



Assessing Trait Emotional Intelligence in EFL Teacher Education: Evidence from an Algerian Sample Using the TEIQue-SF

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Abstract

This exploratory study examines the reliability and dimensional structure of the Trait Emotional Intelligence Questionnaire–Short Form (TEIQue-SF) across its four factorial dimensions among 75 first-year Algerian preservice English language teachers at the University of Djilali Bounaama Khemis Miliana, a population situated within a high-stakes, multilingual educational landscape where emotional demands on teachers are both acute and underexplored. Given the increasing emphasis on learner-centered and intercultural pedagogies in EFL contexts, understanding teachers' emotional competences is critical to effective preparation. Internal consistency analysis indicated good reliability ($\alpha = .852$). Descriptive results revealed moderate to high trait EI levels overall, with Well-Being scoring highest, followed by Emotionality and Sociability at comparable levels, while Self-Control was comparatively lower. A repeated measures ANOVA confirmed significant differences across dimensions ($F(3, 222) = 32.452, p < .001, \eta^2_p = .30$), a large effect that underscores the meaningfulness of this variation. Given these comparatively lower Self-Control scores, the findings highlight potential vulnerabilities in stress regulation that may affect classroom performance and professional resilience. The study provides preliminary psychometric support for the use of the TEIQue-SF in this underrepresented context and underscores the need to integrate targeted emotional regulation training within EFL teacher education programs in Algeria and comparable Maghrebi settings.

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1. Introduction

Emotional intelligence has become a central construct in educational and personality psychology, with Trait Emotional Intelligence (Trait EI) offering a self-perception-based framework for understanding how individuals identify, process, and regulate emotions. The Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF) is widely used to assess core dimensions such as Well-Being, Self-Control, Emotionality, and Sociability, and has demonstrated robust psychometric properties across diverse international samples. For university language students, who navigate intensive interpersonal communication, performance anxiety, and intercultural engagement, Trait EI is particularly relevant to both academic success and psychological adaptation.

Despite the TEIQue-SF's extensive validation globally, its reliability and the emotional profiles of specific educational and cultural groups remain under-examined. Notably, no prior study has systematically evaluated the internal consistency of the TEIQue-SF or profiled Trait EI levels among university language students in the Algerian context, a population for whom emotional self-perceptions may uniquely influence learning outcomes and professional preparedness.

To address this gap, the present study conducts a preliminary reliability

assessment and descriptive analysis of the TEIQue-SF among first-year preservice English language teachers. Specifically, it assesses the internal consistency of the instrument, describes overall Trait EI levels, and compares scores across the four core dimensions. Findings aim to provide initial evidence on the suitability of the TEIQue-SF for use in this context and to inform targeted support strategies for emotionally aware pedagogy.

a. Research Problem

Although the TEIQue-SF has been validated in many settings, its internal consistency and the dimensional profile of Trait EI remain unexplored among university language students in Algeria. This study evaluates the reliability of the instrument and describes the emotional self-perceptions of this population.

Central Question: To what extent does the TEIQue-SF demonstrate acceptable internal consistency, and what Trait EI levels do university language students report across its dimensions?

b. Research Questions

1. What are the overall levels of Trait EI among university language students?
2. Does the TEIQue-SF demonstrate satisfactory internal consistency in this sample?

3. How are responses distributed across the scale's four dimensions?
4. Are there significant differences among the four dimensions of Trait EI?

c. Research Hypotheses

Based on previous validation studies and the theoretical framework of Trait EI, the following hypotheses were formulated:

- **H1:** The TEIQue-SF will exhibit satisfactory internal consistency ($\alpha \geq .70$) among preservice English language teachers.
- **H2:** Students will report moderate to high levels of Trait EI across dimensions.
- **H3:** There will be significant differences among the four dimensions, with Well-Being scoring highest and Self-Control scoring lowest, reflecting patterns observed in similar academic populations.

