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**Emotional Intelligence in Early Childhood: Assessing  
the construct of EI in kindergarten children aged of 5  
years old in Tlemcen Province.**

*Dissertation submitted to the Department of English as partial fulfillment of  
the Master of Language Studies degree requirement.*

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## **Dedication**

My dissertation is dedicated to my family. I owe a special amount of appreciation to my mother, whose words of encouragement and insistence on perseverance still sing in my ears. My sisters and brother, who have never abandoned me and are extremely dear to me.

I also dedicate this dissertation to my close relatives, especially my paternal uncle and maternal aunt, for their unwavering support throughout the process. I will always be grateful for what they have done for me.

Finally, I dedicate my thesis to four special persons who have meant a lot to me and continue to do so. Despite the fact that they are no longer alive, their memories continue to govern my existence.

To my father, first and foremost, whose love for me knew no bounds and who taught me the value of never giving up.

Next to my three paternal uncles, each of them nurtured, loved, protected, and taught me life lessons in his own unique way.

Though your life was short, I will ensure that your memory is preserved for as long as I live. I love and miss each and every one of you. Your guiding hands will remain with me forever.

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## **Abstract**

The goal of this thesis is to demonstrate the importance of emotional intelligence in early childhood and to emphasize the involvement of adults in the development of emotionally intelligent children specifically of kindergarten children aged of 5 years old. A correlational mixed multi method treatment strategy is used in two correlated contexts for this purpose. 15 kindergarten children were observed, 30 parents were tested using The Schutte Self-Report Emotional Intelligence Test, and 10 teachers were questioned using the Teachers' Knowledge, Perceptions, and Practices of Social Emotional Learning survey. The data obtained were discussed and interpreted in terms of related research and basic foundations in the literature.

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## **List of Abbreviations**

1. EI.....Emotional Intelligence
2. SEL..... Social Emotional Learning

## **Introduction:**

Every child is distinct, with his or her own personality and temperament, and as a result, each learns, improves, and comprehends in his or her own way. As the circle widens and they meet more individuals, children will begin to consider themselves as part of a larger group, the so-called society where the primary source of socialization for children is their families. Moreover, early childhood is a time when children are exposed to a wide range of significant events. As they explore the world around them, they discover more about themselves, they start to feel the excitement, anger, disappointment, and other emotions, which can be overwhelming at times. They do, however, require understanding in this situation, as well as assurance that their parents are on their side. The family gives its members a sense of belonging. Children are born into a specific context, and while some benefit throughout their lives as a result of their parents' social identities, others experience a range of challenges as a result of the same factor.

On multiple occasions, intelligence (defined as abstract thinking) has been demonstrated to predict academic performance. Although it is a good predictor, it is far from perfect because it ignores important questions and leaves a considerable amount of variation unaccounted for. Although both emotional and cognitive intelligence is important, they serve different objectives. Higher levels of cognitive intelligence are linked to better academic success, whereas emotional intelligence is essential for leadership skills, self-motivation, social group relationships, and routine day-to-day interactions with people. A healthy mix of emotional and cognitive intelligence is ideal, and both can be increased through a specific learning process.

Emotional intelligence is a skill that is learned early in life and has a long-term effect. Children will learn how to maintain social interactions and be in charge of their lives if they are taught emotional intelligence skills in their early years. Yet, the process for testing and growing emotional intelligence in individuals works best with young children who are still developing a wide range of emotional intelligence skills. EI helps in the development and maintenance of emotional stability, social interactions, and cooperative behaviors, all of which are critical to the individual's and society's survival. Children's understanding of emotions aids their ability to deal with a variety of situations in their lives. Children will gradually learn how to behave in a specific manner while observing others (social intelligence), with EQ supporting their own adaptive, regulated emotional expression.

The primary purpose of this research is to evaluate emotional intelligence in children, with an emphasis on kindergarten-aged children, as well as the support they receive from their parents and instructors. Children will be observed for their emotional intelligent behavior using a quantitative



exploratory approach, while parents and educators will be assessed and questioned about the priority they place on supporting and educating the children.

# Chapter One

## Literature review:

“Anybody can become angry – that is easy, but to be angry with the right person and to the right degree and at the right time and for the right purpose, and in the right way – that is not within everybody’s power and is not easy.” ARISTOTLE, *The Nicomachean Ethics*

“Aristotle’s Challenge” as entitled in the introductory pages of Golman’s bestseller book “*Emotional Intelligence: Why it can matter more than IQ?*” he stated carefully the unique role of emotions, such as anger, fear, happiness, love, surprise, disgust, sadness, etc. A new perspective was drawn on how a negative emotion, such as anger, does not necessarily serve to enslave people, but rather serves to protect them from unknown emergency situations. He explains when someone is angry, blood rushes to his hands, allowing him to grab a weapon; his heart rate rises and the adrenaline hormone rushes in, providing him with a burst of energy to carry out vigorous acts. Fear causes one to engage in a ‘fight-or-flight response. The surprise raise of the eyebrows involves taking in more light for a better visual sweep. Sadness aids one adjustment to a significant loss.

Emotion may be “... a complex, diffuse concept that can be expressed differently at different levels of abstraction” (Mathews et. al., 2004)

The importance of emotions was first identified by Charles Darwin. The emotional system, he said, energizes behavior that is required to remain alive. They are uncontrollable; they arise spontaneously and without warning in reaction to circumstances and individuals. Theologians, psychologists, philosophers, scientists, and academics have developed and continue to develop various theories in an attempt to fathom the bottomless expanse of emotion’s mystery and fascination. Each conceptualizes it from a different angle, theologians study emotions or rather control of emotions as means of realizing the Supreme Being, psychologists and sociologists have discussed emotions against their significance to the individual and society. While natural scientists like physiologists are interested in the origin, evolution, and functions of emotions.

### Emotion vs Feeling:

A person's emotional state is a complex topic. Someone who was fully aware of their emotional state will be aware of what they were experiencing at the time. They wouldn't have any "unconscious" feelings because they'd be fully aware of what they were feeling.

Mark Xiornik Rozen Pettinelli argued that feelings are more like conscious thinking than emotions. While emotion and feeling are both forms of unconscious thinking, one of them would be more conscious than the other. He added, The distinction between emotion and feeling is that feelings are easier to recognize because they are

faster, these are what someone is experiencing right now. While an emotion may seem more strong because it affects more parts of one’s body, but this is only because it is mixed in with the

rest of the system. That is, a depression impacts more ways than just a single sad feeling. To put it another way, people can only have a few thoughts at a time, but they can have a lot of emotions. Emotions are mixed in, so in order to experience something, you must be able to recognize it, or it will be so strong that you will be able to identify it.

Emotions are greater than thoughts because they affect all of the feelings at the same time. Feelings, on the other hand, are a more directed focus. When someone is feeling something, he can still pinpoint what it is. When someone has an emotion, it is more distant but more strong. Whatever is triggering the emotion must make all of one's feelings feel a certain way.

## **Emotion vs Cognition:**

Every event or incident has a specific significance for each individual, they respond following this with their meaning and their interpretation of the event based on their well-being. The "cognitive theorists" were the first to establish the positive relationship between emotions and cognition, they believed that emotions were based on personal perception or evaluation of a specific event. Since then there was a shift of emphasis from treating emotions as a source of disruption to treating them as a source of cognitive assistance. Others, such as Stanley, Schachter, and Jerome Singer, suggested that emotion encompassed both physiological arousal and cognitive appraisal of this arousal, i.e Even when people felt a state of "non-specific physiological arousal," such as frustration, excitement, or other emotions, they tried to analyze and think about it to figure out those arousals and their impact on them (Dursun et. al., 2010).

Researchers had shifted from believing that emotions are destructive to seeing that emotion and reason are interconnected and that, in most cases, cognition or reasoning comes before emotions. Some theorists described emotion as the first step in recognizing objects or events, followed by evaluation, physiological changes, action or expression, and finally control. There is no doubt that emotion can disrupt cognition because the assessment comes first and then the emotion. The scientific conceptualization of things that can only be felt and experienced is a hard task Opinions on emotions vary. Because of their relative nature, it is difficult to provide a single accepted definition or theory. Various theories on emotions have been proposed to comprehend the essence of emotions and how people perceive them.

