

Emotional Competence among Middle and High School Teachers: A Field Study in Some Educational Institutions In BOUIRA

Laidali Lyes^{*1} . Oumelili Hamid^{*}

Mohamed Lamine Debaghine Sétif2 University, Research Informant on Invasive Disorders in Growth and Autism. (Algeria),
email: ly.laidali@univ-setif2.dz

Mohamed Lamine Debaghine Sétif2 University (Algeria),
email: Oumelili.hamid@live.fr

Submitted

03/06/2024

Accepted

02/10/2024

Published

01/12/2024

Abstract: The current study aimed to assess emotional competence in middle and high school educators, examining variances within the participant group based on attributes such as gender, educational attainment, age, and years of professional experience. Employing a descriptive analytical methodology deemed most appropriate for this inquiry, data was gathered using a scale for emotional competence developed by Kattach in 2015. This instrument was administered to a deliberately chosen cohort of 69 individuals from four distinct educational institutions within the jurisdiction of the Bouira Province Education Directorate. Data analysis was performed with the Statistical Package for Social Sciences (SPSS).

This study highlights a robust level of emotional competence among professors, revealing statistically significant gender disparities favoring males in emotional competence. It is noteworthy that no substantial variances were found concerning educational phase, age, or professional experience. These insights contribute to a deeper understanding of the emotional dynamics within academic environments.

Keywords: Competence; Emotion; Emotional Competence; Middle and High School Teachers.

1. Introduction:

Progressive nations are on a quest for comprehensive development, leveraging both human and natural resources to foster the growth of individual capabilities and talents. Central to these developmental strategies is the educational sector, where teachers play an indispensable role. As quintessential social beings, teachers operate within highly interactive environments, both within and outside educational institutions.

Their emotional states profoundly influence their interactions and responses to daily events. For example, a teacher's differing responses to students and

***Corresponding author**

colleagues can be attributed to varying emotional states, ranging from reserved and cautious to openly expressive. This variability underscores the necessity of integrating psychological and emotional considerations into the assessment of teacher performance and their interactions with their environment.

Emotions, act as conduits between the psychological and physical realms, influencing both health and social behavior. Acute and chronic emotional states are significant contributors to health conditions (Marah, Al-Mahi, 2023, p. 175). In the realm of professional and educational settings, emotions guide our decisions and actions, positive emotions draw us towards joyous experiences, while negative ones prompt avoidance of painful situations.

Antonio Damasio (1995) posits that the capacity to experience and express emotions is crucial for rational behavior, impacting several cognitive processes including attention, memory retention, decision-making, and more. Furthermore, emotions are not simply reactive; they prepare us for action, serving as a foundational element in adapting to ongoing and contradictory changes. This positions emotional understanding as a pivotal component in shaping general behavior and particularly in influencing thought processes and decision-making (Rashid Zarb, 2019, p. 3).

Research across diverse fields such as neuroscience, psychology, educational sciences, and economics consistently underscores the significant role of emotional skills. These skills impact various aspects of personal, social, and professional life and represent a crucial form of capital. For teachers, emotional skills are not merely beneficial; they are essential for professional competence and crucial for fostering fundamental student abilities (Gendron, 2008, p. 7-9).

Contemporary scholarship recognizes the integral role of affect in human cognition and motivations, illustrating a complex interplay where cognitive processes interpret, encode, and express emotional states. However, cognitive processes can also misinterpret these states, potentially leading to adverse emotional outcomes.

Conversely, positive emotional states can enhance cognitive functions; a good mood may spur creativity and problem-solving capabilities, while feelings of sadness can deepen analytical thinking and expand the consideration of alternatives. Emotions also facilitate the organization and categorization of information, significantly enhancing learning and decision-making processes (Topal and Bekiri, 2018, p. 130).

In the modern educational landscape, the role of teachers extends beyond imparting knowledge. It encompasses the development of strategies that enhance student engagement and create a conducive learning atmosphere. Emotional

competence is critical here; a teacher lacking in this area might struggle to motivate themselves and their students, potentially requiring additional efforts to enhance their educational effectiveness and meet the demands of high-quality teaching.

Furthermore, teachers are expected to manage and navigate through the various challenges and complex situations they encounter, with a heightened sensitivity to their own emotional states and those of their students (Katash, 2015, p. 35).