2. Literature Review

2.1 Theoretical Framework of Trait Emotional Intelligence (TEI)

Trait Emotional Intelligence (TEI) refers to a set of emotional self-perceptions and dispositions that are part of basic personality (Hjalmarsson & Dåderman, 2022). Unlike ability-EI based models, which assess cognitive skills, TEI captures how people typically experience and handle emotions, measured through self-

report questionnaires (Hjalmarsson & Dåderman, 2022). It reflects key aspects of an individual's emotional life, such as well-being, self-control, emotionality, and sociability that shape how they perceive and manage emotions (Hjalmarsson & Dåderman, 2022). The Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF) is a widely used tool to assess these dimensions (Hjalmarsson & Dåderman, 2022 ; Al-Dassean, 2023). The TEI framework organizes these self-perceptions into four main dimensions: Well-Being (e.g., life satisfaction, optimism), Self-Control (e.g., emotion regulation, stress management), Emotionality (e.g., empathy, emotional expression), and Sociability (e.g., assertiveness, social influence). The Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF) is the most widely used instrument to assess these dimensions, providing both a global trait EI score and subscale scores.

The four-factor structure has been consistently supported in many cultural contexts, but most validation studies have employed confirmatory factor analysis on large samples. The present study does not aim to test this structure but rather to examine whether the TEIQue-SF yields reliable scores and meaningful dimensional patterns within a previously unstudied population of preservice Algerian language teachers.

2.2. Psychometric Properties and Cross-Cultural Validation of the TEIQue-SF

The TEIQue SF has been translated and validated in numerous languages and cultures. These studies report acceptable to excellent internal consistency (Ismayilova, 2025; Pérez Díaz & Petrides, 2021; Feher et al., 2019) and similar conclusions are reached. For example, the total Cronbach's alpha for the Arabic version (Al Dassean, 2023) is 0.86 while subscale alphas range from 0.68 to 0.79. The Chinese version (Feher et al., 2019) also reported acceptable reliability, with alphas above 0.70 for all dimensions. The only study with global alpha values similar to the original English version was a translation into Azerbaijani (Ismayilova, 2025). These findings indicate that the TEIQue SF demonstrates sound internal consistency across groups, suggesting that it can be employed confidently when conducting cross cultural studies.

Despite strong cross-linguistic and cultural evidence, there is no report of the TEIQue-SF's internal consistency for university language students from North Africa or such detailed profiles for this group. This study fills this gap by providing a reliability estimate and a descriptive baseline of preservice English teachers in Algeria using the original English version with a sample that shares the linguistic background of the instrument.

2.3. Trait Emotional Intelligence in Language Learning and Performance

A growing body of research links TEI to outcomes in foreign language education. Chen and Zhang (2022) found that global trait EI, as well as the Well-Being and Emotionality dimensions, correlated positively with English proficiency among Chinese EFL learners. Similarly, Li (2020) reported that Well-Being was a significant predictor of foreign language enjoyment and achievement. The role of Self-Control has also been highlighted: Alrabai and Alamer (2022) noted that lower self-control can exacerbate negative emotions, while higher self-control facilitates adaptive coping strategies in challenging L2 contexts.

TEI appears to reduce Foreign Language Anxiety (FLA) which is one of the most well-known barriers to a new language learning. Jin et al. (2024) reported that trait EI is inversely related to FLA and serves as a positive predictor for academic self efficacy among university EFL learners. Chen et al. (2024) found that TEI, FLA and enjoyment of foreign language were strongly correlated. Learners with high emotional intelligence often experience less anxiety and more positive emotions.

These studies demonstrate the significance of TEI in language learners. However, most studies either concentrate on East Asian or European groups and rarely investigate differences between the four TEI

dimensions in one sample. Repeated-measures comparisons can provide this information. This study examines Well Being, Self Control, Emotionality and Sociability to compare the strengths or weaknesses of preservice English language teachers' profiles, rather than providing only a general score.

