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**Verifying the validity of the Bar-On emotional intelligence list on a sample of
Annaba University students**

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الملخص:

تهدف الدراسة الحالية الى محاولة التأكد من الخصائص السيكومترية لمقياس Bar-on للذكاء الانفعالي في البيئة الجزائرية وذلك من خلال تطبيقه على عينة قوامها 200 طالب وطالبة، اعتمدت الدراسة على المنهج الوصفي وتم استخدام الرزمة الإحصائية للعلوم الاجتماعية النسخة 22 وتوصلت الدراسة الى توفر المقياس على معاملات صدق مقبولة (صدق الاتساق الداخلي- صدق المقارنة الطرفية) كذلك تمتعه بمعاملات ثبات مقبولة (التجزئة النصفية- ألفا كرونباخ) وهو ما يسمح بالوثوق في نتائج استخدام مقياس بار-اون على البيئة الجزائرية.

الكلمات المفتاحية: مقياس بار اون، الخصائص السيكومترية

Abstract:

The present study aims at trying to ascertain the psychometric characteristics of the Bar-On scale of emotional intelligence in the Algerian environment through applying it to a sample of 200 students. The study relied on the descriptive approach. The statistical package for social sciences was used. Acceptable (true internal consistency - validated peripheral comparison) as well as acceptable stability coefficients (alpha-alpha-cronbach), which allows the results of using the bar-on scale to be applied to the Algerian environment.

Keywords: Bar-On Scale; Socometric Characteristics.

Introduction:

The concept of emotional intelligence is of great importance to the success of the individual, as it takes an important place in shaping the interaction between workers in the work environment. It allows the individual to monitor himself and others and the ability to distinguish between them, and use the information as a guide for thinking and action; The ability to accurately perceive and evaluate, access knowledge or generate emotional knowledge, and regulate emotions in order to promote emotional and intellectual development.

Goleman defined it in 1995 as: "a set of diverse abilities possessed by individuals, necessary for success in various aspects of life, and which can be learned and improved, and includes emotional knowledge and management of emotions, enthusiasm, perseverance and self-motivation; awareness of the emotions of others, and awareness of social relations".¹

1.The Problematic:

The concept of emotional intelligence is considered one of the new and modern topics, which is credited with its emergence to positive psychology, although its first roots go back to Gardner's research and theory of multiple intelligences. Emotional intelligence has a prominent and significant role in an individual's psychological and social life, as emotional intelligence includes understanding and managing emotions and emotions, as well as understanding the emotions of others.

Given the relative recentness of the concept of emotional intelligence, there are only a limited number of scales that measure it as required, in addition to having an acceptable psychometric validity. Perhaps the most prominent of these measures is the Bar-On Emotional Intelligence Scale, which is the subject of this research; As it is a measure that has won international fame, and it has global connotations of sincerity and stability. Therefore, the study attempts to verify its psychometric properties by answering the following questions:

What is the degree of validity of the Bar-On scale?

What is the degree of stability of the Bar-On scale?

Hypotheses:

The Bar-On scale has an acceptable degree of validity.

The Bar-On scale has an acceptable degree of stability.

Procedural definitions:

Bar-On Scale: A list of 60 items, distributed over the six dimensions (mentioned in the definition of the scale).

-Scale validity: Validity was calculated using the peripheral comparison method and internal consistency.

Scale stability: Stability was calculated using the split-half method and Cronbach's alpha.

-Previous studies: In the following, we will present a set of studies and researches that were concerned with verifying the psychometric properties of the Bar-On scale:

2. Theoretical framework of the study, and previous studies:

1.2. The concept of emotional intelligence:

Scientists and researchers have been interested in studying emotional intelligence, and they have presented several definitions of it, some of which we can include as follows:

Mayer&Salovey (1998) define it as the ability to be aware of emotions, express them, generate emotions to aid thinking, and to understand emotions and emotional knowledge".²

As for Dulewics& Higgs, he defined it as: “Knowing the individual’s feelings, and how to employ them in order to improve performance and achieve organizational goals, accompanied by empathy and understanding the feelings of others, which will lead to a successful relationship with them”.³

