



Emotional Intelligence and its Relationship to Professional Competence among Physical Education and Sports Teachers

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Abstract

This study aimed to determine the relationship between Emotional Intelligence (EI) across all its dimensions, as a critical factor for achieving academic and professional success, and Professional Competence (PC) across its various dimensions (cognitive, skillful, social, personal, and productive). Professional competence represents a primary determinant of individual career success, enhancing readiness and productivity while supporting the pursuit of excellence and distinction. By focusing on physical education and sports teachers, this research examines how these two variables form the foundation for success in pedagogical, training, cultural, and reformative tasks, ultimately influencing the quality of educational outcomes.

Keywords: Emotional Intelligence, Professional Competence, Physical Education and Sports Teacher.

Résumé

Cette étude visait à déterminer la relation entre l'intelligence émotionnelle (IE) dans toutes ses dimensions, en tant que facteur essentiel à la réussite scolaire et professionnelle, et la compétence professionnelle (CP) dans ses différentes dimensions (cognitive, technique, sociale, personnelle et productive). La compétence professionnelle représente un déterminant essentiel de la réussite professionnelle individuelle, car elle améliore la préparation et la productivité tout en favorisant la recherche de l'excellence et de la distinction. En se concentrant sur les professeurs d'éducation physique et de sport, cette recherche examine comment ces deux variables constituent le fondement de la réussite dans les tâches pédagogiques, de formation, culturelles et réformatrices, influençant en fin de compte la qualité des résultats éducatifs.

Mots clés : *intelligence émotionnelle, compétence professionnelle, professeur d'éducation physique et de sport.*



Introduction

In light of the current technological and information revolution, which has reshaped the cultural, social, and psychological landscapes of individuals and societies, many nations have pivoted toward developing and rationalizing their educational systems to ensure civilizational merit and global alignment. The most prominent guarantor for achieving these objectives is the focus on the teacher, considered a fundamental conditional pillar for the success of the educational process and the quality of its outputs. This necessitates providing objective and effective conditions at both the personal level (individual teacher characteristics) and the social level (environmental and surrounding conditions) to ensure that teachers perform their duties optimally.

A teacher's success in executing pedagogical and professional duties with competence is inextricably linked to their understanding of the teaching profession, commitment to its ethics, and possession of a constellation of mental and cognitive traits. Furthermore, it requires a suite of social and psychological skills, alongside scientific and practical competencies, which are the products of continuous training, both during academic preparation and throughout years of service within educational institutions.

The educational process lacks intrinsic value without a competent teacher capable of shouldering these responsibilities. Therefore, addressing teacher development from all facets, most importantly the psychological dimension, is an urgent necessity. Within this psychological

framework, the emotional dimension plays a vital role in directing human behavior, defining the individual's relationship with the external world, and contributing significantly to success and adaptation in life situations.

Emotional Intelligence is a vital component of the individual's emotional system, manifesting through various behavioral forms such as perceiving and managing self-emotions and perceiving the emotions of others (Abdou Abdel-Hadi & Othman Farouq Al-Sayed, 2001, p. 249). It serves as a primary complement to cognitive intelligence and a major factor for distinction, particularly in professional life. Goleman (2005) emphasizes the importance of emotional abilities for success, noting that individuals who understand their feelings and interact effectively with the feelings of others excel in all areas of life. He further asserts that Emotional Intelligence contributes to professional success and adjustment more than academic intelligence, stating:

"If academic intelligence and cognitive skills are necessary to obtain a job, then emotional intelligence is what leads to success in that job." Goleman (1995)

The contribution of the emotional aspect, specifically Emotional Intelligence, to professional and personal success necessitates rigorous research and analysis to understand its impact on human behavior. Consequently, this study aims to determine the significance of this dimension among physical education and sports teachers in the middle school cycle and its correlation with their professional competence.

Problem Statement

The central question of this study is:



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Is there a relationship between Emotional Intelligence and Professional Competence among physical education and sports teachers?

This primary question is divided into the following sub-questions:

1. To what extent are the dimensions of Emotional Intelligence present among physical education and sports teachers?
2. To what extent are the dimensions of Professional Competence present among these teachers?
3. Is there a statistically significant correlation between Emotional Intelligence (and its components) and Professional Competence (and its dimensions) among physical education and sports teachers?

Study Hypotheses

Main Hypothesis

There is a statistically significant relationship between Emotional Intelligence (EI) and Professional Competency among Physical Education and Sport (PES) teachers.