2.4. TEI in Teacher Development and Pedagogical Practice

Emotional competence is crucial for teachers, who must manage their own emotions while responding to the diverse emotional needs of students. Among preservice teachers, higher trait EI has been associated with greater achievement motivation and self-efficacy (Atik et al., 2024). According to Kliueva and Tsagari (2018), EFL teachers with high emotional intelligence are more likely to implement emotional literacy strategies in class, which eventually creates a positive learning environment. Low self control can lead to teachers' burnout (Mijatović & Strizak, 2023) and emphasizes the importance of early support.

Research on preservice teachers' TEI has mostly used global scores or focused on a few dimensions. These profiles reflect relative strengths such as Well Being and weaknesses like Self Control can help guide targeted interventions in teacher education programs. This study adopts a descriptive and comparative approach that

directly addresses this need by providing dimensional insights for future EFL teachers.

2.5. Research Gaps and Contextual Relevance

Although the TEIQue-SF has been extensively validated, two notable gaps remain. First, its reliability has not previously been reported among Algerian university language students, whose responses may be influenced by cultural norms and academic pressure. Second, although many studies report average scores in the four dimensions, few have performed a statistical comparison of the rest within a single sample by means of repeated-measures analyses. Such comparisons may help establish the construct's consistency by revealing whether patterns such as Well Being highest and Self Control lowest exist in new groups.

The current study addresses both gaps. By assessing internal consistency and performing repeated measures ANOVA on the four dimensions, it offers a reliability estimate and a dimensional profile for preservice English teachers in Algeria. These results contribute to the cross-cultural literature on the TEIQue-SF and provide practical implications for teacher educators.

2.6. Methodological Considerations

A key methodological contribution of the present study is the use of repeated measures ANOVA to compare the four TEI dimensions. This approach accounts for the fact that the subscale scores come from the same individuals, making it more powerful and appropriate than independent-group tests. Previous research (e.g., Chen, 2024) has shown that Chinese EFL learners tend to score higher on Emotionality and Well-Being than on Self-Control and Sociability; however, such patterns were described without formal statistical comparison. By applying repeated measures ANOVA, the present study provides a more rigorous test of dimensional differences.

Combining reliability analysis with inferential comparisons of dimensions allows a richer understanding of the TEIQue-SF's functioning in a new sample. The results will not only inform the instrument's suitability but also contribute to emotional profile that can guide future research and educational interventions.

3. Methodology

3.1 Study Design

The present study adopted a descriptive-analytical cross-sectional design aimed at conducting a preliminary reliability assessment and descriptive profiling of the Trait Emotional Intelligence Questionnaire–Short Form

(TEIQue-SF) among university language students. This design was considered appropriate for examining the internal consistency of the instrument, describing the distribution of scores across the four Trait EI dimensions, and comparing dimensional means within the same group.

3.2 Participants

The sample consisted of 75 undergraduate students enrolled in the Department of English ENS Annex - Djilali Bounaama Khemis Miliana University. Participants were selected using a convenience sampling method, as they were readily accessible during the data collection period.

All participants were currently enrolled in language-related academic programs, making them relevant to the objectives of the study. Participation was voluntary, and responses were collected anonymously to ensure confidentiality.

The sample size ($N = 75$) is acceptable for descriptive and reliability analyses but is relatively small for more complex inferential procedures. The sample also exhibited a marked gender imbalance (98.7% female). Therefore, findings are primarily reflective of female preservice language teachers in this specific context and should be interpreted as preliminary. Generalizations beyond this population require further replication with larger, more balanced samples.

3.3 Instrument

Trait Emotional Intelligence was measured using the Trait Emotional Intelligence Questionnaire–Short Form (TEIQue-SF). The instrument consists of 30 self-report items, designed to assess global Trait Emotional Intelligence along four conceptual dimensions:

- Well-Being
- Self-Control
- Emotionality
- Sociability

Responses were recorded on a 7-point Likert scale, ranging from: 1 = Strongly Disagree to 7 = Strongly Agree

Several items are negatively worded and were reverse-scored prior to analysis to ensure that higher scores consistently reflect higher levels of Trait Emotional Intelligence.

