

The level of emotional intelligence among middle school students (14-15 years) In light of some variables (gender - mother's educational level)

KERMICHE Nadia Amel

Université d'Alger 2 Abou el Kacem Saâd Allah

amelkermiche7@gmail.com

TIAIBA Nadia

University of M'sila mohamed boudiaf algeria

nadia.tiaiba@univ-msila.dz

Received: 20/12/2025 Accepted: 11/23/2026 Published: 20/03/2026

Abstract:

The study aimed to determine the nature of the level of emotional intelligence among a sample of middle school students in the city of M'Sila, specifically whether there were statistically significant differences in emotional intelligence according to the gender variable and the mother's educational level. To achieve the objectives, the researcher used the Bar-On Emotional Intelligence Scale. The results of the study indicated that the level of emotional intelligence among middle school students was average. The results of the study also indicated that there were no statistically significant differences in the level of emotional intelligence attributable to the gender variable, and no statistically significant differences attributable to the mother's educational level variable.

- Keywords: Emotional intelligence, students, Gender - Mother's educational level.

Introduction:

The concept of emotional intelligence is considered a new concept in the psychological heritage and is still shrouded in some mystery, as it is in the area of interaction of the cognitive system and the emotional system. It is considered one of the most recent Types Intelligence in psychology has grown and developed as a result of the modern nature in which we live. Emotional intelligence is based on the idea that an individual's success and happiness in this life, whether social, cultural, academic or professional, depends on skills that have nothing to do with his mental intelligence. With the scientific and technological development and the emergence of many psychological tensions, conflicts and social problems, this new baby has emerged, which, according to Goleman, means our ability to understand our emotions and the emotions of others, and to know how to deal with ourselves and others.

-The problem:

The psychological and behavioral conflicts and problems that our children suffer from, and their diagnosis is one of the research areas that First Psychologists and educators are paying great attention to this because of the cumulative nature of these problems, In his early years, the child is more flexible and grows faster than in any future stage. He has no idea about himself, no memories, and no habits to rely on. The mother's pattern of care and presence, or the child's deprivation of her, her affection for him, or her rejection of him, leaves a deep

impact on the child's soul (Saad Riyad), as his emotions towards her and towards his father develop through acquired emotional experiences. If this stage proceeds naturally and soundly, the child has the ability to understand his emotions and feelings well and express them. The absence of the father, the mother's distraction in the hustle and bustle of life, and leaving the parents as victims of emotional neglect results in dire consequences (Abu Al-Diyar). We find that the child's life is a cycle of unrest and violence that never ends. The child also needs to feel that he is appreciated by others and accepted, acknowledged, and considered, and the satisfaction of his needs enables the child to perform his role in the sound social role that is appropriate for his age (Ahmed and Muhammad 2002). Emotional development is a difficult task, as it begins in childhood and continues into adulthood. Giselle mentions:geizel: The first fifteen years of a child's life are the years of refinement and upbringing, in reality, a process of teaching him to do the right things at the right time and in the right place.

Many studies have indicated that emotional and social development during the years FirstIt is greatly affected by the atmosphere. Prisoners The year, as affected In directions The child's attitude, the mother's personality, age, level of education, and social background all affect aspects of his mental and emotional personality..

Emotional intelligence plays an important role in the individual's success and compatibility with life. It is also the ability to perceive, manage and direct his emotions and feelings. It includes many mental and emotional abilities that help the individual to motivate himself and persevere in the face of frustrations and disturbances that confront him (Al-Samadoni). Accordingly, emotionally intelligent individuals are more able to adapt to the changes that occur in their environments, and more able to succeed in personal and social relationships. Hence, emotional intelligence is one of the intelligences that are important for individuals in general and children and adolescents in particular (Rashad Ali). A child with this type of intelligence has the ability to influence others, and is better than others at recognizing the emotions of others (Rashad Ali). People differ in the form of their emotional responses, their size and the ways of expressing them. The two sexes also differ in this, as we find a difference between the emotions of males. and females In addition to the cultural, educational and social factors, and the educational qualifications of the mothers (Abu Al-Diyar), some studies confirm that the intelligent and emotional personality is characterized by its ability to overcome problems and face crises successfully (Carroll-Laural). From here, the problem of the study crystallizes in some questions.:

-What is the level of emotional intelligence among middle school students (14-15 years old)?

The sub-questions branch out into: :

Are there statistically significant differences in emotional intelligence among middle school students attributable to the gender variable?

