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Exploring the Impact of Emotional Intelligence on the Development of 21st-Century Skills:

a Case study of Master1 Students at the Department of English at the University of Ghardaia.

A Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirement for the Degree of Master in Didactics

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Dedication

To Allah, the Most Merciful, whose endless blessings made this work possible.

I dedicate this to:

My father, my unwavering support and pride, the guiding light and lifelong teacher.

My loving mother, whose warmth, words, and prayers have carried me through every challenge and joy.

My sister, Aya, my forever friend and guide, who brings laughter and brightness into my world.

To my dearest grandmother, whose love remains alive in my memories.

To myself, who never gave up; to the person I've become for showing up even on the hardest days, and for staying strong until the journey is complete.

Finally, I dedicate this work to everyone who has been loving, kind, and supportive, inspiring and bringing out the best in others.

Acknowledgment

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Abstract

This study examines the influence of emotional intelligence (EI) on the development of 21st-century skills among first-year Master's students at the Department of English at the University of Ghardaia. EI is an often overlooked factor that can positively shift and improve learner's ability to critically think, creatively solve problems, communicate and collaborate with peers, and adapt to new situations, among other skills that are necessary for success in today's dynamic world. The research comprises theoretical chapters discussing emotional intelligence and 21st-century skills and underlying the relationship between them and their significance in educational landscape, alongside a practical segment. Employing a mixed-methods approach, quantitative data collected from 40 student questionnaires were analyzed using SPSS, which revealed that emotional intelligence (EI) significantly influenced 21st-century skills, mostly by the relationship management dimension. As for the qualitative data, semi-structured interviews with 3 educators provided deeper insights into how specific EI components self-awareness, self-regulation, empathy, and social-awareness enhance students' ability to navigate complex cognitive and interpersonal collaborative challenges. The findings of this study advocate for integrating EI-focused programs into educational curricula to prepare students, not only as academic achievers, but also as adaptable collaborators, critical thinkers, and empathetic communicators, equipped to thrive in an unpredictable and interconnected world.

Key words: Emotional Intelligence; 21st-Century Skills; Significant learning; Soft Skills; Learning self-management; Socio-pedagogic Awareness; Psychpedagogy.

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List of: Abbreviations (1)| Acronyms (2)| Initialisms (3)|

[3]**EI:** Emotional Intelligence.

[3]**UWA:** University of West Alabama.

[3]**APA:** American Psychological Association.

[3]**EQ:** Emotional Quotient.

[3]**EQ-i 2.0:** Emotional Quotient Inventory assessment.

[3]**IQ:** Intelligence Quotient.

[3]**MSCEIT:** Mayer-Salovey-Caruso Emotional Intelligence Test.

[2]**TEIQue:** Trait Emotional Intelligence Questionnaire.

[3]**SEL:** Social and Emotional Learning.

[3]**OECD:** Organisation for Economic Co-operation and Development.

[3]**IL:** Information Litercy.

[3]**NAMLE:** National Association for Media Literacy Education.

[3]**ETS:** Educational Testing Service.

[3]**ICT:** Information and Communication Technology.

[2]**PATHS:** Promoting Alternative Thinking Strategies.

[3]**SPSS:** the Statistical Package for the Social Sciences.

[1]**Q:** Question.

[2]**RQ:** Research Questions

[2]**RH:** Research Hypothesis

[2]**CASEL**: Collaborative for Academic, Social, and Emotional Learning.

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General Introduction

Background of the study

Society and work environment are rapidly evolving, requiring individual to reskill by 2025. A new set of skills need to be taken into consideration such as critical thinking, complex problem-solving, social skills, resilience as reported by the World Economic Forum in 2020. Emotional intelligence (EI) was originally defined as the ability to monitor, discriminate, and use emotional information to guide thinking and behavior (Mayer, Salovey, & Caruso, 2008, p. 503), now is gaining recognition as essential for academic success and professional progression. Research findings show that higher emotional intelligence levels are linked to better social interactions and stronger psychological resilience as well as improved cognitive flexibility (Goleman, 1995; Brackett et al., 2011).

This study investigates how emotional intelligence influences the development of 21st-century skills among Master 1 English students at Ghardaia's University. Given that the Algerian education system is increasingly focused on cultivating skills that align with international standards, it is essential to comprehend how emotional intelligence relates to the process of acquiring these skills.

Statement of Purpose

The purpose of this mixed-methods study is to explore how Emotional Intelligence (EI) influence the development of 21st-century skills among first-year Master's students at the Department of English at the University of Ghardaia. Through questionnaires distributed to 40 students and semi-structured interviews with 3 educators, this study aims to examine the effect of Emotional intelligence dimensions on developing 21st-century Skills and to identify how each dimension influence specific areas of 21st-century skills. The findings of this study will contribute valuable insight to the educational field by about how the psychological emotional aspect can affect students' ability to acquire important skills. Skills that could help them thrive and boost their chances of success in the modern world, where the criteria for success have changed from what they used to be.

Statement of Problem

The changing demands of new world needs individual to be aware of different competencies to survive, which are called "Soft Skills", to thrive personally and professionally. While relying on

cognitive abilities remain crucial, emerging research suggest that the ability to manage and channel emotions may hold equal or greater power in shaping these critical skills. This presents a gap in our understanding of skill development, as traditional approaches continue to prioritize cognitive training while undervaluing emotional intelligence's transformative potential.

Based on what was mentioned in the statement of problem, this research seeks to answer the following research questions:

RQ1: Does emotional intelligence have a statistically significant effect on 21st-century skills among the sample members?

RQ2: How does emotional intelligence affect the development of essential 21st-century skills?

The research questions lead to raising the following hypotheses:

RH1: There is a statistically significant effect of emotional intelligence on 21st-century skills among the sample members at a significance level of ($\alpha \leq 0.05$).

RH2: There is a relationship between emotional intelligence components (self-awareness, self-regulation, empathy, and social awareness) and the development of essential 21st-century skills.

Sub-hypothesis

RH3: There is a statistically significant effect of the Self-awareness dimension on 21st-century skills among the sample members at a significance level of ($\alpha \leq 0.05$).

RH4: There is a statistically significant effect of the Self-regulation dimension on 21st-century skills among the sample members at a significance level of ($\alpha \leq 0.05$).

RH5: There is a statistically significant effect of the Social-awareness dimension on 21st-century skills among the sample members at a significance level of ($\alpha \leq 0.05$).

RH6: There is a statistically significant effect of the Relationship management dimension on 21st-century skills among the sample members at a significance level of ($\alpha \leq 0.05$).

RH7: Self-awareness and self-regulation will likely be described by participants as critical for the development of critical thinking and adaptability with challenges in the learning context.

RH8: Empathy and Social awareness will likely be described by participants as critical for collaborative and communication-based skills.

Objectives

This study aims to investigate how emotional intelligence becomes increasingly crucial in the educational settings because it cultivates fundamental skills necessary for success in the 21st century. Each EI element uniquely contributes to smoother skill application, for instance, by fostering collaboration, leadership, and adaptive problem-solving.

This research also explicitly aims to:

- To evaluate the relationship between emotional intelligence (EI) and the development of 21st-century skills among students.
- To identify specific areas of 21st-century skills that are most influenced by emotional intelligence.
- To equip educators with an understanding with this relationship allowing them to create teaching methods that boost students' emotional and cognitive abilities which leads to better academic and career achievements.

Methodology

This study adapted mixed method approach. Quantitative data are collected through questionnaire distributed to students to assess the study variables. Qualitative data are collected through semi-structured interview to teacher to obtain more detailed perspective about the study topic. That data where analyzed through the use of accurate instrument and methods.

Structure of the Dissertation

To ensure clarity and coherence, the thesis is organized into the following parts:

Part one: theoretical part

This part consists of two chapters.Chapter One establishes the theoretical foundation for the study's independent variable, beginning with its definition, historical evolution, and key theoretical models proposed by prominent scholars in the field. Chapter Two then investigates the dependent variable (21st-century skills), definition, components and synthesizing empirical evidence to demonstrate how the independent variable influences it. The chapter concludes with practical implications for educational implementation, bridging theory and practice.

Part two: practical part

The final chapter translates theory into practice. It details the research design, including methodology, data collection, and analysis techniques, before presenting and interpreting the results. This section mirrors the theoretical review by empirically testing how the independent variable influences the dependent variable in real-world educational settings.

Significance of the Study

Many researchers have investigated Emotional Intelligence's effect on academic performance (e.g., Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011); however, studies about its direct influence on 21st-century skills development among university students remain limited. The Department of English at the University of Ghardaïa demonstrates an even stronger academic gap in Algerian educational settings.

The study will investigate how EI activate these essential skills in this context. As a result, this study offers **two key contributions**:

- Provides the **valuable insights** into EI's relationship with 21st-century competencies.
- Serves as a **foundation for future research** and curriculum development.

The findings of this study will provide a guidance for **university students**, who are either entering or preparing for career life. By identifying which **key EI elements** most improve in-demand skills, the study can guide educators in **integrating EI training** into programs and equipping students with tools for modern workplace demands.

Limitation of the Study

This study encountered several methodological and practical constraints that should be acknowledged.

- Assessing emotional intelligence, given its psychological and versatile nature, posed measurement difficulties, especially when considering the broader scope of 21st-century skills.
- Developing the measurement instrument involved balancing two key factors: selecting validated EI assessment tools and keeping the questionnaire concise enough to avoid participant fatigue.
- Data collection was affected by constraints, such as limited time allocation and students absenteeism, which impacted both the sampling process and the continuity of data collection.

Definition of Terms/Variables

To ensure clarity and conceptual understanding for readers, it's essential to define the main concepts underpinning this study.

- **Emotional intelligence:** is the ability to recognize, understand, and control one's own emotional states along with those of others. It consists of key component such as self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1995).
- **21st-Century Skills:** also known as "soft skills" refer to an essential set of abilities needed to thrive in today's world, including critical thinking, creativity, collaboration, communication, digital literacy, and adaptability. These competencies are often categorized into four broad areas: learning skills, literacy skills, and life skills (Partnership for 21st Century Skills, 2009).

Chapter One: Emotional Intelligence

Introduction

After decades of developing various assessment tools aimed at categorizing individuals as "smart" or not based on scores measuring cognitive abilities, a key element emerged that focuses on the opposite characteristics: emotions. This concept, widely studied by modern psychology, is known as emotional intelligence (EI). It examines the role of emotions in shaping human behavior, influencing decision-making processes, and impacting relationships. Initially a theoretical concept, EI has evolved into a practical tool now widely used across various domains, including education.

In this chapter will explore various aspects and dimensions of EI, starting first by breaking down the foundational concepts of what is meant by emotion and intelligence separately to prepare the ground for shifting the discussion to emotional intelligence perception from multiple angels, followed by a tracing of its historical evolution.

At the end of chapter one, we will review key theoretical models that help us understand and measure EI. Each model looks at emotional intelligence in its own way. They highlight different aspects of this concept.

1.1. Defining Emotional Intelligence

1.1.1. Emotions and Intelligence: Foundational Concepts

Emotions and intelligence represent two essential dimensions of human psychology, both of which play a pivotal role in influencing behavior, guiding decision-making processes, and facilitating adaptation to various circumstances.

Beginning with Emotion, a complex psychological and physiological state that arises in response to internal or external stimuli. It involves three key components: a subjective experience (how the emotion is felt internally), a physiological response (bodily changes, such as increased heart rate or sweating), and an expressive component (outward behaviors, such as facial expressions or body language) (University of West Alabama [UWA], n.d.). Emotions act like an internal compass. That helps us react to things, whether it’s joy, fear, anger, or sadness. They guide how we respond to the world around us and influence our relationships with others. The term "emotion" originates from

the Latin verb "motere," meaning "to move," combined with the prefix "e-" to imply "move away" (Golmen,2006,p. 26), suggesting that emotions inherently drive individuals to act or respond in specific ways.

Moving to Intelligence, according to *the APA Dictionary of Psychology*, intelligence is defined as "*the ability to derive information, learn from experience, adapt to the environment, understand, and correctly utilize thought and reason*" (American Psychological Association [APA], 2018). At its core, intelligence is about thinking, reasoning, and problem-solving. It helps us analyze situations, make plans, and choose the best way to handle challenges. For instance, when faced with a tough decision, intelligence enables us to weigh the pros and cons to determine the best solution that work for us.

Robert Sternberg (1997) further states intelligence as *"the mental abilities necessary for adaptation to, as well as shaping and selection of, any environmental context"* (p. 1030). Highlighting its dynamic and practical nature. This means intelligence is not limited to solving abstract problems or succeeding on tests; it is about how we adapt to new situations, shape our surroundings, and choose environments that work best for us. Sternberg's view emphasizes that intelligence is a flexible, real-world skill that helps us thrive in life, rather than being a fixed measure of academic ability.

Together, emotions and intelligence form the foundation for understanding more specialized concept like emotional intelligence, which integrates these two domains to explain how individuals deal with their emotions and those with others.

1.1.2. Emotional Intelligence

Emotional intelligence (EI), also known as emotional quotient or (EQ), is the ability to effectively recognize, understand, manage, and utilize emotions in oneself and others. It is all about how well we handle emotions, both our own and other people's. This concept is wisely captured in Aristotle's quote, *"Anybody can become angry—that is easy; but to be angry with the right person, and to the right degree, and at the right time, and for the right purpose, and in the right way—that is not within everybody's power and is not easy*" (Goleman, 2006, p. 16). It emphasizes that while anyone can feel anger, which is easy, the real challenge lies not just in expressing the emotion but also in smartly navigating and applying it in ways that are appropriate, purposeful, and constructive

in various situations. This requires emotional intelligence techniques to manage such situations effectively.

Drs. Steven J. Stein and Howard E. Book, developers of the Emotional Quotient Inventory assessment (EQ-i 2.0), describe EI as a set of emotional and social skills that influence how individuals perceive and express themselves, develop and maintain relationships, cope with challenges, and use emotional information efficiently (Stein & Book, 2011).For instance, the capacity to recognize when feeling anxious and understand why, rather than ignoring or misinterpreting those feelings and also accurately interpreting and empathizing with the emotions of others, such as sensing when a friend is upset and offering support. These perceptions of ourselves and those around us directly impact how we build relationships, handle challenges and navigate social situations.

Similarly, Salovey and Mayer (1990) , who first coined the term "emotional intelligence," identify it as *" the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions"* (p. 189). This means recognizing emotions in yourself and others, using emotions to enhance thinking and problem-solving, understanding why emotions arise and how they evolve, and managing emotions effectively. What makes this definition powerful is how emotional intelligence integrates emotional awareness with cognitive processes. EI is not just about feeling emotions but using emotional information to add value to our thinking and actions. To demonstrate this idea, if you are aware of your anxiety before a big presentation, you might use that awareness to prepare more thoroughly or practice relaxation techniques, ultimately enhancing your performance.

However, Caruso and Salovey made it clear that *"to be emotionally intelligent, emotions must enhance and assist our thought processes in some meaningful manner, not just influence them"* (Caruso & Salovey, 2004, p. 44). Emphasizing that not every interaction between emotion and thought is considered emotional intelligence. To truly reflect EI, emotions must actively support our thinking in a meaningful way, rather than simply influencing it. In other words, it’s not enough for emotions to just affect our thoughts, they need to improve our decision-making, problem-solving, or understanding of a situation. As in the previous example, if you’re aware of your anxiety before a big presentation, simply feeling anxious is not emotional intelligence. Still, if you use that awareness to solve the problem like practicing relaxation techniques, for enhancing your performance that is EI in action. Goleman expanded on this idea, describing EI as *"a set of traits—some might call it*

character—that also matters immensely for our personal destiny" (Goleman, 2006, p. 55). He claimed that individuals who excel in EI—those who understand and manage their own emotions well and who can effectively read and respond to the emotions of others—tend to have an advantage in various aspects of life, from personal relationships to professional success (Goleman, 2006). This perspective positions EI as a critical complement to traditional cognitive intelligence, offering a more holistic view of human capabilities.

Even though the term has been defined using different words, the core remains the same: it is simply about being smart in handling your emotions and making them work in your favor. At the end, it is intelligence.

1.2. Historical Context of Emotional Intelligence

The historical context of emotional intelligence began as a single topic studied by early psychological theories and has since evolved into a modern tool applied in various fields. This journey can be tracked through four key phases: early psychological theories, the emergence of emotional intelligence as a formal concept, Daniel Goleman's popularization of the concept, and later on the development of EI models.

