

Emotional intelligence among middle school teachers

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Abstract: This study aims to investigate the degrees of emotional intelligence among middle school teachers, by applying the emotional intelligence scale of “Othman and Rizk.”, on a sample of 110 teachers from the Wilayas of Tizi Ouzou and Bejaia, it was selected intentionally. We also used the descriptive and analytical approach, and through the field study we reached the following results - :The emotional intelligence scores of middle school teachers are high. There are no statistically significant differences in the emotional intelligence scores of middle school teachers due to personal variables (gender, age, civil status, seniority) . The study concluded by presenting the following suggestions: - The importance of training teachers in emotional intelligence to enhance their skills, reduce stress, and improve their professional environment. This includes consulting experienced teachers, encouraging new ideas, and conducting future studies to explore emotional intelligence across different educational levels and its relationship with other variables.

Keywords: intelligence; general intelligence; emotional; emotional intelligence; teacher.

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1 - Introduction

The field of teaching is considered one of the professions that directly affects societies and has a significant role in developing countries, as it educates rising generations on the foundations of morals and human values and provides knowledge that contributes to building the nation. Consequently, the teacher's profession holds a distinguished position in developed countries, but in countries striving for development or underdeveloped ones, teachers face numerous challenges. These include psychological, physical, social, and organizational stress, alongside a lack of recognition for their efforts by society, officials, students, or their parents. Such factors increase frustration and suffering among teachers.

Teaching is also regarded as one of the most exhausting professions. Numerous studies have classified it among the most stressful jobs, indicating that teachers are more exposed to psychological and professional stress and burnout compared to individuals in other professions. For instance, a study conducted by Cox & Brockly (1984) revealed that teachers experience work stress twice as much as other professionals. Additional research has found high levels of stress among teachers, often accompanied by depression, anxiety, and moderate occurrences of nervous breakdowns (Dionne-Proulx, 1995, p. 147). Such circumstances can significantly impact the psychological and social lives of teachers. Nonetheless, some teachers demonstrate the ability to confront these stresses effectively, maintain psychological balance, and adapt behaviorally and socially to their challenges. This ability led researchers to explore the origins of such skills and their variability among individuals. Through extensive research, a new concept termed "emotional intelligence" has been identified. Emotional intelligence contributes to managing and reducing life stress, enabling individuals to recognize, understand, and efficiently deal with their emotions and those of others. It fosters excellence in various life domains. Individuals with high emotional intelligence are generally satisfied with themselves, demonstrate competence in their lives, and possess the ability to control their mental capacities, leading to increased productivity and progress. Conversely, individuals with low emotional intelligence often engage in internal psychological battles that hinder their work focus and clarity of thought (Goleman, 2000, p. 58). Mansi and Al-Tawab (2002) emphasized that human challenges are deeply influenced by emotions, stating that feelings impact actions more significantly than thoughts. They also highlighted the necessity of a balance between emotional and

logical reasoning, where emotional reasoning intervenes during heightened emotional states to restore equilibrium (Mansi & Al-Tawab, 2002, pp. 346–348). Goleman differentiated emotional intelligence from general intelligence, noting that while general intelligence is largely hereditary and environmental, emotional intelligence can be learned and developed (Goleman, 1999, p. 40). Goleman further argued that general intelligence contributes only 20% to an individual's success, whereas emotional intelligence and other factors account for 80%. Similar findings were reported in studies by Gardner (1983), Mayer and Salovey (1990), and Sternberg (1996) (in Mohsen Abdel Nabi, 2001, p. 131). Al-Samadouni (2001), in a study involving 360 secondary school teachers, examined the relationship between teachers' emotional intelligence and professional compatibility. Using a measure he developed, the study found a statistically significant positive correlation between emotional intelligence scores and professional compatibility. Furthermore, there were no significant differences in emotional intelligence and professional compatibility based on specialization, but differences were observed based on gender and years of experience. Omar bin Abdullah Mustafa Al-Mughrabi (2008) explored the relationship between emotional intelligence and professional competence among 146 secondary school teachers in Mecca. His study revealed correlations between emotional intelligence dimensions and professional competencies, highlighting that personal, social, skillful, and cognitive competencies were the most prominent, while productive competencies were the least. Lina Al-Maharmeh Amani's study on special education teachers in Jordan showed that their emotional intelligence levels were average. Her research identified statistically significant differences in emotional intelligence based on gender but not academic qualifications. Iraqi and Abdel-Al (2005) investigated the relationship between teachers' emotional intelligence and classroom leadership behavior. Their study, involving 150 teachers, revealed variations in emotional intelligence levels and corresponding classroom leadership abilities, with higher emotional intelligence enhancing emotion management and student interaction. Another study by Nidaa Oqla Al-Atoum assessed emotional intelligence among first-grade teachers in Jerash Governorate and its relationship with attitudes toward teaching. The study concluded that teachers' emotional intelligence and their attitudes toward teaching were average, with a positive correlation between these variables. Furthermore, second-grade teachers exhibited higher emotional intelligence levels compared to their first and third-grade counterparts. I.Busso's (2004) study on primary school teachers highlighted a

