PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMED KHIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND FOREIGN LANGUAGES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Master Dissertation

The Role of Emotional Intelligence in Promoting Academic Performance Among Primary Schools in Algeria

The Case of Fifth Grade Pupils at Debbabi Elgharbi Primary School in Biskra

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Academic year: 2024-202

DEDICATION

To my dear parents, especially my mother

Thank you for your care, and support. You are the reason I have come this far.

To my lovely sister who gave me her personal computer to do this work.

To my Family,

Whose constant support, and prayers have been the foundation of my strength

ACKNOWLEDGMENTS

First and foremost, I extend my deepest gratitude to Almighty Allah for granting me the strength, wisdom, and commitment to complete this research.

I am forever thankful to my supervisor, Dr. Lamdjed Lhamel for his invaluable guidance, constant support, and thoughtful feedback throughout this journey. His patience, expertise, and dedication have been instrumental in shaping this work.

I would also like to thank the jury members, Pro. Tayeb Bouhitem and Dr. Yasmina Benzida for their time and effort in evaluating this research. Their thoughtful critiques and suggestions are greatly

appreciated.

My heartfelt thanks go to all the teacher and students who generously participated in this study. Without their contributions, this research would not have been possible.

Lastly, I wish to acknowledge the faculty members of the Department of Letters and English Language at Biskra University for their encouragement and support during my academic journey.

ABSTRACT

A plethora of studies has been conducted to find practical solutions for the maintenance of a successful future career for young learners. Nonetheless, the potential influence of emotional variables seems to be rather underestimated and overlooked. The present study anchored its investigation into students' academic performance and emotional aspect. Expressly, the major aim was to establish the potential relationship between academic performance (AP) and Emotional Intelligence (EI) among 80 fifth grade puplis at Debbabi Biskra School. A Mixed-methods approach with an explanatory sequential design was adopted to gather the necessary data, two data collection instruments were employed, two questionnaires were submitted, one for a teacher and one for the pupils, plus an interview with a teacher. After obtaining the raw data, manually hand working was done to process the scores into interpretable forms. The statistical results of the correlation analysis indicated that there is a moderate positive relationship between EI and Academic Performance. In addition, the study further sought to apply Standardized tests and GPA (Grade Point Average) both equally to measure the Academic Performance in STEM (Science, Technology, Engineering, Math) Primary Education towards the implementation of EI-based instructional activities. Accordingly, the participants expressed their curiosity and positive attitudes towards the practicality and applicability of such activities in our context. The findings of the current inquiry can encourage syllabus designers and Primary school teachers to consider the effectiveness of EI in mediating classroom academic achievement**.** Thus, it is a call for the integration of EI skills and the measurement of academic performance in the teaching curriculum. Simultaneously, teachers using helpful methods to build young learners' emotional intelligence.

Keywords: Emotional Intelligence (EI), Academic Performance (AP), Standardized tests, GPA, STEM Primary Education.

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LIST OF ACRONYMS

EI: Emotional Intelligence

AP: Academic Performance

STEM: Science, Technology, Engineering, Math

GPA: Grade Point Average

SEL: Social-Emotional Learning

IQ: Intelligence Quotient

EFL: English Forgein Language

ROI: Response of Intervention

ECEC: Early Childhood Education and care

HEI: Higher Education Institution

SAT: Scholastic Assessment Test

ACT: American College Test

ESEA: The Elementary and Secondary Education Act

NCLB: NO Childhood Left Behind

General Introduction

General Introduction

Young learners face several challenges in the classroom, negatively affecting their academic performance and overall well-being. Factors as, Poor Emotional Regulation, Increased Stress and Anxiety, Difficulty in Peer Interactions, Reduced Motivation and Self-Esteem, Impaired Teacher-Student Relationships are considered as key difficulties that Algerian pupils find it hard to communicate their needs to teachers; as a result, they will not receive the support they require for academic success.

Scholars shed lights on a new field of study that can be helpful and successful for learners to help them achieve academic performance which is Emotional Intelligence (EI). The latter plays a crucial role in the cognitive and emotional development of young learners. While researchers have explored EI in secondary and higher education, limited research has examined how EI influences academic performance in primary school students.

This study aims to investigate the impact of EI on academic success in early education, focusing on how young learners use emotional skills to manage learning challenges, social interactions, and classroom behaviour. By assessing EI levels in primary school students and their correlation with academic performance, this research will provide insights for integrating EI training into early education programs.

Background of the Study

Research indicates that Emotional Intelligence is associated with improved social interactions, emotional control, and academic achievement in children. Goleman's EI framework highlights the importance of self-awareness, self-regulation, motivation, empathy, and social skills-key elements for the development of young learners. However, there is limited research on EI implementation in Algerian primary schools. This section will review international and local studies on EI in early education and its role in shaping cognitive and emotional development.

A variety of academic studies have explored Emotional Intelligence and its different aspects. Peter Salovey and John Mayer (1990) were the first to introduce the concept of EI, defining it as the ability to recognize, understand, manage, and regulate emotions both in oneself and others. They established a theoretical framework to differentiate EI from traditional cognitive intelligence (IQ), emphasizing EI's practical implications in education and interpersonal dynamics, while advocating for further research into its assessment and effects. Maurice J. Elias and Harriett Arnold (2006) authored the book "*EMOTIONAL INTELLIGENCE and ACADEMIC ACHIEVEMENT*," which represents the domain of social-emotional learning (SEL) and its role in fostering academic success across various school improvement initiatives, this work discusses key features articulated by twenty-five experts, including theoretical foundation, practical strategies, and diverse perspectives, thereby investigating the relationship between EI and academic performance. The book also seeks to enhance student behavior, engagement, and achievement by equipping educators with practical strategies for implementing SEL in classrooms, alongside highlighting exemplary SEL programs across various educational levels.

Throughout the research of "Investigating the Correlation between Emotional Intelligence and Willingness to Communicate (WTC) among English as Foreign Language Learners" who submitted by a researcher named "Bouaziz Maissa" we highlight that; In one hand, emotions can

never be detached from the teaching learning process as long as we are dealing with human beings. Thus, classrooms are highly emotional environments. On the other hand, EI and WTC have been proven to play a dynamic role in shaping students' academic success and facilitating the process of learning in his academic career.

Lauren Landry (2019) discussed in his article "EI in Leadership", the importance of the role of EI in making an effective team management. Nonetheless, when evaluating the candidates for leadership position, EI is prioritized over technical skills by employers. Another work that emphasises on the value of Emotional intelligence, by providing strategies to develop and improve interpersonal connections to achieve personal and professional objectives, was done by Jeanne Segal, Melinda Smith, and Lawrence Robinson (2018) who outline and focuses on four keys in their Expert guide which are; self-awareness, relationship management, skills—self-management, and social awareness to achieve what has been mentioned.

Emotional intelligence is essential for young students' ability to regulate emotions, develop social skills, and engage in effective learning. Research suggests that children with high EI tend to perform better academically as they can manage frustration, focus on tasks, and collaborate with peers. However, studies on EI in Algeria have mostly focused on older students, leaving a gap in understanding how EI influences early education. This study seeks to bridge this gap by examining the relationship between EI and academic performance in Algerian primary schools and proposing strategies to enhance EI development in young learners.

Statement of the problem

- To what extent does emotional intelligence influence academic performance among primary school pupils in Algeria?

This investigation will analyse the interrelationship between emotional regulation, self-awareness, and cognitive attainment, while taking into account the impact of socio-cultural factors. It will assess how emotional intelligence fosters student motivation, academic perseverance, and participation in the classroom. Furthermore, the study will explore the significance of pedagogical approaches in cultivating emotional competencies within the educational contexts of Algeria.

Research Questions

- How does emotional intelligence influence academic performance in primary school pupils?
- What are the key emotional intelligence skills that contribute to better learning outcomes in young children?
- How can primary school educators integrate EI training into the curriculum to support pupils' success?

Research Hypothesis

Based on of the above- raised research questions, we hypothesize that:

- The application of Emotional Intelligence at the level of primary schools on pupils' academic career will positively influence their academic performance via enhancing their ability to manage stress, regulate emotions and interact with their teachers and peers.

Objectives of the Study

The general aim of this study is to show the importance of EI at an early age, exploring a student's skills in his academic career starting from primary school. More specifically, this research work aims to:

- To assess the relationship between emotional intelligence and academic performance in primary school students.
- To identify the most critical EI skills that impact early learning success.
- To explore effective strategies for incorporating EI development into primary education.

Significance of the Study

By focusing on primary education, this research will provide practical recommendations for integrating EI into early learning curricula. Findings will help teachers, parents, and policymakers implement EI-based strategies to support children's emotional and academic development. The proposed work would likely raise awareness towards the concept of EI and feature the fact that learners at an early age can develop and control their EI, for elaborating autonomy and initiation of discussions inside and outside the classroom, as well as to earn confidence to start your way to a professional academic performance. This study serves as a contribution, mainly in the Algerian context, to underscore the importance of EI and its direct connection with students' academic performance, specifically at an early age in primary schools.

Methodology

For this research project, will apply a mixed-methods approach to comprehensively assess the development of Emotional Intelligence (EI) and its impact on academic performance among primary school students. This methodology integrates both quantitative and qualitative data and analysis techniques, providing a robust framework for understanding the multifaceted nature of EI in educational context.

Quantitative data will be gathered through standardized EI assessment tailored for pupils, aiming to measure various EI competencies. Academic performance will be evaluated by analyzing report cards and teacher evaluation to identify potential correlations between EI levels and learning outcomes. Qualitative insights will be obtained via classroom observations, focusing on student interactions, emotional responses, and engagement during activities. Additionally, interviews with teachers and parents will offer perspectives on the application of EI skills in both school and home environments. The quantitative data will undergo correlation analysis to examine relationships between EI scores and academic achievement.

Simultaneously, thematic analysis will be applied to qualitative data from interviews and observations, aiming to recurring patterns and insights.

Population and Sampling

Fifth grade year pupils of the academic year 2024/2025 at Biskra primary school comprise the population of this study. This population has been chosen for the main reason that fifth grade pupils are expected to have brightful and successful future, and be aware about the factors influencing their ACADEMIC PERFORMANCE along the years of their engagement with their teachers in the classroom. The sample will be constituted of 80 pupils engaged in the study through the convenience sampling technique. In addition, some questions will be asked to a teacher for face-

to-face interview. The instructors will be deliberately chosen for the experience and professional performance with young learners in the classroom during her career. Thus, they serve as a fundamental source for the rich data we anticipate gathering.

Structure of the Dissertation

This dissertation is structured into three main chapters, beginning with a general introduction and ending with a general conclusion. The first chapter provides a detailed overview of emotional intelligence and provide its essential components. It traces its historical development. The chapter also emphasizes on the Models of EI, and links theory to practice by addressing the factors that contribute to its effectiveness. It further explores its skills and compentencies particularly through the classification of BarOn, and Golman. Concluding with its role in everyday pupils' life.

The second chapter centers on the concept of academic performance and its aspects, defining it within the educational context and pointing out to its importance. It explains how AP is measured. The chapter examines the main factors that influences the young learner's academic career, and provides some theoretical frameworks. It targets the challenges in assessing AP, as it talks about recent trends and innovtions. It concludes by emphesising on the implications for educational policy and practice.

