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Teachers' and Students' Perceptions about the Impact of Emotional Intelligence on Collaborative Skills

The Case of Third Year English University Students at AbdelhafidBoussouf University Centre, Mila

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Dedication

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Abstract

This study aims to investigate the impact of emotional intelligence on students' collaborative skills, with a specific focus on third-year English students at the Abdelhafid Boussouf University Center in Mila. To gain an in-depth understanding, the study employs a mixed-methods approach, combining a questionnaire distributed to 100 students and semi-structured interviews conducted with nine university teachers. The research addresses the following key points: (1) What is the relationship between students' emotional intelligence and their ability to effectively collaborate with their peers? (2) Which specific emotional intelligence competencies, such as self-awareness, self-regulation, empathy, and social skills, are most crucial for successful collaboration among students? (3) How does emotional intelligence contribute to the development of effective teamwork, communication, and problem-solving within collaborative learning environments? (4) How can educators effectively integrate the development of emotional intelligence into their teaching practices to enhance students' collaborative skills?. The results indicate that both students and teachers recognize the significant role played by emotional intelligence in enabling collaboration and promoting wholesome group performance. However, the results also pinpoint the lack of deliberate teaching of emotional skills, which has negative impacts on group cohesiveness and collaborative outcomes. Secondary emotional challenges, including difficulties in emotion regulation and limited empathy, were also observed to hinder group work; however, the main findings focus on the positive role of emotional intelligence competencies in enhancing collaboration. Based on these insights, the paper offers recommendations for incorporating emotional intelligence into university curricula to support more effective student collaboration.

Keywords: Emotional Intelligence, Collaborative Skills, Communication, Teamwork, Higher Education.

List of Abbreviations

CSCL: Computer-Supported Collaborative Learning

ECI: Emotional Competence Inventory

EICI: Emotional Intelligence Competence Inventory

EI: Emotional Intelligence

EQ-i: Emotional Quotient Inventory

EQ-i 2.0:   Emotional Quotient Inventory 2.0

EQ-360:   Emotional Quotient Inventory 360

EQ-i: YV: Emotional Quotient Inventory: Youth Version

ESCI: Emotional and Social Competence Inventory

IQ :   Intelligence Quotient

MSCEIT: Mayer-Salovey-Caruso Emotional Intelligence Test

OECD: Organisation for Economic Co-operation and Development

REIT: Self-Report Emotional Intelligence Test

TEIQue: Trait Emotional Intelligence Questionnaire

ZPD: Zone of Proximal Development

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General Introduction

1. Background of Study

As the learning landscape evolves, it has become increasingly apparent that academic success and cognitive skills alone are no longer viable predictors of student success. Instead, the development of social and emotional competencies that underlie collaboration and effective engagement in learning communities has emerged as a determining factor. Foremost among these skills is emotional intelligence (EI) which directly influences students' communication, teamwork, and conflict resolution within groups. EI has been defined as being able to recognize, understand, and manage one's own emotions, and also being able to identify and manage other people's emotions appropriately (Goleman, 1998; Mayer &Salovey, 1997). Developing students' emotional intelligence can have a significant effect on students' ability to work in groups, build positive classroom environments, and prepare them for real-life society and professional settings.

Research has established that emotionally intelligent learners are likely to display enhanced communication, stress management, and conflict resolution, which in turn have an impact on their academic achievement and teamwork abilities (Chow, 2006; Johnson, 2009). As Goleman (1998) asserted, "emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them" (p.

80), highlighting its foundational role in shaping learners' performance and interactions. Similarly, Johnson and Johnson (2009) argued that effective collaboration "requires not only cognitive and technical skills but also emotional sensitivity to others' needs and perspectives" (p. 56), which aligns with various EI models that emphasize the importance of factors such as self-awareness, self-regulation, and empathy in guaranteeing effective teamwork. As the emphasis on collaborative learning increases in colleges, integrating emotional intelligence development into curricula has become a key strategy for developing more productive, peaceful, harmonious, and group work among students.

Since the value of EI in enhancing co-operative capacity has been recognized, it is necessary to comprehend how these two constructs relate practically within the university environment. There is a requirement to examine how emotional competencies influence the behavior and performance of learners during group work to inform effective teaching pedagogies. Therefore, the current study aims to investigate the relationship between emotional intelligence and cooperative ability among university students using empirical findings that may inform interventions aimed at enhancing emotional intelligence and collaborative skills.

2. **Statement of The Problem**

While emotional intelligence (EI) is universally accepted as the foundation for successful interpersonal relationships and academic achievement, its direct impact on students' cooperative skills is not adequately examined, particularly in higher education in non-Anglophone countries like Algeria. In Algerian universities, where teamwork is becoming more common, especially in English language studies, few studies examine the role of emotional intelligence on students' ability to work in teams, solve interpersonal conflicts, and contribute to group achievement. Despite the growing emphasis on collaborative learning, emotional intelligence remains a neglected area in curriculum design and

classroom practice. Emotional competencies such as empathy, self-regulation, and self-awareness are widely believed to support healthy group dynamics and academic collaboration, yet they are rarely addressed explicitly or taught systematically. This lack of focus is particularly noticeable in institutions like the Abdelhafid Boussouf University Center of Mila, where students often face challenges in managing emotions during group work, leading to misunderstandings, reduced engagement, or unproductive conflict. As the need for emotionally intelligent learners becomes increasingly evident in academic and professional contexts, it is essential to investigate how these competencies influence students' collaborative behavior, and how they can be effectively developed through targeted pedagogical practices.

3. The Aims of This Study

This study seeks to understand the role of students' emotional intelligence in developing their collaborative skills from the perspectives of both students and teachers of English at Abd el-hafid Boussouf University Center of Mila. More specifically, it aims to investigate the relationship between emotional intelligence and collaborative skills among Third year English university students focusing mainly on how emotional intelligence enhances communication and problem-solving abilities within collaborative learning environments.

4. Research Questions

1. What is the relationship between students' emotional intelligence and their ability to effectively collaborate with their peers?

2. Which specific emotional intelligence competencies,(for example self-awareness, self-regulation, empathy, self-show skills), are most crucial for successful collaboration among students?

3. How does emotional intelligence contribute to the development of effective teamwork, communication, and problem-solving within collaborative learning environments?

4. How can educators effectively integrate the development of emotional intelligence into their teaching practices to enhance students' collaborative skills?

5. Significance of The Study

This study is significant because it addresses a huge gap in the literature on the relationship between higher education students' emotional intelligence (EI) and their collaborative skills. While emotional intelligence has been popularly understood as a key factor in academic and social success, how it affects group work processes such as communication, cooperation, and conflict resolution has yet to be fully explored in university settings. By focusing on the experience and attitudes of English as a second language students learning in teams, this research offers a practical understanding of how emotional competencies contribute to successful team learning in the academic environment.

In addition, the findings of this study can be applied to inform teaching and curriculum design to emphasize the need for emotional intelligence in promoting collaborative learning. Knowing the emotional factors that promote or hinder group interaction can be applied to enable teachers to build more inclusive, empathetic, and efficient learning settings. This research may also guide teacher training programs and encourage the implementation of strategies that promote emotional awareness and interpersonal growth among students, ultimately enhancing academic outcomes and preparing learners for professional teamwork beyond the classroom.

6. Research Methodology

To collect the data required in this research, a mixed-methods research methodology is adopted that entails the use of both quantitative and qualitative approaches to give an in-depth investigation of the research problem. Two major tools are employed: a student questionnaire and semi-structured interview with teachers. The questionnaire will be completed by English language third-year students at the Abd el-hafid Boussouf University Center in Mila in the 2024/2025 academic year. Meanwhile, the interviews are conducted with a sample of university teachers who have direct experience with students collaborating in groups. The data collected from the questionnaires are quantitatively analyzed based on descriptive statistics, and the interview responses are analyzed qualitatively based on thematic analysis. This kind of mixed-methods design makes the study results more valid and reliable through data triangulation.

7. Structure of the Dissertation

This dissertation contains two chapters. Chapter One provides the theoretical background for the research and is a thorough literature review of the two core concepts: emotional intelligence and the cooperative skills of students. It consists of two sections. The first section is "Emotional Intelligence and Its Impact on Students" and it explores definitions, historical development, models, and measurement of EI. The second section, "Students' Collaborative Skills," discusses the nature, types, and problems of students' collaboration, with the role of emotional intelligence in shaping effective group dynamics.

Chapter Two provides the empirical study of the research topic. It outlines the research design utilized by this research, such as the population and sample description, and the research instruments (student questionnaire and teacher interview). The chapter is divided into two parts: the former analyzes and discusses the findings of the interview with teachers, while the latter focuses on the questionnaire of students. Each section concludes

with a discussion of the findings in the context of the research questions and applicable theories. The General Conclusion then synthesizes the main findings of the study and makes recommendations to learners, teachers, and stakeholders on how to implement emotional intelligence in learning environments for collaborative learning.

Chapter One: Theoretical Framework of Emotional Intelligence and Collaborative Skills

Introduction

With the learning environment getting more and more centered on interaction and shared experience, cooperative student engagement is now a key component of effective learning. The ability to work together, communicate effectively, be adaptable with multiple perspectives, and resolve interpersonal conflict is now considered critical, not just for academic success, but for success in real-life situations. Of the interpersonal skills that make up these group working skills, emotional intelligence (EI) is a particularly important one. Emotional intelligence has been defined as the ability to recognize, understand, and regulate emotions, and the ability to recognize and understand others' emotions (Mayer, Caruso, & Salovey, 2016). In group learning settings, where students are more likely to be confronted with the obstacle of varying personalities and viewpoints, this skill becomes paramount. Collaboration is not merely the result of intellect but also the result of emotional intelligence, empathy, and sensitivity to group process. These skills enable students to deal with tension, establish trust, and engage in open, respectful communication. Studies have shown that emotionally intelligent learners are good communicators, active listeners, and mature conflict solvers (Brackett et al., 2011). These skills not only increase group performance but also foster a feeling of belonging and

respect among members of a group, encouraging each group member to make sure contributions. By analyzing the impact of emotional intelligence on collaborative capacity, this chapter strives to reveal the internal emotional mechanisms that make successful collaboration possible. Teachers will find knowledge of this connection especially valuable in offering advice on how to support student growth both academically and emotionally as they prepare for life beyond the classroom.

Section One: Emotional Intelligence and Its Impact on Students

As the globe has become increasingly connected and cooperative, the ability to work collaboratively with others has become a central requirement for both academic achievement and future professional success. In such contexts, skills like effective communication, conflict resolution, empathy, and teamwork are essential not only for group productivity but also for maintaining healthy social interactions. These abilities are deeply linked to emotional intelligence (EI), a key concept that refers to the capacity to recognize, understand, manage, and respond to emotions both one's own and those of others. EI has emerged as a crucial factor in determining how individuals engage in social and academic environments.

In recent years, emotional intelligence has gained growing attention in the field of education for its influence on classroom dynamics, group collaboration, and students' overall academic performance. Despite this, it often remains underemphasized in traditional curricula that focus more on cognitive development than emotional or interpersonal growth. To understand the value of EI in education, this section provides an overview of the concept, beginning with definitions proposed by leading theorists such as Goleman (1995) and Mayer & Salovey (1997), followed by a brief historical background tracing the evolution of emotional intelligence as a field of study. It also explores the main

theoretical models that have shaped our understanding of EI, as well as the various tools developed to measure it such as the Emotional Quotient Inventory (EQ-i) and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). Finally, the section highlights the documented impact of emotional intelligence on students' academic performance, engagement, and collaborative learning experiences.

1.1.1. Definition of emotional intelligence

Thorndike and Stein (1920, p. 275) defined social intelligence as "the ability to understand and manage people" (p.275). They stressed the importance of acting wisely in human relations and, although they did not explicitly mention "emotional intelligence," their work laid the groundwork for understanding its role in behavior and judgment.

Goleman (1998, p. 317) defined emotional intelligence as "the ability to recognize, understand, and manage our own emotions and to recognize, understand, and influence the emotions of others" . This describes sensitivity to one's feelings, knowing their source, and regulating emotional responses effectively. It also involves observing and understanding other people's feelings to maintain healthy interactions and develop effective social relationships. Finally, emotional intelligence aids in building healthy interpersonal relations, resolving conflict, and creating a supportive social climate by combining reason and emotion.

Bar-On (1997, p. 3) argued that "Emotional intelligence is an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures." It goes beyond traditional IQ, involving the awareness and management of both personal and others' emotions, enabling individuals to navigate life's challenges, maintain social relationships, and perform well under stress.

(Mayer, Salovey, & Caruso, 2004, p. 3) stated that emotional intelligence is " the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth." Emotional intelligence, as defined in this quotation, is the capacity to mix intellect and emotions successfully. It entails accurate nuances and control of emotions so that both intellectual and emotional growth are promoted. It emphasizes how intellect and emotions interact to help individuals develop personally and make decisions.

Alothman(2017, p. 3) defined Emotional Intelligence as "The ability to be aware and note emotions and own feelings, to understand and be able to clearly articulate these feelings, and to regulate these feelings based on observation and a good awareness of the emotions and feelings of others, to be able to engage with them in positive social and emotional relationships which would enhance individual's capacity for mental, emotional and professional development, and to acquire an increasing amount of positive life skills."

1.1.2. Historical Context and the Development of Emotional Intelligence

The concept of emotional intelligence did not emerge in isolation but was shaped by decades of research across psychology and education. It finds its earliest roots in Thorndike's (1920) notion of "social intelligence," which emphasized the capacity to understand and manage people in social contexts. In the mid-20th century, Wechsler (1940) highlighted the importance of non-intellectual factors in general intelligence, thereby suggesting that emotional and social dimensions are essential to success in life. During the 1950s, humanistic psychologists such as Maslow brought further attention to

emotional well-being, arguing that personal growth requires awareness and fulfillment of emotional needs.

The late 20th century witnessed a shift towards formalizing these ideas into measurable constructs. Gardner's (1983) theory of multiple intelligences introduced interpersonal and intrapersonal intelligence as essential human capacities, laying the groundwork for the emergence of emotional intelligence as an independent domain. The term "emotional intelligence" was first introduced by Payne (1985), and was later conceptualized in depth by Mayer and Salovey (1990), who framed it as the ability to perceive, understand, and manage emotions. Their subsequent development of the MSCEIT test (2000) made the concept more accessible for empirical investigation. Goleman (1995) popularized EI by linking it to life and work success, placing emphasis on components such as self-awareness and social skills. In more recent years, Bradberry and Greaves (2009) contributed practical models to apply EI in real-world contexts, promoting emotional self-regulation and relationship management as essential life skills.

This chronological development reflects a growing recognition of the value of emotional skills in education and social functioning, offering a foundation for understanding how EI contributes to academic collaboration and interpersonal competence.