positive relationship between emotional intelligence and professional satisfaction, emphasizing the influence of external control locus on this relationship. Sanvill (2009) analyzed the relationship between school principals' emotional intelligence and school climate. The study, involving 3441 teachers, found that principals' self-awareness and self-management explained 36% of changes in school climate, while social awareness and relationship management had negligible effects. Dickey's (2014) research on third-grade teachers linked emotional intelligence with classroom management styles, finding that 60% of teachers scored below average in emotional intelligence. The study revealed a strong relationship between emotional intelligence and classroom management, with authoritarian methods being the most common. Friedman (2014) examined teacher-student interactions, concluding that teachers with high emotional intelligence garnered greater respect from students. Goleman (2000) reiterated that individuals with high emotional intelligence excel in various domains, while those lacking it often struggle with psychological conflicts and disorganization. Teachers' primary role is to educate and mentor students, especially in middle school, where emotional intelligence becomes critical. It aids teachers in managing their emotions, understanding students' feelings, and building positive relationships, as professional success extends beyond cognitive abilities to include emotional competence. The current study aims to assess emotional intelligence levels among middle school teachers and investigate potential differences based on personal variables such as gender, age, marital status, and seniority. The research seeks to address the following questions:

2. Study questions:

***The first basic question:**

- Are the emotional intelligence scores of middle school teachers high?

*** The second basic question:**

- Are there statistically significant differences in the emotional intelligence scores of middle school teachers due to personal variables (the age, the civil status, the seniority variable)?

3. Hypotheses:

*** The first basic hypothesis:**

- The emotional intelligence of middle school teachers is high.

***The second basic hypothesis:**

– There are statistically significant differences in emotional intelligence scores among middle school teachers due to personal variables.

*** The first sub-hypothesis:**

. – There are statistically significant differences in emotional intelligence scores among middle education teachers due to the age variable.

*** The second sub-hypothesis:**

– There are Statistically significant differences in emotional intelligence scores among middle school teachers due to the civil status variable.

*** The third sub-hypothesis:**

– There are statistically significant differences in emotional intelligence scores among middle school teachers due to the seniority variable.

4. Objectives of the study:

– Determining the degrees of emotional intelligence among middle school teachers.
– Searching for possible differences in the emotional intelligence scores of middle school teachers that are due to the personal variables of gender, age, civil status, and seniority.

5. The importance of the study:

– Studying the variable of emotional intelligence among middle school teachers.
– Explaining the importance of emotional intelligence among middle school teachers to members of the educational family and education sector officials.
– Enriching scientific research with the results of this topic, given the lack of university studies on it to our knowledge.
– Providing some suggestions based on the results of our study, which may contribute to clarifying how to develop emotional intelligence and dealing within educational institutions and the factors affecting the psychology of teachers.

6. Defining concepts:

6.1 Emotional intelligence:

– Mayer & Slovey definition (1993): “Emotional intelligence is a type of social intelligence that involves the ability to direct the feelings of oneself and others,

distinguish between them and use information to guide one's thinking and behavior” (Mayer et Slovey, 1993, p. 433).

