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**Investigating the Role of Emotional Intelligence in Enhancing
Teachers' Performance in the Classroom**
the Case of secondary School teachers of English in Jijel.

Dissertation submitted in partial fulfillments of the requirements for the degree of Master in
didactics of foreign languages

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Declaration

I hereby declare that the dissertation entitled “**Investigating the Role of Emotional Intelligence in Enhancing Teachers’ Performance in the Classroom; the Case of secondary School teachers of English in Jijel.**” is my own work and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

Signature

Date

Dedication

To me, because

yes, You will rise from the ashes, But the burning comes first. For this part,

Darling, You must be brave.

_Kalen Dion

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*Our indebtedness is first and foremost to **Allah** the Almighty the Greatest for all his blessings. Without him, this dissertation would never have seen the light.*

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Abstract

The present study anchored its investigation into the role of emotional intelligence in enhancing teachers' performance in the classroom. The major aim was to establish the relationship between emotional intelligence and teacher's effectiveness among secondary school teachers of English in Jijel. Therefore, it was hypothesized that there is no significant relationship between teachers of English emotional intelligence and their teaching performance. A quantitative research approach was adopted to test the hypothesis through a correlational method. For the purpose of gathering the necessary data, two data collection instruments were employed, namely, the Schutte Self-Report Emotional Intelligence Test by Schutte et al. (2009), and a teaching competency scale questionnaire delivered to 45 secondary school teachers of English in Jijel. After obtaining the raw data, IBM SPSS software version 28 was used to process the scores into interpretable forms. The statistical results of the correlation analysis indicated that there was a moderate positive relationship between emotional intelligence and teacher performance. Moreover, the study indicated that teachers of English in Jijel's secondary schools demonstrated a noteworthy level of emotional quotient. As a result, they exhibited commendable performance and effectiveness in the classroom. These findings emphasized the critical role of emotional intelligence in enhancing teachers' effectiveness in the educational setting.

Keywords: emotional intelligence, teaching performance, secondary schools English language teachers

List of Abbreviations, Acronyms

EFL: English as a Foreign Language

EI: Emotional Intelligence

EQ: Emotional Quotient

SSEIT: Schutte Self-Report Emotional Intelligence Test

TCS: teaching competency scal

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General Introduction

1. Background of the Study

Education is viewed as an influential tool capable of bringing about the necessary changes in any nation's socio-cultural life. Education provides individuals with the tools they need to succeed in life, including the ability to think critically, solve problems, and communicate effectively. It also plays a crucial role in promoting social and economic mobility, reducing poverty, and improving health and well-being. Teachers are one of the most essential building blocks of a healthy and growing society. They bear the burden and duty of teaching and are the primary source of information and values for students. Brilliant teachers contribute to the development of brilliant students.

Emotional intelligence is a crucial aspect of teaching that often goes overlooked. It is essential for teachers to possess the ability to understand their own emotions and those of their students in order to create a positive and productive learning environment. Each teacher has different levels of skills, abilities and competencies due to their different levels of teaching experiences and different educational backgrounds. Based on these differences, they will display different sets of motivation, commitment and engagement. Teachers who exhibit emotional intelligence are better equipped to handle challenging situations, such as conflicts between students or student behavior issues. They are also more effective at building rapport with their students, which can lead to higher levels of engagement and motivation in the classroom. Additionally,

emotional intelligence helps teachers recognize when a student may be struggling with personal issues and allows them to provide support and guidance as needed.

In short, emotional intelligence is a key factor in creating an optimal learning experience for all students and is an integral part of being a successful educator. In reality, research reveals that the most significant school-related factor impacting student accomplishment is an inspirational and informed teacher, thus it is crucial to pay special attention to how we train and support teacher trainees.

With the publication of the groundbreaking book by Daniel Goleman (1995) “Emotional Intelligence: Why It Can Matter More Than IQ” the author discussed how many people seem to be academically brilliant, with high Intelligence Quotient (IQ) levels, but fail to succeed in various aspects of life. Thus, the notion of IQ determines success has been reconsidered by shifting the focus to emotions and how they can limit or improve a person’s mastery of skills a decision making. As a result, ever since the Emotional Quotient (EQ) was created, numerous research has focused on Emotional Intelligence over the years obtaining valuable findings.

A study on Emotional Intelligence and academic achievement has been conducted by Halimi et al. (2020) .The data of 480 Kuwaiti students at a private university were collected using an online survey designed in Qualtrics. The researchers opted for Wong and Law Emotional Intelligence Scale to assess the level of Emotional Intelligence and discover its impact on academic performance. The findings showed a significant connection between academic success and both self-emotion appraisal and emotion usage. Furthermore, the results implied that the regulation of

emotions and the development of self-worth can contribute to cognitive development. By the end, the researchers underscored the need for further studies focusing on emotional intelligence in the Arab context to make a cross-sectional comparison

In another correlational study, Niroomand et al. (2014) explored the correlation between EI and motivation using questionnaires of the Schutte Self-report Emotional Intelligence Test (SSEIT) and the Motivated Strategies for Learning on 59 participants majoring in English Teaching at an Iranian University .The findings revealed that all components of motivation correlated positively and significantly with Iranian EFL students' Emotional Intelligence subscales. It was concluded that both emotional intelligence and motivation play a pivotal role in expanding EFL learners' linguistic knowledge and facilitating the process of language learning.

However, it is striking to note the scarcity of research investigating the connection between emotional intelligence and teacher performance, despite the potential benefits emotional intelligence holds for educators. Previous studies have indicated that emotionally intelligent teachers are better equipped to handle the demands of their profession, including managing student behavior and fostering a positive classroom environment. By delving into the impact of emotional intelligence on teacher performance, researchers can gain a better understanding of how to support teachers in developing these vital skills. Ultimately, this knowledge can inform the design of teacher training and development programs, leading to improved outcomes for both teachers and students.

2. Statement of the Problem

The education sector faces numerous challenges in ensuring effective teaching and learning experiences in the classroom. One of the critical factors influencing teacher performance and student outcomes is the level of emotional intelligence exhibited by educators. Emotional intelligence refers to an individual's ability to perceive, understand, manage, and utilize emotions effectively. Despite its potential significance, there remains a gap in understanding the specific role of emotional intelligence in enhancing teacher performance in the EFL classroom. While studies have explored the impact of emotional intelligence on various professional domains, limited research has been conducted to investigate its specific role in the context of teaching. Understanding how emotional intelligence influences teacher performance is crucial for identifying effective strategies to enhance classroom dynamics, student engagement, and academic achievement.

3. Aims of the study

The aim of this research is to investigate the role of emotional intelligence in enhancing teachers' performance in the classroom. By examining the relationship between emotional intelligence and teaching effectiveness, this study seeks to provide valuable insights into the potential benefits of cultivating emotional intelligence among educators. Additionally, this research will explore the specific emotional intelligence competencies that have the greatest impact on teacher performance, further contributing to the development of targeted interventions and training programs for teachers.

4. The Research Questions

In the light of what is stated above, the present investigation tends to answer the following questions:

RQ1: What is the EI level of Secondary school teachers of English?

RQ2: To what extent teachers are well performing in the classroom?

RQ3: Is there any significant relationship between teachers' emotional intelligence and their teaching competency?

5.The Research Hypotheses

Based on the abovementioned research questions, we propose the following research hypotheses:

RH1: secondary School teachers of English in Jijel may have average to high levels of EQ.

RH2: secondary School teachers of English in Jijel may not be performing well in the classroom.

Concerning the third research question, we assume the null hypothesis:

H₀: There is no significant relationship between teachers of English EI and their teaching performance.

6.The Research Methodology for this Study

The main objective of this research is to find the relationship between Emotional Intelligence and teachers' performance inside the classroom. Therefore, a correlational design

will be used. we intend to use the Scuttle Self-Reported Emotional Intelligence Test To measure teachers' emotional intelligence, a widely used measure of emotional intelligence that has been shown to have good psychometric properties. This test consists of 33 items that assess four dimensions of emotional intelligence: perception, regulation, utilization, and management of emotions. Teachers will be asked to rate themselves on each item using a 5-point Likert scale. beside to Teaching Competency Scale To assess teachers' performance, which is a test that measures teachers' competence in a range of areas. This scale consists of 27 items that are rated on a 5-point Likert scale. Teachers will be asked to rate their own performance on each item. fo the data analysis we will involve calculating Pearson correlation coefficients to examine the relationship between emotional intelligence and teaching performance.

7. Structure of the Dissertation

The structure of the current dissertation is organized as follows:

chapter one: the literature review consists of two sections. the first section is an overview of the concept of Emotional Intelligence. The link between emotions and intelligence will be established. Moreover, the chapter reviews EI theories, models, measures. the second section is about the role of emotional intelligence in enhancing teachers' performance, it mainly addresses Emotional intelligence in an educational setting. also, in this section researcher deals with Emotional Intelligence for Effective Teaching Performance, creating emotional intelligence in the classroom and the possibility of its development and training.

Chapter Two is composed of two sections. Accordingly, the first section is devoted to the theoretical background and the results of the data collection instruments and their analysis. The second part, discusses and summarizes the main findings.

Chapter One: The Role of Emotional Intelligence in Education

Introduction

The purpose of this chapter is to provide a clear explanation of the newly coined concept in the field of psychology; Emotional Intelligence. This chapter attempts to thoroughly examine the theoretical background of EI. Therefore, it aims to clarify the link between emotions, intelligence, and EI. Subsequently, EI models and its different measures will be highlighted. Eventually, its role to enhance teachers' performance in the classroom is highlighted as well as the possibility of training and developing emotional intelligence.

Section One: Emotional Intelligence

1.1 Emotions and feelings

Even though emotions and feelings have been widely used and described by numerous psychologists and within many fields, most of them have given different meanings. Emotions are a reaction to an internal or external event that might have subjectively positive or negative connotations. Furthermore, the conditions or situations that cause emotions to be activated are the circumstances or events that cause them to be aroused (Ekman, 2007). Feeling is defined as "a self-contained phenomenal experience" according to the American Psychological Association (APA) Dictionary of Psychology (Guha, 2007). Feelings are subjective, evaluative, and distinct from the sensations, ideas, or pictures that elicit them. They are always judged as pleasant or unpleasant, but they can also have more distinct intrapsychic features (Guha, 2007). Similarly, Woodworth (1945) regards feelings as a depiction of a person's inner state, but Immanuel Kant describes feelings as states of unpleasantness and pleasantness, which is also referred to as a psychological consequence (Kant, 1781; Woodworth, 1945). Emotions can also be defined as "a complex experience of

consciousness, bodily sensation, and behavior that reflects the personal significance of a thing, an event, or a state of affairs” (Solomon, 2019, para.1). According to this definition, it can be claimed that emotions are the unique patterns of human nature; despite their complexity, the correct or dysfunctional functioning of emotions is crucial to one’s personal development, well-being, and happiness development. Emotions have long been thought of as illogical forces that prevent logical thought processes. However, Goleman (1995, Impulses to Action Section) claimed, “The very root of the word emotion is *motere*, the Latin verb “to move” plus the prefix “e-“ to connote move away” suggesting that a tendency to act is implicit in every emotion.” That is, emotions drive human behaviors and reactions, which may be thought of as urges to move or act. Goleman also stated that emotions can help the intellect in decision-making and everyday life, so the rational emotional dichotomy operates in harmony and balance most of the time.