The third chapter outlines the research methodology, beginning with the study's aims and motivation. It describes the research design, participant profiles, and sampling method. It also details the instruments used semi-structured questionnaires and interviews, explains the data collection process. Finally, it presents and interprets the results, offers practical recommendations to improve blended learning, and discusses the study's limitations, offering a comprehensive and balanced view of the research outcomes.

Chapter I

EMOTIONAL INTELLIGENCE

Introduction

Many people believed that using and following the cognitive abilities, i.e., using their brains, is the best way to think and make decisions. This concept of intelligence differs from one person to another because their brains consist of different parts which are responsible for reading activities, mathematics, personal relationships (Farooq, 2014). This is considered as a sign of their intelligence. Other people follow their feeling, as a concept which is combined from both emotions and intelligence. Emotional intelligence is discussed from different theories and perspectives. The recognition of this construct in EFL classrooms results in positive interaction between teachers and students. The concept of EI was developed by many scholars, initially, Salovey and Mayer (1990) were the first psychologists who coined the term emotional intelligence, which came from the theory of multiple intelligence proposed by Gardner (1983). Both interpersonal and intrapersonal intelligence are used for the concept formulation of the theory of emotional intelligence. (Salovey and Mayer, 1990). Then it was further developed by Payer (as cited in Zazezedeh, 2013) in his doctoral dissertation entitled, A *Study of Emotion: Developing Emotional Intelligence*, and it was also developed in the work of Goleman (1995). In this section, the construct of EI is discovered by defining the two aspects of personality which are intelligence and emotion with interrelated definition from different perspectives, the history of EI, EI models, the skills and competences are also parts raised in this section.

1.1 Definitions

1.1.1 Definition of Emotion

According to Young (1943: 457-458), emotion is described as ″a complete loss of cerebral control and containing no trace of conscious purpose ″. That is to say, when people follow their emotions, they lose the control of their brain.i.e., they use emotions to make decisions. In addition, and follow them. However, another view has regarded emotion as positive forces and ″Processes that arouse, sustain, and direct activity″ (Leeper, as cited in Mayer & Salovey, 1993, p. 435). So, emotions are the different processes that can direct people's activities and work hand by hand with the brain because there are some activities that require the use of emotions rather than brain.

1.1.2 Definition of Intelligence

Intelligence has been defined by many scholars differently. The first one who explained it was Wechsler stating that intelligence as ″the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment″ (1958:7).That is to say, the individual's international ability should be performed with a goal, to reflect reasonably and behave appropriately with his environment. According to Wade and Tavris (2006), intelligence is defined as ″the ability to profit from experience, acquire knowledge, think abstractly, act purposefully, or adapt to change in the environment″ (p.321).

1.1.3 Definition of Emotional Intelligence

According to Goleman (1999), emotional intelligence is defined as ″ the capacity for recognizing our own feeling and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship″ (p.317). This means that it is the ability to

perceive our emotions and those of the others to engage in different relationships. In other words, this definition contains the five dimensions which are proposed by Goleman (1999:317),

> self-awareness which is the ability of knowing the input of oneself, motivation which is the ability for facilitating and guiding the reaching objectives, self-regulation is the ability for managing one's internal preferences, empathy is the ability for understanding the other's emotions, concerns and needs, social skills are the ability for adapting at inducing desirable responses in others.

Another definition has provided by Salovey and Mayer (1997), «Emotional intelligence involves the ability to perceive accurately, appraise, and express emotions, the ability to access and/or generate feeling. When they facilitate thought, the ability to understand emotion and emotional knowledge, and the ability to regulate emotions to promote emotional and intellectual growth» (p.10). What can be noticed from this definition is that perceiving emotions, facilitate thinking, understanding emotions, and emotional knowledge are the four branches of skills/abilities which are ordered from the simplest to the highest (Mayer & Salovey, 1997).

Mayer & Salovey (1993) defined emotional intelligence as ″ a set of social intelligence that involves the ability to monitor ones and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions ″ (p.437). Social intelligence is ″ the ability to understand men and women, boys and girls, to act wisely to human relations″ (Thorndike, as cited in Mayer & Salovey, p.18). Social intelligence is ″ the ability to understand and manage people″ (Thorndike & Stein, as cited in Mayer & Salovey, 1993, p.438).

Emotional intelligence is considered as a broader term than social intelligence because it does not demonstrate only personal problems that are related to one person but also the social ones. In another words, emotional intelligence is the capacity for guiding one's feeling and others and

use the emotional information to control their thinking and behaviors. Mayer et al (2004) defined EI as ″the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotions, and regulate emotion in the self and others″ (p.200). In another words, “emotional intelligence covers the four abilities of perceiving emotions, using emotions to facilitate thought, understanding emotions, and regulating emotions”.

Goleman (1998) defined EI as “the capacity for recognizing our own feeling and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship” (p.317). That is to say, it is the ability for realizing one’s feeling and the other’s for making them effective in ourselves and managing emotions for our relationship. Goleman (1995) generalized emotional intelligence as ability for motivating the individual and remain the way of disappointment, to check impulses, to regulate one’s moods, to sympathise and wish.

1.2 The History of Emotional Intelligence

The appearance of emotional intelligence was in 1837, Darwin, argued that human beings ′adapting abilities are influenced by their emotions (Bar-On, 2005:3). The concept of social intelligence has a long history among intelligence researchers (Walker and Foley, 1973). Many researchers have illustrated the differences between academic intelligence and social intelligence (Neisser, 1976). Thorndike (1920) differentiated this construct from other forms of intelligence and defined social intelligence as ″ the ability to understand and manage men and women, boys and girls; to act wisely in human relation″ (Thorndike, 1920:228 . In other words, it plays a great role in realizing the connection with others. He proposed that it was itself an aspect of a person’s IQ (Goleman, 1995, p.42). That is to say, social intelligence is considered as a source of person’s IQ.

Researchers have attempted to link both emotion and Intelligence (Goleman, 1995). The first psychologist who attempted to define the aspect of social intelligence was Thorndike. Goleman (1995) illustrated social intelligence as the ability to understand others and act in relationship for them. Sternberg (1985) argued that social intelligence is a part of what makes people do well in their life.

Gardner (1983) focused on the assumption of individual's intelligence by suggesting what is called 'Multiple intelligence theory'. According to him, it is defined as ″ a set of skills that make it possible for a person to solve problems in life″ (Gardner, 1983). Gardner 1983 in his theory of multiple intelligence classified people into eight types of intelligence: logical-mathematical intelligence, linguistic-verbal intelligence, spatial / visual intelligence, and bodily / kinaesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, naturistic intelligence. He indicated that the brain does not get the information in one way. However, the mind grasped the knowledge in various positions and with different modes, which change from one person to another.

Emotional intelligence and its definition go forward to develop. Finegan (1998) stated that ″theorists are interested in identifying the mental processes which involve emotional intelligence information, including appraising, expressing and regulating emotions in self and other, and using the emotions in adaptive ways'' (p.9). Salovey and Mayer (1990) stated that emotional intelligence is the ability to monitor the self and other emotion and feelings, to distinguish between them, and to use this information to guide one's thinking. Mayer et al. (2004) defined EI as "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others″ (p. 200).

1.3 Emotional Intelligence Skills and Competencies

1.3.1 Baron's Classification

Bar-on (2004) has identified 11 emotional competencies, and then he divided them into 5 main skills:

1.3.1.1The Intrapersonal

It is considered as the first skill that can be defined as ″the ability to be aware of our emotions and ourselves in general, to understand our strength and weaknesses, and to express our feelings and ourselves non-destructively″ (Bar-on, 2007b: par 9). Thus, intrapersonal skill is what a person knows about him or herself. It refers also to the knowledge of the individual's emotions, abilities, powers and lacks; it is necessary to learn, to dominate the self and to improve one's performance particularly unused conditions to fulfil the already planned objectives. It consists of five subskills:

Emotional-self-awareness is defined as ″ the ability to be aware of and understand our emotions. ″ (Bar-on, 2007b: par 11).

Assertiveness is defined as ″the ability to constructively express our feelings and ourselves in general″ (Bar-on, 2007b: par 12).

Independence is defined as ″the ability to be self-reliant and free of emotional dependency on others″ (Bar-on, 2007b: par 13).

Self-regard is defined as ″the ability to accurately perceive, understand and accept ourselves.″ (Bar-on, 2007b: par 10).

Self-actualization which is defined as ″the ability to set personal goals and the drive to achieve them in order to actualize our potential. ″ (Bar-on, 2007b: par 14).

1.3.1.2 The Interpersonal

It is considered as a second skill, and which is defined as ″ our ability to be aware of other's feelings, concerns and needs, and to be able to establish and maintain cooperative, constructive and mutually satisfying relationships″ (Bar-on, 2007b: par 15). It consists of three subskills:

Empathy which is defined as ″the ability to be aware of and understand how others feel.″ (Bar-on, 2007b: par 16).

Social-responsibility which is defined as ″ the ability to identify with our social group and cooperate with others. ″ (Bar-on, 2007b: par 17),

Interpersonal-relationship which is defined as ″the ability to establish and maintain mutually satisfying relationship and relate well with others. ″ (Bar-on, 2007b: par 18).

According to Mandell and Pherwani (2003) interpersonal is defined as ″ the individual's ability to perceive the moods, intentions, and feeling of others and respond effectively to these″ (p. 19). That is to say, in order to build a good relationship with others, people should understand the other's opinions and emotions.

1.3.1.3 Adaptability

The third skill is adaptability which is the ability of being calm when having unexpected difficulties (Saarni, 2007) .This skill includes three subskills: problem solving which is defined as ″ the ability to identify and define problems as well as to generate and implement potentially effective solutions.″ (Bar-on,2007b:par 25), reality testing is defined as ″ the ability to objectively validate our feeling and thinking with external reality″ (Baron,2007b,par 23) , and flexibility which is defined as ″ the ability to adapt and adjust our feelings, thinking and behaviour to new situations″ (Bar-on,2007b:par 24).

1.3.1.4 Stress Management

It is considered as the fourth skill, and it is defined as ″ emotional management and control and governs our ability to deal with emotions so that they work for us and not against us″ (Bar-on, 2007b: par 19). It consists of two subskills:

Stress tolerance which is defined as ″the ability to effectively and constructively manage emotions. ″ (Bar-on, 2007b: par 20) and **impulse control** is defined as ″ the ability to effectively and constructively control emotions″ (Bar-on, 2007b: par 21).

1.3.1.5 General Mood

The last skill is the general mood which is defined as ″our ability to enjoy ourselves, others and life in general, as well as influence our general outlook on life and overall feeling of contentment.″ (Bar-on, 2007b: par 26) .It includes two subskills: optimism which is defined as the ability to maintain a positive and hopeful attitude towards life even in the face of adversity″ (Bar-on, 2007b: par 27). Besides happiness which is defined as ″ the ability to feel content with ourselves, others and life in general. ″ (Bar-on, 2007b:par 28).