First, "The Schachter-Singer theory", incorporates a reasoning perspective that intervenes between physiological change and emotion identification. According to the Facial Feedback theory, emotions are experienced through facial expressions (for example, when someone smiles, he feels happy– the expression comes before cognition.) Second, "The James-Lange theory", where a specific event or phenomenon is believed to trigger a physiological change, which is then translated into a corresponding emotion. Third, the "Cannon-Bard theory", believes that we experience both physiological and emotional changes at the same time. Finally, "The Lazarus theory", which states

that thought comes first, followed by emotional perception. A language-inspired thought, according to Sapir–Whorf, and language and cognition, according to Chomsky, are different mental abilities (Perlovsky, 2009).

There are several hypotheses and ideas to consider. Yet, the beauty and significance of each of these concepts lie in the fact that they each have their meaning and have transformed how people interpret emotions. Emotions were no longer seen solely as a source of distress; it was becoming clear that they played a critical role in cognition and motivation.

## **1. The evolution of Emotional Intelligence:**

With Howard Gardner's theory of "Multiple Intelligence" in 1983, interest in non-intellectual areas was revived. Having conducted research in psychology, neuroscience, cultural studies, and biology, in his book "*Frames of Mind: The Theory of Multiple Intelligences*", he suggested seven intelligence: 'linguistic, logical, musical, spatial, kinaesthetic, interpersonal and intrapersonal' in every human being, maybe in varying degrees. And later, in 1995, an eighth intelligence 'naturalist' was added. With his question, "Will it be difficult to classify an individual as intelligent or otherwise if IQ tests in this world disappeared?" he made an excellent point. adding in his paper that a single intelligence test cannot determine whether an individual is intelligent or not, since every human being has multiple latent abilities. He attacked IQ tests, claiming that "Human beings are better thought of as possessing a number of relatively independent faculties, rather than as having a certain amount of intellectual horsepower (or IQ) that can be simply channeled in one or another direction." (Gardner, 1998).

These statements did not sit well with many people, and some even called it a "radical theory." Gardner (2005), on the other hand, argues that he is not concerned about whether this intelligence can be checked and confirmed, but rather with demonstrating that humans have many bits of intelligence that must be weighed before labeling anyone intelligent or not.

When Thorndike first discussed "Social Intelligence" in the 1920s, the common idea that intelligence is defined by cognitive abilities such as memory and problem solving was criticized (Cherniss, 2000), he presented "Social Intelligence" as "an ability to understand men and women, boys and girls, to act wisely in human relations" (as cited by Salovey and Mayer, 1990). He moved from conventional notions of intelligence, believing that what matters is a person's ability to understand his own and others' motivations and motives and behave accordingly, rather than only their reasoning and intellectual prowess. He divided intelligence into three categories based on a person's ability to understand and manage:

- ☐ ideas (abstract intelligence)
- ☐ concrete objects (mechanical intelligence),
- ☐ people (social intelligence) (Kihlstrom and Cantor, 2000).

While this theory altered people's perceptions of intelligence, it failed to differentiate itself as a distinct form of intelligence, hence the interest in this theory waned, but Guilford's "Structure of Intellect model" in 1967 revived interest. The general public also acknowledged its importance, when Sternberg and his colleagues (1981) asked laypeople to list the qualities they thought were important in an intelligent person, traits like making rational decisions, being sensitive to others' needs, showing interest in the world at large, accepting mistakes, and so on were listed (Kihlstrom and Cantor, 2000).

Fascinated by these findings, Yale University professor of psychology Peter Salovey and University of Hampshire professor of psychology John Mayer expanded on the study and coined the term "Emotional Intelligence". They presented it as a subset of social intelligence (Salovey and Mayer, 1990) and defined EI as an "ability to monitor one's own and others' feelings and emotions, to discriminate among them and use this information to guide one's thinking and action". They went on to differentiate EI from other forms of intelligence and present a framework, a collection of skills they believed would aid people in regulating emotions both their own and others.

They developed the "ability model" based on their claim that emotions could be intellectually analyzed and realized, in addition to other models "mixed ability models" that were later conceptualized by Bar-On, Goleman, and others and included some personality traits as well.

The concept of "Emotional Intelligence" has gained tremendous popularity since it explains and offers explanations for why people with high IQs often struggle and why school dropouts and people who were thought to be dumb go on to become the most successful people in their fields (Goleman, 1995), though it is relatively recent the term "EI" was coined and used in literary writing for the first time by Peter Salovey and John Mayer in 1990 – (Cherniss, 2000). John Mayer, Peter Salovey, David Caruso, David Goleman, and Reuven Bar-On, some of the pioneers in the field of "EI" research, list different characteristics that determine a person's emotional intelligence.

Mayer and Salovey (1990) consider EI as a purely cognitive ability, his four branch models of EI emphasize emotional perception, emotional assimilation, understanding, and management (Mayer, Salovey, & Caruso, 2004). Whereas Reuven Bar-On views it as a personality trait, he agrees that emotional self-awareness, self-actualization, interpersonal relationships, reality testing, stress tolerance, optimism, and happiness are all factors in determining a person's emotional intelligence. On the other hand, Goleman (1998) identifies emotional self-awareness, self-control, empathy, problem-solving, conflict management, and leadership as traits of an emotionally intelligent individual. Reuven Bar-On's mixed ability model emphasizes how personality characteristics affect a person's overall well-being, while Goleman's model focuses on workplace success (Stys & Brown, 2004).

Mayer and Salovey's four-branch model views emotional intelligence as cognitive ability and lays out the four stages; (Emotional Perception, Emotional Assimilation, Emotional Understanding, Emotional Management) that an individual should go through to become emotionally intelligent.

The entire process is entirely intellectual in nature, it allows him to have full control of his emotions, allowing him to think, consider, and act rationally in any situation. And thus, intellectual prowess is used to understand and regulate emotions. Reuven Bar-On and Goleman, on the other hand, suggest mixed ability models that incorporate personality traits as well.

The five components of Bar-On's (2002) model are as follows: Intrapersonal, Interpersonal, Adaptability, Stress management, General mood components, it aims to find out whether an individual has the potential to be emotionally intelligent. It focuses on the potential for achievement and progress (process-oriented) rather than the performance or success itself (outcome-oriented).

Both of the above-mentioned models include: emotional self-awareness, self-control, self-expression, and empathy. Among these aspects, Bar-On also involves reality testing, i.e. the ability to measure the relationship between the emotionally experienced and the actual nature of an object, stress tolerance, and the strength to remain happy and optimistic in the face of adversity. Goleman's model differs slightly in that it incorporates organizational awareness, leadership, teamwork, and collaboration, as well as self-awareness, self-control, and empathy as it emphasizes workplace performance.

<p>1900-1969 The separation of 'emotions' and 'intelligence' as two narrow fields of research</p>	<ul style="list-style-type: none"> <li>➤ Intelligence psychometric approach is being developed and refined.</li> <li>➤ Debate on whether a physiological reaction or an emotional response occurs first.</li> <li>➤ Emotional reactions have evolved from Darwin's theory of heritability and evolution to now being regarded as culturally determined.</li> <li>➤ The concept of social intelligence is introduced.</li> </ul>
<p>1970-1989 Antecedents of EI</p>	<ul style="list-style-type: none"> <li>➤ The study of how emotions interacted with thoughts gave rise to the field of cognition and affect.</li> <li>➤ Gardner's multiple intelligences theory distinguished between intrapersonal and interpersonal intelligence.</li> <li>➤ Social intelligence has four elements, according to empirical research: social skills, empathy skills, pragmatic behaviors, and emotionality (sensitivity).</li> <li>➤ Brain research began to separate out connection between emotion and cognition.</li> <li>➤ Occasional use of EI appeared.</li> </ul>
<p>1990-1993 The emergence of EI</p>	<ul style="list-style-type: none"> <li>➤ A collection of articles on EI is published by Mayer and Salovey.</li> <li>➤ The first publication of EI ability measure</li> <li>➤ The editor of the journal Intelligence supported the idea of EI's existence.</li> <li>➤ In the brain sciences, further advancements for EI are experienced.</li> </ul>
<p>1994-1997 Broadening And Popularization</p>	<ul style="list-style-type: none"> <li>➤ The rapid popularization of Golman's EI publications.</li> <li>➤ On the cover of Time magazine, the word -EQ? was used</li> <li>➤ Measures of EI based on mixed model theories were released.</li> </ul>



1998-Present Research on the Institutionalization of EI	<ul style="list-style-type: none"><li>➤ EI concept has been refined.</li><li>➤ EI measures have been introduced.</li><li>➤ The publication of peer-reviewed articles on the topic</li></ul>
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**Table1.** The evolution of emotions and intelligence in past century.