Alternatively, in psychology, feeling is the experience of events within the body and is strongly tied to emotion. According to Yugay (2019), the word “feeling” comes from the Middle English verb *felen*, which means “to perceive by touch, by palpation”. Psychologists today arrived at the fact that human’s perception and memory are greatly influenced by what one gives attention to (Solomon, 2019). As a result, our emotions have a profound impact on how we perceive the world around us. While some of our emotions may be negative, the majority of them have the potential to be helpful in either fostering or discouraging adaptive behaviors. This supports the premise that everyone experiences and displays emotions differently; yet, the regulation and comprehension of these emotional behaviors, whether our own or those of others, is dependent on what psychologists refer to as Emotional Intelligence.

1.2. Intelligence

For decades, psychologists, linguists, and philosophers have disagreed over the precise definition of intelligence (Smith, 2010). It dates back to Francis Galton's studies on individual differences in the late 1800s (Galton, 1892). Intelligence is regarded as one of the primary criteria for distinguishing persons (Jones, 2005). Until recently, no uniform definition of intelligence has been agreed upon (Johnson, 2018). As a result, various definitions, ideas, and tests to explain and quantify intelligence have been proposed. Psychologists have put forward diverse definitions of intelligence, reflecting varying viewpoints and theoretical frameworks (Spearman, 1904; Gardner, 1983). Spearman's Two-Factor Theory (1904) suggests that intelligence consists of a general factor (g) that influences performance across different cognitive tasks, as well as specific factors (s) that pertain to particular abilities. In contrast, Gardner's Multiple Intelligences Theory (1983) proposes that intelligence encompasses multiple domains, such as linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic.

In addition, Sternberg's Triarchic Theory (1985) suggests that intelligence comprises analytical, creative, and practical components, involving problem-solving, creativity, and real-life application (Sternberg, 1985). Cattell's Fluid and Crystallized Intelligence concept (1963) distinguishes between fluid intelligence, related to abstract reasoning, and crystallized intelligence representing acquired knowledge and skills (Cattell, 1963). Emotional Intelligence (EI) emphasizes the ability to perceive, understand, regulate, and express emotions effectively, as proposed by Salovey and Mayer (Salovey & Mayer, 1990). Lastly, the Binet-Simon Scale (1908) focuses on intelligence as assessed through mental age, comparing an individual's performance to their chronological age (Binet & Simon, 1908). These varied definitions offer distinct perspectives

on the nature of intelligence and its assessment, providing a comprehensive understanding of its multifaceted nature.

1.2.1. Types of Intelligence

There is a number of different theories about the types of intelligence, but one of the best known is Howard Gardner's theory about multiple intelligences. According to Gardner (1983), there are eight different kinds of intelligence:

- Linguistic intelligence: the ability to use language efficiently, both orally and in writing.
- Logical-mathematical intelligence: the ability to reason, to solve problems and to think in an abstract way.
- Spatial intelligence: having the ability to see and manipulate spatial things, such as mental pictures, maps, or diagrams.
- Bodily-Kinesthetic intelligence: the power to control one's motions and handle items deftly.
- Musical intelligence: an ability to detect and create music, rhythm, and melody.
- Interpersonal intelligence: being able to understand and interact effectively with others.
- Intrapersonal intelligence: the ability to comprehend and think about one's own thoughts and emotions.
- Naturalist intelligence: the ability to identify and classify naturally occurring phenomena and geological structures.

1.3. Emotional Intelligence

1.3.1. Origins of Emotional Intelligence

Charles Darwin's 1872, book "*the expression of the emotions in man and animals*" recognized the importance of emotional expression in human and animal behavior, was one of the initial inspirations on the notion of emotional intelligence. Darwin's evolutionary theory emphasized the adaptive significance of emotions as well as the need of emotional communication for social cohesiveness. The concept of emotional intelligence dates back to the 1920s when the American psychologist Edward Thorndike discovered the existence of three types of intelligences: social intelligence, mechanical intelligence, and abstract intelligence. Social intelligence was referred to as "the ability to understand and manage men and women, boys and girls- to act wisely in human relations" (Thorndike, 1920, p. 228).

Michael Beldoch created the phrase "emotional intelligence" in 1964, but it did not achieve broad popularity until the 1990s. Howard Gardner established a hypothesis of multiple intelligences in 1983, which includes interpersonal and intrapersonal intelligence, which were eventually linked to emotional intelligence. In the 1990s, psychologists Peter Salovey and John Mayer pioneered the current idea of emotional intelligence. Emotional intelligence was described by them as "the ability to perceive, understand, and use emotions to facilitate thought and to manage emotions to promote personal growth". (Salovey & Mayer, 1990, p. 189-190)

Daniel Goleman's 1995 book "*emotional intelligence*" popularized and simplified the notion for the broader audience. Since then, the notion of emotional intelligence has received much research and application in a variety of disciplines, including education, business, and healthcare.

1.3.2 Models of emotional intelligence

There are three main types of emotional intelligence models these are known as the ability based model, the bar-on model and Daniel Goleman's model each model has a unique definition and focus for emotional intelligence.

1.3.2.1 The ability-based model

Mayer and Salovey's (1990) definition of emotional intelligence attempts to describe emotional intelligence within the limits of the usual requirements for a new intelligence. Emotions, according to the ability-based model, are important sources of information that aid in making sense of the social environment. According to the paradigm, individuals differ in their capacity to handle emotional information and in their ability to link emotional processing to broader cognition. The Salovey- Mayer Ability model is made up of the following components:

- Perceiving emotions: the ability to be emotionally aware of one's own emotions and those of others.
- Using emotions: the ability to link emotions in order to enhance cognitive processes such as thinking and problem solving.
- Understanding Emotions: the capacity to be attentive to minor changes in emotions, as well as the capacity to perceive and express how emotions change through time.
- Managing emotions: The capacity to control one's own and other people's emotions. As a result, the emotionally intelligent person may manipulate emotions, including negative ones, to achieve desired results.

1.3.2.2. The Bar-On model of Emotional Social Intelligence (ESI)

Reuven Bar-On is best known for developing the Emotional Quotient Inventory (EQ-i), one of the most frequently used and well-established assessments of emotional intelligence. The EQi assessment tool measures an individual's level of emotional intelligence across five key components or domains: self-perception, self-expression, interpersonal, decision making, and stress management. Many organizations and professionals have used the assessment to help individuals develop their emotional intelligence and better understand how it affects their personal and professional lives. In areas like leadership development, team building, conflict resolution, and communication skills, Bar-On's approach highlights the relevance of emotional intelligence. His work on this paradigm is still important today, as employers place a larger emphasis on soft skills and cultivating emotionally savvy leaders.

1.3.2.3. Daniel Goleman's Model

According to the Daniel Goleman (1995) model, often known as the Emotional Intelligence model, emotional intelligence is a critical component of success in any career. It contends that people who are conscious and understand their emotions and how they influence those around them are better suited to deal with challenging situations at work. The concept goes on to say that emotional intelligence abilities may be learnt and improved through time. Self-awareness, self-regulation, motivation, empathy, and social skills are examples of these abilities. Consequently, individuals with these skills excel in leadership roles because they can manage interpersonal relationships with employees and clients more effectively. Overall, the Daniel Goleman model is widely regarded as a vital foundation for personal and professional development, enabling individuals to become successful communicators and conflict resolution experts in their fields. He

also broadened the four domains of emotional intelligence and suggested a more thorough five components system labeled as “The Mixed Model”.

1.3.2.4. Goleman’s “Mixed Model” Components

- Self-regulation: this first component is demonstrated by the capacity to control but not restrain profound emotions. It is about expressing emotions responsibly and at the appropriate moment. It is preferable for a person to be accountable for their actions and adaptable to change. People with high self-regulation are also capable of managing conflicts and controlling their moods in a variety of situations.
- Self-awareness: Monitoring emotions, distinguishing distinct emotional reactions, and accurately recognizing each specific feeling are all part of the process. Recognizing the links between various sensations and how to respond when experiencing them is therefore one quality of self-aware persons. This group of people is also aware of their own talents and flaws and is willing to learn from new experiences and interactions. This component is demonstrated when a person is self-assured, has a good sense of humor, particularly about his own blunders, and is aware of how others view him.
- Empathy: According to Daniel Goleman, empathy is the ability to comprehend and experience another person’s feelings. Empathy is the ability to appropriately perceive others’ emotional states without losing perspective or getting overwhelmed by their feelings. In a professional setting, empathy may help us connect on a deeper level with our clients, colleagues, and stakeholders, promoting trust and mutual understanding. It also allows us to respond to their needs, concerns, and expectations. Empathy takes practice

and intentional effort to cultivate. We must pay special attention to nonverbal indicators such as body language, tone of voice, and other nonverbal cues that transmit emotional states.

- **Social skills:** Effective communication and interpersonal connections rely heavily on social skills. The capacity to deliver jokes and pick up on them, hold discussions, and establish common ground with people are all examples of social skills. Resolving issues politely, creating connections with others, and functioning effectively in team contexts are characteristics of people who are socially talented. They are also distinguished by being good at time management, being leaders, and being able to manage a group of people via resolving disagreements.
- **Motivation:** Goleman defines motivation as “the drive or impetus that moves individuals toward their goals”. It is about the desire to accomplish and succeed, and it is crucial in deciding success in both personal and professional endeavors. According to Goleman, motivation is determined by a complex interaction of elements such as one’s emotional state, cognitive ability, temperament, and previous experiences. Furthermore, he contends that intrinsic motivation the inherent desire to engage in an activity for the sake of engaging in it is more effective than extrinsic motivation motivation driven by external factors such as rewards or incentives because it fosters long-term commitment and sustainability (Goleman, 1995).

1.3.2.5. Comparing models

When it comes to comparing emotional intelligence models, professionals must approach the task with a critical eye and thorough understanding of each model’s strengths and limitations.

The most widely recognized emotional intelligence models include those developed by Mayer and Salovey, Goleman, and Bar-On, the first model by Peter Salovey and John Mayer introduces emotional intelligence as a form of pure intelligence, or rather say as a pure cognitive ability. The second model by Reuvan Bar-on perceives EI as a mixed intelligence that influences the general well-being. Whereas Goleman’s “Mixed Model” involves cognitive ability and personality, and it shows their reflection in workplace success. These models vary in terms of their definitions of emotional intelligence as well as their methods for measuring it. To effectively compare these models in a professional context, individuals should consider factors such as their intended application (i.e., personal or workplace settings), validity and reliability data gathered from empirical studies, and the ease with which they can be implemented in real-world scenarios. Ultimately, the choice of emotional intelligence model will depend on the specific goals and needs of the individual or organization seeking to develop this skillset.

