

Emotional intelligence and its relationship with mental health among teachers of primary and middle education

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Abstract: study aimed to examine the relationship between emotional intelligence and mental health among 114 primary and middle school teachers in Algeria, using an analytical descriptive approach. Data analysis was conducted using the Pearson correlation coefficient and t-test via SPSS26. The findings revealed no positive correlation between emotional intelligence and mental health among teachers of primary and intermediate education.. Additionally, there were no statistically significant differences in emotional intelligence levels based on gender, age, educational level, seniority, or civil status. However, significant differences in mental health levels were found related to gender and age. No significant differences were in the levels of mental health among teachers of primary and intermediate education due to the variable of educational level, seniority and civil status.

Keywords: Mental health, emotional intelligence, teacher.

Introduction:

The human need to live within an organized and developed society has forced humanity since ancient times to explore for ways to achieve this by creating behaviours that helps to advance communities and push them towards development, but to achieve this, the worker cannot be viewed on the basis of his physical abilities only, but he must also be viewed on the basis of his psychological and social abilities He cannot make his professional obligations without this, because it is a member within a group governed by a complex network of various and varied relations between formal and informal, where it is sometimes an incentive for productive teamwork, where the worker feels comfortable psychologically and socially, and other times it is an obstacle and a source of anxiety and annoyance when it is dominated by unlawful and unethical tricks. In order for the worker to achieve professional compatibility in his work it must for him to enjoy the necessary health, especially psychological ones, if the nature of his work is moral and focuses more on mental and psychological abilities than physical ones, such as the teaching profession, so that he can bear its burdens and pressures, knowing that it is a profession that requires a lot of patience and focus.

2. Problem

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development, but to achieve this, the worker cannot be viewed on the basis of his physical abilities only, but he must also be viewed on the basis of his psychological and social abilities. He cannot make his professional obligations without this, because it is a member within a group governed by a complex network of various and varied relations between formal and informal, where it is sometimes an incentive for productive teamwork, where the worker feels comfortable psychologically and socially, and other times it is an obstacle and a source of anxiety and annoyance when it is dominated by unlawful and unethical tricks. In order for the worker to achieve professional compatibility in his work it must for him to enjoy the necessary health, especially psychological ones, if the nature of his work is moral and focuses more on mental and psychological abilities than physical ones, such as the teaching profession, so that he can bear its burdens and pressures, knowing that it is a profession that requires a lot of patience and focus.

2.THE PROBLEM

The modern era is characterized by rapid development and change in various areas of political, economic, psychological and educational life, which imposed the search for ways to control and adapt on this rapid development, and to limit its negative effects, especially when it comes to work. However, this is an easy matter and not within everyone's reach, especially when it comes to some sensitive professions that require high efficiency, such as the teaching profession, which is the basis for developing the individual's personality, which is the basic pillar and supreme value for building societies, the prosperity of civilizations and achieving high productive efficiency.. Therefore, the practitioner of this profession must enjoy the necessary health for this, especially psychological health, as it contributes greatly to achieving psychological compatibility that leads to professional compatibility in the individual. However, the expansion of the scope of relationships in the field of work and their diversity between formal and informal and the great pressures they generate in many cases require the individual working in this field to have the necessary intelligence, especially emotional intelligence, in order to adapt to the pressures and constraints of work. Emotional intelligence is considered one of the most modern topics in psychology at the present time, as it imposes on the worker to possess exceptional psychological and emotional abilities, to be able to confront the nature of this era, which is characterized by speed and complexity at the same time, and in view of the prominent role that emotional intelligence plays in the individual's compatibility with himself on the one hand, and his compatibility with others on the other hand, and managing himself in an effective and positive way in a way that explodes his creative energy, and leads him towards success, which provides him with compatibility with himself and respect from others, so the topic of emotional intelligence receives the attention of psychology and this is evident from the study conducted by Chan (2004) entitled *The Relationship between Emotional Intelligence and Self-Efficacy*, and the aim of the study was to address the relationship between emotional intelligence in its dimensions and its total degree with self-efficacy, and the sample consisted of (158) male and female teachers,

(65) of whom were male and (93) female, The results of the study showed that there were no statistically significant differences between male and female teachers in the dimensions of emotional intelligence, self-regulation, and the ability to employ emotions to facilitate self-efficacy thinking, according to (Reem Sulaimon et al., 2013, p. 255). In addition, we find the study conducted by Ismail Saleh Al-Farra and Zuhair Abdul Hamid Al-Nawajha (2012) under the title of Emotional Intelligence and its Relationship to Quality of Life and Academic Achievement among Students at Al-Quds Open University in the Khan Yunis Educational District. The aim of the study was to identify the relationship between emotional intelligence, quality of life, and academic achievement. The study sample consisted of (300) professors from Al-Quds Open University in the Khan Yunis Educational District. The researchers designed the scale used in the study, which are the Emotional Intelligence Scale and the Quality of Life Scale. The results of the study showed that there is a relationship between emotional intelligence, quality of life, and academic achievement, and that there is a relationship between quality of life and academic achievement. The results also showed that there are statistically significant differences between the average scores of those with high academic achievement and the average scores of those with low academic achievement in emotional intelligence and quality of life in favor of those with high academic achievement. In addition to the study conducted by Al-Samadoni (2001) Titled Emotional Intelligence and Professional Compatibility of the Teacher, the aim of conducting it was to identify the percentage of emotional intelligence of the teacher and the degree of his professional compatibility in the primary stage and the relationship between emotional intelligence and both the teacher's gender, experience and academic specialization. The study sample consisted of (360) male and female teachers who teach in the secondary stage in Gharbia Governorate. Among the most important results reached by the study is the existence of a positive statistically significant correlation between the scores of the teacher's emotional intelligence scale and his professional compatibility. The study also showed the existence of differences between the sexes in emotional intelligence attributed to the teachers' favor (Al-Sayed Al-Samadoni, 2001, p. 81). As for Al-Shahri's study (2010), its aim was to know the relationship between emotional intelligence and decision-making in the study sample according to the study variables. The sample consisted of (508) employees from the public and private sectors in Taif Governorate. The researcher used the emotional intelligence scale prepared by Othman and Rizq (2001) and the decision-making scale prepared by Abdoun 1979). The most important results reached by the study are the presence of a significant positive correlation between the total score of emotional intelligence and decision-making among the individuals in the study sample. It also showed statistically significant differences between the average scores of emotional intelligence in favor of workers in the private sector, and according to the academic qualification variable in favor of workers with high academic qualifications. The study conducted by Yaghi (1998) indicated that an individual's interaction with others determines success or failure, and that social skill relies on the ability to manage emotions effectively. It also

showed that emotionally intelligent individuals can control their emotions regardless of changing situations and people, and are able to help others manage negative feelings (Yaghi, 1998, p. 31). Bazazo's (2010) study aimed to identify the effect of emotional intelligence on the job performance of managers in the UNRWA Gaza Regional Office, focusing on emotional sensitivity, maturity, and competence. The results showed a statistically significant relationship between emotional intelligence and performance effectiveness, moral motivation, and conflict management. It also showed no significant effect of gender, job grade, or years of experience on emotional intelligence, while age had a direct effect on emotional maturity. Similarly, Busso (2003) conducted a study on 99 participants in San Diego using several scales, and found a statistically significant positive relationship between emotional intelligence and administrative performance (Hanaa Khaled Al-Raqqad & Aziza Abu Diya, 2012, p. 748). Al-Zahar and Habib (2005) examined the relationship between emotional intelligence dimensions and professional compatibility among 210 preparatory stage teachers in Ismailia Governorate, and found a clear correlation between them (Reem Suleiman et al., 2013, p. 255). Mustafa Al-Astal's (2010) study on 403 education students from Gaza universities showed a significant relationship between emotional intelligence and stress coping skills, with no significant differences due to gender.

