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*The Impact of Emotional Intelligence on Teachers' Performance  
The Case of EFL Secondary School Teachers in Ain Temouchent*

*An Extended Essay Submitted in Partial Fulfillment of the Requirements for a  
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# **Dedication**

Thanks to Allah, most merciful, lord of the world who guides, and helps us, and to whom we owe everything.

This dissertation is dedicated to my parents, thanks for making sure I saw education as a top priority, thanks for believing in me. To my husband and my children, I give you my deepest love and appreciation for the sacrifices you all made during this graduate programme.

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# Abstract

The challenge all teachers meet is how to be an effective teacher. Although teachers have knowledge about the content they deliver and they are aware of the pedagogical learning-teaching methods, most of them usually encounter some struggles while teaching along with their inability to build a motivating learning environment which can reduce learners' negative feelings toward learning. The major aim of this study is investigating the role of emotional intelligence in enhancing job's performance of English language teachers at secondary school and to examine any possible links between teachers' emotional intelligence with their classroom practices. It also seeks to investigate the role of teaching experience in their emotional intelligence. The required data are calculated through survey technique. The assessing emotions scale questionnaire is used to determine some dimensions of the emotional intelligence. Teaching performance is assessed through a questionnaire too. The emotional intelligence and teaching performance relationship is assessed regarding to the English teaching experience. The results indicate a positive significant correlation among teachers' performance and their emotional intelligence competencies. The results show also that the emotional intelligence of teachers doesn't have strong relationship with their years of teaching experience. This study will help the educationists to recognize the role of emotional intelligence in strengthening the performance of teachers.

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## **List of Abbreviations**

**EI: Emotional Intelligence**

**TP: Teacher Performance**

**EFL: English as a Foreign Language**



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# **General Introduction**

## General Introduction

Though many improvements are made in educational reforms, schools still encounter certain issues related to the educational system, such as poor academic performance, students' negative attitudes and inappropriate workload given to teachers etc. These issues make it difficult for teachers to handle the academic and societal demands of the teaching learning process, which prove that knowledge and skills are not sufficient for effective teaching.

The role of English language teachers becomes harder with the 21<sup>st</sup> century pedagogy goals. Teachers have to be interdisciplinary, foster problem solving, develop thinking skills, teach contextually, assess transparently, build technologies, information and media fluencies and use project-based learning. Besides, they have to be approachable with parents and trust their colleagues. In order to accomplish these goals an emotional teacher is needed.

This study spotlights the emotional intelligence of the teachers that is crucial during the teaching learning process. It also provides facts about its impact on the secondary school teachers' performance. In existing literature this impact has not been studied in an Algerian context. Thus, if these phenomena will be measured, it will offer great managerial implications for the Algerian educational system so that they can accomplish the key goals and objectives of teaching English as a foreign language in secondary schools.

The aim of our study is to provide information related to emotional intelligence skills as a crucial element that can foster teaching effectiveness. To fulfil this aim this study evaluates the level of teachers' emotional intelligence as well as their teaching performance in teaching EFL contexts to investigate if there is a relationship between these two aspects.

Besides, the study analyses whether years of teaching experience can influence teachers' emotional intelligence.

The research questions raise are:

**Q1:** Is there any significant relationship between secondary school EFL teachers' emotional intelligence and their teaching performance? And how could emotional intelligence affect teachers' performance?

**Q2:** Do years of teaching of secondary school EFL teachers have any significant impact on emotional intelligence?

As an attempt to answer the above problematic we assume that :

**H1:** Teachers' emotional intelligence has a great impact on their teaching performance.

**H2:** Teaching experience has a crucial role in shaping the teachers' personality and their way in coping with the teaching learning process.

The assessing emotions scale questionnaire is used to determine some dimensions of the emotional intelligence. Teaching performance is assessed through a questionnaire too. It is commonly agreed among researchers that the questionnaire is an interesting instrument to discover informants' beliefs and attitudes. Relying on a statistic system we interpret and analyse the data collected.

This extended essay consists of three chapters. The first one provides a review related to emotional intelligence in relation to EFL teachers as well as EFL teachers' performance and its relationship with emotional intelligence.

The second chapter introduces the methods and procedures used in this research. It also describes the informants' profile and research tools.

The third chapter deals with data collections and the interpretation of the research findings. In addition, it presents a variety of perspectives based on the limitations of the study and pedagogical recommendation to both teachers and stakeholders.

# Chapter 1

## An Overview on Emotional Intelligence and Teachers' Performance in EFL Classrooms

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## 1.1 Introduction

This section provides an overview on emotional intelligence (EI) and teachers' performance (TP). It sheds light on emotional intelligence in relation to EFL teachers. It explicates the theories underpinning EI followed by a consistent analysis of several empirical studies that tackle the importance of EI in EFL teaching. In addition, the literature about the evaluation of EFL teachers' EI and its significance in EFL classroom is also presented. It also presents a systematic review of the literature related to teacher's performance and its relationship with emotional intelligence. It provides related research to job performance in general and EFL teacher's performance in particular. The evaluation of teacher's performance is also tackled in this section as this research aims at assessing the impact of EI on teacher's performance.

## 1.2 Emotional Intelligence Origin and Definition

### 1.2.1 Emotions

Emotions are seen as all feelings, including soreness or happiness, which can affect individuals' decisions (Schwarz, 2000). That is to say, emotions are an experience of awareness, physical perception, and attitudes that mirrors the significance of objects, relationships, events in human life (Solomon, 2021).

They are described also the full loss of cerebral control and a severe disorder that can affect the individual without no conscious purpose (EY, 2011). emotions are the unconscious and unreasoning reaction to the lack of an effective adjustment (Harrison, 2013). These definitions lead to the idea that thinking and emotions are as polar opposites, one reflects passion and the other reflects reason. When people follow their emotions, they lose the

control of their brain .i.e., they use emotions to make decisions and follow them. On the other hand Robert Leeper regards emotions as positive forces and processes that stimulate, support , and control human action(Salovey, Rothman, Detweiler, & Steward, 2000).So, emotions are the different processes that can direct people's activities and work hand by hand with the brain because there are some activities that require the use of emotions rather than brain.

### **1.2.2 Intelligence**

The definition of intelligence is controversial, it is viewed as a set of mental abilities involving reasoning, planning, solving problems, thinking logically, recognising intricate ideas, acquiring rapidly and learn from personal acquaintance. Human intelligence does not refer to academic success rather than understanding ourselves and the environment where we live (Gottfredson, 2013). In other words it is the individual's inductive reasoning and use of knowledge to cope with his surroundings(Cherniss, 2000).

Wade and Tavis (2012) define intelligence as the human's aptitude to learn quickly and through reflection on doing. think critically and adjust to the environment's alteration (Wade & Tavis, 2012) . Hence, intelligence is the individual's ability to perform with a goal, to reflect reasonably and behave appropriately with his environment. In sum, it is the capacity to carry out valid abstract reasoning (Mayer, 2000).

### 1.2.3 Emotional Intelligence Origins

in 1920 Edward Thorndike for the first time identified the aspect of emotional intelligence (EI) with his term social intelligence , which he described as the ability to understand and manage to act wisely in human reactions (Gürol, Özercan, & Yalçın, 2010).

Later on, Claude Steiner in 1980 introduced emotional literacy as the ability to understand, manage one's emotions. He believed that an emotionally literate individual intends to recognise what emotions he and others have, their reasons and strength (Steiner, 2003). Gardner (2013) came up with two varieties in personal intelligence, interpersonal intelligence and intrapersonal intelligence included in his influential multiple intelligence theory(Asrar-ul-Haq, Anwar, & Hassan, 2017). In 1988 Reuven Bar On came up with the term emotional quotient ("EQ"),which is perhaps the first attempt to assess EI (Bar-On, 2004).

In 1990, Peter Salovey and John Mayor in their article "Emotional Intelligence" introduced the term Emotional intelligence for the first time which was later developed by Dan Goleman in his 1996 book Emotional Intelligence. (Alavinia & Kurosh, 2012)

### 1.2.4 Emotional Intelligence Definitions

Emotional intelligence is the intersection of both emotions' and intelligence's fields. emotions provide useful information so that one can make sense of and control the social environment (Grewal & Salovey, 2005). Salovey and Mayor asserted that emotional intelligence is in part the ability to distinguish the emotional arrays , reasoning and problem solving on the basis of them (Mayer, Salovey, Caruso, & Cherkasskiy, 2012) .They were the first to propose a proper definition of emotional intelligence which they describe as The ability to recognise own's and others' emotions , to differentiate between them in order to manage own thoughts and deeds (Rivers, Handley-Miner, Mayer, & Caruso, 2020). Later this definition was developed and divided into four competencies: perceiving, using, understanding, and managing emotions(Rivers et al., 2020)

Gardner (1999) came up with his multiple intelligence theory including interpersonal and intrapersonal intelligences which were later on defined by Bar On the combination of as “emotional intelligence”(Bar-On, 2000).