1.1.3. Models of Emotional Intelligence

Models of emotional intelligence (EI) are generally divided into three main ones: The Ability Model proposed by Mayer and Salovey (1997), the Mixed Model introduced by Goleman (1995) and elaborated on by Bar-on (1997), and the Trait Model developed by Petrides & Furnham (2001).

1.1.3.1. Salovey& Mayer Ability Model 1997

As stated by Mayer and Salovey (1997), emotional intelligence is defined as "the ability to perceive accurately, appraise, and express emotion, the ability to access or generate feelings when they facilitate thought, the ability to understand emotion and emotional knowledge, and the ability to regulate emotions to promote emotional and intellectual growth" (p. 10). Their ability model of emotional intelligence outlines four core emotional skills: perception, appraisal, and expression of emotion, emotional facilitation of thinking, understanding and analyzing emotions, and reflective regulation of emotions.

1.1.3.1.1. Perception, Appraisal, and Expression of Emotion

This basic branch entails recognition and interpretation of emotional information, from the identification of one's emotional states to distinguishing between genuine and fake emotions (Mayer, Salovey, & Caruso,2001). They form the foundation for more advanced emotional processing and problem-solving. The branch includes the detection of fake emotional displays, emotional genuineness judgment, and understanding of display rules based on situational and cultural contexts. It also encompasses the reading of emotions in art, voices, facial expressions, and behaviors, and connecting emotions with states of the body and thoughts. These abilities are the most critical yet vital components of emotional intelligence (Mayer, Salovey, & Caruso, 2001).

1.1.3.1.2. Emotion Facilitation of Thinking

This division explains how emotions contribute to cognitive activity by directing attention towards pertinent information and influencing modes of reasoning (e.g., inductive and deductive). It involves making use of pre-existing emotional states in selecting problems, using shifting moods to introduce diversification, and regulating attention based on prevailing feelings. It involves imitating others' emotional lives and using emotion to aid judgment and memory. All these processes describe how states of emotion have active

effects that maximize intellectual performance, according to Neubauer and Freudenthaler (2005).

1.1.3.1.3. Understanding and Analysing Emotions

According to Neubauer and Freudenthaler (2005), the branch of understanding and analyzing emotions deals with the cognitive appraisal of emotions based on four core competencies: abstract emotional knowledge, emotional reasoning, identification of changes in emotions, and naming emotions with precise word descriptions. This branch also includes the identification of differences in emotional states across cultures, the prediction of impending emotional states (affective forecasting), and the ability to differentiate mixed, complex emotions from moods. It encompasses studying emotional triggers, mapping relationships between emotions, and understanding the reasons and aftermath of emotional change. These capacities enable individuals to systematically interpret and forecast emotional responses in situations.

1.1.3.1.4. Reflective Regulation of Emotions

This top-level branch represents the ability to regulate emotions in oneself and others to promote emotional and intellectual growth (Mayer, 2001). It is staying open to positive and negative emotions and handling them adeptly, strategically enhancing positive and dampening negative. Principal skills include evaluating emotional responses for suitability, knowing when to act on or step back from feelings, and affecting others' emotions. The branch combines cognitive, emotional, and motivational elements, necessitating their balanced coordination for maximum emotional management. These higher-order competencies allow individuals to intentionally modify emotional intensity and duration according to situational requirements, according to Neubauer and Freudenthaler (2005)

1.1.3.2. The Mixed Model of Emotional Intelligence

The mixed model of emotional intelligence combines characteristics of both personality traits and emotional competencies. Two influential mixed models of emotional intelligence have been proposed: one by Goleman (2001) and another by Bar-On (1997). In essence, Goleman's mixed model is more applied, while Bar-On's mixed model is more theoretical.

1.1.3.2.1. Goleman's Mixed Model (1995)

Daniel Goleman defined emotional intelligence as "the capacity to read other people's emotions and our own, to mobilize our passion and that of others, to manage effectively emotional selves and relationships"(Goleman, 1998, p. 317). His model highlights five key components: self-awareness, self-regulation, self-motivation, social awareness, and social skills. These reflect the ability to understand, control, and drive one's own emotions, as well as to empathize with and manage others' emotions. All the following components of Emotional Intelligence are drawn from Goleman (1998), who identified them as fundamental elemental elements for personal and social development.

1.1.3.2.1.1. Self-awareness

At its core, self-awareness is a central domain in Goleman's emotional intelligence theory, and it is the basis for being aware of and regulating one's emotions. As outlined by Goleman (1998), it consists of three main components that guide individuals toward emotional clarity and personal growth. Getting to know one's feelings, where they come from, and how they influence one's ideas and actions is the first step to the development of emotional awareness. Decisions are more in conformity with long-term objectives and personal values if there is such awareness. The second element, self-assessment,

emphasizes the need to accept one's strengths and weaknesses ethically and yet be receptive to beneficial criticism and self-development. The last piece is self-confidence, which is the belief in one's ability and worthiness. It enables people to express hard feelings, resist peer pressure, and make deliberate choices even under coercion. All of these increase emotional equilibrium and strengthen interpersonal and business relations.

1.1.3.2.1.2. Self-regulation

This is yet another vital dimension in Goleman's emotional intelligence theory, and it consists of a variety of notable features that enable an individual to regulate his or her behavior and feelings appropriately. To Goleman (1998), such features include self-control, trustworthiness, conscientiousness, adaptability, and innovativeness. Self-control is the capability to suppress automatic responses and keep calm, particularly when under stress. Trustworthiness demonstrates morality and responsibility since honest people own up to what they do and make ethical decisions, even if they are not easy. Conscientiousness brings out dependability and diligence, where one gets things done diligently and follows duty. Adaptability enables the person to go with the flow in the presence of changing situations and adapt his/her strategy according to new demands. Finally, innovativeness leads to creativity, as it challenges people to find new things and create original ideas. These all combine to reinforce emotional stability and improve relations between people.

1.1.3.2.1.3. Self-motivation

It is a fundamental element of Goleman's (1998) emotional intelligence framework. It supports people in resolutely pursuing their career and personal objectives. Goleman

identified four primary components of self-motivation: optimism, initiative, commitment, and accomplishment drive. Achievement drive is a goal-seeking style wherein individuals attempt to create difficult goals, think ahead of risks, and learn from experience. Such a drive unconsciously encourages commitment, which means putting individual effort toward the team goal and accepting the core values of the organization while making decisions. Initiative is the tendency to do more than is requested, challenge boundaries when necessary, and inspire others through creativity and boldness of vision. Finally, optimism enables individuals to stay motivated despite setbacks, viewing failure as a temporary barrier rather than a dead-end, and future success rather than fear of failure (Goleman, 1998).

1.1.3.2.1.4. Social Awareness

Social awarenesss represents a key domain in Goleman's emotional intelligence model, which includes abilities that enable people to comprehend and react to the needs, feelings, and behaviors of others. It encompasses diversity appreciation, service orientation, political consciousness, empathy, and helping others grow (Goleman, 1998). To effectively support people based on their needs and feelings, empathy entails listening to them and identifying their emotional clues. The goal of service orientation is to satisfy client needs and increase loyalty and satisfaction by providing sympathetic assistance (Goleman, 1998). Giving comments, mentoring, and pushing people to advance are all part of developing others. Accepting diversity entails appreciating individual differences and establishing welcoming spaces that promote development. Understanding organizational reality and power dynamics is related to political awareness, which enables people to foresee and handle crises skilfully. When combined, these abilities foster stronger bonds, wholesome relationships, and an effective workplace culture.

1.1.3.2.1.5. Social Skills

Social skills constitute the core of Goleman's emotional intelligence model, encompassing the skills necessary for good relationships and team work. They include influence, communication, leadership, change catalyst, conflict management, building bonds, cooperation, collaboration, and team capabilities.

Influence is to convince others by fitting messages into their needs. Good communicators are good listeners, can initiate difficult conversations with a calm and composed attitude, and facilitate open exchange of information. Leadership refers to communicating well with a vision and guiding others toward goal attainment. Change catalysts see the need for change and encourage others to embrace it (Goleman, 1998).

Conflict management involves handling difficult situations with tact and promoting constructive dialogue for win-win solutions. Building bonds focuses on creating close, supportive relationships at work. Cooperation and collaboration stress the balance of task and relationship awareness, fostering a warm, supportive environment. Finally, team capabilities emphasize behaviors that promote cohesion, respect, and active participation, ensuring a unified team dynamic (Goleman, 1998).

1.1.3.2.2. Bar-On's Mixed Model (1997)

Unlike Salovey and Mayer, who contend that emotional intelligence is predicated on talent, Bar-On (1997) equated emotional intelligence with "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures." (p.14) Bar-On observed five general categories after going through personality traits that are thought to predict life success beyond cognitive intelligence. He regarded these dimensions, which are further segmented into 15

subscales, as the basic elements of emotional intelligence. They're intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood.

Before the Mixed Model of Emotional Intelligence by Bar-On (1997) is explained, it should be mentioned that this model brings together both social and emotional competencies to define emotional intelligence as a whole. This model targets the interaction between emotional awareness, regulation, and interpersonal skills as the key determinants of overall well-being and functioning.

Bar-On (1997) defined intrapersonal skills as a core component of emotional intelligence, emphasizing the internal capacity of the individual to know, regulate, and motivate oneself. It begins with self-regard, that of being able to see oneself rightly and realistically and to accept oneself. It is good self-esteem and confidence, knowing one's strengths and limitations, and being capable of thinking well of oneself. From this, emotional self-awareness would be the ability to understand and recognize one's feelings. It also implies being able to see the impact of emotions on thoughts, behaviors, and choices, and further understand one's current mood. With the acknowledgment of emotions, the correct expression of them is also required, leading to assertiveness the ability to express demands, ideas, and feelings properly and effectively. It is standing up for oneself respectfully and assertively, keeping others' rights and opinions in mind. Independence then manifests as the ability to rely on oneself and not on anyone emotionally. To make decisions independently, to own up to the result of decisions taken, and to guide oneself towards action is what is advocated. Eventually, the way of intrapersonal development reaches the final stage, self-actualization, basically the urge to continue striving for self-improvement, to achieve many goals, and to release all human potential. It is a commitment to continuous improvement through pursuing valued and satisfying experiences (Bar-On, 1997).

And yet another most important component of emotional intelligence, as put forth by Bar-On (1997), is Interpersonal Skills, a reflection of the capacity to establish and maintain healthy interpersonal relationships. An integral component of such skills is empathy, i.e., observing and perceiving from others' points of view. It is being capable of standing in someone else's shoes and putting oneself in his or her shoes and getting a sense of his or her feelings, with responses of sympathy and compassion. Empathy-based, Social Responsibility is the ability to collaborate with a group of individuals and feel like family or members of one's community. It is being accountable for being a positive influence, dependable, and caring about what becomes of the entire group. Finally, being human gives one an appreciation for the significance of Interpersonal Relationships, which are the ability to establish and maintain wholesome and healthy relationships with other people: to create wholesome, satisfying relationships, work out differences and conflicts, keep communication open, and encourage and support one another (Bar-On, 1997).

According to Bar-On (1997), stress management is yet another significant area of emotional intelligence and a determinant of the individual's capacity to cope with difficult and stressful situations. The first topic of this section is stress tolerance, which is described as the capacity to deal with stress or pressure in several ways by keeping calm, keeping quiet, and being free from emotional reactions that hinder clear thinking. It also suggests invulnerability to adversity. Stress tolerance gives individuals the ability to handle adverse situations without being debilitated and to think clearly and perform effectively. Impulse Control is the counterpart to this skill and is the emotional ability to manage and direct emotions in a healthy way. It is the ability to contain the impulsiveness of anger or rage and act considerately instead of reactively to the situation confronting an individual. Impulse control allows an individual to avoid irrational actions or decisions and, therefore,

ensures that his or her emotional reality has been conveyed as appropriate to their future vision (Bar-On, 1997).

Impulse control allows an individual to avoid irrational actions or decisions and, therefore, ensures that his or her emotional reality has been conveyed as appropriate to their future vision (Bar-On, 1997). In addition to impulse control, Bar-On's (1997) model highlights other key dimensions of emotional intelligence under the domain of adaptability. One such element is reality testing, which is the ability to determine if your emotions and thoughts match with what is occurring in the real world. It just comes down to being composed and ensuring that your view is not contradictory with facts. Flexibility is another crucial aspect it is the capacity to fit your ideas and emotions to emerging or new circumstances. It is all about adapting and keeping your mind open every time life gives you lemons. Similarly, problem-solving refers to finding solutions that work for interpersonal or individual problems. It involves exercising thinking creatively, maintaining composure in stressful situations, and solving problems positively.The fifth dimension that Bar-On (1997) has identified in his model of emotional intelligence is General Mood, which is the emotional outlook that a person adopts towards life and the world in general. This dimension begins with Optimism, the capacity to be optimistic and maintain positive thoughts about life despite the adversity that one is facing. It's all about maintaining a positive outlook towards anything and anticipating that everything will turn out to be alright. Besides optimism, Happiness is also a vital component, i.e., being content and joyous with life as a whole, the people in your immediate environment, and yourself. It's about being present in the moment and content with what's small (Bar-On, 1997).

1.1.3.2.3.The Trait Model of Emotional Intelligence

Trait theory conceptualizes emotional intelligence as"a constellation of behavioral dispositions and self-perceptions regarding one's capability to recognize, process, and utilize emotion-related information." (Petrides&Furnham, 2003, p. 40) The Trait Model of Emotional Intelligence views EI as a constellation of behavioral tendencies and self-perceptions that pertain to one's ability for perceive, understand, and manage emotions (Petrides&Furnham, 2003). Unlike the ability model, which views EI as a cognitive ability, trait EI or emotional self-efficacy is concerned with self-reported emotional competencies that are assessed through questionnaires. There are fifteen key components in this model, such as emotion regulation, self-motivation, empathy, optimism, stress management, and social awareness, that together account for EI as a stable trait of personality.

According to the Trait Emotional Intelligence model, traits define emotional functioning. Flexibility is the adaptation to changing conditions, helping in coping with uncertainty. Assertiveness refers to being clear and respectful in expressing needs and opinions. The expression of emotions in context helps in promoting healthier relationships, whereas the control of emotions helps in regulating both one's feelings and others' emotional environment, most commonly with leadership. Lastly, emotion perception, which labels and recognizes one's own and other people's emotions, enhances empathy and aids effective social interaction (Petrides&Furnham, 2001).

In addition, the Trait Model determines salient self-control and interpersonal traits. Emotion control is the capacity to suppress feelings, especially when under pressure. Impulse control is the capacity to resist immediate gratification temptations and make thoughtful decisions. Building and maintaining social relationships enhances social relatedness, trust, and support. Self-esteem is a person's view of his or her value and potential, spurring persistence in goal achievement. Finally, self-motivation is the propelling desire to try goals even with failure (Petrides&Furnham, 2001).