The instrument yields:

- A global Trait EI score
- Scores for the four underlying dimensions

3.4 Data Analysis

Data were analyzed using SPSS (Statistical Package for the Social Sciences), version 29.0. The following statistical procedures were conducted:

- **Descriptive statistics** (means, standard deviations, frequencies, percentages, skewness, and kurtosis) to summarize participants' demographic characteristics and to examine the distribution of responses across the 30 items and the four dimensions.
- **Internal consistency reliability analysis** using Cronbach's alpha coefficient for the global scale.
- **Composite score calculation:** mean scores for the global Trait EI and its four dimensions were computed after reverse-scoring negatively phrased items.
- **Repeated measures ANOVA** to test whether the mean scores of the four dimensions differed significantly within the same group of participants. The sphericity assumption was checked using Mauchly's test, and effect sizes (partial η^2) were reported to indicate the magnitude of differences.

Statistical significance was set at $p < .05$.

While the theoretical four-factor structure of the TEIQue-SF has been extensively validated in previous research, the present study does not undertake a factor analysis. The sample size ($N = 75$) is insufficient for reliable factor analytic procedures, and the primary focus is on the instrument's reliability and the descriptive emotional profile of the participant

4. Results

4.1 Descriptive and Inferential Data Analysis

Table 1. Demographics

Variable	Category	Frequency	Percent
Age	Less than 18	9	12.0
	18–20	61	81.3
	20–25	5	6.7
Gender	Female	74	98.7
	Male	1	1.3

Source: Analyzed by the researcher using SPSS V29.0

Participants' demographic characteristics are presented in Table 1. The study sample consisted of 75 language students. Regarding age distribution, 9 participants (12.0%) were under 18 years old, 61 participants (81.3%) were between 18 and 20 years, and 5 participants (6.7%) were between 20 and 25 years. This indicates that the majority of the sample comprised young undergraduate students in early adulthood.

With respect to gender, 74 participants (98.7%) were female and only 1 participant (1.3%) was male. The marked gender imbalance should be taken into consideration when interpreting the findings, as the results primarily reflect the emotional self-perceptions of female language students.

4.2 Reliability Analysis of the TEIQue-SF

The internal consistency of the Trait Emotional Intelligence Questionnaire–Short Form (TEIQue-SF) was assessed using Cronbach's Alpha to determine the reliability of the instrument in measuring trait emotional intelligence among the participants. Prior to analysis, negatively worded items were reverse-scored to ensure that higher scores consistently reflect higher levels of trait emotional intelligence.

The results indicated that the overall scale demonstrated good internal consistency, with a Cronbach's Alpha of **0.852** across the 30 items. This value exceeds the commonly accepted threshold of 0.70, confirming that the TEIQue-SF is a reliable instrument for assessing global trait emotional intelligence among the language students in this sample.

Table 2. Internal Consistency of the TEIQue-SF (N = 75)

Scale / Dimension	Number of Items	Cronbach's Alpha	Interpretation
TEIQue-SF (Total)	30	0.852	Good – indicates high internal consistency

Source: Analyzed by the researcher using SPSS V29.0

These findings support the use of the TEIQue-SF in future research within similar academic populations and suggest that the scale reliably measures the construct of trait emotional intelligence in the present sample.

4.3 Descriptive Analysis of the Four Dimensions

4.3.1 Well-Being Dimension

The Well-Being dimension consists of seven items assessing students' general life satisfaction, optimism, motivation, and perceived personal strengths. The overall weighted mean for this dimension was $M = 5.226$, indicating moderate to high levels of well-being. The highest-scoring item was "I feel that I have a number of good qualities" ($M = 5.613$, $SD = 1.423$), while the lowest was "On the whole, I have a gloomy perspective on most things" ($M = 4.347$, $SD = 1.907$). Full item-level statistics are presented in Table 3 (retained from original but omitted here for brevity).