1.3.2 Goleman's Classification

The definition of emotional intelligence suggested by Goleman (1995) contains 5 skills: Self-awareness, Self-regulation, Motivation, Empathy, and Social skills. In 2001, he classified those skills into only 4 constructs with 20 competencies. His classification is presented below (Goleman, 2001, pp.13-18):

a- Self-awareness: It consists of 3 subskills: emotional self-awareness, accurate self-assessment, self-confidence.

- Emotional Self-Awareness the ability to identify and discover one's emotions and recognize how their feeling influences their performance.

- Accurate self-assessment is the ability of knowing individual's strengths and limits
- Self-confidence is the reliance and belief of individual's abilities, capabilities of making decisions.

b- Self-management: it contains 6 subskills: emotional self-control, trustworthiness, Conscientiousness, adaptability, achievement drive, initiative.

- Emotional self-control is the capacity of being relax and calm, and managing disruptive emotions appropriately.
- Trustworthiness is a source of being acceptable to all people, trusting them in order to know their emotions and feelings.
- Conscientiousness is the ability for being attentive, active to achieve objectives.
- Adaptability is the ability for being creative to use new theme to accomplish good outcomes, it is also considered as flexibility in adapting to change positions and situations.
- Achievement drive is the ability of what individuals need to fulfill and improve performance to meet inner standard of excellence.
- Initiative is the ability to perform easily without any power or force to do something, i.e, people should be open to everything new (themes, ideas, approaches…).

c- Social Awareness: it consists of 3 subskills: empathy, service orientation, and organizational awareness.

- Empathy is the sensitivity of other individuals' emotions, comprehending their needs, and being interested in their concerns.
- Service orientation is the ability to discover a person's needs for the purpose of providing him or her with the suitable service.

- Organizational awareness is the ability to understand and identify emotions, thoughts and various political views of a group of people in a given situation (Boyatzis, as cited in
- Goleman, 2001)

d- Relationship Management includes the rest of subskills:

- Developing others involves the ability for understanding the individuals' perspectives through providing them with the sense of guidance and help them to improve their achievement.
- Influence is the ability to convince those who applies various tactics and strategies such as attentive listening but controlling them.
- Communication seems as a conversation between people who share and receive information.
- Conflict management is the ability to apply individual skills to act a group of people to work with each other in order to realize shared purposes.
- Change catalyst is the ability to initiate attentively by encouraging change, managing and leading in a new direction.
- Visionary leadership is the ability to apply individual skills to affect a group of people to work with each other in order to realize shared purposes.
- Building Bonds involves the selection of experts and people with particular skills to cooperate and work with them to have a good relationship with them based on confidence and trust (Kaplan, as cited in Goleman, 2001).
- Collaboration and teamwork involve working effectively and carefully with a group of people with common goals.

1.4 Models of EI

There are two most important models of EI, the ability- based model, and the trait-based or 'mixed' model.

1.4.1 The Ability-Based Model

Mayer and Salovey (1990) originally defined emotional intelligence as «The ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feeling when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth» (Salovey & Slyter, 1997 :10). They discovered three competing elements of emotional intelligence: The ability to appraise oneself emotions, the ability to appraise the emotion of other individuals, and the ability to use emotions to solve problems.

1.4.2 Trait–Based EI or Mixed Model

Mixed models of EI generally combine both mental capacities and personality traits (Mayer et al., 2000c) and are totally different from the ability-based models. Emotional intelligence model which is suggested by Goleman (1995). It contains five dimensions: Knowing and managing oneself’s emotions, recognizing the emotion of other people, and handling relationships.

Many scholars in mixed model involving Goleman and BarOn have "explicitly mixed multiple aspects of personality at once even though they might not be directly related to EI" (Roohani, 2009, P.45). Two broader models which exemplify the mixed models are the Goleman’s model of competencies and BarOn model of Emotional-Social Intelligence (ESI). Goleman (2001) maintain that, mixed models include" a mélange of abilities, behaviours, and general disposition and conflate personality attributes- such as optimism and persistence with

mental ability"(p.20). Thus, this model emphasizes not only the EI abilities, but others personality features and social skills.

1.5 Emotional Intelligence and Education

Emotional intelligence is a very important factor in teaching where the interaction and communication are necessary. Since language classes as based on it. So, both teachers and students should understand each other and offer patience, tolerance particularly with beginners. Teachers have to apply their EI skill in order to know the emotions shown in the students' faces, their body languages to deal with the difficulties that face them in the classroom.

A good teacher is the one who has the capacity to see their students' feeling about learning and act effectively when their students feel anxious in order to fulfill these abilities, and to be a good teacher as well as students. In this sense, emotional intelligence is useful for individuals to enhance effective communication and make an adequate learning environment (Goleman, 1995). So, it is important for teachers to be emotionally intelligent in order to have an emotionally intelligent classroom (Sucarommana, 2012).

1.6 Emotional Intelligence in Everyday Life

As technology is taking over a large part of our lives, much attention has been drawn to people's emotional side and mental health on different social media platforms. Emotional awareness is largely increasing as many workplaces, schools, and institutions around the world acknowledged the critical role of EI. If we only look closely and take time to perceive what EI really is, we realize that it is demonstrated everywhere around us; at work, school, street, and home. The way we behave and communicate, control our stress, motivate ourselves, seek to work cooperatively, express how we feel, and empathize with others are all demonstrations of EI in our daily life.

Numerous studies have attained remarkable interesting findings related to EI and various everyday life aspects. Depression has been found to negatively correlate with EI; the higher the level of EI, the lower the level of depression (ARIĞ & DENİZ, 2020; Foster et al., 2018). Likewise, EI correlated positively and significantly with life satisfaction, cohesion, flexibility, communication, family satisfaction (Szcześniak & Tułecka, 2020), subjective well-being (Szczygieł & Mikolajczak, 2017), and happiness (Ghahramani et al., 2019).

According to Svatenkova (2019), EI can affect four areas of our life starting from performance at work; many workplaces nowadays necessitate a certain level of EQ before considering job applications. Moreover, EI plays a valuable role in maintaining mental health as a lack of emotional understanding and control puts people at risk of depression, loneliness, and anxiety.

As a result, physical health would be undoubtedly affected; uncontrolled stress leads to increased blood pressure, a high risk of heart strokes, infertility, and accelerates the ageing process (Svatenkova, 2019). Better understanding and management of our feelings and those of others forge healthier relationships at the personal or professional level. Therefore, the effect of EI seems evident across various life spheres.

Conclusion

Emotional Intelligence (EI) is integral to the academic achievement of students as well as their social-emotional learning (SEL). It denotes the ability to perceive, control, and evaluate emotions both within oneself and in relationships with others.

Students with strong emotional intelligence cope with stressors better, are self-motivated, and remain attentive in class. Such students are willing to engage in problem-solving, communicating professionally, and are more likely to perform well in academics. EI also aids in the formation of interpersonal skills and the development of empathy, which is vital to SEL.

In SEL programs, students are taught the skills of healthy relationship building, conflict resolution, and responsible decision-making. These skills help create a positive and inclusive culture within the learning environment. Emotional intelligence results in heightened self-awareness adolescents possess as well as their emotional regulation, leading to enhanced resilience and well-being.

EI when incorporated in education supports balanced personal growth and academic success. Hence, nurturing emotional intelligence equips students for school and life.

Chapter II

Academic Performance and Its Aspects

Introduction

Academic performance is a primary concept of the educational domain that measures if a student has met the expected learning targets in the different areas of knowledge and skills. Economically and socially, it marks the milestone in academic evaluation systems of educational institutions. It is measured in terms of individual learners' achievements relative to other learners within the same grading system and to the institution's standards.

In education, achievement entails the grades, cumulative marks, outcomes and assessments, academic achievements, and accomplishments accumulated within a given timeframe. This serves as proof of the cognitive development, content mastery, and diverse knowledge application possessed by learners. As any construct, performance has its quantitative and qualitative attributes in relation to the socio-economic status of the learner, psychosocial needs, teaching methods, school climate, and strategies employed.

This esosystemic interpretation broadens the achievement understanding beyond the achievement itself. In policies and education research, performance should not serve solely as a target, but as a means to evaluate equity pedagogy and educational revision. Consequently, it is not only about measuring success but rather where it becomes possible to unmask the ignored gaps, contour structured interventions, and actively foster inclusive pedagogical frameworks responsive to the needs of all learners.

An early analysis of academic performance in primary schools serves as a window into the development of various skills like cognitive, emotional, and social that have implications for future learning pathways. In Piaget’s theory of cognitive development, young children experience major changes in their modes of thinking from preoperational to concrete operational stages which begins with assimilating concepts about language, numbers, and logic (Piaget, 1972).

Evaluating academic performance at this stage helps educators tailor instructional approaches suitable for the learner's developmental stage. The importance of assessing academics at an early age is further explained by Vygotsky's sociocultural theory which places emphasis on social interaction and the tools of culture as aids to learning. His idea of the Zone of Proximal Development (ZPD) shows that learners learn best when instructions are tailored just right above their most recent achievements and provides guidance (Vygotsky, 1978).

Providing early assessment of academic skills enhances the educator's ability to provide support effectively within this zone. Moreover, Bronfenbrenner's ecological systems theory considers academic achievement as the result of functioning within a myriad of ever-present systems, including family, school, and society at large (Bronfenbrenner, 1979). Analyzing student performance in the primary years is crucial for understanding insight into these multifaceted influences and supports strategies aimed at educational equity.

These beliefs anchor the Response to Intervention (RTI) framework, which stresses the need for early identification and provides the building blocks of support for learners facing challenges at different levels (Fuchs & Fuchs, 2006), as well as Early Childhood Education and Care (ECEC) frameworks, which enable instruction geared towards developmental inclusion to eliminate opportunity inequalities from the beginning (OECD, 2017). All these perspectives share the conviction that investigating students' academic performance in the context of early childhood enables the promotion of lifelong learning and help elevate the inequalities associated with the educational achievement gaps.

2.1 Definition of Academic Performance

Academic performance is defined as a student's ability to complete academic assignments, and it is assessed using objective criteria such as final course grades and grading point average (e.g., Carroll, & Garavalia, 2004; Naser, & Hamzah, 2018; Olivier et al., 2019).

In this day and age of globalization, increasing economies, and rapid development, improving educational output and retention rates is critical to the prosperity of any nation. Thus, education is seen as extremely important for an individual because it is required for obtaining good jobs, achievement, and prospects for better living (Alsheikh, 2019; Mishra, 2019).

Gender, study habits, age, discipline, the contribution of a teacher in 8495 Journal of Positive School Psychology academic achievement of students, class attendance, time management, socialization, sleep patterns, socialization, partying behaviors, socioeconomic status, educational background of parents, and other factors all have an impact on students' learning performance. Many scholars have identified several factors that affect a student's academic achievement (Kim et al., 2018; Lei, 2018).

The academic performance of students is the key feature (Rono, Onderi & Owino, 2014) and one of the important goals (Narad and Abdullah, 2016) of education, which can be defined as the knowledge gained by the student which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time.

The attainment of academic excellence of students through making them portray better academic performance is the foremost motive of academic institutions (Adeyemo, 2001). Further, academic performance is something immensely significant for anyone who has a concern with education (Osiki, 2001). In fact, academic performance can be understood as the nucleus, around which a whole lot of significant components of education system revolve, which is why the

academic performance of students, specifically belonging to Higher Education Institutions (HEIs), has been the area of interest among researchers, parents, policy framers and planners.

