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The Impact of Teachers' Emotional Intelligence on their Teaching Performance:

Case of "first" and "Second Year Licence" English Language Teachers

Dissertation submitted in partial Fulfillment of the Requirements

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Dedication

I dedicate this modest work

To my beloved parents hoping they are proud of me.

To my beloved kids who were always supporting me

To my lovely friends for their Love.

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First and foremost, I would like to express our deepest thank to ALLAH the Almighty without his mercy, guidance and help, this research could have never be done.

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ABSTRACT

This study investigates the impact of emotional intelligence (EI) on the performance of EFL university teachers at the English language department at university of Ghardaïa. It aims to explore the relationship between emotional intelligence and teaching performance. The study hypothesises that teachers with higher EI demonstrate greater adaptability, improved communication skills, and enhanced knowledge transfer compared to those with lower EI. To test this hypotheses, a descriptive research method was adopted, utilising three data collection tools: classroom observations, a questionnaire administered to 100 first- and second-year EFL students, and interviews conducted with 4 EFL university teachers. The findings reveal a strong correlation between emotional intelligence and teaching performance, highlighting that teachers with higher EI create more engaging learning environments, demonstrate better classroom management skills, and enhance student learning experiences. These results emphasise the importance of integrating emotional intelligence training into professional development programmes for university educators.

Keywords:

Emotional Intelligence, Teaching Performance, EFL University Teachers, Higher Education.

List of Abbreviation and Acronyms

EFL: English as a Foreign Language

EI: Emotional Intelligence

Ls 1: first year Licence

Ls 2: Second yearLicence

Q: Question

H: Hypothesis

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Introduction

General Introduction

Background to the Study

The ability of teachers and their view of teaching differ, so the degree of their connection, response and levels of effort exerted differ accordingly. Among these abilities that some teachers may have more than others is what is known as emotional intelligence, which is a relatively modern concept that plays an important role in achieving efficiency and effectiveness for various institutions. Its use has become widespread since 1995 through the publication of D.Goleman' book titled "Emotional Intelligence: Why it Can Matter More Than IQ". It has become a complement to the traditional theory of intelligence, by focusing the concept on the emotional, personal, and social characteristics of the individual's intelligent behaviour, contrary to the focus of many researchers in the twentieth century on traditional intelligence or mental intelligence IQ as one of the determinants of the level of performance of workers in institutions.Goleman(1998)

Job performance is the primary means of achieving work goals in institutions where the interest is in raising the level of performance and improving the efficiency of its employees to achieve the highest degree of productivity and quality in performance at the lowest possible costs, and under the current circumstances, the need to develop and improve the performance and efficiency of productivity of employees in a standardised and organised manner has become urgent and necessary due to the diversity and difference of human needs and goals, and their intersection sometimes with the needs and goals of the institutions in which they work. In the first decade of the twenty-first century, some employers integrated emotional intelligence tests into their recruitment or interview processes, based on the theory that states: A person with a high degree of emotional intelligence would make a better leader or colleague at work. Therefore, the need for institutions (especially service institutions) to pay attention to emotional intelligence has emerged, due to the human relationships that arise within these institutions, whether between the workers themselves on the one hand or between the workers and the institution's clients on the other hand; where emotional intelligence can help the worker build a good and continuous relationship with the client, which is positively reflected in his job performance.Salovey ;P.&Mayer.J. D (1990) .

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Statement of Purpose

This study is an attempt to investigate the influence of emotional intelligence (EI) on the performance of EFL teachers at Department of English Language, University of Ghardaia. The study aims to explore the relationship between emotional intelligence and teacher performance, as well as the impact of emotional intelligence on classroom management, building positive relationships with students.

Statement of Problem

University students pose unique challenges that require teachers to navigate a complex set of obstacles. They have different ages and come from different places. This can make it challenging for teachers to regulate their behaviour and engage them in the learning process. Students may be more focused on socialising with their peers than on their academic work, which can sometimes make it difficult for teachers to keep them on task. Additionally, students may not always show respect for their teachers, which can create a tense classroom environment. It has been observed that teachers in Department of English Languageat University of Ghardaia face challenging situations with their students and may not have the necessary emotional intelligence to manage their stress and control their emotions. This lack of emotional intelligence may negatively impact their teaching performance and the learning environment in the classroom. If teachers do not develop their emotional intelligence, they may struggle to create a positive and supportive learning environment, which can lead to a lack of engagement from students and a decrease in academic performance. Furthermore, teachers may experience higher levels of stress and burnout, which can further impact their teaching effectiveness.

Research Questions:

This research paper strives to answer the main following questions:

1. To what extent does emotional intelligence affect teachers' performance while teaching?
2. What is the correlation between teaching and Emotional intelligence?

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Research hypotheses:

It is hypothesised that:

H1: EI may influence the productivity of teachers' performance during teaching-learning process.

H2: Teachers with higher EI are less violent and adaptable than those with lower EI.

Significance of the Study

This study explores the impact of emotional intelligence on university teachers' performance, a crucial yet often overlooked factor in higher education. By investigating how emotional intelligence skills—such as self-awareness, empathy, and emotional regulation—affect teaching effectiveness, classroom management, and student engagement. This study aims to highlight the non-academic competencies that contribute to academic success. The findings will benefit university administrators by informing professional development programmes that can enhance teachers' emotional competencies. It will also assist teachers themselves by raising awareness of the role that emotional intelligence plays in improving their professional relationships, resilience, and overall job satisfaction. Furthermore, the study will add to the existing literature on teacher performance, offering insights that can be applied in policy-making and teacher training initiatives aimed at promoting a more supportive and productive university environment.

Research Rationale

Emotional intelligence (EI) has become an essential factor in understanding and improving teaching effectiveness, particularly in higher education. Research suggests that teachers with high EI are better equipped to manage classroom dynamics, build positive relationships with students and adapt to various challenges in the learning environment. In the context of English as a Foreign Language (EFL) teaching, where communication, motivation, and student engagement are crucial, emotional intelligence plays a significant role in shaping instructional effectiveness.

University teachers often encounter diverse student populations with varying linguistic abilities, learning preferences, and cultural backgrounds. This requires not only subject-matter expertise but also strong interpersonal and emotional skills to foster an inclusive and supportive learning atmosphere. Teachers who are self-aware, capable of managing their

emotions, and empathetic toward students are more likely to create a positive classroom climate that enhances student motivation and academic success. Conversely, low levels of emotional intelligence may contribute to ineffective classroom management, increased teacher stress, and disengagement among students.

This study aims to explore the impact of emotional intelligence on university teachers' performance, with a specific focus on EFL teachers in the English department of Ghardaia University. By assessing both teachers' self-perceptions and students' evaluations, the study seeks to establish a clearer understanding of how EI influences their teaching performance.

The findings of this research may contribute to the development of more effective teacher training programs by emphasizing the importance of emotional intelligence in professional development.

Structure of the Dissertation

The present dissertation is divided into two main parts, each includes one chapter. Chapter one is dedicated to the literature review, where the notion of EI and its components are discussed. The chapter also focuses on EI in the EFL context and the important role of EI in teaching and teachers' performance.Chapter two describes the methodology of the research, including the nature of the research, procedures of data collection, and data analysis. This chapter also deals with the discussion of the findings besides the conclusion and some recommendations.

Research Methodology

The present study adopts a descriptive analytical approach and a qualitative and quantitative method of analysis. In order to answer the research questions, three main tools to collect data were selected: classroom observation, questionnaire and interview. The combination of these techniques allows triangulation and fits the mixed approach for both collecting and analysing the quantitative and qualitative data. The questionnaire was distributed to 130 students from classes of 1st and 2nd year Licence at English at Department of Language University of Ghardaïa. Besides, their teachers were interviewed.The process of data collection took place from April 15th to May 5th of 2025. Moreover, six observation sessions took place with five different teachers in two different levels: first year and second year Licence, three times with each group. Face to face interviews with teachers were recorded using Smartphone after getting the interviewees' permissions.

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Definition of key Terms

Emotion: is "any agitation or disturbance of mind, feeling, passion; any vehement or excited mental state" (Goleman, 2005, p. 289)

Intelligence: is an individual's capability to think abstractly, ability to learn, and capacity to adapt (Kolb, 2014)

Emotional intelligence: is the "ability to perceive, understand, and manage the emotions in oneself and others" (Ang. Van Dyne, 2015, p. 294)

Teaching Performance: set of behaviours, attitudes, methods in teaching-learning process that results a better students' academic achievement

Chapter One

Theoretical part

Emotional Intelligence and English Language teaching

Introduction

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Introduction

The process of teaching is becoming challenging day by day, a good teacher is not the one who master the academic subject and deliver the knowledge to students only but actually, it is much important. Teachers play a significant role in students' academic performance and personality as well, as they go through physical changes; they witness psychological changes at the same time so that teachers need to be aware about that. His/her task is not only teaching but know how to get them engaged and interested in learning. It is worth mentioning that teachers need to be self-aware by his/her emotions as well as his students' to build a good relationship with them, create the productive climate in classroom and know how to interact with them. The present chapter shall identify the notion of EI, its relation in the EFL context and the role of EI in teachers' performance success

1.1 The Notion of Emotional Intelligence

EI has been identified as an essential factor in the performance of teachers; it is characterised by the ability to recognise, understand and regulate one's own emotions and the emotions of others, and using this understanding to guide one's thoughts and actions .Goleman(1995). Research has shown that teachers with higher emotional intelligence are more effective in creating a positive classroom environment, managing student behaviour, and building strong relationships with their students. For example, a study by Ghanizadeh and Moafian (2010) found that teachers with high emotional intelligence are better equipped to create positive and supportive classroom environments, build strong relationships with their students, and effectively manage student behaviour. Another study by Edannur (2010) found that teachers with higher emotional intelligence are better able to recognize and respond to the needs of individual students, providing support and guidance to help them overcome challenges. However, there is still a gap in understanding the extent to which emotional intelligence impacts teachers' performance. This literature review aims to explore the relationship between emotional intelligence and teachers' performance, including the impact of EI on teacher-student interactions, student outcomes, and overall teaching effectiveness. The review will also examine strategies for developing and improving emotional intelligence among teachers, and the implications of these findings for teacher education and professional development programs.

1.2 Emotional Intelligence Theory

This concept of Emotional Intelligence first emerged in the 80s and further in the early 1990s, Salovey and Meyer (1990) were the first to use and conceptualize the term "EI" as "the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (Salovey& Mayer, ibid, p.189). The concept of emotional intelligence was popularised by Goleman (1995) in his best selling book "Emotional Intelligence: Why It Can Matter More than IQ", where he defined emotional intelligence as "abilities such as being able to motivate him/her and persist in the face of frustrations; to control impulses and delay gratification, to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope" (Goleman, ibid, p. 36). Salovey and Mayer (ibid,p. 186) defined emotional intelligence as "a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions". Similarly, Goleman (1998, p. 82) defined EI as "the capacity for understanding our feelings and those of others, for motivating others and ourselves while using leadership, empathy, and integrity". In other words, EI is about to deeply understand own emotions and those of others, know how and when to react by managing emotions and to be socially aware besides having the skill of building relationship.

The concept of emotional intelligence is distinguished into mental ability model and mixed model. The mental ability model regards emotional intelligence as a pure intelligence which focus on the individual's ability to interplay emotion with thought processes .Salovey& Mayer, (1990). Mixed model conceptualizes emotional intelligence as a diverse construct, including aspects of personality and traits (Goleman, 1995; Bar-On, 1997).

Emotional intelligence mixes two notions. On the one hand, the word "intelligence" designates the capacity for reasoning and analysis, and on the other hand, the word "emotion" designates the primary reactions that are difficult to control and occur following the occurrence of a well-known event. Salovey and Meyer (1990) stated that people with high emotional intelligence can assess and express emotions (their own and those of others), control them and know how to use them.

The concept of emotional intelligence has a great importance in the educational field. Several scholars have suggested that teachers' EI competencies lead to teacher's effectiveness (e.g., Hassan et al., 2015; McCown, Jensen, & Freedman, 2007). According to Salovey et al.

(2004), EI is characterised by three critical emotional factors: (a) the ability of an individual to perceive emotions, (b) the ability of an individual to compare emotions and feelings, and (c) the ability of an individual to control personal emotions and influence the emotions of another person. Goleman's (1995) EI original model includes five domains: knowing one's emotions, controlling emotions, motivating oneself, recognizing emotions in others, and handling relationships. Knowing one's emotions is also known as intrapersonal skills that individuals possess and use when managing their feelings and behaviours. Managing emotions is also called interpersonal skill, which individuals use when dealing with other individuals. It is worth mentioning that Goleman(ibid) broadened Salovey and Mayer's (1990) definition by including motivation as an element in EI.

As motivation has different components such as desire, interest, attitude, etc., it plays a significant role in foreign language teaching and learning. According to Richards and Schmidt (2002), motivation "is generally considered to be one of the primary causes of success and failure in second language learning" (p. 343).Dulewicz and Higgs (2004) have found that it is possible to develop EI taking a training action that develops interpersonal and intrapersonal skills. Myers and Tucker (2005) argued that there are countless ways to learn and develop EI; one way, for example, is through training. On the other hand, Tucker et al. (2000) argued that individuals can learn EI through their experiences. Moreover, EI can be improved throughout a person's life. "The skills for emotional intelligence may be developed throughout someone's life as they are part of lifelong learning, and this forms the foundation for a balanced lifestyle" (Machera&Machera, 2017, p. 461). That is to say, EI is a skill that can be acquired throughout time and experience.