Goleman(1998) described emotional intelligence as the ability to monitor own's and others' emotions to manage them well in ourselves and our relations (Goleman, 2020).Goleman also defined “emotional competence” to the demonstration of individual's competencies involving self-awareness, self-management, and social skills at appropriate times with appropriate manners in adequate frequency to be efficient under any circumstance (Boyatzis, Goleman, & Rhee, 2000).

### 1.3 Emotional Intelligence's Measurements (Models of EI)

The literature related to emotional intelligence revealed three popular models known as ability model, mixed model and trait model trait model(Gayathri & Meenakshi, 2013,p.46).

#### 1.3.1 Bar-On's Trait model

Bar-On model of emotional intelligence focuses on a selection of emotional and social abilities, including (1) being aware of, understanding , and expressing oneself; (2) being aware of, understanding , and relating to others; (3) dealing with strong emotions and control one's impulses; and (4) the adaptation to change and to solve problems of a personal or a social nature(Goleman, 2001,p.4). In his model ,there are five domains :including intrapersonal and interpersonal skills, adaptability, stress management, and general mood(Bar-On, 2004), each of them consists of fifteen items (Alavinia & Kurosh, 2012) :

1. Intrapersonal items: Emotional Self Awareness, Self-Regard, Self-Actualization, Assertiveness, and Independence.
2. Interpersonal items: Empathy, Social Responsibility, and Interpersonal Relationships.
3. Stress Management items: Stress Tolerance and Impulse Control.
4. Adaptability items: Reality Testing, Flexibility and Problem Solving.
5. General Mood items: Happiness and Optimism.

#### 1.3.2 The Ability Model

Salovey and Mayor have presented a four branch model of emotional intelligence, it is a model decidedly cognitive in focus(Goleman, 2020; Mayer & Salovey, 1997), and it is skill-

based . It consists of the following competencies (1) to perceive, appraise, and express emotions, (2) to employ emotions to simplify thinking, (3) to recognise emotions and emotional language, (4) to marshal the emotions in support of some social goal, it is the ability to cope with emotions so as to reach particular goals.(Goleman, 2001)

Salovey and Mayer's model is developmental(Goleman, 2001): the complexity of emotional skill raises from the initial level to the last one. Yet, all the emotional skills they describe, serve self-other recognition(A. C. Neubauer & H. H. Freudenthaler, 2005).

### **1.3.3 Goleman's Competency Model**

The third model has been introduced by Daniel Goleman who has developed Salovey and Mayer conclusions. Goleman has proposed a four branch model .this latter was further categorized into twenty emotional competencies.

Goleman believes that emotional intelligence traits are not innate but can be acquired and fostered (Goleman, 2003).To characterise an emotional intelligence shape that indicate professional success , Goleman represents an person's ability to master emotional skills to four main notions: self-awareness, self-management, social awareness, and connection management (Goleman, 2020). His model includes:

- a) Self-Awareness: Emotional Self-awareness, Accurate Self-Assessment and Self-Confidence.
- b) Self-Management: Self-Control, Trustworthiness, Conscientiousness, Adaptability, Achievement Drive and Initiative.
- c) Social Awareness: Empathy, Social Orientation and Organizational Awareness.

- d) Relationship Management: Developing Others, Influence, Communication, Conflict Management, Leadership, Change Catalyst, Building Bonds, Teamwork and Partnership (Gayathri & Meenakshi, 2013, p.47).

Despite the critics towards an assimilated definition or model for EI, it is agreed that emotional skills are correlated with success in many spheres (Alam, 2009).

## **1.4 EFL Teachers' Emotional Intelligence**

### **1.4.1 Emotional Intelligence and Teaching**

Teaching is considered as one of the most stressful and challenging occupations. Teachers do not play an essential role only in teaching but most mainly in the students' social environment. What characterises a teachers is their ability to teach students and have a positive influence on them (Amirian & Behshad, 2016). The chief duty teachers have, is ensuring that knowledge provided to their students is well understood. They have to follow a specific curriculum and guarantee the fulfilment of the syllabus within a particular time frame in addition to classroom management.

Social interactions, interactions with students in addition to handling collaboration with parents are also an integral part of the teachers' duties. They have to regulate not only their own emotions besides those of students, parents, and their colleagues (Brotheridge & Grandey, 2002).

Teachers have to be an external parent, counsellor, mentor and role model. Teachers turn out to be facilitators of the psychological growth of the students.

Emotional intelligence is considered as an range of non-cognitive skills that effect one's ability to cope with social needs and pressures (Bar-On, 2000). It is also referred to be the ability to recognise self and others emotions to think abstractly and act

purposefully (Salovey et al., 2000). Dr. Goleman (2001) refers to emotional intelligence as the aptitude to manage one's emotions so that they can be expressed appropriately and effectively (Goleman & Cherniss, 2001).

Based on teachers' responsibilities and emotional intelligence definitions of Bar On, Peter Salovey and John D. Mayer in addition to Dr. Goleman, emotions are required in the teaching learning process and teachers must recognize the importance of EI in classrooms as a crucial principal of the teaching-learning process. Abilities to manage these emotions influence their social environment as well as their teaching performance (Brackett & Caruso, 2007).

### **1.4.2 The Importance of Emotional Intelligence in EFL Classrooms**

In an EFL classroom teachers have to cope with diverse abilities and a range of emotional tendencies of students. This makes foreign language learning and teaching process a hard job associated with anxiety. Garrett and Young (2009) believe that in EFL classroom while acquiring and developing a new language is the primary purpose, emotions are virtually involved in teacher-student interaction (Garrett & Young, 2009).

Christison (2005) states that the management of emotions create a positive teaching-learning environment and satisfaction in both teachers and students' lives inside as well as outside the school, it also leads to the teachers' and learners academic success (Christison & Bassano, 2005). For EFL learners The inclusion of emotions in foreign language learning theories is not a new occurrence (Yeşilbursa, 2004) even before Gardner's multiple intelligence theory.

In an EFL context, it is worth mention that in the humanistic approach in language teaching the importance of learners' feelings and emotional needs is central rather than their intellect. The most known humanistic language teaching methods are: The Silent Way,



Community Language Learning, Total Physical Response and Suggestopedia. (Intarapanich, 2013,p.307-308)

In both the Silent Way and Community Language Learning, students are allowed to express their opinions and comment on how they feel at the end of each lesson, and the teacher has to manage students negative feelings which may impede their learning and help students to overcome them (Larsen-Freeman & Anderson, 2013). In Suggestopedia these negative feelings are called psychological barriers and the teacher role is to help students get rid of these barriers and learn the foreign language in a mutual atmosphere (Alrefaai & Shah, 2020). The main principle of The Total Physical Response is decreasing language learning stress, where learners are not obliged to speak till they are ready. This can create an enjoyable atmosphere in the classroom which reduces students' anxiety and motivates them to learn in a well manner (Larsen-Freeman, 2011,p.163).

Gardner's multiple intelligences theory was considered as another learning model since it highlighted learning styles through the eight intelligences he introduced namely linguistic, logical-mathematical, spatial, interpersonal, intrapersonal, kinesthetic, musical and naturalist, intelligences(Gardner, 2011). The MI Theory has brought significant implications to the English language teaching. Its application in EFL classroom is valuable for the teaching learning process.

### **1.4.3 The Importance of EFL Teacher's Emotional Intelligence**

Theoretical and empirical studies on teachers' emotional intelligence are limited and quite rare in the context of EFL context. Recent research on EI has begun to deal with it (Rastegar & Memarpour, 2009) .

Researches have confirmed that teachers' emotional intelligence skills enhance their teaching performance in terms of group work and problem-solving ability (Kaufhold & Johnson, 2005).

Teachers with better emotional intelligence are able to prevent struggle with their students and build good friendship relations with their colleagues. Emotional intelligence shows teachers ways for easy solutions(Hargreaves, 2000).

Byron (2001) study has revealed that pre-service teachers EI scores are not different from the standard sample (Byron, 2001). While, Walker (2001) study has revealed that all the classroom teachers taken as a sample had above average emotional intelligence scores (Amirian & Behshad, 2016).

The study conducted by Annamaria Di Fabio and Letizia Palazzeschi (2008) to analyse emotional intelligence and self-efficacy in a sample of Italian teachers showed that younger teachers EI is higher than the older ones. Their study reveals that younger teachers hold higher emotional and social competences(Fabio & Palazzeschi, 2008). This study was conducted as a reaction to David W. Chan (2004) survey that dealt with Chinese secondary school teachers' emotional intelligence and self-efficacy. Unlike what the former study evinced, this study demonstrated that teachers obtain higher scores on self- awareness, the appraisal and use of one's emotions in a positive manner which help generating ideas and solutions in problem solving(Chan, 2004).

