

The Level of Emotional Intelligence among Middle School Teachers in Light of the Age Variable in the Wilaya of Tlemcen

مستوى الذكاء الانفعالي لدى أساتذة المرحلة المتوسطة في ضوء متغير السن بولاية تلمسان

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Abstract :

This study aims to identify the level of emotional intelligence among middle school teachers in the Wilaya of Tlemcen, Algeria, based on the demographic variable of age. The researchers employed the descriptive approach, and processed the data retrieved using the Statistical Package for the Social Sciences (SPSS) program. As well, the emotional intelligence questionnaire of (Othman & Rizk, 2001) was applied to attain the study objectives, where a sample of 100 male and female middle school teacher was randomly selected.

The results of the study were as follows:

- 1-Middle school teachers in the wilaya of Tlemcen possess a high level of emotional intelligence.
- 2-There are no statistically significant differences in emotional intelligence attributable to the age variable.

Keywords: Emotional Intelligence; Middle School Teachers; Intermediate School; Teachers.

ملخص باللغة العربية:

تهدف هذه الدراسة إلى تحديد مستوى الذكاء الإنفعالي لدى أساتذة التعليم المتوسط بولاية تلمسان على أساس المتغير الديمغرافي: العمر.

واعتمد الباحثان المنهج الوصفي، وتمت معالجة البيانات باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية (SPSS) (2001). وتكونت عينة الدراسة من 100 أستاذ بالتعليم المتوسط بولاية تلمسان، تم اختيارهم بطريقة عشوائية.

وكانت نتائج الدراسة كما يلي:

- 1- يتمتع أساتذة التعليم المتوسط لولاية تلمسان بمستوى ذكاء انفعالي.
- 2- عدم وجود فروق دالة إحصائية في الذكاء الانفعالي تعزى لمتغير: السن.

كلمات مفتاحية: الذكاء الانفعالي، أساتذة التعليم المتوسط، المرحلة المتوسطة، الأساتذة

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1- Introduction:

Developed nations strive for the optimal investment of human and natural resources, focusing on the application of positive approaches to cultivate the abilities and talents of their individuals, considering them a driving force for scientific and societal progress simultaneously. This progress can only be achieved through the advancement of education and supervision. The school occupies a pivotal position in our society; it is a space for scientific production and a social space that works to shape social identity, discover capabilities and skills, instill values and ethics, and refine personality. Moreover, the success of the educational process lies in the teacher, whose role transcends merely imparting knowledge to encompass other roles, the most important of which is developing skills and strategies that make the student more effective and capable of building a positive learning environment.

The greater a teacher's emotional efficacy and quality of life, the better is their capacity to maintain control, manage, organize, and persevere in demanding work, ultimately leading to greater life satisfaction; since the quality of life is linked to many aspects of an individual's personality, encompassing feelings of happiness, optimism, self-contentment, fulfillment in social relationships, emotional equilibrium, self-assurance, or what is widely recognized as emotional intelligence (Bakiri & Tobal, 2018)

Emotional intelligence is a modern psychological concept, and what makes it an important subject for study is that it involves dealing with conflicts and contradictions between human emotions and thoughts, which contributes to solving individual and human problems. Emotions play a significant role in guiding human thought and behavior, moving the mind and spirit. The stimulation of emotions, whether pleasant or painful, affects external behavior and its functional structure. Also, emotional intelligence refers to a kind of critique of traditional intelligence tests, as the reality of life and professional success requires emotional, personal, and social skills and abilities more than the academic skills and abilities that are measured by traditional intelligence tests. (Pumping Abbas, 2013, p. 15).

In fact, mental intelligence helps in obtaining a specific job, while emotional intelligence is the key to success in professional life as it enables the individual to reach greatness. In this context, Gardner indicates that the cognitive intelligence quotient contributes only 20% to life success, while 80% can be attributed to other variables, including emotional intelligence. Therefore, Understanding and applying emotional intelligence abilities and skills in the workplace fosters stronger professional relationships and improves interactions with oneself and others. Consequently, the importance of emotional intelligence manifests in the professional success of teachers, and the extent of their

emotional abilities is seen in their understanding and management of their own feelings and emotions, their ability to read and interact flexibly with others. (Daniel, 1426, p. 59).