However, in order for the individual to be able to exploit this emotional capacity, he must be in good health, especially psychological health. Psychological health is no less important than physical health, as it is the basis of the individual's psychological balance, which makes him effective and free from psychological disorders that may afflict him. This is what made researchers give it great importance and try to study it from different aspects and with different variables, as Ibtisam Ahmed Abu Al-Omrain (2008) conducted a study entitled: The Level of Mental Health of Nursing Professionals in Government Hospitals In the governorates of Gaza and its relationship to their level of performance. The study aimed to identify the levels of mental health among male and female nurses working in government hospitals in the governorates of Gaza and its relationship to their level of performance. The study also aimed to identify the difference in their level of mental health. The study sample consisted of (201) male and female nurses who were selected in a relatively random manner from the original community consisting of all male and female nurses working in major government hospitals, The researcher used the descriptive analytical approach and the following statistical methods: the mental health scale for nurses prepared by the researcher, and the performance evaluation model approved by the Palestinian Ministry of Health. The researcher used the (SPSS) program to process the data. The results of the study reached the following results: There is no statistically significant relationship between the total score of the mental health scale and the professional performance scale. There are variations in the level of mental health among male and female nurses, as the level of mental health among male nurses was higher than that of female nurses in both the personal dimension and the social dimension and the total score of the scale, There are statistically significant differences between the average scores of male and female nurses in government

hospitals in Gaza Governorate in the total score of the mental health scale in favor of nurses. There are no statistically significant differences in the level of mental health among male and female nurses in government hospitals attributed to the variable of educational qualification. There are no statistically significant differences in the level of mental health among male and female nurses working in government hospitals attributed to the department in which the nurses work (regular departments, hot departments), There were no statistically significant differences in the level of mental health among male and female nurses working in government hospitals attributed to years of experience, except for the social dimension, as differences were found in favor of those with long experience (more than 15 years). (Abu Al-Omrain, 2008). As for Majdoub's study (2016), it aimed to identify the relationship between mental health and emotional intelligence, in addition to the effect of variables (academic type, specialization, educational level) among students of the Traffic Technical College. The sample consisted of (100) male and female students. The study showed a high level of both mental health and emotional intelligence, with a statistically significant relationship between them. No significant differences in emotional intelligence were found due to (gender, specialization, academic level), and no differences in mental health were found due to (gender, specialization), except for academic level in favor of second-level students. Tayeb (2015) conducted a study entitled *Job Satisfaction and its Relationship to Mental Health* among National Pension Fund employees. The sample included (120) randomly selected employees. The descriptive approach and SPSS tools (Pearson, Cronbach's alpha, t-test) were used. Results showed no correlation between job satisfaction and mental health dimensions, except in *social interaction* and *employment of energies and potentials*. Hamza Fartas (2017) studied the relationship between perceived organizational justice and mental health among (184) primary school teachers in Annaba. The study found high mental health levels and statistically significant differences attributed to academic qualification, while no differences were found due to years of experience. Abdul Azim Al-Masdar and Basem Abu Karak (2007) conducted a study titled *The Pressures of the Teaching Profession and its Relationship to Mental Health Dimensions* among lower primary teachers in Gaza Strip, aiming to explore the relationship between job stress and mental health. The researchers used the descriptive analytical method in this study. The study sample consisted of (220) male and female teachers of the lower primary stage in the Gaza Strip, which is a random sample. To achieve the objectives of the study, the researchers used the Professional Pressure Scale prepared by Imad Al-Kahlout and Nasr Al-Kahlout (2006) and the Youth Mental Health Scale prepared by Hamed Zahran and Violet Ibrahim (1991), The results of this study were as follows: There are statistically significant differences between the average scores of male and female teachers on the total score of teaching profession stress and dimensions (relationship with technical supervisor, relationship with fellow teachers, social status, financial return), and the differences were in favor of teachers. There are statistically significant differences at the significance level of 0.05 between the average scores of male and female teachers on the total score of mental health and dimensions of

reassurance and emotional balance at the significance level of 0.01 on psychosomatic health, and the differences were in favor of teachers. There is a statistically significant negative relationship between the total score of the teaching profession and mental health in its dimensions and its total score among sample members (Abdul Azim Al-Masdar, Abu Kreik, 2007). In the context of what we saw previously, in the current research we are trying to investigate the extent of the existence of a correlation relationship between the two variables of emotional intelligence and mental health among teachers, so we have come to pose the following question

Study question:

- Is there a positive correlation between emotional intelligence and mental health among primary and middle school teachers?
- Are there statistically significant differences in emotional intelligence levels due to personal variables (gender, age, educational level, marital status, seniority)?
- Are there statistically significant differences in mental health levels due to personal variables (gender, age, educational level, marital status, seniority)?

3. Study hypotheses :

- The first general hypothesis:
 - There is a positive correlation between emotional intelligence and mental health among primary and intermediate school teachers.
- The second general hypothesis:
 - There are statistically significant differences in the levels of emotional intelligence due to personal variables.
- The third general hypothesis:
 - There are statistically significant differences in the levels of mental health due to personal variables.

4 . Study objectives

- The need for this study came to know whether there is a positive correlation between emotional intelligence and mental health among primary and middle school teachers.
- To know whether there are statistically significant differences in the levels of emotional intelligence and mental health levels due to personal variables (gender, age, educational level, civil status, seniority). (

5. Importance of the study

The importance of the study lies in shedding light on both emotional intelligence and mental health and the extent of their impact on the process of education and teaching among teachers in primary and intermediate schools and their contribution to that Attempting to study the impact of emotional intelligence and mental health on teachers gives the opportunity for those in charge of this sector to closely learn about the scientific foundations and sources of the education process, and to know the problems and circumstances that teachers suffer from in order to search for scientific methods and mechanisms that contribute to reducing them as much as possible, and to establish psychological balance in the teacher as he affects and is affected by the educational process, so it is necessary to be aware

of everything that may hinder good performance, productivity and his high efficiency.

6 . Study Methodology

6.1 Research Methodology

The method used in the study is the descriptive analytical method, in order to suit the objectives of our study, which is to know the correlation relationship between emotional intelligence and mental health among primary and middle school teachers, and to collect data and information related to the study variables in order to describe, analyze, interpret and reach appropriate generalizations.