With regards to EFL teachers, to be an effective language teacher, the teachers need to cope with the emotional tone of the classroom. They should be able to harness both their emotions and the ones of their learners, so as to build an attractive and appropriate learning environment (Mercer, 2016).

Parviz Alavinia and Shabnam Kurosh in their study for EFL Iranian university professors regarding age and teaching experiences have found that emotional intelligence and self-efficacy are significantly correlated. They have also found that the teachers' age and years of teaching experience are not correlated with others variables (Alavinia & Kurosh, 2012) whereas in the study conducted in order to examine whether a relationship exists

between English language teachers' emotional and social intelligence, teachers' gender and teaching experience don't impact EI traits, experienced teachers' EI traits are shaped through the knowledge acquired during their lasting and diverse teaching experience. These traits are stimulated to take emotional decisions in class (Gkonou & Mercer, 2018). Other Statistical analyses revealed that teaching experience is a predictor to EI Traits (Dewaele, Gkonou, & Mercer, 2018). In a study based on data collected from EFL teachers, the findings have shown that though experienced teachers do not enjoy teaching energetic students, they had more positive attitudes towards them, which has revealed that (trainee) teachers have to be aware of their EI competences as they can impact their professional success as well as the teaching learning environment.

## **1.5 Teachers Performance**

### **1.5.1 Performance Definitions**

performance is described as the output generated by tasks of a work or job done by humans or workers within a certain time (Yusdarti & Aulia, 2020). According to Wirawan (2017) there are three types of performance dimensions including: (a) Work results, (b) Work behaviour (c) Personality traits related to profession (Wirawan, 2017, p.791) cited in (Yusdarti & Aulia, 2020, p.71). Performance also stands for work's amount and or quality of while fulfilling guided and specific duties (Torang, 2013).

### **1.5.2 Job Performance Definitions**

Job performance refers to the actions, behaviours and productions which are involved in or triggered by workers to serve occupational objectives (Viswesvaran & Ones, 2000). The behaviours in which workers involve at work (Jex & Britt, 2014) or as Motowidlo (2003)

define job performance to be the intended amount of behavioural tasks carried out by the employee at a specific episode (Motowidlo, 2003)

job performance refers to the extent to which a worker can succeed in carrying out his tasks using the occupational resources under regular conditions (Jamal, 2007, p.176). what can be concluded from the previous definitions, job performance can be theorized in terms of the behaviour or produced outcomes by the employee (Limon & Nartugun, 2020).

### 1.5.3 Teacher's Performance Definitions

Teachers are considered as the backbone of the educational system. Any successful educational system is built on teachers' performance (Amin & Atta, 2013, p.2). teachers' performance refers to their role to achieve the educational goals and objectives (Özdemir & Yirmibeş, 2016)

According to some researchers the intellectual and physical aspects are the basics of teacher's performance (Mehmood, Qasim, & Azam, 2013b), while in other researches it is limited to teaching behaviour (Limon & Nartugun, 2020, p.567). Baliessman and Pugh (1984) have linked teachers' performance according to their classroom activities such writing on board, spelling, and classroom management (Mehmood et al., 2013b; Shah, Saad, Mohan, & Poniran, 2018). In regarding performance, Burden has (1995) has grouped teachers' performance in three distinct areas: job expertise, job satisfaction and the contribution in professional improvement (Burden, 1995).

Teachers' performance is considered as multidimensional (Limon & Nartugun, 2020, p.567) since it occurs in all settings where students are present rather than to the classroom or the school only (Shaikh, 2012). These settings include planning lessons, instructing, assessing and evaluating, commitment, extracurricular tasks, classroom

management and motivation (Adeyemi, 2006). Besides, personal and professional qualifications (Ali & Haider, 2017)

In its report The Organisation for Economic Co-operation and Development (2005) declared that teachers have much broader roles. The teacher is expected to initiate and manage the learning processes, respond efficiently to the students' learning needs, assess students' learning with integrating students with special needs in addition to, collaborating with colleagues and administration , planning, using educational technologies. They are also intended to advice parents and make public relationships for learning (OECD, 2005).

## 1.6 An Overview on the Evaluation of EFL Teachers' Performance

teaching effectiveness is not easy to define because notions of good teaching differ from culture to culture (Richards, 2010; Tsui, 2009) . In this context, different methods have appeared to evaluate the effectiveness of teaching performance. While some methods consider teachers' qualification which can be observed in classroom, others consider the students success (Mehmood et al., 2013b). While others consider both teachers' qualifications and students success as the benchmark of good teacher (Mortiboys, 2013)

Classroom management is another important aspect of teacher's performance in class . Burden (2020) describes the classroom management as the creation of a learning environment that encourage effective instruction. While managing the learning environment the teacher perceives the class critically, creates rules for the students according to the behaviours and requirements of teachers' goal(Burden, 2020)

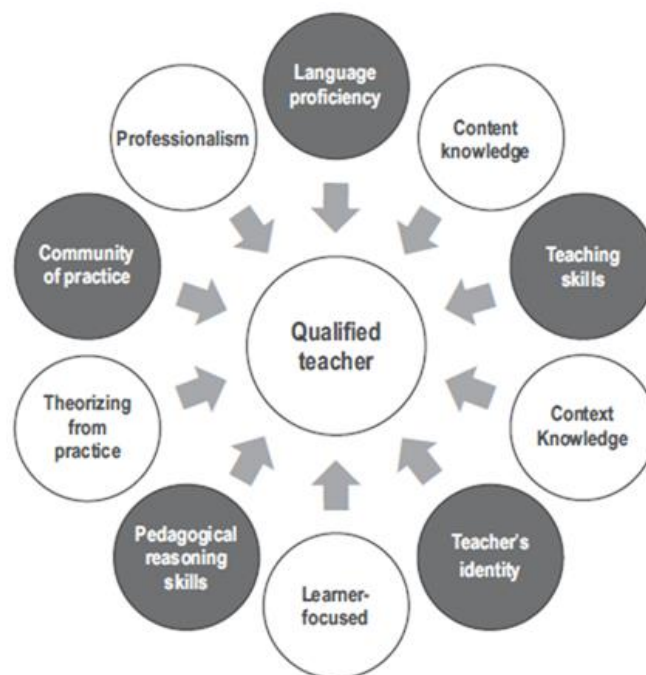
An effective teacher emphasises on assessing the students with a critical eye(Li, Bergin, & Olsen, 2022). Hence, the student's attention is a further main aspect of performance in the teaching process. The use of motivational tools in classroom is a crucial feature of teachers performance too (Hartinah et al., 2020) .Teaching style is also regarded as important in the teaching process.Teaching styles have to fit students' learning styles and put student requirements at the forefront to realize positive academic outcomes (Persaud, 2022).Effective teachers should create the most positive learning experiences possible for their students (Stronge, 2018).

One of the significant features of teachers' performance is that they provide the guidelines to their learners in their school problems. The teacher should be good problem solver for his students .(Rubio, 2009)

With regards to EFL teachers' performance, EFL teaching requires abilities and skills that deal with many associated arenas. Richards (2010) has made an attempt where he has united all the qualifications of a “good EFL teacher”. He has originated ten characteristics that describe a qualified teacher. (See Figure 1)

**Figure 1.1**

*The “Qualified Teacher” Concept (Richards, 2010)*



**Note:** This figure demonstrate the characteristics of a qualified teacher gathered by Richard (2010) (Novozhenina & López Pinzón, 2018,p.116)

To sum up, effective teaching does not require an in depth knowledge only, but also communication skills, the ability to organise instructions, assess transparently and evaluate fairly. One of the main responsibilities of a teacher is to establish a safe classroom environment, endorsing passion and motivation. And above all, they need to be expert in teaching and learning methods to enhance learning (Mortiboys, 2013)

## 1.7 The Impact of Emotional Intelligence on EFL Teachers' Performance

Emotional intelligence is a factor that can affect teachers' performance since it is being able to recognize, regulate emotions, and to respond suitably to others' emotions (Wu et al., 2019). Teachers need to handle the ability to cope with their own and their student's emotional states since they are exposed to high levels of pressure (Howard & Johnson, 2004)

While teaching requires competences that alter according to teaching tasks, working with emotion is required in all teaching tasks (Corcoran & Tormey, 2013). Teaching is an emotional practice which depends on emotional understanding and requires moral purposes of those who teach (Wu et al., 2019). Hence, whatever the teaching task is, teachers need to integrate their EI in order to foster their teaching effectiveness.