1.4. Commonly Used Measures of Emotional Intelligence

Regardless of the distinctions among the aforementioned EI models. Based on the multiple measures developed for the goal of understanding how people identify and manage their emotions and Reuven to assign a real statistical value of each person’s level of EI. As EI is divided into three categories: ability EI, trait EI, and mixed EI, each has its own set of measurements. According to Connor et al. (2019), in ability-based tests, participants are given a set of emotion-related task problems and asked to solve them by checking among a list of possible answers. This type gives insights into how people perceive emotions and their functions. On the other hand, trait EI tests are simply self-report items targeted to measure the reoccurrence of certain behaviors in different situations. Finally, mixed EI is “predominately used to refer to questionnaires that measure a

combination of traits, social skills and competencies that overlap with other personality measures” (Connor et al., 2019, p. 3). Mixed EI measures are mostly used in workplaces to predict performance and provide clues for its improvement.

It is worth noting that there are more than 30 widely used EI measurements. According to O'Connor et al. (2019) Certain criteria must be followed in choosing the best measure for each EI construct; capabilities, traits, and mixture models. First, the test must be used on papers published in high-quality peer-reviewed journals. In addition, there should be sufficient evidence of validity and reliability. The measure should also have a convincing theoretical basis and be effective in practice (ease of implementation, implementation and evaluation).).

The most widely used ability EI test is the Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT). It has been designed to measure the four branches of the Salovey-Mayer model containing 144 items; it is suitable for an age range of 17 years and older. This test has been cited in more than 1500 academic works; however, it has been criticized for being expensive and time-consuming (takes up to 45 minutes to be completed) (Connor et al., 2019).

Bar-On's EQ-I is considered to be a prominent measure that is also widely researched and used. It was the first measure of its kind and the first to be peer-reviewed in the *Buros Mental Measurement Yearbook* (Plake and Impara, 1999), as cited in Bar-on, 2006). EQ-I is a self-report test that includes 133 items to be answered on a Likert scale. Like the MSCEIT; it takes up to 40 minutes to be completed and it is suitable for individuals ageing from 17 years and older. Bar-On (2006) claims that the higher the scores of an individual, the more he or she can manage well life's demands. Bar-On later designed other measures; EQ-I 2.0 and EQ 360.

As indicated earlier, many EI measures are used in numerous studies and which proved to be valid and reliable. Despite this wide number that is sometimes perceived to be controversial and confusing, each EI test contributes to a step closer to uncover a unified specific empirically valid test; which may encompass all facets of EI that could be measured using one valid reliable test in the future.

Section two: Emotional Intelligence in Education and its Relation to Effective Teaching

1.5. Emotional Intelligence in Education

The construct of emotional intelligence is rapidly growing at all levels of the education, especially on predicting the academic success for both students and teachers. Goleman (1995) suggested that emotional intelligence (EI) is more important than IQ in predicting success in life, including academic success. Consequently, the concept of EI should be integrated in school curriculum as well as in teacher's training programs since it is well known and supported by research that it is the teacher who plays a central and strategic role in making schools "come alive" for students (Corbett & Wilson, 2002; Gujarati, 2012). From this, it is reasonable to suppose that the notion of EI attracted the interest of many teachers in the sense that they believe they can enhance their performance as well as their students' success. In addition, a study was conducted by Parker. J (2004) to confirm the link between EI and students' academic success in a sample of 667 American high school students using EQ-I: YX (Bar-On & Parker, 2000). At the end of the year, the students' academic averages matched their scores on the inventories.

1.6. Emotional Intelligence in Relation to Effective Teaching

1.6.1. Emotional Management in Teaching

Classrooms are emotional settings, teachers must deal with many emotions that arise in them or in their students as a result of confronting difficult situations. Moreover, poor working conditions, lack of sufficient administrative support, low levels of collegiality, low pay, and students' behavioral problems can contribute to negative emotions such as tension, hostility, depression, anger, nervousness, and frustration (Huang & Xu, 2019); and risk for burnout “a type of psychological distress—a chronic negative psychological condition that results as day-to-day work stressors take their toll” on educators (Roloff & Brown, 2011, p. 453). Thus, teaching is a profession of high occupational stress and emotional labor, “the process of managing feelings and expressions to fulfill the emotional requirements of a job” (Hochschild, 1983) can potentially result in job dissatisfaction, lowered performance, depression, and ultimately burnout.

The teacher's skill in working with emotional information and in regulating their own and their pupils' emotions impacts upon what and how pupils learn. Therefore, emotional management in teachers is extremely important. Fortunately, EI encompasses an array of emotional competencies that facilitate the identification, processing, and regulation of emotion and may enhance successful stress management, as well as augmentation of teacher well-being and classroom performance (Vesely et al, 2014). In other words, essential characteristics characterizing teacher efficacy may be subsumed under the competences comprising EI components discussed in section one.

1.6.2. Self -Efficacy and Teachers' Effectiveness

Self-efficacy, in the context of teaching, refers to the extent to which teachers believe they can bring about change and impact on students' behaviors and learning outcomes. (Gibson & Dembo,

1984, p. 596-582). This means it represents teachers' "beliefs in their ability to have a positive effect on student learning" (Ashton, 1985, p. 142). This concept is further expanded by Jerald (2007) in the following passage:

Teachers with a strong sense of efficacy tend to exhibit greater levels of planning and organization; are more open to new ideas and are more willing to experiment with new methods to better meet the needs of their students; are more persistent and resilient when things do not go smoothly; are less critical of students when they make errors and are less inclined to refer a difficult student to special education. (p. 33)

In a study conducted by Weinstein (1989), pupils' and professionals descriptions of a good teacher have been dominated by emotionally charged traits like compassion, empathy, warmth, friendliness, and patience, as well as the capacity to relate to children, inspire students, and maintain discipline (as cited in Vesely, 2015, p. 38). Research has also identified that students value teacher's abilities to manage the classroom, engage with students and their situations, treat everyone fairly in the classroom, and be nice and helpful (Corbett & Wilson, 2002; McIntyre & Battle, 1998; Thomas, 1998 as cited in Vesely, 2015, p. 38).

Moreover, the National Comprehensive Center for Teacher Quality (NCCTQ) suggests extending the definition of teacher effectiveness "beyond teachers' contribution to student achievement gains to include how teachers impact classrooms, schools, and their colleagues as well as how they contribute to other important outcomes for students" (Goe, Bell, and Little, 2008, p. 07).

1.6.3. The Impact of EI Components on Teachers' Efficacy

According to Goleman (1995), the components of emotional intelligence are: self-awareness, self-regulation, motivation, empathy, and social skills. Furthermore, Chan (2004) found that “ self-efficacy beliefs were significantly predicted by the components of emotional intelligence” (p.15).

1.6.3.1. Self-awareness

Teachers that are emotionally self-aware are aware of how their both conscious and unconscious behaviors influence the classroom environment. A teacher will be able to adjust and tailor their behavior to various situations when they are aware of their emotions, style, preferences, strengths, and limitations. For Palmer (1998), “the more familiar we become with our inner terrain, the more surefooted our teaching – and living –becomes” (p.5). He goes on asserting that “knowing myself is as crucial to good teaching as knowing my students and my subject” (p.2). Self-aware teachers are always alert to the responses of the students, and have no hesitation in taking feedback from others, and then working upon it to continuously evolve their performance. Self-awareness can be developed through self-analysis of performance (identifying strengths/weaknesses), and enhanced through employing useful strategies that identify a teacher’s own needs /limitations (Gill, 2017). Hence, in order to maintain a successful teaching environment, the teacher will perceive, identify, and describe the emotional states that develop from a particular educational setting in them or in pupils.

1.6.3.2. Self-regulation

It is demonstrated by the capacity to keep composure in the face of challenging behavioral conditions in the classroom in order to control emotions and frustrations. According to Jones (2014), teachers who cannot control their emotions cannot control a classroom. Therefore, the more

teachers understand their own thinking, the better they can model for their students (Paris & Winograd, 2003, p. 8). Schon (1987) indicates that developing in teachers the capability and abilities to deal with the challenging situations of the actual world is more successful than imparting to them information and rigid decision-making models. Moreover, Contextual teaching and self-regulated learning are two ideas that may be used to help teachers better grasp the learning challenges their students encounter. Teachers would be more aware of what those experiences involve, what challenges they must face, and what teaching or learning techniques will be used. Because understanding the nature of how self-regulation is nurtured opens up a world of possible roles and relationships between teachers and students (Paris et al., 2003, p. 8).

1.6.3.3. Motivation

Daniel Goleman (2013) said: “Motivation is the most important factor in determining whether you succeed in the long run. What I mean by motivation is not only the desire to achieve, but also the love of learning, the love of challenge, and the ability to thrive on obstacles. These are the greatest gifts we can give our students”. (p. 128). The effect of this competence is noticed when a teacher genuinely shares something worth being excited and animated over. In this case, students will feel more inspired to do well as they will want to do justice to a subject that the teacher has taught so passionately. Effective teachers make the students increase their academic self-concept, their interest in the subject and the desire to learn more, and therefore have a high level of achievement (NWREL, 2001). Training teachers to possess the quality of motivating themselves is a major key to effective teaching, and will constantly remind them why they became teachers in the first place. Motivated teachers will personalize and individualize learning themselves; they will not be frightened to create a ‘*happening*’ learning environment for their learners. Thus, they

will bring about the connections that complete the learning circle for a student, connecting a skill or a piece of knowledge with the world around them (Cooper, 2018). Motivated teachers will constantly rework their routines to make learning as enjoyable and effective as possible.

1.6.3.4. Empathy

Understanding students' cultural, ethnic, social, and personal contexts when they arrive at school is essential to teaching with empathy. This is essential for teachers' effectiveness because it gives them the knowledge, they need to better understand their pupils and the factors that influence their behavior. As a result, they may make an effort to build a loving relationship with them that will meet their educational demands and ameliorate their emotional conditions. According to Stronge and his colleagues (2004), good instructors are eager to discuss their personal lives and experiences while maintaining confidentiality concerns. They also actively listen to the arguments made by the students and offer advice on how to overcome their difficulties. The teacher is also emotionally affected by what is happening with the children.

1.6.3.5. Social Skills

The success of a teacher greatly depends on their social skills. Through multiple verbal and non-verbal communication channels, a successful teacher may explain difficult concepts in a way that pupils can quickly understand (Prozesky, 2000). Social skills also educate instructors how to address parental complaints and good or negative criticism as well as how to handle school. Most significantly, it keeps instructors informed of educational system changes, encourages participation in workshops to keep everyone on the same page, and discusses and creates good teaching strategies to increase the efficacy of the learning strategy assured (Reddy, 2012).

1.7. Emotional Intelligence for Effective Teaching

Perry and Ball (2007) found that teachers' emotional responses to positive or negative situations were mediated by levels of emotional intelligence. High EI teachers respond to negative situations more effectively than low EI teachers. Thus, Emotional Intelligence is an essential ingredient in enhancing teachers' effectiveness (Patel, 2017). In research done at the University of Penn State and the Garrison Institute, Jennings and Greenberg (2009) concluded that teachers with high social emotional competence contribute to the development of supportive teacher-student relationships, demonstrate adept handling of student behavior and classroom dynamics, and are positive role models for effectively implementing social and emotional lessons. Moreover, Chesnut (2014) found that pre-service teachers with great level of emotional awareness demonstrate higher levels of commitment to the teaching profession. A recent analytical study, under the title "Teachers' Affective Well-being and Teaching Experience: The Protective Role of Perceived Emotional Intelligence" was conducted with 524 teachers from different public schools in Spain, who participated in a series of training sessions on social and emotional learning. Emotional intelligence can boost teachers' well-being, help them overcome negative emotions and feel fulfilled on the job, study finds (Fernández-Berrocal et al., 2017, p.8).

