694	0.41116	0.35	///
	Female	50	4.4560	0.40819		
Academic mastery	Male	160	4.0956	0.54535	-0.471	///
	Female	50	4.1340	0.48890		
Total score	Male	160	4.1625	0.37983	-0.60	///
	Female	50	4.2027	0.45773		

It is clear from the above table that there are no statistically significant differences in all domains of the professional competence scale among Al-Aqsa University lecturers due to sex. The present study agrees with Nelson' (2003) and Ismail's(2009) .

The researchers impute this to the fact that lecturers of both sexes are keen to have personal competence manifested in their commitment to behave appropriately while in the university, especially during their academic and administrative work, and their ability to deal with students in the difficult circumstances students experience. They have the ability to organize academic planning of lectures by setting educational goals, and making full use of lecture times. They use modern, diverse, and interesting methods of teaching, focus on the main points of academic topics important to students' majors, and use a variety of modern methods to assess students during the teaching work. They are accurate when correcting examination papers, and deliver them to students as soon as possible and review within the classroom, and follow-up scientific activities provided by the student. They also highlight students' weaknesses and strengths, address weaknesses and develop strengths in order to increase the intellectual and scientific challenge to raise the level of creative thinking. Besides, they use different types of reinforcements, and increase students' enthusiasm towards the achievement of distinguished scientific goals. Likewise, they are keen on creating mutual respect with students, respect for their diverse ideas and attitudes, enhancing their sense of belonging, patient and careful follow-up of students' behavior, fruitful meetings with parents, and active participation with civil society institutions. They are interested in carrying out academic research in order to develop their academic abilities and capabilities, acquire new experiences and participate in specialized training courses in various and modern journals, and familiarize themselves of all that is new in their field of specializations.

This result is consistent with those of the Shakhshir's (2010), which showed no differences in professional development due to the sex.

Recommendations:

In light of the results of the study, the researchers recommend the following:

1. The need to hold training courses in various disciplines of the university professor to provide them an opportunity to learn about everything new in the field of specialization.
2. The need to provide modern technologies that help the university professor to perform their lectures efficiently. These technologies include the overhead projector, mike, labs and other aids
3. The need to inform and equip the university professor with the professional qualifications university students prefer to be available for them so that the university professors become aware of these professional competencies and aware of them.
4. The need for continuous assessment of the performance of faculty members.
5. Participating with Arab and foreign universities in developing the professional competencies of the faculty members and exchanging experiences.

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Appendices
I. Emotional Intelligence Scale
Dear Professor:
This questionnaire is a research tool designed by the researchers to identify your viewpoint. Please respond to all the items honestly and frankly, knowing that there are no correct and incorrect answer. Your response expresses your personal opinion. Please read each of these statements carefully and then indicate that you place a (/) sign in the column that applies to you. No need to write your name, and be assured of the confidentiality of the information that will be collected. The information will be used only for academic research purposes. Thank you for your cooperation.
Bio data:
Gender: Male............. **Female**
College........................... **Major....................................**
 Academic qualification: **Master........................... PhD** ….….... **Associate Professor.......... Professor...................**
Years of University **Teaching: 1-5 .... 6-10………… 10** or **more...........**

