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Disclosing the Main Deficiencies of the Current Basic Education Curriculum with Regard to Enhancing Emotional Intelligence Skills of Young Learners and its Relationship with Academic Performance

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“Language and Communication”

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Dedication

First and foremost, I thank God Almighty who created knowledge and made us among its people. Thank you, Lord, for what you have subjected me to continue achieving my dreams.

I dedicate my humble work to the most precious, the pillars of strength and love in my world, to the candle of my path “my lovely mother”, and to my arm in the face of life “my dear father”. Thank you for removing the thorns of the road for me, in each step I take, I am enveloped in the warmth of your prayers. I now realize that success and excellence is not only a personal achievement, but a direct result of your constant support and encouragement.

To the most beautiful gift God has given me, my beloved siblings “Nesrine, Afif, Rayane, Safae and Serine”. Thank you for everything.

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Abstract

In spite of being a relatively recent term, emotional intelligence has gained a significant importance in recent times due to its role in leading a person's life to be more successful. The present research work explores the main deficiencies in the curriculum of basic education regarding the enhancement of emotional intelligence, it centres specifically on the use of this concept in primary schools in Algeria. The research design involved the administration of a questionnaire to primary school teachers and the implementation of observation activities for learners consisting of: Problem-solving, Critical thinking and Decision-making activities. Ultimately, the validation of both hypotheses confirms that the current curriculum lacks opportunities for students to apply emotional intelligence skills, while also highlights the positive correlation between emotional intelligence and academic achievement.

Keywords:

- Emotional intelligence
- Basic education
- Curriculum
- Deficiencies
- Academic performance

List of Abbreviations

EI/ EQ : Emotional Intelligence

IQ : Intellectual Capacity

TEIQue : The Trait Emotional Intelligence Questionnaire

EQ-I: The Emotional Quotient Inventory

MSCEIT: Mayer-Salovey-Caruso Emotional Intelligence Test

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GENERAL INTRODUCTION

General Introduction

Emotions, as a newly explored area in fields like psychology and education, have gained a significant importance in academia. Many recent scientific studies confirm that an individual's success depends more on emotional intelligence (EI) rather than on mental abilities (Daniel Goleman, John D. Mayer, Peter Salovey), and that children who were trained to be emotionally intelligent were able to achieve better academic results and were self-motivated to learn throughout their lives (Bar-On, R., 2007). Indeed, emotions are involved in all aspects and activities of our lives; we can only achieve happiness when our emotions are positive for instance.

In this perspective, educational experts focus on the importance of emotional intelligence in education, given its great role in strengthening the students' personality and enabling them to deal with their surroundings during the learning process. In fact, the combination of mental and emotional abilities is claimed to be a key factor in the success of the student's learning process. In addition to employing their mental abilities to understand and comprehend the educational content, the students also need to employ their emotional capabilities that enable them to possess self-confidence, curiosity, self-understanding and knowledge of their motives; thus, learning is an integrated process that includes enriching the "heart, mind and body" (Musqua, E. D., 2007).

Given the fact that emotional intelligence is not an acquired trait that accompanies an individual from birth, but rather a product of education and various experiences in his life, they are part of humanity, an instinct in every human being, furthermore emotions are the glue that binds people together and gives meaning to life. Whether we are aware of them or not, they influence everything we do. However, we live in a society that do not attach any importance to emotional education. Yet it was observed that most pupils at Algeria primary schools are still passive

learners, they lack the skills of perceiving and understanding emotions, and face difficulties in communicating and expressing themselves. For this reason, it is more important that we learn in our early years how to explain our sorrows just as we learn the language, and we learn how to understand our friends and partners just as we learn other subjects.

The source of motivation of this work is our interest about the importance of emotional intelligence in personal and professional success, we believe that EQ is a critical aspect of overall development and should be given equal importance to traditional academic subjects. Besides we want to understand the current limitations in the curriculum and identify ways to better incorporate the development of emotional intelligence skills into the education system

This interest evoked a series of inquiries that were formulated into the following questions:

- 1- what are the main deficiencies noticed in the basic education curriculum with regard to promoting emotional intelligence?
- 2- to what extent is it important to insert emotional intelligence in the curriculum of basic education?

As tentative answers to these questions, we suggest the following hypotheses:

- 1- The current curriculum does not provide adequate opportunities for students to practice and apply emotional intelligence skills in real-life situations
- 2- The inclusion of emotional intelligence in the curriculum of basic education enhances students' academic performance.

In attempt to highlight the objectives of the study, the research aims at identifying the areas in which the current curriculum falls short in promoting and developing emotional intelligence

skills among students, it provides an opportunity to delve deeper into the role that emotional intelligence plays in overall success and suggests potential solutions and improvements that could be made to better address these deficiencies.

In this research, there has been various ways of abducting information. After reviewing previous research and gaining side information, we completed a questionnaire for teachers to explore the most important obstacles related to this concept, in addition to a customized test directed at students to inform us of the relationship of emotional intelligence with the academic results.

This dissertation consists of three chapters. First, the theoretical chapter which covers information about emotional intelligence, besides its importance in various fields. Moving to the second chapter that represents the practical part, it includes a description of the research design, materials, participants and data collection procedures. Finally, the last chapter is devoted to the analysis of data obtained from the survey and the test, as it also provides recommendations for further studies.

CHAPTER ONE

THEORITICAL BACKGROUND

1.1 Introduction

This chapter aims at providing theoretical background of the study. It covers the history and key concepts of emotional intelligence, as well as its significance in personal and professional life. Moreover, this part of the dissertation sheds light on the importance of emotional intelligence in educational settings and discusses the role of training and development in enhancing emotional intelligence. Additionally, this chapter delves into the relationship between emotional intelligence and leadership, exploring how emotional intelligence can impact leadership effectiveness. Finally, the last section presents various methods of assessing and measuring emotional intelligence.

1.2 Introduction to Emotional Intelligence (EI)

It is a commonly held belief that intellectual capacity (IQ) is the primary determinant of an individual's success in life. However, observations of individuals who exhibit exceptional cognitive abilities but struggle to achieve personal or professional fulfilment have prompted scientific investigation into the phenomenon. In recent years, researchers have begun to explore the limitations of traditional intelligence measures in predicting an individual's performance, leading to the identification of a distinct form of intelligence that appears to play a critical role in achieving success, known as emotional intelligence. Increasingly, scholars are recognizing that emotional intelligence is a vital factor in determining an individual's achievement, as it enables individuals to effectively navigate social and professional relationships, manage stress, and maintain motivation and engagement in their pursuits.

1.2.1 Defining Emotional Intelligence

Emotional intelligence or (EI) has its roots in the work of psychologists such as Salovey and Mayer, who defined it as the ability to perceive, understand, manage and use emotions to facilitate thinking (Mayer, J. D., & Salovey, 1993). In other words, it involves being able to

recognize and regulate one's own emotions, as well as those of others, in order to achieve better outcomes in social, education and work settings.