Although it may seem to be a simple outcome of education, but the impact of academic performance of students in any nation is multi-faceted. Narad and Abdullah (2016) mentioned in their research, that at the basic level, the success or failure of any academic institution depends largely upon the academic performance of its students.

The better the students perform academically, the better are the prospects of the development of a fine manpower, who will contribute to the economic and social development of the nation (Ali et.al, 2009). Students performing better than the expectations and norms set by the society are mostly expected to contribute to the growth, development and sustainability of the society (Akinleke, 2017).

Academic Performance can be defined in terms of gaining knowledge; acquiring skills and competencies; securing high grades and similar academic achievements; securing a progressive career; and intention and persistence towards education.

As mentioned by Díaz-Morales and Escribano (2015), academic performance is to be understood as the result of a combination of psychological, social, and economic factors, which further lead to the proper multifaceted growth of students.

Academic performance in primary STEM (Science, Technology, Engineering, and Math) education refers to a young learner's level of understanding of core concepts, skills and problem-solving abilities in science, technology, engineering and mathematics. Academic performance is usually measured through a combination of assessment items (formal evaluations), class activities, and hands-on projects that assess both conceptual understanding and practical application. Academic performance in primary STEM contexts may also encompass the development of

curiosity, critical thinking, and persistence competitive skills essential for early STEM learning. Because this stage of learning is relatively short lived, academic performance has a range of cognitive, motivating, and environmental influences on it, which makes it a powerful indicator of individual learning and how well early STEM instruction is working (Ormrod, 2016; Bandura, 1997; Duckworth & Seligman, 2005).

2.2 Importance of Academic Performance

Academic performance is a priority for students, teachers, and institutions because it is not only a measure of individual learning but also a further indicator of quality education. By the time a student has entered primary school, an improved academic achievement in STEM subjects, may have a positive impact on his or her confidence, early interest in scientific thinking, and building of competencies for a future level of learning. Early access to high academic achievement also provides educators with insight into the effectiveness of their teaching processes. It can help to anticipate and adjust interventions that have multiple appropriate developmental stages for each learner. At the institutional level, academic achievement, while not alone, can be used to assess school curriculum design and content selection as well as school overall performance. An enhanced and properly prioritized academic effort in primary STEM education can enhance both equity for learning and academic success in the future (Ormrod, 2016; OECD, 2020).

Here are some tackling points represent why academic performance matters for students, educators and institutions, particularly in primary STEM education.

2.2.1 Academic Performance and Primary STEM Students

Academic performance in STEM subjects is important for young students. When children perform well in science and math at an early age, they might feel more confident and enjoy learning those subjects. This may help them stay interested in science and technology as they get

older. On the other hand, if they find these subjects hard at the beginning, they might lose interest or think they do not do well in them. Teachers can also use test results and classwork to look at which students need more help. This way, they can give support early and make sure all students get a fair chance to learn. So academic performance is not just about marks, it is also important to students build a strong start in STEM.

2.2.2 Academic Performance as a Tool for Educators in STEM

Academic performance is also important for teachers. It can help them know how well their students are learning in science and math. If there are a lot of students who are having trouble understanding a topic, the teacher can try different ways to explain it. Teachers also can use test results to figure out who needs more help in class. This can help teachers better plan their lessons for all of the students in the class. Good performance also shows that the teacher is using the right methods. If the students aren't doing well, the teacher might need more training or new materials. So academic results help teachers better teach and help students learn more in STEM subjects.

2.2.3 Institutional Use of Academic Performance in Primary STEM

Schools and education leaders also use academic performance to measure how well a system works. If many students in one school are not doing well in STEM that may mean the school needs more resources, new teaching methods, or more support for teachers. School performance results help make good decisions about what to change or improve. Governments also use these results to understand if all students even from different parts of the country have the same chance to do well in science and math. In this way, academic performance helps schools and education systems plan better for the future and give students the best education possible.

2.2.4 Links to Broader Educational, Social, and Economic Outcomes

Academic performance is not just related to school results. It also can have a big influence on a person's future. Students who can do well in school, particularly in subjects like science and math have a better chance in the future of going to a good university and getting a good job there which can help them to make more money and have a better life in general. Good academic results can also help a country. More educated people can make the economy better and they are usually better at solving problems in the society in general therefore learning well at school means learning well also for the society and the country.

2.3 Measurement of Academic Performance

The origins of measuring academic performance in the United States date back to the 1830s. Education advocates Horace Mann and Samuel Gridley Howe used a standardized test to evaluate student progress in Boston, Massachusetts. Kansas school administrator Frederick J. Kelly advanced the idea of standardized testing with the Kansas Silent Reading Test in 1914. This multiple-choice test was used to decrease grading time and standardize student evaluations. IBM employee Reynold B. Johnson developed a grading machine in 1934 that could grade test sheets by picking up the electrical current created by pencil marks. Henry Chauncey developed the Scholastic Assessment Test (SAT) in 1934 to evaluate scholarship candidates at Harvard University and University of Iowa Professor E.F. Lindquist created the first version of the American College Test (ACT) in 1959.

The Elementary and Secondary Education Act (ESEA) of 1965 encouraged adoption of standardized testing by all states. This legislation required states to measure student proficiency and develop accountability measures for public schools. The No Child Left Behind Act (NCLB)

of 2001 continued the ESEA's focus on accountability by requiring states to ensure minimum proficiency levels in order to receive federal funds.

In 2015, President Barack Obama signed the Every Student Succeeds Act, replacing the NCLB and reauthorized the ESEA. Under the ESEA, states had more input than under the NCLB over how much standardized tests count toward school ratings. The ESEA allowed states to include, in addition to tests, factors such as graduation rates, English language proficiency, or access to advanced coursework. Brown University education scholar Kenneth Wong said: "In comparison with the earlier NCLB, the ESSA shifted from a policy system defined by federal mandates to one with state flexibility.

To properly evaluate students' performance, it's a good idea to implement a structured approach that gauges educational outcomes and aids data-driven decisions using numbers. It's equally important to capture the nuances that affect student performance. An effective way to capture and measure these nuances is through the use of both qualitative and quantitative assessments.

2.3.1 Quantitative Measurements:

Quantitative assessment in education refers to evaluation methods that use numerical data to measure student performance. These numerical data take the form of percentages or grades to provide quantifiable metrics that can be easily compared or analysed. This assessment technique gauges students' academic capacity and progress using standardised tools that produce these countable values.

- **Examples of Quantitative Measurments:**

- Standarized tests and exams
- Grade Point Average (GPA)
- Rubrics with numeric criteria
- Close-ended surveys and questionnaires with predefined questions and fixed response options
- IQ tests and diagnostic tests

- **Advantges**

- A major benefit of quantitative assessment in education is the reduction of bias in evaluation. The standardised tools yield consistent results that eliminate the influence of subjective judgement. Also, its objectivity allows the comparison of the performance of different student groups.
- Quantitative assessments are efficient as they can be administered to large and multiple student groups simultaneously and graded with minimal effort. Their outcomes help easily determine whether benchmarks are being met.

- **Limitations**

- Since quantitative assessment focuses only on factual knowledge, it can easily drive educators to concern themselves mainly with test preparation. This can limit the entire teaching and learning experience.
- While it can pinpoint areas that students find challenging, it can't explain how or why as it doesn't pay attention to the context of the learning process.

- Where the tests are of high importance, they can trigger stress and anxiety in both the students and teachers. Also, if an educational institution lacks the resources to provide support for optimal preparation and conducting of the tests, it can adversely affect student performance.

2.3.2 Qualitative Measurements:

Non-numerical data to understand student learning and experiences. To gauge the effectiveness of teaching and the effect of other factors associated with student learning, this assessment method allows students to demonstrate their experience beyond standard systems of numerical measurement.

Qualitative assessment can paint a more detailed picture of student progress by explaining how and why things are. It provides detailed knowledge, helping educators identify each student's strengths and areas for growth.

- **Notable examples of qualitative assessment tools in education could include:**

- One-on-one or group interviews
- Focus groups
- Reflective journals and essays by students, detailing their learning experiences
- Classroom observations
- Concept maps by students to give a visual representation of their understanding of a topic
- Rubrics with descriptive (non-numeric) criteria

- **Advantages:**

- There are various upsides to using qualitative assessments for educational review. The insight gained from exploring the cognitive, emotional and social aspects of the student learning process can foster the provision of personalised feedback and the adaption of teaching strategies.

- It can serve as a more inclusive and accommodating form of assessment as it allows students to express their understanding in different and creative ways. Also, it encourages the development of critical thinking skills as opposed to emphasising the mere recollection of information.
- this assessment method creates direct contact and helps build rapport with the student group in focus which can make education more interactive and meaningful.

➢ **Limitations:**

- Qualitative assessments, however, can be prone to subjectivity and bias. This type of assessment can be heavily dependent on the skills of the researcher and different observers might interpret student responses differently.
- Any lack of standardisation can affect the consistency and reliability of the assessment results. For this same reason, it can prove challenging to compare assessments across different student groups.
- Qualitative assessments can also be challenging for large student groups because the evaluation and feedback process is highly individualised. This assessment method can require significant resources to design and implement; likewise, managing large sets of qualitative data can be complex.

➢ There is an obvious difference between qualitative and quantitative assessment in education are that:

- Qualitative assessments use words and detailed descriptions while quantitative assessments use numerical data
- Qualitative assessments are subjective while quantitative assessments are objective

- While qualitative assessments can be time-consuming, quantitative assessments are generally more efficient

- Qualitative assessments seek to uncover underlying reasons and context while quantitative assessments aim to measure and quantify variables

- Though qualitative and quantitative assessments are different, they complement each other. The integration of both is key to a balanced approach to educational review.

2.4 Studies on the Validity of GPA and Standarized Tests

2.4.1 Brief definitions on Standarized Tests and GPA

a) Standarized Tests :

Standardized tests are assessments designed to be **consistent** in format, scoring, and administration, ensuring that all test-takers are evaluated under the same conditions. They are commonly used in **education, professional certification, and research** to measure knowledge, skills, or aptitude.

➢ **Some examples on standarized tests:**

- **TOEFL & IELTS** which are the most common tests in Algeria for Assessing English language proficiency for non-native speakers.

- **SAT (Scholastic Assessment Test)** is used for college admissions in the U.S.

- **ACT (American College Test)** is another college entrance exam assessing math, reading, and science skills. **Grade Point Average (GPA):**

GPA is a **numerical representation** of a student's academic performance. It is calculated by averaging the grades received in all courses over a specific period. It is widely used in **college admissions, scholarships, and job applications** as an indicator of academic achievement.

