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**Exploring the Impact of Emotional Intelligence on Academic
Performance: The case of EFL Students at the English Department,
University of Saida**

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Didactics.

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ABSTRACT

The concept of Emotional Intelligence has garnered optimal interest by several scientists from different fields. A growing body of evidence suggests that students with high levels of Emotional Intelligence have better academic performance. The purpose of this research study was to investigate the impact of Emotional Intelligence (and its sub-scales) on the academic performance of Moulay Taher second-year university students of the English language in Saida, Algeria. The study adopted a correlational research design to explore and analyze the relationship between the two variables. The target population of the study was Moulay Taher English language students that are in their second year of study, all above the age of 18 and were enrolled in 2025-2026 semesters. A sample size of 43 (Male $n=9$; Female $n=34$) students was recruited using a structured questionnaire that was distributed by hand. Emotional Intelligence was measured using The Wong and Law Emotional Intelligence Scale (WLEIS), while the academic performance was measured through grade point average (GPA). The analysis was done for the quantitative data and EXCEL software version 10 was used for descriptive and inferential (Pearson correlation, t-test). The results shown that moderate-to-high levels of EI across all four sub-scales of the WLEIS (Wong and Law Emotional Intelligence Scale) questionnaire. Use of Emotion (UOE) showed the highest mean score which is ($M = 3.89$), followed by Others' Emotion Appraisal (OEA) ($M = 3.73$), then Self-Emotion Appraisal (SEA) is ($M = 3.72$), and Regulation of Emotion (ROE) ($M = 3.39$). The mean GPA (Grade Point Average) was 11.28 (on a 20-point scale), and the mean of EPI was 2.85 (on a 4-point scale), indicating moderate self-rated English proficiency. The results on the difference between the two genders on Emotional Intelligence and academic performance did not yield systematic significance ($t(41) = 0.317$, $p = 0.756$, $d = 0.11$). The study also found that all correlations between Emotional Intelligence sub-scales and students perceived English Proficiency (IP) were negligible (ranging from $r = -.02$ to $r = .16$). Additional research studies are needed to further understand and implement Emotional Intelligence as a tool to improve the English language students in Molar Taher university at Saida.

Keywords: Emotional Intelligence, Academic Performance.

Dedication

This thesis dissertation is dedicated to my dear and beloved family, both my parents: Boukacem Abdelkader, Bounouala Khaira. And my Siblings have been there along my educational journey. They gave me courage, strength, and inspiration to continue learning. Not to mention, all their moral, emotional, and financial support and aid.

I dedicate this thesis to my supervisor, Miloud Bouchefra for his tremendous patience in guiding me through this research process.

Additionally, I dedicate this to my friends and classmates, especially Souidi Khadidja who shared her words of advice and encouragement that helped strengthen my resolve.

I dedicate this thesis to the almighty Allah, for his guidance, power of mind and protection.

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List of Abbreviation

EI: Emotional Intelligence.

EPI: English Proficiency Index.

GPA: Grade Point Average.

EFL: English as a Foreign Language.

TEFL: Teaching English as a Foreign
Language.

SEA: Self-Emotional Appraisal.

OEA: Others' Emotional Appraisal.

UOE: Use of Emotion.

ROE: Regulation of Emotion.

N: Sample Size.

R: Pearson Correlation Coefficient.

P: Probability Value / Significance Level.

SD: Standard Deviation.

M: Mean.

CL: Collaborative Learning.

IQ: Intelligence Quotient.

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Introduction

General Introduction

In the recent years, the Algerian higher education system was undergoing a historic and rapid transition toward English language. Particularly in scientific and technical fields. This policy shift, while strategically necessary for global integration, has exposed significant pedagogical and psychological challenges for students. Amidst these structural and linguistic difficulties, the role of non-cognitive factors particularly Emotional Intelligence (EI) has emerged as a potentially critical but underexplored variable and factor in determining student academic success. While previous research conducted within the Algerian educational system has begun to examine the relationship between EI and academic performance, as well as the linguistic challenges associated with EMI policy implementation, significant gaps remain in understanding how specific sub-scales of Emotional Intelligence predict both Grade Point Average (GPA) and Perceived English proficiency (EPI) differently, and whether gender plays a moderating role. A detailed discussion of these prior local studies will be presented in the Review of Literature section that follows.

Within this challenging EMI environment that is characterized by linguistic issues, cognitive overload, and the pressure to perform the language, the concept of Emotional Intelligence (EI) offers a powerful tool for understanding student academic success. Emotional Intelligence, broadly defined as the ability to perceive, understand, manage, and regulate one's own emotions and those of others, is not merely a soft skill, it is increasingly recognized as a critical determinant of academic achievement, particularly in high-stress learning environment.

In the Algerian higher education programs, students' academic performance and achievement has traditionally been measured through cognitive abilities and standardized testing, particularly in English proficiency (EPI) and cumulative Grade Point Average (GPA). However, a growing body of international research suggests that non-cognitive factors, specifically Emotional Intelligence (EI), may play a role in student academic performance. Despite this global recognition, there remains a significant gap in understanding how Emotional Intelligence and its various sub-scales impact academic performance within the Algerian universities. This gap presents several pressing problems. First, while educators in Algeria seek to improve educational outcomes, interventions remain largely cognition-focused, potentially overlooking students' emotional and social competencies that could enhance learning, classroom engagement, and the overall students' performance. Second, preliminary observations suggest potential gender-based disparities in both emotional and academic

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domains, yet no systematic investigation has determined whether male and female students in Algeria differ significantly in their EI levels or academic achievement (GPA and EPI). Such differences, if present, would have direct implications for tailored pedagogical strategies. Third, it is unclear whether EI predicts language-specific outcomes (like English proficiency) differently than it predicts overall academic performance (GPA). While several studies have shown the importance of Emotional Intelligence, there remains a significant problem is whether certain sub-scales of Emotional Intelligence matter more for mastering a foreign language by Algerian second-year license students.

The purpose of this research study is to investigate and determine the impact of Emotional Intelligence on the second-year university students' academic performance. To better understand the relationship between Emotional Intelligence and academic performance in second-year university students in Algeria. This research study seeks to address the following questions:

Q1: Is there significant relationship between Emotional Intelligence (and its sub-scales) and academic performance among second-year Algerian students?

Q2: Do male and females students differ significantly in Emotional Intelligence or academic performance?

Q3: Does Emotional Intelligence predicts English proficiency differently than it predicts GPA, and which specific Emotional Intelligence sub-scale matter more for language skills?

Hypotheses:

H1: There is statistically significant positive relationship between Emotional Intelligence and its sub-scales and the academic performance of second-year university students of Algeria.

H2: male and females' students may differ in their Emotional Intelligence scores and academic performance.

H3: Emotional Intelligence predicts English proficiency differently than it predicts GPA.

Significance of the Study:

The findings of this research will assist teachers, curriculum designers, and students improve in their own specific educational environment. For teachers, understanding which sub-scale of Emotional Intelligence (EI) most strongly predict academic performance particularly

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English proficiency versus GPA will enable them to adopt emotionally responsive classroom strategies and techniques, such as reducing language anxiety or fostering and promoting self-regulated learning, and as a result, increasing student engagement, motivation, and achievement. For curriculum designers, the findings will inform the integration of Emotional Intelligence-focused activities into course syllabi and teacher training programs, moving beyond purely cognitive content toward holistic skill development shaped and tailored to Algerian learners' needs. For students themselves, the study will shed light on how their own emotional abilities and competencies such as managing under stressful situations such as: presentation, or exams or maintaining motivation and engagement in language learning directly affect their grades and English proficiency, empowering them to take proactive and productive steps toward self-improvement and academic success.

The thesis outline:

The general introduction provides background information regarding the research questions, problem statement, and significance of the study. Chapter 1 reviews relevant literature on emotional intelligence, academic performance, and their relationship, situating the forthcoming research within existing theoretical paradigms and identifying gaps where further research is needed. Chapter 2 explains and justifies the research methodology, describing the quantitative correlational design, data collection instruments, participant sampling, and data procedures employed. Chapter 3 presents descriptive statistics, inferential statistics, and the results of the statistical analysis, including Pearson correlations, t-tests, answers to each research question, and interpreting the weak correlations between EI sub-scales and academic performance, the absence of significant gender differences, and the implications of using perception-based English language proficiency measures. General conclusion, concludes the thesis by summarizing key findings, acknowledging limitations, offering recommendations for future research, and presenting practical pedagogical implications for EFL practitioners in the Algerian settings.

Chapter 01

LITERATURE REVIEW

Introduction

For decades, French functioned as the primary language of instruction for scientific and technical subjects at the university level, an English, despite being also taught as a foreign language, remained a secondary language. Driven by the desire to align Algerian universities with the global academic standards and improve graduate employability in an English-dominated global economy, the government announced a series of sweeping reforms. As outlined in the government's 2020-2024 action plan, English is being systematically introduced as the primary language used in higher education, starting with scientific and technical fields at the postgraduate level with full implementation planned across various phases through 2026. While the strategic goals of the shift to English are clear, the on-the-ground implementation has been fraught with several significant structural and pedagogical obstacles and issues as the shift from the French language to the English language could be described as "abrupt transition". Perhaps the most immediate challenge is the linguistic readiness of both students and faculty. A mixed-methods study by Aleb and Loucif (2025) at three Algerian public universities found that students face significant challenges, particularly in understanding technical vocabulary (with a mean score of 4.02 on a relevant scale) and academic writing (mean score of 3.91). These are not trivial issues, the ability to grasp specialized terminology and produce coherent academic prose is fundamental to success in any scientific discipline.