Salovey and Mayer (ibid) stated that individuals may develop their emotional intelligence through:

- utilising good nonverbal communication: body language
- using humour and laughter.
- seeing work as play.
- staying focused.
- choosing/selecting the right words.
- learning to forgive.
- finding strategies to reduce high emotions (take a breath, remind oneself that negative reaction will negatively affect).

All the above mentioned factors help individuals to perform better and lead to a more successful personal and professional life. Hence, developing EI competencies can play a significant role in the EFL classroom.

1.3 Definition of Emotional Intelligence and its Dimensions

The concept of emotional intelligence is one of the most interesting concepts recently in educational, psychological and administrative fields, because of its clear impact on the level of performance of individuals.

EI'sdefinitions have varied according to the different views and theoretical orientations of the researchers.

Bar-On(1998) defined it as"an organized set of non-cognitive skills and competencies, in personal, emotional and social aspects, affecting an individual's ability to address environmental demands and stress, which is an important factor for determining an individual's ability to succeed in life" (p.12).

Saloveyand Mayer (1997) **defined it as:**

The ability of the individual to perceive and understand his emotions, and the emotions of others, in a way that facilitates the process of thinking, and the ability to regulate emotions, which promotes and develops an individual's mental and emotional development (Mayer &Salovey (p. 60).

Goleman(1995) defined it as"the ability of the individual to know his own emotions and the emotions of others and his self-actualization, and the ability to manage human relationships and emotions effectively, this can ensure success in different professional interactions and life situations (p. 75).

1.3.1 The components of Emotional Intelligence

Goleman's(1998) model of emotional intelligence was characterized into four elements: self-awareness, self-management, social awareness, and relationship management.

1. Self-awareness: means emotional awareness or self-awareness,Emotional, which is an individual's knowledge of his emotionsand his emotions and his awareness of their effects, and includes the following points:

- Accurate self-evaluation, which means knowing the strengths and weaknesses of the individual and their limits.

- Self-confidence, which means a sense of self-worth and abilities." Goleman, (1998)

2. Self-regulation: It means controlling one's internal states, impulses, and internal sources for energy, which includes the following competencies:

- Self-control, which means controlling impulses and impulses.

- Trustworthiness, which means achieving good levels of integrity and integrity of personality.

- Vigilance of conscience, which means taking responsibility for personal performance and fulfilling obligations.

- Adaptability, which means flexibility in the face of change.

- Renewal, which means feeling comfortable with new ideas, directions and information.Goleman, (1998)

3. Motivation: It expresses the emotional tendencies that guide or facilitate reaching the goal, including:

- Achievement motivation, which means perseverance and effort, to improve or achieve a level of excellence.

- Commitment, which means planning to achieve the goals of the group or institution.

- Initiation, which means willingness to act when the opportunity arises.

- Optimism, which means insisting on reaching goals despite obstacles and frustrations.Goleman, (1998)

4. Empathy: It means being aware of the feelings, needs and interests of others, and includes the following competencies:

- Understanding others, and means feeling the feelings and perspectives of others, and actively caring for their interests.

- Developing others, which means sensing the developmental needs of others and strengthening their abilities.Goleman, (1998)

- Orientation towards service, which means anticipating the needs of others, realizing them and trying to satisfy them.

- Promoting diversity, which is intended to create opportunities for people of different backgrounds, needs and goals, and those who are characterized by this competence respect people of different orientations, and build good relationships with them, as well as have an understanding of diversity in views around the world, and sensitive to the differences in the group, and challenge intolerance and bias, and see diversity as an opportunity to create an environment that people can make prosperous. - Political awareness, which means reading the current emotions of the group, and the strength of relations between its members.

5. Social skills: It means ingenuity in attracting others, and urging them to act in a desirable manner, including the following competencies:

- Influence, which means that the use of effective and influential techniques to convince others is improved, and, has the potential to win over many people, and uses complex strategies, such as indirect influence, to build consensus and support.

- Communication, which means listening openly and sending clear and convincing messages to others, and dealingwith simply challenging themes.

- Conflict management, which means the ability to negotiate and resolve differences, the ability to deal with difficult personalities and chronic problems in a diplomatic and tactical manner, encourages open discussion, and focuses on latent and invisible points of conflict.

- Leadership, which means the ability to guide individuals and groups and urge them to achieve, and is characterized by the use of Leadership style by example.

- Catalysing change, which means motivating, initiating and managing change, recognizing the need for change and removing obstacles and barriers to change.

- Building links, which means fostering beneficial relationships, building and maintaining inclusive informal networks,

- Building an atmosphere of harmony and preserving others inside or outside the framework, and building and maintaining personal friendship relationships between institutions.

- Collaborate and share, which means working with others to achieve common goals. Team potential, which means creating team spirit to achieve the goals of the group.

1.4 Emotional intelligence and job performance

Previous research studies have discovered strong correlation between emotional intelligence and work related outcomes. In this regard, Mayer and Cobb (2000) are of the view that emotional intelligence cast positive effect on job performance and interpersonal interactions, thereby influencing the work related outcomes of the individuals. The association between Emotional intelligence and performance was explored by many research scholars. For instance, Fox and Spector (2000) claimed that, trait based emotional intelligence has positively influence the performance of individuals in interview. It also improves the contextual performance of the individuals Carmeli(2003).

Day and Carroll (2004) explored the relationship between various aspects of emotional intelligence and individual performance in terms of decision making. They explained that, better performance can be achieved through emotional performance. Mayer, Salovey, Caruso and Sitarenios (2001) are of the view that, individuals who are highly emotional intelligent are capable to recognize and understand the emotions of the coworkers, superiors and customers. As a result of which they can respond to their emotions appropriately. Furthermore, they keenly observe the emotions of their work fellows and then respond them accordingly, which give rise to smooth relationship at workplace.

There are many individual task related to the job that are likely to affect the job performance of individuals at work. Such tasks related to job consist of the standard job description (Murphy &Kroeker, 1988), as well as the other variables like interpersonal relationships, turnover intentions, absenteeism, withdrawal behaviours and other attitudes and behaviours of the employees that are result in destructive outcomes which affect the job performance of the individuals (Murphy, 1989).

Befort and Hattrup (2003) suggested that the job performance is significantly affected by the job demands as well as organizational goals and objectives. Individuals who are highly emotional intelligent are able to regulate their emotions more effectively by maintaining a positive psychological condition which ultimately results in an improved job performance (Carmeli, 2003). Self-awareness has been characterized as the determinant of job performance by many authors. It helps in understanding the importance of one′s feelings and the relation to

the job performance. Megerian and Sosik (1997) defined self-awareness as the capacity of individuals to recognize the impact of one′s emotions on his thoughts, behaviors and goals. It also results in the high ratings of effectiveness by superiors and coworkers. Emotional self-awareness has been identified as an important competency of emotional intelligence. Salovey and Mayer (1990) stated self-awareness as the ability to know one′s own emotions.

In highly cognitive tasks, emotional intelligence momentously affects performance of the individuals in the group tasks. Emotional intelligence helps individuals in predicting their performance particularly in team work Offermann, Bailey, Vasilopoulos, Seal andSass(2004). Whereas, the measures of cognitive ability help in estimating the individual tasks performance of the students like class tests. Moreover, the measures of the cognitive capability and emotional intelligence help in predicting the emergence of the leadership(Kellett, Humphrey andSleeth,2006). However, the cognitive complexity of the job has profound effects on the emotional intelligence as well as cognitive abilities of the individuals.

Emotional intelligence is of particular concern in the services sector where the interaction among the individuals is direct and frequent. In a research study conducted in the food services, Sy, Tram and O'Hara (2006) are of the view that highly emotional intelligent leaders are more capable of managing the job satisfaction of their subordinates in the organization. Likewise, other authors have also investigated the relationship between transformational leadership and their ability to alter the moods and emotions while dealing with the customers and subordinates .Bono, Foldes, Vinson &Muros,(2007). Leaders who are highly emotional intelligent tend to exhibit emotional labor at workplace by maintaining positive temperaments when interacting with others. Emotional labor in this context can be described as managing and modifying one′s emotions to meet the regulations of job and organization (Diefendorff et al., 2005, Pugh, 2001). Bono and Vey (2007) highlighted the significance of emotional labor in performing the jobs in the services sector. However, Grandey, Fisk, and Steiner (2005) posit that, emotional labor can be bit demanding for those employees who do not have sufficient autonomy in their jobs. However, employees can manage and regulate their emotions to deal with a stressing situation.

Individual′s ability to recognize their emotions helps in managing their emotions while interacting with others. In the same manner, it also helps in understanding when the emotional labour needs to perform. Brotheridge (2006) is of the view that, role of emotional intelligence

is vital in forecasting the perceived situational demands which then predict further about the emotional labour. Those employees who are highly emotional intelligent tend to perceive that expressing the emotions is required by their job. Similarly, for those jobs which require emotional labour, the performance of such job can be predicted through emotional labor (Joseph & Newman, 2010).

1.5 Emotional Intelligence and EFL Environment

The current literature provides strong evidence that one of the integral aspects of performing in the target language is to have self-confidence, motivation and to feel at ease, far from anxiety (Macintyre and Gardner, 1994, Daly 1991 Young, 1991 and Horwitz& Young 1991). All of these are affective factors on teaching a second/foreign language, and very much to do with the concept of emotional intelligence. Language anxiety seems to be a serious barrier on the process of effective language learning/teaching. It is far from creating a motivating, appropriate environment for teaching since this psychological barrier is disagreeable emotional state, which is characterized by subjective feelings of tension, apprehension, and worry, and, by activation or arousal of the autonomic nervous system‖ (Spielberger, 1983, cited in Horwitz, 1986, p. 125).

According to Ensari (2017) Emotional Intelligence:

- Helps in decreasing anxiety and depression.
- Has a high effect on social relationship.
- Helps people to communicate with others more effectively.
- Helps people to reduce procrastinating and increase self-confidence.

1.5.1 Emotional Intelligence and Teachers :

There is an evidence says that the ability to work with emotions is an important part of the teachers' skill set. The role of a teacher in today's world has become more complex and diverse (Williams & Burden, 2000). Teachers are supposed to provide productive and supportive learning environment. A good teacher is not only the one who master his subject but also the one who knows, manages and understands his/her own emotions and his/her students' as well.

Teaching involves challenges that may result a frustration yet, with the help of EI teachers are able to adjust their emotions in a positive mind, adapt and cope with the situation.

In fact, Mortiboys (2005) suggested emotional intelligence should be developed and employed to complement with both the theoretical content and teaching pedagogy in teacher education. Hence, emotional intelligence is seen as a great instrument, which can evaluate teachers' performance, achievement and qualities (Birol et al., 2009). A teacher with high EI can easily manage himself and develop a stable understandable relationship with students. Prospective teachers who are seeking the necessary skills and knowledge to become effective teachers may apply Emotional Intelligence skills to improve –Self-Esteem and confidence by learning Emotional Intelligence skills. By knowing Stress Management, Anxiety Management, Empathy, Decision-making, Time management leadership Emotional Intelligence will help prospective teachers in their teaching for the betterment of the students. Anger Management will help prospective teachers to improve the ability to control and manage anger under stressful condition. Managerial competence is related to how to organize learning environment in the class, the ability to work as a team with staffs it can be possible by developing of EI during teaching period.

According to Ensari (2017), emotional intelligence embeds four branches: perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions.

Teachers experience a wide range of positive and negative emotions while teaching and interacting with students. They need to deal with their own emotions and the emotions of their students as well. "Implementation of emotional training will result in better achievement and better self-directed learning readiness for learners. That is why; EI training should be included in the curriculum." (Koç, 2019, p. 681). Therefore, they require training in the field of emotional intelligence so they can create a supportive and productive learning environment.

In the EFL classroom, teachers need to perceive learners' emotions, especially their nonverbal expressions. The ability to perceive learners' emotions is one of the essential skills every language teacher should acquire. Furthermore, emotions can be used to facilitate and promote thinking. Therefore, language teachers can creatively utilize emotions to help EFL learners acquire high-order-thinking skills. Additionally, understanding emotional messages plays a very significant role in the EFL classroom environment. For instance, certain facial expressions may indicate that a learner either is confused or needs help from the teacher. Such emotional messages, if neglected, might lead to negative attitudes and demotivation among the EFL students. Furthermore, social relations can be utilized to bolster EI in EFL

classrooms. Ensari (2017) states that "an individual who has high EI has better social relations, can solve emotional problems quicker and easier than others, is strong in verbal, social and other intelligences, is less apt to engage in problematic behaviours, and avoids self-destruction and negative behaviours such as smoking, drug abuse and violence" (p. 212).

For optimal teaching outcomes, EFL teachers can use many teaching techniques such as pair and group work, discussions, debates, projects, presentations, and many other techniques to enhance social relations among students in the EFL classroom. In addition, EFL teachers need to recognize non-verbal behaviours for two main reasons: (a) non-verbal behaviours reflect our feelings and (b) they play a significant role in communication. Ensari (2017) argues that "recognizing non-verbal behaviours that reflect our emotions is a critical component of communication" (p. 212). For example, when a student feels confused because he/she does not understand something, she/he may express his/her anxiety by using facial expressions, such as the widening of the eyes or shaking of the head. If the teacher understands such anxiety and confusion through the observation of students' facial expressions, this is an indication that the teacher has high EI. It has been argued that emotionally intelligent teachers would demonstrate care, create an emotional climate that enhances the learning environment, and be more effective in achieving the academic goals they set for themselves Coetzee & Jansen, 2007; Ramana,(2013). Besides, teachers' emotions affect their well-being, motivation, energy levels and creativity, job satisfaction, social relationships, and teaching and learning processes. These, in turn, strongly impact upon students' feelings and achievement.

