

The Relationship Between Emotional Intelligence and Intellectual Security Among University Students

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Although extremism is an important problem concern many societies, research on intellectual security aimed at preventing extremism and violence has not yet focused on the potential benefits of Emotional Intelligence as a potential predictive factor. The current study aimed at investigating the relationship between EI and intellectual security for university students in Saudi Arabia. Emotional Intelligence and intellectual security measures were applied in a cross-sectional study to 368 university students (41.11% males), and (59.87 female), aged between 19-23 years (mean \pm SD: 22.6 \pm 6.4 years). Results: revealed that there is a positive, statistically significant relationship between Emotional Intelligence and intellectual security. Statistically significant differences are due to the impact of sex and academic specialization on Emotional Intelligence. Females have more Emotional Intelligence than males. In scientific disciplines, they have more Emotional Intelligence than Humanitarian specializations. Moreover, there are statistically significant differences due to the impact of sex and academic specialization on intellectual security. Males have more intellectual security than females. In scientific disciplines, they have more intellectual security than human specializations. Besides, the results showed that intellectual security could be predicted through Emotional Intelligence. Conclusions: The study recommended the universities to reinforce emotional skills, intellectual security, spiritual and moral values, enhance citizenship and belonging, hold courses and training programs to strengthen Emotional Intelligence skills in their students, and hold seminars and lectures to introduce the risks of intellectual deviation and extremism and how to reduce it.

Key word: *Emotional Intelligence, Intellectual security, University, Students*

Introduction

By the end of the 20th century, a new concept of human intelligence was formulated by a group of psychologists, that is essential to life (Al-Elaimat et al., 2020). Goldman (2001) highlighted that Gardner's multiple intelligences theory, which emerged in the early 1980's, had the greatest optimal on the erection of the concept of emotional intelligence. In 1988, the emotional intelligence concept was elaborated by Baron; to contemplate the person's interactions and uses of his emotional state in various situations (Bar-On, 2006).

Emotional Intelligence is seen as efficient in identifying, monitoring and expressing emotions, and distinguishing and understanding its nature and results. Besides, there is the extent of the individual's ability to absorb these emotions in thought, using it strategically to achieve adaptation goals, and organizing negative and positive emotions effectively, for both the individual and others (Zeidner et al., 2012). Parrish (2015) has described a functional view of emotional intelligence. He pointed out that the benefits of Emotional Intelligence are motivating individuals, helping to control impulsiveness and amend the temper, and allowing the individuals to continue in situations, where they face obstacles to success. Goleman's model identifies four fundamental dimensions of emotional intelligence: The first dimension, self-awareness is the ability to recognize the individual's emotions and influence while using these emotions to make decisions. The second dimension, self-management includes controlling the individual's emotions, motivations, and adapting to changing circumstances. In the third dimension, social awareness means the ability to feel, understand, and interact with others' emotions during social interactions in different situations. The fourth dimension involves managing relationships, which intends to inspire, influence, and develop others during conflict management (Goleman, 2009). Overall, Emotional Intelligence helps individuals to work effectively in daily life. Accordingly, Emotional Intelligence can be perceived as "individual success" as oriented attributes (Serrat, 2017).

Karimi et al. (2015) Indicates that Emotional Intelligence is a critical skill to make the right choices, and shape the individual's brain to have strong and correct emotional responses to face daily life's challenges. Thus, being an emotionally intelligent person contributes to boosting self-discipline, and reducing the level of aggression and abuse (García-Sancho et al., 2017), cooperation and empathy (Abe et al., 2018), making the right decisions (Goleman, 2011), and dealing with stressful and exerted events, through accurate perception, understanding, and organization of negative feelings of self and others, which lead to more effective adaptation. Furthermore, Emotional Intelligence has successfully contributed to dealing with difficult events in many fields, including education (Joseph et al., 2015), in addition to modifying deviant behaviours (Sharma et al., 2015).