Faculty members face an equally daunting task. Many content-area professors, who were trained and have taught for years in French or Arabic, are now being asked to deliver complex scientific material in a language they may not have mastered. A study by Berrabah and Toubaida (2024) at Ibn Khaldoun University of Tiaret highlights that this sudden language transition poses significant challenges for teachers in adapting their pedagogical practices and delivering effective instructions in the English language. This creates a situation where both the messenger and the receiver are struggling with the new dilemma, potentially leading to a superficial understanding of core scientific terms and concepts. In response to these challenges, researchers are exploring enabling factors that can facilitate a smoother transition. A recurring theme is the strategic use of Information and Communication Technologies (ICT). Aleb and Loucif's (2025) research provides compelling quantitative evidence for the benefits of technology. Their study demonstrated a positive correlation between ICT usage and student engagement ($r=0.45$, $p<0.01$) and found that ICT-enhanced pedagogical approaches led to significant improvements in learning outcomes ($t=3.87$, $p<0.001$). This suggests that learning management systems, online dictionaries, language learning apps, and other digital tools can

act as critical scaffolds, helping students bridge the gap between their current English proficiency and educational demands. Furthermore, scholars argue for a more gradual and pedagogically sound approach to teaching English language.

One of those enabling factors is the promotion of Emotional Intelligence, Research conducted in the Algerian higher education context provides robust empirical evidence for this link. A seminal study by researchers at the University of Bouira (2023) directly investigated the relationship between EI levels and “achievement motivation” among university students. The findings were striking. While a low level of EI showed no significant relationship with motivation, there was a “weak, positive and statistically significant relationship” for average EI, and most importantly, a “strong, positive, and statistically significant relationship” between a “high level of emotional intelligence and achievement motivation”. This means that students who are better at managing their negative emotions when they cannot understand a complex English text, who can harness their curiosity as a positive emotional driver, and who can cope with the anxiety of public speaking in a foreign language are significantly more likely to possess the drive and resilience needed to succeed academically.

The role of EI takes on even greater significance for students within English departments themselves, who are studying EFL as their primary discipline. A 2025 dissertation by Serrat and Bouabdallah at the AbdElhafid Boussouf University Center in Mila explored how EI influences the development of Intercultural Communicative Competence (ICC). Their research confirms that “how crucial emotional intelligence is for helping students engage and connect with people from diverse cultures.” Learning a foreign language is not a neutral act, it involves navigating the unfamiliar cultural norms, values, and communication styles. Students with high EI are better able to empathize with others, perceive emotional cues across cultural boundaries, and regulate their own potential discomfort or ethnocentric reactions. This makes them more effective communicators and more successful language learners. The growing academic interest in EI has led to efforts to create culturally and contextually appropriate measurement tools. A significant step in this direction was the validation of an Emotional Intelligence Scale (EIS) specifically for Algerian EFL students by Saraa et al. (2025). Adapting Schutte et al.’s (1998) model, the researchers surveyed 503 Algerian students and confirmed a six-factor structure for EI in this specific context: “Control of emotions”, “Appraisal of own emotions”, “Appraisal of others’ emotions”, “Utilization of emotions”, “Social skills”, and “Optimism”. The identification of these six factors is crucial because it provides a clear, research-backed framework for educators and curriculum designers. It suggests that EI is not a single, monolithic

trait but a set of teachable skills. For example, the “appraisal of one’s own emotions” relates to self-awareness, the “utilization of emotions” refers to the ability to harness feelings for productive problem-solving, and “optimism” is a future-oriented mindset that fuels persistence.

Students’ academic performance has long been regarded and considered as a principle of a great significant to success in higher education. It is measured through test scores, grades, and GPA (grade point average). Academic performance, traditionally has been attributed primarily and mainly to cognitive abilities such as: prior conception, memory retention, and critical thinking. However, many researchers and studies suggest that the cognitive abilities alone cannot explain the difference and variety of student’s academic performance, especially in a higher educational institution like university level, where students are faced and exposed to a variety of academic expectations and demands such as: stress, anxiety, pressure, fear of failure and complex social and emotional environment. Thus, researchers have recently increased the focus on non-cognitive factors that may or may not provide and contribute to student’s academic performance. Among those factors, Emotional Intelligence (EI). The following chapter aims to shed light on existing theoretical and empirical studies and researches on Emotional Intelligence and its impact on university student’s academic performance.

Definition of Emotional Intelligence:

Emotional Intelligence is a concept that was introduced by SALOVEY and MAYER (1990) and later popularized by psychologist and science journalist GOLEMAN (1995). Since its initial introduction, emotional intelligence has been defined and theorized in a variety of ways, leading to a diverse and fragmented definitions, and while most researchers and studies agree that (EI) involves the processing and management of emotions, differences and disagreements exist regarding its scope, components, and its connection to one’s personality and cognitive capacities. As a result of those differences, several definitions have been conducted and developed. Emotional intelligence generally and commonly defined as the ability, capacity, or skill to not only perceive emotions, but recognize, understand, assess, express, regulate, manage, and use them. Having high level of emotional intelligence includes the recognition of one’s self and others emotions. It is composed of two words: emotions and intelligence. Emotions have been defined by DANIEL GOLEMAN (1995) as “the desires to behave, the ongoing tactics and ideas for people to handle their life”. And going by a lot of recent studies, the need to understand emotions is becoming to a longer extent necessary and obligatory in order to improve communication, mental health, strengthening real-life

relationships, and enhancing decision making. “Emotions are internal facets; thus, they help leaders manage coordinating several psychological internal functions” (MAYER et al, 2000). Intelligence on the other hand, gained different definitions due to the ever-changing nature of it. According to WESCHER (1958) “Intelligence is the total or global capacity if individuals to perform purposefully, and to think wisely”, it is also “group of emotional or intellectual capacities through which a form of information can be recognized, memory can be developed, gaining the capability to think. (MAYER, ROBERTS, & BARSADÉ, 2008). GOLMAN (1995) defined emotional intelligence as the capacity for recognizing your own feelings and those of others. He later (1998) expanded on that by adding that “Emotional intelligence consists of five abilities: self-awareness, self-regulation, motivation, empathy, and social skills”.

Despite the popularity of Goleman Emotional Intelligence framework, it faced criticism. Locke offered a sharp critique of Goleman’s popularized EI framework, arguing that Goleman combined emotion with intelligence without logical justification. According to Locke, intelligence is the ability to grasp abstractions and integrate concepts, whereas emotional regulation and social skills are learned competencies, not forms of intelligence. “It is simply arbitrary to attach the word intelligence to assorted habits or skills” Locke (2005).

Waterhouse (2006) argued that Emotional Intelligence lacks adequate validity and that the empirical support for EI in educational outcomes is weak and that the popularity of EI far exceeds its scientific foundation. Matthews et al. (2002) also reported that because the construct of EI was so often redefined by researchers, as a result, different studies identified very different skills as part of EI which leads to considerable confusion.

Models of Emotional Intelligence:

- Since emotional intelligence debut in 1990 (Salovey&Mayer,1990), then its popularity (Goleman, 1996). EI has gone through a lot of defining. Each definition, different yet share similar elements. Emotional intelligence has three main types of models that serves as a framework to measure and understand EI. Those three models’ types are: the ability model, trait model, and mixed model. Each one focuses on skills, inherent traits, or a combination of both. However, emotional intelligence measurement is complex process, it creates a particular challenge in determining which model is the best to use and correctly measures an individual’s emotional intelligence.

- **THE ABILITY MODEL:**

The ability model defined emotional intelligence as the ability to perceive, understand, manage, and use emotions. And those abilities listed are hierarchical in nature. “to be considered emotionally intelligent, one must be highly competent in each of these four areas (Mayer et al. 2003; Mayer et al. 2006). It is clearly well-known and noted that the ability model of emotional intelligence has been first identified by PETER SALOVEY and JOHN MAYER in 1990 as “integral part of social intelligence”. This model of EI not only has been highly acknowledged and accepted in the academic field, but also has been recognized by famous authors “Goleman and Bar-On”. The abilities that were emphasized on appears in the table below:

- Emotional Intelligence

- |
- |—— Perceiving emotions in oneself and others accurately
- |
- |—— Using emotions to assist thinking
- |
- |—— Understanding emotions, emotional language,
and the signals conveyed by emotions
- |
- |—— Handling emotions to achieve definite

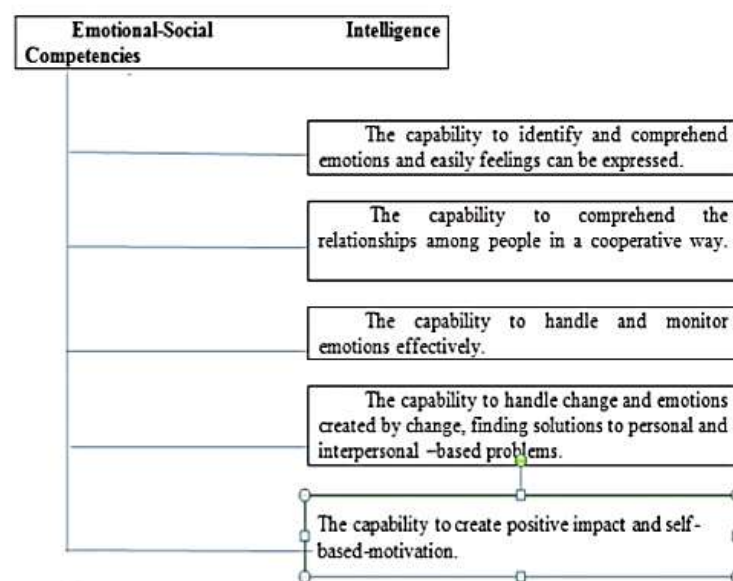


Figure 01: Emotional-Social Intelligence competencies.