1.5.2   Role of Emotional Intelligence in Teaching-Learning Context

EI plays an important role in the context of teaching, as it can help teachers connect with their students, create a positive classroom environment, and effectively manage classroom behaviour. Research has shown that teachers with higher emotional intelligence are more effective in their teaching. For example, teachers with higher emotional intelligence are better able to create a positive classroom climate, which is associated with higher student engagement and academic achievement. They are also better able to manage student behavior, communicate effectively with students and parents, and provide support to students who are struggling (Edannur, 2010; Nicolini, 2010; Brackett and Katulak, 2007; Kremenitzer, 2005).

In addition, teachers with higher EI are better able to understand and respond to the needs of individual students. They are able to recognize when students are experiencing

emotions that may be interfering with their learning, and are better able to provide support and guidance to help these students overcome these challenges (Edannur, 2010; Nicolini, 2010; Brackett and Katulak, 2007; Kremenitzer, 2005).

A study by Ghanizadeh and Moafian (2010) investigated the relationship between emotional intelligence and teachers' performance. They found that teachers with high emotional intelligence are better equipped to create positive and supportive classroom environments, build strong relationships with their students, and effectively manage disruptive behavior. Another study by Kocoglu (2011) found that teachers with higher emotional intelligence had greater job satisfaction and were less likely to experience burnout

1.5.3 Emotional intelligence and teachers performance

Mayer et al. (2000) argued that emotions play a crucial role in influencing the mental operations of the individuals along with cognition and motivation. It is crucial to study the emotions of teachers as well as their management of emotions which has found to affect their thinking, categorization as well as problem solving. There are various dimensions that are related to the teacher's performance in the class which have traces of emotional intelligence components such as class room management, teaching methods and styles, individual differences and problem solving, use of motivational tools and direct teaching methods.

According to Evertson and Weinstein (2006), classroom management can be described as actions of the teachers which aim at the development of environment which helps in improving the social emotional learning and academic learning of the students. In relation to the classroom management, Emmer and Stough (2001) are of the view that if teachers are able to manage their own emotions then they can not only organize and manage class room environment, but ca also manage the behaviors of the students to increase the positive academic outcomes. Moreover, research findings of Sieberer-Nagler (2015) reveals that, the most crucial concerns relating to the classroom management of teachers include maintaining discipline and managing the emotional and social problems of the students.

Teaching styles are found to affect the academic performance of the students. Grasha (1996) defined teaching styles as the outline of their knowledge, beliefs, performance and behavior during the teaching process. The teaching styles comprises of five dimensions which include formal style of authority, personal style, facilitator style, expert and delegation. Ingersoll and Smith (2003) argued that, the competencies of the class teachers regarding the

behavior management and classroom management affects the preservice of the newly appointed teachers. Those teachers who fail to maintain discipline in class by managing their behavior cannot perform well in their initial phase of their career, which necessitates a high emotional intelligence. In addition, Oliver and Richly (2007) highlighted the significance of emotional intelligence and behaviour management of teachers in their class room which affect the outcomes of the students. Implementation of an appropriate teaching method and style tend to affect the performance of students and also reflect teacher′s own performance. A good teaching method and style is reflected in the embodiment of training values which enhance their understandings and motivate them to think critically and believe in themselves (Iurea, Neacsu, Safta, &Suditu, 2011).

Motivation is also related to the emotional intelligence of the teachers as those teachers who are highly emotional intelligent tend to motivate their students as well as keep themselves motivated. Teachers can create an effective learning environment in which can be used to create a vision for the students, achieving their own development and satisfying the students. In order to perform better and to achieve the better academic outcomes of their students, teachers need to use effectively class room management techniques along with the key emphasis on the areas of behavioural challenges of the students such as their psychological wellbeing, disruptive behaviour, interpersonal relationships and academic performance of the students (Fernández-Berrocal& Ruiz, 2008). In this regard, the relationship of the emotional intelligence and teacher′s job performance has been measured in current research study using five components of teacher′s performance i.e. classroom management, individual differences and problem solving, motivational tools, teaching styles and methods.

Conclusion

In sum, the theoretical part of this study has provided a comprehensive overview of emotional intelligence as a multifaceted concept that plays a crucial role in educational settings, particularly in the professional performance of university teachers. By exploring various definitions and models, it becomes evident that emotional intelligence encompasses a range of competencies, including self-awareness, self-regulation, motivation, empathy, and social skills. These components are essential not only for personal well-being but also for fostering positive teacher-student relationships, managing classroom dynamics effectively, and promoting a supportive learning environment.

The review of literature highlights that emotional intelligence is increasingly recognized as a key factor in enhancing teaching effectiveness. It allows teachers to navigate the emotional demands of the profession, make thoughtful pedagogical decisions, and respond constructively to the diverse needs of students. This theoretical foundation sets the stage for the practical part of the research, which seeks to examine how these emotional competencies manifest in real teaching contexts and to what extent they influence the performance of EFL teachers at the University of Ghardaia.

Chapter Two

Practical part :

research methodology and data analysis

Introduction

2.1Research Design

2.2 Sample

2.3 Data Collection tools

2.4 Data analysis

2.5Discussion of finding

2.6 Implications and Recommendations

2.7 Limitations

Conclusion

Introduction

The present chapter deals with research design and methodology treating the adopted sample and the description of both tools and tasks. Then, the results are presented, discussed, and interpreted in relation to what has been found in the theory. This chapter also ends up with further recommendations to the benefit of EFL secondary school teachers.

2.1. Research Design

The current research follows a descriptive design using a mixed-methods approach, which combines both qualitative and quantitative techniques to examine the relationship between emotional intelligence (EI) and teachers' performance. Descriptive research is suitable when the aim is to provide a detailed, factual account of a phenomenon without influencing it (Manjunatha, 2019). This methodology is particularly effective in educational research, as it enables the researcher to describe current practices and their observable impact. In this study, combining tools such as classroom observation, questionnaires, and interviews allows for triangulation of data and a richer understanding of how EI influences teaching performance.

2.2. Sample

This study was conducted at the University of Ghardaïa, within the Department of English Language, during the second semester of the academic year 2024/2025. The participants included both students and their English language teachers. The student participants consisted of 130 License students drawn from two academic levels: first-year and second-year. These students were selected to complete a questionnaire aimed at gauging their perceptions of their teachers' emotional responsiveness.

In addition, English language teachers from the same department participated in semi-structured interviews. These teachers were selected based on their direct teaching roles with the participating students. Finally, classroom observations were carried out during six lectures—three for each academic level—to gather first-hand data about teaching practices and teacher-student interactions in real classroom settings.

2.3. Data Collection tools

To ensure a comprehensive understanding of the research problem, three different instruments were employed: classroom observation, student questionnaire, and teacher interview. The combination of these tools reflects a mixed-methods approach that integrates both qualitative and quantitative data. As Heyvaert, Hannes, and Onghena (2016) suggest, the use of multiple methods increases the credibility and depth of research findings. This triangulation helps address the research questions from various angles and strengthens the overall reliability of the study.

2.4. Data analysis

2.4.1   Classroom Observation

Classroom observation served as a crucial tool for gathering direct insights into teaching behaviour and student engagement. This method allowed the researcher to assess the manifestation of emotional intelligence in teaching practices within a natural academic setting. A total of six lecture sessions were observed—three sessions for first-year students and three for second-year students. The sessions were chosen to ensure variety in content and interaction style. Through observation, the researchers were able to note patterns of communication, classroom management, and student response, which provided valuable data on how EI potentially influences teaching effectiveness.

We compiled our classroom observations and conducted a collaborative analysis to identify patterns and draw conclusions relevant to the impact of emotional intelligence on EFL teachers' performance.

2.4.1.1. Classroom Management

The EFL teachers at the University of Ghardaïa demonstrated a strong ability to set clear expectations for classroom behaviour and communicated those expectations effectively to their students. They maintained discipline by applying consistent consequences for disruptions, which helped foster a structured learning environment. For example, during a first-year class, one teacher calmly addressed a disruptive student by saying, "Since you interrupted the discussion, you'll need to sit out of the next activity. I know you'll do better next time."

Teachers also used positive reinforcement to encourage desirable behavior. Some instructors provided verbal praise like "Good point" or "Well done" when students contributed meaningfully. They also used gentle reminders to redirect inappropriate behavior. For instance, a teacher reminded the class, "Let's remember to wait our turn to speak—please raise your hand if you'd like to contribute."

The teachers showed strong self-management and organizational skills. Lessons were well-planned and structured, with time allocated to each activity. Pair and group work were used strategically to involve all students and make efficient use of class time. Emotional regulation was another key strength; teachers stayed composed even in challenging situations. For example, one second-year teacher patiently re-explained a concept to a struggling student using simpler language and waited for the student to respond without rushing. In cases where time was limited, the same teacher would adapt by guiding the entire class through the activity collectively.

Differences in management approaches were observed between teachers. Some emphasized individualized support and emotional responsiveness, while others prioritized efficiency and whole-class engagement.

2.4.1.2. Students' Motivation

The teachers created a positive and engaging classroom atmosphere that encouraged student motivation. They used a variety of techniques to maintain interest, including interactive questioning, light humour, and practical examples related to students' academic and personal lives. Individual attention was provided to students who showed signs of frustration or disengagement. For instance, during a second-year lesson, a teacher noticed a student was feeling down and privately invited him to her desk while the rest of the class was engaged in an activity. She spoke to him briefly to understand the issue and offered emotional support.

Teachers were attentive to learning preferences and adapted their instructional methods accordingly. They moved around the room to maintain engagement, made frequent eye contact, and posed reflective questions to stimulate participation. Although some teachers occasionally used tools like a data show or their personal computers to aid instruction, the use of visual aids was generally limited. There was a noticeable lack of consistent integration of visual materials into classroom activities. Instead, most teachers relied on handouts, which

were distributed to students as lesson summaries to support understanding and facilitate review.

These strategies helped accommodate students' academic needs and foster a sense of involvement. By recognizing students' emotional and cognitive states, teachers created an inclusive environment that supported motivation and participation.

2.4.1.3. Teacher–Student Interaction

The teachers had a positive rapport with their students and communicated with clarity and empathy. They provided constructive feedback, fostered inclusion, and created a safe space for students to express themselves and take academic risks. Students were encouraged to ask questions, explore their ideas, and participate actively in their own learning journey. This sense of autonomy contributed to increased confidence and engagement.

Praise was regularly used to validate student contributions—teachers often used expressions like "Excellent work" or "Nice insight" when students answered correctly or offered thoughtful comments. Instructors also employed humour and brief anecdotes to build connections with students and promote a welcoming atmosphere.

The teachers demonstrated adaptability and emotional awareness during spontaneous situations. For example, in one classroom where a minor conflict arose between two students, the teacher calmly intervened, gave a short moral reminder, and redirected the focus to the task at hand. When a student struggled with a particular word or instruction, teachers used gestures, synonyms, or visual aids to clarify meaning.

On several occasions, teachers modified lesson plans on the spot to integrate student questions or address emerging needs. For example, when a student raised a question not directly related to the day's lesson, the teacher skilfully turned it into a learning opportunity that tied back to the topic and enriched the discussion for the entire class.

2.4.2. Student Questionnaire

The questionnaire was designed to gather student perspectives on their teachers' emotional and interpersonal behaviours in the classroom. It included nineteen (19) close-ended statements grouped into five sections corresponding to key components of emotional intelligence. The tool was distributed to 130 students from both first- and second-year License levels. Given the students' varying English proficiency. The responses offered a broad view of students' experiences and perceptions regarding their teachers' EI-related behaviors.

Students' Profile

The present section is composed of three main questions, which are gender, age and number of English classes per week.
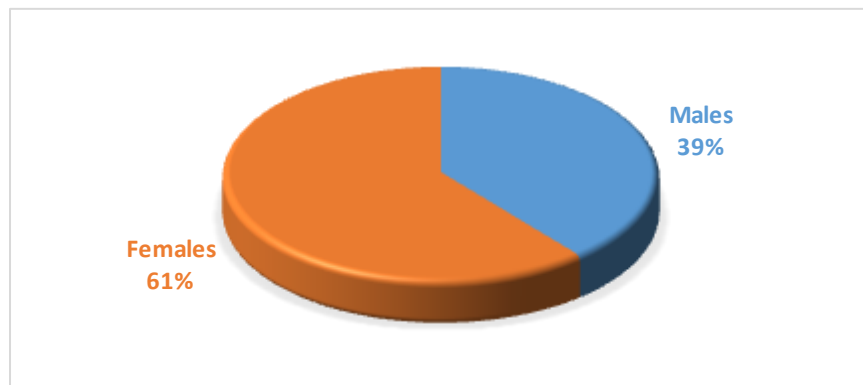
Figure 1: Student's gender.

The results obtained in this table is about 60.99 %"female", on the other hand, 39% are "male". As a result, the majority of participants are females.