Social competence and emotional strength are two of the key components of emotional intelligence in the Trait Model. Social awareness allows individuals to perceive social cues and have supportive relationships. Stress management is the ability to deal with pressure without losing emotional stability or performance. Trait empathy is sensitivity to and sharing of feelings with others and generating social support, and bonding. The happiness trait refers to a satisfaction that leads to enhanced well-being. Finally, trait optimism is the tendency to expect positive outcomes, which strengthens emotional resilience (Petrides&Furnham, 2001).

1.1.4. Measurments of Emotional Intelligence

Despite having a clear definition and conceptual basis, early research on EI was characterized by the development of multiple measurements such as Bar-On (1997), Schutte et al. (1998), Mayer et al (1999), who each proposed a different model and approaches to evaluate emotional intelligence in both academic and practical context.

1.1.4.1.Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)

MSCEIT is a test of performance that assesses emotional intelligence (EI) via emotion-based problem-solving exercises yielding a general EI score and two main area scores: Experiential Emotional Intelligence (engaging basic detection and utilization of emotions) and Strategic Emotional Intelligence (coping with higher-order emotional processing) (Mayer et al., 2002,2003). The areas further bifurcate into four branch scores: Perceiving Emotions, Facilitating Thought, Understanding Emotions, and Managing Emotions, each focusing on specific emotional abilities. The test measures applied skills including facial emotion perception, emotion detection from pictures and music interconnection between mood and cognition, and emotion control strategies. It is made up of 141 items and

assesses four general EI domains - perceiving, using, analyzing, and controlling emotions - to give a full assessment of emotional ability and development potential. This makes the MSCEIT an effective tool in enhancing emotional reasoning and regulation skills.

1.1.4.2. Self-Report Emotional Intelligence Test (SREIT)

This test was developed as a self-report measure of Emotional Intelligence (EI) based on Salovey and Mayer's (1990) theory. It consists of 33 items scored on a 5-point Likertscale, divided into four subscales corresponding to Salovey and Mayer's EI branches: perception of emotion, managing emotions in the self, managing emotions in others, and utilization of emotions. The tool demonstrated high internal consistency ($\alpha = 0.90$) and good test-retest reliability ($r = 0.78$), was validated against related constructs (e.g., emotional unawareness, emotion regulation), though criticized for potential overlap between ability and trait EI components, and uses a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). Further, the SREIT has also been used in other cultural contexts and has proven valid, making it an excellent measure for cross-cultural emotional intelligence and capturing its culture-general and universal aspects. (Schutte et al., 1998).

1.1.4.3. Trait Emotional Intelligence Questionnaire (TEIQue)

The TEIQue is a self-report instrument developed by Petrides and Furnham (2001) for the assessment of trait emotional intelligence (trait EI), i.e., individuals' self-assessment of their emotional abilities in personality hierarchies. In contrast to maximal performance ability EI, trait EI focuses on self-reported emotional skills via long and short-form measures. The 153-item scale assesses 15 facets across four factors of well-being, self-control, emotionality, and sociability. These factors encompass a wide range of emotional competencies such as emotion perception, regulation, expression, empathy, and social

competence. Finally, the TEIQue provides a global trait EI score based on these multi-dimensional emotional self-perceptions. (Petrides& Furnham,2001).

1.1.4.4. The Bar-On Emotional Quotient Inventory (EQ-i)

Emotional intelligence (EI) was defined by Reuven Bar-On(1997) as a mixture of personality and intellectual skills that enable an individual to succeed in life. His model highlights the importance of social and emotional skills for effective daily functioning. To quantify EI, Bar-On constructed the Emotional Quotient Inventory (EQ-i) that measures performance potential, and what one can do. The EQ-i assesses the capacity to manage one's own emotions and to sympathize with others in the framework of interpersonal relationships. Originally published in 1997, the Bar-On Emotional Quotient Inventory (EQ-i) was later revised and updated as EQ-i 2.0 in 2011. The updated version has 125 items and systematically breaks down emotional intelligence into five general dimensions (composite scales) and 15 specific points (subscales) (Bar-On,1997). These include self-perception , self-expression , interpersonal skills , decision-making , and stress management . Bar-On further extended the EQ-i with yet more versions, such as "the EQ-360", which allows other individuals to provide feedback, and "the EQ-i: YV (Youth Version)", which was created to assess emotional and social skills in children and teenagers (Bar-On, 1996, 1997; Bar-On et al., 2000).

1.1.4.5. Emotional Intelligence Competence Inventory (EICI)

The Hay Group's(2002) Emotional Intelligence Competence Model determines four clusters of 18 work competencies (Self-Awareness, Social Awareness, Self-Management, and Relationship Management) characterizing high-performing individuals. Their Emotional Competence Inventory (ECI) assesses those trainable abilities based on individual/team ratings and workforce audits to identify deficits in development, where

each competence represents four levels of behavioral complexity. Endorsed by Daniel Goleman(2002), the ECI (later updated as ESCI) remains the only instrument directly derived from his work, currently measuring 12 competencies of high reliability (0.61-0.85 coefficients). Unlike inherent traits, these emotional-social competencies can be learned, and learning ability is contingent upon one's overall EI. The model aims to achieve organizational excellence through competency development in these four core areas (Goleman,2000).

1.1.5. The Impact of Emotional Intelligence Element on Academic Achievement

Emotional intelligence and academic achievement have been connected because different emotional competencies have a central role in determining the academic achievement of learners. Self-awareness, to begin with, allows pupils to know their emotions and how the emotions influence the process of learning. Know-how about one's weaknesses and strengths not only builds self-esteem but also inborn motivation, which has been linked to increased academic achievement (Johnson, 2009). Control over emotions, including thoughts and behaviors, is also required for coping with academic stress. Students who can regulate their emotions more effectively are more capable of reaching their goals, as seen in studies by Dweck et al. (1995) and in Mischel 's (1970) famous delayed gratification study, which showed a very strong correlation between impulse control in childhood and later academic success (Shoda, Mischel, &Peake, 1990). Besides, empathy the capacity to understand and respond to others' emotions serves a positive function in learning relationships and academic motivation (Cooper, 2010; Wang, 2014). Research by Chow (2006) confirms that empathetic students are more motivated and thus have higher academic success. Self-motivation is also crucial in that it helps students to be directed toward goals and maintain effort despite obstacles. There is extensive empirical evidence suggesting a link between learning achievement and self-

motivation, where self-driven students are likely to perform better (Sikwari, 2014; Tella, 2007). Lastly, interpersonal skills, including the capacity to coexist with peers and teachers, are important to build a conducive learning environment. Students possessing these social skills typically experience academic problems, but students who learn them daily improve both academically and socially (Sulzer-Azaroff& Mayer, 1986; Elliot, 1997; Johnson, 2009). All these components of emotional intelligence, self-awareness, emotional control, empathy, self-motivation, and interpersonal skills collectively provide a strong foundation for academic success for the students.

Section Two: Student's Collaborative Skills

Collaborative skills among students are considered a cornerstone of effective learning in modern educational environments. These skills encompass the ability to engage effectively with peers, make meaningful contributions to the group, and effectively utilize interpersonal interactions to achieve collective goals. Beyond participation in group activities, these skills also need strong communication abilities and a capacity to navigate diverse perspectives, which ultimately enhances the learning experience for all participants.

1.2.1 Historical Context of Collaborative Skills

The value of collaborative skills in today's classrooms becomes clear once we trace their evolution. John Dewey (1916) challenged traditional lecture-based teaching by arguing that true learning happens when students engage directly with real-world problems alongside their peers. For instance, Dewey describes how students working together to plan

a school garden not only learned botany but also practiced decision making, communication, and shared responsibility.

Building on Dewey's ideas, Lev Vygotsky's research provided a more structured method of exploring collaboration with his Zone of Proximal Development (ZPD) theory. Vygotsky (1978) shared his thoughts that learners can reach more advanced levels of intellectual development when they are guided by more knowledgeable peers or adults, as learning is fundamentally shaped through social interaction. His theory focused on conversation and collaboration as essential elements in the learning process and became the basis for existing collaborative pedagogies.

During the 1980s and 1990s, collaborative learning was a major area of focus in education reform. Slavin (1995) introduced cooperative learning as an instructional strategy that not only maximized academic achievement but also promoted social and communication skills among students. He formalized "cooperative learning" by structuring students into small interdependent teams that competed for shared goals.

In parallel, researchers like Johnson and Johnson (1989) developed the social interdependence theory, positing that positive interdependence among group members leads to higher productivity, better relationships, and better psychological well-being. Their study provided empirical support for the effectiveness of collaborative work in classrooms, particularly when group members are taught how to interact positively.

Later, collaborative competence has gained importance in defining the essential skills of the 21st century. Trilling and Fadel (2009) suggests that employers now increasingly look for graduates who can collaborate effeciently in groups, be critical, and deal in different contexts. This has motivated educational institutions to establish collaborative learning in teaching plans, from school through university levels.

In addition, advancements in digital technology and virtual learning spaces have continued to move the mode of collaboration even further. Stahl, Koschmann, and Suthers (2006) note that CSCL has created new grounds where students engage in the construction of knowledge using interactions across time and space, emphasizing the ongoing suitability of collaboration abilities within physical classrooms as well as virtual spaces.

In general, the historical evolution of cooperative skills demonstrates widespread recognition of their value in cognitive development and community integration. From Dewey's progressive principles through Vygotsky's theory of sociocultural development and models of cooperative learning and educational technology today, cooperation has remained a fundamental element of genuine pedagogy.

1.2.2. Definitions of Collaborative Skills

Collaborative skills are essential interpersonal skills that allow people to work together in harmony as a team to achieve shared goals. These skills encompass a variety of behaviors such as communication, trust building, shared responsibility, and emotional regulation (Laal&Ghodsi, 2012). According to Dillenbourg (1999), collaborative skills enable coordinated action by group members and are critical in environments where learning and productivity are the result of collective knowledge construction.

Roschelle and Teasley (1995) define collaborative learning as "a coordinated, synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem" (p. 70). Their definition emphasizes the significance of shared understanding and mutual meaning-making in group interaction. Goleman (1995) also connects collaboration with emotional intelligence, stating that emotionally intelligent

individuals are more likely to handle conflict positively, empathize, and build inclusive team cultures; all of which are core elements of collaborative behavior.

Ultimately, collaborative skills are not only critical to school success but are also increasingly needed in the modern workforce, where teamwork, flexibility, and communication among individuals are valued (OECD, 2017).

1.2.3. Types of Collaborative Skills

Collaborative skills are an extensive scope of intellectual and interpersonal skills that enable individuals to collaborate effectively in teams. These collaborative skills are invaluable in ensuring efficient cooperation, especially in the learning process, where teamwork is gaining popularity. Below are some of the most outstanding collaborative skill types, each playing a distinctive role in facilitating group cohesion and efficiency.

1.2.3.1. Communication Skills

Effective communication is likely the pillar of teamwork. It involves verbal and non-verbal communication that allows team players to understand each other's ideas, opinions, and concerns. Clarity in speech, active listening, body language, and polite remarks are some of the key characteristics. Research highlights that effective communication improves trust and minimizes conflicts among teams (Johnson & Johnson, 2009).

1.2.3.2. Active Listening

Active Listening represents a vital communication sub-skill essential for every successful team interaction. It is not only listening to words but also processing and responding, for example, reflecting the speaker's main idea rather than simply hearing the words. Active listening is different from passive listening since it takes cognitive and affective effort, and in classroom experiments, students who practiced it reported 30

percent fewer misunderstandings in group projects. Active listening has been shown to encourage questioning for clarity and paraphrasing to ensure understanding, for instance, rephrasing a teammate's proposal before responding, which research links to smoother decision-making. Moreover, by tuning into peers' emotional cues, listeners can calm tensions and foster empathy, skills that are shown to raise overall group satisfaction. (Brownell, 2012; Weger, Castle & Emmet, 2014 ; Nichols & Stevens,2008 ; Rogers & Farson, 1987)

1.2.3.3. Conflict Resolution

Conflict Resolution is an essential collaborative skill, as Differences of opinion within groups are unavoidable, and being able to manage them constructively is an important collaborative skill. Conflict resolution involves respecting other individuals' perspectives, keeping one emotionally cool, and employing negotiation strategies to reach a solution that is satisfying to both parties. Deutsch (2011) points out that students who are highly emotionally intelligent can resolve conflicts more effectively, with the spin-off effect being enhanced collaborative achievement. The ability to translate disagreement into helpful conversation is often what differentiates excellent teams from average ones.

1.2.3.4. Responsibility and Accountability

Responsibility involves the completion of one's work and completion within deadlines, while accountability involves being responsible to the group. Both these qualities are crucial to ensure equality of contribution and team cohesion. Students who are accountable for their work establish credibility among the group. Slavin (1995) stated that mutual accountability not only increases group performance but also increases intrinsic motivation, especially in collaborative learning environments.

1.2.3.5. Decision-Making

Collaborative decision-making requires the review of alternatives, evaluation of options, and determination of a group agreement. It is a continuous process that requires flexibility, critical thinking, and shared options. Barkley, Cross and Major (2014) argued that inclusive decision-making makes democratic involvement more realistic and enables intellectual engagement. In learning environments, teams with distributed decision-making roles possess a greater degree of innovation and problem-solving abilities.

1.2.3.6. Empathy and Emotional Regulation

It Allows members of the group to be emotionally connected, to recognize diverse emotional experiences, and to validate each other's emotions. Regulation of emotions assists in maintaining calm, especially during times of tension or risk. Both contribute to creating positive and respectful group interactions. Goleman (2006) stipulated that these are essential elements of emotional intelligence that directly affect the quality of the collaboration.

1.2.3.7. Leadership and Initiative

Group leadership does not necessarily mean dominance but rather the ability to inspire, coordinate, and guide the group towards shared goals. Initiative reflects proactive behavior where people act first without being instructed to do so. Northouse (2016) suggested that leadership in student groups should be flexible and nurturing, promoting participation rather than demanding authority. Good leaders establish a balance between task orientation and emotional sensitivity.

1.2.3.8. Flexibility and Adaptability

Flexibility and adaptability are necessary when group work faces unforeseen setbacks, shifting goals, or varying working styles. A flexible team member can change roles,

methods, and expectations based on the shifting needs of the team. Dweck (2006) mentioned that students with a growth mindsetwill be more receptive to positive change and learn from it. Flexible teamwork not only ensures continuity but also builds team resilience.

1.2.4. Collaborative Skills Challenges

Collaborative skills are crucial, but they possess varying challenges that discourage their efficient use in groups. Such challenges may range from participant involvement challenges to more complex interpersonal relationships affecting group performance.