1.2.1. Early Psychological Theories (Late 19th and Early 20th Century)

The exploration of emotions in psychology dates back to late 19th-century theorists like William James and early 20th-century thinkers like John Dewey. Both emphasized the significance of emotions in shaping human behavior, but they approached the topic from different angles.

William James believed that emotions are not just random reactions; they play a key role in driving the choices we make and the actions we take. For example, feeling excited about a new opportunity might push you to take a risk, while feeling anxious might make you more cautious. James saw emotions as a driving force behind our behavior. He also proposed a specific theory about how emotions work, known as the James-Lange theory. According to this theory, the perception of an object causes a bodily reaction, which then leads to the experience of emotion (James, 1884). For instance, if you encounter a snake while walking, your body reacts first (e.g., your heart races, your muscles tense), and only then do you feel the emotion of fear. James's theory was groundbreaking

because it suggested that emotions are the result of physical reactions, not the cause, and it highlighted the central role emotions play in how we navigate the world.

While James focused on the mechanism of emotions and their role in behavior, John Dewey explored how emotions influence learning and education. Dewey asserted that emotions are not just distractions or side effects; they are essential for truly engaging with educational content and fostering deeper understanding. According to him, learning is not just about memorizing facts or mastering skills; it is about connecting with the material on an emotional level. For example, when students feel curious or excited about a topic, they are more likely to actively participate, ask questions, and explore ideas more deeply. Conversely, if students feel bored or anxious, their ability to absorb and retain information can be significantly hindered.

These early insights paved the way for later theories that would integrate emotions with cognitive processes. While these early theories established the importance of emotions in human behavior, it was not until the late 20th century that researchers began view emotions as a distinct form of intelligence.

1.2.2. Emergence of Emotional Intelligence as a Concept

In 1983, Howard Gardner played a crucial role in shifting the notion of intelligence beyond traditional cognitive abilities with his theory of multiple intelligences, which expanded the definition of intelligence to include a variety of skills beyond just logical or mathematical reasoning. Among these were interpersonal intelligence which is to understand and interact adeptly with others; and intrapersonal intelligence that is to comprehend and regulate one's own emotions and motivations. These two intelligences where the primary reason to the emergence for what would later be described as emotional intelligence (Boukhli & Regueig, 2021, p. 10). Gardner's work challenged the idea that intelligence could be measured solely by IQ tests, prioritizing instead the multifaceted nature of human intelligence incorporating emotional and social skills. This period marked a turning point in psychology, as researchers began to recognize that cognitive abilities alone do not capture the full range of human intelligence.

Gardner's multiple intelligence theory inspired the two psychologists Peter Salovey and John Mayer in 1990 to start a research agenda to study EI as a valid scientific field and uncover its significance. In their paper, Salovey and Mayer (1990) defined emotional intelligence as:" *The ability*

to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions'(Mayer et al., 2008, p. 503). This definition indicate that EI involves a combination of personal and social competencies that are essential to success in both personal and professional settings. For example, managing your own emotions during stressful situations or understanding others' feelings in social interactions. By framing emotional intelligence as a set of measurable skills, Salovey and Mayer paved the way for further research and practical applications, highlighting how emotional abilities are just as critical as cognitive ones for overall well-being and success. Their work fundamentally shifted how psychologists and the public view intelligence, moving beyond traditional IQ to include emotional and social skills as vital components of human functioning.

While Gardner , Salovey and Mayer's contributions marked a notable step that lead to EI appearance as a whole concepts, it was Daniel Goleman who brought the concept into mainstream awareness, transforming it into a widely recognized and applied framework.

1.2.3. Daniel Goleman's Popularization (1995)

Daniel Goleman is credited with popularizing emotional intelligence with his 1995 bestselling book, *Emotional Intelligence*. Building on the work of Salovey and Mayer, Goleman expanded the concept by stressing its practical applications particularly in areas like personal success, leadership, and relationships.

One of his most compelling arguments was that emotional intelligence could be more critical than traditional cognitive intelligence (IQ). Goleman suggested that while IQ might determine raw intellectual ability, such as solving complex problems or excelling in academic settings, it does not guarantee success in life. Emotional intelligence, on the other hand, equips individuals with the skills to steer social complexities, manage stress, build strong relationships, and make thoughtful decisions under pressure. Take, for instance, a leader with high EI who can inspire and motivate their team, resolve conflicts effectively, and adapt to changing circumstances, skills that are often more valuable in real-world situations than raw cognitive power. Goleman insisted that while IQ might open doors, it is emotional intelligence that helps people walk through them successfully. His assertion was supported by research indicating that emotionally intelligent individuals tend to be more successful in various life domains.

Following Goleman’s popularization, researchers and practitioners created structured models to measure and apply EI, driving significant progress in the field.

1.2.4. Development of EI Models (Late 1990s - 2000s)

In the years following Goleman's work, researchers began developing various models to understand and measure emotional intelligence comprehensively. As noted by Kurdi and Hamdy (2023), these models aim to capture different dimensions of emotional competence. For instance, some researchers focused on **ability-based models**, which assess emotional skills through standardized tests, such as the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT).These models emphasize the cognitive processing of emotional information, such as perceiving, understanding, and managing emotions.

Others explored **mixed models**, which integrate personality traits with emotional competencies. Goleman's model falls into this category, as it combines emotional skills with traits like self-awareness and empathy. These theoretical models will be examined in greater depth in the following section, **"Theoretical Models of Emotional Intelligence,"** to offer a more detailed understanding of their structures and significance.

These developments have established emotional intelligence as a vital area of study within psychology and beyond, with significant applications in education, workplace leadership, and mental health.

1.3. Theoretical Models of Emotional Intelligence:

Three prominent models need to be traced: Mayer-Salovey’s ability models, the trait EI model, and Goleman’s mixed model. Each of these models offers a unique perspective on the nature and application of emotional intelligence.

1.3.1. Mayer-Salovey’s model

The Mayer-Salovey model prioritizes cognitive aspects of emotional processing. They view EI as a set of mental abilities that can be measured objectively (Mayer et al., 2004), making it an 'ability model.' This model consists of four branches:

- **Perceiving Emotions:** The ability to accurately identify emotions in oneself and others through facial expressions, tone of voice, and other non-verbal cues. Caruso and Salovey (2004) declared that *"the inability to accurately express emotion means that we do not send signals about ourselves and, as a result, our needs may not be met.*" (Caruso & Salovey, 2004, p. 36). This accentuates that emotions are like signals: they contain valuable data, conveying information about how we feel, what we need, and how we are experiencing the world. When we ca not express our emotions clearly, those signals get lost or misunderstood, making it harder for others to understand us or respond appropriately.
- **Using Emotions to Facilitate Thinking:** This skill involves harnessing emotions to enhance cognitive processes such as decision-making, problem-solving, and creativity. It's about leveraging emotions to improve thinking and performance. Here Emotions are seen as a tool or resource that can guide and optimize mental processes. As Caruso and Salovey (2004) explained .They stated that *"emotion is not just important but absolutely necessary for us to make good decisions"* (Caruso & Salovey, 2004, p. ix).
- **Understanding Emotions:** The ability to predict how feelings might evolve as situations develop. It requires understanding the complexities of feelings, including what causes them and how they shift over time. Caruso and Salovey (2004) stress that a deep understanding of emotions requires significant emotional knowledge, enabling individuals to grasp the "why, how, what, and when" of emotions.
- **Managing Emotions:** The ability to regulate emotions effectively in oneself and others. It does not mean suppressing or ignoring emotions, but understanding and channeling them in a way that supports personal and interpersonal goals. Caruso and Salovey (2004) argue that managing emotions allows leaders to stay open to emotional data, integrating it into their decisions and actions.

1.3.2. **The trait EI model:**

The trait EI model, primarily developed by Konstantinos V. Petrides, focuses on self-perceptions of emotional abilities and integrates these perceptions into the broader models of personality traits. Unlike ability-based models, which emphasize objective measures of emotional skills, the trait EI model relies on subjective self-assessments. Key features of this model include:

- **Self-Perception of Emotional Abilities**: Trait EI focuses on how individuals view their own emotional skills, encompassing traits such as:

    - Self-esteem: how confident and positive you feel about yourself
    - Assertiveness: your ability to express your thoughts, feelings, and needs clearly and confidently
    - Happiness: your overall sense of well-being and satisfaction with life

(Petrides, Pita, & Kokkinaki, 2007).

- **Personality Integration:** This model integrates EI into broader personality frameworks, suggesting that how we perceive and understand our emotions is deeply intertwined with other aspects of our personality. This model views emotional self-perceptions—such as how we see our ability to manage emotions or empathize with others—as part of a larger network of personality traits. (Petrides & Furnham, 2001).
- **Measurement through Self-Report:** Trait EI is typically assessed using self-report questionnaires, such as the Trait Emotional Intelligence Questionnaire (TEIQue), which evaluates various dimensions of EI, including well-being and emotional regulation. Research shows that the TEIQue predicts workplace success 15% more accurately than IQ alone (Petrides et al., 2007).
- **Incremental Validity:** The model demonstrates incremental validity in predicting various life outcomes beyond traditional personality measures. As Petrides et al. (2007) note, *"trait EI incrementally predicted four criteria over the Giant Three and five criteria over the Big Five*." The Giant Three (Psychoticism, Extraversion, and Neuroticism) and the Big Five (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism) are well-established personality frameworks, but trait EI captures aspects of behavior and functioning that these models do not fully explain. For example, trait EI can predict outcomes such as life satisfaction: how fulfilled and content individuals feel, and coping styles: how people manage stress and adversity. This incremental validity underscores the value of trait EI as an additional tool for understanding human behavior, providing a more complete perspective on how individuals manage their lives.

1.3.3. Goleman's Mixed Model

Emotional intelligence (EI), especially as outlined in Goleman's framework, includes essential elements like self-awareness, self-management, self-motivation, Empathy and Social skills. This model highlights how these skills are crucial in both personal and professional settings, improving interpersonal interactions and strengthening leadership capabilities:

- **Self-Awareness**: is the ability to recognize and understand one's own emotions as they occur. It is the foundation of emotional intelligence, as it allows individuals to monitor their feelings and gain insight into how those emotions influence their thoughts and actions. According to Goleman, *"Self-awareness—recognizing a feeling as it happens—is the keystone of emotional intelligence"* (Goleman, 1995, p. 43). This skill enables individuals to make better personal decisions, from career choices to relationships, by aligning their actions with their true feelings.
- **Self-Management:** refers to the ability to regulate and control one's emotions, particularly in stressful or challenging situations. It involves handling feelings so they are appropriate and constructive, rather than allowing emotions to spiral out of control. Goleman explains that this skill "*builds on self-awareness*" and includes the capacity to "*soothe oneself, to shake off rampant anxiety, gloom, or irritability*" (Goleman, 1995, p. 43). People who excel in self-management can recover more quickly from setbacks and maintain focus on their goals.
- **Motivation:** According to Goleman, motivation is about *"marshaling emotions in the service of a goal,"* which is essential for self-mastery, creativity, and outstanding performance (Goleman, 1995, p. 43). This skill also includes emotional self-control, such as delaying gratification and managing impulses, which are critical for long-term success. Individuals with strong motivation are often more productive and effective in their pursuits, as they can channel their emotions into purposeful action.
- **Empathy:** is the ability to perceive and understand the emotions of others. It involves being attuned to subtle social cues and recognizing what others need or want. Goleman describes empathy as *"the fundamental 'people skill'"* and notes that it allows individuals to connect with others on a deeper level, making them effective in roles such as teaching, management, and caregiving (Goleman, 1995, p. 44). This skill is crucial for building strong interpersonal relationships and fostering collaboration.
- **Social Skills:** is the ability to handle interpersonal interactions effectively by managing emotions in others. It involves skills such as conflict resolution, communication, and influencing others positively. Goleman states that *"the art of relationships is, in large part,*

skill in managing emotions in others" (Goleman, 1995, p. 44). People who excel in this domain are often seen as leaders or "social stars," as they can navigate complex social dynamics and build strong, productive relationships.

Goleman's model of emotional intelligence has evolved over time. In his later work, particularly in *Primal Leadership: Realizing the Power of Emotional Intelligence (2002),* Goleman refined his framework into a four-domain model. This updated version grouped the competencies into two broader categories: personal competence (self-awareness and self-management) and social competence (social awareness and relationship management). The shift from five to four domains streamlined the model, making it more accessible and easier to apply in leadership and organizational contexts. Despite this change, the core principles of emotional intelligence remained consistent, emphasizing the importance of understanding and managing emotions for personal and professional success.

These four domains are visually represented in Figure 1: Daniel Goleman's Emotional Intelligence Quadrant, which organizes them into two axes: Recognition/Awareness (self-awareness and social awareness) and Regulation/Control (self-management and relationship management). (Ohio State University Extension, n.d.).

Daniel Goleman's Emotional Intelligence Quadrant

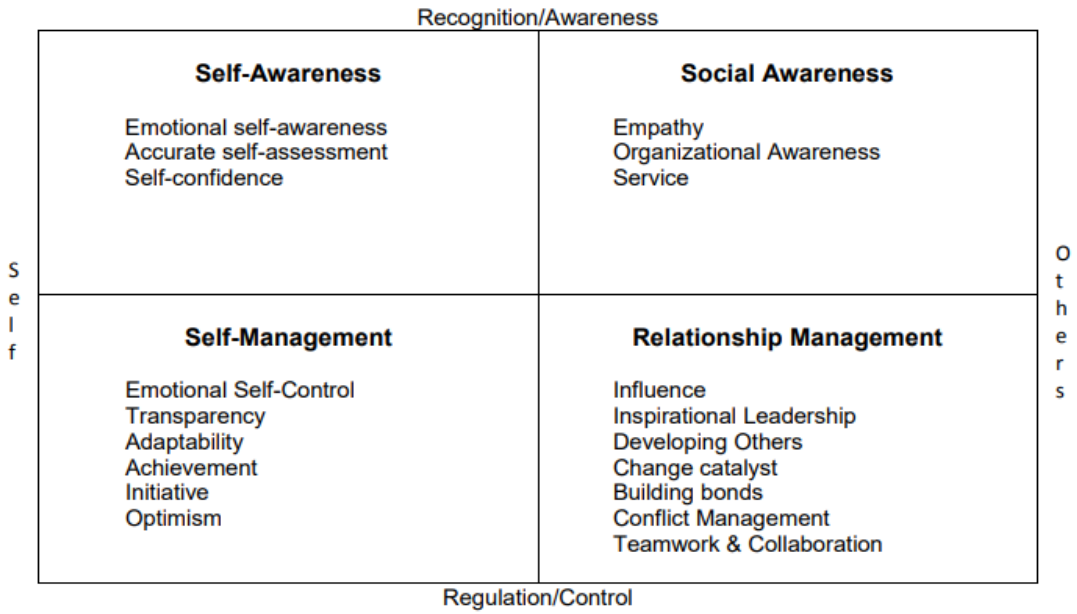

Figure1: Daniel Goleman's Emotional Intelligence Quadrant (Goleman, 1998; Goleman, Boyatzis, & McKee, 2002)

The discussed models above suggest that individuals who cultivate emotional intelligence are better equipped to understand complex social cues, make informed decisions, navigate interpersonal relationships effectively, appears to be increasingly crucial for navigating the demands of 21st century world**.**

Conclusion

In conclusion, emotional intelligence (EI) represents a significant shift in understanding human capabilities, moving beyond traditional cognitive intelligence to encompass the interplay between emotions and thought. As explored in this chapter, EI is not just about experiencing emotions but about intelligently processing and using them to navigate social dynamics, make informed decisions, and adapt to change. The historical evolution of EI, from early psychological theories to modern models, highlights its growing importance in personal and professional success.

Theoretical models like Mayer-Salovey's ability model, the trait EI model, and Goleman's mixed model each provide unique perspectives on EI, emphasizing its cognitive, self-perceptive, and integrative aspects. These models underscore the multifaceted nature of EI and its relevance across various life domains.

As we move to the next chapter, we will explore the 21st-century skills essential for thriving in today's world. Emotional intelligence plays a crucial role in developing these skills, from communication and collaboration to adaptability and resilience. Understanding and applying EI is not just an academic pursuit but also a practical pathway to a more fulfilling and impactful life.

