

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
Abdelhafid Boussouf University Center - Mila



*Institute of Letters and Languages*  
*Department of Foreign Languages*  
*Branch: English*

**Investigating the Relationship between Teachers'  
Emotional Intelligence and Students' Engagement**

Case study of Third Year Secondary School English Teachers at  
Mila city center and Ferdjioua

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in  
**Didactics of Foreign Languages**

**Presented by:**

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**Board of Examiners:**

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Supervisor: Dr. KEBOUT Houda

Examiner: Dr. Djehieche Aissa

**2024 - 2025**



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## *Dedication*

*And my success is only through Allah. Upon him I have relied and to Him I return.*

*(Qur'an 11:88)*

*All praise and gratitude be to Allah; with Him, nothing is impossible, and without His guidance, nothing can happen.*

*To my beloved parents Naima & Mahfoud, whose endless love, patience, and unwavering support have been the foundation of my journey, thank you for instilling in me the values perseverance and integrity; your sacrifices have paved the way for my dreams.*

*To my siblings, Kenza and Mahmoud your encouragement and understanding have been my guiding light during times of doubt.*

*To my uncle and his family, thank you for being there and sharing every step of the way*

*To my dearest Yasmine, your friendship has been my anchor through every storm and my brightest joy in every moment – thank you for always being by my side.*

*To my Partner Tasnim, your unwavering support, dedication, and teamwork have been the cornerstone of our success thank you for always being there.*

*To my Friends, who believed in me when I doubt myself, reminding me of that hope and faith carry us through even the darkest times*

*To you Dr. Houssam Mermoul, whose kindness have truly made a difference in my life thank you being my guiding light.*

*Finally, this work is dedicated to me, my strength, resilience, and unwavering belief in my own potentials.*

*I honor the journey I have undertaken, with all its challenges and triumphs, I celebrate my courage to pursue my dreams, to learn, to grow. May I always remember my worth, embrace my uniqueness and continue to strive for greatness with kindness and confidence.*

**Randa**

## *Dedication*

*My success is only through Allah*

*Upon him I have relied, and to him I return*

*(QUR'AN 11:88)*

*First and for most, I would like dedicate this achievement to myself. I am proud of my resilience, my growth, and the person I continue to become.*

*To my dear departed father, whose memory remains alive in my heart. your love, sacrifices, and guidance continue to inspire me every day. Gratefully, I carry your spirit with me as a beacon of hope and motivation.*

*To my beloved mother, whose unwavering support, sacrifices, and unconditional love have been my anchor. This achievement is as much yours as it is mine.*

*To my sister Latifa and brother Zakaria, thank you for being my pillars of support and my inspiration.*

*To my little angels Lina and Shahed, thank you for your love and the joy you bring into my life.*

*To my beloved Manar your constant support, encouragement, and friendship have been a source of strength and motivation throughout this journey.*

*To my partner Randa your teamwork, positivity, and dedication have truly made a difference.*

*I would like to express my sincere gratitude to my supervisor Dr Houda Kebbout, for her tremendous guidance, encouragement and motivation.*

*To my friends, thank you being supportive in this journey. Your friendship means a lot to me.*

*May Allah bless you all abundantly for your love and guidance.*

**Tasnim**

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### **Abstract**

This study aims to investigate the influence of teachers' emotional intelligence on the engagement of third-year secondary school students in Mila City Centre and Ferdjioua. To obtain comprehensive insights, the researchers of the study at hand employed a questionnaire designed for English teachers in these locations. The collected data were analyzed using a mixed-method approach. The results indicated that teachers recognize the importance of emotional intelligence within classroom settings and its impact on students' learning experiences. However, the findings also revealed a small minority of respondents who dismiss the significance of emotional intelligence, primarily due to a lack of awareness and understanding of EI and its effect on student engagement. Additionally, the analysis of data showed that low students' engagement is partly caused by insufficient support, understanding, and encouragement provided by teachers, as well as their lack of interest and motivation. The study further suggests methods for enhancing teachers' emotional intelligence, emphasizing the necessity of developing targeted training programs, fostering open communication, and cultivating an overall open-minded approach. Finally, the study acknowledged several limitations and proposes a number of recommendations for future research and practice.

### ***Keywords:***

Teachers, emotional intelligence, student engagement, learning experience, motivation

### **List of Abbreviations**

**EI:** Emotional intelligence

**EQ :** Emotional Quotient

**ED:** Second

**Ed:** Third

**IQ :** Intelligence Quotient

**MEIS :** Mayer emotional intelligence system

**MSCEIT:** Mayer-Salovey-Caruso Emotional Intelligence Test

**P:** Page

**SEL:** Social Emotional learning

**ST:** First

**Q:** Question

**Th:** Ordinal suffix

**%:** Percentage



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# General Introduction

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## 1.General Introduction

The concept of emotional intelligence (EI), although extensively studied across various fields such as education, social work, and psychology, has received limited attention within the context of foreign language education. EI refers to “the processes involved in recognizing, using, understanding, and managing one's own and others' emotional states to solve emotion-laden problems and regulate behavior” (Brackett, Mayer, & Salovey, 2004). This topic is based on the premise that students tend to identify strongly with their teachers, viewing them as role models and authority figures. A teacher with high emotional intelligence facilitates effective communication, fosters empathy, and enhances conflict resolution skills—all of which are crucial for establishing strong teacher-student relationships. These qualities not only improve classroom management but also contribute to creating an environment where students actively participate, communicate, and perceive themselves as valued and understood.

Student engagement refers to the active participation and involvement of students in their learning process. It includes behavioral, emotional, and cognitive components. Behaviorally, students participate actively in class activities; emotionally, they experience positive feelings such as interest, motivation, and enthusiasm; and cognitively, they put effort into understanding and mastering the subject matter. Research indicates that when teachers demonstrate high emotional intelligence, they are better equipped to design engaging lessons, interact effectively with students, and respond appropriately to classroom challenges thereby promoting various forms of student engagement.

Based on the study's findings, it is recommended to integrate emotional intelligence into educational practices through comprehensive curriculum components covering self-awareness,

empathy, and social skills. Incorporating emotional literacy activities can promote emotional awareness among students. Teachers should receive ongoing professional development and coaching focused on developing their emotional intelligence skills, with long-term assessments to evaluate the impact on student engagement and well-being. Building positive teacher-student relationships through effective communication and active listening, along with creating emotionally supportive classroom environments that foster safety and respect, are essential strategies to enhance engagement. Additionally, policymakers should prioritize emotional intelligence by embedding it into teacher evaluation standards and professional development frameworks, recognizing its crucial role in fostering a holistic and effective learning environment.

## **2. Statement of the Problem**

Despite the critical role that teachers play in shaping the educational experiences of students, there is a significant gap in understanding how teachers' emotional intelligence influences student engagement in foreign language classrooms. An effective educational system depends largely on the teacher, who is directly involved with the students and significantly impacts their learning experiences and academic achievement (Anderson, 2004; Birwatkar, 2014). However, existing studies have not sufficiently explored the relationship between teachers' emotional intelligence and the different dimensions of student engagement, including behavioral, emotional, and cognitive aspects. This study focuses on third-year secondary school teachers at Mila city center and Ferdjioua, aiming to investigate the relationship between teachers' emotional intelligence and its influence on student engagement. Understanding

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teachers' perceptions and experiences can provide valuable insights for teacher training programs and contribute to improving student engagement.

### **3. Significance of the Study**

This study, which investigates the relationship between teachers' emotional intelligence and student engagement, holds significant importance as it explores how teachers' abilities to recognize, understand, and manage their own emotions—as well as those of their students— influence student motivation, participation, and commitment to learning. By examining this relationship, the study provides insights into how emotional intelligence in teachers can help create a supportive learning environment, improve academic outcomes, promote social-emotional learning, and foster inclusive classrooms. Furthermore, it highlights the need for training and developing emotional intelligence in teachers to enhance student engagement. Its findings can inform professional development programs, teaching strategies, and curricula designed to foster emotional intelligence. Ultimately, this research contributes to a deeper understanding of the emotional dynamics in education, emphasizing the critical role of emotional intelligence in effective teaching and its potential to positively impact student learning, teacher job satisfaction, and overall educational outcomes.

### **4. Aim of the Study**

This study aims to investigate how teachers' emotional intelligence enhances third-year students' educational experiences, particularly in light of the observed poor academic performance among learners, which may be linked to low levels of emotional intelligence among teachers.

## 5. Research Questions

Based on the issues outlined above, the study seeks to answer the following research questions:

1. Which components of emotional intelligence influence student motivation and participation?
2. How does teachers' emotional intelligence influence students' level of engagement?

## 6. Research Methodology

The methodology employed in this study examines the influence of teachers' emotional intelligence on student engagement through a questionnaire administered to third-year secondary school English teachers at Mila city center and Ferdjioua. A sample of fifty secondary school teachers participated in the study. The collected data will be analyzed to investigate the impact of teachers' emotional intelligence on student engagement.

## 7. Structure of the Study

This study is structured into two main chapters. **Chapter One** includes the literature review, which discusses previous research and studies on teachers' emotional intelligence and student engagement. It is divided into two sections: the first is titled "*Student Engagement*", and the second, "*Teachers' Emotional Intelligence*". **Chapter Two** encompasses the research methodology. It outlines the data collection process, describes the population and sample, and presents the analysis and interpretation of the data obtained from the teachers' questionnaire. Additionally, this chapter includes the study's findings, offers a general conclusion, and discusses recommendations, limitations, and suggestions for future research.

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## **Chapter One:**

# *Teachers' Emotional Intelligence and Student Engagement*

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**Introduction:**

For learning to be genuinely effective, it is essential for students to be fully invested in the process. Student engagement has been widely acknowledged as a vital element in achieving success within educational settings. When students actively engage with their learning environment, they connect more deeply with the course material, resulting in better comprehension and improved academic performance. This chapter explores the concept of student engagement and its relationship with teachers' emotional intelligence.

**Section One: Student Engagement****1.1 Definition**

Over the years, the concept of student engagement has received considerable attention in the field of education from various scholarly perspectives, each contributing to a deeper understanding of the term. Student engagement is defined as “the time and effort students devote to activities that are empirically linked to desired outcomes of college and what institutions do to induce students to participate in these activities” (Kuh, 2009, p. 683).

Furthermore, student engagement refers to the level of participation, motivation, and investment students display in their learning processes forming a critical aspect of their educational experience. It encompasses cognitive, emotional, and behavioral dimensions, thus providing a comprehensive understanding of how students interact with their educational environment. Willms, Friesen, and Milton (2009) define student engagement as “a complex and multi-dimensional construct that encompasses cognitive, affective, and behavioral components, including motivation, interest, enjoyment, and participation in learning activities.”

- 
- **Cognitive engagement** involves the mental effort students apply to understand academic
  - **Behavioral engagement** includes observable behaviors such as class participation, attendance, and compliance with school rules.
  - **Emotional engagement** pertains to students' attitudes toward learning, including their sense of belonging and connection to school.

Appleton et al. (2006) emphasize that engagement involves not only participation in academic tasks but also the motivation to learn. Reschly and Christenson (2012) highlight the role of context—suggesting that engagement is influenced by individual characteristics, social interactions, and environmental factors. A supportive learning environment, characterized by positive teacher-student relationships and appropriate challenges, significantly enhances student engagement. These insights underscore the importance of student engagement in promoting deeper learning and positive educational experiences.

## **1.2 Types of Student Engagement**

### **1.2.1 Cognitive Engagement**

According to Marks (2000), cognitive engagement refers to the mental effort and energy students invest in the learning process. Newmann et al. (1992) describe it as the psychological commitment and effort directed toward acquiring knowledge and mastering skills. Students who are cognitively engaged use strategies to understand complex ideas, solve problems, and enjoy challenging tasks (Corno & Mandinach, 1983; Fredricks et al., 2004).