- **Examples on how GPA used in Algeria:**

- Whether in **middle school**, **high school** or **university GPA grading system** generally follows a **20-point scale.**

- In **primary school GPA grading system** generally follows a **10-point scale.**

Table 1**: Middle School, high school or university Grading Scale in Algeria**

Algerian Grade	**Module Equivalent**	**Percentage Range**	**GPA Equivalent**
19-20	Excellent	95-100%	4.0
16-18	Very Good	85-94%	3.5-3.9
15	Good	75-84%	3.0-3.4
13-14	Fairly Good	65-74%	2.5-2.9
10-12	Satisfactory	50-64%	2.0-2.4
0-9	Fail	Below 50%	Below 2.0

Table 2**: Primary school Grading Scale in Algeria**

Algerian Grade	**Module Equivalent**	**Percentage Range**	**GPA Equivalent**
10	Excellent	95-100%	4.0
8-9	Very Good	85-94%	3.7-3.9
7	Good	75-84%	3.3-3.6
6	Fairly Good	65-74%	3.0-3.2
5	Satisfactory	55-64%	2.0-2.9
0-4	Fail	Below 55%	Below 2.0

2.4.2 Predicting Academic Success in STEM

Assessing students' academic success is essential, particularly in science, technology, engineering, and math (STEM) education. While higher education debates whether GPA or standardized tests are better predictors of performance, insights from these studies can also apply to primary education. Identifying early academic strengths and struggles helps educators design interventions to support student development.

2.4.3 Standardized Tests: Strengths and Limitations

Standardized tests are consistent and objective, enabling comparisons between students of different backgrounds. Research suggests they effectively predict performance in challenging fields like pharmacy and engineering, as seen in tests like PCAT, GRE, and TEAS. In primary education, they can identify students with strong foundational math and science skills. However, they may overlook day-to-day classroom performance and engagement.

2.4.4 GPA: Reliability and Fairness

While GPA reflects long-term effort and participation, it is subject to variations in grading standards, teacher expectations, and grade inflation. Studies show a rise in high GPAs despite stable or declining national test scores, raising concerns about its accuracy. However, GPA remains valuable in tracking student behavior and classroom engagement, especially when used alongside standardized assessments.

2.4.5 Combining GPA and Standardized Tests: A Balanced Approach

Research supports using both GPA and test scores to achieve the most accurate predictions of academic success. A combined approach helps teachers tailor curricula, interventions, and student support, ensuring a more holistic assessment. For instance, a student with high test scores but low

classroom grades may need help with study habits, while a student with good GPA but low-test results may struggle with problem-solving under pressure.

2.4.6 Implications for Primary STEM Education

While most research focuses on older students, its findings are valuable for younger learners. Early identification of strengths and weaknesses through GPA and test scores helps close learning gaps, promoting equity by ensuring all young learners receive the support they need. A combined assessment model provides a fair, complete, and effective strategy for improving learning outcomes in primary STEM education.

2.5 Factors Influencing Academic Performance

Academic performance is not a product of a singular cause but rather the outcome of an intricate ecosystem of interacting variables. While previous sections offered a categorization, this in-depth analysis delves into how these factors *interact*, drawing from theoretical models such as Bronfenbrenner's Ecological Systems Theory and Bandura's Social Cognitive Theory, and highlighting real-world implications, particularly in primary education contexts.

a) Personal Factors (Micro-Level Influences)

Personal characteristics lie at the core of academic performance and are shaped by both innate abilities and acquired traits.

- **Cognitive Abilities and Executive Functions**

Beyond raw intelligence (IQ), executive functions including working memory, cognitive flexibility, and inhibitory control are critical predictors of learning, particularly in literacy and numeracy acquisition during early schooling.

- **Example**

A pupil with strong working memory can follow multi-step instructions and retain information long enough to apply it, which directly affects problem-solving abilities in mathematics.

● Emotional Intelligence (EI) as a Mediator

EI not only influences peer relationships and classroom behavior but acts as a mediating factor between stress and performance. Pupils with high EI can regulate test anxiety, resolve conflicts, and seek help behaviors correlated with better academic adjustment.

Relevant Model: Goleman's Emotional Competence Framework distinguishes between personal and social competence, both of which are critical in school success.

● Health, Nutrition, and Sleep

Malnutrition and poor sleep are associated with impaired attention, lower memory consolidation, and irritability all detrimental to classroom learning. Public health interventions in schools (e.g., free meals, sleep hygiene education) are essential components of academic support strategies.

b) Family and Socioeconomic Factors (Mesosystem Interactions)

Family influence operates through both material provisions and socio-emotional support.

● Parental Involvement and the "Homework Gap"

Active parental engagement (attending school meetings, helping with homework) reinforces the value of education. However, disparities in digital literacy and access (homework gap) among low-SES families exacerbate inequalities.

Illustration: During the COVID-19 pandemic, pupils without stable internet access fell significantly behind, highlighting how digital inclusion now defines academic opportunity.

● **SES and Cumulative Risk**

Low SES is a *cumulative risk factor* — associated with crowded housing, lower parental education, food insecurity, and less access to books — all of which jointly erode learning capacity. Early childhood interventions, such as preschool subsidies or community tutoring, mitigate these risks.

c) School-Related Factors (Exosystem Context)

School climate and pedagogical quality create the *immediate learning ecosystem*.

● **Teaching Practices: From Instruction to Engagement**

Pedagogical strategies that emphasize active learning, scaffolding, and formative assessment are positively associated with learning outcomes. Rote learning, while efficient for short-term memory tasks, limits critical thinking and problem-solving development.

Contrast: A teacher who uses project-based learning fosters deeper cognitive engagement compared to one who relies exclusively on textbook drills.

● **Peer Influence and Social Learning**

Peers contribute to social modeling, especially in early adolescence. According to Bandura's theory, pupils emulate behaviors of peers they perceive as successful or popular, which can lead to either academic motivation or disengagement depending on the peer group culture.

d) Broader Environmental Factors (Macro system Dynamics)

Beyond the immediate school and family environment, societal structures and cultural narratives shape educational aspirations and constraints.

● **Cultural Attitudes Toward Education**

In some cultures, education is framed as a collective family duty, leading to strong support networks. In others, especially where gender disparities persist, girls may face sociocultural barriers despite school availability.

- **Example**

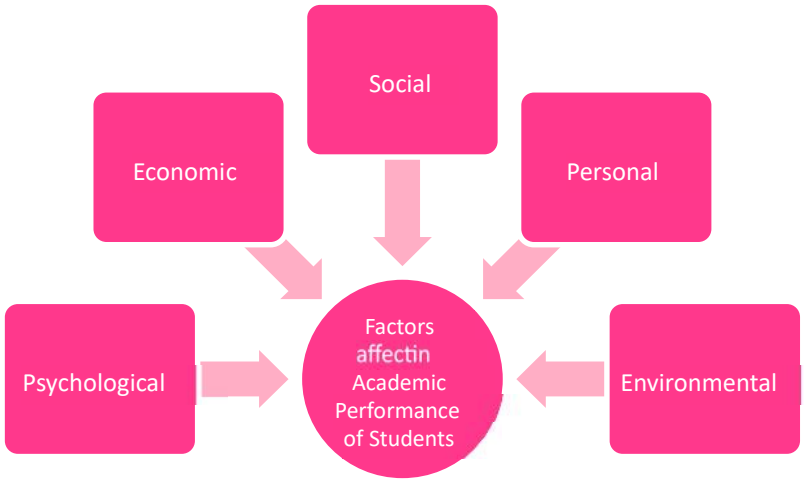
In rural areas of certain countries, girls' education is deprioritized due to traditional gender roles, affecting long-term literacy and autonomy.

● **Government Policy and Equity**

The quality and equity of education systems depend on public policy decisions regarding teacher training, school funding formulas, curriculum relevance, and decentralization. Well-resourced public schools with accountability systems tend to close performance gaps more effectively.

Figure 1: Tinto's Model of Factors Significant for Students' Academic Performance

There has been a mutual agreement among the researchers regarding understanding academic performance of students as an aggregate of their cognitive as well as non-cognitive attributes (Lee & Shute, 2010) taking into consideration the socio-cultural framework within which the process of learning takes place (Liem & Tan, 2019). Somewhat similar results have been fetched through the research conducted by Singh, Malik & Singh (2016), which basically made an effort to categorize the factors found to impact academic performance of students into the following categories:



2.6 Theoretical Frameworks Related to Academic Performance

The study of academic performance is enriched by a variety of theoretical frameworks that offer insights into how learning occurs, why students perform at different levels, and what factors influence success. These frameworks come from educational psychology, sociology, and cognitive science, and they provide structured lenses for analyzing the relationships between learners and their environments.

- Below are several major theoretical frameworks commonly used to understand academic performance, particularly in the context of primary education

2.6.1 Behaviorist Learning Theory (B.F. Skinner)

This theory posits that learning is the result of responses to environmental stimuli. Academic performance, from a behaviorist perspective, is shaped by reinforcement (rewards and punishments).

Key Idea: Positive reinforcement (e.g., praise, good grades) strengthens desired academic behaviors.

Implication: Teachers can improve performance by reinforcing good study habits, punctuality, and participation.

Limit: It may overlook internal cognitive and emotional processes like motivation and self-regulation.

2.6.2 Constructivist Theory (Jean Piaget & Lev Vygotsky)

Constructivist theories emphasize that children actively construct knowledge through interaction with their environment.

Piaget: Focuses on stages of cognitive development and how children's thinking evolves with age.

Vygotsky: Highlights the role of social interaction and cultural tools in learning, particularly through the concept of the "Zone of Proximal Development (ZPD)."

Implication: Pupils learn best when tasks are matched to their developmental stage and when they receive guided support from teachers or peers.

Relevance: Especially useful in primary school settings where cognitive development is rapid.

2.6.3 Multiple Intelligences Theory (Howard Gardner)

Gardner proposed that intelligence is not a single ability but consists of multiple domains (e.g., linguistic, logical-mathematical, musical, bodily-kinesthetic, interpersonal, intrapersonal, etc.).

Implication: Academic performance should be evaluated across various domains, not just through standardized tests.

Relevance: Encourages inclusive education and recognition of diverse learner strengths.

2.6.4 Self-Determination Theory (Edward Deci & Richard Ryan)

This theory focuses on intrinsic motivation and the psychological needs for **autonomy**, **competence**, and **relatedness**.

Implication: Pupils perform better academically when they are self-motivated, feel capable, and experience meaningful connections with others.

Link to Emotional Intelligence: High emotional intelligence fosters better self-regulation and social connection, both of which enhance academic motivation.

2.6.5 Bronfenbrenner's Ecological Systems Theory

This framework views academic performance as influenced by multiple systems that interact with the child's development:

- **Microsystem**: Immediate environments like family and school.
- **Mesosystem**: Interactions between microsystems (i.e. parent-teacher cooperation).
- **Exosystem**: Indirect influences (e.g., parents' work stress).
- **Macrosystem**: Cultural values and societal norms.
- **Chronosystem**: Changes over time (e.g., educational reforms).
- **Relevance**: Emphasizes how a child's academic journey is embedded within broader social and cultural structures.

2.6.6 Goleman's Emotional Intelligence Theory

This theory identifies emotional intelligence (EI) as a key determinant of life success, including academic achievement. Goleman categorizes EI into five domains which are Self-Awareness-Self-Regulation-Motivation-Empathy-Social skills

Implication: Pupils with higher EI are better at managing stress, staying motivated, cooperating with peers, and seeking help when needed—all of which contribute to stronger academic performance.

Relevance to the Present Study: This theory is central to understanding how emotional competencies enhance learning and achievement in fifth-grade pupils.