The capability to perform cognitive tasks effectively is hindered by emotional disturbances, which can complicate a teacher's ability to adapt and address problems during their professional duties. Thus, professional success in teaching increasingly depends upon a robust set of emotional skills: recognizing, understanding, managing, and controlling emotions. These skills are crucial not only for sustaining personal motivation but also for inspiring and engaging students in the learning process.

Emotional intelligence is intricately linked to both the efficacy of individuals in their professional roles and their overall success. It encompasses critical capacities like self-awareness, self-management, social awareness, and relationship management. These capabilities together form what is termed as emotional competence, which is essential for stellar performance across various organizational roles (Okacha, 2005, p. 26).

Building on this foundation, the current study aims to assess emotional competence among professors, guided by the following research questions:

1. What is the observed level of emotional competence among the professors within the study sample?
2. Are there variations in emotional competence among these professors based on gender, educational phase (middle, secondary), age, and years of professional experience (less than 10 years, more than 10 years)?

2. Study Hypotheses:

- There is a high level of emotional competence among the teachers in the study sample.
- There are statistically significant differences in the degree of emotional competence among the teachers in the study sample at the significance level (0.05) according to the following variables: gender, educational level (middle, high), age (less than or equal to 35 years, older than 35 years), professional experience (less than or equal to 10 years, more than 10 years).

3. Study Importance:

The relevance of any scientific inquiry stems from the subject matter it explores. The importance of this study arises from its focus on the emotional competence of professors, an integral component of their professional life that significantly contributes to their success and excellence.

The study's significance is heightened by the limited research available on this subject, particularly among the specified demographic. Additionally, it builds upon prior research concerning learners and teachers at the elementary level, paving the way for further exploration of emotional competence among professors across various educational stages and in relation to other variables and similar samples.

4. Study Objectives:

This research aims to gauge the level of emotional competence among middle and high school teachers in Bouira province. It also seeks to identify any statistical differences in emotional competence based on educational phase (middle, secondary), gender, and professional experience (less than 10 years, more than 10 years).

5. Study Terms:

5.1.Competence:

The term "competence" encapsulates notions of aptitude and capability—the ability to effectively accomplish tasks. It is synonymous with efficacy and effectiveness (Abu Zaid, Gab Al Rab, 2017, p. 44). Legendre (2005) describes it broadly as the capability or skill necessary to succeed in a specific function or task. In the context of educational science, Jonnaert (2002) defines competence as a collection of resources an individual can deploy to adeptly manage a situation.

The Ministry of Education (MEQ, 2001) specifically relates professional competence in education to the application of knowledge in action that is immediate, successful, and effective, recurrently exhibited and reliant on a composite of knowledge, skills, and attitudes pertinent to a professional scenario, employed to resolve problems (Lafranchise, 2010, p. 26-27).

5.2 Emotion:

According to the Larousse dictionary, the term "emotion" derives from the ancient French verb "Motion," which means "movement" (Alhanout, 2018, p. 11). Affect refers to specific feelings that are accompanied by distinct thoughts, constituting a biological and psychological state, and leading to varying behavioral predispositions (Jedwali, Bouzouika, 2018, p. 223).

5.3 Emotional Competence:

Emotional competence is defined by Mayer and Salovey (1997) as a suite of skills vital for the accurate expression, appreciation, and systematic organization of one's own and others' emotions. These skills are crucial for motivating oneself, guiding thoughts, and formulating actions to meet life's demands (Katash, 2014, p. 58-59).

Abraham (2000) further describes it as a skill set focused on the precise assessment and management of one's emotions and the recognition of emotional cues in others, leveraging these for motivation and achievement (Abraham, 2000, p. 134).

Goleman (1995) emphasizes that it involves being self-aware of emotions, managing them effectively, maintaining self-confidence, and utilizing a diverse array of skills to act wisely in various situations (Goleman, 1995, p. 15). Operationally, it is quantified as the total score obtained by individuals in the study sample through their responses to the Emotional Competence Scale for Teachers developed by the researcher Katash Salim Mukhtar.

5.4. Middle and High School Teachers:

This demographic represents the participants of the current investigation, encompassing 69 male and female educators who are permanently employed in select middle and high schools under the Directorate of Education for Bouira Province.