Based on the findings discussed, EI appears to play a positive role in teacher effectiveness and well-being, either by exposing teachers to social-emotional curriculum or by measuring the level of EI developed by individual teachers themselves and its impact on teaching-environmental measures. The study also identified the importance of EI in future teacher programs (Justice, 2005). Elkins and Low (2004) identified a clear need to develop EI skills among first year student-teachers.

Correspondingly, further research had proved that EI can be developed through specific programs (Keefer et al, 2018). Vesely (2014) conducted an empirically-based evaluation of one specific program “Managing Occupational Stress through the Development of Emotional Intelligence” (Gardner, Stough, & Hansen, 2008) to a group of pre-service teachers in order to use emotional intelligence learning programs to enhance the quality of education.

1.8. Emotional Intelligence Training and Development

According to Chowdhury (2002), "a set of practical knowledge and skills that help individuals to become fluent in understanding the language of emotions" might be characterized as EI training. Leelavati and Chalam (2020) stated that there are four phases to gaining emotional intelligence. Deep understanding, the initial level, indicates someone's knowledge of and openness to development and change. Gaining an understanding of all facets of EI components including motivation, empathy, and social skills is what is meant by awareness. The second stage is to determine one's degree of emotional intelligence (EI) via a valid exam, such as the EQ-I or the Mayer-Salovey-Caruso Emotional Intelligence exam (MSCEIT). EI training occurs after evaluation and the determination of the precise areas that require attention. The latter promotes the growth of interaction and communication, recognition of nonverbal cues, maintenance of teamwork and group work, acceptance of criticism and evaluations, enhancement of leadership abilities, and motivation.

As already stated, the effectiveness of EI training depends on the areas that need to be addressed. The last level involves practicing and implementing what has been learned in actual settings. Execution is crucial since the improvement in EI can only be shown in a realistic setting.

According to Goleman (1995), "Our emotional capacities are not a given; with the right learning, they can be improved" (p. 430). The authors (Leelavati and Chalam, 2020) went on to discuss how the right training programs, which emphasize skill development, may help persons with low EI attain their specific aims and ambitions. In the same vein, Mattingly and Kraiger (2019) discovered a somewhat beneficial effect of training on EI scores after performing a meta-analytical inquiry on 58 papers about EI training programs. The researchers came to the conclusion that EI can be learned and improved, and they also argued that further in-depth study be done to determine how and for whom EI can be trained, rather than simply whether it can be.

Chapter Two: Research Methodology and Data Analysis

Introduction

This chapter is concerned with methodological choice and the impact of this on the processes and outcome of the research. The main stages related to deciding the research approach, identifying data requirements and subjects, and the techniques by which data was gathered and analyzed are examined. This chapter deals with details of the methodology adopted for the study, Population and Sample of the study and narrates the design of the study.

Section One: Research Methodology

2.1. Research Method

The Research method is the conceptual structure of the research procedure. It provides planning on selection of subject, data gathering devices, data analysis and techniques in relation to the objectives of the research which relates to investigating the role of emotional intelligence in enhancing teachers' performance in the classroom. It is deemed necessary to resort quantitative data collection and analysis to investigate the correlation between EI and teaching effectiveness or competency for better performance, hence a test were employed to accomplish this stage. The test used is The Schutte Self-Report Emotional Intelligence Test (SSEIT) to measure teacher's EI and a teaching competency scale delivered to secondary schools teachers of English in jjel.

Due to the variables examined, the test used in this study had to be adopted. Although implementing testing may seem like a no-brainer, it can be difficult to choose from among the many standardized tests. Researchers must consider applicability in context of use, rating scales, cultural differences, research objectives and various other factors. Cohen et al. (2007) asserted that "In tests, researchers have at their disposal powerful method of data collection, an impressive array

of tests for gathering data of a numerical rather than verbal kind” (p. 414). Accordingly, tests are very important in research because they measure abilities, skills, etc. or the knowledge to produce numerical data that facilitates accurate interpretation and analysis of the variables.

2.2 Population and Sampling

Secondary school teachers of English in Jijel constitute the population of the present investigation. This population has been deliberately selected for that secondary school teachers are expected to be aware of their psychological constructs and more likely to interact with students in serious situations where the presence of emotions is needed. The targeted sample was randomly chosen. From a total population of (114) secondary school teachers of English, (45) of these teachers constitute the sample of the present study. The tools of this investigation were delivered to teachers in the period between April 23rd and April 27th, 2023.

2.3 Data Analysis Procedures

In the current investigation, the researchers used both descriptive and inferential statistics to analyze the quantitative data. Descriptive statistics were used to present the results and interpret the scores, while inferential statistics were used to test the null hypothesis and find the correlation between the variables under study .

To calculate the correlation between Emotional Intelligence and teachers' competency, the researchers used Pearson's correlation coefficient, which is a measure of the linear relationship between two variables. Pearson's correlation coefficient ranges from -1 to 1, where -1 indicates a perfect negative correlation, 0 indicates no correlation, and 1 indicates a perfect positive

correlation. The formula for Pearson's correlation coefficient involves calculating the sum of the products of the corresponding values of x and y, the sum of the values of x and y, the sum of the squared values of x and y, and the sample size. The resulting value of r indicates the strength and direction of the correlation between the two variables .The formula for Pearson's correlation coefficient is:

$$r = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

r = correlation coefficient

x_i = values of the x-variable in a sample

\bar{x} = mean of the values of the x-variable

y_i = values of the y-variable in a sample

\bar{y} = mean of the values of the y-variable

To calculate Pearson's correlation coefficient, we used IBM Statistical Package for Social Sciences (SPSS) software version 28 for Microsoft. This software is a powerful tool for statistical analysis and allows researchers to analyze data from a variety of sources, including surveys, experiments, and observational studies. Using SPSS, the researchers were able to input the data from the Scuttle Self-Reported Emotional Intelligence Test and the Teaching Competency Scale and calculate Pearson's correlation coefficient to ascertain the degree of correlation between EI and teachers' competency.

2.4. Description of The Schutte Self-Report Emotional Intelligence Test (SSEIT)

In this study, the emotional intelligence of the teachers is measured with the help of The Schutte Self-Report Emotional Intelligence Test (SSEIT), also known as The Assessing Emotions

Intelligence, is one of the main instruments used to gather the necessary data for the present research. It consists of 33 item self-report, each one offers five choices, or the five-point Likert scale test which ranges from 1 “strongly disagree” to 5 “strongly agree”, it is composed of four facets; each subscale includes a number of items like the following:

- Perception of Emotion: items 5, 9, 15, 18, 19, 22, 25, 29, 32, and 33.
- Managing own Emotions: items 2, 3, 10, 12, 14, 21, 23, 28, and 31.
- Managing others’ Emotions: items 1, 4, 11, 13, 16, 24, 26, and 30.
- Utilization of Emotion: items 6, 7, 8, 17, 20, and 27

The respondent must select one of the five possibilities as his response. While scoring, all the illegible entries, double entries (2 or more choices for an item ticked by respondent) and empty entries (no choice ticked) should be marked as zero (0). Moreover, scores can range from 33 to 165 with higher scores reflecting higher levels of EI. Schutte et al. (1998) reported a two-week test-retest reliability of .78 for total scale scores (Schutte et al., 2009).

Unlike the other EI tests, the SSEIT has been specifically chosen for several reasons. Namely, the simple language, the ease of use and comprehension, the reasonable number of questions, and the availability of the test and scoring scale. Hence, the Assessing Emotions Scale was deemed to be the most appropriate and suitable measure for the present study.

2.5. Description of the Teaching Competency Scale (TCS)

In order to get an overview of the teachers' performance in the present study it is necessary to develop a test to assess the teaching competency of teachers. Therefore, a Teaching Competency Scale was developed by the researchers. It contains 27 items that fit and relate to the subject under investigation. The scale includes six dimensions:

1. Communication: items :13, 25 ,26 ,27
2. Interaction :2, 5 ,15, 23, 24
3. Classroom management and motivation: 4 ,6, 20, 21
4. Planning :7 ,14 ,19, 22
5. Preparation :8 ,9 ,17 ,18
6. closure :10 ,11, 12 ,13 ,16

Each item of the scale is a Likert scale (has five options - A-Strongly Agree, B-Agree, C- neither agree nor disagree, D- Disagree and E- Strongly Disagree). Based on to the total score of the teachers, the higher scores reflect higher levels of competency, hence better performance in the classroom.

Section Two: Data Analysis and Results

2.6. Results and Data analysis of SSEIT

In order to indicate the EI level of secondary school teachers of English in Jijel, the Assessing Emotions Scale has been used. As indicated in Table 2 teachers' emotional quotient (EQ) scores of 33 questions have been summed up; after calculating the items by reverse coding. The results reported varied total scores ranging from the lowest score (EQ=83) to the highest score (EQ=154).

Table 1: participants'SSEIT total score 1

Participants	Total score	Participants	Total score	Participants	Total score
1	121	16	123	31	128
2	83	17	141	32	135
3	118	18	136	33	125
4	132	19	130	34	150
5	108	20	139	35	125
6	141	21	141	36	142
7	124	22	123	37	154
8	120	23	139	38	127
9	137	24	141	39	132
10	131	25	109	40	135
11	124	26	133	41	117
12	128	27	132	42	120
13	121	28	123	43	154
14	104	29	124	44	134

15	96	30	137	45	128
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As the scores significantly varied, the mean and standard deviation were calculated to determine the average EQ score and the widespread of data from the mean. The findings revealed a statistically low standard deviation with a value of SD=13.79 comparing to the mean (X= 128.11).

Table 2 summarizes the calculated data:

Table 2: General descriptive statistics of EQ

	N	Min	Max	X	SD
EQ	45	83	154	128.11	13.79

Note. N= Number of participants; Min= Minimum Score; Max= Maximum Score; X= Mean; SD= Standard deviation.

Additionally, the obtained standard deviation (SD = 13.79) denotes that the majority of the scores are around EQ= 128.11. With regard to these findings, 44% of secondary school English language teacher's scores fall below the average EQ score, whereas, 56% of their scores are above the average EQ score.

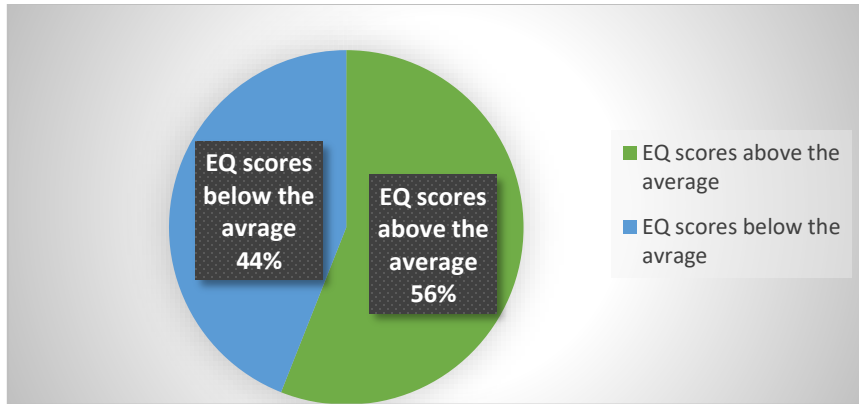


Figure 1: teachers' above and low average EQ score

As it was mentioned before, the scores of the present test can range from 33 to 165. In accordance with the mean and the results, 27% of the teachers had abnormally high EQ scores (scores more than 137), whereas just 7% had high scores. However, 11% of them received extremely low EQ ratings (less than 111), and 33% received poor scores. Additionally, 22% of the teachers reported that their EQ was ordinary. According to the statistical results, these teachers have a relatively high EQ.