2.7 Challenges in Assessing Academic Performance

Assessing academic performance in primary education is essential for tracking learning outcomes, identifying learning gaps, and improving instruction. However, this assessment process presents several challenges:

Overreliance on Standardized Testing: Many schools rely heavily on exams that may not reflect pupils' full abilities, such as creativity, critical thinking, or emotional and social skills.

Cultural and Linguistic Biases: Standard tests may be biased toward certain social or linguistic backgrounds, disadvantaging pupils from rural areas or diverse dialectal contexts in Algeria.

Limited Scope of Evaluation: Traditional assessments often neglect non-academic competencies such as emotional intelligence, collaboration, or self-regulation, which are crucial for long-term success.

Teacher Subjectivity: In cases of classroom-based evaluation, assessments may be influenced by teacher expectations, attitudes, or unconscious biases.

Resource Limitations: In under-resourced schools, lack of training, tools, and time may hinder accurate, continuous, and comprehensive assessment practices.

Psychological Pressure on Pupils: Some pupils experience test anxiety or performance-related stress, which can distort actual learning outcomes and hinder future motivation.

2.8 Recent Trends and Innovations in Academic Performance Assessment

In response to these challenges, several innovative approaches have emerged in educational research and practice:

Formative Assessment: Continuous assessment methods (e.g., portfolios, observation, and self-assessment) are increasingly adopted to guide instruction and provide real-time feedback.

Competency-Based Evaluation: Emphasis is shifting toward assessing specific competencies and skills, rather than memorization or rote learning.

Technology-Enhanced Assessment: Digital tools such as online quizzes, interactive platforms, and AI-driven assessment software help diversify evaluation methods and provide personalized feedback.

Emotional and Social Learning (SEL) Metrics: Some modern frameworks now incorporate emotional intelligence and social behaviors as part of overall academic assessment.

Inclusive Assessment Practices: There is a growing movement toward ensuring assessments accommodate pupils with different learning needs and cultural backgrounds.

Project-Based and Experiential Learning Evaluation: Pupils are assessed based on real-world tasks and long-term projects, promoting deeper understanding and transferable skills.

2.9 Implications for Educational Policy and Practice

Insights from academic performance research should directly inform policy and classroom strategies. In the Algerian context, especially at the primary level, several policy implications emerge:

Holistic Evaluation Models: Educational authorities should adopt a more comprehensive approach that includes cognitive, emotional, and social indicators of performance.

Training for Teachers: Continuous professional development is needed to train teachers in modern assessment techniques, child psychology, and emotional intelligence.

Curriculum Reforms: Curricula should integrate emotional learning, creativity, and problem-solving to align with the broader goals of education.

Resource Allocation: Policies must ensure that all schools, particularly in underserved regions like Biskra, are equipped with the tools necessary for innovative and fair assessment.

Parental Involvement: National strategies should encourage family engagement in children's learning through workshops, home-based learning activities, and school-parent communication.

Data-Driven Decision-Making: Educational systems should use performance data to identify trends, address disparities, and improve outcomes systematically.

Conclusion

This chapter has provided a comprehensive examination of the complex and multidimensional nature of academic performance in primary education. It delves into its definition and significance, while also analyzing the various approaches used to assess student achievement. The discussion has underscored the crucial role of emotional intelligence (EI) as a key determinant of academic success, illustrating how both personal attributes—such as self-regulation, motivation, and resilience—and environmental factors, including classroom dynamics and socioeconomic conditions, collectively shape student learning outcomes.

A critical evaluation of traditional assessment methods has revealed inherent limitations, particularly their tendency to focus predominantly on cognitive abilities while neglecting the socio-emotional and creative dimensions of student development. In response to these shortcomings, contemporary research and pedagogical advancements advocate for more inclusive, adaptive, and competency-based evaluation frameworks that go beyond standardized testing to incorporate holistic measures of student growth and engagement.

Additionally, policy discussions emphasize the urgent need for systemic reforms in the areas of teacher training, curriculum design, and educational equity to ensure that assessment methods align with the evolving demands of 21st-century learning. By prioritizing an integrated approach to student evaluation—one that recognizes both measurable academic achievements and

qualitative dimensions such as emotional intelligence—educators and policymakers can foster a more comprehensive and fair understanding of student success.

Chapter III

Data Analysis and Interpretation of the Findings

Introduction

This chapter presents the practical part of the research conducted to explore the impact of emotional intelligence on academic performance among fifth-grade pupils. It outlines the methodology used to collect data, including the tools (questionnaires, interview with a teacher), participants involved (teachers and students), the methods of analysis, and the final results obtained. The goal is to translate the theoretical insights discussed in the previous chapters into empirical evidence that supports or refutes the research hypothesis.

3.1. Teacher's Questionnaire

3.1.1 Purpose of the Questionnaire

The teacher's questionnaire aimed to gather information about their perceptions regarding pupils' emotional intelligence, its impact on learning, and how it influences academic outcomes in the classroom.

3.1.2 Structure of the Questionnaire

- The questionnaire consisted of both closed-ended and open-ended questions, categorized into the following sections:
  - Teachers' background (years of experience, training in emotional development, etc.)
  - Observations of students' emotional behaviours
  - Perceptions of the relationship between emotions and learning
  - Strategies used to manage emotional challenges in the classroom
- The interview was one-on-one between the researcher and fifth grade class teacher focusing on how EI influences academic performance in young learners.

3.1.3 Participants

The questionnaire was distributed to a fifth-grade teacher at Debbabi Elgharbi School. Participation was voluntary and anonymous to ensure objectivity.

3.1.4 Key Questions

a) Do emotionally stable pupils perform better academically?

b) Do you integrate emotional support techniques in your teaching?

c) How do students react when experiencing academic stress?

3.1.5 Results for a Sample of the Teacher

Section 1: Teachers' Background

- How many years of experience do you have in teaching?
  - Less than 3 years
- Have you received formal training in emotional intelligence or emotional development in education?
  - No, I have not.
- If yes, what type of training did you receive?
  - No type.

Section 2: Observations of Students' Emotional Behaviors

- How often do you notice students struggling with emotional regulation in the classroom?
  - Sometimes, I notice them struggling.
- What are the most common emotional challenges pupils face in your classroom?

- Lack of confidence, and fear of speaking up are the most two common challenges for the pupils that appears in the classroom, in addition to emotional reactivity.

- How do students react when experiencing academic stress?

- It depends on their personalities and the way they act at home (i.e. cultural background).
- They refuse eye-to-eye contact so that they avoid to participate and answering questions.
- Frustration leads some pupils to cry, or getting angry. However, anxiety may cause a lack of focus.
- Some may struggle to sit still, showing signs of impatience.

Section 3: Perceptions of the Relationship between Emotions and Learning

➢ Do emotionally stable pupils perform better academically?

Of course, when a pupil is emotionally stable, he feels safe and happy and has the will to study and motivated by the surrounded environment and the most important thing has confidence, that pupil will academically perform better than other classmates and he will successes in the academic career.

➢ In your experience, which emotions tend to affect pupils' learning the most?

The most emotions that affect pupils learning are **confidence and motivation** (i.e. A pupil who believes in their abilities will approach learning passionately. Small successes and positive reinforcement build **self-confidence**, making challenges feel like opportunities rather than obstacles. Yet, we shed lights on those young learners who ask a lot of questions out of **curiosity** which is an effective away to engage deeply with lessons and retain information better.

➢ How would you describe the emotional climate in your classroom?

It is quite good and controlled, of course there are always some pupils who struggle to perform academically, but taking care of them is a responsibility that must be done.

Section 4: Strategies for Managing Emotional Challenges

➢ What strategies do you use to help young learners regulate their emotions during learning activities?

- First things first, the best method used is playing games to break the weather where pupils feel frustrated and anxious. Also, we try to sing together some kids' song which they like.

➢ Do you integrate emotional support techniques in your teaching?

- Young learners often experience **anxiety and frustration,** so yes it's important to help them **manage emotions** while they develop academically.

➢ If yes, what specific strategies have been most effective?

- Starting the day by asking the pupils how they feel one by one.
- Giving more time to those pupils who lack confidence and feel anxious and frustrated.
- Treat pupils who improve with candies or gifts.

- Throughout this questionnaire, and based on teacher's giving answers. Here are the most highlighted point that can be understood:

• Teachers need training in EI-based education

• A young learner suffering emotionally will not perform academically well.

• Confidence, motivation, and curiosity play key roles in learning.

• Fear, anxiety, and frustration hinder academic progress.

3.2 Pupils' Questionnaire

3.2.1 Objective of the Questionnaire

The aim was to assess pupils' awareness and management of their emotions and how these factors correlate with their academic performance.

3.2.2 Structure of the Questionnaire

The student questionnaire was simplified to suit the cognitive level of fifth graders and was conducted in Arabic, with assistance provided where needed. It included:

- Self-assessment of emotional responses (e.g., anxiety, confidence, frustration)
- -Emotional self-regulation in school situations
- Peer interactions and empathy
- Self-perceived academic motivation

3.2.3 Sample Group

A total of **80** pupils (47 girl and 33boys, aged around 10–11 years) participated. Consent from parents and school administrators was obtained prior to distribution.

3.2.4 Sample key Questions

- What do you do when you feel sad in class?
- How do you feel before an exam?
- Do you talk to the teacher when you have a problem?
- Do you enjoy learning new things?

3.2.5 Results for a Sample of 80 Pupils

Section B: Study Habits and Attitudes

Statement	Always	Sometimes	Rarely	Never
1. I finish my homework on time	**50**	**15**	**10**	**5**
2. I find it easy to concentrate in class	**40**	**25**	**10**	**5**
3. I revise my lessons before exams	**45**	**20**	**10**	**5**
4. I feel confident when answering questions	**30**	**25**	**15**	**10**

This table provides insight into students' academic behaviors and attitudes. We integrate the next:

Homework Completion: A **majority (50 students)** consistently finish their homework on time, suggesting strong discipline and time management skills. However, a **small portion (10**

rarely, 5 never) struggles with timely completion, which may indicate challenges in organization or motivation.

Classroom Concentration: While **40 students** always find it easy to concentrate, **25 sometimes struggle**, highlighting potential distractions or varied engagement levels. The **10 who rarely and 5 who never** concentrate may need targeted support to improve focus.

Exam Preparation: 45 students actively revise their lessons before exams, which is a positive indicator of study habits. However, a **minority (10 rarely, 5 never)** do not engage in revision, which could impact their academic performance.

Confidence in Answering Questions: There is a more **even distribution in confidence levels**, with **30 students always feeling confident**, but **25 only sometimes, 15 rarely, and 10 never**. This suggests that while some students are comfortable participating in class, others may feel anxious or unsure of their abilities.

Most pupils exhibit **strong study habits**, but some require **additional guidance** in time management and revision strategies.

Classroom engagement varies, with some students struggling with concentration. Implementing interactive learning techniques could improve focus.

Confidence levels are **not consistently high**, indicating a need for **encouragement, peer support, and strategies to reduce anxiety** in classroom participation.

