Teaching Literature through an Emotional Intelligence Model: Psychological Impacts on Academic Performance

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Abstract

In an attempt to examine the effect of social-emotional learning programs on the academic progress of grade 11 students, a 12-week experimental study was conducted. This study included 174 male and female grade 11 students from two private schools in Lebanon. The researchers introduced emotional intelligence skills and abilities through two steps: the first included an introductory program to Emotional intelligence and the second was the analysis of four literary short stories. The instructional approach addressed three levels. The first is ESL. Informational and conceptual levels followed. To develop their understanding of emotional intelligence, students analyzed the emotional intelligence traits and skills of the protagonists and the antagonists in each story. To measure the impact of the program, participants took the Shutte Social Emotional Intelligence Test (SSEIT) both before and after the intervention. The statistical analysis included the following procedures: (1) Descriptive statistics were used to present the differences in means and standard variation of both dependent and independent variables. (2) Paired t-tests and independent t-tests were made to see differences in means among control and experimental groups as well as in the same group to compare pre and post-results. The results did not reveal significant improvements in the students' overall average scores. However, the correlational analysis showed a relationship between students' academic results and emotional intelligence (EQ) revealing that higher levels of emotional intelligence were associated with greater academic success.

Keywords: Emotional Intelligence; Literature courses; Emotional Social Learning (ESL); Secondary Education-Academic success; Shutte Social Emotional Intelligence Test

Introduction

Given that the strength and efficacy of our educational system shape our future, the majority of schools strive for ongoing educational reform initiatives. These schools adopt standards-based instructional systems that emphasize clear and measurable outcomes, delineating what students should comprehend and accomplish at specific milestones. The 1990s brought us accountability and high-stakes testing. Later, this new millennium with its challenging and diverse economy has presented even more demand and a loud call to embark on educational reform. That means more sacrifices are needed from teachers, students, families, schools, and administrators.

In the contemporary era, where academic success solely based on established standards and state assessments is no longer a sufficient indicator of achievement, schools face the crucial task of providing education that equips students to compete and thrive Researchers in the field of education psychology, and neurology have been exploring factors beyond a person's intellectual quotient (IQ) that could potentially predict professional success or personal satisfaction. A number of learning theories that considered the various types of intelligence, including that emotional intelligence, emerged as a result of the quest that led to greater research in intelligence.

The quest for noncognitive factors associated with academic achievement has prompted a challenge to Spearman's (1904) theory of a singular, all-encompassing general intelligence factor. Throughout the years, researchers in the concept of intelligence have put forth alternative models of intelligence, such as social intelligence (Thorndike, 1920), practical intelligence (Sternberg et al., 1993), and emotional intelligence (Goleman, 1995; Salovey & Mayer, 1990). Among these types of intelligence, the emotional has the potential to serve as an alternative form

that can complement students' overall intelligence level, ultimately contributing to their academic and professional accomplishments.

Emotional intelligence emerged out of the concept of social intelligence due to the pioneering work of Salvoy and Mayor (1990). However, it was Goleman's (1995) highly acclaimed book, *Emotional Intelligence: Why It Can Matter More Than IQ,* that lead to considerable recognition and popularity of this concept. Goleman in his book advocated the idea that individuals with high IQ but low EQ (Emotional Quotient) are less likely to succeed in life. Such individuals are more likely to face stress and depression, struggle with relationships, and lack both motivation and focus that are needed to attain their goals. Essentially, Goleman (1995) asserted that emotions directly influence the learning process.

So, what is Emotional Intelligence (EI)? Researchers in this field could not come up with a unified definition of this construct. According to Salovey and Mayer (1992) emotional intelligence is best defined as the ability to understand and manage both one's own emotions and the emotions of others. It encompasses the capability to utilize this emotional information to guide one's thoughts and actions. On the other hand, Bar-On (2006) described this type of intelligence as a collection of interconnected skills, abilities, and social factors that influence our effectiveness in self-expression, understanding others, building relationships, and coping with the challenges of daily life. These skills ultimately determine how well we navigate our own emotions, comprehend others, and adapt to various life circumstances.

Dishari and AlAfnan (2023) examined the gender variable when they examined the differences in emotional Intelligence scores as measured by (SSEIT)test among females and males. The current study comes not only to investigate the effect of students' emotional intelligence on their academic progress between academic success and attained levels of emotional intelligence but also to present another perspective on teaching emotional intelligence skills. The Assessing Emotions Scale, referred to as SSEIT in this study, aims to evaluate specific qualities or attributes related to emotional intelligence. The research project involved utilizing a sample from two private schools in Lebanon. The sample was composed of 174 grade 11 students.

