



**Faculty of Arts
Department of English
Postgraduate Studies and Training**

**The Relationship between Libyan EFL Students' Emotional Intelligence
and Their Reading Comprehension Ability at University of Zawia**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the
Degree of Master in Applied Linguistics**

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Abstract

The study aimed to investigate the correlation between emotional intelligence and reading comprehension ability among EFL undergraduate students. In addition, it aimed to measure the effects of emotional intelligence on reading comprehension ability. The research employed a quantitative approach utilizing a correlational research design to achieve its objectives. The sample consisted of seventy-one EFL students from the English Department at the University of Zawia, selected through a multistage cluster sampling from the population of all undergraduate EFL students at the university. Data were collected using a close-ended questionnaire to measure students' emotional intelligence and a test to assess their reading comprehension ability. The statistical analysis, which included a Chi-square test and regression analysis, confirmed a strong, statistically significant positive correlation between the two variables. Specifically, the results indicated that an increase in emotional intelligence corresponds with a significant increase in reading comprehension ability, and that reading comprehension skills are significantly influenced by emotional intelligence. In conclusion, these findings underscored the critical importance of integrating emotional intelligence training within the educational framework to enhance educational attainment, particularly in reading comprehension. The study suggested that developing emotional competencies, such as self-awareness and emotion control techniques (e.g., mindfulness exercises or structured group discussions on emotional responses to academic challenges), can serve as a vital pathway for enhancing students' overall learning and strengthening the relationship between emotional intelligence and reading comprehension.

Declaration

I formally attest that this thesis is an original work written entirely by myself. This work has not been plagiarized, either entirely or in part, from any other sources. All ideas, facts, or intellectual property acquired from external sources were recognized using conventional citation standards in compliance with academic integrity guidelines. Furthermore, the project has never been submitted for the award of a diploma from the university or any other institutes. This declaration highlights my commitment to ethical scholarly conduct and accountability for the work's originality.

Signature

Date.....

Dedication

I dedicate this work to the soul of my father, who instilled in me a boundless love for knowledge and to my mother, who prayed tirelessly that my path to seeking knowledge be eased. Everything I am, I owe to them after my Allah; may Allah bless them with the highest reward.

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List of Abbreviations

ANOVA	Analysis of Variance
CA	Chronological Age
CIM	Construction-Integration Model
D	Decoding
EFL	English as Foreign Language
EI	Emotional Intelligence
ELT	English Language Teaching
EQ	Emotional Quotient
EQ-I	Emotional Quotient Inventory
IELTS	International English Language Testing System
IQ	Intelligence Quotient
L2	Second Language
LC	Language Comprehension
Low-SES	Low Socioeconomic Status
MA	Mental Age
MCQs	Multiple-Choice Questions
RSF	Reading Systems Framework
SD	Standard Deviation
SPSS	Statistical Package for the Social Sciences
SVR	Simple View of Reading
USMEQ-I	Universiti Sains Malaysia Emotional Quotient Inventory

CHAPTER ONE

INTRODUCTION TO THE RESEARCH

1.0 Introduction

This chapter outlines the foundational elements of the research, including the background of the study, statement of the problem, and then aims of the study. It also presents the study's research questions and its overall significance. Furthermore, the methodology and the organizational structure of the entire work are presented.

1.1 Background of the Study

Learning English as a second language has increasing importance and advantages every day. But picking up a second language can be challenging. Teachers and experts held the view that every person has a unique experience when learning a second language. Some people learn a second language more quickly than others (Mohammadi, 2012). In recent years, students' individual variation has a significant attention among teachers. There are various variations (for example, oral performance, emotional intelligence, communicative competence, speaking skill, and self-perceived competence) among students that affect their learning (Benson & Gao, 2008).

Reading is regarded as one of the most important skills for English language students in the modern world; it helps with overall proficiency development and gives access to important information for both employment and school (Laličić & Dubravac, 2021). The act of looking at written material and making an effort to understand it is commonly described as reading, which is a receptive skill. For students learning a second language, reading has been deemed the most important academic skill for the past fifteen years (Sreena & Ilankumaran, 2018). With

books and other reading materials being portable, reading is gradually being acknowledged as a valuable source of language input, especially for students in learning environments where fluent English speakers are typically unavailable to provide language input (Celce-Murcia, 1991). Dole et al. (1991) identified five key strategies: assessing significance, summarizing data, making deductions, coming up with questions, and tracking comprehension. All of these factors are linked to improved reading comprehension. In the event that motivation and interest are lacking, none of these variables really matter. Since reading comprehension allows students to draw knowledge and information from what they read, it has emerged as the primary criterion for students worldwide. Furthermore, it facilitates the process of acquainting foreign language learners with the subject matter of their field of study and enhancing their proficiency in the language (Salehi et al., 2014). Additionally, it broadens one's perspective and increases knowledge of foreign cultures (Patel & Jain, 2008).

According to certain earlier research, reading comprehension and emotional intelligence were positively correlated. From the point of view of Motallebzadeh (2009), reading comprehension in EFL students and emotional intelligence are strongly correlated. Subsequently, Karbalaei and Sanati (2015) discovered a favourable correlation between the students' emotional intelligence and reading comprehension proficiency. Nurhasnah (2014) demonstrated that emotional intelligence and reading comprehension of narrative texts were significantly correlated in her final study.

Conversely, Ghabanchi and Rastegar (2014) discovered a weak relationship between reading comprehension and emotional intelligence. When it came to reading comprehension, intelligence quotient mattered more than emotional intelligence. Furthermore, Karaman (2012) demonstrated that emotional intelligence and English language proficiency are not significantly correlated. Moreover, Ronasari (2015) stated that no meaningful correlation was discovered between reading comprehension and emotional intelligence. For that reason, the researcher

intends to investigate whether emotional intelligence and reading comprehension ability are correlated among EFL students at the University of Zawia.

One of the most important student's individual variations is the emotional intelligence, which is used as a tool for predicting the success of language learning (Degirmenci et al., 2024). Our emotions are vital to the significant moments in our lives. Despite their various behavioural and psychological traits, emotions are above psychology; such as when we are proud when those we love do something admirable. When someone denigrates us, we are upset or humiliated. Every action we take in response to a particular circumstance is influenced by our feelings (Richard, 1991).

According to Lowe and Ziemke (2011), emotions are intricate, structured, organismic reactions to our perceived performance in our persistent pursuit of survival, well-being, and self-actualization. As a result, emotions have an impact on human life when it comes to decision-making; emotions frequently influence a decision. Therefore, emotional intelligence refers to a person's ability to understand and control their own emotions, as well as being able to empathize with and relate to the emotions of others (Goleman, 1995). It involves being aware of one's emotions, managing them effectively, and recognizing and understanding the emotions of those around you. Basically, it is about being aware of and knowing how to handle feelings, both your own and those of others. According to Coronado-Maldonado and Benítez-Márquez (2023), the concept of emotional intelligence has gained significant attention in the fields of psychology, education, and leadership and has been linked to various aspects of human behavior and success.

For more than a century, intelligence quotient was thought to be the only factor that could be used to assess a person's capacity for learning. However, it was soon realized that most people with high intelligence quotients did not succeed in the workplace or in educational

environments, while some people with average or low intelligence quotients could succeed in these settings thanks to their emotional intelligence (Subhi et al., 2012).

1.2 Statement of the Problem

From my experience as a student, I have noted that Libyan English foreign language teachers who teach undergraduate students do not have a good idea about emotional intelligence and its relationship with reading skills. To my best knowledge, this can be one of the reasons why teachers do not know the reason behind the differences between their students' levels, especially when students get disappointing despite the variety of courses they have taken outside university settings and the intense efforts made by educators and institutions to improve students' language proficiency. Consequently, the current study aims investigate the relationship between emotional intelligence and the reading ability of Libyan EFL students at the University of Zawia.

1.3 Aims of the Study

The study was carried out to achieve the following purposes:

- 1) To examine the relationship between emotional intelligence and reading comprehension ability of Libyan English as a Foreign Language students.
- 2) To investigate whether students' emotional intelligence affects their reading comprehension abilities or not.

1.4 Research Questions

This study aims to address the following research questions:

RQ1: Is there a significant connection between the emotional intelligence and reading comprehension ability of Libyan English as foreign language students?

RQ2: Does emotional intelligence influence the students' reading comprehension ability?

1.5 Significance of the Study

The results of this study might help students raise their awareness of emotional intelligence and help them increase it. By in order to get the best possible results in their English learning, particularly reading comprehension. This study could also help to raise teachers' and pre-service teachers' awareness of students' EI, enabling them to implement their practice accordingly in terms of choice of materials, teaching methods, creating the necessary atmosphere in the class, and preparing useful classroom activities. The study might assist curriculum designers to construct English language courses that take emotional intelligence (EI) into account. Moreover, the study might provide knowledge about the significance of emotional intelligence, its link to, and impacts on reading comprehension. It is also projected that the evolution of language teaching and learning may prioritize students' emotional intelligence as a factor influencing their reading achievement. Additionally, this study is expected to generate and share useful information with other academics working on emotional intelligence, reading comprehension, and the relationship between students' emotional intelligence and reading comprehension. Finally, this study is predicted to broaden the researcher's understanding of correlational research, emotional intelligence, and reading comprehension.

1.6 Methodology

The study aimed to explore the relationship between emotional intelligence and reading comprehension ability and to determine whether students' emotional intelligence influences their reading comprehension or not. Based on these objectives of the study, a quantitative correlational research design was adopted. The study was carried out within the English departments at the University of Zawia, including the Faculty of Education, Abu Issa; the Faculty of Education; the Faculty of Arts and the Faculty of Languages and Translation. It targeted EFL university students across different semesters. The sample comprised seventy-one EFL students who were involved in the closed-ended questionnaire, and the test selected through random cluster sampling. The quantitative data obtained from the questionnaire and

the reading comprehension test were analyzed through statistical methods, including Mean and Standard Deviation Analysis, Chi-square Test and Regression Analysis. These methods were used to measure the correlation and potential impact of emotional intelligence on the reading comprehension abilities of EFL students. For further details, see Chapter Three.

1.7 Organization of the Study

The study is organized into five chapters. Chapter one introduces the background of the study, statement of the problem, aims, research questions, significance, methodology and organization of the study. Chapter two explores emotional intelligence, reviewing key theories and their theoretical framework. It addresses reading, reading comprehension, and their associated theories, examining the relationship between reading comprehension and emotional intelligence. The chapter ends with a review of relevant studies and a summary about the chapter. Chapter three details the methodologies and major steps, including the design of questionnaires and tests. Chapter Four analyzes data from the questionnaires and tests and reports findings. Finally, chapter five presents discussions, conclusions, recommendations, limitation and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter starts with an exploration of emotional intelligence and reviews key theories of emotional intelligence. Next, it addresses reading, reading comprehension and reading comprehension theories. After that, it examines the relationship between reading comprehension and emotional intelligence and mentions the theoretical framework related to emotional intelligence. The chapter concludes with a review of relevant studies and a summary of this chapter.

2.1 Emotional Intelligence

Emotional intelligence combines the fields of emotions and intelligence by viewing emotions as helpful sources of information for understanding and navigating the social environment (Salovey & Grewal, 2005). Thus, the concept of emotional intelligence contains two parts, which are 'emotional' and 'intelligence'. Clearly, emotional is an adjective for the word emotion, so it modifies the word intelligence.

2.1.1 Definition of Emotion

Emotion can be defined as "a positive or negative experience that is associated with a particular pattern of physiological activity" (Schacter et al., 2011, p. 310). Thoughts, sensations, behavioral reactions, and varying degrees of pleasure or dissatisfaction are all connected to emotions, which are physical and mental states caused by neurophysiological changes (Damasio, 1998). In addition, "Emotions are neurobiological states that cause coordinated behavioral and cognitive responses triggered by the brain. This can occur when an individual

detects a significant stimulus (positively or negatively charged) or has a specific thought or memory that leads to an endogenously generated emotional state." (Salzman & Adolphs, 2021, p. 1046). Simply, according to Augustine et al. (2023), emotions are vital to human conduct. They integrate emotions, physiology, and sensorimotor behavior.

2.1.2 Definition of Intelligence

The second part of the concept of emotional intelligence is intelligence. Throughout the learning process, a variety of factors influence how well students learn English. One of the distinguishing factors that influences reading comprehension is intelligence. However, scholars disagree on how to define intelligence, making the concept itself contentious (Ghabanchi & Rastegar, 2014). Every method of thinking develops its own unique viewpoint and set of presumptions, frequently defying at least one previous idea (Pal et al., 2004).

Wallace et al. (1992) defined intelligence as the ability to act purposefully, think rationally, and deal effectively with the environment. Pinter (1921) saw intelligence as the capacity to adapt to new situations, while Gardner (1999) described it as the skill to solve problems or create culturally valued products. Karaman (2012) asserted that intelligence is essential to human life and has been a major focus for many distinguished scholars over the years. Research indicates that intelligence varies from person to person. Ceci (1994) proposed that intelligence comprises multiple innate abilities that can develop or regress based on motivation and educational experiences (Gregory, 2000). Estep (2006) suggested that intelligence is located in certain areas of the cerebral cortex, enabling individuals to solve problems and achieve various goals. Despite the varying definitions, experts agree that intelligence involves learning from experience and adapting to the environment. There is still no agreed-upon definition of intelligence, despite a lengthy history of study and discussion. This has led some people to conclude that intelligence cannot be fully defined, but it can be roughly described (Legg & Hutter, 2007).

In 1905, the French psychologist Alfred Binet, with his colleague Theodore Simon, developed the Simon-Binet Test to measure the intelligence of children with developmental delays. They observed that children develop both physically and cognitively as they become older. By 1911, there was a distinction made between "mental age" and "chronological age" (Binet, 2004). Binet, who was instrumental in creating the first intelligence test, viewed intelligence as a combination of abilities like judgment, practical sense, initiative, and adaptability (Wallace et al., 1992). In addition, Stern came up with a smart way to measure intelligence by dividing mental age by chronological age, calling this the intelligence quotient. This quotient, represented as MA/CA , is the ratio of mental age (MA) to chronological age (CA). Later, the American psychologist Terman (1916) coined the term IQ for intelligence quotient and suggested multiplying Stern's ratio by 100 to convert it into a percentage. After that, in 1983, Howard Gardner introduced a novel perspective on the notion of IQ through his theory of multiple intelligences, which classified intelligence into distinct categories. This theory proposed that the conventional understanding of intelligence, which relies on intelligence tests, is too narrow. It should be broadened to encompass the diverse range of human capabilities in both children and adults. The theory identifies several types of intelligence: linguistic (word smart), logical-mathematical (number/reasoning smart), spatial (picture smart), bodily-kinesthetic (body smart), musical (music smart), interpersonal (people smart), intrapersonal (self-smart), and naturalist (nature smart) (Gardner, 2011). From these definitions, we say the intelligence is the mental ability to learn from experiences, adapt to new situations, understand and handle abstract ideas and use knowledge to employ one's environment.