Emotional intelligence is also defined by (Abd Elhadi Essayed Abdo) and (Farouk Essayed Othman) (2001) as: “the ability to pay attention and be well aware of one’s own emotions and feelings, to understand and formulate them clearly, and to organize them according to monitoring and accurate awareness of the emotions and feelings of others, to enter with them into positive emotional relationships, to help the individual to mental, emotional and professional advancement, and to learn more positive life skills”.⁴

As for Daniel Goleman, he defines emotional intelligence as: "a set of diverse abilities possessed by individuals, necessary for success in various aspects of life, and which can be improved, and includes emotional knowledge, managing emotions, enthusiasm, perseverance, self-motivation, awareness of the emotions of others, and awareness of social relationships."⁵

The concept of emotional intelligence includes the ability to pay attention and a good awareness of one’s own emotions and feelings, understand and clearly formulate them, and organize them according to monitoring and accurate awareness of the emotions and feelings of others, to enter with them into positive social relationships that help the individual to mental, emotional and professional advancement, and to learn more positive life skills.⁶

2. Dimensions of emotional intelligence:

The dimensions of emotional intelligence revolve around the three basic capabilities, as researchers and specialists agree:

- The ability to perceive and express emotions;
- Ability to control impulses;
- And the ability to employ emotions in thinking.

According to Mairosalovy, emotional intelligence consists of four dimensions:

- **Awareness of emotions:** It means a person's ability to know the emotional content of features and behaviors, and this ability includes the ability to perceive and evaluate emotions and express them, in other words, the individual's awareness of his emotions and his thoughts related to them, and his ability to distinguish between them, and express them appropriately.

- **Emotional understanding:** it means realizing the extent of truthfulness and correctness behind an emotion, and distinguishing between similar and simultaneous emotions.

Emotion management: the ability to control oneself and reduce the intensity of strong and charged emotions in others.

- **Emotional facilitation of thinking:** It is the use of positive emotions in the thinking process in order to improve it, by allowing them to direct our attention and focus, and use them in order to achieve our goals.⁷

Goleman divided emotional intelligence into five dimensions:

Self-awareness: meaning the individual's knowledge of his mood and his lived emotions.

Emotion management: the individual's ability to tolerate and control strong emotions, in addition to the ability to use emotions to increase motivation (self-motivation).

Self-motivation: It is harnessing the emotions in the internal dialogues of the individual to increase optimism and desire to work.

Social awareness (empathy): It is the ability to perceive the feelings of others, and to distinguish between them, which allows achieving interaction and emotional harmony with them.

Social skills (dealing with others): finding dealing with others based on awareness and understanding of their feelings; And the ability to manage interaction with them in an effective and positive way that allows achieving the best results.⁸

V. Dulewics & M. Higgs (1999) divided the components of emotional intelligence into five dimensions:

- **Self-awareness:** the individual's knowledge and awareness of his feelings.

- **Self-regulation:** the individual's management of his emotions in a way that helps him to perform his tasks well, and his ability to postpone the satisfaction of some unimportant needs in order to reach his goal.

Self-motivation: the individual's use of his feelings and values in order to motivate and direct himself to achieve his goals.

- **Empathy:** It is the feeling of others' feelings, and the ability to understand them.

- **Social skills:** represented in the individual's ability to manage and win the feelings of others, by caring for them; And the use of persuasion and negotiation skills with them, and the ability to gain trust and form a successful network of relationships.⁹

Farouk Essayid Othman and AbdEssamieRizk divide emotional intelligence into five dimensions:

-**Emotional knowledge:** the ability to pay attention and have a good awareness of one's own emotions and feelings, and distinguish between them, with awareness of the relationship between self-thoughts and feelings and external events.

- **Emotion management:** the ability to control negative emotions and subjective feelings, and to distinguish between them, with awareness of the relationship between self-thoughts and feelings and external events.

- **Emotion management:** The ability to control negative emotions and gain time to control them, and transform them into positive emotions to effectively touch social and professional life skills.

- **Emotions regulation:** the ability to regulate emotions and feelings and direct them to achieve achievement and excellence, use feelings and emotions in making the best decisions, and understand how others interact with different emotions, and how emotions change from one stage to another.

