



Emotional Intelligence and Reading Comprehension: A Systematic Review of Empirical Studies

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Abstract

In recent years, emotional intelligence has gained significant attention in learning and teaching English due to its innovative features to enhance productivity and improve the students' ability to read, write, listen and speak properly in academic settings. This study, employing the systematic literature review method, aims to explore the impact of emotional intelligence on learning reading comprehension. A total of twenty research publications published between 2010 and 2025 were included in this study. These publications were gathered from reliable databases such as Google Scholar, Semantic Scholar, ResearchGate, Eric, Academia, Wiley Online Library, Springer, ScienceDirect, and Taylor & Francis. The findings of the reviewed studies discovered that there is a strong positive relationship between emotional intelligence and reading comprehension. Positive and negative associations of emotional intelligence on reading comprehension are demonstrated by the review. In addition, recommendations for further research were identified, as well as recommendations for teachers, students, and syllabus designers.

Key words: Emotional Intelligence, reading comprehension, systematic review

الملخص

حظي الذكاء العاطفي في السنوات الأخيرة باهتمام كبير في مجال تعليم وتعلم اللغة الإنجليزية، وذلك نظراً لخصائصه المبتكرة التي تعزز الإنتاجية وتحسن قدرة الطلاب على القراءة والكتابة والاستماع والتحدث بشكل سليم في السياقات الأكاديمية. تهدف هذه الدراسة -التي تعتمد منهجية المراجعة المنهجية للأدبيات- إلى استكشاف تأثير الذكاء العاطفي على تعلم مهارة الفهم القرائي. وقد شملت الدراسة ما مجموعه عشرين ورقة بحثية نُشرت في الفترة ما بين عامي 2010 و2025، حيث جُمعت هذه الأعمال من قواعد بيانات موثوقة مثل: Google Scholar و Semantic Scholar و ResearchGate و Eric و Academia و Wiley Online Library و Springer و ScienceDirect و Taylor & Francis. وأظهرت نتائج الدراسات المراجعة وجود علاقة إيجابية قوية بين الذكاء العاطفي والفهم القرائي، كما بينت المراجعة جوانب الارتباط -سواء كانت إيجابية أو سلبية- بين الذكاء العاطفي والفهم القرائي. وعلاوة على ذلك، تم تقديم توصيات لإجراء مزيد من الأبحاث، إلى جانب توصيات موجهة للمعلمين والطلاب ومصممي المناهج الدراسية.

1. Introduction

Since English is an indispensable instrument for worldwide communication, it has a significant impact on students' academic and professional development in the age of globalization. Reading is one of the four essential language skills needed to master English, despite its complexity, and studying a foreign language is crucial for helping students enhance their language ability in practical programs at all educational levels. Students' comprehension of academic texts differs, particularly in terms of emotional intelligence. Researchers found that while some students find understanding English texts easier, others find it more difficult.

1.1 Emotional Intelligence

In the literature review, Mayer and Salovey (1990: 189) were the first to use the phrase emotional intelligence and defined it as “the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s feelings and actions”. In addition, Emotional Intelligence (EI), according to Salovey & David (2018), is the ability to recognize, comprehend, command, and effectively utilize emotions in oneself and others in order to foster development, relationships, and overall well-being. According to Brackett & Salovey (2019), this idea includes components like self-awareness, self-regulation, social awareness, and relationship management. Together, these components promote adaptive functioning in a range of contexts. In its broadest definition, emotional intelligence is the capacity to identify and control our own and other people's feelings (Goleman, 2002). Moreover, emotional intelligence is defined by Goleman (1995: 13) as “... being able to rein in emotional impulse; to read another’s innermost feelings, to handle relationships smoothly, ‘to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way’”. Further, in 1997, Mayer and Salovey proposed a definition that “Emotional Intelligence indicates the ability to recognise the meanings of the emotional patterns, and cognitive analysis of this based on which problems are then solved”. Furthermore, Ensari (2017) defined emotional intelligence as the ability to be aware and note emotions and own feelings, to understand and be able to clearly articulate these feelings, and to regulate these feelings based on observation and good awareness of the emotions and feelings of others, to be able to engage with them in positive social and emotional relationships which would enhance individual’s capacity for mental, emotional and professional development, and to acquire an increasing amount of positive life skills.