6.2 Research sample and its characteristics

The sample members are a group of teachers working in a group of educational institutions located in the state of Bouira, and this sample consists of 114 teachers.

6.2.1 How to choose the research sample

The sample was selected in a deliberately presenting 'way, to suit this method with the objectives of our research and the presence of aids that facilitated us the contact with the study sample.

6.2.2. Sample characteristics:

The sample of teachers in some educational institutions from the study community was represented in (10) educational institutions distributed as follows:

- **Distribution of the sample according to the number of educational institutions in which the study was conducted:**

Table No. (1): Percentage of sample representation at the level of educational institutions

Name of the institution	Number of professors	Percentages
Moussa Ahsen	14	%12.28
Alamri Abdallah	14	7%
Amarine Issa	21	%10.5
Shamlal Issa	13	6.5%
Amrouche Mouloud	24	12%
Salhi Mohand and Amar	28	14%
Total	114	100%

We note in the table above that the Moussa Ahsan Foundation has 14 professors, representing 12.28%, followed by the Salihi Mohamed Ouamar Foundation with 28 professors, representing 14%, followed by the Amrouche Mouloud Foundation with 24 professors, representing 12%, followed by the Amarine Issa Foundation with 21 professors, representing 10.5%, followed by the Laamri Abdallah Foundation with 14 professors, representing 7%, then the Shamlal Issa Foundation with 13 professors, representing 6.5%.

- **Sample characteristics according to personal characteristics:**

Table No. (2): Represents the distribution of sample individuals according to personal characteristics.

Personal characteristics	Gender		Age			Educational level			Civil status				Seniority		
Repetition	Female	Male	Less than 30 years	Between 31 and 40 years old	More than 40 years	middle	secondary	University	Single	Married	Divorced	Widowed	Less than 5 years	Between 6 and 10 years old	More than 10 years
Percentages	86	28	24	43	47	01	05	108	22	89	02	01	44	24	46
Total	75.4%	24.6%	04%	53%	43%	0.9%	4.4%	94.7%	19.3%	78.1%	1.8%	0.9%	38.6%	21.1%	40.4%
	114		114			114			114				114		

From the table No. (2), we note that the majority of the sample members are female compared to male, since their number is estimated at eighty-six (86) female professors, or a percentage of 75.4% of female professors, against twenty-eight (28) male professors, or a percentage of 24.6%. We note that the majority of the sample category is composed of university graduates, with a number of one hundred and eight (108) professors, followed by those with a secondary level with five (05) professors, while we record the lowest percentage among those with an intermediate level with one (01) professor. Thus, we note that the percentage of university graduates is 94.7%, followed by the percentage of those with a secondary level with 4.4%, while the intermediate level is estimated at 0.9%, which is the lowest percentage recorded among the other categories. Teachers who are over 40 years old represent the largest number with forty-seven (47) teachers, followed by the age group between 31 and 40 years old with forty-three (43) teachers, then the age group under 31 years old with twenty-four (24) teachers, and thus the percentage of the first category is 41.2%, followed by the second category which represents 37.7%, then followed by the third category which represents 21.1%, which is the lowest percentage recorded through the results of the study. We found that the number of married persons is eighty-nine (89) married professors, representing 78.1% of the sample, against twenty-two (22) single professors, representing 19.3%, followed by two (2) divorced professors, representing 1.8% of the professors, while we found that the number of widows is (1), which is equivalent to 0.9%, which is the lowest percentage recorded. We note from the table that the category whose seniority exceeded ten years of work counted forty-six (46) teachers, which is greater than the other categories, followed by the category whose seniority less than six years with forty-four (44) teachers, and finally we find the category whose seniority varies between six and ten years

with twenty-four (24) teachers, and thus the percentage represented by the first category is 40.4%, while the second category represents 38.6%, and the category whose seniority varies between six and ten years is 21.1%, which is the lowest percentage among the other percentages that were recorded according to the results of the study.

6.3 Study tools:

•Emotional intelligence scale:

In this study, we used the emotional intelligence scale prepared by Othman and Rizk (2001) which consists of 58 statements that are answered according to the five-point Likert scale as follows: always, often, sometimes, rarely, never. The scale statements were formulated in a positive way except for statements No. (36), (51), (56). Positive statements are corrected as follows: always (5), often (4), sometimes (3), rarely (2), never (1). While negative statements are corrected in the opposite way. The total score of the scale ranges between (58 and 290 points).

The emotional intelligence scale in its original form consists of 58 statements distributed over five axes. After adapting our scale to the Algerian environment and verifying its truth and internal consistency through a survey study on 30 teachers in primary schools in the state of Bouira, we obtained the following psychometric properties: We found the self-honesty equal to 0.94, while the Cronbach's alpha coefficient for calculating reliability was 0.90, and thus we found that the scale has high reliability and is valid in our current research.

• **Mental Health Scale:** The list was prepared for the first time in (1999) by "Dr. Samer Radwan", and was applied to Damascus University students from different academic years, a sample of married people, and a sample of psychiatric patients in the Department of Psychiatric and Neurological Diseases at Tishreen Hospital in Damascus. The sample of patients was excluded from the statistical study due to its small size (62) patients. Then a modified version of the list appeared in (2000), consisting of (60) items measuring a group of depressive symptoms, feelings of deficiency and lack of self-confidence, social anxiety, functional sexual disorders, phobic symptoms, feelings of loneliness and alienation, anxiety about health, sleep disorders, symptoms related to dysfunction in sweat secretion, where the examinee is asked to estimate the extent of the presence of these symptoms in him in the past few weeks on a scale consisting of four degrees: never (0), a little (1), often (2), always (3). The list is given a total score ranging between (0-180). The higher the examinee's score is above (90) degrees, this is evidence of a decline in his mental health. The list is good valid apparently, and it is considered easy to apply due to the clarity and simplicity of its phrases, and it does not take more than ten minutes, according to (Nabil Khalil, 2014, pp. 71-72). As for the psychometric properties of the scale, we obtained its validity and internal consistency through a survey study on 30 teachers in primary schools in the state of Bouira, and after adapting our scale to the Algerian environment and verifying it, we found the validity of the self and found it equal to 0.96, as for the Cronbach's alpha coefficient for calculating stability, we obtained 0.94, and thus we found that the scale has high stability and is valid for what it was found to measure.

6.4. Statistical methods:

The arithmetic mean was used to determine the average scores of emotional intelligence and mental health and the percentages of emotional intelligence and mental health and analysis of variance to determine the significance of statistical differences. Cronbach's alpha coefficient to measure the stability of the first and second scales. Pearson's correlation coefficient to determine the relationship between emotional intelligence and mental health among primary and middle school teachers in some Algerian educational institutions located in the state of Bouira. These data were processed through the Statistical Package for Social Sciences (SPSS26).