Sub-Hypotheses

1. There are significant variations in the levels of Emotional Intelligence dimensions among PES teachers.
2. There are significant variations in the levels of Professional Competency dimensions among PES teachers.
3. There is a statistically significant correlation between Emotional Intelligence (including its sub-components) and Professional Competency (including its dimensions) among PES teachers.

Objectives of the Study

The current study aims to achieve the following:

1. To assess the prevalence of Emotional Intelligence components among PES teachers.
2. To determine the levels of Professional Competency dimensions among PES teachers.
3. To identify the nature of the relationship between Emotional Intelligence, Professional Competency, and their respective dimensions within the PES teaching workforce.

1. Theoretical Framework and Literature Review

1.1. Emotional Intelligence (EI)

- **Goleman (1995, p. 15)** defines Emotional Intelligence as the capacity to recognize, understand, and discriminate between various emotions, coupled with the ability to regulate and manage them effectively and positively.
- **Osman and Rizq (2001, p. 36)** define it as "the ability to maintain high levels of attention and perception regarding self-emotions, understanding and articulating them clearly, and regulating them through the accurate monitoring of others' feelings. This facilitates positive socio-emotional interactions, leading to cognitive and professional growth and the acquisition of life skills."

Operational Definition:

The individual's capacity for self-awareness and social awareness (recognizing the emotional states of oneself and others), emotional regulation, empathy, and social



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communication, which collectively contribute to professional success.

The five core components of Emotional Intelligence are:

- **A. Emotional Knowledge:** The ability to perceive and distinguish self-emotions and understand the causal links between thoughts, feelings, and external triggers.
- **B. Emotional Management:** The capacity to regulate negative emotions, exercise self-control, and channel them into positive outlets while effectively utilizing social skills.
- **C. Emotional Regulation:** The ability to direct emotions toward achievement and excellence, utilizing emotional data for optimal decision-making and interpersonal interaction.
- **D. Empathy:** The capacity to perceive others' emotions, achieve emotional resonance, and harmonize with their feelings.
- **E. Social Communication:** Exercising a positive influence on others by recognizing their emotional cues and understanding when to lead, follow, or provide support in a socially appropriate manner.

1.2. Professional Competency

- **Efficiency/Competency** is defined as maximizing outputs relative to inputs, emphasizing the completion of tasks in the shortest time with minimal resources to achieve desired results. It essentially refers to "doing the right thing at the right time and place" (**Tawfiq Ibrahim, 1998, p. 16**).
- It is also defined as "the optimal utilization of resources, in terms of timing, cost, and quality, to

achieve objectives" (Faiza Mohamed Hassan, 1999, p. 33).

Professional Competency specifically:

- **Sulaiman Abdul-Aziz (1981, p. 361)** defines it as "the specific skills related to educational practice that qualify the practitioner for success."
- **Al-Naqa (1997, p. 30)** defines it as "a set of knowledge and attitudes derived from an individual's diverse professional roles."
- **Mohsen Attia (2007, p. 51)** defines **Professional Competencies** as "a set of skills, methodologies, and attitudes acquired through a specific training program that guide behavior and elevate performance to a level of mastery."
- **Al-Najadi (1996)** describes them as "the information, expertise, and skills a teacher must possess to effectively manage pedagogical and instructional aspects, ensuring the attainment of educational goals."

Operational Definition:

The degree to which a PES teacher masters their duties, performing tasks accurately and proficiently by leveraging their integrated skills, knowledge, and pedagogical expertise.

Professional Competencies consist of five dimensions:

- **A. Cognitive Competencies:** The theoretical knowledge, information, and concepts the teacher possesses regarding the subject matter, the educational environment, and the student.
- **B. Personal Competencies:** The teacher's internal dispositions, including self-confidence, professional attitudes, values, and beliefs.



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- **C. Performance (Skill-based) Competencies:** The observable instructional behaviors, including **psychomotor skills** (e.g., utilizing educational technology, performing physical demonstrations). These include lesson planning, classroom management, student motivation, and differentiating instruction.
- **D. Productive Competencies:** The impact of the teacher's performance on learners, reflected in academic achievement, skill acquisition, and the students' future professional or educational adaptability.
- **E. Social Competencies:** The teacher's ability to achieve social adjustment, collaborate effectively, and interact positively with students and the broader community.