The significance of positive psychological traits in a teacher's personality stems from the evolving role and functions of teachers in response to the modern education movement. This movement, driven by numerous interconnected factors, has necessitated a focus on selecting, training, and preparing teachers comprehensively in cognitive, psychological, social, and health dimensions. (Amzal, 2017, p. 02).

Given the recognized importance of emotional intelligence for individuals and organizations and its effect on organizational results, numerous researchers, especially in academic circles, have focused on it. Notably, a study by (Mezghiche, 2015) highlighted that the effect of emotional intelligence on the professional competence of physical education and sports teachers at the middle and high school levels contributes more substantially to an individual's success and career advancement than academic intelligence. This underscores the importance of emotional intelligence in achieving professional success."

In light of the reviewed literature on emotional intelligence, a divergence in findings emerged. Some studies confirmed functional differences in emotional intelligence due to demographic variables, while others, like the research by Benseddik (2022) and Amzal (2017), showed the opposite, also underscoring the importance of the teacher in the educational context. Given this, the current study was developed to clarify the relationship between the age variable and emotional intelligence among middle school teachers in Tlemcen. The study's questions subsequently branched into the following:

1- What is the level of emotional intelligence among middle school teachers in the Wilaya of Tlemcen?

- **Hypothesis:**

1- The level of emotional intelligence among middle school teachers in the Wilaya of Tlemcen is high.

2- There are statistically significant differences in the level of emotional intelligence attributable to the age variable among middle school teachers in the Wilaya of Tlemcen.

2- Methods:

2-1- Study Methodology: Given that the subject of the study is the emotional intelligence of middle school teachers, it is appropriate to use the descriptive method, which aligns with the nature and content of the study.

2-2- Study Population and Sample: The target population for this study was middle school teachers in the Wilaya of Tlemcen, encompassing teachers from the following institutions during the 2022-2023 academic year: Benmechernen Abdelkader Middle School, Amieur, Chelda Lakhdar

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Middle School, Chelaida, Cherif Moulay Idriss Middle School in Tlemcen, and Assimi Ismail Middle School, Boudjelida. A sample of 100 male and female teachers, all with prior teaching experience in these schools, was selected using a simple random sampling technique, and they were provided with a questionnaire to measure emotional intelligence.

2-3- Research Instrument: The study utilized the Emotional Intelligence Scale developed by Othman and Rizk (2001). This scale was adapted for the study based on Goleman's (2008) model and comprises five dimensions: (a) Self-awareness, (b) Emotion management, (c) Motivation, (d) Empathy, and (e) Social skills. The scale initially contained 55 items, with three items repeated to assess the validity of the individual's responses to the scale, bringing the total to 58 items. Responses were scored on a five-point scale (1, 2, 3, 4, 5), corresponding to the answers (always occurs, usually occurs, sometimes occurs, rarely occurs, does not occur). Scores from the repeated items were not included in the final calculation. Consequently, the category range was determined using the formula: $(\text{Highest value} - \text{Lowest value}) / \text{Highest value} = (5-1) / 5 = 0.8.$ "

Table no. (01): Five-point Likert scale domains

Degree of approval	Very little	Little	Average	Big	Very big
Degree	1	2	3	4	5
Area	From 1 to 1.80	From 1.81 to 2.60	From 2.61 to 3.40	From 3.41 to 4.20	From 4.21 to 5

Source: Prepared by the researchers

2-4- Scale Validity:

2-4-1 Internal Consistency Validity:

The internal consistency validity of the Emotional Intelligence Scale was assessed using Pearson's correlation coefficient. This calculation was performed on the study sample of 100 teachers (male and female) using the Statistical Package for the Social Sciences (SPSS), version 21. The correlation was calculated between each item's score and the scale's total score, as detailed in the table below.

Table 02: Internal Consistency Validity Scale of the Questionnaire Items

Number	Dimensions	correlation coefficient
1	Self-awareness	*0.848
2	Self-regulation	**0.844
3	Motivation	**0.603
4	Empathy	**0.846
5	social skills	**0.809

Source: Prepared by the researchers based on the results of statistical analysis using the SPSS program.

The correlation is statistically significant, as evidenced by the 0.01 significance level.