1.2.4.1. Imbalanced Participation and Workload Allocation: Is one of the greatest collaborative environments. Johnson and Johnson (1994) observed that members will struggle with the discrepancy in contributions to the extent that some individuals do more as compared to others, and as a result, there is frustration and resentment. Such discrepancy touches not only on the quality of work but also on the learning experience of the group as well. In other circumstances, less contributing members rely on others to deliver tasks, hence creating tension and undermining the group effort.

1.2.4.2. Conflict and Diversity Management

The members of diverse groups have diverse perspectives, and their own backgrounds add to the group dynamics. Deutsch (2006) said that conflict in a group cannot be avoided but that constructive conflict management is key to an efficient and harmonious working group. Disagreements can get out of hand and lead to disengagement and adverse attitudes toward the collaborative process if not well addressed.

1.2.4.3. Communication Barriers

Clear and empathic communication is the key to effective collaboration, but it can sometimes be challenging. Goleman (1995) suggested that emotional intelligence, which includes clear and empathic communication, is the key to effective collaboration. If students are unable to verbalize their thoughts or listen actively to others, this can result in miscommunication and inefficiency. Miscommunication can delay the accomplishment of tasks and limit the potential for creative and critical thinking.

1.2.4.4. Coordination and Time Management

Good time management is also a problem for students in groups. Coordinating individual work styles with the goals of the group is generally difficult. Laal and Ghodsi (2012) affirmed that inadequate time management may fail to meet deadlines and lack of consistency in the group work. This is a serious problem when students have multiple commitments and cannot coordinate their personal and academic responsibilities.

1.2.4.5. Negative Group Dynamics

The success of collaborative work often depends on positive group dynamics. Inadequate group cohesion, interpersonal conflict, and mistrust can lower the success of the group. Roschelle and Teasley (1995) argued that effective collaboration depends on strong group cohesion. Without it, there is strained communication and isolated or unsupported members. Negative group dynamics can lower morale and lead to inadequate commitment to the group's goals.

1.2.5. Role of Teachers in Building Collaborative Skills

The teachers have a critical role to play in building collaborative skills among the learners because they are the ones who teach and shape the learning process. The teachers

must actively create experiences for the learners to practice and build collaborative skills. Collaborative skills are not always natural; instead, they must be built through structured learning activities that promote cooperation, communication, and teamwork.

1.2.5.1. Group Work and Collaboration

Teachers' work is to design activities that will foster active collaboration. Johnson and Johnson (1994) stated that teachers can facilitate group work by being explicit in expectations, establishing goals, and promoting the equal contribution of group members. By structuring group activities in a way that makes students work interdependently, teachers guarantee that collaborative skills such as communication, problem-solving, and conflict resolution are applied.

In addition, Gillies (2003) cited teachers' need to establish an environment where students can freely offer their views and observations. This is made possible by developing a culture of trust within the classroom where the students feel comfortable expressing themselves and listening to others individuals. The role of the teacher in group management involves intervening whenever there is tension or uneven participation to ensure all members contribute to it.

1.2.5.2. Modeling Collaborative Behavior

Teachers also play a key role in modeling collaborative behaviors for students. As stated by Woolfolk (2010), students learn by observing their teachers. Through teachers' exhibition of good collaboration, such as working with peers, open communication, and friendly conflict resolution, students are more likely to adopt the behaviors themselves. Teachers who model positive collaboration help students learn the skills in addition to the attitudes necessary for effective teamwork.

Furthermore, Goleman (1995) assumed that emotional intelligence, which is made up of self-awareness, empathy, and relationship management, can be acquired through modeling. Teachers with these qualities offer an emotionally nurturing classroom environment where students can pick up the very same emotional competencies that are vital to effective collaboration in academic as well as workplace settings.

1.2.5.3. Providing Feedback and Support

Another critical role that teachers carry out is the provision of feedback and support to students working together in groups. Feedback is also necessary to improve collaborative abilities and to ensure that students know their strengths and areas of weakness. According to Gillies (2003), when teachers give constructive feedback, it gets the students to reflect on their collaborative process and encourages them to improve their communication and teamwork skills. Teachers can provide feedback not only on the final product but on the teamwork process itself, making the students reflect on how they worked together and how they can improve in their next group task.

Together with feedback, teachers provide emotional and cognitive support to students, particularly to those who struggle to cooperate. Teachers, as Goleman (1998) stated, can help students develop their emotions, thus allowing them to gain improved collaborative competencies. By encouragement and through the creation of a positive classroom environment, teachers help students to believe more in themselves as capable of collaboratively working in a team

1.2.6. Influential Factors on Collaborative Skills

Collaborative skills don't occur in a vacuum; they are shaped and conditioned by larger social and cultural forces, including gender roles and cultural backgrounds. These

factors play an important role in how people act in group settings, communicate, express ideas, and handle conflict.

1.2.6.1. Gender Differences in Collaboration

Gender has been found to influence collaborative behavior. For instance, Gilligan (1982) contended that females emphasize relationships and interdependence and tend to show greater empathy, cooperation, and sensitivity to group processes. This emphasis is corroborated by Rosenthal and Jacobson (1992), who stated that female students are more likely to show supportive communication and consensus-building strategies when engaging in collaborative activities.

Alternatively, male students may approach teamwork with a more task-focused or competitive mindset. Tannen (1990) felt that men are more likely to dominate discussions, whereas women are more likely to seek harmony. These are not recommendations that one gender is better at teamwork than the other, but that there are various styles that can be complementary if handled properly.

1.2.6.2. Cultural Influences on Collaborative Behavior

Culture, like gender, also plays a major role in how students comprehend and practice collaboration. According to Hofstede (2001), cultures differ on collectivism versus individualism scales. In collectivist cultures; such as in most Asian, African, and Middle Eastern cultures; students may be accustomed to group harmony, shared responsibility, and indirect communication. Students from individualistic cultures; such as those prevalent in most Western cultures; may be more inclined to emphasize individual objectives, assertiveness, and direct expression.

These cultural orientations can either support or hinder collaboration depending on the manner in which they are applied in multicultural learning environments. Triandis (1995) described the importance of being sensitive to culture, arguing that the acceptance and appreciation of different patterns of communication can make group integration stronger and reduce miscommunication.

Moreover, teachers need to be attuned to how cultural values affect students' participation in group work. For example, speaking up in groups can be considered disrespectful in certain cultures, while in others it is appreciated. Lack of sensitivity to these factors can lead to misinterpretation of students' actions, observed Gay (2010), who stresses the importance of culturally responsive teaching to facilitate inclusive collaboration.

1.2.6.3. Inter-sectionality and Equity

One also needs to recognize the intersection of gender and culture in shaping collaborative experiences. Crenshaw (1991) introduced the term inter-sectionality to explain how various identities; being female and being from an oppressed ethnic group, for instance; can accrue challenges in participation and voice in collaborative settings. Institutions and educators must therefore promote equitable participation by creating inclusive settings that empower all students regardless of gender or culture.

1.2.7. Application of Collaboration in Academic Settings

Collaboration is not only an ideal skill but also a fundamental principle in successful academic environments. In contemporary classrooms, particularly in institutions of higher

learning, collaborative learning approaches are being increasingly adopted to increase students' engagement, critical thinking, and retention of knowledge.

1.2.7.1. Collaborative Learning as a Pedagogical Approach

Collaborative learning is an instructional method where students learn in small groups to attain a common goal, solve problems, or complete tasks. This method turns the teacher-centered to a learner-centered style of education, with students being responsible for their learning process (Slavin, 1996). In this method, students build knowledge actively through interaction with one another, exchange different perspectives, and co-create understanding.

As Johnson, Johnson, and Smith (1998) require, organized cooperative learning significantly improves academic achievement, motivation, and interpersonal skills. The authors point out that if the collaboration is properly organized and roles are specified, students will be more likely to be responsible, respectful, and effective.

1.2.7.2. Benefits for Academic Performance

Collaborative learning has been found to improve cognitive as well as social results. For instance, Gokhale (1995) indicated that students who were involved in collaborative learning demonstrated higher critical thinking and content understanding compared to students in individual learning settings. Collaborative learning helps learners identify gaps in knowledge, remove misconceptions, and reinforce key ideas through peer explanation.

Besides, Dillenbourg (1999) argued that collaboration enables what is known as "distributed cognition," whereby knowledge is shared among the participants and thus the learning process becomes richer and more dynamic. Students also learn to empty their minds since they are teaching other individuals what they know, which results in improved information processing and memory.

1.2.7.3. Developing Communication and Social Competence

In addition to cognitive enrichment, collaborative learning in academic environments also promotes interpersonal skills such as communication, negotiation, empathy, and conflict resolution. According to Laal and Ghodsi (2012), students who participate in collaborative learning acquire emotional intelligence skills that are crucial for teamwork and working life.

Moreover, professors who include collaborative learning in their curriculum are likely to observe improved classroom climate, as students acquire mutual respect and trust through common effort (O'Donnell, 2006). These environments foster a sense of belonging and encourage inclusiveness, especially in culturally diverse classrooms.

1.2.7.4. Challenges and Conditions for Success

Yet the efficacy of collaborative learning is heavily dependent on context and implementation. Unstructured collaboration can lead to unequal contribution, social loafing, or interpersonal conflict (Barron, 2003). For this reason, teacher facilitation is necessary. Teachers must organize group work carefully, monitor dynamics, and intervene to make sure all students contribute and learn.

In addition, the utilization of evaluation processes that recognize individual and group efforts helps in the maintenance of fairness and motivation (Oakley et al., 2004). Provision of opportunities for peer review of self-performance can also enhance the effectiveness of collaborative learning activities.

1.2.8. The Interplay between Emotional Intelligence and Collaborative Skills among University Students

In today's university life, success is no longer a matter of individual intellectual achievement; it's also closely related to performing well among other humans. In this context, emotional intelligence (EI) becomes highly relevant in shaping the interpersonal conduct of students as well as their performance in group dynamics. Emotional intelligence, as supposed by Mayer and Salovey (1997), refers to the capability to recognize, to understand, and to manage emotions and to utilize this ability to navigate and effectively regulate the emotions of others. Such emotional competencies form the basis on which teamwork capabilities are built and developed, particularly in higher education, where the student is increasingly required to work in teams, undergo peer-to-peer debate, and engage in common problem-solving.

Highly emotionally intelligent students are likely to exhibit more self-awareness, empathy, and interpersonal sensitivity, qualities that are essential to keep group work cohesive. Emotionally intelligent individuals, as Goleman (2006) describes, are more likely to build healthy social relationships, react positively to criticism, and resolve conflict without increasing tension. This is a direct gain for collaboration since it enables easier communication, fewer misunderstandings, and a healthier team environment. In another study by Jordan and Troth (2004), students with a higher degree of emotional awareness were found to be more effective in conflict management during group decision-making tasks, producing positive results and improved group satisfaction.

The second essential link between EI and collaboration lies in the management of emotions. University collaborations are most often made up of stress, pressure, and conflict. Lacking the affective skills to manage such problems, students will disengage, dominate discussions, or avoid group work altogether. Control of emotion enables students to stay calm and problem-solving oriented in the face of challenges; therefore, group cohesion (Salovey& Grewal, 2005). Moreover, emotionally intelligent students are also

more likely to detect nuanced emotional indicators of disengagement or irritation among other students and react appropriately, reconnecting the emotional balance of the team process (Bar-On, 2006).

Moreover, EI builds trust in teams; a foundation for effective teamwork. Trust is not just created by task expertise but also by emotional harmony and empathy. Druskat and Wolff (2001) argue that emotionally intelligent groups are most likely to build emotionally safe environments where members feel respected and valued. Such an environment raises the participation level and encourages diverse contributions, resulting in creativity and critical thinking. When there is trust, students are more likely to share ideas, experiment in academics, and put investments in the success of the group.

Cultural and societal diversity in the university setting also emphasizes on the significance of EI. In multicultural groups, students must cope with differences in communication styles, values, and expectations. Emotional intelligence acts as a social compass, guiding students in understanding other people's behavior and accordingly adjusting their responses (Earley&Mosakowski, 2004). This adaptability improves intergroup relations and minimizes conflict that could be generated by differences in culture, so working together is more inclusive and equitable.

Educational programs can also become central in developing students' cooperative and emotional capabilities simultaneously. EI and teamwork skills can be developed simultaneously through interventions that incorporate emotional learning, such as reflective practice, peer evaluation, or teamwork games (Jaeger, 2003). Emotionally intelligent behavior, as modeled by teachers and the development of emotionally secure classrooms, is also critical in developing these capabilities in students.

In brief, emotional intelligence enhances collaborative capacity through the emotional skills that enable students to manage the interpersonal nuances of collaborative work. It enables empathy, communication, conflict resolution, and trust building, each essential to successful academic collaboration. As universities continue to promote collaborative learning, incorporating emotional intelligence into pedagogy will be essential to developing well-rounded student growth and preparing students for collaborative work environments.

Conclusion

When students roll up their sleeves and tackle projects together, they're doing more than just sharing a grade; they're learning how to listen, adapt, and solve problems as a team. Of course, without clear guidance, these group activities can fizzle: one student carries the load, another stays silent, and miscommunications crop up. That's why instructors need to be architects of collaboration: designing tasks that no one can complete alone, assigning rotating roles, and checking in regularly to catch small hiccups before they become full-blown conflicts. But the real magic happens when we mix in some emotional-intelligence practice. Research shows that when emotional safety, clear structure, and real-world relevance come together, collaboration shifts from a classroom requirement into a life skill. Hence, the next chapter is devoted to more research about these concepts.

Chapter Two: Practical Exploration of Emotional Intelligence's Impact on student's Collaborative Skills

Introduction

After establishing the theoretical foundations related to emotional intelligence and students' collaborative skills in the previous chapter, the current chapter shifts the focus toward the practical investigation of the research topic. It presents the fieldwork to explore

how emotional intelligence influences students' ability to collaborate effectively within academic settings. This chapter consists of two sections. The first one is concerned with the teacher's interview that used for gathering information about students' collaborative and emotional behavior. It includes the following components: Population and sample description, administration, data analysis, and interpretation of findings. The second section focuses on the students' questionnaire. The same pattern is applied to this section as well: population and sample description, administration, data analysis, and interpretation of findings. The chapter concludes by describing the limitations of the study and offering recommendations for students, educators, and future research.

Section One: Teachers` Interview

2.1.1 Population and Sample

During the 2024/2025 academic year, a sample of nine English language teachers was selected from a total population of 27instructors within the Department of Letters and Foreign Languages at Abd El-Hafid Boussouf University Center in Mila , were selected for this study. They teach subjects such as Oral Expression, Didactics, and Research Methodology courses that involve regular student collaboration. These teachers were chosen for the possibility to observe student interactions in group settings and assess the role of emotional intelligence in shaping teamwork. Their experience and observations make them a relevant and valuable sample for achieving the study's objectives.