However, a number of scholars proposed that emotional intelligence is important in learning English, particularly in reading comprehension. For example, as said by Ensari (2017), emotional intelligence 1) affects a person's attitude and outlook on life; 2) helps in decreasing anxiety and depression; 3) has a high effect on social relationships; 4) helps people to communicate with others more effectively; 5) helps people to reduce procrastination and increase self-confidence; and 6) helps EFL students to put their effort to learn English, often interact with their classmates and instructors. Similarly, Trockel et al. (2000), cited in Rupande (2015), observed that students with high emotional intelligence listen to their feelings and feel good about themselves, tend to accept and respect themselves and perform well in school because of their raised self-esteem. It has been found that emotionally intelligent (EI) people are able to handle social circumstances with empathy, understanding, and skillful communication. It enhances relationship satisfaction, cooperation, and resolution of conflicts (Brackett & Salovey, 2019).

1.2 Reading Comprehension

One of the most important abilities required for success in many areas of life is reading. According to OECD (2018, p. 11), reading comprehension is the ability to "understand, use, evaluate, reflect on, and engage with texts in order to achieve one's objectives, develop one's knowledge and potential, and participate in society". The complex process of reading involves sensation, perception, comprehension, application, and integration. It is the process of using printed words and symbols to create and derive meaning. Reading as a whole facilitates

communication as well as the exchange of ideas and information (Estremera & Estremera, 2017). Other authors in the literature, such as Rodríguez-Ortiz et al. (2021), indicated that the most crucial ability that students need to master in order to interpret a string of written symbols is reading. Additionally, reading broadens one's perspective in terms of communication, education, and entertainment. The process of reading comprehension is multifaceted and affected by numerous variables. However, each person may benefit from the information that is known to influence their reading comprehension skills in a different way. Moreover, Perfetti & Stafura (2014) said that one of the most difficult things a person can do is comprehend what they read. For instance, in order to comprehend this statement, one must visually process the words, recognize their phonological, orthographic, and semantic representations, then connect the words using syntactic rules to comprehend the sentence's underlying meaning (Perfetti & Stafura, 2014; Benarose & Hmouma, 2026). However, it is not enough to comprehend the underlying meaning of every sentence. It is necessary to integrate that meaning across phrases, employ pertinent prior knowledge, draw conclusions, recognize the text's structure, and assess the objectives and motivations of the writers (Graesser, 2015). Language professionals have done their best to offer a range of interpretations for the reading process. Regarding reading comprehension, a number of models and theories have been put forth. As of the present time, different reading researchers (Godman, 1973; Chastain, 1988; Kitao, 1990; Dunin et al., 2020; Gunning, 2005; Alyousef, 2006; Babashami, 2013) have suggested various models for the reading process. These models include the psycholinguistic model, the bottom-up model, the top-down model and the interactive model. According to the psycholinguistic model of reading comprehension, the reader tests and samples the text after attempting to predict, confirm, or modify prior predictions. Therefore, a proficient reader does not need to use all of the available textual cues. The less confirmation from the text is needed, the less visual perceptual information the reader requires if they are able to make appropriate and relevant guesses. To comprehend the material, the reader uses both his prior knowledge and his conceptual skills and methods (Godman, 1967 and Coady, 1979). A reading model known as the "bottom-up approach" views comprehension as a rigorous, sequential process. Before understanding the broader meaning, readers decode the smallest text parts, such as letters and phonics, then integrate them into words, phrases, and sentences (Dole et al., 1991; Parson, 2012; Laufer, 2020). The top-down reading model compares reading texts to a game of guesswork. According to this concept, the reader makes use of their schemata, or prior knowledge and experiences, to comprehend the material they are reading. The reader's knowledge, comprehension, and language skills are essential for understanding the text's meaning while employing top-down reading strategies (Ardhani, 2016). For the interactive model, Babashamsi et al. (2013) stated that in the interactive model, the reader interacts with the text to deepen its meaning and integrates a variety of knowledge, such as linguistic or common knowledge and schematic knowledge. Interactive reading models seem to offer a more accurate understanding of reading performance than exclusively top-down or bottom-up reading strategies.

Regarding reading comprehension and emotional intelligence, a number of earlier academics have studied how emotional intelligence affects reading comprehension in the literature. Although numerous empirical studies have investigated the relationship between emotional intelligence and reading comprehension, no systematic literature review (SLR) has looked at the relationship between emotional intelligence and reading comprehension based on findings from earlier studies. Therefore, it is anticipated that this study will present a summary

of the results in the form of published articles and theses that address the connection between emotional intelligence and reading comprehension in various databases.