1.3 The Chronological Development of Emotional Intelligence

The concept of emotional intelligence (EI) has a relatively short history, dating back to the 1930s when Edward Thorndike introduced the concept of social intelligence, which involves the ability to understand and relate to others' internal states and behaviours. David Wechsler, on the other hand, developed the idea of non-cognitive intelligence (1940), which he believed was crucial for success in life and essential to understanding the complete definition of intelligence. The humanistic psychologist, Maslow (1944), suggested that individuals can strengthen their emotional intelligence. As for Howard Gardner (1975), he introduced the notion of multiple intelligences and he added Interpersonal and Intrapersonal Intelligence to his book *Frames of Mind* (1983), stating that its significance was on par with IQ. In fact, the term "Emotional Intelligence" was first used by Wayne. P (1985), besides the term "emotional quotient" which was published by Keith Beasley in *Mensa Magazine* (1987). In 1990, Peter Salovey and John Mayer published a seminal article on emotional intelligence in the journal *Imagination, Cognition and Personality*. After all, Daniel Goleman's book *Emotional Intelligence: Why It Can Matter More Than IQ* brought widespread attention to the concept of EI (1995). (Dhani and Sharma, 2016).

1.4 The Key Concepts of Emotional Intelligence

While there are different models of EI, the most commonly recognized was the mixed model proposed by Goleman (Goleman D., 2005, p.43,44), which is built on Salovey and Mayer's model, which proposes that emotional intelligence involves a combination of cognitive abilities and personality traits and includes five components: self-awareness, self-regulation, motivation, empathy, and social skills.

1.4.1 Self-awareness

One of the most significant advantages of developing emotional intelligence is improving self-awareness. By being attuned to one's emotions, individuals can identify their triggers, strengths, and weaknesses, allowing them to make informed decisions and take appropriate actions. This self-awareness can also help individuals develop a greater sense of empathy and understanding towards others, which can improve their relationships and interactions with others (OpenAI, personal communication, February 20, 2023).

1.4.2 Self-regulation

It is the ability to manage and control one's own emotions, thoughts, and behaviours. Self-regulation is important for personal and interpersonal functioning as it allows individuals to respond in a constructive and adaptive manner to emotional stimuli. This includes being able to modulate emotional responses in different situations, such as regulating negative emotions in stressful or challenging situations (OpenAI, personal communication, February 20, 2023).

1.4.3 Motivation

Motivation is the ability to harness emotions in pursuit of goals and achievements. Motivated individuals are able to use emotions such as enthusiasm, passion and optimism to drive personal and professional success; it is important for maintaining focus and setting and overcoming obstacles (OpenAI, personal communication, February 20, 2023).

1.4.4 Empathy

This one refers to the ability to understand and appreciate the emotions of others. Empathy is critical for building and maintaining relationships as it allows individuals to understand the needs and perspectives of others and respond in a supportive and compassionate

manner. Additionally, empathetic individuals are better able to navigate social interactions and resolve conflicts (OpenAI, personal communication, February 20, 2023).

1.4.5 Social Skills

These are related to the ability to use emotional information to navigate social situations, build and maintain relationships. Social skills include communication, collaboration and leadership; they are critical for personal and professional success. Furthermore, individuals with strong social skills are able to effectively communicate and collaborate with others, build trust and rapport, lead and inspire others (OpenAI, personal communication, February 20, 2023).

1.5 The Importance of EI in Personal Life

Research has found that emotional intelligence has a significant impact on one's personal life, Individuals with high emotional intelligence tend to have better relationships with others on one hand, experience greater well-being on the other hand, and have better coping skills to deal with stress and adversity (Dawda & Hart, 2000; Slaski & Cartwright, 2002). Moreover, Schutte (2007) found that individuals with higher emotional intelligence reported better mental health and lower levels of stress and anxiety. In addition, another study by Mayer & Salovey (2008) found that emotional intelligence was positively related to relationship satisfaction and empathy. EI can also improve decision-making skills, when individuals are attuned to their emotions, they are equipped to make decisions that align with their values and goals, rather than acting impulsively or reacting emotionally, this ability to think critically and make informed decisions lead to more positive outcomes in all aspects of life, including personal relationships, and overall well-being.

1.6 The Importance of EI in Professional Life

In today's fast-paced and dynamic work environment, it's more important than ever for individuals to possess the ability to manage their emotions and interact effectively with others. Thus, EI is a key factor in achieving professional success, allowing individuals to navigate complex challenges such as decision-making, communication and interpersonal relationships with ease. For those who possess strong emotional intelligence, the benefits can be significant, including greater job satisfaction and increased leadership opportunities; they can develop and leverage their emotional intelligence to enhance their professional performance and achieve their career goals. Moreover, these individuals are less likely to allow their emotions cloud their judgment or to be swayed by negative emotions, such as fear or anger (Sanchez-Burks, J., & Alexander, C. *Emotional Intelligence: Cultivating Immensely Human Interactions*).

1.6.1 Decision Making

One of the most significant ways in which emotional intelligence skills can improve professional life is by enhancing decision-making abilities. It empowers individuals to navigate the complex interplay of thoughts and feelings in order to arrive at choices that not only align with their goals but also consider the well-being and emotional landscape of themselves and others involved. Furthermore, it allows them to make more empathetic and effective decisions, even when under pressure or faced with complex situations.

1.6.2 Communication

Another critical area where Emotional Intelligence can have a profound impact is on communication. Including, verbal and non-verbal modes of expression, such as “words, tone of voice, facial expressions, body language, and gestures”. It permits people communicate more effectively and listen actively. This, in turn, helps them to build stronger relationships and resolve conflicts more constructively. Not only-but also, people with a heightened

emotional acumen tend to exhibit less confrontational and aggressive communication styles, leading to more positive outcomes in relationships and reduced tension.

1.6.3 Interpersonal Relationships

Effective interpersonal relationships are essential for professional success. Emotional intelligence is a crucial component in building and sustaining such relationships, it involves the ability to perceive and manage emotions in oneself and others. In fact, this association between individuals facilitates more effective communication and collaboration. Besides, it enables them read the emotions of others and respond in a positive way, which builds stronger relationships based on mutual respect and trust.

1.7 Emotional Intelligence in Education settings

As educators, teachers bear the responsibility of molding the minds of tomorrow's generation, the expressive connection between teacher and student has become necessary as it continues forever. However, although the limitations in communicating on an emotional level, it is their duty to foster a positive and constructive attitude towards life in students. In plain and simple words, EI has a major role in integrating the personality of the learner and providing him with the ability to deal in a balanced manner with the world around him during the learning process. Additionally, it creates more positive and effective learning environments that support the growth and development of all students and has a positive impact on academic performance (Rode et al.,2007)

There are various approaches and strategies that can be used by teachers to train and develop emotional intelligence skills of their learners, traditional classroom training, experiential learning and coaching are among the most effective approaches. However, the choice of approach depends on the individual's needs and preferences.