2.1.3 Definition of Emotional Intelligence

In this section, different definitions were presented according to the scholars' various perceptions. Although many view emotional intelligence as a recent concept, its roots have been deeply embedded in psychological theory for over a century. However, following the

publication of Goleman's "Emotional Intelligence" in 1995, there has been a notable increase in interest in this idea, driven by its recent prominence. Emotional intelligence is gaining traction in both corporate and educational settings. Goleman (1995) suggests that emotional intelligence is a crucial factor in determining life success. This has led to investigations into why some individuals succeed while others, despite having natural abilities and talents, do not (Richburg & Fletcher, 2002). Emotional Quotient (EQ) involves the adept use of emotions and harnessing the insights they provide to make sound decisions (Ciarrochi & Mayer, 2007). Similarly, Salovey and Mayer (1990, p. 189), in their seminal article, defined emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions". The ability to control one's own emotions as well as those of others by demonstrating proper responses is taught at the fourth and final level (Mayer et al., 2000).

On other hand, emotional intelligence showed how well a person can handle obstacles in their daily life and is a good indicator of their likelihood of success in both their personal and professional lives (Abraham, 1999). Bar-On (2002, p. 14) defined EQ as "an array of personal, emotional, and social abilities and skills that influence one's ability to success in coping with environmental demands and pressures". Emotional intelligence (EI) is the capacity to recognize, comprehend, utilize, and regulate emotions (Salovey & Mayer, 1990). Daniel Goleman's (1996) mixed model highlights emotional intelligence (EI) as a collection of abilities and competences that influence leadership effectiveness; self-awareness, self-regulation, motivation, empathy, and social skills are its five primary constituents. According to Reuven Bar-On's (2001) theory of emotional intelligence (EI), EI is a set of interconnected emotional and social competences, skills, and behaviors that influence our ability to interact with others, understand and express ourselves, and deal with daily issues. Lastly, Petrides (2010) created the Trait Model of emotional intelligence (EI), which marks a substantial shift from the conventional ability-based

models of EI. According to this concept, emotional intelligence can be thought of as a constellation of emotional self-perceptions that are found at the base of personality hierarchies.

2.2 Emotional Intelligence Theories

Many well-known theories of emotional intelligence (EI) offer different perspectives on how individuals perceive and manage their emotions. Nevertheless, these ideas encompassed the components of emotional intelligence. Some typical ones are as follows:

2.2.1 Model of Peter Salovey and John Mayer (1990)

According to Mayer et al., (2016), this model is divided into four main branches. The first is the perception of emotions, which refers to the capacity to precisely identify and communicate one's own and other people's feelings. The second branch, using emotions, involves the ability to use feelings to support a range of cognitive processes, including reasoning and solving problems. The third branch is comprehending emotions, which involves the ability to recognize intricate connections between emotions and understand the language of emotions. Finally, managing emotions entails the capacity to control feelings in oneself and others in order to foster intellectual and emotional development.

2.2.2 Daniel Goleman's (1996) Mixed Model

In expanding Salovey and Mayer's (1990) original four-branch model, Goleman (as cited in Editorial Team, 2013) introduced a five-domain framework for emotional intelligence (sometimes referred to as emotional quotient or EQ). These five components represent Goleman's foundational elements of emotional intelligence. The ability to recognize one's own emotions and the effects they have on others is known as emotional self-awareness. Self-regulation refers to the ability to manage or refocus one's emotions and to consider the effects of actions before taking them. Motivation uses affective components to accomplish objectives and to relish the process of learning. Empathy enables individuals to sense and understand the

emotions of others, even when facing challenges or setbacks. Lastly, social skills involve motivating people, maintaining relationships, and getting desired reactions from them.

2.2.3 Reuven Bar-On's (2001) Theory

Bar-On's model, as outlined by Mayer et al. (2000), emphasized five key components of emotional intelligence. Intrapersonal skills involve the ability to recognize and communicate one's own feelings. This component includes self-awareness, assertiveness, self-regard, self-actualization and independence. Interpersonal skills focus on perceiving and connecting with people. This element consists of empathy, interpersonal relationship and social responsibility. Adaptability involves the ability to handle and adjust to change. It includes problem-solving, reality-testing and flexibility. Stress management centers on the regulation of impulses and effective handling of stress through stress tolerance and impulse control. Finally, general mood pertains to keeping a cheerful attitude and experiencing life's satisfaction. It contains happiness and optimism.

2.2.4 Petrides's (2010) Trait Model

The Trait Model of emotional intelligence centers on key elements. First, self-perception focuses more on how people perceive their own emotional intelligence than on their actual aptitude. Second, personality traits suggest that EI is a component of a person's personality by fusing personality traits with emotional intelligence. Third, assessment involves self-report questionnaires, which are commonly used to examine people's perceptions of their emotional intelligence (Trait EI)) (Petrides, 2010). This model has diverse applications: in psychological research, it applied to comprehend how behaviour and well-being are influenced by emotional self-perceptions; in the workplace, it assists in identifying characteristics that support leadership and job effectiveness; and in education, it helps pupils build their emotional intelligence (Petrides & Furnham, 2001).

2.2.5 Yusoff's (2010) Model

According to Yusoff (2010), emotional quotient encompasses a range of characteristics grouped into seven key domains. Emotional control refers to the capacity to regulate one's emotions and moods when they are disruptive or impulsive. Emotional maturity refers to the ability to encourage and steer emotional tendencies in order to acquire and reach desired outcomes. Emotional conscientiousness involves the ability to accept responsibility while keeping integrity in personal performance, while emotional awareness is the skill of recognizing and comprehending both one's own and others' interior states, preferences, resources, and intuitions, as well as their consequences. Emotional commitment refers to the ability to connect and collaborate with others in a group or organization to achieve common goals. Emotional fortitude highlights the ability to negotiate, resolve differences, and convey convincing messages. Lastly, emotional expression contains the ability to communicate and adapt one's emotions, ideas, and behaviors in response to changing circumstances and situations.

Finally, from the theories above, Yusoff (2010) categorized emotional quotient into seven dimensions, including emotional control, emotional conscientiousness, emotional maturity, emotional awareness, emotional commitment, emotional fortitude, and emotional expression, which served as the theoretical framework for this study.

2.3 Reading

Reading is one of the four language skills, alongside writing, speaking and listening. Reading is a crucial ability for students because it allows them to increase their knowledge. This knowledge is required for continued personal growth and adapting to changes in the world, as well as having access to a wealth of new information through books, newspapers, magazines, and other sources. The following section has provided an overview of reading by presenting its definition, classifying its various types, and characterizing it as a cognitive process, in addition to reviewing its key models.

2.3.1 Definition of Reading

Yılmaz (2012) defined reading as a receptive ability that involves looking at written material and making an effort to grasp it. Carrell (1989) asserted that reading is the most important of the four second language acquisition skills for many students, particularly when learning English as a second language. Reading has, in a sense, become a need for learning English as students usually see it as a way to acquire the language and accomplish their instrumental goals, such as passing a test, discovering a foreign publication, or getting a job. Experts agree that reading is probably the most important skill for non-native speakers to learn for academic success (Lynch & Hudson, 1991; Grabe, 1991). Because of this, being able to read fluently in English has emerged as the primary prerequisite for university students everywhere.

2.3.2 Types of Reading

Different types of reading are often distinguished based on the reader's purpose. According to Patel and Jain (2008), these can be broadly categorized into four types. Intensive reading involves focused language learning under a teacher's guidance, helping students deepen their understanding of grammar, vocabulary, and idioms. In contrast, extensive reading is done for pleasure and general understanding; learners read material that is easier and more enjoyable, aiming to build fluency and confidence without relying on the teacher. Then there is reading aloud, which plays a vital role in language education, especially at the primary level, as it lays the foundation for accurate pronunciation and spoken rhythm. Lastly, silent reading is essential for developing independent reading habits and acquiring information efficiently. It trains learners to process text mentally without vocalizing, encouraging comprehension and fluency over time.

2.3.3 Reading as a Cognitive Process

Reading skills are complicated cognitive processes that support academic accomplishment and lifetime learning, going beyond simple decoding to include the complex interplay

of talents required for meaning construction. According to researches, successful reading comprehension, a key component of reading competency, is a complex process influenced by a variety of elements such as background knowledge, text features, and the reader's cognitive strategies (Duke et al., 2021; Kintsch, 1998). Moreover, reading fluency, characterized by accurate, quick, and expressive reading, is closely associated with comprehension, providing a connection between word recognition and meaning-making (Rasinski, 2003; Wolf & Katzir-Cohen, 2001). Cognitive reading models stress the involvement of working memory, attention, and phonological awareness in facilitating these processes, revealing how the brain combines linguistic and conceptual information to produce a cohesive comprehension of the text (Perfetti & Stafura, 2014; Snowling & Hulme, 2012). Thus, developing strong reading abilities requires a multimodal approach that addresses these integrated cognitive and linguistic components, allowing readers to engage critically with a variety of texts and effectively acquire new knowledge.

2.3.4 Models of Reading

According to research, a lot of students struggle to understand science literature because they do not have the background information or reading comprehension skills necessary to draw conclusions (Best et al., 2005). The top-down, bottom-up, and interactive process models are the three most well-known reading models. According to a bottom-up approach, a text is seen as a string of words that the reader must decode one at a time. This model emphasises word identification and phonetic understanding (Hardin, 2001; Davidovitch, 2018). Foreign language students who were taught the Grammar Translation Method (GTM) for reading comprehension typically followed a bottom-up methodology (Sidek, 2012). The top-down approach, on the other hand, is the antithesis of the bottom-up paradigm, which requires the reader to activate schemata, or prior knowledge, regarding the content, structure, and their own experience. The reader's schemata influence how the content is interpreted (Alderson, 2000). A hybrid of top-down and bottom-up approaches is the third model, or interactive model. According to this

paradigm, in order to correctly understand the text, the reader must both apply prior knowledge and decode each word separately (Bensoussan & Kreindler, 1990; Ghanney, 2018).

2.4 Reading Comprehension

Numerous definitions of reading comprehension have been proposed by various scholars. Reading comprehension, according to Anderson (1985), is the process of deriving meaning from written materials. This very complex ability necessitates the synchronization of multiple interrelated information sources. At the same time, Wixson et al. (1987) defined reading comprehension as a process of meaning development that relies heavily on the reader's prior knowledge of the subject matter, the information included in the text, and the context of the reading scenario. In addition, Smith (1973) believed that reading comprehension is similar to communication since it involves the transfer of information from a sender to a recipient. Kirby (2014) defines reading comprehension as the application of a skill that began with earlier objectives (hearing or speech comprehension) to a new type of information. It implies that in order to extract ideas from the text based on the writer's context, the reader must closely read the text and consider its concepts, goals, evaluative description, and comprehension strategy. Every learner needs to be able to read with comprehension in order to succeed in school. Students who struggle with reading comprehension may find it difficult to succeed in a variety of subjects. Understanding what you read is a critical ability that is required for all subjects in school. Subjects where comprehension abilities are crucial, aside from reading and literature, are science, arithmetic, and social studies.

2.5 Reading Comprehension Theories

Understanding a written document, according to Grellet (1987), entailed deriving the necessary information from it as precisely and quickly as possible. Not only is it the identification, perception, and interpretation of textual information, but it is also an active process that involves cognitive functions like guessing/predicting, verifying, and inquiring.

Reading comprehension is not a simple skill, though. Over 80% of people have a learning disability, with reading problems being the most common variety, according to Lyon (1995).

2.5.1 Simple View of Reading

The simple view of reading (SVR) was developed by Gough and Tunmer (1986). This generally accepted model claims that reading comprehension is the result of two major components: decoding and language comprehension. Decoding (D) refers to the correct and fluent translation of printed symbols into spoken words. This includes both early skills like sounding out words and more advanced ones like quick word identification (Gough & Tunmer, 1986). Language comprehension (LC), on the other hand, involves the ability to understand spoken language, which includes vocabulary, syntax, and discourse understanding (Catts et al., 2006).

The Simple View formula presented by Gough and Tunmer in 1986 is as follows: Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC). The Simple View formula predicts a student's reading comprehension score by multiplying decoding and language comprehension abilities. The formula requires D and LC values between 0 and 1, with 0 indicating no skill and 1 indicating perfection. Educators often believe that strong decoding skills are not necessary for reading comprehension if language abilities are strong. Instead, decoding instruction focuses on accurately sounding out unfamiliar words and practicing reading. Thus, both decoding and language comprehension need to be instructed in schools (Scarborough, 2001).

2.5.2 Reading Systems Framework

According to Perfetti and Stafura (2014), the reading systems framework (RSF) outlines comprehension as a process involving word identification and word-to-text integration. Word identification converts letters into sounds, combining them into words, and assigning meaning. Word-to-text integration integrates activated word meanings into a text representation. The

reading systems framework emphasizes the importance of background knowledge, including text structures, genres, reading purposes, and comprehension strategies, to move from shallow text bases to in-depth situation models. Motivation is also a crucial aspect that is not covered in the reading systems framework.

2.5.3 Paivio's (1986) Dual Coding Theory

Paivio's (1986) dual coding theory aims to balance verbal and nonverbal processing. According to Paivio (1986), human cognition is unique in that it has evolved to deal with language as well as nonverbal objects and occurrences. Furthermore, the language system is unique in that it interacts directly with linguistic input and output (in the form of speech or writing) while also performing a symbolic function with regard to nonverbal objects, events, and behaviors. Any representational theory must consider this dual functionality. The dual coding theory distinguished three categories of cognitive processing (Clark & Paivio, 1991). First, associative processing involves activating representations within the same verbal or nonverbal system. Second, referential processing involves activating the verbal system by the nonverbal system or vice versa. Third, representational processing involves directly activating verbal or nonverbal representations. One or all of these three types of processing may be needed for a particular activity. The limitations of the dual-coding idea have been the subject of dispute. Dual-coding theory fails to account for the notion that cognition is mediated by something other than words and images. There has not been enough research to determine if words and images are the only ways humans recall items, and the theory would be invalid if another type of code was discovered (Pylyshyn, 1973). Another limitation of this theory is that it only applies to tests in which participants are asked to determine how concepts are related. If associations between a word and an image cannot be created, the word will be considerably more difficult to retain and recall later on. While this reduces the usefulness of the dual-coding hypothesis, it remains applicable in a variety of situations and can be used to improve memory (Reed, 2012).

2.5.4 Schema Theory

According to Kendeou and O'Brien (2017), schema theory in cognitive psychology is an intriguing idea that describes how our experiences and past knowledge influence how we interpret new information. Some salient features of schema theory are as follows: (a) Schemas as Knowledge Structures: Mental models known as schemas aid in the organization and interpretation of data. They are constructed using our prior information and experiences. For instance, cake, balloons and presents should be included in a graduation ceremony; (b) Function in Reading Comprehension: In order to understand the content we are reading, we make use of our schemas. Even though a story about a graduation ceremony contains new details, your preexisting schema aids in your comprehension and ability to predict what might happen next; (c) Schema Activation: Before and during reading, the pertinent schemas must be activated in order to facilitate effective reading comprehension. Pre-reading exercises such as subject discussions and text predictions can help achieve this; (d) Schema Modification: Our schemas can be expanded or changed in response to new information. Through this process, we are able to combine new information with what we already know, which deepens our comprehension; (e) Education-Related Implications: By developing and activating pertinent schemas, teachers can assist students in improving their reading comprehension. Activities that make connections between newly learnt material and students' existing knowledge and experiences might help achieve this. Schema theory contends that comprehension is an active, productive process and emphasizes the significance of prior knowledge in reading comprehension (Kendeou & O'Brien, 2017).