In short, this study strives to answer the following question:

Is there a statistical relationship between EQ scores as reported Shutte Social Emotional Intelligence Test (SSEIT)and academic performance as determined by GPA of students as a result of teaching emotional Intelligence traits through the character analysis of literary works?

Literature Review

Regarding the correlation between emotional intelligence and academic achievement, Goleman (1995) was the first to establish a direct connection between the two. Goleman highlights that students with higher emotional intelligence possess a range of abilities that enhance their chances of success. These abilities encompass qualities like self-motivation, impulse control, maintaining a positive outlook, and identifying self-sabotaging emotions. Additionally, students with high emotional intelligence exhibit greater persistence and motivation in their studies, and they tend to experience less anxiety when faced with academic pressures.

On the other hand, students who lack emotional intelligence face certain disadvantages. They often struggle with delaying immediate gratification, exhibit reduced focus, maintain a pessimistic outlook, lack motivation, and are more susceptible to anxiety. When it comes to academic exams, their inability to regulate their emotions can lead to intense test anxiety, impairing their cognitive functioning. According to Goleman's (1995) theory," These students may become emotionally overwhelmed, resulting in compromised performance" (p. 27). Eventually, these students will struggle to achieve academic success and they are prone to drop out.

Many of Goleman's (1995) claims are supported by research on the brain, memory, and emotions. These studies conclude that our emotions affect our cognition and consequently affect our learning. For example, people who cannot regulate their emotions may lack the attention required for problem-solving skills. This is emphasized in

Ellis and Ashbrook's (1988) resource allocation theory which asserts the effect of uncontrolled emotions on the process of learning where they hinder the learner from attaining new competencies. The resource allocation model posits that emotional states govern the amount of capacity that can be needed to a perform specific task, which explains the adverse effect of an unstable emotional state on memory. According to Ellis and Ashbrook (1988), "Most memory-related tasks require a certain allocation of mental capacity, and thus, a disruptive mood state reduces the available capacity for processing the task at hand."(p.26)

Based on what is mentioned above we can pre-train that emotional states are believed to reduce an individual's cognitive ability to solve problems, thus it is perceived as a negative influence that not only affects problem-solving but also learning. However, in contrast to the notion of emotions, Brown and Kulik (1977) propose that positive or negative emotions can actually empower memory. Brown and Kulik (1977) provide evidence by referring to "flashbulb" memories (p. 73). Flashbulb memories are defined by Leichtman, Ceci, and Omstein (1992) as memories that formulate due to intensely emotional events. These memories usually resist fading or disintegrating.

According to Bower's (1992) the fact that emotions and cognition walk hand in hand means that emotions play a great role in directing our cognition. In line with this principle, individuals "In a particular emotional or mood state will pay more attention to stimulus events, objects, or situations that align with their emotional state" (p. 20). In an educational setting, for instance, students experiencing depression may direct their attention toward the challenges of a particular course or their perceived shortcomings in completing it.

Students who experience high levels of anxiety may also excessively dwell on past failures, to the extent that their performance is hindered or "hijacked," as Goleman (1995) suggests. Apart from competing for cognitive resources and affecting attention, emotions play a distinctive role in the way information is processed and organized. (Isen & Daubman, 1984). Studies by Isen (1990) and Eyseneck and Mogg (1992) confirm that positive emotions are responsible to develop inclinations to find relationships or make comparisons between variables. Consequently, students 'ability to understand and relate complex concepts is mainly due to their positive emotional state.

In Bar-On's (2006) model of emotional intelligence, there are fifteen subscales that encompass the essential skills and abilities associated with emotional intelligence. Ten subscales concentrate on fundamental skills, including empathy, flexibility, assertiveness, interpersonal relationships, self-awareness, problem-solving, impulse control, self-awareness, stress tolerance, and reality testing the other five subscales address the abilities that build emotional intelligence, such as emotional independence, optimism, happiness, social responsibility, and self-actualization. Bar on summarized these 15 subscales into 5 levels that enhances the testing of individuals' emotional and social characteristics.

Intrapersonal: The ability to understand one's emotions

Interpersonal: The ability to recognize emotions in others.