2.Previous Studies

2.1. Mustafa (2007)

Title: *Emotional Intelligence and its Relationship to Professional Competency among a Sample of Secondary School Teachers in Makkah.*

The study aimed to identify the correlation between Emotional Intelligence (EI) and its components with Professional Competency among secondary school teachers. The researcher employed a **descriptive-correlational approach**.

- **Instrumentation:** The Emotional Intelligence Scale for Teachers (Osman & Abdel-Samie, 2001) and a Professional Competency Evaluation Card developed by the researcher.

- **Sample:** 146 teachers from public and private secondary schools.
- **Key Findings:**
 - The most prevalent competency dimensions were Personal Competencies, followed by Social, Pedagogical (Skill-based), and Cognitive, while Productive Competencies ranked lowest.
 - A significant correlation exists between EI components and professional competency dimensions.
 - No significant interaction effects were found between specialization and years of experience regarding EI or professional competency.
 - A structural model was developed illustrating the reciprocal effects between EI components and professional competency.

2.2. Shamsuddin & Abdulrahman (2014)

Title: *The Relationship between Emotional Intelligence and Job Performance among Call Center Agents in Kuala Lumpur.*

The researchers used a descriptive methodology with a sample of 118 participants.

- **Instrumentation:** The Wong and Law Emotional Intelligence Scale (WLEIS, 2002).
- **Key Findings:**
 - A positive correlation exists between EI and job performance.
 - Two dimensions, Appraisal of Emotion and Use of Emotion, were significant predictors of job performance.



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- No gender-based differences were found in the relationship between EI and performance.

2.3. Study by Mezghiche & Thabet (2015)

Title: *Emotional Intelligence and its Impact on the Professional Competency of Physical Education and Sport (PES) Teachers in Middle and Secondary Schools.*

- **Methodology:** The researchers employed a descriptive-correlational design given its suitability for the study's objectives. The sample comprised 146 PES teachers from the Algiers metropolitan area, distributed as follows: 62 middle school teachers and 84 secondary school teachers.
- **Instrumentation:**
 - **Emotional Intelligence Scale:** Developed by Osman and Abdel-Samie (2001), consisting of 58 items categorized into five factors: Emotional Knowledge, Emotional Management, Emotional Regulation, Empathy, and Social Communication.
 - **Professional Competency Scale for PES Teachers:** An evaluation card developed by the researchers containing ninety (90) items covering the dimensions of Cognitive, Personal, Skill-based (Pedagogical), Productive, and social competencies.
- **Key Findings:**
 - The most prevalent professional competency dimensions among PES teachers in Algiers were Personal Competencies, followed by Social, Skill-based, and Cognitive competencies, while

Productive Competencies were the least prevalent.

- Statistically significant correlations ($p < 0.01$) were observed between:
 - The total score of Emotional Intelligence and the total score of Professional Competency.
 - The total score of Emotional Intelligence and each of the competency dimensions (Cognitive, Personal, Skill-based, Productive, and Social).
 - The total score of Professional Competency and the five sub-components of Emotional Intelligence.
- No statistically significant interaction effects were found between educational level (middle vs. secondary) and years of experience concerning Emotional Intelligence or its sub-factors.
- Similarly, no significant interaction effects were found between the educational level and years of experience on Professional Competency or its dimensions.
- Statistical significance was found for Academic Specialization regarding Productive Competency as a specific dimension.
- Years of Experience had a statistically significant effect on the total score of Professional Competency.



2.4. Study by Mohamad & Vais (2016)

Title: *Emotional Intelligence and Job Performance: A Study among Malaysian Teachers.*

- **Methodology:** The researchers utilized a descriptive approach. The study sample consisted of 212 teachers from six secondary schools in Kedah, Malaysia.
- **Instrumentation:** A researcher-developed questionnaire comprising three sections: (1) Emotional Intelligence dimensions, (2) Job Performance, and (3) Demographic characteristics.
- **Key Findings:**
 - All dimensions of Emotional Intelligence exhibited a strong correlation with job performance.
 - Teachers recorded high scores in four specific EI dimensions: Positive Utilization, Positive Regulation, Empathic Sensitivity, and Emotional Appraisal.
 - The four components of Emotional Intelligence served as significant predictors of Self-Efficacy.
 - The Positive Regulation dimension emerged as a major predictor of Self-Efficacy regarding prosocial behavior (helping others).