7. Presentation and discussion of the results of the field study:

7.1. Presentation of the results of the study:

- **The first basic hypothesis:** Pearson's correlation coefficient was used to verify the text of the hypothesis: "There is a positive correlation between emotional intelligence and self-esteem among primary and middle school teachers", and Table No. (05) shows the results.

Table No. (3): Presentation of the results of the hypothesis of the correlation relationship between emotional intelligence and mental health among primary and middle school teachers.

Variables	Sample size	Correlation coefficient	Calculated Significance	Accredited significance level	significance
Emotional intelligence	114	0.121	0.100	0.05	Not significant
Mental health					

From Table No. (03), it becomes clear to us that the level calculated significance is estimated at 0.100, thus it is greater than the significance approved level 0.05, so the relationship is not statistically significant, so we conclude that there is no positive relationship correlation between emotional intelligence and mental health among primary and middle school teachers, and therefore we reject the study hypothesis that states "There is a statistically significant correlation between emotional intelligence and mental health among primary and middle school teachers and we accept the null hypothesis.

- **The second basic hypothesis:** There are statistically significant differences among teachers in the levels of emotional intelligence due to personal variables, to answer the question: Are there statistically significant differences in the levels of emotional intelligence among primary and middle school teachers? We used the (t) test for differences.

Table No. (4): Shows the results of the differences in the level of emotional intelligence due to personal variables.

Table No. (04) shows that there are no statistically significant differences among primary and middle school teachers in emotional intelligence scores, as the value of F 0.007 came with a probability value of 0.073, which is greater than the approved significance of 0.05, so it is not statistically significant. The table also shows that the arithmetic averages are close in value and not very different, so we reject the study hypothesis that states: "There are statistically significant

Variable	Sample	Sample size	Arithmetic mean	Standard deviation	F value	t value	Degree of freedom	probability value	Approved' significance level	Statistical significance
Emotional Intelligence	Males	28	3.623	0.455	0.007	-0.416	112	0.0073	0.05	Not significant
	Females	86	3.664	0.449						
	Less than 31 years old	24	3.573	0.480	0.523		111	0.594	0.05	Not significant
	Between 31 and 40 years old	43	3.688	0.382						
	Over than 40 years old	47	3.665	0.492						
	Middle level	1	3.137	0	1.328		111	0.269	0.05	Not significant
	Secondary level	5	3.434	0.727						
	University level	108	3.669	0.434						
	single	22	3.508	0.503	1.755		110	0.160	0.05	Not significant
	married	89	3.702	0.431						
	divorced	2	3.284	0.329						
	widowed	1	3.654		2.168		111	0.119	0.05	Not significant
	Less than 6 years	38	3.701	0.444						
	Between 6 and 10 years	22	3.477	0.469						
	More than 10 years	54	3.693	0.434						

differences between primary and middle school teachers in emotional intelligence scores due to the gender variable." Table (06) shows that the value of F is 0.523 and the calculated significance value is (0.594), which is greater than the approved significance value of 0.05, thus it is not statistically significant. This indicates that there are no statistically significant differences between primary and middle school teachers in the levels of emotional intelligence. Therefore, we reject the study hypothesis that states that there are statistically significant differences between primary and middle school teachers. Therefore, we reject the study hypothesis that states that "there are statistically significant differences between primary and middle school teachers in the level of emotional intelligence due to the age variable." Table No. (04) shows that there are no statistically significant

differences among primary and middle school teachers in the levels of emotional intelligence, as the value of F came to (1.328) with a probability value of (0.269), which is greater than the approved significance (0.05), thus it is not statistically significant, The table also shows that the arithmetic means are close in value and not very different, so we reject the study hypothesis that states "There are statistically significant differences between

primary and middle school teachers in emotional intelligence levels due to the educational level variable." Table No. (04) shows that there are no statistically significant differences among primary and middle school teachers in emotional intelligence levels, as the value of F (1.755) came with a probability value of (0.160) greater than the approved significance (0.05), so it is not statistically significant. The table also shows that the arithmetic means are close in value and not very different, so we reject the study hypothesis that states "There are statistically significant differences among primary and middle school teachers in emotional intelligence scores due to the civil status variable. and Table shows that there are no statistically significant differences among primary and intermediate school teachers in the levels of emotional intelligence due to the seniority variable, as the value of F (2.168) came with a probability

value of (0.119) greater than the approved significance (0.05), so it is not statistically significant. The table also shows that the arithmetic averages are close in value and not very different, so we reject the study hypothesis that states: "There are statistically significant differences among primary and intermediate school teachers in the levels of emotional intelligence due to the seniority variable."

The third basic hypothesis: There are statistically significant differences among primary and intermediate school teachers in the levels of mental health due to personal variables. To answer this hypothesis, a (t) test for differences was adopted.

Table No. (5): Shows the results of the differences in the level of mental health due to personal variables.

Table No. (05) shows that there are no statistically significant differences among primary and intermediate school teachers in mental health levels due to the gender variable, as the F value (2.110) came with a probability value (0.029), which is smaller than the approved significance (0.05), so it is statistically significant. Therefore, we accept the study hypothesis that states "There are statistically significant differences among primary and intermediate school

Variable	Sample	Sample size	Arithmetic mean	Standard deviation	f value	t value	Degree of freedom	probability value	Approved significance level	Statistical significance
Mental health	Males	28	0.514	0.344	2.110	2.215	112	0.029	0.05	significant
	Females	86	0.703	0.406						
	Less than 31 years old	26	0.772	0.386	4.033		111	0.020	0.05	significant
	Between 31 and 40 years old	42	0.524	0.340						
	Over than 40 years old	46	0.429	0.429						
	Middle level	1	0.952	0	2.281		111	0.107	0.05	Not significant
	Secondary level	5	1.000	0.547						
	University level	108	0.638	0.388						
	single	22	0.702	0.433	0.470		110	0.704	0.05	Not significant
	married	89	0.652	0.396						
	divorced	2	0.357	0.101						
	widowed	1	0.690							
	Less than 6 years	42	0.645	0.400	1.887		111	0.156	0.05	Not significant
	Between 6 and 10 years	25	0.541	0.339						
	More than 10 years	47	0.730	0.419						

teachers in mental health levels due to the gender variable." Table shows that there are statistically significant differences among primary and intermediate school teachers in mental health levels due to the age variable, as the F value (4.033) came with a probability value (0.020) smaller than the approved significance (0.05), so it is not statistically significant. Therefore, we accept the study hypothesis that states "There are statistically significant differences among primary and intermediate school teachers in mental health levels due to the age variable." And Table shows that there are no statistically significant differences among primary and intermediate school teachers in the levels of mental health due to the educational level variable, as the value of F (2.281) came with a probability value

of (0.107) greater than the approved significance (0.05), so it is not statistically significant. The table also shows that the arithmetic averages are close in value and not very different, so we reject the study hypothesis that states "There are statistically significant differences among primary and intermediate school teachers in the levels of mental health due to the educational level variable." and shows that there are no statistically significant differences among primary and intermediate school teachers in the levels of mental health due to the civil status variable, as the value of F (0.470) came with a probability value (0.704) greater than the approved significance (0.05), so it is not statistically significant. The table also shows that the arithmetic averages are close in value and not very different, so we reject the study hypothesis that states "There are statistically significant differences among primary and intermediate school teachers in the levels of mental health due to the civil status variable." Table No. (05) shows that there are no statistically significant differences among primary and intermediate school teachers in the levels of mental health due to the seniority variable, as the value of F (1.887) came with a probability value (0.156) greater than the approved significance (0.05), so it is not statistically significant. The table also shows that the arithmetic averages are close in value and not very different, so we reject the study hypothesis that states "There are statistically significant differences among primary and intermediate school teachers in the levels of mental health due to the seniority variable."