1.7.1 Traditional Classroom Training

Traditional classroom training of emotional intelligence skills can be effective for introducing participants to the concepts of emotional intelligence and helping them to develop a basic understanding of the different components, during traditional classroom training, participants may be presented with case studies or scenarios that simulate real-life situations where emotional intelligence skills are needed. Consequently, will help students explore and practice these skills in a safe environment, allowing them to develop confidence in their ability to apply the concepts they have learned. However, traditional classroom training may have limitations in terms of the depth and complexity of the learning experience, as well as the amount of time and resources required (Mayer, J. D., & Salovey, P.,1997).

1.7.2 Experiential Learning

Experiential learning is a powerful way to train and develop emotional intelligence skills. This approach allows learners to directly apply emotional intelligence skills in real-life situations, as well as making the learning experience more memorable and impactful, it may take the form of activities, or role-playing exercises designed to simulate real-life situations where emotional intelligence skills are required. Further, learners can receive feedback and guidance from instructors and peers, and develop confidence in their abilities and increase their willingness to take risks and try new things (Mayer, J. D., & Salovey, P.,1997).

1.7.3 Coaching

“The good news about emotional intelligence is that it is learned and learnable. Personally, I think coaching is the very best way.” (Goleman, D. 1998, p. 95).

In other words, coaching provides an opportunity to see things from different angles and gain new perspectives by exploring diverse viewpoints. Moreover, it contributes to identify clear steps towards emotional intelligence development, which in turn helps individuals break down

the process into manageable components, and work towards achieving their goals over time (Grant, A. M., Curtayne, L., & Burton, G.,2009).

1.8 Emotional Intelligence and Leadership

Emotional intelligence today is one of the recent issues that concern organizations and institutions around the world, which seek to train their leaders and managers to acquire this skill. Thus, EQ skills have become more important than mental intelligence skills.

Leadership is closely related to emotional intelligence, as EI skills can be considered a major condition for a leader's success in influencing and leading others, understanding the feelings of others who work with him, appreciating their psychological conditions, sympathizing with them, solving their problems, and managing the relationship with them effectively, which creates a positive work climate, this is confirmed by Goleman in his following rule, "Good Mood = Good Work", which means that a good mood results in a good work. Therefore, EI skills are among the most important keys to success in leadership.




As previously noted, emotional intelligence and leadership are regarded as interrelated concepts. It is argued that even if a manager undergoes comprehensive training and acquires various competencies and ideas, without possessing emotional intelligence skills, they may fail to be a competent and influential leader. Goleman tells in his book "Primal Leadership", about the story of a global company that appointed an executive director in one of its branches, and it chose him from those with a high degree of mental intelligence, and this manager actually developed a distinguished strategy for the work, but despite that, the company began to receive complaints from employees about him, and calls for his dismissal, and the reason In that, he was not emotionally intelligent, so he failed to persuade and influence his employees and direct them towards the desired goal (Goleman, D., 2013).

1.9 Emotional Intelligence and Mental Health

An emotionally competent person can be seen as having achieved a certain level of positive mental health, mainly because he is more likely to use effective coping strategies, such as problem-solving and active listening in order to remain focused and productive in stressful situations. Not only but also, this person is often a pleasure to be around and leaves others feeling better (Salovey, P., & Mayer, J. D.,1990).

1.10 Emotional Intelligence Assessment and Measurement

Over the years, there has been a growing interest in assessing and measuring emotional intelligence, both in academic research and in real-world settings. In fact, there are various methods of measuring emotional intelligence, including:

-  self-report questionnaires
-  behavioural observations
-  performance-based assessments

1.10.1 Self-Report Questionnaires

These questionnaires are mainly designed to measure an individual's ability to perceive and regulate their own emotions as well as those of others, they grant people the right to report on their own emotional experiences. However, it is important for practitioners to be aware of their limitations and be applied alongside other assessment methods in order to gain more comprehensive understanding of and individual's EI.

1.10.1.1 The Trait Emotional Intelligence Questionnaire (TEIQue)

It is defined as a constellation of emotional self-perceptions located at the lower levels of personality (Petrides, K. V, 2011). This TEIQue consists of 153 items and takes approximately

30 minutes to complete, each item is rated on a 7-point Likert scale, with responses ranging from strongly disagree to strongly agree. The questionnaire measures an individual's emotional intelligence across 15 facets, which are grouped into four domains (well-being, self-control, emotionality and sociability).

1.10.1.2 The Emotional Quotient Inventory (EQ-I)

This popular self-report questionnaire developed by Reuven Bar-On in the 1990s, is designed to measure emotional intelligence in adults, it evaluates emotional and social functioning in five primary areas and fifteen subcategories, spanning self-perception, self-expression, interpersonal relationships, decision-making and stress management.

1.10.1.3 The MSCEIT

MSCEIT stands for Mayer-Salovey-Caruso Emotional Intelligence Test, it evaluates EI through performance-based tasks. Created by Peter Salovey, David R. Caruso, and John D. Mayer in 2002. Furthermore, it comprises of four branches, which incorporate perception of emotion, facilitating thought with emotion, understanding emotions, and managing emotions, each containing eight task areas that test a diversity of emotional capabilities, including recognizing emotions in faces, understanding the causes and meanings of emotions, managing emotions to achieve a desired outcome and lastly, understanding and using emotions to facilitate thinking and problem-solving.

1.10.2 behavioural observations

Behavioural observations are a prominent technique employed for evaluating an individual's emotional intelligence. It necessitates analysing the conduct of an individual in various circumstances to make inferences about their emotional intelligence abilities.

We take the example of one of its behavioural observation tools; the Situational Judgment Test (SJT) which is a popular method of measuring emotional intelligence that is often used in employment settings. It presents individuals with a series of scenarios or situations and asks them to choose the most appropriate response from a set of options; a scenario presents an individual with a conflict between two co-workers and ask them to choose the most appropriate course of action to resolve the conflict, the options include the following choices: discussing the issue with a manager, mediating a conversation between the co-workers or avoiding the conflict altogether. Thus, the chosen response can indicate the individual's emotional intelligence skills.

1.10.3 Performance-based assessments

The terms have emerged as a valuable tool for evaluating an individual's emotional intelligence (EI) in real-world scenarios, these assessments come in various forms, such as role-plays, case studies, problem-solving exercises and multi-ratter assessments, and each type of performance-based assessment has its own strengths and limitations, through their use, practitioners gain an in-depth understanding of an individual's EI abilities. However, it can be resource-intensive and time-consuming, necessitating a great deal of expertise and training to administer and evaluate effectively. As a result, selecting the appropriate method of measuring emotional intelligence demands a comprehensive evaluation of the specific goals and resources available.

1.11 Conclusion

The present chapter introduced a preliminary understanding of emotional intelligence, and its impact on the personal and professional success. We have seen how EI can be developed through training and applied in educational, leadership, and mental health contexts. Additionally, this chapter has discussed various methods of assessing and measuring emotional intelligence, highlighting their strengths and limitations.

CHAPTER TWO

REASERCH METHODOLOGY

2.1 Introduction

This chapter deals with the research methodology of our study; it introduces first the participants' profile and the methods used to gather the information needed. Furthermore, this chapter describes the procedures that we went through including the survey and the emotional intelligence assessments. Ultimately, in the following section we will present the methodological framework of our research.