Table 1. Age

Option	Number	%
Less 18	0	0
19 _30	115	88,46
More	15	11,53

115participants are aged between "20-30" however, the rest of the sample 0% were "under 18" and "more than 30".

Table 2. Number of English Classes per Week

| Option	Number	%
Two classes	0	0
Three to eight classes	130	100
More than eight	0	0

The results on Table.3 showed that 100% that all students have more than three English classes a week.

2.4.2. Description of Student Questionnaire

2.4.2.1Self-awareness

Q 1 : My teachers are aware of their emotional state while teaching.

Response	1st L	Percentage	2nd L	Percentage
Always	35	**50 %**	30	**50 %**
Often	15	**21,42 %**	17	**28,33 %**
Sometimes	10	**14,28 %**	10	**16,66 %**
Rarely	7	**10 %**	3	**5 %**
Never	3	**4,28 %**	0	**0 %**
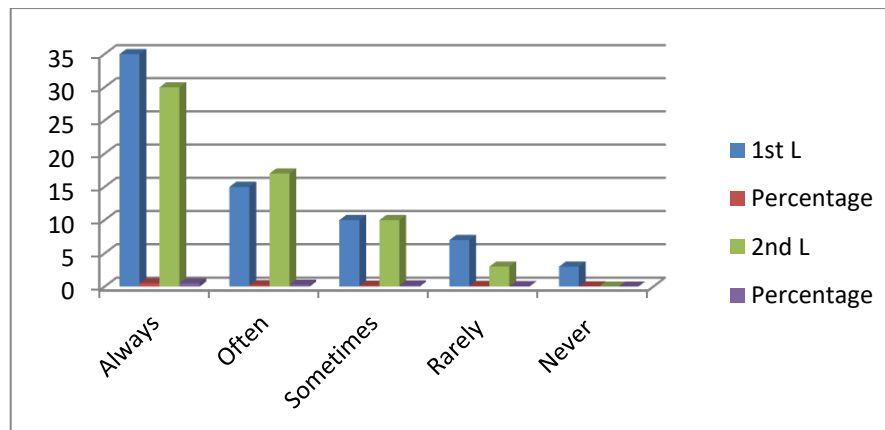
Figure 2: teacher emotional awareness while teaching.

The responses to the question "My teachers are aware of their emotional state while teaching" reveal that the majority of both first-year and second-year students perceive their teachers as emotionally self-aware. Specifically, 71.4% of first-year students and 78.3% of second-year students selected "Always" or "Often," indicating a generally positive assessment of teachers' emotional awareness in the classroom. This suggests that students recognize their teachers' ability to understand and regulate their emotions during instruction, contributing to a stable and supportive learning environment. The more consistent and favorable responses from second-year students—none of whom chose "Never" and only a small number selecting "Rarely"—may reflect either increased familiarity with their instructors or improved

emotional regulation among teachers over time. In contrast, the slightly more varied responses from first-year students might indicate less exposure to teaching styles or higher sensitivity to emotional cues. Overall, the data suggest that emotional self-awareness is a recognized strength among teachers in the English Department at Ghardaia University, although a small margin of responses implies room for further development in emotional consistency and clarity, particularly for students new to the academic setting.

Q2 :My teachers show emotional consistency during lessons.

Response	1st L	Percentage	2nd L	Percentage
Always	40	**57,14 %**	37	**61,66 %**
Often	13	**18,57 %**	15	**25 %**
Sometimes	9	**12,85 %**	3	**5 %**
Rarely	7	**10 %**	2	**3,33 %**
Never	1	**1,42 %**	3	**5 %**
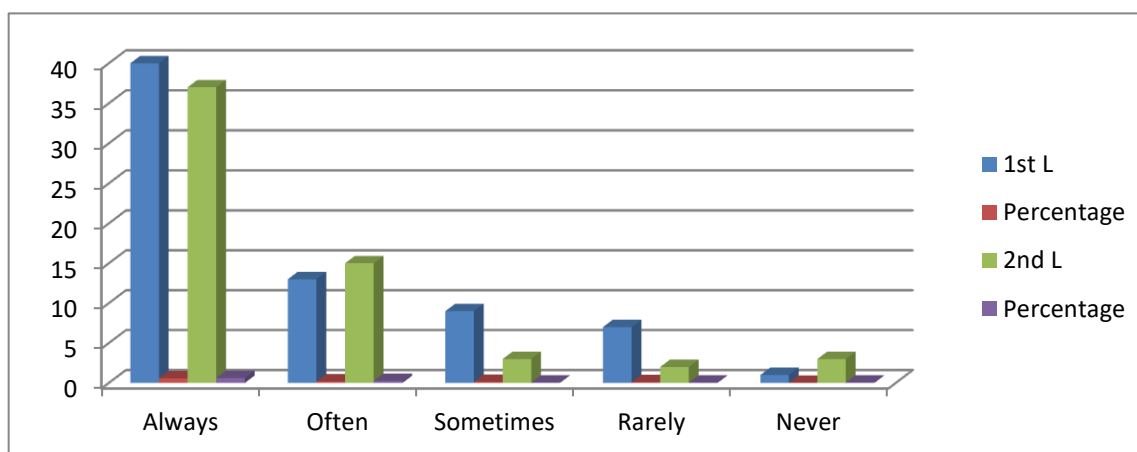
Figure 3: teacher emotional consistency in lessons.

The analysis of the question "My teachers show emotional consistency during lessons" reveals that the majority of students perceive their teachers as emotionally stable and balanced during instruction. Among first-year students, 57.1% responded with "Always" and 18.6% with "Often," totalling 75.7% who see teachers as emotionally consistent. Similarly, 61.7% of second-year students selected "Always" and 25% selected "Often," showing an even higher level of agreement (86.7%). This suggests that emotional consistency is a noticeable strength

among English department teachers at Ghardaia University. Emotional consistency is essential for creating a supportive and predictable classroom environment. However, a small minority of students—particularly three second-year respondents who chose "Never"—indicate that not all classroom experiences reflect this strength. These few negative perceptions may point to isolated incidents or specific teaching styles that vary from the norm. Overall, the data indicate a strong foundation of emotional stability among teachers, with room for improvement in ensuring that this consistency is maintained across all student interactions and classroom contexts.

Q3 :My teachers acknowledge when their emotions negatively influence their behavior.

Response	1st L	Percentage	2nd L	Percentage
Always	50	**71,42 %**	45	**75 %**
Often	12	**17,14 %**	10	**16,66 %**
Sometimes	8	**11,42 %**	7	**11,66 %**
Rarely	0	**0 %**	3	**5 %**
Never	0	**0 %**	0	**0 %**
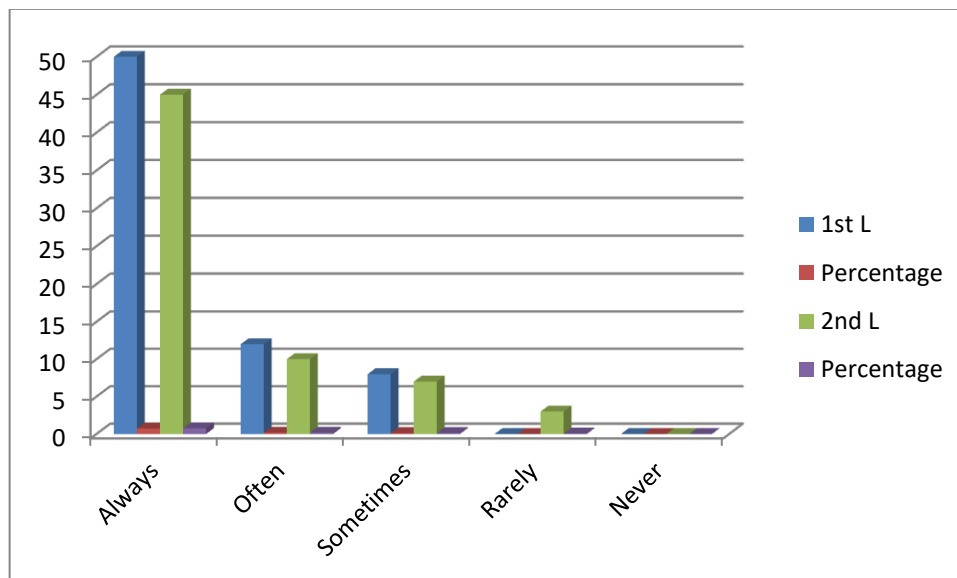
Figure 4: teachers recognize emotional impact on behavior

The responses to the question "My teachers acknowledge when their emotions negatively influence their behaviour" reveal an important insight into teachers' emotional self-awareness and accountability. Among first-year students, 77.2% selected "Always" or "Often," showing a generally positive view, although the relatively low percentage for

"Always" (42.9%) suggests some uncertainty or inconsistency. In contrast, second-year students show much stronger agreement, with 84.6% choosing "Always" or "Often," and a notably high 69.2% selecting "Always." This suggests that second-year students more clearly observe their teachers recognizing and possibly addressing the impact of their emotions on their behavior. The complete absence of "Never" responses in both groups is a positive indicator, suggesting that all students see at least some degree of emotional reflection in their teachers. Overall, these results indicate a developing strength among teachers in acknowledging when their emotions influence their conduct, with second-year students perceiving this trait more strongly—possibly due to more established relationships with instructors or greater teacher maturity in later levels.

2.4.2.2 Self- Regulation

Q1 : My teachers remain calm during a tense or difficult moments in class.

Response	1st L	Percentage	2nd L	Percentage
Always	38	**54,28 %**	33	**55 %**
Often	20	**28,57 %**	17	**28,33 %**
Sometimes	6	**8 ,57 %**	9	**15 %**
Rarely	4	**5,71 %**	0	**0 %**
Never	2	**2,85 %**	1	**1,66 %**
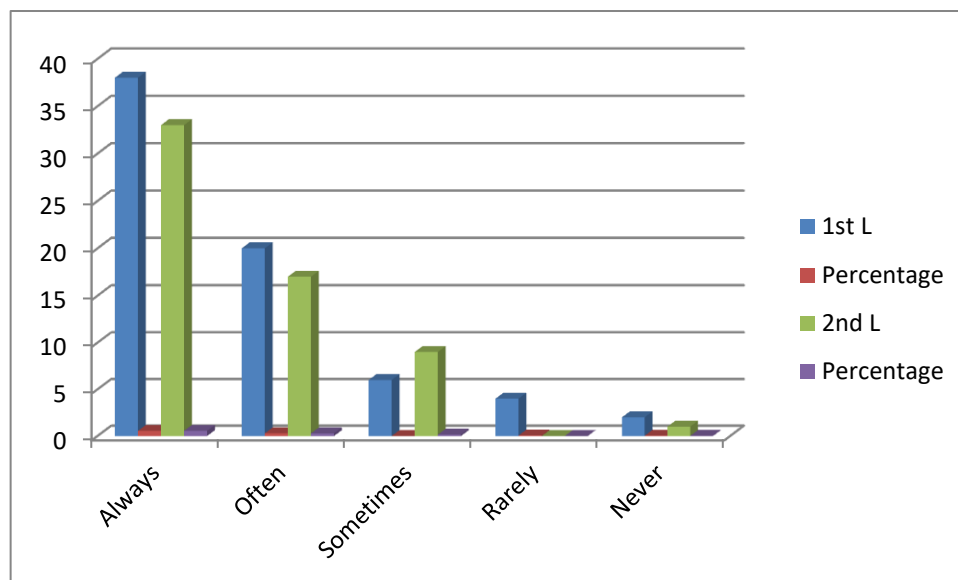
Figure 5: teacher calmness in difficult situations.

The responses to the statement "My teachers remain calm during tense or difficult moments in class" highlight a strong perception of emotional self-regulation among teachers. In both student groups, more than half selected "Always" (54.3% of first-years and 55% of second-years), with nearly a third in each group choosing "Often" (28.6% and 28.3%, respectively). These high percentages (over 80% in both cases) suggest that the majority of students view their teachers as capable of maintaining composure under pressure—an essential aspect of emotional intelligence that contributes to classroom stability, especially during challenging situations. Notably, the second-year group had zero "Rarely" responses and only one "Never," indicating an even more favorable view of their teachers' calmness.

The slightly higher "Sometimes" response from second-years (15%) may reflect increased exposure to varied classroom dynamics, but overall, both sets of responses affirm that teachers at the English Department of Ghardaia University generally manage stress effectively. This ability to stay composed likely enhances students' sense of psychological safety and trust in the learning environment.

Q2: My teachers handle student questions and criticisms without becoming defensive.