Chapter Two: The role of Emotional intelligence in enhancing 21st-Century Skills

Introduction:

As we step further into the 21st century, the skills needed to succeed are evolving at an unprecedented rate. The challenges of today's world; whether in education, work, or personal life; require more than just technical knowledge or academic expertise. They demand a blend of cognitive, emotional, and social competencies that enable individuals to adapt, innovate, and collaborate in an increasingly complex and dynamic environment. This chapter focuses on the intersection of emotional intelligence (EI) on the essential skills needed to prosper in this new era.

We will begin with an overview of 21st century skills and definition, then explore the key components of 21st-century skills, which are categorized into three areas: learning and innovation skills, digital literacy skills, and career and life skills. Next, we will tackle the importance of 21st century skills in the education and examine how emotional intelligence plays a major role in developing these skills.

The chapter will also discuss the impact of emotional intelligence in education, particularly in teaching and learning. By integrating EI into educational practices, teachers can create more empathetic and supportive learning environments, while students can develop the emotional and social skills needed to excel in life.

Lastly, we will discuss how Social and Emotional Learning (SEL) serves as a practical pathway to fostering emotional intelligence in schools. SEL programs not only enhance emotional and social competencies but also contribute to a positive school climate, improved academic performance, and overall well-being.

Through this exploration, we aim to demonstrate that emotional intelligence is not just an add-on to education but a fundamental component of preparing individuals to face the challenges and opportunities of the 21st century with confidence, resilience, and empathy.

2.1. Overview about 21st-Century Skills: Scope and definition

A few years ago, four hundred hiring executives from major corporations were asked a very simple but significant question: *"Are students graduating from school really ready to work?"* (Trilling & Fadel, 2009, p. 7). This question serves as a perfect definition of 21st-century skills, underlining the aim of education to prepare students for real life by equipping them with the knowledge, abilities, skills, and competencies necessary to face challenges of the present time and prepare for future (Ontario Ministry of Education, 2016). To succeed in the 21st century, individuals need more than just knowledge; they require a wide range of transversal and multidimensional competencies, including skills and attitudes that allow them to address complex problems and adapt to unpredictable situations in a knowledge-driven society (Voogt & Roblin, 2012). This indicates that it is not just about having knowledge or skills but being able to apply them in various contexts.

21st-century skills, also called "soft skills," represent a collection of abilities, knowledge, work habits, and character traits that empower individuals to live and thrive within the demands of the current era. This era is characterized by a shift to an information and knowledge economy, which requires a new set of skills that align with the new requirement. As Griffin and McGaw, 2012 noted "*Individuals increasingly need to develop skills for new ways of working, living, learning and thinking*" (p. 4). These skills will enable individual to be prepared for higher education, career, and life.

Building on this, Panorama Education (2022), summarizes the "Partnership for 21st Century Skills framework" as "*the knowledge, expertise and literacies students must master to succeed in work and life*"(Panorama Education, 2022).

According to the National Research Council (2012), 21st-century skills are a combination of three core domains: (1) the cognitive domain, which involves reasoning and memory; (2) the intrapersonal domain, comprising the capacity to manage one's behavior and emotions to achieve goals; (3)and the interpersonal domain, which includes expressing ideas and interpreting and responding to others (cited in Hewlett Foundation, 2012, p. 4), which are required to address complex challenges in a globalized world.

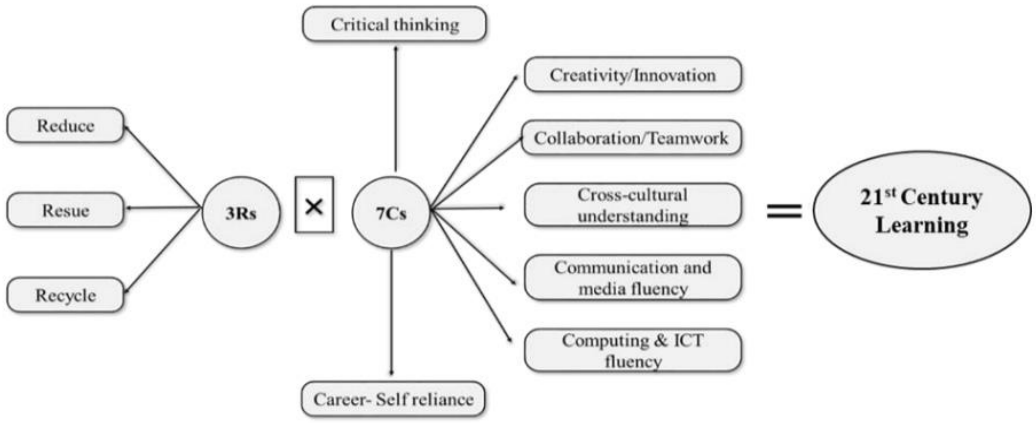

Figure2: The 3Rs × 7Cs Framework for 21st Century Learning

This figure presents a framework for 21st-century learning, combining the 3Rs (Reduce, Reuse, Recycle) for efficient learning with the 7Cs (Critical Thinking, Creativity, Collaboration, Communication, Cross-cultural Understanding, Computing/ICT, and Career-self-reliance)to promote successful and adaptable learners prepared for 21st-century challenges.

2.2. Key Components of 21st-Century Skills

Trilling and Fadel (2009) outline several key skills essential for success in today's world, categorizing them into three main areas:

2.2.1. Learning and Innovation Skills

Learning and innovation skills are considered fundamental both for operating successfully in a knowledge-based economy and as key traits of self-reliant, lifelong learners (Trilling & Fadel, 2009, p. 49). They encompass:

- **Critical Thinking and Problem Solving:**

Critical thinking requires individuals to first recognize a problem, and then systematically analyze the available information by examining how each element interacts with and influences the others. Through this process, they draw logical conclusions based on accurate and thorough analysis, eventually arriving at the most creative solution.

What makes this skill particularly relevant in the 21st century is the integration of technology into every aspect of life, which demands "*accessing, searching, analyzing, storing, managing, creating, and communicating information*" (Trilling & Fadel, 2009, p. 49). These technological demands align with and support the process of critical thinking, as they require individuals to engage in higher-order thinking skills. According to C21 Canada (2012, p. 10), the knowledge and digital era calls for individuals who can:

> "*think logically, solve ill-defined problems by identifying and describing the problem, critically analyze the information available or create the knowledge required, frame and test various hypotheses, formulate creative solutions, and take action*." C21 Canada (2012, p. 10)

- **Communication and Collaboration:**

These skills serve as the backbone for productive interactions, whether in personal or professional contexts. Communication involves the ability to articulate thoughts and ideas clearly through oral, written, and nonverbal cues, adapting to various forms and contexts to serve multiple purposes, such as informing, instructing, motivating, and persuading. On top of that, it extends to diverse environments, including multilingual settings where individuals must navigate cultural and linguistic differences to convey their messages correctly (Partnership for 21st Century Learning, 2007, p. 4). In the context of the 21st century, communication goes beyond speaking and writing; it emphasizes *"listening skills*" (Fullan, 2013, p. 9). These skills enable individuals to understand not only the explicit meaning of messages but the underlying knowledge, values, attitudes, and intentions of others. This ensures that communication is purposeful, inclusive, and productive, whether in face-to-face interactions or digital environments.

Similarly, collaboration, as explained by Fullan (2013), Exceeds simply working in teams; it is reciprocal process where you actively learning from others and contributing to their learning, demonstrating empathy when working with people from diverse backgrounds, and engaging with others through social networks to create and maintain meaningful relationships. This ability to connect and collaborate digitally is becoming increasingly vital as the nature of work evolves. In the future workplace, workers can expect to engage in highly networked collaborations, often separated from colleagues by distance and situated far from the physical location of information resources (Joynes, Rossignoli, & Amonoo-Kuofi, 2019). As a result, individuals will need to be comfortable

collaborating at a distance, leveraging digital tools and platforms to maintain communication and build trust across diverse and dispersed teams.

- **Creativity and innovation:**

Many studies highlight the importance of creativity in fostering innovation and problem-solving, which are essential for addressing complex challenges in a rapidly changing world. For instance, OECD (2024) explained that creative thinking prepares young people not only to adapt to a rapidly changing world and labour market but also enhances the learning process through "*holistic skills development"*, including problem-solving and metacognitive skills (p. 46). It is basically application of imagination to develop new ideas and improve existing products or processes. This involves using a wide range of idea creation techniques, such as brainstorming, to generate novel and worthwhile ideas. It addition to refining, analyzing, and evaluating these ideas to maximize their potential and ensure they are practical and impactful. Creativity does not stop at individual effort; it extends to working collaboratively with others. This means developing, implementing, and efficiently communicating new ideas while being open to diverse perspectives and incorporating group feedback. So it is not one-time events but ongoing processes that evolve over time (Partnership for 21st Century Learning, 2007, p. 3).

2.2.2. Digital Literacy Skills

Digital literacy skills refer to the ability to commendably use digital technology, communication tools and networks to access, manage, evaluate, and create information. Specifically, it consists of the following.

- **Information Literacy:**

According to the American Library Association (1998), information literacy is defined as the ability to *"recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information"*. Thus, IL does not focus on finding information. It is a skill that involves a series of steps: first, understanding when you need information, then knowing where and how to find trustworthy sources, critically assessing whether that information is accurate and reliable, and finally, using it in a way that serves your purpose.

- **Media literacy:**

It is the ability to *"encode and decode the symbols transmitted via media and to synthesize, analyze, and produce mediated messages"* (NAMLE, n.d.). In simpler terms, it is about both understanding and creating media content. Decoding implies breaking down media messages like: images, sounds, or language, to uncover their purpose, biases, and values. Meanwhile, encoding, is about crafting media messages using the right tools and techniques to create a content that is clear, ethical, and impactful.

- **ICT (Information and Communication Technologies) Literacy:**

According to the Educational Testing Service (ETS) (cited in Bannon, n.d.), ICT is "*the ability to use digital technology, communication tools, and/or networks appropriately to solve information problems in order to function in an information society"*. This suggests not only knowing how to operate devices and software but also applying them strategically to accomplish tasks, such as researching, organizing, and evaluating and communicate information, collaborating with others, as well as understanding the ethical and legal issues related to accessing and using information. This definition underscores technical skills proficiency as well as critical thinking and navigating the digital world responsibly.

2.2.3. Career and Life Skills

Career and life skills are the competencies necessary to navigate all life domains, including those that enable individuals to adapt to changing work environments. Such as:

- **Flexibility and Adaptability:**

This refers to the ability to adjust to changing circumstances, such as taking on varied roles, responsibilities, and schedules. Along with shifting your perspective entirely about a situation or problem to uncover creative solutions. Being flexible is accepting and incorporating feedback constructively, whether it is praise, criticism, and using it to improve performance. Besides the ability to navigate, negotiate, and balance diverse perspectives to reach inclusive solutions (Partnership for 21st Century Learning, 2007, p. 6). Developing these abilities enables you to respond strategically to challenges, collaborate across differences, and thrive in an ever-changing world.

- **Initiative and Self-Direction:**

This means taking charge of your own growth and responsibilities. This includes managing goals and time, working independently, and staying focused without constant supervision. At the same time, it signifies being a proactive learner—actively seeking to expand knowledge and skills while reflecting on past experiences to improve (Partnership for 21st Century Learning, 2007, p. 6). The central idea is a commitment to lifelong learning, driven by curiosity and determination to grow and flourish in this life.

- **Social and Cross-Cultural Interaction:**

These skills necessitate the ability to collaborate competently and creatively with others, regardless of cultural or personal differences. They include interacting respectfully and professionally, knowing when to listen and when to contribute, while staying open to diverse ideas and values (Partnership for 21st Century Learning, 2007, p. 7). This includes embracing cultural and social differences, not only tolerating them but also using them to drive creativity, innovation, and better problem-solving (Trilling & Fadel, 2009, p. 80). Whether in work teams or classrooms, collaborating across differences is essential for success in the 21st century.

- **Productivity and Accountability:**

This skill set focuses on efficiently managing tasks, delivering results, and taking responsibility for outcomes. It involves setting clear goals, prioritizing work, and staying organized to meet or exceed expectations, even under pressure or when faced with obstacles. This conveys being reliable, meeting deadlines, and presenting yourself professionally. Additionally, it depends on collaborating with others, respecting diverse perspectives, and finding ways to work together seamlessly to ensure projects are completed efficiently and deliver high-quality results (Partnership for 21st Century Learning, 2007, p. 7).

- **Leadership and Responsibility:**

These skills center on guiding others while owning your part of the process. Leadership begins with individual accountability—ensuring your tasks align with the bigger picture (Partnership for 21st Century Learning, 2007, p. 7). It is not about doing everything yourself but rather recognizing and

empowering others to contribute their strengths (Trilling & Fadel, 2009). Responsibility surpasses personal tasks; it revolves around making decisions that benefit the larger community, ensuring accountability, and creating an environment where everyone's voice is heard. These skills transform a group of individuals into a strong, united team.

In short, 21st-century skills encompass a broad range of competencies, from critical thinking and digital literacy to collaboration and adaptability that empower individuals to overcome obstacles, adopt with the rapid world, and achieve success in all aspects of life.

2.3. The Transformative Role of 21st-Century Skills in Education:

The integration of 21st century skills into educational programs has become a necessity more than a choice. Effectively, it prepares students for a world shaped by technological progress and globalization. Schools must equip learners with the tools needed to navigate complex challenges where student ability to adapt, innovate and synergy with others is a criterion for success.

The research of Sharma and Sharma (2010) underlines the need for students to develop skills beyond theoretical knowledge, memorization and technical skills as these alone are insufficient to produce a well-balanced individuals who are ready to respond to dynamic work environments. Modern education favors the integration of soft skills. Students are allowed to become not only competent in their areas of expertise, but also adaptable leaders. This holistic approach to education is essential to promote a generation of leaders who can effectively contribute to society.

Educational frameworks have taken steps to promote 21st-century skills acquisition through strategies like experiential learning, project-based activities, and collaborative group work. These approaches contribute to developing students' ability to express creativity, refine effective communication, and appreciate diverse perspectives. In addition to these efforts, technology further boosts 21st-century skill acquisition. Digital tools have profoundly changed the environment of education by promoting engaging, interactive, and collaborative learning experiences. They motivate students to experiment with new ideas, while simultaneously enhancing their communication abilities and capacity for real-time teamwork. Also, technology provides access to a countless resources, enabling learners to explore complex problems from several angles.

Educators play a central role in promoting an environment that support the development of these essential skills. Their guidance and constructive feedback are essential for heightening student's

commitment and engagement. Educators are not only expected to model effective communication and problem-solving within their professional journeys but also to interpret their experiences through reflection and share their insights. This practice emphasizes real-world applications and builds trust by encouraging relatability as they collaborate with student. This relationship approach create a safe space where students feel empowered to take risks, embrace challenges, and develop resilience.

In the context of employability, the correlation between soft skills and work preparation has become more and more crucial due to rapidly changing labor requirements. Oluqbenga and Oluwatosin (2022) point out that employers have priority to candidates who show proficiency in adaptability, the ability to live in diverse environments, to communicate effectively with the teams and to browse the challenges encountered in various workplace scenarios. Improving students' skills in this area not only enhances their competitiveness in the job market but also correlates positively with greater job satisfaction and long-term career advancement.

It is evident that educational institutions must urgently revise their curricula and teaching methodologies to meet the changing demands of the modern world. This component of education is not simply an improvement in academic content; it is an essential element in the preparation of future-ready graduates. By fostering a culture of these skills, educators can equip learners with the tools necessary for personal success and resilience in a rapidly evolving global economy.

In summary, prioritizing the incorporation of 21st-century skills into educational curricula is critical as it enables students to build sustainable careers and contribute significantly to society.

2.4. The Role of EI in Developing 21st Century Skills:

Being emotionally intelligent—both individually and collectively—can profoundly improve how we think, create, and connect with others. These abilities are at the heart of 21st-century skills, such as critical thinking, creativity, collaboration, and resilience.

Emotional intelligence helps individuals to separate emotions from objective analysis, significantly enhancing critical thinking and problem-solving skills. By doing so, self-aware individuals, as Salovey and Mayer (1990) note, excel at distinguishing emotional reactions from factual contexts—a skill essential for rational decision-making. This aligns with Marques' (2007, p.