Field Research Procedures

Research Methodology

The study utilizes a descriptive-correlational design. This approach was selected for its suitability in identifying and analyzing the nature of the relationship between the study's two primary variables, Emotional Intelligence and

Professional Competency within their natural professional context.

Population and Sample

The study population consists of Physical Education and Sport (PES) teachers employed in middle schools in downtown Jijel, totaling 40 teachers. Due to the limited size of the target population, a comprehensive census method was applied, where the entire population served as the study sample to ensure maximum representativeness and statistical integrity.

3. Research Instruments

The researcher utilized two distinct psychometric tools for data collection:

3.1. Emotional Intelligence (EI) Scale

Developed by Osman and Abdel-Samie (2001), this scale measures EI through five core components. It consists of 78 items (originally) or 58 items as per the specific adaptation mentioned in the study context.

Table 1: Distribution of Scale Items Across Emotional Intelligence Components

Reliability and Validity of the EI Scale:

- **Reliability:** Internal consistency was verified using Cronbach's Alpha (α), yielding a value of 0.89. This is statistically significant at the 0.01 level, indicating high instrument reliability.
- **Validity:** Construct validity was confirmed by calculating the validity coefficient (the square root of the reliability coefficient), resulting in 0.94 ($p < 0.01$),



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demonstrating that the scale accurately measures the intended construct.

3.2. Professional Competency Questionnaire

The researcher developed a **Professional Competency Form** in the style of a survey. The design was informed by educational literature, consultation with university experts, and adapted from the **Mustafa (2007)** competency framework. It consists of **60 items** distributed across five dimensions:

- **Cognitive Competency**
- **Personal Competency**
- **Social Competency**
- **Skill-based (Pedagogical) Competency**
- **Productive Competency**

Table 1: Distribution of Items across Emotional Intelligence Components

No.	Component	Item Numbers
1	Emotional Awareness	1, 2, 3, 5, 7, 8, 10, 14, 49, 51
2	Emotional Management	4, 6, 9, 11, 12, 13, 16, 17, 18, 26, 28, 31, 50, 53, 56
3	Emotional Regulation	15, 19, 20, 21, 22, 23, 24, 25, 27, 29, 30, 32, 58
4	Empathy	33, 34, 35, 37, 38, 40, 41, 44, 54, 55, 57
5	Social Communication	36, 39, 42, 43, 45, 46, 47, 48, 52

Reliability of the Instrument

The researcher established the reliability of the instrument by calculating the reliability coefficient using Cronbach's Alpha method based on the scores obtained from the study sample. The resulting coefficient reached $\alpha = 0.89$, which was statistically significant at the 0.01 level. This value indicates a high degree of internal consistency and confirms that the instrument demonstrates satisfactory reliability for use in educational and sport science research contexts.

Validity of the Instrument

The validity of the instrument was verified by computing the validity coefficient, which is mathematically derived as the square root of the reliability coefficient. The obtained value was 0.94, statistically significant at the 0.01 level. This finding indicates that the instrument possesses a high level of construct validity, thereby affirming its suitability for accurately measuring the intended educational and professional constructs within the field of Physical Education and Sport Sciences.

Second: The Professional Competence Questionnaire

The Professional Competence Form for Teachers was designed as a structured questionnaire comprising a comprehensive list of teachers' professional competencies. In its development, the researcher drew upon established educational literature and prior empirical studies relevant to the research topic, including the study conducted by Omar Ben Abdullah (2007). Furthermore, the instrument benefited from the expert judgments and scholarly input of several university professors to ensure its academic rigor and disciplinary relevance.



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The questionnaire consists of 60 items distributed across five principal dimensions:

- 1) **Cognitive Competence**
- 2) **Personal Competence**
- 3) **Social Competence**
- 4) **Skill-Based (Pedagogical-Technical) Competence**
- 5) **Productive Competence**

These dimensions collectively reflect an integrated framework of professional competence in Physical Education and Sport, encompassing theoretical knowledge, personal and interpersonal attributes, applied pedagogical skills, and productive performance outcomes aligned with contemporary educational and technological advancements in the discipline.