Security and stability in life are the most substantial demands of humankind, and the most prominent fundamental pillars; no society can thrive and progress without security for its members (Al-Hudhali, 2019). Intellectual security is one of the various branches of security

such as Political Security, Social Security, Economic Security, Health Security, and Nutrition Security (Alfredi, 2015). Al-Anzi and Al-Zbon (2015) Indicate that intellectual security is the integrity of individual thought from misconceptions and radical intellectual deviations. Thus, the individual adheres to what he believes in the ideological, intellectual, and moral constants of the society in which he lives, which has a positive effect on their following the intermediary approach in thinking (Ali, 2014). Intellectual security is enhanced by instilling values and acquiring emotional, behavioural, and cognitive skills for individuals. Besides, reinforcing the student's emotional aspects and Emotional Intelligence contributes to producing a generation that is qualified to take responsibility (Ali, 2017). If intellectual security is achieved, security will be achieved in all other fields, because of the close link (Al-Otaibi, 2017; Ali, 2017; Hamad, 2017).

Education, especially universities, plays a pivotal role in reinforcing emotional intelligence, therefore, contributing to reducing the violence and extremist ideas of university students. Emotions play a vital role in reducing irrational ideas and extremism (Ghosh et al., 2017), especially among students (Williams et al., 2016). In addition, Universities, the paramount incubators of the youth group, are involved in the education and transfer, refinement, and development of national culture, because of their significant impact on raising awareness, and enhancing intellectual security in its students (Al-Amri, 2014). Universities are a safe place for students to build knowledge, explore, and evaluate ideas; they also encourage them to think, research, and freely question what they are learning. Additionally, if students take counter-societal attitudes, and sympathise with some of the others' ideas that may be anomalous and false, their presence within the academic environment allows faculty and educators to change and correct those ideas rationally and logically (Bucher & Manning, 2005). Many studies have indicated the seriousness of the intellectual deviation, resulting from the lack of intellectual security levels in university students. Universities must achieve intellectual security for their students to adjust their intellectual paths (e.g. Al-Aklabi & Ahmed, 2010; Al Taani, 2015).

Based on the above, achieving intellectual security in its comprehensive sense cannot be the security services' responsibility only, regardless of its efficiency and capacity, because every crime or behavioural deviance is preceded by a kind of intellectual deviation, a lack of thinking, or a lack of education. Hence, the attention to intellectual security has increased, seeking to protect the thinking from any deviation that may threaten social or international security. Previous studies confirmed the important role of universities in enhancing the intellectual security requirements of their children, which contributes to confronting extremism and intellectual terrorism (Al-Ali, 2017; Al-Bakkar & Khattabiyya, 2018; Yassin, 2018).

Regarding the relationship between Emotional Intelligence and intellectual security, Abdollahi and Abu Talib (2016) clarified that the low level of Emotional Intelligence in students increases psychological risks such as anxiety, depression (Fernández-Berrocal & Extremera, 2016), psychological isolation, estrangement (Joshi, 2015), psychological pressure such as family dysfunction, negative life events, economic and social hardship (Davis &

Humphrey, 2012), verbal and physical aggression, and anger (Estévez et al., 2019). These problems are symptoms of an individual's intellectual deviation and extremism (Al-Bahi, 2016; Al-Ghamdi, 2010; Ali, 2017). The Butnor (2012) study indicates that intellectual security is understood as a sense of confidence in both self and society, where students are engaging in thinking honestly, sincerely, and creatively with others (Herbst, 2010). Intellectual security is based on dialogue that challenges ideas and beliefs and detects its validity, and makes students seeking comfortably to learn the facts through dialogue, which creates a critical identity that seeks to know the truth (Butnor, 2012). After reviewing many studies, it is found that Emotional Intelligence is mediating students' academic performance and deviant behaviour. Students, especially at university, are growing in their thoughts and knowledge during this critical stage of their lives (Davis & Humphrey, 2012). Ali (2017) emphasised that the university plays a pivotal role in improving the level of Emotional Intelligence of students, which positively affects their intellectual security.

Mayer et al. (2008) Point out that developing emotions helps in promoting thought, and reinforcing understanding and criticism skills. Thus, Emotional Intelligence improves reasoning skills, solving problems, and information processing (Cherniss, 2010). Besides, Emotional Intelligence plays a vital role in meeting students' intellectual security requirements (Ali, 2017; Hamad, 2017). In the same vein, the intellectual deviation, extremism, and lack of intellectual security happen to students, as a result of losing many of their skills and value. Thus, the Emotional Intelligence skill is considered one of the most substantial skills. The results of the Al-Maqosi et al., (2019) study indicated that encouraging students to exchange positive emotional feelings between themselves and others, with a relaxed, calm, democratic and respectful atmosphere of views and ideas, and away from overwhelming criticism of the feelings and emotions of others, contributes to countering intellectual extremism and achieving intellectual security in students. Based on these results, researchers found that to study Emotional Intelligence and its relationship to intellectual security in university students is required.