2.2 Research Methodology

Our study is a tentative attempt to explore the main deficiencies in the curriculum of basic education regarding the enhancement of emotional intelligence. In this respect, we have used a quantitative method design in order to gather the data needed for the validation of our research work.

Once the necessary permission and cooperation were obtained from Sidi Al Adjal and Sellab Abdelkader primary schools located in Mostaganem city, a survey was disseminated to all teachers, and classroom observations were carried out with fourth-year pupils of Sidi Al Adjal primary school. The questionnaire consisted of two parts; the first one aimed to gather personal information about teachers while the second part aimed to recognize emotional intelligence and its integration into the curriculum, in addition to identifying any gaps or areas for improvement. Therefore, the observation activities were to examine whether primary school learners demonstrated emotional intelligence within the classroom environment, and to explore the relationship between emotional intelligence and academic performance. The survey and observations were conducted over a 15-day period between March and May 2023. As a final point, to ensure accuracy and comprehension, the questionnaire was developed in both languages, English and Arabic.

2.3 Target Population

The participants of this case study are from Mostaganem city, Algeria. 36 pupils were randomly chosen, in addition to a total of 23 teachers from all levels of two primary schools, in order to validate our hypotheses.

2.3.1 Teachers' Profile

A sample of 23 teachers was used for the questionnaire survey analysis. (34,78%) of the educators had more than 15 years of job experience, and (26,04 %) had 10-15 years of work experience, and the remaining (39,13%) had less than 10 years of work experience.

All these participants were expected to answer a brief questionnaire.

The gender was as the follows: 5 participants were males; that is about 21%. And the other 18 participants were females which is about 78%.

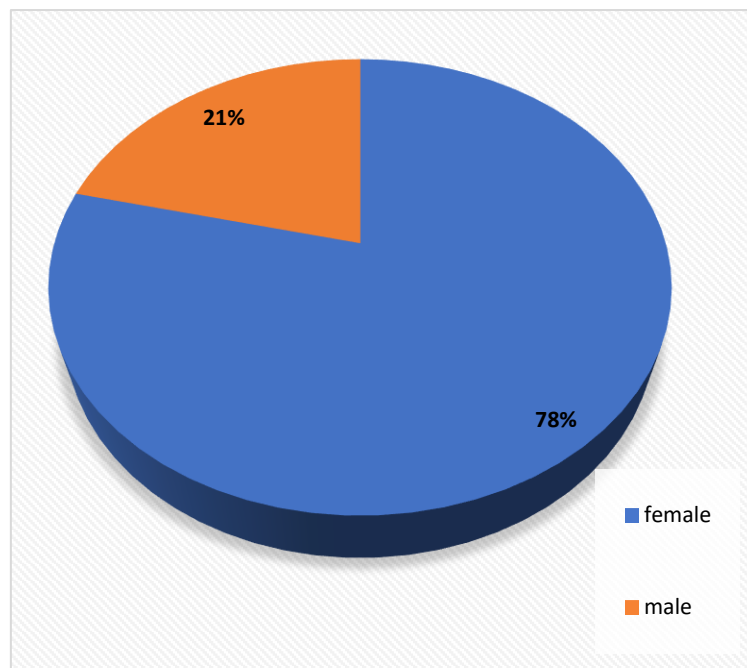


Figure.1 The Gender of the Participants in the survey

2.3.2 Pupils' Profile

This investigation included a total of 36 pupils of fourth-year primary school, aged between 8 to 10 years old. These children were given a series of activities that aimed at assessing their emotional intelligence in order to observe and evaluate their emotional competencies in various situations.

2.4 Materials and Procedures

The objectives of this study required the careful selection of certain methods that are appropriate for an accurate data collection and an effective procedure of data gathering. Hence, a three-pages questionnaire was developed in English and Arabic [see appendix A and B], and delivered to all teachers of two primary schools with the purpose of understanding their knowledge about emotional intelligence. On the other hand, emotional intelligence tests were used with pupils with notes collected to corroborate the results of the quantitative research [see appendix C].

2.4.1 The Questionnaire

Questionnaires are frequently employed in research because they may be used to get data from many respondents at a low cost as they can also be used to capture both quantitative and qualitative information, depending on the way the questions are designed and the technique of analysis (Stone, D. H.,1993). Moreover, they require less work and do not take time. Yet, they also have some limitations that researchers must consider; we take the case of the potential for respondent bias where respondents may provide answers they believe the researcher wants to hear rather than their true opinions or experience.

2.5 Description of the Questionnaire

Our questionnaire was administered over a two-week period in March and May 2023; one

week in March and the other week took place in May. It contains 13 questions; 9 of them were closed questions (1,2, 3,5,6,7,8,9,10) and the other 4 questions were open-ended questions (4,11,12,13); they are divided into two parts. The primary objective of the first one was to collect personal data regarding the educators; it had two general questions about the participants' profile (gender and experience), whereas the subsequent part aimed at recognizing emotional intelligence and its inclusion in the educational program, along with the identification of any deficiencies or areas that require enhancement and it is composed of eleven questions.

The following describes the aims of all the items in detail.

Question (01) is devoted to know about the teacher's gender.

Question (02) The purpose of this question is to find out how old these educators are in the field of teaching.

Question (3) This question was given to know if teachers are familiar with the term emotional intelligence or not.

Question (4) This question aims to collect information about the participant's basic knowledge of emotional intelligence.

Question (5) The purpose of this question is to know if the current curriculum addresses emotional intelligence and its development.

Question (6) This question was given to know if there is a chance for pupils to contemplate and comprehend their own emotions as well as those of others

Question (7) The purpose of this question is to determine whether educators are adequately prepared and equipped to foster the growth of emotional intelligence among their students.

Question (8) We posed this inquiry with the aim of ascertaining whether the evaluation process

incorporates appraisals of the development of emotional intelligence.

Question (9) We asked this question in order to investigate if curriculum prioritizes the enhancement of positive relationships and social skills.

Question (10) The goal of this question is to determine if there exist sufficient resources that are accessible to educators to facilitate the integration of emotional intelligence into their teaching methodologies.

Question (11) The purpose of this question is to obtain the personal insights and suggestions of the respondent regarding how the promotion of emotional intelligence in the basic education curriculum can be enhanced or improved.

Question (12) This question is designed to inquire about the degree of importance of emphasizing emotional intelligence during the early stages of a child's education.

Question (13) The aim behind this question is to solicit the respondent's perspective concerning the main deficiencies in the present basic education curriculum in terms of fostering the development of emotional intelligence.

2.6 Emotional Intelligence Test

Gathering observational activities for the fourth-grade group enabled us to assess their emotional intelligence levels accurately. Furthermore, these activities serve the purpose of linking a child's emotional intelligence test results to their academic performance.

In order to assess the level of the pupils' EI, we designed three activities that target each of these skills individually:

- Problem-solving
- Critical thinking
- Decision-making

Table 1. The Emotional Intelligence Test

EI Skill	Its aim
Problem-solving	we observed the children's ability to identify problems and find solutions through real life scenario.
Critical thinking	we analysed the child's ability to apply critical thinking skills to real-life situations.
Decision-making skills	we assessed the participants' ability to make choices and weigh the pros and cons.