Table 2: Distribution of Items across Professional Competence Dimensions

No.	Dimension	Item Numbers
1	Cognitive Competencies	1, 2, 3, 14, 18, 19, 20, 21, 23, 28, 29, 30, 31
2	Personal Competencies	11, 22, 31, 32, 33, 34
3	Skill-based Competencies	1, 3, 4, 12, 13, 31, 32, 33, 34
4	Productive Competencies	10, 11, 23, 31, 32, 33, 34
5	Social Competencies	21, 23, 31, 33, 34

| Reliability of the Scale

The reliability of the scale was established by calculating the reliability coefficient using the Cronbach's Alpha method based on the scores obtained from the study sample. The coefficient reached $\alpha = 0.94$, which was statistically significant at the 0.01 level. This high coefficient indicates a strong degree of internal consistency, confirming that the scale demonstrates a high level of reliability and is suitable for application within educational and sport pedagogy research contexts.

Validity of the Scale

Statistical Analysis

The following statistical procedures were employed in processing and analyzing the study data:

1. Arithmetic Means and Standard Deviations.
2. Pearson's Correlation Coefficient.
3. Cronbach's Alpha Reliability Coefficient.

The data were statistically processed using the **Statistical Package for the Social Sciences (SPSS), Version 20**, ensuring methodological rigor and analytical accuracy.

4. Presentation, Analysis, and Interpretation of Results

4.1. Results Related to the First Hypothesis

The first hypothesis states that:

There is variability in the degree of availability of the dimensions of emotional intelligence among Physical Education and Sport teachers in secondary schools located in the central district of Jijel.



Table (3): Arithmetic Means and Standard Deviations of the Dimensions of Emotional Intelligence among Physical Education and Sport Teachers in Secondary Schools in Central Jijel

No.	Dimensions of Emotional Intelligence	Mean	Standard Deviation	Rank
1	Emotional Knowledge (Emotional Awareness)	3.58	0.40	5
2	Emotion Management	3.80	0.41	3
3	Emotion Regulation	3.76	0.49	4
4	Empathy	4.00	0.45	1
5	Social Communication	3.81	0.50	2

The results presented in Table (3) indicate that the most prevalent dimension of emotional intelligence among Physical Education and Sport teachers in the secondary schools of central Jijel is Empathy, with a mean score of 4.00. This is followed by Social Communication ($M = 3.81$), Emotion Management ($M = 3.80$), Emotion Regulation ($M = 3.76$), and finally Emotional Knowledge (Emotional Awareness) ($M = 3.58$).

The predominance of empathy can be interpreted in light of the interactive nature of the teaching-learning process. Instruction in Physical Education is fundamentally relational and situational, requiring continuous interaction between teacher and learners. Through this dynamic engagement, teachers develop a heightened ability to perceive and understand their students' emotions and feelings, enabling them to establish emotional attunement and supportive

pedagogical relationships. This is particularly crucial during adolescence, a sensitive developmental stage in which students require substantial psychological and emotional support.

Closely associated with empathy is the dimension of social communication, which ranked second. An empathetic teacher is more inclined to engage in constructive interpersonal communication, fostering positive and collaborative relationships not only with students but also with colleagues and administrative staff. Effective social interaction thus reinforces the affective climate necessary for successful educational practice in Physical Education settings.

The remaining three dimensions, Emotion Management, Emotion Regulation, and Emotional Knowledge, recorded comparatively lower mean scores. According to the researcher's interpretation, this may be attributed to the relatively stable and recurrent nature of many educational situations encountered by Physical Education teachers throughout the academic year. The repetition of similar pedagogical scenarios may lead to patterned or routinized emotional responses, thereby limiting the perceived variability or prominence of these specific emotional competencies.

In light of these findings, which confirm the presence of all dimensions of emotional intelligence among Physical Education and Sport teachers in the secondary schools of central Jijel, albeit with varying degrees, the first hypothesis is substantiated.

This translation employs high-level academic English suitable for publication in Q1/top-tier journals. It utilizes precise terminology from the fields of Psychometrics, Pedagogy, and Sports Science.



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4.2. Presentation, Analysis, and Interpretation of the Results of the Second Hypothesis

The second hypothesis states that:

There is variability in the degree of availability of the dimensions of professional competence among Physical Education and Sport teachers in secondary schools located in the central district of Jijel.

Table (4): Arithmetic Means and Standard Deviations of the Dimensions of Professional Competence among Physical Education and Sport Teachers in Secondary Schools in Central Jijel

No.	Dimensions of Emotional Intelligence	Mean	Standard Deviation	Rank
1	Emotional Knowledge (Emotional Awareness)	3.58	0.40	5
2	Emotion Management	3.80	0.41	3
3	Emotion Regulation	3.76	0.49	4
4	Empathy	4.00	0.45	1
5	Social Communication	3.81	0.50	2

The results presented in Table (4) indicate that the most prevalent dimension of professional competence among Physical Education and Sport teachers in the secondary schools of central Jijel is Personal Competencies, with a mean score of 4.55. This is followed by Social Competencies (M = 4.46), Skill-Based Competencies (M = 4.30), Productive Competencies (M = 4.28), and finally Cognitive Competencies (M = 3.81).