Practical Aspects:

1. Study Methodology:

The researcher has implemented the descriptive analytical method, which is optimally suited for exploring the subject matter of this study. This approach focuses on describing variables, elucidating the relationships and differences among them by collecting, analyzing, interpreting data, and subsequently drawing conclusions.

In this realm, "Mohammed Obaidat" defines the descriptive method as the strategy that involves the researcher gathering data and factual information related to the study topic via scientific tools such as interviews, observations, and surveys. This method aims to analyze and interpret this data to deduce implications, establish indicators, and project future trends, thus facilitating the generalization of results concerning the research theme (Obaidat, Abu Nassar et al., 1999, p. 47).

Emotional Competence among Middle and High School Teachers: A Field Study in Some Educational Institutions in BOUIRA

2. Study Limits:

2.1 Geographical Limits: The empirical study was conducted across four educational institutions governed by the Directorate of Education for Bouira Province, specifically: Nasser Marabti Middle School in Ain Bessem, Hamoud Gaaloul Middle School in Akhdariya, Saad Talib High School in Ain Bessem, and Lahlo Hussein High School in Amchdallah.

2.2 Temporal Limits: The instruments for gathering data were distributed to the study group in December 2023.

3. Study Sample:

The sample is characterized as a subset of the original research population, strategically selected by the researcher employing various methodologies. It comprises several individuals from the original community as defined in the subsequent tables (El-Dardiry, 2006, p. 22). The selected sample includes 69 teachers, purposefully chosen from several educational establishments affiliated with the Directorate of Education for Bouira Province. The sample composition is detailed in the following tables:

Table 01: Distribution of Study Sample by Education Phase and Work Institutions

Education Phase	Middle School		High School	
Educational Institutions	Nasser Marabti Ain Bessem	Hamoud Gaaloul Akhdariya	Taleb Said Ain Bessem	Husseini LahloAmchdallah
Number	18	14	27	10
Total per Phase	32		37	
Total Overall	69			

Table 02: Distribution of Study Sample by Variables: Gender, Age, Professional Experience

	Gender		Age		Professional Experience	
Variables	Male	Female	≤ 35 years	> 35 years	≤ 10 years experience	> 10 years experience
Number	19	50	29	40	30	39
Total	69					

4. Study Tool:

In the field study, we relied on the Emotional Competence Scale for Teachers prepared by the researcher Katach Mokhtar Slim in his 2015 study titled "The Emotional Competence of the Teacher and Its Relationship to Motivation." The scale includes five main dimensions: The first is recognizing emotions, which includes three aspects: recognizing the teacher's emotions, recognizing the

student's emotions, and helping the student recognize their own emotions. The second is expressing emotions, which includes two aspects: expressing the teacher's emotions and expressing the student's emotions. The third understands emotions, which is divided into three branches: understanding the teacher's emotions, understanding the student's emotions, and helping the student understand their own emotions. The fourth is managing emotions, which includes managing the teacher's emotions, managing the student's emotions, and helping the student manage their own emotions. The fifth is utilizing emotions in motivation management, which includes utilizing emotions to motivate the teacher, utilizing emotions to motivate the student, and helping the student utilize their emotions to enhance their motivation. The items were presented as declarative statements, as is customary in self-report tests, where the respondent determines the extent to which the content of the statement applies to them according to a five-point Likert scale. The psychometric properties of the scale were calculated by determining its validity, which relied on internal consistency validity, with all items being significant at the 0.01 level of significance. Reliability was verified using Cronbach's alpha, with values ranging between 0.72 and 0.99, all of which were statistically significant

5. Statistical Techniques:

The investigator utilized the Statistical Package for the Social Sciences (SPSS) to conduct statistical analyses of the data. The normal distribution assessment of the study's variable was instrumental in selecting the appropriate statistical techniques for processing the hypotheses of the study.

5.1 Normal Distribution Test:

Table 03: The Results of the Normal Distribution Test for the Study Variable
Data

Variables	Kolmogorov-Smirnov			Shapiro-Wilk			Decision
	Statistics	Degrees of Freedom	Significance Level	Statistics	Degrees of Freedom	Significance Level	
Affective Efficiency	0.064	69	0.200*	0.633	69	0.064	Not Significant

Based on the data illustrated above and the results from both the Kolmogorov-Smirnov and Shapiro-Wilk tests, it is noted that the significance level for the scale of affective efficiency surpasses the alpha threshold (0.05). Consequently, it is confirmed that the data related to the affective efficiency

Emotional Competence among Middle and High School Teachers: A Field Study in Some Educational Institutions in BOUIRA

variable is normally distributed, thus endorsing the application of parametric statistical techniques for hypothesis analysis within this study.