Table (2) further clarifies that the correlation coefficients are statistically significant at the (0.01) significance level ,thereby confirming the validity of the scale.

2-4-2- Discriminant Validity:

Table (3): Discriminant Validity Scale for Questionnaire Items

Respondents' Scores	Low degrees	High degrees
Sample	33	33
arithmetic average	166.24	208.55
standard deviation	14.58	11.48
Standard error	2.539	1.999
Calculated T-value	-13.092	-13.092
significance level at 0.05	significant	Significant

Source: Prepared by the researchers based on the results of statistical analysis using the SPSS program.

Since the level of significance is 0.00, which is less than 0.05,we can state that statistically significant differences exist between the mean scores of the lower and upper groups, and that the questionnaire is valid for its intended purpose

2-5- Scale Stability:

The reliability of the Emotional Intelligence Scale was calculated on the same sample using two methods:

2-5-1 Split-Half Method:

The reliability coefficient was found to be 0.61, which increased to 0.76 after applying the Spearman-Brown correction, suggesting a high level of stability for the scale.

2-5-2 The Alpha Cronbach coefficient was calculated to be 0.81, a substantial value that signifies a very high level of reliability for the scale.

2-6- Study Limitations:

2-6-1 Subject Scope: The research examined emotional intelligence variable demographic: age.

2-6-2 Population Scope: The study focused solely on middle school teachers.

2-6-3 Geographical Scope: The research was restricted to teachers within the Wilaya of Tlemcen.

2-6-4 Time Scope: The study was conducted from April 1st to July 2nd, 2023.

2-7-Research Sample Characteristics: Table number (04) illustrates the personal and occupational characteristics of the participants in terms of age.

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Table No. (04) Distribution of study sample members according to personal and functional characteristics

Variable	Category	Frequency	Percentage (%)
Age	From 21-31 years old	22	22(%)
	From 32-42 years old	44	44(%)
	From 43-53 years	25	25(%)
	From 54-64 years old	9	9(%)

Source: Prepared by the researchers based on the results of statistical analysis using the SPSS program.

The findings displayed in the table above reveal that the majority of the sample (44%) are between 32 and 42 years old. A further 25% are aged 43 to 53, and 22% are aged 21 to 31. The smallest group, representing a minority of 9%, is those aged 54 to 64.

3- Results:

3-1 Presentation of the First Hypothesis Findings:

3- Results:

3-1 Presentation of the results of first hypothesis:

The first hypothesis posits that the emotional intelligence level of middle school teachers in the Wilaya of Tlemcen is high, both in terms of the total emotional intelligence score and its constituent dimensions.

To ascertain the emotional intelligence level of these teachers, the mean overall score of the study sample on the Emotional Intelligence Scale, along with the standard deviation, was computed. The findings revealed that their emotional intelligence level falls within the high normative range, with a mean of 3.770 and a standard deviation of 0.431.

As the scale comprises five dimensions, we proceeded to analyze the response outcomes at the level of these dimensions.

Table 05: Level of Emotional Intelligence as per Dimensions

Rank	Level	Standard Deviation	Mean	Dimension	Dimension Number
1	Very high	0.549	4.057	Emotions Regulation	02
2	High	0.547	3.755	Emotions Management	01
3	High	0.048	3.749	Social Skills	05
4	High	0.606	3.67	Empathy	03

5	High	0.530	3.617	Emotional Awareness	04
Very high		0.431	3.770	Overall Scale	

Source: Prepared by the researchers based on the results of statistical analysis using the SPSS program.

The findings from Table No. 5 indicate a high level of emotional intelligence among the participants. When considering the five dimensions, emotions regulation stands out at the top (rank 1) with a mean of 4.057 and a standard deviation of 0.547. Following in rank 2 is emotion management, with a mean of 3.755 and a standard deviation of 0.549. Social communication holds the third position with a mean of 3.749 and a standard deviation of 0.488. Empathy is ranked fourth, showing a mean of 3.67 and a standard deviation of 0.606. finally, the dimension of emotional knowledge occupies the fifth rank with a mean of 3.617 and a standard deviation of 0.530. Overall, the dimensions appear to be balanced.