Helme and Clark (2001) identified behaviors indicative of cognitive engagement in group settings—such as questioning, explaining, justifying arguments, and exchanging ideas. These

actions help students participate actively in discussions and engage more deeply with content. In this form of engagement, students demonstrate critical thinking and problem-solving abilities that educators can evaluate through feedback and performance.

### **1.2.2 Behavioral Engagement**

Behavioral engagement refers to students' participation in academic, social, and extracurricular activities. It is considered a strong indicator of academic success and dropout risk (Finn, 1989; Connell & Wellborn, 1991). Dunleavy (2008) notes that involvement in school-related activities influences educational achievement. Good behavior also includes following rules, showing respect, and avoiding misconduct and truancy (Finn et al., 1997). Active participation and attentiveness, along with a willingness to ask questions, enhance academic performance (Fredricks, Blumenfeld, & Paris, 2003).

### **1.2.3 Emotional Engagement**

Emotional engagement concerns how students emotionally respond to educators, peers, content, and the school environment. It reflects their level of interest, enjoyment, and emotional connection to school (Finn, 1989; Voelkl, 1997). A positive emotional connection fosters a sense of belonging, motivation, and academic readiness (Connell & Wellborn, 1991). Tyler and Boelter (2008) emphasize that emotional engagement enhances the quality of educational experiences by affecting students' perceptions of importance, usefulness, and effort related to tasks.



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## **1.3 Strategies to Improve Student Engagement**

### **1.3.1 Interaction**

Tylor and Person (2011) highlight the critical role of interaction in the educational process, stating that meaningful exchanges between teachers and students enhance learning outcomes. Effective educational environments are characterized by dialogue, collaboration, and co-construction of knowledge. The quality of interaction depends on factors such as the teacher's emotional intelligence, socio-cultural context, and students' individual traits.

Freire (1968) notes that “only dialogue... is capable of generating critical thinking.” Thus, fostering a classroom built on dialogue and feedback can promote participation and engagement.

### **1.3.2 Multimedia and Technology**

Multimedia and technology have transformed student engagement by offering diverse modes of learning. Integrating videos, simulations, and gamified platforms supports various learning styles and increases accessibility (Mayer, 2001). Tools such as digital storytelling and online collaboration promote creativity and critical thinking (Salmon, 2004).

### **1.3.3 Collaborative Learning**

Collaborative learning involves students working in groups to achieve shared goals. Johnson and Johnson (1999) define it as structured group work with individual accountability. Dillenbourg (1999) and Roschelle & Teasley (1995) emphasize joint intellectual efforts and knowledge construction. Jonassen et al. (1998) note that collaborative learning enhances

problem-solving, critical thinking, and communication skills. It fosters interpersonal relationships and a sense of community (Smith & MacGregor, 1992).

#### **1.4 Emotional Intelligence Assessment**

Emotional intelligence (EI) assessment involves evaluating the ability to recognize, understand, and manage emotions. Goleman (1995) defines EI as the ability to manage emotions effectively within oneself and in relationships. Salovey and Mayer (1990) describe EI as the ability to monitor and use emotions to guide thinking and behavior. Roberts et al. (2006) classify EI assessments into self-report, ability-based, and observer-rated categories, emphasizing the importance of validity and reliability in measuring this multi-dimensional construct.

#### **1.5 Factors That Increase Student Engagement**

To promote engagement, a multifaceted approach must be applied. Moving beyond traditional discipline-focused strategies, modern methods such as motivation-building, technology use, and strong teacher influence are essential to fostering a dynamic classroom.

##### **1.5.1 Motivation**

Motivation is driven by internal and external forces that initiate and sustain goal-directed behaviors. Pinder (1998) and Coffman (2009) describe motivation as a psychological force linked to values and beliefs. Barkley (2010) connects motivation to self-regulation, asserting that motivated students are better at managing their efforts and impulses. A well-motivated student processes, retains, and recalls information more effectively, contributing to deeper engagement.

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### **1.5.2 Active Learning**

Active learning involves engaging students directly through discussions, problem-solving, and collaboration. Bonwell and Eison (1991) define it as “doing things and thinking about the things they are doing.” Prince (2004) emphasizes tasks that promote analysis and evaluation. Biggs (2003) stresses the need for metacognitive awareness—students should understand and adjust their learning strategies. Techniques like peer instruction and problem-based learning enhance comprehension and engagement.

### **1.5.3 Teacher-Student Relationship**

Positive teacher-student relationships significantly influence engagement. Hattie (2009) and Fredricks et al. (2004) describe effective relationships as grounded in empathy, care, and respect. Bryk and Schneider (2002) found that students are more motivated when they feel valued and supported. Open communication and mutual understanding foster trust and participation.

### **1.5.4 Incorporating Social-Emotional Learning (SEL)**

SEL teaches students to manage emotions, build relationships, and make responsible decisions. Durlak et al. (2011) found that SEL leads to better academic performance and engagement. Jones and Bouffard (2012) argue that SEL enhances intrinsic motivation by deepening peer and teacher connections. Incorporating SEL creates a supportive environment that encourages participation and growth.

## **1.6 Importance of Student Engagement in Learning**

Student engagement enhances motivation, understanding, and academic performance. Walker (2008) emphasizes the teacher's role in creating supportive learning environments that promote autonomy and self-efficacy. Fletcher (2005) highlighted the importance of classroom community, where students feel safe to express themselves and learn collaboratively. Christenson et al. (2012) stress the importance of teacher and parental support in sustaining engagement, noting that strong relationships lead to better academic outcomes.

## **1.7 The Influence of Teachers' Emotional Intelligence on Student Engagement**

Mayer (1997) defines emotional intelligence as the ability to recognize and manage one's own emotions and those of others. Teachers with high EI are better able to connect with students and promote engagement. Goleman (1995) describes emotionally intelligent teachers as those who foster energetic and connected learning environments.

Bar-On (1997) highlights EI as critical for effective teaching, while Palmer (1998) emphasizes the teacher's personal integrity in creating meaningful learning experiences. Sarah J. De Vries (2011) underlines the importance of EI in teacher-student interactions. Fredrickson's Broaden-and-Build Theory (2001) supports this by explaining how positive emotions enhance engagement and cognitive flexibility.

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## **1.8 Conclusion**

In conclusion, student engagement encompasses behavioral, emotional, and cognitive involvement wherein each plays a critical role in the learning process. By understanding the various dimensions of engagement and employing effective strategies such as active learning, collaboration, and SEL, educators can foster a more dynamic and inclusive classroom. Emotional intelligence in teachers also significantly influences students' academic and emotional investment, making it a key factor in modern education.

## Section Two: Teacher's Emotional Intelligence

### Introduction

Just as it takes a village to raise a child, achieving professional and personal goals necessitates a “village” of diverse intelligences. Success in today's world, particularly for aspiring leaders and students in fields such as languages, is not solely defined by traditional measures of intelligence (e.g., IQ). Social and emotional intelligence are now considered indispensable keys that complement cognitive abilities.

*"If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy and build effective relationships, then no matter how smart you are, you are not going to get very far."*

— Daniel Goleman (1995)

### 1. Definition of Emotional Intelligence (EI)

The concept of emotional intelligence did not gain prominence in the field of education until the mid-1990s, when Daniel Goleman published his book *Emotional Intelligence*. However, the idea was first addressed by Peter Salovey and John Mayer in the late 1980s. Emotional intelligence is conceptualized as the ability to understand, manage, recognize, and influence one's own emotions and those of others. According to Salovey and Mayer (1990), emotional intelligence is “the ability to perceive, control, and evaluate emotions.” They emphasized the significance of understanding one's emotions and those of others, which contributes to building effective interpersonal relationships. Moreover, emotional intelligence (EI) is a set of emotional-social skills that influence an individual's way of perceiving and expressing themselves, while

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developing and maintaining social relationships and coping with challenges, as discussed by Bradberry and Greaves (2009). Furthermore, EI significantly enhances students' abilities in managing stress and anxiety, particularly during exams, and fosters better social interaction with peers and educators, creating a more dynamic and positive environment in classrooms.

Additionally, EI advocates for better relationships with oneself and others, a healthy lifestyle, and better academic and work performance (Brackett, Rivers & Salovey, 2011; Brackett & Salovey, 2004; Mayer & Salovey, 2004). The primary role of teachers extends beyond the straightforward transmission of knowledge; these professionals also facilitate students' acquisition of learning skills. Effective teachers cultivate a learning environment that fosters both academic and social-emotional skills, promoting the mastery of learning. This involves cultivating a positive influence on a student's academic performance and character development. Teaching also involves a social and cultural context, where students should learn, understand, and show empathy toward diversity. Nonetheless, teaching is beyond academic performance; it is also an "emotional labor" (Hargreaves, 2001). The prevailing notion that intellectual superiority guarantees success is overrated, as research suggests that cognitive abilities do not necessarily translate into real-world accomplishments. Numerous genius individuals have faltered in the face of challenges, underscoring the notion that success is a multifaceted construct. While traditional measures of intelligence, such as problem-solving abilities and academic achievement, are valuable indicators of potential, they often fail to account for the complex interplay of factors that contribute to successful outcomes, such as emotional and social skills.

## **2. Domains of Emotional Intelligence**

### **2.1 Self-Awareness**

In the domain of emotional intelligence, self-awareness involves recognizing and understanding one's own emotions, strengths, weaknesses, values, and their impact on others. According to Daniel Goleman (1995), self-awareness is the foundation of emotional intelligence. He argues that without it, the other domains cannot be effectively developed. Building on this, Travis Bradberry and Jean Greaves (2009) state that people with high self-awareness understand their emotions and how those emotions affect others. For Peter Salovey and John Mayer (1990), self-awareness is the ability to monitor one's emotional states, thus highlighting its importance. Mayer (2007) expanded this concept by adding that self-awareness involves recognizing one's emotions and their effects.

### **2.2 Self-Regulation (or Self-Management)**

The self-regulation domain refers to the ability to manage one's emotions and behaviors constructively, especially in challenging situations. This includes controlling disruptive emotions and adapting to changing circumstances. According to Daniel Goleman (1995), self-regulation involves the ability to manage and modulate one's emotions and impulses. Similarly, Salovey and Mayer (1990) define self-regulation as the ability to manage one's internal states, impulses, and resources. Furthermore, Bradberry and Greaves (2009) describe self-management as the ability to control emotions and impulses and to behave in honest and ethical ways. According to Ciarrochi, Forgas, and Mayer (2007), people high in self-management are able to regulate their moods and behavior and manage their impulses.



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### **2.3 Social Awareness (or Social Perception)**

This domain concerns the ability to understand and respond to the emotions of others. It encompasses empathy, understanding social cues, and recognizing the impact of one's actions on others. As Daniel Goleman (1995) mentions, social awareness is the ability to understand the emotions, needs, and concerns of other people. Similarly, Bradberry and Greaves (2009) note that social awareness involves sensing other people's emotions, understanding their perspectives, and taking an active interest in their concerns. Salovey and Mayer (1990) point out that empathy is a core element of social awareness, enabling individuals to recognize and understand the emotions of others. Furthermore, Ciarrochi, Forgas, and Mayer (2007) state that social awareness involves the ability to understand and interpret the emotions of others.

### **2.4 Relationship Management**

This domain focuses on building and maintaining healthy and effective relationships with others. It involves clear communication, conflict management, collaboration, and influencing skills. According to Daniel Goleman (1995), relationship management is the art of managing relationships with others, which includes communicating clearly, inspiring and influencing others, and managing conflict. Adding to this, Bradberry and Greaves (2009) mention that relationship management involves the ability to build rapport, create meaningful connections, and influence others. Building on this, Salovey and Mayer (1990) state that relationship management involves the ability to build rapport and develop strong relationships with others. Additionally, Ciarrochi, Forgas, and Mayer (2007) add that relationship management includes the ability to communicate clearly, influence others, and manage conflict effectively. Overall, relationship management is a vital component of emotional intelligence, encompassing skills

such as effective communication, empathy, influence, and conflict resolution, all of which contribute to fostering positive and productive interactions with others.