Regarding reading comprehension and emotional intelligence, the impact of emotional intelligence on reading comprehension has been studied by a number of earlier academics. To the best of the author's knowledge, no research has looked at the relationship between emotional intelligence and reading comprehension in the form of a systematic literature review (SLR) based on findings from earlier studies. Therefore, it is anticipated that this study will offer a summary of the results in the form of published articles and theses that address the connection between reading comprehension and emotional intelligence in various databases. The goal of this study is to review a large body of data on theses and journal articles regarding the relationship between reading comprehension and emotional intelligence. This study focuses on several factors, such as (1) authors and year of publication, (2) journals, (3) methods used, and (4) results. Therefore, the following research questions are the focus of the systematic literature review paper:

1. What particular research methods were used in the previous studies to establish the relationship between emotional intelligence and reading comprehension?
2. How can reading comprehension be affected by emotional intelligence?
3. What are the current research directions for further research?
4. What recommendations did the previous research offer?

2. Research Methodology

This study used a systematic review of the literature. According to Nawi and Nor (2023), Carrera-Rivera et al. (2022) and Sari et al. (2023), a systematic literature review is a research methodology that employs a methodical process to collect, identify, and critically analyze previous research papers, including books, articles, dissertations, and conference proceedings. Its objective is to reduce any bias caused by individual research and non-systematic judgments, according to Xiao and Watson (2019). The SLR approach was used in this study to thoroughly synthesize the existing body of literature regarding the relationship between emotional intelligence and reading comprehension.

Preferred Reporting Items for Systematic and Meta-Analytic (PRISMA) was used to select, review, and summarize based on author (s), year of publication, Journals, methods, and findings of the research. The inclusion of this study includes 1) research on emotional intelligence, 2) reading comprehension, 3) articles and theses published between 2010 and 2025. Perversely, the exclusion criteria include: 1) the research is not about emotional intelligence, 2) articles and theses are not about reading comprehension, 3) articles and theses are not published in 2010. A total of twenty research publications were included in this study. These publications were gathered from reliable databases such as Google Scholar, Semantic Scholar, ResearchGate, Eric, Academia, Wiley Online Library, Springer, ScienceDirect, and Taylor & Francis. A final sample of 20 research articles was chosen for in-depth review after a total of 400 articles and theses were examined. Data is displayed in Figure 1 below.