– Goleman’s definition (2000): “It is the individual’s ability to control his tendencies and whims, read and understand the feelings of others, and deal flexibly in his relationships” (Goleman, op. cit, p. 13).

– Definition of Othman and Rizk (2001): “Emotional intelligence is the ability to pay attention and be well aware of one’s own emotions and feelings, understand them, formulate them, and organize them, according to accurate observation and awareness of the emotions and feelings of others, to enter into positive social and professional emotional relationships with them, which helps the individual to advance mentally, emotionally, and professionally, and learn more positive skills for professional and social life” (In the Journal of the Faculty of Education, Al-Azhar University, 2015, p. 174).

– **The operational definition of emotional intelligence:** It is the ability of the middle school teacher to understand and manage his own feelings and emotions and the feelings and emotions of others. It is the total score obtained by the teacher of the study sample on the emotional intelligence scale “Othman and Rizk 2001” used in this study, which includes a group of alternatives to answers with : always, often, sometimes, rarely, never.

6.2 The concept of the teacher:

– Mustafa Zidan’s definition: “He is the backbone in completing the educational process and formulating its contents appropriately for the learners. Therefore, he must be a guide and reformer and not just a teacher, because sound education is not limited to filling the minds with information and knowledge only, but rather in forming healthy attitudes and values. (Zaidan Muhammad, 1981, p. 64).

7. Methodological procedures :

7.1 Study method: the method used in this study is the descriptive and analytical method, due to its suitability to the objectives of the study, which are to reveal the degrees of emotional intelligence among middle school teachers, and to identify the possible differences in the same sample that are due to personal variables.

7.2 Exploratory study: in order to understand the subject of the study more, the exploratory study was used, through which information was collected and the validity of the study tools was verified. The exploratory sample amounted to 30 middle school teachers, in both the states of Tizi Ouzou and Bejaia, and the emotional intelligence scale of Othman and Rizk 2001 was applied. In the end, we

obtained results that showed that the study tools were understandable and easy, and everyone answered them without difficulty. Therefore, the validity and reliability of the two scales were calculated using Cronbach's alpha coefficient for reliability and relying on external and internal validity to calculate validity. It was concluded that the scale is characterized by high reliability and validity.

7.3 Basic study sample: the original population consists of middle school teachers in the wilayas of Tizi Ouzou and Bejaia. Five middle schools were selected in the wilaya of Tizi Ouzou, and one middle school in the wilaya of Bejaia. The number of sample members reached 110 teachers. We selected the sample in an intentional way, by heading towards the middle schools in the wilayas of Tizi Ouzou and Bejaia, where we received assistance and ease in applying the research tool in these concerned institutions. So we chose this type of sampling.

Table (1) : Percentage of sample representation in the study population in the intermediate stage for each of the wilayas of Tizi Ouzou and Bejaia.

wilaya	Institution name	Total number of teachers	Number of sample members	Percentage
Tizi-Ouzou	Martyr Aish Fatima, Azazga	38	22	57.89 %
	Martyr Si Abdullah, Mekla	30	20	66.66 %
	Martyr Qasi Mohand, Freha	36	23	63.88 %
	The martyr Ahmed Zaidat, Azazga	35	21	60 %
	The two martyrs, the Shamam brothers	30	15	50 %
Bejaia	Martyr Ben Barkan Youssef	32	9	28.12 %
The total	6	201	110	54.72 %

It is evident from Table (1) that the number of teachers reached one hundred and ten (110) teachers out of the total number of (201) teachers working in middle school institutions, of which the number is (06) institutions.

Table (2) : Characteristics of the study sample

Personal characteristics	Age			Civil status			Seniority		
	Less than 30 years old	Between 31 and 40 years old	More than 40 years	Single	married	divorced	Less than 5 years	Between 6 and 10 years	More than 10 years
Frequency	20	46	44	31	77	02	34	29	47
Percentage	18.18%	41.81%	40%	28.18%	70%	1.81%	30.90%	26.36%	42.72%
The total	110			110			110		