## **2.5 Historical Background of Emotional Intelligence Theory**

Success is what every individual strives to achieve throughout their lives, whether personally or professionally. However, over the years, the measures of success have predominantly emphasized cognitive abilities and practical sciences such as problem-solving, mathematical skills, and finding solutions. In contrast, recent research links the notion of a successful individual to emotional-social competencies and interpersonal skills.

Furthermore, various forms of intelligence, including IQ (Intellectual Quotient), EQ (Emotional Quotient), and social intelligence, together represent the nature of human capability. Just as the human body requires not only the brain but also the heart and other organs to function perfectly, so too does human potential rely on a harmonious integration of intellectual and emotional faculties. Regardless of how some researchers view emotional intelligence as a myth rather than a science (Matthews, Zeidner & Roberts, 2002, p.547), depending only on intellectual abilities is an extreme opinion. Effective functioning in life demands collaboration of diverse types of intelligence, without favoring one over another. As Goleman (1998, p.31) states, “emotional intelligence (EI) has been said to matter twice as much as IQ.”

The term "emotional intelligence" was first used in the 1960s in an incidental fashion by Van Ghent in literary criticism and in 1986 by Payne in a dissertation. However, it was properly introduced by Mayer, DiPaolo, and Salovey (1990) in two articles, defining EI, developing the theory, and establishing the measures. To grasp the concept of EI and its theory, one must first

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understand the notion of intelligence, which is the ability to generate and express abstract ideas and the general capacity to learn and discover the environment (Sternberg & Detterman, 1986; Terman, 1921; Wechsler, 1997, as cited in John D. Mayer, P. Salovey, 2004 & David R. Caruso, *Psychological Inquiry*, 2004, pp. 197-215). Intelligence usually differs according to the type of information processed and the situation in which it operates (Carroll, 1993; Horn & Cattell, 1966; Wechsler, 1997). Information can be emotional, social, or textual, which leads to the second concept, emotion, which is a feeling that combines thought and physical reaction. It is a complex combination that serves an important function for survival in real-world challenges, triggered by environmental events. Philosophical and evolutionary viewpoints suggest that emotions are governed and often motivated responses to situations (Darwin, 1872/1998; Ekman, 2003; Izard, 1993; Spinoza, 1675/1959). Emotion is an umbrella term, which can be divided into two to ten dimensions or categories of feelings that arise from different relationships, serving survival functions such as responding to threats, birth, and play (Plutchik, 1994, p.20).

Furthermore, according to existing literature, EI can be divided into four areas,

- a) The ability to perceive emotions,
- b) The ability to use emotions,
- c) The ability to understand emotions,
- d) The ability to manage emotions.

These abilities are labeled the Four-Branch Model by Mayer & Salovey (1997). The model presents four branches in a certain order, representing a deeper link to the individual's psychological system and overall personality (Mayer, 1997, 2001). The branches function together in a complementary approach and do not exist without each other. These abilities reflect

an individual's self-awareness, personal goals, and overall personality (Averill & Nunley, 1992; Gross, 1998; Parrott, 2002). After the development of their Four-Branch Model of Emotional Intelligence, Mayer and Salovey aimed to create a measurement tool for these emotional abilities. To achieve this, they developed the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), which comprises eight tasks, with two tasks designed for each of the four emotional abilities. Although many attempts have been made to create other measuring tests, MSCEIT and MEIS are considered the most reliable.

## **2.6 The Importance of Emotional Intelligence**

In educational settings, emotional intelligence (EI) plays a crucial role in learning contexts, particularly in the interactions between teachers and students, which affects student engagement. According to Salovey and Mayer (1990), emotional intelligence (EI) is the ability to perceive, use, understand, and manage emotions, and its application in education enhances teacher-student relationships. Thus, EI enables educators to foster healthy relationships that form effective teaching and learning environments. Teachers with high emotional intelligence are adept at recognizing their own emotional states and those of their students, allowing them to create a supportive classroom atmosphere, as highlighted by Noddings (2013), who emphasizes that caring is at the heart of education. According to Durlak et al. (2011), emotionally intelligent teachers create supportive atmospheres, which significantly improve student engagement and motivation. According to Daniel Goleman (1995), EI is essential for managing emotions, both one's own and those of others. In classrooms, teachers who can recognize and respond to students' emotions contribute to their social and emotional growth. Building on this, Zins et al. (2004) suggested that emotionally intelligent teaching practices help students develop critical life

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skills. Furthermore, a study by Wubbenhorst (1994) showed a correlation between high emotional intelligence in teachers and positive academic outcomes for students. He found that teachers with high EI positively influenced their students' academic performance.

## **2.7 Teacher Emotional Intelligence**

### **2.7.1. The Role of Emotional Intelligence in Classroom Management**

Classroom management encompasses various strategies and techniques that teachers use to create an organized and conducive learning environment. Key areas of classroom management include establishing clear rules and expectations, fostering positive relationships among students, and implementing effective behavioral interventions. Additionally, teachers must develop engaging instructional methods to maintain student interest and motivation while addressing diverse learning styles and needs. Proactive communication with parents and guardians also plays a crucial role in reinforcing positive behavior and supporting students.

According to Goleman (2010), Bar-On (1997), and Mayer, Caruso, and Salovey (1999), one of the factors that influence behavior management in the classroom is emotional intelligence (EI). Today's educational setting often relies on the passive transmission of knowledge, neglecting skills such as analysis, critical thinking, and dialogue. These skills are fundamental to producing emotionally developed students and encouraging learner participation, which fosters engagement and motivation. A lack of participation can lead to disinterest, demotivation, and decreased performance (Extremera, Fernández, & Berrocal, 2004). Furthermore, teachers play a foundational role in classroom management, as they impact students' emotions while managing their own. Teachers change students' perspectives, encourage them to achieve their goals, and

often create environments where students are more motivated and engaged (Fernández & Berrocal, Extremera, 2005).

Overall, emotional intelligence (EI) significantly enhances classroom management by enabling teachers to better understand and respond to students' emotional needs. With high EI, educators can recognize and interpret students' feelings, fostering a supportive environment where students feel valued and understood. This emotional awareness allows teachers to effectively navigate conflicts, de-escalate disruptive behavior, and build stronger relationships with their students. Furthermore, by modeling emotional regulation and empathy, teachers can teach students these vital skills, promoting a more harmonious classroom atmosphere that enhances both learning and social interaction. Ultimately, incorporating emotional intelligence into classroom management not only improves student behavior but also contributes to a positive learning environment.

### **2.7.2. Emotional Intelligence and Teacher-Student Relationships**

Emotional intelligence (EI) is a vital component in the dynamics of teacher-student relationships and overall student engagement in educational settings. It is crucial for fostering positive teacher-student relationships and enhancing educational outcomes. According to Daniel Goleman (1995), emotionally intelligent educators can create classroom atmospheres that are emotionally safe and conducive to student development. Such teachers foster a supportive and engaging classroom environment.

Furthermore, Chan (2006) found that higher levels of EI in teachers correlate with more positive interactions with students, which can enhance classroom management and cultivate a

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motivating atmosphere. According to John Pianta (1999), the quality of teacher-student interactions significantly influences student development. Emotionally intelligent teachers can effectively recognize and respond to students' emotional cues, fostering not only a sense of safety but also a sense of belonging. Additionally, Joseph A. Durlak et al. (2011) have conducted comprehensive reviews of social-emotional learning programs, concluding that when teachers are equipped with emotional skills, they can effectively teach students social-emotional competencies. This not only enhances student engagement but also fosters a supportive learning environment, leading to better academic outcomes. Moreover, Jennings and Greenberg (2009) emphasize that emotionally intelligent teachers are more effective in managing classroom behavior and fostering a positive school climate. Their research shows that a teacher's emotional competence can significantly impact students' motivation and performance, as well as reduce stress and improve overall classroom dynamics.

## **2.8 Conclusion**

In conclusion, emotional intelligence is a fundamental factor that influences how a person behaves toward people, situations, and events. Specifically, in the context of teaching, this section includes various definitions of emotional intelligence (EI), its characteristics, theories, components, and functions, as well as the positive impacts and disadvantages associated with its absence within the foundation of teachers and the overall educational setting

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## **Chapter Two**

### *Research Methodology*

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## **Introduction**

The second chapter of this dissertation addresses data analysis and interpretation. It presents an examination of the information gathered from the questionnaires distributed to secondary school English teachers at Mila city center and Ferdjioua. This chapter aims to interpret the findings and provide insights based on the responses received from the participating educators.

### **Section One: Questionnaire**

#### **2.1.1 Population and Sample**

In this study, a sample of secondary school English language teachers from Mila city center and Ferdjioua for the academic year 2024/2025 was selected. A total of 50 respondents were chosen based on their valuable insights and strong relationships with students, which enabled them to provide comprehensive information regarding the educational experience. These educators are directly engaged with students and are capable of recognizing both the challenges and successes of the learning journey, with their emotional intelligence playing a crucial role in this interaction. Consequently, this sample is particularly suitable for a study aiming to investigate the relationship between teachers' emotional intelligence and students' engagement.

#### **2.1.2 Description of the Questionnaire**

The teacher questionnaire consists of seventeen questions, incorporating both closed-ended and open-ended formats. These questions are thoughtfully organized into four distinct sections designed to effectively collect a broad range of relevant information:

- **Section One: General Information (Questions 1–2)**

This section gathers personal information regarding the teacher's gender and years of experience.

- **Section Two: Student Engagement (Questions 3–7)**

This section explores teachers' perceptions of their students in the classroom, with a particular focus on motivation, participation, willingness to learn, and overall engagement.

- **Section Three: Teachers' Emotional Intelligence (Questions 8–12)**

This section investigates teachers' emotional intelligence, focusing on their ability to identify and manage emotions. It also examines how they respond emotionally in stressful situations and their openness to receiving feedback. The section emphasizes the role of emotional awareness in enhancing teaching effectiveness.

- **Section Four: Relationship between Teachers' Emotional Intelligence and Student Engagement (Questions 13–17)**

This section examines the role of emotional intelligence (EI) in fostering a dynamic and motivating learning environment. It highlights how teachers' EI can positively influence student engagement. Additionally, it suggests various strategies for enhancing teachers' EI, emphasizing professional development and self-reflection as means of improving classroom interaction.

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### **2.1.3 Administration of the Teachers' Questionnaire**

The questionnaire was administered in paper format to secondary school English teachers at Mila city center and Ferdjioua during their recess periods. The data collection process spanned two weeks, from April 14th to April 26th, to maximize participation and obtain a comprehensive dataset. To accommodate the teachers' schedules and allow ample time for thoughtful responses, many were given the option to complete the questionnaire at home. This strategy ensured that teachers could reflect deeply on their answers, contributing to the reliability of the collected data.

### **2.1.4 Analysis Procedure**

The data analysis employed a mixed-method approach, incorporating both quantitative and qualitative methods. The quantitative analysis involved processing the questionnaire responses using numerical percentages and statistical assessment. In contrast, the qualitative analysis aimed to describe, interpret, and understand the open-ended responses, providing insights into the reasoning behind participants' choices. This dual approach enabled a more holistic understanding of the data.