Are there statistically significant differences in emotional intelligence among middle school students attributable to the variable of educational level?

-Study hypotheses:

-The level of emotional intelligence among middle school students (14-15 years old) is high.

-There are significant differences. Statistics In emotional intelligence among middle school students, it is attributed to the gender variable..

-There are statistically significant differences in emotional intelligence among middle school students attributed to the variable of mother's work..

-Importance of the study:

a) Theory:

The importance of the current study lies in the importance of its subject, which aims to know the level of emotional intelligence among middle school students aged between (14-15 years), which is considered one of the important and modern topics that enrich psychological thought, which is considered one of the intelligences that are important to the individual in general and the adolescent child or late childhood stage in particular, and the necessity of the mother's presence and tenderness towards her children from his childhood stage to the stage of maturity, which can appear from results related to the following aspects:

Developing the child's cognitive and emotional abilities in shaping his personality

The importance of emotional intelligence in achieving success and excellence in all fields, as well as the importance of this study in human life.

for)Applied:

-Preparing objective scientific standards adapted to the Algerian environment that enjoy a high degree of validity and reliability.

- Benefit from its standards that are lacking in the Algerian environment.

- Incorporating it into the curriculum and training on behavior change to reduce violence and aggression in all its forms.

Study objectives:

-Detecting the level of emotional intelligence among middle school students

- To determine whether there are statistically significant differences in emotional intelligence attributable to the gender variable among middle school students.

- To determine whether there are statistically significant differences in emotional intelligence attributable to the variable of mother's work among middle school students.

-Basic concepts of the study:

-Intelligence: It is known as a hypothetical formation that can be measured by observing some normal and expected responses of the individual in solving problems and the ability to cognitive discrimination (Faisal Abbas,2002,p. 15), while Terman defines it as the ability to think abstractly, and Binnie defines it as the ability to understand, innovate, and purposefully direct behavior and self-criticism (Fouad Al-Bahi Al-Sayed,2000)

-emotional intelligence It is a complex set of personal abilities and skills that help a person understand his feelings and emotions and control them well, and understand the feelings and emotions of others according to dealing with them and their ability to exploit his emotional energy in good performance (Salovian),1996).Bar-On (1997) defined it as a set of non-cognitive abilities and skills that affect an individual's ability to adapt to the demands and pressures of the environment (Ibrahim Al-Samadoni),2007,p. 106),As both Safaa Al-Aasar and Alaa Kafafi defined it as the living experience of the recipient in which he immerses himself, from which he emerges with a new experience and which modifies his experiences

and vision, as he modifies them and follows in that a clear method (Safaa Al-Aasar and Alaa Kafafi,2000,p. 19)

Emotional intelligence is defined in this study according to the definition of (Bar-Onbar-on in 1997)It is a system of non-cognitive abilities and skills that affect the individual's ability to successfully adapt to the demands of the environment and its pressures (Rashad Ali Abdel Aziz).,2012)

While Mir sees(Maire 1999:35) It is a cognitive process that works to balance emotions and the use of logic and rationality, while working to perceive and analyze this balance..

Goleman defined it as the individual's ability to perceive his feelings and use these feelings, the ability to deal with pressures and control motives and emotions, the ability to arouse enthusiasm in the soul and maintain a spirit of hope, the ability to sympathize with others and understand them, and form social relationships characterized by the ability to deal with the feelings of others (same reference, p. 17).)

He also defines it as a set of abilities that have to do with knowing and controlling emotions and sensitivity to the emotions of oneself or others. These characteristics are comfortably consistent with the person's awareness of the types of intelligence that are between people or within the person (Gardner Howard,2005, p79)

-Second: Procedurally

It is the score obtained by a middle school student aged between 14-15 years on the Bar-On Emotional Intelligence Scale.(bar-on) used in this study, which consists of 6 dimensions, as follows:

Paragraphs	Dimensions
07-17-28-31-43-53	Personal competence
2-5-10-14-20-24-36-41-45-51-55-59	social competence
3-6-11-15-21-26-35-39-46-49-54-58	Stress management efficiency
12-16-22-25-30-34-38-44-48-57	Adaptive efficiency
1-4-9-13-19-23-29-32-37-40-47-50-56-60	Positive mood efficiency
8-18-27-33-42-52	Positive impression efficiency

Therefore, this scale can be applied to children in our current study, which is emotional intelligence in children and adolescents from seven to eighteen years of age. Special criteria have been prepared for the scale for both males and females..

