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Investigating the Development of Emotional Intelligence as a Significant Goal of Education

Case Study : Fourth Year Middle School Pupils –Tiaret city-

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Dedication

Thanks to Allah, the most merciful who guide and help us.

This dissertation is dedicated to my dear mother and father, thanks for raising me, believing me and make me see education as a priority in my life.

To my lovely sisters and brothers, to my little neices and nephews, to my closest friends, and to my graduation partner Amani, I give you my deepest love and appreciation for the sacrifices you all made during this graduating work.

KASMI Siham

Dedication

I would like to sincerely dedicate this research to my dearest, beloved mother that raised me to become who I am today and never failed to put a smile on my face. To my lovely grandmother who never ceased to encourage me. Also, to my soul mates and sisters Nour El Houda and Noha and my precious brother Amir. The siblings who became my rock and shield during hard times and a source of happiness in most times. To the two people that accompanied me through my university years Siham and Kawthar and to that one dear friend who made sure to cheer me up whenever I felt downhearted.

Thank you, may you all bloom like cherry blossoms in spring.

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Abstract

The development of emotional intelligence became the centre of interest in several domains especially the educational one. Therefore, when it comes to the Algerian's educational system, an investigation was needed to see why the development of emotional intelligence should be considered as a significant goal of education and investigate how teachers develop it within their learners to improve the teaching-learning process. Therefore, a mixed methods approach was used (qualitative and quantitative). We took Tiaret city's fourth year middle schools EFL teachers and pupils as a case of study. An interview was carried out with 5 teachers from Bikouch Bilahcen, Ait Omran Mohamed, Hamdani Malika and Mofdi Zakaria with questionnaires given randomly to 30 pupils in addition to an observation of their classrooms for a period of two weeks which was based on Goleman's EI model. After collecting data and analysing it, the findings showed that the majority of teachers are not aware of the importance of EI factor as a tool of teaching which led their pupils to have a low EI level with a bad performance and behaviour. Yet, the teachers who are aware of it, use different teaching techniques and methods that developed their pupils' EI in which resulted in a good performance and behaviour. To conclude, the Algerian's educational system should reinforce teachers training with the awareness of the importance of EI factor as a tool of teaching to improve the teaching learning process.

Keywords: Emotional Intelligence, Algerian Educational System, EFLPupils, Teaching-Learning Process

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List of Acronyms

IQ : intelligence quotient

EI : Emotional Intelligence

EFL : English as Foreign Language

CHC : Cattell Horn Carroll

PFC : Prefrontal Cortex

TS : Teaching Styles

CI : Collaborative Intelligence

NI : Naturalistic Intelligence

PC : Pragmatic Competence

BMD : Bachelor, Master, Doctorate

UNICEF : United Nations International Children's Emergency Fund

MS : Middle School

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General Introduction

Emotional intelligence is a mixture of capacities that make individuals develop their awareness and level of understanding of their emotions and others feelings. It allows them to recognize their needs and be in control of their actions. Emotional intelligence is born with the child, it is considered as a skill that can be nurtured, developed and mastered through time and experience, it is simply described as a skill that promotes the emotional and intellectual growth, therefore, the ideas of improving the pupils' intellectual abilities and academic performance became the interest of several researchers. In recent studies, it was noticed that EI affects learners inside and outside the school context, in other meanings, there are four areas where the deficiency of EI would either provoke or facilitate the pupils' behavioural problems: emotional intelligence and interpersonal relationships, emotional intelligence and psychological wellbeing, emotional intelligence and academic performance, emotional intelligence and the appearance of disruptive behaviours. These four components can determine the success of pupils in several different fields, especially in the educational one.

The development of emotional intelligence is essential when it comes to education. Going back in memories, you will notice how negative or positive emotions affected your performance in tests and exams either making you lose your concentration or make you pay attention to every detail. This experience was driven by the emotional intelligence, now; many studies have been conducted in the domain of intelligence in the 1980s where the emergence of the term "emotional intelligence" had been discussed. And since feelings and emotions are considered as the core of humans, Peter Salovey and John.D.Mayer were the first researchers who adopted this term in 1990 describing it as a form of social intelligence, in other meanings, it can be a combination of different social skills that enable individuals to be able to manage their feelings and the way they think in order to make good decisions that serves their needs and success in life.

However, in 1995 a psychologist called Daniel Holzman decided to dive further with this research to understand the true meaning behind the EI for he was concerned with how can cognitive intelligence lead individuals to act successfully in life. Yet, it was through the several studies done by Goleman, that he argued it was EI that directs people's success not the cognitive intelligence, and it was set clear that the emotionally intelligent people are those with social

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skills, self-management and self/social awareness. And now after 25 years of progress, EI became a much needed skill to develop and use to achieve success especially in the educational field since it contains two aspects : the first including the ability to understand and control emotions and the second to understand and influence people's emotions.

When it comes to education and making academic achievements, teachers looked for new ways, methods, and techniques to enhance the learning quality in order to end with a fruitful outcome. Therefore, it has been shown through a set of researches that the (EI) is as significant as the cognitive intelligence and it was noticed that the learners that developed their emotional intelligence are better equipped to deal with negative emotions that might disrupt learning, it helps them to be more active, solve problems, reduce stress and improve their academic performance. Furthermore, it makes students analyse situations in a better way, and also, understand their own emotions (self-awareness) which in return will make their goals clear and defined while enabling them to grasp what the others are feeling. This increases the need for teachers to develop the (EI) within their learners and nurture it in order to unlock learners' full potentials. Hence, why this current study investigates the development of emotional intelligence as an effective goal of education.

This research raises two main questions:

1. Why should the development of emotional intelligence be considered as an effective goal of education?
2. How can teachers develop it within their learners?

And it follows two main hypotheses:

1. Emotionally intellect learners act better than the cognitive intelligent ones in different stressful situations, they develop a certain level of responsibility, and witness a growth in their social abilities with their classmates. Furthermore, they appear to be more determined to achieve their goals and succeed. All thanks to the help of teachers' different strategies to enhance their learners (EI).
2. Teachers' use of several techniques and methods that require communication and social skills evoke their learners (EI) subconsciously, and its effects

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are noticed in the learners ongoing life. Be it inside or outside the classroom and it appears to be influencing their behaviour and actions positively.

Seeing that the goal of this study is to investigate the development of emotional intelligence as an effective goal of education, a mixed methods approach (qualitative and quantitative approaches) was used and considered as fit and suitable for this study. This given method serves the nature of this conducted research and allows us to gather and collect more data on both the teachers awareness of the EI factor as an important tool of teaching and pupils attitudes, behaviour, performance and the development of their EI.

This research is divided into three main chapters:

The first chapter discusses the emotional intelligence term, its emergence, definition and how it came to be, and provides a general background on intelligence with an overview on the whole concept.

The second chapter covers education and its relation with the emotional intelligence, the significance of EI in education and how Algerian schools need to develop their students EI. It also talks briefly on the Algerian education system and education in general.

The third chapter discusses the methods used in conducting this research, the data collection tools which are an interview that was carried out with five fourth year middle school EFL teachers from Ait Omran Mohamed, Hamdani Malika, Bikouch Bilahcen and Mofdi Zakaria middle schools with a questionnaires handed randomly to their pupils and an observation done on their classroom based on Goleman's EI model. It also discusses the data analysis and findings.

Chapter One : Emotional Intelligence

1.1. Introduction

Intelligence like any other human aspect, it is a trait considered as a polygenic one. Hence why it is hard to be studied, measured and defined that's why when it comes to its definition many scholars had and still do have their own perspectives of what should intelligence be elucidated as.

1.2. Intelligence Definition

Intelligence is defined as the ability to adapt, learn and acquire skills, and knowledge from experience and the environment in which you're living in. However the studies of intelligence dated back to the early 20th century. (Sternberg, R. J. (2012). Intelligence. *Dialogues in Clinical Neuroscience*, 14(1), 19)

The study of intelligence is dated back to Charles Spearman; he studied intelligence in a scientific way and mentioned that it can be perceived as a general ability related to the person's intellectual level when it comes to dealing with certain tasks that require a higher mental effort with its own touch of uniqueness.(SpearmanC.The Abilities of Man. New York, NY: Macmillan1927). However, Alfred Binet is called "The Father of Intelligence" because he was the first to ever make a practical IQ test. And with the help of Theodore Simon the Stanford Binet intelligence scale was created.(BinetA.SimonT.The Development of Intelligence in Children. Kite SE, trans. Baltimore, MD: Williams & Wilkins;1916). In which was brought to the United States later by Lewis Terman. (TermanLM.MerrillMA.Measuring Intelligence. Boston, MA: Houghton Mifflin;1937). Yet, Wechsler's scale of intelligence is what is used today around the world and spread widely across the countries since it differed from Binet's scale.(WechslerD.The Measurement of Adult Intelligence. Baltimore, MD: Williams & Wilkins;1939). It measured and focused on both the verbal IQ and the performance IQ.

Basing intelligence on the good sense of judgment made the two scales a success, dimming Francis Galton's acuity of sensorimotor processing constructed tests on their way even though Galton was credited for being the first to scientifically approach intelligence he still failed to make it reliable when it comes to scholastic and different kinds of cognitive performances.

1.3. Types of Intelligence

Intelligence is a set of abilities that work in a systematic synchronized way, it can be defined as an extensive term that involves several types (Gardner,1983). According to Gardner's theory of multiple intelligences, there are various ways people learn information such as verbal, logical, visual, kinaesthetic, musical, intrapersonal, interpersonal, naturalist and existential way of gaining knowledge (McKenzie,2005), he proposed seven kinds of intelligence at first, then he added additional intelligences in order to analyse the largest number of human brain processes.

(Gardner,1983), believes that the brain is responsive to different kinds of contents like language content, musical content, spatial content, and numerical content. Intelligence components are considered as an innate trait with which one is born and which one can therefore do little to change (Eysenck,1994;Herrnstein&Murray,1994;Jensen,1980,1998).

1.3.1.Logical-Mathematical Intelligence

The logical-mathematical intelligence refers to the capacity of using the rational analyse of problems and reasoning, and doing complex logical mathematical operations. Moreover, it includes the ability to calculate, quantify, generate propositions and hypotheses and investigating scientific questions (Gardner,1993).

People with this kind of intelligence are comfortable in the field of mathematics and physics, they use logical thinking, develop sequential reasoning skills, and fellow steps to reach results. In fact, they have the ability to develop equations, proofs and calculations besides solving abstract problems (Susanti,2018). According to Sihaloho (2017), cognitive ability is often related to logical intelligence and problem solving capacities.

1.3.2.Linguistic Intelligence

Linguistic intelligence represents the ability to learn languages and use language effectively to reach specific purposes, it refers to a particular sensitivity to spoken and written language. Linguistic knowledge help us in dealing with language, also, it make us avoid catastrophic forgetting (McCloskey&Cohen,1989;French,1999). We can find writers and communicators who possess this type of intelligence.

According to Gardner (1993), people with linguistic intelligence use their intelligence to interpret mysterious non-clear meanings in language. They have an excellent ability to analyse verbal and non-verbal information, perform accuracy, and understand words, next to that, they are creative because they can create new products in oral and written language.

1.3.3.Spatial Intelligence

Spatial intelligence is used a lot by navigators, pilots, sculptors, architects, chess players and surgeons, it depends on the ability of recognising patterns in a large spaces or areas. This category of intelligence make you think in three dimensions (Gardner,1993).

People who have it have the capacity to manipulate detailed and large-scale pictures, they also tend to have a very active imagination and strong mental perception. According to Gardner (1993), if we understand something well, we can interpret it, describe it and reformulate it in a very extensive way.

1.3.4.Body-Kinaesthetic Intelligence

(Gardner,1983) defined the kinaesthetic or bodily intelligence by the ability to use all of the body or parts of it to solve problems, create products and manipulating objects. People with this type of intelligence can become good athletes, dancers, physical therapists or work other jobs that require a physical movement.

In the book of „Multiple Intelligences“ written by Gardner, it is indicated that dancing is the most body intelligence that the human perform, it is a combination between the body and the brain, when the body receives a signal from the brain, it translates it to movements.

1.3.5.Musical Intelligence

According to Gardner (1993), musical intelligence is interpreting musical patterns. People who possess this intelligence have the ability to recognize rhythms, timbres, and create musical tones. They can learn songs, composing music and play different musical instruments. In other words, they have a strong sensitivity to music, they easily can detect incorrect rhythms and tones. If someone is excellent in generating music he will be obviously excellent in other things (Gardner,1995).

1.3.6. Interpersonal Intelligence

Interpersonal intelligence is the capacity to understand others' intentions, desires and motivations in order to interact effectively with them (Smith, 2008). People with interpersonal intelligence have a high sensitivity, they can recognize the psychological background of persons, notice the differences between them, understand their moods and have an empathetic posture towards them. Therefore interpersonal intelligence is a life skill that many educators teach it to their learners in order to develop effective verbal and non-verbal communication (Klein, 1997).

1.3.7. Intrapersonal Intelligence

Intrapersonal intelligence is fundamentally an innate ability, it implies the capacity to understand oneself. It is to be aware of your wishes, emotions, moods, predictions and expectations, simply, it is how to manage and conduct your life. Persons who possess this type of intelligence develop self-cognition, they make cognitive processes to solve problems as thinking, attention and memory work. According to Gardner (1983), having a self-awareness is the highest achievement that a human being can reach.

Goleman (1993), indicates that personal intelligences is classified into five main groups which are: knowing one's emotions, managing feelings, motivating oneself, recognizing others' emotions, and handling relationships. And according to Wheeler (2009), learners who are self-smarts are different from those who have interpersonal intelligence.

1.3.8. Naturalistic Intelligence

According to Sujiono (2011), naturalistic intelligence is to recognize the relationships, differences and similarities between people or species of flora and fauna. It allows the individual to identify and distinguish between animals, plants, types of rocks, and weather patterns (Gardner, 1993).

(NI) is the ability to classify certain features in the surrounding physical environment. People who possess (NI) are able to identify and observe products of the natural world with ease (Andriani & Prasetyo, 2009). Besides, those with this type of intelligence can identify the variety that exists in the natural world, they have a special sensitivity towards their environment and try to be in contact with nature (Armstrong, 2013).

1.3.9. Existential Intelligence

According to Gardner (1995), existential intelligence is the one's position in existence like the matter of life and death, to make it more clear, it is all about the existence and destiny of the human being. Gardner emphasizes that people with existential intelligence are likely to reflect on their existence and think about the meaning of life and what could happen after death, they have questions about everything in life, they are great in philosophy.

According to Hartelius (2007), existential thinking is the aspirations beyond the self. All people derive meanings of life and existence from their lived experiments, they construct their knowledge about life depending on their previous experiences in order to reach the full understanding of existence (Spinelli, 2005).

1.3.10. Creative Intelligence

Creative intelligence is the use of imagination to create a new idea or product. People with creative intelligence, on the other hand, think outside the box and often come up with novel solutions, they can adapt with any unfamiliar situation (Gardner, 1995). Creative individuals had indicated that creativity is associated with individual experiences, exhibited freedom, playfulness, and uniqueness (Dewey, 1934).

1.3.11. Collaborative Intelligence

Collaborative intelligence is a new type of intelligence in the world of communication, it refers to the ability to work as a team to achieve a common goal, it allows a group of people to create better, exchange ideas and share knowledge. People with collaborative intelligence are comfortable working with others (Gardner, 1995). (CI) is the capacity to cooperate and collaborate with multiple partners (Pinto, 1990 & Devadasan, 2011).

1.3.12. Emotional Intelligence

According to Mayer, Caruso and Salovey (1999), is a combination between interpersonal and intrapersonal intelligences, it represents the ability to recognize, understand, interpret and manage one's and others' emotions. Emotional intelligence includes five main skills which are: emotional self-awareness, emotional self-control, self-motivation, empathy, and social skills. Emotionally intelligent people are aware of their own feelings and moods next to being able to

recognize the other people's emotions (Gardner,1983). People who have a high level of (EI) tend to have a strong attention to feelings and moods-regulation, those people also have an empathy towards others (Mayer,1991). They can also generate new words easily (they are verbally fluent) and this what makes them generate effectively emotions (be emotionally fluent) (French,1951; Thurston,1938). When the person is in a good mood he will receive good feelings and thoughts but when he is in a bad mood he definitely will receive bad emotions and thoughts (Bower,1981;Johnson&Tversky,1983;Mayer&Bremer,1985,Mayer,Mamberg,&Volanth,1988;Mayer&Volanth,1985;Salovey&Birnbaum,1989).

1.4.Theories of Intelligence

Intelligence has so many diverse theories that are explained and discusses elsewhere (Sternberg&Kaufman,2011). And, each kind was given the right amount of attention when it comes to diving more into it. However, the psychiatric theories were the most remarkable ones. They conceptualized intelligence as some sort of a mind's "map" . These theories have been the basis for most conventional tests of intelligence ("IQ tests"). They emphasize how essential the underlying structures posited are to intelligence, that are based on individual differences in subjects performance on psychometric tests" analyses. Yet a more recent theory which is called "the system theory" strives to characterize and capture how the mind's mechanism and system of structures that are related to intelligence function. In addition, the biologically based theory, in which aims to put intelligence under the brain based mechanism accounting.

1.4.1.CHC Theory

CHC theory is the most acceptable one among the intelligence theories it's a synthesis named after Cattle, Horn and Carroll. It's one of the psychometric theories based on psychometric evidence which is a combination of factor analytic studies that seek to point out sources of individual differences when performing in standardized IQ tests. And the basic idea of CHC theory is that there are three strata of intelligence that are hierarchically related to each other. Stratum I includes narrow abilities, Stratum II, broad abilities, and Stratum III, general ability. It mostly focused on the general ability since it involved and covered a wide range of performances and cognitive tasks that are found to be important and very useful when it comes to life outcomes.

1.4.2. Gardner's Theory of Multiple Intelligences

Gardner has argued that intelligence is not something that can be full and outright. In other meanings, general intelligence can not cease to exist. However, there are different types of and kinds of intelligences that can be called multiple intelligences (Gardner,2006).

These multiple intelligences include:

- i. Linguistic Intelligence: Used in reading a book, writing a paper, a novel, or a poem, and understanding spoken words.
- ii. Mathematical Intelligence: Used in solving math problems, in balancing a check book, in solving a mathematical proof, and in logical reasoning.
- iii. Spatial Intelligence: Used in getting from one place to another, in reading a map, and in packing suitcases in the trunk of a car so that they all fit into a compact space.
- iv. Musical Intelligence: Used in singing a song, composing a sonata, playing a trumpet, or even appreciating the structure of a piece of music.
- v. Bodily-Kinaesthetic Intelligence: Used in dancing, playing basketball, running a mile, or throwing a javelin.
- vi. Naturalist Intelligence: Used in understanding patterns in nature.
- vii. Interpersonal intelligence: Used in relating to other people, such as when we try to understand another person's behaviour, motives, or emotions.
- viii. Intrapersonal Intelligence: Used in understanding ourselves, the basis for understanding who we are, what makes us tick, and how we can change ourselves, given our existing constraints on our abilities and our interests.

Gardner's theory is based on many different sources of evidence and among them there's the psychological and the psychiatric evidence.

1.4.3. Sternberg's Triarchic Theory

Sternberg discussed what he refers to as a “ Triarchic Theory ” of human intelligence. It was originally based on three main skills that built what we call intelligence, and these skill are: creative, analytical, and practical (Sternberg,2003). In its augmented version, it specifies the importance of wisdom-based skills as well. According to this theory, people are intelligent in their lives to the extent that they:

- i. Formulate and achieve goals that help them attain what they seek in life, given their cultural context.
- ii. By capitalizing on their strengths and compensating for or correcting weaknesses.
- iii. In order to adapt to, shape, and select environments.
- iv. Through a combination of essential skills. As mentioned above, the essential skills are:
 - a) Creative skills to generate novel ideas.
 - b) Analytical skills in order to assure that the ideas are good ones.
 - c) Practical skills in order to implement their ideas and persuade others of their value.
 - d) Wisdom-based skills in order to ensure that the ideas help to achieve a common good over the long as well as the short term through the infusion of positive ethical values.

Sternberg's „ Triarchic Theory „ improves prediction of performance in universities be it academic or non academic, it improves conventional teaching, and increases academic performance. He simply argued that intelligence is somehow malleable, it can be shaped and nurtured throughout the lifespan (Sternberg,2008).