- Examples of ability model tests:

1. The Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT).
2. The Emotional Intelligence Scale for Children (EISC).
3. The Freudenthaler and Neubaur Emotional Intelligence Performance Test (FNEIPT).

- The Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT):

Is an ability-based test designed to measure the four branches of EI model of Mayer and Salovey. It consists of 141 items and takes about 30-45 minutes to complete. (MSCEIT) provides 15 main scores: total EI score, two area scores, four branch scores, and eight task scores.

- **THE TRAIT MODEL:**

The trait model of EI describes emotional intelligence as a set of social and emotional traits and competencies that an individual has. The trait model was developed by K. V. Petrides, a professor of psychology and psychometrics at university college London. The core idea of this model is that emotions are subjective experiences that are rooted in personality traits and that emotional intelligence is not a stable, fixed, and inborn trait, but rather something that gradually change, progress, and develop based on an individual's experiences. That some individuals are just naturally better at perceiving, understanding, expressing, regulating, and using their emotions, both in themselves and in others. These abilities are not viewed as skills that are learned or trained, but rather as inherent personality traits and characteristics. Its key elements are:

1. Well-Being: Self-esteem, optimism, happiness.
2. Self-Control: Managing impulses, stress regulation.
3. Emotionality: Perceiving and expressing emotions, empathy, relationships.
4. Sociability: Social influence, assertiveness, managing others' emotions.

It measured by:

The Trait Emotional Intelligence Questionnaire (TEIQue): It's a self-report survey measuring four key factors and 15 facets for example: emotion regulation, empathy, optimism.

- **THE MIXED MODEL:**

The Mixed Model of Emotional Intelligence, was developed by the psychologist and author Daniel Goleman, it represents one of the most influential and widely recognized and well-known frameworks in the field of psychology. Unlike ability-based model (Mayer & Salovey, 1997) that treat EI as just a pure cognitive ability, Goleman's model combines both emotional competencies with personality traits and social skills, thus the name. Arguing that they are learnable capabilities crucial and essential for both professional and life success. Goleman's foundational definition is: "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (Goleman, 1998, p. 317). This broad definition allows for the inclusion of both innate and inherent dispositions and learned skills. The mixed model is structured around five main elements, that was later operationalized into: four key elements with 12-20 specific competencies in workplace applications. (Goleman, 1998; Goleman, Boyatzis, & McKee, 2002). Those four key elements are: self-awareness, self-management, social-management, and relationship-management.

- 1. Self-Awareness:**

Which is the ability to recognize and understand one's own emotions, drives, values, and goals, and their impact on others.

Its Key Competencies are: Emotional self-awareness, accurate self-assessment, self-confidence.

Goleman considered this one of the important elements even stating that it is the cornerstone of emotional intelligence, "If you are not aware of your own feelings, you are at their mercy. Self-awareness is the foundation on which the other components of emotional intelligence are built" (Goleman, 1995, as paraphrased in later works).

- 2. Self-Management:**

Refers to the ability to control or redirect disruptive impulses and moods, and the propensity to suspend judgment and think before acting.

Its Key Competencies are: Emotional self-control, transparency, adaptability, achievement orientation, initiative, optimism. "People who are in control of their feelings and impulses that is, people who are reasonable, are able to create an environment of trust and fairness" (Goleman, 1998, p. 297).

3. Social Awareness:

It is the ability to understand the emotions, needs, and concerns of other people, pick up on emotional cues, and feel comfortable socially. Its key Competencies are: Empathy, organizational awareness, service orientation. Goleman emphasized on empathy role: “Empathy is the fundamental people skill. It is the ability to pick up subtle cues about what others need or want” (Goleman, 1998, p. 135). This goes beyond sympathy as they are not the same, to understand the perspectives of others in a deeper level.

4. Relationship Management:

It is the ability to build, inspire, influence, and develop relationships with others while managing conflicts.

Its key Competencies are: Inspirational leadership, influence, developing others, change catalyst, conflict management, teamwork and collaboration.

It is proven to be difficult to measure as it mixes abilities and traits, it is difficult to measure with performance-based tests (like the MSCEIT for ability EI). So, it relies heavily on self-report and 360-degree assessments, which are susceptible to unreliability and bias like: self-enhancement.

Dimension	Competencies
Self-Awareness	Emotional self-awareness: Reading one's own emotions and recognizing their impact; using 'gut sense' to guide decision. Accurate self-assessment; knowing one's strengths and limits. Self-confidence; a sound sense of one's self-worth and capabilities.
Self-Management	Emotional self-control: Keeping disruptive emotions and impulses under control. Transparency: Displaying honesty and integrity; trustworthiness. Adaptability: Flexibility in adapting to changing situations or overcoming obstacles. Achievement: The drive to improve performance to meet inner standards of excellence. Initiative: Readiness to act and seize opportunities. Optimism: Seeing the upside in events.
Social Awareness	Empathy: Sensing other's emotions, understanding their perspective, and taking active interest in their concerns. Organizational awareness: Reading the currents, decision networks, and politics at the organizational level. Service: Recognizing and meeting follower, client, or customer needs.
Relationship Management	Inspirational leadership: Guiding and motivating with a compelling vision. Influence: Wielding a range of tactics for persuasion. Developing others: Bolstering others' abilities through feedback and guidance. Change catalyst: Initiating, managing, and leading in a new direction. Conflict management: Resolving disagreements. Building bonds: Cultivating and maintaining a web of relationship. Teamwork and collaboration: Cooperation and team building.

Table 01: Daniel Goldman's simplified version of Emotional Intelligence competencies.

COMPETENCIES OF EMOTIONAL INTELLIGENCE:

Emotional intelligence is commonly divided and split into four main competencies: Self-Awareness, Self-Management, Social-Awareness, and Relationship-Management. This was

Originally developed in 1998 by DANIEL GOLEMAN with five domains (self-awareness, self-regulation, motivation, empathy, and social skills) but was redesigned in 2002 with four those domains.

- **SELF-AWARENESS:**

According to John Mayer (University of New Hampshire psychologist and one of the first to study emotional intelligence) self-awareness is being “aware of both our mood and our thoughts about mood.”. It is also explained by Goleman (2002) as the ability to read and understand your emotions as well as recognize their impact on others. It also can simply refer to an individual’s or one’s capacity and ability to realize, a knowledge, and understand their own emotions, capabilities, limitations, strengths, weaknesses, principles, morals and objectives. By identifying and a knowledging them, one can manage them, deal with them, and use them to their advantage. However, it is very difficult task for many students as they rather ignore it, pretend it does not exist, or straight up deny it at times. Self-Awareness is very essential and crucial skill that every student especially in higher education should have. It goes without saying that self-awareness improves students’ academic performance as students that can manage their emotions are better able to not only identify and recognize their areas of strengths and weaknesses but concentrate and put their whole focus and efforts on subjects, lectures, and tasks that require additional practice and support. Students with (SA) can effortlessly navigate the academic landscape and overall environment of education). Recent studies revealed that students with high levels of self-awareness perform better than their peers by 15%_20% across all various academic measures. It optimizes study habits, emotional regulation during hardships like high-pressure situations and improve time management. Study habits for students with high (SA) understand learning styles, methods, and techniques and also are able to tailor, and shape them on their own. It is an ability that called self-regulated learning as according to Chinn (2011), “self-regulated learners are capable of using strategies to perform well on their own, without a teacher or instructional materials to aid them. For example: a self-aware student who is visual learner might create a color-coded mind maps rather than finding struggle with text-heavy notes. Self-aware students also possess the metacognitive advantage

of knowing when they truly fully mastered and perfected the material versus when they are only familiar with it, this prevents the common and well known “illusions of knowledge” trap, where students believe they understood the material until exam day reveals otherwise as said by Zimmerman (2002) “Self-regulated learning positions students as masters of their learning, capable of making informed decisions about what, when, and how to learn. Even more, students with self-awareness excel at setting realistic, achievable objectives and goals.

- **Self-Management:**

According to Sadler et al. (2007), self-management is defined as “the process in which individuals acquire strategies and skills in managing physical, psychological, emotional, and social impacts”. Based on the foregoing, researchers derived the definition as: “the ability of one’s self or individual to control their emotions in a way that serves them positively. Especially, in stressful situations or environment. Effective self-management is an essential skill in every part or sphere of life. Those skills predict host of positive outcomes, one of those outcomes is stronger academic performance. In the field of education, student’s self-management skills have always been recognized as one of the key elements that positively determines their academic performance. It covers set of abilities such as: objectives and goals setting, time management, problem-solving, emotional regulation, self-motivation, and self-monitoring. Those abilities work as vitals roles across all educational settings. Students with decent to good self-management are able to create and use strategies, procedures, and techniques to guide their actions and behaviors successfully throughout the whole learning process. According to a research done among students in CHINA, goal setting is an important part of student’s self-management as it provides and supply them with motivation and directions to learn, therefore improving their learning efficiency. It also can help students identify specific standards and requirements they need to meet. For example: it prevents students revising blindly and waste time. Time management is also critical skill that can be learned from self-management. It aids in avoiding problematic behaviors like procrastination in the learning process, as it prevalent thing that many students come across of. And on the top of that, it helps them balance their studies with other activities as according to Soares et al. (2003) “students who manage their time well can enjoy a holistic education experience without compromising their academic performance.