Stress management: The ability to guide and control one's own emotions.

Adaptability: The flexibility to resolve conflicts.

General mood: The ability to be positive.

On the other hand, according to Danial Goleman (1995), emotional intelligence is defined as the capacity to:

1-Identify, comprehend, and control one's own emotions.

2-Identify, comprehend, and guide the emotions of others.

In practical terms, this means being mindful that emotions can shape our behavior and impact people in both positive and negative ways.

Most educational programs address the cognitive domain of the learner and usually disregard the affective one as mentioned by Low and Nelson (200) Thus, it is crucial for educators to understand that designing teaching instructions in the affective domain may have a positive effect on adolescent students' academic achievement. Such a curriculum would provide educators with a powerful instructional tool to increase academic achievement. Thus, including EI, which is referred to as ESL, in schools' curricula will contribute to their core mission which is improving students' academic attainment.

A recent study that examined gender differences in attaining emotional intelligence did not find any significant difference between males and females (Dishari and AlAfnan, 2023). They recommended investigating the effect of emotional intelligence on students' academic achievement. This study strives to fill that research gap.

Methodology

This paper strives to investigate the below research question:

Is there a statistical relationship between students' Total EQ level as reported Shutte Social Emotional Intelligence Test (SSEIT)and their academic performance as determined by GPA after teaching the literature-assigned component and analyzing the emotional intelligence of characters?

The study aimed to test the following statistical hypotheses:

HA: A significant and positive correlation between the EQ scores, measured by SSEIT, and the overall average of the experimental group after the intervention phase is statistically evident.

H0: No significant and positive relationship between EQ scores as measured by SSEIT and the total average in the experimental group after the intervention phase is evident.

This study employed two research designs. Firstly, an ex post facto design was utilized to investigate the correlations between academic achievement and scores on an emotional intelligence measurement instrument. Secondly, a quasi-experimental design was employed to compare treatment groups, which were subject to the 12-week teaching of emotional intelligence through literature, with control groups that did not receive any instruction in emotional intelligence. The individual grades of the students in the English Language course and their overall average were then correlated with their assessment of emotional intelligence, measured using Shutte's Social Emotional Intelligence test (SSEIT).

Data pertaining to the sample was gathered from the administration of two schools. The participants were requested to complete the SSEIT, an assessment tool employed for gauging emotional intelligence, in two phases: pre and post-intervention. Only the experimental group received an ESL program as treatment. Literature is chosen as a medium through which these skills will be introduced. The researcher has used 4 literary selections with social-emotional content. These readings provide students and teachers with the opportunity to address topics such as *fear,* bullying, and misjudgments. They act as a strong component of reading activities in learner-centered classrooms.

The teaching unit implemented in the program adopts a unique teaching approach referred to as "effective teaching." The methodology employed in this approach draws upon the three teaching levels outlined by Harmin, Kirschenbaum, and Simon (1973). These levels include the information, the concept, and the value. At the informative level, students examine facts while the conceptual level they have to perform high higher-order where they have to show the ability to find relationships. As for the valuing level, emotional analysis is included as priority is given to the affective domain. At this level, students establish connections between the facts and concepts they have acquired, emphasizing the importance of values and emotional development.
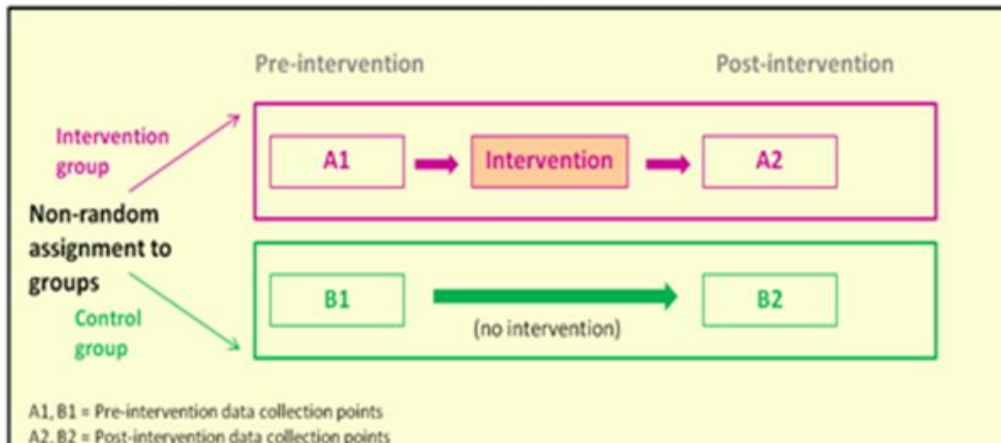
**Figure 1: Research Design (Adopted from Wagle, 2018)**