1.4.4.The Biologically Based Theory

Several different biological approaches are used to mostly compare between biological based measures and the IQ (Jung&Haier,2007). They examine the brain and how it functions. They measures intelligence by using IQ tests in which intelligence is localized in the prefrontal cortex (PFC) and across the neocortex. Therefore, People with higher IQs show higher levels of functioning in the superior parietal, temporal, and occipital cortex as well as in subcortical regions of the brain, especially the striatum (Haier,2011).

1.5. The Emergence of The Emotional Intelligence Concept

According to Gardner (1983), (EI) is the ability to control our feelings and evaluate the emotions around us. Moreover, Mayer, Salovey and Caruso (2004), have defined the emotional intelligence by the capacity to understand, perceive, generate and manage emotions in order to realize intellectual growth, it refers to the ability of knowing the meaning of emotions and how emotions is included in problem solving and decision making. The term (EI) was coined and developed by numerous psychologists because they needed to understand how the human brain works and how it is related to emotions.

First, in 1930s, Edward Thorndike described the concept of “Social Intelligence” as the ability to interact with people, than in 1940s, David Wechsler suggested that all intelligence types are important to succeed in life, after that, in 1950s, a humanistic psychologist named Abraham Maslow described how people can build emotional strength in other words how to be emotionally intelligent.

In 1975, Howard Gardner published “The Shattered Mind”, which introduces the concept of multiple intelligences, than in 1985, Wayne Payne presented the term emotional intelligence in his Doctoral dissertation entitled „A Study of Emotion : Developing Emotional Intelligence “. In 1987, Keith Beasley used the term « Emotional Quotient » in an article. There are different suggestions about the first use of the term (EI), Reuven Bar-On claimed to have used the term for the first time in his article.

In 1990, two psychologists Peter Salovey and John Mayer published their article „Emotional Intelligence“ in the journal „Imagination, Cognition, and Personality“. Finally in 1995, Daniel Goleman’s book Emotional Intelligence: Why It Can Matter More Than IQ, was the book that made the emotional intelligence term became popularized (Sirje, 2009).

1.5.1. History of EI

2000 years ago Plato argued that all the different kinds of learning are based on emotions. In 1872, Charles Darwin focused on evolution especially when it came to biology. He contended that the most likely species to survive are the ones that are responsive to change. Not the intelligent ones and not the strongest ones. And even though humans tend to adapt to the environment they live in and behave based on what they see and are surrounded with, they still

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get influenced by their feelings and emotions and be driven by them. Then in 1920, the social intelligence term started to be known because of Edward Lee Thorndike the American psychologist who came up with it. He simply explained it as the ability to understand and manage your actions when interacting with people and using your social skills wisely. This concept of social intelligence spawned the foundation for the emotional intelligence.

Moreover in 1950s, Abraham Maslow described the bulk of his hierarchy and the higher order needs as emotional needs and that our relations with the people surrounding us and what we share with them is a high level of force that leads us to make actions once we have our safety and physiological needs met. However in 1983, Howard Gardner introduced the multiple intelligences in his book “Frame of Minds : Theory of Multiple Intelligences” he simply discussed the several multiple intelligences that included the interpersonal intelligence and the intrapersonal intelligence that later on created the foundation for emotional intelligence base on models. In 1985, the term emotional intelligence was used for the first time academically by Wayne Payne in his article “A study of Emotions: Developing Emotional Intelligence from 1985”. Later on, Reuven Bar-On, a psychologist interested in non-cognitive competencies who is considered as one of the leading thinkers in emotional intelligence sought to create a measure of social-emotional intelligence. He defined EI as an array of non-cognitive capacities, competencies, and skills that influence the succession of the person’s coping with the environment’s pressures and demands.

In 1990, an article titled as “Emotional Intelligence” was published by John Mayer and Peter Salovey. It simply discussed how they tried to develop a measure for people’s ability differences when it comes to emotions. They found that some people are better than others when it comes to understanding their own feelings, other people’s feelings, solving problems and managing different kinds of situations that involve emotions issues. And since then, they developed two tests to attempt to measure what they define as emotional intelligence even though their research findings are not widely known. However, in 1992, Salovey and Mayer’s 1990 article was discovered by Daniel Goleman when he was doing a research on emotions. He asked them for permission to use the term “Emotional Intelligence” instead of what he planned to use before which was “Emotional Literacy”.

Goleman's 1995 book "Emotional Intelligence, Why It Can Matter More Than IQ" put the topic under the spotlight in which made Goleman to always be mistaken as the creator of the term and concept. This book made a huge success which benefited him in many ways. It led him to write his second book "Working with Emotional Intelligence" which took a more business focused look on emotional intelligence and now Goleman is considered as one of the leaders in the EI field and his model became of the most widely used around the world.

1.6. The Evolution of Emotional Intelligence Theories

According to Mayer (2008), emotional intelligence is the ability to use emotional knowledge and reasoning in the sake of enhancing thoughts. Since a long time, many researches have being done in the field of the brain and its processes; one of those researches is investigating how intelligence works with emotions in a systematic organized way. Mayer, Salovey and Caruso (2004), affirms that (EI) refers to the conjunction of intelligence and emotions. Emotional intelligence is the individual's ability of understanding and managing emotions (cherry,2018).

Furthermore, it was believed that emotions affect thoughts, our thoughts are closely related to our emotions, the brain can make a bridge between thoughts and emotions (Mayer,2000). Faltas (2017), argues that there are three major (EI) theories which are: EI performance theory, Bar-On's EI competencies theory, and Mayer, Salovey and Caruso's (EI) ability theory, these three theories have been developed from research, analysis and scientific studies.

Salovey and Mayer in 1990 described the first theory of emotional intelligence, they gave a similar (EI) definition to the one proposed by Gardner. It was said to involve self-awareness and social-awareness, simply they defined emotional intelligence by everything related to feelings (Salovey & Mayer,1990). The (EI) differs from personal intelligence, it does not focus on a general sense of self and others, it focuses on recognizing and using emotional states to solve problems and regulate behaviour (Salovey & Mayer,1990).

In 1995, the concept of emotional intelligence became popularized by Goleman. He proposed that (EI) was an integral part for life success. Since then, several theories have emerged with conflicting perspectives and measures (Matthews et al.,2004). Bar-On's theory came after to emphasize all the previous interpretations of (EI).

1.6.1. Mayor and Salovey's Ability Based Theory

Mayor and Salovey introduced the EI concept the ability to be empathetic and how to use your own emotions in a positive way that will lead to correcting your behaviour and enhance your thinking and the way you perceive things. Yet, to be able to do that you have to know how to use the four basic abilities:

- 1) Ability to express and interpret emotions.
- 2) Ability to use emotions to ameliorate your thinking.
- 3) Capacity to understand emotions, emotional language and emotional signals.
- 4) Ability to manage your own emotions to achieve goals.

Each one of these abilities has four different stages that usually require the person to be self awareness. These stages are:

- a) Correct emotional perception and expression: First, self-awareness. Second, social awareness. Third, self management and lastly, social management. All in all the person need to recognize his feeling and others feelings and have control over the emotions that influence he decision making and actions with others with the ability to distinguish between what is right and what is wrong.
- b) Emotional facilitation of thinking: First, processing the thought. Second, identifying the feeling behind that thought third, which s according to Salovey and Mayer you will begin to feel it affects on your mood And how you analyse situations. Lastly in the fourth stage, your emotions will intrigue your creativeness to come out with good decisions.
- c) Understanding emotions: First, the ability to differentiate between simple and complex emotions and how to express them. Then, gaining control over your emotions in emotional situations. Third, developing an understanding towards complex emotions and lastly you will be able to detect emotions" transitions from one feeling to another. For instance, from being angry to feeling shame or guilt or simply joy and mirth.

- d) Emotional regulation for intellectual and emotional growth : The steps are simply clear, the person needs to choose which emotion he wants to be recognized with or be seen through his face expressions. Then, you will be able to identify and study emotions to lastly be able to manage feeling and moderate them to increase the positive ones.

1.6.2. The Trait Theory : Daniel Goleman's Model of EI

Daniel Goleman is a journalist and a psychologist, he was not the first person who introduced the emotional intelligence concept but he gave useful interpretations that provided the society with enough information about (EI), he published several successful books including the famous book of „Emotional Intelligence “(1995). Goleman focused on the educational sector, he helped educators know about the importance of the emotional intelligence factor in education. Because of him, now many schools around the world are integrating emotional intelligence theories in their curriculum.

After Mayer and Salovey's theories of the emotional intelligence, Daniel Goleman proposed his theory, he decided to extend the term a little further, he saw that the concept needs to be redefined clearly. Goleman (1995), defined emotional intelligence as the ability to understand your own emotions and the others' feelings in order to reach self-motivation and managing relationships. This model was published in 2009 by Petrides and colleagues. Trait EI model refers to a person's own perceptions of his emotional abilities. Goleman broadened Mayer's and Salovey's four-branch system to incorporate five essential elements of emotional intelligence.

First, emotional self-awareness : according to Goleman (1995), it is about knowing what one is feeling at any time, he can manage his self emotions and be aware of what he feels such as the happiness, the sadness, the anxiety, the pleasure, the fear, the surprise, the admiration, the anger, the disgust, the awe, the contentment ..., and understanding the impact those moods have on others. Self-awareness is to identify and monitor your own emotions, it is knowing the reason behind every emotional state, a person with a self-awareness can assess himself, have a self-confidence and be aware of his needs.

Second, emotional self-regulation: Goleman (1995) affirmed that self-regulation is controlling or redirecting one's emotion and feelings, the one has to anticipate consequences before acting on impulse that means being calm and wise in hard stressful situations. Moreover, it is the capacity to control your emotions in stressful hard situations when something does not go as planned; it helps in preventing unexpected disruptive emotions to reach adaptability and flexibility in such cases.

Third, emotional motivation: it is using emotional factors to create a self-motivation to face obstacles and achieve goals, the more you are emotionally motivated the more you reach your needs, people with emotional motivation remain optimistic even if they face unexpected challenges. Motivation is the inner passion that pushes you to do activities (Goleman, 1995).

Fourth, emotional empathy: Goleman in his book « Emotional Intelligence » said that empathy is knowing how others feel based on their emotional feedbacks, it is showing concern towards others when they need help or when they have a negative experience by making them share what they feel, listening to them, understand them and give them the help they need.

Fifth, emotional social skills: social skills are managing relationships and interacting with others effectively, they involve the ability to find things in common with other persons under different circumstances to enhance communication and social interaction (Goleman, 1995).

1.6.3. The Mixed Theory: Bar-on's Model of EI

The mixed model of emotional intelligence is a theory that combines the person's personality characteristics with his/her abilities. And Bar-On's theory was no different than that. He came up with "Emotional Quotient" term as a measure of emotional intelligence. He even specifically emphasized on the adaptive function of EI falling under the description of a sort of a group that contains non cognitive capacities, competencies and skills that affect the ability of striving to success and coping with any given stressful situation and environment that puts the person under pressure. Furthermore, he simply viewed emotional intelligence as a mean that allows individuals to well function while being able to manage and maintain their well being by adapting in a certain way to their environment.

This mixed theory model maps and majorly covers areas and skills that are:

1.6.3.1. Intrapersonal Skills

Emotional self-awareness: which means being aware of your own feelings and understanding them.

- Assertiveness: it's expressing feelings in a more friendly way without showing any aggressiveness or being rude toward the others.
- Self-regard: it refers to the ability to understand and accept your own emotions. In other meaning, make peace with them.
- Self-actualization: it's unlocking and fulfilling your potentials by setting goals, reaching them and being successful.
- Independence: it refers to being emotionally independent which means not relying emotionally on others.

1.6.3.2. Interpersonal Skills

Interpersonal relationships: It refers to establishing and maintaining healthy relationships where there's mutual satisfaction.

- Social responsibility: It refers to identification and associations with social groups and being supportive.
- Empathy: It refers to understanding others' feelings and bring aware of their emotions.

1.6.3.3. Adaptability Scales

- Problem solving: It refers to creating and making effective solutions to interpersonal and intrapersonal problems.
- Reality testing: It refers to keeping your emotions in track with reality and facts.
- Flexibility: It refers to the ability to cope with and adapt to any changes in the environment.

1.6.3.4. Stress Management Scales

- Stress tolerance: It refers to managing and controlling your emotions and feeling in an effective and constructive way in mental anxiety and stressful situations.
- Impulse control: It refers to keeping your emotions in check and thinking through your next steps and decisions before taking actions.

1.6.3.5. General Mood

- Happiness: It's the feeling of contentment with yourself, others and in your life in general.
- Optimism: It refers to seeing life positively and having a positive outlook of it.

(Morris, J. (2023). Emotional Intelligence Models And Theories. *Neuroworx*).

1.7. The Significance of Emotional Intelligence

Emotions are a set of feelings that affect the human being behaviours and actions. Intelligence is a mental process that makes the brain acquire and apply knowledge and skills. Emotional intelligence is the combination between emotions and intelligence.

Salovey and John Mayer say that emotional intelligence is managing, understanding and interpreting our emotions and the feelings of others. The child is born with innate intelligences that can be measured and improved including emotional intelligence. According to Robbins and Sanghi (2005), Mayer, Caruso, and Salovey (1999), (EI) is the capacity to understand, perceive and manage emotions. Additionally, Goleman affirms that emotional intelligence is a range of skills that can be taught and developed through time.

First, the role of emotional intelligence at the personal level : emotional intelligence helps the person to be in contact with his own emotions, to know what he feels and identify what is the purpose behind those feelings, in other words he will become self-aware and more expressive (Goleman,1995).

Furthermore, (EI) is needful to remain calm in stressful cases, people with this kind of intelligence know how to control their emotions, they do not act aggressively in challenging

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situations, they remain quiet and take wise logic decisions, in other meaning, they do not let their feelings affect their thoughts. To be more clear, it makes them reduce their anxiety in stressful times, by understanding the causes of stress and identifying its signs, people with high level of (EI) have an excellent way of dealing with such cases by generating alternative meanings for each case (Mayer & Salovey,2002).

Moreover, emotional intelligence makes the person builds a strong personality, he will get self-awareness, self-confidence and self-motivation, he will know what he wants, what are their desires and what kind of persons he chooses to be (Mayer, Caruso, & Salovey,1999). According to (Gardener,1993), emotional intelligence helps individuals to decode their emotions, they will be able to understand the meaning of any particular emotion and redirect their emotional reactions to where they are more appropriate and beneficial, they will learn from their mistakes and know which emotion should be encouraged and which one should be reconsidered. Another important point, emotionally intelligent people do not listen to the wrong voices of their ego, they use the negative criticism as motivation rather than interpret it as a personal attack (Goleman, 1996).

Second, the role of emotional intelligence at the workplace : (EI) is helpful in knowing the emotions of people at your workplace, you can understand how they feel, what gives them pleasure and why, what drives them to make this specific decision and what is their purpose in life, in order to interact and communicate effectively with them (McKenzie,2005). Beside that, people who have emotional intelligence can work well with others, actively listening to them, understanding them, and empathizing with them, those people can detect facial expressions, tone of voice and body language, all of which can help an individual respond quickly and helpfully (Smith,2008).

Emotional intelligence makes the individual focuses on the good sides, takes deep breaths and sees the world clearly. It helps him in shifting from making assumptions to engaging his own curiosity, avoids having a fixed mind, seeking to grow, developing himself and advancing in his life (Goleman, 1998).

Finally, Mayer and Salovey (1999), have mentioned that people with this type of intelligence can change from taking things personally and being judgemental to accept others' point of views, understand them and take their opinions as kind of motivation to be a better

person. Emotionally intelligent people are able to focus on what they can influence and control rather than wasting their time with matters that are outside their area of control.

1.7.1. The Role of Emotional Intelligence in Managing Emotions

Emotions are these triggered, fervent, feelings caused by a particularly specified act or a change that happened to the individual, be it external or internal. They require attention, affect behaviours and interrupt the cognitive processes (Forgas, 1992; Morris, 1989; Simon, 1982). And, while the typical „rational“ decision maker is a person who can control his/her own feelings and thoughtfully calculate the best course of action to deal with an issue or an opportunity, neurological findings suggest that feelings are important when it comes to making good positive decisions that serve your needs (Damasio, 1994; Goleman, 1995).

Hence why it can be shown and said that feelings when left without control and self regulation will influence the judgments and the kind of decisions you make and affect your reasoning and behaviour. And, since emotional intelligence is considered as “the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth”. (Mayer & Salovey, 1997: 5). It makes it clear that emotional intelligence has a significant role to play when it comes to the success of individuals. It mostly represents the ability to effectively combine and join emotions and reasoning together, in which using emotions to facilitate reasoning and reasoning intelligently about emotions (Mayer & Salovey, 1997). In other words, emotional intelligence deals with everything that is related to emotions and feelings. It simply controls and guides emotions that influence the cognitive processes.

Furthermore, emotional intelligence does not only include self awareness, it puts these emotions into use in functional ways where it benefits and gives good outcomes. Because, it uses emotions a tool that can be used in terms of directing attention to pressing concerns and signalling what should be the focus of attention instead (Frigda, 1988; George & Brief, 1996), the reason why emotional intelligence has a very significant role in the success and failure of individuals when it comes to managing emotions.

1.7.2. Emotional Intelligence as a Need to Develop Behaviour

Behaviour, emotions, and intelligence are three related concepts. Emotions are mental states that reflect the one's mood, circumstances, and relationships with others, whereas, intelligence is a mental process made by the brain to resolve problems and situations.

As it is known emotional intelligence is the way of recognising, managing and interpreting ones' emotions and others' emotions, it represents the ability to combine reasoning with feelings. More specifically, (EI) is the capacity of expressing, perceiving and using emotions to generate effective thoughts and realizing emotional growth (Mayer & Salovey, 1997).

Behaviour is a set of actions and activities that are in response to external or internal motivations, behaviours can be observed and measured. The question proposed is what is the relation between emotional intelligence and the human's behaviour. Humans are emotional creatures, their feelings affect their attitudes and interactions with others. Goleman (1995) suggests the "Theory of Mind" which emphasizes that the human have two minds, one mind thinks rationally and the other one thinks emotionally, the person should know how to balance between those two minds. The Goldman's Theory of Mind indicates that our emotions shape our behaviours, the individual interprets the emotion he feels and after this interpretation he will act negatively or positively.

Emotional ability is a range of operations that enable the person to manage his emotions correctly, it is essential to mental and emotional health and good social functioning, the ability to regulate emotions is the ability to organise anxiety, stress, and depression (Sheppes, G. et al, 2015). Persons who have low level of (EI) are more exposed to make wrong decisions besides misbehaving, in contrast to emotionally aware people on the other hand, they face hard challenges, they remain calm, and take right decisions. Our managing of emotions helps us in redirecting our behaviours and understanding why people are behaving that way (Goleman, 1995).

An emotionally intelligent person is the one who knows how to use his emotions appropriately (Rafaeli & Sutton, 1989). According to Weisinger (1998), emotional intelligence is the intelligent use of feelings because your emotions work for you; they help you in guiding and directing your behaviours in a good way. In the domain of education, the low sense of (EI) leads

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to unwanted deviant behaviours named by emotional deficits (Cohen&Strayer, 1996), Hence why the bad antisocial behaviours that accurate inside the classroom is resulted from the negative self-perceptions (Fergusson, Lynske, &Horwood,1995;Williamson&Cullingford,1998).

Conclusion

Intelligence is what the human brain generates; it is a mental process that is used in solving problems and managing situations that required a deep degree of thinking. Intelligence can be divided into several categories; mainly there is the emotional intelligence which is a correlation between both emotions and human intelligence. The concept of EI has emerged since a long period of time and it has spread widely recently due to its significance, with emotional intelligence the individual can manage his own emotions and other's emotions, he will be self-aware, self-motivated, self-organized, learn empathy and get social skills. Emotional intelligence changes the one's behaviour from misbehaving to well-behaving the thing that makes EI needful in many domains especially the domain of education in the sake of raising emotionally intelligent generations.

Chapter Two : Emotional Intelligence and Education

2.1. Introduction

Education recently has been one of the most essentials of the human life and a significant activity in any society. Today the new world demands educated individuals, education builds a bridge between instructions and their application in real life, it develops the person's ideas, help him to learn more and make the unknown known. Educators all over the world, in our case the Algerian educators, make a combination between the term education and the emotional intelligence concept, they teach the learner how to manage his own emotions and others' emotions intelligently inside and outside the classroom, the learner during his educational phase has to know how to organise his feelings and feelings of people around him next to the ability to find solutions for stressful situations. Emotional intelligence is considered as a main purpose of every educational process that needs to be achieved (Griffin,2011).