- **Empathy:** the ability to perceive the emotions of others and to unite with them emotionally while understanding their feelings and emotions and being in harmony with them.

- **Communication:** the strong positive influence on others, supporting them and behaving with them in an appropriate manner.¹⁰

Both "Gerald and Greenberg" and "Robert Barron" in their book: 'Behavior Management in Organizations' referred to the dimensions of emotional intelligence as follows:

-**The ability to know, organize and control feelings:** People who have a high level of emotional intelligence have the ability to understand and control their feelings.

-**The ability to know the feelings of others and influence them:** People who have a high degree of emotional intelligence can win over the feelings of others around them, and in all circumstances this can happen.

-Self-motivation to work: People who have a high level of emotional intelligence can motivate themselves to work hard in various activities, and they resist any influences of frustration.

-The ability to form effective long-term relationships with others: Those who possess a high degree of emotional intelligence can develop their relationships with others over time.¹¹

From the perspective of Ettamimi Salih, there are five skills of emotional intelligence, which are as follows:¹²

Self-awareness skills: It is intended for intelligent people to realize how they feel and feel, what motivates and motivates them, what causes frustration in their souls, and how they influence the souls of others.

Social skills: they are concerned with how to communicate with others, how to establish relationships and bonds, and to improve the individual's attention and listening, and how to communicate with others according to the needs of these people.

Optimism: This competence is developed through building positive attitudes in life, looking at the future with optimism, and trying to achieve goals despite all obstacles and difficulties.

Emotional control: This skill is achieved by dealing with exhaustion, anxiety and cases of nervous stress, and calm when personal differences with others, and their impression in behavior.

Flexibility skills: These skills are achieved by adapting to changes, and using flexibility in solving problems to develop and find other options.

2 Previous studies:

- Study of Omar Djaidjaa and Hamel Mansour (2015):

- Study of Omar Geagea and Hamel Mansour (2015): Entitled Legalization of the Bar-On Scale on the Algerian Environment; Where the study aimed to standardize the Bar-On scale on the Algerian environment by applying it to a sample of 187 male and female pupils (87 female pupils) of the fourth year of intermediate education, who were chosen in a simple random way; In the municipality of Hammam Edhalaa, in M'sila.

The two researchers relied on the psychometric theory of measurement in calculating the psychometric properties of the scale through three methods to verify the validity (internal consistency validity, discriminatory validity, subjective validity), and three methods to verify stability (Cronbach's alpha coefficient, half-segmentation, application and re-application).

The analysis was based on the Statistical Package for Social Sciences, the twentieth version (spss 20), and the results concluded that the scale had an acceptable discriminatory validity, through the presence of statistically significant differences between the averages of the upper and lower groups; The discriminative validity coefficient was 0.67. It was also reached that the scale has internal consistency sincerity through a correlation between the dimensions of the scale and the degree of the scale as a whole, which amounted to 0.73.

The researchers reached a high self-reliance, where the reliability coefficient squared was 0.819.

As for the stability, the results confirmed a value of 0.62 for application and re-application, while the value of the stability coefficient by the split-half method was 0.51.

Finally, the stability value of the Cronbach's alpha method was 0.67, which is a high value that confirms the scale's high stability according to the Cronbach's alpha method.¹³

- Study of Nadia Bouchlalek and Bouzekak (2015): The study aimed to identify the degrees of emotional intelligence, in addition to knowing the differences in emotional intelligence according to each of the educational level and gender.

The study was conducted on 81 mothers of mentally handicapped children with Down syndrome, in the medical educational centers in Beni Thour, Elmkhadmah, and Essaid.¹⁴

The two researchers relied on the Bar-On scale and verified the psychometric properties of the scale. It was concluded that the scale had acceptable indicators of validity and reliability; One method was adopted to calculate the validity of the scale, which is the validity of the peripheral comparison, "discriminatory honesty"; Where the value of the t-test was 19.65 at the significance level of 0.01, which means that the scale has a discriminatory ability between individuals with high scores and those with lower scores on the Bar-On scale and Cronbach's alpha method in estimating stability, and it was estimated at 0.69.¹⁵

- Study of Ilham Khalil (2005): This study aimed to determine the extent of the contribution of the Bar-On scale list in predicting confrontation methods; The Bar-On Scale and Carver's Coping Styles Scale were applied to a sample of 327 male and

female students from the Faculty of Arts at Menoufia University, but it was not shown how they were selected.