Through Table (2), we find that the age group is between thirty (30) and forty (40) Forty-one (41) teachers, which represents a percentage of 41.81%, which is the largest category compared to other categories, followed by the age group of more than forty. (40) years old, and their number is 44 teachers, at a rate of 40%, then the age group under thirty (30) years old is followed by (20) teachers, at a rate of 18.18%. As for civil status, the number of married people is greater than that of single people, as they represent (77) married people, i.e. a percentage 70%, then followed by the single category with (31) teachers, at a rate of 28.18%, and (2) divorced people, at a rate of 02%. As for seniority, the category of more than ten (10)years is the most numerous, as their number reached (47) teachers, representing a percentage of 42.72%, then followed by the number of teachers who have seniority of less than five (5) years, reaching (34) teachers, representing a percentage of 30.90%, then the category those with seniority between five(5) and ten (10) years, their number is (29) teachers, which represents a percentage 26.36%.

7.4 Study tools :

* **Emotional Intelligence Scale:**

The scale was prepared by Othman and Rizk 2001. It evaluates emotional intelligence. The scale consists of 58 statements, divided into fifteen (15) statements specific to the emotional management dimension, there are eleven (11) statements related to the empathy axis, 13 items focusing on emotional regulation, 10 items addressing emotional knowledge, and 9 items related to social communication. Responses are rated using a five-point Likert scale, with options ranging from always to never. Most items are positively phrased, except for three (statements 36, 51, and 56), which are negatively framed. Positive items are scored from 5 to 1, while negative items are rated from 1 to 5. The total scale score spans from 58 to 290 points.

*** Psychometric properties of the scale:**

In its original design, the scale comprised 64 items. After four revisions, six items were removed, resulting in a final version containing 58 items distributed across five dimensions. The validity of the scale was established by assessing the variance between the highest and lowest scores in the study sample. Additionally, the reliability of the scale was evaluated using Cronbach's alpha, yielding an overall reliability score of 0.71. This score, significant at the 0.01 level, confirms the suitability of the scale for use. (Abdo and Othman, pp. 268–269). For the current study, the scale was adapted to the Algerian context by verifying its validity and internal consistency. An exploratory study was conducted with 30 middle school teachers from the wilayas of Tizi Ouzou and Bejaia. Following data collection and analysis, the subjective validity coefficient was calculated and found to be 0.92. Cronbach's alpha coefficient was also used to assess reliability, resulting in a score of 0.88. These findings demonstrate that the scale is highly reliable and accurately measures its intended constructs

7.5 Statistical processing:

The data was transcribed using Excel and we processed it using SPSS (26). The data was converted into numerical codes, We employed statistical methods, including measures of central tendency such as the arithmetic mean, and measures of dispersion such as the standard deviation, along with analysis of variance (ANOVA). These methods enabled us to obtain the final results of the study

8. Presentation and discussion of the study results:

8.1 Presentation and discussion of the results of the emotional intelligence scale:

We analyzed the results of the study sample on the emotional intelligence scale, and reached the results shown in the table below:

Table (3) : the emotional intelligence scores, arithmetic means, and standard deviations among teachers.

Variables	Frequencies	Arithmetic mean	Standard deviation	Standard scores	Result
Emotion management	5550	50.46	7.22	15-75	High
Empathy	4716	42.87	6.25	11-55	High
Emotion assessment	5440	49.45	6.98	13-65	Medium
Emotional knowledge	3979	36.17	4.33	10-50	Medium
Communication	3399	30.90	4.79	9-45	High
Emotional intelligence	23483	213.48	22.00	58-290	High

From Table (3), it is clear to us that the arithmetic mean of the total emotional intelligence scale is 213.48, which indicates that the level of emotional intelligence among teachers is high, by comparing it with the total scores of the scale key, which ranges between 58 and 290 degrees, so we find that the emotional intelligence of teachers is high, while the standard deviation is 22.00, which is a small value, and therefore the values are Homogeneous.