The experimental group completed the following: (1) A pretest (EI) assessment, estimated to take 10 minutes (SSEIT); (2) treatment consisting of a 12-week class session lasting approximately 75 minutes; and (3) a posttest (EI) assessment, estimated to take 10 minutes. The intervention included active and passive learning methods, group dialogue, and video vignettes. In total, the experimental group received approximately two and a half hours (over 2 weeks) of total (EI) saturation. The control group completed the following: (1) A pretest (EI) assessment, estimated to take 10 minutes; and (2) a posttest assessment, estimated to take 10 minutes. In total, the control group did not receive any (EI) saturation or ESL program. The experiment took place over nearly one term period (12 weeks). The pretest assessment took place during week one, and the posttest EI assessment took place during the last week. GPA of students and English language scores were obtained from the schools' unofficial records.

Participants and Sampling Strategy

The research was conducted in two private schools in Mount Lebanon (CBS and BBS (pseudonyms)). Four sections (Lebanese curriculums) two of which constituted the experimental group and the other two formed the control group. The reason behind excluding public schools was attributed to the researchers who wanted to obtain a homogeneous group. Students in both schools belong to middle social classes and both follow the same national curricula. As an experimental study, a convenience sample was used to generate participants. According to Creswell (2003), convenience sampling may be the only option for an experimental study "because the investigator must use naturally formed groups," such as classrooms (p. 164).

Participants in this study had a 2-period face-to-face class once a week for a period that extended for 12 weeks. In addition, the course included discussions, classroom assignments, debates, and oral presentations. Grades were not given for the intervention program. The 174 grade 11 male and female students constituted 8 sections where 4 of them constituted the control group and the other 4 received the intervention program and were considered the experimental group. Participants in the experimental group met either from 8:00 to 9:30 a.m. or from 11:00 to 12:20 p.m. on Tuesday for CBS and Thursday for BBS during a 1-week traditional term. The students in the eight sections have passed the Lebanese Brevet official exam and the school grade 10 at a GPA of at least 65 and an English language average of 60.

Students and parents were informed of the study and its purpose. Four sections in this study were taught an adapted version of the English literature program that focuses on ESL. Only the scores of participants who took both the pre and post Emotional Intelligence tests were considered in this study. The researcher provided all students in the experimental group with a general understanding of emotional intelligence traits and competencies. According to this model, emotional intelligence encompasses the evaluation of emotions within oneself and others, the expression of emotions, the management of emotions within oneself and others, and the use of emotions to guide into problem-solving situations.
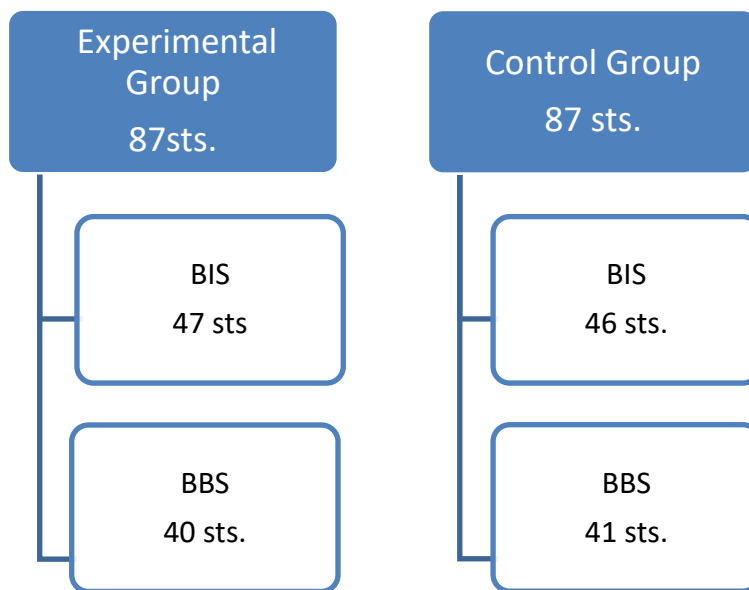
Figure 2: Sample distribution