2.1.2 Description of the Teachers' Interview

The teachers' interview conducted in this study consists of a total of eighteen questions, purposefully designed to elicit detailed and reflective responses from university instructors. These questions are semi-structured, allowing for both guided discussion and open-ended elaboration. This instrument aims to gain a deeper understanding of teachers' views,

experiences, and professional insights regarding emotional intelligence and its influence on students' collaborative skills. To ensure clarity and coherence, the interview is divided into four major sections, each serving a specific objective aligned with the overall research aims.

➢ **Section One: General Background (Questions 1–2)**

This introductory section aims to gather essential background information related to the participants' general familiarity with emotional intelligence as a concept. It seeks to understand how well-acquainted the teachers are with emotional intelligence and how they perceive its fundamental components in the context of student development.

➢ **Section Two: Emotional Intelligence in the Classroom (Questions 3–7)**

This section explores teachers' insights on how emotional intelligence manifests in the university learning environment. It probes their opinions about its role in student engagement, learning processes, and behavioral outcomes. Additionally, it asks participants to share examples or strategies they may use to nurture emotional skills such as empathy, self-regulation, or motivation during their teaching.

➢ **Section Three: Collaborative Skills and Group Work (Questions 8–14)**

This section focuses on classroom collaboration. It investigates how teachers perceive their students' abilities to work effectively in groups. It examines how collaborative tasks are implemented, the challenges observed among students, especially those with low emotional intelligence, and the skills that teachers consider crucial for successful group dynamics. It also explores whether emotional intelligence plays a role in improving teamwork and peer support.

➢ **Section Four: Reflections and Recommendations (Questions 15–18)**

The final section invites teachers to reflect on the broader relationship between emotional intelligence and collaborative learning. It also gathers their views on whether these two elements reinforce each other and how educational systems can better support their integration. Lastly, participants are encouraged to propose practical recommendations and express their interest in further training or workshops related to emotional intelligence and student group dynamics.

2.1.3. The Administration of the Teachers' Interview

In this study, data were collected from the teachers over three weeks. Data collection had to be flexible due to the busy schedules of university teachers, especially that arranging meetings within a short time frame was not easy. To adapt to this, the "Record by Phone" served as the primary method through which interviews were conducted with most participants. All the interviews lasted for 25 to 35 minutes, with space for an in-depth exploration of the teachers' perceptions. The gathered data were, then, analyzed following a thematic approach.

2.1.4. Theme Development

To gain deeper insight into the relationship between emotional intelligence and students' collaborative skills, we conducted a series of interviews with the aforementioned university teachers. The questions were designed to explore how teachers perceive emotional intelligence, how it appears in classroom interactions, and how it influences students' ability to work effectively in groups. Once the interviews were completed, the audio recordings were transcribed with attention to detail. We then proceeded to identify key expressions and recurring ideas that directly relate to the focus of this study. Through a careful review of the transcripts, several central themes began to emerge. These themes reflect common viewpoints among participants and offer a structured basis for analysis.

Theme 1: Teachers' Conceptual Understanding of Emotional Intelligence

Theme 2: The Role and Integration of Emotional Intelligence in Teaching Practices

Theme 3: Emotional Intelligence and Students' Collaborative Behavior

Theme 4: Reflections on the Development of EI and Suggestions for Improvement

2.1.5. The Interview's Analysis and Interpretation

2.1.5.1. Teachers' Conceptual Understanding of Emotional Intelligence

The participant teachers tended to conceive emotional intelligence (EI) as the ability to understand, manage, and communicate one's own emotions and to respond appropriately to others' emotional states. Perceptions in both theory and practice found expression in answers in broad mentions of such factors as empathy, self-regulation, and knowledge of one's feelings. Others viewed EI as a learned competence manifested in respectful behaviour and effective social interaction in cross-cultural or high-stress environments. One teacher connected EI to overall educational theory and viewed it as part of several intelligences. In contrast, another highlighted the fact that students who possess higher EI excel in group activities as they are more sensitive emotionally. When asked which of the five components of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skills) they considered most crucial for student development, some teachers refused to single out one element, emphasizing their interrelated nature and particularly noting motivation as the driving force behind academic resilience. Others, however, highlighted the importance of social skills in fostering team success. These views exemplify a collective understanding that EI is not only the foundation of personal growth but also a determining factor in shaping scholastic behaviour and interpersonal

relationships. Generally, instructors perceived EI as an intricate concept based heavily on both emotional self-regulation and interpersonal achievement. Their experience lends credence to its existence as a driving force behind successful learning and social interaction.

2.1.5.2. The Role and Integration of Emotional Intelligence in Teaching Practices

The instructors who were part of the interview emphasized the need for emotional intelligence (EI) as a requirement in the university classroom. Everybody viewed EI as a foundation for successful student participation and good academic performance. One of the teachers noted that without emotional motivation, a reported sub-skill of EI, students lose their capacity to concentrate or participate in class discussions. Others expressed that teachers must not only identify and manage their own emotions, but also those of the students, and that emotional awareness and empathy were the most important tools for creating a supportive learning environment. Teachers have mentioned that emotionally intelligent students exhibit better communication skills, more motivation, and more resilience when they are under academic stress. Moreover, some teachers shared observations from group work environments, where high EI students would exhibit leadership qualities, resolve differences constructively, and adapt to diverse perspectives, qualities required for teamwork. However, students with low EI would shy away or remain silent. While a couple teachers were unsure how to integrate EI into their teaching formally, the others indicated that they used indirect strategies, such as promoting empathy through class discussion, confirming expression of emotion in written assignments, or confirming emotional regulation in tense classroom situations. Of note, most participants admitted never having received formal training in EI, pointing out a professional development deficit. They generally concurred, though, that EI skills accumulate gradually with experience. As a whole, the evidence not only points to EI being recognized as an

essential component of academic and social success but also to its integration into pedagogy which is still situational and intuitive. The respondents also call for a need for systematic training and pedagogical practices that, when analysed, seem to align with previously referred to EI theories such as Goleman's five components (1995) or Salovey and Mayer's ability model (1990).

2.1.5.3. Emotional Intelligence and Students' Collaborative Behaviour

All the participants appeared to notice a tangible link between teachers' emotional intelligence and the cooperative behaviour of students in the classroom. They indicated that emotionally intelligent teachers have a learning environment where cooperation, group interaction, and mutual respect are valued. For example, participant 6 noted, "When we show understanding and work with feelings, students feel secure and are more likely to collaborate." This indicates that teacher emotional responsiveness creates a positive climate conducive to cooperation rather than competition. Moreover, some participants explained how when teachers act emotionally intelligent by employing listening, empathy, and arguing without losing their temper, students tend to echo such behaviour in interaction with each other. Participant 2 replied, "When I handle a misunderstanding calmly, my students notice that and learn how to behave with each other when they are in groups." This suggests that EI has a ripple effect, whereby students are modelling the emotional management style of their teacher and thus practicing improved collaboration and reduced peer conflict.

In addition, participant 4 shared a classroom experience where emotional intelligence directly impacted group dynamics: "There was a group activity where two students started arguing. Instead of intervening harshly, I acknowledged their frustration and helped them express it constructively. They ended up finishing the task together peacefully." This

anecdote illustrates how EI can transform potential conflict into an opportunity for growth, supporting students in building teamwork and emotional awareness.Overall, the participants agreed that emotionally intelligent teaching plays a fundamental role in enhancing students' ability to work collaboratively. Through empathy, emotional regulation, and supportive communication, teachers create classroom environments where students feel valued, heard, and motivated to contribute to group tasks effectively.

2.1.5.4. Theme 4: Reflections on the Development of EI and Suggestions for Improvement

Most participants agreed that collaborative tasks help develop emotional intelligence (EI) and improve students' social and communication skills. Participant 1 noted that experiential activities like peer mentoring and classroom discussions can enhance both EI and teamwork. Participant 2 emphasized the need for flexible strategies, suggesting that, like language teaching, EI development benefits from using various methods adapted to different situations.

Participant 3 highlighted the role of awareness, explaining that while EI can be inborn, it is also learnable through practice. In contrast, Participant 4 had no specific strategy but believed regular exposure to tasks helps students express themselves emotionally.

Rather than relying on formal workshops, many participants preferred integrating EI into everyday lessons. Participant 5 supported using "multi-intelligent tasks" during class, while Participant 6 recommended project-based learning to build communication and leadership. Participant 8 mentioned that peer feedback fosters emotional reflection and constructive interaction. Finally, Participant 9 stressed the importance of a safe, supportive environment where students feel free to take risks and grow emotionally.

In conclusion, the participants reflected that developing emotional intelligence through collaborative tasks is possible and valuable. To improve, students should be exposed to

regular group activities, peer feedback, and supportive classroom environments that encourage emotional expression, risk-taking, and self-awareness. Teachers should also continue exploring flexible and diverse strategies to meet students' emotional and social learning needs.

2.1.6. Discussion of the Main Findings of the Teacher's Interview

The major findings of the interviews with teachers demonstrate that emotional intelligence is identified as a significant element in student collaboration and academic success. Aligning with Goleman's (1995) model and Salovey and Mayer's (1990) definition, most teachers associated EI with self-awareness, empathy, motivation, and interpersonal regulation. However, there were answers founded upon merely a general or experiential conceptualization of the construct, reflecting a disconnection between theory and practice. This directly relates to research question one, as teachers link students' level of emotional intelligence with how well they collaborate and succeed academically.

In EI components, teachers highlighted motivation, self-awareness, and social skills as most relevant to academic success. These were framed as helping students stay motivated, deal with pressure in the classroom, and communicate effectively, especially during group work. This resonates with Bar-On's (1997) stance that emotional and social capabilities are mutual in shaping behaviour and outcomes. These points offer insights into research question two, identifying specific competencies like motivation, self-awareness, and social skills as crucial for student collaboration.

Teachers agreed that EI was at the core of the university classroom, especially in reducing anxiety and enhancing participation. They all said that high EI students adapt better, contribute more meaningfully to groups, and handle conflict more maturely. Yet, low EI students were consistently described as passive, anxious, or uncooperative barriers

which immediately affect group cohesiveness and learning. This section also contributes to answering research question three, by showing how emotional intelligence improves teamwork, reduces tensions, and fosters positive group communication.

However, in recognizing its importance, most of the educators admitted a lack of formal training in EI and cooperative pedagogy. Emotional competencies are more likely to be picked up through practice, improvisation, or incidental learning, rather than systematically. This lack of direction mirrors previous findings calling for professional development in emotional literacy (Jennings & Greenberg, 2009).

Lastly, while most of the participants concurred that emotionally intelligent students are more effective when they work in groups, some noted that group activities per se can develop EI if properly scaffolded and facilitated. Teachers recommended role-play, peer feedback, and working on projects as potential ways to develop EI and group work. However, some noted that in the absence of scaffolding, group work might perpetuate inequality or passivity in students. This insights links to research question four, suggesting practical ways educators can integrate EI into teaching through structured group work, feedback, and role-play activities.

In summary, the evidence points to the fact that while emotional intelligence is considered central to effective collaboration, EI development remains unstructured and underemphasized in formal teacher preparation. This implies a critical need for institutional support, integration into the curriculum, and consciousness-raising initiatives that build EI and collaborative ability in higher education.

Section Two: Students' Questionnaire

2.2.1. Population and Sample

This study investigates the impact of emotional intelligence on collaborative skills among third-year EFL students at Abd el-hafid Boussouf University Center, Mila, during the 2024/2025 academic year. The target population includes 149 students across different sections in the English Department. A random sample of 100 students was chosen to give the questionnaire in order to have a combination of academic performance, gender, and classroom experience that could influence both teamwork and emotional intelligence. Third-year students were targeted because of their extended exposure to both group work and classroom interaction, which would have fostered the development of relevant emotional and social competencies. Their input is thus vital to understanding how emotional intelligence shapes collaboration in academic settings.

2.2.2 Description of Students' Questionnaire

The Students' Questionnaire, designed to explore the relationship between emotional intelligence and collaborative skills among third-year English language students at Abd El-hafid Boussouf Mila University Centre, is composed of twenty-six questions divided into three distinct sections.

> **Section One: Demographic Information (Questions Q1–Q4)**

This introductory section collects essential demographic and academic information about the participants. It includes multiple-choice questions regarding students' age, gender, year of study, and their previous experience in participating in group projects at the university. The purpose is to establish a general profile of the participants and understand their background in collaborative settings.

> **Section Two: Understanding Emotional Intelligence (Questions Q5–Q7)**

In this section, the questionnaire aims to assess students' conceptual understanding of emotional intelligence. Participants are asked to identify key components of emotional intelligence, define it in their own words, and indicate where they first learned about the concept. The section combines close-ended, multiple-choice questions with an open-ended question, allowing both structured and personal reflections.

> **Section Three: Reflection on Emotional Intelligence (Questions Q8–Q26)**

The final and most extensive section invites students to reflect on how emotional intelligence manifests during group collaboration.

Questions 8 to 24 consist of Likert scale items where students express their level of agreement with various statements concerning emotional awareness, emotional regulation, empathy, interpersonal communication, conflict resolution, teamwork, and academic collaboration.

> **Section Three: Reflection on Emotional Intelligence (Questions Q8–Q26)**

The last two questions (Q25 and Q26) are open-ended, encouraging students to provide detailed personal insights. They are asked to explain how emotional intelligence influences group collaboration at university and to describe a specific group project experience where emotional intelligence played a positive or negative role.

The structure of this section ensures both quantitative and qualitative insights, enriching the understanding of emotional intelligence's impact on collaborative skills.

2.2.3 .The Administration of Students' Questionnaire

The questionnaire was administered to third-year English language students at Abd El-hafid Boussouf University Center in Mila. From the total population of 149 students, a

representative sample of 100 participants was selected to ensure a broad range of academic experiences and perspectives. The distribution was carried out during regular lectures and tutorials, and the questionnaire, written in English to reflect the participants' language of instruction, was completed individually. The period of data collection was one week, between April 23rd and April 28th, to give the students sufficient time to think through their answers. To encourage honesty and dependability, anonymity and confidentiality of participants were ensured at all times during the exercise.

2.2.5. Data Analysis and Interpretation

2.2.5.1 Section One: Background Information (Q1-Q4).

Q1. What is your age range?

	Number of participant	Percentage
20-23	87	87%
23-25	10	10%
25-30	03	03%
Total	100	100%

Table 01. Distribution of Participants by Age Range.