As for the arithmetic mean of the first dimension, which is managing emotions, it is 50.46, and if we compare it with the scores of the scale key, which was set between 15 and 75 degrees, we find it high. As for the standard deviation, we found it to be 7.22, which is a small value, and the nature of the data are close and therefore homogeneous. As for the arithmetic mean of the empathy dimension, it reached 42.87, which is high compared to the scale key scores, which we find to range between 11 and 55 degrees. As for the standard deviation, we found it to be 6.25, which is a small value, so the data are close and homogeneous. As for the third dimension of evaluating emotions, we find that the arithmetic mean reached 49.45, so we find it to be an average close to high, by comparing the result with the key of the emotional intelligence scale, which ranges between 13 and 65 degrees. As for the standard deviation, it reached 6.98, which is a small value, and thus the data are close and homogenous. In the fourth dimension, we find that the arithmetic mean score reached 36.17, which is an average value compared to the scale key, which

ranges between 10 and 50 degrees. As for the standard deviation, we found it to be 4.33, which is a small value with close and homogeneous values. Finally, the arithmetic mean for the fifth dimension reached 30.90, which is a high score compared to the scale key scores, which range between 9 and 45. As for the value of the standard deviation, we found it to be 4.79, which is a small value, and therefore the data are close and homogeneous. From what the table above shows, we find that the total score for the teachers' emotional intelligence was high, as the arithmetic mean reached 213.48, which is between 213 and 290 degrees. Therefore, we can interpret this result by saying that the teacher in the middle school has high abilities and skills to understand his own feelings and the feelings of others and can Manage his emotions and the difficulties he faces. He also has the ability to understand others and direct their emotions and feelings. Their degree of empathy is high. We also find that the ability to regulate their emotions was average close to high. They have the ability to understand emotions and direct them to achieve achievement and excellence and use emotions in making the best decisions, how others react with different emotions, and how emotions change from one stage to another, is what makes the individual feel psychologically comfortable. The teachers' emotional knowledge was also average, so they have the ability to pay attention and have a good understanding of emotions and subjective feelings and distinguish between them, and awareness of the relationship between personal thoughts and feelings and historical events. The greater this knowledge, the greater the ability to confront negative emotions, manage them, and transform them into positive ones. This creates confidence and comfort in the individual's psyche and increases his positive evaluation of his abilities. Regarding the social communication dimension, it was high, which indicates the ability to have a positive and strong influence on others, by being aware of their emotions and feelings, knowing how to lead them, follow them, support them, and behave with them in an appropriate manner, and the ability to deal with them, communicate, and socialize. Since the teaching is a profession that requires vigilance, understanding others, and understanding the situations and circumstances surrounding the teacher, this may have helped in developing their emotional intelligence. The ability to manage emotions is the ability to realize and know what lies behind feelings and how to manage negative emotions such as anxiety, tension, anger, etc. Whoever has the ability to be aware of his feelings and thoughts and understand them well will have the ability to control his emotions and control his behaviors. The results of our study differ with the study of Lina Al-

Maharmeh Amani, which found that the emotional intelligence of special education teachers in Jordanian public schools was average, and also with the study of Nidaa Oqla Al-Atoum, which found the level of emotional intelligence to be average among teachers of the first three grades in Jerash Governorate, and with the study of Dickey (2014) who found that emotional intelligence among teachers was low. Therefore, we can accept the hypothesis that states that emotional intelligence scores are high among middle school teachers.

8.2 Presentation and discussion of the results of the study hypotheses:

* Presentation and discussion of the results of the second general hypothesis:

The hypothesis states: “There are statistically significant differences in the emotional intelligence scores of middle school teachers due to personal characteristics”. To test this hypothesis, we tested the sub-hypotheses using analysis of variance (ANOVA)..

* **The first sub-hypothesis:** there are statistically significant differences in the emotional intelligence scores of middle school teachers due to the age variable.

Table (4): the results of the differences between the average scores of emotional intelligence among middle school teachers according to the age variable.