## 2. Definitions of Emotional Intelligence:

Emmerling & Goleman considered many complementary meanings of EI; each one aims at understanding one's own and others' emotions.

Salovey & Mayer was the first to coin the term Emotional Intelligence. In 1990, they defined it as a subset of social intelligence that entails the ability to monitor one's own and others' feelings and emotions, distinguish between them, and use that knowledge to direct one's thought and behavior. This definition of EI was then redefined in 1997 in which is described as "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion and regulate emotion in self and others". This definition has been accepted and adopted by most educators and researchers around the world.

Goleman published his book *Emotional Intelligence, Why It Can Matter More Than IQ?* and Instantly Became a worldwide bestseller, defining EI as an ability that features: self-control, enthusiasm, and persistence, and then Give a new definition of the concept as "the ability to recognize our own and others' feelings, to motivate ourselves, and to effectively manage emotions in ourselves and others. Bar-On introduced the term "Emotional Quotient" (EQ) as an analog of Intelligent Quotient (IQ) in his doctoral thesis, as "the ability to recognize our own and others' feelings, to motivate ourselves and to effectively manage emotions in ourselves and others". He defines emotional intelligence as a range of abilities, skills, and non-cognitive skills that affect a person's ability to successfully cope with environmental demands and pressures.

The most complete definition of EI was proposed by Martinez, who provides a con-traversal definition to the most common definitions of EI, as non-cognitive skills that surround skills that help a person cope with everyday life. He defined EI as "a set of non-cognitive skills, abilities, and competencies that affect an individual's ability to cope with the demands and pressures of the environment".

It was agreed that the core of emotional intelligence is the conceptualization of competencies, i.e. the ability to perceive, understand, use, and manage emotions effectively in oneself and others.

### a) Emotional Intelligence vs Emotional Competence:

In light of empirical studies that have been embraced on the concept of emotional intelligence, another definition has been found to clarify unequivocally that EI is: "array of competencies that establish the four constructs as self-awareness, self-management, social awareness and social skills at suitable times and methods or behaviors in satisfactory occurrence to be effective in the situation" (Boyatzis et al, 2000). It appears to be evident that emotional intelligence is "a set of competencies", while emotional competence is "a single construct or

cluster” which an individual appreciates and prompts performance (Boyatzis, 1982)cited in (Seal, C. R. et each of the, 2009)

.Based on the existing confusion between the two concepts, it seems that emotional intelligence refers to the whole concept, while emotional competence is the specific part or skill of emotional intelligence. Clearly, emotional competence is distinct from emotional intelligence in that the former is one of the skills that must be integrated into and gained from the latter, which is a set of capabilities and the result of exceptional and high workplace success (Goleman D. , 1998). It should also be noted that a person can be said to be emotionally intelligent if he/she can demonstrate the entire set of emotional intelligence competencies at appropriate times and in appropriate ways in satisfactory behavior.

## **b) Models of Emotional Intelligence:**

Some claimed that the purpose of research should be to establish and describe a single theoretical concept to be considered as the "right" version of emotional intelligence, while others argued that providing several theories may also help to clarify additional aspects of complex psychological constructs. Emotional intelligence has been defined several times since its appearance in 1990 (Salovey & Mayer, 1990) and its subsequent popularity (Goleman, 1995).

The theories and models that conceptualize EI fall into three categories: trait approach, ability approach, and mixed approach, suggested by Mayer and Salovey, Bar-on, and Goleman, respectively. Each attempt to understand and explain the skills, traits, and abilities linked with emotional intelligence. Their theoretical framework considers emotional intelligence as either a pure type of intelligence based solely on mental abilities, or as a mixed intelligence based on both mental ability and personality traits such as optimism, adaptability, and well-being.

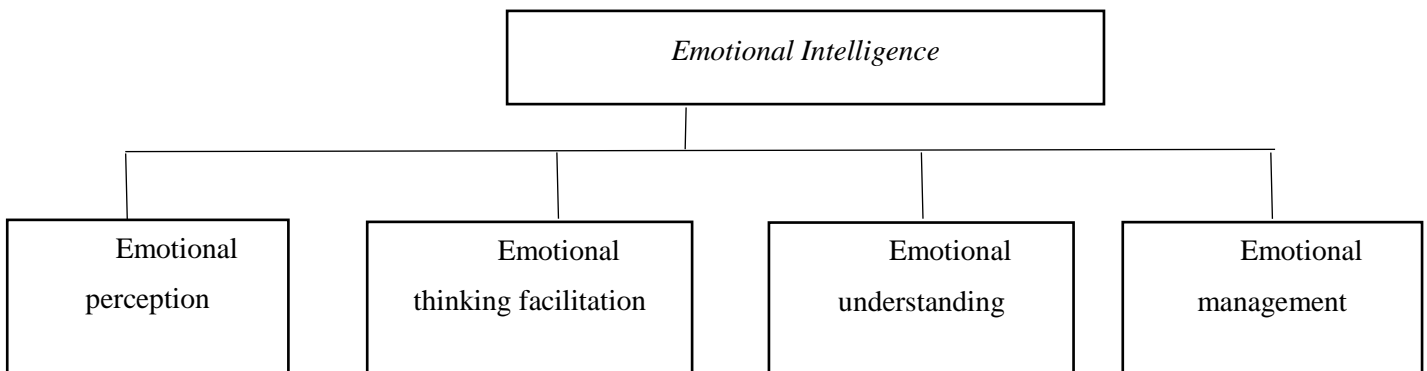
### **i. Ability Model:**

Among the theorists who have been interested in the field of Emotional Intelligence, and have different perspectives and ways to deal with its relationships with ability, Thorndike and Gardner, they were the first to address emotional intelligence, they developed two perspectives: ability and mixed model, which take opposing approaches to the construct. The first model considers EI as a reasonable element of mental ability and thus as a reasonable intelligence. The second, a mixed model, describes EI as “the combination of mental abilities and personal features or optimism and well-being” (Mayer, 1999). Based on this theory Peter Salovey and John Mayer first coined the term "emotional intelligence" in 1990 and have continued to conduct research on the construct significance, they conceptualized *the Ability-Based Emotional Intelligence Model*, which covers

five broad areas: knowing one's own emotions, managing one's own emotions, self-motivation, recognizing emotions of others and handling relationships with others.

Later Salovey and Mayer redefined the construct of EI and suggested a simplified model consists of four branches: The first, emotional perception, the ability to be self-aware of emotions and to correctly convey emotions and emotional needs to others, in other words, it entails the ability to differentiate between both accurate and inaccurate emotional expressions, as well as honest and tricky ones. The second, emotional assimilation, the ability to differentiate among the various emotions one is experiencing and to recognize those that are affecting one's thought processes through directing attention to important information. The third, emotional understanding, the ability to understand complex emotions and recognize changes from one emotion to another, such as the transition from anger to happiness or from anger to shame. Finally, the fourth branch, emotion management, the ability to remain responsive to both positive and negative feelings, to reflectively connect or detach from an emotion depending on whether it is deemed insightful or useful, and to regulate emotions in oneself and others.

According to Mayer et al., the four branches work in a hierarchical order, with the emotional perception being the most basic or bottom branch and emotional management being the most complicated or top branch.



**Figure 1.** The four branches of Emotional Intelligence

## ii. Competence-based Model:

*Recent articles and researches stated that through the considerable study and debate made on Emotional Intelligence, the construct has been popularised by Daniel Goleman, he made the construct widely known in his best-selling books since the 1990s. In particular, the definitions and*

approaches he presented in his famous book in 1995 *Emotional Intelligence: Why it can Matter More Than IQ?*, he defined the construct as “the ability to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s moods and keep distressed from swamping the ability to think, and to empathize and to hope” (Goleman, 1995).