Empirical studies have revealed that EI has a positive and significant correlation with teachers' performance. Neale et al. (2011) have found that emotionally intelligent leaders and coaches are able to identify their own and other individuals areas of strength. Teachers also can observe their learners' strengths in order to use them to gain control on the learners' limitations. This process facilitates the learners' educational development. (Naqvi, Iqbal, & Akhtar, 2016; Neale, Spencer-Arnell, & Wilson, 2011)

Drew (2006) has asserted that higher EI teachers demonstrate a better teaching performance (Drew, 2007; Wu et al., 2019) Empirical findings have also shown negativity in teacher's personality induces their performance since using negative emotions increasingly in the classroom hinders the students' learning (Ismail & Idris, 2009; Naqvi et al., 2016). Studies indicate that building a warm interpersonal relations among teachers and the learners within the classroom facilitates the psycho-social and academic development of the learner (Valente & Lourenço, 2020)



. Thus, if teachers are apt to perceive and cope with their emotions as well as their students they will be helpful for their learners' growth and will succeed in their job as they will be able to motivate their students and manage their behaviours (Valente, Veiga-Branco, Rebelo, Lourenço, & Cristóvão, 2020). Based on the empirical data presented the findings show that Teacher with higher EI show better teaching performance (Wu et al., 2019) see figure .2

**Figure1.2**

*Relation between EI of teachers, learning and teaching methods and Emotional subject expertise*



**Note:** This figure demonstrates the relationship between EI and teaching performance (Mortiboys, 2013,p.3)

## 1.8 Conclusion

Throughout this chapter, we could ratiocinate that emotions are an integral part in any educational system whatever the culture is. The teaching learning process do not require deep knowledge and skills only, it is all what calls emotional practices since it involves interaction. Teachers' performance is crucial to achieve teaching goals, as teachers are the spearhead of school progress. So it is important that research on teachers should go forward, especially with regard to how to improve teacher performance regarding emotional intelligence.

## **Chapter 2: Methodology and Research Tools**

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## 2.1 Introduction

This study seeks to investigate the nature of the relationship existing between emotional intelligence and EFL teacher's performance. The previous chapters tackled the theoretical backgrounds and related research to EFL teacher's performance, EI and its relationship to English language teaching (ELT) as well as its significance in EFL classroom. Chapter three is dedicated to the field work where both the methods and procedures used to conduct this research are explained.

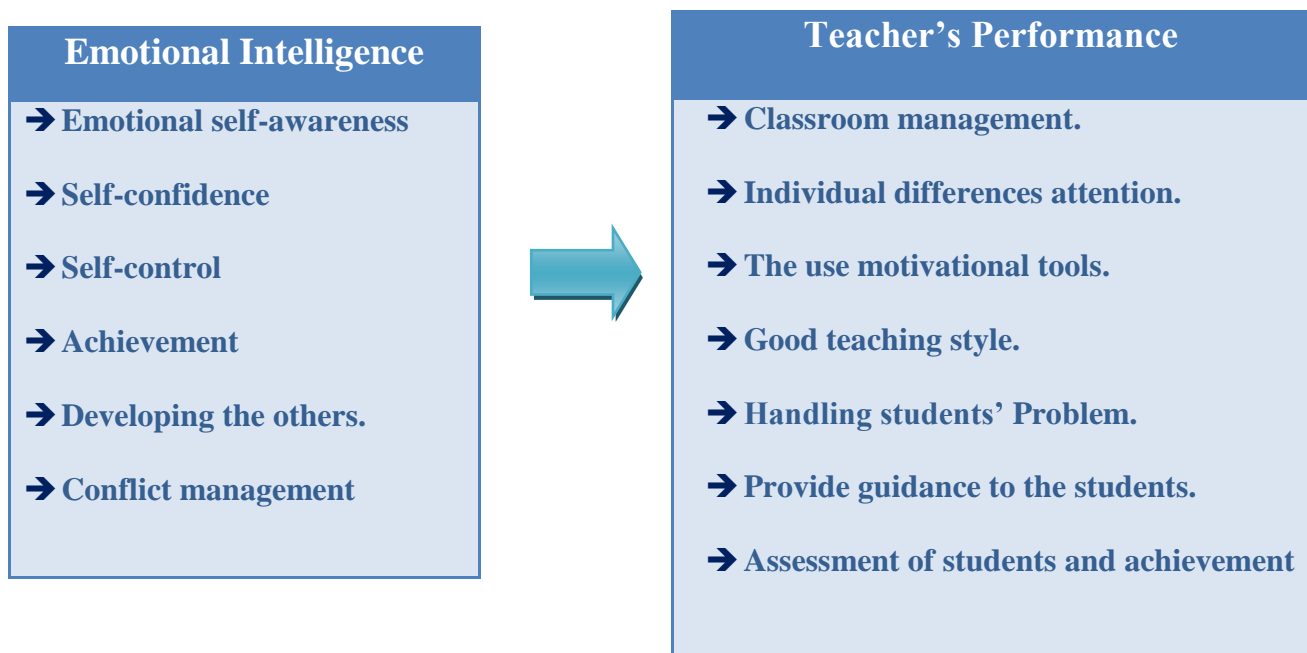
## 2.2 Research Method

The study is quantitative in nature with descriptive analysis. It is also correlational in nature since it aims to investigate relationship between EFL teachers' emotional intelligence (variable 1) and their teaching performance (variable 2). The survey method is used to collect the data.

To determine the level of emotional intelligence of secondary school teachers, the assessing emotions scale questionnaire proposed by Salovey and Mayor (1989-1990) is used and a questionnaire to assess teaching performance.

In this study the emotional intelligence is gauged via six (6) aspects, while the teacher's performance is evaluated entirely. Thus, there are 7 variables, 6 independent one dependent. The correlation between emotional intelligence results and teaching performance is assessed regarding to the English teaching experience.

Figure 2. 1

*A conceptual frame work*

**Note:** This figure shows a conceptual frame work adapted from Mehmood et.al. 2013.

(Mehmood, Qasim, & Azam, 2013a,p.3)

### 2.3 Procedure

An online questionnaire is used for the collection of data about teachers' emotional intelligence as well as their teaching performance. It is sent through emails to teachers including a short introduction about the purpose of the research and brief written instructions on how to complete it. After the data collection, the researcher start data analysis to answer the research questions i.e. whether EFL teachers' emotional intelligence can be correlated with their teaching performance as well as the years of teaching experience.

## 2.4 Participants

Since the main aim of this study is to examine EFL teachers' emotional intelligence and its impacts on their performance in Algerian secondary schools, the group under investigation is derived from EFL teachers working in Ain Temouchent secondary schools. A sample consisting 60 teachers out of the total population of 117 teachers teaching in high schools located in Ain Temouchent participates anonymously in the study.

## 2.5 Instruments

An online questionnaire is employed for the collection of data. It includes seven variables. Six independent variables used for the emotional intelligence and one dependant variable to evaluate the teachers' performance in the classroom. For all the items, five point Likert scale is implemented. The table 2.1 demonstrates the scoring scale of the Likert scale

To probe the emotional competencies of the teachers, six dimensions are used and each dimension is measured by multiple items. Also, seven components are employed to measure teachers' job performance.

**Table 2.1**

*Scoring Range of Likert Scale of the Survey*

	<b>Value</b>	<b>Range</b>
Strongly Disagree	1	1.00-1.80
Disagree	2	1.81-2.60
Neutral	3	2.61-3.40
Strongly Agree	4	3.41-4.20
Agree	5	4.21-5.00

### 2.5.1 Description of the Emotional Intelligence Test

Most emotional intelligence questionnaires/tests are scored and graded quantitatively (DeBusk, 2008). Emotional intelligence tests are used to assess teachers EI and gauge their strengths and weaknesses.

There are many emotional intelligence tests that have appeared in recent years which are designed by different authors and academics. One of these tests is the assessing emotions scale questionnaire proposed by Salovey and Mayor (1989-1990) which is used to determine the dimensions of emotional intelligence. This test is taken as a model in which it is modified, revised and simplified regarding teachers' performance dimensions and to make it suitable and accessible for EFL Secondary school teachers (see appendix A). The used test is a self-assessment questionnaire that is designed to gauge one's various competencies of emotional intelligence. It aims at provoking teacher's area of emotionality that may help them know their well-developed areas. There are 29 statements arranged under a number of categories/rubrics which are Emotional self-awareness, Self-confidence, Self-control, Achievement, Developing the others and Conflict management (Mehmood et al., 2013b). Each rubric has a column for the scoring system that starts from a scale of 1 which represents a total No/low agreement and ends with 5 that symbolises a total Yes/high agreement.