Variable s	Age	Frequ ency	Arithm etic mean	Stand ard deviat ion	Anov a value	Degre e of freed om	Poten tial value	Signific ance
Emotio nal intellige nce	Less than 30 years old	20	211,55	24,56	0,47	107	0,62	Non- signific ant
	Between 30 and 40 years old	46	209,97	20,81				
	More than 40 years old	44	214,47	21,91				

We find in Table (4) that the arithmetic mean for the first category of less than 30 years was 211.55, while for the second category between 30 and 40 years of age it was 209.97, and for the third category of more than 40 years of age it was 214.47,

and these values are close. The value of the test (Anova) is 0.47, and the calculated significance value is 0.62, which is greater than the approved significance level of 0.05, and therefore, the differences are not statistically significant. The previous hypothesis states that there are statistically significant differences among middle school teachers due to the age variable. To test this hypothesis, the one-way ANOVA test was used. From the previous table, it appears to us that the calculated significance value is 0.62, which is greater than the value of the approved significance level of 0.05. Therefore, the differences in emotional intelligence scores among teachers, according to the age variable, are not statistically significant. Therefore, we cannot accept the study hypothesis and accept the null hypothesis which states that there are no statistically significant differences in the emotional intelligence scores of middle school teachers due to the age variable. We can interpret this result on the basis that emotional intelligence is not affected by age. All teachers, regardless of their age, have similar emotional intelligence scores, according to the results of the arithmetic means for each group. This may be due to the fact that teachers of all age groups have the abilities to manage their problems and the skills to understand their feelings. Their emotions and understanding of the feelings and emotions of others, due to the circumstances surrounding them, which helped them develop and learn emotional intelligence techniques.

* **The second sub-hypothesis:** there are statistically significant differences in the emotional intelligence scores of middle school teachers due to the civil status variable.

Table (5) : the results of the differences between the average scores of emotional intelligence among middle school teachers according to the civil status variable.

Variables	Civil status	Frequency	Arithmetic mean	Standard deviation	Anova value	Degree of freedom	Potential value	Significance
Emotional intelligence	Single	31	208,54	22,60	0,55	107	0,57	Non-significant
	Married	77	213,42	21,74				
	Divorced	2	214	21,49				

Table (5) indicates that the average score for single individuals is 208.54, for married individuals is 213.42, and for divorced individuals is 214.00. These averages are relatively close. The ANOVA test produced a value of 0.55, while the calculated significance level was 0.57, which exceeds the accepted threshold of 0.05. The initial hypothesis suggested that civil status would lead to significant differences in the emotional intelligence scores of middle school teachers. To test this, a one-way ANOVA analysis was conducted. However, as shown in the table, the averages across the three groups are similar, and the calculated significance level of 0.57 does not meet the required threshold. Consequently, the null hypothesis, which asserts no statistically significant differences in emotional intelligence scores based on civil status, is upheld. This outcome suggests that civil status does not influence emotional intelligence scores among middle school teachers. The similarity in emotional intelligence skills can be attributed to shared working conditions, comparable professional responsibilities, and analogous ways of addressing challenges. These factors contribute to their ability to manage both their emotions and interpersonal interactions effectively, whether in their personal or professional lives.

* **The third sub-hypothesis:** Statistically significant differences exist in the emotional intelligence scores of middle school teachers based on the seniority variable.

Table (6): the results of the differences between the average scores of emotional intelligence among middle school teachers according to the seniority variable.

Variable s	Seniority	Freq uen cy	Arithm etic mean	Stand ard deviat ion	Anov a value	Degree of freedo m	Poten tial value	Significa nce
Emotion al intellige nce	Less than 5 years	34	210,05	23,77	0,21	107	0,80	Non- significa nt
	Between 5 and 10 years	29	212,55	21,67				
	More than 10 years	47	213,21	20,88				

Table (6) shows that the arithmetic mean for the first category with less than 5 years of seniority was 210.05, while for the second category with between 5 and 10 years of seniority it was 212.55, and for the third category with more than 10 years of seniority it was 213.21. We note that these values are close. The value of the test (Anova) is equal to 0.21, and the calculated significance value is equal to 0.80, which is greater than the approved significance level of 0.05. The previous hypothesis stated that there are statistically significant differences in emotional intelligence scores among middle school teachers based on the seniority variable. To test this hypothesis, a one-way ANOVA test was used. The previous table shows that the means of the three groups are very close, and the calculated value is 0.80, which is greater than the significance level of 0.05. Therefore, it is not statistically significant. Based on this result, we conclude that the study hypothesis was not confirmed, and we accept the null hypothesis, which states that there are no statistically significant differences in emotional intelligence scores among middle school teachers based on the seniority variable. This result may be attributed to the fact that emotional intelligence is not influenced by seniority. Other variables may impact it, but not the level of experience. It can also be suggested that teachers, regardless of their varying levels of experience, have similar emotional intelligence scores because they work under the same conditions and share the same perspective on the value and level of