Within each construct of EI, Goleman's model contains a collection of emotional competencies; he believes that emotional competencies are acquired skills that must be worked on and improved in order to achieve exceptional results. Goleman's model outlines five emotional and social competencies which are self-awareness, self-regulation, motivation, empathy, and social skills (Goleman D., 1998), it was abridged later on by Goleman and his Colleagues in their latest book into four dimensions with explicit capabilities (Goleman D, Boyatzis R, McKee A, 2004).

the simplified version of Golman’s model is shown in the following table

Personal Skills	Self Awareness	Emotional self-awareness. Accurate self-assessment Self-confidence
	Self Management	Emotional self-control Transparency Adaptability Achievement Initiative Optimism
Social Skills	Social Awareness	Empathy Organizational awareness Service
	Relationships Management	Inspirational leadership Wielding a range of tactics for persuasion. Developing others Change catalyst Conflict management Building bonds. Teamwork and collaboration.
<b>Table2.</b> The emotional intelligence competency model		

### iii. Mixed Model:

Reuven Bar-On (1997) coined the term "Emotional Quotient" (EQ) in his doctoral dissertation as an analog to "Intelligent Quotient" (IQ). He introduced the mixed model of emotional intelligence at the 105th annual convention of the American Psychological Association in the city of Chicago, the United States of America, his model considers EI as mixed intelligence. He defined Emotional Intelligence as "a group of non-cognitive capabilities, competencies, and skills that make people influenced to succeed in dealing with the demands and pressures in a work setting", in his definition EI is linked to self-awareness, interpersonal connections and managing job demands (Bar-On, 1997). He emphasized that emotional intelligence, rather than cognitive constructs of intelligence, reflect more personal characteristics, personal and social competencies, and their application to personal prosperity.

The following table demonstrates Bar-On (2006) model of five emotional intelligence competencies

Intrapersonal	Self-Regard, Emotional Self-Awareness, Confidence, Independence, and Self-Actualization.
Interpersonal	Empathy, Social Responsibility and Interpersonal Relationship.
Adaptability	Reality Testing, Flexibility and Problem Solving
Stress Management	Stress Tolerance and Impulse Control
General Mood elements	Optimism and Happiness.

**Table 3.** Bar-On EI competencies model

### 3. Measures of Emotional Intelligence:

The subject of EI has as of late got overall interest and assessment is as yet in a beginning phase of development. Despite the fact that there are some successful, valid, and reliable tools, considerably more research should be conducted to grow new assessments just as, evaluate and improve existing ones. Emotional intelligence can be assessed in one of three ways: first, through a self-report measure; second, through informant measures such as how others perceive an individual; and third, through ability or performance measures. Some researchers preferability and performance measures.

The following table provides a brief description of each of the EI measures.

EI commonly used measures	Brief description	The followed Model
Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)	The level of skill of each division of emotional intelligence is measured using specific tasks.	Performance based (Mayer & Salovey)
Emotional Quotient Inventory (EQ-i)	Total EQ and each of the BarOn model's five components are measured using 133 self-report items.	Self-Report (Bar-On)
Emotional Competency Inventory (ECI)	A multi-rater instrument that assesses emotional intelligence through a collection of behavioral indicators.	Self-Report And Other Report (Goleman)
Emotional Intelligence Appraisal (EIA)	A seven minute assessment meant to measure the existence of Goleman's four components of emotional intelligence	Self-Report And Other Report (Goleman)
Work Profile Questionnaire Emotional Intelligence Version (WPQei)	Measures seven of Goleman's competencies that are considered to be the most important for effective work performance.	Self-Report (Goleman)

Self-Report Emotional Intelligence Test (SREIT)	Salovey and Mayer's original concept of emotional intelligence is measured using a 33-item measure.	Self-Report (Mayer et al).
The Levels of Emotional Self Awareness Scale (LEAS)	Self-report measure based on hierarchical generalization of emotional intelligence, such as physical sensations, action tendencies, single emotions, and combinations of these emotions.	Self-Report (Lane and Schwartz)
The Genos Emotional Intelligence Inventory (Genos EI)	(Genos EI) is a 360-degree assessment of emotional intelligence in the workplace. It assesses how often employees engage in emotionally intelligent workplace behavior.	Multi -Rater or Self Assessment (Benjamin Palmer and Con Stough)
The Group Emotional Competence (GEC) Inventory	The instrument consists of 57 items that assess the nine GEI dimensions. GEC norms boost group effectiveness by building social capital, which makes it easier to engage in effective task	Self-assessment (Vanessa Druskat and Steven Wolff)



	behaviors and processes.	
Trait Emotional Intelligence Questionnaire (TEIQue)	The (TEIQue) is a self-report inventory that comprehensively covers the trait EI sampling domain . It consists of 153 items that assess 15 different facets, four variables, and the global trait EI.	Self-Report (K. V. Petrides)
Work Group Emotional Intelligence Profile (WEIP)	The (WEIP) measures two aspects of emotional intelligence: the ability to deal with one's own emotions (Scale 1: 18 items) and the ability to deal with the emotions of others (Scale 2: 12 items)	Self-Report (Jordan et al)
Wong's Emotional Intelligence Scale (WEIS)	(WEIS) is divided into two parts. The first section includes 20 scenarios, and respondents must select one alternative that best represents their likely response in each scenario. The second section includes 20 pairs of abilities, and respondents must select one of the two types of abilities that best represents their strengths.	Self-Report (Wong et al)

**Table 4.** The different existing measures of Emotional Intelligence

# **Chapter Two**

## 1. Situation Analysis:

MARWAN MUASHER, NATHAN J. BROWN argued Arab countries have made great progress in building education systems that serve a huge section of their populations, according to the author. However, they were able to do so thanks to an unspoken agreement in which states offer services and citizens respond by remaining silent. This enables current education systems to be defended on a variety of grounds, the most common of which being the use of quantity indices rather than learning quality. Most countries' educational systems have expanded outside cities to include villages, rural areas, and refugee camps, with the great majority of the population receiving basic reading instruction. Thousands of students graduate each year with a wide set of abilities that allow them to work in a range of bureaucratic systems, professions, and other situations. Beyond basic literacy, the gender gap is decreasing. When it comes to college education, women outweigh men in most states.

They went on to say that Arab educational systems do not, and are not structured to, foster democratic and engaged citizenry in all of its forms. Rather than focusing on broad learning, the majority of them are more concerned with acquiring specialized, pre-approved bodies of knowledge. Because educational systems are built to use certain academic material, teachers are pushed to impart lower-level cognitive abilities (recall and understanding) at the expense of higher-level ones (application, analysis, synthesis, evaluation, and critical thinking). As a result, the institutions generate graduates with degrees but lacking the range of skills needed to deal with the political, economic, and social difficulties that Arab nations face—or even to fulfill the needs of the workplace, as many recent reform efforts claim.

Algeria, in particular, has placed high importance on youth education and training since gaining independence in 1962, and the sector has seen substantial growth as a result of the country devoting a significant portion of its resources to education, which is among the highest in the world. According to statistics, more than ten million Algerians (or 28% of the population) attend school, and education and training account for more than a quarter of the state budget, or 7.5 percent of GDP. The change that started within the wake of independence has quickened alter over the last 30 years. From 1984 to 2013, the number of students multiplied from 5.1 to 10.1 million, and education investments rose from 20 billion Algerian Dinars (DA) to 1,260 billion DA.

Authorities endeavored to resolve profoundly rooted issues and shortcomings at all levels of the educational system following the grim situation of the early 1990s. With the emphasis on the necessity of high-quality pre-primary education in terms of total educational performance, and understanding that failure in both primary and secondary education can be linked back to the young's lack of preparation for the learning journey, preschool education in Algeria argues for a more methodical approach.

Given the history of prior educational changes, expanding pre-school education while preserving its quality appears to be a bit of a gamble, policymakers have completely abandoned the quantitative approach to education., where the primary focus is to grow the number of students in classrooms, educate more instructors, print more textbooks, and establish more institutions, rather than a more qualitatively informed perspective, in which the validity and value of the learning process itself are being questioned. Furthermore, social support programs were created to address existing educational gaps to make the educational system more equitable and improve the chances of persons from the most disadvantaged areas achieving equal opportunities.

The country's primary focus over the last decade has been on improving educational quality. In 2003, new legislation controlling education triggered reform in the educational framework that included rearranging instructional structures, rethinking teaching methodologies, and modifying school programs around a system to ensure learning quality.

However, Arab educational systems continue to be criticized for focusing more on quantitative indices than on quality, as well as failing to meet the needs of pluralistic communities by encouraging the development of committed, responsible individuals capable of dealing with uncertainty and promoting positive change. In this regard, the 2016 Arab Human Development Report said unequivocally: “Overall, education quality is poor.”