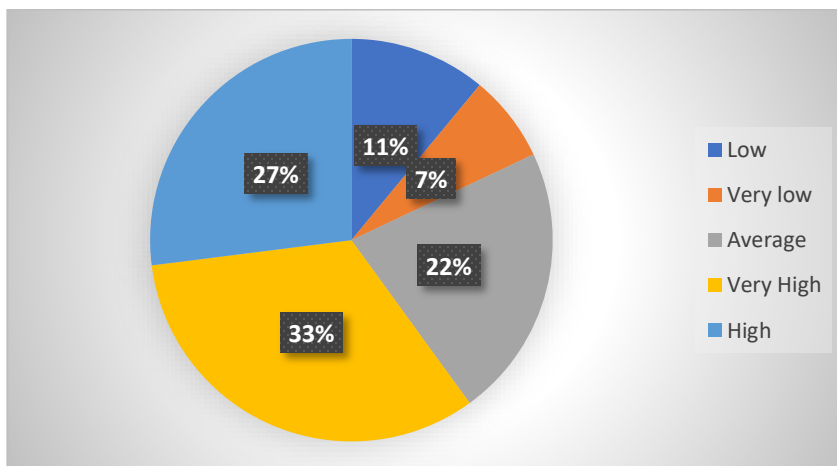


Figure 2: Teachers' EI levels

Correspondingly, the SSEIT 33 items have been rearranged into four main categories in accordance with the subscales (as mentioned in Section 3.1). Namely, Perception of Emotion (items 5, 9, 15, 18, 19, 22, 25, 29, 32, 33), Managing own Emotions (items 2, 3, 10, 12, 14, 21, 23, 28, 31), Managing others' Emotions (items 1, 4, 11, 13, 16, 24, 26, 30), and Utilization of Emotion (items 6, 7, 8, 17, 20, 27). Subsequently, the mean and standard deviation for each item has been calculated as depicted in the table 3

Table3: Descriptive Statistics of the SSEIT

Subscale	Item	Mean	SD
Perception of Emotion	I find it hard to understand the non-verbal messages of other people	3.29	1.20
	I am aware of my emotions as I experience them	3.98	0.94
	I am aware of the non-verbal messages I send to others	3.62	1.11
	By looking at their facial expressions, I recognize the emotions people are experiencing	3.89	0.98
	I know why my emotions change	3.60	1.29
	I easily recognize my emotions as I experience them	3.84	0.80
	I am aware of the non-verbal messages other people send	3.60	1.05
	I know what other people are feeling just by looking at them	3.53	0.97
	I can tell how people are feeling by listening to the tone of their voice	3.91	0.76
	It is difficult for me to understand why people feel the way they do	3.22	1.13
Managing Own Emotions	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them	4.24	0.93
	I expect that I will do well on most things I try	3.56	0.97
	I expect good things to happen	4.18	1.03

	When I experience a positive emotion, I know how to make it last	3.38	1.07
	I seek out activities that make me happy	4.36	0.83
	I have control over my emotions	3.04	1.13
	I motivate myself by imagining a good outcome to tasks I take on	4.16	0.93
	When I am faced with a challenge, I give up because I believe I will fail	4.38	0.72
	I use good moods to help myself keep trying in the face of obstacles	4.04	0.93
Managing Others' Emotions	I know when to speak about my personal problems to others	3.98	1.20
	Other people find it easy to confide in me	4.04	0.95
	I like to share my emotions with others	3.09	1.16
	I arrange events others enjoy	3.33	1.15
	I present myself in a way that makes a good impression on others	3.76	1.09
	I compliment others when they have done something well	4.53	0.66
Utilization of Emotion	When another person tells me about an important event his or her life, I almost feel as though I have experienced this event myself	3.80	1.12
	I help other people feel better when they are down	4.24	0.93
	Some of the major events of my life have led me to reevaluate what is important and not important	4.64	0.61
	When my mood changes, I see new possibilities	4.20	0.73
	Emotions are one of the things that make my life worth living	3.91	1.31
	When I am in a positive mood, solving problems is easy for me	4.36	0.80
	When I am in a positive mood, I am able to come up with new ideas	4.53	0.66
	When I feel a change in emotions, I tend to come up with new ideas	3.87	0.89

Regarding the first subscale, Perception of Emotion, the highest mean was reserved for "I am aware of emotions when I experience them" (M = 3.98). On the other hand, the lowest mean

was " It is difficult for me to understand why people feel the way they do" (M=3.22). First, an important aspect of EI is identifying your strengths and weaknesses and understanding why and how you feel. The ability to recognize emotions and feelings has a huge impact on thought and behavior. Likewise, teachers who are aware of their feelings are better at making clear decisions in the classroom and directing g the path they want to take. Based on a comparison of the data received in this facet, the participants claimed that they could reasonably recognize their own emotions. Nevertheless, they expected lower levels of emotional perception and found it difficult to understand why people feel the way they do (M=3.22). According to the main concept of EI, this is an indicator of lack of empathy. Empathy is the ability to see things from another person's perspective and understand their feelings and desires.

Regarding the second subscale, Managing own Emotions, teachers demonstrated an average level of emotion regulation being aware of one's emotions is undoubtedly important, but controlling them is the challenge. However, participants reported a lack of self-regulation: " I have control over my emotions " (M=3.04). People with high emotional intelligence are considered less impulsive and rational, and know how to behave and handlers any situation they encounter. Unfortunately, the data show that teachers tend to quit when they encounter obstacles: "When I am faced with a challenge, I give up because I believe I will fail" (M=4.38). Therefore, encountering difficulties and being able to overcome them is just a manifestation of having a good command over emotions. More specifically, consider that maintaining a good balance of motivation, optimism, and self-confidence in a classroom setting is critical to maintaining better performance.

For the third factor, Managing Others' Emotions, participants displayed positive responses concerning "I compliment others when they have done something well" (M=4.53). The latter falls

under the category of interpersonal skills. Those who have high emotional intelligence tend to form comfortable relationships with others, sense social cues, and pay attention to verbal and nonverbal behavior. Teachers who are more aware of their surroundings are more likely to help create a supportive and collaborative atmosphere in the classroom. They avoid destructive criticism and manipulation of others' feelings, preferring to increase their motivation. They are regarded to have greater influence and they can work better collaboratively with their colleagues. On the contrary, teachers indicated that they were less willing to share their feelings with others: "I like to share my emotions with others" (M=3.09). Disliking to share is often associated with repressed emotions and avoidance of self-disclosure. Emotionally intelligent individuals need less reassurance from others, as they can balance and manage their emotions in healthy way.

For the last EI subscale, teachers demonstrated high levels of Utilization of Emotion. Individuals who are oblivious to the effect of emotions on their way of thinking would likely struggle. Those who are emotionally intelligent make use of good emotions to facilitate thinking and action; as the data reported, "Some of the major events of my life have led me to re-evaluate what is important and not important" (M= 4.64) and "When I am in a positive mood, I am able to come up with new ideas" (M= 4.53). Those individuals have good judgment and more flexibility to change what does not serve them. Accordingly, teachers would likely use these abilities to dismiss all the distractions and invest their focus to come up with new ideas and resist the presence of challenges.

2.7. Data analysis and Results of the Questionnaire

In order to determine teachers' competency and their performance in the classroom, the TCS has been employed. The scores of all elements are displayed in table 4.

Table 4: TCS participants' total score

participants	total score	participants	Total score	participants	Total score
1	86	16	105	31	100
2	84	17	108	32	126
3	108	18	123	33	78
4	99	19	91	34	119
5	97	20	110	35	107
6	62	21	128	36	92
7	109	22	107	37	108
8	120	23	92	38	120
9	122	24	135	39	97
10	95	25	87	40	120
11	88	26	93	41	100
12	105	27	64	42	96
13	110	28	82	43	135
14	77	29	115	44	106
15	74	30	110	45	84

As it is indicated in table 5, there is a significant variation in scores. Likewise, the descriptive statistics were calculated to determine the average TSC score and the of data from the mean. The results demonstrated a statistically low standard deviation with a value of SD=17.47 comparing to the mean (X= 101.64). Table 5 presents the calculated data:

Table5: general descriptive statistics of TCS

	N	min	max	X	SD
TCS	45	62	135	101.64	17.47

Based on the obtained data, the results were fairly equal in value as 51% of participants have teaching competency while 49% of them considered as not performing well in the classroom. Thus, it can be concluded that secondary schools’ teachers of English are performing fairly well in the classroom.

Respectively, the 27 items have been reordered and classified into six dimensions in accordance with the major factors of the test. The detailed descriptive data of each item are represented in Table 6. Subsequently, it is evident that these statistics do not provide us with reasons behind the responses; however, further elaboration and interpretation of the results will be discussed.

Table6 : Descriptive Statistics of the TCS

dimensions	Item	MeanSD
Communication	Attempting to use E-learning devices	3.51 1.44
	Using simple language	4.09 1.08
	Using appropriate verbal communication	4.11 1.19
	Using appropriate visual communication for better understanding.	4.04 1.09
	Presenting materials in a suitable way and means.	4.09 1.00
Interaction	Displaying warmth and enthusiasms evaluation and closure.	3.24 1.37
	Involving the slow learners in the learning process	3.67 1.22
	Initiating through provoking discussion.	2.80 1.31
	Encouraging and ensuring student's participation in the learning process	4.07 1.16
	Maintenance of discipline in the class.	3.29 1.50

Classroom Management and Motivation	Arousal and sustenance of student's interest	4.11	1.13
	I give illustration for abstract concept	4.02	1.14
	Preparing the students well in advance for a new task of learning	2.96	1.45
	Establishing link between previous knowledge and experience with new learning	3.93	1.23
Teaching Competency Scale	Before taking classes, I prepare well.	4.20	1.01
	I identify appropriate strategies and materials	3.60	1.42
	I identify the knowledge level and interest of the learner.	3.09	1.50
	I identify the special needs and interest of the learner.	3.38	1.40
preparation	I prepare lesson plan and budget within time	4.04	1.24
	Whenever I prepare for the classes, I keep the objectives clear in my mind	4.11	1.23
	While preparing the lesson, I list out further reference	3.09	1.50

	I prepare necessary teaching - learning materials including self-learning materials	4.07	1.21
Closure	Creating a sense of achievement in students	4.20	0.99
	Extending opportunities of further learning	3.93	1.12
	Diagnosing the learning difficulties and achievements of students	4.07	0.91
	Giving enrichment and remedial programme.	2.84	1.43
	Adopting continuous evaluation and monitoring the progress of the learners	3.42	1.34

The results of the table are as follows:

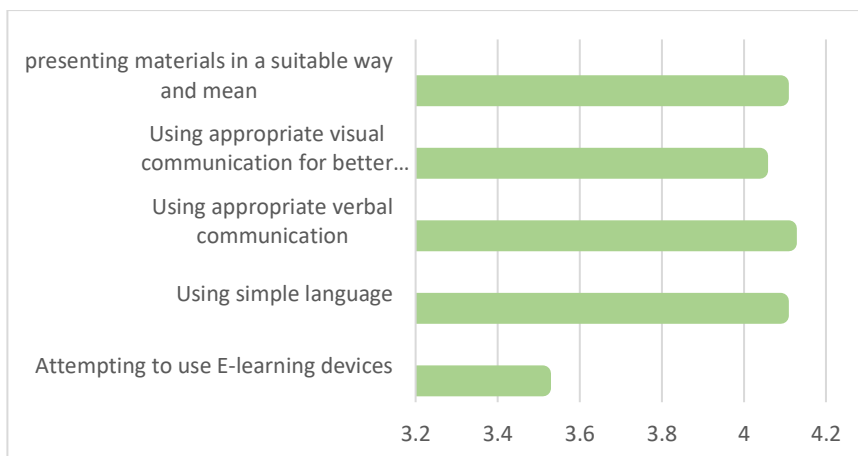


Figure 3: Communicative Average Response

As exhibited in the table above, the first dimension of TCS is communication. It includes items (13, 25, 26, 27). Teachers demonstrate a High level of awareness in using appropriate verbal communication (M=4.11). The high mean value, concerning this item, in particular, maybe due to the fact that secondary schools' teachers of English in Jijel seek to establish positive relationships with their students to promote engagement and participation, and help them feel valued and respected. i.e.; teachers are able to manage other's emotions by giving their student good impression. Thus, this familiarity resulted in teachers being able to pick and use appropriate utterances.

Resting upon the reported data, participants also displayed a high score in using simple language (M=4.09). Communication with others using simple language makes the ideas shared better comprehended and less misunderstood, simple language helps also to communicate in a way that is clear, concise and empathic. So, the use of simple language is a sign that teachers are aware of their own emotions and the emotions of their students.

Hence, teachers with effective communication tend to be more efficient to understand the needs and interest of students. So, encouraging students to better engage in the learning process to achieve academic success.

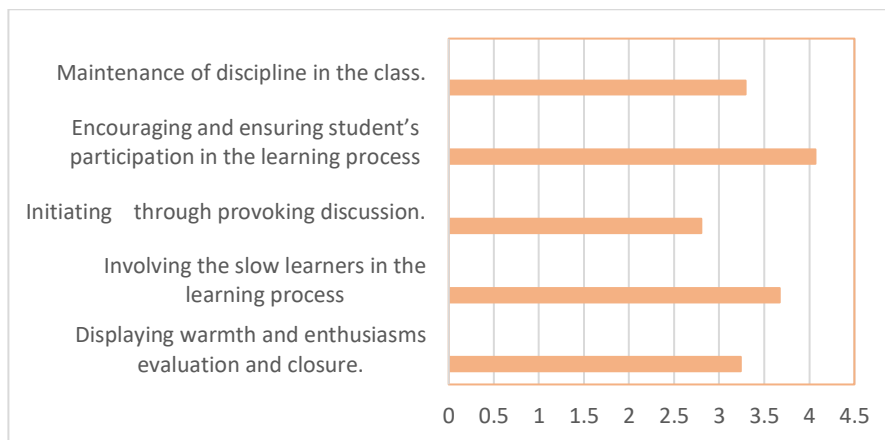


Figure 4 :Interaction Average Responses

For the second dimension in the teaching competency scale, interaction participants displayed the highest degree of competency when they encourage and ensure student's participation in the learning process ($M=4.07$). Teachers who encourage and ensure students participation are more competent to help students to take ownership of their own learning, and promote critical thinking. This facilitates and makes the learning process easier. On the other hand, teachers were mostly less willing to initiate through provoking discussion ($M=2.80$). Taking into consideration the aforementioned findings, teachers seem to be less initiative through provoking discussions because they may be concerned that they will lose control of the classroom. So wasting time on reorganizing and maintaining the order of the classroom. Thus, teachers give more attention to meaning a positive environment in the classroom than give their students an open-end discussion. To sum up,

teacher tend to give everyone the same opportunity to interact in the classroom rather than initiative through provoking discussions.

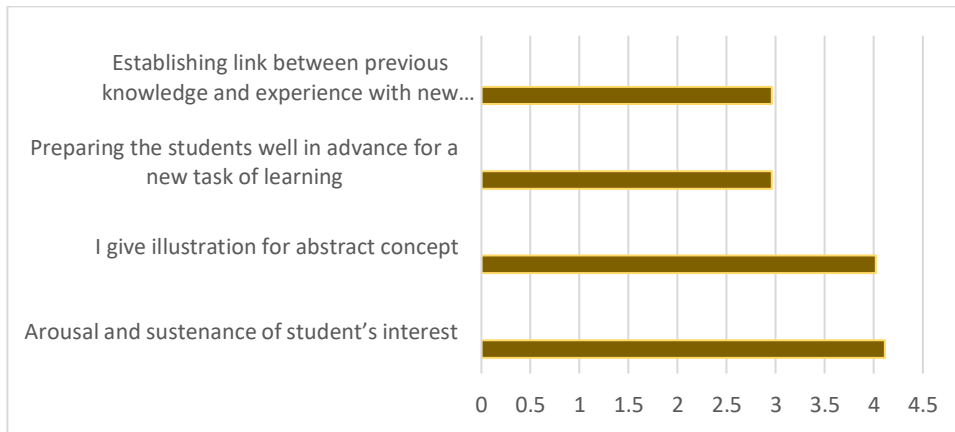


Figure 5 :Classroom Management and Motivation average responses

Considering the third TSC dimension, Classroom Management and Motivation, the findings revealed that teachers are predominantly eager to arousal and sustenance of student's interest (M=4.11), along with giving illustration for abstract concept (M=4.02). It is assumed that teachers who are able to effectively arouse and sustain students' interest help them like learning and push them to lead their learning to keep them engaged and motivated. Hence, competent teachers are able to create a classroom environment that is engaging, motivating and conducive to learning.

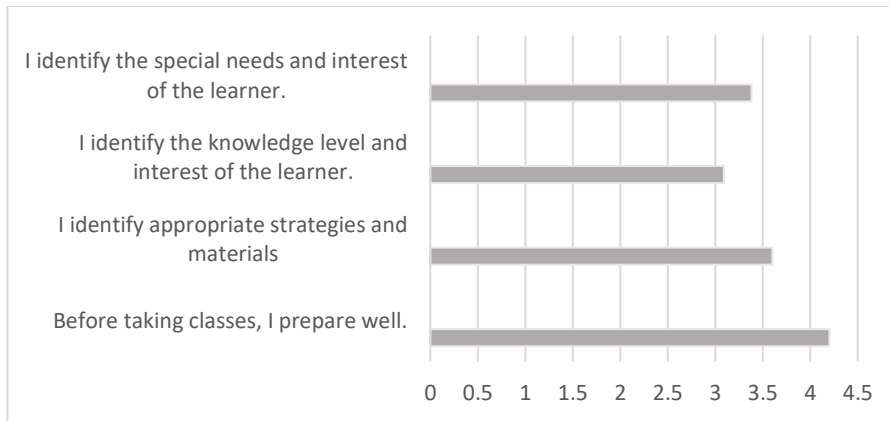


Figure 6: Planning Average Responses

Regarding the fourth component of TCS, which tackles planning, it was revealed that teachers were mainly giving big attention to prepare well before taking classes ($M= 4.20$). However, they were still less qualified to identify the special needs and interest of the learner ($M= 3.38$) and identify the knowledge level and interest of the learner ($M= 3.09$). It may seem odd that teachers may not be fully able to identify learner's needs, interest and knowledge level although they plan well before teaching class, but it is possible to happen, because every student is unique and has individual learning needs and styles that may not be immediately apparent to the teacher. In addition, different cultural backgrounds, learning disabilities, or other factors that can affect student's learning. Thus, teachers need to rely on assessments, feedback from students and parents, and other sources of information to better understand their students' needs and interests.

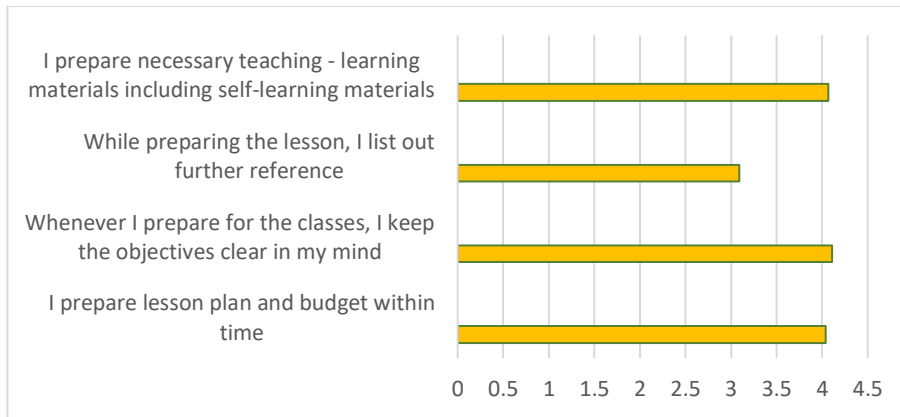


Figure 7:preparation Average Responses

Concerning the fifth TCS, preparation delineated high score when it came to whenever I prepare for the classes, I keep the objectives clear in my mind ($M= 4.11$). When teachers have a clear understanding of the learning objectives, they are better able to design lessons that are aligned with these objectives and that help students to achieve their learning goals. By keeping the objectives clear in their mind, teachers can also help to ensure that they are covering the necessary content and that they are providing students with a coherent and meaningful learning experience. In addition, teachers were less concerned with listing out further reference ($M= 3.09$), meanwhile, they show more competency on “prepare necessary teaching - learning materials including self-learning materials” ($M= 4.07$), that means these teachers are able to tailor their teaching to meet the purpose of the content they teach to their students.

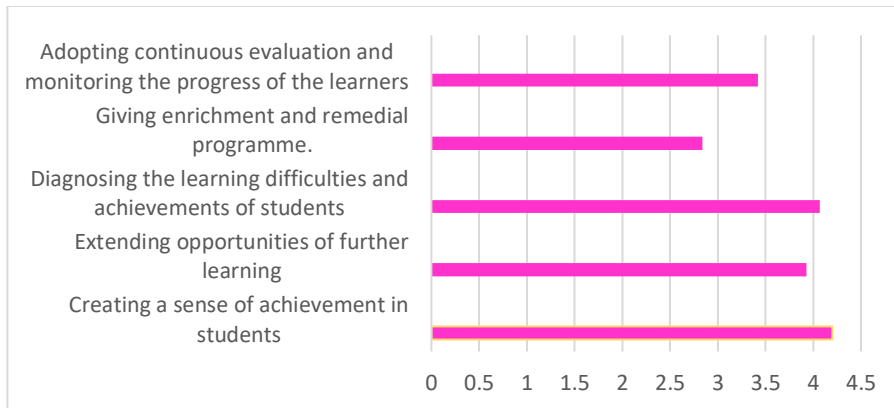


Figure 8: Closure average response

Finally, the highest mean value regarding the sixth dimension, closure, was reserved for creating sense of achievement in students ($M= 4.20$). It may be because teachers are keen to motivate their students to reinforce their learning i.e. when students feel a sense of accomplishment, they continue to put forth efforts. Thus, creating a sense of achievement in students contributing to their overall academic success. In position, giving enrichment remedial programme ($M=2.84$) statistically indicates that is less common among teachers, it may be because it requires additional time and resources that may not be available to all teachers.