7-2- Interpretation and discussion of the results of the hypotheses:

The first basic hypothesis states that there is a statistically significant relationship between emotional intelligence and mental health among primary and intermediate education teachers.

The results of Table No. (03) showed that there is no statistically significant correlation relationship between emotional intelligence and mental health among a sample of primary and intermediate education teachers at the significance level (0.05), so there is no correlation relationship between the level of emotional intelligence and mental health, and by referring to the result obtained by calculating the Pearson correlation coefficient, which is equal to (0.100), which is greater than the approved significance, so the first basic hypothesis was not achieved. So the result of the hypothesis was contrary to our expectations, and perhaps the reason for this result is due to the development witnessed by the education sector, as today it has become available to it material capabilities that are compatible with its needs, and this is likely to reduce the unnecessary burden on the teacher, as today schools in almost all areas, even remote ones, provide means of transportation for areas that are unable to do so, as the more the teacher has the necessary capabilities to do his work well, this is reflected in the teacher's psychological and physical health alike, which makes him not exhaust himself. He does not need to use and strain his mental abilities, such as intelligence in general and emotional intelligence in particular, in order to invent exceptional educational methods and techniques that help him perform his job appropriately. Also, the availability of the necessary human resources, both quantitatively and qualitatively, such as employing the necessary number of teachers and equipping

them properly by training and preparing them through training courses in order to make them experienced, makes them competent and able to perform their tasks with ease and comfort without the need to flounder and resort to relying on their personal characteristics. Then, the creation of special sections for students with mental retardation and those with syndromes has lifted a great burden on the shoulders of the ordinary teacher who is ignorant of the correct way to deal with this exceptional category, which requires teachers specialized in their condition. This will facilitate matters, which makes his psyche comfortable and not exposed to psychological disorders and crises resulting from the lack of specialization in such situations, which leads him to resort to using emotional intelligence, which is a distinguished ability to deal with oneself and the individuals around us to form appropriate relationships in order to contain those disorders and obstacles with the aim of adapting to the exceptional situation in which he is present. The second basic hypothesis states that there are statistically significant differences in the levels of emotional intelligence among primary and middle school teachers due to personal variables. To verify this, we will verify its partial hypotheses, The first partial hypothesis indicates that "there are statistically significant differences in the levels of emotional intelligence among primary and middle school teachers due to the gender variable", as it was shown that the calculated value in Table No. (3) equals (0.073) with a degree of freedom (112) and is greater than level approved ' significance (0.05), which means that there are no statistically significant differences in the levels of emotional intelligence among primary and middle school teachers due to the gender variable, which makes us reject the study hypothesis that states that "there are statistically significant differences among primary and middle school teachers in the levels of emotional intelligence due to the gender variable", thus it was not achieved. The result of this hypothesis was contrary to the expectations of this study, and this result may be due to the similarity in the nature of education that males and females receive through social upbringing for both sexes. Recently, with the spread of awareness and the education of members of society, society's view of girls has changed, as they no longer look at them with a view of deficiency or contempt as things were in the past. At the same time, the view of men has also changed, as they were viewed as having more capabilities than women, and that they are the only source of livelihood. This enhanced her self-confidence, which created the necessary environment for her to demonstrate her intelligence, mental abilities, and intellectual talents by giving her the same opportunities as males. This made her equal to boys in most of their characteristics and abilities, and no less important than them.

Today, she has become a man's equal, and there is no field in which a man has engaged that she has not found herself beside. The results of this hypothesis were consistent with the results of the study conducted by Chan (2004) on the relationship between emotional intelligence and self-efficacy among teachers. The sample consisted of (158) of whom (65) were males and (93) were females. The results of the study reached that there were no statistically significant differences between male and female teachers in the dimensions of emotional intelligence. It

also agreed with the results of the study conducted by Rashad Mustafa Al-Astal (2010), which aimed to identify the relationship between emotional intelligence and stress coping skills among students of the Faculty of Education at Gaza universities. The results showed that there was no statistically significant difference according to the gender variable. This study also agreed with the study conducted by Abu Amsha (2013) on social intelligence and emotional intelligence and their relationship to happiness among university students, as the study reached that there were no differences in the level of emotional intelligence due to the gender variable. The same result was obtained by a study conducted by Rashid bin Saeed (2013), which aimed to know the degree of emotional intelligence and its relationship to the prevalence of irrational ideas among workers in religious jobs in the Sultanate of Oman in light of some variables, The results of the (t) test showed that there were no statistically significant differences in emotional intelligence scores due to the gender variable. The study by Bazzazo (2010) also found that the effect of emotional intelligence on the job performance of managers working in the UNRWA Gaza Regional Office was not significant. It showed that there was no effect of the gender variable on the level of emotional intelligence. However, the results of our study differed from the results of the study conducted by Al-Samadoni (2001), Titled Emotional Intelligence and Professional Compatibility of the Teacher on a sample of (360) male and female teachers, the study results showed that there were differences between the sexes in emotional intelligence and were in favor of teachers (Al-Samadoni, 2001, p. 81). It also differed from the results reached by the study conducted by Sabaa (2005), where the results showed that males outperform females in the total score of emotional intelligence. While many studies showed differences in relation to the gender variable with regard to emotional intelligence, as they suggest that women obtain higher rates of emotional intelligence compared to men, and some researchers attribute this to the fact that the brain regions related to emotional intelligence are more developed in women than in men, also it transmit Both Brackett and Salovey from what Jar et al. reached, and given that emotional intelligence has different components, researchers acknowledge the existence of variation in this framework. Men appear to be better at self-monitoring, more independent and optimistic, better at resisting stress and better at solving problems than women, as both Dimberg and Lundquist have found. However, they - men - have difficulties in some dimensions and components such as interpersonal skills, empathy and social responsibility, as Bar-On has found. Women have been found to excel in interpersonal skills, empathy, social responsibility, emotion management and adaptability. However, they are less able to resist stress, as Boyatzis and Sala have found. Matsumoto has found that men are better at hiding surprise and fear, while women are better at controlling feelings of contempt, disgust and anger. Women tend to show their emotions more than men except for anger, men express their anger more than women, according to (Salami Dalal, 2016, p. 175).