Table 2. The test's activities

EI Skill	Activity	The situation
Problem-solving	Scenario	* Marwa and her friend want to have a picnic in the park; but when they arrive there, they realize they forgot the snacks. What can they do to enjoy their picnic without food?
Critical thinking	Brainstorming	* We show the children pictures of a kitchen with different utensils. * We ask them to list as many ways as possible that they could use these objects.
Decision-making skills	Yes, or no?	* We write different situations on papers: "Your friend wants you to skip class with him" "You see someone cheating on a test" "Your friend asks you to keep a secret about something he did wrong"

		* Then we ask the children to decide whether they would say yes or no to the situation
--	--	--

2.7 Conclusion In conclusion, this chapter has outlined the research methodology and procedures used to gather data on the current state of emotional intelligence education in primary schools; we have carefully selected the setting in which the study took place. Furthermore, this chapter has provided a detailed overview of the environment and participants involved in our investigation. In short, all of these procedures have allowed us to proceed with our study in a systematic and well-planned manner.

CHAPTER THREE

DATA ANALYSIS AND FINDINGS

3.1 Introduction

This part of the research presents the overall findings and recommendations. It discusses the results that were obtained from the research methodology, including both the questionnaire and observation. Hence, the formulated hypotheses in the general introduction are going to be proved or rejected.

3.2 Teachers' Questionnaire Analysis

To start with, the first section of the questionnaire provided us with the necessary information about the participants' genders and years of experience. The following tables show the main findings in this part.

Gender	Number of participants	Percentage
Female	18	78,26%
Male	05	21,73%
Total	23	100%

Table 3. Participants' gender

Job experience	More than 15 years	10-15 years	Less than 10 years
Number of participants	8	6	9
Participants in (%)	34,78%	26,04 %	39,13%

Table 4. Participants' years of experience

According to the findings, we notice that the majority of participants (78,26%) are females while only five respondents (21,73%) are males; this may imply that women are more interested in the field of teaching than men are. Moreover, the majority of teachers have less

than 10 years of job experience (39,13%); eight participants (34,78%) have more than 15 years of experience while only six teachers (26,04%) have among 10 to 15 years of experience.

The second set of questions focused on the participants' knowledge about emotional intelligence and its inclusion in the educational program, in addition to identifying any areas that require enhancement, and the following data are the results and analysis obtained:

Q3: Are you familiar with the term emotional intelligence?

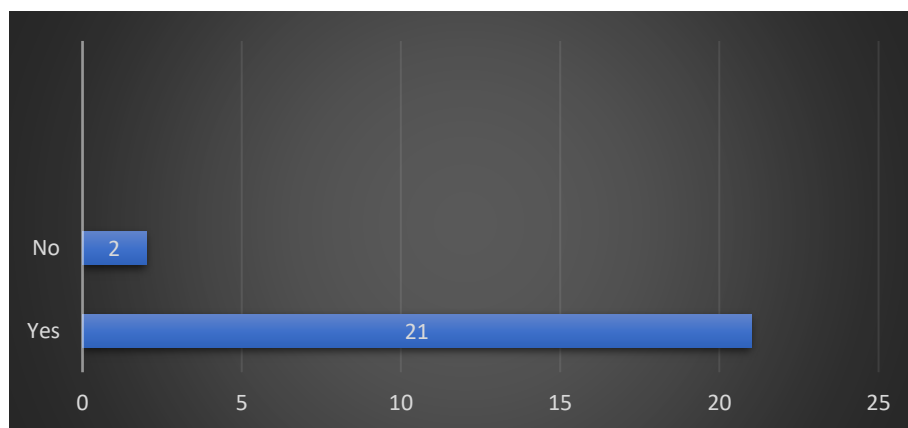


Figure 2. Familiarity with the Term Emotional Intelligence among Teachers

This question aimed to identify the awareness among teachers regarding the concept of emotional intelligence. With a total of 21 out of 23, results show that the majority are familiar with EI, with a rate of (91,30%). As a result, it is evident that our participants demonstrate awareness of the term, and it is expected to contribute to the provision of honest and valid responses in our survey.

However, it was observed that the remaining (8,69%) of the participants exhibited a lack of familiarity with the term emotional intelligence; these individuals consisted of two females: the first one fell into the category of teachers with over 15 years of professional experience while the second participant belonged to the category of teachers with 10-15 years of experience.

Q4: how can you describe it?

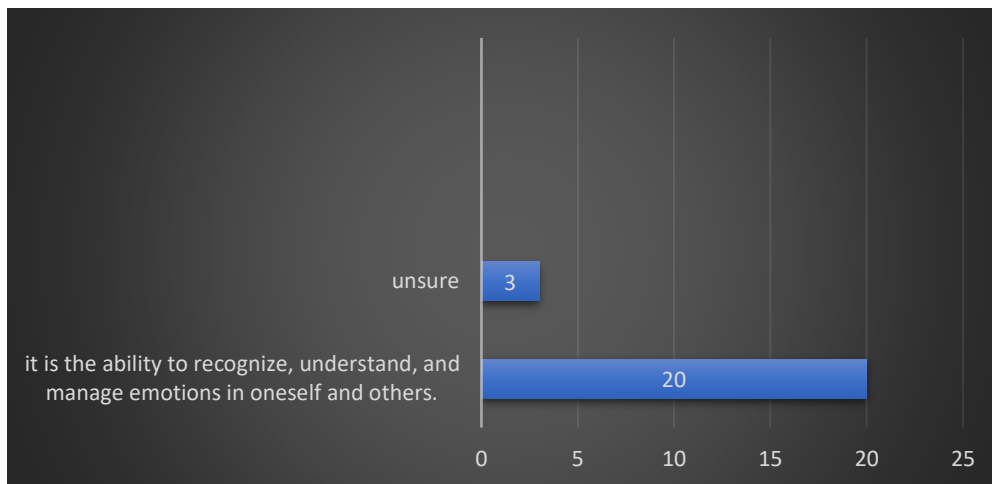


Figure 3. Teachers' Responses to Defining Emotional Intelligence

The aim behind this question was to gather information regarding teachers' familiarity and knowledge of the concept. Besides, ensuring that they have a foundational understanding of emotional intelligence. As it is displayed in the figure above, the majority of participants (86,95%) provided an accurate definition of emotional intelligence while only three of them (13,04%) were not sure about their understanding of the concept.

Q5: Does the current curriculum explicitly address emotional intelligence and its development?

This question was designed to assess whether the current curriculum adequately addresses emotional intelligence or not. The table below shows that the majority of participants (52,17%) agreed that the current curriculum explicitly address emotional intelligence and its development and (4,34%) strongly agreed. Yet, some of the teachers (30,43%) disagreed and (13,04%) remained unsure.

Option	Number	Percentage
Strongly agree	1	4,34 %
Agree	12	52,17%
Disagree	7	30,43%
Strongly disagree	0	0%
Not sure	3	13,04%

Table 5. Agreement of Participants on the Inclusion of Emotional Intelligence in the Current Curriculum

Q6: Are there opportunities for pupils to reflect on and understand their emotions and those of others?