2.2. Definition of Education

Many philosophers, psychologists and authors have defined the term of education differently depending on their perceptions. Education is along growth, since the child is born he gets several kinds of education, this education can be at home or at schools. Education has no final destination which means that there is no end of learning things and receiving instructions, in broadest sense, it is a device by which a social group continue existence and defends his ideas and his thoughts (Dewey,1978).

According to Kohnstumm and Gunning (1995), education is a combination between growth and human development with social legacy; it is the process of forming the human consciousness, self-formation and self-determination ethically. In addition, education is the manifestation of the divine perfection that is innate in man (Vivekananda,1863-1902). However, Bamisaiye (1989) gives another definition of education defining it as the development of abilities, attitudes and skills which form our various outlooks and dispositions to actions in real life.

Farrant (1982) affirms that education deals with knowledge, leads to a quality of understanding that gives rise to new mental perspectives in the learner and uses methods that encourage the exercise of judgement by the learner besides the use of his critical faculties. In fact education can be regarded as the society's cultural reproductive system, through education society reproduces itself and passing on its main characteristics to next generations although

those generations differ in many properties. Education can be in three forms : formal, non-formal and informal.

Now we turn to another conception of education, namely, to the Hegel's one. Hegel examines the notion of education in his work „philosophical propaedeutic“ “. Hegel (1986), defines education as the elevation to the reasonableness, it makes the man's rational side becomes his guiding principle. He concluded that the human as he has rights he has also duties toward himself which means that as the one needs to eat and take care of his body he has also to feed his brain and give some kind of advantages to his society by being educated, his main duty is to elevate his being as an individual into conformity with his universal nature.

Man is on the one hand a natural being and secondly he is a rational being, he differs from the animal because animals stands in no need of education, man has the task of bringing into harmony his two sides of making his individuality conform to his rational side or of making the latter become his guiding principle. The notion of education is in close connection with the two other sides of human community, that of culture and that of human's freedom (Hegel,1986).

Furthermore, education is an ongoing process that begins at birth until the end of life, first, the child remains under the care of his family until he begins attending school, second, when he attends school he will be under his teachers' instructions but there are some factors that influence this educational process like the administration and the classmates. Generally, the educational system focuses on children from school until graduation, education is useful in the childhood phase (05 years-15 years) because in this age the child has the ability to learn. One of the educational objectives is developing the child's intellectual, physical and social skills (Durkheim,1956).

Dewey (1897), believes that there is a relationship between the individual and the environment, education is about knowing what kind of experiences will you gain and how can you acquire these experiences. Firstly, moral training should be integrated in the educational system of schools, secondly, education should be regarded as an experience, if the child gains experiences at his school, then he may be able to learn about real life and becomes prepared for the future life.

Russel (1926) emphasizes that education should develop the children's skills, potentials and abilities. Moreover, education has to sharp the children's capacities and prepare them to be ready for their roles as a members of society (Durkheim,1956).

Nyagah (2010), expresses that education is about teaching and learning, teaching is giving instructions and learning is the process of receiving those instructions. Moore (2010), explains that education should provide the learner with the required skills, attitudes and characteristics in the society. An educated man has to be sensitive about moral matters, perform logic reasoning, and have a scientific historical geographical perspective.

Learning involves individual acquisition of competencies including knowledge, skills, behaviours and values, the learning process can be explained by three important approaches which are behaviourism, constructivism, and cognitivism. Behaviourism is a measurable change of behaviours, the child acquires his behaviours through his interaction with the environment, while, cognitivism focuses on the idea that all the child's behaviours are a result of internal mental processes, the mind process structured knowledge. The last approach is constructivism, it believes that the individual builds new knowledge depending on previous experiences and experiments. (Kridel,2010). These learning theories shed lights on the way of gaining knowledge and behaviours through environmental factors or inner mental actions or construction of new ideas depending on previous ones.

Teaching is a professional job that makes the learner grasps knowledge through instructions. The teacher evaluates the learner's performance, provides him how to attain knowledge, information and skills and helps him to meet his needs (Kadı, Beytekin & Arslan, 2015). Good teaching is related to good teachers, the didactic approach is mainly teacher-centred and content-oriented, the teacher gives instructions to the learner, then, the learner receives them, interprets them and uses them to build a new knowledge (UNESCO-UNICEF, 2014).

According to Durkheim (1956), the teacher is the main element in the educational process, he has to have authority, self-confidence, competencies, experiences, several teaching strategies and great performance. Smith and Bruneforth (2006) state that specific training is required to offer a good quality of education to learners, this training contains the knowledge of sociology, educational psychology, educational history, curriculum knowledge, the educational system, class management, and motivation theories, In the domain of education we hear a lot about the term "curriculum" which refers to the plan, program, or guide through it learners follow a course and by the end of the course they learn what the course is supposed to teach (Nyagah,2010).

Educational systems seek to evolve children's knowledge and skills, to achieve this, a set of requirements should be taken in consideration such as the use of different teaching

methods, effective teaching content, clear learning objectives, significant assessments and the variation in educational materials. Teaching methods are tools used to improve the learners' knowledge and skills, these methods depend on the teacher's proficiency and experience. The educational materials like books, maps, toys, and supplementary resources, help the teacher to accomplish the lesson easily and reach the learners' understanding. Finally, the assessment refers to a measurement instrument that helps teachers and learners know how much course objectives have been achieved at the end of the educational program (UNESCO International Bureau of Education, 2016).

2.3. Types of Education

Education has many different definitions and meanings to it, one of these definitions is learning, however it does have types too that differ from one to another and some of the main types are :

2.3.1. Formal Learning

Formal learning is a pragmatic and organized way of learning in which it's delivered systematically, guided and planned by a qualified instructor/teacher with the intention to hit the learning goal and target that was set in order to reach and achieve. It is usually done face to face in a classroom setting or through an online learning platform.

2.3.2. Informal Learning

Informal learning is an unstructured type of learning that has no restrictions and follows no rules. Simply, it's a non-organized way of learning that takes place away from traditional formal learning settings. It doesn't have any objectives or goals to achieve and it's mostly unplanned and self directed by the learner in which it happens naturally just like seeing new unfamiliar words and things and getting to know their meaning and what they represent. In this situation, it's called informal learning where the person gets into a learning situation without intending to learn.

2.3.3. Non-Formal Learning:

Non formal education/learning is a well planned and structured kind of learning, it follows its own objectives and goals and it's guided by an instructor. However, non-formal learning doesn't follow the traditional formal learning system or settings, it simply takes place and happens outside schools and learning facilities, it can be demonstrated in a music or a

dancing centre where learning get learn how to play instruments and how to dance in a very systematic way but unlike the formal learning it doesn't follow or share the same traditional ways and occupations.

//	Definition	Delivery of services	Instructional processes	Objectives
Formal	Institutionalized, graded and hierarchically structured education system.	Through Highly formalized institutions with established methods, models, instruction and evaluation.	Track, grade and certify their graduates for jobs and statuses in the outside world.	Prepare the students for future life.
Informal	Unorganized life-long process by which everyone acquires	Delivered not by formal institutions but by	The learner is seldom aware of being a student	Intergeneration al transfer of values, skills and the
	knowledge, skills & attitudes through experience and contact with others.	social institutions of family, marriage, peer groups and mass media.	engaged in the integration of new values & skills.	teaching of cultural norms.
Nonformal	Organized and systematic learning activity carried on outside the formal schooling.	Basically out-of-school.	Are often varied and innovative.	Respond to Utilitarianism and immediacy of needs.

1.2.4. Table 01 : Formal Vs Informal and Non-Formal Learning.

2.4. Education Theories

Education is the umbrella that includes both of teaching and learning, when we think about the process of education we think about how to give instructions and how we receive, interpret and apply these instructions. Since the term of education has appeared, a massive amount of teaching learning theories were proposed in order to allow teachers to understand how their students learn. Through using different teaching methods, teachers can develop more comprehensive learning strategies and help students find success in education. The view of education differ from psychologists to philosophers to authors, every side sees the term from his point of view what leads to the emergence of many theories .

Education theories are a set of ideas about how students learn in the classroom, these ideas can help an educator develop effective lesson plans, assess the learner progress and make adjustments to their teaching practices, they often focus on understanding how humans process information and use it to develop meaningful understanding. In other words, theories of education give importance to the principles that educators may use to help students in class.

These theories can be divided into two categories which are cognitive and behaviourist theories. Cognitive theories focus on acknowledging different types of intelligence and learning styles, whereas, behaviourist theories emphasize reinforcement and operant conditioning. By doing a combination of these two perspectives, we can create more holistic approaches to teaching methods.

2.4.1. Behaviourism Learning Theory

Behaviourism theory is the Cinderella of learning theories, it can be traced back to Aristotle then many theorists expanded the theory. The behavioural learning is a popular concept that focuses on how students learn, it is concerned with their behaviours. Behaviourism emphasizes that the individual learns behaviours through the interaction with the environment, this theory states that behaviours are learned from the environment and says that inherited or innate factors have very little influence on human behaviours.

Behaviourism is an educational theory that believes learning occurs through teachers' rewards and punishments that lead to changes in behaviour (Duchesne et al., 2014 ; Blaise, 2011 ; Pritchard, 2013). (Duchesne et al.2014), states that the behavioural theory views learning as a cause and effect mechanism in which external factors leads to a response and over time this response becomes a learnt behaviour. The core feature of behaviourism is that external events

or factors are conditions that make the learning process happen (Blaise, 2011). And according to Pritchard (2013), behaviourism is a learning theory that focuses on the observation of behaviours with the absence of any mental activity, learning simply is the acquisition of a new behaviour.

2.4.2. Cognitivism Learning Theory

Cognitivism is another type of learning theories that focuses on mind processes besides external factors, it deals with how information is received, stored, and retrieved by the mind, it uses the mind as an information processor like a computer. Cognitivism looks beyond observable behaviours viewing learning as internal mental process, this includes various areas for development such as knowledge, thinking, memory and problem solving.

According to Ertmer and Newby (1994), the cognitivism theory focuses on addressing issues of how the mind received, organized, stored and retrieved information, it is about the conceptualization of the student's learning process..

Cognitive process includes five main steps that are : perception, executive processes, working memory, encoding and long-term memory. First, perception is the process of receiving information that begins with some sort of sensory input for example the sound of a bell, the smell of a rose, the touch of a feather...and then, the information is transferred to short-term or working memory (Schunk, 2012 ; Woolfolk, 2015). Second, executive processes is the regulation of the information flow throughout the information processing system (Schunk, 2012), these include the conscious processes and effort a person exerts in managing new information as it is presented including directing attention, planning next steps, and retrieving information from long-term memory for current use (Woolfolk, 2015). Third, Schunk (2012) says that the working memory is related to awareness or what one is conscious of at a given moment, it includes both temporary storage and active processing of information (woolfolk, 2015). Fourth, Encoding is the process of integrating new information processed in the working memory with what is already known to facilitate storage in the long-term memory, it is influenced by organization, elaboration, and schema. It provided an early insight into human perception showed that organized materials are easier to recall by human brain than the random non-organized ones (Shunk, 2012). Fifth, Petri and Mishkin (1994) define long-term memory as the capacity of storing information for a long time, then, they are retrieved as images, ideas and thoughts. In the long-term memory, information are easily stored when they are organised and well-connected (Schunk, 2012).

2.4.3. Constructivism Learning Theory

As an educator, it is important to understand learning theories and how they impact you and your students. Constructivism is a learning theory that supports the idea of building new knowledge depending on the previous one. And according to Piaget (1964), learning is understanding. Through interactions with the environment, we change our view of the world, views on separate constructs can be changed in different ways. Simply, constructivism sees learning as it is created via experience, the mind filters input from the world to produce its own unique reality. Humans build personal interpretations of the world from input by experiences and interactions (Jonassen, 1991).

Ertmer and Newby (1993), affirm that individual and environmental factors are both critical to the constructivist theory of learning, it is the specific interaction between these two variables that creates knowledge. Memory has a significant role in this learning theory, because it is an ever-changing construct since it is constantly expanding its history of interactions. Constructs become more rooted in memory when there is some teaching emphasis on the utilization of pre-existing knowledge.

Jonassen (1991), suggested that a constructivist approach to teaching is better for more advanced types knowledge acquisition. Constructivism is the best means of instilling applied knowledge. A good constructivist teaching style involves presenting information in a variety of different ways by revising the content at different times and applying it to different purposes and contexts.

Methodologically, constructivism is often associated with qualitative research (Clark & Ivankova, 2016 ;Tashakkori et al., 2021). Constructivist researchers emphasize inductive research methods (Tashakkori et al., 2021). According to Bruner (1971), knowledge is not a mere mirroring of things, he believes that knowledge is a justified belief and a model we construct for specific purposes.

2.4.4. Humanism Learning Theory

This theory is similar to the constructivism learning theory, it supports the freedom and autonomy of learners, it considers learning as a natural desire by which we achieve goals.

Humanism emphasizes the idea of being an autonomous learner who is self-directed and self-organized (Mukhalalati, Taylor, 2019). In the humanistic approach, the teacher allows his students to learn by their own with no limits. The humanists believe that the learner has an

inherited desire to learn and to meet his needs. As the responsibility is on educators to construct a clear structure for teaching, the responsibility is also on students to learn by themselves (Aliakbari ,2015). In addition, Maslow (1970) and Santrock (2008), have done great works that talk about the humanistic theory, they affirm that every human has an inner passion that pushes him toward self -actualisation.

2.4.5.Connectivism Learning Theory

Connectivism was first introduced in 2005 by two theorists, George Siemens and Stephen Downes. It sees technology as a major part of the learning process and our constant connectedness gives us opportunities to make choices about our learning. Connectivism promotes group collaboration and discussion, when it comes to decision-making, it provides different viewpoints and perspectives, in other words, connectivism promotes learning that happens outside of an individual such as through online networks, social media, information databases and blogs.

Siemens (2005), proposes the cognitivism theory against the other traditional learning theories, he considers it as modern approach in the face of new revolutionary social networking technologies affecting searching, research, teaching and learning along with numerous other aspects of daily life. Siemens notes that technology becomes the source that we learn from it how we live, how we communicate and how we learn. Connectivism is considered as one of the technological shifts affecting learning, it produces an examination of technological trends, changes of organization, evolution of learning and the nature and source of knowledge. In Siemens' researches, cognitivism allows learning to happen outside of the brain through technology and data systems. Individuals feed internal information to a learning community and connect to nodes from a more extensive, diverse network (Siemens, 2005). Siemens also critiques traditional learning theories for being too abstract and failing to describe how learning develops in organizations.

Connectivism defines learning as a networked group effort where learning is a process of connecting people and information sources. Connectivism is social learning that is networked (Duke et al.2013). Finally, cognitivism is the successful type of learning theories (Garcia et al., 2015).

2.5. The Algerian's Educational System

The history of the official education systems in Algeria goes back to the French colonists. They forced the Algerian children and made it an obligation for them to go to schools in order to learn about the European languages that their own children were familiar with. Yet, not every child had the privilege to experience education since schools were not widespread across the country. However, when Algeria gained its independency, and with the creation of an education in 1963, the process to make an open Nation education system was set in motion. Therefore, the schooling systems went through major reform where more schools were built and made accessible to the general population. (Algeria.com. (2019, January 8). Education in Algeria)

Due to the changes it went through, now the Algerian's educational system has three cycles that are all managed and set by the Ministry of National Education that supervises and organizes the education system which also takes responsibility over the development of education policies.

These cycles are:

1. **Primary Education:** The first nine years of schooling comprising the basic education cycle is compulsory for all children of school age which is from 6 and above. These nine years are divided into two stages, the first is taught at primary schools and the second at middle schools. In addition, there are integrated schools that teaches all of the nine years of basic education under the same roof. In primary schools, children study for five years starting from the age of six, and during these years they will be provided with basic knowledge and skills such as : reading, writing and numeracy until they reach the ability to master them. Moreover, it aims to develop their personalities and teaches them how to behave well by creating good habits that they will eventually use in their daily lives. But in order to pass to middle school which is considered as the second stage, pupils go through a final examination that will lead to a certificate of achievement called "certificate of primary education". Next, the pupils will automatically be admitted in middle schools where they will get to study for a period of four years and finish by having a final examination to get a basic education certification. Then, from there pupils will have the choice to choose and pick the first general and technological secondary year, however, the pupils that didn't get the chance to succeed or get the certificate or be

admitted in the secondary year, they would still have the possibility once they reach the age of sixteen of either joining vocational training or be directed to working life.

2. **Secondary Education** : It's an education that lasts for three years, in the first year of secondary education the pupils will have to study and be put in different specialties according to their personal preferences, the opinion of their teachers and counsellors, their results on the Brevet fundamental exam, their overall performance in grade nine, and the number of slots available in each specialization. Then, by the end of the year pupils will get to pick the high school to their liking, the one that suits them best in order to continue their education path and eventually end their schooling by the Baccalaureate exam which will draw the line of their further studies and higher education. Overall, secondary education simply prepares pupils for higher education; it deepens their knowledge in different fields and develops their skills.
3. **Higher Education**: The Algerian higher education sector's recent system adopted a framework that is called the BMD (Bachelor, Master, and Doctorate) since 2004/2005. And It includes three years for the bachelor's degree that requires 180 credits and two years for the master's degree with a total of 120 credit. However, they both can take different forms that are called single cycle or long qualification that lasts for five or seven years such as medical studies. And in order to get access to faculties provided by higher education and training institutions, first, you will have to be a Baccalaureate holder which is one of the requirements that are set by the Ministry of Higher Education and Scientific Research that you will have to meet, then, it will be based according to your choice and wishes, the field of study and results of the Baccalaureate ran score in general and in some specific subjects, the number of available seats and the accommodation capacity of higher education and training institutions and lastly, the geographical district of the Baccalaureate holder. In addition to this traditional education system, Algeria also offers vocational education and training programs that offers two different types of vocational degrees, one in higher education awarded by higher education institutions while the second is considered as a professional degree supervised by the ministry of vocational training and does not count as an academic degree although both of there programs are designed to provide students with the skills and knowledge needed to pursue a career in a specific field, such as engineering, medicine, or business.

In recent years, the government of Algeria has taken steps to improve the education system by increasing the budget for education, building new schools, and providing training for teachers. The government has also introduced a new education law that aims to improve the quality of education and increase access to education for all children in order to face the challenges that threaten the education system that can be seen in the high dropout rate among students, particularly in rural areas and the lack of qualified teachers, which affects the quality of education. Hence, why The government is building new schools in rural areas and providing training programs for teachers by various institutions depending on the level of teachers (primary school, middle school or secondary school teacher), and the subject taught by them.

(Nick, Clark. (2006). Education in the Maghreb-Algeria, Morocco & Tunisia)

2.6. Emotional Intelligence and Education

Education in Algeria is witnessing remarkable development over the years, educational reform is done in the field of education that means striving to develop the Algerian educational system, rebuilding curricula, modernizing the means and work methods which respond and correspond to the renewed needs, and successive changes as well as the profound transformations occurring.

This reform does not destroy the existing structure but rather seeks to add what is needful to reach the high quality of the teaching learning process (Fadil, 2009). Emotional intelligence is one of the educational reform goals that needs to be achieved in the short-term due to its several advantages.

Goleman (1998), defines emotional intelligence as the ability to recognize our own emotions and those of others to achieve goals and build relationships. For many decades, the issue of emotions is taken for granted, focusing more on the cognitive aspect, the neglect of emotions in teaching affects negatively on the other sides in the educational domain.

According to Parker (1999), advocates the use of emotional intelligence in teaching, he emphasizes the importance of the teacher's identity rather than the teaching techniques used, because the educator has the responsibility to teach his learners how to manage emotions and how to deal with stressful hard situations.

Stressful school experiences and environment forbids the good learning, whereas, positive classroom atmosphere helps the learner to learn (Taylor & Mac Kenney, 2008).

Hargreaves (2010), states that when the teacher has positive emotions he will transmit them to his students, he fills his course with joy, pleasure and creativity.

The emotional aspect has been ignored since many years in the field of education in Algeria, the teaching-learning process stills depending on traditional teaching methods, it focuses more on the knowledge of the subject content rather than focusing on the learners' needs and wants, teachers do not know the significance of the emotional intelligence factor in teaching, they only give importance to the cognitive aspect, maybe it is time to think more about the emotional intelligence concept.

Nedjm (2018) affirms that both of Algerian educators and students must have emotional intelligence, it can be considered to include certain components like intrapersonal and interpersonal skills, which reflects the ability to perceive and understand their own emotions, regulate them and self-manage them next to the empathy and capability to understand others' emotions.