Response	1st L	Percentage	2nd L	Percentage
Always	53	**75,71 %**	41	**68,33 %**
Often	7	**10 %**	9	**15 %**
Sometimes	7	**10 %**	8	**13,33 %**
Rarely	3	**4,28 %**	2	**3,33 %**
Never	0	**0 %**	0	**0 %**
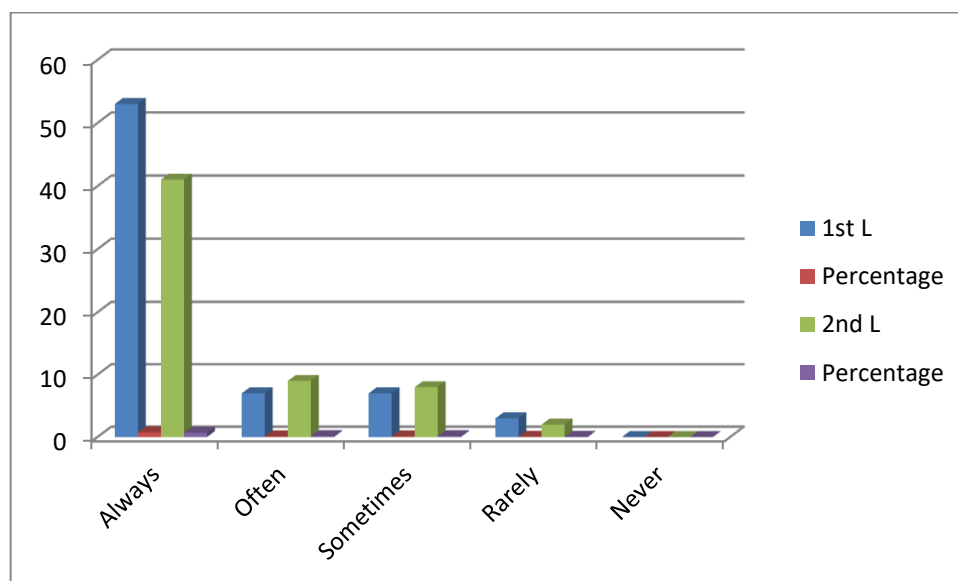
Figure 6: Handling Student Questions Without Defensiveness

The responses to the question "My teacher handles students' questions and criticism without becoming defensive" show that both first-year and second-year students generally perceive their teachers as handling criticism in a calm and professional manner. For first-year students, the majority, around 76%, responded that their teacher always manages criticism without becoming defensive, with only a small percentage (about 4%) indicating that this happens rarely. Similarly, in the second-year group, about 68% felt their teacher always handled criticism well, with a slightly higher percentage (15%) indicating "often." While both

groups show strong positive perceptions, there is a slight decrease in the percentage of second-year students who responded "always" compared to first-year students, which could suggest a more critical or discerning view as students advance. Overall, the results indicate that self-regulation in terms of handling criticism is highly valued and perceived positively by both groups, but second-year students might be more selective in their evaluations.

Q3 :My teachers separate personal feelings from their professional responsibilities.

Response	1st L	Percentage	2nd L	Percentage
Always	44	**62,85 %**	37	**61,66 %**
Often	10	**14,28 %**	13	**21,66 %**
Sometimes	5	**7,14 %**	9	**15 %**
Rarely	4	**5,71 %**	2	**3,33 %**
Never	7	**10 %**	1	**1,66 %**
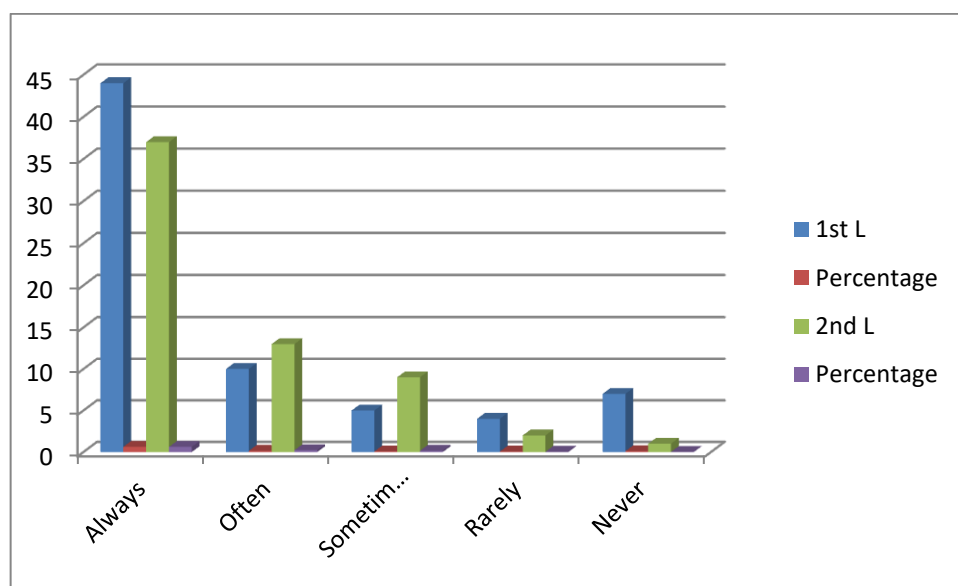
Figure 7: Separating Personal Feelings from Responsibilities

The responses to the question "My teachers separate personal feelings from their professional responsibilities" reveal a generally positive perception among both first-year and second-year students, though with some noteworthy differences. Among first-year students, about 63% believe their teachers always maintain a clear boundary between personal emotions and professional duties. However, 10% responded with "never," and around 6% with "rarely," indicating a minority who perceive a lack of emotional detachment in some

cases. In contrast, second-year students show a more favorable overall perception, with approximately 62% answering "always" and only around 2% choosing "never." The lower percentage of negative responses among second-year students suggests an improvement in teacher-student dynamics as students' progress or a greater tolerance or understanding from more experienced learners. The data implies that while most students recognize emotional self-regulation in their teachers, some first-year students may still feel that personal biases occasionally influence teachers' professional behavior. This could reflect transitional challenges in the early stages of university or the need for certain teachers to demonstrate more consistent professional detachment.

2.4.2.3. Motivation

Q1 :My teachers show strong enthusiasm for teaching.

Response	1st L	Percentage	2nd L	Percentage
Always	44	**62,85 %**	23	**38,33 %**
Often	16	**22,85 %**	17	**28,33 %**
Sometimes	6	**8 ,57 %**	11	**18,33 %**
Rarely	0	**0 %**	5	**8,33 %**
Never	4	**5,71 %**	4	**6,66 %**
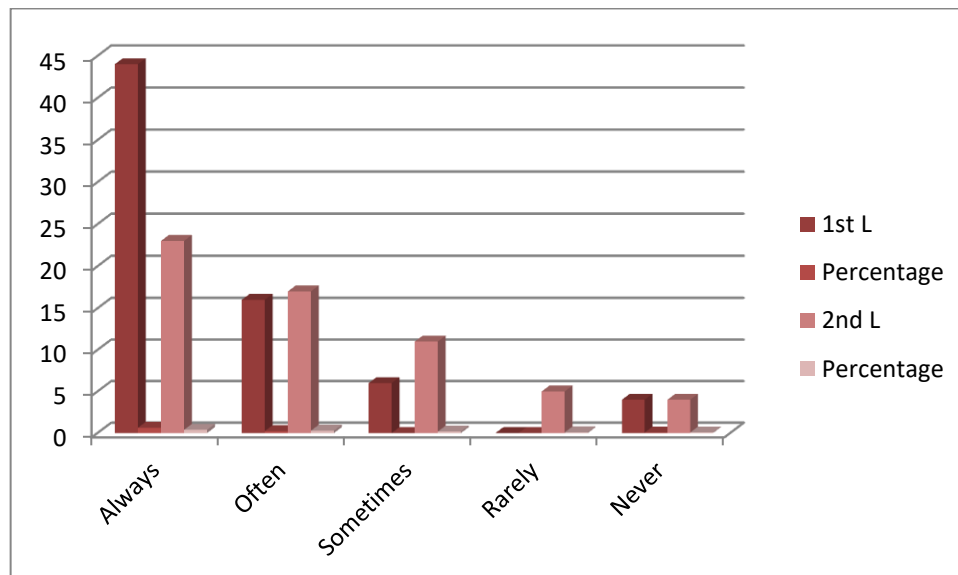
Figure 8: teacher enthusiasm for teaching

The responses to the statement "My teachers show strong enthusiasm for teaching" highlight a clear difference in perception between first-year and second-year students. Among first-year students, approximately 63% responded with "always," 23% with "often," and only 6% with "sometimes," while none chose "rarely" and about 6% selected "never." This indicates a strong perception of teacher motivation and passion for teaching among newcomers to the program. In contrast, second-year students showed a more mixed view: only about 38% selected "always," 28% said "often," and 18% chose "sometimes," while around 8% selected "rarely" and another 8% chose "never." This shift suggests that second-year students perceive a noticeable drop in teacher enthusiasm compared to their first year. The reasons behind this could include increased academic challenges, more critical attitudes

developed over time, or possibly inconsistencies in teacher motivation. Overall, while the data reflects a generally positive view of teacher enthusiasm, especially among first-year students, the less favourable responses from second-year students might signal areas where teacher engagement could be more consistent or visible to maintain student motivation over time.

Q2 :My teachers continue to engage with students even when participation is low.

Response	1st L	Percentage	2nd L	Percentage
Always	50	**71,42 %**	39	**65 %**
Often	20	**28,57 %**	11	**18,33 %**
Sometimes	6	**8 ,57 %**	9	**11,66 %**
Rarely	4	**5,71 %**	1	**1,66 %**
Never	0	**0 %**	0	**0 %**
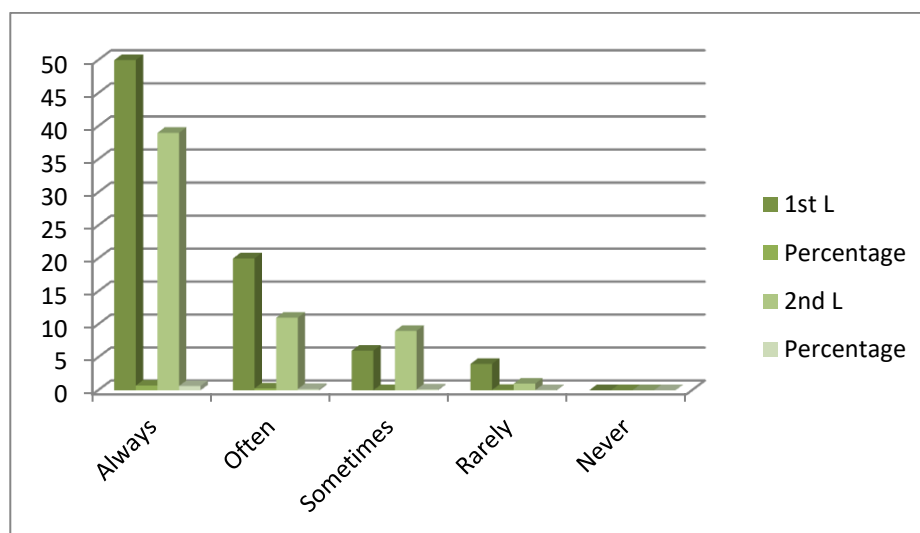
Figure 9: Teacher Engagement Despite Low Participation

The responses to the statement "My teachers continue to engage with the students even when participation is low" reflect a strong perception of teacher motivation and persistence from both first- and second-year students. Among first-year students, about 71% answered "always," 29% said "often," and roughly 9% selected "sometimes," with only around 6% choosing "rarely" and none choosing "never." This shows that a majority of students feel their teachers remain committed and proactive, even when student participation is lacking. Similarly, among second-year students, approximately 65% responded with "always," 18% with "often," 15% with "sometimes," and just 2% with "rarely," again with no one choosing "never." While the results are highly positive in both groups, the slightly lower percentage of

"always" responses among second-year students may suggest either a more critical perspective with academic maturity or variation in teacher behavior over time. Overall, the data strongly suggests that teachers are perceived as motivated and consistent in their efforts to engage students, even in less responsive classroom environments, which is a crucial indicator of emotional intelligence and professional commitment.

Q3 :My teachers encourage students to keep going when facing academic challenges.

Response	1st L	Percentage	2nd L	Percentage
Always	43	61,42 %	37	61,66 %
Often	17	24,28 %	17	28,33 %
Sometimes	10	14 ,28 %	4	6,66 %
Rarely	0	0 %	2	3,33 %
Never	0	0 %	0	0 %
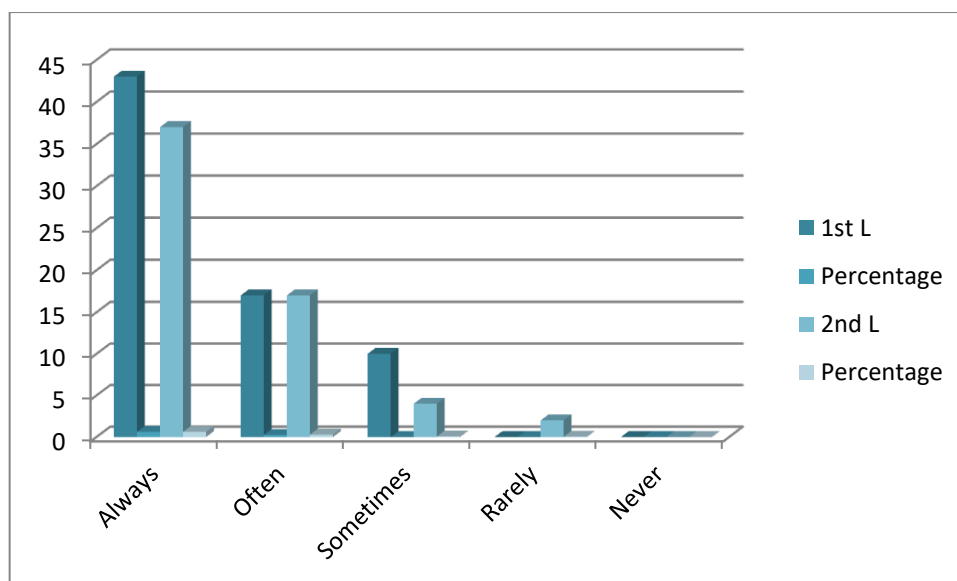
Figure 10: Encouraging Students Through Challenges

The responses to the statement "My teachers encourage students to keep going when facing academic challenges" reveal a very strong and positive perception of teacher motivation and support among both first- and second-year students. For first-year students, about 61% responded with "always," 24% with "often," and 14% with "sometimes," while none chose "rarely" or "never." This suggests that nearly all first-year students feel consistently supported by their teachers during academic difficulties. Among second-year students, around 62% selected "always," 28% "often," and just 7% "sometimes," with only

3% choosing "rarely" and none choosing "never." These high percentages of "always" and "often" in both groups indicate that students widely recognize their teachers as sources of encouragement and persistence, especially when challenges arise. The slight increase in "rarely" among second-year students might reflect isolated experiences or more critical observation, but overall, the data reflects a strong level of teacher motivation and emotional investment in student success, which is a key component of emotionally intelligent teaching.