2.5.5 Construction-Integration Model

A comprehensive foundation for comprehending how humans read texts is provided by Kintsch's construction-integration model (CIM) (Kintsch, 1988). The model has several important components that collectively describe the process of reading comprehension. In the construction phase, readers build ideas about the text in their minds by formulating claims based

on the words and phrases they come across. Finding the text's main concepts and connections entails decoding it. The integration phase follows, where the reader's past experiences and knowledge are combined with the formed propositions. By doing this, the text becomes easier to understand mentally. Cross-checking and knowledge gaps are addressed during the integration phase. The model also distinguishes between microstructure and macrostructure. The CI model makes a distinction between a text's microstructure, or local coherence, and macrostructure, or global coherence (Kintsch, 1980). While the text's overall organization and major ideas comprise macrostructure, microstructure is the relationships between distinct phrases and propositions. In addition, situation model states that the creation of a situation model is the ultimate objective of reading comprehension. The scenes, activities, and situations that are detailed in the text are vividly visualized in this way. Improved comprehension and retention of the text are made possible by the situation model. In the end, the reading comprehension process is seen by the CI model as a dynamic and iterative one. When reading, readers' mental models are updated constantly, incorporating newly learnt material with previously digested knowledge. A thorough explanation of how readers create meaning from texts and incorporate it with what they already know is given by the CI model, which highlights the significance of both the text and the reader's past knowledge in comprehension (Kintsch & Welsch, 1991).

2.6 Reading Comprehension and Emotional Intelligence

Reading comprehension is now seen as a highly intricate skill that requires both basic and advanced processing. This complexity can demotivate slow readers and reduce their confidence in understanding the target language, leading to poor comprehension (Baharani & Ghafournia, 2015). To address this, enhancing students' emotional intelligence is crucial. According to, Downey et al. (2008) high emotional intelligence boosts motivation, planning, and decision-making, which positively impacts academic performance. Experts suggest that success is 20% influenced by IQ and 80% by factors related to character and emotional intelligence. Emotions

significantly influence human behavior; those with high emotional intelligence can manage their emotions and think clearly. Reading comprehension, a complex cognitive task, often leads to boredom and mental fatigue. Bryant (2007) supports this by stating that emotional processing is involved in reading comprehension. Emotional intelligence combines intelligence and emotion to enhance thinking, viewing emotions as valuable information sources (Salovey & Grewal, 2005). It correlates with comprehension proficiency because language learning is inherently communicative, and the ability to understand and manage emotions is vital (Fani, 2015). Guna's research (2012) indicates that there was no relationship between students' achievement and emotional intelligence.

On the Contrary, the research conducted by Goleman (1996) reveals that intelligent students rely not just on their cognitive intelligence, or intellectual quotient, but also on their ability to control their emotions. This is because IQ accounts for only 20% of the factors that define life accomplishments; the remaining 80% are determined by other factors. Goleman's theory inspired scholars to focus further on the connection between academic success and emotional intelligence. Heidari et al. (2018) also claimed that a person with a high IQ but a low EQ is a wise individual who possesses strength in intelligence but weakness in his personal life. Being emotionally intelligent is defined as understanding one's own feelings and how they affect one's decision-making, which can have an impact on academic success. Additionally, through enhancing problem-solving skills, psychological strain tolerance, and self-actualization, emotional intelligence can enhance motivational beliefs. Academic achievement is positively impacted by this motivating belief. Goleman's (1996) theory is contrasted with Guna's (2012) idea, which stated that students with high emotional intelligence will perform well. Even with average IQs, students with strong emotional intelligence can succeed because they can apply the five aspects of EI to increase their study habits and academic performance. Based on most previous studies, it can be concluded that emotional intelligence affects students' ability to learn English in general and their reading comprehension ability in particular.

Therefore, there is a correlation between students' emotional intelligence and their reading ability.

2.7 Theoretical Framework

Students' success in learning a language has been found to be mostly determined by their emotional intelligence. According to experts, a person's character, personality, and emotional quotient account for 80% of their achievement. Emotional intelligence has been utilized in a variety of sectors, particularly the field of education. In educational institutions, emotional quotient is used to assess language proficiency in the context of studying a foreign language (Pishghadam, 2009). Numerous studies and conclusions by university academics and English teachers have also demonstrated its importance. (Goleman, 1995; Mayer & Salovey, 1997; Pishghadam, 2009).

When it comes to reading comprehension, emotional quotient and comprehension skills are related since understanding and managing emotions is important (Fani, 2015). Consequently, positive emotions impact students' attention, motivation, use of learning techniques, and self-regulation of learning, including the use of reading skills that require emotional processing (Bryant, 2007).

By seeing emotions as valuable sources of information that aid in understanding, the strong association between emotional quotient and reading proficiency is based on the notion of integrating the domains of intelligence and emotions. Understanding the relationship between emotional intelligence and reading proficiency can thus help students manage their emotions during reading lessons.

Talking about emotional intelligence quotient, the researcher adopted and focused on seven domains based on Yusoff's (2010), which are emotional control, emotional maturity, emotional conscientiousness, emotional awareness, emotional commitment, emotional fortitude, and emotional expression. The researcher used Yusoff's (2010) model because this model is

practical for undergraduate students who may not have deep prior knowledge of EI. Also, it is a simple, student-friendly structure and is designed for educational performance.

2.8 Previous Related Studies

There are some researches that are closely related to this research; those studies are discussed below:

Tabrizi and Esmaeili (2016) conducted a study about the relationship between the emotional intelligence and reading comprehension of Iranian EFL impulsive vs. reflective students. The instruments used included PET test, Bar-On's Questionnaire, Barratte's Questionnaire and Kember et al.'s Questionnaire. Results of the study showed that emotional intelligence and reading comprehension of Iranian EFL impulsive learners were significantly correlated, but emotional intelligence and reading comprehension of reflective Iranian EFL learners did not appear to be significantly correlated.

Bryant (2007) attempted to determine how reading comprehension and emotional intelligence relate to each other in high school students with learning disabilities. He additionally examined the link between reading comprehension and grade level and gender. The study was correlational research design. The data collection tools consisted of a questionnaire measuring emotional intelligence—the youth version of the Bar-On Emotional Quotient Inventory—and a test evaluating reading comprehension—the Wide Range Expanded Group Assessment. The relationship between reading comprehension and emotional intelligence was determined using the Pearson product-moment correlation coefficient, the influence on gender was evaluated using t-tests, and the impact on grade level was evaluated using a one-way ANOVA. The findings demonstrated a considerable correlation between reading comprehension and emotional intelligence in high school students with learning disabilities; however, there was no apparent correlation between reading comprehension and emotional intelligence based on grade level or gender.

Similarly, Abdorazik conducted an additional research (2017). The study was to figure out if emotional intelligence (EI) may predict reading competency and to investigate any correlations between the reading achievements of ELT undergraduate students and their EI levels. This quantitative study was conducted at Eastern Mediterranean University's English Language Teaching Faculty in Gazimagusa. Forty-nine ELT undergraduate students from the department of foreign language education made up the sample and participants. The IELTS reading exam was used to determine reading skills, and the Emotional Intelligence Scale was used to measure EI levels. Statistical techniques were employed for data analysis in order to look for gender differences, correlations, and predictive linkages. The results showed that the association between reading comprehension and EI was not statistically significant, that none of the EI components could predict reading proficiency, and that there was no significant gender difference in this relationship, thereby challenging Goleman's theory that emotional intelligence affects academic progress.

Septarani et al. (2021) conducted a study with the aims of finding a significant correlation between students' emotional intelligence and their reading comprehension. The research design was a correlational study, set at SMPN 2 Kayuagung in Indonesia. The participants consisted of 140 eighth-grade students, who were selected through purposive sampling. The tools of collecting data included a questionnaire to measure emotional intelligence and a multiple-choice writing test focused on recount text to assess reading comprehension achievement. A statistical analysis was performed to determine the correlation between the two variables. The results indicated that students with higher levels of emotional intelligence had a greater proclivity for empathetic perspective-taking, collaboration, and developing rewarding relationships, which contributed to their social and academic progress. Conversely, students with low emotional intelligence lacked confidence and struggled to make decisions.

Firdaus (2017), in his study, investigated the correlation between emotional intelligence and reading comprehension among senior high school students. A correlational approach was

used to examine this relationship. Both the sample and the participants were seniors in high school. Assessments for reading comprehension and emotional intelligence were clearly used in the study. The data analysis involved statistical methods to determine the correlation and the percentage of variance in reading comprehension explained by emotional intelligence. The results showed a strong positive correlation between the two variables, with emotional intelligence accounting for 43.7% of the variance in reading comprehension, indicating that students with stronger emotional intelligence typically perform better and highlighting the crucial link between this non-cognitive factor and academic success in language learning.

In a comparable vein, Yu et al. (2024) carried out a study with the goal of offering important insights into the connection between reading comprehension and emotional intelligence as well as identifying the major paths that link them across various text genres. The study employed a longitudinal research approach. Children made up the sample and participants, and data was gathered at ages 9, 10, and 11 with an emphasis on the implications for children from low-SES families. The research assessed working memory, vocabulary knowledge, emotional intelligence, word reading, and reading comprehension of both narrative and non-narrative texts. To observe the developmental pathways and mediational interactions between these factors across time, longitudinal modeling was used in the data analysis. The results showed that word reading and vocabulary knowledge at age 10 significantly influence emotional intelligence. A key finding was that working memory functions differently depending on text genre, mediating the relationship for non-narrative texts but not for narrative ones, which highlights the importance of considering text genre in reading comprehension development and integrating emotional intelligence into reading interventions.

In conclusion, this chapter highlighted literature and previous studies related to emotional intelligence and reading comprehension, as well as the relationship between them and the influence of emotional intelligence on students' reading comprehension. The previous studies were similar in their independent variable (emotional intelligence) and their dependent variable

(reading comprehension). However, there were differences in the use of data collection tools, particularly the questionnaires used to gather data on emotional intelligence, the type of research sample, and the analysis methods. Due to the importance of the findings of these previous studies, and scarcity of similar study in the Arab world, particularly in Libya, the researcher had undertaken to address this gap. The researcher used data collection tools that are appropriate for the culture and the target research sample. Finally, the researcher used different statistical methods to analyze the data from all previous studies.

2.9 Summary

This chapter has established a comprehensive foundation for understanding the core concepts underpinning this study. It began with the concept of emotional intelligence and reviewing its key theories. The discussion then shifted to the domain of reading, elucidating reading comprehension and its associated theories. The crucial intersection of these two fields was examined by exploring the proposed relationship between emotional intelligence and reading comprehension and then mentioning the theoretical framework. Finally, the chapter culminated in a review of existing empirical studies and highlighted the gap it aims to address.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter outlines the research methodology, emphasizing the importance of identifying the research design, as it significantly impacts both data collection and analysis methods. It details the research design, sampling methods, participants of the study, data collection instruments, research variables, data collection procedures and preparing data for analysis. Additionally, it addresses ethical considerations and a summary.

3.1 Research Design

Choice of the research method depends on the problem investigated, the aim of the study and the objectives of the researcher. Research design is an overall plan which systemically and coherently brings together the different aspects of the study (Cohen et al., 2007). A research design construction calls for the interweaving of three closely related and interdependent components: theoretical, methodological and ethical components relevant to a particular research project (Dornyei, 2003). As the study's purpose seeks to discover the relationship among study variables (reading comprehension ability and emotional intelligence), a quantitative correlational research design was used in this study. According to Fraenkel et al. (2012), correlational studies primarily examine the potential relationships between two variables, even though research involving more than two variables is common. Simon and Goes (2011) contend that correlational research investigates the relationships among two or more characteristics within a group to determine the extent to which these characteristics co-vary. This type of research observes variables in their natural settings without any intervention or manipulation by the researcher. In addition, Gay et al. (2012) describe correlational research as

a method of gathering data to ascertain the existence and extent of relationships between two or more measurable variables. The strength and direction of these relationships are quantified using a correlation coefficient.

The main aim of a correlational study is to identify the relationship between variables. When two or more variables are strongly correlated, the score of one variable can be used to predict the score of another. This particular study focused on the relationship between students' emotional intelligence and their reading comprehension ability. Furthermore, the data in this study were analyzed using quantitative methods. Quantitative methods focus on obtaining numbers to describe a certain thing happening in a group of people with the aim to generalize the results on a bigger group. The collected data was expressed using mathematical terminology, then subjected to analysis and interpretation through suitable statistical techniques. As Christensen (2011) noted, quantitative research entails gathering numerical data to answer a particular research question. Also, Leedy and Ormrod (2001) asserted that quantitative researchers aim to provide explanations and predictions that can be generalized to other contexts and populations. Their goal is to establish, confirm, or validate relationships and to develop generalizations that contribute to theoretical frameworks. Additionally, Creswell (2005) characterizes this research approach as one that employs strategies of inquiry such as experiments and surveys, and collects data using predetermined instruments that produce statistical results.

3.2 Sampling Methods

In the context of statistics and testing, a sample refers to a subset of individuals chosen to represent the broader population (Richards & Schmidt, 2010). Sampling is the process of selecting a subset of individuals from a larger population to evaluate and predict the generalizability of specific, undisclosed information, situations, or outcomes to the entire population (Kumar, 2011). Additionally, Fraenkel et al. (2012) described a sample in research

as the group from which data is collected. Dornyei (2003) described sampling as a representative part of a larger population. He further explains that the population is the group of people whom the survey is about. To ensure high-quality research, it is crucial to select a sampling method that aligns with both the study's methodology and its measurement instruments (Cohen et al., 2007). The sampling strategy employed in this study was a two-stage cluster sampling design. The target population comprised all EFL undergraduate students enrolled in public universities and faculties in Zawia. In the first stage, public universities were identified and grouped into six geographical clusters. Four clusters were randomly selected using a simple random sampling procedure. In the second stage, from each of the four selected clusters (universities and faculties), all EFL undergraduate students within those faculties and universities were invited to participate in the survey. This approach was chosen due to the operational and financial constraints associated with obtaining a comprehensive sampling frame of individual students across the entire country. Furthermore, Gay et al. (2012) indicated that selecting a sample for a correlational study requires an appropriate sampling method, with a minimum acceptable size generally being 30. In a similar vein, Fraenkel et al. (2012) recommended that, given the realistic constraints of the researcher's time and effort, the sample should be as big as possible. Therefore, 71 participants make up the study's sample size. The researcher gathered data from twenty students from Zawia's Faculty of Education, fifteen from the University of Zawia's Faculty of Arts, twenty-one from Zawia's Faculty of Languages and Translation, and fifteen from Abu Issa's Faculty of Education. This data has to do with the questionnaire.

3.3 Participants of the Study

The target population consists of students from various Faculties at University of Zawia that offer English Departments. The study comprised 71 participants. There were 20 participants from semester one and two, aged 18 to 20. The third and fourth semesters had 20 participants aged 20-21 years. Moreover, 21 participants were from the fifth and sixth semesters, with ages

of 21 and 22 years. Lastly, a total of 10 participants were from seventh and eighth semesters aged 22–23, as shown in table (3.1) below:

Since all of the students are familiar with the subject of reading comprehension, the study included students from all eight semesters of the undergraduate program to ensure reliable results and valid findings while investigating potential differences in reading comprehension and emotional intelligence across academic levels. By collecting a wide variety of viewpoints and experiences, this method improves the reliability and validity of the results.