Intervention Program

The intervention phase consisted of two segments. First, students in the experimental group were given training sessions To get them introduced to the several types and models of Emotional Intelligence. By referring to several resources, students ended up learning about the importance of demonstrating EI skills in their own lives. One resource was a book published by Stein and book titled *The EQ Edge*. It provided plenty of exercises, case studies, and emotional charades that students used in order to rate or describe their emotions. Another source used the *guide How You Feel is Up to You* (McKay & Dinkmever ,2002). It helped students recognize the effects of their emotions and different aspects of their lives. It also equipped them with suggestions and strategies to enhance their overall emotional intelligence skills.

The second segment was introduced later for a period of 12 weeks. It included four classical short stories where the skills of reading comprehension according to the common core learning outcomes were applied. The researchers included an extra element in critical reading and that was evaluating the emotional intelligence of both the protagonists and the antagonists in those literary works. Their critique involved also giving tips to the characters on how to behave more emotionally intelligent if needed.

Due to the allotted timeframe of 75 minutes, a "nuts and bolts" approach was utilized. The treatment objectives were to (1) define and describe the EI construct; (2) identify examples of EI concepts through literary texts; (3) discuss the value of EI and its relevancy to success and happiness in the characters' life The treatment methods employed: promoted critical thinking; focused on EI's primary dimensions; included a valid and reliable EI assessment; provided Intra and interpersonal learning methods; and provided a more real-to-life learning method through the use of videos and literary texts.

Research Instrumentation

Shutte Social Emotional Intelligent Test (SSEIT) was used to measure the students' Emotional Quotient. It is made up of 33 items designed to evaluate the emotional intelligence of individuals. Respondents rate their responses on a five-point scale. The higher scores in this self-report test indicate the participant has strong emotional intelligence traits. Scores can range from 33 to calculate the overall score for each participant, the scoring involves reversing the coding for items 5, 28, and 33.

Ethical Considerations

The data collected was only used in statistical analysis for research purposes, in academic discussions about EI theory in behavior-based training, and to advocate for ESL programs in Lebanon. Demographic data was collected for the study to identify academic performance. Participants who contributed to the study were informed that copies of the analysis and conclusions of the results will be made available upon request or through the published report.

Each student was assigned an identification number and corresponding labels were entered into SPSS for each of the cases and variables. Although no personally identifying data was attributed to the student, the student who did not include a signed consent agreement was not considered for analysis to maintain internal validity. Any discriminating information that was inadvertently attributed directly to the test material was removed or blotted out. The researcher associated the scored data with study participants by numeric label only. The study participants were informed that the SSEIT does not have right or wrong answers. Also, it was explained that the expository details collected in the written expression presentations and worksheets were evaluated manually.

Results

The first step in the analysis was to establish a baseline of students' EQ scores between the control and experimental groups prior to moving ahead with the study to prove that the emotional Intelligence program administered may have contributed to the increase in students' academic grades.

a. Descriptive Statistics

In Descriptive statistics, during the pre-intervention stage, the mean score is 98.6 for the control group and 97.8 for the experimental group. Thus, according to data obtained from the SSEIT, it is clear that between experimental and control groups there is no statistical difference. The mean scores on the scales have improved slightly for the control group from M= *98.6 SD=11.52 to M= 100.4 SD= 11.17 but* improved greatly for the experimental group from M= 97.8   SD =9.99 to M=107.43. SD= 10. 68.

Table 1: Descriptive statistics EQ scores

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-intervention EQ	Experimental	87	97.84	11.679	1.252
	Control	87	98.62	11.525	1.236
Post intervention EQ	Experimental	87	107.42	10.517	1.128
	Control	87	100.45	11.176	1.198

Yet, they all stayed in the category of average (as reflected in table 1). Conversely, those participants in the control group who did not receive any instructions on Emotional intelligence did not experience a significant improve in EQ scores: 100.45.

b. Paired T. test

To Test if there is a statistically significant difference between the Pre-intervention and Post-intervention of EQ for the control group paired t-test was used.