2.4.2.4 . Empathy

Q 1 :My teachers notice when students are emotionally distressed.

Response	1ˢᵗ L	**Percentage**	2ⁿᵈ L	Percentage
Always	**17**	**24,28 %**	3	**5 %**
Often	**12**	**17,14 %**	5	**8,33 %**
Sometimes	**30**	**42,45 %**	37	**61,66 %**
Rarely	**11**	**15,71 %**	10	**16,66 %**
Never	**0**	**0 %**	5	**8,33 %**
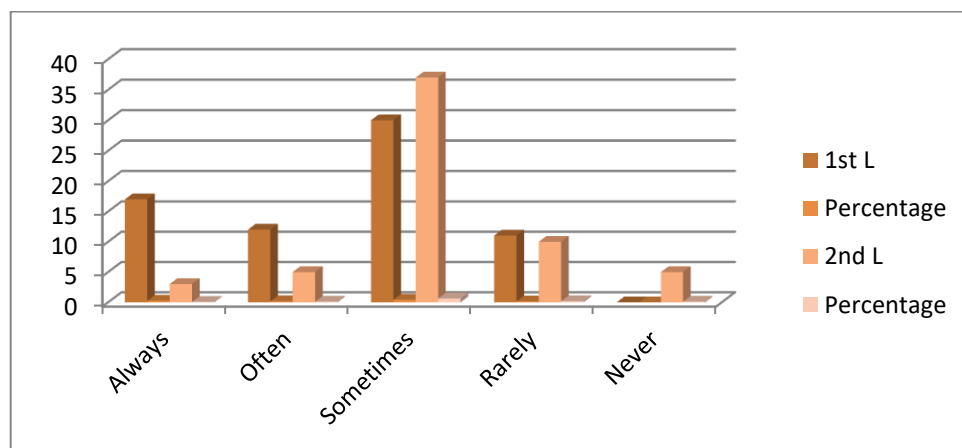
Figure 11: Teacher Notices Student Emotional Distress

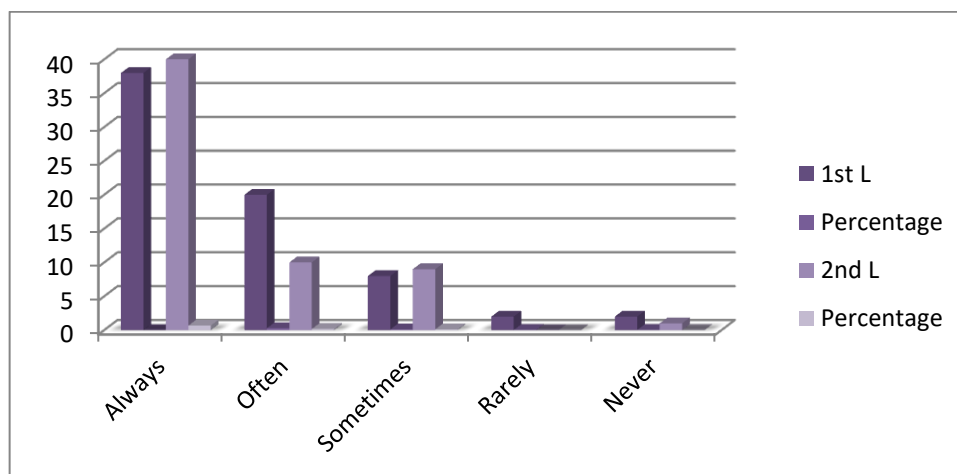The responses to the statement "My teachers notice when students are emotionally distressed" reveal a noticeable gap in students' perception of teacher empathy, particularly when comparing first-year and second-year students. Among first-year students, about 24% responded with "always," 17% with "often," and 19% with "sometimes," while around 16% chose "rarely" and none chose "never." This indicates that although a portion of students perceive their teachers as emotionally aware, the majority either feel it happens only occasionally or not often enough. The second-year responses present a more critical view: only 5% said "always," 8% "often," and a significant 62% selected "sometimes," with 17% saying "rarely" and 8% "never." These figures suggest that most second-year students do not feel strongly that their teachers recognize signs of emotional distress, and a noticeable portion feel that this awareness is lacking altogether. This trend may indicate that, while some teachers demonstrate empathy, it is neither consistent nor widespread. As empathy is a core

element of emotional intelligence, the results highlight a need for greater sensitivity to students' emotional states, particularly as they advance through their academic journey.

Q2: My teachers listen and respond with understanding when a student is struggling.

| Response	1st L	Percentage	2nd L	Percentage
Always	38	**54 ,28 %**	40	**66,66 %**
Often	20	**28,57 %**	10	**16,66 %**
Sometimes	8	**11,42 %**	9	**11,66 %**
Rarely	2	**2,85 %**	0	**0 %**
Never	2	**2,85 %**	1	**1,66 %**

Figure 12: Teacher Listens and Understands Struggling Students

The responses to the statement "My teachers listen and respond with understanding when a student is struggling" reflect a generally positive perception of teacher empathy, with some differences between the two cohorts. Among first-year students, approximately 54% responded with "always," 29% with "often," and 11% with "sometimes," while only about 3% chose "rarely" and another 3% "never." This suggests that the majority of first-year students feel their teachers are attentive and compassionate when they face difficulties, though a small minority feel otherwise. In contrast, the second-year group shows an even more favourable perception: around 67% selected "always," 17% "often," and 15% "sometimes," with only about 2% choosing "never" and none selecting "rarely." The high percentage of "always" responses among second-year students may reflect either more emotionally responsive teachers in later years or improved teacher-student relationships over time. Overall, these results indicate that many teachers demonstrate key empathetic behaviors—especially active

listening and emotional support—though there is still room for growth, particularly in making this support more consistent across all year levels.

Q3 : My teachers adapt many approaches when students are anxious.

| Response	1st L	Percentage	2nd L	Percentage
Always	10	14,28 %	8	13,33 %
Often	4	5,71 %	2	3,33 %
Sometimes	16	22,85 %	10	16,66 %
Rarely	30	42,85%	20	33,33 %
Never	10	14,28 %	20	33,33 %
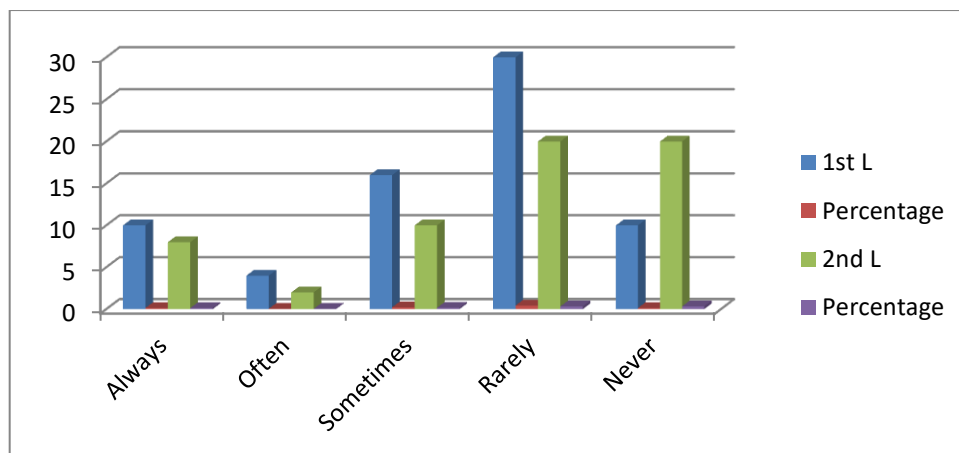
Figure 13: Teacher Adjusts Approach for Overwhelmed Students

The responses to the statement "My teachers adopt many approaches when students are unresponsive" indicate a generally low perception of teacher empathy and adaptability in such situations. Among first-year students, only about 14% said "always," 6% said "often," and 23% said "sometimes," while a large proportion—43%—responded with "rarely" and 14% with "never." This means that over half of the first-year students do not feel that their teachers actively change their methods when students are unresponsive. The situation appears more critical among second-year students, where only around 13% chose "always" or "often," 17% selected "sometimes," and a striking 66% answered "rarely" or "never." These percentages suggest that most students feel their teachers do not make enough effort to re-engage them when participation or attention drops. This points to a significant weakness in empathetic teaching practices, as emotional intelligence involves not only recognizing disengagement but also adjusting teaching strategies to meet students' emotional and cognitive needs. The findings highlight the importance of developing more flexible, student-cantered approaches in the classroom.

2.4.2.5. Social Skills

Q1 : My teachers communicate clearly and respectfully with students

| Response	1st L	Percentage	2nd L	Percentage
Always	40	**57,14 %**	34	**56,66 %**
Often	20	**28,57%**	19	**28,33 %**
Sometimes	10	**14,28 %**	7	**11,66 %**
Rarely	0	**0 %**	0	**0 %**
Never	0	**0%**	0	**0 %**
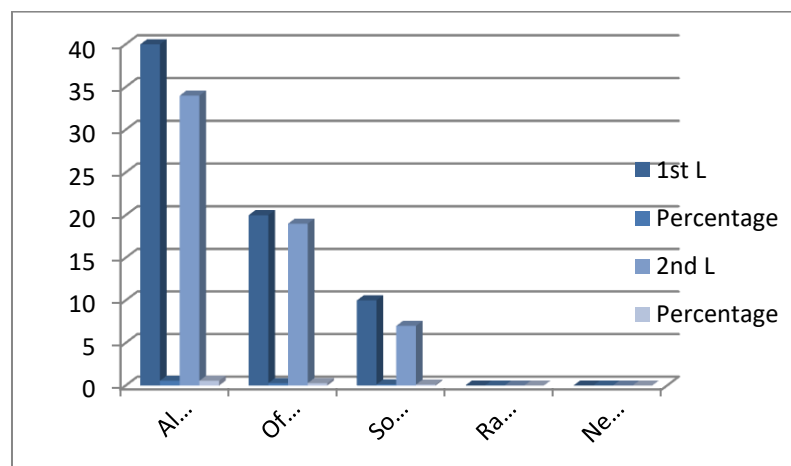
Figure 14: Clear and Respectful Communication with Students

The responses to the statement "My teachers communicate clearly and respectfully with students" show a highly positive perception of teachers' social skills among both first-year and second-year students. Among first-year students, approximately 57% answered "always," 29% said "often," and 14% responded with "sometimes," while none selected "rarely" or "never." This suggests that all first-year respondents believe their teachers consistently or at least occasionally maintain clear and respectful communication. Similarly, among second-year students, about 57% also answered "always," 32% chose "often," and around 11% selected "sometimes," again with no responses for "rarely" or "never." These results reflect a strong and consistent recognition of positive teacher-student interaction across both levels. The absence of negative responses indicates that respectful and effective communication is a well-established and valued practice in the English department, contributing to a supportive and emotionally intelligent learning environment.

**Q 2 : My teachers build a respectful and encouraging learning environment.**

Response	1st L	Percentage	2nd L	Percentage
Always	42	60 %	40	66,66 %
Often	23	32,85 %	17	28,33 %
Sometimes	3	4,28 %	3	5 %
Rarely	0	0 %	0	0 %
Never	2	2,85 %	0	0 %
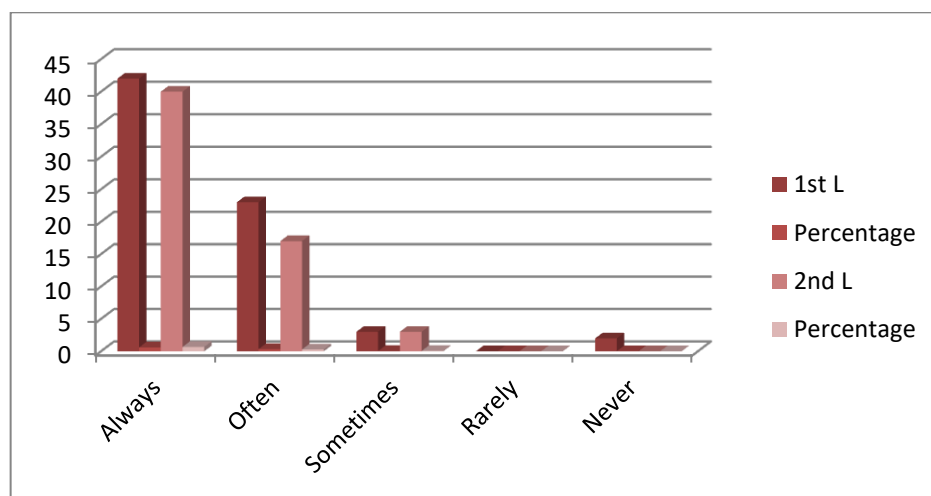
Figure 15: Building a Respectful Learning Environment

The responses to the statement "My teachers build a respectful and encouraging learning environment" reflect a very strong perception of positive social skills among the teachers. Among first-year students, approximately 60% answered "always," 33% said "often," and 4% chose "sometimes," while only about 3% selected "never" and none chose "rarely." This shows that the vast majority of students feel their learning environment is consistently respectful and uplifting. The second-year students responded even more positively, with around 67% selecting "always," 28% "often," and just 5% "sometimes," with no students choosing "rarely" or "never." These results clearly indicate that most students, across both levels, perceive their teachers as fostering a classroom atmosphere grounded in respect, support, and encouragement—essential elements of emotional intelligence and healthy teacher-student relationships. The consistency and strength of these responses suggest that social skills are a well-developed aspect of teaching practice within the department.