They went on to say that Arab communities as a whole are failing to effectively prepare future generations for the challenges they would confront. This is particularly true in the economic sector, where concerns about youth unemployment, productivity disparities, and stagnation have developed in recent years, rather than concerns about graduate social mobility. This, however, is only one facet of the problem. Educational programs are not only failing to produce the requisite number of qualified employees, but they are also failing to produce effective learners and citizens. Educational programs must be redesigned—or, more precisely, changed from schooling to learning systems—to do this. Rather than relying on the inculcation of information and skills specified by today's workplace, learning programs must base teaching approaches on how students now learn and what skills are required for lifelong learners in a changing environment.

However, the reforms conducted should focus not only on schools but also on how communities view education. It's not just about economic growth and job security (though those are vital), but also about political stability and social harmony. To meet the demands of today's employment economy, reform could include more than just making a few tweaks to current school curricula. Instead, people at all levels of society—political leaders, government officials, teachers, students, parents, and communities—should be encouraged to build visions for education in their own societies. Rather than focusing on what should be taught in classrooms, visions focus on how to promote a learning process that incorporates what happens in the classroom, outside of the classroom, at work, at playtime, and long beyond graduation. Education ministries must remake themselves as visionaries anchored in society and related to other government departments, rather

than commanding, authoritarian, and isolated bureaucracies. Rather than acting as independent organizations, schools must now become part of a learning network with strong linkages to local, national, and even international populations.

## 2. Methods:

### a. Measures

A measure of emotional intelligence assessment in early childhood was conducted through a triangle survey approach in combination with a multi-method research design. The data were initially gathered using a structured observation to assess emotional intelligence in a kindergarten setting, namely whether or not the selected children can pay attention, are more engaged, have pleasant interactions with others, and are empathetic. Along with assessing how actively engaged instructors are with their students and co-workers, the types of feelings they adapt in their work (positive/negative), the degree of job-related stress and burnout (high/low), and the nature of their workplace interpersonal relationships.

In one hand parents were assessed through *The Schutte Self-Report Emotional Intelligence Test*, developed by Schutte et al. (1998) to assess emotional intelligence based on self-report responses to items, was used to gather secondary data in the family environment. It tends to describe the degree of emotional awareness in parents' connections with each other as well as with their children, and whether or not they are modeling "emotionally intelligent" behavior at home to nurture their children's emotional intelligence. There are 33 items on the measure, each of which is graded on a five-point scale ranging from 1-strongly disagrees to 5-strongly agrees, (items of the SSEIT are categorized in Table 1). The SSEIT assesses general EQ in four aspects: emotion perception, emotion use, self-relevant emotion management, and emotional management of others (Schutte et al. 1998). By putting the scores of each of these components together, an individual's total EQ score is calculated.

<b>Factors</b>	<b>Items</b>
Perception of Emotion	5, 8, 9, 15, 18, 25, 27, 29, 32
Managing Own Emotions	3, 21, 22, 28, 31
Managing Others' Emotions	1, 11, 24, 26
Utilization of Emotion	17, 20, 23
Uncategorized	2, 4, 6, 7, 10, 12, 13, 14, 16, 19, 30, 33
<b>Table 1.</b> The Schutte Self-Report Emotional Intelligence Test Item categorisation	

On the other hand teachers were given the *Survey of Teachers' Knowledge, Perceptions, and Practices of Social Emotional Learning*, it aims to assess the construct in the instructional environment. It combines "The Panorama Social Emotional Learning Measures" to assess the instructor's Social Emotional Learning skills and perceptions, and the "Self-Assessment Emotional Intelligence Questionnaire" to assess personal-social competency. The first section of the survey consists of five categories (teacher self-reflection, professional learning about SEL, school climate, student support resources, and educating all children), each with a variety of choice options. The survey questions are both wide and specific, with 37 total. While personal competencies (emotional awareness, conscientiousness) and social competence (empathy, communication, collaboration) are covered in the second section, which includes 3 to 4 questions with responses on a linear range of 1 (underdeveloped) to 5 (excellent). Table2: provides a sampling of domain categorisation

<b>Social Emotional Learning</b>		
	<b>Description</b>	<b>Question Series</b>
Teachers' Self-Reflection	Faculty perceptions of their professional strengths and opportunities for growth related to social-emotional learning.	9 questions with: "not at all confident - somewhat confident - extremely confident - not sure what does it mean"
Professional Learning about SEL	Faculty perceptions on the quantity and quality of professional development and learning opportunities related to social-emotional learning.	4 questions with: "not at all - somewhat - extremely" 3 questions with: "almost never/nothing - sometimes/some - almost all the time/ - a tremendous amount"
School Climate	Perceptions of the school's general social and learning climate.	8 questions with: "not at all - somewhat - extremely" 1 question with: "almost never - sometimes - almost all the time"
Students' support Resources	Perceptions of the school's resources for student support and their adequacy.	2 questions with: "not at all - somewhat - extremely" 1 question with: "almost never - sometimes - almost all the time"
<b>Emotional Intelligence Self Assessment</b>		
Personal Competencies	Self-Awareness	Emotional Awareness

	Self-Regulation	Conscientiousness
Social Competencies	Social Awareness	Empathy
	Social Skills	Communication
		Collaboration and Cooperation

**Table 2.** *Teachers' Knowledge, Perceptions, and Practices of Social Emotional Learning, Survey*

### **b. Participants:**

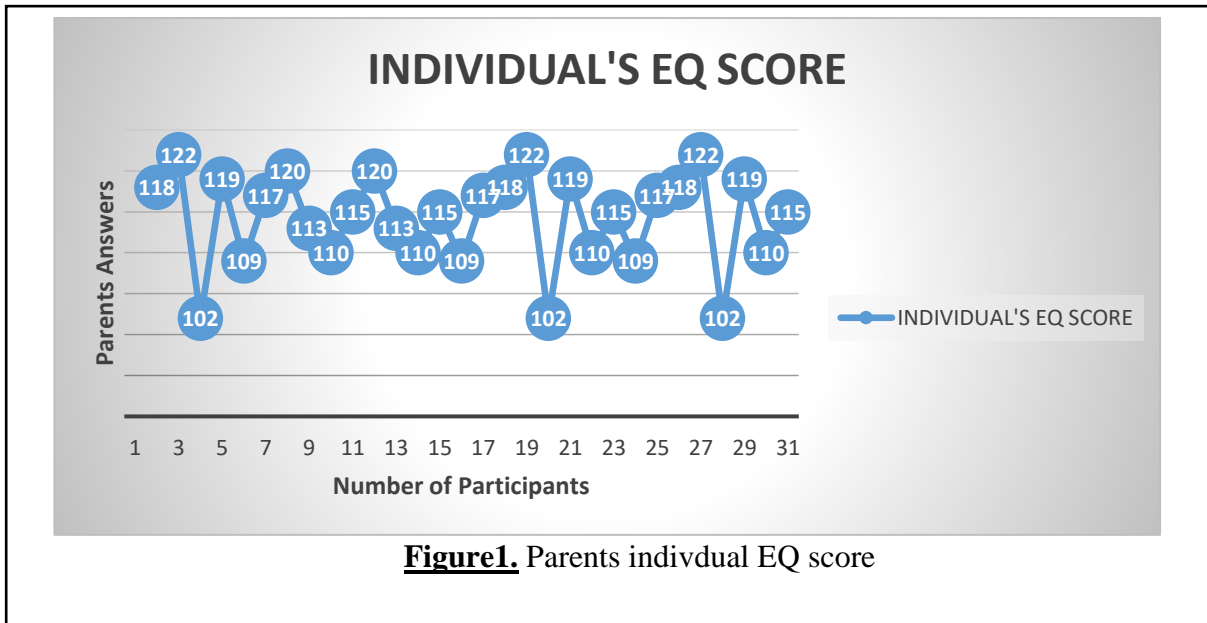
Thirty parents from Tlemcen province who had enrolled their children in kindergarten during their working hours were given the Schutte Self-Report Emotional Intelligence Test in a form of paper. (20 females and 10 males) make up the majority of the subjects, who are between the ages of 30 and 45. The children were observed for a week while in kindergarten through a structured observation. They were (7 males and 8 females) among a group of 15 children aged 5 years old. Ten female kindergarten teachers, ages 45 to 50, were given the Survey of Teachers' Knowledge, Perceptions, and Practices of SEL. They were given the identical set of questions on the same observation days, and four of them completed the questionnaire on the spot on the first day, while the rest did it over the course of the week.