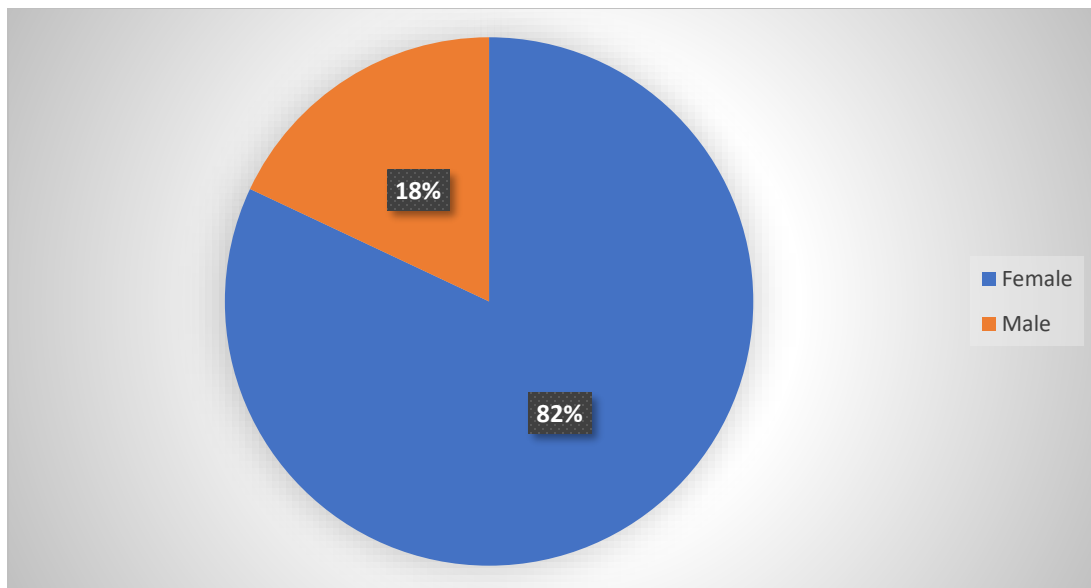
## 2.1.5 Data Analysis and Interpretation

### 2.1.5.1 Section One: General Information

#### Q1. Gender

Figure 1 below presents the distribution of teachers by gender, revealing that a significant majority are female, accounting for 82% of the total sample. In contrast, male teachers represent only 18%. This data highlights the historical predominance of women in the teaching profession, particularly at the secondary school level in Algeria.

**Figure 1:** *Teachers' Gender*



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**Q2:** How long have you been teaching English?

**Figure 2:** *Teaching Experience*

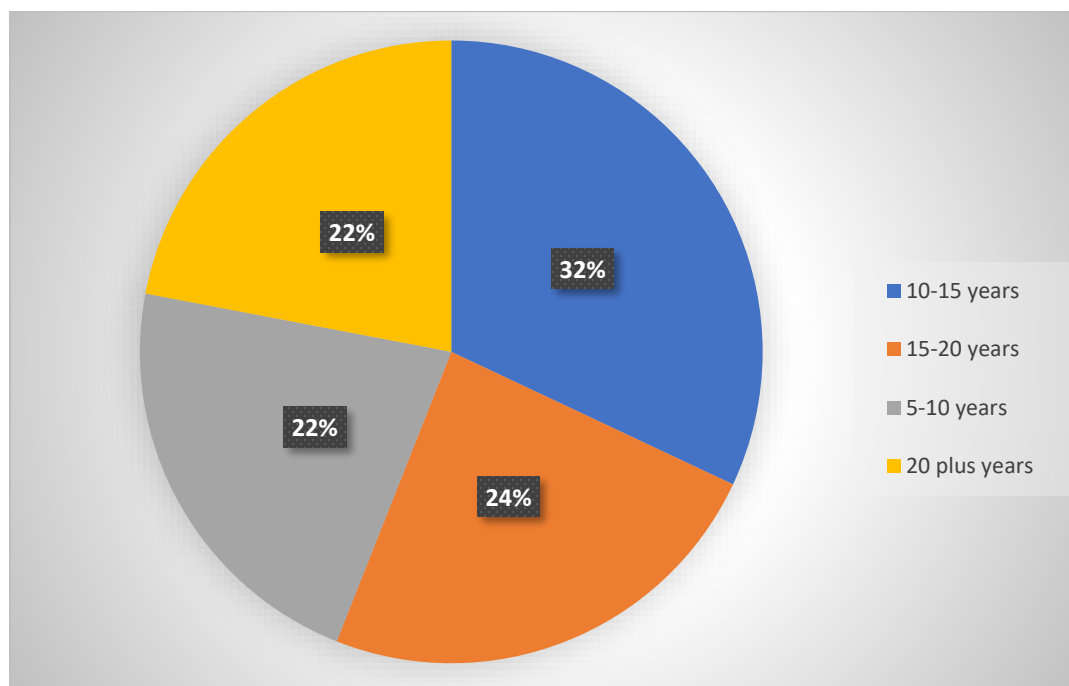


Figure 2 illustrates that a considerable number of teachers—specifically 32%—have been teaching English at the high school level for 10 to 15 years. This group is followed by 24% of teachers who reported having 15 to 20 years of teaching experience. Meanwhile, 22% of respondents indicated they have taught English for 5 to 10 years, and another 22% stated that their teaching experience exceeds 20 years.

This distribution highlights a significant concentration of participants within the more experienced categories. Such experience is particularly relevant when examining the relationship between emotional intelligence and student engagement.

### 2.1.5.2 Section Two: Student Engagement

**Q1:** How would you assess the level of enthusiasm your students display during the lesson?

**Figure 3:** *Teachers' Perceptions of Student Enthusiasm during Lessons*

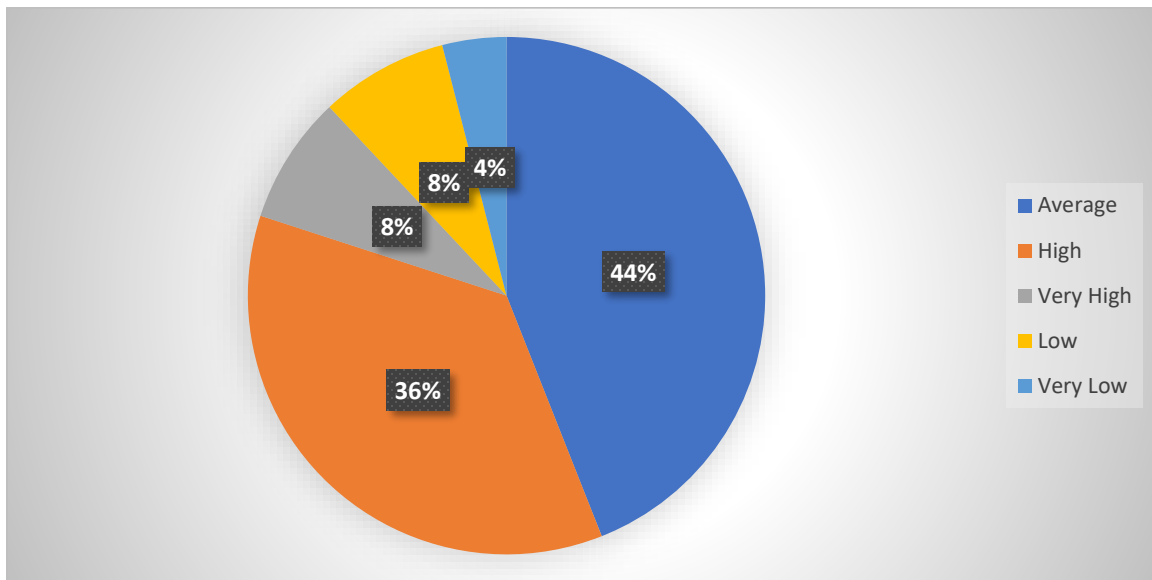


Figure (3) offers a valuable insight on how teachers perceive their students' enthusiasm during the lesson. Notably around (44%) of the respondents rated their student's enthusiasm as "Average" suggesting opportunities for improvement. Meanwhile, (36%) of respondents observed "High" enthusiasm, pointing to a motivated group of learners. Yet a small percentage (8%) noted "Very High" level of enthusiasm pointing to the different aspects of the lesson as well as the content and interest of the students, again only (8%) of the teachers reported on a "Low" level of enthusiasm. they pointed out that extra effort to enhance the strategies applied, while only (4%) reported on "Very Low" level. The data suggest that while a portion of students

are actively engaged, there is a need for intervention strategies to enhance students' motivation for learning.

**Q2:** How would you describe the level of motivation among your students in relation to their participation in the classroom?

**Figure 4:** *Teachers' Perceptions of Student Motivation in Relation to Participation*

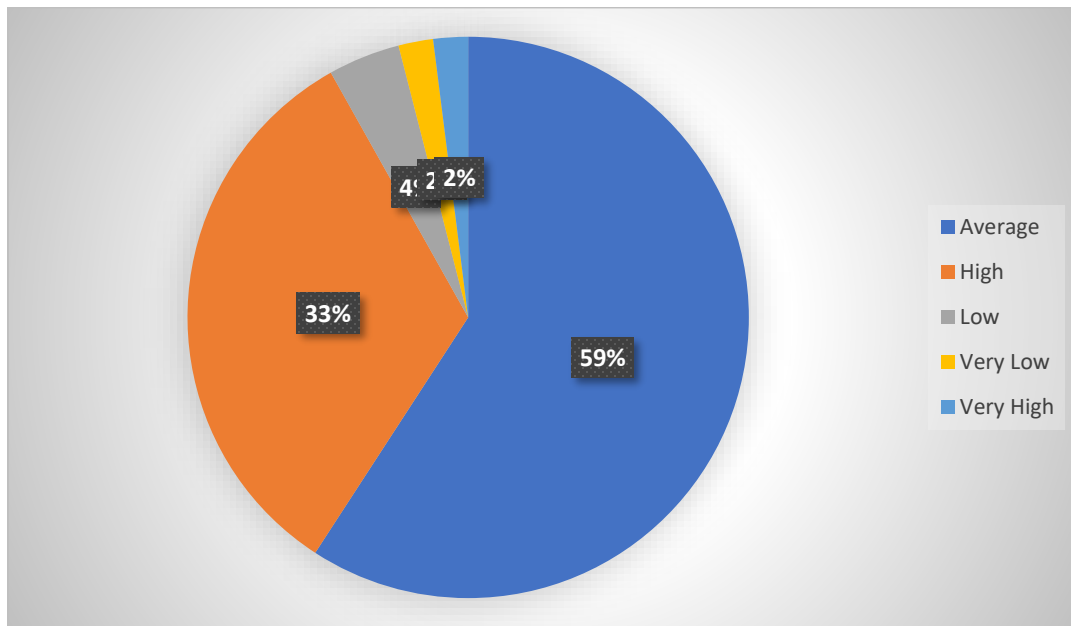


Figure 4 illustrates that 59.2% of teachers observed an “Average” level of student motivation, indicating moderate participation and interest. Meanwhile, 32.7% of respondents reported “High” motivation levels among their students, reflecting strong engagement within a substantial portion of their classes. In contrast, only 4.1% and 2% of teachers indicated “Low” and “Very Low” motivation levels, respectively, suggesting minimal disengagement among students. Additionally, 2% of respondents characterized their students’ motivation as “Very High,” highlighting a small group of exceptionally driven individuals.

Overall, this data suggests that most students are generally motivated, presenting an opportunity to further enhance teaching methods. By adopting innovative strategies and current educational trends, educators can work to elevate student motivation even further.