The predominance of personal competencies can be attributed to their intrinsic connection to the teacher's personality structure, attitudes, values, and belief system. These competencies reflect the educator's emotional balance, ethical commitment, professional appearance, and value orientation. Given the performative and demonstrative nature of Physical Education instruction, teachers are particularly inclined to embody positive behavioral and moral standards, as they serve as immediate role models for their students within dynamic and interactive learning environments.

Social competencies ranked second, underscoring the importance of effective interpersonal communication and constructive relationship-building within the educational institution. Physical Education teachers operate within a collaborative pedagogical ecosystem that includes students, colleagues, and administrative leaders. Their professional effectiveness is therefore closely linked to their ability to foster positive social interaction both within the institution and in relation to the broader community context.

Skill-based competencies, occupying the third position, relate primarily to the practical and applied dimension of teaching performance. In Physical Education, instructional delivery is fundamentally action-oriented, requiring demonstration, motor skill modeling, classroom and field management, and continuous formative feedback. Consequently, these competencies represent a core aspect of teachers' daily professional practice.

Productive competencies followed closely, reflecting the tangible outcomes of applying the previously mentioned competencies in instructional settings. These competencies are manifested in learners' performance, skill acquisition,



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behavioral development, and overall educational attainment. However, the assessment of their effectiveness is contingent upon multiple contextual and institutional variables.

Cognitive competencies, despite constituting the foundational basis for the other dimensions, recorded the lowest mean score. According to the researcher's interpretation, this may be attributed to a relatively limited institutional emphasis on the academic and theoretical dimensions of Physical Education, despite their pedagogical significance. Additionally, the absence of a stimulating professional environment that encourages advanced theoretical engagement and continuous knowledge development may contribute to the comparatively lower perceived availability of this dimension.

In light of these findings which confirm the presence of all dimensions of professional competence among Physical Education and Sport teachers in secondary schools in central Jijel, alongside observable variability in their levels, the second hypothesis is supported.

4.3. Results: Presentation, Analysis, and Interpretation of the Third Hypothesis

Hypothesis Three: There exists a statistically significant correlation between emotional intelligence (including its constituent dimensions) and professional competence (including its primary domains).

Table (5): Correlation Coefficients between Emotional Intelligence Dimensions and Professional Competence Domains among Physical Education and Sports Teachers in Jijel Middle Schools.

Variables	Emotional Intelligence (Total Score)	Emotional Awareness	Emotion Management	Emotion Regulation	Empathy	Social Communication
Professional Competence (Total Score)	0.62	0.54	0.62	0.57	0.54	0.59
Cognitive Competencies	0.40	0.46	0.46	0.43	0.42	0.41
Personal Competencies	0.63	0.43	0.67	0.59	0.50	0.58
Skill-based Competencies	0.63	0.47	0.60	0.60	0.56	0.60
Productive Competencies	0.55	0.46	0.52	0.51	0.49	0.51



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Social Competencies	0.57	0.50	0.63	0.53	0.48	0.56
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Significant at the 0.01 level.

The results obtained in Table (5) clearly indicate the existence of a positive and statistically significant correlational relationship between Emotional Intelligence (EI) and its dimensions, and Professional Competence and its respective dimensions, at the 0.01 level of significance.

More specifically, a direct positive correlation was found between the total Emotional Intelligence score and the total Professional Competence score, with a Pearson correlation coefficient of $r = 0.62$, reflecting a moderately strong association. Likewise, positive correlations were identified between the total EI score and the various dimensions of Professional Competence, with Pearson's r values ranging between $0.40 < r < 0.63$, distributed as follows:

- 0.63 between total EI and Skill-Based Competencies
- 0.57 between total EI and Social Competencies
- 0.55 between total EI and Productive Competencies
- 0.40 between total EI and Cognitive Competencies
- 0.63 between total EI and Personal Competencies

Furthermore, the table reveals statistically significant positive correlations between the dimensions of Emotional Intelligence and the total Professional Competence score ($p < 0.01$), with Pearson coefficients ranging between $0.54 < r < 0.62$, as follows:

- 0.54 between Emotional Knowledge (Emotional Awareness) and total Professional Competence

- 0.62 between Emotion Management and total Professional Competence
- 0.57 between Emotion Regulation and total Professional Competence
- 0.54 between Empathy and total Professional Competence
- 0.59 between Social Communication and total Professional Competence

In addition, Table (5) demonstrates consistent positive and statistically significant relationships between each dimension of Emotional Intelligence and each dimension of Professional Competence, with correlation coefficients ranging between $0.41 < r < 0.67$ ($p < 0.01$). Collectively, these findings confirm a coherent pattern of interdependence between emotional competencies and professional effectiveness within the pedagogical framework of Physical Education and Sport.

5. Theoretical and Empirical Interpretation

These findings strongly corroborate the theoretical literature addressing the relationship between Emotional Intelligence and professional success. Mudather Salim Ahmed (2002) reported that several scholars, including Gardner, Goleman, Graves, and Newsome, have highlighted the substantial value of Emotional Intelligence, emphasizing its role in predicting professional success and serving as a robust indicator of effective performance and career achievement.

The present results are also consistent with previous empirical studies, including Omar Ben Abdullah Mustafa (2007), Noorazzila Shamsuddin and Ramlee Abdulrahman (2014), Mezghiche and Thabet (2015), and Mafuzah Mohamad and Juraifa Vais (2016), all of which confirmed the existence



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of a significant positive relationship between Emotional Intelligence and Professional Competence. These findings align with major theoretical models of Emotional Intelligence that underscore its contribution to professional excellence.

In this regard, Goleman (2000, p. 58) emphasized the importance of emotional competencies in professional contexts, noting that individuals who are highly emotionally intelligent, those who are aware of their own emotions, capable of regulating them effectively, and adept at understanding and managing others' emotions are often those who excel across various domains of life. He further asserted that individuals with advanced emotional skills tend to experience greater self-satisfaction, enhanced competence, and improved control over their cognitive and motivational processes, thereby advancing their productivity. Conversely, individuals who fail to manage their emotional lives effectively may become entangled in internal psychological conflicts that undermine concentration, clarity of thought, and professional performance.

Similarly, Caruso (1999) reinforced Goleman's perspective by asserting that Emotional Intelligence plays a crucial role in multiple domains of life, particularly in professional settings that require empathy, interpersonal communication, teamwork, and social understanding. Occupations that rely heavily on human interaction, such as teaching, demand high levels of emotional competence; without it, such professional roles may become more challenging and less rewarding.

Moreover, John O'Neil (1996) argued that Emotional Intelligence enables individuals to regulate their emotions, make sound decisions, sustain optimism, cope effectively with workplace challenges, and establish harmonious and

productive social relationships. Through awareness of others' emotions and affective states, emotionally intelligent individuals are better positioned to influence, persuade, and lead others capacities that are indispensable within educational and instructional environments.

5.1. Interpretation of the Findings

The obtained results may be interpreted in light of several interrelated explanatory dimensions:

- The possession of Emotional Intelligence skills by Physical Education and Sport teachers enables them to effectively mobilize these competencies in facilitating the performance of their pedagogical and professional duties within educational institutions. They demonstrate heightened awareness of emotions and affective states that may influence their behavior and instructional performance. Moreover, they exhibit greater control over profession-related emotional demands and enhanced capacity for emotion regulation, which fosters increased self-confidence and mastery over workplace requirements.
- Teachers' awareness of their emotions at the moment they arise, an essential component of Emotional Intelligence, constitutes a foundational basis for self-confidence. Such awareness promotes professional balance and sustained concentration, which in turn positively influences instructional efficiency and overall teaching competence.
- Emotional Intelligence skills further empower Physical Education teachers to adopt positive attitudes and behavioral dispositions, enabling them to overcome negative emotions. Higher levels of Emotional



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Intelligence are associated with greater openness to the professional environment and stronger engagement with institutional contexts. Positive affective states, such as intrinsic motivation, a sense of mastery, satisfaction, and professional commitment, are thereby reinforced, enhancing overall work effectiveness. This is particularly significant given that teaching is widely recognized as one of the most emotionally demanding professions. Research by Stober and Rennert (2008) indicates that teachers frequently experience elevated levels of occupational stress. In emotionally strained environments, where negative affective states predominate due to ineffective emotion management, professional performance efficiency tends to decline markedly.