#### A. Emotional self-awareness (Statements 1 to 3)

This sequence of statements aims at measuring one's ability to know his/her emotions, strengths, wants, weaknesses and limitations. It is also about being aware of one's emotions and anticipating their impact on others.

- Statement 1 investigates the effects of one's feelings on him/her.
- Statement 2 targets one's ability to recognize the effects his/her feelings.

- Statement 3 aspires to probe one's awareness of how his/her behaviour affects her/ his performance.



**B. Self-confidence (Statements 4 to 9)**

This item refers to the individual's positive and negative attitudes towards the self as a totality.

- Statement 4 seeks to investigate the impact of self-confidence on job performance.
- Statement 5 aims at examining the effect of self-confidence on job satisfaction.
- Statement 6 and 7 examines teacher's self-confidence within a group of people.
- Statement 8 aims to probe the role of self-confidence in drawing goals.

Statement 9 intends to investigate the role of self-confidence in making decisions.

**C. Self-control (statements 10 to 13)**

This dimension refers to the ability to control or redirect one's emotional outbursts, moods and impulses as well as to adapt oneself to fluctuating and changing circumstances. It is the ability to regulate one's feeling to enhance his/her performance, work, and productivity.

- Statement 10 questions one's ability to manage emotional impulses and perform under stressful conditions.
- Statements 11 and 12 measure the individual's ability to remain calm in difficult circumstances.
- Statement 13 addresses one's enthusiasm and warmth.

**D. Achievements (statements 14to 19)**

The statements proposed in this sequence seeks to investigate the individual's ability to consider one's feeling in decision making as well as anticipating, recognizing, and meeting immediate and essential constituents' needs.

- Statements 14 and 15 endeavour to elucidate one's awareness of his/her values and willingness to work with them.

- Statements 16 and 17 seek to gauge one's ability to set oneself and other's goals and try to achieve them.
- Statements 18 and 19 aim at assessing the individual's ability to utilize emotions in creative thinking and flexible planning.

#### **E. Developing others (statements 20 to 24)**

The given statements are directed towards gauging the capacity to connect with others as well as to contribute to eligible answers through collaboration, communication and mutual understanding and respect.

- Statement 20 examines one's beliefs regarding other people's perceptions of him/her.
- Statement 21 aims at measuring an individual's ability to influence others in a good way.
- Statement 22 probes one's ability to predict other's moods
- Statement 23 seeks to inquire into one's willingness to listen to other people's arguments even when he/she is right.
- Statement 24 seeks to gauge one's ability to coach others and people's willingness to be under his/her guidance.

#### **F. Conflict management (statements 25 to 29)**

This sequence seeks to probe the one's ability to put an end to the conflict.

Statement 25 investigates the effects of one's feelings on him/her;

- Statements 26 and 27 examine the one's ability to regulate emotions towards others in conflicts.
- Statement 29 aims at measuring one's capacity to control his/her emotional impulses and enquires into one's willingness to provide help.

### 2.5.2 Description of the Teaching Performance Questionnaire

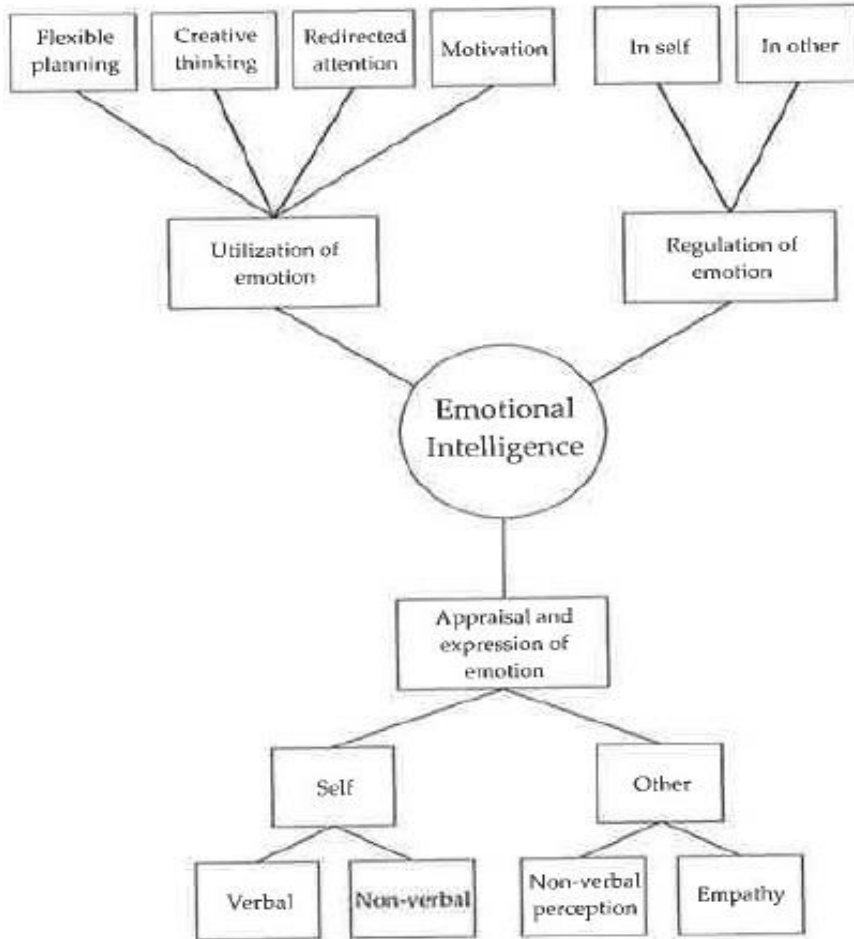
The questionnaire is used to collect data that may confirm or reject the hypotheses. In this perspective, the aim of our questionnaire is to examine teacher's appraisal to their teaching performance. Seven components have been employed to gauge the job performance of teachers through 16 statements. (Appendix A)

The questionnaire focuses on the following aspects:

- Statements 30 to 33 target Classroom management.
- Statement 34 inspects teachers' awareness the principles of individual differences in learning.
- Statements 34 to 36 attempt to disclose whether teachers handle students' problems.
- Statements 37 to 39 deal with teachers' use of motivational tools and examine teaching style.
- The statement 40 seeks to gauge whether teachers use psychological Approach to provide guidance to their students.
- The statement 41 examines whether teachers asses their students
- Statements 42 to 45 aim at exploring teachers' attitudes towards their job and their students achievement

Figure 2.2

*Salovey and Mayer's 1990 Model of Emotional Intelligence*



**Note:** this chart figures the structure of Salovey and Mayor Model to measure emotional intelligence (A. Neubauer & H. Freudenthaler, 2005,p.34).

## 2.6 Data Analysis

The data from EXEL (XLS) were entered into version 21.0 of SPSS<sup>1</sup>. In order to measure the multiple items of the dimensions that are used to measure both the emotional intelligence and the job performance of the teachers, they have been computed through Mean Function (Mean (numexp, numexp[...]))which creates a scale measure that combines several existing variables into a single variable.

To find the relationship between EI and TP, the researcher used linear regression analysis. The results are discussed with the P Value.

## Conclusion

The current section is an important part of our extended essay since the study objectives, methods and methodology bring the readers to more credible results and more convincing generalizations. To provide more information about our case study which deals with investigating the impact of teachers 'emotional intelligence on their teaching performance, a detailed description of the EI test and teachers' performance questionnaire has been given.

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<sup>1</sup> SPSS stands for Statistical Package for the Social Sciences. It is a software package used for the analysis of statistical data.it is used by various kinds of researchers for complex statistical data analysis.

## **Chapter 3: Data Analysis and Discussion**

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### 3.1 Introduction

The present chapter discusses the results obtained throughout the process of the research. It is divided into two sections. The initial part deals with the data collection and analysis while the other part provides the discussion of the results.

### 3.2 Data Collection and Analysis

#### 3.2.1 Teacher's Emotional Intelligence

According to the descriptive statistics, the teachers generally have demonstrated high levels of emotional intelligence in all the six dimensions. The dimension of emotional self-awareness scores the highest (M (Mean) = 4.45) while the dimension of conflict management scores the lowest (M = 3.76) see table 3.1.