**Q3:** In which segment of the lesson do your students engage most actively?

**Figure 5:** *Teachers' Perceptions of Student Engagement during Different Lesson Segments*

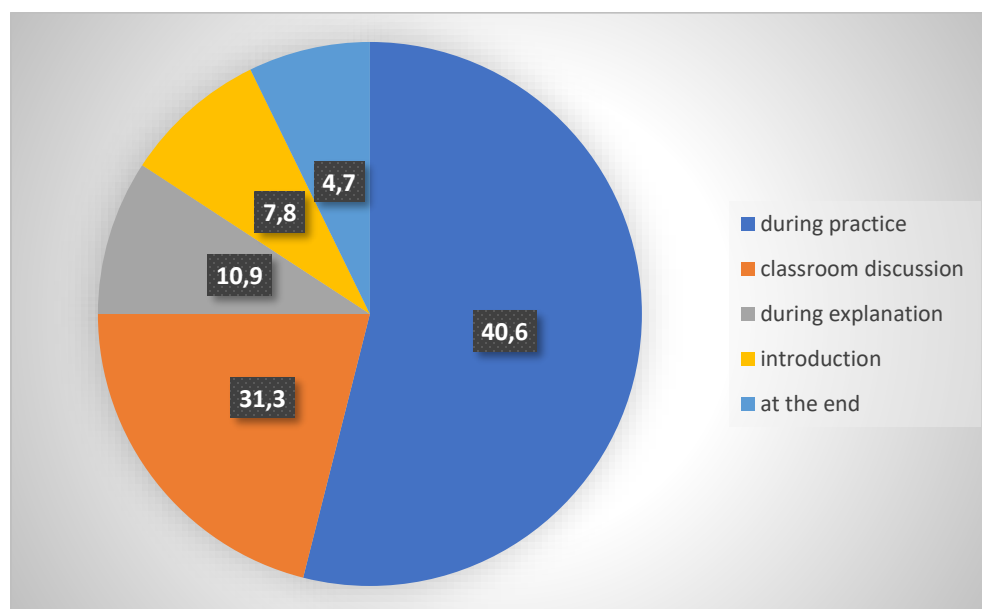


Figure (5) demonstrates teachers' perceptions of students' engagement during different segments of the lesson. A significant portion of students (40.6%) are perceived to be actively engaged "During practice". This is followed by (31.3%) of students who are engaged during the "Classroom Discussion" segment. They are followed by (12.5%) of teachers who selected "During the Explanation" segment. The lower levels of engagement in "The Introduction" with a percentage (7.8%) and "At the End" of the lesson with a percentage (4.7%) suggest challenges in these segments.



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**Q4.** Do you notice a difference of student engagement levels based on the different aspects of the lesson?

**Figure 6:** *Teachers' Perceptions of Student Engagement based on different Aspects of the Subject Matter*

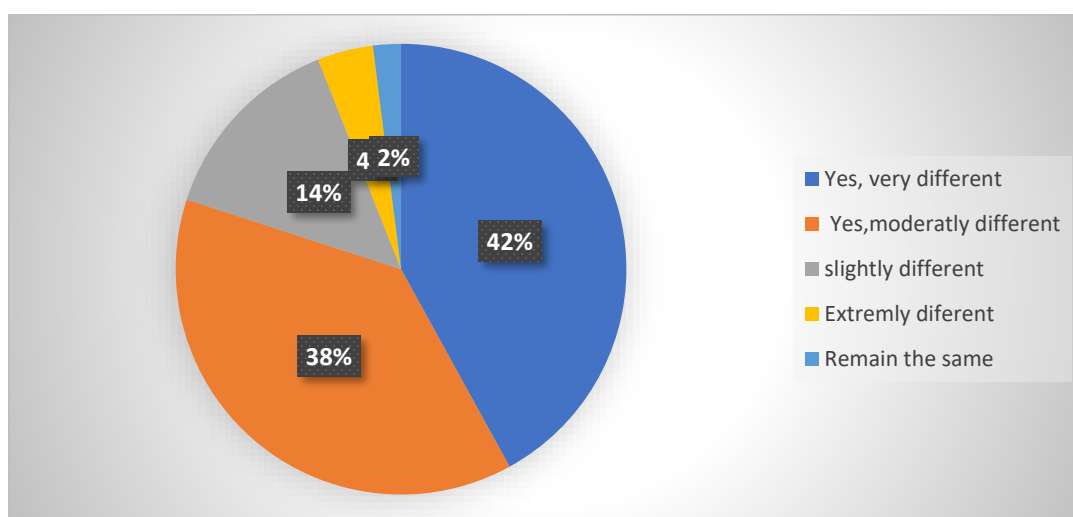


Figure (6) reveals a significant differentiation in student engagement based on various aspects of the subject matter. Specifically, (48%) of teachers indicated that engagement levels are "very different" across topics, suggesting that certain subjects resonate more strongly with students. An additional (38%) of teachers noted that engagement is "moderately different," pointing to noticeable but less marked variations in student interest. Furthermore, (14%) categorized engagement as "slightly different," reflecting minimal distinctions among topics. Only (4%) of teachers perceived engagement as "extremely different," which suggests these cases are relatively rare. Conversely, a mere (2%) of respondents claimed that engagement remains the same regardless of the subject, highlighting a consensus that variability exists. These findings emphasize the necessity for educators to adapt their teaching methods to effectively engage with diverse content areas.

**Q5.** How often do students approach you for help or further explanation outside the classroom?

**Figure 7:** *Teachers' Perceptions Regarding Students' Requests for Additional Help/or Explanation*

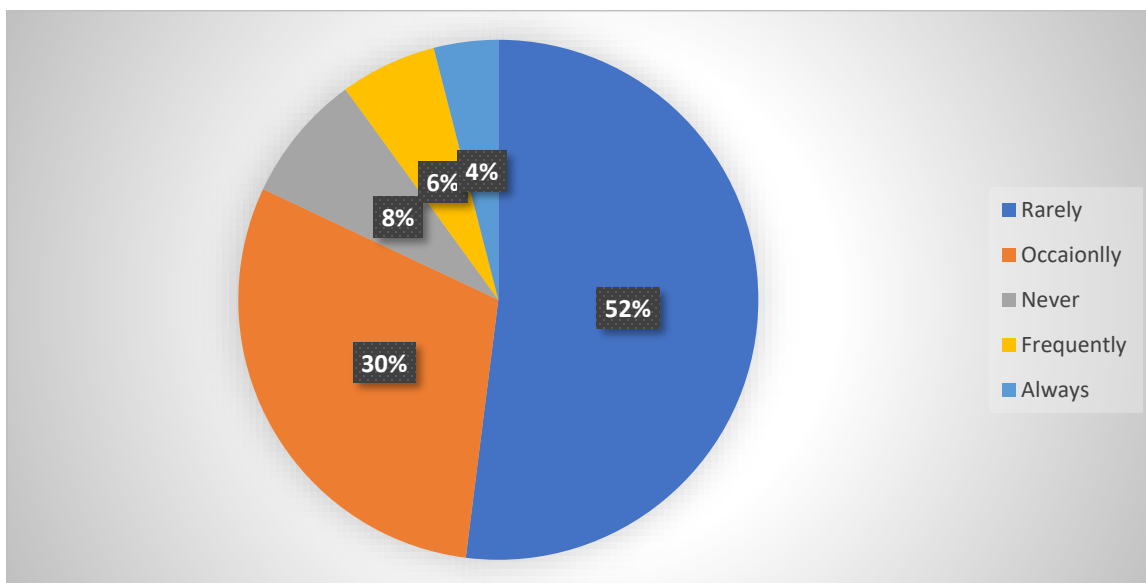


Figure (7) illustrates teachers' perceptions regarding students' requests for additional explanations. A substantial (52%) of teachers reported on that students “Rarely” seek extra help, indicating a tendency for students to navigate challenges independently or depending on external help like private lessons. Following this, (30%) of respondents noted that students “Occasionally” ask for further assistance, suggesting some level of engagement in seeking clarification. Interestingly, a combined total of only (8%) of teachers mentioned that students request extra help, illustrating that such inquiries are not common. Furthermore, a small minority of teachers indicated that students “Frequently” (6%) or always (4%) seek additional explanations. This data highlights potential gap in communication between students and teachers, suggesting that more proactive measures may be needed to encourage students to seek the support they need for academic success.

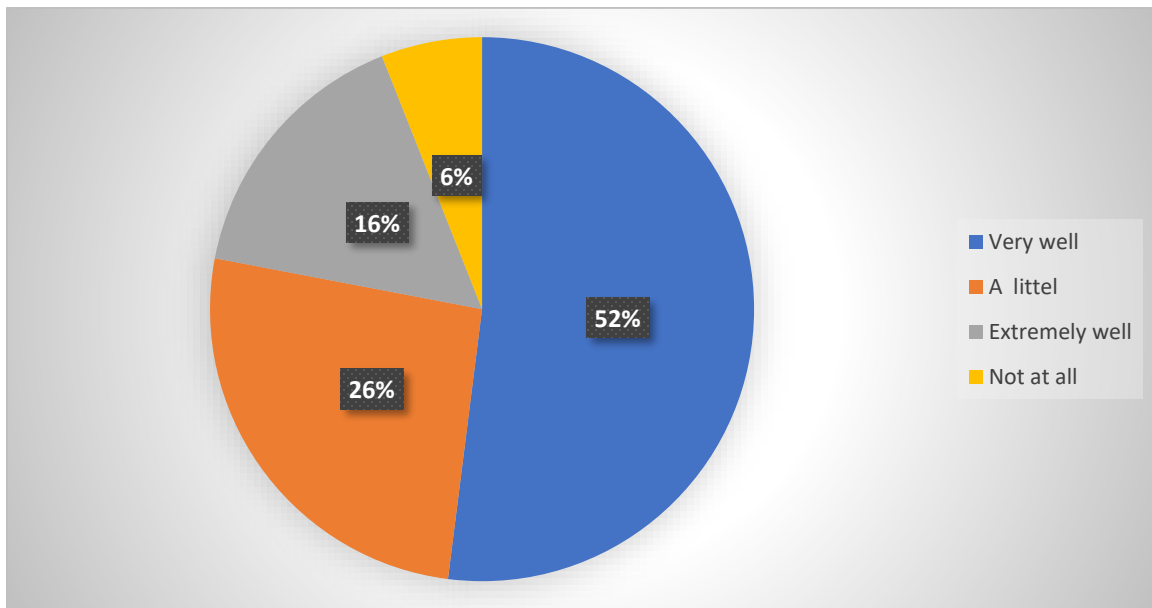
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### 2.1.5.3 Section three: Teacher's Emotional Intelligence

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**Q1.** How well do you identify your own emotions while teaching?

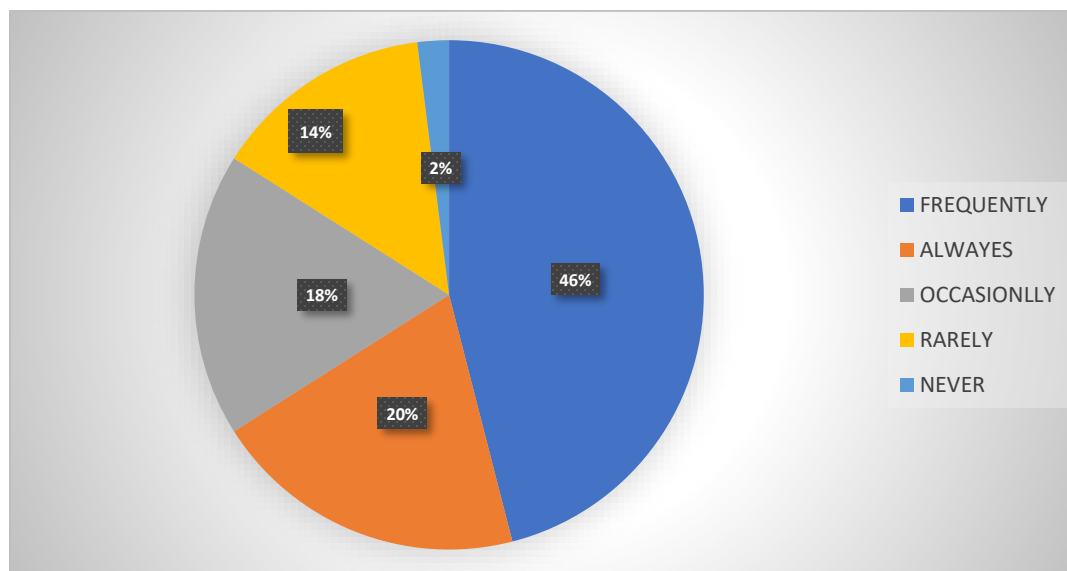
**Figure 8:** *Teachers' Self-assessment of their Ability to Identify Emotions while Teaching*



According to Figure (8) teachers' self-assessment of their ability to identify their emotions while teaching reveals varying levels of self-awareness. A large majority (52%) feel very confident in recognizing their emotions, and another (16%) report doing so "extremely well," highlighting significant emotional awareness among many educators. While (26%) have "a little" ability in identifying their emotions suggesting opportunities for improvement, only a small percentage (6%) state they "do not identify their emotions at all".