Q 3 : My teachers interact with students in a way that makes them feel valued.

Response	1st L	Percentage	2nd L	Percentage
Always	31	**44,28 %**	30	**50 %**
Often	29	**41,42 %**	19	**28,33 %**
Sometimes	4	**5,71 %**	10	**16,66 %**
Rarely	4	**5,71%**	0	**0 %**
Never	2	**2,85 %**	1	**1,66 %**
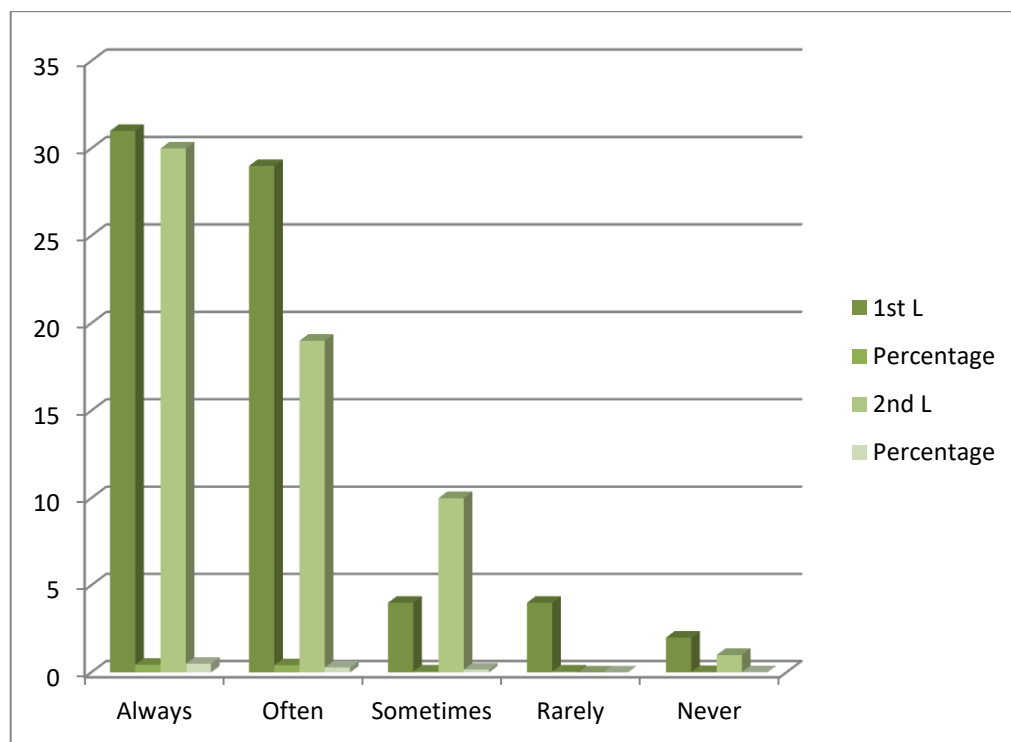
Figure 16: Teacher Interest in Student Well-Being

The responses to the statement "My teachers interact with the students in a way that makes them feel valued" indicate a generally positive perception of teacher-student interactions, although there are slight differences between first-year and second-year students. Among first-year students, approximately 44% answered "always," 41% said "often," and 6% responded with "sometimes," while 6% chose "rarely" and 3% selected "never." This suggests that most first-year students feel valued by their teachers, though a small portion feels less acknowledged or appreciated. Among second-year students, about 45% answered "always," 32% said "often," and 15% chose "sometimes," with only about 2% selecting "rarely" and 1%

saying "never." The second-year responses are slightly more positive overall, especially with fewer students selecting "rarely" or "never." This suggests that as students progress through their academic journey, they may feel more confident in their relationship with their teachers or perceive more consistent efforts to make them feel respected and valued. Overall, the data reflects that a majority of students in both groups believe their teachers are making an effort to foster positive and respectful interactions, which is crucial for building trust and emotional engagement in the learning environment.

2.4.2.6. Perceived Impact on Student Performance

Q1 : I understand lessons better when my teacher shows emotional balance

Response	1st L	Percentage	2nd L	Percentage
Always	48	68,57%	40	66,66 %
Often	10	14,28 %	7	11,66 %
Sometimes	6	8,57 %	9	15 %
Rarely	4	5,71%	3	5 %
Never	2	2,85 %	1	1,66 %
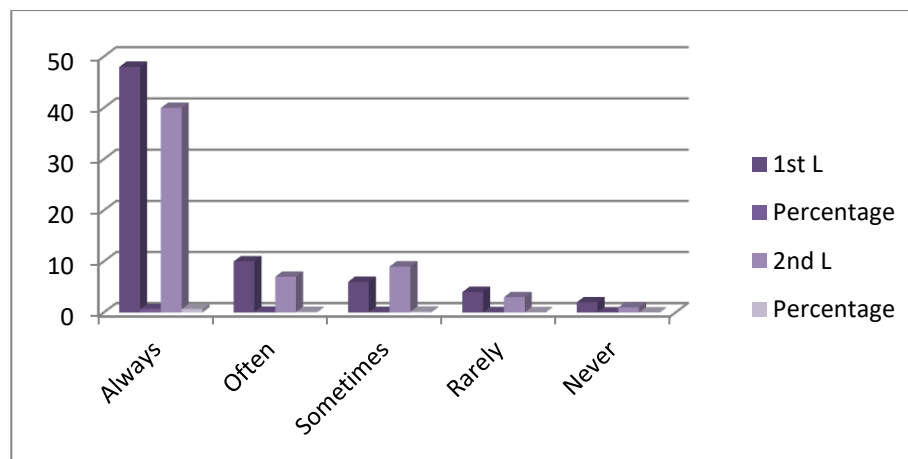
Figure 17: Emotional Balance Impact on Student Performance

For the first-year students, the responses show that 68.57% of them strongly agree (always) that emotional balance in the teacher enhances their understanding of lessons. 14.29% agree (often), 8.57% agree sometimes, 5.71% rarely, and 2.86% never. In the second-year group, 66.67% of students agreed (always) that emotional balance helps them understand lessons, while 11.67% agreed (often), 15% sometimes, 5% rarely, and 1.67% never.

This indicates that the majority of students in both groups believe that emotional balance in teachers positively impacts their ability to understand lessons, with a particularly strong emphasis on the "always" category. While second-year students show slightly more variation, the trend remains consistent: emotional balance is highly valued by most students as a factor influencing their learning experience.

Q2 : I feel more motivated to learn when my teacher shows empathy.

Response	1st L	Percentage	2nd L	Percentage
Always	**38**	**54,28 %**	**33**	**55 %**
Often	**20**	**28,57%**	**17**	**28,33 %**
Sometimes	**6**	**8,57 %**	**9**	**15 %**
Rarely	**4**	**5,71%**	**0**	**0 %**
Never	**2**	**2,85 %**	**1**	**1,66 %**
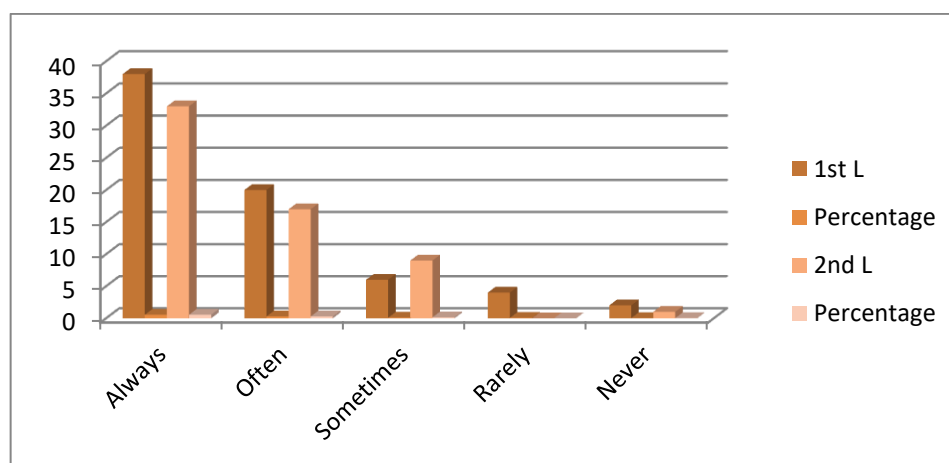
Figure 18: Student Motivation from Teacher Empathy

For the second question, 54.29% of first-year students said they always feel more motivated to learn when their teacher shows empathy, followed by 28.57% who said often, 8.57% sometimes, 5.71% rarely, and 2.86% never. Among second-year students, 55% responded always, 28.33% often, 15% sometimes, none said rarely, and only 1.67% said never.

This suggests that a strong majority in both year groups perceive teacher empathy as a significant motivational factor in their learning. The "always" and "often" responses make up over 80% in both groups, showing that students consistently associate empathetic teacher behaviour with higher motivation to engage in learning. The negligible "never" and "rarely" responses further emphasize the overall importance of emotional connection in the classroom.

Q3 : I perform better when my teacher creates a positive emotional atmosphere.

Response	1st L	Percentage	2nd L	Percentage
Always	50	71,42%	49	81,66%
Often	15	21,42%	6	10 %
Sometimes	5	7,14 %	4	6,66 %
Rarely	0	0%	0	0 %
Never	0	0 %	1	1,66 %
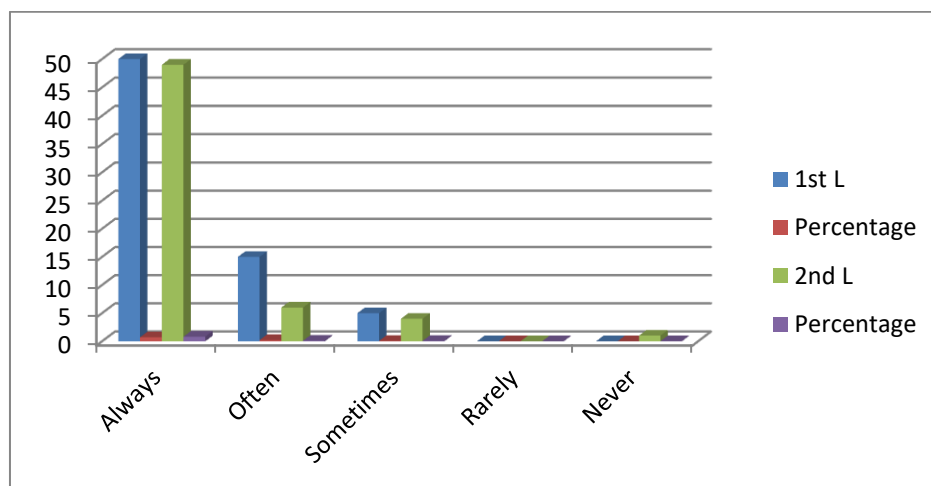
Figure 19: Positive Emotional Climate Boosts Student Performance

For the third question, 71.43% of first-year students stated they always perform better when their teacher creates a positive emotional atmosphere, 21.43% said often, and 7.14% said sometimes, with no responses for rarely or never. Among second-year students, 81.67% responded always, 10% often, 6.67% sometimes, 0% rarely, and only 1.67% said never.

These results clearly indicate that the vast majority of students, particularly second-year ones, strongly associate a positive emotional classroom atmosphere with improved academic performance. The absence or near-absence of negative responses underscores the importance of a supportive, emotionally encouraging environment in helping students thrive. It suggests that emotionally intelligent teaching practices not only enhance understanding and motivation but also directly contribute to better academic outcomes.

2.4.3. Teachers' Interview

Semi-structured interviews are considered the most profound means of collecting data. Since semi-structured interviews are flexible, they are appropriate for answering 'why' questions (Miles & Gilbert, 2005). For that reason, the final data collection tool used in this study was a semi-structured interview conducted with EFL teachers at the Department of English, University of Ghardaïa. The teachers interviewed have more than two years of teaching experience at the university level, allowing them to provide insightful perspectives on how emotional intelligence shapes their professional practices, particularly with first- and second-year License students.

2.4.3.1. Classroom Management

Teachers reported that they occasionally use humour or light-hearted interaction to create a relaxed and positive learning environment. This helps reduce student anxiety and builds rapport, while also maintaining professional boundaries to ensure discipline. First-year students, who are still adapting to university life, may at times exhibit inattentive behaviour, which requires emotionally intelligent responses. Rather than reacting with frustration, teachers stated that they consciously regulate their emotions, offering calm feedback.