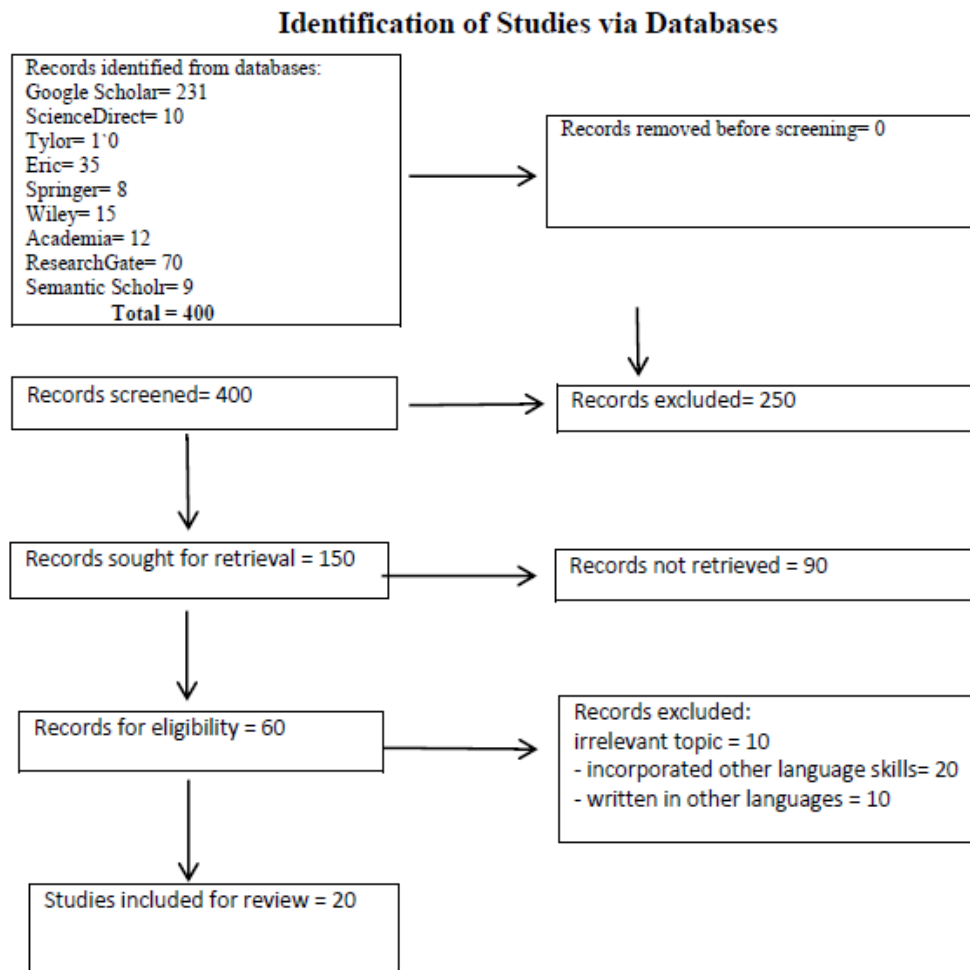


Figure 1: The PRISMA Model

This systematic review's articles and theses come from many databases. Google Scholar, ScienceDirect, Taylor, Eric, Springer, Wiley, Academia, and Semantic Scholar are some of them. Keywords such as "reading comprehension," "emotional intelligence," and "the relationship between emotional intelligence and reading comprehension" were used to find the articles and theses. As a result, the period frame was 2010–2025. Three methods were used to examine earlier research from the database. Initially, the investigator looked through the database. The second involves using inclusion and exclusion criteria to categorize the theses and publications. Lastly, the articles are chosen. Pilu and Nur (2023) state that the inclusion and exclusion criteria are crucial for determining the review's scope as well as which papers will be included or removed from the analysis. The papers that were relevant to this study were then identified by applying the inclusion and exclusion criteria. The inclusion criteria also include the use of the relationship between emotional intelligence and reading comprehension, journal articles and theses, restrictions on reading skills, publications between 2010 and 2025, and the use of English in the writing of the articles and theses. In the meantime, the exclusion criteria include not employing irrelevant topics, non-journal articles, or theses, incorporating other language skills, not being published between 2019 and 2023,

and not writing the articles and theses in any other language. The inclusion and exclusion criteria are in Table 1 below.

Table 1: Inclusion and Exclusion Criteria

Inclusion	Exclusion
Using emotional intelligence -	Not using emotional intelligence-
Using a reading skill-	Not investigating a reading skill-
Using journal articles and theses-	Not using journal articles and theses-
Using Publication in 2010 to 2025-	Not using Publication in 2010 to 2025-
- Using articles and theses written in English	- Not using articles and theses written in English

As a result, 400 articles and theses published between 2010 and 2025 were found using database searches. Additionally, the final articles and theses that suited the research subject in this study were chosen using the inclusion and exclusion criteria listed in Table 1. There are five inclusion and exclusion criteria, as stated in Table 1. These standards assist the researcher in confirming the review's relevance and focus. Additionally, the qualities of the articles and theses that are regarded as pertinent to the review's aim are included in the inclusion criteria, whereas the characteristics or aspects that render the articles and theses inappropriate for review are included in the exclusion criteria. As a consequence, it was discovered that the research's data consisted of (20) twenty articles and theses.

3. Results and Discussion

As previously stated, a systematic review was used by the researcher to choose the twenty publications that met the inclusion criteria. Next, Table 2 below presents a summary of the chosen articles and theses from earlier research that were released between 2010 and 2025. The articles and theses discuss the correlation between emotional intelligence and reading comprehension.

Table 2: A summary of 20 articles and theses obtained from various databases

No	Author(s) and year	Journal/ Vol./ PP	Methods	Findings
1	Ebrahimi et al. (2018).	International Journal of Instruction, 11(3), 573-586.	A quasi-experimental	The findings of the study showed a significant progress in the experimental group and no significant in the control group. The findings provide further research in 'inact group' instead of a random sampling. In addition, the study offered recommendations regarding involving EI in the syllabi.
2	Al-Saedi,. and Sarkosh (2025).	Language and Translation, 15(4), pp.1-12.	quantitative	The study's findings indicated that there are robust correlations between reading comprehension ability and preferred reading techniques. This implies that comprehension abilities are enhanced by strategic reading approaches and higher EI.