Following this, the acquired data was processed employing various statistical methods such as the arithmetic mean, standard deviation, and the "T" test for evaluating the significance of differences between means.

6. Presentation and Analysis of Study Results:

6.1. Presentation and Analysis of the First Hypothesis Results: There is a high level of emotional competence among the teachers in the study sample

Table 04: Results of the First Hypothesis

Dimensions of the Scale	Sample Size	Theoretical Mean	Arithmetic Mean	Standard Deviation	Degrees of Freedom	T	Significance Level	Decision
Recognizing Emotions	69	99	118.35	15.36	68	10.46	0.00	Statistically Significant
Expressing Emotions	69	60	71.81	12.23	68	8.01	0.00	Statistically Significant
Understanding Emotions	69	84	104.43	21.08	68	8.04	0.00	Statistically Significant
Managing Emotions	69	84	109.84	16.22	68	13.23	0.00	Statistically Significant
Employing Emotions in Motivation Management	69	81	109.91	17.27	68	13.90	0.00	Statistically Significant
Overall Emotional Competence	69	408	514.35	72.95	68	12.11	0.00	Statistically Significant

Based on the results shown in Table No. (04), we observe the following: For the first dimension (recognizing emotions), the mean score of the study sample was 118.35, which is significantly higher than the theoretical mean of 99. This indicates a high level of teacher competence in this dimension. The "t" value confirmed this, as it was 10.46, positive, and statistically significant at the alpha significance level (0.01), indicating that the difference was in favor of the study sample's mean score. For the second dimension (expressing emotions), the mean score of the study sample was 71.81, which is higher than the theoretical mean of 60, indicating a high level of teacher competence in this dimension. The "t" value of 8.01 was positive and statistically significant at the alpha significance level (0.01), indicating that the difference was in favor of the study sample's mean score. For the third dimension (understanding emotions), the mean score of the study sample was 104.43, which is higher than the theoretical mean of 84,

indicating a high level of teacher competence in this dimension. The "t" value was 8.04, positive, and statistically significant at the alpha significance level (0.01), indicating that the difference was in favor of the study sample's mean score. For the fourth dimension (managing emotions), the mean score of the study sample was 109.84, which is higher than the theoretical mean of 84, indicating a high level of teacher competence in this dimension. The "t" value was 13.23, positive, and statistically significant at the alpha significance level (0.01), indicating that the difference was in favor of the study sample's mean score. For the fifth dimension (utilizing emotions in motivation management), the mean score of the study sample was 109.91, which is higher than the theoretical mean of 81, indicating a high level of teacher competence in this dimension. The "t" value was 13.90, positive, and statistically significant at the alpha significance level (0.01), indicating that the difference was in favor of the study sample's mean score. Regarding the overall emotional competence of the teacher, the mean score of the study sample was 514.35, which is higher than the theoretical mean of 408, indicating a high level of overall emotional competence. The "t" value confirmed this, as it was 12.11, positive, and statistically significant at the alpha significance level (0.01), indicating that the difference was in favor of the study sample's mean score. This result supports the first hypothesis of the research, which states that there is a high level of emotional competence among the teachers in the study sample.

Overall Emotional Competence:

The arithmetic mean for the study sample on the Emotional Competence Scale for Teachers was 514.35, significantly higher than the theoretical mean of 408. Thus, the overall emotional competence of the teachers is rated as high, reinforced by the T-value of 12.11, a positive and statistically significant value at the alpha level (0.01). This outcome strongly supports the first research hypothesis that there is a high level of emotional competence among the teachers in the study sample.

6.2. Presentation and Analysis of the Second Hypothesis Results: There are statistically significant differences in the degree of emotional competence among the teachers in the study sample at the significance level (0.05) according to the following variables: gender, educational level (middle, high), age (less than or equal to 35 years, older than 35 years), professional experience (less than or equal to 10 years, more than 10 years).

Based on Gender Variable: There are statistically significant differences in the level of emotional competence among the teachers in the study sample attributed to the gender variable.