Literature review

Previous studies have shown that research variables in terms of intellectual security and EI are discussed from different points of view, because of research methodology and different theoretical methods of researchers. Some previous studies (Badenhorst & Smith, 2007; Bar-On, 2006; Mayer et al., 2008) indicate that possessing Emotional Intelligence helps one's self-control, self-awareness, collaboration, and empathy, which contributes to developing their decision-making capacity, keeping away from violence, and peaceful coexistence with self and others. Additionally, the exchange of positive feelings among others, and being away from the overwhelming criticism of the feelings, and emotions of others, contribute to countering intellectual extremism and achieving intellectual security in students. Thus, studies have indicated the link between Emotional Intelligence and positive perceptions, social interactions, and an individual's ability to adapt to challenging situations (Bar-On, 2006; Bar-On et al.,

2004; Mayer et al., 2008; Salovey & Sluyter, 1997). Self-restraint, self-awareness, empathy, sound decision making (Olanrewaju, 2014) and Intellectual Security are all important (Ali, 2017; Hamad, 2017). Other studies have also indicated that criminal or extreme individuals have a lack of Emotional Intelligence face many problems, such as a lack of social problem-solving capacity (Chow et al., 2011), lack of sympathy (Abe et al., 2018). lack of flexibility (Yazdi et al., 2018), lack of impulse control (Nair & Das, 2015), self-underestimate, depression, and pressures (Lahoud et al., 2019), intellectual deviation and extremism (Al-Maqosi et al., 2019), estrangement (Joshi, 2015), verbal and physical aggression, and anger (Estévez et al., 2019).

Therefore, it's clear that the components of Emotional Intelligence in students may contribute to improving their intellectual security requirements, avoiding intellectual deviation and extremism. Based on this observation, this study took advantage of the findings from the previous studies, with the questions clearly identified. Defining the relationship between Emotional Intelligence and intellectual security is vital for the current study and the shape of the first goal of current research, according to gender variant, and its impact on Emotional Intelligence skills and intellectual security. Previous studies have shown contradictory results. Some of these studies indicate that there are no differences between males and females in Emotional Intelligence skills, such as Mandell & Pherwani, (2003), while other studies indicate that there is a difference between males' and females' Emotional Intelligence skills (Naeem et al., 2014). Females are more sophisticated than males in Emotional Intelligence (Al-Elwan, 2005; Harrod & Scheer, 2005), and males have more Emotional Intelligence than females (Ahmad, Bangash, & Khan, 2009). Besides intellectual security, some studies point out that there are no differences between males and females in intellectual security, such as Cellular (2018). Another study indicates that there are differences between males and females in intellectual security the male's attitude, and differences in the females' attitude in intellectual security (Ali, 2017). The gender variable has been essential for the current study, and the shape of the second objective for the current research. As for the academic specialisation variable, studies also showed contradictory results. Some studies have indicated that there are differences in academic specialisations of emotional intelligence, such as Al-Elwan (2005). Other studies have indicated that there are no differences between academic specialisations of Emotional Intelligence (Judge, 2012). As for academic specialisation in intellectual security Ali (2017) and Cellular (2018) have indicated that there are differences in academic specialisations in intellectual security, while (Al-Otaibi, 2017) has indicated that there are no differences in academic specialisations in intellectual security. The academic specialisation variable has been fundamental for the current study, and the shape of the third objective for the current research.

Present Study

Since September 11, the religious education system in Saudi Arabia, and its underlying ideology have been accused of contributing to anti-Western sentiment. In addition, they