3	Septarani et al. (2021)	Journal of English Education and Linguistics, 2(2), 10-17.	quantitative	It was found that students' emotional intelligence and reading comprehension had a positive relationship. Students who had good emotional intelligence had better reading achievement.
4	Ismail and Geha (2022)	Journal of Studies in Language, Culture, and Society, 5 (2), 74-91	Quasi-experimental	Results suggest a huge effect for the MindUp program on emotional intelligence, working memory, and selective attention. The results did not reveal a significant relationship between EI and reading comprehension. Implications for future suggestions are discussed.
5	Ghabanchi and Rastegar (2014).	The Reading Matrix, 14(2), 135–144.	quantitative	The results indicated that the relationship between EI and reading comprehension is strong. A small but significant correlation was found between reading comprehension scores and some emotional-intelligence subscales, such as interpersonal abilities, intrapersonal abilities, and stress management. It follows that EI is a more determinative factor in reading-comprehension proficiency.
6	Firdaus (2017)	Journal of Education and Instruction, 4(2), 18-28.	quantitative	The result showed that there was a significant positive correlation between students' emotional intelligence and reading comprehension. Then, students' emotional intelligence significantly influenced their reading comprehension.
7	Abdolrezapour and Tavakoli (2012).	Innovation in Language Learning and Teaching, 6(1), 1-13.	a quasi-experimental	Results indicated that the participants in the experimental group showed greater achievement in reading comprehension and they scored higher on our EI test than students who were taught under the ordinary approaches that did not place any emphasis on the emotional content or words. The results also have some implications for EFL teachers and practitioners.
8	Bryant (2017)	Google Scholar pp. 134. Ph.D. thesis	Quantitative	The findings show that there is a significant relationship between the total emotional intelligence score and reading comprehension.
9	Ateş (2019)	Universal Journal of Educational Research, 7(2), 571–579.	quantitative	It was also concluded that the general emotional intelligence level of the students increased their reading comprehension. Furthermore, it was determined that the general emotional intelligence scores of female students were higher than those of male students.

10	Yu and Tong (2024)	Learning and Individual Differences, 116, 102574	quantitative	Results revealed that after controlling for gender, reading comprehension, and non-verbal cues were significant mediators linking emotional intelligence to reading comprehension of both narrative and non-narrative texts. In contrast, working memory served as a mediator only between emotional intelligence and reading comprehension of non-narrative texts. Additionally, family SES moderated the pathways linking emotional intelligence to reading comprehension. These findings provide a comprehensive understanding of mechanisms linking emotional intelligence to reading comprehension.
11	Masri et al. (2025).	Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara, 17(1), 33-42.	quantitative	The findings showed that reading literacy has a significant effect on the students' learning outcomes, but emotional intelligence does not have an effect on the students' learning outcomes. The second result finding of the reading literacy and emotional intelligence analyzed together has a significant effect on students' learning outcomes.
12	Zarezadeh (2013)	Procedia - Social and Behavioral Sciences, 84, 1286-1289.	quantitative	The results revealed that there are significant correlations between EI, certain and some skills, and academic success. Finally, the results were examined in the context of English language acquisition and suggestions were made for teachers and authors.
13	TabriziE smaeili (2016).	International Journal of English Linguistics, 6, 221-229	quantitative	The first finding of the research revealed that there was a significant relationship between Iranian EFL learners' emotional intelligence and their reading comprehension. Based on the next result, it was concluded that there was a significant relationship between impulsive Iranian EFL learners' emotional intelligence and their reading comprehension. On the other hand, there wasn't such a relationship between reflective Iranian EFL learners' emotional intelligence and their reading comprehension. The last finding indicated that the Iranian impulsive EFL female students who possessed more degrees of emotional intelligence outperformed reflective students on reading comprehension. The findings of the research could be employed by EFL teachers, educational researchers, and English learners in an attempt to develop a more learner-