**Table 3.1**

*The Ranking of the Six EI Competencies*

EI Dimensions	N	Minimum	Maximum	Mean	Std. Deviation
Emotional self-awareness	60	3,00	5,00	4,4500	,46263
Self-confidence	60	2,83	5,00	4,0444	,50503
Self-control	60	1,50	5,00	4,0792	,62520
Achievements	60	3,00	5,00	4,0444	,42283
Developing others	60	3,00	5,00	4,1750	,47679
Conflict management	60	1,80	5,00	3,7667	,67971
Valid N (listwise)	60				

The researcher measures the teachers' levels of emotional intelligence using a one sample t-test. The results show significantly higher means, as shown in Table 3.2

**Table 2.2**

*One-Sample Test Analysis to EI Dimensions*

EI Dimensions	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
E.self-awareness	74,507	59	,000	4,45000	4,3305	4,5695
Self-confidence	62,032	59	,000	4,04444	3,9140	4,1749
Self-control	50,539	59	,000	4,07917	3,9177	4,2407
Achievements	74,092	59	,000	4,04444	3,9352	4,1537
Developing others	67,827	59	,000	4,17500	4,0518	4,2982
Conflict management	42,925	59	,000	3,76667	3,5911	3,9423

Higher means indicate higher emotional intelligence. Table 3.4 reflects the total scaled score for all teachers (mean = 4,09 , SD= 33,27) out of 60.

**Table 3.3**

*The Means and Standard Deviations of Emotional Intelligence*

	N	Minimum	Maximum	Mean	Std. Deviation
Emotional intelligence	60	3,38	5,00	4,0933	,33277
Valid N (listwise)	60				



### 3.2.2 Teacher's Performance

The Teachers' Performance questionnaire is a fourteen -item measure which is used to assess teachers' self-perception of their teaching performance. Seven subscales have been coded with two items, each including classroom management, individual differences attention, the use of motivational tools, good teaching style, problem solving, guiding the students and assessment of the students and achievement. Table 5 indicates the level of teaching performance competencies.

**Table 3.4**

*Ranking of the Teacher Performance Dimensions*

	N	Minimum	Maximum	Mean	Std. Deviation
Classroom management	60	3,25	5,13	4,3892	,49693
Individual differences attention	60	1,50	5,00	4,1283	,69015
The use Motivational tools	60	3,67	5,40	4,6567	,45677
Good teaching style	60	2,33	5,00	4,1489	,50970
Solving students' Problem	60	2,50	5,00	4,2133	,56612
Guiding the students	60	1,50	5,00	4,1283	,69015
Assessment of students and achievement	60	1,00	5,00	3,5333	1,00367
Valid N (listwise)	60				

This table demonstrate that for six items of teaching performance the mean is above 4 and one equal 3.5. This indicates that teachers appraise their teaching performance in teaching English in the perspective purpose of classroom management, individual differences attention, the use of motivational tools, good teaching style, problem solving, guiding the students and assessment of the students and achievement (Table 3.5). They believe that they could manage these measurements. The result shows that teachers feel more certain for the use of motivational tools ( $M = 4.65$ ) than other measurements. Meanwhile, it is found that the teachers believe in in their efficacy for classroom management ( $M=4.38$ ). It should also be noted that in examining the teachers' attention to individual differences or guiding their students in teaching English mean=4.12.

**Table 3.5**

*The Means and Standard Deviations of Teachers' Performance*

	N	Minimum	Maximum	Mean	Std. Deviation
Teacher performance	60	3,19	5,00	4,2212	,38676
Valid N (listwise)	60				

The present table reports the general teacher performance level by gathering the seven components. It figures the mean of teacher's performance and standard deviations ( $M=4.22$ ,  $SD = 38.67$ ). The means of teachers performance are ranked from the highest to lowest, while minimum refers to the lowest mean, maximum refers to the highest one.

### 3.2.3 First Research Question

The data are reported to support or each hypothesis rejects it. The first research question is:

**Q1:** Is there any significant relationship between secondary school EFL teachers' emotional intelligence and their teaching performance?

This research question has been converted into the following hypothesis:

**H1:** Teachers' emotional intelligence has a great impact on their teaching performance.

A linear regression analysis is computed to determine the relationship between teacher's performance and the dimensions of teacher's emotional intelligence. The results are discussed with reference to P Value. The **Model Summary** table shows a positive correlation.  $r = 0.62$ , which indicates a high degree of correlation. The  $R^2$  value (the "**R Square**" column) indicates to what extent the teacher performance as a dependent variable can be supported by EI traits as the independent variable. In the table below, 38.9 % is considered as a very large.

**Table 3.6**

*Model Summary*<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,624 <sup>a</sup>	,389	,320	,31889	,389	5,631	6	53	,000

a. Predictors: (Constant), conflict management, self-control, achievements, emotional-self-awareness, developing others, self-confidence

b. Dependent Variable: teacher performance

**Table 3.7*****The ANOVA<sup>a</sup> Result of the Linear Regression***

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3,436	6	,573	5,631	,000 <sup>b</sup>
	Residual	5,390	53	,102		
	Total	8,825	59			

a. Dependent Variable: Teacher performance

b. Predictors: (Constant), conflict management, self-control, achievements, emotional self-awareness, developing others, self-confidence.

This table demonstrates that the regression model predicts significantly well the dependent variable. The "Sig" Column indicates the statistical significance of the regression model that is run. In this study  $P = .000$  reported as ( $p < 0.001$ ) which is less than 0.05 that indicates a significant positive connection between the two variables. Higher means on one scale signifies a higher mean on the other scale.

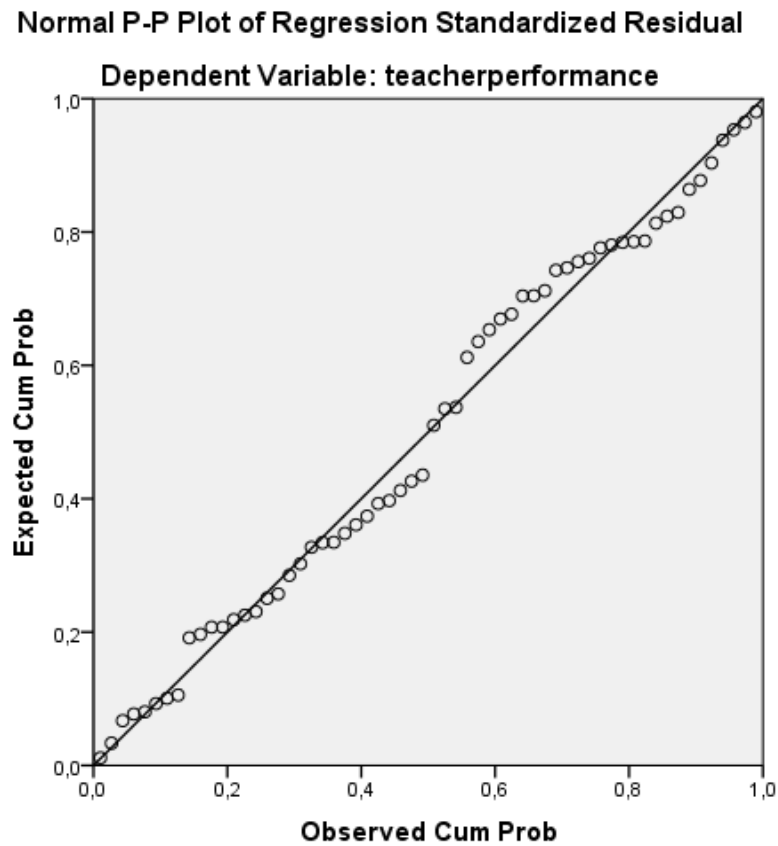
**Table 3.8*****Residuals Statistics<sup>a</sup>***

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3,4475	4,7488	4,2212	,24131	60
Residual	-,72611	,65752	,00000	,30224	60
Std. Predicted Value	-3,206	2,186	,000	1,000	60
Std. Residual	-2,277	2,062	,000	,948	60

a. Dependent Variable: teacher performance

An analysis of standard residuals is carried out, which shows that the data contains no outliers (Std. Residual Min = -2,277, Std. Residual Max = 2,062).

Figure 3.1



*The Normal P-P plot of Standardised Residuals*

The normal P-P plot of standardised residuals shows very close points to the line. This indicates that there are positive relationships between teachers' performance and each of the seven EI competencies. Thus, the first hypothesis stating teachers' emotional intelligence has a great impact on their teaching performance is valid.

### 3.2.4. Second Research Question

In the second research question we have:

**Q2:** Do years of teaching of secondary school EFL teachers have any significant impact on emotional intelligence?

To provide answers to the second research question, it has been converted into the following hypothesis:

**H2:** Teaching experience has a crucial role in shaping the teacher personality and his way in coping with the teaching learning process

The data about teachers' years of experience are shown in table 10.