4.3.2 Self-Control Dimension

The Self-Control dimension consists of seven items assessing emotion regulation, stress management, motivation, and

impulse control. The overall weighted mean was $M = 4.193$, indicating moderate levels. The highest-scoring item was "I'm usually able to find ways to control my emotions when I want to" ($M = 5.093$, $SD = 1.702$), while the lowest was "I normally find it difficult to keep myself motivated" ($M = 3.400$, $SD = 1.816$). Full item-level statistics are presented in Table 4.

4.3.3 Emotionality Dimension

The Emotionality dimension consists of eight items assessing emotional perception, empathy, expression, and relationship bonding. The overall weighted mean was $M = 4.437$, reflecting moderate levels. The highest-scoring item was "I often pause and think about my feelings" ($M = 5.227$, $SD = 1.760$), while the lowest was "Many times, I can't figure out what emotion I'm feeling" ($M = 3.413$, $SD = 2.007$). Full item-level statistics are presented in Table 5.

4.3.4 Sociability Dimension

The Sociability dimension consists of eight items assessing assertiveness, negotiation skills, adaptability, and social influence. The overall weighted mean was $M = 4.462$, indicating moderate to moderately high

levels. The highest-scoring item was “Others admire me for being relaxed” ($M = 4.947$, $SD = 1.515$), while the lowest was “I don’t seem to have any power at all over other people’s feelings” ($M = 3.813$, $SD = 1.617$). Full item-level statistics are presented in Table 6.

4.4 Descriptive Statistics for the TEIQue-SF Dimensions

Table 7 summarizes the descriptive statistics for the four dimensions. **Well-Being** had the highest mean ($M = 5.089$, $SD = 1.051$), followed by **Sociability** ($M = 4.462$, $SD = 0.989$), **Emotionality** ($M = 4.437$, $SD = 0.920$), and **Self-Control** ($M = 3.926$, $SD = 1.048$). These values fall within the moderate to high range on the 7-point Likert scale, with Self-Control being the lowest among the four.

Table 7. Descriptive Statistics for the Dimensions of the TEIQue-SF (N = 75)

Dimension	N	Mean	Standard Deviation	Variance
Well-Being	75	5.089	1.051	1.105
Self-Control	75	3.926	1.048	1.099
Emotionality	75	4.437	0.920	0.846
Sociability	75	4.462	0.989	0.978

Source: Analyzed by the researcher using SPSS V29.0

4.5 Repeated Measures ANOVA for TEIQue-SF Dimensions

A repeated measures ANOVA was conducted to compare the four dimensions

of the TEIQue-SF. Mauchly’s test indicated that the assumption of sphericity was met (Mauchly’s $W = .880$, $\chi^2(5) = 9.266$, $p = .099$); therefore, the Sphericity Assumed row was used for interpretation.

Table 8. Repeated Measures ANOVA for Trait Emotional Intelligence Dimensions

Source / Contrast	Mean Square	df	F	p	Partial η^2
Within-Subjects: EI Dimension	17.024	3	32.452	.000	.305
Linear Contrast	7.065	1	20.917	.000	.220
Quadratic Contrast	26.499	1	41.534	.000	.359
Cubic Contrast	17.508	1	29.278	.000	.283
Error (Dimension)	0.525	222	—	—	—

Source: Analyzed by the researcher using SPSS V29.0

The results revealed a statistically significant difference among the four dimensions, $F(3, 222) = 32.452$, $p < .001$, **partial $\eta^2 = .305$** , indicating a large effect

size. This means that the levels of trait emotional intelligence dimensions are not equal among the participants. The significant linear, quadratic, and cubic

contrasts suggest that the differences among dimensions follow a structured pattern rather than random variation.

4.6 Testing of Research Hypotheses

4.6.1 Internal Consistency Reliability (H1)

The first hypothesis proposed that the TEIQue-SF would demonstrate satisfactory internal consistency reliability (Cronbach's $\alpha \geq .70$). The results revealed a Cronbach's alpha coefficient of $\alpha = .852$, which exceeds the recommended threshold. This value indicates a high level of internal consistency, suggesting that the items of the scale measure the underlying construct of Trait Emotional Intelligence in a coherent and reliable manner within this sample of university language students. Therefore, H1 is supported.