-The student: He is the individual who is pursuing his education in the transitional stage that follows the primary stage to the third and fourth intermediate stages and to the first year of secondary school.

-Previous studies:

Supervisory study by Muhammad Radi(2001) Its aim is to reveal the differences in emotional intelligence between the sexes and to identify the differences between those with high emotional intelligence and those with low emotional intelligence in both academic achievement and thinking abilities. The research sample consisted of (289) university students, including (135 males and 154 females). Its results showed::

There are statistically significant differences between males and females in the dimensions of emotional intelligence, in favor of females.

There are statistically significant differences between students with high and low intelligence in academic achievement, in favor of students with high intelligence.

Lindley's study(2001)This study aimed to identify the relationship between emotional intelligence and some personal variables (extroversion and adaptability). The study sample amounted to (316 male and female students.)From the university, the study applied the Goleman list of competencies and some personal measures, and the study concluded that::

-There is a positive correlation between emotional intelligence and extroversion, self-efficacy, and optimism..

-There is a significant negative correlation between neuroticism and emotional intelligence.

-There are no significant differences between male and female students in emotional intelligence and its dimensions..

Ajwa study(2002):The aim of this study was to investigate the relationship between emotional intelligence and cognitive intelligence, age, academic achievement, and psychological adjustment at the university. The university used the emotional intelligence scale (Arabized and standardized by the researcher), the illustrated intelligence test prepared by Ahmed Zaki Saleh (1978), the secondary personality test prepared by Jaber Youssef Al-Sheikh, and academic achievement records at the university. The study was applied to a sample of (258) university students (64 males and 194 females). The results showed the following:

-There is no statistically significant correlation between emotional intelligence and both cognitive intelligence and academic achievement.

-There is a statistically significant correlation between emotional intelligence and psychological adjustment.

-There were differences between males and females on the three emotional intelligence scales, and no such differences appeared between those with the three scientific and literary specializations..

Fattoun Kharnob's study(2003)The study aimed to identify the differences between those with high and low emotional intelligence in some personality traits and in the dimension of dependence and independence from the cognitive field as one of the cognitive styles. The sample was (400 secondary school students) (211 male students and 186 female students) with an average age of 17 years. The researcher applied the multi-factor emotional intelligence scales of Mayer et al., after translating and standardizing it in the Egyptian environment. She also applied the personality questionnaire for the preparatory and secondary stages (by Cattell) translated by Ghoneim and Abdel Ghaffar, and the included forms test (by Altman and Ruskin) translated by Al-Sharqawi. Among the most important results she reached is that individuals with high emotional intelligence enjoy higher levels of general intelligence compared to their peers with low emotional intelligence.

-Emotional intelligence is significantly lower in alcohol and drug users.

-There is no correlation between low emotional intelligence and the emergence of problems..

Study of Moses(2005):Entitled Emotional Intelligence and its Relationship to Academic Achievement and General Intelligence among University Students: It aimed to Arabize and standardize the Scott et al. scale and to know the relationship between emotional intelligence, academic achievement and general intelligence. The study sample consisted of (394 male and female students) from different specializations at Zagazig University. The most prominent results were::

-There are no differences between male and female students in emotional intelligence depending on the gender variable.

-There are differences in emotional intelligence depending on the age variable..

-There is no correlation between emotional intelligence and academic achievement.

-There is no correlation between emotional intelligence and general intelligence.

Study by Miftah Muhammad Ammar (2010):Titled "The Relationship between Emotional Intelligence and Some Scientific Thinking Skills During Middle Adolescence," the study also sought to investigate the effect of increasing age (15, 16, 17) years as well as the educational level (first, second, and third secondary) on the level of emotional intelligence and scientific thinking skills according to gender (males and females) and according to the field of study, which included the following specializations: life sciences, basic sciences, languages. To achieve this in controlling the study sample on a primary data form, the questions it included were answered by some specialists in the school who have a direct relationship with the sample members (class supervisor, health supervisor, psychological and social specialist)..The study data collection relied on two tests prepared by the researcher, namely the emotional intelligence level determination test, where the sample size reached (625) male and female students of the same age and educational stage, where the male sample size reached (289) students, while the female sample size reached (336).

The study results showed that as follows:

-Increase in the level of only two areas of emotional intelligence.