provide a fertile ground for Islamic extremism, with urgent demand that adjustments should be made to the educational system. Many Saudis have stepped out to defend their education system, and officials have vigorously rejected any link between their curricula and extremism (Prokop, 2003). Saudi Arabia and other countries have experienced the greatest threat to their national security in various ways. This is by targeting it with an unprecedented number of terrorist operations, resulting from intellectual deviations, when adopting violence in the name of Islam. This calls for intellectual security based on moderation, which is the safety valve for preventing terrorism (Al-Maliki, 2014). Saudi Arabia is one of the countries that has suffered substantial damages, caused by intellectual deviation and terrorism, especially recently, when it was exposed to an organised terrorist campaign targeting the Saudi society, and seeking to provoke sectarian sedition and stretch chaos. The Kingdom has been subjected to 128 terrorist offenses since 2001, resulting in the killing and injury of 1,147 citizens, residents, and security men. In 2016, 14 terrorist operations were carried out, and 8 operations were foiled. Thus, 12 terrorist operations failed, and only 15 military, and 6 citizens' victims were reported this year. Moreover, 8 military, and 24 civilians were injured, all because of the intellectual bias of some individuals in society (Morgan, 2016). Furthermore, terrorists didn't take into account the sanctity of time or place within Saudi Arabia. In Ramadan 2016, the Prophet's mosque was exposed to a terrorist operation, and resulted in the martyrdom of 5 soldiers and the injury of 5 others. In Ramadan 2017, the terrorist operation followed an attempt to target the Mecca sanctuary, but was foiled by security men (Wikipedia, 2017), which makes it necessary for all educational institutions, above all universities, to join together, to seek to enhance and discipline the students toward their future, and strive to reinforce many of their values and skills. One of the most pivotal skills is emotional intelligence. The educational institutions should provide the students with the ability to understand and manage their emotions and those of others, encouraging them to share positive feelings with others. Besides, developing the capacity to manage dialogue and respect different ideas, away from overwhelming criticism of the feelings and emotions of others, help to resist intellectual extremism and deviant thinking, and achieve intellectual security for students.

In light of the above, there is a weakness in studies of the direct relationship between the variables of Emotional Intelligence and intellectual security in the Arab environment in general, especially Saudi Arabia. The current study will try to fill this gap by investigating the relationship between Emotional Intelligence and intellectual security in students in Saudi universities, in addition to investigating the contribution amount of the independent variable (emotional intelligence) to the dependent one (intellectual security), by answering the following questions:

1. Is there a statistically significant relationship (at $\alpha 0.05$) between Emotional Intelligence and intellectual security of university students?

2. Are there statistically significant differences (at α 00.05) in the Emotional Intelligence and intellectual security for university students due to gender?
3. Are there statistically significant differences (at α 00.05) in the Emotional Intelligence and intellectual security for university students due to academic specialisation?
4. Does the independent variable contribute (emotional intelligence) to the dependent one (intellectual security)?

Methodology

Participants

The study community included all students of Princess Nora University and Najran University in Saudi Arabia. A random sample was selected for which the study tools were applied, with 368 participants 148 (41.11% males) and 220 (59.87 female). Students from both universities, Princess Nowra bint Abdul Rahman University and Najran University in Saudi Arabia had an average age of 21.76 (SD = 7.07). The sample included students from the following disciplines: scientific disciplines (College of Health Sciences, College of Engineering, and College of Science) n=135 (36.68%), Humanitarian disciplines (Faculty of Education, College of Arts, and College of Sharia & Fundamentals of Religion) n=233 (63.31%); we confirmed that there were no significant differences in their mean scores.

Procedures

The descriptive approach was appropriate for this study. The researchers obtained approval for this study from the competent authorities of Princess Nora University and Najran University. Participants filled out questionnaires without any pressure and to ensure the confidentiality of information, the study questionnaire was distributed to 400 participating students. The students have done the questionnaire on the website or email (The questionnaires were sent home via email and WhatsApp). Of the 400 questionnaires, 380 were returned; 12 questionnaire forms were excluded because the answer was contrary to the instructions provided with the questionnaire. As a result, the sample became 368 students.

The questionnaire

Intellectual Security scale:

To collect the information, the researchers performed the current study. After reviewing previous literature on intellectual security such as Al-Aklabi & Ahmed, 2010; Al-Amri, 2014; Al-Hajj, 2011; Al-Khataibeh, 2017; Al-Otaibi, 2017; Al Asmari, 2014; Al Taani, 2015; Ali, 2014), a questionnaire of three main dimensions with 26 phrases was set up. The first dimension was: Citizenship and affiliation, included 9 phrases. The second dimension: intellectual responsibility, consisted of 8 phrases. The third dimension: human values,

consisted of 9 phrases. A 5-point Likert scale was used (Strongly disagree - disagree - Neutral - agree - strongly agree). The scores were distributed from 1 to 5, One for "strongly disagree", and five for "strongly agree". The Cronbach Alpha values were calculated for the three dimensions. They were 0.88, 0.86, and 0.84, and the scale as a whole was 0.87. See appendix for more information about the scale.