M	Item	Strongly Agree	agree	neutral	disagree	Strongly disagree
1	I have the skills of dealing with the students.					
2	I deal with the students spontaneously.					
3	I can express my abilities in front of the students.					
4	I can control my emotions when angry.					
5	I have positive attitudes towards my work.					
6	I avoid negative emotions during my interactions with students.					
7	I can change my negative feelings to positive ones.					
8	I try to find out my negative feelings towards my work.					
9	I am accountable for my behavior.					
10	I frankly and hesitantly express my feelings toward the students.					
11	I achieve my teaching goals under work pressure.					
12	I can deal wisely with the students' disruptive behavior.					
13	I look for creative solutions for students' problems.					
14	I can do my work in an organized way					
15	I do my work quietly.					
16	I am patient in work difficult situations.					
17	I try to change boring situations into enjoyable ones.					
18	I persist in working until I achieve my goals.					
19	I arrange my goals to suit the requirements of my academic career.					
20	I can control my feelings during teaching.					
21	I can easily understand my feelings.					
22	I listen well to students' problems.					
23	I am interested in learning about the students' needs.					
24	I can tell the students' feelings from their bodily expressions.					
25	I can keep up with students' feelings while teaching.					
26	I make others feel empathy with them through my facial expressions.					
27	I show emotional solidarity with the students according to different situations.					
28	I deal with the students' emotions appropriately.					
29	I can control the students' emotions in wise ways.					
30	I am interested in sharing students' feelings.					
31	I engage students in group activities during teaching.					
32	I can influence the students' ideas.					
33	I feel that students respect me.					
34)	I talk to students about their problems and issues.					
35	I feel that the students are comfortable when communicating with me.					
36	I make sure to communicate with the students at social events.					
37	I show solidarity with the students in difficult situations.					
38	I respect the social customs and traditions of the students.					
39	I join the students at national events.					
40	I enquire about absent students.					

II. Professional competence Scale

M	Item	Strongly Agree	agree	neutral	disagree	Strongly disagree
1.	I make sure to have a good appearance in front of the students.					
2.	I take responsibility for the decisions I make.					
3.	I have positive attitudes toward the students.					
4.	I care for the feelings of others inside the university.					
5.	I leniently treat the students.					
6.	I understand the students' problems during the school day.					
7.	I respect the laws and regulations of the university.					
8.	I have sufficient flexibility in managing the crises I face.					
9.	I act carefully in emergencies.					
10	I have a variety of ideas on how to deal with the problems I face.					
11	I am good at formulating the behavioral objectives of lectures.					
12	I plan to invest the lecture time in whatever is useful.					
13	I specify the topics to be presented for the students in the next lecture					
14	I organize the teaching procedures that I will follow before the lecture.					
15	I specify the requirements of the course (readings, research papers, etc.)					
16	I identify the references that support the topics of the course					
17	I accurately distribute the course topics on the time of the semester.					
18	I prepare for the lecture well in advance					
19	I place a printed handout for the students of the course plan.					
20	I use teaching aids during lectures.					
21	I follow up the latest developments in teaching methods.					
22	I make sure to follow the democratic atmosphere during lectures.					
23	I bear a smiling face during the lecture.					
24	I clearly provide information during the lecture.					
25	I resent the elements of the lecture in a coherent way.					
26	I draw on modern teaching procedures according to quality standards.					
27	I explain the main points of the lecture.					
28	I make sure that the information I provide is meaningful for the students.					
29	I use nonverbal cues while interacting with the students.					
30	I can accurately evaluate student achievement.					
31	I accurately check the students' exam papers.					
32	I ask students questions in an interesting way.					
33	I encourage using different ways in evaluating students.					
34	I constructively criticize the students.					
35	I timely announce the results of the tests.					
36	I follow up the students' assignments and activities.					
37	I distribute the activities and assignments in balanced ways throughout the semester.					
38	I use challenging questions to stimulate students' ideas.					
39	I make sure to set model answers to test questions.					
40	I give the students equal opportunities to participate during the lecture					
41	I use effective methods to attract the students to lecture topics.					
42	I show appreciation towards the students' answers in the lecture					
43	I immediately correct students' mistakes.					
44	I timely give the tests' scores to the students.					
45	I use material and moral reinforcement.					
46	I encourage the students to maintain discipline in the classroom.					
47	I not only listen to the students' wrong answers, but also correct them and discuss them with the students.					
48	I show appreciation for the students' achievements in the lecture.					
49	I make sure to continue my education.					
50	I follow up various programs related to my major.					
51	I participate in various conferences and seminars.					
52	I comply with the specified time of the lecture.					
53	I accept students' questions and views.					
54	I appropriately cover the course topics.					
55	I try to link the content of the course I am teaching with technological progress.					
56	I make sure to familiarize myself with latest advancements in my major.					
57	I explain the lectures in a simplified way.					
58	I work on spreading general culture among the students.					