-Low performance level of the study sample members on the scientific thinking skills test.

-There is a correlation between the total score on the emotional intelligence test and the total score on the scientific thinking test..

-It is noted from the study results that increasing in age during middle adolescence, accompanied by an increase in academic level, has a fundamental impact on the level of scientific thinking..

Study methodology:

Based on the nature of the current study and what it requires in terms of information and data procedures and how to process them, the descriptive approach was used.As it isOne of the most appropriate and natural approaches for the purposes of the current research..

Study community The current study community is represented by a sample of middle school students in the city of M'sila, numbering 305 male and female students from middle schools in the city of M'sila..

Study sample The random method was used to determine the basic study sample, which was chosen by lottery at a rate of 30% of the original study community. Copies of the scale were distributed to a sample of middle school students (adolescents) from the middle schools of the city of M'sila.

Study tool The emotional intelligence scale prepared by Bar-On was adopted.

Scale description It consists of 60 paragraphs with a four-point scale distributed over 6 dimensions. These dimensions consist of:

Personal Efficiency: 7-17-28-31-43-53.

Social Efficiency: 2- 5- 10- 14- 20- 24- 36- 41- 45- 51- 55- 59.

Stress management efficiency: 3-6-11-15-21-26-35-39-46-49-54-58.

Adaptive Efficiency: 12-16-22-25-30-34-38-44-48-57.

General positive mood efficiency: 1-4-9-13-19-23-29-32-37-40-47-50-56-60.

Impression efficiency positive: 8-18-27-33-42-52.

Psychometric properties of the emotional intelligence scale:

Reliability and validity of the emotional intelligence scale:

A/ Stability:

The reliability of this scale was calculated using the internal consistency method using Cronbach's alpha, and it reached (0.75) for the scale as a whole. From this, it can be said that this scale is reliable and valid for use in research, as shown in the following table.:

Table No. (1) shows the stability of the emotional intelligence scale through internal consistency.

The scale as a whole	Cronbach's coefficient	alpha	Number of phrases
	0.752		60

b/ Honesty

The validity of this scale was calculated by calculating or estimating the correlations between the score of each statement and the total score of the axis to which it belongs, and in the final stage, the correlation of the total score of the axis with the total score of the scale as a whole to which it belongs. Why as follows:

1-Correlation between phrases and the total scores of the axes to which they belong:

-Correlation between the statements and the total score for the axis (personal competence):

The correlations between the score of each statement and the total score of the first axis (personal competence) were calculated or estimated using Pearson's correlation coefficient, where the correlations between the statements of the first axis and the total score of it as a whole were all statistically significant at the alpha significance level (0.01).= α) and their number is (6) phrases, where the correlation values ranged between (0.57) as the highest correlation was between phrase (17) and the total score of the axis as a whole and (0.31) as the lowest correlation was between phrase (53) and the total score of the axis as a whole, and from this it can be said that the first axis (personal competence) is valid, as shown in the following table:

Table No. (2) shows the correlation matrix of the statements of the personal competence axis with its total score.

phrases	Total axis score	phrases	Total axis score
Phrase 7	0.468**	Phrase 31	0.502**
Phrase 17	0.579**	Phrase 43	0.521**
Phrase 28	0.445**	Phrase 53	0.316**
(0.01) The correlation is significant at the alpha significance level.**			

- The correlation between the statements and the total score for the axis (social competence)):

The correlations between the score of each statement and the total score of the second axis (social competence) were calculated or estimated using Pearson’s correlation coefficient, where the correlations between the statements of the second axis and the total score of it as a whole were all statistically significant at the alpha significance level (0.01).= α) and its number is (12) phrases, where the correlation values ranged between (0.59) as the highest correlation was between phrase (55) and the total score of the axis as a whole and (0.31) as the lowest correlation was between phrase (36) and the total score of the axis as a whole, and from it it can be said that the second axis (social competence) is valid, as shown in the following table:

Table No. (3) shows the correlation matrix of the phrases of the “social competence” axis with its total score.

phrases	Total axis score	phrases	Total axis score
Phrase 02	0.561**	phrase36	0.318**
Phrase 06	0.404**	phrase41	0.482**
Phrase 10	0.516**	phrase45	0.410**
Phrase 14	0.462**	phrase51	0.451**
phrase20	0.395**	phrase55	0.597**
phrase24	0.528**	phrase59	0.546**
.The correlation is significant at the alpha significance level (0.01).**			