Schutte Self Report Emotional Intelligence Scale (SSREIS)

The SSREI scale was developed by Schutte et al. (1998). In 1998, the Emotional Intelligence scale attribute was evaluated by 33 self-reference elements, that evaluate the Emotional Intelligence level of the individual. The scale consisted of four sub-measures (perception of emotions, managing one's own emotions, managing others' emotions, and utilisation of emotions). Their approval or disapproval of each statement on the Likert scale was assessed from 5 points, from 1 (strongly disagree) to 5 (strongly agree). Of the 33 elements, 3 elements (5, 28, 33) were recorded inversely. The SSREI scale for this study was chosen because it is based on the Salovey & Mayer (2004) theoretical model for emotional intelligence. The Emotional Intelligence standard has high internal consistency with Cronbach's alpha from 0.87 to 0.90. Reliability testing was a 2-week test, shared efficiently at 0.78. There was evidence of convergence and differentiated validity of the instrument. The scale was closely related to related formulations theoretically such as alexithymia, mood, reform, optimism, and impulse control (Schutte et al., 1998). In this study, the scale was rendered from English to Arabic, then from Arabic to English again. It was presented to English and Arabic specialists to ensure accurate translation and language. Reliability has been checked after data collection using internal consistency. The alpha coefficient of the global SSREIS and its four sub-dimensions were from 0.79 to 0.86.

Data analysis

To analyse the data of this work, Coding and data analysis were carried out using the SPSS Statistics V21 software to perform the statistical analysis. Frequency, means and standard deviation, T-Test, Pearson Correlation Coefficient, Multiple regressions were calculated for study questions.

Results

To answer question one: Is there a statistically significant relationship (at $\alpha 0.05$) between the Emotional Intelligence and intellectual security for university students? Pearson Correlation Coefficient was employed and the results are shown in Table 1.

Table 1. Pearson Correlation Coefficient between Emotional Intelligence and intellectual security

		1	2	3	4	5	6	7	8	9
1. Perception of emotions	Pearson	1	.530	.565	.481	.491	.355	.467	.335	.433
	Correlation		**	**	**	**	**	**	**	**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000
2. Managing one's own emotions	Pearson		1	0.45	0.40	.523	.262	.165	.321	.279
	Correlation			2**	7**	**	**	**	**	**
	Sig. (2-tailed)			.000	.000	.000	.000	.002	.000	.000
3. Managing others' emotions	Pearson			1	.502	.489	.321	.228	.411	.387
	Correlation				**	**	**	**	**	**
	Sig. (2-tailed)				.000	.000	.000	.000	.000	.000
4 Utilisation of Emotions	Pearson				1	.533	.302	.162	.386	.347
	Correlation					**	.000	**	**	**
	Sig. (2-tailed)					.000		.002	.000	.000
5. Total Emotional Intelligence Score	Pearson					1	.384	.293	.452	.451
	Correlation						**	**	**	**
	Sig. (2-tailed)						.000	.000	.000	.000
6. Citizenship and belonging	Pearson						1	.502	.412	.573
	Correlation							**	**	**
	Sig. (2-tailed)							.000	.000	.000
7. Intellectual responsibility	Pearson							1	.519	.459
	Correlation								**	**
	Sig. (2-tailed)								.000	.000
8. Human values	Pearson								1	.505
	Correlation									**
	Sig. (2-tailed)									.000
9. Total Intellectual Security Score	Pearson									1
	Correlation									
	Sig. (2-tailed)									

**p<.01.

Table 1 shows that there is a statistically significant positive relationship (at $0.05 \geq \alpha$) between the dimensions of the Emotional Intelligence scale and its overall degree and dimensions of the intellectual security and its overall degree with coefficients of correlation ranging from .162 - .573.

To answer question two: Are there statistically significant differences (at $\alpha 00.05$) in the Emotional Intelligence and intellectual security for university students due to gender? The Independent T-Test (T) was used. The results are shown in Table 2.