- **SOCIAL-AWARENESS:**

Social-awareness can be defined as the ability to understand and therefore empathize with other's emotions, perspectives, experiences and it can also means picking up on social, hidden, subtle, and unspoken cues, power dynamics, or reading room accurately. It is about sensing what other people are thinking and feeling to be able to take Their perspective using your capacity for empathy. Social awareness according to Atabekova et al. (2019) is "a kind of emotional intelligence and is the ability to emphathize with others that is to understand the perspectives of others". The social-awareness develops through socially interacting and communicating with other people the more you are engaged socially, the more you have better understanding of others which is social-awareness. There are many significant skills that come with social-awareness like: identifying social cues whether verbal or physical ones, demonstrating empathy and compassion, recognizing other's strengths and weaknesses, and recognizing chances and opportunities available. Social-awareness is a great factor in contributing to student's academic performance. It shines and appears when students interact with their peers, classmates and teachers, participation in the classroom, and in doing collaborative or team work. Socially aware students are the most active and engaged, they can talk, discuss, and even debate. They know how, when and what to speak. They do not shy away from asking questions or trying to solve a problem. Their interactions with their teachers improve as they will be able to tell the teacher's tone of voice, body language, the expectations they have for the students. By that the socially aware student will know how to interact by acting politely, identifying the moment to speak to avoid interruption, stand or move in the classroom, and respond to any teacher feedback. With their peers and classmates, they will be able to communicate effectively their needs or wants, build strong relationships, bond, and emphasize with them, they can also work smoothly in peer, collaborative, and team work as they can read not only social cues, but know the dynamics of the classmates, therefore can interfere and solve a conflict if it ever arises.

- **Relationship-Management:**

It refers to the ability to communicate, build, influence, and maintain relationships, bonds with others. "Relationship management is your ability to use your awareness of you own emotions and those of others to manage interactions successfully. This ensures clear communications and effective handling of conflict. Relationship management is also the bond you build with others over time." (p. 44). Interacting, communicating, and building

relationships with other people within educational environment is very important for a successful university experience as it enhance academic performance. Effective relationship management enables students to build, foster, and maintain a good and positive relationships with classmates, teachers, and even institutional staff members, this can support their mental well-being. Those personal relationships can act as protective shield against negative elements that students face in their academic life such as stress, anxiety, and fear of failure. Positive relationships also foster a sense of belonging within the academic environment. Feeling accepted, valued and understood by classmates and teachers increases students' self-worth, self-confidence, and emotional security.

- **Academic Performance Definition and Measurement:**

Academic performance is defined as a student's ability to complete academic assignments, and it is assessed using objective criteria such as final course grades and grading point average (Anthonysamy et al., 2020; Busalim et al., 2019). Academic performance refers to a student's achievement and success in their educational process and endeavors. Trow (1956) defined performance as the "knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in grades" (cited in Devikra, 2014, p. 18). Narad and Abdulla (2016) defined academic performance as "the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time". Academic performance is something immensely significant for anyone who has a concern with education (Osiki, 2001). It is said that Students performing better than the expectations and norms set by the society are mostly expected to contribute to the growth, development and sustainability of the society (Akinleke, 2017).

Predicting students' performance depends on being able to assess it. Undergraduate University students' performance is usually expressed in terms of grade point average (GPA), as GPA is the key criterion for postgraduate selection and graduate employment and is predictive of occupational status (Strenze, 2007). Grades and GPA Measures are by far the most readily available Assessments for institutions. It is also typically measured by assessing a student's assignments, grades, test scores, and overall academic accomplishments. It serves as an indicator and a mark of a student's full and complete mastery of subject matter, their ability to apply knowledge and information learned, and their levels of engagement and effort in their studies. The measurement of academic performance is a complicated process that depends on multiple factors and need a very careful consideration. Accurately and correctly measuring

student learning process is essential for several reasons: it helps to identify students' points of strength and weakness, allowing educators to tailor and shape their instructions to student's needs, it motivates students by providing clear, constructive feedback on their progress, and it also ensures that learning objectives and goals are being met. Several factors must be considered when measuring academic performance. Generally, academic performance is assessed using quantifiable tools such as: Grade Point Average (GPA), grades, test scores, and assignments. These measures provide a standardized way to compare student achievement and track progress over time. However, there are Other factors, that can also be used to measure academic performance such as: classes attendance, classes participation, and classroom behavior, that can also significantly influence learning outcomes.

- **Relationship Between Emotional Intelligence and Academic Performance:**

Emotional intelligence is said to have significance in influencing a positive and successful academic performance. Managing emotions help reduce problematic elements like: stress, anxiety by increasing the level of self-awareness that student may have and with that, they can recognize any triggers that English those negative emotions and come up with ways and coping mechanisms to better cope with them. EI is said to improves motivation as it is one of the most essential and components students will need and want in their arsenal to have a good and decent educational process. Learning can be very stressful and it can put high expectation on student's backs as they are expected from their parents, peers or themselves to perform decently in order to pass. It can be very taxing and often leads to serious things such as: negative drops in self-esteem, confidence issues, and depression in some severe cases, as Several researchers, such as Schimelpfening (2020) have studied stress and depression elements from a performance perspective and reported that stress and depression negatively affect the academic performance of students. So, learning and implementing emotional intelligence can lead to learning how to manage and use those low positive feelings. It also helps to nurture empathy, social skills as stepping and putting yourself in other's shoes to understand them better, allows for great learning and working environment. It equips students with various skills among those are: self-awareness, self-management, social-awareness, relationship-management, empathy, self-regulation, communication and problem-solving skills. In addition, emotional intelligence reduces both impulsive actions and disruptive behavior.

CONCLUSION:

The primary aim of this chapter was to critically review the existing studies on emotional intelligence and its impact on university students' academic performance. In particular, the chapter sought to examine how emotional intelligence has been conceptualized, defined, and measured, to explore the theoretical models underpinning emotional intelligence research, and to analyze the relationship between emotional intelligence and academic performance. The review demonstrated that emotional intelligence is a multifaceted concept, defined and interpreted through various theoretical perspectives, including ability-based, mixed, and trait models. While these models differ in their conceptual scope and measurement approaches, they unit in emphasizing the importance of emotional intelligence in increasing Academic performance, that was also shown to be a complicated concept influenced not only by cognitive ability but also by emotional, and social factors. Across numerous empirical studies, articles and systematic literature reviews, emotional intelligence was consistently found to be positively associated with academic performance among university students, either directly or indirectly through different variables such as self-awareness, self-management, social-awareness, and relationship-management. The following chapter outlines the research methodology adopted in the present study, detailing the research design, methods, participants, instruments, and procedures employed to examine the relationship and impact of emotional intelligence and academic performance in a systematic and empirically way.

Chapter 02

METHODOLOGY

Introduction:

This chapter describes the methodology that will be used and utilized to conduct this research study that investigate the impact of emotional intelligence on student's academic performance. As we know, university students transition to university life can be described as hard or difficult for the most or even majority, especially for the students of the English language. where the it was considered a second language in the previous levels of education, it turns now from a study subject to a tool for one's to think, express, and engage with different and divers' ideas, thoughts, and perspectives. This new environment exposes the students to complex mix of emotions and feelings that directly or indirectly influence their academic performance. The chapter provides a well-detailed description of the research design, the setting, the population description, the sampling methods, and the data analysis tools.

1- Research Questions:

Q1: Is there significant relationship between Emotional Intelligence (and its sub-scales) and academic performance among second-year Algerian students?

Q2: Do male and females students differ significantly in Emotional Intelligence or academic performance?

Q3: Does Emotional Intelligence predicts English proficiency differently than it predicts GPA, and which specific Emotional Intelligence sub-scale matter more for language skills?

2- Research design:

this research study adopted a quantitative research approach using a correlational research design to investigate the relationship between Emotional Intelligence and Academic Performance among MOLAY TAHER University English language students in Algeria-Saida. The aim of the correlational research design is to identify associations and determine if a relationship exist between these two variables. In his 2014 text, Research Design, John W. Creswell defines correlational research as a quantitative methodology used to describe and measure the degree of relationship between two or more variables or sets of data, without manipulating any of them.

3- Research instrument section:

In order to collect secure and reliable data for the research study, a structured questionnaire was used as the main research tool. It is a research instrument that contained a series of questions designed to collect quantitative data from the participants of the study. This instrument was selected to gather measurable data about the levels of second year license student's emotional intelligence as well as their academic information in an effective and systematic way. The research instrument is quantitative and self-report questionnaire composed of two sections: The first section gathers the participants demographic and academic background data. The second section contains Wong and Law Emotional Intelligence Scale (WLEIS), which is designed to measure the participants emotional intelligence. The purpose of the instrument is to assess and determine second year English language student's emotional intelligence in ITS for competencies which are: Self-Awareness, Social-awareness, Self-management, and Relationship-management. And to establish how those competencies relate to their academic performance.

4- RESEARCH INSTRUMENT STRUCTURE:

it is consistent of two main parts: Part one: the demographic information and academic background data which include gender, age, the student's average grades in three semesters of study, and their English proficiency across the four skills of: Reading, writing, listening, and speaking. Whether they are poor, average, good, or excellent at those skills. Part two demonstrate the Law and Wong Emotional Intelligence Scale (WLEIS), that have the participants read and indicate the extent to which they agree with sixteen specific statements. This questionnaire aligns with correlational research design used in the research study and the structured format of it ensure reliability and credibility in the participants answers and responses.

5- EMOTIONAL INTELLIGENCE QUESTIONNAIRE (WLEIS):

The WONG and LAW EMOTIONAL INTELLIGENCE SCALE (WLEIS; Wong and Law, 2002) is a self-report ability EI scale designed by Wong and Law (2002), to measure Emotional Intelligence. It consists of 16 statements and items and was based on the revised model of Mayer and Salovey (Salovey and Mayer 1990; Salovey and Mayer 1997). This scale was initially proposed for leadership and management studies, but it was gradually extended to education. It consisted of four subscales, each with four items assessing: Self Emotional

Appraisal (SEA), Others' Emotional Appraisal (OEA), Use of Emotion (UOE), and Regulations of Emotions (ROE). The SEA refers to one's ability to both understand and express their emotions. OEA on the other hand, indicate and signal person ability to understand perceive the emotions of those around them. ROE refers to the ability of people to regulate their emotions. And UOE means the ability of individuals to use their emotions in a constructive manner. The WLEIS Scale is short and easy to complete. However, as a self-report measure, it may be prone to bias.