The correlation between the phrases and the total score for the axis (efficiency in managing psychological stress)):

The correlations between the score of each statement and the total score of the third axis (efficiency in managing psychological stress) were calculated or estimated using the Pearson correlation coefficient, where the correlations between the statements of the third axis and the total score of it as a whole were statistically significant at the significance level of alpha 0.01.= α The number of these (11) statements ranged between (0.84) as the highest correlation was between statement (26) and the total score of the axis as a whole and (-0.47) as the lowest correlation was between statement (39) and the total score of the axis as a whole. We find that statement (03) is significant at the significance level (0.05), and in general it can be said that the third axis (efficiency in managing psychological stress) is valid, as shown in the following table.:

Table No. (4) shows the correlation matrix of the statements of the axis of psychological stress management efficiency with its total score.

phrases	Total axis score	phrases	Total axis score
Phrase 3	0.240*	Phrase 35	0.804**
Phrase 6	0.714**	Phrase 39	0-.474**
Phrase 11	0.708**	Phrase 46	0.479**
Phrase 15	0.643**	Phrase 49	0.550**
Phrase 21	0.537**	Phrase 54	0.810**
Phrase 26	0.843**	Phrase 58	0.661**
.The correlation is significant at the alpha significance level (0.01).**			
.The correlation is significant at the alpha significance level (0.05).*			

- The correlation between the statements and the total score for the axis (adaptive efficiency):

The correlations between the score of each statement and the total score of the fourth axis (adaptive efficiency) were calculated or estimated using Pearson’s correlation coefficient, where the correlations between the statements of the fourth axis and the total score of it as a whole were statistically significant at the alpha significance level (0.01).= α) and their number is (10) phrases, where the correlation values ranged between (0.68) as the highest correlation was between phrase (20) and the total score of the axis as a whole and (0.47) as the lowest correlation was between phrase (32) and the total score of the axis as a whole, and from this it can be said that the fourth axis (adaptive efficiency) is valid, as shown in the following table: Table No. (5) shows the correlation matrix of the adaptive competence axis statements with its total score.

phrases	Total axis score	phrases	Total axis score
Phrase 12	0.556**	Phrase 34	0.565**
Phrase 16	0.522**	Phrase 38	0.662**
Phrase 22	0.659**	Phrase 44	0.674**
Phrase 25	0.535**	Phrase 48	0.583**
Phrase 30	0.688**	Phrase 57	0.475**
.The correlation is significant at the alpha significance level (0.01).**			

-Correlation between the statements and the total score for the axis (positive mood competence):

The correlations between the score of each statement and the total score of the fifth axis (positive mood competence) were calculated or estimated using the Pearson correlation coefficient, where the correlations between the statements of the fifth axis and the total score of it as a whole were statistically significant at the alpha significance level (0.01).= α) and its number is (13) phrases, where the correlation values ranged between (0.74) as the highest correlation was between phrase (60) and the total score of the axis as a whole and (-0.34) as the lowest correlation was between phrase (37) and the total score of the axis as a whole, and we find that phrase (4) is significant at the significance level (0.05), and in general it can be

said that the fifth axis (the efficiency of positive mood) is valid, as shown in the following table:

Table No. (6) shows the correlation matrix of the phrases of the “positive mood competence” axis with its total score.

phrases	Total axis score	phrases	Total axis score
Phrase 1	0.368**	Phrase 32	0.622**
Phrase 4	0.294*	Phrase 37	0-.340**
Phrase 9	0.680**	Phrase 40	0.718**
Phrase 13	0.359**	Phrase 47	0.648**
Phrase 19	0.610**	Phrase 50	0.424**
Phrase 23	0.430**	Phrase 56	0.683**
Phrase 29	0.568**	Phrase 60	0.743**
.The correlation is significant at the alpha significance level (0.05).*			
The correlation is significant at the alpha significance level (0.01).**			

-Correlation between the statements and the total score for the axis (positive impression efficiency):

The correlations between the score of each statement and the total score of the sixth axis (positive impression efficiency) were calculated or estimated using the Pearson correlation coefficient, where the correlations between the statements of the sixth axis and the total score of it as a whole were statistically significant at the alpha significance level (0.01).= α) and their number is (6) phrases, where the correlation values ranged between (0.64) as the highest correlation was between phrase (18) and the total score of the axis as a whole and (0.38) as the lowest correlation was between phrase (52) and the total score of the axis as a whole, and from it it can be said that the sixth axis (the efficiency of positive impression) is valid with signal To delete the non-statistically significant expressions, as shown in the following table::