Section C: Motivation and Emotional State

Statement	Strongly agree	Agree	Disagree	Strogly disagree
5. I feel happy when I do well at school	**50**	**20**	**5**	**5**
6. I study hard because I want to succeed	**45**	**20**	**10**	**5**
7. I feel stressed or anxious during exams	**20**	**30**	**25**	**5**
8. If I get a bad grade, I try to improve next time	**40**	**20**	**15**	**5**

This section provides valuable insights into students' emotional engagement and motivational drive in their academic experiences. We integrate the next:

Happiness Linked to Academic Success: A large majority **(50 students)** strongly agree that they feel happy when they perform well in school, suggesting a strong positive reinforcement

system where achievement boosts morale. However, a small minority **(10 student's total)** disagree, possibly indicating external stressors affecting their emotional responses to success.

Motivation to Succeed: 45 students strongly agree that they study hard because they want to succeed, reflecting high intrinsic motivation among most learners. However, **10 students** disagree, which may indicate a lack of clear academic goals or external discouragement affecting their efforts.

Exam Anxiety: There is a significant spread in responses regarding stress during exams. While **20 pupils** strongly agree and **30** agree, **25** disagree, showing that a notable portion experiences manageable anxiety or confidence in their preparation. Nonetheless, the **25** who struggle may benefit from techniques like stress management training, exam preparation workshops, or emotional support systems to ease their anxiety.

Response to Poor Grades: A majority **(40 pupils)** strongly agree that they try to improve if they receive a poor grade, indicating high resilience and growth mind-set. However, **15 pupils** disagree, which suggests that some students may feel discouraged rather than motivated after setbacks, potentially requiring encouragement, personalized academic support, or confidence-building strategies.

- **Points to highlights**

- Most pupils derive emotional satisfaction from academic success, showing a positive association between achievement and well-being.
- High motivation is evident, though some pupils struggle with engagement, possibly requiring goal-setting strategies or peer encouragement.

- Exam stress affects a large proportion, suggesting a need for stress-reduction techniques to improve emotional regulation during assessments.
- While most pupils adopt a growth mind-set after poor grades, some may need extra encouragement and academic support to shift their perspective.

Section D: Learning Environment

statement	Strongly Agree	Agree	Disagree	Strongly Disagree
9. My teachers support me when I don't understand something	**55**	**15**	**5**	**5**
10. I feel safe and happy at school	**45**	**20**	**10**	**5**
11. I like working with my classmates	**50**	**15**	**10**	**5**

This data highlights key aspects of the students' learning environment, particularly their interactions with teachers, feelings of safety, and collaboration with peers. A supportive and

positive environment significantly influences academic performance, emotional well-being, and social development. We integrate the next:

1. Teacher Support:

55 pupils strongly agree that their teachers support them when they struggle with understanding a concept, showing that most students feel guided and assisted in their learning journey.

A minority **(5 disagree, 5 strongly disagree)** may feel their needs are not adequately addressed, suggesting a need for targeted interventions or alternative learning strategies to ensure no student feels left behind.

2. Safety and Happiness in School:

45 pupils strongly agree that they feel safe and happy in school, demonstrating a strong foundation for student well-being and engagement.

10 disagree, 5 strongly disagree, indicating that some pupils may experience stress, discomfort, or personal challenges that hinder their ability to thrive in school. Schools should explore methods to enhance inclusivity and emotional support systems.

3. Peer Collaboration:

50 pupils strongly agree that they enjoy working with classmates, reinforcing the importance of cooperative learning and social interaction in education.

10 disagree, 5 strongly disagree, suggesting that some pupils might struggle with group activities or social interactions. Encouraging team-building exercises, peer mentorship, and conflict resolution strategies could improve their experience.

- **Points to highlights**

- Strong teacher support boosts academic confidence, but a small group may need additional guidance.
- A majority feel safe, but some pupils may require emotional support to improve their school experience.
- Collaboration is valued, though a few pupils might struggle with peer interactions, requiring strategies to foster positive group dynamics.

Section E: Self-Reflection

statement	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
12. I think I am doing well in school	35	25	15	5
13. I believe emotions (like being happy or sad) affect my ability to learn	45	20	10	5

This data provides valuable insights into pupils' perceptions of their learning environment and self-reflection on their academic journey. Both aspects—external support (teachers, peers, school environment) and internal perception (self-confidence, emotional awareness)—play a crucial role in shaping academic success.

1. Teacher & Peer Support in Learning:

55 pupils strongly agree that their teachers support them when they struggle with understanding a topic. This highlights a high level of academic assistance, fostering a positive and encouraging learning atmosphere.

50 pupils strongly agree that they enjoy working with their classmates, reinforcing the role of peer collaboration in boosting motivation and engagement. However, a small percentage **(10 disagree, 5 strongly disagree)** might struggle with social interactions, possibly requiring interventions such as peer mentorship or guided group activities.

45 pupils strongly agree that they feel safe and happy at school, but **15 pupils** either disagree or strongly disagree, signaling that some students may experience emotional discomfort or external stressors affecting their well-being.

2. Self-Perception & Emotional Influence on Learning:

35 pupils strongly agree that they believe they are doing well academically, but **20 pupils** express some doubt **(15 disagree, 5 strongly disagree),** suggesting that a significant portion struggles with self-confidence. These pupils might benefit from academic support programs or motivational strategies to reinforce their progress.

45 pupils strongly agree that emotions significantly affect their ability to learn, reflecting a high awareness of the role emotional states play in academic engagement. This aligns with existing educational research that highlights emotional intelligence (EI) as a key factor in cognitive performance and student success.

- **points to highlights**

- Strong teacher and peer support create a positive learning environment, but students facing difficulties in social interactions may need structured peer engagement activities.
- Self-confidence in academic performance varies, requiring personalized encouragement and strategies to help students recognize their strengths.
- Emotional awareness is widely acknowledged, indicating that emotional intelligence training could be integrated into school programs to enhance learning resilience.

For the statement:"I believe emotions affect my ability to learn"

Response	Number	Percentage
Strongly Agree	**45 (30girls/15boys)**	**56.25%**
Agree	**20 (8girls/12boys)**	**25%**
Disagree	**10 (3girls/7boys)**	**12.5%**
Strongly Disagree	**5 (1girl/4boys)**	**6.25%**
Total	**80**	**100%**

The issue we observe here is that **gender** has a clearly effect on performing well in the classroom, if we take a look at how many each gender **agreed** and **strongly agreed** that emotions affect their ability to learn, we will find that girls are more than boys in the sense of sensibility, which is also the nature of the universe “logically”. However, the percentage of “agree + strongly

agree" is **(81.25%)** much more than the result of "disagree + disagree" which is **(18.75%)** and that confirms the statement of "emotions affect the ability to learn".

The table shows the division of fifth grade primary learners' responses to a statement exploring the **impact of emotions on their learning ability.** The results are shown in the previous table reflecting the level of agreement; whether they strongly agreed, agreed, disagreed or just strongly disagreed.

- **Strongly agree (56.25%)**: The majority of puplis strongly believe that emotions (such as happiness or sadness) significantly influence their ability to learn. This suggests a strong awareness of the role of emotional intelligence in academic performance.
- **Agree (25%):** A quarter of the respondents agree, indicating they also recognize the impact of emotions, though with slightly less intensity.

- Combined with the level of agreement responses, 81.25% of pupils support the idea that emotions affect learning.

- **Disagree (12.5%)**: A minority of pupils do not believe that emotions play a significant role in learning. This may reflect either a traditional academic perspective or lack of exposure to emotional intelligence frameworks.
- **Strongly disagree (6.25%)**: A very small part completely disagrees with the statement. This shows that very few pupils dismiss the emotional aspect of learning altogether.

3.3 Teacher/Researcher interview

The aim was to acknowledge that the teacher apply EI on her young learners in the classroom and notice if it affects their academic performance, and this is how it went:

Interviewer: Thanks for talking with me today. As a primary school teacher, you see how kids grow both emotionally and academically. In your opinion, how does emotional intelligence affect how well they learn?

Teacher: It makes a big difference. Kids with strong emotional intelligence are more involved in class, bounce back from setbacks more easily, and solve problems better. When they can control their emotions, they deal with stress better and can focus more on learning.

Interviewer: That's really interesting. Would you say that pupils with better emotional skills do better in school than those who struggle with emotions?

Teacher: Definitely. I've seen that pupils who can stay calm when things get tough, ask for help when they need it, and show kindness to others usually do better in school. They don't give up easily when things are hard.

Interviewer: That matches what studies have shown too. Could you share some ways teachers help pupils build emotional intelligence?

Teacher: Sure! Some helpful methods are:

- Teaching young learners to name and talk about their feelings.
- Using calming activities like deep breathing or writing in papers.
- Encouraging group work and support from classmates.
- Teaching them to understand how others feel and think.

Interviewer: That's great! Have you seen any long-term benefits for pupils who learn these skills early on?

Teacher: Yes! These puplis usually become more confident and self-aware. Later, they handle school stress better and fit in socially with less trouble.

Interviewer: That really shows how important it is to include emotional intelligence in school programs. Are there any challenges in doing that?

Teacher: The biggest issue is time. There's a lot of pressure to focus on test results, so emotional learning sometimes gets pushed aside. But when teachers make it part of their daily routines, it really helps pupils do better and feel better too.

Interviewer: Thanks so much for sharing all this! Your experience really shows that emotional intelligence is a key part of student success at an early age and not just an extra skill.

- Thorough this short interview, we register that EI has a crucial role in young learners' daily life, especially in their academic career as they performed well and successes with less stress and more confident and self-aware.

Conclusion

To conclude, academic performance is a key concept in education that shows how well students are doing in their learning. In primary schools, especially in STEM subjects, it is not just about getting good grades or high scores. It also includes how students solve problems, stay motivated, and take part in class activities.

This chapter discussed how academic performance is usually measured, with a focus on GPA and standardized tests. While these tools can give useful information, they do not always show the

full picture of a student's abilities. Many studies have shown that emotional and social factors also play an important role in how well students do in school.

In the context of Algerian primary schools, emotional intelligence like being aware of feelings, controlling emotions, and getting along with others can make a big difference in learning outcomes. Children who feel happy, confident, and supported are more likely to focus, participate, and perform better academically.

This chapter helps build a clearer understanding of how both academic and emotional factors work together. It also prepares the way for the next chapter, which will explore how emotional intelligence can be used to improve pupils' academic results in real classroom settings.

General Conclusion

Motivation, self-regulation, mental, physical health, parental support, educational background, quality of teaching, learning environment, peer interactions, cultural background, access to technology, and community support are fundamental factors that leads to a great academic achievement success in academic performance. Pupils who are emotionally intelligent benefit the most and are likely to be successful. Likewise, emotions can never be detached from the teaching learning process as long as we are dealing with human beings.

Education is changing. Academic learning and SEL are becoming the new standard for what are considered the basics that children should acquire during their schooling. Pupils experience different feelings that can influence their involvement and academic achievement in general especially they are so young, so it is easy for them to be affected.

Our pupils are important not only to their schools and families, but also to their communities, to their future workplaces and families, and to the world around them. Each student has potential. Although, it is not identical for all there may be an opportunity for the potential to be developed.