6- The participants section:

the population of this study consisted of second year undergraduate EFL students, enrolled in the department of the English language at the university of MOLAY TAHER, in SAIDA. During the 2025/2026 academic year which includes the first semester of study. A total of 50 students participated in this research study. A convenient sampling technique was employed and used to select the second-year undergraduate students, under the assumption that they might have higher levels of emotional intelligence and also to determine its impact on their academic performance. The participants that were selected and included in the research study should have had taken at least three semesters of study, above 18, and completed the study questionnaire.

7- The sampling method:

a convenience sampling method was used and employed in this study to select the participants. Convenience sampling is a non-probability sampling method in which participants are chosen based on their accessibility, availability, and willingness to take part in the study. This method is widely used in educational research due to its practicality, especially when time and resource constraints are present. In this study, the sample consisted of students from the second year of the English department studies who were readily available to the researcher. The participants were selected based on ease of which they were accessible, as they were reachable through academic settings and were willing to complete the questionnaire. This approach allowed for efficient data collection within a limited timeframe of one week.

Convenience sampling was considered appropriate for this research as it provided a practical means to explore the relationship between emotional intelligence and academic performance among English department students.

8- THE DATA GATHERING PROCEDURES:

the collection of the study data took place at MOLAY TAHER UNIVERSITY-SAIDA. With 50 participants from the second year of the English language studies. The teachers were contacted by the researcher to conduct the distribution of the questionnaire which was on paper. Then, participants were informed by the teacher before the beginning of the session. After gaining permission from various teachers, the researcher explained the aim and purpose of the study to the participants clarifying issues about consent, confidentiality, and anonymity of the study. The participants were given a 2 paged survey to complete in under 10 to 15 minutes and all responses were collected immediately after. Pearson correlation coefficient and t-test were used to analyze the study data.

9- ETHICAL CONSIDERATION:

to conduct this research study, the participants were provided with clear and throughout explanation of this study's aim, procedures, the duration of time, and the ethical consideration surrounding it. The participants were also asked by the researcher for their informed consent and were informed that their help is voluntary and that they can withdraw from participating at any moment without any consequence. Confidentiality of the data gathered and anonymity of the participants were emphasized. Assurances were made that the participants responses would be for research purposes only.

10- LIMITATIONS OF CONDUCTING THE QUESTIONNAIRE DISTRIBUTION:

This study is subjected to two methodological limitations that should be taken into consideration when interpreting the findings.

Firstly, the research only relied on a questionnaire as the main tool for the data collection. As a result, the study depended on participants' self-reported information. Some participants did not provide their academic grades, which led to missing data. This issue has been reported in previous studies, where students may feel uncomfortable sharing their academic results or may choose to skip such questions. The absence of these responses may limit the ability to establish a complete relationship between emotional intelligence and academic performance.

Secondly, the majority of the sample of this study consisted of female participants. This imbalance is common in studies conducted within English departments, where the number of

female students is often higher than that of males. However, this uneven distribution may influence the research study results, especially since some research suggests that males and females may differ in aspects of emotional intelligence. Therefore, the findings of this study cannot be fully generalized to all students.

Thirdly, the sample size of the study is not enough to produce statistically significant results.

Chapter 03

DISCUSSION

1- the Discussion Chapter:

This chapter interprets the findings of the present study in light of existing theoretical frameworks and empirical research on emotional intelligence (EI) and academic performance. The study investigated three primary research questions: Is there a significant relationship between EI (and its sub-scales) and academic performance? Do male and female students differ significantly in Emotional intelligence or academic performance? Does Emotional intelligence predict Perceived English proficiency (EPI) similarly to GPA, and which EI sub-scale matters more for language skills?

The discussion is organized as follows. First, a summary of key findings are presented. Second, each research question is discussed in turn, with findings interpreted in relation to prior research study. Third, theoretical and practical implications are drawn. Fourth, methodological limitations are acknowledged. Finally, recommendations for future research are offered and suggested.

2- Summary of Key Findings:

The present study yielded and presented several important findings regarding the relationship between emotional intelligence and academic performance among Moulay Taher university students (N = 43) in an English language learning context and background.

Descriptive Findings: Participants reported moderate-to-high levels of EI across all four dimensions of the WLEIS (Wong and Law Emotional Intelligence Scale) questionnaire. Use of Emotion (UOE) showed the highest mean score which is (M = 3.89), followed by Others' Emotion Appraisal (OEA) (M = 3.73), Self-Emotion Appraisal (SEA) is (M = 3.72), and Regulation of Emotion (ROE) (M = 3.39). The mean GPA (Grade Point Average) was 11.28 (on a 20-point scale), and the mean of EPI was 2.85 (on a 4-point scale), indicating moderate self-rated English proficiency.

Presented here are the descriptive statistics for all the variables are in Table 1, 2, 3, and 4. Skewness and kurtosis values for all variables fell within the acceptable range of -2 to +2, indicating approximately normal distributions (George & Mallery, 2010). Table 2 presents the interpretation of EI sub-scale means. The participants reported high EI on SEA, OEA, and UOE, and moderate EI on ROE. Table 3 demonstrates the gender distribution of the sample, which was dominantly female (79 %) compared to their male counterparts (21%). Table 4 presents the

frequency, percentage, and the mode of the English proficiency across the four language skills, with Good (3) being the mode response for all the skills.

<i>L1S1</i>		<i>L1S2</i>		<i>L2S1</i>	
Mean	10,89233	Mean	11,23674	Mean	11,71488
Median	10,78	Median	11,03	Median	12
Mode	10	Mode	12	Mode	12
Standard Deviation	1,657943	Standard Deviation	2,148622	Standard Deviation	1,640385
Sample Variance	2,748775	Sample Variance	4,616575	Sample Variance	2,690864
Kurtosis	2,348934	Kurtosis	4,931563	Kurtosis	1,258968
Skewness	1,057627	Skewness	-0,70386	Skewness	0,789246
Range	8	Range	13,48	Range	7,51
Minimum	8	Minimum	3	Minimum	9
Maximum	16	Maximum	16,48	Maximum	16,51
Count	43	Count	43	Count	43

Table 02: Statistics of Grades and EI scores

EI Sub-scales	N	MEAN	SD	MIN	MAX	SKEWNESS	KURTOSIS
SEA	43	3,72	0,94	1	5	-0,81	1,11
OEA	43	3,72	0,99	1	5	-0,43	-0,23
UOE	43	3,89	1,09	1	5	-0,96	0,27
ROE	43	3,39	1,04	1	5	-0,35	-0,012
TOTAL EI	43	3,68	1,015	1	5	-0,63	0,28

Table 03: Statistics of Grades and EI scores 2

SUB-SCALE	MEAN	RANGE	Interpretation
SEA	3,72	3,5-5,0	high EI
OEA	3,72	3,5-5,0	high EI
UOE	3,89	3,5-5,0	high EI
ROE	3,39	2,5-3,4	Moderate EI
TOTAL EI	3,68	3,5-5,0	high EI

Table 04: The Interpretation of Emotional Intelligence SUB-SCALE

GENDER	FREQUENCY	PERCENTAGE
MALE	9	21%
FEMALE	34	79%
TOTAL	43	100%

Table 05: Frequency and Percentage of the Genders

PROFICIENCY	SPEAKING	LISTENING	WRITING	READING
POOR 1	5(11%)	2(5%)	9(21%)	4(9%)
AVERAGE	14(33%)	13(30%)	10(23%)	8(19%)
GOOD 3	15(35%)	19(44%)	13(30%)	19(44%)
EXCELLENT 4	9(21%)	9(21%)	11(26%)	12(28%)
MODE	GOOD 3	GOOD 3	GOOD 3	GOOD 3