Emotional Competence among Middle and High School Teachers: A Field Study in Some Educational Institutions in BOUIRA

**Table 05: T-test Values for Differences in the Level of Emotional Competence
among the Study Sample by Gender.**

Gender	Sample Size	Arithmetic Mean	Standard Deviation	Degrees of Freedom	t-test Value	Significance Level	Decision
Males	19	543.16	51.19	67	2.07	0.04	Significant at 0.05
Females	50	503.40	77.32				

From Table (05), the arithmetic mean for males is 543.16 with a standard deviation of 51.19, and for females, it is 503.40 with a standard deviation of 77.32. The t-test value for the difference between males and females is 2.07 at a significance level of 0.04, which is less than the alpha level of 0.05.

Thus, we can reject the null hypothesis that states there are no statistically significant differences in emotional competence due to gender among the study sample and accept the alternative hypothesis that there are significant differences favouring males.

Based on Educational Phase Variable: There are statistically significant differences in the level of emotional competence among the teachers in the study sample attributed to the educational phase variable (secondary, middle) at the significance level of 0.05.

**Table 06: T-test Values for Differences in the Level of Emotional Competence
among the Study Sample by Educational Phase.**

Phase	Sample Size	Arithmetic Mean	Standard Deviation	Degrees of Freedom	t-test Value	Significance Level	Decision
Secondary	37	526.89	57.99	53.18	1.51	0.13	Not significant at 0.05
Middle	32	499.84	85.80				

In Table (06), the arithmetic mean for the secondary education teachers is 526.89 with a standard deviation of 57.99, and for middle school teachers, it is 499.84 with a standard deviation of 85.80.

The t-test value for differences between the groups is 1.51 with a significance level of 0.13, which is greater than the alpha level of 0.05. Therefore, we can accept the null hypothesis that there are no significant statistical differences in emotional competence attributed to the educational phase.

Based on Age Variable: There are statistically significant differences in the level of emotional competence among the teachers in the study sample attributed to the age variable at the significance level of 0.05.

Table 07: T-test Values for Differences in the Level of Emotional Competence among the Study Sample by Age.

Age Group	Sample Size	Arithmetic Mean	Standard Deviation	Degrees of Freedom	t-test Value	Significance Level	Decision
Less than or equal to 35	29	511.76	64.88	67	0.13	0.80	Not significant at 0.05
More than 35	40	516.22	79.09				

Examining the values presented in the table above (Table 07), it is evident that the mean for the group of teachers aged 35 years or younger is calculated at 511.76, with a standard deviation of 64.88. In contrast, the average for the group of teachers with professional experience exceeding 35 years stands at 516.22, with a standard deviation of 79.09.

The T-test value for assessing the significance of differences between these groups is 0.13 at a significance level of 0.80, which exceeds the alpha threshold of 0.05. Consequently, it can be concluded that the null hypothesis stating "There are no statistically significant differences in the emotional competence among the sampled teachers attributable to the age variable at the 0.05 significance level" can be accepted.

Based on Professional Experience Variable: There are statistically significant differences in the level of emotional competence among the teachers in the study sample attributed to the professional experience variable at the significance level of 0.05.

Table 08: T-test Values for Differences in the Level of Emotional Competence among the Study Sample by Professional Experience.

Professional Experience	Sample Size	Arithmetic Mean	Standard Deviation	Degrees of Freedom	t-test Value	Significance Level	Decision
Less than or equal to 10	30	513.36	74.66	67	-0.09	0.92	Not significant at 0.05
More than 10 years	39	515.10	72.57				

From the values indicated in the above table (Table 08), we observe that the average value for the group of teachers with professional experience of 10 years or less is recorded at 513.36, with a standard deviation of 74.66. Conversely, the mean for teachers with more than 10 years of professional experience is noted at 515.10, with a standard deviation of 72.57.

The T-test for evaluating the significance of differences between these two groups yielded a value of -0.09 at a significance level of 0.92, which is greater

Emotional Competence among Middle and High School Teachers: A Field Study in Some Educational Institutions in BOUIRA

than the alpha level of 0.05. Therefore, we can conclude that the null hypothesis "There are no statistically significant differences in emotional competence among the teachers sampled, attributable to the professional experience variable at the 0.05 significance level" is acceptable.