2.8. Results of the Correlation Analysis

Correlation is a numerical measurement that proves the degree to which two or more variables are associated. It is essentially a measure of covariance; it does not establish a causal relationship (Chalil, 2020). Correlation is measured by a statistic termed correlation coefficient.

The latter is commonly represented by the symbol r and ranges between -1 and 1. Little or no relationship between two variables is indicated by a correlation coefficient close to zero. A positive relationship between the two variables is denoted by a correlation coefficient close to one, with an increase of the values of one variable associated with an increase in the values of the other. A negative correlation between two variables is expressed by a correlation coefficient close to minus one, with an increase in one variable followed by a decrease in the other (*Association Between Variables*, n.d.).

In this regard, the present inquiry seeks to test the null hypothesis which claims that there is no significant correlation between teachers of englishEI and their teaching competency. Therefore, Pearson correlation bivariate was applied to the scores obtained from both tests using IBM SPSS. As table 3.10 demonstrates, Pearson $r(45) = 0.444$ and the two-tailed significance value, which is $p = .002$ at the level of $p=0.01$, indicate that our correlation is significant and not a result of chance. The scatterplot (figure 3.9) depicts the relationship between the two quantitative variables that have been measured for the same individuals. The horizontal axis represents the values of TCS, while the vertical axis displays the values of the SEEIT. Each person in the data is demonstrated by a point on the graph.

Following the guidelines of Mindrila and Balentyne (2013) concerning scatter plots' analysis, the form, strength, and direction denote that the two variables have a moderate positive linear association.

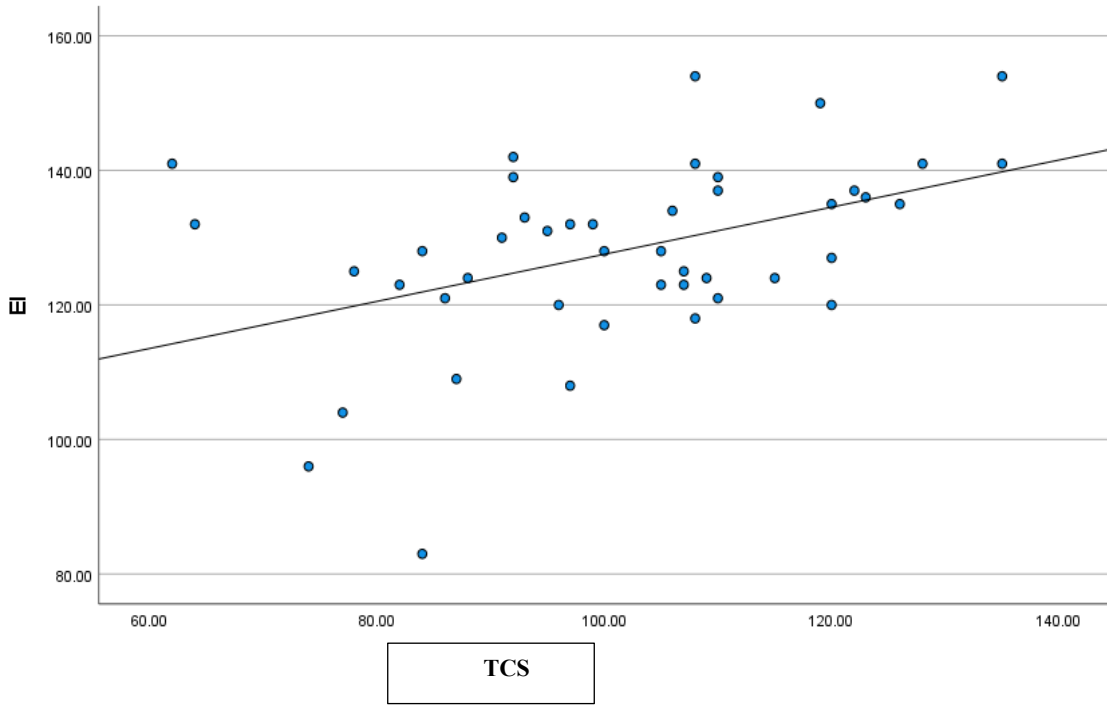


Figure 9: The Correlation between EI and TCS

Table7: the correlation between EI and TCS

		WTC	EI
TCS	Pearson Correlation	1	.444**
	Sig. (2-tailed)		.002
	N	45	45
EI	Pearson Correlation	.444**	1
	Sig. (2-tailed)	.002	
	N	45	45

****.** Correlation is significant at the 0.01 level (2-tailed).

2.9. Discussion and Summary of the Findings

The previous section has dealt with the demonstration of the results and their preliminary interpretation. The present research was conducted as an endeavor to explore the potential correlation between secondary school English language teachers' EI and their performance in the classroom. Within that process, we sought to determine teachers' EI level and to what degree teachers are performing well in the classroom. In accordance with the pragmatism approach, the three major research questions were addressed employing the quantitative approach. Moreover, the data collected from the two main instruments, namely, SSEIT and TCS, are going to be further summarized and discussed.

- Research Question One: What is the EI level of Secondary school teachers of English?

In contemplation of assessing and identifying teachers' emotional intelligence level, a valid standardized test was a necessity. It was initially hypothesized that teachers of English would have average to high EQ levels. After careful consideration and selection, the SSEIT was administered to 45 teachers. The instrument was composed of 33 five-point Likert scale items categorized into major subscales. After reverse coding and summing all scores, the average EQ score of the sample was reported to be 128. Accordingly, 56% (25 participants) scored above the average while 44% (20 participants) scored below the average. It was concluded that English language teachers have a moderately high EQ. On the basis of these findings, a detailed account of the scores was

demonstrated for more clarification. The highest and lowest average score of each item composing the four core subscales were interpreted.

The most striking point that was revealed was that participants had a great command over the utilization of emotions. Reflecting this on the educational context, teachers who experience positive emotions are more likely to create a positive learning environment and foster better students engagement and learning outcome. As it was asserted by Frenzel, et al. (2009), "teachers who experience positive emotions are more likely to use a variety of teaching strategies, provide more feedback to students, and create a more positive classroom atmosphere" (p. 234). Thus, according to the findings, positive emotions can help teachers become more effective in their teaching practices and create a more positive learning environment for their students. Notwithstanding, in reference to the data obtained, there should be more emotional awareness, in self and others, and self-management as a way to optimize the use of emotions properly. Both strengths and weaknesses were highlighted to precisely identify what to focus on when aiming to develop teachers' EI in general. On that account, the findings were of great significance.

- Research Question Two: To what extent teachers are performing well in the classroom?

Highlighting teachers' performance, a questionnaire was developed to assess teachers' degree of competency. The questionnaire consisted of 27 five-point Likert items grouped into six principal dimensions. After summing all scores, the mean was calculated and reported to be $X=101$. Thus, 51% (23 participants) were more competent and better performing in the classroom, while 49% (22 participants) were not competent as compared to the others. Hence, it has been ascertained that secondary school English language teachers are performing well in the classroom. Additionally,

the descriptive statistics of the 27 items were displayed in a table. Like the SSEIT, each item's highest and lowest average score composing the six core factors were interpreted.

Primarily, it was hypothesized that teachers may be not performing well in the classroom. In reliance on the data represented in the previous section, the results of the questionnaire which is basically considered as a TCS(teaching competency scale) share a number of similarities with the studies of arling-Hammond, et al. (2017) which show that "the majority of teachers in the United States are effective and competent" (p. 3) and Tronge, et al. (2011) who found that "the vast majority of teachers possess the knowledge, skills, and dispositions necessary to be highly effective" (p. vii). To conclude it can be said that teachers in general have a High level of competency, but also there is always a room for improvement.

- Research Question Three: Is there any significant relationship between teachers' emotional intelligence and their teaching competency?

Shifting to the central question of the present inquiry, the potential correlation between EI and teachers' performance in the classroom was sought to be established. Relying on the obtained data from the SSEIT and the questionnaire, all the scores have been processed by means of IBM SPSS version 28. After employing Pearson correlation bivariate to process the scores obtained, the results displayed were statistically significant. Thus, the null hypothesis was rejected in favor of the alternative hypothesis. On that account, it was determined that there is a moderate positive relationship between secondary school English language teachers in jijel EI and their good teaching performance in the classroom.

Accordingly, it is proved that there are shared underlying elements that link teachers' competency scale and EI. As it was mentioned in the previous section, some of EI subscales are closely related to effective communication between teachers and their students. The ability to relate to others, the ability to understand, manage, and regulate one's and others' emotions, are all meant to contribute significantly to different communicative situations. Thus, it can be said that teachers with low levels of EI require mindfulness practices or participate in social emotional learning programs to promote their teaching competency along with their EI skills. The present investigation findings are in line with the previous body of research which has taken EI in relation to teachers' effective performance in classroom (Brackett, et al. 2010, Pekrun, Elliot, and Maier 2009, Chan 2015). These studies suggest that emotional intelligence is an important factor in teacher performance and can have a positive impact on classroom climate, student behavior, and teacher well-being.

Conclusion

In this chapter, we have provided a comprehensive overview of the research design and methodology used to investigate the relationship between secondary school English language teachers' emotional intelligence and their teaching competency. Our study has revealed a statistically significant moderate positive relationship between these two variables, indicating that emotional intelligence is an important factor in teacher performance. We have also highlighted the implications of these findings for teacher training and development, suggesting that teachers with low levels of EI may benefit from mindfulness practices or participating in social emotional learning programs to promote their teaching competency along with their EI skills.

Overall, our research design and methodology have been carefully chosen to ensure that the research questions were answered in a rigorous and meaningful way. We have provided a clear explanation of our population and settings, choice of method, data collection tools, analytical procedures, and data analysis, which have all contributed to the validity and reliability of our findings. Our results have important implications for the field of education, and suggest that emotional intelligence is a key factor in teacher effectiveness. We hope that our study will inspire further research in this area, and help to promote the development of effective emotional intelligence training programs for teachers.

General Conclusion

Teacher's performance in the classroom is a fundamental interest of contemporary Foreign Language Teaching. Teachers who display higher levels of teaching competency benefit the most in such systems. Likewise, emotions can never be detached from the teaching learning process as long as we are dealing with human beings. Thus, classrooms are highly emotional environments. Teachers experience different feelings that can influence their involvement and academic success

as competent teachers in general. Nonetheless, instructive settings frequently discount or neutralize the role of emotions. In order to alleviate teachers' pressure, research efforts should be directed towards linking the different emotional aspects with learning. Correspondingly, practical solutions will be gradually endorsed.