				centered method of second language reading comprehension.
14	Alireza Karbalaei and Fatemeh Sanati (2015)	International Journal of English Linguistics, 6, 221–229.	quantitative	Finally, the results of the test and three questionnaires were analyzed to see the relationship among variables. The results of the study indicated that there is a positive relationship between the students' level of reading comprehension and their emotional intelligence. Also, there is a positive relationship between emotional intelligence and reading motivation. Finally, there is a negative relationship between reading anxiety and reading comprehension.
15	Farajnezhad and Tabatabai(2019)	In The Sixth International Conference on Applied Research in Language Studies	quantitative	Results revealed that there was no strong relationship between Emotional Intelligence and EFL learners' reading comprehension and vocabulary knowledge.
16	Ouaja et al. (2020).	TEFLIN Journal, 31(2), 230–258	quantitative	The results of statistical analyses revealed that (1) the emotional intelligence and English reading skills of the students were at average levels; (2) there was a significant positive correlation between the students' emotional intelligence and their English reading skills; and (3) interpersonal and stress management categories of emotional intelligence were the variables that had the highest correlation with English reading skills.
17	Herawati (2018)	<i>Journal of English Education, Literature and Linguistics</i> , vol. 1, no. 2, PP. 95-103	quantitative	The findings revealed that there was a significant correlation between emotional intelligence and reading comprehension achievement among the four aspects of emotional intelligence, only emotional management correlated significantly with reading comprehension achievement, and it made a contribution in predicting students' reading comprehension.
18	Abdorazik (2017)	Master's Thesis, Eastern Mediterranean University, Famagusta, Cyprus, 2017.	quantitative	The analysis revealed that there is a non-significant relationship between ELT university students' emotional intelligence and their reading comprehension. In addition, the results of the four EI components proved that all four of these four components were unable to predict the

				reading achievement among the ELT undergraduate students. Besides, a non-significant difference in the emotional intelligence levels between the ELT undergraduate male and female students was noticed in this study. Furthermore, evidence showed that there were no significant gender differences in terms of the relationship between emotional intelligence levels and reading performance scores. Lastly, implications for English language teaching and suggestions for further research studies were provided in this study.
19	Taherkhani and Moradi (2022).	Foreign Language Annals, 55(3), 742–768.	Mixed-methods	The three independent variables were strong predictors of reading comprehension, with WTC being the strongest predictor. Considering the increasing number of PFL learners, implications focus on how second language practitioners, especially those concerned with PFL, can benefit from the results of this study.
20	Khasanah (2018)	Google Scholar, Undergraduate Thesis.	Mixed-methods	The statistical measurement of emotional intelligence showed that students' emotional intelligence at good category and this result can be accepted for further analysis. In addition, the result of the reading test showed that the quality of students' achievement in reading comprehension was in the good category too. Analysis revealed that there was a significant correlation between students' emotional intelligence and their achievement in reading. At last, if students' emotional intelligence was high, the achievement in reading would be high too. Equally, if students' emotional intelligence was low, the achievement in reading was low too.

The data shown in Table 2 above is analyzed and discussed below, with an emphasis on examining important themes from the papers and theses. A variety of features are examined, such as the research methods employed, the impact of emotional intelligence on reading comprehension, future research directions, and recommendations.

3.1 Research Methods Employed

Data analysis revealed that the majority of the 15 articles and theses used quantitative research designs, which include tests and questionnaires. Only two theses, by Abdorazik (2017) and

Bryant (2017), employed quantitative methods to ascertain the connection between emotional intelligence. Additionally, fourteen articles employed quantitative methodologies. A thesis by Khasanah (2018) and an article by Taherkhani and Moradi (2022) both used mixed methods research. Quasi-experimental research was employed in three works by Abdolrezapour and Tavakoli (2012), Ebrahimi et al. (2018) and Ismail and Geha (2022).

3.2 The Impact of Emotional Intelligence on Reading Comprehension

Various findings indicate that emotional intelligence has both positive and/ negative influences on students' reading comprehension. The majority of the findings show that reading comprehension and emotional intelligence (EI) are closely related. A reader's self-efficacy, motivation, and stress management all improve with higher emotional intelligence, which enables them to get involved in the deeper cognitive processing needed to understand difficult texts and make connections with prior knowledge. The positive or strong correlation between emotional intelligence was found within eighteen (18) studies (Al-Saedi and Sarkosh, 2025; Yu and Tong, 2024; Septarani et al., 2021; Firdaus, 2017; Ghabanchi and Rastegar, 2014; Abdolrezapour and Tavakoli, 2012). Conversely, two studies indicate the negative impact of emotional intelligence on students' reading comprehension (Ismail and Geha, 2022, and Abdorazik, 2017), suggesting that low emotional intelligence (EI) significantly impairs students' reading comprehension by lowering motivation, increasing reading anxiety, and making it harder to comprehend academic texts. Students with low EI often lack the cognitive attention and stress-reduction skills necessary to understand challenging material, which leads to poor academic success. However, the findings of two studies (Ebrahimi et al. (2018) and Abdolrezapour and Tavakoli (2012) indicate that the positive significant correlation between emotional intelligence and reading comprehension is found in the experimental group, whereas the negative correlation is found in the control group who received traditional ways of teaching.