To be emotionally intelligent means that you have the ability to deal with your own problems and those of others at school, when the educator is emotionally intelligent he can obviously inspire his students by developing a new vision of learning and give them an overview view of the need to acquire this type of intelligence (Nedjm, 2018).

Teachers are the backbone of any educational system in the world, in our case, the Algerian educational system. Any successful educational system is built on teachers' performance, teachers need to handle the ability to cope with their own and their student's emotional states since they are exposed to high levels of pressure (Amin & Atta, 2013).

According to Ismail and Idris (2009), EI teachers demonstrate a better teaching performance, negative emotions hinders the students' learning process, building a warm interpersonal relations among teachers within the classroom facilitates the academic development of the learner. If teachers are apt to perceive and cope with their emotions they will be helpful for their learners' growth, beside that they will be able to motivate them and manage their students' behaviour, to be more clear, a teacher with higher EI shows better teaching performance.

Bouhafs (2017), says that emotional intelligence is an important factor in EFL classes since much interpersonal interaction is required. Algerian EFL educators have to take emotional intelligence in consideration because the English language represents a new foreign language for

Algerian students whose mother language is Arabic, they definitely will face obstacles in learning English as a foreign language what leads them to stress and feel fear of it.

Recently, much attention has been paid to enhancing English speaking competence among preteens in Algerian EFL classes, students tend to be more anxious when it comes to speaking especially in a foreign language such as English language, consequently they experience high levels of social phobia which leads to poor communication (Alghorbany,2019).

To solve this problem, Algerian EFL instructors may include EI training sessions in their programmes as they foster English speaking performance among their students. When the learner is emotionally intelligent he will feel more confident, he can speak with no anxiety in front of others, this self-confidence will be acquired step by step through EI training sessions and this is the aim behind the importance of teaching emotional intelligence to learners.

Additionally, emotional intelligence and pragmatic competence (PC) may be related because of the evident social aspects and skills that EI involves which can be hypothesized to be linked to the social aspects of language, namely, pragmatics. Pragmatic competence is defined as the knowledge of conditions and manner of appropriate use of the, in the line with various purposes, it includes illocutionary competence and sociolinguistic competence. When it comes to the field of linguistics, emotional intelligence helps in gaining pragmatic competence (Idri,2014).

Emotional intelligence has been one of the essential concepts to be studied in Algerian researches due its significance regarding all the emotional and educational factors. In education, pragmatic competence is perhaps the most crucial area of language mastery, the vastness of the field includes societal and cultural knowledge as well as cognitive-psychological dimensions which add to the complexity of this area of competence (Idri,2014).

According to the research of Gherbi (2018), the educator is the main component of the educational process, the greatest burden falls on him in achieving the optimal growth of the learners from the emotional point of view, as well as directing the learning activities in a proper direction. He must be able to help students in acquiring knowledge, skills and good habits, this is not possible for him unless he is able to understand the feelings of his students, accept them and listen to all their psychological interests. The emotionally intelligent teacher plays an important role in relieving his students of exam anxiety, especially students of the final departments, given that their exams may be corrected by other teachers.

Exam anxiety is a temporary psychological state that appears in the student before taking the exam or during the presentation of the exam result, and it goes away when the situation is gone. This condition is characterized by certain physical and behavioural symptoms that can only be overcome by activating the emotional intelligence.

Therefore, one of the teacher's duties is to alleviate this anxiety and direct the students to methods of effective review and simplify the issue of the exam in their minds, which makes them feel competent and able to pass it, that is what teachers with low emotional intelligence do not possess as they exaggerate the threat and intimidation of students from exam difficulty and poor results considering that the negative results may put them in an embarrassing position in front of their fellow teachers and the school administration, they think that they are motivating their students but usually this motivation is destructive because of its misconceptions. From here, we conclude that there is an inverse relationship between the educator's emotional intelligence and the learner's anxiety before the exam, the higher the teacher is emotionally intelligent the less the student is stressed, and the less the teacher is emotionally intelligent the more the student is stressed and afraid of passing the exam (Gherbi, 2018).

2.7. The Effects of EI on Education

When dealing with emotional intelligence, it is clear in Goleman's quote that was originally said by Lyle Spencer Jr., president of Spencer Research & Technology and co-founder of Competency International, that : what you learned in school distinguishes superior performers in only a handful of the five or six hundred jobs for which we've done competence studies. It's just a threshold competence; you need it to get in the field, but it does not make you a star. It's the emotional intelligence abilities that matter more for superior performance (1998, p.19). In other meanings, if a person wants to reach and unleash all his/her potentials and perform better be it academically or in their work life, then being emotionally intelligent is needed in order to do so. And it was proven in several studies that the emotional intelligence is indeed necessary for learners to have a higher academic performance and be successful in their lives and so is the case for the Algerian education and learners. In addition, in recent years the EI became the centre of interest when it comes to improving the learning experience and getting a higher rate of success for learners. Some authors like (Romasz, Kantor, & Elias, 2004) suggest that the acquisition of such skills (Emotional intelligence skills) are a prerequisite for students before they can access traditional academic material presented in the classroom. Moreover, it is becoming evident that

general success and well-being in adulthood can be contingent upon learning how to employ these social and emotional learning skills to negotiate life's many challenges productively, in order to reduce the risk of mental health problems (Cherniss & Adler, 2000). In other meanings, if your emotional intelligence is developed and nurtured, then you'll have a healthy successful future where you can live with a clear mind-set and a reduced stress level with the ability to make good decisions with a good mental health. It simply helps reason to function therefore it makes the emotionally intelligent learners that developed their skills more aware of their own actions :

1. Emotions are neutral, they contain information which needs to be recognized and understood in order to inform decision-making (Damasio, 1994).
2. Emotions can be seen as being central to individuals' ability to establish which problems they should solve and in which order they should address them (McPhail, 2004).
3. Emotions helps individuals to identify the elements that reason must take into account when a decision is being made (De Sousa, 1990).
4. Emotions can be seen as establishing appropriate goals towards which reason can work.

In short, learners will be aware of their own emotions and will gain control over them in which will lead them to make good decisions that serve their goals and needs and with the obstruction that face the Algerian education that were listed by the UNICEF organization such as the lack of progress and the low academic performance that made a huge number of pupils repeat years, makes it clear that the Algerian pupils are in need to develop their emotional intelligence and self awareness in order improve and do better. Therefore, several Algerian researchers conducted studies like : Investigating The Correlation between EFL Learners Levels of Emotional Intelligence and their Speaking Performance: The Case of Secondary School Pupils in Ouled Dahman by Ilyes Baghdadi, Wafa Ailane, and Ms Imane Cheriet. University of Mohamed Boudiaf, 2022. And The Extent Related of Emotional Intelligence Levels with Achievement Motivation in University Students by Afifa Djedidi. Tobacco Regulatory Science (TRS), 128-149, 2023. To see and try new methods to make progress and develop the EI within Algerian learners.

Conclusion

Algerian system of education still needs some changes in different sides, this change should involve the inclusion of emotional intelligence as an essential part in education, emotional intelligence is not related only to learners, it belongs to both teacher and student. The Algerian educator has to be emotionally intelligent that means to understand his own emotions and the emotions of his students, beside that he must know how to manage and organise those feelings. If the teacher is well emotionally intelligent, he obviously will transmit this type of intelligence to his students as the educator is the bone of the educational process. The absence of emotional intelligence in the field of Algerian education can affect negatively on the whole sector, therefore, it is better to integrate this feature into the system.



Chapter Three : Fieldwork

3.1.Introduction

The study of the development of emotional intelligence as an effective goal of education requires an investigation in order to see if it's applied in real life within the Algerian schools. Therefore, in this chapter we took Tiaret's different fourth year middle school classes as a sample.

3.2.Research Methodology

We used mixed methods to gather the data needed for the validation of our research work, this design is a combination of both qualitative and quantitative methods, it provides more realistic and true approach to any findings and presents multiple possibilities for those findings. This design often tends to produce interesting results for a specific set of approaches or findings. We are examining teachers' awareness of the emotional intelligence factor as an important tool of the teaching process, the mixed methods remain the helpful methodology.

The group under investigation is derived from EFL teachers working in Tiaret city middle schools and pupils studying in the same middle schools. A sample consisting of 5 teachers out of the total population of teachers teaching in middle schools located in Tiaret city, we investigated 5 classes out of 4 middle schools which are : Bikouch Bilahcen, Ait Omran Mohamed, Hamdani Malika, and Mofdi Zakaria. Totally, we examined 185 pupils.

3.3.Research Instruments

First, an interview was carried out with 5 teachers of fourth year middle Schools pupils of Tiaret city which are Bikouch Bilahcen, Ait Omran Mohamed, Hamdani Malika and Mofdi Zakaria middle schools. The interview contains 8 question for the EFL teachers to answer in order to inspect their awareness of the EI factor as an effective tool of teaching. Then, a questionnaire was given to 30 pupils with an observation of the classrooms for a period of two weeks. The questionnaire includes 10 simple questions to answer easily, it aimed to collect data on the pupils feelings and EI related information. While, the observation focused on observing the 5 classrooms of the previously mentioned middle schools following Goleman's EI model.

3.4.Data Collection and Analysis

The way of collecting data differ from one case to another depending on the sample that you are investigating. In our case of study which is EFL teachers and pupils of fourth year middle school in Tiaret city, we investigated 4 middle schools which are : Bikouch Bilahcen, Ait

Omran Mohamed, Hamdani Malika and Mofdi Zakaria. We tried to design interviews for teachers. Besides, observing pupils' EI and their interaction inside the classroom, we also made easy questionnaires for them that contain simplified questions.

The purpose behind choosing interviews as a tool to collect data from EFL teachers is examining the teachers' awareness of the emotional intelligence factor as an effective tool of teaching. Additionally, we used questionnaires and observations on pupils' in order to know whether their emotional intelligence skills are developed or not.

Interviews gave us an overview about teachers' familiarity with the term EI and in the same time helped us in gathering information about their awareness about its importance. Observations and questionnaires are the best way to discover to what extent the pupils' emotional intelligence is evolved.

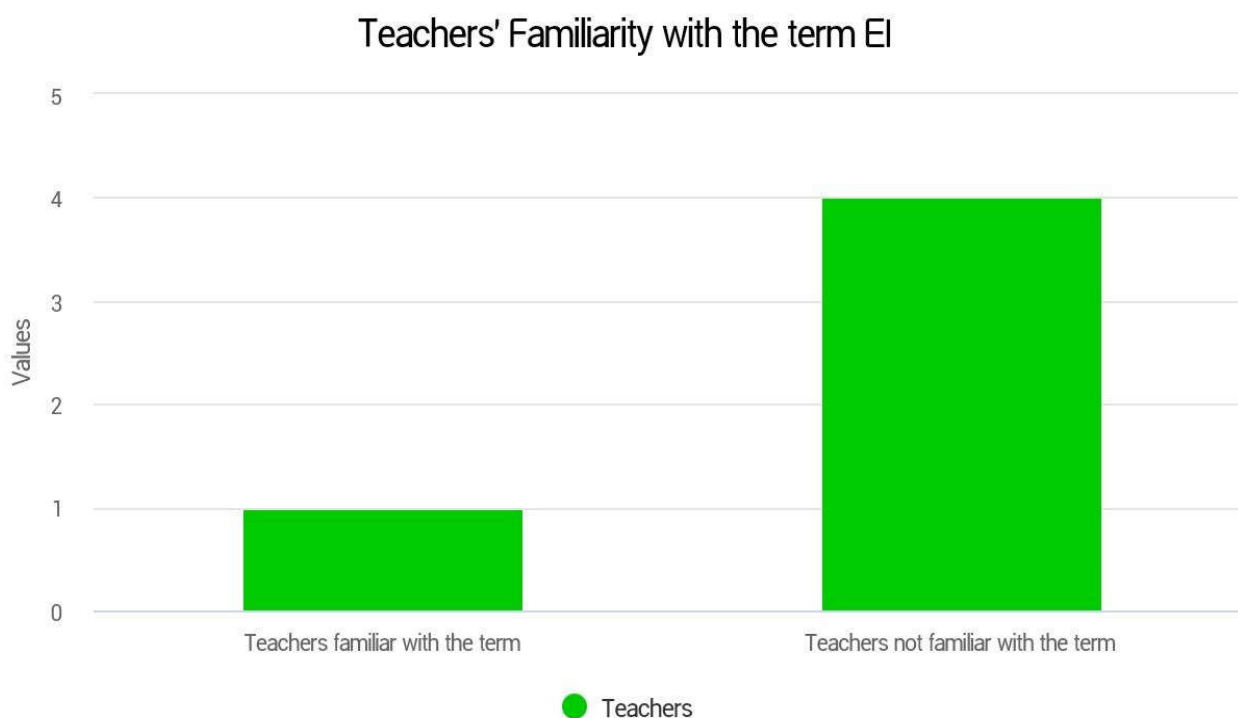
3.4.1. The EFL Teachers' Interview

We made an interview with 5 EFL teachers from 4 different middle schools in Tiaret city. We asked them face to face eight questions about their awareness of the emotional intelligence factor as an important tool of teaching.

Q1 : Are you familiar with the term EI ?

Teachers	Answers
Teacher A	Answered by no, he is not familiar with the term EI at all.
Teacher B	Also answered by no, she is not familiar with the term
Teacher C	He is familiar with the term.
Teacher D	He is not.
Teacher E	She is not.

Table 02 : Teachers' Answers to The First Interview Question.



Graph 01 : Teachers' Familiarity with The Term EI.

Analysis 01 : as the graph shows, most of teachers are not familiar with the term of emotional intelligence (4 teachers), only one teacher out of 5 teachers is familiar with it.

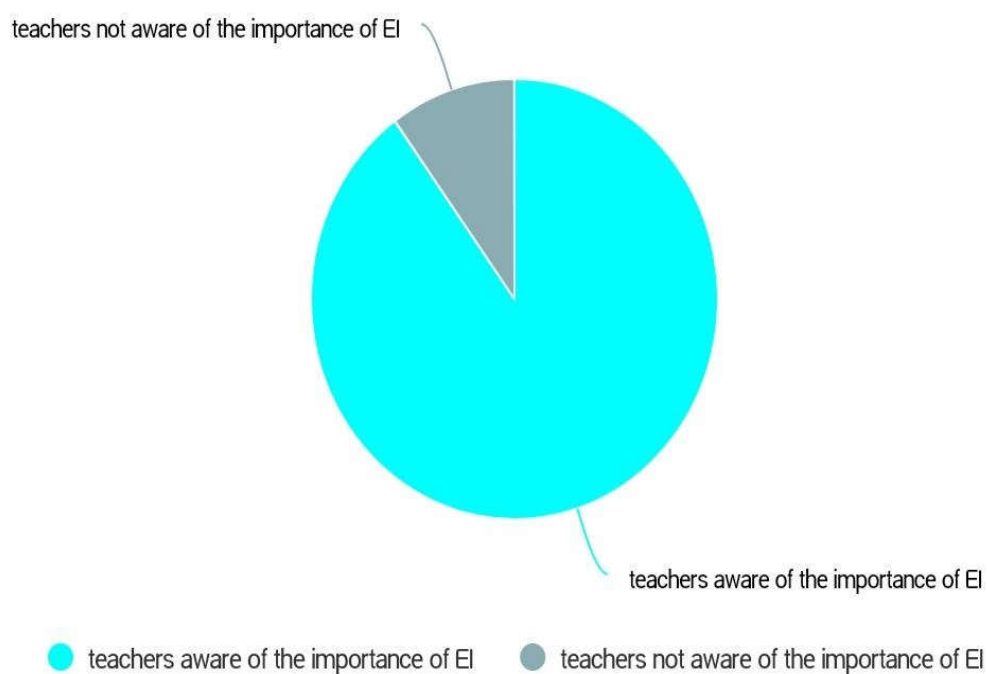
Q2 : Do you consider the emotional intelligence factor as a significant tool of teaching ?

Teachers	Answers
Teacher A	He does not consider the EI factor as an important tool of teaching.
Teacher B	She sees that the emotional intelligence factor is a useless instrument of the teaching process.
Teacher C	he considers the emotional intelligence factor as an effective tool of teaching.

Teacher D	He sees that there is no importance of the emotional intelligence factor in teaching.
Teacher E	she has no idea about the significance of the EI factor in education.

Table 03 : Teachers' Answers to The Second Interview Question.

Teacher's awareness of the importance of the EI factor in education.



Graph 02 : Teacher's Awareness of The Importance of The EI Factor in Education.

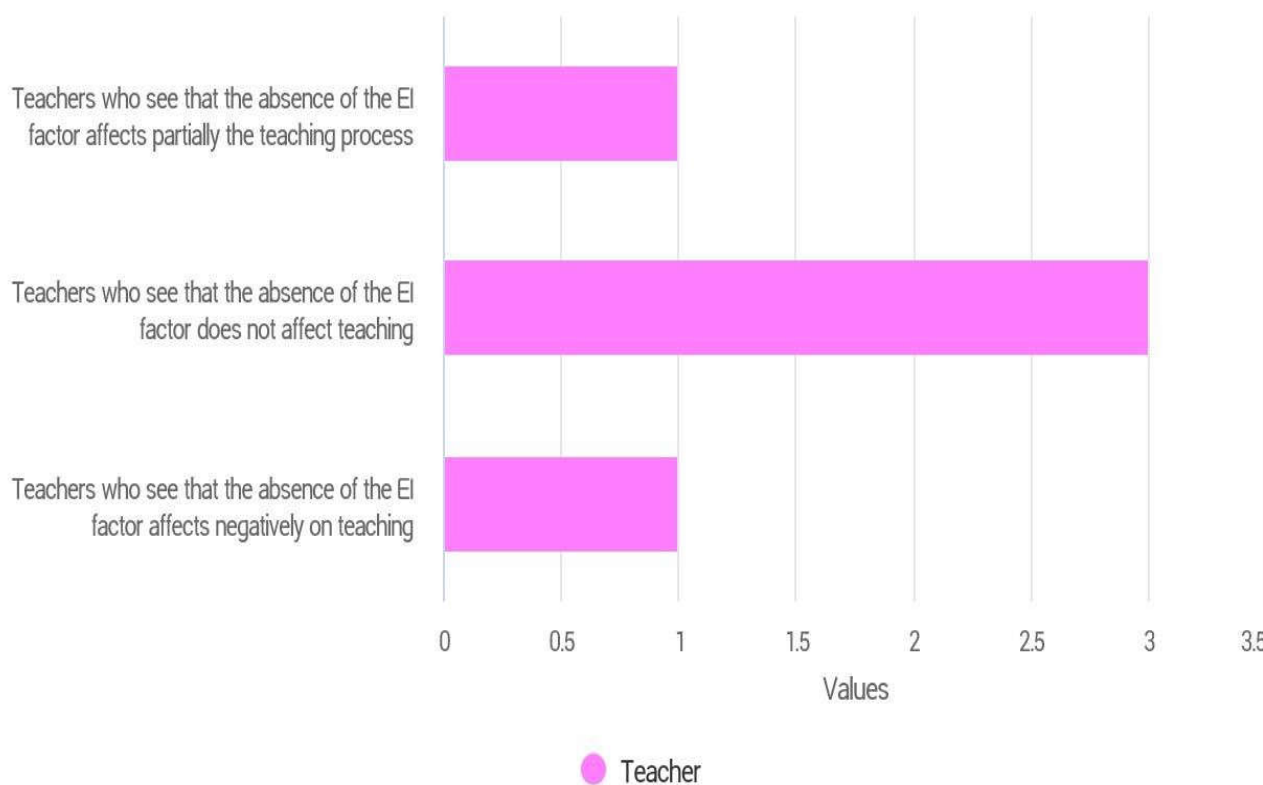
Analysis 02 : the circle shows that 10% of teachers are aware of the significance of the emotional intelligence factor in the teaching, however, 90% of them are unaware of the importance of this type of intelligence, they consider it as a useless factor that can not affect the instructional process.

Q3 : Does the absence of the emotional intelligence factor in the educational process lead to bad consequences ?

Teachers	Answers
Teacher A	He sees that the absence of the EI factor does
	not affect the educational process.
Teacher B	she affirmed that we can dispense the emotional intelligence factor in teaching.
Teacher C	He sees that the absence of the EI factor in the education can lead to unwanted bad consequences that harm both of the teacher and the pupil.
Teacher D	She sees that the absence of the EI factor will partially affect teaching.
Teacher E	He agrees that emotional intelligence is a new term in education, he believes that before this term emerged, the teaching process was going well.

Table 04 : Teachers' Answers to The Third Interview Question.

Teachers' opinions on the absence of the EI factor



Graph 03 : Teachers' Opinions on The Absence of The EI Factor.