Option	Number	Percentage
Strongly agree	3	13,04%
Agree	15	65,21%
Disagree	3	13,04%
Strongly disagree	0	0%
Not sure	2	8,69%

Table 6. Agreement on the Presence of Opportunities for Pupils' Reflection and Understanding of Emotions

The purpose of this question was to determine whether participants believe that students have chances to comprehend their own emotions as well as the emotions of others within the educational environment. For (13,04%) of teachers the answer was strongly agree, and the majority (65,21%) agreed that there are opportunities, while the remaining (13,04%) disagreed,

and (8,69%) were not sure. We conclude that chances are present in the educational environment.

Q7: Are teachers trained and equipped to address emotional intelligence development in the classroom?

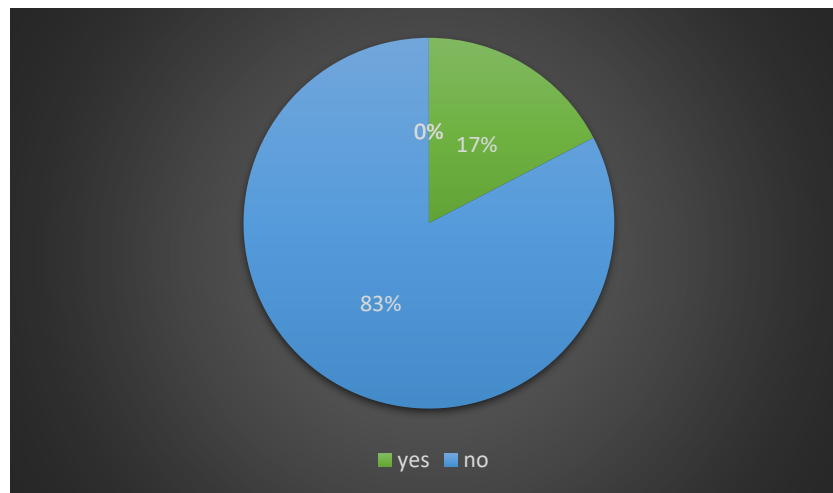


Figure 4. The Evaluation of Teachers' Training in Addressing Emotional Intelligence in the Classroom

From the above figure, we can clearly see that the majority of participants (82,60%) lacked formal training to incorporate emotional intelligence in classroom. However, only (17,37%) were trained to engage in such pursuits.

Q8. Are assessments of emotional intelligence development included in the evaluation process?

The figure below aims to seek information about whether the Algerian government provides opportunities for teachers to assess a child's development of emotional intelligence as part of their evaluation. However, it shows that all participants (100%) expressed disagreement.

We can easily notice that the curriculum lacks emphasis on evaluating a child's emotional intelligence.

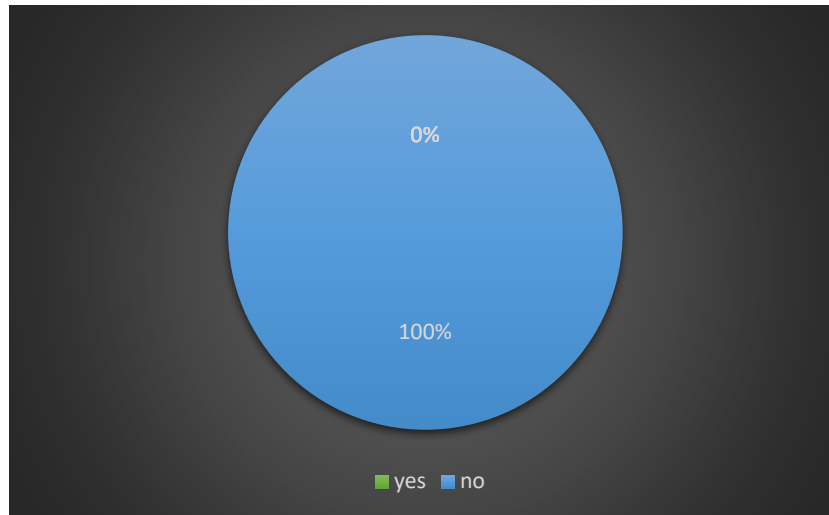


Figure 5. Integration of Emotional Intelligence Development Assessments in the Evaluation Process

Q 9. Is there a focus on developing positive relationships and social skills in the curriculum?

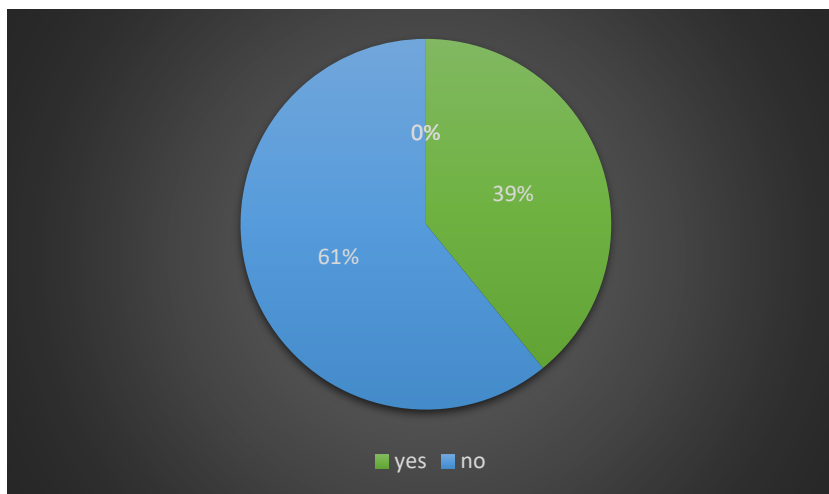


Figure 6. The Focus on the Development of Positive Relationships and Social Skills in the Curriculum

This question was included in order to determine whether the curriculum places importance on the development of positive relationships and social skills. As a result, the

majority of the participants (60,86%) responded with “NO”. On the other hand, almost half of them (39,19%) responded with “YES”. Which means that is not a strong focus.

Q 10. Are there enough resources available to teachers to help them integrate emotional intelligence into their teaching practices?

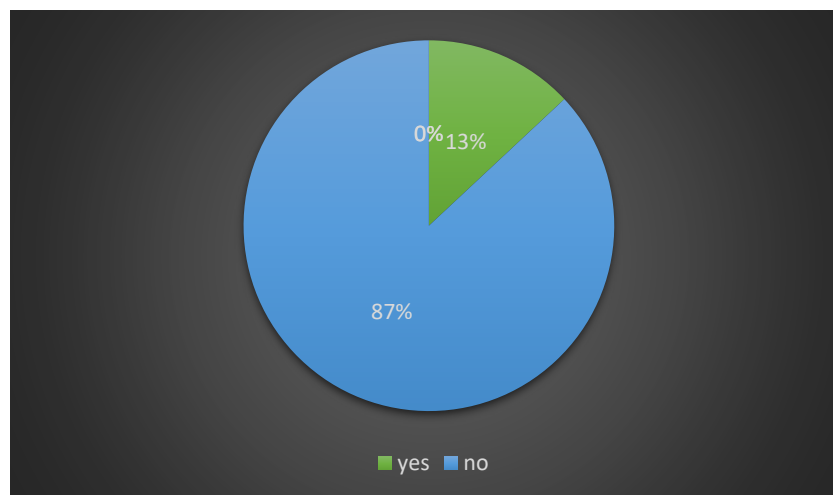


Figure 7. Availability of Resources for Integrating Emotional Intelligence into Teaching Practices

This question attempted to obtain an idea about the availability of resources for integrating emotional intelligence into teaching practices. Yet, twenty out of twenty-three of the participants which is (86,95%) said that there are not enough resources to help integrate EI into the teaching practices. However, the remaining (13,04%) differed on that.