645, cited in Cox, 2011, p. 437) assertion that EI allows people to "*recognize the meanings of emotion and their relationships, and to reason and problem solve on the basis of them.*"

Beyond sharpening analytical skills, EI plays a pivotal role in fostering creativity. Emotion regulation, a critical component of EI, sustains positive affect, which Xu, Liu, & Pang. (2019, p. 17) argue, that helps "*expand the scope of idea generation" on one hand. On the other hand,* adaptive problem-solving channels negative emotions into "*change-oriented thinking processes*" for innovative solutions. He stated that, "*Overall, people with high EI can utilize their positive affect and negative affect more effectively to facilitate thinking and reasoning, which, in turn, leads to a higher possibility of creative outputs.*" Xavier (2005, as cited in Cox, 2011, p. 436) further highlights the role of self-confidence —a key EI competency— in catalyzing innovation by fostering *"a strong sense of one's self-worth and abilities*." This self-confidence empowers individuals to share unconventional ideas without fear of judgment, echoing Slater's (2005, p. 329, cited in Cox, 2011, p. 422) concept of "*the courage to speak out."* These EI-driven traits create environments where creativity thrives through emotional balance, proactive problem-solving, and psychological safety.

In collaborative settings, EI fosters trust, which Hattori and Lapidus (2004, p. 97, as cited in Cox, 2011, p. 438) identify as a "*prerequisite for collaborative innovation."* Relationship management, a core EI competency, drives career growth through mentorship and feedback-seeking behaviors, as Goleman (1995) (as cited in Cox, 2011, p. 438) emphasizes. Teams with high EI norms build social capital, facilitating task processes, such as open communication and conflict resolution, as Druskat and Wolff (1999) (as cited in Cox, 2011, p. 441) demonstrate.

When faced with uncertainty, emotionally-intelligent individuals demonstrate remarkable resilience. Xavier (2005, as cited in Cox, 2011, p. 436) describes this as *"flexibility in dealing with changing situations,"* a skill strengthened by positive emotional regulation. Gardner and Stough (2002, p. 70, as cited in Cox, 2011, p. 441) note that emotionally intelligent leaders "*handle the frustrations, disappointments, and joys*" of work, inspiring teams to persevere even in challenging circumstances. This ability to adapt and reframe adversity is complemented by a strong sense of initiative, driven by *"intrinsic motivation*" and self-awareness. Goleman (1995) underscores how self-awareness fuels clarity in pursuing long-term goals.

In the workplace, emotionally intelligent employees consistently meet targets and manage tasks impactfully, as Shah and Sah (2024) found, noting *that "employees who are more emotionally*

intelligent tend to perform better." (Shah& Sah, 2024, p.7) This efficiency stems from EI's ability to balance emotional regulation with goal-oriented behavior, ensuring that individuals remain focused and productive even under pressure.

To wrap up, emotionally intelligent leaders excel at aligning team objectives with individual motivations, creating environments where members feel valued and heard. Gardner and Stough (2002, p. 70) describe how such leaders *"articulate a vision for the future*" and resolve conflicts preemptively, while Goleman (1995) ties relationship management to career advancement, emphasizing mentorship and feedback loops. Druskat and Wolff (2001) argue that these leaders create *"upward spirals*" of trust and performance, enabling teams to achieve outcomes *"not ordinarily attainable."* Emotionally intelligent leaders in same way use empathy to assess situations from others' perspectives, enhancing team cohesion (Xavier, 2005, as cited in Cox, 2011, p. 441).

It is important to note that these skills; critical thinking, collaboration, adaptability, and more; are not limited to traditional settings but extend to digital contexts, especially when discussing 21st-century skills. Whether evaluating online information, fostering trust in virtual teams, or adapting to new technologies.

2.5. The contribution Emotional Intelligence in Education: Enhancing Learning and Personal Growth

Emotional Intelligence (EI) plays a transformative role in shaping students' learning experiences and personal growth. When teachers are emotionally self-aware, they can better understand their students' emotions, behaviors, and psychological states, creating a supportive environment where students feel valued and empowered (Boukhli & Regueig, 2021, p. 25). For students, this empathetic approach fosters a sense of belonging and motivation, which will have a great influence in the learning process. For example, a teacher using EI might notice a student struggling with frustration during complex tasks and break the task into smaller, manageable steps, providing positive reinforcement along the way. This approach not only helps the students overcome immediate challenges, but also fosters resilience and reinforces their belief in their ability to handle future tasks. This shift away from traditional, one-size-fits-all teaching methods is essential, as outdated approaches often fail to meet students' evolving needs, leading to disengagement and demotivation (Sayah Lembarek & Ghani, 2024, p. 678).

Students with high Emotional Intelligence benefit significantly, as they can easily understand and manage their own emotions and those of others. They know exactly what learning strategies work best for them and how to apply these strategies (Boukhli & Regueig, p. 26). This ability helps learners develop self-motivation, learning skills, and strategies—qualities that are essential for success in the 21st century. For instance, emotionally self-aware students are better communicators, approach tasks with greater confidence, and are more adept at adapting to challenges. Conversely, those lacking EI may struggle with poor communication (Boukhli & Regueig, p. 26).

Further supporting this, research by Talbolatov, Pleyfer, Burdina, Kudysheva, and Bolatov (2024) found that emotional intelligence have a direct relationship with academic motivation among schoolchildren. Students with higher EI are more likely to exhibit intrinsic motivation, which in turn enhances their ability to think critically, collaborate with others and solve problems creatively—skills that are indispensable in the 21st century. The study underscores the importance of integrating emotional intelligence in educational settings.

According to Weinstein and Mayer, prominent figures in educational psychology, the use of learning strategies significantly influences students' emotional and motivational states, affecting how they select, acquire, and organize new information. These strategies not only help students achieve their goals and complete tasks on time but also build self-discipline and resilience, preparing them for both academic and professional success.

By integrating Emotional Intelligence into teaching and learning, educators can create supportive environments that nurture students' emotional well-being, foster resilience and confidence, and equip them with the critical thinking, collaboration, and problem-solving skills needed in the 21st century.

2.6. Empowering Education Through Social and Emotional Learning (SEL): A Pathway to Integrating Emotional Intelligence for developing 21st century skills

We have already seen the impact of Emotional Intelligence (EI) in various aspects of life, and in today’s world, where academic success is not limited to grades, Social and Emotional Learning

(SEL) has become a game-changer. It helps students and teachers alike develop the emotional intelligence needed to succeed both in and out of the classroom.

2.6.1. Integrating SEL: Developing Emotional and Social Skills

Social and Emotional Learning (SEL) offers a powerful way to weave Emotional Intelligence (EI) into education. Programs like PATHS (Promoting Alternative Thinking Strategies) focus on key skills that align with fundamental competencies like self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Parker, Saklofske, Wood, & Collin, 2009, p. 13). Although not originally designed as an EI-specific intervention, PATHS has demonstrated significant success in fostering emotional and social skills through structured lessons, role-playing, and group discussions that teach self-awareness, empathy, and problem-solving (Parker et al., 2009, p. 14). These programs not only improve students' emotional competencies but also create a positive school climate that supports academic achievement and well-being. For example, schools that implement SEL programs report fewer behavioral issues and higher levels of students cooperation (Curtis & Norgate, 2007, cited in Parker et al., 2009, p. 14).

Creative approaches, like using art to explore emotions or poetry to express feelings, have been equally beneficial in building EI (Morris et al., 2005, cited in Parker et al., 2009, p. 15). Peer mentoring programs, where older students guide younger ones, further strengthen emotional skills and help students stay engaged in their studies (Wood et al., 2006, cited in Parker et al., 2009, p. 16).These strategies demonstrate how EI can be seamlessly integrated into everyday classroom activities, benefiting both students and the overall learning environment.

2.6.2. Teacher Training: Building Capacity for EI Integration

For Emotional Intelligence (EI) to be purposefully integrated into schools, teachers need proper training and resources. Programs like the previously mentioned *PATHS* provide educators with structured lesson plans and activities to teach emotional literacy, such as self-awareness and conflict resolution (Parker et al., 2009, p. 13). Teachers are also trained to use assessment tools like the EQ-i:YV (Emotional Quotient Inventory: Youth Version) to evaluate students' emotional competencies and tailor interventions accordingly (Parker et al., 2009, p. 5). Additionally, workshops for teachers and peer mentors have proven effective in helping students navigate transitions, such as moving from

elementary to high school (Qualter et al., 2007, cited in Parker et al., 2009, p. 14). These examples highlight the critical role of teacher training in supporting students' emotional development.

Recent research by Defrianti and Iskandar (2022) proves the importance of teacher training in mastering EI, particularly in the context of 21st-century learning, which is heavily influenced by digital disruption. Their study found that teachers who participated in EI training programs demonstrated significantly higher emotional intelligence scores (mean score of 83.30) compared to those who did not attend training (mean score of 78.02). The training program focused on three key stages:

1. Understanding EI concepts and their relevance to 21st-century learning.

2. Applying EI in technology integration for teaching and learning.

3. Demonstrating EI-based learning models through lesson plans and teaching tools (Defrianti & Iskandar, 2022, p. 52).

The study revealed that trained teachers showed significant improvements in self-motivation and social skills, a key factors for enhancing communication and collaboration in technology-enhanced learning environments.

At the end, Social and Emotional Learning (SEL) is the how, the method for teaching emotional and social skills, while Emotional Intelligence (EI) is the what, the outcome of these efforts, SEL programs integration provide tools to create a supportive environment where educators and student can thrive academically, socially, and emotionally, allowing them to fulfill the needs of the present time.

Conclusion

As we conclude this chapter, it is clear that emotional intelligence (EI) is not just a supplementary skill but a fundamental component of success in the 21st century. The interplay between EI and critical 21st-century skills such as critical thinking, creativity, collaboration, and adaptability, underscores the importance of fostering emotional awareness and regulation in both educational and professional settings.

By integrating emotional intelligence into teaching and learning, educators can create environments that nurture not only academic achievement but also emotional and social growth. This holistic approach prepares students to navigate the complexities of a rapidly changing world, equipping them with the tools they need to face challenges with resilience and empathy.

It is imperative that educational systems continue to prioritize the development of emotional intelligence to support for soft skills acquisition, ensuring that future generations are not only knowledgeable but also emotionally intelligent, adaptable, and ready to rise in a constantly evolving world.

Chapter Three: Research Methodology and Data analysis

Introduction:

After completing the theoretical part and gaining familiarity with the most important aspects of the topic of the impact of emotional intelligence on the 21st-century skills and the different concepts brought by the researchers, now we come to the practical part, through which we will try to project the theoretical aspect on first-year Master's students at the Department of English at the University of Ghardaia, While primarily focusing on students development as the core case study, the research incorporates on the twenty-first century Skills.

The chapter is structured into six main sections: Research Design presents the methodological framework; Population & Sampling outlines participant selection; Data Collection methods describes research instruments; Validity & Reliability establishes quality measures; Data Analysis explores the study data; and Discussion of Findings interprets the results. Finally, Conclusion section summarizes the key findings and their significance, offering insights for future research and practical applications.

3.1. Research Design

Based on the nature of the study and the objectives it seeks to achieve, and its focus on the extent of the impact of emotional intelligence on 21st-century skills, a mixed-methods approach was adopted combining a quantitative and qualitative study.

The field study method was applied within the process of collecting the quantitative data. The latter was collected directly from respondents using a structured questionnaire, which was carefully designed to measure students' opinions on the impact of emotional intelligence on 21st-century skills, classifying and analyzing them to reach a comprehensive understanding of the relationships between the study variables. This data was statistically analyzed using the Statistical Package for the Social Sciences (SPSS), which provides a set of statistical tools (e.g., means, frequencies) and inferential tests (e.g., correlations, regression) that enable the researcher to extract precise indicators to examine the relationship and the impact between variables of study. These tools help in interpreting the results and test hypotheses to reach objective scientific conclusions that reflect the reality of the studied phenomenon.

To balance the quantitative data and provide deeper insights, semi-structured interviews were conducted with teachers. These interviews explored educators' perspectives on how emotional

intelligence influences 21st-century skills in practice. Interview responses were recorded, transcribed, and analyzed using thematic analysis.

3.2. Population & Sampling

The study population consists of 113 first-year Master's students at the Department of English at the University of Ghardaia, as they represent the target group that fits the characteristics of the study. They were selected due to their suitability for the research topic related to the role of emotional intelligence in developing 21st-century skills.

The study sample was selected using a simple random sampling method from the original population to ensure good representation of the study population. The sample consisted of 40 students (male and female), where 44 questionnaires were distributed, and 40 valid questionnaires were retrieved for analysis.

This sample was selected according to scientific criteria that ensure neutrality and representation of all members of the original population, allowing for the generalization of results to the rest of the study population.

Three educators from the Department of English were also selected through random sampling. While students provided quantitative data through questionnaires, the teacher participated in semi-structured face-to-face interviews to offer more detailed perspectives.

This parallel random sampling approach for both groups enhanced the study's validity by preventing selection bias and allowing triangulation of perspectives

3.3. Data Collection Methods

3.3.1. Questionnaire

- **Study Tool Design**

The study relied on the questionnaire as the primary tool for collecting qualitative data and analyzing it. The questionnaire was designed based on the study questions and the proposed hypotheses, with reference to some previous questionnaires related to the same variables. The questionnaire began with an introductory paragraph explaining the study's objectives to ensure the sample's interaction. It also includes:

First: Axis Related to Personal Information

This included a set of information related to the personal characteristics of the study sample members, such as age, gender, and academic performance. These personal data were coded with numbers to facilitate their entry into the SPSS program, and the following tables illustrate the codes.

Information	Coding
21-25 Years Old	**1**
26- 30 Years Old	**2**
31 Years Old and above	**3**

Table 01:Age Coding

Information	Coding
Male	**1**
Female	**2**

Table 02:Gender coding

Information	Coding
Below 13	**1**
14–16	**2**
Above 17	**3**

Table 03: Academic Performance Coding

Second: Axis Related to the Research Topic

The questionnaire was divided into two main sections according to the study's requirements, to facilitate the process of data collection and accurate analysis, as follows:

- Emotional Intelligence Axis: Includes four dimensions, each containing 4 statements, totaling 16 statements for this axis.

- 21st-Century Skills Axis: Includes 18 statements.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Table 04: questionnaire statements according to Likert scale Coding

3.3.2. Semi-structured Interviews:

- **Study Tool Design:**

The researcher contacted each teacher individually to:

1. Briefly present my research topic and objectives
2. Explain the purpose of the interview in relation to the study
3. Request their explicit consent for audio recording

Teacher interviews followed a semi-structured protocol with seven open-ended questions, targeted to gain more detailed on how components of emotional intelligence influence the development of specific 21st-century skills in classroom settings. Each interview lasted between 25–35 minutes, the session was audio-recorded, transcribed, and analyzed.

The interview was designed as follows:

Foundational Understanding

Q1: Establishing teachers' baseline knowledge of EI → Classroom importance

Pedagogical Context

Q2: Identifying prioritized 21st-century skills → Current teaching practices

Core Investigation

Q3: Holistic EI → Skill development

Q4: Self-awareness/regulation → Critical thinking/ problem solving skills

Q5: Empathy → Collaboration

Q6: Social skills → Communication effectiveness

Q7: EI → Future curriculum integration

3.4. Data Analysis methods

3.4.1. Statistical Tools

Several appropriate statistical methods were adopted using the Statistical Package for the Social Sciences (SPSS). The questionnaire data were analyzed, relying on the following statistical tests:

- Percentages and frequencies.
- Standard Deviation: The most commonly used measure of statistical dispersion to measure the extent of statistical variation, indicating the spread of values within the questionnaire results.
- Cronbach's Alpha Test to determine the reliability of the questionnaire items.
- Pearson Correlation Coefficient to measure the validity of the items and the strength of the correlation and relationship between the two variables.
- Multiple Linear Regression Test.

3.4.2. Thematic analysis

For analyzing the qualitative data, a thematic analysis approach was applied. Thematic analysis is a method used to identify, analyze, and report patterns, known as 'themes,' within qualitative data (Braun & Clarke, 2006, p. 6).

According to Braun and Clarke the process of thematic analysis consist of six phases:

- Familiarizing yourself with the data through repeated reading
- Generating initial codes to label features of the data
- Searching for themes by grouping related codes
- Reviewing themes to ensure they fit the dataset
- Defining and naming themes to clarify their essence
- Producing the report by weaving themes into a coherent narrative

As shown in the following figure:

Figure 3: Phases of Thematic Analysis

3.5. Validity and Reliability of Instruments

Reliability is one of the most important topics for researchers due to its significant impact on the importance of the results. Reliability is related to the tools used in the research, so we will test our study tool, assuming that the study follows a normal distribution.