The second sub-hypothesis states that there are statistically significant differences in the levels of emotional intelligence among primary and middle school teachers due to the age variable, as it became clear that the calculated value

in Table No. (04) equals (0.594) with a degree of freedom (111), which is greater than the approved significance level (0.05), which indicates that there are no statistically significant differences in the levels of emotional intelligence among primary and middle school teachers due to the age variable. Therefore, we reject the study hypothesis that there are statistically significant differences in the levels of emotional intelligence among primary and middle school teachers due to the age variable, and we accept the null hypothesis. The result of the study came contrary to the study's expectations, as the study did not record differences in the level of emotional intelligence according to this variable (age), and perhaps the reason for this is due to the nature of the social factors in which they were raised grew up, the study sample is almost from the same environment, as they are close in terms of location, which means that they receive the same social methods and at the same level, which made their intelligence levels not record differences despite their different ages because they are exposed to the same conditions that liberate the same qualifications, the same abilities, and the same social values and principles. Therefore, we do not find differences in the lifestyle in which they live, which makes their intelligence ratios close and no noticeable differences are recorded. The same result was obtained by a study conducted by Rashid bin Saeed (2013), which aimed to know the degree of emotional intelligence and its relationship to the prevalence of irrational ideas among workers in religious jobs in the Sultanate of Oman in light of some variables, as the results of the (t) test showed that there are no statistically significant differences in the degrees of emotional intelligence due to the age variable. However, it has become established in many studies conducted by many scientists and researchers that emotional intelligence grows and develops with age And rich experiences enhance and develop its level, as there is agreement among researchers that older people achieve higher results in emotional intelligence measures compared to younger people, according to what Goleman (Golanan, 1998) and Boyatzis and Sala see. Darkson and his colleagues found that emotional intelligence tends to decline and wither between the ages of 35 and 44 years, while Bar-On (2004) reached that people in their late forties obtain higher rates of intelligence, according to (Salami Dalal, previous reference, p. 175).

The third partial hypothesis expects statistically significant differences in the levels of emotional intelligence among primary and intermediate school teachers due to the educational level variable. It was found that the calculated value in Table No. (4) equals (0.269) with a degree of freedom (111), which is greater than the significance level (0.05), and therefore it is not statistically significant, which makes us reject the study hypothesis and accept the alternative hypothesis. The results of the study were contrary to the expectations of the hypothesis, as no differences were recorded in the level of their emotional intelligence according to this variable. Perhaps the reason for this is due to the nature of emotional intelligence, as it is not similar to artificial intelligence. Emotional intelligence is not a logical or mathematical equation that can be acquired through academic learning, but rather it is the degree of awareness, perception, and understanding of the individual's feelings and the feelings of others. These are matters related to the

nature of the individual, the degree of his intelligence, and the degree of harmony he lives with himself and his comprehension of it. Al-Khawli (2002) defined it as “a type of sensitivity of the heart, intelligence of the heart, delicacy of feeling, turmoil of emotion, and nobility of passion” (Al-Khawli, 2002, p. 123), this, as it seems, does not require a high level of education as much as it requires possessing a set of personal qualities and social and emotional skills that enable the person to understand the feelings and emotions of others, as he sees it (Ibrahim, 2005, p. 2). Because they are psychological matters by nature and are more closely related to the nature of his personality, the individual, in order to develop his emotional intelligence abilities and improve them in a better way, needs to possess a healthy and conscious self and live within correct and diverse social relationships that help him refine it more than he needs academic education and a high educational level. The same result was obtained by a study conducted by Rashid bin Saeed (2013), which aimed to know the degree of emotional intelligence and its relationship to the prevalence of irrational ideas among workers in religious jobs in the Sultanate of Oman in light of some variables, as the results of the (t) test showed that there were no statistically significant differences in the degrees of emotional intelligence due to the variable of educational qualification. While the results of this study were contrary to the findings of the study conducted by Sabaa (2005) to reveal the level of emotional intelligence among Yemeni adults, the results showed that individuals holding higher degrees enjoy a higher degree of emotional intelligence compared to individuals holding lower degrees. The results of the current study differ from the results of the study conducted by Al-Shahri (2010) in order to know the relationship between emotional intelligence and the decision-making process in the study sample, the results showed that there were statistically significant differences according to the educational qualification variable in favor of the higher educational qualification. The same result was obtained by the study conducted by Rashid bin Saeed (2013), which aimed to know the degree of emotional intelligence and its relationship to the prevalence of irrational ideas among workers in religious jobs in the Sultanate of Oman in light of some variables, as the results of the (t) test showed that there were no statistically significant differences in the degrees of emotional intelligence due to the academic qualification variable.

The fourth partial hypothesis expects the existence of statistically significant differences in the level of emotional intelligence among primary and intermediate school teachers due to the variable of civil status. The results obtained showed that the calculated value in Table No . (04) equals (0.160) with a degree of freedom (110), which is greater than the significance level (0.05), and is not statistically significant, which means that the study hypothesis was not achieved. Therefore, we accept the null hypothesis, which states: "There is no statistically significant relationship in the levels of emotional intelligence among primary and intermediate school teachers due to the variable of civil status". The results of the study were contrary to expectations, as the study did not record differences in the level of emotional intelligence according to the variable of civil status. Perhaps the reason for this is that all members of the sample seek to achieve the same gains at

work, represented by promotion and salary, and are motivated by the same incentives on the one hand, and are governed by the same working conditions and the same economic requirements, as the recent decline in the economic level has affected the standard of living, which has led to an increase in the need to satisfy basic material needs regardless of their civil status. Everyone lives in the same difficult economic conditions and is united by the same need. This has led to a decrease and shrinkage in the role that emotional intelligence is supposed to play in strengthening and increasing social support for the worker because material needs have overwhelmed psychological and emotional needs. However, the results of this study were contrary to what studies conducted in this regard have reached, as in recent years there has been something resembling a revolution in discoveries related to the role played by emotional and sentimental reactions in the quality of the marital relationship. Emotional and affective forces build and strengthen the marital relationship. The healthy and good use of emotions and feelings plays a role in the stability and preservation of intimate relationships. According to Fitness (2006) marriage is a model of the relationship in which we share some of the deepest feelings, emotions and emotions, starting from love, through hatred and anger to fear, sadness and joy. The expansion of the scope of understanding, communication and management of strong emotions and feelings for both spouses is considered to play a pivotal role in their marital happiness. It is believed that a high level of emotional intelligence qualifies people to manage the most sensitive emotional negotiations more effectively. He considered that a happy and successful marriage is an emotionally intelligent marriage. Goleman (1995) emphasized that the emotional or affective forces between husband and wife are more important and pivotal than any other factors in influencing the status of the marital relationship, quoted from (Salami Dalal, previous reference, pp. 175-176).