Q 11. According to your experience, how can the promotion of emotional intelligence in the basic education curriculum be improved?

The answers to this question determine that the majority of teachers (82,60%) concurred on a shared perspective which is reassessing the curriculum itself. It implies reducing unnecessary materials and replacing them with workshops and activities that facilitate a closer bond between the learner and the teacher. Additionally, these changes would provide children

with opportunities to express their individuality and make meaningful contributions. However, the remaining (17,39%) did not propose any suggestions or ideas.

Number of participants	Percentage	Answers
19	82,60%	-The reassessment of the curriculum. -substituting unnecessary materials with interactive workshops.
4	17,39	No idea.

Table 7. Teachers' Perspectives on Enhancing the Promotion of Emotional Intelligence

Q 12. To what extent is it important to focus on emotional intelligence at early age?

Number of participants	Percentage	Answers
21	91,30%	-It is of great importance in enhancing the child's self-confidence.
2	8,69%	No idea.

Table 8. Teachers' Perspectives on Focusing on Emotional Intelligence at an Early Age

The results obtained from this question show that (91,30%) of participants agreed that it is important to a significant extent, focusing on emotional intelligence enhances the child's self-confidence and thus contributes to achieving a balanced life. Yet the (8,69%) remain unsure.

Q 13. In your opinion, what are the main deficiencies in the current basic education curriculum regarding the promotion of emotional intelligence?

Number of participants	Percentage	Answers
16	69,56%	- There is a noticeable absence of practical learning experiences that enable students to apply and develop their emotional intelligence skills within authentic contexts.
9	39,13%	- The intensity of the program and materials besides the large number of students in the class.
2	8,69%	No idea.

Table 9. Teachers' Opinions on the Main Deficiencies in the Current Curriculum.

The results achieved concerning this question show that a large number of participants (69,56%) stated that the practical opportunities for students to apply and cultivate their emotional intelligence skills in real-life situations are notably lacking. On the other hand (39,13%) think that the intensity of the program and materials in addition to the noticeable large number of learners in class, are the main deficiencies of the curriculum. Moreover, the (8,69%) remain unsure.

3.3 Analysis of Observation

During the observation session with 36 children in the fourth year of primary school, we engaged them in three different games focusing on problem-solving, critical thinking and decision-making. The purpose of this session was to assess their level of emotional intelligence and to examine its connection to their academic achievement.

To start with, for the problem-solving game, we introduced the children to a real-life scenario; we described a situation where two friends went on a picnic but realized upon arrival that they had forgotten to bring any snacks, we then asked the children to come up with solutions for the friends to still enjoy their time without food. Notably, some bright and imaginative answers were provided by four children with a rate of (11,11%):

1. “They smell fresh air and engage in a dialogue between them”. This response suggests that the friends could focus on the sensory experience of being outdoors and engage in meaningful conversations as a way to enjoy their time together.
2. “Eating from the fruits of the trees will definitely be a great idea and enjoying it at the same time”. This response demonstrates a creative solution of utilizing the natural resources available in their surroundings.
3. “They knock on the houses for some warm home food”. This answer proposes seeking assistance from nearby houses. It emphasises on the possibility of approaching local people for help, potentially obtaining warm home-made food.
4. “Wandering around and discovering new landscapes, they will surely forget their hunger”. This response highlights the idea that by exploring and appreciating the beauty of the environment, the friends may divert their attention from their hunger and find fulfilment in the experience itself.

Furthermore, as part of critical thinking activities, we introduced the brainstorming game. In this activity, we presented a brainstorming challenge to the children; this later involved various kitchen utensils; we asked them to think beyond the conventional uses of these utensils and come up with alternative ways they could be utilized, three learners with rate of (8,33%) provided some brilliant responses:

- One creative suggestion from a child was to use a manual mixer as a tool for playing and creating bubbles.

- Another participant suggested using a rolling pin as a massager for relaxation.

- One child proposed using a spatula as a gardening tool, specifically for digging small holes.

Lastly, for the decision-making, we introduced the “Yes or No” game. In this phase, we provided the children with various situations, which were presented on papers (see appendix C), and we asked the children to make decisions by determining whether they would respond with a "Yes" or a "No" to each given situation.

The first situation was “Your friend wants you to skip class with him”; the majority of children indicated their willingness to comply. However, a smaller subset of participants, (13,88%) consisting of five learners, chose to decline the invitation to skip class. Furthermore, these individuals expressed an intention to persuade their friend against engaging in such behaviour.

Moving on to the next situation, “You see someone cheating on a test”, it is notable with a rate of (100%) that all the children responded with “NO”; they expressed a sense of responsibility by stating that they would consider informing the teacher.

Regarding the final situation, “Your friend asks you to keep a secret about something he did wrong”, seven of the participants (19,44%) stated that they would say “NO.” Instead of keeping the secret, they seek guidance from a trustworthy person, such as one of their parents. However, they still prioritize maintaining confidentiality within this trusted circle.

3.4 Findings and Discussion

Upon analysing the survey responses, teachers consistently highlighted the absence of practical learning experiences that enable students to develop their emotional intelligence skills within authentic contexts, besides the intensity of the program and materials that posed obstacles for both teachers and learners to effectively focus on enhancing other important skills. Thus, it becomes evident that the current curriculum falls short in providing adequate opportunities for students to practice and apply emotional intelligence skills in real-life situations.

Moreover, according to the analysis of observation sessions with primary school pupils, the present exploration has found that learners who provided brilliant answers during the games, showcasing their problem-solving, critical thinking and decision-making skills (as components of emotional intelligence), were also the ones who displayed academic success in their grades. Thus, this correlation between their performance in the games and their academic achievements suggests a potential link between the development of cognitive skills, emotional-social skills and overall academic success.

To sum up, the findings validate the two hypotheses that were proposed. The first hypothesis suggested a lack of opportunities for young learners to apply and practice emotional intelligence skills in real-life situations within the current curriculum, which is supported by the feedback of teachers. As for the second hypothesis, it proposed that the inclusion of emotional intelligence in the curriculum enhances pupils' academic performance. In fact, it is substantiated by the observed correlation between students' performance in the games provided and their overall academic success. Hence, these findings reinforce the importance of integrating emotional intelligence into the basic education curriculum to foster academic achievement.