Table 3.1: Participants of the Study

Semesters	Age Rang (Years)	Number of Students (Participants)
First & Second	18 – 20	20
Third & Fourth	20 – 21	20
Fifth & Sixth	21 – 22	21
Seventh & Eighth	22 - 23	10
Total	18 - 23	71

3.4 Data Collection Instruments

Two tools were employed by the researcher to gather the data. These instruments were a reading comprehension test and a questionnaire.

3.4.1 Reading Comprehension Test

The researcher developed a test to serve as the instrument for identifying students' reading comprehension abilities. The test (see Appendix F) included three passages: the first passage contained five multiple-choice questions (MCQs), the second passage also contained five

MCQs, and the last passage included twenty-nine questions, consisting of both multiple-choice and essay questions. The highest possible score on the test is 39, while the lowest possible score is 0.

3.4.2 Questionnaire

A questionnaire is a written instrument that presents respondents with a series of questions or statements to which they respond either by writing their answers or selecting from existing options (Dornyei, 2007). The researcher utilized the questionnaire because it is an effective tool for collecting quantifiable data from a large sample.

The researcher used Yusoff's (2010) Universiti Sains Malaysia Emotional Quotient Inventory (USMEQ-I) to gather data on the emotional intelligence of participants. This tool was chosen because it can effectively measure the emotional intelligence of the students in Libya, particularly at the University of Zawia. The instrument was initially available in Malaysian and English, but to avoid miscommunication, it was translated into Arabic for clarity (see Appendix E). According to Mackey and Gass (2012), the quality of data improves whenever respondents answer the questionnaire in their native language.

The USMEQ-I contains forty-six items covering seven aspects of emotional intelligence with a faking index (see Table 3.2 below). The faking index gives an idea of how far the respondents may overrate themselves. The scores are categorized into three types: low (0.00-2.00), average (2.01-2.99), and high (3.00-4.00). If someone gets a high faking index score, it means that their results do not actually reflect their true emotional intelligence. Respondents were asked to rate each statement from "Not like me" (0) to "Totally like me" (4) (Arifin et al., 2012).

Table 3.2: The Domains and Items of the Questionnaire (Arifin, Yusoff & Naing, 2012, p. 30)

No	Domain	Items in the Questionnaire
1	Emotional control	Q4. Q7, Q10, Q11, Q12, Q25, Q32, Q38, Q44
2	Emotional Maturity	14, Q23, Q30, Q33. Q34. Q37, Q42, Q43
3	Emotional Conscientiousness	Q5, Q9, Q17, Q20, Q26
4	Emotional Awareness	Q22, Q28, Q29, Q40, Q41
5	Emotional Commitment	Q15. Q16, Q36, Q45
6	Emotional Fortitude	Q1, Q3, Q31, Q46
7	Emotional Expression	Q2, Q8, Q19, Q35
8	Faking Index	FQ6, FQ13, FQ18, FQ21, FQ24, FQ27, FQ39

3.4.3 Reliability and Validity of Data Collection Instruments

Silverman (2005) characterized reliability as the degree to which different observers or the same observer on different occasions consistently assign instances to the same category. Blumberg et al. (2014) defined reliability as the capacity of a measurement to yield consistent results with equivalent values, indicating that similar results should be obtained if the data collection methods and analysis processes are applied to the same participants. Cohen et al. (2002) explained that in quantitative analysis, reliability involves dependability, accuracy, and the ability to replicate findings over time, using different instruments, and across various respondent groups. For a study to be considered reliable, it must demonstrate that comparable results would be achieved if conducted under similar conditions.

The researcher aimed to ensure the instruments' reliability and validity before its actual distribution by having two professors review the test and provide their comments, suggestions, and corrections, and whose feedback was quite helpful. Additionally, five students were asked to complete the test and questionnaire and, subsequently, give feedback on its clarity, layout, and the time required to finish it. Some questions of the test were changed in response to feedback from professor and students in terms of content and structure.

According to Cohen et al. (2002), validity is essential for the success of a study, as research that lacks validity is considered ineffective. Hence, ensuring the validity of quantitative analyses is crucial. This involves verifying that an instrument accurately measures its intended objectives. Similarly, Thatcher (2010) described validity as the extent to which a measurement tool effectively evaluates the specific construct it is designed to assess.

The reading comprehension test was validated for content, construct, and face validity. Content validity was ensured by aligning the test samples with the university course syllabus, thereby guaranteeing the topics were familiar to the students. Construct validity was established through the test's design, which featured distinct sections each targeting a specific reading skill: the first part assessed skimming and scanning for details, while subsequent parts evaluated detailed reading comprehension and inferential abilities. To address face validity, the test primarily focused on reading proficiency, requiring students to demonstrate comprehension by either encircling the correct answer or writing synonyms, thus minimizing the demand for writing skills.

The passages used discuss different topics (trade regulation, challenges related to health, health of honeybees), so it is likely that a wide range of content is covered to make a comprehensive evaluation of reading comprehension test. The questions get at different comprehension skills that test understanding of vocabulary, the main idea, inference-making, and pronoun reference. This means that the test is really testing what it should be testing and

nothing else. Every question links back to something in the passage so that the test measures comprehension of the exact text not any random knowledge. The incorporation of different types of questions, such as multiple choice, vocabulary matching and true / false, correlates to the reading comprehension construct.

The researcher has assessed the reliability of the questionnaire and the reading test, as this should be conducted by using Cronbach's Alpha. Fraenkel et al. (2012) described Cronbach's Alpha as a measure of the internal consistency of items that are not simply scored as right or wrong, such as in essay tests where multiple answers may be correct. The Cronbach's Alpha coefficient for the overall score of the USMEQ-I was 0.96, based on administrations at four intervals: 2 months (time 1), 4 months (time 2), 6 months (time 3), and 8 months (time 4) (Yusoff, 2012). The researcher of this study has tested the reliability coefficients again for the dimensions of the questionnaire.

The USMEQ-I, created by Yusoff (2010), is a pre-designed questionnaire validated for measuring students' emotional intelligence through construct validity (Arifin et al., 2012). Fraenkel et al. (2012) describe construct validity as the extent to which the gathered evidence supports theoretical expectations, making it the most comprehensive form of validity evidence. Richards and Schmidt (2010) explained that construct validity is based on how well the test items represent the core aspects of the theory underlying the test (i.e., the construct). Initially, the questionnaire was available in both Malaysian and English. To avoid any potential misunderstandings, the researcher translated it into Arabic and then used expert evaluations to ensure the translation's validity.

3.4.4 Pilot Study

Bell (1993) emphasized the importance of piloting all data collection tools to determine the time required for participants to complete them, ensure the clarity of all questions and instructions, and identify and eliminate any items that do not produce useful data. Hassan et al.

(2006) emphasized that the pilot study is a pivotal component of the research process. Before collecting the data, a pilot study was conducted to ensure the validity and reliability of the instruments employed in the current research. The questionnaire was reviewed by the original author, but the researcher asked some students to fill it out and provide feedback on the clarity of the translation.

The pilot sample consisted of five EFL students from the sixth level in the English Department at the University of Zawia who volunteered to participate. They were from the same target population as the participants in the research data collection. The purpose of this process was to assess the difficulty level of the passages and identify any challenges the participants might encounter in comprehending and answering the questions.

Findings showed that the passages and their questions were moderately comprehensible. Upon questioning, all students stated that the passages were generally understandable but contained some comprehension challenges. However, to explore the challenges faced by students in reading comprehension, the passages needed to pose a moderate challenge to readers. Since such challenges are essential to the purpose of this research, the passages' level was retained for use in the research data collection. Piloting also gave me greater confidence in the research sample.

3.4.5 Reliability Analysis of the Dimensions of Emotional Intelligence and the Test of Reading Comprehension Ability

The reliability of the test of reading comprehension skills and the various aspects of emotional intelligence depends heavily on the use of the Cronbach's Alpha for reliability analysis. This investigation aims to determine if the questions on the test evaluating reading comprehension ability and the instruments assessing emotional intelligence are consistent. In psychology and education, Cronbach's Alpha is frequently employed as a gauge of the accuracy of the measuring device (Tavakol & Dennick, 2011).

The value of Cronbach's Alpha would be between 0 and 1, and the higher the value, the greater the reliability. In this regard, a reliability table 3.3 below provides the results of the test used in the research for different dimensions of emotional intelligence and the test of reading comprehension ability with the Cronbach alpha in this research.

Table 3.3: Cronbach's Alpha for Dimensions of Emotional Intelligence and Reading Comprehension Test:

Dimension of Emotional Intelligence	Cronbach's Alpha	Interpretation
<i>Emotional Control</i>	0.86	Excellent reliability
<i>Emotional Maturity</i>	0.82	Good reliability
<i>Emotional conscientiousness</i>	0.79	Good reliability
<i>Emotional Awareness</i>	0.81	Good reliability
<i>Emotional Commitment</i>	0.78	Good reliability
<i>Emotional fortitude</i>	0.74	Good reliability
<i>Emotional Expression</i>	0.76	Good reliability
Reading Comprehension Test	0.69	Acceptable reliability

As can be seen in table 3.3 above, the reliability table for the emotional intelligence dimensions highlights the credibility of emotional competencies measurement results. The measurement tools used to show high reliability as demonstrated by the high values of Cronbach's Alpha. The results are as follows:

- Emotional control is rated at 0.86 which means that the person who is high on this dimension will be able to effectively control his/her emotions during distressful situations.
- Emotional maturity with 0.82 and emotional awareness with 0.81 reflect good reliability. It shows good self and others understanding with positive relationships.

- Emotional conscientiousness with 0.79 on the reliability test means this dimension does a good job of consistently measuring what it is supposed to measure.
- Emotional commitment and emotional fortitude are two other tests which have good reliability, with respective values of 0.78 and 0.74.
- Emotional expression has a reliability of 0.76, which still shows that it is a good measurement.
- Cronbach's Alpha of the reading comprehension test is 0.69, indicating that it has acceptable reliability.

3.5 Research Variables

A popular and practical method is to conceptualize variables as independent or dependent. A researcher can decide to examine independent variables in order to determine if they have an impact on one or more other variables. An independent variable is thought to impact or somehow influence at least one other variable. Dependent variables are those that are thought to be impacted by independent variables. As a matter of common sense, the dependent variable depends on the actions and effects of the independent variable (Fraenkel & Wallen, 2009). In this study, the variables include the following:

1. The independent variable is emotional intelligence, which was measured through several dimensions, including emotional control, emotional maturity, emotional conscientiousness, emotional awareness, emotional commitment, emotional fortitude, and emotional expression. The researcher used this measure to determine the students' emotional intelligence in positive ways.
2. The dependent variable is reading comprehension ability, which is assessed through a specially designed reading test, measuring students' performance based on their scores. This test allowed the researcher to determine how well the students understood and interpreted the content.

3.6 Procedures of Data Collection

This section details the preliminary steps taken prior to data collection, as well as the methodology for administering the data collection instruments. The data for this study were collected through a questionnaire and a reading comprehension test during the academic year 2024/2025. The first step in the data collection was obtaining an official permission from the right authorities. In the second phase, the USMEQ-I questionnaire was administered to 71 EFL students, and also a reading comprehension ability test was given to 71 EFL students. All participants were enrolled in the English departments of four different institutes affiliated with the University of Zawia. They were selected through two-stage cluster sampling. The study's purpose was explained to the participants, and they were assured that the collected data would remain confidential and used solely for research purposes. The students completed the questionnaires, which were then collected by the researcher. Subsequently, the students took the tests, which were also collected by the researcher after completion.

3.7 Preparing Data for Analysis

All the collected data was organized in order to prepare it for analysis. The quantitative data collection formed the first stage, which was analyzed using statistical methods. This involved a structured questionnaire that took approximately 20 minutes for the participants to complete and a test that required 45 minutes from the participants to do. Mean and standard deviation analysis used for quantitative data analysis, and all data were saved on a computer. In the second stage, the two sets of scores were analyzed using chi-square to measure if there is a relation between variables. The other statistical calculations were performed using the regression analysis to measure the impact of EI on reading comprehension ability.

3.8 Ethical Considerations

Research ethics refers to the principles of conducting research in a manner that is both morally and legally appropriate. These principles serve as guidelines to distinguish between

ethical and unethical behavior. In the realm of social research, it is crucial for researchers to ensure the safety and confidentiality of their participants, foster trust, enhance the integrity of the research, prevent misuse of the findings, and address any unforeseen issues that may arise (Isreal & Hay, 2006). Neglecting these ethical considerations can lead to increased self-interest, ultimately undermining support for social science research (Gibbs, 2001).

The researcher in this study has implemented several measures to uphold ethical standards and build trust. The researcher maintained strong ethics during and after collecting the research data. A permission letter from the head of the English department at the Graduate Studies Department was obtained and given to the Director of the Graduate Studies Department at Zawia. After that, the Director of the Graduate Studies Department issued permission letters to the Dean of the Faculty of Education, Abu Issa; the Dean of the Faculty of Education, Zawia; the Dean of the Faculty of Arts, University of Zawia; and the Dean of the Faculty of Languages and Translation at Zawia to conduct questionnaires and tests on undergraduate students (see Appendices A, B, C and D). The researcher obtained the participants' permission to use the information solely for research purposes.

In order to secure consent from volunteers, the researcher relayed all important details of the study, including its aim and purpose. By explaining these details, the researcher obtained some volunteers who understood the importance of their role in the completion of the research. The participants were also advised that they could withdraw from the study at any time during the process. Regarding the integrity of the research, the researcher ensured that all data collected and analyzed was authentic and not fabricated.

3.9 Summary

This chapter outlined the research approach used for this study. The research design and the tools used to collect the data were presented and described in depth. The validity and reliability of the two instruments used were also explained in this chapter. Procedures for the data

collection, sample selection, and pilot study were also specified. The researcher's attention to ethical issues was emphasized. The chapter then described the steps involved in getting data ready for analysis. The data analysis and the findings from the two research techniques, namely a test and a questionnaire are presented in the next chapter.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.0 Introduction

This chapter was organized to describe and analyze the data in order to answer the research questions. The information reported in this chapter was obtained using a questionnaire filled out by seventy-one EFL undergraduate students from the University of Zawia's Department of English, as well as a reading comprehension test administered to seventy-one English students from the same department. The data collected through the questionnaire and the test were grouped and displayed in tables based on specified classifications.

4.1 Statistical Methods Used

To run the analysis of the responses and answer the research questions, different statistical techniques were used to yield results. The methods included:

1. Cronbach's Alpha Reliability Analysis: It was used to determine the reliability of the different dimensions of emotional intelligence and the reading comprehension test. Cronbach's Alpha reliability analysis was carried out to obtain Cronbach's Alpha values for various dimensions of EI and items of the test.

2. Mean and Standard Deviation Analysis: It was used to determine the respondents' level of emotional intelligence and reading comprehension ability, the mean and standard deviation were calculated for each questionnaire item and for the test as a whole.

3. Chi-square Test: This test was used to find out the relationship between the level of emotional intelligence and reading comprehension ability and whether there is a significant relationship between the two variables or not.

4. Regression Analysis: It was used to measure the impact of emotional intelligence on reading ability. In other words, it calculated the regression coefficient to know the strength of the impact of one over another.