**Q2.** How frequently do you empathize with students' feelings and perceptions?

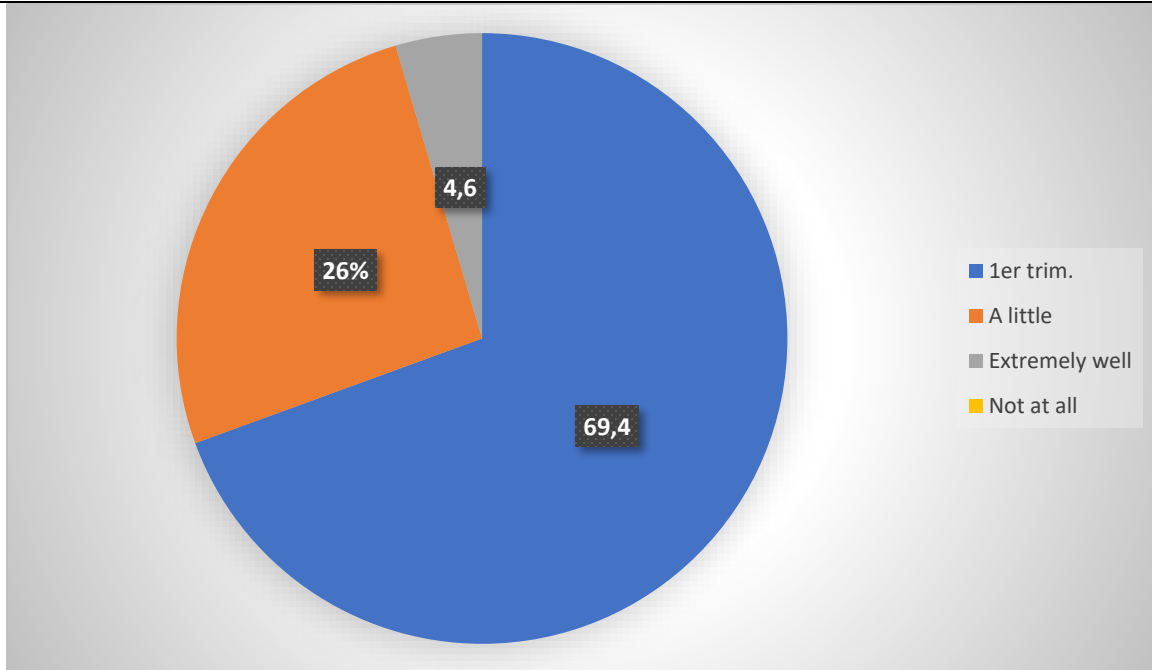
**Figure 9:** *Teacher's Ability to Empathize with Students' Feelings and Perceptions*



Looking at the responses in Figure (9), it's clear that most teachers value connecting with their students' feelings. Approximately (46%) report empathizing "Frequently," and another (20%) "Always" try to understand their students' perspectives. This means the majority are making a real effort to be emotionally present and supportive. However, there are still some who only "Occasionally" show empathy (18%), and a small but noteworthy group (14%) "Rarely" do. Only (2%) admitted they "Never" empathize with their students' feelings. This spread suggests that while many teachers recognize the importance of empathy, there's still room for more consistent practice. Building stronger emotional connections can significantly impact how students feel supported and understood.

**Q3.** To what do you manage your emotional responses during stressful classroom situations?

**Figure 10:** *Teachers' Emotional Responses during Stressful Situation*



The majority of teachers with a percentage (69.4%) report managing their emotional responses “Extremely well” during stressful classroom situations. As well as a significant portion with a percentage (26%) feel they manage their emotions “A little”, however a small percentage of teachers (4.6%) reported on that they manage their responses “Extremely well”. Besides, none of the teachers indicated “Not at all” as an option which indicate that teaching is an occupation for those who are not nerves people and can work under pressure and manage their emotional responses.

**Q4. How do you handle conflict or disagreement among students?**

- Trying to settle disagreement peacefully is the best way to reach resolution and maintain harmony
- Encouraging respectful open communication

- Staying calm and neutral
- Referring the matter to the administration if the situation escalates

The responses regarding how teachers manage disagreements or conflicts among students highlight a variety of effective strategies aimed at fostering a positive and constructive classroom environment. Many respondents emphasized the importance of staying calm and maintaining composure to de-escalate tense situations. Encouraging open communication was frequently mentioned as a key approach, enabling students to express their perspectives and understand each other better. Teachers often guide students toward resolving conflicts independently by facilitating discussions that promote respectful dialogue and mutual understanding. Some responses suggest ending disputes with apologies and encouraging peaceful resolution, while others recommend understanding the viewpoints of both parties involved to address the root causes of the conflict. Sending students to the administration was noted as a necessary step when situations escalate or require additional support. Additionally, providing advice, maintaining neutrality, and incorporating moral lessons into discussions were seen as valuable tools for conflict resolution. Respondents also highlighted the importance of being firm about consequences to reinforce appropriate behavior and ensure accountability. Overall, the strategies reflect a balanced approach that combines emotional regulation, communication skills, moral guidance, and disciplinary measures to effectively handle conflicts among students and promote a harmonious classroom environment.

**Q5.** How open are you to receiving feedback from students regarding your teaching methods?

**Figure (11):** *Teachers' Perceptions of Receiving Feedback from their Students Regarding their Teaching Methods*

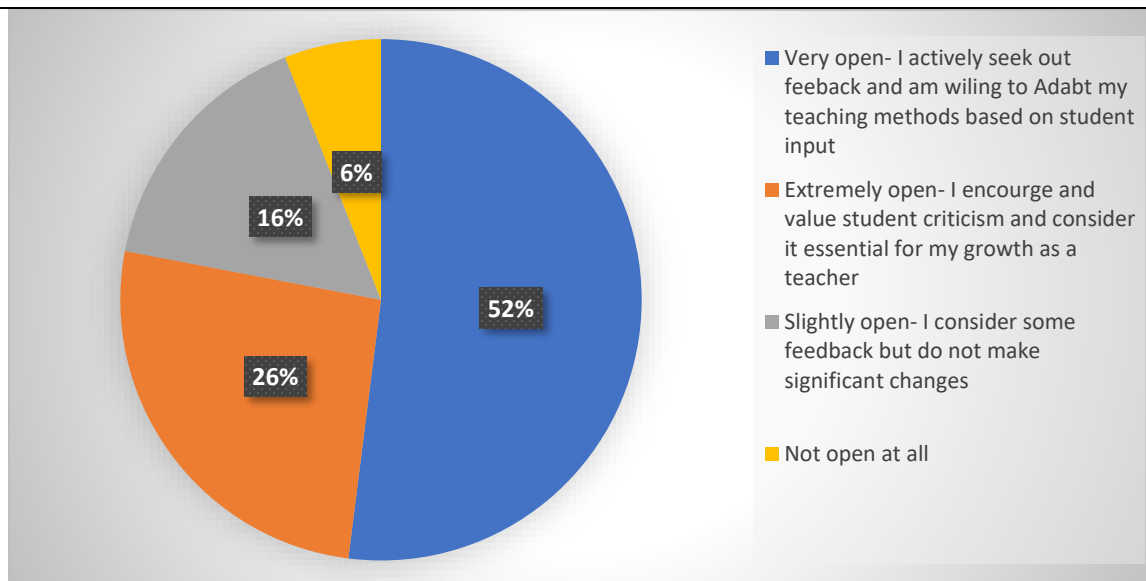


Figure (11) presents data on teacher openness to student feedback, revealing a predominant trend towards receptiveness. A substantial majority of (52%), are classified as "very open," actively seeking feedback and demonstrating adaptability in their teaching practices based on student input. An additional (26%) of the respondents characterized as "extremely open," highlighting their proactive approach to encouraging and valuing student criticism as essential for professional growth. Conversely, a smaller proportion of (16%) said that they are "slightly-open," considering some feedback without making significant alterations. The remaining (6%) reported on a complete lack of openness to student feedback.

#### **Section four: Relationship between Teachers' Emotional Intelligence and Student**

##### **Engagement**

**Q1.** How does your level of emotional intelligence impact your student's engagement in classroom activities?

**Figure (12):** *Impact of Teachers' Emotional Intelligence on Students' Engagement in Classroom Activities.*

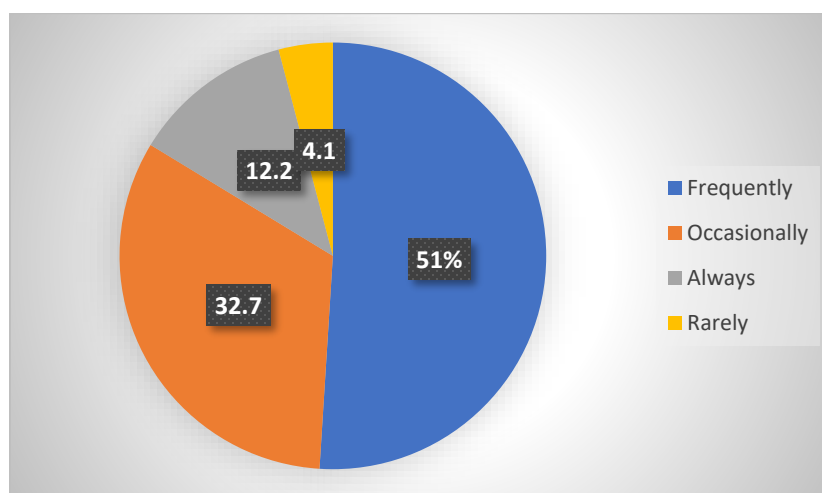


Figure (12) shows most teachers believe their emotional intelligence has a significant impact on student engagement. Specifically, (51%) of teachers said it influences student engagement “Frequently”, indicating a strong connection between their emotional skills and how involved students are in classroom activities. Additionally, (12.2%) mentioned that their emotional intelligence “Always” impacts student engagement, highlighting a consistent effect. Meanwhile (32.7%) said it “Occasionally” makes a difference, suggesting that while not always, their emotional awareness can sometimes boost student involvement. Only (4.1%) reported on its “Rarely” affects student engagement. Overall, this data suggests that teachers generally see their emotional intelligence as an important factor in encouraging students to participate actively in class.

**Q2.** Does your ability to manage your emotions lead to better classroom dynamics and increased student participation?

**Figure (13):** *Teaches Ability to manage their Emotions and its Influence on Classroom Dynamics and Students' participation*



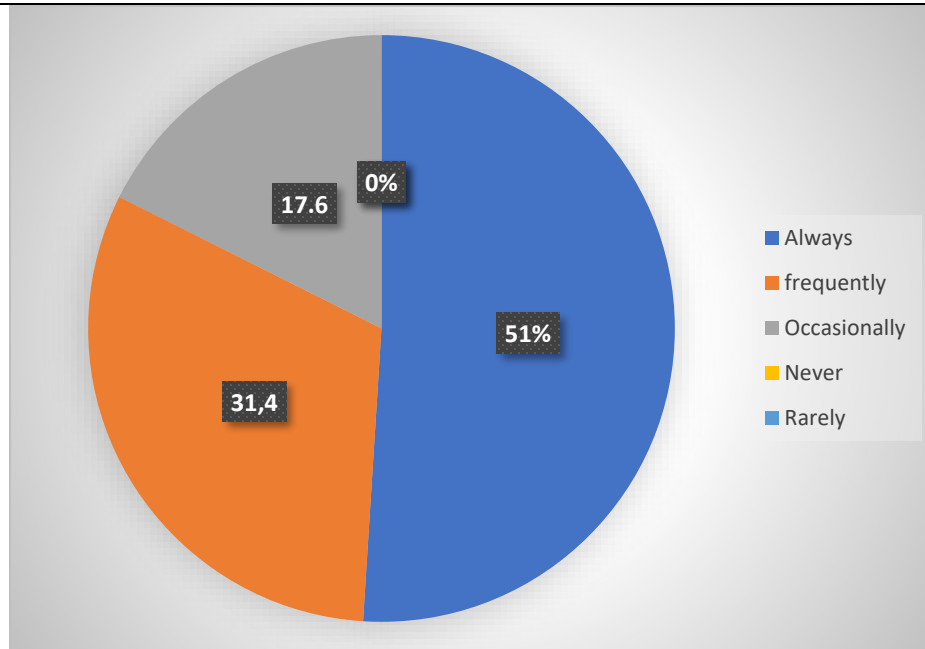


Figure (13) indicates that an overwhelming majority of teachers (98%) strongly believe that Emotional Intelligence (EI) plays a vital role in fostering a motivating learning environment for students. This widespread agreement underscores the perceived importance of understanding and managing emotions in the classroom to enhance student engagement and drive. Conversely, the remaining (2%) of teachers do not perceive emotional intelligence as contributing to motivation within the learning environment, suggesting a small segment of educators may not recognize this connection.