3.5 Recommendations for Further Studies

Throughout the conduction of the present study, the researcher noted some significant points about a number of deficiencies that should be taken into consideration. Based on this experience, these limitations are noted as follows:

- Emotional intelligence should be present in the curriculum and in the evaluation process.
- Teachers should be trained to assess emotional intelligence in classroom.
- Teachers should be equipped with the skills needed and materials including the access to technology tools, to effectively teach emotional intelligence.
- The unnecessary materials should be reduced so that educators can create a more focused learning experience for students.

3.6 Conclusion

Following the analysis and interpretation of the data, we conclude that in spite of the importance of emotional intelligence, it is somehow neglected within the field of education, particularly in the context of basic education. Therefore, it is a significant concept to shed light on as it helps build stronger social relationships, and success in various fields, including academia.

GENERAL CONCLUSION

General Conclusion

Emotional intelligence has always been one of the competencies and skills that influence an individual's ability to succeed in compatibility with the demands and tasks of public life and its pressures. In fact, as this concept is observed to align with the increased level of academic success, the primary school selection is an attempt to provide light on the reality of integrating emotional intelligence in the Algerian basic education curriculum.

This study aimed at exploring the main deficiencies in the curriculum of basic education regarding the enhancement of emotional intelligence. On the other hand, it illustrated the importance of the inclusion of emotional intelligence in the curriculum of basic education.

This dissertation contained three chapters. The first chapter presented theories and conceptions related to emotional intelligence, sheds light on its importance in different fields. Furthermore, the second chapter included a practical section that illustrated the data gathered from the questionnaire and classroom observations, it described the research design and data collection procedure. Finally, the third chapter provided the presentations of the results. It also presented the discussions of major findings. As a result, some interesting recommendations for further studies have emerged to remedy this unpleasant situation.

A combination of questionnaire and observation methods was employed to acquire credible data in order to validate the theoretical framework. After conducting a case study, analysing and interpreting the data obtained, the two hypotheses put forward were confirmed. The findings revealed that there is a lack of opportunities for students to apply and practice emotional intelligence skills in real-life situations within the current curriculum. they also showed the significance of emotional intelligence at an early age due to its association with the academic performance.

To conclude, emotional intelligence emerges as a crucial concept that deserves careful attention and integration into the curriculum at all levels of education. It prepares students for the demands of the 21st-century workforce and fosters a supportive learning environment.

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APPENDICES

Appendix A: Teachers' Questionnaire

Dear teacher,

You are kindly invited to complete this questionnaire. It aims to collect authentic data for my dissertation. It is conducted in order to explore the main deficiencies in the curriculum of basic education regarding the enhancement of emotional intelligence.

I would be very thankful if you answer all the questions below.

information obtained will be anonymously treated.

Please Answer with

Part one:

1. your gender:

Male

Female

2. How long have you been teaching?

.....

Part two:

3. Are you familiar with the term emotional intelligence?

Yes

No

4. If yes, how can you describe it?

.....

5. Does the current curriculum explicitly address emotional intelligence and its development?

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure

6. Are there opportunities for students to reflect on and understand their emotions and those of others?

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure

7. Are teachers trained and equipped to address emotional intelligence development in the classroom?

- Yes No

8. Are assessments of emotional intelligence development included in the evaluation process?

- Yes No

9. Is there a focus on developing positive relationships and social skills in the curriculum?

- Yes No

10. Are there enough resources available to teachers to help them integrate emotional intelligence into their teaching practices?

- Yes No

11. According to your experience, how can the promotion of emotional intelligence in the basic education curriculum be improved?

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.....
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12. To what extent is it important to focus on emotional intelligence at early age?

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13. In your opinion, what are the main deficiencies in the current basic education curriculum regarding the promotion of emotional intelligence?

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.....
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.....

Thank you for your cooperation.

استبيان المعلمين: Appendix B

عزيزي المعلم،

أدعوك لملء هذا الاستبيان، الذي يهدف إلى جمع بيانات أصلية لأطروحتي، سأكون ممتنة جدًا إذا أجبت على جميع الأسئلة أدناه.

تم إجراء هذا الاستبيان من أجل اكتشاف أوجه القصور الرئيسية الموجودة في منهج التعليم الأساسي فيما يتعلق بتعزيز الذكاء العاطفي.

ملاحظة: سيتم التعامل مع المعلومات التي تم الحصول عليها بشكل مجهول.

يرجى منكم الإجابة بالعلامة

الجزء الأول:

1. حدد جنسك

ذكر

انثى

2. ما هي مدة خبرتك في التعليم؟

.....

الجزء الثاني:

3. هل تعرف مصطلح الذكاء العاطفي؟

نعم لا

4. إذا كان الجواب نعم، فكيف يمكنك وصفه؟

.....

5. هل يتناول المنهج الحالي الذكاء العاطفي وتطوره؟

- أوافق بشدة
 أوافق
 أعارض
 أعارض بشدة
 لست متأكدا

6. هل هناك فرص للتلاميذ للتفكير في مشاعرهم ومشاعر الآخرين وفهماها؟

- أوافق بشدة
 أوافق
 أعارض
 أعارض بشدة
 لست متأكدا

7. هل المعلمون مدربون ومجهزون للتعامل مع تطور الذكاء العاطفي في الفصل؟

- نعم لا

8. هل تنمية الذكاء العاطفي مدرجة في عملية التقييم؟

- نعم لا

9. هل هناك تركيز على تنمية العلاقات الإيجابية والمهارات الاجتماعية في المنهج؟

- نعم لا

10. هل هناك موارد كافية متاحة للمعلمين لمساعدتهم على دمج الذكاء العاطفي في ممارساتهم التدريسية؟

لا

نعم

11. حسب تجربتك وخبرتك، كيف يمكن تحسين وتعزيز الذكاء العاطفي في مناهج التعليم الأساسي؟

.....

.....

.....

.....

.....

12. ما مدى أهمية التركيز على الذكاء العاطفي في سن مبكر؟

.....

.....

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.....

.....

13. حسب رأيك ما هي أوجه القصور الرئيسية البارزة في مناهج التربية الأساسية الحالية فيما يتعلق بتعزيز الذكاء العاطفي؟

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ACTIVITIES

Appendix C: Testing Pupils' Emotional Intelligence

Dear Teachers, as part of our research, we are seeking your permission to conduct a series of activities with your students. These activities are designed to help us assess the level of emotional intelligence in children, and understand how they perceive and experience emotions, and how this can impact their academic performance.

Dear learners, your honesty and cooperation in completing the following activities will be greatly appreciated.

Problem-Solving

Scenario: Real life Situation

Marwa and her friend want to have a picnic in the park, but when they arrive, they realize they forgot the snacks.

What can they do to enjoy their picnic without food?

Critical Thinking

Brainstorming:

We show the children pictures of different utensils.

We ask them to list as many ways as possible that they could use these objects.

ACTIVITIES

Decision-Making

Yes, or No?

We write different situations on papers:

Your friend wants you to skip class with him.

You see someone cheating on a test.

Your friend asks you to keep a secret about something he did wrong.

Then we ask the children to decide whether they would say yes or no to the situation.