4.2 Mean Scores and Standard Deviation for Emotional Intelligence Questionnaire

This part presents the thematic analysis of the emotional intelligence questionnaire based on each dimension of emotional intelligence. To assess the responses given by the study sample on the items in the questionnaire, mean scores and standard deviations were used. The average score of every item was computed using the five-point scale used in the survey.

The study focuses on establishing the emotional intelligence level of the participants in respect to the various dimensions, such as emotional control, emotional maturity, emotional awareness, emotional commitment, emotional fortitude, and emotional expression through the mean scores. This approach shows what participants are good at as well as what areas they need to improve. Thus, it gives you a holistic picture of emotional intelligence. Table 4.1 below shows the distribution of mean scores.

Table 4.1: Distribution of Mean Scores for Five-Scales

Score Range	Evaluation
0.00 - 0.80	Not like me
0.81 - 1.60	A bit like me
1.61 - 2.40	Quite like me
2.41 - 3.20	A lot like me
3.21 - 4.00	Totally like me

As can be seen in the table above, the scoring ranges for emotional intelligence elements are interpreted as follows: A score between 0.0–0.80 (Not like me) indicates that the participant feels entirely disconnected from emotional intelligence qualities and does not identify with them at all. Scores falling within 0.81–1.60 (A bit like me) suggest that the individual

recognizes these traits to some degree but does not fully embody them. Whereas, a range of 1.61–2.40 (Quite like me) reflects moderate alignment, meaning participants see themselves as possessing some of these traits. Those scoring 2.41–3.20 (A lot like me) strongly identify with emotional intelligence characteristics and exhibit them frequently. Finally, individuals in the 3.21–4.00 (Totally like me) range demonstrate complete mastery over these traits, excelling in self-awareness, self-regulation, empathy, proactive behavior, and innovation, marking the highest level of emotional intelligence.

In the following section, the researcher broke down the dimensions of emotional intelligence for detailed examination. Each dimension was analyzed separately in a different table with its description. Each table contains statements, mean score, standard deviation and rank.

Table 4.2: Analysis of Mean Scores and Standard Deviations for Participants' Emotional Control Levels

No	Emotional Control	Mean	Standard Deviation	Rank
1	When in trouble I look at the bright side of it	1.40	0.41	8
2	I can make my own decision rationally	2.52	0.34	3
3	When facing setback or failure I am patient	2.25	0.63	4
4	I can focus on what I do even I'm stressed	1.20	0.67	9
5	When I'm in trouble, I accept and try to find its solution	3.34	0.53	1
6	I can control my sadness or anger even when I'm in a problematic situation	2.15	0.51	6
7	In any situation, I can calm down myself and make rational decision to the situation	2.18	0.72	5
8	I face daily life calmly even in difficulty	3.22	0.32	2
9	I can control myself in any situation	1.60	0.47	7
	Overall	2.28	0.41	

Table 4.2 above shows the participants' mean scores and standard deviation analyses related to emotional control levels, which indicate that there was a variety of termed responses among

the participants showing less or more emotional control.

The analysis revealed key insights into participants' emotional control levels. The highest mean score (3.34) corresponds to the statement "When I am in difficulty, I accept that and try to find its solution" indicates strong participant alignment with proactive problem-solving behaviors. Conversely, the lowest mean score (1.20) is tied to "I can focus on what I do even when I'm stressed" suggests widespread struggles with maintaining focus under stress. Overall, the mean scores range from 1.20 to 3.34, highlighting a disparity in emotional control among participants. While some exhibit high resilience (e.g., problem-solving acceptance), others display a significant difficulty managing stress, a concerning trend given its impact on coping mechanisms. Additionally, variability in responses is evident through standard deviations. For instance, the item "When I'm dealing with setbacks or failure, I am patient" shows a deviation of 0.63, reflecting divergent perceptions of emotional controllability across the participants. Finally, With an overall mean of 2.28, emotional control needs more development.

Table 4.3: Analysis of Mean Scores and Standard Deviations for Participants' Emotional Maturity Levels

No	Emotional Maturity	Mean	Standard Deviation	Rank
1	I know my ability and potential	3.26	0.57	5
2	I'm motivated to learn something because of I want to learn it	3.80	0.32	1
3	The purpose of I'm learning something because I want to expand my knowledge and apply it in daily life	3.75	0.63	2
4	When I am facing a difficult task, I try solving it properly	2.46	0.64	8
5	I appreciate with what I already have	2.65	0.46	7
6	I search for relevant information to understand or learn things	3.36	0.50	4
7	I know how to use my ability and potential to attain success	2.80	0.22	6
8	I can express my intention, need and suggestion towards what I want and what I don't	3.72	0.38	3
	Overall	3.32	0.27	

Table 4.3 above shows the mean score and standard deviation of different emotional maturity based on the different responses of the participants, which measures the students' motivation and approach to learning.

The assessment of participants' emotional maturity revealed significant insights through their responses. The statement "I'm motivated to learn something because I want to learn it" received the highest mean score of 3.80, demonstrating strong participant alignment with practical knowledge application. Then, the statement "I'm learning something because I want to expand my knowledge and apply it in daily life" received a 3.75 mean score, further reinforcing participants' desire to utilize their learning in real-world situations. Overall, the mean scores ranged from 2.46 to 3.80, indicating that while participants show a strong commitment to applied learning, areas requiring problem-solving in challenging situations may need additional development. The presence of varying standard deviations, particularly among lower-scoring items, suggests notable differences in emotional maturity levels across the respondent group. This variability highlights the need for targeted approaches in emotional maturity development programs. Finally, the overall mean score is 3.32 revealed a good level of emotional maturity.

Table 4.4: Analysis of Mean Scores and Standard Deviations for Participants' Emotional Conscientiousness Levels

No	Emotional Conscientiousness	Mean	Standard Deviation	Rank
1	I keep my promise	3.85	0.26	1
2	I don't like to keep people waiting for me	3.64	0.43	2
3	I continue to carry out my responsibilities even other won't do it	3.42	0.24	4
4	I carry out my duty whole heartedly	3.38	0.65	5
5	When I'm assigned a task, I give my best	3.60	0.14	3
	Overall	3.52	0.31	

Based on table 4.4 above, the analysis of emotional conscientiousness reveals meaningful patterns in participant responses. The highest rated statement, "I keep my promise" scored 3.85 suggesting individuals with greater emotional conscientiousness demonstrate strong commitment to honoring their word and maintaining trust. Conversely, the lowest scoring item was "I carry out my duty wholeheartedly" with 3.38 mean score, indicating that participants show less motivation when performing tasks for others, and highlighting an area for growth in voluntary work engagement. Furthermore, the statement "I don't like to keep people waiting for me" ranked the second item with a mean score (3.64) and a standard deviation (0.43), indicating strong agreement but with some variation among participants. The statement "When I'm assigned a task, I give my best" ranked the third item with a mean score (3.60) and standard deviation (0.14), demonstrating consistently high dedication due to minimal variability. Meanwhile, "I continue to carry out my responsibilities even if others won't do it" ranked the fourth item with a mean score (3.42) and standard deviation (0.24), showing moderate agreement with relatively stable responses. With an overall mean score of 3.52 across all measures, the results present a generally positive self-assessment of emotional conscientiousness, reflecting participants' perceived dependability and responsibility in most contexts. These findings suggest that while core conscientious behaviors are well-established, there remains an opportunity to enhance wholehearted engagement in duties performed for others. In the next table, there is analysis for emotional awareness levels.

Table 4.5: Analysis of Mean Scores and Standard Deviations for Participants' Emotional Awareness Levels

No	Emotional Awareness	Mean	Standard Deviation	Rank
1	I can understand and feel others feelings as if it were mine	3.69	0.34	1
2	I am sensitive to my instinct and emotion	3.64	0.38	2
3	I mingle with my neighbours	3.35	0.57	5
4	I am sensitive to others feelings	3.55	0.14	3
5	I appreciate others opinions and feelings	3.41	0.58	4
	Overall	3.48	0.43	

From table 4.5 above, it can be seen that insights gained from the emotional awareness data describe how well people understand their own emotions and the emotions of others.

The highest-rated statement was "I can understand and feel others feelings as if it were mine" with a mean response (3.69) and a low standard deviation (0.34), indicating strong empathy and emotional attunement among participants. This means that people are usually a pretty good judge of others' emotions, which is an important component of emotional intelligence. Then, the statement "I am sensitive to my instinct and emotion" received a mean score of 3.64 and standard deviation (0.38), demonstrating a strong awareness of their own feelings. The small standard deviations for both statements imply consistent agreement among respondents, reinforcing their strong emotional awareness in both interpersonal and personal contexts. Moreover, the mean score for the question on the statement "I mingle with my neighbors" is 3.35, which indicates a moderately positive interaction with the community and shows a desire to reach out to others but not on the top of the list. Thus, it may be an area to work on for building social relationships. Furthermore, the statement "I am sensitive to other's feelings" got a mean score of 3.55 which means that even though they can feel the feelings of others, that may not be as strong as sensing their own feelings. This can be an area of development in this dimension. Finally, the mean score of the statement "I appreciate others' opinions and feelings"

is 3.41 with a standard deviation (0.58), which shows moderate-to-high empathy but with varying consistency (higher SD for appreciation). The overall mean score of 3.48 demonstrates a positive self-assessment of emotional awareness, though with some deviation in domain level. This is to say that people are in touch with their own emotions and even mildly empathic, but there are openings to further connection with others and increasing attunement to their feelings.

Table 4.6: Analysis of Mean Scores and Standard Deviations for Participants' Emotional Commitment Levels

No	Emotional Commitment	Mean	Standard deviation	Rank
1	I give my opinion and criticize to improve a situation	3.76	0.38	1
2	I love to participate actively in a discussion	2.48	0.65	4
3	I am committed to activities planned by my institution or society	2.51	0.48	3
4	When I face difficulties I try to get help and advice from others on what I should do next	3.72	0.64	2
	Overall	3.11	0.62	

Based on table 4.6 above, the analysis checks how emotionally attached participants are and how well they engage in positive ways. The results reveal participants' self-perceptions regarding their commitment and willingness to contribute positively.

The highest-rated statement, "I give my opinion and criticize to improve a situation," scored a mean of 3.76, showing strong confidence in providing constructive feedback to enhance outcomes. Closely following is "When I face difficulties, I try to get help and advice from others on what I should do next" with 3.72 mean score, demonstrating a tendency to seek collaborative support during challenges. However, engagement levels vary significantly in other areas. The statement "I am committed to activities planned by my institution or society" received a moderate mean score of 2.51, suggesting room for stronger institutional connection. The lowest-scoring item, "I love to participate actively in a discussion" with 2.48 mean score,

highlights reluctance in conversational participation potentially due to confidence barriers, fear of judgment, or perceived irrelevance. With an overall mean of 3.11, participants display reasonable emotional commitment, excelling in feedback and collaborative problem-solving. For that, the notable gap in discussion participation and institutional involvement points to areas needing targeted improvement whether through fostering inclusive environments, boosting confidence, or clarifying the value of engagement.

Table 4.7: Analysis of Mean Scores and Standard Deviations for Participants' Emotional Fortitude Levels

No	Emotional Fortitude	Mean	Standard Deviation	Rank
1	I regularly advice my friends and myself	3.62	0.18	3
2	I apologies for the mistakes I made	3.86	0.22	1
3	I easily forgive those who wronged me	2.76	0.74	4
4	I love others as I love myself	3.82	0.36	2
	Overall	3.64	0.26	

The table above shows the analysis of the participant's strength in coping with emotional pressures. The results served to inform about how people deal with trouble and their relationship with themselves and with others.

The main insights highlight several interesting conclusions. Firstly, the statement "I apologize for the mistakes I make" with a mean of 3.86 showed a strong sense of accountability and a willingness to admit blame. In addition, "I love others as I love myself", with an evaluated mean of 3.82 indicates that respondents balance their love for themselves and others, which is good. Possessing self-love with compassion, is essential for emotional health and healthy relationships. Another interesting finding is a mean score of 3.62 for "I regularly advise my friends and myself". This finding means that participants often take on the role of supporters and helpers. Furthermore, they carry out this supporting role with confidence. Conclusively,

they exhibit confidence in their emotional intelligence. Lastly, the statement “I easily forgive those who wronged me” got the lowest mean score (2.76). Furthermore, it has a high standard deviation of 0.74, indicating different levels of meaning on forgiving. Some people find it easy to forgive others, but some others find it difficult to forgive and let go, indicating that it is still a useful quality. With an overall mean score of 3.64 revealed an excellent emotional fortitude level. This showed a high resolution of the participants to deal with others.

Table 4.8: Analysis of Mean Scores and Standard Deviations for Participants’ Emotional Expression Levels

No	Emotional Expression	Mean	Standard Deviation	Rank
1	When I am successful I thank God	3.98	0.11	1
2	I speak politely with my family members and others	3.56	0.25	3
3	Failure motivates me to be more successful	1.84	0.82	4
4	I respect elderly people and my neighbors	3.96	0.46	2
	Overall	3.11	0.34	

As shown in the table above, relationships may work or fail based on how openly participants show their emotions and how well they communicate what they are feeling to others. The findings illuminated their gratitude, respect as well as their ideas of success and failure.

Firstly, the statement “When I am successful, I thank God” scored the highest mean with 3.98. Participants tending to view their overall success as stemming from the help and support provided by others reflects an overwhelming sense of gratitude. This suggests that those struggling recognize that they did not get to their current position through individual efforts — which is an emotional expression and appreciation. Secondly, the item "I respect elderly people and my neighbors" scored 3.96, suggesting that participants place a high value on respect in their interactions. This attitude fosters positive relationships and community ties. Thirdly, the

mean score for "I speak politely with my family members and others" is 3.56. This shows a predominantly positive approach to communication, with participants making efforts to communicate respectfully and courteously. Fourthly, the statement "Failure motivates me to be more successful" received the lowest score of 1.84, accompanied by a high standard deviation of 0.82. This suggests that many participants may struggle to find motivation in failure, indicating a potential area for development in their emotional resilience and perspective on setbacks. Overall, the mean score of this dimension is 3.11 and the standard deviation is 0.34. This result suggests moderate to high emotional expression across all items, but the low mean of the item "Failure motivates me to be more successful" drags the average down.

In the following table, the total mean results for each dimension of EI are presented separately, along with their descriptions.

Table 4.9: Mean Scores for Dimensions of Emotional Intelligence

Dimension of Emotional Intelligence	Total Mean	Description
Emotional Control	2.28	Quite like me
Emotional Maturity	3.32	Totally like me
Emotional conscientiousness	3.52	Totally like me
Emotional Awareness	3.48	Totally like me
Emotional Commitment	3.11	Totally like me
Emotional fortitude	3.64	Totally like me
Emotional Expression	3.11	A lot like me

The table above shows that mean scores of the dimensions of emotional intelligence provide meaningful information about participants' emotional competencies, rated on a five-point scale. The mean score of emotional control (2.28) is relatively low, suggesting poor emotion control among individuals. The phrase "Quite like me" would indicate that there is much scope for improvement in emotional control. In contrast, emotional maturity with a mean score value

of 3.32 is categorized as the "Totally like me", which indicates that the maturity level of the participants in handling the emotional situations is good. People probably think they will be able to handle the onslaught of emotion that follows calmly. Emotional Conscientiousness with a mean score (3.52) in the high range shows that the individual has an objective understanding that what they do can have an emotional impact or the ability to feel if it is the right thing to do. Similarly, emotional awareness with a mean score of 3.48 suggests that individuals are aware of their own emotions, and those of others which allows for effective interpersonal interactions. Emotional commitment with a mean score of 3.11 indicates that people are moderately emotionally committed to their emotional ties and obligations, while emotional fortitude (3.64) indicates that people show resilience and strength to address emotional tensions, along with a great capacity to resist. However, emotional expression scored 3.11, which is the same score for emotional commitment, suggesting that people are fairly comfortable expressing their emotions but could improve in this area. Overall, strengths in areas such as emotional maturity, conscientiousness, awareness, and fortitude can be informed by the assessment of dimensions of emotional intelligence. There are some marked defects in emotional control, emotional commitment and emotional expression, which shows where people need to improve. Addressing these dimensions could lead to more balanced and effective emotional intelligence.