The researcher was satisfied with the validity coefficients mentioned by Bar-On and Al-Hussein (2004), which used the validity of the factorial analysis. As for the reliability, it was relied on the Cronbach's alpha coefficient, and the correlation values between the dimensions and the total score ranged between 0.49 and 0.76.¹⁶

Study of Elkahtani (2013): The aim of the current research is to identify the effectiveness of a proposed training program for developing emotional intelligence on a sample of managers in government secondary schools in the city of Riyadh, and to reveal the relationship between emotional intelligence and job performance; The study relied on the experimental approach to determine the effectiveness of the program, and the descriptive correlative approach.

The study relied on a sample of 60 managers, who were randomly distributed to the control and experimental groups; The Bar-On emotional intelligence scale was used after verifying the validity and reliability of the scale.¹⁷

Study of Mordjan (2016): The study aimed to reveal the relative contribution of the habits of mind in predicting the degrees of emotional intelligence among a sample of primary and secondary school students in the Yemeni city of Ibb. The researcher used the descriptive correlative approach, where the research sample consisted of 466 female students who were selected by cluster random method from an original research community of 9015.

To verify the validity of the Bar-On scale, the researcher relied on the validity of the arbitrators. The scale was presented to a group of researchers in psychology, educational sciences and psychometrics; Accordingly, the items were formulated into the feminine form, given that the sample is all female, in addition to re-grading the alternatives from quadrant to triple. The validity of the internal consistency was extracted on a sample of 50 female students from the research sample, where the values of the correlation coefficient between the paragraphs and the total score of the scale were between 0.36 - 0.76; As for the values of the correlation coefficients between the paragraphs and the dimension they belong to, they were between 0.42 and 0.83.

As for the stability, it was extracted by the method of application and re-application with an interval of three weeks, where the correlation coefficient was 0.86, and the stability by the Alpha Cronbach method was 0.84.¹⁸

Study: Raghad Abdeen (2016): This study aimed to identify the most prevalent emotional intelligence skills, as well as the degree of marital compatibility among the members of the sample, which consisted of 232 husbands and wives in the city

of Damascus; They were selected intentionally, and the Bar-On Emotional Intelligence Scale was applied; When verifying the validity of the measuring instrument and extracting its psychometric properties, it was relied on:

Discriminatory honesty, where a comparison was made between 27 high intelligence, and the same percentage for low intelligence; The t-test was statistically significant on all six dimensions of the scale.

The results were acceptable, as the reliability coefficient was 0.72, and it was calculated by Cronbach's alpha coefficient.

3. Field study procedures:

3.1 Sample: The scale was applied to a sample of 200 male and female students at the University of Annaba, who were selected intentionally, including 81 males and 119 females.

2.3 Study tool: Emotional intelligence scale:

The scale was prepared by Bar-On in the year 2000, and it is a measure of self-report, and he prepared it based on the research he conducted on the concept of emotional intelligence; He applied it and derived its psychometric properties on large samples from different countries such as Britain, Germany, Argentina, Canada. It is a multi-dimensional scale (five dimensions) as follows: personal efficiency, social efficiency, stress management efficiency, adaptive efficiency, positive mood efficiency, positive impression efficiency.

The scale was translated into Arabic for the first time by Aadjwa (2003), then Rizk Allah (2006), In Algeria, it was codified and its psychometric properties were extracted in the Algerian environment by Geagea (2015) on a sample of 669 male and female students, who were chosen in a simple random way, in M'sila.

The scale consists of 60 items distributed over the six dimensions.

The scale is based on four alternatives: highly applicable, highly applicable, moderately applicable, and poorly applicable; The score is awarded from 4 to 1, respectively, and consists of six dimensions:

Dimensions	paragraph numbers
personal efficiency	7-17-28-31-43-53
social efficiency	2-5-10-14-20-24-36-41-51-45-55
stress management efficiency	3-6-11-15-21-26-35-39-46-49-54-58
adaptive efficiency	12-16-22-25-30-34-38-44-48-57
positive mood efficiency	1-4-9-13-19-23-29-32-37-40-47-50-56-60
positive impression efficiency	8-18-27-33-42-52

*Red indicates negative items.