Table 2: Paired T. test samples statistics control group

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	EQ- Pre- intervention	98.61	87	11.525	1.236

EQ- Post- intervention	100.448	87	11.176	1.198

Table 3: T paired differences, control group

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair	EQ- Pre intervention-EQ- Post intervention	.632	2.200	236	-1.101	163	2.680	86	.009

Because of Sig. (2-tailed) = 0.009 <0.05, the difference between the means of pre and post-intervention for the control group is significant. Eta squared = t^2/t^2+N-1 =0.098 (Large effect with a substantial increase in the EQ scores between pre and intervention). As the p-value is less than 0.05, it can be concluded that Pre and post-EQcores are significantly different.

Paired t-test was conducted in order to test if both the Pre-Intervention and post–intervention groups in the Experimental group showed a statistically significant difference in EQ.

Table 4: Paired Samples Statistics (Experimental Group)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-intervention EQ- Experimental group	97.84	87	11.679	1.252
	Post-intervention EQ- Experimental group	107.42	87	10.517	1.128

Table 5: Paired differences pre and post EQ (experimental groups)

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre intervention EQ- Experimental group Post-intervention Experimental group	5.977	5.928	0.636	-7.240	4.714	9.405	86	.000

Because of Sig. (2-tailed) =0.000 <0.05 (See table5). So, we can conclude that the means of the EQ scores between Pre- and Post-intervention is significantly different to squared= t^2/t^2+N-1 =0.07 (moderate effect with a substantial increase in the EQ scores between pre-intervention and post).

T.TEST

A t- test was administered in pre-intervention and post-intervention for both the control and the experimental group to verify if there is a statistically significant difference in EQ score

Table 6: Independent sample test for equality of variance in the Pre-intervention phase

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre-intervention EQ	Equal variances assumed	.096	.757	.666	172	.506	1.172	1.759	-4.645	2.300
	Equal variances			.666-	171.970	.506	1.172	1.759	-4.645	2.300

The scores attained in the pre-intervention do not show statistically significant difference between the two groups for EQ scores (sig=0.506>0.05). See table 6.

Table 7: Independent sample test for equality of the variance in post-intervention phase

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post intervention EQ	Equal variances assumed	.062	.803	2.536	172	.012	4.172	1.645	.925	7.420
	Equal variances not assumed			.536	171.369	.012	4.172	1.645	.925	7.420

The post-intervention analysis reveals a notable and statistically significant distinction between the two groups in terms of EQ scores (sig=0.012<0.05). Using Eta squared the effect size for the independent samples t-test was calculated . thus by employing the formula Eta squared = $t^2 / (t^2 + (N1 + N2 - 2))$. With t=2.536, N1=87, N2=87, the resulting Eta squared value is 0.036, indicating a small effect size. Refer to Table 7 for further details. Consequently, it is evident that only 3.6% of the variation in Post-intervention EQ scores can be attributed to the differentiation between the control and experimental groups. The researchers' decision is that since a relationship

does exist between ESL intervention program and emotional intelligence as measured by (SSEIT) the conclusion that Emotional intelligence skills are teachable is plausible. The hypothesis in its affirmative was accepted while in its null form was rejected.

Emotional Intelligence and Total Average

To prove that EQ scores are positively and significantly correlated with general average grades in the experimental group after the implementation of an intervention ESL program T-tests and paired t-tests were conducted to correlate the grade point average with the emotional intelligence scores of the SSEIT.

1. Descriptive Statistics

The students' Total Average scores were generally above that of the normative population, as the mean scores ranged from M= 75.36 (SD= 4.83) to M=75.73(SD=5.8) in the experimental group while in the control group, it ranged from M=70.40(SD=5.68) to M=71.19 (SD= 5.6). It is essential to note here that all of the pre-intervention total scores are above 70 as that score is a pre-requisite for registering in grade 11 (those who scored less stayed in grade 10). However, in the post-intervention stage total average scores collected in showed a slight improvement in the control group (from M= 70.4 SD= 5.6 to M= 71.9 SD=5.6). See table 8.

Table 8: Descriptive Statistics pre- post intervention Total average

Sample	Mean	Standard Deviation
Pre-Experimental	75.36	4.83
Post Experimental	75.73	5.8
Pre-Control Group	70.4023	5.684
Post Control Group	71.19	5.674

2. Paired T. Test

To find out the total average score for the pre-intervention and the post-intervention a paired T–test was made. Data in tables 9 and 10 shows Sig. (2-tailed) = 0.240>0.05. Accordingly, we can conclude that the mean of the total average between pre and post–intervention for the control group presents no significant difference.