Table 2. T-Test results of Emotional Intelligence and intellectual security scores due to gender

	Male (N=148)		Female (N=220)		T	P
	Mean	SD	Mean	SD		
Perception of emotions	29.46	3.42	30.41	3.58	2.51	0.012*
Managing one's own emotions	29.05	3.74	30.45	3.70	3.48	0.001*
Managing others' emotions	27.06	4.82	29.33	4.38	3.51	0.00*
Utilisation of Emotions	28.59	4.29	30.20	4.02	3.57	0.00*
Total Emotional Intelligence Score	114.18	13.63	120.41	12.94	3.32	0.00*
Citizenship and belonging	39.11	3.81	37.08	4.30	3.70	0.00*
Intellectual responsibility	35.66	3.12	34.69	3.16	2.86	0.004*
Human values	34.86	4.42	33.88	3.69	2.28	0.023*
Total Intellectual Security Score	109.64	9.82	105.67	9.85	3.75	0.00**

* $p < .05$.

Table 2 shows that there are statistically significant differences at the level of significance ($\alpha 0.05$) in the dimensions of Emotional Intelligence and intellectual security scales for university students due to gender, where the values of T range from 2.51-3.70.

To answer question three: Are there statistically significant differences (at $\alpha 00.05$) in the Emotional Intelligence and intellectual security for university students due to academic specialisation? The Independent T-Test (T) was used. The results are shown in Table 3.

Table 3. T-Test results of Emotional Intelligence and intellectual security scores due to academic disciplines.

	Humanitarian disciplines (N=233)		Scientific disciplines (N=135)		T	P
	Mean	SD	Mean	SD		
Perception of emotions	29.32	3.80	30.24	3.39	2.63	0.01*
Managing one's own emotions	27.99	4.08	29.18	3.69	3.35	0.003*
Managing others' emotions	27.21	4.68	28.65	4.71	2.83	0.005*
Utilisation of Emotions	27.02	4.57	28.43	4.29	2.96	0.003*
Total Emotional Intelligence Score	111.47	12.18	116.47	12.07	3.81	0.00*
Citizenship and belonging	37.63	4.95	39.72	3.72	4.50	0.00*
Intellectual responsibility	35.61	4.14	36.42	2.91	3.35	0.001*
Human values	34.69	5.20	36.01	3.19	2.65	0.008*
Total Intellectual Security Score	107.50	11.68	112.17	9.68	4.25	0.00*

* $p < .05$.

Table 3 shows that there are statistically significant differences at the level of significance ($\alpha 0.05$) in the dimensions of Emotional Intelligence and intellectual security scales for university students due to academic disciplines, where the values of T range from 2.63-4.50.

To answer question four: Does the independent variable (emotional intelligence) contribute to the dependent one (intellectual security)? The Independent Multiple regressions were used. The results are shown in Table 4.

Table 4. Multiple regressions, investigating the amount of prediction of Emotional Intelligence on intellectual security

	Unstandardised Coefficients		Standardised Coefficients		
	B	Std. Error	Beta	T	Sig
(Constant)	83.473	3.092		26.998	.00*
Emotional Intelligence	.272	.028	.451	9.673	.00*

* $p < .05$.

Table 4 shows the amount of contribution of the independent variable (emotional intelligence) to the dependent one (intellectual security)

Table 4 shows how Emotional Intelligence contributes to the intellectual security of university students, where R is amounting between the two variables to .451, and represents the contribution of the independent variable to the dependent variable. It has caused an estimated contradiction (R²), and its value (.20), by a contribution of 20%. Thus, the value of f is 93.57, and it is a function at 0.01. This indicates that the variables in Emotional Intelligence and intellectual security are linked. Therefore, Intellectual security can be predicted based on the variable of emotional intelligence. The predictive regression equation could be formulated as follows: $Y = B_0 + B_1X$ i.e. $Y = 83.473 + .272 X$.

Discussion

The study aims to identify the relationship between intellectual security and Emotional Intelligence in university students. Our results indicate that there is a positive correlation between intellectual security and emotional intelligence. The result seems logical, whenever the level of Emotional Intelligence in students is high, their level of intellectual security is high, and vice versa. Individuals with an excellent level of intellectual security can deal with others' emotions, control their own emotions, and manage them perfectly. Moreover, they demonstrate their ability to influence others, especially their ideas and orientation, and the quality of their communication, and leadership effectiveness. They have high self-confidence and self-improving, without rushing behind any particular thought. Besides, high intellectual security people can deal positively with life outcomes. In general, they have a positive interest in life, and have goals to achieve. They are satisfied with their life and seek to strengthen and reinforce it.