Table 06: English Proficiency in the four skills

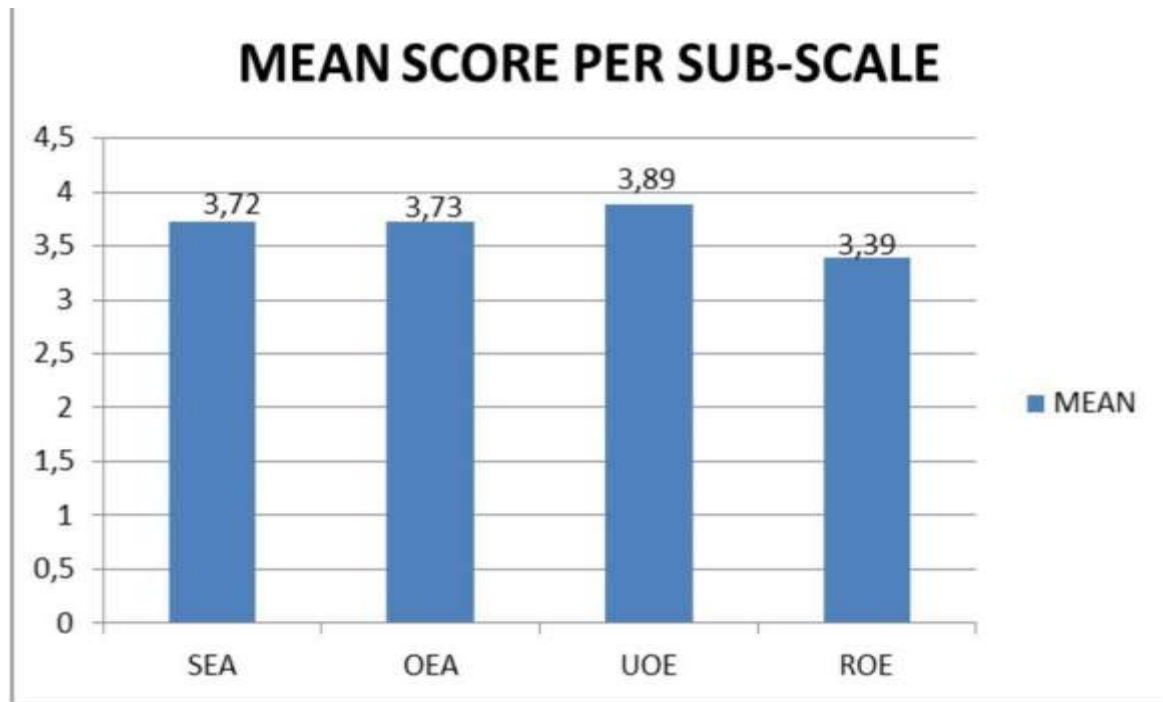


Figure 02: The mean score EI sub-scale Bar chart

Correlational Findings: The correlation analysis revealed two statistically significant relationships among EI sub-scales: a moderate positive correlation between UOE and ROE ($r = .56, p < .01$) and between UOE and SEA ($r = .45, p < .01$). These findings suggest that students who report higher ability to use their emotions effectively also tend to demonstrate stronger emotional regulation and self-awareness, providing evidence for the coherence of the WLEIS questionnaire.

findings also found that there are no statistically significant correlations were found between any EI sub-scale and GPA (Grade Point Average) or the Perceived EPI. The strongest correlation involving academic performance was between OEA and GPA ($r = .27, p = .082$), which did not reach statistical significance. Similarly, all correlations between EI sub-scales and EPI were negligible (ranging from $r = -.02$ to $r = .16$).

Gender Comparison: An independent samples t-test revealed no significant difference between males ($n = 9$), ($M = 3.68$), and ($SD = 0.44$) and female ($n = 34$), ($M = 3.63$), and ($SD = 0.50$) students in total EI scores ($t(41) = 0.317, p = .756$). Cohen's d was 0.11, indicating a negligible effect size.

Comparison of Outcomes: When comparing GPA and EPI as dependent variables, OEA showed the strongest correlation with EPI ($r = 0.16$), while OEA also showed the strongest correlation with GPA ($r = 0.27$), suggesting that the ability to perceive and understand others' emotions may be relevant to both academic and language outcomes, though neither reached statistical significance.

3- The Discussion of Each Research Question:

Research Question 1: Is there a significant relationship between EI and academic performance?

The present study found no statistically significant correlations between any EI dimension and GPA. This null finding requires careful interpretation, as it appears to contradict a substantial body of meta-analytic evidence documenting positive associations between EI and academic performance.

MacCann and colleagues' comprehensive meta-analysis, synthesizing data from 42,529 students across 158 studies, found an overall effect of $\rho = .20$, with ability EI showing stronger predictive validity ($\rho = .24$) than self-report trait EI ($\rho = .12$). Similarly, a systematic review by Edwin et al. (2025) reported a significant positive correlation between EI and academic performance, with students high in EI demonstrating greater emotional regulation, self-esteem, and resilience. Sánchez-Álvarez et al. (2020) found a large effect size ($r = 0.390$, $p < .001$) for the relationship between EI and academic performance.

Given this consistent empirical evidence, why did the present study fail to replicate these findings? The most plausible explanation lies in methodological constraints rather than the absence of a genuine relationship.

First, restricted range of grade scores: Grade scores were confined to a 10-16 range on a 20-point scale, representing substantial range restriction. Restriction of range is a well-documented statistical phenomenon: when grade distributions are truncated, observed correlations are systematically attenuated. If the true correlation between EI and GPA in an unrestricted population were $r = .30$, restricting grades to the 10-16 range could attenuate the observed correlation to as low as $r = .15$ or $.20$, making it undetectable with a sample of 43 participants.

Second, modest sample size with only 43 participants, a correlation of approximately $r = .30$ was required to achieve statistical significance at $p < .05$. The OEA-GPA correlation ($r = .27$) fell just below this threshold, suggesting that a true weak-to-moderate relationship may exist but could not be detected given the limited sample. Post-hoc power analysis indicates that with $N = 43$, the study had approximately 50% power to detect a medium correlation ($r = .30$) at $\alpha = .05$.

Third, measurement issues: The present study relied on the WLEIS, a self-report measure of trait EI. As MacCann et al. (2020) demonstrated, ability EI measures show stronger associations with academic performance ($\rho = .24$) than self-report measures ($\rho = .12$). Self-report measures are subject to social desirability bias and may capture personality traits (particularly conscientiousness) rather than pure emotional intelligence.

It is also worth noting that the relationship between EI and academic performance is not universally robust. As Poole (2014) observed, "the relationship of academic performance with emotional intelligence is contentious with mixed evidence and inconclusive findings». Citing multiple studies including Petrides, Frederickson and Furnham (2001), Extremera and Berrocal (2005), and Downey et al. (2008), Poole notes that different studies have produced contradictory results, suggesting that the relationship may be moderated by sample characteristics, measurement approaches, and contextual factors.

Research Question 2: Do male and female students differ significantly in EI or academic performance?

The present study found no significant gender difference in total EI scores ($t(41) = 0.317, p = 0.756, d = 0.11$). This finding diverges from some previous research that has reported higher EI scores among females.

A study of 210 participants found that females scored significantly higher than males on all sub-scales of Emotional Intelligence, with effect sizes ranging from $d = 0.36$ to $d = 0.45$. Similarly, a larger study ($N = 741$) found small but significant gender differences favoring females on emotional competence ($d = 0.31$) and prosocial behavior ($d = 0.41$).

However, the negligible effect size observed in the present study ($d = 0.11$) aligns with research suggesting that gender differences in EI may be small or context-dependent. The discrepancy may be explained by several factors:

First, sample composition: The present study had an unequal gender distribution (9 males, 34 females), which may have affected statistical power to detect group differences. With only 9 male participants, the estimate of the male mean is less stable than the female means.

Second, cultural context: Gender differences in emotional intelligence may vary across cultures. The present study was conducted in Algeria, where cultural norms regarding emotional expression may differ from Western contexts and backgrounds where most Emotional intelligence research has been studied and conducted.

Third, measurement approach: The WLEIS measures trait EI (self-perceived emotional abilities). Gender differences may be more pronounced on ability-based EI measures, which assess actual emotional capabilities rather than self-perceptions.

Research Question 3: Does EI predict GPA and Perceived English proficiency equally, and which EI dimension matters more for language skills?

The present study found that all correlations between EI sub-scales and EPI were negligible (ranging from $r = -.02$ to $r = .16$). This null finding contrasts with emerging evidence linking EI to language learning outcomes.

Garnica-Rey and Navarro-Arana (2025), studying Colombian secondary students, found weak-to-moderate positive correlations between EI and overall English proficiency ($r = 0.38$), with a particularly strong relationship with listening skills ($r = 0.49$). Similarly, research on 362 Saudi EFL learners demonstrated that emotional intelligence significantly impacts both learner engagement and English language proficiency, with engagement mediating this relationship.

Several explanations may account for this discrepancy.

First, self-reported vs objective proficiency: The present research study relied and dependent on self-reported English proficiency rather than standardized test scores. Self-ratings of language ability are subject to numerous and multiple biases, including overestimation (the Dunning-Kruger effect) a cognitive bias where people with limited knowledge or competence in a specific area greatly overestimate their own skills and expertise. And cultural modesty.

Second, indirect effects: The relationship between EI and language proficiency may be indirect, mediated and guided by several factors such as: engagement, motivation, or reduced language anxiety. Those variables are not measured in the present research study. Students with higher EI may be more willing to take risks in language learning, more resilient, flexible and tend to have higher levels of adaptability that allow them to bounce back and recover from

difficulties and issues regarding the learning of the English language, in the face of communication breakdowns, and better able to manage foreign language anxiety.

Third, the sample size: With $N = 43$, the present research study was underpowered to detect the modest effect sizes ($r = .38$) observed in larger studies.

It is important to acknowledge that the English Proficiency Index (EPI) used in this study is a perception-based, self-report measure, not an objective performance measure of English ability. And as a result, no conclusions regarding the relationship between Emotional Intelligence and actual English proficiency can be drawn from the present data. The findings speak only to the association between EI and students' perceived English proficiency.

4- Comparison with Previous Studies:

4.1 MacCann Meta-Analyses:

The present null findings stand in contrast to major meta-analyses. MacCann et al. (2020) found that ability EI explained an additional 3.9% and 3,6 % respectively of

academic performance variance beyond intelligence and personality, with the understanding and management branches of ability EI being particularly important. The present study's inability to detect such effects likely reflects methodological constraints and limitations rather than the absence of a true relationship.

4.2 Comparison with WLEIS questionnaire Studies:

The present study's use of the WLEIS allows for direct comparison with other higher education research employing the same instrument. Halimi, AlShammari, and Navarro (2021), in a study of 480 Kuwaiti college students, found that academic success was strongly associated with SEA and UOE, though overall EI did not significantly predict or show direct correlations with age, gender, and GPA. Interestingly, their study also reported that students scored highest on SEA and UOE and lowest on ROE, a pattern consistent with the present study's descriptive findings ($ROE = 3.39$, the lowest sub-scale mean).