Table No. (7) shows the correlation matrix of the phrases of the “Positive Impression Efficiency” axis with its total score.

phrases	Total axis score	phrases	Total axis score
Phrase 8	0.498**	Phrase 33	0.496**
Phrase 18	0.640**	Phrase 42	0.502**
Phrase 27	0.430**	Phrase 52	0.387**
.The correlation is significant at the alpha significance level (0.01).**			

A3- Correlation between the total scores of the axes and the total score of the emotional intelligence scale:

The correlations between the total score of each axis and the total score of the emotional intelligence scale as a whole were estimated using the Pearson correlation coefficient, and they were all statistically significant at the significance level (0.01).= α)The correlation of the total score of the first axis with the total score of the scale as a whole was 0.30, while the correlation of the total score of the second axis with the total score of the scale as a whole was 0.59, and the correlation of the total score of the third axis with the total score of the scale as a whole was 0.26, while the correlation of the total score of the fourth axis with the total score of the

scale as a whole was 0.65, while the correlation of the total score of the fifth axis with the total score of the scale as a whole was 0.61, while the correlation of the total score of the sixth axis with the total score of the scale as a whole was 0.54, and thus it can be said that this scale is valid, as shown in the following table:

Table No. (8) shows the correlation matrix of the total scores of the axes with the total score of the emotional intelligence scale.

Axes and total score	Total degree
The first axis (personal competence)	0.301**
Axis II (Social Competence)	0.595**
Axis III (stress management efficiency)	0.264**
Axis Four (Adaptive Efficiency)	0.651**
Axis 5 (Positive Mood Efficiency)	0.615**
Axis Six (Positive Impression Efficiency)	0.546**
**The correlation is significant at the alpha significance level (0.01).	

Statistical methods used:

After adjusting both the study tool and the sample, the researcher relied on a set of statistical methods, using the program(Excel) and (SPSSv24) using the following methods:

- Using Pearson's correlation coefficient to detect the relationship between variables
- Using the statistical significance test (t) to detect differences in study variables

After applying the study tools and relying on the statistical program in the social sciences(SPSS 22) A set of statistical methods were applied to process the obtained data, namely:

- 1-Frequency, mean, and standard deviation.
- 2-t-test for two groups.
- 3-One-way analysis of variance.

Hypothesis results:

Partial hypothesis resultsFirst:

Table No. (9) shows the Chi-square test to detect the level of emotional intelligence among the study sample members.

Level s	Repeate d scenes	rati o	Expected recurr enc e	The differenc e between repetiti on s	Chi- Square	degree of freedo m	Significanc e level	decisio n
low	4	01 %	101.7	-97.7	372.321	2	0.000	dal at 0.01
middl e	259	85 %	101.7	157.3				
high	42	14 %	101.7	-59.7				

Table No. (10) Mann-Whitney test for the significance of differences in emotional intelligence of the student according to the gender variable

emotional intelligence		Sample size	Average rank	Total ranks	Mann-Whitney U	Wilcoxon W	Z	Significance level	decision
Sex	Males	107	152.89	16359.50	10581.50	16359.50	-0.016	0.988	Not significant
	females	198	153.06	30305.50					

Table No. (11) shows the Kruskallis test to detect the difference in emotional intelligence according to the variable of the mother’s educational level.

Mother's educational level	Sample size	Average rank	Chi-Square	degree of freedom	Significance level	decision	
emotional intelligence	below standard	17	138.35	2.326	4	0.676	Not significant
	primary	39	164.09				
	middle	98	145.21				
	secondary	90	154.27				
	university	61	160.63				

Presentation, explanation and discussion of the general hypothesis:

The general hypothesis of this study stated: “The level of emotional intelligence among middle school students (14-15 years old) is high.” To answer the hypothesis, the Chi-square test for the quality of the fit, or what is called goodness of fit, was relied upon. The result was as shown in the following table.:

Table No. (12) shows the Chi-square test to detect the level of emotional intelligence among the study sample members.