Analysis 03 : the previous chart indicates that one teacher out of five teachers sees that the absence of the emotional intelligence factor can lead to harmful consequences, while, another teacher sees that the absence of the EI factor can affect the educational process partially (not too much), the rest of them (3 teachers) see that the absence of the EI factor does not affect at all teaching.

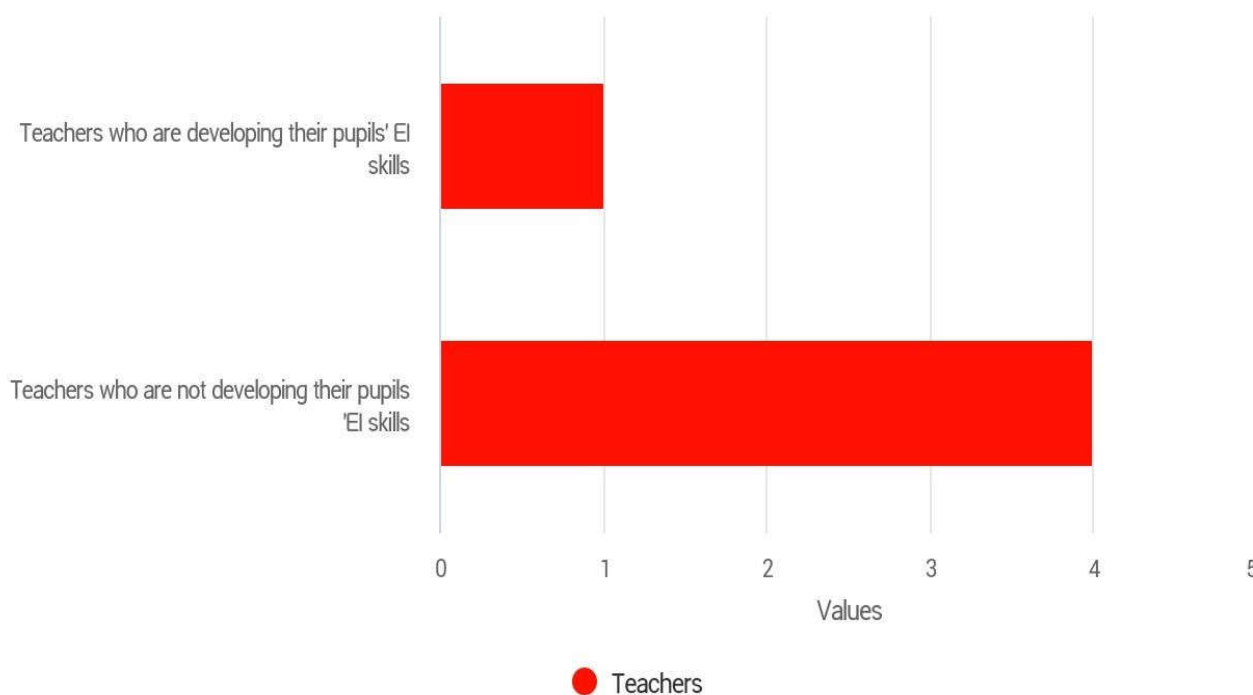
Q4 : Do you develop your pupils' emotional intelligence skills ?

Teachers	Answers

Teacher A	No he does not develop his pupils'' EI skills.
Teacher B	She does not have the ability to develop her pupils'' EI skills.
Teacher C	He always seeks to develop his pupils'' EI skills.
Teacher D	He do not care at all about developing his pupils'' EI skills.
Teacher E	She totally has no strategies for improving her pupils'' EI skills.

Table 05 : Teachers' Answers to The Fourth Interview Question.

Teachers who are developing their pupils' EI skills



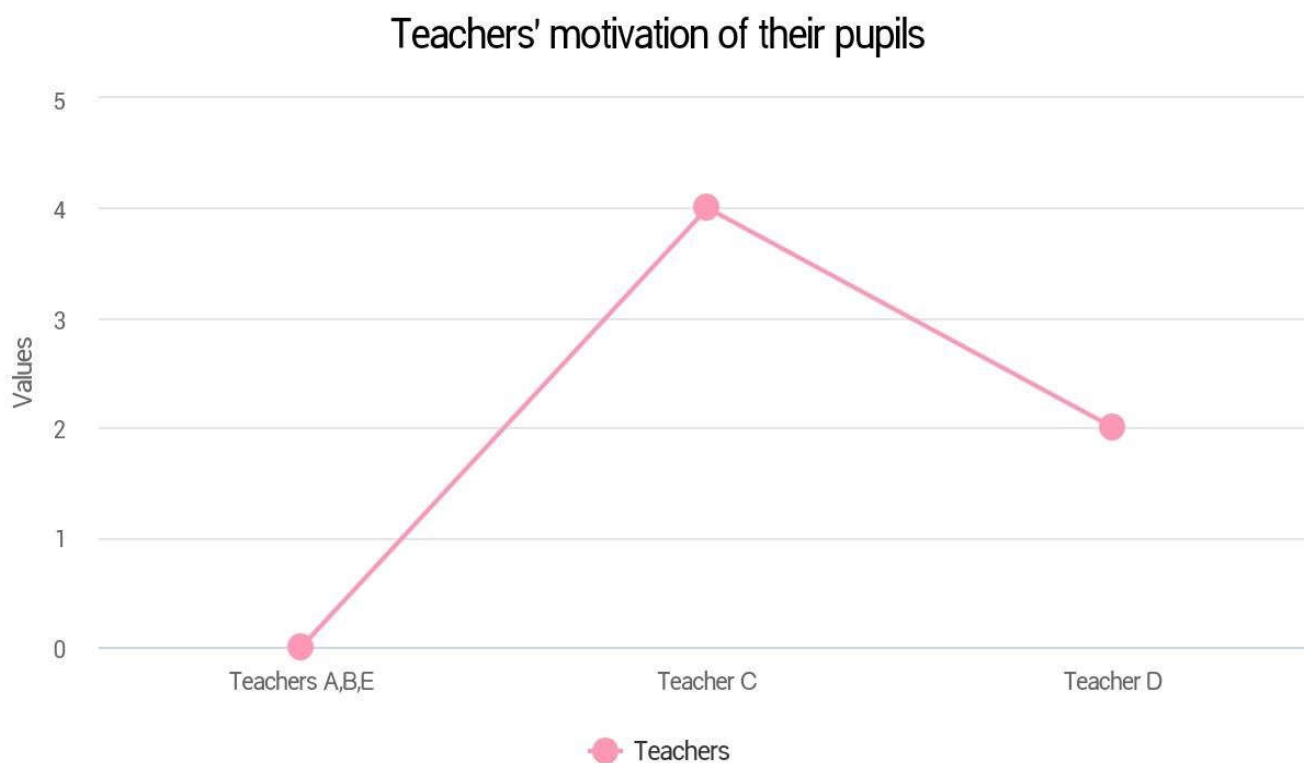
Graph 04 : Teachers Who Are Developing their Pupils' EI Skills.

Analysis 04 : the chart indicates that only one teacher out of five teachers is developing his pupils' emotional intelligence skills, while, the rest of them (4 teachers) are not developing this intelligence, this can refer to several causes such as the lack of capacities or experience.

Q5 : Do you see that it is essential to motivate your pupils ?

Teachers	Answers
Teacher A	He sees that the pupil can motivate his self by himself.
Teacher B	She sees that there is no need to motivate pupils because they do not even listen to their teachers' advices.
Teacher C	He always gives motivational speeches to his pupils.
Teacher D	She sometimes gives them some kind of motivation, specifically, she motivates them just before the period of exams.
Teacher E	He does not see motivating pupils as an effective goal of education.

Table 06 : Teachers' Answers to The Fifth Interview Question.



Graph 05 : Teachers' Motivation of their Pupils.

Analysis 05 : the graph indicates that teachers A,B and E do not motivate their pupils at all, they believe in self-motivation (the pupil can motivate his self by himself), also, they see that pupils do not pay attention to their teachers' advices considering them as an extra talk. Moreover, teacher D partially motivates her pupils, she tries to give them some kind of motivation just during the period of exams. Teacher C, is always motivating his pupils and at anytime he can give them the push they need to advance in their school phase.

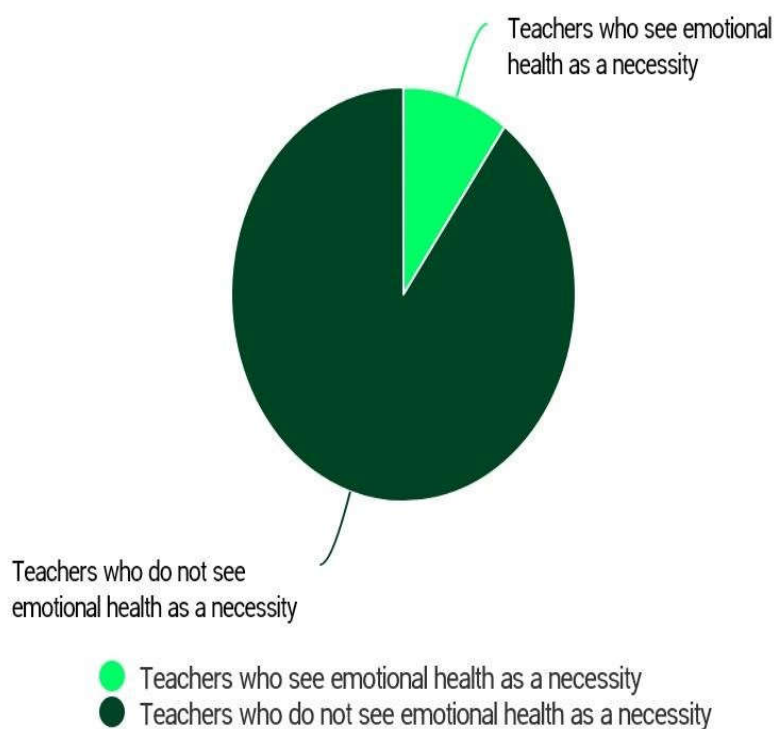
Q6 : Is emotional health an important necessity for effective teaching ?

Teachers	Answers
Teacher A	He does not see emotional health as an important necessity for effective teaching.

Teacher B	She sees that emotional health can be absent in the teaching field.
Teacher C	He sees that emotional health is an obligatory necessity for teaching.
Teacher D	She sees that sometimes the emotional health is required and other times it is not.
Teacher E	He sees emotional health as an additional thing.

Table 07 : Teachers' Answers to The Sixth Interview Question.

Teachers' point of views about the necessity of emotional health



Graph 06 : Teachers' Point of Views about The Necessity of The Emotional Health.

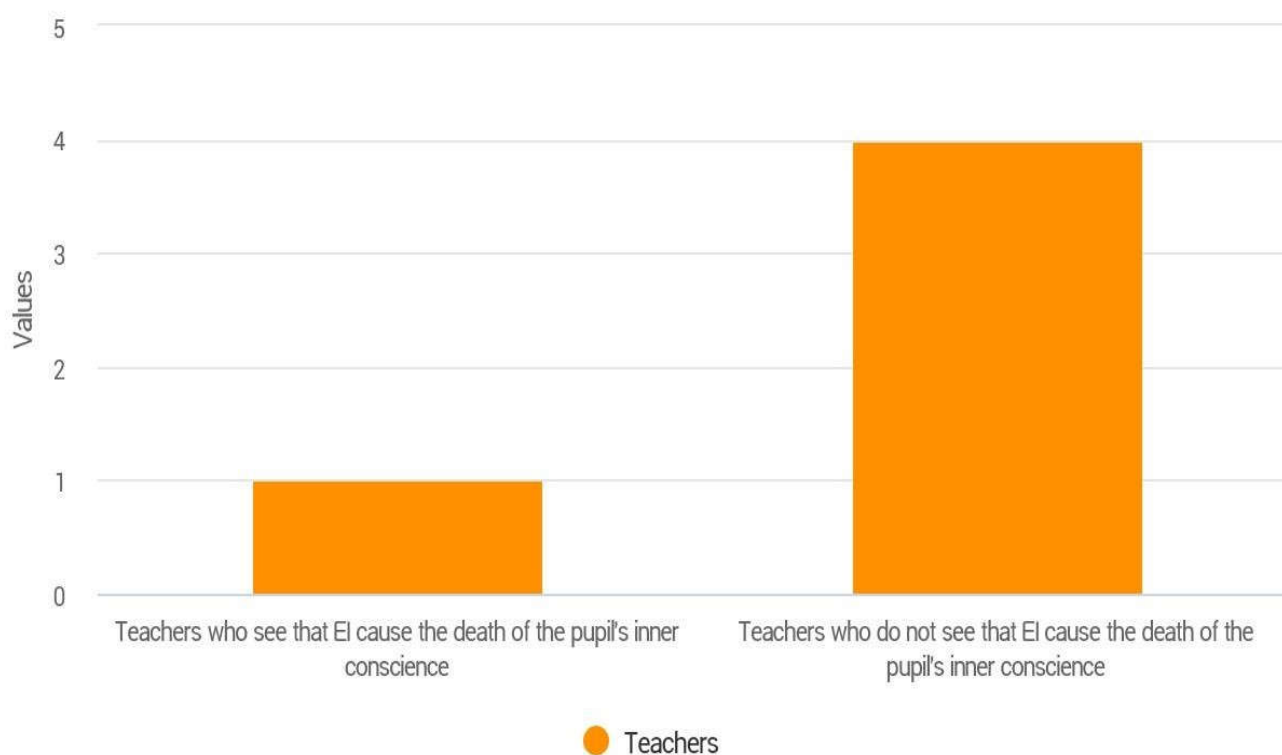
Analysis 06 : the chart shows that 90% of teachers do not see the emotional health as an important necessity for effective teaching, maybe this can refer to their ignorance of the significance of controlling and directing emotions. About 10% of teachers see that emotional health is obligatory and essential as a teaching goal.

Q7 : Does the lack of emotional intelligence lead to the death of the pupil's inner conscience ?

Teachers	Answers
Teacher A	He does not agree that EI can cause the death of the pupil's inner conscience.
Teacher B	She sees that the EI factor has no relation with the pupil's internal conscience.
Teacher C	He sees that the absence or the lack of the emotional intelligence factor lead to the death of the pupil's inner conscience.
Teacher D	She sees that the pupil's inner conscience can be dead due to other factors but not the EI factor.
Teacher E	also, he does not agree and believes that the EI factor can not affect the pupil's internal conscience.

Table 08 : Teachers' Answers to The Seventh Interview Question.

Teachers' perspectives about the effect of EI on the pupil's inner conscience



Graph 07 : Teacher's Perspectives about The Effect of EI on The Pupil's Inner Conscience.

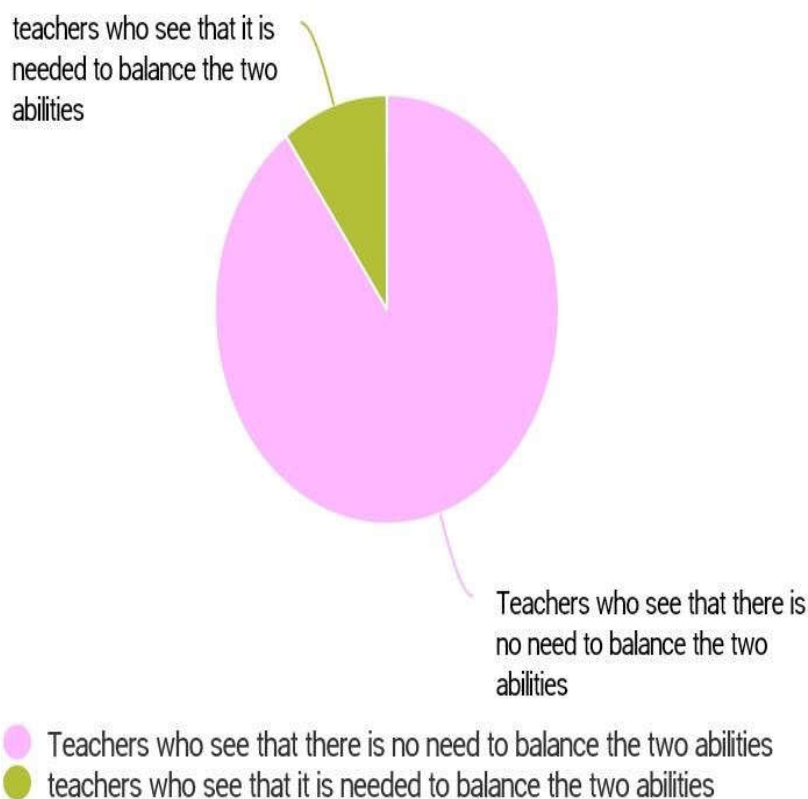
Analysis 07 : the graphic bars show that only one teacher out of 5 teachers considers that the emotional intelligence factor can cause the death of the pupil's inner conscience, he believes that a pupil with a poor sense of emotional intelligence can not be able to care about study, achieve goals, behave in a good way or even organise and understand his emotions. In contrast to the rest 4 teachers, they see that the death of the pupil's internal conscience is caused by another factors.

Q8 : Does the balance between mental ability and emotional ability increase the success rate of the educational process ?

Teachers	Answers
Teacher A	He totally depends on increasing his pupils' mental ability rather than their emotional ability.
Teacher B	She sees that the mental ability is required in education more than the emotional ability.
Teacher C	He agrees that it should be a balance between mental ability and emotional ability.
Teacher D	She believes that emotional ability is an extra kind of abilities that can be ignored.
Teacher E	He puts efforts in developing his pupils' mental ability missing the emotional one.

Table 09 : Teachers' Answers to The Eighth Interview Question.

Teachers' opinions about the need of balancing the two abilities



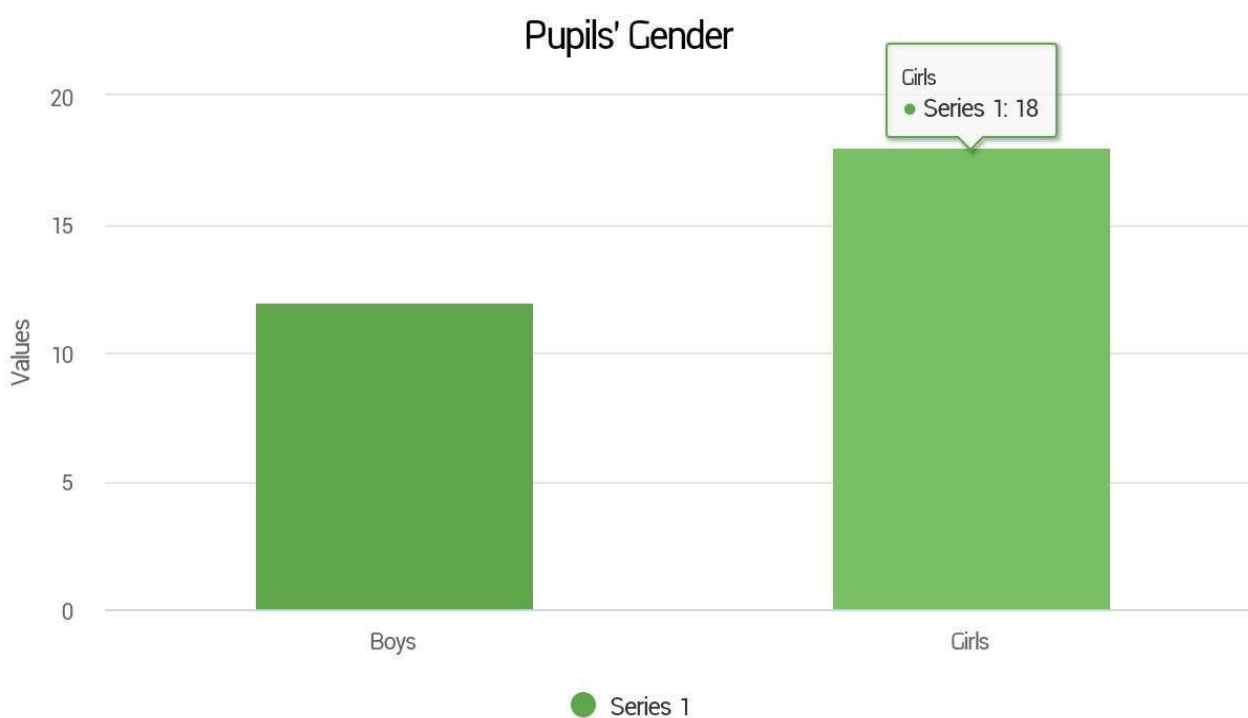
Graph 08 : Teachers' Opinions about The Need of Balancing between The Mental and The Emotional Ability.