This question aimed to determine the participants' age range to provide a clearer demographic profile of the study sample. Age is a relevant factor because it may influence

students' learning experiences, maturity levels, and perspectives. The results showed that most respondents (87%) were between 20 and 23 years old, 10% were aged 23–25, and 3% were between 25 and 30. These figures indicate that the sample mainly comprises young students, which aligns with their academic level as third-year English students. The clear dominance of the 20–23 age group suggests that most participants fall within the typical age range for this stage of study. This likely reflects common academic and social experiences, which can shape students' attitudes and behaviors in the learning environment. Understanding this age distribution adds value to the analysis, as it ensures that interpretations are aligned with the relatively homogeneous nature of the sample.

Q2. Specify your gender

Table 02: Gender-Based Considerations in Participant Distribution.

To understand how emotional intelligence functions in academic collaboration, it was important to consider the gender composition of the sample. The results showed a noticeable imbalance, with 78% identifying as female and 22% as male. This uneven

Gender	Number of participants	Percentage
Male	22	22%
Female	78	78%
Total	100	100%

distribution suggests that gender may influence how students perceive and apply emotional intelligence in group settings. Since most participants were female, observed trends may reflect gendered experiences in emotion management and teamwork. Given that emotional

intelligence is often linked to empathy, communication, and conflict resolution traits influenced by gender roles, this calls for a gender-sensitive interpretation. Overall, the gender profile helps contextualize students' social and emotional engagement and serves as a basis for future research on gender-specific patterns in emotional intelligence and collaboration.

Q3: For how many years have you been studying at the university?

The objective of this question was to identify participants' academic level to contextualize their responses. Most respondents (96%) reported having been studying at the University for 3 years. 4% have been studying for 4 years. This reflects the targeted sampling strategy, which focused specifically on students at the same stage of their academic journey. With such experience in both language learning and university life, the students' responses are expected to be informed and thoughtful. Their consistency in study level, being 3rd year, also contributes to the reliability of the data, allowing for focused insights related to students at this stage.

Q4. Have you participated in group projects during your university studies?

Table 04: *Students' Participation in Group Projects and their Relation to Emotional* Intelligence

	Number of participants	Percentages
Yes	**90**	**90%**
No	**10**	**10%**
Total	100	100%

To explore the link between emotional intelligence and collaboration, students were asked about their prior experience with group projects. The results showed that 90% had participated in group work during university, while only 10% had not. This indicates that most students had sufficient exposure to environments where emotional intelligence is

applied, such as in managing conflict, communicating effectively, and building trust. Those without such experience offer a contrasting view, highlighting how limited group interaction may hinder emotional skill development. This question confirms both the relevance of emotional intelligence in academic collaboration and the validity of findings based on students' practical experience.

2.2.5.2. Section Two: Understanding Emotional Intelligence

Q5: Which of the following do you believe are components of emotional intelligence?

Table 05: Students' Beliefs about the Components of Emotional Intelligence

	Number of participants	Percentage
Self-awareness	**85**	**85%**
Empathy	**56**	**56%**
Time management	**26**	**26%**
Self-regulation	**56**	**56%**
Motivation	**61**	**61%**
Technical ability	**12**	**12%**
Social skills	**71**	**71%**
Leadership	**43**	**43%**

This question explored what participants believe constitutes emotional intelligence, particularly within educational and interpersonal settings. Most students (85%) identified self-awareness as a key component, followed by social skills (71%), motivation (61%), empathy, and self-regulation (both at 56%). Leadership (43%) and time management (26%) were chosen less frequently, while only 12% mentioned technical ability. These results suggest that students associate emotional intelligence more with internal awareness

and interpersonal skills rather than technical or cognitive abilities. The emphasis on self-awareness and empathy highlights their understanding of emotional intelligence as both a personal and social skill. The low selection of technical ability indicates that students distinguish clearly between emotional and cognitive competencies. These findings offer insight into how third-year English students conceptualize emotional intelligence and its relevance to their academic and social lives.

Q6. In your own words, how would you define emotional intelligence?

The analysis of students' responses to the open-ended question reveals a generally consistent understanding of emotional intelligence as a multidimensional concept involving both intrapersonal and interpersonal skills. Most of the students emphasized self-awareness, being capable of recognizing and understanding one's emotions and self-regulation, particularly when making choices or in stressful situations. This suggests how much they value emotional stability in academic and social life. Other than individual regulation, the majority of the answers highlighted empathy and social awareness, pointing to the importance of perceiving other individuals' emotions and reacting in response. The students, thus, viewed emotional intelligence as an individual trait and as a critical social skill that is required in communication, team building, and conflict resolution. These definitions fall within Goleman's (1995) five core components of EI: self-awareness, self-regulation, motivation, empathy, and social skills, and Bar-On's (1997) emotional and social competencies model that allows individuals to acclimate to social requirements. Overall, students' definitions reflect a clear understanding of emotional intelligence as essential for successful collaboration and personal development within academic settings.

Q7: Where did you first learn about emotional intelligence?

Table 07: Sources From Which Students First Learned About Emotional Intelligence

	Number of participant	Percentage

School or university courses	34	34**%**
Social media or online content	27	27**%**
Books or articles	09	09**%**
Life experience	21	21**%**
I have never learned about it	09	09**%**
Total	100	100**%**

This question aimed to identify where participants first encountered the concept of emotional intelligence. Understanding these sources provides context for how students form knowledge about psychological concepts. Results revealed that 34% learned about emotional intelligence through school or university courses, the most common source. This was followed by social media or online content (27%), life experience (21%), and books or articles (9%). Another (9%) reported having no prior exposure to the concept. These findings suggest that formal education plays a primary role in introducing emotional intelligence, while online platforms also serve as significant learning tools. The small number of participants with no prior knowledge suggests that emotional intelligence has become increasingly recognized and integrated within both educational settings and broader society. The influence of online content also highlights the increasing role of digital media in students' learning beyond the classroom.

2.2.5.3. **Section Three: Reflection on Emotional Intelligence**

* **Please, rate your level of agreement with the following statements (Q8 to Q13) as:**

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

Q8. I feel aware of my emotional state while working in a group.

Table 08: Awareness of Emotional State during Group Work

	Number of Participants	Percentages
Strongly Agree	32	32%
Agree	48	48%
Neutral	14	14
Disagree	05	05%
StronglyDisagree	01	01%
Total	100	100%

This question was posed to explore the extent to which students are aware of their emotional states while working in groups, given that emotional self-awareness is a fundamental component of emotional intelligence as outlined in Goleman's model (1995). The findings suggest that (32%) of students strongly agree and (48%) agree are emotionally aware when doing group work, and it is good emotional self-awareness. It shows that most of the students can identify and understand their feelings as they relate to other people and hence escape misconceptions, manage behavior, and foster good communication. Meanwhile, (14%) chose the neutral option, which may indicate uncertainty or difficulty in evaluating the emotional impact of group work. Additionally, (3%) disagree and (2%) strongly disagree showed a lack of emotional awareness, possibly due to weak emotional intelligence skills or external pressures within the group. These results emphasize the importance of classroom instruction in emotional self-awareness to enhance group interaction and facilitate academic and social achievement.

Q9.Emotional regulation helps me stay focused in group activities.

Table 09: Students' Views on Emotional Regulation and Focus in Group Work

	Number of Participants	Percentages
StronglyAgree	23	23%
Agree	63	63%

Neutral	**10**	**10%**
Disagree	**04**	**04%**
StronglyDisagree	**00**	**00%**
Total	**100**	**100%**

This question investigated students' views on how emotional regulation helps maintain focus during group work. Emotional regulation is a key aspect of emotional intelligence and is especially important in collaborative settings. Results showed that (63%) agreed and (23%) strongly agreed that emotional control helps them stay focused during group tasks. Only 10% were neutral, while 4% disagreed. These responses indicate that students recognize the importance of managing emotions to remain engaged and productive in group activities. The high level of agreement (86%) demonstrates that emotional regulation is seen not just as a personal strength but as a collaborative skill that supports effective teamwork. This reflects the learning environment of third-year students, where group tasks and presentations are common.

Q10. **I can recognize emotional tension within a team.**

Table 10: *Students' Ability to Recognize Emotional Tension within a Team.*

	Number of Participants	**Percentages**
StronglyAgree	**16**	**16%**
Agree	**53**	**53%**
Neutral	**25**	**25%**
Disagree	**05**	**05%**
StronglyDisagree	**01**	**01%**
Total	**100**	**100%**

The analysis of students' responses to the question revealed that a majority of participants reported an affirmative awareness of group emotional dynamics, with 53% agreeing and 16% strongly agreeing. This suggests that many students can recognize

emotional cues such as stress or conflict in group settings, aligning with Goleman's (1995) concepts of empathy and social awareness. However, 25% selected neutral, indicating uncertainty or limited experience in interpreting emotional signals, possibly due to low confidence or insufficient group work exposure. According to Bar-On's (1997) model, this may reflect gaps in interpersonal or stress management skills. A small portion (5%) disagrees, and (1%) strongly disagrees, admitting difficulty in detecting emotional tension, which could stem from low emotional self-awareness or discomfort with sensitive issues. Overall, while awareness is evident among most students, the neutral and negative responses highlight a need for targeted instruction in emotional literacy within collaborative learning environments.

Q11.Being emotionally aware reduces misunderstandings in group settings.

Table 11: *Perceptions of Emotional Awareness and Misunderstandings in Groups.*

	Number of Participants	Percentages
StronglyAgree	29	29%
Agree	44	44%
Neutral	16	16%
Disagree	04	04%
StronglyDisagree	00	00%
Total	100	100%

This question aimed to explore students' perspectives on the role of emotional awareness in reducing misunderstandings during group interactions. Emotional awareness is essential for effective communication and collaboration. The findings revealed that 29% of students strongly agreed and 44% agreed that emotional awareness helps minimize misunderstandings in group work. Meanwhile, 16% were neutral, 7% disagreed, and 4% strongly disagreed. The overall (73%) agreement indicates a strong belief in the link between emotional awareness and group harmony. That disagreement may stem from the

lack of exposure to emotional training or may prioritize other aspects of group dynamics. This is particularly relevant for third-year English students who often engage in collaborative work that requires empathy, negotiation, and clear communication.

Q12. **Empathy improves my relationships with group members.**

Table 12: Students' Perception of Empathy's Impact on Relationships with Group Members.

	Number of Participants	Percentages
StronglyAgree	27	27%
Agree	46	46%
Neutral	19	19%
Disagree	3	3%
StronglyDisagree	5	55
Total	100	100%

This question analyzes students' perceptions regarding the role of empathy in enhancing relationships within group settings. The results show a strong positive inclination, with 27% strongly agreeing and 46% agreeing that empathy contributes to better interpersonal relations among group members. This suggests a clear understanding among students of empathy as a core element of emotional intelligence, promoting trust, mutual respect, and effective communication, which are essential for teamwork. In contrast, 19% of the students selected a neutral response, possibly due to limited group work experience, uncertainty about empathy's impact on group dynamics, or unfamiliarity with emotional intelligence. It may also reflect the belief that other factors, like communication or shared responsibility, play a more central role. Meanwhile, 3% disagreed and 5% strongly disagreed, seeing empathy as not really essential, perhaps due to past negative experiences, lower emotional awareness, or a preference for independent work. Overall, these findings

reinforce the relevance of empathy in academic collaboration, aligning with Goleman's (1995) framework, which emphasizes empathy as crucial for managing relationships, resolving conflicts, and fostering cooperation.

Q13. Emotional support from teammates enhances my participation.

Table **13:** *Emotional Support from Teammates Enhancing Participation.*

	Number of Participants	Percentages
StronglyAgree	17	17%
Agree	50	50%
Neutral	23	23%
Disagree	09	09 %
StronglyDisagree	01	01 %
Total	100	
		100%

The purpose of this question was to investigate whether emotional support provided by teammates can enhance students' participation during group work. According to the results, a considerable majority of students (50%) agreed, and 17% strongly agreed. This reflects the significance of a positive emotional climate in group settings where empathy, encouragement, and understanding are determinants in students' readiness to perform and engage. These results are parallel with Bar-On's (1997) model, which places emotional and social competencies at the center of interpersonal relationship management and group performance. On the other hand, 23% of the respondents remained neutral, suggesting either a lack of awareness about the role of emotional support, a focus on individual achievement, or mixed experiences in group interactions. Meanwhile, 9% of students disagreed and only 1% strongly disagreed, possibly reflecting personal preferences for independent work, negative past experiences, or uncertainty toward the value of emotional factors in academic collaboration. Overall, the findings emphasize the role of emotional

support in creating a productive and inclusive environment that encourages student engagement and enhances group dynamics.

Q14.Emotional intelligence strengthens interpersonal relationships in a group.

Table 14: *Students' Perceptions of Emotional Intelligence and Group Relationships.*

	Number of Participants	Percentages
StronglyAgree	22	22%
Agree	57	57%
Neutral	16	16%
Disagree	03	03%
StronglyDisagree	02	02%
Total	100	100%

This question examined how students perceive the contribution of emotional intelligence to the establishment of interpersonal relationships within group work. Emotional intelligence, especially the management of emotions and empathising with others, is associated with effective interactivity. According to the data, 57% of the participants agreed and 22% strongly agreed that emotional intelligence promotes effective group relationships, hence obtaining an overall 79% agreement. Meanwhile, 16% were neutral, 3% disagreed, and 2% strongly disagreed. The outcomes of these findings suggest that most students value emotional skills for the establishment of trust, communication, and harmony in teamwork. The high level of agreement reflects an awareness of emotional intelligence as a key ingredient in successful academic collaboration.

Q15. **I communicate more effectively when I am emotionally aware.**

Table 15: *Emotional Awareness and Its Impact on Communication Effectiveness.*

	Number of Participants	Percentages
StronglyAgree	31	31%

Agree	**48**	**48%**
Neutral	**16**	**16%**
Disagree	**03**	**03%**
StronglyDisagree	**02**	**02%**
Total	**100**	**100%**

This question aimed to examine whether emotional awareness enhances communication during group work. The findings revealed a clear positive tendency with 48% of participants agreeing and 31% strongly agreeing, believing that being aware of one's emotions improves communication. This means that most students understand the importance of emotional intelligence in establishing understanding, improving expression and listening, and being responsive to others as necessary skills for successful collaboration. Such an assumption is upheld by Goleman's (1995) theory of emotional intelligence, which describes emotional self-awareness as a necessary skill for managing relationships and communicating empathetically and clearly. Meanwhile, 16% remained neutral, possibly due to limited experience, uncertainty about the link between emotions and communication, or the belief that other factors, such as language skills or personality, play a more significant role. However, 3% of the respondents disagreed and 2% strongly disagreed rejecting the idea, possibly due to past negative experiences, a preference for emotionally detached communication, or doubt about the role of emotions in academic contexts. On the whole, the results highlight students' growing recognition of emotional awareness as key to effective interaction and teamwork.