3.3 Extracting the psychometric properties of the scale:

The validity of the scale:

Measuring the validity of the study tool is a major factor in estimating its validity to measure what it was designed for, and given the multiplicity of methods of measuring honesty, the following were selected from them:

1- Internal consistency:

The Pearson correlation coefficient was calculated between the dimensions and the total score, in order to ascertain the extent of the availability of the internal consistency of the emotional intelligence scale, that is, does the current study tool actually have internal consistency? Is there a relationship between the sub-components of the scale, i.e. the dimensions and the overall score for it; The results are shown in the table below:

dimensions total score	personal efficiency	social efficiency	stress management efficiency	adaptive efficiency	positive mood efficiency	positive impression efficiency
correlation coefficient	**0.264	**0.545	**0.475	**0.641	**0.753	**0.607
Significance level	0.000	0.000	0.000	0.000	0.000	0.000

Table No(1): Dimensional correlation coefficients with the total score.

Through the above table, we note that all the correlation coefficients are significant with the total degree of the scale, where the correlation coefficients were respectively (0.264, 0.545, 0.475, 0.641, 0.753, 0.607), and as the table shows, there are strong correlations between the total score of the scale and the six dimensions it contains. The results of calculating the internal consistency validity are in agreement with the results of the previous studies, Djaidja (2015), Bouchlalek (2014), Solayman Saleh (2016) and Mordjan (2016), as they all used internal consistency validity and reached acceptable validity coefficients; This is the same as what was found in the current study.

2- Discriminant validity or comparative validity:

This method is considered one of the ways through which the validity of the tests is verified. Abou Djalala (1999) sees that the test's distinction between those who are qualified and those who are not capable is an indicator of its validity. Accordingly, the students' scores were arranged on the "emotional intelligence" scale from highest to lowest (descending), then 27% of the students' scores in the upper third were taken, and 27% of the scores of students in the lowest third; Their number was (54) male and female students in both groups, then the T-Test is calculated for the independent groups, and the results are shown in the table below:

Variables	Top third (n = 54)		lower third (n=54)		Levin's test	Significance level	T-test	degree of freedom	Significance level
	.	.	.	.					
personal efficiency	13.80	3.53	11.39	3.36	0.128	0.722	3.629-	106	0.000
social efficiency	38.43	3.98	32.81	4.581	0.623	0.432	6.788-	106	0.000
stress management efficiency	35.93	4.46	29.07	5.40	1.865	0.175	7.181-	106	0.000
adaptive efficiency	29.43	4.02	22.13	3.46	2.009	0.159	10.100-	106	0.000
positive mood efficiency	46.09	3.68	36.48	4.87	2.584	0.111	11.567-	106	0.000
positive impression efficiency	16.54	2.15	12.33	2.07	0.055	0.815	10.336-	106	0.000
total score	180.203	7.744	144.22	8.334	0.029	0.866	23.241	106	0.000

** Significance at 00.01 .level

Table (02): T-test and its significance level between high and low scores on the emotional intelligence scale

It is clear from Table No. (02), which shows that there are statistically significant differences at the level (0.01) between the average scores of students who obtained high marks in the study tool, and the average scores of students who obtained low marks in the tool, in favor of high score on the scale; This is demonstrated by the increase in the averages of students with high scores in the six dimensions of the study tool, where their averages were (13.80, 38.43,

35.93, 29.43, 46.09), and their standard deviation ranged between (4.46, 2.15); It was small compared to the standard deviation values of students belonging to the lower third group, which ranged between (5.40, 2.07); This means that the dispersion of scores among students who got low scores in the scale and their distance from the average was rather large if compared to the values of the higher category; As for the calculated t-test values, they were all significant at the level (0.01), where the lowest value was -11.567, and the highest value was -3.629, all of which are significant values, indicating the existence of statistically significant differences in favor of high scores; This is for the six dimensions of the scale.