Analysis 08 : the circle shows that 90% of teachers see that there is no need to balance between the mental and the emotional ability, they believe that their pupils have to improve their mental skills rather than the emotional ones. However, 10% of them see that it should be a balance between the two abilities because the emotional ability plays a noticeable role in the control of emotions, in other words, the maintaining of the emotional health.

3.4.2. The Pupils' Questionnaire

In order to get more information about fourth year middle school pupils' emotional intelligence, we not only observed them but we also distributed questionnaires to 30 pupils in different middle schools in Tiaret city.

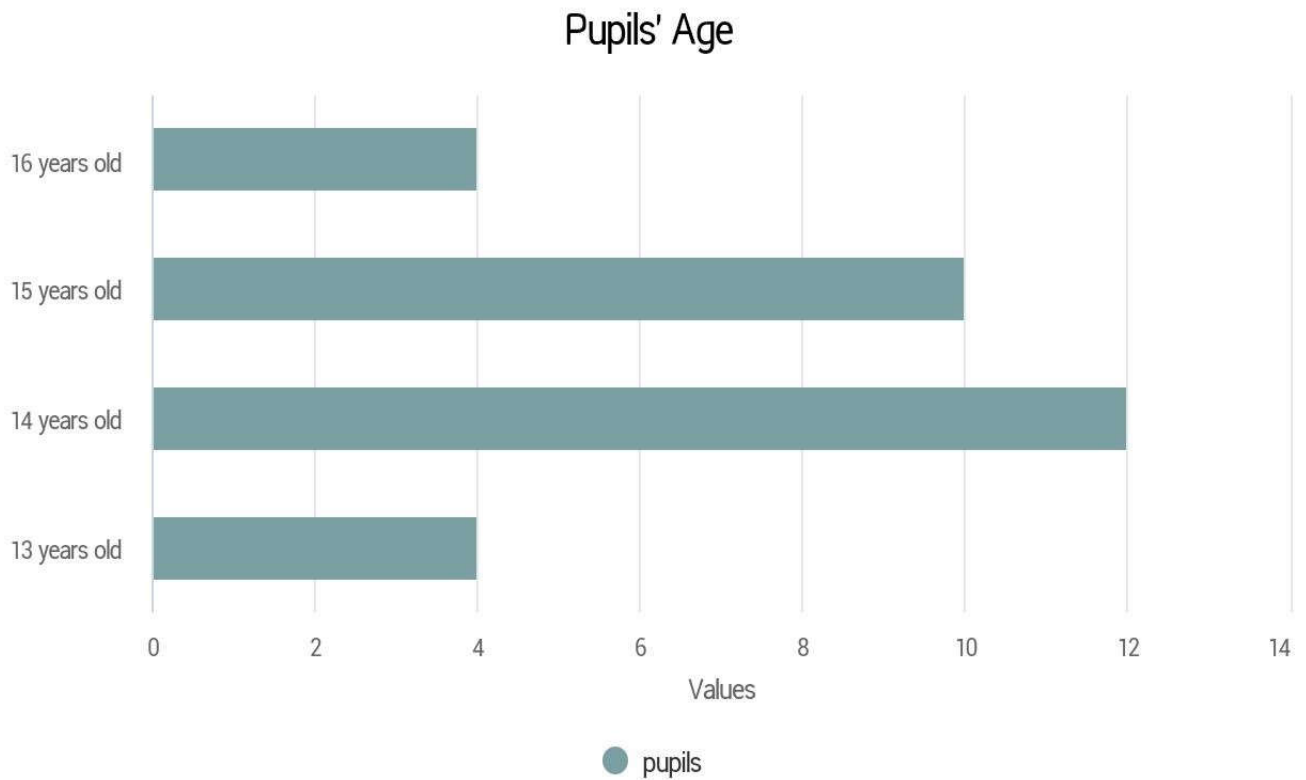
Q1 : About the pupils' gender.



Graph 09 : Pupils' Gender..

Analysis 09 : the graph shows that 12 pupils out of 30 pupils who answered the questionnaires are boys, and the rest of them (18 pupils) are girls.

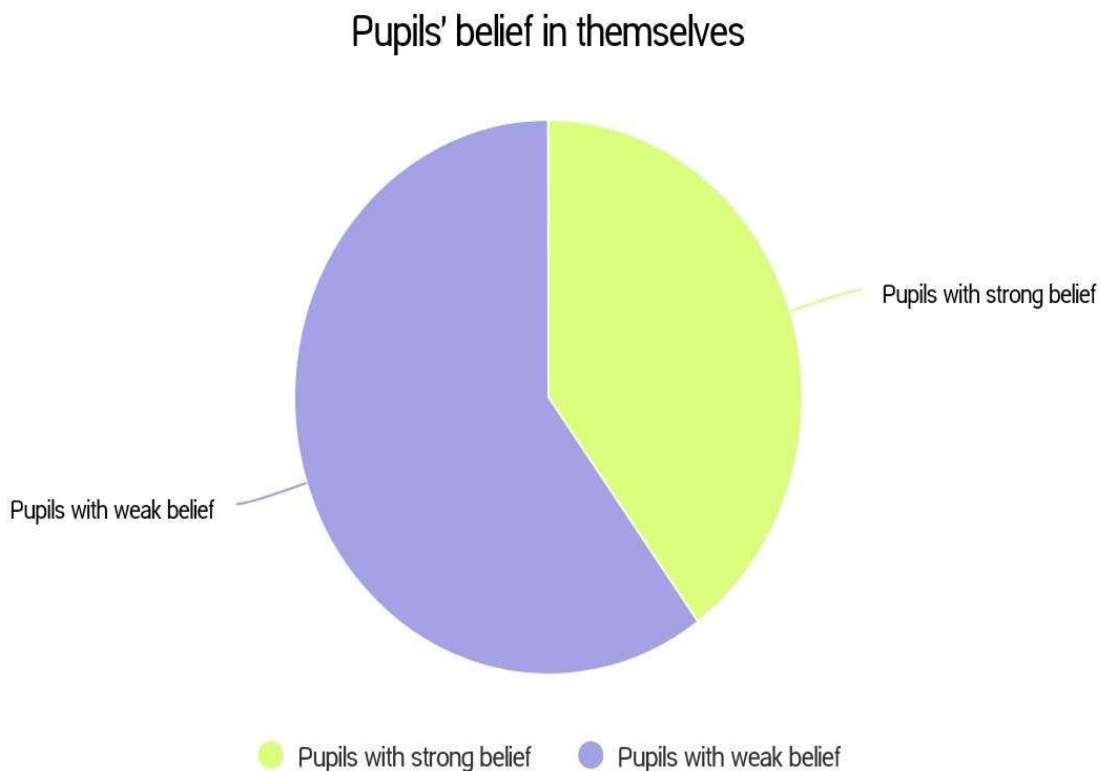
Q2 : About the pupils' age.



Graph 10 : Pupils' Age.

Analysis 10 : the graph above indicates the variation in pupils' age, 4 of them have 16 years old, 4 have 13 years old, 10 have 15 years old and 12 have 14 years old.

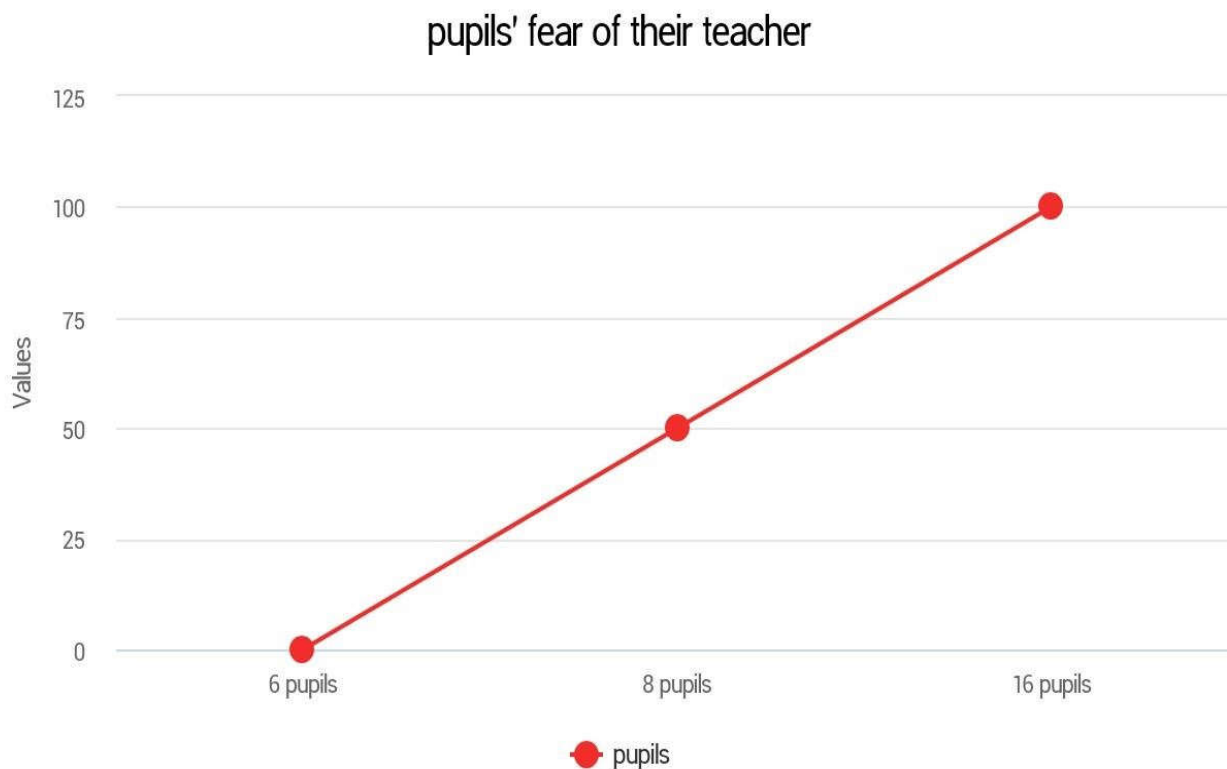
Q3 : Do you believe in yourself ?



Graph 11 : Pupils' Belief in Themselves.

Analysis 11 : the circle shows that 60% of pupils have a weak belief, they do not believe in themselves or they do not know what they are capable of doing. Whereas, about 40% of them have a strong belief, they believe in their capacities, they know their goals and what they can achieve.

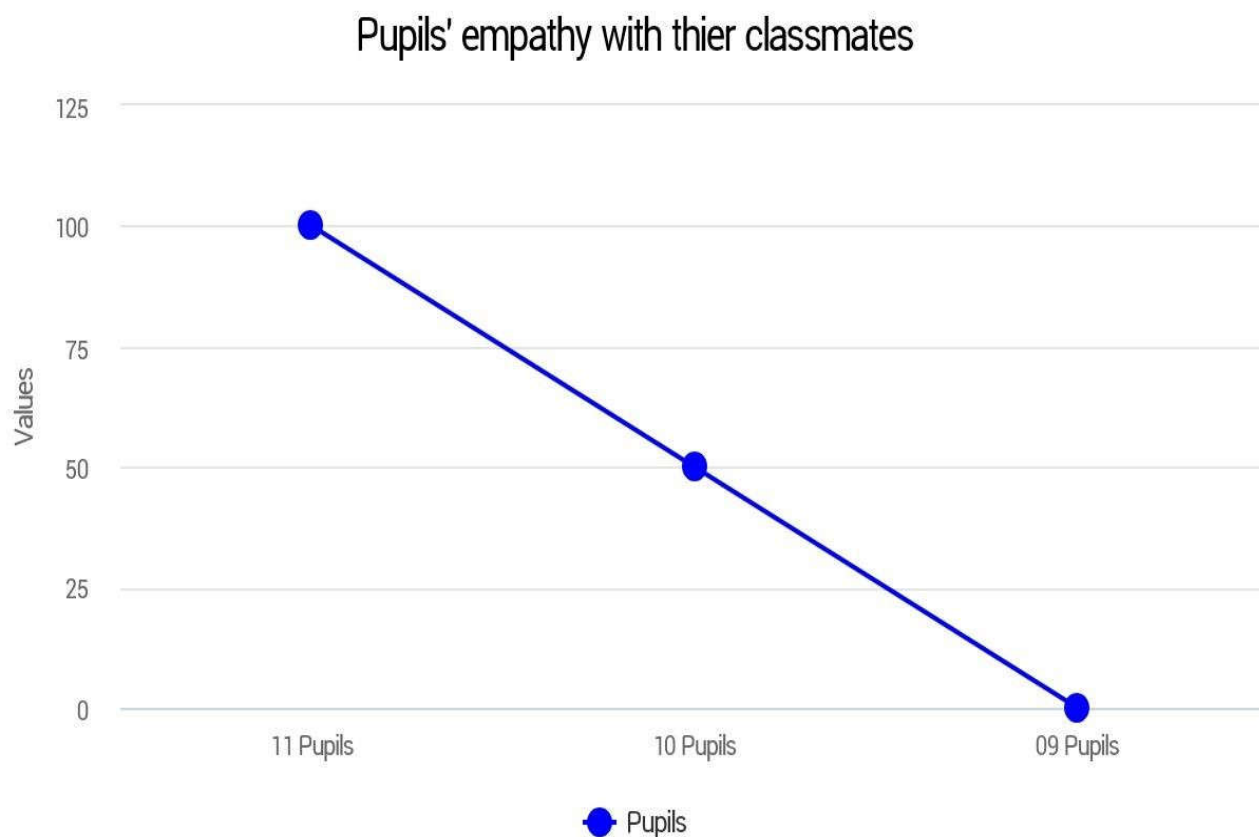
Q4 : Do you feel afraid of your teacher ?



Graph 12 : Pupils' Fear of their Teacher.

Analysis 12 : the graph indicates that only 6 pupils are not afraid of their teacher, they feel comfort, freedom and no strict restrictions during his class, while 8 pupils fear a little bit of the teacher, they are afraid of him when he get nervous. The rest of them (16 pupils) are very afraid of their teacher, this can depend on the teacher's scary personality (authoritative teacher) or the weak personality of the student.

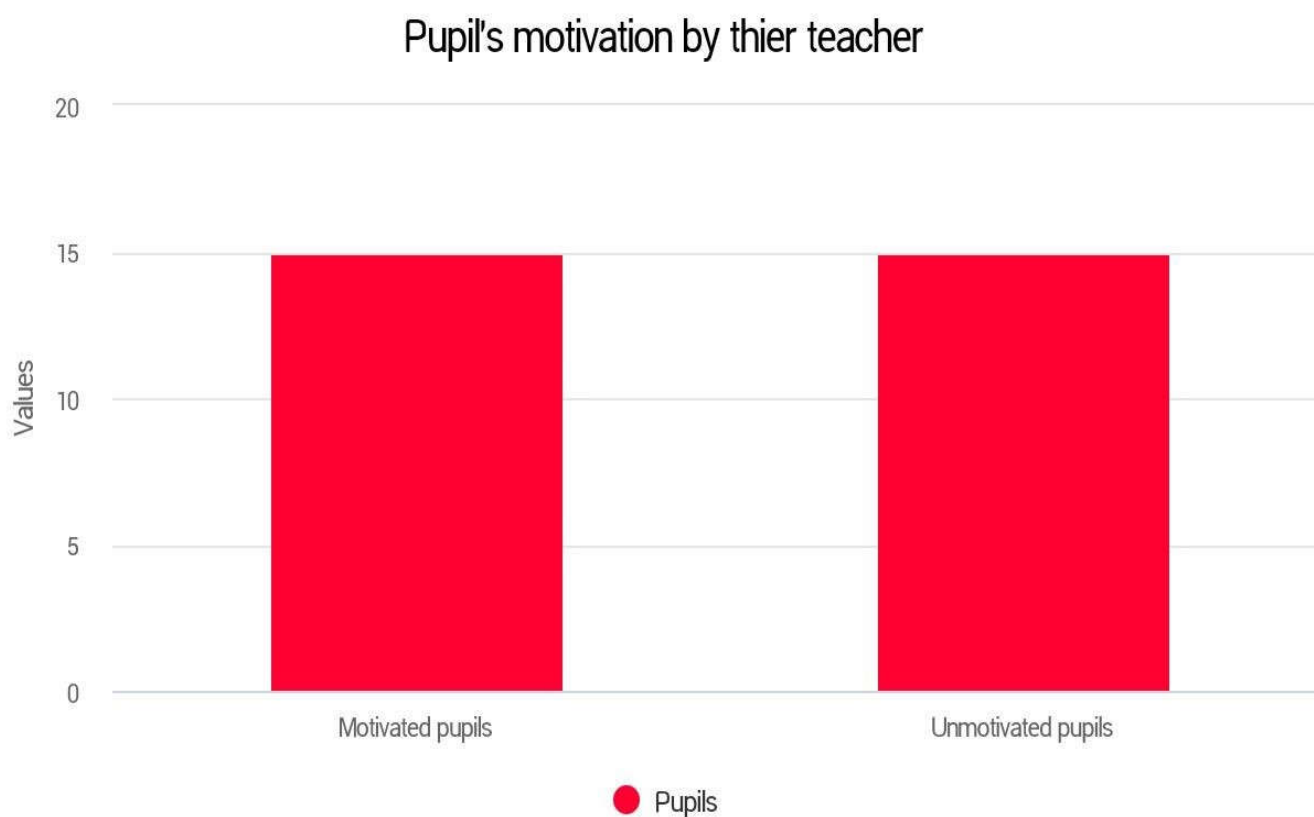
Q5 : Are you empathetic with your classmates ?



Graph 13 : Pupils' Empathy With their Classmates.

Analysis 13 : the previous graph shows that 11 pupils out of 30 pupils are very empathetic with their classmates, they support them in stressful situations and give them the help they need, for example if one of their classmates forget his school stuffs, the empathetic pupils give him stuffs in order to avoid the teacher's punishment. 10 pupils are partially empathetic, they sometimes give help and sometimes they do not when they are mad at their friends. However, 09 pupils have no empathy, they are rood and have a dead inner conscience they are satisfied with their classmates' pain, in other words, they are narcissists and love themselves only.

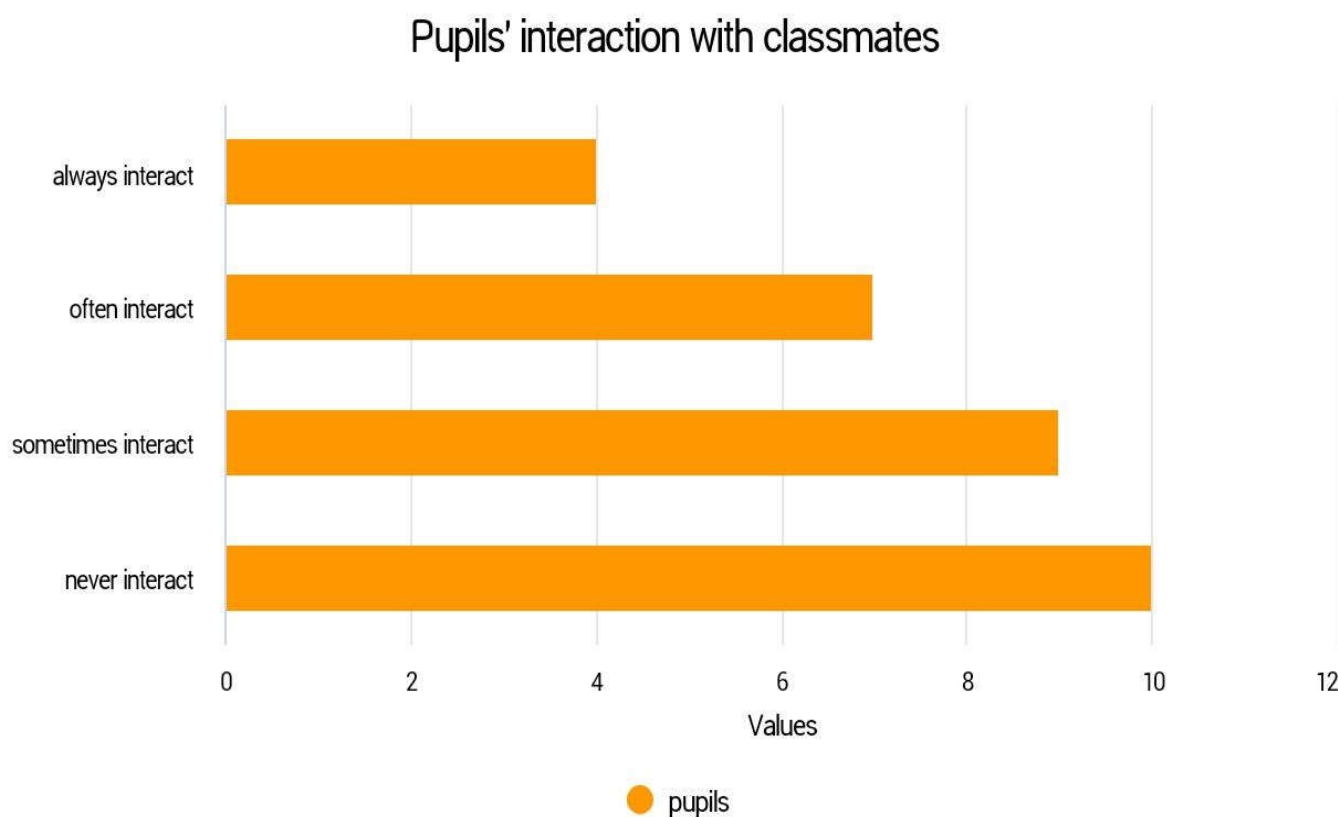
Q6 : Do you get motivated by your teacher' advices ?