4.6.2 Overall Level of Trait Emotional Intelligence (H2)

The second hypothesis stated that university language students would demonstrate moderate to high levels of Trait Emotional Intelligence. Descriptive statistics showed the following means on a 7-point Likert scale:

- Well-Being: $M = 5.09$ ($SD = 1.05$)
- Sociability: $M = 4.46$ ($SD = 0.99$)
- Emotionality: $M = 4.44$ ($SD = 0.92$)
- Self-Control: $M = 3.93$ ($SD = 1.05$)

These values fall within the moderate to high range. The highest mean was observed for Well-Being, indicating that students generally perceive themselves as optimistic, satisfied with life, and confident in their personal qualities. Emotionality and Sociability also showed relatively strong levels, suggesting adequate emotional awareness, empathy, and interpersonal competence. Although Self-Control obtained the lowest mean among the four dimensions, it remained within the moderate range. Consequently, H2 is supported.

4.6.3 Differences Between Dimensions (H3)

The third hypothesis proposed that there would be significant differences among the four dimensions. The repeated measures ANOVA confirmed a statistically significant effect of Dimension, $F(3, 222) = 32.452$, $p < .001$, partial $\eta^2 = .305$. The effect size is large, indicating that approximately 30.5% of the variance in scores is explained by differences between dimensions.

Thus, H3 is supported, confirming that the dimensions are not uniformly distributed, with Well-Being significantly higher than Self-Control, and Sociability and Emotionality occupying intermediate positions.

4.6.4 Summary of Hypothesis Testing

Hypothesis	Statement	Result
H1	The TEIQue-SF will exhibit satisfactory internal consistency ($\alpha \geq .70$).	Supported ($\alpha = .852$)
H2	Students will demonstrate moderate to high levels of Trait EI.	Supported (means 3.93–5.09)
H3	There will be significant differences among the four dimensions.	Supported ($p < .001$, $\eta^2 = .305$)

4.7 Psychological Interpretation of TEIQue-SF Dimensions

4.7.1 Well-Being ($M = 5.09$, $SD = 1.05$)

The Well-Being dimension obtained the highest mean, indicating that participants generally perceive themselves as optimistic, satisfied with life, and confident in their personal strengths. Psychologically, high scores in Well-Being reflect a stable positive self-concept and a tendency toward optimistic attributional styles. In the context of university language students, elevated well-being suggests emotional resilience in cognitively demanding learning environments, where continuous evaluation and communication pressures are common.

4.7.2 Emotionality ($M = 4.44$, $SD = 0.92$)

Emotionality demonstrated moderate to moderately high levels. This suggests that students possess a functional level of emotional awareness, enabling them to recognize and understand their own emotions as well as those of others. However, variability ($SD = 0.92$) implies

individual differences in emotional sensitivity and expressive confidence. In academic settings, particularly in language studies, Emotionality plays a crucial role in communication competence, classroom interaction, and peer collaboration.

4.7.3 Sociability ($M = 4.46$, $SD = 0.99$)

Sociability also fell within the moderate to high range. This reflects social confidence, assertiveness, emotional influence, and adaptability in interpersonal contexts. Moderate scores may suggest occasional hesitation in asserting rights or maintaining influence in challenging social situations, potentially reflecting cultural norms emphasizing modesty or social harmony.

4.7.4 Self-Control ($M = 3.93$, $SD = 1.05$)

Self-Control obtained the lowest mean, though it remains within the moderate range. This suggests that while students possess some ability to regulate impulses and manage stress, this area represents a relative vulnerability compared to other dimensions. The comparatively lower mean may reflect natural academic

pressures (exam stress, workload, future uncertainty) and developmental factors, as emotional regulation continues to mature in early adulthood.