4.3 Comparison with Language Learning Studies:

The negligible correlations between EI and EPI in the present study contrast with positive findings from Garnica-Rey & Navarro-Arana (2025) . The discrepancy may be

attributed to measurement differences (self-report vs. objective proficiency) and sample size (N=43 vs. N=280-362).

4.4 Comparison with Small-Sample Research Studies:

The present findings align with Zhabykbay (2025), a study conducted in a Kazakhstani context, which also found non-significant correlations between EI and academic performance with a small sample (N=30). Both studies acknowledge that small sample size limits the detectability of effects.

4.5 Local Studies

Abib (2025) investigated the relationship between psychological resilience and emotional intelligence among 230 students across multiple universities in Algiers. Using a descriptive correlational methodology with validated scales. The study aligns with this research on the absence of gender differences between males and females on both Emotional Intelligence and academic performance.

Medjahed (2023) examined the relationship between emotional intelligence and academic performance in Algerian primary schools, with specific attention to curriculum deficiencies. Using teacher questionnaires and learner observation activities (problem-solving, critical thinking, decision-making tasks). This study establishes that Algerian researchers have documented positive Emotional Intelligence–academic performance links even in under-resourced curriculum settings. Which explains the current study's weak findings, if educational institutions fail to set up Emotional Intelligence tools that promote their academic performance, students would enter universities with underdeveloped Emotional competencies.

5- Theoretical Implications of the study:

Despite the null findings, the present study offers several theoretical implications.

the coherence of the WLEIS (Wong and Law Emotional Intelligence Scale) The moderate positive correlations observed between UOE and ROE ($r = .56$) and between UOE and SEA ($r = .45$) provide evidence for coherence of the WLEIS questionnaire. These findings align with Goleman's (1995) framework, which identifies self-awareness as foundational to self-regulation and the use of emotions.

the importance of methodological considerations: The present findings underscore that the relationship between EI and academic performance may be more context-dependent and

methodologically fragile than meta-analytic estimates suggest. Researchers should exercise caution in assuming that EI-academic performance relationships generalize uniformly across all samples and measurement approaches.

The trait vs. ability EI: The weak correlations observed in the present study are consistent with MacCann et al.'s (2020) finding that self-report trait EI ($\rho = .12$) shows weaker associations with academic performance than ability EI ($\rho = .24$). This suggests that researchers should prioritize ability-based measures when investigating EI-performance relationships.

6- Practical Implications of the study:

Despite the non-significant findings, the present study offers several practical implications for educators and curriculum designers.

First, putting more focus on the regulations of emotions. The finding that ROE was the lowest-scoring EI sub-scale ($M = 3.39$ compared to 3.72-3.89 for other sub-scales) suggests that emotional regulation may be an area of particular need for university students. Interventions targeting emotion regulation skills such as: Self-awareness, cognitive strategies, goals setting, discipline, and stress management techniques may be especially valuable.

Second, indirect benefits of EI: The present findings suggest that the benefits of EI for academic outcomes may be indirect, operating through engagement, motivation, well-being, and reduced stress. Educational institutions should consider continuing to integrate social-emotional learning into curriculum, that promote the intrinsic value of emotional competence for holistic student development, irrespective of direct effects on grades.

Third, implications for language practitioners: The non-significant relationship between EI and EPI suggests that self-rated proficiency may not be the optimal outcome measure for EI-language research studies. Language practitioners should consider using standardized language tests or performance-based assessments when evaluating the effects of EI on language learning.

Fourth, gender-neutral approaches: The negligible gender difference in EI ($d = 0.11$) suggests that English language practitioners need not adopt different approaches for male and female students regarding emotional intelligence development. Both genders may benefit equally from social-emotional learning interventions.

Given the compelling evidence linking high EI to both achievement motivation and academic performance in previous studies, the question is not whether Emotional Intelligence

is important, but how to systematically promote it. To address this gap in higher education, several pathways for integration exist:

Curriculum Integration: I principles and skill-building activities could be explicitly incorporated into existing English and study skills courses. This could involve reflective journaling to develop self-awareness, group projects designed to foster social skills and empathy, and explicit instruction in emotional regulation strategies.

Teacher Training: Faculty development programs for the new environment must go beyond simply improving English proficiency. Training should also equip professors with the pedagogical skills to create a supportive classroom environment.

Assessment and Research: The validated EIS by Saraa et al. (2025) provides a tool for assessing EI levels among incoming students. This data could be used to identify students who might benefit from targeted support and to measure the impact of EI-focused interventions over time.

7- The Limitations of the study:

Several limitations are present when interpreting and analyzing these findings:

1) Sample size: The participants were supposed to be more than 58 but 15 participants were excluded and flagged as they had more than 10% missing responses (more than 1–2 items) and ticked the same answer for more than 16 items which is considered validity concern. With only 43 participants, the study was underpowered to detect small-to-moderate effect sizes. Post-hoc power analysis indicates that with $N = 43$, the study had approximately 50% power to detect a medium correlation ($r = .30$) at $\alpha = .05$. This increases the risk of Type II error (failing to detect true relationships).

2) Restricted range of grade scores: Grade scores were confined to a 10-16 range on a 20-point scale, representing substantial range restriction. Restriction of range is a well-documented statistical phenomenon that attenuates observed correlations, reducing statistical power and increasing the likelihood of Type II error.

3) Self-report bias: Both EI and English proficiency were measured using self-report instruments. Self-report measures of EI are subject to social desirability bias, acquiescence bias, and may capture personality traits rather than pure emotional intelligence. As MacCann et al.

(2020) demonstrated, ability EI measures show stronger associations with academic performance than self-report measures.

4) Cross-sectional design: Grades from three semesters offer some longitudinal texture, but causality cannot be established.

5) Single-institution sample: Data were collected from a single university, limiting generalizability to other institutional contexts, disciplines, cultural and social settings.

6) Unequal gender distribution: The sample included only 9 male participants compared to 34 female participants, which may have affected the stability of gender comparison estimates. Despite the efforts to collect data from all the available students, male attendance during the data collection session was relatively low. And as a result, the gender groups were not equally represented.

7) Lack of qualitative data: The study relied exclusively on quantitative data. Qualitative data such as: interviews with the students about their experiences managing their emotions in academic contexts could have provided valuable insights into the mechanisms linking Emotional intelligence to academic performance.

8- Recommendations for Future Research:

Based on the limitations that were identified, the following recommendations are offered for future research:

1) Larger samples: Future studies should employ larger samples ($N > 200$) to provide adequate statistical power for detecting small-to-moderate effects and to support subgroup analyses (e.g: by gender, year of study, and discipline).

2) Objective measures: Future research should employ objective measures of both EI (performance-based tests such as the MSCEIT) and English proficiency (standardized tests rather than self-ratings tests) to reduce bias and provide more accurate estimates of true relationships between the two variables.

3) Cross-cultural comparisons: Cross-cultural comparisons are needed to determine whether the relationship between EI and academic performance varies across educational systems and cultural backgrounds.

4) Mixed-methods approaches: Qualitative data such as interviews with high-EI students about their academic strategies, study plans, routine, and emotional experiences could provide rich insights and feedback into the processes linking EI to academic performance.

Conclusion

General Conclusion

General Conclusion:

This research study set out to examine and investigate whether emotional intelligence (EI) is significantly associated with academic performance, as measured by cumulative GPA, among SAIDA University second-year students. The study was motivated by contradictory claims in the literature: while some research reports moderate-to-strong correlations between Emotional Intelligence and academic performance, other studies suggest that there are combination of other cognitive, psychological, and environmental factors that can provide better academic outcomes.

Contrary to initial expectations, the present study found dominantly weak and statistically non-significant correlations between most Emotional Intelligence sub-scales and cumulative GPA. The strongest observed correlation was between OEA (others' emotional appraisal) and GPA, which falls within the "weak" range. All other Emotional Intelligence sub-scales showed correlations near or below the range indicating negligible linear associations. Critically, these findings do not demonstrate the absence of a relationship but rather, they suggest that any relationship between Emotional Intelligence and academic performance, if present, is unlikely to be adequately captured by cumulative GPA alone.

No statistically significant linear relationship was detected between Emotional Intelligence (and its sub-scales) and academic performance for the sample studied. The correlations ranged from negligible to weak, with none exceeding the moderate threshold. No significant difference was found between females and male students in either Emotional Intelligence or academic performance. Independent t-test revealed no statistically difference between the two genders which suggest that gender is not meaningful moderator of Emotional intelligence or academic performance. This study found that Emotional Intelligence did not predict English Proficiency similar to GPA and among the Emotional Intelligence sub-scales, OEA (other's emotional appraisal) came out higher for both outcomes. Which propose that OEA matters the most for language skills.

Research Question 1: EI and Academic Performance:

The first research question investigated whether a significant relationship exists between EI (and its sub-scales) and students' academic performance among second year undergraduate at Saida university. Pearson correlation coefficients revealed predominantly weak to negligible associations across all EI sub-scales. The strongest correlation observed was between OEA

General Conclusion

(others' emotional appraisal) and GPA ($r = .27$, $p = .082$), which falls within the weak range according to conventional interpretation. All other sub-scales produced correlations near zero, indicating no meaningful linear relationship. These findings suggest that, within this sample of Algerian EFL students, emotional intelligence as measured by the self-report instrument does not directly or strongly predict academic performance. This result aligns with meta-analytic findings by MacCann et al. (2020) and Sánchez-Álvarez et al. (2020), who reported that trait EI (self-report measures) consistently shows weaker correlations with academic performance than ability-based EI measures. It is also consistent with Arslan Değirmenci and Yavuz (2024), who found no statistically significant impact of EI on language learning achievements.