The present investigation emerged as a result to the fact that there is a growing body of research that suggests that emotional intelligence can play a crucial role in teacher effectiveness, yet, the conflicting results obtained from different studies accentuated the necessity for further studies; so that one may help contribute to this important area of study. By examining the positive relationship between emotional intelligence and teacher performance, we could help to identify best practices for teacher training and professional development to shape an effective teacher who increases the academic outcomes

With a focus on answering the main research questions thoroughly and testing the hypotheses, we used a correlational design and a qualitative method as research methodologies. The results revealed that secondary school English language teachers' in jijel have a moderately high level of EQ level.

Additionally, they seem to perform well in the classroom. The null hypothesis, there is no significant relationship between secondary school teachers of English in jijel EI and their effective performance, was successfully refuted. Hence, the present research confirms that there is a moderately significant relationship between the participant's EI and their effective performance at the level of $p= 0.01$.

On a final note, the present inquiry does not seek to depict EI as a panacea capable of fixing all educational problems. However, EI influence is by no means marginal. Thus, if we could, by any chance, raise awareness and direct only one teacher's mindset towards the innovative ways of improving different aspects of learning and not only language or engagement in particular. Then we can say that the study fulfilled one of its major objectives. Based on the conclusions we arrived at, the present investigation serves as a foundation for future research; especially for those that aim to boost teacher's competency through pedagogical interventions. Given the documented correlation between EI and teachers' performance, future research studies might devote much more attention to the association between emotions and many areas of foreign language teaching and learning, which, in turn, justifies our research efforts.

Recommendations and implications of the study

The recommendations and implications of the present study are as follows:

- It is recommended that teachers' professional development could be enhanced with the use of Emotional Intelligence Training.
- Teachers can plan their activities to develop Emotional Intelligence and Teaching competency in order to show a proper professional development.
- Syllabus designers and policymakers can develop and execute programs that aim to develop foreign language competencies along with EI skills.
- Highlight the aspect of utilizing emotions for the purpose of assisting thoughts and actions.
- The same study may be done in school Education level, such as primary schools.

- A similar study may be carried out in some other subject Teacher Educators like Mathematics, Physical Science etc.
- A comparative study may be considered to work out the differences in the Teaching competency of Teachers in relation to the Professional Development of Male and Female Teachers.
- The same study can be undertaken in other states of the country.

Limitations the study

Limitations are found in any research and our investigation is no exception. However, admitting the limitations does not disregard the credibility of the work. It only enhances the quality of suggestions paving the way for future research. The first serious issue we encountered was the data collected through the Likert scales are based on self-reports of the participants. This is why the participants' willingness and ability to reveal their true internal opinions and feelings play an important role for the reliability and validity of the findings. Because of time constraints, and we didn't have authorization from "directorate of education" we could not conduct a classroom observation to validate the reliability of the score.

On the other hand, although there are some tests to measure teachers' competency, they didn't fit the topic under investigation. thus, we create a questionnaire (TCS) and we use the same way to score and calculate the participant answers' as we did with the SEET.

Suggestions for Further Research

As for future research, we suggest that the researchers need to be more cautious and consider the aforementioned details. There should be a manual to follow for any test that is intended to be adopted. Even though we managed to be as accurate as possible in data analysis, the process we went through was time and effort-consuming. The test was the heart of our study, therefore, the obstacles we faced could lead to the failure of the whole inquiry. Hence, these inconveniences should be avoided right from the beginning by careful planning or a pilot study.

Another limitation was the self-report tests. Participants could have given socially acceptable responses or might have overestimated themselves on purpose. Thus, face-to face interviews can alternate the use of these tests for more accurate representations. As for the generic limitations, the scope of the study as well as the number of the participants impede the generalizability of the results. Future research might conduct a longitudinal study with a larger number of participants, opting for different measures, and linking EI to other variables.

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Appendices

investigating the role of emotional intelligence in enhancing teacher's performance in the classroom

dear respondents,

you are kindly invited to answer the following questionnaire. it will not take more than 15 minutes of your time . be sure your responses will be anonymous and any information which you choose to share will be solely used for completing the academic research for my master's dissertation. your contribution is highly valued, thank you!

Appendices I: emotional intelligence

instructions:

there are no right or wrong answers. please give the responses that best describe you following this scale: 1= strongly disagree 2= disagree 3= neither disagree nor agree 4= agree 5= strongly agree

I know when to speak about my personal problems to others

1 2 3 4 5

I motivate myself by imagining a good outcome to tasks I take on

1 2 3 4 5

I arrange events others enjoy

1 2 3 4 5

When I am in a positive mood, solving problems is easy for me

1 2 3 4 5

I find it hard to understand the non-verbal messages of other people

1 2 3 4 5

By looking at their facial expressions, I recognize the emotions people are experiencing

1 2 3 4 5

I know why my emotions change

1 2 3 4 5

Some of the major events of my life have led me to reevaluate what is important and not important

1 2 3 4 5

When I am in a positive mood, I am able to come up with new ideas

1 2 3 4 5

I am aware of the non-verbal messages other people send

1 2 3 4 5

I can tell how people are feeling by listening to the tone of their voice

1 2 3 4 5

When I am faced with obstacles, I remember times I faced similar obstacles and overcame them

1 2 3 4 5

When I experience a positive emotion, I know how to make it last

1 2 3 4 5

I use good moods to help myself keep trying in the face of obstacles

1 2 3 4 5

When another person tells me about an important event his or her life, I almost feel as though I have experienced this event myself

1 2 3 4 5

Emotions are one of the things that make my life worth living

1 2 3 4 5

When I feel a change in emotions, I tend to come up with new ideas

1 2 3 4 5

Emotions are one of the things that make my life worth living

1 2 3 4 5

When my mood changes, I see new possibilities

1 2 3 4 5

I help other people feel better when they are down

1 2 3 4 5

I compliment others when they have done something well

1 2 3 4 5

I like to share my emotions with others

1 2 3 4 5

When I am faced with a challenge, I give up because I believe I will fail

1 2 3 4 5

I present myself in a way that makes a good impression on others

1 2 3 4 5

I seek out activities that make me happy

1 2 3 4 5

It is difficult for me to understand why people feel the way they do

1 2 3 4 5

I have control over my emotions

1 2 3 4 5

I expect that I will do well on most things I try

1 2 3 4 5

I expect good things to happen

1 2 3 4 5

I easily recognize my emotions as I experience them

1 2 3 4 5

I know what other people are feeling just by looking at them

1 2 3 4 5

I am aware of my emotions as I experience them

1 2 3 4 5

I am aware of the non-verbal messages I send to others

1 2 3 4 5

Appendices II: TCS

instructions:

there are no right or wrong answers. please give the responses that best describe you following this scale: 1= strongly disagree 2= disagree 3= neither disagree nor agree 4= agree 5= strongly agree

Using appropriate visual communication for better understanding

1 2 3 4 5

Initiating through provoking discussion

1 2 3 4 5

Attempting to use E-learning devices

1 2 3 4 5

Arousal and sustenance of student's interest

1 2 3 4 5

encouraging and ensuring student's participation in the learning process

1 2 3 4 5

Preparing the students well in advance for a new task of learning

1 2 3 4 5

I identify appropriate strategies and materials

1 2 3 4 5

I prepare lesson plan and budget within time

1 2 3 4 5

While preparing the lesson, I list out further reference

1 2 3 4 5

Extending opportunities of further learning

1 2 3 4 5

Giving enrichment and remedial programme.

1 2 3 4 5

Adopting continuous evaluation and monitoring the progress of the learners

1 2 3 4 5

Creating a sense of achievement in students

1 2 3 4 5

Before taking classes, I prepare well

1 2 3 4 5

Initiating through provoking discussion

1 2 3 4 5

Diagnosing the learning difficulties and achievements of students

1 2 3 4 5

I prepare necessary teaching - learning materials including self learning materials

1 2 3 4 5

Whenever I prepare for the classes, I keep the objectives clear in my mind

1 2 3 4 5

I identify the special needs and interest of the learner

1 2 3 4 5

Establishing link between previous knowledge and experience with new learning

1 2 3 4 5

i give illustration for abstract concept

1 2 3 4 5

I identify the knowledge level and interest of the learner

1 2 3 4 5

Maintenance of discipline in the class

1 2 3 4 5

Involving the slow learners in the learning process

1 2 3 4 5

Presenting materials in a suitable ways and means

1 2 3 4 5

Using appropriate verbal communication

1 2 3 4 5

Using simple language

1 2 3 4 5

Resumé

Les classes constituent un lieu de rencontre entre les enseignants et les apprenants, où ils interagissent dans un environnement éducatif diversifié. Cette situation expose les enseignants à une variété de personnalités, de cultures, de croyances et de comportements qu'ils doivent gérer. Par conséquent, de nombreuses études ont été menées pour explorer le lien entre les émotions et

les personnalités, ainsi que l'impact de la régulation de ces émotions sur la réussite scolaire des enseignants et des élèves. Ces études ont ouvert un nouveau champ de recherche en psychologie axé sur l'intelligence émotionnelle et son rôle dans l'amélioration des performances des enseignants dans le domaine de l'éducation. Pour étudier cela, une conception de recherche quantitative a été utilisée pour tester l'hypothèse selon laquelle les enseignants dotés d'une intelligence émotionnelle sont mieux préparés à faire face aux défis de la classe, et qu'il existe une corrélation positive entre l'intelligence émotionnelle et la performance des enseignants. Cette recherche a été menée auprès d'enseignants du secondaire dans l'État de jijel, où leurs niveaux d'intelligence émotionnelle ont été mesurés à l'aide d'un test d'intelligence émotionnelle et d'un questionnaire visant à évaluer leurs compétences. Les résultats de l'étude ont remis en question l'hypothèse initiale, suggérant qu'il existe bel et bien une relation entre l'intelligence émotionnelle et la performance efficace des enseignants.

ملخص

تعتبر الفصول الدراسية نقطة تلاقي المعلمين مع المتعلمين حيث يتفاعلون ضمن اطار تعليمي وتربوي . و بناءا على ذلك يصادف المعلمون انفسهم في مواجهة لشخصيات مختلفة الثقافات و القناعات والسلوكيات , وفي هذا الاطار كرسنا العديد من الدراسات في البحث عن الطريقة التي ترتبط بها العواطف مع الشخصيات، وكيف يؤثر التحكم في هاته العواطف على المردود الاكاديمي لكل من الأساتذة والتلاميذ. لذلك ركزت هذه الدراسة على تسليط الضوء على مجال بحث جديد في علم النفس وهو

الذكاء العاطفي وما دوره في تحسين أداء الأساتذة في الأقسام التعليمية. تم استخدام تصميم ارتباطي مع طريقة نوعية لفحص فرضيات البحث التي تزعم ان الأساتذة يتسمون بالذكاء العاطفي وكذا يحسنون الداء داخل فصولهم، وافترضنا انه لا توجد علاقة تؤثر بين الذكاء العاطفي وادائهم. قمنا بإجراء هذا البحث على أساتذة التعليم الثانوي لولاية جيجل حيث قمنا بقياس مستوى ذكائهم العاطفي اعتمادا على اختبار لذكاء العاطفي , بالإضافة الى استبيان يهدف الى معرفة كفاءة أداء الأساتذة داخل الأقسام . وقد أعطت نتائج عكسية للافتراض الذي يقول انه لا توجد علاقة بين الذكاء العاطفي و الأداء الفعال للأساتذة