4.3 Emotional Intelligence Analysis of Students Based on Average Responses

The average score of emotional intelligence of students according to their responses to the questionnaire is represented in table 4.10 below. The results are broken up into performance levels for easier navigation:

Table 4.10: Average Score of Emotional Intelligence

Average Score	Frequency	Category	Description	Percentage
0.0 - 1.0	8	Very Low	Very low response level.	%11.2
1.1 - 2.0	33	Low	Low response level.	%46.4
2.1 - 3.0	28	Average	Average response level.	%39.4
3.1 - 4.0	2	High	High response level.	%3

As illustrated in the table above, the responses show varying levels of emotional intelligence in the participants. A small percentage (11.2%) fall into the very low range (0.0–1.0) with weak emotional intelligence. Moreover, almost half (46.4%) of the participants are in the poor category (1.1–2.0) and show serious impairments in emotional intelligence. On the other hand, 39.4% are rated as having average emotional intelligence (2.1 – 3.0). Almost all participants show low emotional intelligence. Only a meager 3% of the participants show a high score, that is, between 3.1 and 4.0. In general, the data shows that a small number of participants perform at a high level of emotional intelligence while most of them have low to moderate emotional intelligence.

4.4 Reading Comprehension Ability Assessment

A reading ability test was conducted for 71 students in this segment and the test was graded out of 39 to find the mean, median, mode and standard deviation, and lowest and highest scores. Additionally, students were divided into groups based on how well they performed their reading comprehension ability test. The table below summarizes the key statistics from the reading comprehension ability test database, including some measures of central tendency and variability.

Table 4.11: Some Calculated Statistics

Measure	Value
Mean	15.23
Median	13
Standard Deviation	6.8
Lowest Score	3
Highest Score	35

The table above presents important statistics from the ability level test of the 71 students. The reading comprehension ability test results from 71 students were analyzed statistically, indicating main insights into their performance. The mean score of 15.23 indicated that students are performing below the midway point, suggesting significant room for improvement in their reading comprehension ability. The median score is less than the mean, meaning that half of the students scored 13 or lower. On the other hand, the higher mean score indicate that under half of the students performed better, shifting the mean upward. The high standard deviation of 6.8 reflects a wide variation in performance, with some students excelling while others are far behind. The lowest score of 3 underscores the necessity of additional resources and interventions for those performing poorly to develop their level, while the top score of 35 demonstrates that some students possess advanced reading abilities, presenting opportunities for peer mentoring or enrichment programs to further develop their skills. Overall, the data revealed a diverse range of reading comprehension levels, emphasizing the importance of differentiated instruction to address varying student needs.

Table 4.12: Performance Distribution of Reading Scores

SCORE	Category	frequency	Percentage
Below 50	Weak	54	76%
50 – 64	Acceptable	12	17%
65 - 74	Good	1	1.4%
75 - 84	Very Good	2	2.8%
85 - 100	Excellent	2	2.8%
Total		71	100%

The score distribution in the table above shows how the 71 students performed in reading comprehension ability assessment. To start, 54 out of the 71 students fall under weak (76%) category which indicates severe deficiency in reading ability. This suggests an urgent need for targeted interventions, to know the reason behind this result. Furthermore, only 12 students whose scores fell in the acceptable range meaning they have proficiency, but they also need extra help to upgrade their reading ability. Only one student managed to score in the ‘Good’ category meaning there is an urgent need to work on this area. Lastly, the emergence of only two students in the ‘Very Good’ and two students in the ‘Excellent’ category indicates that very few students have high proficiency. As reading comprehension ability can stand to gain significantly, it is clear that there is a lot of opportunity for improvement in this ability.

4.5 Analyzing the Relationship between Emotional Intelligence and Reading Comprehension Ability among Students

This analysis examines the relationship between students' reading ability and their emotional intelligence levels by using Pearson chi-square test as illustrated in the table below.

Table 4.13: The Relationship between Emotional Intelligence and Reading Comprehension Ability among Students

Performance Distribution of Reading Score	Emotional Intelligence Analysis of Students Based on Average Response				Total
	Very low	low	Average	high	
Weak	8	26	20	0	54
Acceptable	0	7	5	0	12
Good	0	0	1	0	1
Very Good	0	0	1	1	2
Excellent	0	0	1	1	2
Total	8	33	28	2	71
Pearson chi-square	12.72				
p-value	0.039				

Table 4.13 above shows how students' reading scores vary according to their level of emotional intelligence. The reading comprehension ability scores of students (categorized from weak to excellent) differ greatly depending on their level of emotional intelligence (categorized from very low to high). Students with low emotional intelligence read poorly compared to their peers with average and high emotional intelligence.

The outcome of the Chi-square Test ($\chi^2 = 12.72$, p-value = 0.039) showed a significant association between emotional intelligence and reading comprehension ability. This infers that emotional intelligence may influence reading comprehension ability. This shows that universities need to teach students how to improve their emotional intelligence so they can improve their reading outcomes (For example, by teaching them about emotional intelligence directly or by integrating emotional intelligence within curriculums or by workshops to explain the importance of emotional intelligence as a factor that can influence their reading ability).

4.6 The Impact of the Emotional Intelligence on Reading Comprehension Ability

Since there was a relationship between emotional intelligence and reading comprehension, regression analysis was used to know if students' emotional intelligence impacts their reading comprehension ability as indicated in the table below.

Table 4.14: The Impact of Emotional Intelligence on Reading Ability

Independent Variable	Dependent Variable	Regression Coefficient (β)	Standard Error (SE)	t-value	p-value	Coefficient of Determination (R^2)
Emotional Intelligence	Reading Comprehension Ability	0.65	0.15	4.33	0.001	0.42

As presented in table 4.14 above, the data shows how students' emotional intelligence (independent variable) affects students' reading comprehension ability (dependent variable). The regression analysis shows that students' emotional intelligence has a regression coefficient (β) of 0.65, which is a strong positive effect on their reading comprehension ability. Higher students' emotional intelligence significantly improves students' reading comprehension ability. Also, the substantial t-value (4.33) and the low p-value (0.001) show that the results are statistically significant and not due to chance, while the relatively small standard error (SE = 0.15) suggests a precise estimate of the effect size. In addition, the R^2 value of 0.42 suggests that emotional intelligence can offer a meaningful explanation of the reading comprehension ability to the extent of 42%, highlighting its importance as a predictor. However, the remaining 58% of unexplained variance implies that other factors (such as prior knowledge or instructional methods) may also play significant roles.

4.7 Findings

There are key findings from the analysis results. The researcher presents them as follows:

4.7.1 Findings of the Questionnaire (Emotional Intelligence Dimensions)

Students were found to have a variety of emotional intelligence levels in the different dimensions, with the lowest mean score of emotional control (2.28) and the highest emotional conscientiousness (3.52). Students exhibit emotional maturity and emotional fortitude, indicating that these students have good awareness and, therefore, can overcome challenges.

4.7.2 Findings of the Test (Reading Comprehension Ability Assessment)

The reading comprehension ability analysis found that most of the students (76%) fall under the “Weak” category, which means that there is a serious deficiency in the reading ability. The evidence from the computation that the mean score (15.23) was less than the midpoint indicates a need for improvement.

4.7.3 Relationship between Emotional Intelligence and Reading Ability

A statistically significant relationship was found between emotional intelligence and reading ability ($\chi^2 = 12.72$, $p\text{-value} = 0.039$). Regression analysis indicated a strong positive effect of emotional intelligence on reading comprehension ability ($\beta = 0.65$), suggesting that enhancing emotional intelligence can lead to improved reading outcomes.

4.8 Summary

This chapter was dedicated to the systematic presentation and analysis of data aimed at answering the research questions. The findings, derived from a questionnaire and a reading comprehension test administered to seventy-one EFL students, were organized into tabular formats to facilitate a clear and structured interpretation

CHAPTER FIVE

DISCUSSION AND CONCLUSIONS

5.0 Introduction

This chapter discusses the most interesting findings obtained from students' questionnaires and the reading tests. The findings of the study are discussed in relation to the research questions. In an attempt to assess the implications of the results and make conclusions, the discussions are done. Therefore, this chapter discusses the findings according to the aims of the study. In addition, the conclusion of the overall study, limitations of the study, recommendations, and suggestions for further research are provided.

5.1 Discussion

This study used a quantitative approach, concentrating on data gathered from questionnaires and reading comprehension tests given to undergraduate students in the Department of English at Zawia University over several semesters during the academic year 2024–2025. To address the study objectives, a reading test and an emotional intelligence scale were used to gather data (See section 1.4). The discussion of the findings is presented in the following subsections:

5.1.1 Relationship between the Emotional Intelligence and Reading Comprehension

After treating the data, the researcher reached some findings. According to the results of emotional intelligence and reading tests, there is a correlation between students' emotional intelligence and their reading comprehension ability ($\chi^2 = 12.72$, $p\text{-value} = 0.039$). The correlation was positive. This means that students with high levels of emotional intelligence also have high levels of reading comprehension ability. In contrast, the students who have low emotional intelligence also have low reading comprehension ability.

Higher emotional intelligence may contribute to enhanced emotional control, a crucial skill for academic tasks that demand sustained attention and cognitive effort, such as reading complex academic texts. Students with higher EI might be better equipped to manage feelings of frustration, boredom, or anxiety that can arise during challenging reading assignments, thereby maintaining focus and persistence (Mayer et al., 2004). Then, the specific components of EI, such as empathy and social awareness, can facilitate the comprehension of texts involving sophisticated character representations or social relationships and emotionally charged issues. Undergraduate students read all sorts of texts –from English literature to social science –that try to explain human intentions and emotional details. A person with greater emotional intelligence may identify character intentions more often, understand subtext better, and appreciate the emotional tone of a passage, resulting in a more accurate interpretation (Oatley, 2004).

The results of the present study are in line with earlier theoretical and empirical studies. For instance, the results go with the study done by Nurhasnah (2014), who found a strong link between reading comprehension and emotional intelligence (See section 1.1). Fani (2015) suggests that since language learning is inherently communicative, the ability to recognize and manage emotions plays a crucial role in comprehension and proficiency (See section 2.7). Additionally, the findings reveal a significant correlation between emotional intelligence and reading comprehension ($r_{\text{obtained}} = 0.240$ vs. $r_{\text{table}} = 0.166$, $p < 0.05$), with students with higher emotional intelligence showing better reading comprehension and decision-making abilities, while those with lower intelligence struggle with decision-making and social interaction (Septarani et al., 2021) (See section 2.8). Moreover, Motallebzadeh (2009) found a positive relationship between emotional intelligence (EI) and reading comprehension among Iranian English foreign language learners, which can be explained through cognitive processing theories.

Reading comprehension involves both lower level and higher level processing of information with prior knowledge. Since emotional intelligence enhances cognitive functioning, learners with higher emotional intelligence may process texts more effectively, as it combines emotional and mental abilities to improve comprehension (Abdolrezapour & Tavakoli, 2010). Similarly, Karbalaee and Sanati (2015) observed a strong positive link between emotional intelligence and reading comprehension with value ($r = 0.842$, $p = 0.00$), likely because reading involves emotional processing. Also, the study findings concluded that emotional intelligence and reading comprehension are strongly correlated in high school students with learning impairments (Bryant, 2007) (See section 2.8). Emotional intelligence allows learners to use emotions as valuable information for understanding (Salovey & Grewal, 2005), while positive emotions further enhance learning by improving attention, motivation, and self-regulation (Pekrun, 2014). Furthermore, this result agrees with findings made by Yu et al. (2024), who found a link between emotional intelligence (EI) and reading comprehension in elementary school students. Working memory at age 10 significantly influences the link between emotional intelligence at age 9 and reading comprehension at age 11 for non-narrative ($\beta = 0.01$, 95% CI [0.01, 0.03]), but not for narrative texts ($\beta = 0.01$, 95% CI [-0.004, 0.02]) (See section 2.8).

In contrast, this finding is not in line with findings made by Ghabanchi and Rastegar (2014), who explored the relationship between emotional intelligence, intelligence quotient and reading comprehension. Their analysis revealed only a weak, non-significant association between emotional intelligence and reading comprehension outcomes (See section 1.1).

5.1.2 Influence of Emotional Intelligence on the Students' Reading Comprehension

Students' emotional intelligence significantly has an effect on their reading comprehension ability ($\beta = 0.65$). It meant that emotional intelligence was one of the factors that influenced the reading comprehension ability of the undergraduate students at Zawia University. When

students' emotional intelligence was good, it also gave a good effect on their reading comprehension ability. This impact could show up in better metacognitive strategies for reading. For instance, self-awareness (one component of EI) might help students better recognize when they do not understand a text, prompting them to employ a repair strategy. In the same manner, it is suggested that sometimes due to intrinsic motivation (often linked to EI), students would engage more meaningfully with the texts, spend more time on the difficult part of the passage, and work actively to create meaning (Antonopoulou, 2024). The discovery that emotional intelligence (EI) impacts reading comprehension supports the notion that academic abilities that are typically thought of as solely cognitive are significantly influenced by non-cognitive elements (Sultanova et al., 2024). It implies that a student's emotional environment has a big impact on their ability to read and do well in exams.

This result matches with findings of a study by Firdaus (2017), who found that emotional intelligence directly impacts reading comprehension, accounting for a substantial 43.7% of the variance in outcomes (See section 2.8). This finding aligns with the results of the current study. Beyond reading, Downey et al. (2008) demonstrated that higher emotional intelligence is associated with increased motivation, stronger planning skills, and more effective decision-making, all of which contribute positively to overall academic performance (See section 2.7).

Further exploring this connection, another study specifically examined how the emotional intelligence of students learning Turkish as a foreign language affected both their reading comprehension and their anxiety surrounding reading. It is becoming clear that the impact of students' emotional intelligence is not limited to their reading abilities only; it likely extends to their listening, writing, and speaking skills as well (Ateş, 2019).