**Table 3.9**

*Frequency of Years of Teaching Experience*

Teaching Experience	Frequency	Percent	Valid Percent	Cumulative Percent
Valid - 5 years	28	46,7	46,7	46,7
+20	5	8,3	8,3	55,0
10 to 15 years	11	18,3	18,3	73,3
15 to 20 years	3	5,0	5,0	78,3
5 to 10 years	13	21,7	21,7	100,0
Total	60	100,0	100,0	

As presented in the above table, nearly 46.7 % (28 persons) of the teachers are novice and have teaching experience less than 5 years, about 21.7 % are in the range of 5 to 10 years, 11 teachers (about 18.3%) have 10 to 15 years of experience as teachers, 5% (3teachers) 15 to 20 years of teaching experience and, finally, 8.3 % (5 persons) are experienced teachers and have an experience of 20 years and above. The results show that the p value is more than 0.05 ( $p=0,058$ ,  $SD= 24,6\%$ ) which indicates that the two variables (teaching experience and EI

traits ) are not correlated . According to the achieved results, there is no significant relationship between teacher's emotional intelligence and their teaching experience; thus, the second hypothesis is rejected.

**Table 3.10**

***Pearson Product-Moment Correlation between Teachers' Emotional Intelligence and their Teaching Experience***

		Teaching experience	Emotional intelligence
Teaching experience	Pearson Correlation	1	,246
	Sig. (2-tailed)		,058
	N	60	60
Emotional intelligence	Pearson Correlation	,246	1
	Sig. (2-tailed)	,058	
	N	60	60

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

**Table 3.11***The Means and Standard Deviations of Emotional Intelligence by Teaching experience*

Emotional intelligence			
Teaching experience	Mean	N	Std. Deviation
- 5 YEARS	3,9889	28	,26042
+20	4,2928	5	,34624
10 TO 15 YEARS	4,1513	11	,41934
15 TO 20 YEARS	3,9546	3	,03990
5 TO 10 YEARS	4,2244	13	,36959
Total	4,0933	60	,33277

The table figures the mean and standards deviations of teachers' emotional intelligence ranged according to teaching experience.

**Table 3.12***Pearson Product-Moment Correlation between Teachers' performance and their Teaching Experience*

		Teaching experience	Teacher performance
Teaching experience	Pearson Correlation	1	,084
	Sig. (2-tailed)		,525
	N	60	60
Teacher performance	Pearson Correlation	,084	1
	Sig. (2-tailed)	,525	
	N	60	60

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

The results of calculating correlation between teaching experience and teaching performance demonstrates that the two variables are not significantly correlated since the P value is over 0.05 (P=0.52, SD=8,4%)



**Table 3.13**

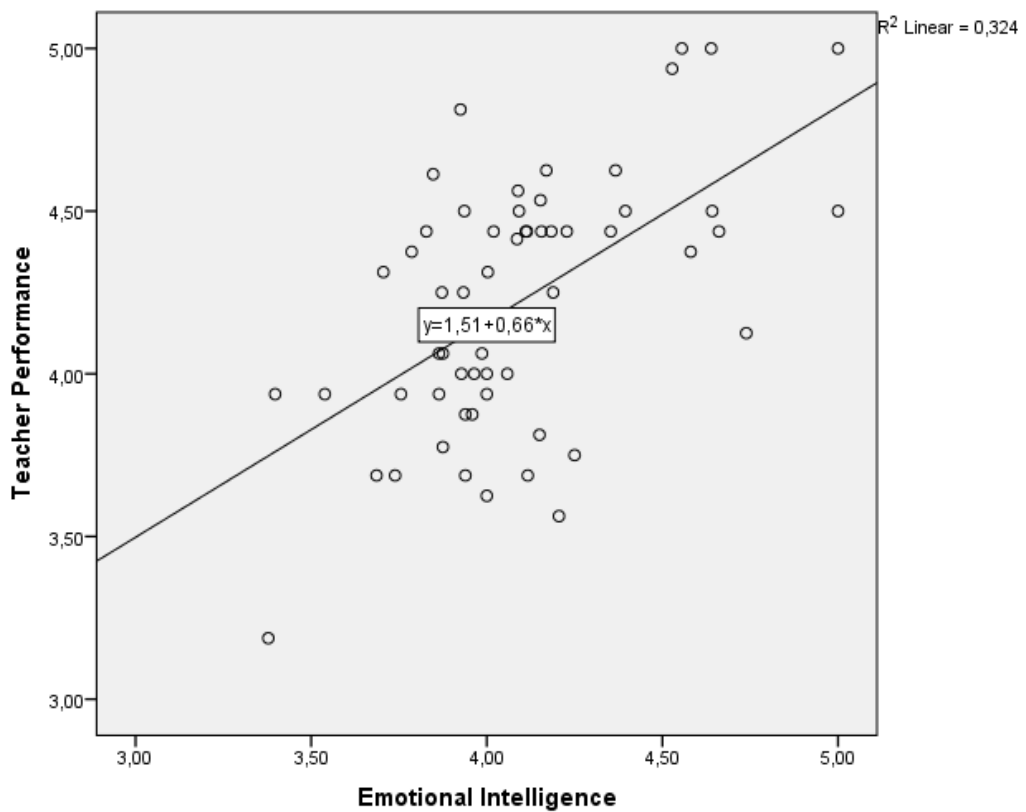
*The Means and Standard Deviations of Emotional Intelligence by Teaching experience*

Teacher Performance	Mean	N	Std. Deviation
Teaching Experience			
- 5 Years	4,1883	28	,40732
+20	4,2250	5	,33249
10 To 15 Years	4,2614	11	,40487
15 To 20 Years	4,1042	3	,62604
5 To 10 Years	4,2837	13	,33426
Total	4,2212	60	,38676

The table figures the means and standards deviations of teachers’ performance ranged according to teaching experience.

**Figure 3 2**

*Scatterplot (BIVAR) Of Emotional Intelligence with Teacher Performance by Teaching Experience*



The graph figures a Scatterplot (BIVAR) of emotional intelligence with teacher performance by teaching experience. The scatter plot of standardised predicted values showed that the data doesn't meet the assumptions of homogeneity of variance and linearity.

### 3.3 Discussion

The present study aims at clarifying the impact of EFL teachers' emotional intelligence on their teaching performance in an Algerian context and whether years of teaching experience have any significant impact on emotional intelligence. 60 teachers who work in Ain Temouchent Secondary Schools participated in this study. To collect data, Teachers were asked to fill out Assessing Emotional intelligence and Teaching performance questionnaire. The data have been calculated and statistically examined using SPSS 21 programme.

To achieve the aim of this research, two hypotheses are proposed. The first hypothesis is "Teachers' emotional intelligence has a great impact on their teaching performance". The second one is "teaching experience is central in shaping the teachers' personality and their way in coping with the teaching learning process.

The findings related to the first research question show that the mean value for total emotional intelligence is 4,09 and the value of standard deviation is 33,27 ( $m=4,09$  ,  $SD=33,27$ ) out of 60 which reveals that the participants have a considerably high level of emotional intelligence. This indicates that they are intelligent in perceiving and using emotions in addition to managing their own and others' feeling and emotions.

The results show that the teachers consider their teaching performance in teaching English at the level of classroom management, Individual differences attention, the use of motivational tools, good teaching style, problem solving, guiding the students and assessment of the students and achievement. In other words, they believe that they could have some impact on these measurements. This means that they are aware of the impact of their emotions on their teaching performance. The results also show that the mean of teacher's performance is 4.22 by gathering the seven components ( $M=4.22$ ,  $SD = 38.67$ ).

With regard to the association between EI traits and EFL teaching performance, statistics shows a significant positive relationship emotional intelligence and performance of EFL secondary school teachers.  $r$  (R Square)= 0.62 which signifies a high degree of correlation, the P value is less than 0.05 ( $P= .000^b$ ), it means that excellent level of emotional intelligence brings enhancement in teaching performance at secondary school level in EFL context.

These conclusions have also been held by Asrar-ul-Haq et al., (2017) in their research paper conducted on EFL Secondary School Teachers. It aims to investigate the impact of emotional intelligence on teacher's job performance in the education sector of Pakistan. The results have indicated that excellence in emotional intelligence traits including emotional self-awareness, self-confidence, achievement, developing others and conflict management have a significant impact on the teacher's job performance (Asrar-ul-Haq et al., 2017).

Naqvi et al., (2016) in their research "The Relationship between Emotional Intelligence and Performance of Secondary School Teachers" have determined strong relationship between emotional intelligence of teachers and their performance (Naqvi et al., 2016). Parker et al., (2004) in their study have found a significant relationship between teachers' emotional intelligence and their students' academic performance which is regarded

as an indicator for effective teaching (Parker, Summerfeldt, Hogan, & Majeski, 2004) cited in

<sup>1</sup> Source (Naqvi et al., 2016)

The idea of the correlation between emotional competencies and job satisfaction has been described by Anari (2012) as well. In her study on high-school English teachers, the findings indicate a positive significant relationship between the two aspects. Anari (2012) regards that teachers with high EI traits has the ability to diagnose, cope with, and use their feelings to cope with problems and improve their teaching perspectives (Anari, 2012).