The reliability of the study was confirmed using the Cronbach's Alpha coefficient, and the following table illustrates this:

Cronbach-Alpha	Number of Items
0.817	**34**

Table 05: Measuring the Reliability of the study instrument

From Table No. (05), we see that the Cronbach's Alpha coefficient is (0.817), which is greater than (0.6). Therefore, we can say that the study tool has high reliability, making it suitable for this study, and it reassures us to use it.

3.6. Data Analysis

3.6.1. Reporting the student's questionnaire data

- **Descriptive Analysis of Sample Characteristics**

The personal data of the study sample members are represented through graphical representation of the variations related to personal data.

First: Age

Age	Frequency	Percentage%
21-25 years old	**34**	**85**
30-26 years old	**4**	**10**
31 years old and above	**2**	**5**
Total	**40**	**100**

Table 06: For Age

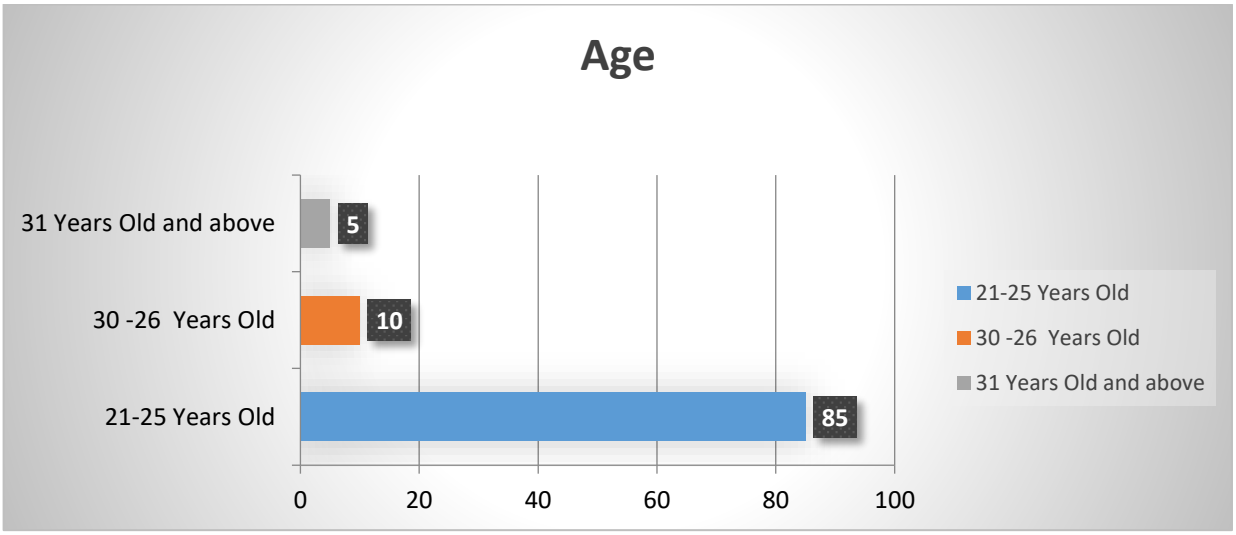

Figure 4: Distribution of Sample Members by Age

The statistical table shows that the age group (21-25 years) constitutes the vast majority of the study sample at 85%, indicating that most students are at the beginning of their academic journey. The age group (26-30 years) represents 10%, while the percentage of students aged 31 years and above does not exceed 5%. This distribution reflects that the sample is predominantly young.

Second: Gender

Gender	Frequency	Percentage%
Male	**17**	**42.5**
Female	**23**	**57.5**
Total	**40**	**100**

Table 07: For Gender

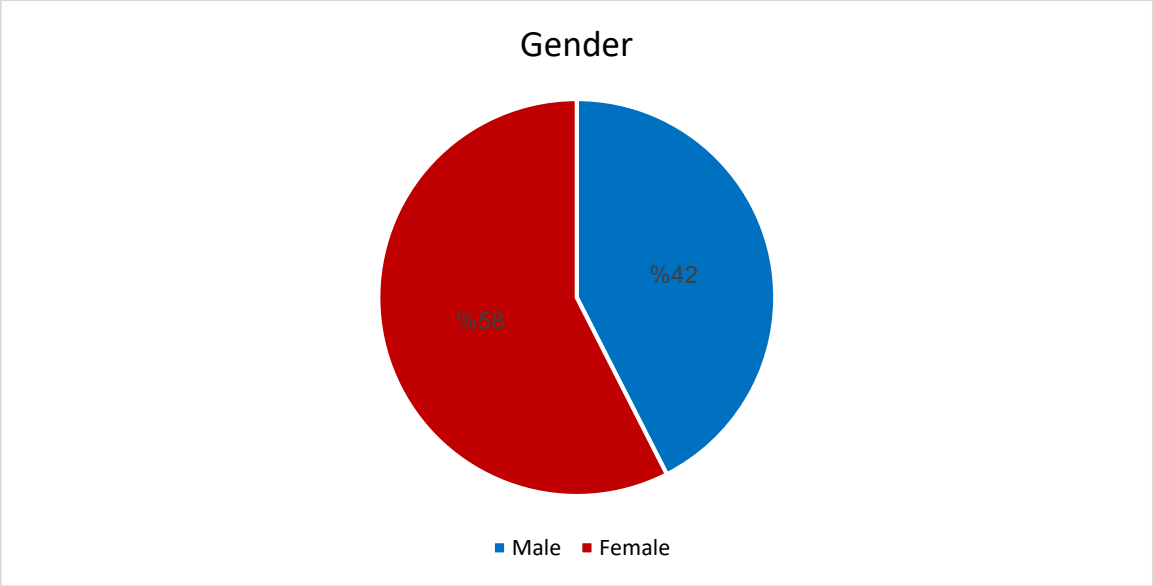

Figure 5: Distribution of Sample Members by Gender

From the figure and table, we notice that the majority of the sample members are females, represented by 58%, while males were 42%, this distribution indicates that the sample includes a larger number of females, which may reflect a greater tendency of females towards this major. In general, the study included both genders, albeit unevenly, but it can be said that the study covers all genders comprehensively.

Third: Academic Performance

Academic performance	Frequency	Percentage%
Below 13	**11**	**27.5**
16-14	**18**	**45**
Above 17	**11**	**27.5**
Total	**40**	**100**

Table 08: For Academic Performance

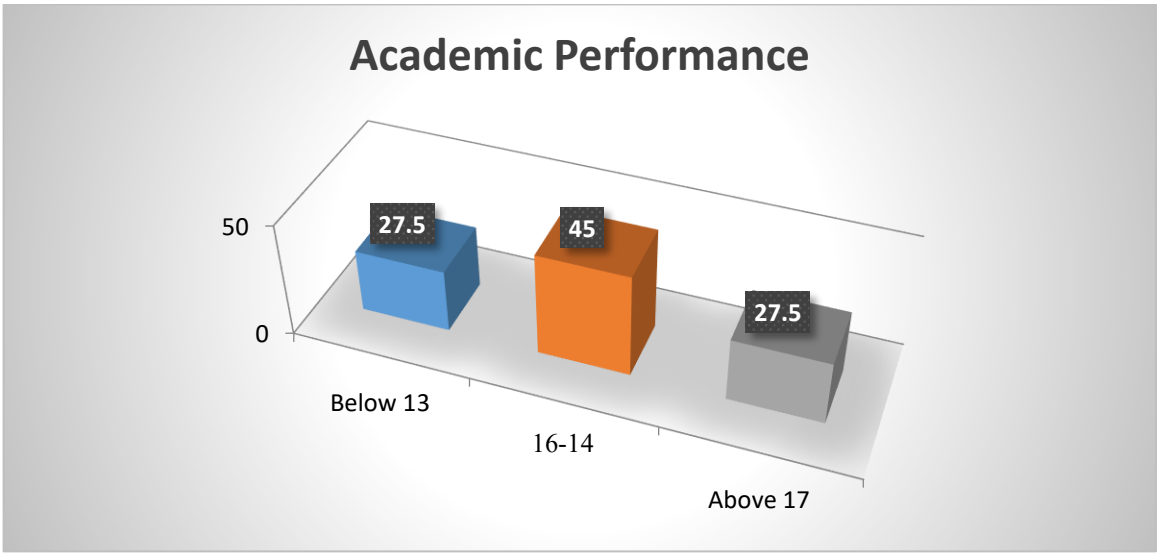

Figure 6: Distribution of Sample Members by Academic Performance

The statistical table and figure show that the academic performance of the study sample of Master's 1 students in Department of English is distributed across three categories. The middle category (14-16) represents the largest proportion at 45% of the total sample, indicating that most students have an average academic level. The two categories (13 and below) and (17 and above) are equal at 27.5% each, reflecting a relative balance between students with low and high academic performance within the sample.

- **Analysis of Emotional Intelligence Dimensions**

We will present and analyze the various responses of the study sample members on the topics included in the questionnaire, relying on the data analyzed and processed using the SPSS statistical program.

Overall Direction	Weighted average
Strongly Disagree	**[01 – 1.8 [**
Disagree	**[1.8 – 2.6 [**
Neutral	**[2.6 – 3.4 [**
Agree	**[3.4 – 4.2 [**
Strongly agree	**[4.2 – 5 [**

Table 09: Weighted Averages and Overall Direction of Opinion

The statistical table above shows how the weighted average scores correspond to the direction of respondents' opinions in the survey, where each range of weighted average scores is associated with a specific level of agreement.

Statement No.	Statements	Arithmetic Mean	Standard Deviation	Overall Direction
01	**I realize immediately when I lose my temper or feel stressed.**	**3.60**	**1.057**	**Agree**
02	**I can identify the reasons behind my anxiety and emotional reactions.**	**3.67**	**0.971**	**Agree**
03	**I am aware of my emotional state and its impact on my behavior.**	**3.52**	**1.085**	**Agree**
04	**I know what makes me happy.**	**4.05**	**0.875**	**Agree**
X1	**Mean and total deviation of the self-awareness axis.**	**3.71**	**0.726**	**Agree**

Table 10: The Arithmetic Mean and Standard Deviation of Respondents' Responses to the Self-Awareness Axis

The statistical table for the self-awareness axis shows that the arithmetic means of the statements range between 3.52 and 4.05, indicating that the students agree on the content of the

statements. The highest arithmetic mean was for the statement "*I know what makes me happy*" with a mean of 4.05 and a standard deviation of 0.875, reflecting a good awareness of the things that make them feel happy. The statement "*I am aware of my emotional state and its impact on my behavior*" recorded the lowest mean of 3.52 with a standard deviation of 1.085, indicating a slight disparity in the perception of the impact of emotions on behavior. The overall arithmetic mean of the self-awareness axis was 3.71 with a standard deviation of 0.726, reflecting a good level of self-awareness among Master's1 students from the English Department.

Statement No.	Statements	Arithmetic Mean	Standard Deviation	Overall Direction
05	**I stay calm under pressure or stressful situations.**	**2.97**	**1.187**	**Neutral**
06	**I pause and think before reacting emotionally.**	**3.52**	**1.176**	**Agree**
07	**I manage negative emotions like anger, frustration, or anxiety well.**	**2.92**	**1.071**	**Neutral**
08	**I take responsibility for my emotional reactions, even in challenging situations.**	**3.65**	**1.144**	**Agree**
X2	**Mean and total deviation of the Self-Management axis.**	**3.26**	**0.855**	**Agree**

Table 11:The Arithmetic Mean and Standard Deviation of Respondents' Responses to the Self-Management Axis

The statistical table for the Self-Management axis shows that the arithmetic means range between 2.92 and 3.65, reflecting a disparity in the attitudes of students about this axis. The statement "*I take responsibility for my emotional reactions, even in challenging situations."* had the highest mean of 3.65 with a standard deviation of 1.144, indicating a good level of awareness of emotional responsibility. The statement "*I manage negative emotions like anger, frustration, or anxiety well*." recorded the lowest mean of 2.92, indicating students' neutrality in dealing with negative emotions. The overall arithmetic mean of the Self-Management axis was 3.26 with a standard deviation of

0.855, reflecting an intermediate level of Self-Management ability among Master's1 students from the English Department.

Statement No.	Statements	Arithmetic Mean	Standard Deviation	Overall Direction
09	**I am always able to see things from the other person's viewpoint.**	**3.67**	**1.095**	**Agree**
10	**I am excellent at empathizing with someone else's problem.**	**3.62**	**0.952**	**Agree**
11	**I can tell if a team of people are not getting along with each other.**	**3.15**	**1.098**	**Neutral**
12	**I can understand why my actions sometimes offend other.**	**3.55**	**0.959**	**Agree**
X3	**Mean and total deviation of the Social Awareness axis.**	**3.50**	**0.688**	**Agree**

Table 12: the Arithmetic Mean and Standard Deviation of Respondents' Responses to the Social Awareness Axis

The statistical table for the Social Awareness axis shows that the arithmetic means of the statements range between 3.15 and 3.67, reflecting a good level of Social Awareness among student. The statement *"I can always see things from the other person's point of view*" recorded the highest mean of 3.67 with a standard deviation of 1.095, indicating a high ability of students to adopt other people's perspectives. The statement "*I can tell if a team of people are not getting along with each other."* had the lowest mean of 3.15, reflecting students' neutrality in perceiving the compatibility of social relationships. The overall arithmetic mean for the Social Awareness axis was 3.50 with a standard deviation of 0.688, indicating that Master's1 students from the English Department have a good level of Social Awareness in their interpersonal interactions.

Statement No.	Statements	Arithmetic Mean	Standard Deviation	Overall Direction
13	**I communicate my emotions clearly and respectfully to others.**	**3.27**	**0.846**	**Neutral**
14	**I resolve conflicts with others in a constructive and empathetic manner.**	**3.35**	**1.026**	**Agree**
15	**I inspire or motivate others through my words and actions.**	**3.85**	**0.948**	**Agree**
16	**I build trust and rapport easily with others in personal or professional settings.**	**3.32**	**1.141**	**Neutral**
X4	**Mean and total deviation of the Relationship Management axis.**	**3.45**	**0.663**	**Agree**
X	**Mean and total deviation of the emotional intelligence axis.**	**3.48**	**0.480**	**Agree**

Table 13: The Arithmetic Mean and Standard Deviation of Respondents' Responses to the Relationship Management Axis

The statistical table for the Relationship Management axis indicates that the arithmetic means range between 3.27 and 3.85, reflecting a disparity in the attitudes of students about this axis. The statement "*I inspire or motivate others through my words and actions.*" had the highest mean of 3.85 with a standard deviation of 0.948, indicating that students have a good ability to positively influence others. On the other hand, "*I communicate my emotions clearly and respectfully to others.*" recorded the lowest mean of 3.27, reflecting the students' neutrality in expressing their feelings clearly.

The overall arithmetic mean of the Relationship Management axis was 3.45 with a standard deviation of 0.663, reflecting an acceptable level of students' Relationship Management.

The overall arithmetic mean of the emotional intelligence axis was 3.48 with a standard deviation of 0.480, indicating a good level of emotional intelligence among Master's1 students from the English Department in general.