Levels	Repeated scenes	ratio	Expected recurrence	The difference between repetitions	Chi-Square	degree of freedom	Significance level	decision
low	4	01%	101.7	-97.7	372.321	2	0.000	dal at 0.01
middle	259	85%	101.7	157.3				
high	42	14%	101.7	-59.7				

The table above shows that the sample members are characterized by an average level of emotional intelligence, at a rate of 85%, followed by students with a high level of emotional intelligence, at a rate of 14%, and those with a very low level, at a rate of 1%. This is a strong indicator of the ability to know oneself, control emotions, and manage them, and acquire emotional skills and abilities, according to Goleman (1998): “Emotional competence explains how to employ emotional intelligence skills. We conclude that the high level of emotional intelligence of the sample members results from their ability to use confidence and competence in linking emotions, and the ability to use important emotions to improve thinking in targeted

situations. This is what we find in the study of Fattoun Kharnob (2003). The adolescent and student at this stage find that the result of what they learned in childhood is no longer sufficient to confront new situations (Issa Al-Shammas). Bar-On also pointed out that emotional intelligence skills include understanding how to establish a relationship with a flexible personality, the ability to adapt, and the skill of perceiving emotions in the individual or in others by calming them down. Negative emotions, enhancing positive emotions, and accepting differences from others.

The low level of emotional intelligence among middle school students indicates an inability to express oneself and an inability to solve problems. The student at this stage, with its accompanying conflicts, psychological and social pressures, and physical and environmental changes, always affects the way he deals with his emotions. The family factor also plays an important role in shaping the individual’s emotional personality, and this is what we find in the study (Banyan Bani 2010). It is considered the first school for learning emotional knowledge and emotional competencies. In it, we learn how we feel about ourselves and how our reactions are. On the other hand, the surrounding environment affects the child’s emotional competence, either positively or negatively (such as friends, school, and the media). This may affect their academic and personal lives, unless emotional intelligence is focused on at this stage..

In short, the result of the average level of emotional intelligence is due to the chronological age of middle school students (14-15 years). Many studies and researches (Bar-On) have confirmed that emotional intelligence as a trait grows and increases with age for children and adolescents from the age of (7 to 18 years) and differs according to gender and emotional maturity. It is the individual’s advancement in controlling his emotions and making them compatible with his chronological age, experiences, and the nature of changing situations. Therefore, the child’s emotions at this stage are characterized by relative calm thanks to some intervention (Shaaban and Taym 1999). This is what we find in the study of Miftah Muhammad Ammar Abd al-Rahman (2010), who noted through the results of his study that the advancement in age during the middle adolescence stage accompanied by the advancement of the academic level has a fundamental impact on the level of scientific thinking..

Presentation, explanation and discussion of the hypothesisFirst:

The hypothesis statedFirst To study: “There are significant differences in emotional intelligence among middle school students (14-15 years old) according to the gender variable.” To verify the validity of this hypothesis, reliance was placed on:a testMann-Whitney test aimed to reveal the difference in the emotional intelligence of the student according to the gender variable, and the result was as shown in the following table:

Table No. (13) Mann-Whitney test for the significance of differences in emotional intelligence of the student according to the gender variable

emotional intelligence		Sample size	Average rank	Total ranks	Mann-Whitney U	Wilcoxon W	Z	Significance level	decision
Sex	Males	107	152.89	16359.50	10581.50	16359.50		0.988	

	females	198	153.06	30305.50			-0.016		Not significant
--	---------	-----	--------	----------	--	--	--------	--	-----------------

The result of this hypothesis stated that there are no significant differences. Statistics The difference in emotional intelligence among the study sample members according to the gender variable is due to the equality of the educational level between males and females, which had an impact on the absence of differences, as well as in terms of the customs, traditions and environment to which they belong. It may also be due to the freedom to belong to groups and practice activities for both sexes, which develops interpersonal intelligence, which is one of the components of emotional intelligence. These activities are found at various educational levels, and thus society has begun to provide females with opportunities similar to males, in addition to the educational methods in family and social upbringing, and this is what we find in the study of Lindley 2001 and the study of Musa 2006.

Presentation, explanation and discussion of the second hypothesis:

The second hypothesis of the study stated: “There are significant differences in emotional intelligence among middle school students (14-15 years old) according to the variable of the mother’s educational level.” To verify this hypothesis, the Kruskallis test was used with the aim of revealing the difference in the emotional intelligence of the student according to the variable of the mother’s educational level. The results were as shown in the following table.: Table No. (14) shows the Kruskallis test to detect the difference in emotional intelligence according to the variable of the mother’s educational level.