But if we talk about the total score of the scale, we find the arithmetic mean of the scores of the top third of the students in the scale (108.203) with a standard deviation of (7.744); As for the arithmetic mean of the students' scores in the lower third, it was estimated at (144.22), with a standard deviation of (8.33); To find out the significance of the differences between the averages of the total score, a "t" test was calculated, which was estimated at (23,1241) with a degree of freedom (106) and at a significance level of (0.01); According to the model presented by "Bar-On", which describes the emotional intelligence, the students who got high marks on the scale are characterized by a high degree of intelligence, the ability to manage and control their emotions, understand the feelings of others, and have the ability to influence those around them; So the scale distinguishes between high grades and low grades, and thus we judge its validity and ability to distinguish. This result is consistent with the results of the studies of Djaidja (2015), Abdeen (2016) and Saleh (2016), all of which carried an acceptable discriminatory validity confirmed by the results of the current study.

3- The validity of the internal consistency:

The method of internal consistency of items is used according to Jacob Anwar (2007) when we are going to test the homogeneity of items, meaning that each item aims to measure the same function measured by the other items, so the item whose correlation coefficient is very low, whether with the total score or with the degree of the dimension to which it belongs. The item, cannot be relied upon, and it often measures another function than that measured by the rest of the items, and it must be excluded; Therefore, in the current study, the extent to which the items are related to the dimensions were recalculated, and the results are illustrated in the table below:

Dimensions	items	link	Significance level	Dimensions	items	link	Significance level
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Dimension of Personal Competence	7	*0.599 *	0.000		3	*0.384 *	0.000
	17	*0.652 *	0.000		6	*0.492 *	0.000
	28	*0.462 *	0.000		11	*0.434 *	0.000
	31	*0.646 *	0.000		15	*0.526 *	0.000
	43	*0.688 *	0.000		21	*0.418 *	0.000
	53	*0.510 *	0.000		26	*0.705 *	0.000
Dimension of Social Efficiency	2	*0.470 *	0.000		35	*0.790 *	0.000
	5	*0.382 *	0.000		39	*0.574 *	0.000
	10	*0.523 *	0.000		46	*0.392 *	0.000
	14	*0.291 *	0.000		49	*0.385 *	0.000
	20	*0.394 *	0.000		54	*0.758 *	0.000
	24	*0.436 *	0.000		58	*0.681 *	0.000
stress management efficiency	36	*0.441 *	0.000	Dimension of Adaptive Efficiency	12	*0.508 *	0.000
	41	*0.494 *	0.000		16	*0.380 *	0.000
	45	*0.425 *	0.000		22	*0.576 *	0.000
	51	*0.422 *	0.000		25	*0.587 *	0.000
	55	*0.511 *	0.000		30	*0.726 *	0.000
	59	*0.533 *	0.000		34	*0.660 *	0.000
Dimension of overall positive mood efficiency	1	*0.288 *	0.000		38	*0.606 *	0.000
	4	*0.190 *	0.000		44	*0.656 *	0.000
	9	*0.559 *	0.000		48	*0.596 *	0.000
	13	*0.425 *	0.000		57	*0.631 *	0.000
	19	*0.493 *	0.000	Dimension of Positive Impression Efficiency	8	*0.622 *	0.000
	23	*0.370 *	0.000		18	*0.600 *	0.000
	29	*0.619 *	0.000		27	*0.587 *	0.000
	32	*0.576 *	0.000		33	*0.400 *	0.000
	37	*0.252 *	0.000		42	*0.271 *	0.000

	40	*0.625 *	0.000		52	*0.442 *	0.000
	47	*0.609 *	0.000				
	50	*0.438 *	0.000				
	56	*0.553 *	0.000				
	60	*0.495 *	0.000				

Table (03):Dimensional correlation coefficients with items included in it.

Through our reading of the above table, it is clear that no item has been excluded, as it is clear that all the items' correlation coefficients with the total degree of the dimension within which they fall have statistical significance, ranging between [0.190 0.705]; That is, all positive correlation coefficients are a function; Accordingly, the relationship between the items and the total score of the main dimension is a positive direct relationship, which indicates the homogeneity of the items of the "emotional intelligence" scale applied to the sample of students in the current study.