### **c. Procedures:**

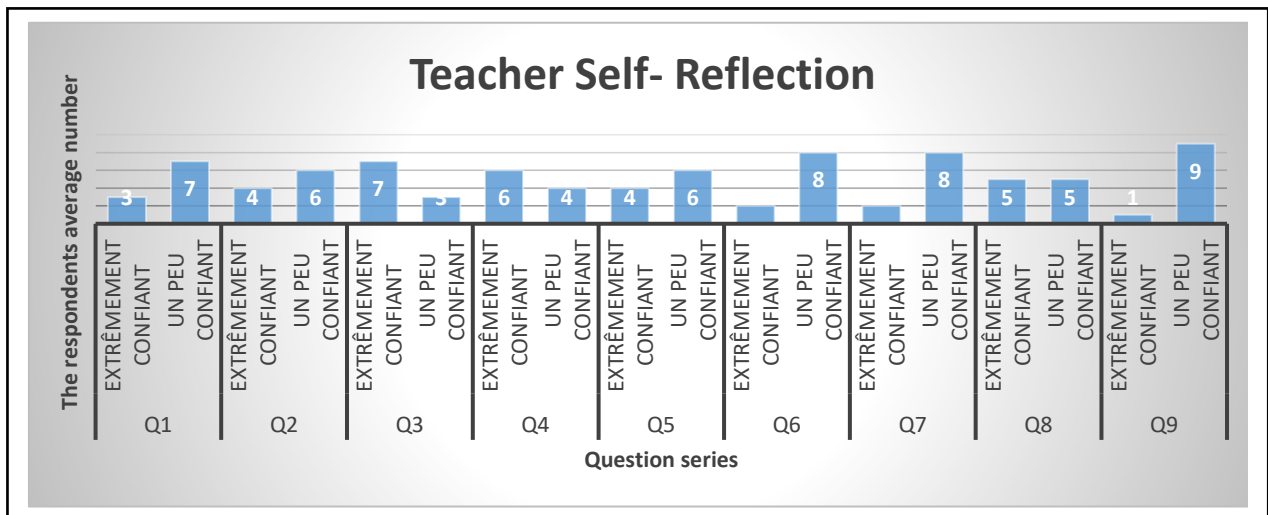
In a correlational mixed multi method treatment design, Participants (instructors) at their instructional setting agreed to be observed at work during working hours, and children were observed without their knowledge throughout the week. The instructors switch except for the kindergarten walk, a group of three instructors works in the morning and the other in the afternoon. On the first day, 'the Teachers' Knowledge, Perceptions, and Practices of Social Emotional Learning survey' was given to all of the kindergarten's staff members, as well as three more instructors from another kindergarten; some completed it right away, while the rest took it home and completed it later. Parents were given The Schutte Self-Report Emotional Intelligence Test on paper when they arrived to pick up their children, which they completed and returned throughout the week. After the procedures were completed, participants were thanked for their time, and asked if they had any concerns.

### 3. Discussion:

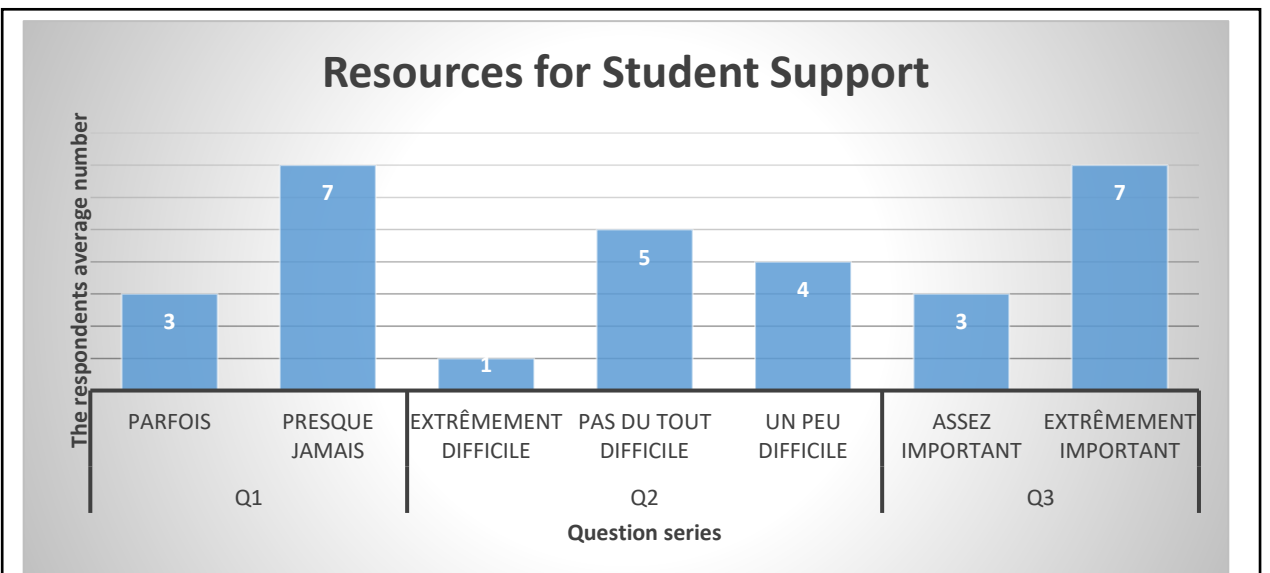
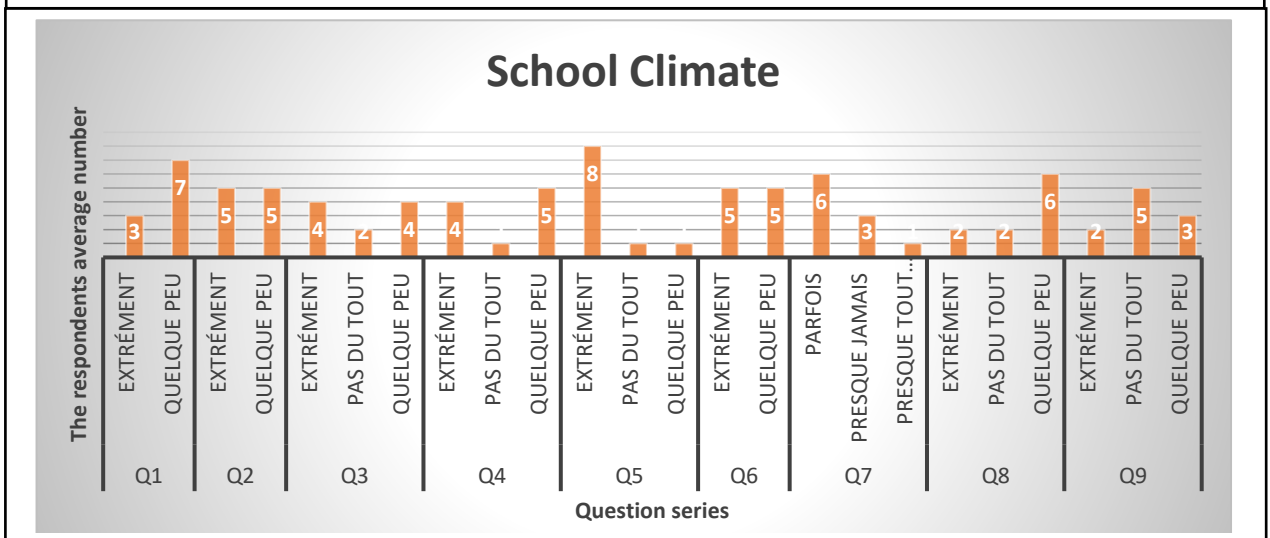
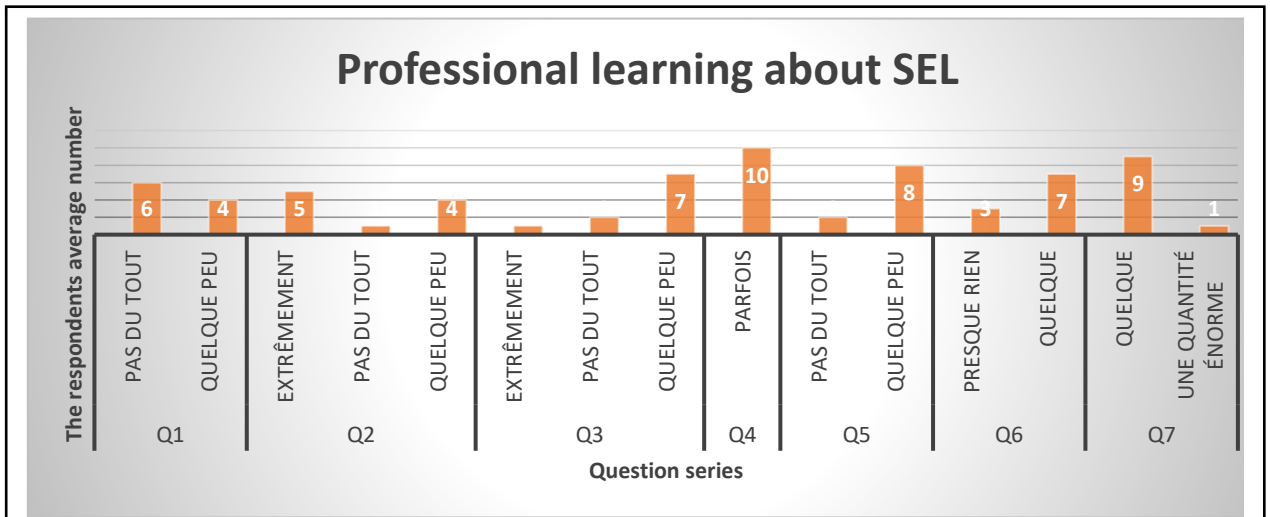
The purpose of this study was to test two basic hypotheses. On the one hand, it is important for each child to understand and control his emotions from an early age. On the other hand, it is as important for each child to get sufficient emotional and social care. The findings support the concept that children receive socio-emotional support at a young age from their instructors and are raised by emotional intelligent parents as it is demonstrated in (Figure1) the Schutte self-report emotional intelligence test results.