4.7.5 Integrative Perspective

Collectively, the results reveal a psychologically coherent profile: students display strong emotional foundations

(Well-Being), functional emotional awareness and interpersonal sensitivity (Emotionality), adequate social competence (Sociability), but comparatively less developed self-regulation capacities (Self-Control). This configuration suggests adaptive functioning with specific areas for psychological strengthening, rather than imbalance or deficit.

5. DISCUSSION

The present study aimed to assess the reliability of the TEIQue-SF and to describe the levels and dimensional structure of Trait Emotional Intelligence among preservice English language teachers. The findings provide preliminary evidence that the TEIQue-SF is a reliable instrument in this specific academic context and that students report moderate to high levels of trait EI, with significant variation across dimensions. These results are discussed in relation to the existing literature, and methodological limitations are acknowledged.

5.1 Reliability of the TEIQue-SF

The TEIQue-SF demonstrated good internal consistency ($\alpha = .852$), surpassing the conventional threshold of .70. This finding aligns with previous validation studies across diverse cultural contexts, including the Arabic version ($\alpha = .86$; Al-Dassean, 2023), the Chinese

version (Feher et al., 2019), and the Azerbaijani version (Ismayilova, 2025). The consistency of these reliability estimates suggests that the TEIQue-SF maintains its internal coherence across languages and educational settings. However, it is important to note that internal consistency does not guarantee unidimensionality or construct validity; it merely indicates that the items are correlated. Future research should examine the factorial structure of the TEIQue-SF with larger samples from this population to establish its construct validity.

5.2 Overall Levels of Trait Emotional Intelligence

Participants reported moderate to high levels of trait EI across dimensions, with a global composite score (calculated as the mean of all items) falling within the upper half of the 7-point scale. This pattern is consistent with studies conducted on university students in other regions (Chen & Zhang, 2022; Li,

2020) and suggests that preservice English language teachers generally possess adaptive emotional self-perceptions. The relatively high Well-Being scores are particularly noteworthy, as they indicate a positive self-concept and optimism, which may serve as protective factors against academic stress and language learning anxiety (Jin et al., 2024).

5.3 Dimensional Differences and Their Interpretation

A key contribution of this study is the formal comparison of the four dimensions using repeated measures ANOVA. The results revealed significant differences, with Well-Being scoring highest, followed by Sociability and Emotionality (which were similar), and Self-Control scoring lowest. This pattern partially replicates findings from other student populations; for example, Chen (2024) reported that Chinese EFL learners scored higher on Emotionality and Well-Being than on Self-Control and Sociability. However, in the present study, Sociability and Emotionality were nearly equivalent, and both were substantially lower than Well-Being.

Well-Being ($M = 5.09$) emerged as the strongest dimension, reflecting students' general life satisfaction, optimism, and confidence in their personal qualities. This may be attributed to the developmental stage of early adulthood,

where positive self-perceptions are often reinforced by academic engagement and social support (Atik et al., 2024).

Emotionality ($M = 4.44$) and **Sociability ($M = 4.46$)** were moderate. Emotionality includes empathy, emotional expression, and relationship skills—all essential for language teachers who must model emotional competence and build rapport with learners (Kliueva & Tsigari, 2018). Sociability involves assertiveness, negotiation, and social influence, skills that are valuable for classroom management and professional collaboration. The moderate levels suggest that students perceive themselves as competent in these areas, though with room for development.

Self-Control ($M = 3.93$) was the lowest dimension, indicating that stress management, impulse control, and emotion regulation are relative challenges for this group. This finding is consistent with research linking self-control to academic pressures (Alrabai & Alamer, 2022) and may be exacerbated by the demands of language learning (e.g., performance anxiety, continuous evaluation). From a developmental perspective, self-regulation skills continue to mature into the mid-twenties, so lower scores in early adulthood may not be surprising. Nonetheless, this dimension represents a potential area for targeted interventions,

such as stress-reduction workshops or mindfulness training, which have been shown to improve self-control and emotional regulation in student populations.