3-2- Presentation the Findings for the Second Hypothesis:

The second hypothesis posits that there are statistically significant differences in emotional intelligence that can be attributed to the age variable. To test this hypothesis, a one-way analysis of variance (ANOVA) was employed, and the results are presented in the table below.

Source of Variance	Sum of squares	Degree of freedom	Average of squares	Value (F)	Statistical significance at 0.05
Between the groups	172.391	4	43.098	0.100	0.982
Within the groups	41067.76	95	432.29		
Total	41240.19	99			

Table No. (06) details the variations in emotional intelligence according to the age variable.

Source: Prepared by the researchers based on the results of statistical analysis using the SPSS program.

The data in Table 6 shows no statistically significant differences in emotional intelligence related to age, with an F-value of 0.100 and a value of 0.982 at the 0.05 significance level. Thus, the findings support the null hypothesis, which asserts that there are no statistically significant differences in emotional intelligence among middle school teachers that can be attributed to age.

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Results pertaining to the first hypothesis suggest that middle school teachers exhibit a high degree of emotional intelligence. Their most prominent skill is the strong ability to regulate emotions, allowing them to manage personal feelings and control negative emotions like anxiety, stress, and work-related pressures. Given the nature of their profession (teaching), which require emotional balance and cognitive-emotional control amidst challenges such asin formation technology, complex curricula, and emerging educational issues, continuous emotional regulation is crucial for teachers. To meet the growing needs of the profession, teachers require a positive attitude and the capacity to handle stressful workplace situations to resolve issues with students or the work environment, a finding echoed by (Mimoun, 2022), whose study on Algérie Poste employees in Msila reported very high emotional intelligence (mean 3.77) across all dimensions. Likewise, Nodjoud Bint Abdelaziz Al-Faryan's (2021) research indicated high emotional intelligence awareness among administrative and academic leaders at King Saud University in Saudi Arabia. Our findings also align with (Sukar Rajab, 2019), which showed very high emotional intelligence (75.6%) in managers in the Hail region of Saudi Arabia, and Aurora Adina's 2014 study, revealing high emotional intelligence among high school English teachers in Romania.

Emotional intelligence is a quality that evolves through personal experiences, much like any other skill or ability that matures over time. This development significantly influences an individual's capacity to adapt effectively to the demands and pressures of their surroundings. It comprises a spectrum of social, emotional, and personal competencies, such as self-awareness mental state, internal feelings and emotions, and the knack for differentiating between them. It also encompasses the ability to navigate these emotions by exhibiting fitting responses, regulating negative feelings ,possessing the means to overcome them ,comprehending the feelings of others, distinguishing between emotions like love, care, and trust, and interacting with them in a suitable manner. Ultimately, this empowers individuals to forge positive connections with their family and friends, successfully handle the problems they encounter, and thereby achieve a state of innerhappiness.

In contrast, a higher degree of personal comfort and life satisfaction correlates with an increasingly optimistic outlook and a greater propensity to employ a comprehensive set of skills. These skills enable the individual to address stressors and understand encountered situations and impediments in a more reasoned and less impulsive manner. This is essentially achieved through the control of their feelings and the expression of appropriate emotions at the opportune time.

4-2- Discussion of the Second Hypothesis: There are statistically significant differences in emotional intelligence according to the age variable.

The results pertaining to this hypothesis indicated a lack of statistically significant differences in emotional intelligence as a function of age, with a T-value of 0.100 at a probability level of 0.982, indicating a non-significant result. This statistically insignificant result suggests that age does not impact the emotional intelligence of middle school teachers in the Wilaya of Tlemcen, which is in agreement with the findings of (Benseddik, 2022), who found no significant differences in emotional intelligence related to age among primary school teachers in the Wilaya of Naama. Additionally, the study by (Anari, N, 2012) showed no significant differences in emotional intelligence attributable to age among teachers in Iran. Our findings also align with the research of (Simona D., 2023), which found no correlation between age and the level of emotional intelligence among Czech teachers and professors.

5- Conclusion:

This study has concluded that emotional intelligence is a key factor in the educational environment. It significantly influences a teacher's capacity to manage and regulate their emotions, as well as to empathize with students and the educational milieu. Additionally, our findings indicate that emotional intelligence does not differ among participants in the study sample with respect to age.

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