The fifth partial hypothesis indicates that there are statistically significant differences in the levels of emotional intelligence among primary and intermediate school teachers due to the seniority variable. It became clear that the calculated value in Table No. (04) equals (0.119) with a degree of freedom (111), which is greater than the approved significance level (0.05). This indicates that the study hypothesis was not statistically achieved. The result that emerged from the study was contrary to the study's expectations, as the study did not record differences in the level of emotional intelligence among them according to the seniority variable. The reason for this may be due to the frequent changes that the administrative system has recently witnessed at the level of programs and methods, as they are modern, which made the role of seniority in this limited and had no effect. In addition, the technological development witnessed by the current era and its speed in transferring and delivering information and providing methods of mastering it in record time led to obtaining years of experience in a short period of time, which reduced the role of the influence of seniority and its importance. Modern technology has made a qualitative leap in terms of both quantity and quality, as it provides the individual in record time with a huge amount of information that falls within the scope of his research. Then, the expansion of the social networking site spread across the Internet today has facilitated the process of communication with

different segments of society, which has opened up a wide scope for conveying the experience of older people to younger people and benefiting from it in a short period of time. The results of this study were consistent with the results of the study conducted by Bazzazo (2010) with the aim of identifying the impact of emotional intelligence on the job performance of managers working in the UNRWA Gaza Regional Office, as its results showed that there was no effect of the number of years of experience on the level of emotional intelligence. The same result was obtained by the study conducted by Rashid bin Saeed (2013), which aimed to know the degree of emotional intelligence and its relationship to the prevalence of irrational ideas among workers in religious jobs in the Sultanate of Oman in light of some variables, the results of the (t) test showed that there are no statistically significant differences in emotional intelligence scores due to the variable of years of service. The results of the current study differ from the results of the study conducted by Al-Shahri (2010) with the aim of identifying the relationship between emotional intelligence and the decision-making process in the study sample, as its results showed the existence of statistically significant differences according to the variable of the number of years of work experience in favor of those whose years of work exceed 15 years. Based on the results of the partial hypotheses of this hypothesis that were not met, we can say that the second basic hypothesis, which states that there are statistically significant differences in the levels of emotional intelligence among primary and middle school teachers due to personal variables, was not met.

The third basic hypothesis states that “there are statistically significant differences in the levels of mental health among primary and middle school teachers due to personal variables.” To verify the extent to which the second basic hypothesis is achieved, we first verified the partial hypotheses.

The first partial hypothesis indicates that there are statistically significant differences among primary and intermediate school teachers in the levels of mental health due to the gender variable. It became clear to us from Table No. (05) that the calculated value is statistically significant at significance (0.029), with a degree of freedom (112), which is smaller than the adopted significance level (0.05), which means that the study hypothesis has been achieved and therefore there are statistically significant differences in the levels of mental health among primary and intermediate school teachers due to the gender variable. If we compare the averages of the two samples, we find that the differences were in favor of females, as they reached (0.703) compared to (0.514) for males, which means that there are statistically significant differences in favor of females.

The reason is due to the psychological nature of women, as everyone agrees that they are psychologically equipped to raise children, which makes them more patient and flexible than men in their approach to dealing with others, especially children. The educational institution's primary role is to raise the individual and provide them with correct and sound behavioral methods that make them effective and aware of themselves and the environment to which they belong. You find them more suitable for this role than men, who are strict, sometimes violent, and quick to anger, which affects his calm and psychological health. The results of this study

are consistent with the study conducted by Bin Auf (2011) to identify individual differences in both satisfaction with academic specialization and mental health among students of scientific colleges and students of literary colleges in some universities of Khartoum State, as the study recorded statistically significant differences in the level of mental health between males and females. While the results of this study differ from the results of the study conducted by Sally Ahmed Othman Al-Hassan (2018) with the aim of identifying mental health and its association with creative thinking among students of the National Rabat University and the extent of its association with the gender variable, as its results showed that there were no statistically significant differences in mental health attributed to the gender variable. The opposite result was reached by the study conducted by Al-Washli (2003) to identify mental health among students of Sana'a University and its relationship to psychological stress, methods of dealing with it, and personality resilience, as the study recorded statistically significant differences between males and females in most dimensions of mental health. While the study conducted by Al-Zubaidi and Al-Hazaa (1997) reached a goal with the aim of building a scale for mental health, and among the results that the study reached after statistically analyzing the data using a set of statistical methods, the results showed that there were no statistically significant differences in the level of mental health between the sexes (Al-Hazaa and Al-Zubaidi, 1997, p. 112).

The second partial hypothesis indicates that there are statistically significant differences among primary and intermediate school teachers in mental health levels due to the age variable. Table No. (05) shows that the difference between the two samples is statistically significant, as the calculated significance value is (0.020) with a degree of freedom of (111), which is smaller than the adopted significance level (0.05). This makes us accept the study hypothesis that there are statistically significant differences in the levels of mental health among sample members. If we compare the averages of the three samples, we find that the differences were in favor of teachers under the age of "30" years, as they reached (0.772), while teachers over the age of "40" years reached (0.713), and teachers between the ages of "31 and 40" years reached (0.542), based on the above, the results obtained through the (t) test showed that the second partial hypothesis of the third basic hypothesis was achieved, so we reject the null hypothesis that there are no statistically significant differences between primary and middle school teachers in mental health levels due to the age variable in favor of younger teachers. Advancing age can affect the mental health of the working individual, especially if he holds a profession that depends more on the individual's mental and intellectual abilities rather than the physical ones, as the older the worker gets, the greater the amount of pressures exerted on him, and this is reflected in his behavior, so he becomes bad-tempered and quick to anger, thus his mental health deteriorates, and this explains the results of this study, where differences were recorded in mental health levels in favor of the younger group due to their not being exposed to pressures, and the results of this study differ from the study conducted by Sally Ahmed Othman Al-Hassan (2018) with the aim of knowing the level of mental health and the extent of its association with creative thinking,

as the results of the study concluded that there are no statistically significant differences in mental health attributable to the age variable.

The third partial hypothesis states that there are statistically significant differences between primary and middle school teachers in mental health levels due to the educational level variable. It became clear to us from Table No. (05) that the calculated value (0.107) is not statistically significant with a degree of freedom (111) and is greater than the approved significance level (0.05), which means that the study hypothesis was not achieved and therefore there are no statistically significant differences between primary and middle school teachers due to the educational level variable. The spread of modern technology that contributed to raising the educational level of individuals to the extent that the role of traditional education declined and its role was limited led to reducing educational disparities, which led those who do not hold higher academic degrees to make up for this deficiency, which led to no differences being recorded between the sample categories in favor of holders of higher degrees, because information is no longer limited to and taken only from academic schools, but has become, thanks to modern technology, accessible to everyone and without the need for special education. The results of our study are consistent with the study of Hamza Fartas (2017) conducted on a sample of primary school teachers in the city of Annaba. This study also found that there were no differences in the level of mental health among teachers attributable to the variable of academic qualification (educational level), in addition to the study of Ibtisam Ahmed Abu Al-Omrain (2008), as the results showed that there were no statistically significant differences in the level of mental health among the sample members represented by nurses working in government hospitals attributable to the variable of academic qualification.