Research Question 2: Gender Differences in EI and Academic Performance:

The second research question examined whether male and female students differ significantly in emotional intelligence or academic performance. An independent samples t-test revealed no significant difference between males ($n = 9$), ($M = 3.68$), and ($SD = 0.44$) and female ($n = 34$), ($M = 3.63$), and ($SD = 0.50$) students in total EI scores ($t(41) = 0.317$, $p = .756$). Cohen's d was 0.11, indicating a negligible effect size. This is Consistent with Hansali (2014) and Abib (2025), the present study found no statistically significant gender differences in total EI scores or in academic performance. This absence of gender differences may reflect the specific cultural and educational context of Algerian higher education, where male and female students experience similar curricular demands, assessment methods, and classroom environments. However, it is possible that gender differences exist in specific EI sub-scales — such as females scoring higher on emotional attention and males scoring higher on emotional repair as documented by Trigueros et al. (2024) and Bui (2024). The present study did not detect such differences at the sub-scale level, suggesting that either the sample size was insufficient to detect small effects or that gender truly does not moderate EI or performance in this particular setting.

Research Question 3: EI Prediction of Perceived English Proficiency:

The third research question investigated whether EI predicts perceived English proficiency (EPI) similarly to GPA, and which EI sub-scales matter more for language skills. The findings revealed that EI predicts EPI in a manner broadly similar to its prediction of GPA, weakly and without statistical significance. The correlation patterns between EI sub-scales and EPI closely mirrored those observed with GPA, with OEA (Other's Emotional Appraisal) again showing the relatively highest association among all sub-scales. However, it is critical to

General Conclusion

acknowledge that the EPI used in this study is a perception-based self-report measure, not an objective performance measure of English ability. As a result, no conclusions regarding the relationship between emotional intelligence and actual English proficiency can be drawn from the present data.

OEA showed the strongest correlation with both outcomes, because OEA (others' emotional appraisal) refers to the ability to perceive, understand, and evaluate the emotions of people around oneself. In an EFL classroom, this skill is directly relevant to social interaction — understanding the teacher's instructional cues, interpreting classmates' reactions during pair work or group discussions, and navigating collaborative learning tasks. Chouana and Messai (2026) found a very strong correlation ($r = 0.885$) between EI and collaborative learning among Algerian EFL students, suggesting that the social dimension of EI (which OEA represents) is particularly activated in language learning environments where interaction is central. Second, language learning is inherently social and communicative. Students who can accurately read the emotional states of others may be better equipped to engage in communicative acts, knowing when to speak, when to listen, how to interpret a teacher's feedback, and how to manage interpersonal dynamics during collaborative and group work. Third, unlike other EI sub-scales (e.g., UOE, ROE), which involve managing one's own internal emotional states, OAE is externally oriented and may therefore have more direct behavioral manifestations in observable classroom participation which, in turn, could influence teacher-assigned grades or self-perceived proficiency.

Despite the research study null findings, the study makes several meaningful contributions. It applies a validated Emotional Intelligence scale to a TEFL-specific undergraduate population of students, an under-researched group. It also provides local empirical data from an EFL settings where most existing research studies originates from Western or high-English-proficiency studies.

Limitations:

Several limitations were present in the study's findings. First, the study relied exclusively on self-report measures for both EI and English proficiency (EPI). Self-report instruments are vulnerable to several well-documented biases, including social desirability bias (participants presenting themselves favorably). This is particularly problematic for EI research, as Waterhouse (2006) and Locke (2005) have argued that self-report EI measures lack discriminant validity from personality traits such as agreeableness and neuroticism. Second, the

General Conclusion

sample size was $N = 43$. A small sample size increases the risk of Type II error (failing to detect a true effect) and produces unstable correlation estimates with wide confidence intervals. Given that meta-analyses report EI–performance correlations around ($r = 0.20$) (MacCann et al., 2020) to ($r = 0.39$) (Quílez-Robres et al., 2023), detecting such small-to-moderate effects requires adequate statistical power. If the present sample was underpowered, the weak observed correlations may reflect low statistical power rather than the genuine absence of a relationship. Third, this research study was conducted in only one institution (Moulay Taher university in Saida) in Algeria, the results may not represent students from other places and regions, across the country. Different institutions may have varying teaching styles, student demographics, resources, and emotional environments, which could affect how emotional intelligence relates to academic performance. Forth, unequal gender distribution due to significant absence from male students. Fifth, lack of qualitative data as the study only focused on quantitative data.

Recommendations for Future Research:

1) Larger, and more diverse samples:

The current study was conducted in one single educational institution (Moulay Taher University) which limited generalizability. Future research should recruit larger samples to achieve adequate statistical power to hold educational significance. A larger and more diverse sample would increase statistical power, allowing researchers to detect smaller but educationally meaningful effects of emotional intelligence on academic performance. Future researchers should recruit participants from multiple universities across all areas in Algeria, including both urban and rural institutions.

2) The use of mixed-methods approaches:

Qualitative data with interviews or classroom observations would provide better insights to examine Emotional Intelligence relationship with students' academic performance. By adding qualitative methods such as semi-structured interviews with students and teachers, or classroom observations, future researchers can capture real-life emotional experiences, such as how students manage difficulties in language learning, exams anxiety, or how teachers perceive emotionally intelligent themselves.

3) Cross cultural comparison:

to determine whether Emotional Intelligence differ depending on both educational systems and cultural backgrounds. A cross-cultural comparison could, for instance, compare Algerian students with those from Tunisia, Morocco, or France, and England where teaching styles, learning techniques and strategies, assessment methods, traditions, and norms may differ significantly. Future researchers could administer the same emotional intelligence scales and academic performance measures to matched samples from two or three different countries, then statistically test for interaction effects between culture and EI sub-scales.

4) Implications of the study:

Initially, there should be a greater emphasis on the emotion regulation (ROE) sub-scale of Emotional Intelligence, as it scored the lowest among the EI sub-scales ($M = 3.39$, in contrast to scores of 3.72-3.89 in the other sub-scales). This indicates that university students may particularly need support in emotional regulation. Interventions aimed at enhancing emotion regulation skills, including self-awareness, cognitive strategies, goal-setting, discipline, and stress management techniques, could be particularly beneficial. Furthermore, the indirect advantages of EI are noteworthy: the current findings imply that EI's positive impact on academic performance may be mediated by factors such as engagement, motivation, well-being, and lower stress levels. Educational institutions should continue to weave social-emotional learning into their curricula, emphasizing the intrinsic worth of emotional competence for the overall development of students, regardless of direct influences. Third, implications for language practitioners: The non-significant relationship between EI and EPI suggests that self-rated proficiency may not be the optimal outcome measure for EI-language research studies. Language practitioners should consider using standardized language tests or performance-based assessments when evaluating the effects of EI on language learning. Fourth, gender-neutral approaches: The negligible gender difference in EI ($d = 0.11$) suggests that English language practitioners need not adopt different approaches for male and female students regarding emotional intelligence development. Both genders may benefit equally from social-emotional learning intervention.

General Conclusion

To conclude, this research study found no strong evidence that emotional intelligence and its sub-scales predict cumulative GPA among second-year university students of SAIDA. However, the near-zero correlations do not refute the possibility that Emotional Intelligence matters in more nuanced, context-dependent ways. By honestly reporting null findings while systematically examining their limitations, this study contributes a necessary empirical anchor to studies often biased toward positive results. It means not all well-theorized constructs translate directly into academic performance and that local data, modest claims, and careful non-findings are themselves steps toward a more mature science of emotion in education.

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List of Appendix

Students Questionnaire

Dear participants,

We are inviting you to participate in this research by filling in and completing this following survey. The aim of this research is to investigate the impact of emotional intelligence on students' academic performance. The survey should take no more than 10 to 15 minutes to complete. We Appreciate you taking Your time helping us in this endeavor as your insights are valuable. Participation is completely voluntary and anonymous, and all data will be kept strictly confidential. Your honest contribution is essential, as it will directly enhance our understanding of how emotional aspects and skills can support educational performance and success.

PART 1:

Gender: Male ☐ Female ☐

Age:

Averages (les moyennes) you got in each of the following semesters:

L1 S1:

L1 S2:

L2 S1:

How do you describe your English proficiency across the four skills:

Skill	Poor	Average	Good	Excellent
Speaking				
Listening				
Writing				
Reading				

PART 2:

Please read each statement carefully and indicate the extent to which you agree with the following statements. Please mark your response by choosing the appropriate option ranging from "Strongly disagree" to "Strongly agree".

Statement	Totally disagree	Disagree	Not sure	Agree	Strongly agree
1. I have a good sense of why I have certain feelings most of the time.	1	2	3	4	5
2. I have good understanding of my own emotions.	1	2	3	4	5

Statement	Totally disagree	Disagree	Not sure	Agree	Strongly agree
3. I really understand what I feel.	1	2	3	4	5
4. I always know whether or not I am happy.	1	2	3	4	5
5. I always know my friends emotions from their behaviour.	1	2	3	4	5
6. I am a good observer of others emotions.	1	2	3	4	5
7. I am sensitive to the feelings and emotions of others.	1	2	3	4	5
8. I have good understanding of the emotions of people around me.	1	2	3	4	5
9. I always set goals for myself and then try my best to achieve them.	1	2	3	4	5
10. I always tell myself I am a competent person.	1	2	3	4	5
11. I am a self-motivated person.	1	2	3	4	5
12. I would always encourage myself to try my best.	1	2	3	4	5
13. I am able to control my temper and handle difficulties rationally.	1	2	3	4	5
14. I am quite capable of controlling my own emotions.	1	2	3	4	5
15. I can always calm down quickly when I am very angry.	1	2	3	4	5
16. I have good control of my own emotions.	1	2	3	4	5