The stability of the scale in the current study:

Cronbach's alpha coefficient:

The stability of the sub-dimensions and the overall score of the "emotional intelligence" scale were recalculated using Cronbach's alpha coefficient.

Dimensions/total score	items	Cronbach's alpha coefficient
personal efficiency	6	0.60
social efficiency	12	0.63
stress management efficiency	12	0.70
adaptive efficiency	10	0.794
positive mood efficiency	14	0.715
positive impression efficiency	6	0.371
The scale as a whole	60	0.80

Table (04):Cronbach's (α) coefficients for the "emotional intelligence" scale

The alpha coefficient (α) is the average of the possible segmentation methods values for the scale when estimating stability; Therefore, it is considered the most accurate, stable and least fluctuating parameter; The alpha coefficient (α) was calculated by extracting the stability degrees on the six dimensions of the "emotional intelligence" scale, as well as the total degree of the scale, as the stability coefficients, as shown in Table No. (04), ranging between [0.371 0.80],

which gives evidence on the internal consistency of the scale; A result consistent with the study of Djaidjaa (2015) who found Cronbach's coefficient of 0.67; And the study of Bouchlalek (2015), which reached a Cronbach's coefficient of 0.69; as well as the study of Saleh (2016), which reached a Cronbach coefficient of 0.76; And the study of Mourdjan (2016), where the Cronbach's alpha coefficient was equal to 0.84, which is the highest value for it in the previous studies presented, which is the result confirmed by our current study.

*** Constancy by Split-Half:**

Split-Half Method: (Guttman coefficient):

Dimensions	items	Guttman coefficient
personal efficiency	6	0.699
social efficiency	12	0.665
stress management efficiency	12	0.640
adaptive efficiency	10	0.824
positive mood efficiency	14	0.670
positive impression efficiency	6	0.190
The scale as a whole	60	0.503

Table (05): Guttman's stability coefficients for the "emotional intelligence" scale

From Table No. 05 it is noted that:

The value of the stability index by the split-half method (Guttman's coefficient) for the total score was 0.503, while it was for the six dimensions: personal (0.699), social (0.665), and stress management efficiency (0.640); As for the dimension of adaptive efficiency (0.824), the efficiency of positive mood (0.670), and the efficiency of the positive impression was estimated at (0.190).

The values of scale stability indicators extracted in this way are considered acceptable, and indicate that the scale has good stability indicators; This result is in agreement with the studies of Saleh (2016), Mordjan (2016) and Djaedjaa (2015).

*** Split-Half Method using Saberman-Brown stability coefficient**

Dimensions/total score	items	Saberman-Brown coefficient
personal efficiency	6	0.70
social efficiency	12	0.669
stress management efficiency	12	0.702
adaptive efficiency	10	0.833
positive mood efficiency	14	0.673
positive impression efficiency	6	0.198

The scale as a whole	60	0.515
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Table No. (06):stability values using the Spearman-Brown coefficient

The value of the stability coefficient by the split-half method (Spearman's coefficient) was 0.51 for the total score, while it was for the dimensions: personal efficiency 0.70; social efficiency 0.66; Stress management efficiency 0.70; adaptive efficiency 0.83; general mood efficiency 0.67; positive impression efficiency 0.19; It is noted that the efficiency of the positive impression obtained the weakest correlation among the six dimensions, despite that the scale obtained an acceptable validity coefficient by the Spearman method.

Conclusion:

Through what was previously presented in the study, it is clear to us that the Bar-On scale has a high validity, and therefore it can be relied upon, and its results are reliable in the local environment. The results revealed that the scale has high degrees of validity and stability according to the psychometric theory of measurement; On this basis, we call for the necessity of expanding the verification of the validity of the scale across the country.

The interest in positive psychology and its most important variables should take part in the interest of researchers in the field of educational and psychological studies, because of its importance and benefit; Verifying the validity of the tools for measuring those variables is also considered a branch of that concern.

- An attempt to verify the psychometric properties of this scale using the modern theory of measurement, especially the one-parameter Rush model, as it is the simplest model of the theory of latent traits.

- An attempt to build a measure of emotional intelligence specific to the Algerian environment and verify its validity using large samples.

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