**Q3.** Do you think that recognizing and validating students' feelings contributes to their motivation and engagement in the classroom?

**Figure (14):** *The Impact of Recognizing and Validating Students' Feelings on Motivation and Engagement*

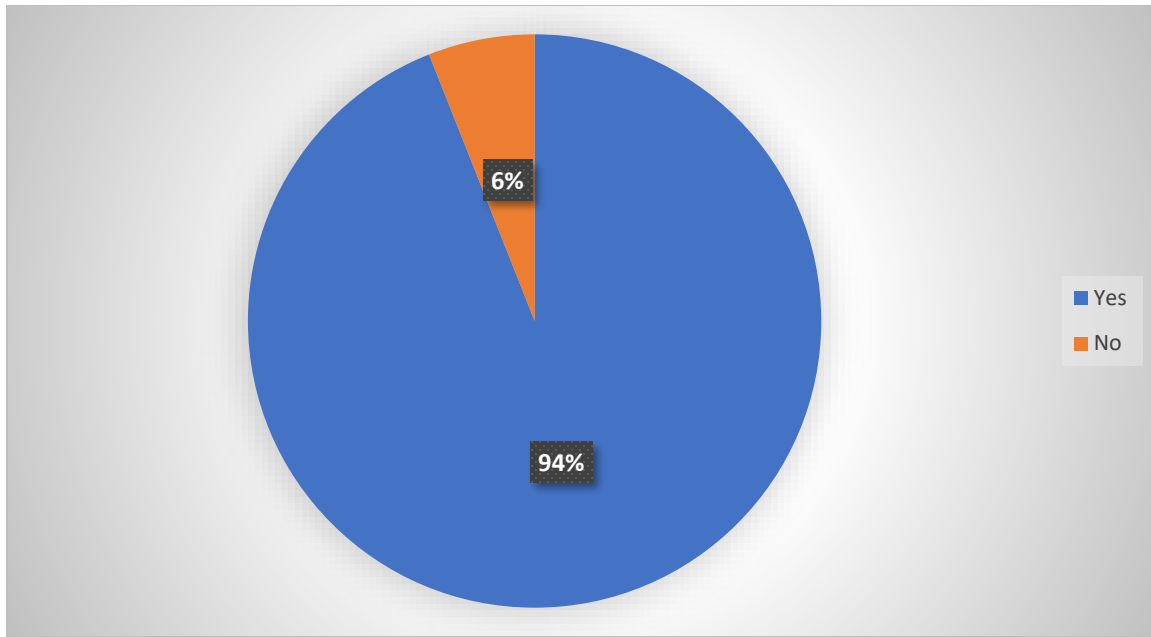


Figure (14) illustrates that (94%) of respondents believe that validating and recognizing students' feelings enhance their motivation and engagement in the classroom indicates a strong consensus among educators regarding the importance of emotional support in the learning process. This high percentage suggests that most teachers view emotional validation as a key factor in creating positive and motivating classroom environment, which can foster students' sense of belonging and encourage active participation. Meanwhile, (6%) disagreed which clearly shows different views, motivation. Overall, the results reflect a widespread understanding among teachers that acknowledging students' feelings plays a crucial role in promoting their engagement and overall academic success.

**Q3.1** If yes, how do you think this influences their learning experience?

- It creates a safe, supportive environment, boosting motivation
- It helps build self-esteem, confidence, and supports personality development and trust

- 
- It allows students to feel understood and gives value to their efforts
  - It helps reduce anxiety and fear, encouraging them to take risks and rich their potential
  - It makes them feel seen and respected, fostering a sense of belonging

The responses reveal a nuanced understanding among educators of the critical role that validating and recognizing students' feelings play in shaping their learning experiences. Participants identified several interconnected themes, including the creation of a safe and supportive environment, fostering mutual respect, and building trust, all of which are essential for engaging adolescents from diverse backgrounds. The emphasis on feelings of being understood, valued, and heard underscores the importance of emotional recognition in promoting students' sense of belonging and psychological safety. Furthermore, respondents noted that such validation can enhance engagement and participation, bolster confidence and self-esteem, and reduce anxiety and fear, thereby facilitating a more conducive learning atmosphere. Overall, these insights highlight that emotional safety and acknowledgment are vital components in supporting adolescents' academic and social-emotional development, particularly within heterogeneous student populations.

### **Q3.1.2 If no?**

- It depends on the students' characteristics
- Social -emotional factors

The responses regarding the influence of validating and recognizing student feelings learning experiences revealed a strong majority (94%) supporting the positive impact. While a small minority (6%) indicated that such validation did not impact learning, this was qualified by the acknowledgment that this effect varied based on individual student characteristics and that negative emotions could indeed impede learning. This suggests a complex interaction between

emotional recognition, individual student factors, and the learning process, with a clear trend towards the importance of validating student feelings for optimal learning outcomes.

**Q4.** Do you think that Emotional Intelligence helps create a motivating learning environment for students?

**Figure (15):** *Teachers' Emotional Intelligence and its Role in Creating a Motivating Learning Environment*

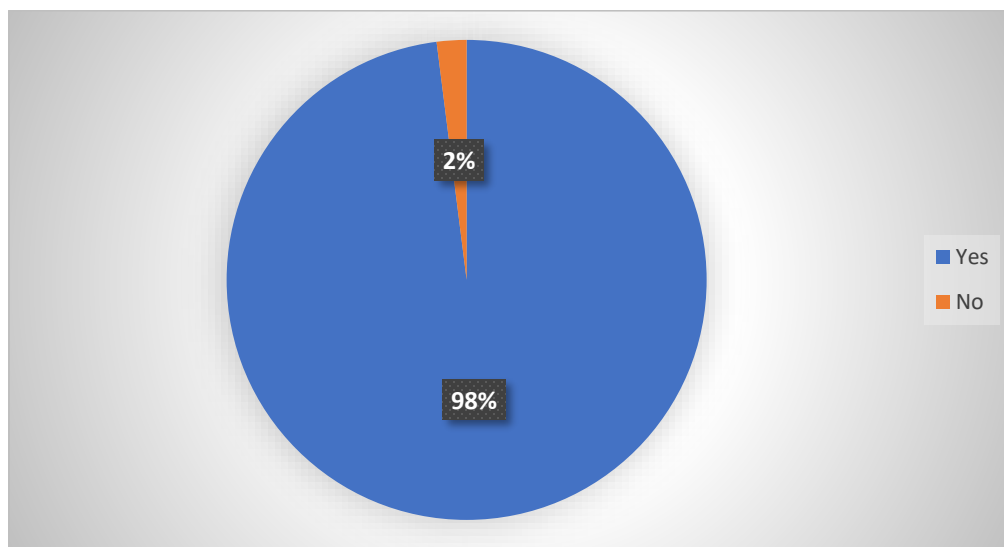


Figure (15) indicates that an overwhelming majority of teachers (98%), believe that emotional intelligence (EI) is essential in fostering a motivating learning environment for students. Conversely, a small minority of (2%) of teachers do not perceive (EI) as contributing significantly to motivation within the educational setting. This majority perspective underscores the recognition that (EI) encompassing skills such as self-awareness, empathy, and emotional regulation can enhance teacher-student interactions, promote positive classroom dynamics, and ultimately motivate students to engage more actively in their learning.

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**Q5.** What strategies and methods would you recommend for teachers to enhance their emotional intelligence in order to improve students' learning experience?

The answers provided by the respondents indicate that numerous teachers prioritize actively engaging students in classroom discussions and encouraging participation as essential pedagogical approaches, believing this fosters emotional expression and cultivates confidence, thereby enhancing emotional intelligence. The establishment of a healthy and positive classroom environment was frequently cited as a crucial strategy, with teachers emphasizing praise, consideration, and acknowledging students' efforts to motivate learners, foster mutual respect, and promote a sense of value; the integration of humor and the recognition of small achievements were also noted as methods to bolster motivation and emotional well-being. Furthermore, a substantial proportion of responses underscored the importance of engaging with literature on Emotional Intelligence (EI) and child psychology, as well as participating in relevant training programs, suggesting that comprehending students' social and emotional needs, alongside practicing patience and understanding, are vital for improving students' (EI) skills, with active listening and empathy repeatedly highlighted as key strategies. Teachers advocate for cultivating strong relationships with students through attentive listening, understanding their perspectives, and responding thoughtfully, considering avoiding personalizing student behavior and treating students as individuals beneficial for developing emotional intelligence. A minority of responses pointed to the utility of integrating technology, mindfulness techniques, and self-awareness practices such as reflection and journaling, seen as an aid for teachers in managing their own emotions, reducing stress, and responding more effectively to students' emotional cues, with additional strategies including supporting learners' needs, motivating them, involving parents, and implementing collaborative learning strategies to enhance social skills and

emotional development. A few teachers emphasized fostering teamwork, collaboration, and emotional expression, alongside discussing daily life and social issues to help students better understand and manage their feelings; others highlighted the value of self-awareness, regular reflection, and seeking feedback, advocating for patience, calmness, and realistic expectations to support emotional development; additionally, some teachers recommended using positive, supportive language to build confidence, reduce anxiety, and create a safe space for students to express concerns, while also demonstrating genuine interest in students' social lives to strengthen relationships. Overall, teachers largely concur that enhancing emotional intelligence necessitates active engagement, cultivating positive environments, continuous learning about (EI) and child psychology, practicing active listening, and building trusting relationships, seeing the incorporation of these strategies as leading to a more motivated, emotionally supported, and engaged student body.

### **2.1.6 Discussion of the Main Findings of the Questionnaire**

The findings from the analysis of the teachers' questionnaire provide valuable insights into the relationship between teachers' emotional intelligence (EI) and student engagement within the high school context, specifically among third-year students in Mila city center and Ferdjioua. The results suggest a significant positive correlation between teachers' EI levels and various dimensions of student engagement, including cognitive, behavioral, and emotional aspects.

Teachers who demonstrated higher levels of emotional intelligence showed greater proficiency in recognizing, managing, and utilizing their own emotions. This, in turn, helped them foster healthier and more effective relationships with students. These educators emphasized

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the importance of clear communication and conflict resolution skills, which contributed to a classroom environment that promotes student motivation and participation.

Such emotional awareness aligns with Fredrickson's Broaden-and-Build Theory (2001), which posits that positive emotions broaden individuals' thought-action repertoires and encourage adaptive behaviors. Teachers' ability to foster positive emotional states in the classroom appears to enhance student engagement by creating a supportive atmosphere that encourages active learning.

According to the data, teachers perceived student enthusiasm as generally stable but subject to fluctuations. This variability was influenced by factors such as the nature of the subject matter, teaching methods, and the availability of resources. Similarly, student motivation was described as dynamic and context-dependent, shaped by personal interests, perceived relevance of the subject, instructional strategies, and learning resources. While most students demonstrated moderate levels of motivation, neither highly enthusiastic nor completely disengaged; these levels were prone to change, highlighting the need for adaptive and engaging pedagogical approaches.