4. Directions for Further Research

According to data analysis, ten studies provide recommendations for further research. Numerous aspects of reading comprehension and emotional intelligence require further research, in keeping with these findings. The results indicate that more study with a large sample size is required to better understand the connection between emotional intelligence and reading comprehension (Ismail and Geha, 2022; Ouaja et al., 2020; Bryant, 2017). The researchers Ismail and Geha (2022) suggest conducting additional research on the relationship between emotional intelligence and reading comprehension utilizing mixed techniques, on native speakers, and for at least more than 70 minutes. Other studies recommended using an "intact group" sample rather than a random sample for future study. Another finding suggests using reading comprehension skills to conduct additional research on the relationship between emotional intelligence and reading comprehension (Al-Saedi and Sarkosh, 2025). Further research is needed to enhance and raise the quality of emotional intelligence in learning English skills (Septarani et al., 2021). Bryant (2017) and Herawati (2018) suggest additional research on factors including age and gender. Additionally, Yu and Tong (2024) suggest conducting more thorough research on the ways in which particular vocabulary mediates the relationship between reading comprehension and emotional intelligence. Moreover, the authors recommend more research on the interaction between teachers and students as a mediator between reading comprehension and emotional intelligence. Furthermore, the researcher Herawati (2018) suggests that more research be done to determine whether teaching strategies pertaining to emotional intelligence might improve students' reading comprehension.

5. Recommendations Generated based on the Reviewed Studies

Eleven interviewed studies provide recommendations for teachers, students, and syllabus designers.

5.1 Recommendations for Teachers

Firstly, teachers should be cognizant of their students' emotional intelligence and actively participate in learning. Secondly, the relationship between emotional intelligence and reading comprehension should be understood by teachers. Thirdly, in order to help students enhance their reading comprehension, teachers should be aware of the significance of emotional intelligence and utilize resources that incorporate EI characteristics. Fourthly, teachers should take the time to support students who struggle with stress management. Fifthly, teachers ought to improve the students' comprehension of what they read. Finally, teachers should encourage their students to read properly by acting as motivators. (Ouaja et al., 2020); Farajnezhad and Tabatabai, 2019; Firdaus, 2017; Septarani et al., 2021).

5.2 Recommendations for students

Students ought to be somewhat conscious of their own learning objectives. Also, while reading, students should understand how to develop their emotional intelligence; they ought to be aware of, investigate, and enhance their emotional intelligence. Moreover, to overcome their challenges, students should understand their roles in the learning process (Taherkhani and Moradi, 2022; Alireza Karbalaei and Fatemeh Sanati, 2015; Ghabanchi and Rastegar, 2014).

5.3 Recommendations for syllabus designers

Syllabus designers need to understand how emotional intelligence affects reading comprehension. To improve reading comprehension, emotional intelligence and its elements must be developed. In addition, students' differences should be taken into consideration by syllabus creators. Furthermore, to improve students' reading comprehension, it is advised that educational institutions implement emotional intelligence training (Herawati, 2018; Bryant, 2017; Al-Saedi and Sarkosh, 2025).

6. Conclusion

The significant relationship between emotional intelligence and reading comprehension is confirmed by the systematic literature review. According to the analyzed and reviewed studies, students with high emotional intelligence who are able to regulate their emotions are better able to understand academic texts. Additionally, the examined studies demonstrate a variety of data collection techniques, with the quantitative approach being most commonly used. Likewise, the review reveals that nearly all of the analyzed studies demonstrated a positive link between reading comprehension and emotional intelligence.

Further, the studies offer recommendations for additional studies about sample size, mixed techniques, native speakers, interaction groups, teacher-student mediators, and reading abilities. Furthermore, recommendations are made for teachers, students, and syllabus designers.

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