- **Analysis of 21st-Century Skills**

Statement No.	Statements	Arithmetic Mean	Standard Deviation	Overall Direction
17	**I can analyze complex problems and break them down into smaller, manageable parts**	**3.45**	**1.175**	**Agree**
18	**I regularly question assumptions, evaluate evidence and available information before making a decision**	**3.52**	**1.085**	**Agree**
19	**I enjoy thinking of new and original ideas for projects or assignments.**	**4.02**	**0.800**	**Agree**
20	**I often find unique ways to solve problems that others might not consider.**	**3.67**	**1.022**	**Agree**
21	**I work well with others to achieve common goals in group projects or activities.**	**3.42**	**1.106**	**Agree**
22	**I am open to feedback and willing to compromise when working in a team.**	**3.52**	**1.085**	**Agree**
23	**I can clearly express my ideas and thoughts to others in both written and verbal forms.**	**3.57**	**0.957**	**Agree**
24	**I adapt my communication style to suit different audiences (e.g., peers, professors)**	**3.77**	**0.973**	**Agree**
25	**I can adjust to new situations or changes in plans without feeling stressed.**	**3.05**	**0.875**	**Neutral**
26	**I remain calm and productive when dealing with uncertainty or challenges.**	**3.25**	**0.954**	**Neutral**

27	**I manage my time effectively to complete tasks and meet the deadline without constant supervision.**	**3.20**	**1.202**	**Neutral**
28	**I take responsibility for my own learning and set goals for myself.**	**3.90**	**1.007**	**Agree**
29	**I can use digital tools (e.g. online platforms) effectively for my studies or research.**	**3.74**	**0.992**	**Agree**
30	**I can evaluate the reliability of online sources for my academic work.**	**3.60**	**0.841**	**Agree**
31	**I feel comfortable interacting with people from different cultural backgrounds.**	**3.90**	**0.955**	**Agree**
32	**I respect and value the perspectives of others, even when they differ from my own.**	**3.80**	**0.882**	**Agree**
33	**Take responsibility for my actions and their outcomes in group or individual tasks.**	**3.90**	**0.777**	**Agree**
34	**I feel confident leading a team and ensuring that everyone contributes effectively.**	**3.70**	**1.114**	**Agree**
Y	**Mean and total deviation of the 21st-century skills axis.**	**3.61**	**0.425**	**Agree**

Table 14: The Arithmetic Mean and Standard Deviation of Respondents' Responses to the 21st-Century Skills Axis

The statistical table for the 21st-century skills axis reveals that the arithmetic means of the statements range between 3.05 and 4.02, reflecting a disparity in the possession of these skills by students. The statement "*I enjoy thinking of new and original ideas for projects or assignments.*" recorded the highest arithmetic mean of 4.02 with a standard deviation of 0.800, indicating students' tendency to be creative and innovative. In contrast, the statement "*I can adjust to new situations or changes in plans without feeling stressed.*" had the lowest mean of 3.05, reflecting an average level of adaptation to changes.

It also shows that most statements tend to agree, except for some statements that reflect students' neutrality such as "*I remain calm and productive when dealing with uncertainty or*

challenges." with a mean of 3.25, and "*I manage my time effectively to complete tasks and meet the deadline without constant supervision."* with a mean of 3.20.

The overall arithmetic mean for the 21st-century skills axis was 3.61 with a standard deviation of 0.425, reflecting a good level of 21st-century skill proficiency.

- **Relationship between Variables**

After discussing the results of the statistical analysis of the arithmetic means, we will attempt in this title to show the nature of the relationship between the independent variables (self-awareness, Self-Management, Social Awareness, and Relationship Management) and the dependent variable (21st-century skills).

Variable	Self-Awareness	Self-Management	Social Awareness	Relationship Management
21st-Century Skills	**0.290**	**0.180**	**0.495****	**0.553****

Table 15: Correlation Coefficients between the Independent Variables and the Dependent Variable

**A statistically significant correlation at the 0.01 significance level

*A statistically significant correlation at the 0.05 significance level

From the table, we see that some axes of the independent variable do not have statistically significant values, meaning there is no relationship between (self-awareness, Self-Management) and the dependent variable (21st-century skills).

On the other hand, the axes of the independent variable such as (Social Awareness, and Relationship Management) have statistically significant values, meaning there is a relationship between them and the dependent variable (21st-century skills). This relationship is characterized as a positive direct relationship, where the more (Social Awareness, and Relationship Management) increase, the more the dependent variable (21st-century skills) increases.

- **Hypothesis Testing**

After presenting and analyzing the various responses of the study sample members regarding the axes included in the questionnaire, we will test the hypotheses at a significance level of ($\alpha \leq 0.05$).

Main Hypothesis:

- Null Hypothesis: There is no statistically significant effect of emotional intelligence on 21st-century skills among the sample members at a significance level of ($\alpha \leq 0.05$).
- Alternative Hypothesis: There is a statistically significant effect of emotional intelligence on 21st-century skills among the sample members at a significance level of ($\alpha \leq 0.05$).

First Sub-Hypothesis:

- Null Hypothesis: There is no statistically significant effect of the Self-awareness dimension on 21st-century skills among the sample members at a significance level of ($\alpha \leq 0.05$).
- Alternative Hypothesis: There is a statistically significant effect of the Self-awareness dimension on 21st-century skills among the sample members at a significance level of ($\alpha \leq 0.05$).

Second Sub-Hypothesis:

- Null Hypothesis: There is no statistically significant effect of the Self-management dimension on 21st-century skills among the sample members at a significance level of ($\alpha \leq 0.05$).
- Alternative Hypothesis: There is a statistically significant effect of the Self-management dimension on 21st-century skills among the sample members at a significance level of ($\alpha \leq 0.05$).

Third Sub-Hypothesis:

- Null Hypothesis: There is no statistically significant effect of the Social Awareness dimension on 21st-century skills among the sample members at a significance level of ($\alpha \leq 0.05$).
- Alternative Hypothesis: There is a statistically significant effect of the Social Awareness dimension on 21st-century skills among the sample members at a significance level of ($\alpha \leq 0.05$).

Fourth Sub-Hypothesis:

- Null Hypothesis: There is no statistically significant effect of the Relationship Management dimension on 21st-century skills among the sample members at a significance level of ($\alpha \leq 0.05$).
- Alternative Hypothesis: There is a statistically significant effect of the Relationship Management dimension on 21st-century skills among the sample members at a significance level of ($\alpha \leq 0.05$).

Based on the previous results, only multiple linear regression analysis is required, and the findings are as follows:

Independent Variables	Regression Coefficient	T-test		Coefficient of Determination (R^2)	Correlation Coefficient (R)	F-test	
		Value	Sig			F-value	Sig
Constant	**1.673**	**4.022**	**0.000**				
X1	**0.144**	**1.807**	**0.079**				
X2	**-0.11**	**-0.164**	**0.870**				
X3	**0.155**	**1.601**	**0.118**				
X4	**0.260**	**2.620**	**0.013**				
				0.416	**0.645**	**6.225**	**0.001**

Table 16: Results of Multiple Linear Regression Analysis

From the table we notice that the significance level reached (0.001), which is less than (sig≤0.05), meaning there is an effect of emotional intelligence on 21st-century skills. We also notice that the correlation coefficient equals 0.645, meaning there is a relationship between the independent variables and the dependent variable. Additionally, we notice that the coefficient of determination equals (0.416), meaning that (42%) of the variation in the level of 21st-century skills is explained by the dimensions of emotional intelligence, and the rest is due to other factors.

The regression equation can be written as follows:

$$Y = -0.11X_2 + 0.144X_1 + 0.115X_3 + 0.260X_4 + 1.673$$

Where:

Y: 21st-century skills

X1: Self-awareness

X2: Self-management

X3: Social Awareness

X4: Relationship Management

First Sub-Hypothesis:

As shown in *Table 16*, the significance value (sig) is 0.079, which exceeds the 0.05 threshold. This leads to the rejection of the alternative hypothesis (H1) and the acceptance of the null hypothesis (H0). Therefore, it can be concluded that the sample participants do not believe self-awareness has a significant effect on their 21st-century skills.

Second Sub-Hypothesis:

As shown in *Table 16*, the significance value (sig) is 0.780, which exceeds the 0.05 threshold. This leads to the rejection of the alternative hypothesis (H1) and the acceptance of the null hypothesis (H0). Therefore, it can be concluded that the sample participants do not believe Self-Management has a significant effect on their 21st-century skills.

Third Sub-Hypothesis:

As shown in *Table 16*, the significance value (sig) is 0.118, which exceeds the 0.05 threshold. This leads to the rejection of the alternative hypothesis (H1) and the acceptance of the null hypothesis (H0). Therefore, it can be concluded that the sample participants do not believe Social Awareness has a significant effect on their 21st-century skills.

Fourth Sub-Hypothesis:

As shown in *Table 16*, the significance value (sig) is 0.013, which is less than 0.05. This leads to the acceptance of the alternative hypothesis (H1) and the rejection of the null hypothesis (H0). Therefore, it can be concluded that the sample participants believe Relationship Management have a significant effect on their 21st-century skills.

Main Hypothesis:

As shown in *Table 16*, the significance value (sig) is 0.001, which is less than 0.05. This leads to the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (H1). Therefore, it can be concluded that the sample participants believe emotional intelligence has a significant effect on their 21st-century skills. This finding is supported by the fourth sub-hypothesis, which confirmed that Relationship Management have a significant effect on the dependent variable (21st-century skills).

3.6.2. Reporting the teacher's interview data

Q1: Are you equipped with the term Emotional intelligence, how do you define Emotional Intelligence, and how important do you think it is in the classroom?

- **Emotional Intelligence as Self-Regulation and Social Awareness**

The data revealed that most educators characterize emotional intelligence as a blend of self-regulation and social awareness. One of the interviewees referred to EI as "*monitoring oneself and empathizing with peers*," framing it as an adaptation mechanism. Another participant described EI as the ability to *'read the room*' which is the learner's capacity to perceive, understand, and produce responses based on their own and others' emotions. On the other hand, a constricting view appeared that saw EI as the suppression of disruptive feelings to promote logical thinking.

- **Criticality of EI**

All participant agreed on the importance of emotional intelligence in the learning process. One teacher noted that social dynamics form the "*backbone of learning*, "requiring students to navigate interpersonal tensions while interacting with each other or with their teacher. This enables the students to develop his/her own abilities *"the ability to collaborate, lead, discuss, critically think…"* as another teacher believed.

A precise perspective came from a second interviewee, who focused specifically on self-awareness. They stressed how students who are aware of their actions and words are able to control their feelings and reactions to various actions and equations that they may face throughout their academic career.

Q2: What specific 21st-century skills do you focus on in your teaching?

- **Critical Thinking as Priority**

Critical thinking was the most prioritized key skill across all interviews, followed by collaboration and leadership. Educators linked these skills with fostering *"positive interdependence,*" where students rely on one another's strengths to achieve shared goals. They also stressed the need for students to "*filter information*" rather than passively absorb it, tying critical analysis to self-directed learning where students become responsible for the quality of their own learning and information they receive and produce. Most educators tend to focus more on collaborative skills and critical

thinking when one participant diverged slightly, prioritizing time management and ICT proficiency, reflecting a focus on individual accountability in hybrid learning environments.

Q3: How do you think Emotional Intelligence impacts the development of these century skills in your students?

- **EI as a Driver of Collaborative Skills**

The interviews responses capture how teachers consider Emotional Intelligence (EI) as one of the critical aspects while developing students' collaboration skills. Participants stressed that EI especially empathy improve the learning environment where learners help one another. One of the teachers said, "*If the learner empathizes with each other, they tend to think more of each other, help each other…you will see more help-seeking manifested in their work."* This information illustrates the impact of emotional sensitivity on relationships among learners, shifting them from depending on teachers solely to a positive interdependence with each other. The evidence clearly indicates EI nurtures working together through ice-breaking, building relationships, and problem-solving. Another respondent stated that this results in "*stronger bonds between students*" which help students to collaborate.

- **EI Influence on Behavior**

Educators further explained the role of EI in shaping multiple aspects of student development. One participant captured this holistic impact perfectly: "*If I am emotionally intelligent, of course it's going to be reflected in my way of thinking, my behavior, my reactions... even whom I'm going to be."* This perspective positions EI not merely an add-on skill but skills that influence cognitive processes, social interactions, and personal identity formation. Teachers stressed that EI's effects classroom dynamics, influencing everything from communication styles ("what I'm going to say") to choosing your community and network ("whom I'm going to be with").And this data shows the critical role of EI in the development of the learning process.

Q4: How do self-awareness and emotional regulation, key parts of EI, work together to strengthen students' critical thinking and problem-solving, especially under pressure?

- **Self-Awareness connection with Critical Thinking**

The data revealed the a fascinating relationship between emotional intelligence and critical thinking where self-awareness create a kind of cognitive clarity that enables students to think more critically, especially when under pressure. One participant represented this relationship by noting : "*It's like they have a window through which they monitor how they behave... the student will observe himself as he would do with others."* This suggests a unique form of metacognition that allows students to engage with challenging problems while keeping eye on their own emotional responses and how they influence there thinking process. This emotional awareness and management helps in making the picture more clear for the learner "*know where they stand now and being aware where to go*" when tackling complex problems.

It was obvious for educators to distinguish between regulated and unregulated students. Those lacking self-awareness often become "passive" when challenged, easily swayed by others and losing focus. By contrast, those whom possess self-awareness maintain cognitive flexibility and courage in approaching problems with creativity. As one respondent clearly state "*If you're not self-aware, you won't solve problems... but with self-awareness and control techniques... you boost your strategies.*"

- **Emotional Regulation and Strategic Thinking**

Emotional regulation in particular was emphasized by educators as a base for enhancing the cognitive thinking process. Rather than suppressing feelings, it seems like students who channel their emotions strategically are good at critical thinking. As one educator observed, effective learners *"help themselves to control both negative and positive emotions and use them in the right phase"* of learning. Techniques mentioned such as deep breath, staying calm, avoid rushing into conclusion are not just stress management tools; they prepare the mental space needed for deeper analysis.

Q5: How does empathy, a core aspect of EI, enhance students' ability to work collaboratively in teams?

- **Empathy as the Foundation of Effective Teamwork**

Empathy was a fundamental element with profound influence on teamwork and collaborative skills, a point all educators agreed on. In collaborative learning empathy was perceived by one participant as the "*greasing substance*" of group interaction, which shows how empathy smooths cooperation. Empathetic awareness allows students to practice "*help seeking*" without anxiety, or fear of judgment that might prevent struggling students from reaching each other ,and creates a

psychologically safer environment for introverted students to share ideas and engage with each other , transforming team dynamics from competitive to complementary.

- **Empathy-Professionalism unity**

Professionalism was directly connected to empathy in the interviews, particularly in how empathetic students facilitate collaborative tasks and are able to elevate the quality of teamwork. As one interviewee pointed out *"lack of empathy will result in lack of professionalism which will hinder the learning process and teamwork and collaborative learning"*. When students tune into their peers' emotions and personal challenges, as the interviewee noted they "*benefit from each student's abilities*" by distributing tasks strategically and cooperating with different working styles which leads to stronger collective results.

- **The Boundaries of Empathy in Academic Contexts**

However, it's worth mentioning a broader view that prioritize professional and academic criteria over emotional considerations in teamwork. One educator drew a clear line: *"I don't consider it as matter of sympathy…its matter of criteria and qualities*" This perspective insists that successful professional team work require shared goals and competence. While understanding a teammate's struggles is important, but when it comes to professionalism there's a line between empathy and accountability.

Q6: How do strong social skills, as part of EI, influence students' ability to communicate effectively in discussions or presentations?

- **Social Skills as Communication Facilitators**

The interviews data made it clear that having a strong social skills facilitate communication during classroom discussions and presentations .Educators shared a smart strategy: start small, then grow. By first practicing in smaller groups, then expend to larger ones this will help student in expressing themselves more confidently, like one educator said, they "*get familiar with each other*" and build strong relationships that make speaking up much easier .

- **Lack of Social Skill consequences**

When students lack social skill this will be reflected in their work because they don't know how to react to emotional states of their team member which will hinder their work process and as the interviews revealed "*devaluate the importance of the topic and importance of learning process itself*

and quality of that peace of information ".Student who cannot take initiation, read social cues or solve conflicts in critical situations as one describe it as "*lack of collective understanding*". This will manifest as misunderstanding and miscommunication.

- **Redefining Effective Communication**

Communication for other educators was not about perfect linguistic skills but about the ability to greatly "*simplify and share ideas*" where other abilities like reading a room, adjusting tone, making complex things simple make a difference. If the student master these skills even different language won't create a barrier to his/her effective communication.

Q7: How do you see EI being further integrated into educational curricula in the future?

- **Environmental Challenges to EI Development**

Before discussing possible strategies for integrating Emotional Intelligence (EI), Participants took the chance to first highlight learning environmental obstacles that could hinder EI development in students such as overcrowded classrooms .As one participant noted, *"The feeling of student in front of 15 students is not the same as facing 40."* Reducing the number could help learner gradually *"defeat shyness"* and allow teacher to interact more with their student, "figure out personalities", and choose the right approach to address challenges. Besides, the "*lack of facilities*" and institutional disorganization drain student enthusiasm before EI development even begins.

- **Proposed EI-Integration Strategies**

Educators where very thoughtful when barnstorming strategies to help students discover and enhance their Emotional intelligence. Since we are in AI world, one proposed tools like Chabot's for introverts and real-life scenario roleplays offer the learner to improve his social skills before human interaction.