Teachers also noted that student participation was highest during practice activities and group discussions. These interactive segments allowed students to express themselves and build a sense of ownership over their learning, contributing to higher engagement. In contrast, engagement varied across topics and lesson phases, influenced by content interest, teaching strategies, and lesson design. This underscores the importance of dynamic and responsive instructional methods to maintain student attention and interest.

Furthermore, the study revealed that student-initiated requests for help were relatively infrequent. This may reflect a blend of growing student autonomy and a reliance on external resources such as private tutoring or digital platforms. When students did seek assistance, it was usually during moments of confusion or difficulty. Teachers' sensitivity to these emotional cues is an essential part of EI and plays a key role in fostering effective learning environments.

Crucially, the findings underscore the importance of emotional intelligence in improving both classroom climate and educational outcomes. Teachers with high EI demonstrated enhanced self-awareness, empathy, and emotional regulation. These qualities enabled them to manage classroom challenges more effectively, respond to students' emotional needs, and act as positive role models. As a result, these teachers contributed significantly to fostering inclusive, motivating, and emotionally supportive learning environments.

Teachers also acknowledged that developing their emotional intelligence directly impacted their instructional practices and classroom dynamics. They identified strategies such as active engagement, positive reinforcement, humor, student recognition, mindfulness, and stress management as effective tools for creating a supportive learning environment. These strategies not only boosted student motivation and participation but also contributed to teachers' professional development through self-reflection and continuous improvement.



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### 2.1.7 Conclusion

This chapter focused on the practical aspects of the study, including a detailed explanation of the methodology and analysis of the collected data. The findings from the teacher questionnaire offer valuable insights into the role of emotional intelligence in enhancing student engagement among third-year secondary school students.

Specifically, the results reveal that teachers' emotional intelligence significantly influences students' academic, behavioral, and emotional engagement. Teachers with higher EI tend to achieve more positive outcomes across these areas, emphasizing the role of emotional competence as a critical factor in shaping effective and engaging learning environments.

### 2.1.8 Pedagogical Implications, Recommendations and Limitation

#### 2.1.8.1 Pedagogical Implications:

The primary aim of this study was to understand teachers' perceptions of their emotional intelligence and how it affects student engagement. Based on the findings, several pedagogical implications and recommendations can be proposed:

- **Incorporate Emotional Intelligence into Teacher Training Programs**

Develop professional development programs focused on enhancing teachers' EI skills, such as self-awareness, empathy, and emotional regulation.

- **Promote Teacher–Student Relationships**

Emphasize emotionally intelligent communication to build trust and rapport, which in turn increases student engagement.

- **Use Feedback to Improve Emotional Competencies**

Implement feedback systems that help teachers reflect on their emotional impact and adjust their behavior accordingly.

- **Curriculum Design**

Integrate emotional intelligence into the curriculum, directly and indirectly, covering components such as self-awareness, self-regulation, empathy, social skills, and motivation.

- **Foster a Positive Classroom Environment**

Encourage respect for students' opinions, backgrounds, and emotions to create a safe, inclusive learning atmosphere. Teachers should be approachable and empathetic, responding to students' emotional and academic needs.

#### **2.1.8.2 Limitations of the Study**

While this study provided valuable insights, several limitations must be acknowledged:

- A lack of previous studies in the specific area limited comparative analysis.
- The sample size was relatively small, which may affect the generalizability of the findings.
- Ethical considerations, such as obtaining informed consent and ensuring confidentiality, restricted access to a broader population.
- Practical constraints, including limited access to schools and participants, affected data collection.

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- Some participants provided incomplete or brief answers due to time constraints or misunderstanding certain questions.

### **2.1.8.3 Recommendations**

Based on the findings, the following recommendations are proposed:

- **Include Emotional Intelligence in Curriculum Design**

Integrate comprehensive content that promotes EI development, such as self-awareness, empathy, motivation, and social skills.

- **Use Emotional Literacy Activities**

Include activities in textbooks and classroom practices that enhance emotional awareness among students.

- **Enhance Teachers' Training Programs**

Offer training focused on developing EI skills, along with ongoing coaching to help teachers apply these skills in classroom settings.

- **Conduct Long-term Impact Assessments**

Encourage longitudinal studies to examine how the development of EI among teachers influences student engagement and well-being over time.

- **Build Strong Teacher–Student Relationships**

Promote communication techniques such as active listening and positive reinforcement to strengthen classroom relationships.

- **Create Emotionally Supportive Classrooms**

Establish norms and routines that foster emotional safety, respect, and a sense of belonging for students.

- **Support Policy Development**

Advocate for educational policies that prioritize emotional intelligence as a core teaching competency and incorporate it into teacher evaluation and professional standards.

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# **General Conclusion**

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## General Conclusion

This study explored the impact of high school teachers' emotional intelligence on the engagement of third-year secondary school students in Mila city center and Ferdjioua. Using a qualitative questionnaire distributed to 50 teachers, the research examined how emotional intelligence influences students' academic experiences and outcomes.

The findings indicate a strong relationship between teachers' emotional intelligence and student engagement. Teachers with high EI are more capable of managing their emotions, building positive relationships, and effectively addressing students' emotional needs. These teachers emphasized the importance of traits such as self-awareness, empathy, and emotional regulation in fostering student motivation and participation.

Moreover, the study highlights that emotionally intelligent teachers serve as role models, promoting a respectful and supportive classroom culture. Strategies such as active engagement, positive reinforcement, and ongoing professional development were suggested to further improve student outcomes and teacher effectiveness.

In conclusion, this research underscores the significant role of emotional intelligence in secondary education. Investing in teachers' EI development can lead to enhanced student participation, academic achievement, emotional well-being, and stronger teacher-student relationships.

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# **Appendix: The Questionnaire**

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## **Teacher's Questionnaire**

Dear teachers,

You are kindly invited to answer the following questionnaire which aims to collect ideas and attitudes about the influence of teacher's emotional intelligence on student engagement. By emotional intelligence we mean the ability to perceive, control, and evaluate emotions. Your participation is highly valued as it pushes us forward to get more insights about the impact of teacher's emotional intelligence on students' empathy, emotional regulation and interpersonal skills. Please, read the questions carefully and tick (✓) the box corresponding to your answer. Note that more than one answer is possible in some cases. We appreciate your collaboration and time in advance. We appreciate your time and efforts and guarantee the confidentiality of your answers and that they solely be used for research purposes.

Thank you for your contribution!

### **Section one: General information**

**1. Gender**

- Male
- Female

**2. How long have you been teaching English?**



- 5 to 10 years
- 10 to 15 years
- 15 to 20 years
- + 20 years

**Section two: Student engagement**

1. How often do you assess the level of enthusiasm your students display during the lesson?

- Very low
- Low
- Average
- High
- Very high

2. How would you describe the level of motivation among your students in relation to their participation in classroom activities?

- Very low
- Low
- Average
- High
- Very high

3. In which segments of the lesson do your students engage actively?

- Introduction
- during the explanation
- classroom discussion
- during practice
- at the end

4. Have you observed any differences in student's engagement depending on specific aspects of the subject matter?

- No, it remains the same
- yes, slightly different
- yes, moderately different
- yes, very different
- yes, extremely different

5. How often does students ask for extra help and/or explanation outside the classroom?

- Never
- Rarely
- Occasionally
- Frequently
- Always

### **Section three Teacher's: emotional intelligence**

1. How well do you identify your own emotions while teaching?

- Not at all
- A little
- Very well

- Extremely well

2. How frequently do you empathize with students' feelings and perceptions?

- Never
- Rarely
- Occasionally
- Frequently
- Always

3. To what extent do you manage your emotional responses during stressful classroom situations?

- Not at all
- A little
- Very well
- Extremely well

4. How do you handle conflicts or disagreement among students?

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5. How open are you to receiving feedback from students regarding your Teaching methods?

- Not open at all
- Slightly open - I consider some feedback but do not make significant changes.

- open - I actively seek out feedback and am willing to adapt my teaching methods based on student input.
- Extremely open - I encourage and value student criticism and consider it essential for my growth as a teacher.

#### **Section four:** Relationship Between Teachers' Emotional Intelligence and Student engagement

1. How does your level of emotional intelligence impact your student engagement in classroom activities?

- Never
- Rarely
- Occasionally
- Frequently
- Always

2. Does your ability to manage your emotions lead to better classroom dynamics and increased student participation?

- Never
- Rarely
- Occasionally
- Frequently
- Always

3. Do you think that recognizing and validating student's feelings contributes to their motivation and engagement in the classroom? If so, how do you think this influences their learning experience?

Yes

NO

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4. Do you think that Emotional Intelligence helps to create a motivating learning environment for students?

Yes

NO

5. What strategies and methods would you recommend for teachers to enhance their emotional intelligence in order to improve students' learning experiences?

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Thank You.

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# Résumé

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### ملخص

تهدف هذه الدراسة إلى استقصاء تأثير الذكاء العاطفي لدى المعلمين على تفاعل تلاميذ المرحلة الثانوية للعام الثالث في مدينتي ميله وفرجيوة وللحصول على رؤية شاملة، يعتمد البحث على استبيان واحد مصمم أساتذة اللغة الإنجليزية في هاتين المنطقتين. تم تحليل البيانات المجمعة باستخدام منهجية مختلطة (كمية ونوعية). تشير النتائج إلى أن أساتذة يدركون أهمية الذكاء العاطفي في بيئة الدراسة وتأثيره على التجارب التعليمية للطلاب. ومع ذلك، تكشف النتائج أيضاً عن وجود نسبة صغيرة من المستجيبين الذين يقللون من أهمية الذكاء العاطفي، ويرجع ذلك بشكل رئيسي إلى نقص الوعي والفهم حول الذكاء العاطفي وتأثيره على مشاركة الطلاب. بالإضافة إلى ذلك، يُظهر تحليل البيانات أن ضعف مشاركة الطلاب يعود جزئياً إلى نقص الدعم، والفهم، والتشجيع الذي يقدمه المعلمون، بالإضافة إلى قلة اهتمامهم وتحفيزهم. وتقترح الدراسة أيضاً طرقاً لتعزيز الذكاء العاطفي لدى المعلمين، مع التركيز على ضرورة تطوير برامج تدريب موجهة، وتعزيز التواصل المفتوح، وتنمية نهج منفتح بشكل عام. وأخيراً، تعترف الدراسة بعدة قيود وتقترح مجموعة من التوصيات للأبحاث والممارسات المستقبلية.

*الكلمات المفتاحية: الذكاء العاطفي، تفاعل الطلاب، التعليم، المعلم، الدافع*

## Résumé

Cette étude a pour objectif d'étudier l'influence de l'intelligence émotionnelle des enseignants sur l'engagement des élèves du secondaire de troisième année au centre-ville de Mila et à Ferdjioua. Pour obtenir des renseignements complets, la recherche utilise un questionnaire unique conçu pour les enseignants d'anglais de ces lieux. Les données recueillies sont analysées selon une approche mixte. Les résultats indiquent que les enseignants reconnaissent l'importance de l'intelligence émotionnelle dans le contexte scolaire et son impact sur les expériences d'apprentissage des élèves. Cependant, les résultats révèlent également une petite minorité de répondants qui rejettent l'importance de l'intelligence émotionnelle, principalement en raison d'un manque de sensibilisation et de compréhension de l'IE et de ses effets sur la participation des élèves. De plus, l'analyse des données montre que le faible engagement des élèves est en partie causé par un soutien, une compréhension et des encouragements insuffisants fournis par les enseignants, ainsi que par leur manque d'intérêt et de motivation. L'étude suggère également des méthodes pour améliorer l'intelligence émotionnelle des enseignants, en soulignant la nécessité de développer des programmes de formation ciblés, de favoriser une communication ouverte et de cultiver une approche globale ouverte. Enfin, l'étude reconnaît plusieurs limitations et propose un certain nombre de recommandations pour la recherche et la pratique futures.

**Most clés :** enseignants, intelligence émotionnelle, engagement des élèves, expérience d'apprentissage, motivation