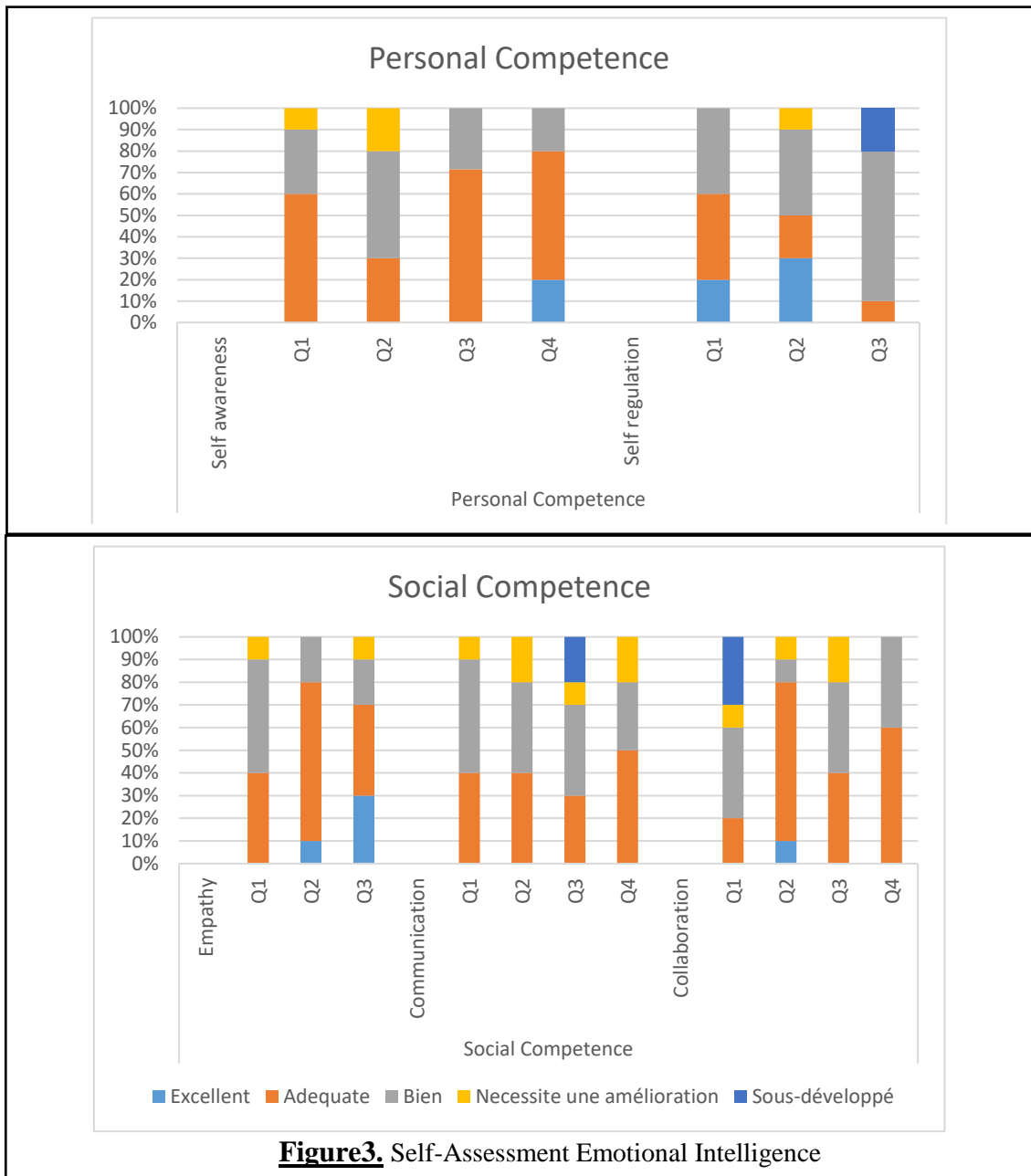
and instructors, on the other hand, acknowledge that they follow more or less a socio-emotional educational program based on their responses to the Teachers' Knowledge, Perceptions, and Practices of SEL Survey from their answers that the majority of them ranged between 'somehow', 'a little bit' and 'not at all'. as demonstrated in questionnaire rubric (Figure2







**Figure 2.** Teachers' Knowledge, Perceptions, and Practices of SEL Survey



They did, however, children demonstrate little to no actual proof of emotional and social intelligence from the observation of their interaction nature as well as their behaviour while performing both mental and physical activities. (20%) had a positive interaction with peers and with instructors, they behaved appropriately, with managed emotions ( most of the time happy). They interact the best in physical activities. The rest of children in small groups can also engage positively, with a maximum of three children, they do have a voice, but it gets lost in the crowd (lack of social skills), they can't control their emotions ( get angry easily), and a lack of self expression, They do what is requested of them but do not ask for anything in return.

This unexpected result has limited probabilities; perhaps parents and instructors are emotionally intelligent to some extent and treat their children as such, but they are not nurturing their behavior with the principles of a well-expressed emotional education.

“Kind of education uses specific and simple but important techniques, which increases a lot the quiet and peace in the family, create a balance among children by stressing the importance of feelings, expressing openly and controlling emotions. It is essential for parents to express their emotions openly as such, children of their own, taking their model to express their own emotions” (Elias, Tobias, Friedlander, 2007, p.21).

The observed frigid atmosphere could be attributed to a number of factors, to mention a few, they are unable to openly express negative or good emotions, identify their own or others' moods, and adapt to new conditions. It is crucial that at the kindergarten level, emotional intelligence and personal development occur together and reinforce each other by requiring the child to complete a variety of enjoyable tasks based on his or her wants, needs, expectations, and interests.

Despite the fact that the current study suggests that emotional support in early childhood is the foundation for lifelong success, extremely caring people must obtain professional social and emotional training in order to cope with children. A rare case of adults with intrinsic emotional intelligence can still be found, they provide a positive effect on children.

To conclude, the current study is significant in that it demonstrates the critical necessity of a simple component in our daily lives that, if ignored, can have detrimental consequences. Future studies should focus on providing guidance and practical tools to help youngsters diagnose their emotional states and use common instructions to help them maintain emotional competence. Also, specialists may provide free assessments in everyone's reach to popularize this new educational methodology. This line of research focuses on the development of interpersonal emotional intelligence in early childhood. Non-cognitive facets of intelligence include affective, personal, and social factors, all of which are important for an individual's success in life. "The capacity of understanding and controlling your own feelings is one of the major progress of the first childhood. Those children, who can understand their own emotions, are able of controlling the way they manifest them and being sensitive to others` feelings" (Papalia, 2010, p. 255).