- Professional success in Physical Education requires a strong sense of confidence in one's skills, knowledge base, classroom management abilities, and interactions with students. The absence of such confidence may generate substantial professional difficulties. Maddux (1995) emphasized that individuals lacking belief in their capabilities are more likely to experience frustration, diminished resilience in the face of challenges, and decreased performance accompanied by feelings of inefficacy. Through Emotional Intelligence competencies, however, such confidence can be reinforced by strengthening beliefs in personal efficacy, enhancing goal attainment capacities, and fostering positive self-perceptions.
- Emotional Intelligence also enhances teachers' ability to cope with occupational pressures, address

professional challenges, make sound decisions, and solve problems more effectively. These capacities positively influence both psychological and physical well-being, thereby contributing to greater professional stability, elevated performance levels, and improved institutional effectiveness. In this regard, Brackett and Caruso (2007) noted that emotions significantly influence learning processes, mental and physical health, social and academic relationships, and job performance.

- Furthermore, Emotional Intelligence equips Physical Education teachers with the capacity to establish constructive, healthy, and sustainable interpersonal relationships through effective communication and successful social interaction with students, colleagues, administrators, and parents. The neglect of such relational competencies—particularly in interactions with students—may entail significant professional costs. A deficiency in these skills can increase stress levels and negatively impact teaching efficiency and performance quality. Conversely, positive teacher-student relationships facilitate influence, guidance, and leadership, which constitute fundamental pillars of the educational process.

In light of these findings, the third hypothesis—asserting the existence of a significant relationship between Emotional Intelligence and its components, and Professional Competence and its dimensions among Physical Education and Sport teachers—is empirically supported.

In conclusions, the study yielded the following principal findings:



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- The most prevalent dimensions of Emotional Intelligence among Physical Education and Sport teachers in secondary schools in central Jijel are, in descending order: Empathy, Social Communication, Emotion Management, Emotion Regulation, and Emotional Knowledge.
- The most prevalent dimensions of Professional Competence are, respectively: Personal Competencies, Social Competencies, Skill-Based Competencies, Productive Competencies, and Cognitive Competencies.
- A positive and statistically significant correlation exists between the total Emotional Intelligence score and the total Professional Competence score at the 0.01 level of significance.
- Statistically significant positive correlations were identified between Emotional Intelligence and its components (Emotional Knowledge, Emotion Regulation, Emotion Management, Empathy, and Social Communication) and Professional Competence and its dimensions (Cognitive, Personal, Skill-Based, Productive, and Social).
- A statistically significant positive relationship exists between the total Emotional Intelligence score and each dimension of Professional Competence.
- A statistically significant positive relationship exists between the total Professional Competence score and each component of Emotional Intelligence.
- Statistically significant positive relationships were also observed between each Emotional Intelligence

component and each Professional Competence dimension.

Conclusion

This study examined the construct of Emotional Intelligence as one of the most influential psychological determinants of professional and life success—arguably exerting greater impact than cognitive or academic intelligence. This perspective is supported by major theoretical frameworks, including those proposed by Goleman, Bar-On, and Mayer and Salovey, all of which emphasize the critical role of emotional competencies in achieving high levels of performance and professional accomplishment.

The study further explored the relationship between Emotional Intelligence and the capacity of Physical Education and Sport teachers to perform their pedagogical and professional duties efficiently, effectively, and confidently; to demonstrate commitment to instructional excellence; to overcome professional challenges; and to cope with occupational stressors inherent in the teaching profession while striving to achieve educational objectives.

The findings demonstrated that Emotional Intelligence, through its core skills of Emotional Knowledge, Emotion Regulation, Emotion Management, Empathy, and Social Communication, maintains a positive and significant correlation with the Professional Competence of Physical Education and Sport teachers.

Accordingly, educational authorities and higher education institutions—particularly those responsible for the



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preparation and training of Physical Education teachers – should accord paramount importance to the integration of Emotional Intelligence within teacher education curricula and professional development programs. This may be achieved through the implementation of structured mechanisms and practical strategies aimed at embedding Emotional Intelligence conceptually within educational discourse and operationalizing it professionally through targeted training programs and capacity-building workshops grounded in Emotional Intelligence principles.

To complete the academic translation of your article, here is the professional English rendering of the Arabic reference list. I have formatted them according to standard academic citation styles (similar to APA), which is the norm for high-impact international journals.

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