5.2 Conclusions of the Whole Study

The aims of the study were to examine the relationship between emotional intelligence and reading comprehension ability and to determine whether students' emotional intelligence

affects their reading comprehension abilities or not. The researcher used a quantitative correlational research design for data collection and analysis. This study was conducted at University of Zawia on a group of undergraduate students. The total number of participants was seventy-one participants from all semesters. The data collection tools were a questionnaire to measure emotional intelligence and a test to measure reading comprehension ability. The statistical analysis included a Chi-square test and regression analysis. The results of an investigation of students' emotional intelligence and reading comprehension showed a substantial association between emotional competencies and academic achievement. Students with higher degrees of emotional intelligence perform better in reading tasks. While most students performed well in several categories of emotional intelligence, there are still areas that need to be improved, particularly emotional control. In addition, a large proportion of students scored in the "Weak" category on the reading assessment, indicating a critical need for focused educational interventions. The findings emphasized the need to include emotional intelligence training programs in the curriculum and to apply ways to assist and improve reading skills. Educational institutions can help students improve their academic performance by cultivating emotional intelligence, in order to increase their chances of future success.

5.3 Implications

The results of this study have implications, for theory, instructional techniques and institutional policies. These implications can be classified into the following groups:

5.3.1 Theoretical Implications

1. Enhancing the Affective Domain in Education: The finding of a strong positive relationship between emotional intelligence and reading comprehension provides robust empirical support for theoretical models integrating both affective and cognitive components in learning. This surpasses the focus exclusively on abilities (such, as decoding and vocabulary) and underscores that students' ability to manage emotions

exhibit resilience (fortitude) and sustain self-awareness is a vital component of academic literacy.

2. Enhanced Understanding of Emotional Intelligence: The varying results across EI sub-elements are significant. The low score in emotional control alongside the measurements, in conscientiousness and fortitude implies that EI is not a uniform attribute. This indicates that theoretical frameworks must account for the roles of these sub-dimensions. A student might be hardworking and persistent (fortitude) but struggle to handle anxiety or irritation (emotional control) which directly influences their ability to focus on difficult texts.

5.3.2 Practical and Pedagogical Implications

1. The Importance of Integrating Social-Emotional Learning and Literacy Programs: Given the influence of EI, on reading it is strongly proposed to incorporate social-emotional learning into the language arts curriculum. Than treating them as separate subjects educators should design activities that foster emotional skills and reading strategies simultaneously. For example:
 - a) Teaching students to identify a character's emotions and link them to their own experiences (building empathy and comprehension).
 - b) Using mindfulness and self-regulation techniques before reading tasks to improve focus and reduce anxiety.
2. Approaches for Specific EI Deficiencies: The explicit lack in emotional control indicates a target, for corrective action. Schools should implement programs to aid learners in improving their capacity to manage irritation, stress and impulsivity. This could include:
 - a) Cognitive-behavioral strategies for reframing negative thoughts during challenging tasks.

- b) Brain breaks and self-calming techniques to use when feeling overwhelmed by a difficult text.
3. Addressing the Reading Comprehension Crisis: The finding that a large majority of students fall into the weak category in reading comprehension calls for crucial action. This indicates that current teaching strategies are insufficient. Educational approaches must shift from focusing on reading skills to integrating advanced comprehension strategies such, as inferencing, critical evaluation and synthesis while also nurturing the emotional readiness to face these difficulties.

5.3.3 Policy and Institutional Implications

1. Teacher Training and Competency Development: These results indicate a deficiency, in teacher preparedness. Education authorities and school administrators must dedicate resources to development initiatives that equip teachers with:
 - a) The knowledge to understand the link between EI and academics.
 - b) The skills to implement EI-infused literacy instruction in their classrooms.
 - c) Strategies for identifying and supporting students with low emotional control.
2. Curriculum Allocation of Resources: The findings advocate for a reevaluation of the curriculum structure. Schools and districts must take into account:
 - a) Utilizing reading resources and evaluations that are both intellectually suitable and emotionally attractive while also connecting to students' experiences.
 - b) Investing in screening tools to identify students at risk in both EI and reading for early intervention.
3. Holistic Student Assessment: The significant chi-square result confirms that EI and reading ability are interrelated domains. This suggests that a holistic view of student performance is necessary. Schools should move beyond assessing academics in isolation and consider developing student profiles that include measures of emotional and social well-being to provide more effective, personalized support.

5.4 Limitations of the Study

The study's limitations are mainly caused by time and non-diverse participants in terms of background. First, the study was conducted within two months (the length of the study term except the time of examinations). Second, the participant pool was limited to undergraduate students from English departments at the University of Zawia, meaning the findings may not fully represent a broader student population. These limitations suggest that the findings should be interpreted with caution and may not be generalizable beyond the specific timeframe and participant group.

5.5 Recommendations

Results of the study showed that the emotional intelligence and reading comprehension of the students have a statistically significant positive relationship. Further, it shows that emotional intelligence is essential for the English language learners to have effective reading comprehension. For that reason, the researcher gives the following recommendations in order to improve students' emotional intelligence level:

5.5.1 Recommendation for Students

Throughout the learning process, students should work to increase their emotional intelligence in order to support their reading as well as other abilities. This implies that since emotional intelligence improves more than simply reading skills, students should actively focus on it. Strong emotional intelligence (EI) supports interpersonal skills, stress reduction, and self-motivation—all of which are essential for success in school and in life. Self-regulation, for instance, might help a student who is angry with a math issue to calm down and approach it sensibly. In order to improve collaboration during a group assignment, a student may utilize social awareness to urge a silent colleague to offer their views. Instead of being disappointed after receiving a low mark, a student's intrinsic motivation may encourage them to ask for feedback and make improvements.

5.5.2 Recommendation for Teachers

Teachers should pay attention to emotional intelligence and include it in their teaching skills. Teachers must rethink how they teach students. This implies that teachers should actively include emotional intelligence (EI) into their teaching strategies, moving from only imparting academic knowledge to fostering the whole students. A teacher might demonstrate resilience, for example, by publicly acknowledging a mistake and working with the class to fix it. Instead of disciplining a disinterested student, a teacher should show empathy by having a private conversation with them. When a disagreement emerges among students, a teacher might lead a discussion in which each student shares their thoughts, imparting important conflict resolution techniques.

5.5.3 Recommendation for Both teachers and Students

It is also recommended that teachers and students receive training on the components of emotional intelligence. To effectively use and teach emotional intelligence, both teachers and students need to understand its core components: self-awareness, self-regulation, social awareness, empathy, and relationship management. Formal training can provide the necessary knowledge and practical tools. For example, a school could organize a professional development workshop for teachers on social-emotional learning strategies. For students, a school might host an assembly with a guest speaker on emotional resilience or create a peer-mentoring program where older students trained as "EI ambassadors" guide younger students on topics like managing stress and being a good friend.

5.5.4 Recommendation for Material Developers

Material developers are also encouraged to design more interesting and emotional resources to assist students in learning English. This recommendation targets curriculum and material developers, as learning resources that connect with students on an emotional level can increase engagement, motivation, and information retention. For example, a literature lesson could

prompt students to discuss the emotional journeys of characters by asking, "How do you think the character felt in this situation?" When teaching history, a textbook could include personal diaries or letters that reveal the human emotions involved in the events. An online science module could use interactive simulations where students must make decisions with emotional consequences, making the learning experience more immersive.

5.5.5 Recommendation for Universities

Universities must embrace and integrate a new paradigm for education, acknowledging that students' success is determined by their emotional intelligence and that merely teaching them difficult topics is no longer enough. A curriculum revision would be necessary to incorporate emotional intelligence competency abilities. This calls for a fundamental, top-down change in the educational system at the university level, arguing that universities should produce emotionally intelligent graduates, not just academically proficient ones. For example, a university could require all students to take a credited course on emotional intelligence covering leadership and teamwork. A business school could integrate EI into its core courses, such as analyzing emotional triggers in marketing or using role-playing to practice empathetic leadership. Furthermore, university career services could offer workshops on networking and handling workplace politics, skills that are heavily reliant on emotional intelligence.

5.6 Suggestions for Further Researches

Based on the analysis conducted, this section provides actionable suggestions for future studies which have a similar topic to this study's topic:

1. Future studies may explore whether male students and female students differ in their emotional intelligence.
2. Also, some further studies could be on how to nurture students' emotional intelligence for the maximum impact on learning in general.

3. Investigating the relationship between emotional intelligence and learning English as a foreign language in both schools and higher education institutions in Libya.
4. An analysis study on how teachers' emotional intelligence influences students' reading comprehension outcomes.
5. An examination of classroom emotional climate as a mediator between student EI and reading performance.
6. Some further studies could include neurocognitive measures (e.g., Functional Magnetic Resonance Imaging and Electroencephalography to monitor brain activity during reading), experimental designs, or qualitative approaches, such as think-aloud protocols (where participants verbalize their thoughts while reading). These methods will help clarify how varying levels of EI elicit neural and behavioral responses.
7. Implementing a longitudinal study on a span of six months to one year to monitor variations in outcomes over time.
8. Broadening the participant pool to encompass students from diverse academic areas (e.g., science, engineering, social sciences) to evaluate potential variations in findings across fields.

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Appendices

Appendix A: Letter of Permission for Data Collection 1

Ministry Of Higher Education
And Scientific Research
University Of Zawia

جامعة الزاوية
1988

وزارة التعليم العالي
والبحوث العلمي
جامعة الزاوية
كلية:

التاريخ: 27 / 11 / 2024م الموافق: / / 14 هـ

الرقم الإشاري: 1/1996/ع.2

السيد المحترم / عميد كلية التربية أبي عيسى

تحية طيبة ...

في الوقت الذي نحبيكم فيه على الجهود التي تبذلونها لخدمة العملية التعليمية وبناء على الطلب المقدم من الطالبة / ولاء عزالدين الطيب الزاوي أحد الطالبات المسجلين بالدراسات العليا كلية الآداب // قسم اللغة الانجليزية وهي في مرحلة إعداد الرسالة التي مفادها تسهيل مهمتها للحصول على البيانات الخاصة بموضوع رسالتها .

عليه ...

نأمل مساعدة الطالبة المعنية للاطلاع والحصول على البيانات والمعلومات ذات العلاقة بموضوع رسالتها التي بعنوان : العلاقة بين الذكاء العاطفي لطلاب اللغة الانجليزية لغير الناطقين بها في ليبيا وقدرتهم على فهم القراءة في جامعة الزاوية .

شاكرين لكم حسن التعاون والسلام عليكم ورحمة الله وبركاته

د. حمزة الهادي كشلا

مدير إدارة الدراسات العليا بالجامعة

عن

مكتبة المتحف والجامعة
الصادر في 2024

ب. 16418 الزاوية هاتف: 00218.23.7626384 فاكس: 00218.23.7626882 الموقع الإلكتروني: www.zu.edu.ly البريد الإلكتروني: info@zu.edu.ly

Appendix B: Letter of Permission for Data Collection 2

Ministry Of Higher Education
And Scientific Research
University Of Zawia

جامعة الزاوية
1988

وزارة التعليم العالي
والبحث العلمي
جامعة الزاوية

كلية: _____

الرقم الإشاري: ١/٩٩٩/ع ٢

الموافق: 14 / / 2024م

التاريخ: 27 / 11 / 2024م

السيد المحترم / عميد كلية اللغات والترجمة بالزاوية

تحية طيبة ...

في الوقت الذي نحييكم فيه على الجهود التي تبذلونها لخدمة العملية التعليمية وبناء على الطلب المقدم من الطالبة / ولاء عزالدين الطيب الزاوي أحد الطالبات المسجلين بالدراسات العليا كلية الآداب // قسم اللغة الانجليزية وهي في مرحلة إعداد الرسالة التي مفادها تسهيل مهمتها للحصول على البيانات الخاصة بموضوع رسالتها .

عليه ...

نأمل مساعدة الطالبة المعنية للاطلاع والحصول على البيانات والمعلومات ذات العلاقة بموضوع رسالتها التي بعنوان: العلاقة بين الذكاء العاطفي لطلاب اللغة الانجليزية لغير الناطقين بها في ليبيا وقدرتهم على فهم القراءة في جامعة الزاوية .

شاكرين لكم حسن التعاون
والسلام عليكم ورحمة الله وبركاته

د. حمزة الهادي كشلاف
مدير إدارة الدراسات العليا بالجامعة

عن

د. طابع مانتريج بهسبيل
مناظبة قسم اللغة الانجليزية
سيكون بالإشراف
أ. طابع سالم الأبيش

www.zu.edu.ly

00218.23.7626882 فاكس: 00218.23.7626384 هاتف: 16418 الزاوية

البريد الإلكتروني: info@zu.edu.ly

Appendix C: Letter of Permission for Data Collection 3

Ministry Of Higher Education
And Scientific Research
University Of Zawia

وزارة التعليم العالي
والبحث العلمي
جامعة الزاوية

كثية

التاريخ: 27 / 2 / 2024 الموافق: 14 / 2 / 2024 الرقم الإداري: P-ع/1938/1

السيد المحترم / عميد كلية العربية بالزاوية

تحية طيبة ...

في الوقت الذي نحسب فيه على الجهود التي تبذلونها لخدمة العملية التعليمية وبناء على الطلب المقدم من الطالبة / ولاء عز الدين الطيب الزاوي أحد الطالبات المسجلين بالدراسات العليا كلية الآداب // قسم اللغة الانجليزية وهي في مرحلة إعداد الرسالة التي مفادها تسهيل محميا للحصول على البيانات الخاصة بموضوع رسالتها .

عليه ...

نأمل مساعدة الطالبة المعنية للاطلاع والحصول على البيانات والمعلومات ذات العلاقة بموضوع رسالتها التي بعنوان : العلاقة بين الذكاء العاطفي لطلاب اللغة الانجليزية لغير الناطقين بها في ليبيا وقدرتهم على فهم القراءة في جامعة الزاوية .

شاكرين لكم حسن التعاون والسلام عليكم ورحمة الله وبركاته

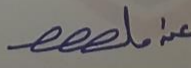
مجلت بتاريخ 3-12-2024
تحت رقم 150
السوفيل

د. حمزة الشادي كشلاف
مدير إدارة الدراسات العليا بالجامعة

أستاذة
مديرة
مكتب الطلبة للتوثيق العلمي
اللغة
الدراسات

www.zu.edu.ly البريد الإلكتروني: info@zu.edu.ly فاكس: 00218.23.7626882 هاتف: 00218.23.7626384 ب 16418 الزاوية

Appendix D: Letter of Permission for Data Collection 4

Ministry Of Higher Education And Scientific Research University Of Zawia Faculty: _____ الرقم الإشاري: ١/١٩٩٧/ع.م		وزارة التعليم العالي والبحوث العلمي جامعة الزاوية كلية: _____ التاريخ: 27 / 11 / 2024م الموافق: 14 / / هـ
السيد المحترم / عميد كلية الآداب بجامعة الزاوية		
تحية طيبة ... في الوقت الذي نحبيكم فيه على الجهود التي تبذلونها لخدمة العملية التعليمية وبناء على الطلب المقدم من <u>الطالبة / ولاء عز الدين الطيب الزاوي</u> أحد الطالبات المسجلين بالدراسات العليا كلية الآداب // قسم اللغة الانجليزية وهي في مرحلة إعداد الرسالة التي مفادها تسهيل مهمتها للحصول على البيانات الخاصة بموضوع رسالتها . عليه ... نأمل مساعدة الطالبة المعنية للاطلاع والحصول على البيانات والمعلومات ذات العلاقة بموضوع رسالتها التي بعنوان : <u>العلاقة بين الذكاء العاطفي لطلاب اللغة الانجليزية لغير الناطقين بها في ليبيا وقدرتهم على فهم القراءة في جامعة الزاوية .</u> شاكرين لكم حسن التعاون والسلام عليكم ورحمة الله وبركاته		
د. حمزة الهادي كشلاف مدير إدارة الدراسات العليا بالجامعة   ...صورة إلى... مكتب البحث العلمي القسم الإداري 1/2024		
ص ب 16418 الزاوية هاتف: 00218.23.7626384 فاكس: 00218.23.7626882 الموقع الإلكتروني: www.zu.edu.ly البريد الإلكتروني: info@zu.edu.ly		

Appendix E: Questionnaire on Emotional Intelligence

Dear Students:

This questionnaire is intended for a study on “The Relationship Between Emotional Intelligence and Reading Comprehension Ability of Libyan EFL Students at the University of Zawia.” The main aim of the questionnaire is to measure students’ emotional intelligence. The data collected from this questionnaire will contribute to an MA thesis at the Faculty of Arts, University of Zawia. Your participation in completing the questionnaire, which should take around twenty minutes, is crucial for the success of this study. Your responses are highly valued and greatly appreciated.