Mother's educational level	Sample size	Average rank	Chi-Square	degree of freedom	Significance level	decision	
emotional intelligence	below standard	17	138.35	2.326	4	0.676	Not significant
	primary	39	164.09				
	middle	98	145.21				
	secondary	90	154.27				
	university	61	160.63				

The results of this hypothesis indicated that there were no significant differences. Statistics In emotional intelligence for the mother's educational level variable, this result can be interpreted as the individual's success does not depend only on academic intelligence but also on emotional intelligence, and this is what Goleman confirmed in his research. Intelligence may contribute 80% to success in all fields, leaving 20% for other skills. This appears in areas such as empathy, social communication, and emotional knowledge, which are considered important skills for communicating and adapting with the child within the home. We also find that the mother is considered the first and most important mediator in the process of socialization, as she satisfies the child's biological needs in the first years of his life. She is naturally characterized by tenderness and sympathy towards her own child. On the other hand, there are no differences in the educational level variable due to the similarity of circumstances,

as long as the sample is from the same environment and acquires common religious values, customs, and traditions. This study is consistent with the results of the study (Ajwa 2002), and also consistent with the study (Lindley 2001.)

Conclusion:

We conclude from our current study that the individual's success and happiness in life do not depend only on his degree and academic achievement, which express mental intelligence, but rather require another type of emotional intelligence. Emotional intelligence skills increase with the increase in mental activity and grow with the growth of chronological age and the level of thinking of the person, and benefit from previous experiences and the culture of the external environment, and they only differ according to gender. Therefore, we concluded that the level of emotional intelligence is average among students, and there are no differences in the level of emotional intelligence between the sexes, and there are no significant differences in the educational level of the mother..

Recommendations:

- Incorporating emotional intelligence skills into the curriculum.
- Developing emotional intelligence scales that are appropriate to the environment in which they are used..
- Working on courses and discussions for parents of students.
- Giving the topic of emotional intelligence a degree of attention and importance.
- Developing a program aimed at developing emotional intelligence among students at different educational levels..
- Focus on emotional intelligence at all levels of education, from pre-school to university..

-Bibliography:

- 1-Abu Hatab Fouad (1992) Personal Intelligence, Seventh Conference of Psychology in Egypt, Faculty of Education, Ain Shams University.
- 2-Left-handed Safaa, Kafafi Alaa El-Din (2000) Emotional Intelligence, Quba House, Cairo, Egypt.
- 3-Al-Khawli, Mahmoud Saeed (2010) Emotional Intelligence between Origin and Application, 1st ed. Anglo-Egyptian Library, Cairo, Egypt..
- 4-Al-Rashidi, Ataka Hadiban (2010) Emotional intelligence and its relationship to skills.
- 5-Al-Zaghloul, Imad (2004) Principles of Educational Psychology, 2nd ed., United Arab Emirates, University Book House for Publishing and Distribution.
- 6-Al-Samadoni, Ibrahim (2007) Emotional Intelligence, its foundations, applications, and development, 1st ed., Dar Al-Fikr, Jordan..
- 7-Mr. Fouad Al-Bahi (2000) Intelligence, 5th ed., Dar Al-Fikr Al-Arabi, Cairo, Egypt.
- 8-Al-Qattan, Samia (2009) A New Concept of Emotional Intelligence, 2nd ed., Dar Al-Nahda Al-Arabiya, Cairo, Egypt..
- 9-Goleman (2000) Emotional Intelligence, translated by Laila Al-Jabali, World of Knowledge Series, Kuwait Press, Kuwait

10-Jaber Abdel Hamid Jaber (2003) Multiple Intelligences: Understanding, Development, and Deepening, Dar Al Fikr Al Arabi, Cairo, Egypt.

11-Hussein, Salama Abdel-Azim and Hussein, Taha Abdel-Azim (2006) Emotional Intelligence for Educational Leadership, 1st ed., Dar Al-Wafa for Printing and Publishing, Alexandria, Egypt..

12-Khawaldeh, Mahmoud Abdullah Muhammad (2004) Emotional Intelligence, 1st ed., Dar Al-Shorouk for Publishing and Distribution.

13-Daniel Goleman (2000) Emotional Intelligence, translated by Laila Al-Jabali, World of Knowledge Series, Kuwait Printing Press, Kuwait.

14-Daniel Goleman (2004) Emotional Intelligence: Between Origins and Application, Sala Publishing and Distribution House, Cairo, Egypt, Amman, Jordan