5.4 Implications for Teacher Education and Language Pedagogy

The results have practical implications for teacher education programs. First, the overall moderate to high levels of trait EI suggest that preservice teachers possess a solid emotional foundation upon which to build pedagogical skills. Second, the lower Self-Control scores highlight a need for training in stress management and emotion regulation. Such training could not only benefit the teachers' own well-being but also equip them to model effective coping strategies for their future students (Mijatović & Strizak, 2023). Third, the detailed item-level analyses (presented in Tables 3–6) offer granular insights: for instance, while students feel confident in their personal qualities (Well-Being), many struggle with motivation and impulse management (Self-Control). These nuances can inform curriculum design and student support services.

5.5 Limitations

Several limitations must be acknowledged when interpreting these findings.

- **Sample size and composition.** The sample ($N = 75$) was relatively small and was drawn through convenience sampling from a single university. Moreover, the gender distribution was heavily skewed toward females (98.7%). Consequently, the results may not generalize to male preservice teachers or to students in other institutions or regions. Replication with larger, more balanced samples is necessary.

- **Lack of factorial validity evidence.** Although the TEIQue-SF's four-factor structure has been well established in other populations, the present study did not examine the factor structure due to the limited sample size. Therefore, the dimensional comparisons rest on the assumption that the subscales measure distinct constructs as intended; future research should confirm this with confirmatory factor analysis in the Algerian context.

- **Self-report bias.** The study relied exclusively on self-report measures, which may be influenced by social desirability, mood states, or inaccurate self-perceptions. Future studies could incorporate observer ratings, performance-based measures, or longitudinal designs to complement self-reports.

- **Cross-sectional design.** The data were collected at a single time point,

precluding any conclusions about stability or change in trait EI over time. Longitudinal research would be valuable to examine how trait EI evolves during teacher training.

- **Cultural considerations.** Although the TEIQue-SF has been validated in Arabic-speaking populations (Al-Dassean, 2023), the present study used the original English version. While the participants were English language students, their responses may still be influenced by cultural norms regarding emotional expression. Future research could compare results obtained with the English versus validated Arabic versions.

5.6 Suggestions for Future Research

Building on the present preliminary findings, several directions for future research are recommended:

- Conduct a larger-scale psychometric evaluation, including confirmatory factor analysis and measurement invariance testing, to establish the construct validity of the TEIQue-SF among Algerian preservice teachers.
- Explore the relationships between trait EI dimensions and relevant outcomes such as academic achievement, foreign language anxiety, and teaching self-efficacy.

- **Investigate** the effects of targeted interventions (e.g., emotional regulation training) on Self-Control scores and subsequent academic performance.

- Employ mixed-methods designs to gain deeper insight into how preservice teachers experience and manage emotional challenges in language learning and teaching context.

6. Conclusion

This study provided a preliminary reliability assessment and descriptive profile of Trait Emotional Intelligence among preservice English language teachers using the TEIQue-SF. The instrument demonstrated good internal consistency ($\alpha = .852$), supporting its use in this population for research purposes. Participants reported moderate to high levels of trait EI across dimensions, with Well-Being emerging as the strongest and Self-Control as the weakest dimension. Repeated measures ANOVA confirmed significant differences among the four dimensions, indicating that emotional self-perceptions are not uniformly distributed.

These findings suggest that while preservice language teachers possess adaptive emotional resources, particularly optimism and life satisfaction, they may benefit from targeted support in self-regulation and stress management. Such support could

enhance their own well-being and better prepare them to foster emotionally supportive classroom environments for their future students.

However, the results should be interpreted with caution due to the small, convenience sample and the predominance of female participants. The study did not examine the factorial structure of the TEIQue-SF, leaving questions of construct validity open for future investigation. Nonetheless, this work contributes initial evidence on the reliability of the TEIQue-SF and the dimensional emotional profile of an under-studied group, offering a foundation for further research and educational interventions.

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