#### **4. Interpretation:**

In every element of daily life, children must be regarded as special individuals, regardless of color, culture, home language, family background, learning issues, or limitations. Adults must assist children in developing their personalities, abilities, and capacities in order to produce honest, loving children who make amazing decisions. Each child develops in a unique way; however, using norms helps in understanding these general patterns of development while recognizing the wide variation between individuals. (Dunn, 1994)

Numerous studies have demonstrated that each child develops in his or her own unique style in terms of learning, socializing, and communicating. Internal and external factors influence their

emotional, physical, social, and intellectual identities. As a result, regardless of the common needs and features they have at a specific age or stage of development, they must be understood by their parents and teachers.

Every child is unique has their own personality with own temper. Some factors are already determined by birth, but the biggest part of a child's personal development depends on that whether they receive attention and so development or not. (Dr. Rita Pécsi)

Many studies, including this one, suggest that emotional intelligence should be nurtured early in life for its long-term benefits. Children will learn how to maintain social interactions and be in charge of their lives if they are taught emotional intelligence skills in their early years. Despite the fact that the current IQ-based educational system prioritizes intellectual skills to the detriment of other aspects of personality development that are essential in society but cannot be attained solely via intellectual education, Pre-primary institutions should push forward and address children's emotional needs so that they are prepared to confront life's obstacles and succeed. (Uzsalyné Pécsi 2013)

They found that a lack of EQ components in early childhood leads to a variety of behavioral and academic issues. The results of the only IQ-based education are adults with a higher risk to have aggressive behavior, emotional vapors, insensitivity, disinterest, low level of capacity to experience emotions, and difficulties handling challenging life situations. (Uzsalyné Pécsi 2010, 14-15). Yet, IQ is still crucial in human life, but it is simply a part of the process, not all of it. Educator professionals agree that if we want to educate all persons (as entities), we need to educate every single part of that person, not only a part of it. ( Uzsalyné Pécsi 2010, 15)

This research is premised on the basis of demonstrating to institutions and families that IQ and EQ should be balanced in children's lives, and that success isn't just determined by IQ scores. Children must be nurtured throughout their development, from the primary source of socialization to educators and pedagogues, they have to be supported so that they can be themselves and develop their values and talents. An appropriate educational approach strives to raise persons who can identify their identity in both their personal and professional lives.

## **5. Limitations:**

Given its focus on both the classroom and the family environment, one of the current study's weaknesses is the use of small sample size (PN = 30), (IN = 10) With regard to the assessment of emotional intelligence and social-emotional learning, larger sample numbers may have revealed more powerful effects. Another limitation is the statistical techniques; data were collected from both environments at the same time. More time spent on the procedure, each environment separately resulted in more accurate outcomes. Furthermore, survey responses reflect teachers'

impressions of their current activities, as opposed to real practices as measured objectively. Finally, simply observing children's emotional intelligence was a shortcoming in the study; affording the paid EI test (youth version) was more valid.

## **Conclusion:**

Overall, the current study attempts to show that both teachers and parents should be aware of how important EQ is in everyday life and how much it can influence a child's entire life. They must encourage emotional growth in their children and maintain the desired level of EQ to do so. Incorporating parents and early childhood educators into an EQ development program would have a significant impact on the development of social-emotional abilities in adults' personalities, as well as the development of young children indirectly.

We now know that children's emotional intelligence was not readily apparent, that their parents were familiar with the researched construct, and that their teachers acknowledged that a social-emotional program was being implemented so far.

Future research involving children should analyze the timing and give each condition the attention it requires, as this researcher approached the examined event from three different viewpoints at the same time. Furthermore, the emphasis must be on the 'how,' because, in the instance of the current study, knowing the 'what' was insufficient to transmit it to youngsters. Adding to that Long-term studies following elementary-aged students through high school, adulthood, and the workplace would undoubtedly be an appropriate indicator of life success.

Children are exposed to a wide range of key events during their early life. They learn more about themselves as they explore the world around them. As the circle extends and they encounter more people, children will learn to see themselves as part of a wider group, the so-called society, where their families are the primary source of socialization.

Because each child is unique, with his or her own personality and temperament, he or she learns, improves, and comprehends in his or her own way. They begin to experience feelings such as joy, anger, disappointment, and others, which can be overwhelming at times. They do, however, require patience and confidence that their parents are on their side in this situation.

Emotional and cognitive intelligence are both vital, although they serve different purposes. Higher levels of cognitive intelligence have been associated to improved academic performance, whereas emotional intelligence is required for leadership skills, self-motivation, social group relationships, and day-to-day interactions with people. Intelligence (defined as abstract thinking) has been shown to predict academic performance on numerous occasions. It's a good predictor, but it's not ideal because it ignores essential questions and leaves a lot of variation unaccounted for. It's

desirable to have a balanced combination of emotional and cognitive intelligence, and both may be improved through a specialized learning strategy.

Emotional intelligence is a long-term skill that can be developed early in life. Children's ability to deal with a variety of situations in their lives is aided by their understanding of emotions. While observing others, children will eventually learn how to behave in a certain way (social intelligence), with EQ supporting their own adaptive, regulated emotion expression.

The goal of this study was to put two basic hypotheses to the test. First, from a young age, it is critical for each child to understand and control his or her emotions. Second, it is equally crucial for each child to get enough emotional and social care. The findings back up the theory that children receive socio-emotional support from their instructors at a young age and are raised by parents who have a high average EQ score on the Schutte self-report emotional intelligence test, while instructors acknowledge that they follow a socio-emotional educational program based on their responses to the Teachers' Knowledge, Perceptions, and Practices of SEL Survey. Children, on the other hand, showed little to no evidence of emotional and social intelligence.

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## Summaries

The goal of this thesis is to demonstrate the importance of emotional intelligence in early childhood and to emphasize the involvement of adults in the development of emotionally intelligent children, specifically of kindergarten children aged of 5 years old. A correlational mixed multi-method treatment strategy is used in two correlated contexts for this purpose. 15 kindergarten children were observed, 30 parents were tested using The Schutte Self-Report Emotional Intelligence Test, and 10 teachers were questioned using the Teachers' Knowledge, Perceptions, and Practices of Social Emotional Learning survey. The data obtained were discussed and interpreted in terms of related research and basic foundations in the literature.

الهدف من هذه الدراسة هو إظهار أهمية الذكاء العاطفي في مرحلة الطفولة المبكرة والتأكيد على مشاركة الكبار في تنمية الأطفال الأذكياء عاطفياً وخاصة أطفال رياض الأطفال الذين تتراوح أعمارهم بين 5 سنوات. يتم استخدام استراتيجية العلاج متعدد الأساليب المترابط في سياقين مترابطين لهذا الغرض. تمت ملاحظة 15 طفلاً في رياض الأطفال ، وتم اختبار 30 من الوالدين باستخدام اختبار الذكاء العاطفي للتقرير الذاتي من Schutte ، وتم استجواب 10 مدرسين باستخدام استبيان معرفة المعلمين وتصوراتهم وممارساتهم للتعلم العاطفي الاجتماعي. تمت مناقشة البيانات التي تم الحصول عليها وتفسيرها من حيث الأبحاث ذات الصلة والأسس الأساسية في الأدبيات.

L'objectif de cette thèse est de démontrer l'importance de l'intelligence émotionnelle dans la petite enfance et de souligner l'implication des adultes dans le développement des enfants émotionnellement intelligents spécifiquement des enfants de maternelle âgés de 5 ans. Une stratégie de traitement corrélationnel mixte multi-méthodes est utilisée dans deux contextes corrélés à cette fin. 15 enfants de maternelle ont été observés, 30 parents ont été testés à l'aide du test d'intelligence émotionnelle d'auto-évaluation de Schutte et 10 enseignants ont été interrogés à l'aide de l'enquête sur les connaissances, les perceptions et les pratiques d'apprentissage social et émotionnel des enseignants. Les données obtenues ont été discutées et interprétées en termes de recherches connexes et de fondements de base dans la littérature.