Feedback from teachers and peers was also emphasized. Teachers drop "little gestures" and comment during the session whether on individual or collective level to provoke self-reflection about strengths/shortcomings while raising EI awareness. Continuously challenging the student with new tasks and strategic group reshuffles was another approach, summarized by one educator "*take the fish out of water*" pushing the student out of his/her comfort zone. Peer feedback was seen as a great tool, peer reviews also play a pivotal role in reinforce awareness and self-management.

Interviewees concluded that presentation serve as the ultimate EI test, since public speaking is not easy task, it requires combination of self-regulation (managing "shyness, stress"), social awareness (reading audiences), and relationship management (persuading peers).

3.7. Discussion of Findings

The study results showed a statistically significant positive relationship between emotional intelligence and 21st-century skills among Master's students from the English Department, supporting the study's main hypothesis. This relationship reflects the pivotal role that emotional intelligence plays in preparing students to meet the academic and professional life requirements in light of the rapid changes witnessed in the 21st-century. All emotional intelligence dimensions had high arithmetic means, except for self-management, which was moderately high. Self-awareness scored the highest, reflecting students' strong ability to recognize and understand their emotions consciously, which contributes to improving decision-making and directing their behavior towards achieving their academic goals. This result aligns with many previous studies, such as *"The Role of Emotional Intelligence on Academic Motivation of Schoolchildren"* by Talbolatov et al. (2024), which emphasized the importance of self-awareness in enhancing students' academic and social performance and it is strongly linked to academic motivation and resilience.

The Social Awareness and Relationship Management dimensions recorded similar levels, reflecting students' ability to build positive relationships and communicate effectively with others, in addition to their readiness to interact positively with their peers and understand their emotional needs, which enhances the spirit of cooperation and teamwork within the classroom. This result supports what Defrianti and Iskandar (2022) research on" *The Mastery of Teacher Emotional Intelligence Facing 21st Century Learning"*. They found out that teachers with strong Relationship Management skills were better at integrating technology into their teaching, suggesting that these skills are equally important for students in collaborative and technology-driven learning environments.

Regarding Self-Management dimension, it recorded a moderately high score, reflecting students' reasonable ability to control their negative emotions and manage study stress effectively. These results confirm the important role of Self-Management in enhancing students' ability to adapt to the academic environment, especially in light of the challenges associated with the higher education system.

The results confirmed that emotional intelligence significantly contributes to enhancing 21st-century skills, as these skills help students adapt to modern learning requirements and engage effectively in group projects. The statistical tests also showed a significant effect of emotional intelligence dimensions, specifically Relationship Management, in developing 21st-century skills at a significance level of ($\alpha \leq 0.05$). This effect reflects the effective role that Relationship Management play in developing students' abilities to communicate effectively, work within teams, and manage conflicts, which contributes to preparing them for the job market, which increasingly focuses on personal and social skills. This mirrors the observations of Canono (2017), whose study on *"emotional intelligence and 21st-century skills among English language learners in Davao City*" revealed a positive relationship between emotional intelligence and 21st-century skills, despite the difference in the adopted dimensions. Canono (2017) emphasized that emotional intelligence acts as a bridge between cognitive abilities and real-world application, enabling students to translate their knowledge into practical skills such as teamwork, problem-solving, and adaptability.

Complementing these findings, the interview data revealed that emotional intelligence (EI) serves as a fundamental and complementary skill, enabling students to navigate diverse situations effectively. Due to their ability to adapt to different circumstances by regulating themselves and their emotions as well as skillfully attuning to the emotions of those around them. By doing so, they create a sense of harmony, understanding, and stability within themselves and in their relationships these qualities will translate into balanced reactions and decisions benefiting both individual and community interests.

Educators emphasized how emotional management and self-awareness enhance cognitive processes, allowing learners to think critically and solve problems under pressure. They achieve because they are consciously aware of their inner emotions, both positive and negative, through self-reflection. By understanding how these emotions influence their thoughts, they can channel their feelings to their advantage and toward their goals. Focusing on solving problems, rather than exaggerating or downplaying them, this mindset helps them maintain clarity and strengthens critical thinking.

Beyond individual growth, EI's interpersonal dimensions, particularly social-awareness (also known as Empathy) play a sensitive role in collaborative learning. These skills foster teamwork adaptability, helping students to take different roles seamlessly (e.g., leader, mediator) while building strong healthy relationships among peers of varied backgrounds and abilities ,creating what Johnson

& Johnson's (2009) called *"positive interdependence"*, where emotional sensitivity strengthens group dynamics. They create an environment where introverted individuals feel comfortable and confident seeking help, while others feel a sense of belonging and security in expressing their ideas and creativity without fear of judgment or negative reactions.

Notably, strong social skills were tied to effective communication, as students were able to articulate ideas clearly, resolve conflicts, adapt their communication style to suite the audience , interpreting nonverbal cues, and motivate others to give their best .All of this contribute to a better understanding and engagement with audience while preventing any misunderstandings or misinterpretations.

These mixed-perspective approach results reinforce the importance of emotional intelligence as a necessary life skill that contributes to improving the quality of students' academic and social life, and calls for intensifying efforts to integrate educational and training programs aimed at developing emotional intelligence within the curriculum.

Tips for Practical Implications

The gathered data allowed us to extract some suggestions that support the integration of Emotional intelligence into the educational curriculum, such as:

- Training teachers to grasp emotional intelligence's full scope and potential (beyond emotional suppression), including its key components, and provide practical strategies or incorporating EI principles into daily lessons.
- Incorporating EI-based activities (e.g., role-playing, peer feedback, social emotional learning programs) to strengthen collaboration and critical thinking.
- Integrating SEL framework, such as PATHS and CASEL, as a way to boost different aspects of EI
- Reducing class sizes and improving resources could enhance EI development, as suggested by participants.

Future Research Directions

More research into EI's effects across different cultures could deepen our understanding of how emotional intelligence varies between cultures, and how sufficient or deficient EI levels influence various aspects of individual life. Another possible study could explore the role of AI tools (e.g., chatbots) in supplementing EI development for introverted students. Such insights could contribute

to preparing generations capable of adapting to the requirements of the modern knowledge and technological society.

Conclusion

In this chapter, we addressed the practical aspect of the research on the impact of emotional intelligence on the development of 21st-century skills by targeting a sample of Master's Year 1 English students at the University of Ghardaia and teachers. We discussed the definition of the methods and tools used in the study, the types of tests adopted, and the means used to collect and analyze information according to the study's requirements.

The results are then discussed and interpreted to offer a comprehensive understanding of the subject while emphasizing its significance. The chapter also explores practical implications and proposes directions for future research. By connecting theory with real-world applications, this study contributes to the academic and educational fields.

General Conclusion:

The primary objective of this research paper is to explore the connection between emotional intelligence (EI) and the development of essential 21st-century skills, while also evaluating how specific EI dimensions contribute to cognitive, collaborative, and intrapersonal competencies. The combined quantitative and qualitative data not only demonstrate a major relationship between these variables, but also clarify the underlying mechanisms through which EI contributes to skill development.

The practical investigation conducted with Master’s Year 1 English students and teachers at the University of Ghardaia provided substantiated evidence for the theoretical assumptions. Statistical analysis confirmed a strong positive correlation between emotional intelligence dimensions—particularly Social Awareness and Relationship Management—and 21st-century skills. This result reflects the idea that, as individuals improve their ability to understand and manage emotions effectively, their capacity for communication, collaboration, and leadership also increases. On the other hand, the statistical tests also showed a significant effect of emotional intelligence dimensions, specifically Relationship Management, in developing 21st-century skills, which shows the effective role they play in developing students' abilities to communicate effectively, work within teams, and manage conflicts. This contributes to preparing them for the job market, which increasingly focuses on personal and strong social skills (World Economic Forum, 2020).

Teachers even demonstrate the criticality of emotional intelligence as it serves as the backbone of education, as it helps students cultivate skills needed in their learning progression. They proved how self-awareness and self-regulation act as a kind of protective preparation for our minds. These two components create mental clarity and emotional stability, which help shield us from impulsive reactions and manage negative and positive emotions alike, enhancing critical thinking and decision-making. Empathy was identified as a catalyst for collaborative learning, enabling students to harmonize with each other, blend their strengths, and fill each other's gaps. This deep sense of understanding foster a positive interdependence and trust among peers, ultimately leading to strong, collective outcomes. This closely aligns with the principles of Social and Emotional Learning (SEL) frameworks, which suggest that classrooms rooted in empathy encourage an environment where learning becomes a shared, rather than a competitive, experience (CASEL, 2017). Also, social skills, another key dimension of EI, were shown to contribute positively to communication effectiveness by helping students resolve conflicts, understand social cues, adjust their communication style, and build strong relationships, all of which result in the accurate transmission and interpretation of information.

As mentioned in literature review, EI enhances learning environments and process. Which necessitate actionable reforms in educational practices. Institutions must integrate EI development into curricula through evidence-based SEL programs to ensure improvements in student behavior, academic performance, and long-term life outcomes (Durlak et al., 2011). Thus, students can achieve both academic mastery and emotional resilience. Teacher training programs need to balance two priorities, Traditional pedagogical skills and emotional Intelligence (EI) competencies, equipping educators with EI competencies to model these skills authentically. As highlighted by Jennings and Greenberg (2009), teachers with high EI foster healthier classroom climates, which in turn improve student engagement and learning. By merging approach, educational system can bridge the gap between conventional teaching methods and the developing demands of the 21st century; where technical proficiency alone is insufficient without a solid foundation of emotional and social intelligence, as noted by Zins, Bloodworth, Weissberg, and Walberg (2007).

In conclusion, this study makes it clear that emotional intelligence is not only an additional skill but a core component that elevates the development and application of 21st-century skills. The interaction between EI and these skills creates a synergistic relationship resulting in more efficient learning, improved social interactions, and greater adaptability in different contexts.

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Appendix (A): Questionnaire

Survey

Dear Participant,

Thank you for taking the time to participate in this questionnaire. This survey is part of a dissertation research project for a master's degree in Didactics, titled "*The Impact of Emotional Intelligence on the Development of 21st-Century Skills*."
The questionnaire is completely anonymous, and all data will be treated with strict confidentiality.
Please read each statement carefully and indicate your level of agreement using the provided scale. Your honest and thoughtful responses are greatly appreciated and will contribute significantly to this research.

Thank you for your participation and support!

Under the supervision:
Miss Z.GHANI

Conducted by :
Farah BAHAZ

Section1: Demographic Information

Age:

☐ 21–25 years ☐ 26–30 years ☐ 31 years and above

Gender

☐ Male ☐ Female

Overall Academic Performance:

☐ Below 13 ☐ 14–16 ☐ Above 17

Section2: Rate the following statements

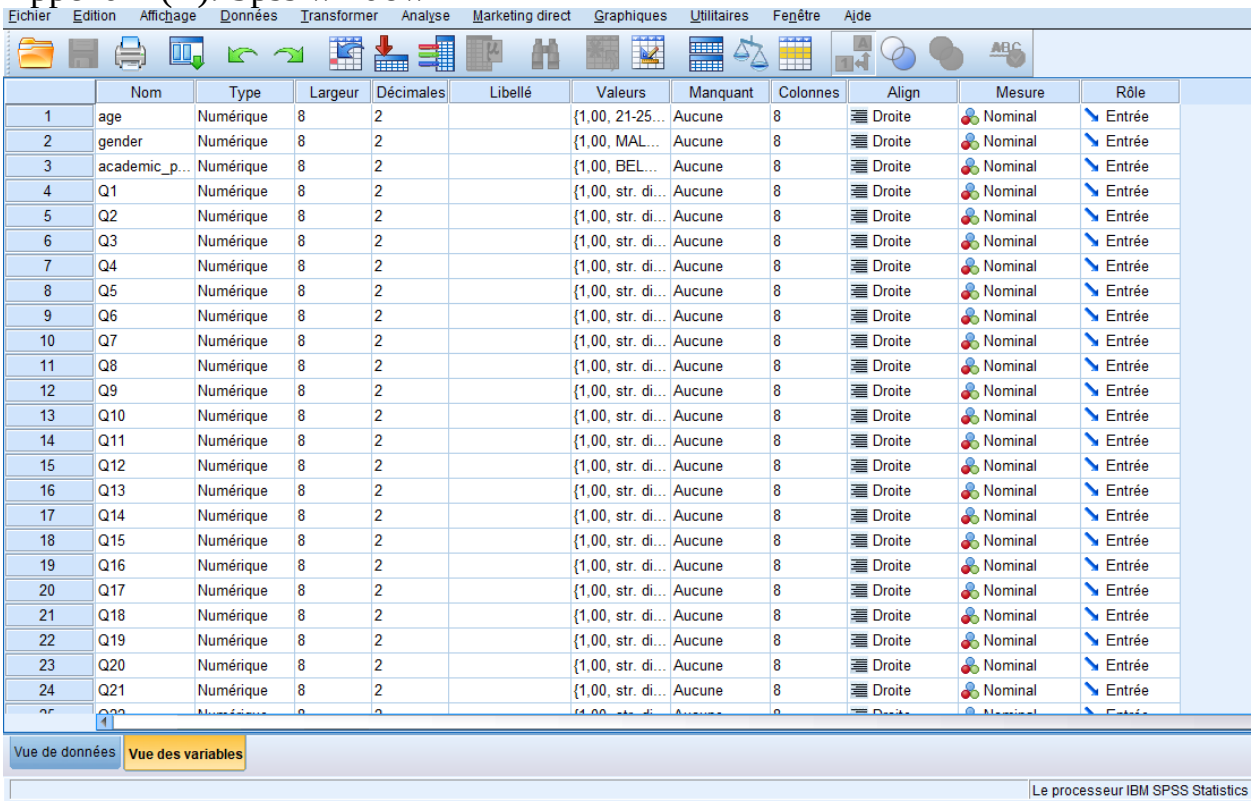
Based on your level of agreement, please select one of the following options: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.

statments	Strongly .Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I realize immediately when I lose my temper or feel stressed					
2. I can identify the reasons behind my anxiety and emotional reactions.					
3. I am aware of my emotional state and its impact on my behavior.					
4. I know what makes me happy					
5. I stay calm under pressure or stressful situations.					
6. I pause and think before reacting emotionally.					
7. I manage negative emotions like anger, frustration, or anxiety well.					
8. I take responsibility for my emotional reactions, even in challenging situations.					
9. I am always able to see things from the other person's viewpoint					
10. I am excellent at empathizing with someone else's problem					

11. I can tell if a team of people are not getting along with each other					
12. I can understand why my actions sometimes offend other					
13. I communicate my emotions clearly and respectfully to others.					
14. I resolve conflicts with others in a constructive and empathetic manner.					
15. I inspire or motivate others through my words and actions.					
16. I build trust and rapport easily with others in personal or professional settings.					
17. I can analyze complex problems and break them down into smaller, manageable parts.					
18. I regularly question assumptions, evaluate evidence and available information before making a decision.					
19. I enjoy thinking of new and original ideas for projects or assignments.					
20. I often find unique ways to solve problems that others might not consider.					
21. I work well with others to achieve common goals in group projects or activities.					
22. I am open to feedback and willing to compromise when working in a team.					
23. I can clearly express my ideas and thoughts to others in both written and verbal forms.					
24. I adapt my communication style to suit different audiences (e.g., peers, professors).					
25. I can adjust to new situations or changes in plans without feeling stressed.					

26. I remain calm and productive when dealing with uncertainty or challenges.					
27. I manage my time effectively to complete tasks and meet the deadline without constant supervision.					
28. I take responsibility for my own learning and set goals for myself.					
29. I can use digital tools (e.g. online platforms) effectively for my studies or research.					
30. I can evaluate the reliability of online sources for my academic work.					
31. I feel comfortable interacting with people from different cultural backgrounds.					
32. I respect and value the perspectives of others, even when they differ from my own.					
33. Take responsibility for my actions and their outcomes in group or individual tasks.					
34. I feel confident leading a team and ensuring that everyone contributes effectively.					