These results are consistent with previous findings (Ali (2017) and Al-Zahrani (2017)). Furthermore, Koohbanani et al. (2013) emphasised that the components of Emotional Intelligence have a vigorous impact on life satisfaction for university students. Emotional Intelligence also requires students to be able to detect and control their emotions, which increases students' levels of intellectual security, enabling them to identify their goals, and work to achieve them faster and more positively. One of the ways to achieve intellectual security is an individuals' ability to detect and control their emotions. Events are being disordered when an individual's intellectual security is destabilised. Hence, Emotional Intelligence comes to represent the protective fence of mind from the leakage of unacceptable beliefs and extreme ideas, which are incompatible with the intellectual structure that this mind must include (Cellular, 2018).

The current study also revealed a gender difference in intellectual security and emotional intelligence. The results indicated that males' level of intellectual security is better than females'. On the other hand, females' level of Emotional Intelligence was better than males'. The low level of intellectual security in females is because females are less concerned than males about the principles of enhancing intellectual security. Females realise that most groups

with radical ideas such as the Islamic Organisation Group (ISIS) and others tend to target males more than females to join them. Thus, females are less interested in participating in seminars or conferences related to intellectual security. In the Saudi conservative society, the female feels safe due to the lack of interaction with strangers outside of their own families. Strangers could influence females in a radical way that might clash with popular manners upheld by family and society. This can be because of the difference between males' and females' upbringing in Arab societies, especially in Saudi Arabia, where girls are under family control more than males, who have more freedom than females in their relations and decisions (Hamdan, 2005). Parental preference for males within Arab societies gives the family a greater chance to protect males from deviant ideas and beliefs, and give a constant warning to its individuals not to deal with those who have deviant and extremist ideas. Undoubtedly, the family is the primary educational institution, the most important role in promoting intellectual security in children's minds, and protecting them from deviant and extremist ideas and beliefs. Thus, the family is more concerned with enhancing intellectual security in males than females, because extremist groups tend to recruit more males than females. These results are consistent with Cellular and El-Samee et al., (2020).

On the other hand, females' level of Emotional Intelligence is better than males'. This may be due to the girls' upbringing, which develops their skills to deal with daily life problems, through great interaction with parents more than males, due to their high presence at home. During this interaction, they gain many emotional, social, cognitive, and behavioural experiences from parents. In this context, Goleman (2009) indicates that parents often use emotional words with females more than males, and they are often more engaged in discussions about their emotions than with males. Hence, mothers are also moving some emotional experiences to their daughters through stories, compared to boys, which helps girls to be more skilled at emotional intelligence. In addition, he indicates that women are more aware of their feelings, which gives them the ability to understand their emotions, feelings, and those of others too. This result is also consistent with Goleman (2001) that there is a shared assessment that women are more sympathetic than men. Moreover, Bar-On et al. (2004) confirmed that women are more emotional, and more empathetic than men. A girl's upbringing in Arab societies, especially Saudi Arabia, places restrictions on her movements to meet social standards. We find that the girl is more conservative to the family standards, and committed to society's prevailing culture. Also, she has a strong commitment to acceptably manage her actions in her society, to prepare her as a wife and mother in the future (Hamdan, 2005). These results are consistent with Al Asmari, (2014) Cabello et al., (2016) and Naik & Kiran, (2018).

The results of the current study revealed a difference in academic disciplines in intellectual security and emotional intelligence. The results indicated that intellectual security and Emotional Intelligence were better in scientific disciplines than Humanitarian disciplines. The high level of intellectual security for scientific disciplines' students is because they are more serious and eager in their study; this is due to the requirements and commitments that these disciplines impose on the university student, which do not give him time to engage in

discussions and intellectual conflicts with others. Thus, scientific disciplines' students have a responsibility and challenge to achieve their life goals. Also, there is their desire to complete the university instantly to join their dream job. The social and economic status they constitute in society as a doctor or engineer. The cognitive structure, that scientific disciplines' students acquire, as a result of their study nature, make them have a significant opportunity to develop their mental and thinking skills, that help them purify different or radical ideas which threaten aspects of their sense of intellectual security, faster and better than students of humanities disciplines. Humanities disciplines' students may be interested in the controversial issues, that they are dictated by their studies' nature. In addition, they may indulge in intellectual deviation manifestations and security threats more quickly. Especially, since post-graduate employment may be delayed for long periods, makes them less relevant to society, with more affliction, and are more vulnerable to the influence of extremist groups. These results are compliant with Ali, (2017) and Cellular, (2018). The results indicate that scientific disciplines' students are characterised by a high level of Emotional Intelligence compared to their humanitarian discipline peers. This can be explained by some dimensions of emotional intelligence, where scientific disciplines' students are more self-aware, capable of setting goals within their potential and capability, and make flexible plans. Hence, they are industrious and motivated for their ambitions. They have some social skills that help them to deal with others and empathise with them well. They are more responsible, because of the sensitivity of their future careers. Furthermore, because of their future social roles as a physician or engineer, they can monitor, control, and organise their emotions and feelings, and understand and deal with those of others; these results are compliant with Ali, (2017).