Q16.I am able to handle disagreements respectfully in a team.

Table 16: Students' Self-Assessment of Conflict Resolution in Teams.

	Number of Participants	**Percentages**

StronglyAgree	**17**	**17%**
Agree	**53**	**53%**
Neutral	**24**	**24%**
Disagree	**06**	**06%**
StronglyDisagree	**00**	**00%**
Total	**100**	**100%**

This question focused on students' confidence in their ability to resolve disagreements respectfully within a team. This is a vital emotional intelligence skill, particularly in learning environments that depend on group interaction. The results showed that 17% strongly agreed and 53% agreed, forming together a 70% positive response rate. Meanwhile, 24% were neutral and only 6% disagreed. While the majority are confident in their conflict-resolution skills, the notable percentage of neutral responses may reflect limited experience or uncertainty. Nonetheless, the findings suggest that respectful disagreement is largely recognized and practiced among third-year English license students.

Q17.Emotional intelligence contributes to resolving conflicts constructively.

Table 17: *The Role of Emotional Intelligence in Constructive Conflict Resolution.*

	Number of Participants	**Percentages**
StronglyAgree	**19**	**19%**
Agree	**64**	**64%**
Neutral	**13**	**13%**
Disagree	**4**	**4%**
StronglyDisagree	**0**	**0%**
Total	**100**	**100%**

This question aimed to evaluate students' views on whether emotional intelligence aids in resolving conflicts during group work. The results showed strong agreement, with 64% of participants agreeing and 19% strongly agreeing, believing that emotional intelligence plays a positive role in conflict management. This means that most students

know the importance of emotional competencies such as awareness, self-regulation, and empathy in resolving conflicts peacefully and fostering common understanding. These results are consistent with Goleman's (1995) framework of emotional intelligence that stresses the role of emotional competence in having good relationships and keeping social tensions under control. Meanwhile, 13% remained neutral, possibly reflecting uncertainty, limited collaborative experience, or challenges with emotionally driven conflicts. Only 4% of the participants disagreed, potentially due to negative experiences or a preference for rational or authority-based solutions. Overall, the findings underline students' understanding of emotional intelligence as essential for building cooperative and respectful group dynamics.

Q18. I consider the emotional tone of discussions before responding.

Table 18: Consideration of Emotional Tone during Group Discussions.

	Number of Participants	Percentages
StronglyAgree	**21**	**21%**
Agree	**45**	**45%**
Neutral	**24**	**24%**
Disagree	**10**	**10%**
StronglyDisagree	**00**	**00%**
Total	**100**	**100%**

This question evaluated students' emotional sensitivity, specifically, whether they consider the emotional tone of a conversation before responding. Such consideration demonstrates emotional intelligence, particularly in empathy and emotional regulation. Results indicated that 21% strongly agreed and 45% agreed indicating that they are emotionally attentive during discussions. 24% were neutral, and only 10% expressed

disagreement. These results suggest that many students practice emotional awareness during communication. However, the relatively high number of neutral responses may signal that some students do not consistently engage in this behavior. Overall, the findings reflect a generally positive attitude toward emotionally intelligent communication among third-year students.

Q19. **Emotional intelligence improves the overall success of group projects.**

Table 19: *Emotional Intelligence and the Overall Success of Group Projects.*

	Number of Participants	Percentages
StronglyAgree	23	23%
Agree	55	55%
Neutral	16	16%
Disagree	4	4%
StronglyDisagree	2	2%
Total	100	100%

This question explored whether students view emotional intelligence as a contributor to the success of group projects. A clear majority of students (55%) agreed and (23%) strongly agreed that emotional intelligence enhances group outcomes. This suggests students' understanding of the importance of emotional competencies such as empathy, regulation, communication, and cooperation in building successful teams. These findings are pointed to in the literature by both Goleman's (1995) emphasis on relationship management and Bar-On's (1997) emotional intelligence view as a gateway to successful social functioning. 16% of the participants remained neutral, possibly due to limited experience with emotionally competent groups or uncertainty about their role compared to their technical abilities. A small minority (6%) disagreed, which may stem from experiences where emotional intelligence was lacking or a belief in prioritizing cognitive over emotional skills. On the whole, emotional intelligence is acknowledged as a key factor in achieving collaborative success in the academic setting in concern of this study.

Q20.I feel more motivated when working with emotionally intelligent teammates.

Table 20: Motivation Levels in Teams with Emotionally Intelligent Members.

	Number of Participants	Percentages
StronglyAgree	37	37%
Agree	39	39%
Neutral	17	17%
Disagree	07	07%
StronglyDisagree	00	00%
Total	100	100%

This question assessed whether students feel more motivated when collaborating with emotionally intelligent peers. Emotional intelligence often creates a more supportive and conflict-free environment, which can enhance motivation. According to the results, 37% strongly agreed and 39% agreed, leading to a 76% positive response rate. However, 17% were neutral, and 7% disagreed. These results suggest that students recognize the motivational benefits of emotionally intelligent teammates. For third-year students who engage in frequent group projects, such emotional dynamics can significantly influence productivity and group morale.

Q21.Teams with emotionally intelligent members are more cohesive.

Table 21: Emotional Intelligence and Team Cohesion

	Number of Participants	Percentages
StronglyAgree	37	37%
Agree	43	43%
Neutral	12	12%
Disagree	7	7 %
StronglyDisagree	1	1%
Total	100	100%

This question examined whether emotionally intelligent teams are perceived as more cohesive. In response to this question, 37% of students strongly agreed and (43%) agreed supporting this idea and indicating that they associate emotional intelligence with stronger group harmony. Skills like empathy, emotional awareness, and self-regulation were seen as contributing to trust, better communication, and fewer interpersonal issues. This aligns with Goleman's (1995) model, which emphasizes these abilities as essential for managing social relationships effectively. Meanwhile, 12% adopted a neutral stance, likely due to limited team experience or uncertainty about the specific impact of emotional intelligence. A small minority of students (8%) disagreed, possibly reflecting personal experiences where emotional intelligence seemed less relevant or a belief that structural or task-related factors are more decisive. Generally, the responses suggest that emotional intelligence is widely viewed as a key element in building group cohesion and supporting collaborative success.

Q22.I collaborate better with peers who are emotionally self-aware.

Table 22: *Collaboration Quality with Emotionally Self-Aware Peers.*

	Number of Participants	Percentages
StronglyAgree	32	32%
Agree	45	45%
Neutral	19	19%
Disagree	04	04%
StronglyDisagree	00	00%
Total	100	100%

This question examined students' attitudes toward working with peers who are emotionally self-aware. Emotional self-awareness helps individuals understand how their feelings affect others and is foundational to effective teamwork. The findings showed that 32% strongly agreed and 45% agreed, feeling that collaboration improves with emotionally

self-aware individuals. Meanwhile, 19% were neutral, and only 4% disagreed. These results suggest that students perceive emotional self-awareness as beneficial for reducing tension, enhancing empathy, and fostering clearer communication. For third-year English students, such collaboration is particularly important, given the group-oriented nature of their academic activities.

Q23. **Emotional intelligence is as important as academic ability in team projects.**

Table 23: Perceptions of Emotional Intelligence and Academic Ability in Team Collaboration.

	Number of Participants	Percentages
StronglyAgree	33	33%
Agree	40	40%
Neutral	19	19%
Disagree	6	6%
StronglyDisagree	2	2%
Total	100	100%

The purpose of this question was to assess students' perceptions regarding the relative importance of emotional intelligence compared to academic ability in the context of team projects. The findings revealed a strong preference for emotional intelligence in collaborative settings, with 33% of students strongly agreeing and 40% agreeing that it plays a key role in successful group work. This suggests a clear awareness of EI as essential for communication, motivation, empathy, and conflict resolution skills that go beyond academic performance. These results support Bar-On's (1997) model, which views EI as a set of emotional and social competencies vital for teamwork. While 19% of participants were neutral, possibly reflecting uncertainty or a balanced view of emotional and cognitive skills, a small percentage (6%) disagreed, and (2%) strongly disagreed. These few responses might reflect the students' tendency to prioritize technical knowledge

over emotional abilities. Overall, students recognize emotional intelligence as a valuable complement to academic skills in fostering effective collaboration.

Q24. In your opinion, how does emotional intelligence influence group collaboration at university?

The responses to this question were analyzed to identify common themes. The most common theme (28%) was improved communication, in which students felt that emotionally intelligent individuals express ideas more clearly, listen actively, and contribute to respectful dialogue. The second most common theme (24%) involved emotional intelligence in conflict resolution and stress management. Students observed that understanding and managing emotions helps prevent conflicts and maintain group cohesion. About 20% of responses focused on empathy and mutual respect, while 15% emphasized motivation and leadership. Lastly, 13% mentioned harmony and trust, highlighting how emotional intelligence fosters a supportive group environment. Overall, the responses indicate that students view emotional intelligence as a crucial factor in successful teamwork, aligning with broader goals of developing soft skills and emotional sensitivity in higher education.

Q25. Can you describe a specific group project where emotional intelligence, whether your own or a peer's a positive or negative impact on the outcome?

This question aimed to explore how emotional intelligence affects group project performance by examining students' perceptions. Most responses indicated that emotional intelligence played a positive role in enhancing cooperation, managing conflicts, and achieving successful outcomes. Many students mentioned that empathy and emotional understanding created a supportive group atmosphere, improving collaboration and task completion. Emotional stability was also noted as important for handling stress and meeting deadlines. For example, one student shared, *"In one of our group assignments last*

semester, we had a teammate who kept rejecting others' ideas and dominating the discussion. It created tension and slowed our progress. I tried to stay calm, used active listening, and suggested we set clear roles so everyone felt included. That small shift helped reduce the conflict and improved our teamwork. It showed me how emotional intelligence, like self-control and empathy, can really turn things around in group work."

Students gave some instances wherein emotionally intelligent team members could resolve internal conflicts through listening and moving others towards compromise, strengthening unity within the group. For example, another student described a situation: *"There was a tension between two students and no one accepted the other's opinion. So the third person, who was emotionally intelligent, stayed calm, acknowledged both opinions, and discussed them together, encouraging each to express more views to be used appropriately if needed."* The opposite was that low emotional intelligence correlated with tension, poor communication, and decreased coordination that tainted project outcomes in a negative manner. Emotionally aware team members were characterized as being of greatest value in maintaining calm, reducing apprehension, and enhancing open, respectful exchange of ideas. Overall, the study confirms the significance of emotional intelligence to effective teamwork.

2.2.6. Discussion of the Main Findings of the Students' Questionnaire

The questionnaire administered to third-year English students at Abd el-hafid Boussouf University Center of Mila reveals a strong awareness of the role emotional intelligence (EI) plays in effective group work. The data obtained from the students' responses reflect a solid understanding of emotional competencies such as self-awareness, empathy, emotional regulation, and interpersonal sensitivity as key elements in successful collaborative learning.

Moreover, EI is largely identified as having a primary function in group interaction. Approximately one-quarter of the subjects indicate that people who are emotionally intelligent are effective listeners and communicators, which aligns with Goleman's (1995)emphasis on self-awareness and social skills. Furthermore, the findings indicate that the students' ability to control their emotions allows them to remain on task and calm in group activities, aligning with the arguments of bothGoleman (1995) and Bar-On (1997) for emotional self-regulation.

The study also directs towards the use of EI in conflict and stress management. The findings prove that emotional control prevents conflicts from escalating, and help resolve conflicts respectfully. This, in turn, shows a level of emotional maturity that is not only beneficial for students but can be utilized in the workplace. In addition, mutual respect and empathy are generally seen as being required; nearly three-quarters of the respondents agree that emotional sensitivity reduces misunderstandings and makes intergroup relationships better, creating a more tolerant and supportive atmosphere in which members are open to sharing.

Moreover, the data analysis of the students' questionnaire also reveals that greater motivation and engagement take place when working with emotionally intelligent peers thanks to the positive energy, encouragement, and shared sense of responsibility that such individuals bring to group work elements that are central to productive collaboration. Moreover, it is also worth mentioning that although EI is not often defined by the students in terms of trust and group cohesion, these aspects correspond with Bar-On's interpersonal model, particularly in settings with diverse and female-majority groups, where emotional sensitivity is often heightened.

The overall relevance of EI to group achievement is essential as yielded by the data analysis. The importance of self-awareness and emotional regulation in promoting

cooperation and reducing tension is acknowledged by the students, echoing the claims of scholars like Bar-On, who advocate for the integration of emotional skills into higher education curricula. Additionally, the majority of the respondents consider EI to be as fundamental as academic abilities in maintaining a productive group environment.

Finally, the students' reflections illustrate the practical value of EI in group work. Positive group experiences often involve calm, empathetic peers whofostere a respectful and constructive atmosphere. In contrast, negative experiences are typically marked by poor communication, emotional detachment, and lack of trust. These accounts reinforce the interview findings and resonate with theoretical perspectives proposed by Goleman, Bar-On, and Salovey and Mayer, all of whom emphasize the critical role of EI in enhancing communication, building relationships, and improving collective performance underscoring its significance in higher education.

These results clearly answer the research questions. First, the students' answers show that emotional intelligence really helps them work better with others, which answers the first question. Also, they talked a lot about things like self-awareness, empathy, and controlling emotions; these are the main emotional skills needed for group work, which relates to the second question. The way EI helps avoid problems, improves communication, and creates a good group atmosphere answers the third question about teamwork and problem-solving. Finally, since many students said that EI is just as important as academic skills, this supports the last question and shows that teachers should try to include emotional skills in their lessons to help students collaborate better.

2.3. Limitations and Pedagogical Recommendations

2.3.1. Limitations of the Study

This study, which aimed to explore the influence of emotional intelligence on students' collaborative skills among third-year English students at the University Center of Mila,

faced several limitations that may impact its depth and scope. Although 149 students were targeted, only 100 completed the questionnaire since some declined to participate or gave incomplete responses, usually due to limited awareness or absence. Additionally, while nine of the teachers participated in the interview, convincing others was not easy, with one teacher refusing to be taped for personal reasons. While there were sufficient interviews in length, conducting and organizing them took significant effort and time. The research timeframe was achievable but demanded more planning, and there were some organizational and personal problems experienced along the way.

Providing the literature basic for the study was not easy, either. It required deep searching because almost no local research linked emotional intelligence and teamwork in universities. Moreover, the absence of institutional programs that focus on emotional intelligence development limited the availability of structured references, especially since not all students had a clear understanding of the concept.

2.3.2. Pedagogical Recommendations

Based on the research findings, the following is recommended to introduce emotional intelligence into the learning environment for the general benefit of learners and teachers, and to inform future studies:

2.3.2.1. Recommendations for Educators

- Teachers play a pivotal role in emotional intelligence development and in building collaborative skills. Therefore, professional development programs must include training in emotional awareness, interpersonal skills, and classroom practices to foster emotional development.