Graph 14 : Pupils' Motivation by their Teacher.

Analysis 14 : the graphic bars indicate that there is an equality between motivated and unmotivated pupils, 15 students are motivated by their teacher's advices, they listen to him and try to be better than they are, whereas, the other 15 pupils are unmotivated they do not listen to his advices, they do not take it seriously, they consider it just useless extra talk.

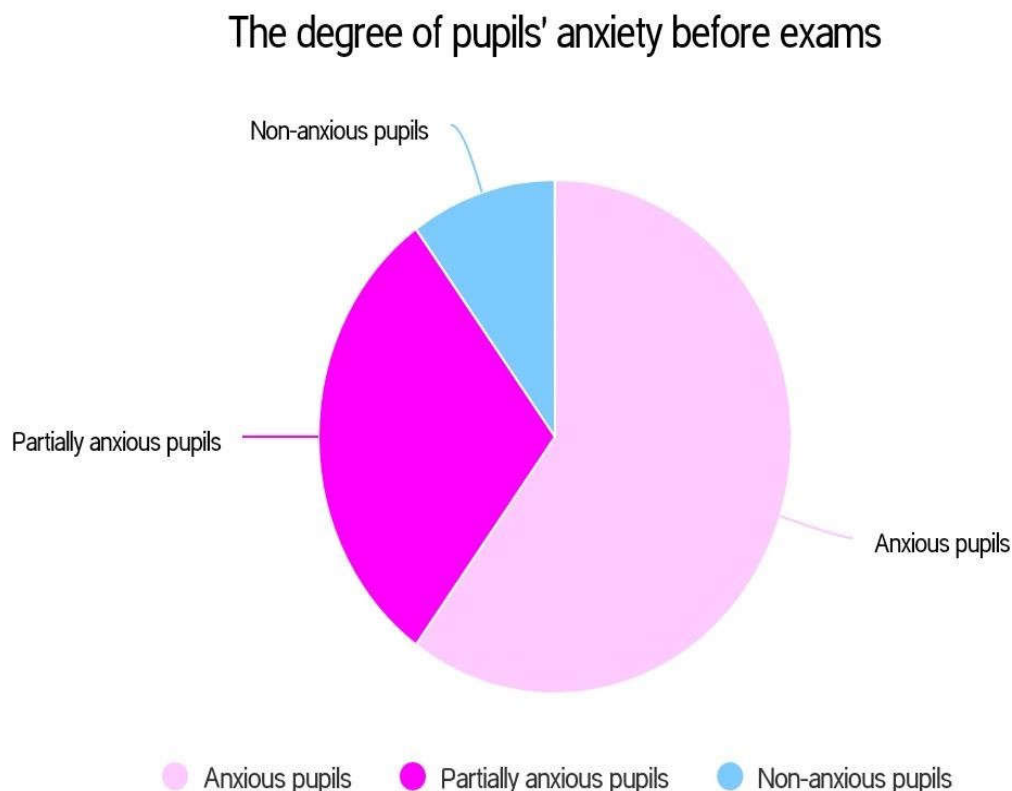
Q7 : Do you interact with your classmates ?



Graph 15 : Pupils' Interaction with Classmates.

Analysis 15 : the graph shows that 4 pupils always interact with their classmates, they are involved in group works, talk with them, do activities together and exchange ideas. 7 pupils out of 30 pupils often interact with their classmates and get in touch with them, while, 9 pupils sometimes interact with their classmates and sometimes remain calm. 10 pupils never interact with their classmates, they do not do any efforts to communicate with others, they are isolated and have no desire to be a part of the group works, they just listen to what others are saying with no interference in the talk, particularly, they have self-issues or lack communicative skills.

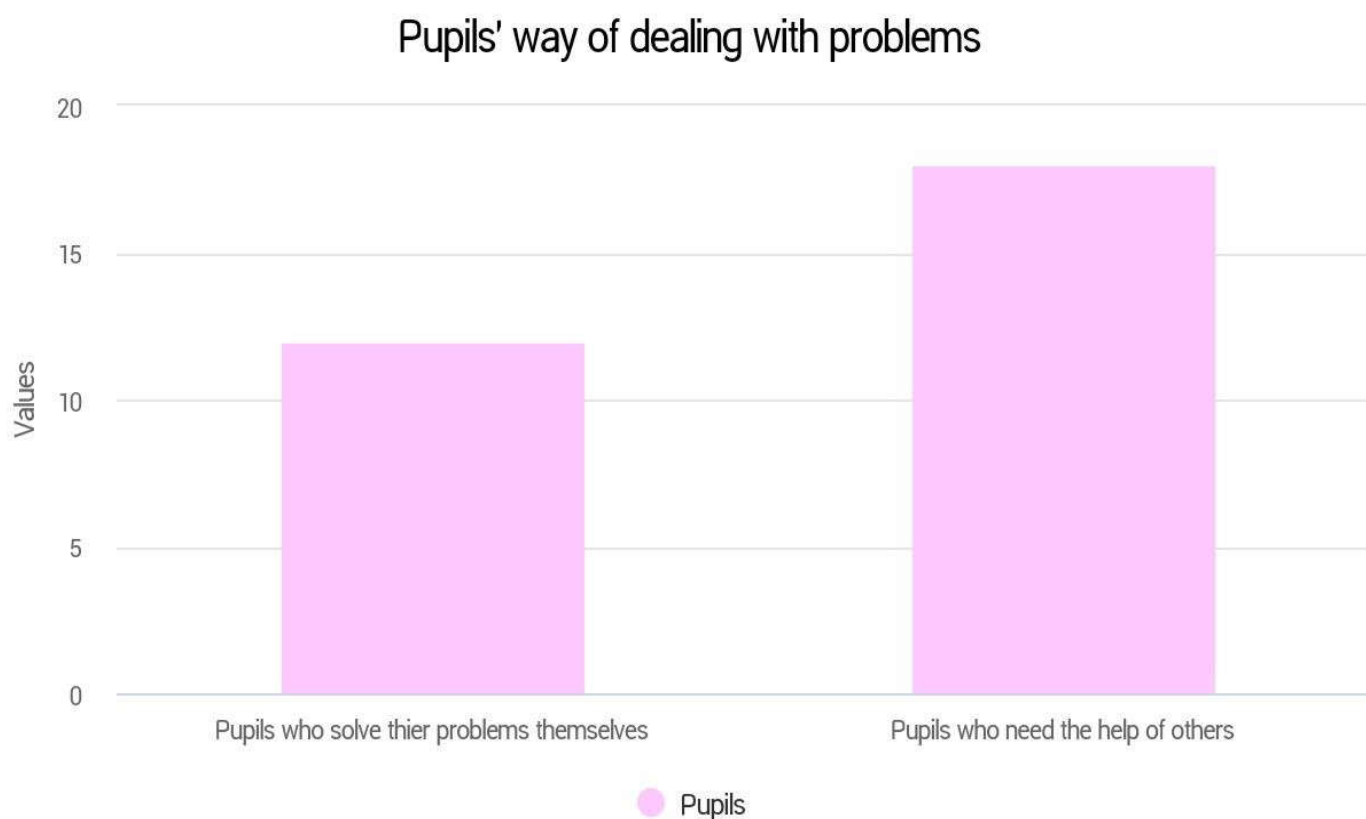
Q8 : Do you stress before exams ?



Graph 16 : The Degree of Pupils' Anxiety before Exams.

Analysis 16 : the circle indicates that 60% of pupils are anxious learners, they stress before exams and get afraid of failure. 30% of them are partially anxious, they do not fear too much of exams, they try to control their feelings during the period of exams. While, the percentage of 10% are not afraid of exams, they do not stress or panic at all, they believe that they have the ability to achieve their goals.

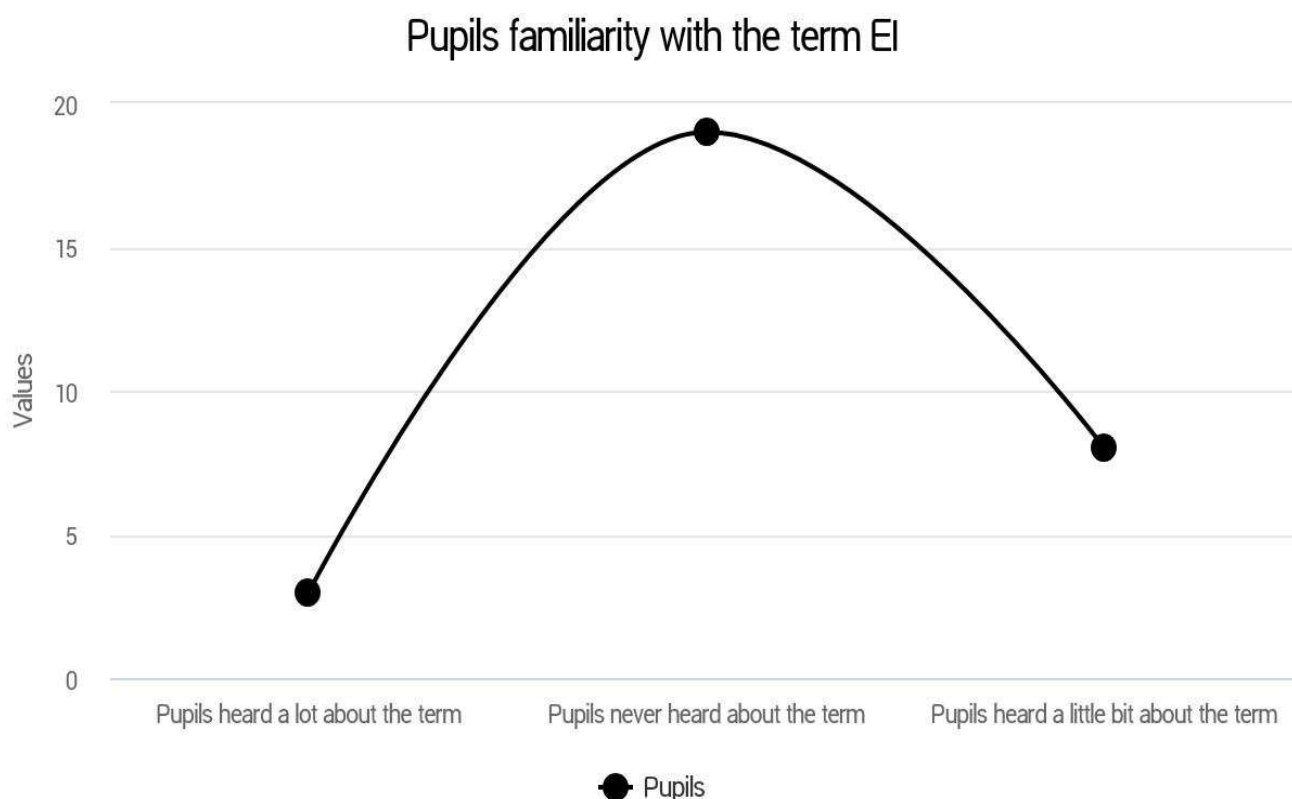
Q9 : Do you know how to deal with your problems ?



Graph 17 : Pupils' Way of Dealing with Problems.

Analysis 17 : the graphic bars show that 12 pupils out of 30 pupils solve their problems themselves, they do not like to get help from others, they control their emotions in hard stressful situations and try to get out of the problem as soon as possible, they provide all their energies and capabilities to get rid of the situation. Furthermore, 18 pupils do not know how to solve their own issues, they need the help of surrounding people as family, teachers, friends...

Q10 : Did you hear about the term emotional intelligence and what do you know about it ?



Graph 18 : Pupils' Familiarity with The Term EI.

Analysis 18 : the graphic curve represents the pupils' familiarity with the term EI, only 3 pupils have heard a lot about the term emotional intelligence and they know some information about it for example they know that they should control and manage their emotions in the right way, in other words, they are emotionally intelligent. 8 pupils have heard a little bit about the term, they maybe read about it in a book or just heard this two words in a speech, Moreover, we found out that the majority of them (about 19 pupils) have never heard of emotional intelligence, they heard about it the first time when we asked them to fill the questionnaires, obviously they have a poor sense of emotional intelligence.

3.4.3.The Classrooms' Observation

In order to observe the 5 fourth year middle school classrooms we followed Goleman's EI model.

Classroom	Self	Social
Recognition	Self awareness	Social awareness
	-Emotionally aware of their feelings and needs	-Socially aware of their classmates feelings
Regulation	Self management	Relationship management
	Good	Average

Table 10 : Ait Omran Mohamed’s Middle School Classroom Pupils.

This table represents the EI observation of Ait Omran Mohamed’s middle school classroom pupils that we took as a sample for this research based on Goleman’s EI model and it shows that the pupils are self-aware of their emotions and needs and have a good self management. They do know how to control their emotions and behave in different kind of stressful situation that their teacher put them through in order to test their abilities and are constantly motivated by him, also they seem to be socially aware of their classmates feelings and developed an understatement between each other to communicate. However, they have an average relationship management.

Classroom	Self	Social
Recognition	Self awareness	Social awareness
	-Emotionally aware of their feelings -lack of awareness of their needs	-Socially aware of their classmates feelings
Regulation	Self management	Relationship management
	Bad	Average

Table 11 : Hamdani Malika’s Middle School Classroom Pupils.

This table represents Hamdani Malika's middle school classroom pupils’ EI according to Goleman’s EI model. It shows that even though the pupils are self aware of their emotions, they

still lack the awareness when it comes to their needs and have a bad self management. However, they are aware of their classmates feelings and have average relationship management.

Classroom	Self	Social
Recognition	Self awareness	Social awareness
	-Emotionally aware of their feelings -lack of awareness of their needs	-lack of social awareness
Regulation	Self management	Relationship management
	Bad	Bad

Table 12 : Mofdi Zakaria’s Middle School Classroom Pupils.

This table represents Mofdi Zakaria’s middle school classroom pupils' EI based on Goleman’s EI model and it shows that the pupils are self aware of their own feelings. Yet, they lack it when it comes to their needs and social awareness. In addition, they share a bad self management with a bad relationship management and the pupils barely interact or communicate out of fear of their teacher.

Classroom	Self	Social
Recognition	Self awareness	Social awareness
	-self aware of their emotions -lack of awareness of their needs	-lack in social awareness
Regulation	Self management	Relationship management
	Bad	Bad

Table 13 : Bikouch Bilahcen’s Middle School Two Classrooms’ Pupils.

This table represents Bikouch Bilahcen’s middle school two classrooms' pupils' EI according to Goleman’s model of EI and it shows that the pupils of both classrooms are aware of their emotions, however, they both lack in their needs and social awareness and share bad self

management and relationship management. The pupils tend to bully their classmates, make noise, and have no motivation to interact with their teachers or during the lesson.

3.5. Discussion of Findings

After conducting a mixed methods design, we collected a set of data that lead us to specific findings. The results of the interviews' analysis showed that the majority of teachers have no awareness of the emotional intelligence factor as an effective tool in the educational process, in contrast, there are middle schools where we found teachers who know about the importance of this type of intelligence in teaching. Through our observations of fourth year middle school pupils and based on the analysis of the given questionnaires, a high percentage of pupils are not emotionally intelligent, they lack the five EI skills : self-awareness, self-regulation, motivation, relationship management and social awareness. this can be based on the fact that their teachers are not capable of developing their pupils' emotional intelligence. However, a low percentage of them have an evolved emotional intelligence level.

Our findings emphasize That pupils with a high EI level are taught by teachers with a high awareness of the importance of the emotional intelligence factor in teaching, those teachers are developing their pupils' EI skills by using different teaching methods and techniques. While, the pupils with a low EI level are taught by teachers with a low awareness of the significance of the emotional intelligence factor in education, those teachers are not developing their pupils' EI skills.

3.5.1. Teachers' Awareness of The Importance of The EI Factor

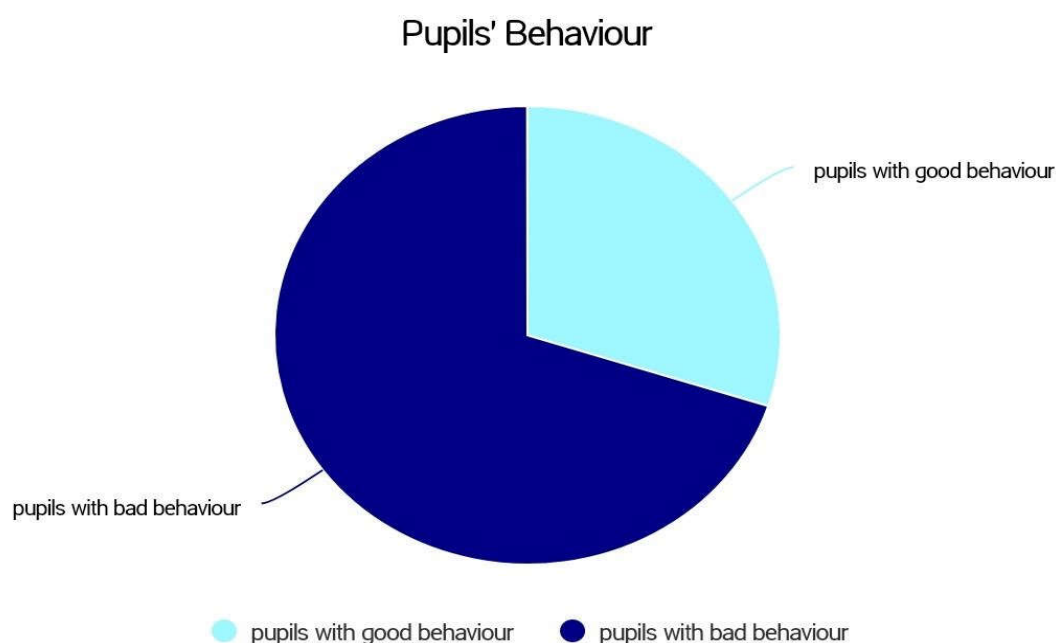
Based on the data we collected and analysed from the teachers interview, we found out that teachers' awareness of EI factor as an important tool of teaching is low and the majority of teachers are not aware of the fact of its importance. However, only one of the five teachers that carried through the interview realises its significance and based on the information we gathered from the observation we noticed that the teacher who's aware of the factor of EI as an effective tool of teaching uses different kind if techniques and methods of teaching in which helped and led his pupils to develop their EI.

3.5.2.pupils' Emotional Intelligence and Interaction

During our observations of fourth year middle school pupils of Tiaret city (185 pupils) and after the analysis of the given questionnaires, we concluded that it exists two categories of pupils.