The combination of EI and academic performance is the most promising way to create for us a complete understanding of student success starting his career at an early age, for that we need teachers to lead the way toward preparing students for the tests of life, for the responsibilities of citizenship, and for adopting a lifestyle that is literate, responsible and caring.

The present investigation emerged as a result to our observation of fifth grade pupils' fearness to academically perform. Thus, we anticipated that being afraid and hesitated and shy is rather linked to pupils' EI.

The body of the literature confirmed that EI and Academic performance have been proven to play a dynamic role in shaping pupils' academic success and facilitating the process of learning. Likewise, the empirical studies have demonstrated the possible link between academic

performance and EI. Yet, the conflicting results obtained from different studies accentuated the necessity for further studies; so that one may arrive at clear-cut evidence about the potential role of EI and its relationship to different variables in the academic setting. Hence, the present study aimed primarily at investigating the possible correlation between the EI and Academic performance.

With a focus on answering the main research questions thoroughly and testing the hypotheses, a set of systematic steps has been followed. Pragmatism was adopted as the research paradigm of the current inquiry. Accordingly, a mixed-methods approach with an explanatory sequential design was sustained for more accurate representation and interpretation of the quantitative and qualitative data gathered. In order to delve deeper into the core of the present investigation, two data collection instruments were employed. A questionnaire and the teachers' interview. Ensuring the elimination of any inconveniences and boosting the credibility of the results, all of the data collection tools have been piloted and validated accordingly. Moreover, in order to analyse the obtained data systematically and to arrive at logical conclusions, descriptive statistics, inferential statics, and content analysis were used.

The results revealed that fifth grade pupils at Biskra primary school have a moderately high level of EQ level. We did not stop the analysis of the results at this level but we also provided an account of the possible factors that may act as an incentive, school-related factors (e.g., **Peer Influence and Social Learning**) or personal factors (e.g., **Health, Nutrition, and Sleep**) for young learners' better Academic Performance.

The Alternative hypothesis, applying EI on young learners' academic career will positively influence their academic performance is approved successfully. Hence, the present research confirms that there is a moderately significant relationship between Fifth Grade pupils' EI and

Academic Performance at the level of p= 0.01. in addition to the interviewed teacher was highly aware of the impact both variables exert on each INVESTIGATING THE CORRELATION BETWEEN EI & Academic Performance. Therefore, positive attitudes towards the implementation of EI-base activities were expressed.

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Appendix A

Questionnaire for the teacher

Purpose: This questionnaire aims to gather insights from teachers regarding their background, observations of pupils' emotional behaviors, perceptions of emotions in learning, and strategies for managing emotional challenges in the classroom. Your responses will help improve emotional intelligence-based teaching approaches.

Instructions: Please select the most appropriate answer for closed-ended questions and provide details for open-ended questions**.**

Section 1: Teachers' Background

1/ How many years of experience do you have in teaching?

☐ Less than 3 years ☐ 3–5 years ☐ 6–10 years ☐ More than 10 years

2/ Have you received formal training in emotional intelligence or emotional development in education?

☐ Yes ☐ No

If yes, what type of training did you receive?

(Open-ended)

Section 2: Observations of Students' Emotional Behaviors

3/ How often do you notice students struggling with emotional regulation in the classroom?

☐ Very often ☐ Sometimes ☐ Rarely ☐ Never

4/ What are the most common emotional challenges students face in your classroom?

(Open-ended)

5/ How do students react when experiencing academic stress?

(Open-ended)

Section 3: Perceptions of the Relationship between Emotions and Learning

6/ Do emotionally stable pupils perform better academically?

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

7/ In your experience, which emotions tend to affect students' learning the most?

(Open-ended)

How would you describe the emotional climate in your classroom?

(Open-ended)

Section 4: Strategies for Managing Emotional Challenges

8/ What strategies do you use to help pupils regulate their emotions during learning activities?

(Open-ended)

9/ Do you integrate emotional support techniques in your teaching?

☐ Yes frequently ☐ occasionally ☐ No

If yes, what specific activities or methods have been most effective?

(Open-ended)

- Thank you for your valuable input! Your responses will contribute to a better understanding of emotional intelligence in teaching and help enhance learning environments.

Appendix B

Questionnaire for Pupils

Title: Academic Performance and its Aspects

Target Group: Fifth Grade Pupils at Debbabi Elgharbi School – Biskra

Purpose: This questionnaire aims to gather information about pupils' academic habits, motivation, learning environment, and emotional well-being in relation to their school performance.

Instructions: Please tick (✓) the answer that best matches your opinion. There are no right or wrong answers.

Section A: General Information

Age: _____

Gender:

☐ Male

☐ Female

Section B: Study Habits and Attitudes

1/ I finish my homework on time.

☐ Always ☐ Sometimes ☐ Rarely ☐ Never

2/ I find it easy to concentrate in class.

☐ Always ☐ Sometimes ☐ Rarely ☐ Never

3/ I revise my lessons before exams.

☐ Always ☐ Sometimes ☐ Rarely ☐ Never

4/ I feel confident when answering questions in class.

☐ Always ☐ Sometimes ☐ Rarely ☐ Never

Section C: Motivation and Emotional State

5/ I feel happy when I do well at school.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

6/ I study hard because I want to succeed.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

7/ I feel stressed or anxious during exams.

☐ Always ☐ Sometimes ☐ Rarely ☐ Never

8/ If I get a bad grade, I try to improve next time.

☐ Always ☐ Sometimes ☐ Rarely ☐ Never

Section D: Learning Environment

9/ My teachers support me when I don’t understand something.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

10/ I feel safe and happy at school.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

11/ I like working with my classmates.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

Section E: Self-Reflection

12/ I think I am doing well in school.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

13/ I believe emotions (like being happy or sad) affect my ability to learn.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

- Here is the questionnaire that was given to the fifth-grade learners, which was written in arabic language so they could easily understand the questionnaire and answer better.

استبيان للطلاب

العنوان :الأداء الأكاديمي وجوانبه

الفئة المستهدفة :تلاميذ الصف الخامس في مدرسة دبّابي الغربي –**بسكرة**

الهدف :يهدف هذا الاستبيان إلى جمع معلومات حول **العادات الدراسية، الدوافع التعليمية، بيئة التعلم، والرفاهية العاطفية** لدى الطلاب وتأثيرها على أدائهم الأكاديمي.

التعليمات :يرجى **وضع علامة (✓)** أمام الإجابة التي تعكس رأيك بشكل أفضل. لا توجد إجابات صحيحة أو خاطئة.

القسم أ: المعلومات العامة

العمر: .....

الجنس : □ذكر □أنثى

القسم ب: العادات الدراسية والمواقف

1/ أنهي واجباتي المدرسية في الوقت المحدد .

□دائمًا □ أحيانًا □ نادرًا □ أبدًا

2/ أجد أنه من السهل التركيز في الفصل الدراسي

□دائمًا □ أحيانًا □ نادرًا □ أبدًا

3/ أراجع دروسي قبل الامتحانات

□دائمًا □ أحيانًا □ نادرًا □ أبدًا

4/ أشعر بالثقة عند الإجابة عن الأسئلة في القسم

□دائمًا □ أحيانًا □ نادرًا □ أبدًا

القسم ج: التحفيز والحالة العاطفية

5/ أشعر بالسعادة عندما أحقق نتائج جيدة في المدرسة

□موافق بشدة □ موافق □ غير موافق □ غير موافق بشدة

6/ أدرس بجد لأنني أرغب في النجاح .

□موافق بشدة □ موافق □ غير موافق □ غير موافق بشدة

7/ أشعر بالتوتر أو القلق أثناء الامتحانات

□دائمًا □ أحيانًا □ نادرًا □ أبدًا

8/ إذا حصلت على درجة ضعيفة، أحاول تحسينها في المرة القادمة

□دائمًا □ أحيانًا □ نادرًا □ أبدًا

القسم د: بيئة التعلم

9/ تساعدني المعلمة عندما لا أفهم شيئًا ما

□موافق بشدة □ موافق □ غير موافق □ غير موافق بشدة

10/ أشعر بالأمل والسعادة في المدرسة

□موافق بشدة □ موافق □ غير موافق □ غير موافق بشدة

11/ أحب العمل مع زملائي في الفصل

□موافق بشدة □ موافق □ غير موافق □ غير موافق بشدة

القسم هـ: التأمل الذاتي

12/ أعتقد أنني أحقق أداءً جيدًا في المدرسة

□موافق بشدة □ موافق □ غير موافق □ غير موافق بشدة

13/ أعتقد أن المشاعر (مثل السعادة أو الحزن) تؤثر على قدرتي على التعلم

□موافق بشدة □ موافق □ غير موافق □ غير موافق بشدة

ملخص

تم إجراء العديد من الدراسات لإيجاد حلول عملية تضمن مستقبلًا ناجحًا للمتعلمين الصغار. ومع ذلك، لا يزال تأثير المتغيرات العاطفية على الأداء الأكاديمي مُستخفًا به ومُتجاهلًا .ركزت هذه الدراسة على العلاقة بين الأداء الأكاديمي والذكاء العاطفي، حيث كان الهدف الأساسي هو تحديد العلاقة المحتملة بينهما لدى 80 تلميذًا في الصف الخامس الابتدائي بمدرسة دبابي بسكرة. تم اعتماد نهج متعدد الطرق بتصميم تفسيري متسلسل، وذلك لجمع بيانات دقيقة عن الموضوع. استخدمت الدراسة استبيانين ومقابلة مع أحد المعلمين كأدوات لجمع البيانات الضرورية. بعد جمع البيانات الأولية، تم معالجتها يدويًا وتحويلها إلى أشكال قابلة للتفسير والتحليل. أظهرت نتائج التحليل الإحصائي وجود علاقة إيجابية متوسطة بين الذكاء العاطفي والأداء الأكاديمي، حيث تبين أن الطلاب ذوي مستويات ذكاء عاطفي أعلى يميلون إلى تحقيق أداء أكاديمي أفضل .كما بحثت الدراسة في فعالية الاختبارات الموحدة (Standardized Tests) ومعدل الدرجات (GPA) في قياس الأداء الأكاديمي في التعليم الابتدائيSTEM ، بهدف تطبيق أنشطة تعليمية قائمة على الذكاء العاطفي. أظهر المشاركون فضولًا وتوجهات إيجابية تجاه إمكانية تطبيق الأنشطة القائمة على الذكاء العاطفي في الفصول الدراسية .تؤكد هذه النتائج أن مصممي المناهج والمعلمين في المدارس الابتدائية يجب أن يدمجوا الذكاء العاطفي في المناهج الدراسية لتعزيز النجاح الأكاديمي. وبناءً على ذلك، تدعو الدراسة إلى دمج مهارات الذكاء العاطفي مع معايير التقييم الأكاديمي لضمان تعليم أكثر شمولية وتأثيرًا. المعلمون يلعبون دورًا جوهريًا في تعزيز الذكاء العاطفي لدى الطلاب، وذلك من خلال تبني أساليب فعالة مثل التفاعل الإيجابي، التوجيه العاطفي، وخلق بيئات تعليمية داعمة ومن خلالها يمكنهم تمكين المتعلمين الصغار من بناء مرونتهم العاطفية، مما يساهم في تحقيق نتائج أكاديمية وشخصية إيجابية