The results indicate that intellectual security can be predicted through emotional intelligence; the result seems logical. Because of the integrity of student thinking and understanding of deviant, extreme ideas, and mistaken beliefs in some people, they are highly influenced by their emotional intelligence. One of the most substantial Emotional Intelligence skills of an individual is self-awareness, impulse control, perseverance, social decency, understanding, and dealing with others' feelings. If one acquires these skills, they are considered as a vigorous indicator of his/her intellectual security. In this regard, Ali (2017) indicated that emotions play a pivotal role in student's personalities in mental, behavioural, and emotional terms. When students have a good level of emotional intelligence, it is a positive indicator of the integrity of their thinking, beliefs, and attitudes; thus, it positively affects students' intellectual security. This result is consistent with previous studies' results that pointed out that Emotional Intelligence has a positive impact on rational manner, decision-making, and leadership, which are individual intellectual security indicators as Khan et al., (2016), Parrish, (2015) and Tabesh & Zare, (2013) point out. Besides, it agrees with the Ali, (2017; Hamad, (2017) study, that Emotional Intelligence is essential to university students' intellectual security.

Conclusion

The paper reviewed research results on the relationship between Emotional Intelligence and intellectual security in university students by measuring Emotional Intelligence and intellectual security. These measures were applied to a sample of students at Princess Nora University and Najran University in Saudi Arabia. The paramount intention of research, was that it provided a deep understanding of the relationship between Emotional Intelligence and intellectual security for university students. Emotional Intelligence plays a pivotal role in reinforcing students' intellectual security. In particular, this issue has not received sufficient attention in this perspective in the past at the level of Arab society, especially in Saudi Arabia. The study underlined the prominence of the relationship between EI and intellectual security. Hence, the importance of universities to develop emotional, cognitive, and behavioural capacities that enhance Emotional Intelligence skills through participation and dialogue, which is reflected in their intellectual security. Thus, the university's students must be vigilant religiously, socially, and economically in a manner commensurate with the enhancement of their intellectual security, given its importance to increase their Emotional Intelligence skills. Furthermore, universities should conduct courses and training programs to reinforce students' Emotional Intelligence skills, and hold seminars and lectures to disseminate intellectual deviation's risks, and how to reduce them. They should focus on linking universities with religious and cultural society principles, and activating constructive intellectual dialogue among university students.

We hope that these research results will encourage officials to look at this vital issue more deeply, and to lend its full support to Saudi universities, to help them achieve students' intellectual security requirements. By evolving Emotional Intelligence skills, increasing security, intellectual, and cultural awareness, promoting student citizenship and belonging, and explaining the dangers of extremism and terrorism to the security of society. An integrated intellectual system is being constructed within universities and society, which is based on consolidating the moderation principles in beliefs, deeds, and words. In addition, parents should keep their children's affairs on track to protect them from intellectual extremism dangers; universities and society should strengthen intellectual programs, provide Emotional Intelligence development programs to parents and students, and reduce the obstacles that universities face to meet intellectual security requirements, and their negative social and security implications.

Limitations of the study

- This study imposes the following Limitations:
- The study is limited to examining Emotional Intelligence and intellectual security, as well as to inquire about the extent to which the autonomous variable (emotional intelligence) contributes to the dependent variable (intellectual security).



- The study is limited to Princess Nourah bint Abdul Rahman University and Najran University students in the Kingdom of Saudi Arabia, in the second semester of the academic year 2019/2020.
- There were only two procedures for obtaining the study results: The EI scale and the Intellectual Security Survey.
- The validity and reliability of the EI scale and the Intellectual security survey are what the study results will rely upon.
- The dissemination of the results is viable only for populations that have been drawn from equivalent communities.

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Conflicts of Interest:

The authors declare no conflict of interest.



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