- **The Difference between Pupils with High EI and Low EI in :**

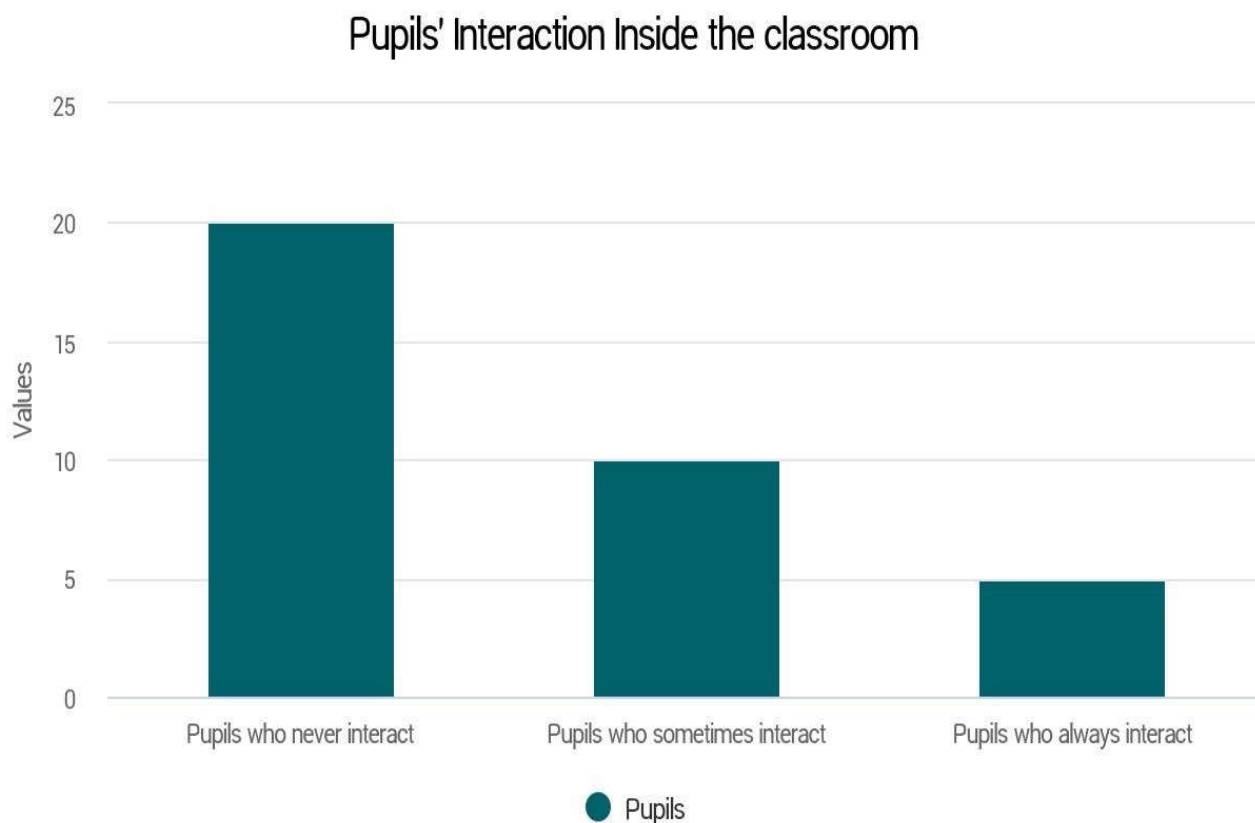
1.Behaviour



Graph 19 : Pupils' Behaviour.

Analysis 19 : the circle above shows that 70% of pupils have bad behaviours, they are careless, noisy and troublemakers what means that they are not emotionally intelligent they do not know how to manage their feelings in the right direction. Just 30% of them are calm, participate in the session, listen to their teacher, take notes and pay attention to details, those pupils have a high level of emotional intelligence. As a result pupils with poor sense of EI have bad behaviours and the ones with high sense of EI have good behaviours inside the classroom.

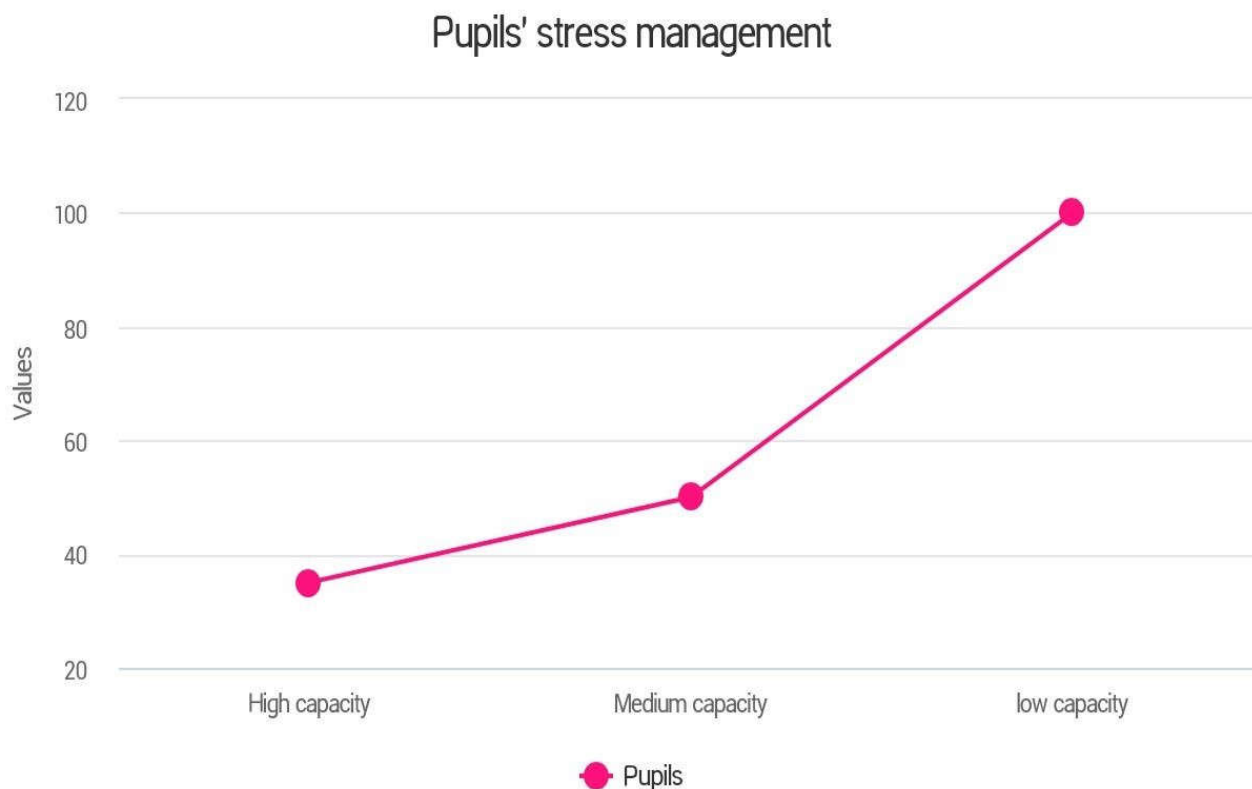
2. Interaction Inside The Classroom



Graph 20 : Pupils' Interaction Inside The Classroom.

Analysis 20 : the columns shows that the big part of pupils are not interacting during the classroom neither with teachers nor with their classmates, obviously they are pupils with low level of emotional intelligence, whereas a quite few of them sometimes interact and other times they do not, this can be based on many factors like the pupil's mood, situation, and circumstances, they are pupils with medium level of EI. Very few pupils are always in interaction with their classmates and teachers, those pupils are emotionally intelligent ones. We concluded that highly emotionally intelligent pupils interact positively in the classroom but the ones with low degree of EI do not interact at all or interact rarely inside the classroom.

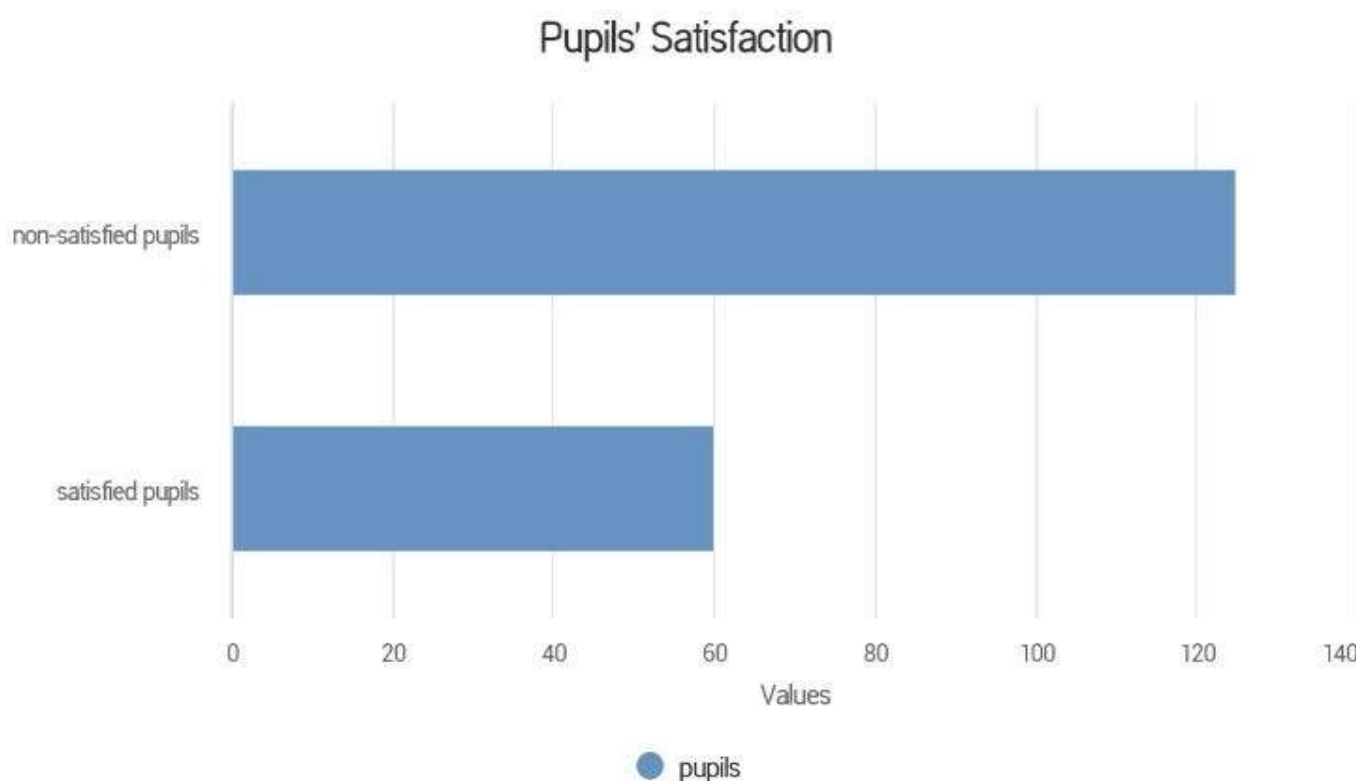
4. Stress Management



Graph 21 : The Pupils' Capacity of Managing Stressful Situations.

Analysis 21 : this curve indicates that only 35 pupils out of 185 pupils have a high capacity of managing stressful situations, they are pupils able to manage their emotions well, they will not allow stress to rule their academic life. Furthermore, 50 pupils out of 185 pupils have a medium capacity of stress management, they sometimes can manage their feelings and sometimes they lose control. The rest of them (100 pupils) have a low capacity of dealing with hard situations, they always panic and do not know what should they do to get out of these positions, they easily give in to their emotions. We found out that emotional intelligence creates a strong buffer for pupils which helps them better handle the factors that create stress in their minds, this is also a great benefit for them later, when they begin their professional lives.

4.Satisfaction Level



Graph 22 : Pupils' Satisfaction.

Analysis 22 : the chart above shows that just 60 pupils out of 185 pupils are satisfied with their progress and are able to make more efforts in order to reach their goals, those pupils are emotionally intelligent they know how to organise themselves, how to draw thier dreams and how to be a better person, while, 125 pupils out of 185 pupils have a poor sense of EI, they are non-satisfied with their achievements, they have no self-awareness, no self-regulation, no empathy, no social skills and no motivation, they feel incapable of doing what they seek to do. In conclusion, we can say that the pupil's satisfaction is based on the teacher due to many factors including the teacher's awareness of the significance of the EI factor in education. When the teacher knows about the importance of EI, he can make his pupils satisfied and proud of themselves next to improving their emotional intelligence skills, through our investigation we discovered that pupils are :

- a. Non-satisfied when they are taught by teachers with poor awareness of EI

importance.

b. Partially satisfied when they are taught by teachers with medium awareness of EI importance.

c. Totally satisfied when they are taught by teachers with high awareness of EI importance.

In general, we found out that pupils of Ait Omran Mohamed middle school have a high level of emotional intelligence, however, pupils of the rest middle schools (Hamdani Malika, Bikouch Bilahcen, Mofdi Zakaria) have a weak level of emotional intelligence and this what emphasizes that emotionally intelligent pupils act better than pupils with low sense of EI.

3.6.Limitations and Perspectives

Every researcher faces obstacles and hard times when conducting their research/study. And we, like any other researcher we had to deal with many obstructions like getting rejected by middle schools and not being allowed to enter, teachers refusing to participate or refusing to do the questionnaire and interview. We also faced a lack in resources, however, it was a nice experience where we learned new things and gained knowledge and experience.

3.7.Conclusion

This conducted study sought to investigate the development of emotional intelligence as an effective goal of education and taking Tiaret's middle schools (fourth year EFL teachers and pupils) as a case of study. We investigated 5 classrooms out of 4 middle schools which are : Bikouch Bilahcen, Ait Omran Mohamed, Hamdani Malika and Mofdi Zakaria. A mixed methods approach was used and designed for this research and data was collected through a set of data collection tools : questionnaires, interviews and observations. And all the collected data were carefully analysed and represented descriptively in graphs with a general discussion of the study findings. The results of this study indicated that teachers need to be aware of the importance of the emotional intelligence factor for teaching, because the teachers who are aware of it tend to use different techniques and teaching methods in which develops their pupils EI. Moreover, the pupils' level of emotional intelligence must be developed by their teachers, because, through the observation done, it is clear that the pupils with a developed EI are better than the pupils with a low EI. Therefore, we find it essential and very important for the Algerian educational system to reinforce the teachers' awareness of the emotional intelligence factor as an important tool of

education in order to develop it and enhance the teaching-learning process by training teachers and providing them with the information and skills needed and developing their awareness of its significance.

General Conclusion

In conclusion, it can be stated that the concept of emotional intelligence has become popular, it has attracted much of the researchers' attention in recent years. It is a type of intelligence that is marginalized in the Algerian context especially in the educational sector. The study sought to investigate the development of emotional intelligence as an effective goal of education in Algeria, it focused on fourth year middle school teachers of English language and pupils as sample. It seems that the results of the analyses of the data collection tools confirmed our stated hypotheses and affirmed that in this sample, most of teachers and pupils are not familiar with the term EI. The majority of pupils have a non-evolved poor sense of emotional intelligence, besides, the lack of teachers' awareness of the emotional intelligence factor as an important tool of teaching, as a solution they need to do more efforts to develop this kind of intelligence at their pupils to reach the wanted educational goals.

The findings deduce that every aspect in teaching is related to emotional intelligence, the fundamental teaching competencies such as knowledge, skill and attitude are important so as to be a good teacher. However, there is still something needed to support those competencies and to manage them in a better way, it is emotional intelligence traits which influence the basic teaching competencies to make a competent teacher. Our research results reinforce the idea that EI is a crucial aspect in teaching and teachers have to hold EI competencies and awareness about the emotional intelligence factor to develop their pupils' EI. Hence, emotional intelligence is beneficial in pupils' growth, it should be established and engaged in both the academic content and teaching pedagogy in education. Teachers' awareness and progress should be considered an important responsibility to form emotionally intelligent generations, the Algerian ministry of education should give equal attention to the teacher's awareness of emotional intelligence, they should plan a number of programs, seminars, conferences, and workshops for the purpose of awareness and importance of emotional intelligence, because EI is an up-to-date idea in developing countries like ours.

In addition, teachers have to possess this intelligence and be aware of its significance in the sake of transferring it to their learners, because, if a teacher does not own emotional intelligence and if he ignores its importance, he obviously can not develop it at his pupils. To be more clear, they should provide pupils with the essential five skills which are : self-awareness,

GENERAL CONCLUSION

self-regulation, empathy, motivation and social skills. Emotional intelligence can help both of the teacher and the pupil to manage their emotions in the right direction, the teacher has to know how to motivate his pupils and teaches them how to maintain their emotional state. Moreover, a teacher with a high awareness of emotional intelligence can generate learners with high sense of EI and a teacher with poor awareness of emotional will definitely create generations with the same character (poor sense of EI), because pupils specifically in the age of adolescence are like a blank page you can write on it whatever you want, if you teach them how to manage their own feelings, be motivated, empathetic and understand the feelings of others, they definitely will succeed in their academic life.

Emotional intelligence remains the main type of intelligences that should be integrated in Algerian system of education in the short-term due to its positive impacts on both teachers and pupils, the absence of EI in this field can provoke unwanted consequences that produce non-emotionally intelligent generations.

To conclude, we suggest some recommendations in the sake of increasing the teachers' awareness of the importance of the emotional intelligence factor in teaching and in order to develop the pupils' EI skills.

- a. Teachers should consider the emotional intelligence factor as an effective tool of teaching.
- b. Teachers must have a comprehensive educational course on the importance of emotional intelligence.
- c. Teachers have to use various teaching strategies to develop their pupils' EI skills.
- d. Teachers should help pupils with a low sense of EI to be pupils with a high sense of EI.

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Pupils' Questionnaire

إستبيان لتلاميذ السنة الرابعة متوسط

هاذا الإستبيان مصمم لتلاميذ السنة الرابعة
متوسط، نحاول جمع بعض المعطيات حول
الذكاء العاطفي للتلاميذ، قمنا بتشكيل مجموعة
الأسئلة للحصول على
المعلومات المرغوبة، الأسئلة سهلة الإجابة

* الجنس :

ذكر

أنثى

* العمر :

هل تؤمن بنفسك؟

نعم

لا

هل تخاف من أستاذك؟

نعم

لا

هل أنت متعاطف مع زملائك في القسم؟

نعم

أحيانا

لا

هل تتحفز عن طريق نصائح أستاذك؟

نعم دائما

أحيانا أتحفز

لا أتحفز أبدا

هل تفاعل مع زملائك في القسم؟

نعم دائما أتفاعل معهم

أحيانا أتفاعل معهم

عادة أتفاعل معهم

لا أتفاعل معهم أبدا

هل تشعر بالقلق قبل الإمتحان؟

نعم دائما

أحيانا أقلق

لا أقلق أبدا

هل تعرف كيف تتعامل مع المشاكل التي
تواجهك؟

نعم أحل مشاكلي بمفردي

أحتاج إلى مساعدة الغير

هل سمعت من قبل بمصطلح الذكاء العاطفي و
ماذا تعرف عنه ؟

ملخص

أصبح مفهوم الذكاء العاطفي شائعًا جدًا مؤخرًا ، بالحديث عن مجال التعليم ، فقد قامت العديد من المدارس حول العالم بدمج هذا النوع من الذكاء في نظامها التعليمي نظرًا لتأثيراته الإيجابية على هذا المجال. قدم هذا البحث مشكلة تطوير الذكاء العاطفي كهدف فعال للتدريس في الكليات الجزائرية ، واقترح حلولاً لزيادة وعي المعلمين بأهمية عامل الذكاء العاطفي ومستوى الذكاء العاطفي لتلاميذهم. خضع مدرسو وطلاب اللغة الإنجليزية كلغة أجنبية لسلسلة من الاختبارات من أجل جمع البيانات حول الذكاء العاطفي ، وتمكننا من تقديم نظرة ثاقبة لهذا المفهوم بهدف تحقيق أعلى معايير الجودة في عملية التعلم. التدريس والتعلم لأن بلدنا يحتاج تغيير حقيقي في نظامها التعليمي.

Résumé

Le concept d'intelligence émotionnelle est devenu très populaire récemment, en parlant du domaine de l'éducation, de nombreuses écoles à travers le monde ont intégré ce type d'intelligence dans leur système éducatif en raison de ses impacts positifs sur ce domaine. Ce travail de recherche a présenté la problématique du développement de l'intelligence émotionnelle comme un objectif effectif de l'enseignement dans les collèges algériens, et a proposé des solutions pour accroître à la fois la sensibilisation des enseignants à l'importance du facteur IE et le niveau d'IE de leurs élèves. Les enseignants et les élèves EFL ont été soumis à une série de tests afin de collecter des données sur l'intelligence émotionnelle, nous avons pu donner un aperçu de ce concept dans le but d'atteindre les normes de qualité les plus élevées du processus d'enseignement-apprentissage car notre pays a besoin d'un véritable changement dans son système d'éducation.

Summary

The concept of emotional intelligence became very popular recently, talking about the domain of education, many schools around the world integrated this kind of intelligence in their educational system due to its positive impacts on this field. This research work presented the problem of the development of the emotional intelligence as an effective goal of teaching in Algerian middle schools, and suggested solutions to increase both teachers 'awareness of the importance of the EI factor and their pupils' EI level. EFL teachers and pupils were under a set of tests in order to collect data about the emotional intelligence, we were able to give an overview about this concept in the sake of reaching the highest quality standards of the teaching-learning process because our country needs a real change in its system of education.