In Mohamad & Jais (2015) research paper, the results show that the four EI competencies (self-awareness, self-regulation, self-motivation, empathy, and social skills) have a strong effect on teachers' job performance (Mohamad & Jais, 2015).

Bagherzadeh and Nikoo (2011) in their study have concluded that the role of emotional intelligence is central to achieve a high level of job performance (Jamshidi, Bagherzadeh, & Nikoo, 2011). Another similar research, where students' success is used as an indicator to measure the performance of teacher, has resulted that teachers with higher level of emotional intelligence are good leaders in classroom which leads to their students success (Frost & Harris, 2003).

The findings of Durhan (2019) study reveal a negative correlation between teachers' emotional intelligence and their burnout level. It means that EFL teachers, who have high level of emotional intelligence, have low level of burnout. They have also concluded that emotional intelligence could predict burnout. (Durhan, 2019)

In the study conducted by Ciarrochi et al. (2002), it has been concluded that the negative attitudes of individuals toward life can be decreased if they hold higher level of emotional intelligence (Ciarrochi, Deane, & Anderson, 2002). It has been reasoned that EI competencies make the teacher able to cope with his own emotions to reduce the stress in the

study conducted by GU and Day (2007). The use of emotional intelligence to manage stress boosts teachers' job effectiveness (Gu & Day, 2007).

Another study on the same array shows that teachers' emotional intelligence has great impact on the school settings, lower EI traits can hinder teachers from creating a suitable classroom environment.

The second research questions of this study investigates the impact of years of teaching experience on teachers' personality and their way in coping with the teaching learning process. The results reveals that EI and teaching experience are not significantly correlated that means there is no relationship between the years of teaching experience and emotional intelligence. The same results are found with teachers' performance and their teaching experience.

Emotional intelligence should increase with age and experience as is the case with other cognitive abilities (Goleman, 2020) or at least vary with age. All the studies cited above shows that teachers who had been teaching for longer have stronger pedagogical skills and they are creative in managing the classroom activities as they can create an enjoyable learning environment (Brackett et al., 2013).

Therefore , the lack of relationship found in our study may be due to the restricted sample or it may indicate that the EI scale used is not a valid measure of EI(Mayer, Salovey, & Caruso, 2004).

With the results and findings of the study some suggestions and recommendations will be provided. Pedagogical suggestions are suggested for language teachers, researchers, curriculum designers, and educational policy makers.

### 3.4 Limitations and Perspectives

This study is not without limitations which give birth to new ideas for further researches. First, emotional intelligence has been measured by a self-report. Self-report measures have been criticised (Day & Carroll, 2004). Reliable and valid EI Self-report are crucial in EI investigations (Law, Wong, & Song, 2004). However, the reliability of the questionnaire is not computed in this study. To decide whether the methods used in the study is viable, future research should examine the predictive validity of the questionnaire used. For further researchers other possible variables that are considered to affect teacher performance can be examined such as self-efficacy and job satisfaction.

With regards to the aim of the study, the literature review reveals many studies and researches supporting this relationship. However, this study shows that there is no significant association connecting the variables. This is because of the limited population since the researcher was able to collect data only in Ain Temouchent because of the convenience of sampling and only with the English teachers working in Secondary Schools. Most of the participants are novice teachers as the results show, and there isn't a variety in teaching experience. Hence, further researches can also increase the number of samples by conducting research not only in one area or municipality.

To be able to generalize the results of this study to larger samples and settings, it is advised to conduct further studies in distinct cities of Algeria. Collecting data from English teachers who work in Middle schools and even in higher education is also suggested to describe the level of EI in different contexts.

### 3.5 Conclusion

Throughout this chapter, we could ratiocinate that teachers do not need only to have knowledge of the content they convey or the different learning and teaching methods to be able to create an engaging and appropriate teaching-learning environment. The keystone holding these two features is possessing higher emotional intelligence competencies. Along the same vein, our study provides an empirical evidence to strengthen the belief that Emotional Intelligence is central in teaching and teachers need to have appropriate Emotional Intelligence's competencies to achieve higher performance.

## General Conclusion

In conclusion, it can be stated that the concept of emotional intelligence has become a popular. It has attracted much of the researchers' attention in recent years. But, the studies where teachers are concerned are restricted and somehow sparse in EFL teaching as well as in the Algerian context.

The results deduce that every aspect in teaching related to emotional intelligence. The fundamental teaching competencies such as knowledge, skill and attitude are important so as to be a good teacher. However, there is still something needed to support those competencies and to manage them in a better way. It is EI traits which influence the basic teaching competencies to make a competent teacher. Our research findings reinforce the idea that EI is a crucial aspect in teaching and teachers need to hold EI competencies to attain higher performance. They can also realize new altitudes that enhance their relationship in their workplace, be it with colleagues, administration or parents. EI can hence prove to be beneficial for not only in the teaching-learning environment but teachers' own growth as well. Therefore, emotional intelligence should be established and engaged in both the academic content and teaching pedagogy in teachers' education. Teachers' development should be considered an important responsibility by the stakeholders since they are the benchmark of any educational system. EI should be recognised as a vital element of teachers' competencies and not a mere extra quality. Curriculum designers and educational policy makers in the Algerian Ministry of Education should give equal attention to teachers' emotional intelligence as to that of content and pedagogy. They should plan a number of programmes, seminars, workshops and conferences for the purpose of awareness and importance of emotional intelligence



because emotional intelligence is an up-to-date the idea in developing countries like ours. In addition pre-service Teachers' trainings should include EI trainings as it is effective in raising teachers' EI and decreasing emotional and behavioural issues in the teaching process. All in-service teachers whether novice or experienced had better be involved in taking psychological training so that they can control and cope with undesirable learning situations.

To increase the efficacy of teachers, guidance, assistance and counselling should be provided to teachers in addition to rewards for the attempts, performance and achievements. So that it can make them proud of themselves and enhance the school progress.

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# Appendix

## **EFL Teachers' Questionnaire**

This questionnaire is addressed to all **Secondary Education EFL practicing teachers** in the province of Ain Temouchent, Algeria.

The main objective of this questionnaire is to investigate the impact of EFL Teachers' emotional intelligence on their teaching performance in Algeria.

You are kindly requested to put a tick (✓) in the captions following each statement.

Get assured that any information provided is going to remain anonymous and serve solely for research purposes.

**Teaching Experience**

- How long have you been teaching?
  - -5 years
  - 5 to 10 years
  - 10 to 15 years.
  - 15 to 20 years.
  - +20 years.

	Label of Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>Emotional Intelligence Assessment</b>						
<b>Emotional Self-Awareness</b>						
1.	I understand my own emotions					
2.	I know the situations that influence my own emotions					
3.	I know how my feelings impact my deeds					
<b>Self confidence</b>						
4.	Feel confident to work without the need for direct supervision					
5.	I usually tell myself I am a competent and I can succeed in my job					
6.	Present self in an impressive and unhesitating manner					
7.	I have a noticeable presence a group					
8.	I assume significant risks to achieve my goals and challenge others					
9.	out for actions once believe in even when others disagree.					
<b>Self control</b>						
10.	I resist the impulse to act immediately					
11.	I behave calmly in stressful situations					
12.	I stay composed positive in hard situations					
13.	I calm others in stressful situations					
<b>Achievements</b>						
14.	I set own goals to judge my performance					
15.	I express discontent and look for ways to adjust own actions.					
16.	I act purposefully .					

17.	I have abstract reasoning					
18.	I expect difficulties to a target act to overcome them.					
19.	I set intended struggles to achieve my goals					
<b>Developing others</b>						
20.	I show positive prospects about others skills					
21.	I set instructions to develop others					
22.	I recognize specific strength in others					
23.	I give positive feedback in behavioral situations rather than personal terms.					
24.	I use long term mentoring in lasting relationship context					
<b>Conflict management</b>						
25.	Express disagreements and complaint.					
26.	I consider those involved in conflict to all concerned.					
27.	In conflicts I focus on actions involved rather than on the person.					
28.	I help de-escalate conflicts.					
29.	Find common ideas which are approved by all parties in conflict					
<b>Teacher's Performance</b>						
30.	I make regulations in my class.					
31.	I complete your course in time.					
32.	I manage the time well					
33.	I am always prepared for class					
34.	I consider individual differences in learning.					
35.	I help students with their personal problems.					
36.	I pay attention to individual students.					
37.	I encourage the students to ask questions.					

38.	Create interest in lesson for students.					
39.	Use the motivational tools in class.					
40.	I use the emotional method to handle the student's troubles					
41.	Prepare monthly class room assessments for students.					
42.	I am satisfied with my teaching style.					
43.	I am satisfied with my job.					
44.	I am satisfied with my students achievement					
45.	I am satisfied with my students' performance.					