Discussion and Interpretation of Study Results:

The current study aimed to conduct a descriptive analysis to determine the level of emotional competence among teachers in both middle and high school levels. Following the implementation of the Emotional Competence Scale, results indicated a high level of emotional competence among the sampled group of teachers.

This can be attributed to the academic preparation and the comprehensive training and development programs that these educators undergo. Such programs encompass theoretical knowledge of psychology and counseling, which are crucial in the practical application of these skills in the field. This foundation has enhanced their awareness and understanding of the emotional aspects vital for success in the teaching profession.

Emotional intelligence and its associated skills are deemed essential for work performance and harmonizing relations with colleagues (Goleman, 1998, P5). Similarly, the study by Batsastini (2001) confirmed a strong correlation between emotional competence, innovative capabilities, and leadership skills among teachers.

Additionally, teachers' passion for their profession contributes to their job satisfaction, thereby boosting their level of emotional competence. This is further supplemented by the emotional skills derived from their social upbringing, grounded in the teachings of Islam, which refine individual behaviors.

Furthermore, the study also sought to uncover the variances in emotional competence among teachers based on several factors, including gender, educational phase, age, and professional experience. The findings can be interpreted as follows: There exist statistically significant differences in the emotional competence of the study's teacher sample attributable to the gender variable, favoring males.

This contrasts with the findings of Lindly (2001) and Ginac et al. (2005), who observed no gender differences in emotional intelligence as a capability. Additionally, Ismail Badr's (2002) research confirmed no significant statistical differences between the average scores of males and females in self-awareness, emotion control, understanding, and empathy on the emotional intelligence scale.

The observed gender differences in emotional competence, favoring males, could be explained by physiological differences between men and women, where women tend to be more sensitive and affected in stressful situations, particularly with the dual roles of managing home and work responsibilities.

Hormonal activities in women play a significant role in influencing their mood and psychological state, either positively or negatively. Typically, hormonal disturbances in women can lead to sadness, anger, and a decreased ability to manage and control emotions, consequently leading to issues that reduce the level of emotional skills among women.

In this regard, researcher Salam Zahra (2016) in her study on emotional intelligence and its relation to professional adjustment among primary school teachers, emphasizes that emotional intelligence depends on the personal and social skills an individual possesses, and the difference may lie in how individuals manage their emotions. The teaching profession provides opportunities for teachers to interact with others, necessitating skills in interpersonal relations and effective emotion management.

The absence of statistically significant differences in the level of emotional competence attributed to the educational stage variable (secondary, middle) indicates that the teaching stage in which a professor works does not influence their level of emotional competence.

This can be explained by the fact that professors, regardless of the educational stage they are involved in, have undergone the same pedagogical training after passing the teacher recruitment exam. They also engage in their duties and interact with students of approximately the same age group, adolescence, a critical phase filled with challenges that can potentially disrupt an individual's personality and life.

The Ministry of Education places significant emphasis through this training on aiding teachers to accurately understand these individuals during this developmental phase by educating them about its characteristics, requirements, and problems, and how to manage these issues. This preparation enables teachers to develop a high level of emotional competence regardless of the educational stage they teach in.

The absence of statistically significant differences in the level of emotional competence among the study sample attributed to age and professional experience contradicts the findings of a study by Tobal and Bekiri (2018), which aimed to explore the relationship between teachers' emotional competence and their quality of life. Their findings suggested that older and more experienced teachers possess

Emotional Competence among Middle and High School Teachers: A Field Study in Some Educational Institutions in BOUIRA

a higher level of emotional competence compared to younger and less experienced ones.

The results of the current study regarding age and professional experience can be explained by the presence of additional factors besides these variables that enhance a teacher's acquisition of high emotional skills. These factors include the personal and mental capabilities of the teacher, their psychological health, the nature of their living environment, the family they belong to, and the religious awareness that influences an individual's personality and fosters generally positive behavior.

Furthermore, love for the profession and job satisfaction contribute to this, along with the educational and psychological training received by the teacher before they begin their teaching duties. There are also ongoing training days organized for teachers by national education inspectors according to each subject. Moreover, the role of the media and modern technology cannot be overlooked as they also provide what individuals need to acquire necessary skills to assert themselves in society.

Teachers, regardless of their years of seniority, consistently strive to demonstrate their social competence, especially the newcomers. They possess self-assertion skills related to expressing feelings and opinions, defending rights, and the emotional skills necessary for managing close and friendly relationships with others.