the education system they operate in. Additionally, this result could be related to the status and significance of middle schools, as well as the value of the tasks and lessons provided by the teachers. The findings of this study align with the results of the study by Omar bin Abdullah Mustafa Al-Maghribi (2008) and differ from those of Al-Samadouni (2001) and another study by Omar bin Abdullah Mustafa Al-Maghribi (2008), which found statistically significant differences attributed to experience. Based on the results of the four previous sub-hypotheses, we can state that the second primary hypothesis, which posits that "There are statistically significant differences in emotional intelligence scores among middle school teachers based on personal variables," was not confirmed. Therefore, we accept the null hypothesis, which states, "There are no statistically significant differences in emotional intelligence scores among middle school teachers based on personal variables."

9. Conclusion :

The study aimed to examine emotional intelligence, has become one of the most significant topics in today's world due to its crucial role in achieving success in various areas of daily life and in managing and overcoming challenges and difficulties. In our fast-paced, technology-driven era marked by complexity and emerging social phenomena, emotional intelligence proves vital in understanding and being aware of emotions, fostering empathy toward others, and recognizing their emotional states and challenges to help them cope. It also helps individuals learn how to effectively interact with others.

Emotional intelligence positively influences behavior, especially in the workplace. Various studies have emphasized its importance in life success—arguably even more so than cognitive or intellectual intelligence. Bar-On (2005) noted in his study that while cognitive intelligence is key to academic success, emotional intelligence plays a broader role in achieving success in life as a whole (Bar-On, 2005, p.155). Similarly, research by Iraqi and Abdel Aal (2005) found that the higher a teacher's emotional intelligence score, the better their ability to recognize, manage, and regulate their emotions in ways that best suit their students.

Goleman also highlighted that developing emotional intelligence skills within schools is a fundamental factor in achieving emotional competence (Goleman,

op.cit, p.142). Emotional intelligence has a direct impact on various psychological and professional variables. People with high emotional intelligence tend to excel and succeed more than those with lower levels, due to their heightened emotional awareness, both on a personal and interpersonal level. As researchers continue to uncover the advantages and positive outcomes associated with high emotional intelligence, interest in studying this field has significantly increased.

Given the growing importance of emotional intelligence, our study stemmed from the belief that teaching is one of the most vital professions in any society. Teachers, in particular, are among the professionals who most need emotional intelligence. This is because teaching requires not only understanding others, but also mastering the skills to manage both negative and positive emotions, as well as the ability to renew their psychological energy. Teachers invest significant intellectual and physical effort in educating their students, and emotional intelligence helps them navigate the various challenges they face in their profession. With this in mind, we decided to explore emotional intelligence among middle school teachers. Our goal was to assess their levels of emotional intelligence and examine whether any differences existed based on personal variables such as age, marital status, or years of experience. Our research falls within the broader body of studies that have focused on emotional intelligence. The results we reached revealed that middle school teachers generally showed high levels of emotional intelligence. Moreover, there were no statistically significant differences in emotional intelligence levels based on personal factors like age, marital status, or seniority.

Emotional intelligence is deeply tied to an individual's mental, emotional, and psychological makeup, and refining it can help individuals manage their emotions and understand others better, leading to greater emotional balance and success.

The study suggests that training teachers in emotional intelligence skills is essential, not only to improve their professional performance but also to enhance their well-being and resilience in the face of work-related challenges. Training programs should focus on helping teachers develop these skills to navigate their daily responsibilities effectively and to improve interactions with students. Furthermore, it is recommended that teachers, especially those with more experience, be consulted for insights into the profession's challenges and that their contributions be valued.

Recognizing and rewarding teachers' efforts can help reduce stress and promote a positive work environment. Finally, the study suggests that future research should explore emotional intelligence across different educational levels and professional groups to further understand its role in professional success and personal well-being..

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