The fourth partial hypothesis indicates that there are statistically significant differences between primary and intermediate school teachers in mental health levels due to the marital status variable. Table No. (05) shows that there are no statistically significant differences, as the calculated significance value is (0.704) with a degree of freedom of (110), greater than the approved significance level (0.05). This makes us reject the study hypothesis that there are statistically significant differences in mental health levels among primary and intermediate school teachers due to the civil status variable. The researcher believes that this may be due to the fact that the role of family support and the support provided by the family has been limited and no longer affects at the same level as in the past, given the current circumstances where material has dominated social life and the difficult economic conditions that force the individual to seek work, this has led to distance and thus the dispersion of families, This leads to an emotional vacuum and psychological alienation, which makes it no difference whether the individual is married or not. Marriage no longer provides the psychological and moral support previously known, which made its role not limited and did not have a clear impact on the lives of individuals and society. On the other hand, the emergence of the Internet and the expansion of the virtual social network also led to the role of marriage being limited. The individual obtains the support he needs through the

virtual social relationships he creates, where today he spends most of his free time sharing his thoughts and concerns with them.

The fifth partial hypothesis indicates that there are statistically significant differences between primary and intermediate school teachers in mental health levels due to the seniority variable. Table No. (05) shows that there is no statistical function as the calculated significance value is (0.156) with a degree of freedom of (111), greater than the approved significance level (0.05). This makes us reject the study hypothesis that there are statistically significant differences in mental health levels among primary and intermediate school teachers due to the seniority variable. The reforms that have been made recently at the level of the educational system and the provision of the material and human capabilities required by this sector and the provision of modern technology that provides the required information whether theoretically via the Internet or in practical form by organizing training courses for new teachers, have made the factor of seniority no longer a basic factor for them, as well as conveying the experience of older people in a short time to the people who need it, and this instills self-confidence, and thus a feeling of psychological comfort for them because they obtain what makes them master their profession despite their few years of experience, as is the case with more experienced teachers. Moreover, teachers, whether senior or new, live and are exposed to the same working conditions and the same nature of the region with its advantages and disadvantages. The results of this study are consistent with the study of Hamza Fartas (2017) conducted on a sample of primary school teachers in the city of Annaba, where this study showed that there were no statistically significant differences in the level of mental health due to the variable of seniority (experience), in addition to the study of Ibtisam Ahmed Abu Al-Omrain (2008), whose results also reached the absence of statistically significant differences due to the number of years of long experience. As for the study of Chafia Ben Hafeez and Hajar Manaa (2015), which was conducted on a sample of midwives, its results were contrary to the results of our study, as it reached the existence of statistically significant differences in the level of mental health according to the years of experience.

8. Conclusion:

The current era is characterized by many features unlike previous eras. It is the era of speed, the era of anxiety, and it is also the era of intelligence. Because of that, it is imposed on the person who lives in its midst to keep up with it and adapt to it in order to overcome the obstacles that he finds himself facing against his will and the psychological disturbances and problems that they cause him. Therefore, he must resort to using all his qualifications and intellectual energies and all types of intelligence that he enjoys, especially emotional intelligence due to its importance in the success of the individual in his life. Goleman believes that general intelligence contributes at most (20%) only to the success of the individual in his life, while other factors contribute, the most important of which is emotional intelligence (80%), and this is confirmed by Gardner (1983), Mayer and Salovey (1990), and Stenberg (1996), as it became clear from the results of the studies they conducted that the general contributes at rates that range between (4%, 10%, 25%)

of the variance in individuals' performance, while the rest of the rates are due to emotional factors, according to (Abdul Azim Al-Masdar, 2008, p. 590). Emotional intelligence, according to the point of view of thinkers and scientists, is the individual's ability to pay attention and understand the feelings and emotions of others, which helps him to create positive emotional and professional relationships that allow him to acquire new skills and techniques to deal with life's problems, control them and harness them to his advantage. Given the great importance of the subject of emotional intelligence in the individual's healthy and professional life and the clear imprint it leaves on him, we decided to conduct this study in order to shed light on the relationship between emotional intelligence and mental health among primary and middle school teachers. Teachers have the lion's share in the development and progress of society, as they occupy second place after the family in preparing, refining and guiding the emerging generation scientifically, practically and educationally in a correct and sound manner, to enter the various and often complex fields of life with all positivity, armed with a spirit of construction and effectiveness. This study was a step towards knowing whether there is a relationship between emotional intelligence and mental health among primary and middle school teachers, as well as whether there are differences in the levels of emotional intelligence among this sample due to personality variables (gender, age, educational level, civil status, seniority), and also whether there are differences in the levels of mental health due to personal variables (gender, age, educational level, civil status, seniority) among them. Our study came as a continuation of previous research and studies by previous researchers and scientists, and accordingly we started from the idea that there is a statistically significant relationship between emotional intelligence and mental health among primary and middle school teachers. In addition to the idea that there are statistically significant differences in both levels of emotional intelligence and levels of mental health among primary and middle school teachers due to personal variables, and based on these assumptions, we started our field study in order to test its validity and answer the study questions, which were raised at the beginning of this study about emotional intelligence and the relationship that links it to the variable of mental health among primary and middle school teachers in a group of Algerian educational institutions and the provisional answer to it through the hypotheses that were set, to verify the validity of the hypotheses, the Emotional Intelligence Scale of Othman Razouk (2000) and the Mental Health Scale of Samer Radwan (1999) were applied to the study sample, and the data were collected and analyzed statistically using the Statistical Package for the Social Sciences program (SPSS, 25). In the end, we concluded that there is no statistically significant correlation between emotional intelligence and mental health among primary and intermediate school teachers. The partial hypotheses that state that there are statistically significant differences in the levels of emotional intelligence among primary and intermediate school teachers due to personal variables (gender, age, educational level, civil status, seniority) were not achieved, which means that the second basic hypothesis was not achieved. While the first and second partial

hypotheses were achieved, the remaining hypotheses in the third general hypothesis were not achieved, which came in the following form:

- There are statistically significant differences in the levels of mental health among primary and middle school teachers due to the gender and age variables.
- There are no statistically significant differences in the levels of mental health among primary and intermediate school teachers due to the variable of educational level, civil status, and seniority, which means that the third general hypothesis has been relatively achieved. Based on the above, the result reached through the results of this study is that emotional intelligence is not statistically significant in relation to mental health, while no differences were recorded in the levels of emotional intelligence among teachers due to personal variables. As for the levels of mental health, the study found that there were differences among sample members in some variables. However, despite the results reached by the study and the failure to achieve most of the hypotheses, these results cannot be generalized and remain within the scope of our research, because we did not study all the circumstances related to emotional intelligence, mental health, and the teacher.

Finally, we reached a set of recommendations that stipulate the necessity of giving the necessary importance to the teaching profession by intensifying serious training courses. Providing the material capabilities and strategies that would raise the performance of the teacher. The necessity of intensifying and encouraging research and studies related to the teacher and the educational process alike, and raising the value of the teacher and his self-esteem by appreciating his efforts.

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