Conclusion:

The findings from the current investigation underscore that middle and high school educators possess a substantial level of emotional competence. This competence not only highlights their acute recognition of the pivotal role emotional aspects play within their professional realm but also showcases their adeptness in identifying, understanding, expressing, managing, and strategically employing emotions across a range of contexts.

Such emotional capabilities are instrumental in bolstering educators' performance, enabling them to achieve success and excel in their roles with relative ease. Moreover, the study disclosed that the level of emotional competence remains consistent across educators regardless of their teaching phase, age, or years of professional experience.

Nonetheless, it did reveal gender-based differences, with male teachers exhibiting higher emotional competence. This finding indicates that emotional skills are cultivated through more than just the natural progression of age or accumulated professional experiences; they are also shaped by various external

factors, including the individual's living environment, cultural and religious background, and the specific professional training and development they receive.

Additionally, the ability to manage emotions effectively in diverse situations also plays a critical role in the differences observed in emotional competence among individuals.

Recommendations:

Based on the study's conclusions, the researcher proposes several actionable recommendations, including intensifying efforts to enhance emotional competence among teachers through continuous education and regular professional development courses. The researcher also calls for the development and implementation of training and counseling programs specifically designed to improve teachers' emotional skills, in addition to utilizing scientific tools and precise methodologies to accurately assess emotional competence. Finally, there is a recommendation to expand research to include diverse samples from different settings and examine the relationship between emotional competence and other relevant variables.

References:

- Abraham, R. (2000). The role of job control as a moderator of emotional dissonance and emotional intelligence-outcome relationships. *Journal of Psychology*, 134.
- Abu Zaid, Jab El Rab A. M. (2017). Effectiveness of a counseling program for developing self-efficacy in enhancing psychological resilience among students with learning difficulties. *Journal of Special Education*, 5(18).
- Alhanout, K.(2018). The Role of Emotional Intelligence in Social and Professional Life, Dumas, HAL Open Science.
- Bénédicte, G. (2008), Emotional competences as professional competences of the teacher: The figure of leadership in pedagogy, Montpellier, France, 5th Symposium on Pedagogy in Higher Education.
- El-Dardiry,A.M.A.(2006). Parametric and Non-parametric Statistics in Testing Hypotheses in Psychological, Educational, and Social Research. Cairo: World of Books for Publishing, Distribution, and Printing, First Edition.
- Ghali, R. (2010). Impact of Emotions on Performance, University of Montreal, Thesis presented to the Faculty of Arts and Sciences in partial fulfillment of the requirements for the degree of Master of Science (M.Sc.) in Computer Science.
- Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books.

Emotional Competence among Middle and High School Teachers: A Field Study in Some Educational Institutions in BOUIRA

- Jedouali, S, Bouzouika A K. (2018). Emotional intelligence and its relation to learning motivation among high school students, Algeria. Journal of the Research Unit in Human Resources Development, Volume 9, Issue 3, Special Part II.
- Kattach, M.S. (2015). Emotional competence among teachers and its relationship to motivation, Algeria. Doctoral Thesis.
- Lafranchise, N. (2010). Analysis of the progression of teachers in terms of emotional competence and its consideration, in the context of professional integration and a support process from a socio-constructivist perspective, Quebec, Thesis presented as a partial requirement of the Doctorate in Education.
- Marah, A, Al-Mahi Z. (2023). The level of emotional regulation in a sample of diabetic patients, Algeria. Rawafid Journal for Scientific Studies, Research, and Social and Human Sciences, Volume 7, Issue 03.
- Obaidat, M, and al. (1999). Methodology of Scientific Research: Stages, Rules, and Applications. Jordan: Dar Wael for Printing, Publishing, and Distribution, Second Edition.
- Okacha, M. F. (2005). The roles of teachers in developing emotional intelligence among gifted children. Journal of Social Studies, Issue 20.
- Toubal, F, Bekkiri, N. (2018). Emotional competence of teachers and its relation to quality of life in light of some variables (gender, age, social status, years of seniority, workplace), Algeria. Journal of the Research Unit in Human Resources Development, Sétif 2 University.
- Zaareb, W.R. (2019). A training program to improve emotional competence among a sample of children with slow learning, Master's thesis, Al-Aqsa University, Gaza.