This questionnaire contains of 46 items, which are organized into seven different areas of emotional intelligence, along with a faking index. Please mark your chosen option with a bold check (✓) in the provided box.

Scales (المقاييس) :

- 0 = not like me (ليس مثلي)
- 1 = a bit like me (قليلا مثلي)
- 2 = quite like me (تقريبا مثلي)
- 3 = a lot like me (مثلي كثيرا)
- 4 = totally like me (مثلي تماما)

Note: ticking (✓) on a response.

Q1	I regularly advice my friends and myself أنصح أصدقائي ونفسي بانتظام	0	1	2	3	4
Q2	When I am successful I thank God عندما انجح اشكر الله	0	1	2	3	4
Q3	I apologies for the mistakes I made أعتذر عن الأخطاء التي ارتكبتها	0	1	2	3	4
Q4	When in trouble I look at the bright side of it عندما أكون في ورطة أنظر إلى الجانب المشرق منها	0	1	2	3	4
Q5	keep my promise أحافظ على وعدي	0	1	2	3	4
Q6	I am always confident in doing my daily work أنا دائما واثق من أداء عملي اليومي	0	1	2	3	4
Q7	I can make my own decision rationally أستطيع أن أتخذ قراري بنفسي بشكل عقلائي	0	1	2	3	4
Q8	I speak politely with my family members and others أتحدث بأدب مع أفراد عائلتي والآخرين	0	1	2	3	4
Q9	I don't like to keep people waiting for me أنا لا احب أن أجعل الناس ينتظرونني	0	1	2	3	4
Q10	When facing setback or failure I am patient عندما أواجه النكسة أو الفشل فأنا صبور	0	1	2	3	4
Q11	I can focus on what I do even I'm stressed أستطيع التركيز على ما أفعله حتى لو كنت متوتراً	0	1	2	3	4
Q12	When I'm in trouble, I accept and try to find its solution عندما أكون في مشكلة، أقبّلها وأحاول إيجاد حل لها	0	1	2	3	4

Q13	I am always proactive in completing a task أنا دائماً استباقي في إكمال المهمة	0	1	2	3	4
Q14	I know my ability and potential أعرف قدراتي وإمكاناتي	0	1	2	3	4
Q15	I give my opinion and criticize to improve a situation سأقدم رأيي وانتقد لتحسين الموقف	0	1	2	3	4
Q16	I love to participate actively in a discussion أحب المشاركة بنشاط في المناقشة	0	1	2	3	4
Q17	I continue to carry out my responsibilities even other won't do it سأستمر في القيام بمسؤولياتي حتى لو لم يفعلها الآخرون	0	1	2	3	4
Q18	I always feel that I can solve any problem regardless of the situations أشعر دائماً أنني أستطيع حل أي مشكلة بغض النظر عن المواقف	0	1	2	3	4
Q19	Failure motivates me to be more successful الفشل يحفزني على أن أكون أكثر نجاحاً	0	1	2	3	4
Q20	I carry out my duty whole heartedly أنا أؤدي واجبي بكل إخلاص	0	1	2		4
Q21	I am always honest to myself أنا دائماً صادق مع نفسي	0	1	2	3	4
Q22	I can understand and feel others feelings as if it were mine أستطيع أن أفهم وأشعر بمشاعر الآخرين كما لو كانت مشاعري	0	1	2	3	4
Q23	I'm motivated to learn something because of I want to learn it أنا متحمس لتعلم شيء ما لأنني أريد أن أتعلمه	0	1	2	3	4

Q24	I always do self-reflection on what I did to improve myself أنا دائماً أقوم بتأمل ذاتي فيما فعلته لتحسين نفسي	0	1	2	3	4
Q25	I can control my sadness or anger even when I'm in a problematic situation أستطيع التحكم في حزني أو غضبي حتى عندما أكون في موقف إشكالي	0	1	2	3	4
Q26	When I'm assigned a task, I give my best عندما يتم تكليفي بمهمة، أقدم أفضل ما لدي	0	1	2	3	4
Q27	I am always sensitive to changes occurring around me أنا دائماً حساس للتغيرات التي تحدث من حولي	0	1	2	3	4
Q28	I am sensitive to my instinct and emotion أنا حساس لغريزتي وعاطفتي	0	1	2	3	4
Q29	I mingle with my neighbours أنا أختلط مع جيراني	0	1	2	3	4
Q30	The purpose of I'm learning something because I want to expand my knowledge and apply it in daily life أريد توسيع معرفتي وتطبيقها في الحياة اليومية	0	1	2	3	4
Q31	I easily forgive those who wronged me أسامح بسهولة من أخطأ في حقّي	0	1	2	3	4
Q32	In any situation, I can calm down myself and make rational decision to the situation في أي موقف، أستطيع أن أهدأ وأتخذ قراراً عقلانياً بشأن الموقف	0	1	2	3	4
Q33	When I am facing a difficult task, I try solving it properly عندما أواجه مهمة صعبة، أحاول حلها بشكل صحيح	0	1	2	3	4
Q34	I appreciate with what I already have أنا أقدر بما لدي بالفعل	0	1	2	3	4

Q35	I respect elderly people and my neighbours أنا أحترم كبار السن وجيرانني	0	1	2	3	4
Q36	I am committed to activities planned by my institution or society أنا ملتزم بالأنشطة التي تخطط لها مؤسستي أو مجتمعي	0	1	2	3	4
Q37	I search for relevant information to understand or learn things أبحث عن معلومات ذات صلة لفهم الأشياء	0	1	2	3	4
Q38	I face daily life calmly even in difficulty أواجه الحياة اليومية بهدوء حتى في الصعوبات	0	1	2	3	4
Q39	I always investigate problems arise thoroughly in order to solve them appropriately أقوم دائماً بالتحقيق في المشكلات التي تنشأ بشكل شامل من أجل حلها بشكل مناسب	0	1	2	3	4
Q40	I am sensitive to others feelings أنا حساس لمشاعر الآخرين	0	1	2	3	4
Q41	I appreciate others opinions and feelings أقدر آراء ومشاعر الآخرين	0	1	2	3	4
Q42	I know how to use my ability and potential to attain success أعرف كيف أستخدم قدراتي وإمكاناتي لتحقيق أهدافي	0	1	2	3	4
Q43	I can express my intention, need and suggestion towards what I want and what I don't أستطيع التعبير عن نيتي وحاجتي واقتراحي تجاه ما أريده وما لا أريده	0	1	2	3	4
Q44	I can control myself in any situation أستطيع التحكم بنفسني في أي موقف	0	1	2	3	4

Q45	When I face difficulties I try to get help and advice from others on what I should do next عندما أواجه صعوبات أحاول الحصول على المساعدة والمشورة من الآخرين بشأن ما يجب أن أفعله بعد ذلك	0	1	2	3	4
Q46	I love others as I love myself أحب الآخرين كما أحب نفسي	0	1	2	3	4

Thanks for your cooperation.

The researcher: Wala Ezuldeen Alzawi.

Appendix F: Reading Comprehension Test

Dear Students:

This test is intended for a study on “The Relationship Between Emotional Intelligence and Reading Comprehension Ability of Libyan EFL Students at the University of Zawia.” The main aim of the test is to measure students’ reading comprehension ability. The data collected from this test will contribute to an MA thesis at the Faculty of Arts, University of Zawia.

Your participation in completing the test, which should take around forty-five minutes, is crucial for the success of this study. Your responses are highly valued and greatly appreciated.

This test contains three passages, and each passage includes more than four questions. Please read all three passages and answer the questions below each passage.

The first passage

Read the following passage and answer questions below:

Trade Regulation and Protectionism

In various countries, the government either controls all trade or allows companies to trade freely, but some level of regulation is always present. Governments may prohibit the trade of dangerous or illegal items, including military technology. As companies grow, they might acquire others and form monopolies, prompting governments to enact laws to prevent any single company from dominating the market. To support local industries, many governments impose import taxes on foreign goods, making them more expensive compared to domestic products. Additionally, governments might restrict the quantity of certain imports. For instance, European nations might limit the number of cars imported from Japan or the USA to encourage the purchase of European-made vehicles. This approach is known as protectionism, as it aims to safeguard domestic companies and industries.

1. In line 5, what can monopolies lead to?

- ☐ Increased competition.
- ☐ Lower prices.
- ☐ Market domination.
- ☐ Higher quality products.

2. In line 10, the pronoun it refers to :.....

- ☐ Protectionism.
- ☐ Grants.
- ☐ tax breaks.
- ☐ Subsidies.

3. How do governments support local industries according to the text?

- ☐ By allowing free trade.
- ☐ By Imposing import taxes on foreign goods.
- ☐ By reducing regulations.
- ☐ By encouraging monopolies.

4. Why might governments prohibit the trade of certain items?

- ☐ To increase profits.
- ☐ To protect domestic companies.

☐ Because the items are dangerous or illegal.

☐ To encourage monopolies.

5. In line 2, the word prohibit means:

☐ martial.

☐ fight.

☐ war.

The second passage

Read the following passage and answer questions below:

The Persistent Health Challenges of Modern Medicine

Despite remarkable progress in modern medicine, numerous health issues persist, causing widespread suffering. While heart disease and cancer were uncommon at the start of the 20th century, they have become increasingly prevalent today, despite extensive research funding and significant advancements in diagnostic and surgical methods. In the United States, one in three people experiences allergies, one in ten suffers from ulcers, and one in five faces mental illness. Annually, 250,000 infants are born with birth defects, requiring costly surgeries or institutional care. Additionally, many Americans are affected by degenerative diseases like arthritis, multiple sclerosis, diabetes, and chronic fatigue. Learning disabilities also impact the lives of seven million young people and their families. A generation or two ago, these diseases were very uncommon. Nowadays, chronic illnesses impact almost half of the American population and are responsible for three out of every four deaths in the country.

1. In line 2, what health issues are mentioned as becoming increasingly prevalent today?

☐ Infectious diseases.

☐ Allergies and ulcers.

☐ Heart disease and cancer.

☐ Birth defects and mental illness.

2. While heart disease and cancer were uncommon at the start of the 20th century, they have become increasingly..... today.

☐ Rare.

☐ Unknown.

☐ Prevalent.

☐ Insignificant.

3. How many infants are born annually with birth defects in the United States?

- ☐100,000 ☐500,000
☐250,000 ☐1,000,000

4. In line 3, the pronoun they refers to :.....

- ☐heart disease and cancer ☐Americans
☐infants ☐diabetes diseases

5. Nowadays, chronic illnesses impact almost of the American population and are responsible for three out of every four deaths in the country.

- ☐one-third ☐one-quarter
☐All ☐Half

The third passage

Read the following passage and answer questions below:

The Importance of Honeybee Health

Most people don't realize that the beekeeping industry is responsible for one-third of the food we eat. In the past six years however, bees are dying off at an alarming rate. These tiny insects are responsible for pollinating plants-a process essential for maintaining our food supply. The die- off is a phenomenon called colony collapse disorder (CCD). The consequence of colony collapse could be economically disastrous. Without a healthy bee population produce prices would skyrocket and the food industry would lose billions of dollars. It is for this reason that reports of CCD has beekeepers, naturalists and government Scientists concerned.

There are a number of possible explanations for CCD including urbanization, disease, water pollution and parasitic mites. Many researchers and beekeepers however, now suspect the introduction of systemic neonicotinoid pesticides as a possible catalyst for the vanishing bees.

Initially introduced to food production in 1994, neonicotinoid pesticides are absorbed into every part of a plant, including the roots, stems, leaves and pollen. When bees pollinate, they carry the pesticide chemicals back to their hives. Prior to its registration, the U.S. Environmental Protection Agency (EPA) expressed concerns about clothianidin's effect on bee populations and suggested the chemical include a label warning that "this compound is toxic to honey bees."

In spite of the agency's reservations, the EPA agreed to a conditional registration of clothianidin. Last December, the Pesticide Action Network of North America (PANNA) joined other environmentalists and beekeepers in calling on the U.S. Environmental Protection Agency (EPA) to issue a stop-use order for the neonicotinoid pesticide clothianidin.

Although Bayer CropScience, the manufacturer of most neonicotinoid insecticides, insists their products are "safe," their use has been limited or banned in a number of countries including Germany, Italy, France and Slovenia. Both the U.S. and Britain however, continue to allow the use of neonicotinoids. Today clothianidin is widely used on corn seeds and other crops such as wheat, soy and sunflowers. Tests conducted by the Pesticide Action Network have found clothianidin in watermelon, peaches, cherries, strawberries, spinach, summer squash, tomatoes and potatoes. Pesticides are meant to kill pests. So it should come as no great surprise that they would kill bees. Who knows what effect these supposedly "harmless" small amounts have when consumed every day for 20, 30, 40, 50 years? The facts are still clear that if bees become extinct we will have a severe collapse in our food chain.

A) Vocabulary Match:

- | | |
|------------------|---|
| 1. Consequence | Something previous or before the current thing |
| 2. Pollinate | A group or community |
| 3. Prior | Bugs that live on another living thing and damage it |
| 4. Conditional | To fertilize or mix the pollen from varying flowers |
| 5. Banned | A result or effect of an action |
| 6. Colony | An unusual happening or existence of something |
| 7. Parasitic | Not allowed, to make a rule against something |
| 8. Phenomenon | Something that can happen only if or when something else occurs first |
| 9. Catalyst | Having to do with money, costs and finances |
| 10. Economically | The initial start of something, the cause |

B. Find another word in the selection that mean the SAME as:

1. Disturbing.....
2. Rise very quickly.....
3. Moving to cities.....
4. Poisonous.....
5. Risk-free.....
6. Soak into.....
7. Chemicals added to the air, water or soil.....
8. Tiny bugs and pests.....

C. True or False:

1. One possible explanation for the bee colonies dying is urbanization. ()
2. Bees are responsible for making our food. ()
3. If bees became extinct this would cause a major problem with our food supply. ()
4. Although the company says neonicotinoid insecticides are safe, other countries have already Banned them. ()
5. The pesticide clothianidin isn't absorbed into the fruit of the plant. ()

D. Match a word from the selection with its OPPOSITE:

1. Collapse	A. To appear
2. Vanishing	B. To agree
3. Essential	C. Lack, not enough
4. Insist	D. Slight, gentle
5. Supply	E. Grow, build up
6. Severe	F. Unimportant, unnecessary

Thank you for your cooperation.

The researcher: Wala Ezuldeen Alzawi.