2.4.3.2. Students' Motivation

The interviews revealed that teachers invest effort into motivating students by using a variety of instructional strategies that promote active engagement and meaningful learning. These include interactive tasks, real-world applications, and activities that address different learning preferences. When students show signs of frustration or disengagement, teachers aim to re-engage them through supportive communication and relevant, stimulating content. While praise is used to acknowledge students' efforts, it is done in a professional and constructive manner—such as verbal recognition, academic feedback, or encouragement of further inquiry—rather than offering extrinsic rewards. One teacher highlighted the use of warm-up activities like thought-provoking questions, short discussions, or media prompts to ease students into the lesson and enhance motivation. Special attention is also given to students who struggle, with teachers encouraging them to improve their performance for academic growth, rather than simply aiming for grades.

2.4.3.3. Teacher–Student Interaction

All participating teachers shared that they often encounter situations where students struggle to grasp certain English concepts or instructions. In response, they adapt their explanations, simplify

content, or use alternative examples to ensure understanding. Observations confirmed this emotionally intelligent approach. Teachers also demonstrated strong awareness of students' non-verbal communication, recognizing that body language often reflects confusion, discomfort, or engagement. For example, teachers noted that facial expressions such as furrowed brows or lack of eye contact may signal a need for clarification. This aligns with Ensari's (2017) findings on the role of body language in emotionally intelligent teaching. Overall, teachers described their relationships with students as respectful and supportive, fostering a safe environment where students feel encouraged to participate, ask questions, and take intellectual risks. While minor classroom misbehaviour is often overlooked after a remark, repeated disrespect is addressed through appropriate disciplinary measures.

2.5 Discussion of finding

The findings of this study confirm the hypotheses that emotional intelligence has a significant positive impact on the performance of university teachers at the Department of English Language, University of Ghardaïa. The results demonstrate a strong correlation between emotional intelligence and teaching effectiveness, indicating that teachers with higher emotional intelligence tend to exhibit better classroom management, more effective communication, and stronger relationships with their students.

Moreover, the study reveals that emotional intelligence has a substantial positive impact on teacher performance, suggesting that educators with high emotional intelligence are better equipped to handle the demands of teaching and provide high-quality instruction. This finding underscores the importance of emotional intelligence in teaching and highlights its potential as a key factor in determining teacher success.

Notably, the study also found that teachers with high emotional intelligence tend to exhibit lower levels of violent behaviour, such as verbal aggression or physical intimidation, in the classroom. This finding suggests that emotional intelligence not only enhances teaching effectiveness but also promotes a more positive and supportive learning environment.

The confirmation of our hypotheses underscores the significance of emotional intelligence in teaching and learning. The findings of this study have important implications for teacher training and development programs, highlighting the need to incorporate emotional intelligence training to enhance teaching effectiveness and promote a positive academic culture.

Overall, this study provides compelling evidence of the critical role emotional intelligence plays in shaping teacher performance and promoting a supportive learning environment. The findings offer valuable insights for educators, policymakers, and institutional leaders seeking to enhance teaching quality and promote academic excellence.

2.6. Implications and Recommendations

Suggestions for future research could include expanding the study to include a larger and more diverse sample of Universities and teachers, as well as conducting the study in multiple regions of Algeria to increase the generalizability of the findings. Future research could investigate the impact of emotional intelligence on "gender" both male and female teachers. The research could be a starting point for future studies exploring the relationship between emotional intelligence and teaching performance. Other researchers could build upon the findings by examining how emotional intelligence impacts other aspects of teaching, such as student engagement or academic achievement. Additionally, future studies could explore how emotional intelligence varies across different cultures and contexts Future research could also explore the impact of emotional intelligence training on teacher retention and student achievement over a longer period of time. Furthermore, future studies could use more objective measures of emotional intelligence such as behavioural assessments to supplement self-report measures. Finally, For the purpose of comparison, similar research studies could be conducted to gain information about the emotional intelligence of teachers in universities outside Algeria. By conducting research in both inside and outside universities, we can gain a better understanding of the similarities and differences in emotional intelligence between teachers in different settings. This will create an atmosphere of healthy competition between Algerian and and foreign universities , encouraging them to invest in the development of their teachers' emotional intelligence. Additionally, by conducting research in both sectors, we can identify best practices and strategies for developing emotional intelligence in teachers, which can be shared across institutions to improve the quality of education for all students. Overall, this approach can lead to significant improvements in the quality of education and contribute to the development of teachers' emotional intelligence skills.

In summary, while the study provides valuable insights into the relationship between emotional intelligence and teacher performance in Algerian EFL university teachers , several limitations should be considered. Future research could address these limitations and further explore the impact of emotional intelligence on teacher performance.

2.7. Limitations

Limitations of the study include the small sample size, potential for self-report bias in the questionnaires and interviews (self-report bias in the questionnaires, Students may not be honest in their answers on the questionnaires due to a range of factors, including social desirability bias, fear of retribution, or a desire to please the teacher. This could affect the accuracy of the data collected and could lead to inaccurate conclusions being drawn about the impact of emotional intelligence on teacher performance. The fact that the study was only conducted in two levels in the English Language Department and the observation was done with only 4 teachers only .which may not be representative of all Algerian EFL middle schools.

Another limitation of the study is that the time frame for data collection was relatively short, which may have impacted the accuracy and completeness of the findings. The short time frame may have limited the ability of the researchers to collect sufficient data and fully explore the impact of emotional intelligence on teacher performance.

Furthermore, the study was conducted in the Second semester in which students were busy by the end of the academic year compared to semester; this may affect the research results..

Conclusion

The main objective of this chapter is to answer the research questions and to test the validity of the hypothesis. Teachers know how to behave in certain situation but sometimes it is challenging them to build a good relationship with their students or even create the productive atmosphere inside classes. The obtained findings revealed that teachers with higher emotional intelligence have a satisfying performance which means that the hypothesis have been tested and confirmed. This is also indicated that there is a strong correlation between teachers' emotional intelligence and performance.

General Conclusion

General Conclusion

The present study attempted to highlight the importance of teachers' emotional intelligence on their job performance. The study showed that emotional intelligence plays a crucial role on teachers' performance. It is a skill that every teacher should acquire.

In this study, we used a mixed-methods approach to investigate the relationship between emotional intelligence and teacher performance. We conducted interviews, classroom observations, and administered questionnaires to gather data from both teachers and students in two different levels, first and second year license English language students at the English Language Department University of Ghardaia.

The findings showed that emotional intelligence is positively correlated with teacher performance. Teachers who demonstrated higher levels of emotional intelligence were better able to manage their own emotions and respond effectively to the emotions of their students. This led to a more positive classroom environment, improved student-teacher relationships, and increased academic performance.

In addition, the interviews and questionnaires revealed that teachers who had received training in emotional intelligence reported feeling more confident in their ability to manage their own emotions and respond to the emotions of their students. These teachers also reported feeling more satisfied with their job and motivated to continue teaching.

During classroom observations, we noted that one teacher was more effective at remaining calm and composed during stressful situations, while the other teacher tended to become more visibly emotional. This observation suggested that the first teacher was better able to manage their own emotions in a way that was beneficial for both themselves and their students.

Overall, our findings suggest that while both teachers had high levels of emotional intelligence, there were differences in their ability to manage their own emotions. These differences may have had an impact on their overall performance as teachers and on the academic success of their students. Therefore, it is important for teachers and prospective teachers to develop their emotional intelligence capacity in

order to improve their self-esteem, confidence, and effectiveness in the classroom. It is important for teachers to develop their EI skills by seeking out training in order to improve their teaching practices, create a positive and respectful learning environment for their students that makes them feel comfortable during lectures. The study provided empirical evidence to support the idea that emotional intelligence is essential for teaching, and that teachers need to possess the appropriate emotional intelligence competencies in order to achieve higher performance in the classroom.

الملخص

تهدف هذه الدراسة الى البحث في تأثير الذكاء العاطفي (EI) على أداء أساتذة الجامعات الذين يدرسون اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية بجامعة غرداية. وتهدف إلى استكشاف العلاقة بين الذكاء العاطفي والأداء التدريسي. تفترض الدراسة أن المعلمين الذين يتمتعون بذكاء عاطفي أعلى يُظهرون قدرة أكبر على التكيف ومهارات تواصل أفضل ونقلًا معززًا للمعرفة مقارنةً بمن لديهم ذكاء عاطفي أقل. لاختبار هذه الفرضية، تم اعتماد منهج بحث وصفي، باستخدام ثلاث أدوات لجمع البيانات: ملاحظات الفصل الدراسي، واستبيان أُجري على 130 طالب من طلاب السنة الأولى والثانية ليسانس في اللغة الإنجليزية ، ومقابلات أجريت مع 4 أساتذة جامعيين يدرسون اللغة الإنجليزية كلغة أجنبية. تكشف النتائج عن وجود علاقة قوية بين الذكاء العاطفي والأداء التدريسي، مما يسلط الضوء على أن المعلمين الذين يتمتعون بذكاء عاطفي أعلى يخلقون بيئات تعليمية أكثر جاذبية، ويظهرون مهارات أفضل في إدارة الفصل الدراسي، ويعززون تجارب تعلم الطلاب. تؤكد هذه النتائج على أهمية دمج تدريب الذكاء العاطفي في برامج التطوير المهني لمعلمي الجامعات.

الكلمات المفتاحية: الذكاء العاطفي، الأداء التدريسي، مدرسو اللغة الإنجليزية كلغة أجنبية في الجامعات، التعليم العالي.

Appendix

Appendix

Observation Checklist

Teacher Name: Number of Students:

Level:

Group: Date:

Session:

Effective Classroom Management:

1. Teacher creates the positive climate and motivated atmosphere

   o Yes

   o No

2. Teacher motivates students to learn

   o Yes

   o No

3. Teacher is good at problem solving

Students' Motivation:

1. Control him/herself and know how to react in negative situations (stress, anger)

   Strength   Average   weakness

2. Know how to deal with students in stressful situation

   Strength   Average   weakness

3. Know how to adapt in any situation

   Strength   Average   weakness

4. Teacher encourages students to do better.

   Strength   Average   weakness

5. Teacher acknowledge students' efforts.

Strength   Average   weakness

6. Teacher is patient with low learners.

Strength   Average   weakness

7. Teacher uses different tasks.

Strength   Average   weakness

Teacher-Student Interaction:

1. Teacher uses humor and laugher.

Strength   Average   weakness

2. Staying focused the whole session.

Strength   Average   weakness

3. Build a good relationship with students.

Strength   Average   weakness

4. Teacher uses good non-verbal communication "Body language".

Strength   Average   weakness

5. Teacher knows how to deal with misbehavior.

Strength   Average   weakness

Students' Questionnaire

The following questionnaire is designed in order to collect data for a research work. It aims at investigating the impact of EFL university teachers' emotional intelligence on their teaching performance. You are kindly requested to answer the following questions. Please, select the most appropriate answer and provide a complete statement whenever necessary.

Thank you in advance for your collaboration.

1.   Age:

- Less than 18

- Between 19_30

- More than 30

2.   Gender:

- Male

- Female

3.   How many times do you attend English class a week?

- Two to three times a week

- Three to eight

- More than eight time a week

EI components	Questions	Always	Often	Sometimes	Rarely	Never
A. Self-Awareness	1. My teachers are aware of their emotional state while teaching.					
	2. My teachers show emotional consistency during lessons.					
	3. My teachers acknowledge when their emotions negatively influence their behaviour.					
B. Self-Regulation	4. My teachers remain calm during tense or difficult moments in class.					
	5. My teachers handle student questions and criticisms without becoming defensive.					
	6. My teachers separate personal feelings from their professional responsibilities.					
C. Motivation	7. My teachers show strong enthusiasm for teaching.					
	8. My teachers continue to engage with students even when participation is low.					
	9. My teachers encourage students to keep going when facing academic challenges.					

D. Empathy	10. My teachers notices when students are emotionally distressed.					
	11. My teachers listen and responds with understanding when a student is struggling.					
	12. My teachersadaptdifferentapproaches when students are overwhelmed or anxious.					
E. Social Skills	13. My teachers communicate clearly and respectfully with students.					
	14. My teachers build a respectful and encouraging learning environment.					
	15. My teachers interact with students in a way that makes them feel valued.					
F-Perceived Impact on Student	16. I understand lessons better when my teacher shows emotional balance.					
	17. I feel more motivated to learn when my teacher shows empathy.					
	18. I perform better when my teacher creates a positive emotional atmosphere.					

Teachers' Interview

The following questions were designed in order to collect data for a research work. It aims at investigating the impact of EFL university teachers' emotional intelligence on their teaching performance. You are kindly requested to answer the following questions.

Thank you in advance for your collaboration.

1.   Tell us about a situation in class where you faced a dilemma. How had you dealt with it and what was the result?

2.   How would you react in a situation when you get angry from students' misbehaviour?

3.   Do you give importance to students' body language?

4.   How much can you motivate your students to learn the English language? How?

5.   How is your relationship with your students?

6.   Do you use the sense of humour with your students and why/ why not?

7.   Do you create a positive climate in classroom and How?

8.   How can you handle a situation when a student is upset or frustrated during your class?

9.   Do you punish your students' misbehaviour? How?

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