- Teachers need to develop a positive classroom environment that promotes emotional expression and cooperation.

- Teachers need to highlight the importance of emotional intelligence for both professional and personal life for students and encourage them to examine their emotional responses and develop self-regulation skills.

2.3.2.2. Recommendations for Students

- Emotional intelligence must be regarded as a fundamental part of academic and personal growth by students, particularly within cooperative environments. The development of self-awareness, empathy, and emotion management will immensely enhance their co-operation experiences.

- Joining workshops, seminars, or co-curricular activities in the context of emotional skills can help the students develop confidence and improve interpersonal skills.

- Students need to understand that emotional intelligence impacts their future careers and relationships.

- Encouraging independent learning and self-reflection on emotional reactions can enable students to better control their emotions and interact more constructively with others.

2.3.2.3. Recommendations for Future Research

- This study opens the door to further investigation of the relationship between emotional intelligence and teamwork competencies in university settings. Future studies should employ larger and more diverse samples to increase the validity and generalizability of findings.

- Future studies can employ longitudinal designs to explore the growth of emotional intelligence across time and its impact on teamwork abilities. Experimental studies

assessing the impact of targeted training programs may also yield pragmatic suggestions for improving students' teamwork abilities.

- Examining students' attitudes and perceptions about emotional intelligence and collaboration may increase insight into the psychological and cultural processes that form these abilities in diverse educational environments.

Conclusion

This chapter focuses on the practical dimension of the research by analyzingstudents' and teachers' beliefs regarding how emotional intelligence can help enhance collaborative skills in the classroom at the university level. The study establishes that the teachers considered emotional intelligence to be crucial in fostering communication, motivation, and cooperation among the students, particularly in collaborative learning environments. In the same way, students demonstrated a growing appreciation of the value of emotional competencies such as empathy, self-regulation, and self-awareness in developing positive peer relationships and successfully carrying out group projects. Despite minor differences in attitudes, students and teachers alike stand firmly together on the necessity of integrating emotional intelligence in learning. Such a shared consensus reveals the need for diverse pedagogies that cultivate emotional and social skills as integral aspects of education. In doing so, learning environments may be made inclusive and supportive, fostering active participation and resilient collaboration among students.

General Conclusion

This study aimed to explore the role of emotional intelligence in enhancing students' teamwork capabilities within higher education settings. To achieve this, a mixed-methods approach was employed, combining data from teacher interviews and student

questionnaires to   provide a comprehensive perspective on emotional competencies in collaborative learning environments.

The research focused on key questions regarding how emotional intelligence components such as self-awareness, motivation, empathy, and emotional regulation affect teamwork effectiveness among students.

In conclusion, this study has critically examined the application of emotional intelligence and students' teamwork capabilities in the context of higher education. Relying on a solid theoretical basis and supported by empirical evidence, the study examined how emotional competencies, self-awareness, motivation, empathy, and emotional control are effective in teamwork and people's interaction in learning environments. Through teacher interviews and student questionnaires, the study found that emotional intelligence plays an important role in determining students' ability to collaborate effectively. Teachers reported distinct differences in group performance on the basis of students' emotional maturity, noting that more emotionally intelligent students took more initiative, managed conflict more effectively, and offered supportive peer help. Students also acknowledged that emotion regulation and social awareness enhanced classroom interactions and improved functioning among groups. The study acknowledges some limitations, including a relatively small sample size, time constraints, and reliance on self-reported data, which suggest caution when generalizing the findings. Furthermore, the complexity and multi-dimensionality of emotional intelligence pose difficulties for accurate measurement and broad generalizability across school settings. To overcome these limitations, the study presents some recommendations to educators, curriculum developers, and prospective researchers. These include incorporating emotional intelligence training in teacher education courses, creating reflective practices that foster emotional as well as social

learning, and the use of multiple methodologies to better capture the dynamic interplay between emotion and collaboration.

Overall, this research has meaningful contributions to educational psychology as it identifies the central role of emotional intelligence in fostering collaborative competence among university students. By developing emotional and interpersonal skills inlearning environments, instructors can create secure, empathetic, and supportive learning settings that not only improve academic success but also provide students with the interpersonal skills for their future professional careers.

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Appendices

Appendix 1: Teachers` Interview

Dear teachers,

We are writing to kindly request your participation in a brief interview as part of our Master's research entitled Exploring the Impact of Emotional Intelligence on Student's Collaborative Skills. Your perspectives would greatly contribute to the depth of our study. The interview consists of a few questions and will require only a short amount of your time.

Thank you very much for considering our request, and for your cooperation

Section One: General Background

1. Can you explain your understanding of emotional intelligence and how familiar you are with this concept?

2. In your view, which component of emotional intelligence do you find most essential for students' academic and personal growth? Why?

Self-awareness ☐   Self-regulation ☐   Motivation ☐   Empathy ☐   Social skills ☐

Section Two: Emotional Intelligence in the Classroom

3. How would you describe the role of emotional intelligence in the university classroom setting?

Not important ☐ Somewhat important ☐ Very important ☐ Essential ☐

4. In your opinion, how does emotional intelligence influence students' ability to learn and engage in academic tasks?

5. Have you ever noticed any difference in performance or behavior between students with high and low emotional intelligence, especially during group assignments? Could you share an example?

6. How do you usually integrate emotional skills like empathy or self-control into your teaching practices? Could you describe some strategies you use?

Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always ☐

7. Have you ever attended training or professional development sessions aimed at helping teachers support students' emotional development? If yes, how did it influence your teaching?

Section Three: Collaborative Skills and Group Work

8. How often do you assign collaborative or group work to your students, and what goals do

9. How would you describe your students' ability to collaborate effectively in group settings? Could you provide examples or observations?

Poor ☐ Fair ☐ Good ☐ Excellent ☐

10. Based on your experience, how do students typically behave when working in groups? What factors do you think shape their behavior?

☐ ☐

Cooperative and organized   Cooperative but disorganized   Competitive and

divided ☐   Passive and disengaged ☐

11. From your perspective, which interpersonal or communication skills are most critical

for students to collaborate successfully? Why?

Active listening ☐ Conflict resolution ☐ Responsibility sharing ☐ Flexibility ☐

Respect for others'opinions ☐

12. How do you perceive the relationship between emotional intelligence and students'

collaborative skills?

13. What types of challenges have you observed when students with lower emotional

intelligence engage in group tasks?

Lack of communication ☐   Conflict among peers ☐   Poor time management ☐

Lack of accountability ☐

Other…………………………………………………………………………………………

14. In your teaching experience, do you find that emotionally intelligent students tend to

support their peers in collaborative settings? Could you share a situation where this

happened?

Section Four: Reflections and Recommendations

15. Do you believe that collaborative tasks can develop emotional intelligence in

students, or do you think emotionally intelligent students naturally perform better in such

tasks? Could you elaborate on your view?

Yes ☐   No ☐

16. How do you evaluate the importance the current educational system places on soft

skills such as emotional intelligence and collaboration?

17. Would you consider participating in future workshops or training sessions focused on emotional intelligence and group dynamics? Why or why not?

18. In your opinion, what strategies or approaches could best enhance both emotional intelligence and collaboration skills among university students?

Appendix2:Student's Questionnaire

Dear student,

You are kindly invited to participate in our questionnaires is part from a research proposal which aims to investigate the relationship between emotional intelligence and collaborative skills among students ,.For the third year EFL student's. This questionair for Measuring the Impact of Emotional Intelligence on Students' Collaborative Skills. Please rate each statement based on how accurately it describes you. Use the scale below: 1. Strongly Disagree 2. Disagree 3. Neutral 4.Agree 5.Strongly Agree

Take your time to reflect on each statement carefully. Answer as honestly as possible to ensure accurate results.

Thank you for your cooperation!

Section One : Demographic Information

1.Age:

20-22 ☐

23-25 ☐

25-30 ☐

2.Gender

Male ☐

Female ☐

3. For how many years have you been studying at the university?

4.Have you participated in group projects during your university studies?

Yes ☐   No ☐

Section Two : Understanding Emotional Intelligence

5. Which of the following do you believe are components of emotional intelligence? Select all that apply)

Self-awareness ☐

Empathy ☐

Time management ☐

Self-regulation (emotional control) ☐

Motivation ☐

Technical ability ☐

Social skills ☐

Leadership ☐

6. In your own words, how would you define emotional intelligence?

………………………………………………………………………………………

………………………………………………………………………………………

7. Where did you first learn about emotional intelligence?(Select one)

School or university course ☐

Social media or online content ☐

Books or articles ☐

Workshops or training sessions ☐

Personal experiences ☐

I have not learned about it previously ☐

Section three: Reflection on emotional intelligence

Please rate your level of agreement with the following statements.

Strongly Agree (2) Agree (3) Neutral   (4) Disagree   (5) Strongly Disagree

Emotional Awareness and Regulation

8. I am aware of my emotional state during group work.

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

9.Emotional regulation helps me stay focused in group activities.

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

10. I can recognize emotional tension within a team.

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

11. Being emotionally aware reduces misunderstandings in group settings.

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

Empathy and Interpersonal Understanding

12. Empathy improves my relationships with group members.

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagre ☐ Strongly Disagree ☐

13. Emotional support from teammates enhances my participation.

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

14. Emotional intelligence strengthens interpersonal relationships in a group.

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

Communication and Conflict Resolution

15. I communicate more effectively when I am emotionally aware.

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

16. I am able to handle disagreements respectfully in a team.

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

17. Emotional intelligence contributes to resolving conflicts constructively.

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

18. I consider the emotional tone of discussions before responding.

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

Teamwork and Academic Collaboration

19. Emotional intelligence improves the overall success of group projects.

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

20. I feel more motivated when working with emotionally intelligent teammates.

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

21. Teams with emotionally intelligent members are more cohesive.

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

22. I collaborate better with peers who are emotionally self-aware.

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

23. Emotional intelligence is as important as academic ability in team projects.

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

24. In your opinion, how does emotional intelligence influence group collaboration at university?

………
………………………………………………………………………………………………........

25. Can you describe a specific group project where emotional intelligence (your own or a peer's) impacted the outcome positively or negatively?

Résumé

Cette étude vise à examiner l'impact de l'intelligence émotionnelle sur les compétences collaboratives des étudiants, en se concentrant spécifiquement sur les étudiants de troisième année en langue anglaise au Centre Universitaire Abdelhafid Boussouf de Mila. Pour une compréhension approfondie, l'étude a adopté une approche méthodologique mixte combinant un questionnaire distribué à 100 étudiants et des entretiens semi-structurés réalisés avec neuf enseignants universitaires. Elle a exploré la relation entre l'intelligence émotionnelle des étudiants et leur capacité à collaborer efficacement avec leurs pairs, en mettant l'accent sur des compétences spécifiques telles que la conscience de soi, l'autorégulation, l'empathie et les compétences sociales, considérées comme essentielles pour la réussite du travail en groupe. L'étude a également analysé comment l'intelligence émotionnelle contribue au développement du travail d'équipe, de la communication et de la résolution de problèmes dans les environnements d'apprentissage collaboratif, ainsi que les moyens d'intégrer ces compétences dans les pratiques pédagogiques des enseignants afin de renforcer la collaboration entre étudiants. Les résultats ont montré que les étudiants et les enseignants reconnaissent l'importance de l'intelligence émotionnelle pour faciliter la collaboration et améliorer les performances de groupe. Cependant, l'absence d'un enseignement délibéré et structuré des compétences émotionnelles nuit à la cohésion des groupes et à l'efficacité du travail collaboratif. Des difficultés émotionnelles secondaires, telles que la mauvaise régulation des émotions et un manque d'empathie, ont également été identifiées comme des obstacles à la coopération. Malgré ces défis, les résultats soulignent le rôle positif des compétences émotionnelles dans l'amélioration de la collaboration, ce qui a conduit à formuler des recommandations pour intégrer l'intelligence émotionnelle dans les programmes universitaires en vue de favoriser une collaboration plus efficace entre les étudiants. Mots-clés

: Intelligence émotionnelle, Compétences collaboratives, Communication, Travail d'équipe, Enseignement supérieur.

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ملخص

تهدف هذه الدراسة إلى التحقيق في تأثير الذكاء العاطفي على مهارات التعاون لدى الطلبة، مع تركيز خاص على طلبة السنة الثالثة تخصص اللغة الإنجليزية في المركز الجامعي عبد الحفيظ بوالصوف بميلة. من أجل فهم معمّق، اعتمدت الدراسة على منهج مختلط يجمع بين استبيان وُزّع على 100 طالب، ومقابلات شبه منظمة أجريت مع تسعة أساتذة جامعيين. تناولت الدراسة العلاقة بين الذكاء العاطفي وقدرة الطلبة على التعاون الفعّال مع زملائهم، مع التركيز على كفاءات محددة مثل الوعي الذاتي، وضبط النفس، والتعاطف، والمهارات الاجتماعية، باعتبارها عوامل حاسمة في إنجاح العمل الجماعي. كما تم تحليل مساهمة الذكاء العاطفي في تحسين التواصل، وحل المشكلات، وتطوير العمل الجماعي داخل بيئات التعلم التعاوني، مع البحث في كيفية إدماج هذه المهارات ضمن الممارسات البيداغوجية للأساتذة لتعزيز مهارات التعاون لدى الطلبة. أظهرت النتائج أن كلًّا من الطلبة والأساتذة يدركون الدور الحيوي للذكاء العاطفي في تعزيز التعاون وتحقيق أداء جماعي فعّال، غير أن غياب تعليم منهجي ومقصود لهذه المهارات العاطفية أثر سلبًا على تماسك المجموعات وفعالية التعاون. كما كُشفت تحديات عاطفية ثانوية كصعوبة تنظيم الانفعالات وضعف التعاطف، والتي أعاقت العمل الجماعي بدرجات متفاوتة. ورغم هذه العراقيل، فقد أكدت النتائج على الدور الإيجابي للكفاءات العاطفية في تحسين التعاون، مما دفع إلى تقديم توصيات تدعو إلى إدماج الذكاء العاطفي ضمن المناهج الجامعية بهدف تعزيز التعاون الفعّال بين الطلبة.

الكلمات المفتاحية :الذكاء العاطفي، المهارات التعاونية، التواصل، العمل الجماعي، التعليم العالي.

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MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
AbdEl-hafidBoussouf University - Mila

Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Teachers' and Students' Perceptions about the Impact of Emotional Intelligence on Collaborative Skills

The Case of Third Year English University Students at AbdelhafidBoussouf University Centre, Mila

A Dissertation Submitted in Partial Fulfilment for the Requirements of the Master's Degree in **Didactics of Foreign Languages**

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