Appendix (B): Spss window



Fichier Edition Affichage Données Transformer Analyse Marketing direct Graphiques Utilitaires Fenêtre Aide

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2	gender	Numérique	8	2		{1,00, MAL...	Aucune	8	Droite	Nominal	Entrée
3	academic_p...	Numérique	8	2		{1,00, BEL...	Aucune	8	Droite	Nominal	Entrée
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9	Q6	Numérique	8	2		{1,00, str. di...	Aucune	8	Droite	Nominal	Entrée
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11	Q8	Numérique	8	2		{1,00, str. di...	Aucune	8	Droite	Nominal	Entrée
12	Q9	Numérique	8	2		{1,00, str. di...	Aucune	8	Droite	Nominal	Entrée
13	Q10	Numérique	8	2		{1,00, str. di...	Aucune	8	Droite	Nominal	Entrée
14	Q11	Numérique	8	2		{1,00, str. di...	Aucune	8	Droite	Nominal	Entrée
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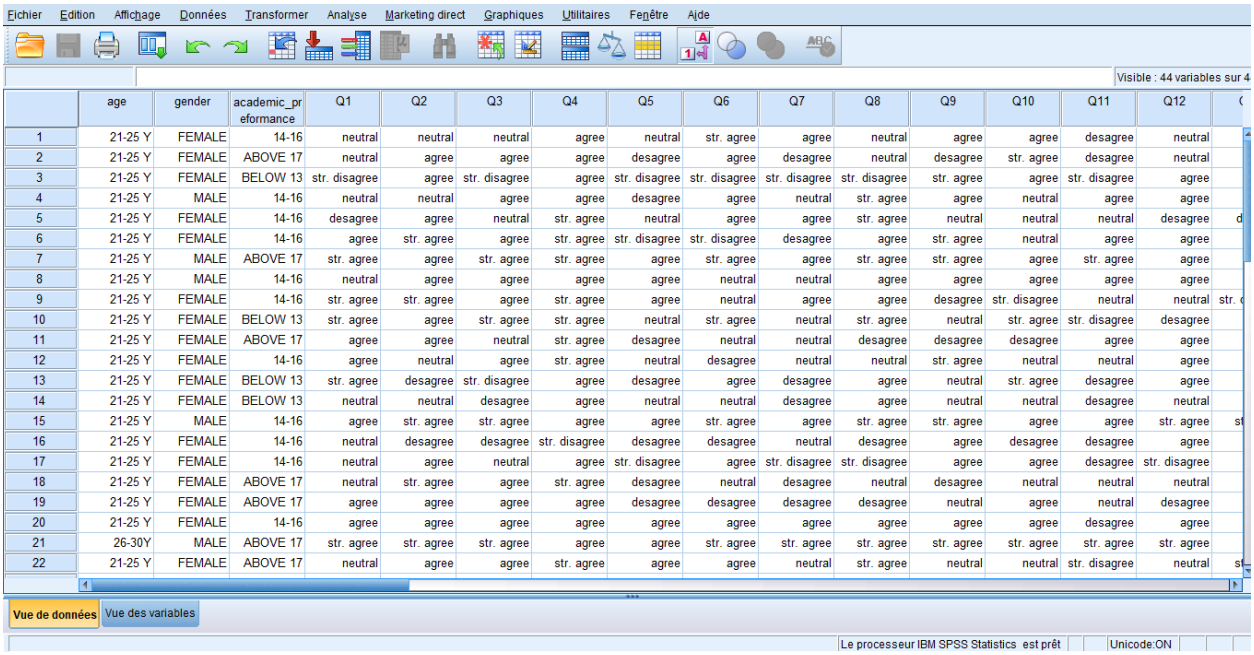
16	Q13	Numérique	8	2		{1,00, str. di...	Aucune	8	Droite	Nominal	Entrée
17	Q14	Numérique	8	2		{1,00, str. di...	Aucune	8	Droite	Nominal	Entrée
18	Q15	Numérique	8	2		{1,00, str. di...	Aucune	8	Droite	Nominal	Entrée
19	Q16	Numérique	8	2		{1,00, str. di...	Aucune	8	Droite	Nominal	Entrée
20	Q17	Numérique	8	2		{1,00, str. di...	Aucune	8	Droite	Nominal	Entrée
21	Q18	Numérique	8	2		{1,00, str. di...	Aucune	8	Droite	Nominal	Entrée
22	Q19	Numérique	8	2		{1,00, str. di...	Aucune	8	Droite	Nominal	Entrée
23	Q20	Numérique	8	2		{1,00, str. di...	Aucune	8	Droite	Nominal	Entrée
24	Q21	Numérique	8	2		{1,00, str. di...	Aucune	8	Droite	Nominal	Entrée

Vue de données | Vue des variables

Le processeur IBM SPSS Statistics



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Visible : 44 variables sur 4

	age	gender	academic_performance	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
1	21-25 Y	FEMALE	14-16	neutral	neutral	neutral	agree	neutral	str. agree	agree	neutral	agree	agree	desagree	neutral
2	21-25 Y	FEMALE	ABOVE 17	neutral	agree	agree	agree	desagree	agree	desagree	neutral	desagree	str. agree	desagree	neutral
3	21-25 Y	FEMALE	BELOW 13	str. disagree	agree	str. disagree	agree	str. disagree	str. disagree	str. disagree	str. disagree	str. agree	agree	str. disagree	agree
4	21-25 Y	MALE	14-16	neutral	neutral	agree	agree	desagree	agree	neutral	str. agree	agree	neutral	agree	agree
5	21-25 Y	FEMALE	14-16	desagree	agree	neutral	str. agree	neutral	agree	agree	str. agree	neutral	neutral	neutral	desagree
6	21-25 Y	FEMALE	14-16	agree	str. agree	agree	str. agree	str. disagree	str. disagree	desagree	agree	str. agree	neutral	agree	agree
7	21-25 Y	MALE	ABOVE 17	str. agree	agree	str. agree	str. agree	agree	str. agree	agree	str. agree	str. agree	agree	str. agree	agree
8	21-25 Y	MALE	14-16	neutral	agree	agree	agree	agree	neutral	neutral	agree	agree	agree	agree	agree
9	21-25 Y	FEMALE	14-16	str. agree	str. agree	agree	str. agree	agree	neutral	agree	agree	desagree	str. disagree	neutral	neutral
10	21-25 Y	FEMALE	BELOW 13	str. agree	agree	str. agree	str. agree	neutral	str. agree	neutral	str. agree	neutral	str. agree	str. disagree	desagree
11	21-25 Y	FEMALE	ABOVE 17	agree	agree	neutral	str. agree	desagree	neutral	neutral	desagree	desagree	desagree	agree	agree
12	21-25 Y	FEMALE	14-16	agree	neutral	agree	str. agree	neutral	desagree	neutral	neutral	str. agree	neutral	neutral	agree
13	21-25 Y	FEMALE	BELOW 13	str. agree	desagree	str. disagree	agree	desagree	agree	desagree	agree	neutral	str. agree	desagree	agree
14	21-25 Y	FEMALE	BELOW 13	neutral	neutral	desagree	agree	neutral	neutral	desagree	agree	neutral	neutral	desagree	neutral
15	21-25 Y	MALE	14-16	agree	str. agree	str. agree	agree	agree	str. agree	agree	str. agree	str. agree	agree	agree	str. agree
16	21-25 Y	FEMALE	14-16	neutral	desagree	desagree	str. disagree	desagree	desagree	neutral	desagree	agree	desagree	desagree	agree
17	21-25 Y	FEMALE	14-16	neutral	agree	neutral	agree	str. disagree	agree	str. disagree	str. disagree	agree	agree	desagree	str. disagree
18	21-25 Y	FEMALE	ABOVE 17	neutral	str. agree	agree	str. agree	desagree	neutral	desagree	neutral	desagree	neutral	neutral	neutral
19	21-25 Y	FEMALE	ABOVE 17	agree	agree	agree	agree	desagree	desagree	desagree	desagree	neutral	agree	neutral	desagree
20	21-25 Y	FEMALE	14-16	agree	agree	agree	agree	agree	agree	agree	agree	agree	agree	desagree	agree
21	26-30Y	MALE	ABOVE 17	str. agree	str. agree	str. agree	agree	agree	str. agree	str. agree	str. agree	str. agree	str. agree	str. agree	str. agree
22	21-25 Y	FEMALE	ABOVE 17	neutral	agree	agree	str. agree	agree	agree	neutral	str. agree	neutral	neutral	str. disagree	neutral

Vue de données | Vue des variables

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Appendix (C): Frequency tables for personal variables

Age

		Frequency	Percent	Valid percent	Cumulative percent
Valid	21-25 Y	34	85,0	85,0	85,0
	26-30Y	4	10,0	10,0	95,0
	31Y AND ABOVE	2	5,0	5,0	100,0
	Total	40	100,0	100,0	

Gender

		Frequency	Percent	Valid percent	Cumulative percent
Valid	MALE	17	42,5	42,5	42,5
	FEMALE	23	57,5	57,5	100,0
	Total	40	100,0	100,0	

Academic_preformance

		Frequency	Percent	Valid percent	Cumulative percent
Valid	BELOW 13	11	27,5	27,5	27,5
	14-16	18	45,0	45,0	72,5
	ABOVE 17	11	27,5	27,5	100,0
	Total	40	100,0	100,0	

Appendix (D) : Reliability test

Case Processing Summary

		N	%
Cases	Valid	39	97,5
	Excluded[a]	1	2,5
	Total	40	100,0

a. Listwise deletion based on all variables

Reliability Statistics

Cronbach's Alpha	Number of Items
,817	34

Appendix (E): The arithmetic mean and standard deviation of the sample respondents' directions on the axes of the study

Descriptive Statistics

	N	Mean	Standard Deviation
Q1	40	3,6000	1,05733
Q2	40	3,6750	,97106
Q3	40	3,5250	1,08575
Q4	40	4,0500	,87560
x1	40	3,7125	,72623
Valid N (listwise)	40		

Descriptive Statistics

	N	Mean	Standard Deviation
Q5	40	2,9750	1,18727
Q6	40	3,5250	1,17642
Q7	40	2,9250	1,07148
Q8	40	3,6500	1,14466
x2	40	3,2688	,85558
Valid N (listwise)	40		

Descriptive Statistics

	N	Mean	Standard Deviation
Q9	40	3,6750	1,09515
Q10	40	3,6250	,95239
Q11	40	3,1500	1,09895
Q12	40	3,5500	,95943
x3	40	3,5000	,68874
Valid N (listwise)	40		

Descriptive Statistics

	N	Mean	Standard Deviation
Q13	40	3,2750	,84694
Q14	40	3,3500	1,02657
Q15	40	3,8500	,94868
Q16	40	3,3250	1,14102
x4	40	3,4500	,66313
X	40	3,4828	,48059
Valid N (listwise)	40		

Descriptive Statistics

	N	Mean	Standard Deviation
Q17	40	3,4500	1,17561
Q18	40	3,5250	1,08575
Q19	40	4,0250	,80024
Q20	40	3,6750	1,02250
Q21	40	3,4250	1,10680
Q22	40	3,5250	1,08575
Q23	40	3,5750	,95776
Q24	40	3,7750	,97369
Q25	40	3,0500	,87560
Q26	40	3,2500	,95407
Q27	40	3,2000	1,20256
Q28	40	3,9000	1,00766
Q29	39	3,7436	,99255
Q30	40	3,6000	,84124
Q31	40	3,9000	,95542
Q32	40	3,8000	,88289
Q33	40	3,9000	,77790
Q34	40	3,7000	1,11401
Y	40	3,6127	,42557
Valid N (listwise)	39		

Appendix (F): Correlation coefficient between the independent variables and the dependent variable

Correlations

		x1	x2	x3	x4	Y
x1	Pearson Correlation	1	,318*	,112	,056	,290
	Sig. (2-tailed)		,045	,491	,732	,069
	N	40	40	40	40	40
x2	Pearson Correlation	,318*	1	,237	,160	,180
	Sig. (2-tailed)	,045		,142	,324	,267
	N	40	40	40	40	40
x3	Pearson Correlation	,112	,237	1	,547**	,495**
	Sig. (2-tailed)	,491	,142		,000	,001
	N	40	40	40	40	40
x4	Pearson Correlation	,056	,160	,547**	1	,553**
	Sig. (2-tailed)	,732	,324	,000		,000
	N	40	40	40	40	40
Y	Pearson Correlation	,290	,180	,495**	,553**	1
	Sig. (2-tailed)	,069	,267	,001	,000	
	N	40	40	40	40	40

*. The correlation is significant at the 0.05 level (2-tailed)

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

Appendix (G): Multiple linear regression analysis

Model Summary [b]

Model	R	R- squared (R^2)	Adjusted R-squared (Adjusted R^2)	Standard Error of the Estimate
1	,645[a]	,416	,349	,34339

a. Predictors: (Constant), x4, x1, x2, x3

b. Dependent Variable: Y

ANOVA[a]

Model		Sum of Squares	ddl	Mean Square	F	Sig.
1	Regression	2,936	4	,734	6,225	,001[b]
	Residual	4,127	35	,118		
	Total	7,063	39			

a. Dependent Variable: Y

b. Predictors: (Constant), x4, x1, x2, x3

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Standard Error	Beta			Zero-order Correlation	Partial	Semi-partial
1	(Constant)	1,673	,418		4,002	,000			
	x1	,144	,080	,247	1,807	,079	,290	,292	,233
	x2	-,011	,069	-,023	-,164	,870	,180	-,028	-,021
	x3	,155	,097	,252	1,601	,118	,495	,261	,207
	x4	,260	,099	,405	2,620	,013	,553	,405	,339

a. Dependent Variable: Y

Appendix (H):

Q1: Are you equipped with the term Emotional intelligence, how do you define Emotional Intelligence, and how important do you think it is in the classroom?

Q2: What specific 21st-century skills do you focus on in your teaching?

Q3: How do you think Emotional Intelligence impacts the development of these century skills in your students?

Q4: How do self-awareness and emotional regulation, key parts of EI, work together to strengthen students' critical thinking and problem-solving, especially under pressure?

Q5: How does empathy, a core aspect of EI, enhance students' ability to work collaboratively in teams?

Q6: How do strong social skills, as part of EI, influence students' ability to communicate effectively in discussions or presentations?

Q7: How do you see EI being further integrated into educational curricula in the future?

ملخص

تتناول هذه الدراسة تأثير الذكاء العاطفي على تنمية مهارات القرن الواحد و العشرين لدى طلاب اللغة الانجيزية بجامعة غرداية . عادة ما يتم تجاهل عنصر الذكاء العاطفي برغم من قدرته على احداث تغيير ايجابي و ملحوظ في تعزيز قدرات الطلاب على التفكير النقدي التفكير النقدي، وحل المشكلات بطريقة مبتكرة، بالإضافة إلى تحسين مهارات التواصل والعمل الجماعي، والقدرة على التكيف مع الظروف الجديدة، إلى جانب مهارات أخرى ضرورية للنجاح في عالمنا المعاصر المتغير باستمرار. تتضمن الدراسة جزءًا نظريًا يستعرض مفهوم كلا من الذكاء العاطفي ومهارات القرن الحادي والعشرين ويبرز العلاقة الكمانة بينهما و وأهميتهما في المجال التعليمي كما تحتوي على جزء عملي يتبع منهجية مختلطة، حيث تم تحليل البيانات الكمية المستمدة من40 استبانة موزعة على الطلبة باستخدام برنامج SPSS، وأظهرت النتائج أن الذكاء العاطفي يؤثر بشكل ملحوظ على تطوير هذه المهارات، بالاخص بُعد إدارة العلاقات. أما بالنسبة للبيانات الكمية، فقد سلطت المقابلات الشبه منظمة مع 3 أساتذة الضوء على أليات مساهمة مختلف أبعاد الذكاء العاطفي مثل الوعي بالذات، وتنظيم الذات ، والتعاطف، والمهارات الاجتماعية في تعزيز قدرة الطلاب على التعامل مع التحديات المعرفية والاجتماعية المعقدة. تحث نتائج الدراسة إلى ضرورة إدراج برامج تدريبية تركز على تطوير الذكاء العاطفي ضمن المناهج التعليمية، ليس فقط لإعداد طلاب متفوقين أكاديمياً، ولكن أيضاً لإكسابهم مهارات العمل الجماعي المرن، والتفكير النقدي، والتواصل التعاطفي، تمهيداً لتمكينهم من الازدهار في عالم متقلب ومترابط.

الكلمات المفتاحية: الذكاء العاطفي؛ مهارات القرن الحادي والعشرين، الذكاء العاطفي؛ مهارات القرن الحادي والعشرين؛ التعلم الفعّال؛ المهارات الشخصية؛ تعلم تنظيم الذات ؛ الوعي الاجتماعي التربوي؛ علم النفس التربوي.