Table 9: Paired Samples Statistics(Control group)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Total Average- Pre-intervention	70.40	87	5.684	.609
	Total Average- Post-intervention	71.20	87	5.675	.608

Table 10: Paired Samples Statistics (Experimental group)

	Paired Differences							Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	

Pair 1	Pre intervention Total average- Experimental group - Post intervention Total average- Experimental group	.24138	6.13030	65724	-1.54792	1.06517	.367	.86	.714

Table 11: Paired Samples test experimental group

Pair 1	Pre intervention Total average- Experimental group	75.3662	87	5.12303
	Post intervention Total average- Experimental group	75.73276	87	6.29915

As Sig. (2-tailed) = 0.714>0.05 (see table 12), we can say that there is no significant difference in means total average scores between Pre and post intervention.

Discussion

This quantitative study sought to ascertain whether an intervention literature ESL program would promote academic achievement. Given this objective, the study's goal was achieved. The fact that the Experimental group's EQ ratings were higher and more significant than those of the Control group may indicate that emotional intelligence skills could be taught through an intervention program. Additionally, there is a strong correlation between EQ scores and the marks on the academic assessments used in this study.

The findings of this study concluded that the participants' Total Average scores were generally higher compared to the normative population. In the experimental group, the mean scores ranged from M=75.36 (SD=4.83) to M=75.73 (SD=5.8), while in the control group, the mean scores ranged from M=70.40 (SD=5.68) to M=71.19 (SD=5.6). It is worth mentioning here that the sample of students in this study had scores higher than 70 before the intervention program. A score of 70 was a condition to enroll in grade 11.

The T. paired test was conducted for the experimental group, and a two-tailed significance test (p =.05) was used. The two-tailed signal = 0.714>0.05 was discovered. As a result, we may conclude that there is no discernible difference between the mean total average scores before and after the intervention. In the control group, it was discovered that Sig. (2-tailed) =0.240>0.05. Therefore, we can conclude that there is no appreciable difference in the control group's mean of total average between the pre and post-intervention periods.

This fairly unexpected outcome could be the result of a number of other factors that were not considered in this investigation. The outcomes could be tempered by students' failures or even poor grades in one or two other areas. Many of the students in this study were under pressure to pass physics because it is a requirement for the grade 12 scientific branch that they do not want to pursue.

These results are consistent with several studies, which back the idea that SEL program can enhance the students 'social-emotional characteristics and boost their academic and social well-being (e.g., Brackett, Rivers, Reyes, & Salovey, 2012; Brown, Jones, La Russo, & Aber, 2010; Raver et al., 2011).

The lack of a single EI model and definition is one of the constraints that might be acknowledged in light of the analysis and discussion of the results. The various definitions and interpretations of emotional intelligence have given rise to epistemological issues as well as scrutiny of the psychometric tools created under each model. There is not enough empirical data to determine which of these psychometric instruments would provide the most accurate measurement of emotional intelligence because each of them was created in response to very different

ways of conceptualizing emotional intelligence (Freeland, Terry, & Rodgers, 2008; Davies, Stankov & Roberts, 1998; Matthews, 2002; Mayer et al., 2000).

To make sure that our students have the skills and knowledge required to successfully enter college or the workforce immediately after graduation, educators must continuously stay open to the latest effective research-based techniques and findings. These treatments must, however, start off a child's educational path and continue throughout their academic career. This study recommends modifications to future studies' methodologies as well as recommendations for improvements to Lebanon's educational procedures. Our objectives as educators are to give kids the greatest possible preparation for their post-high school endeavors and to help them with abilities that support their academic success as well.

Conclusion

In this 12-week experimental study, 174 grade 11 students from two private schools in Lebanon were assessed for their academic achievement after participating in an ESL (Emotional Social Learning) program. The ESL program included character analysis to four literary short narratives It was created to impart emotional intelligence skills and competencies. Three levels of analysis were used in the instruction: informational, conceptual, and ESL. Students examined these characteristics in both the protagonists and antagonists of each literary work in order to raise their knowledge of emotional intelligence. This study showed that the experimental group's EQ ratings were higher and more significant than those of the Control group. This indicates that emotional intelligence skills could be taught through an intervention program. Additionally, there is a strong correlation between EQ scores and the marks on the academic assessments used in this study but a statistically insignificant increase in students' academic performances due to the effect of the intervention program that incorporated teaching emotional intelligence traits of characters in literature courses.

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