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The Role of Elementary Teachers' Emotional Intelligence Competencies in Improving Students' Motivation and Student-Teacher Relationship

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Abstract

Emotional intelligence is an accumulation of many emotional intelligence competencies and these competencies are generally found in people with different variations. Emotionally strong teachers impact teaching learning process in schools positively. The present study was conducted to find out the effects of emotional intelligence (EI) competencies of teachers on student-teacher relationship and student's motivation at elementary level. Twenty five competencies of teachers were explored under five major domains i.e. emotional self-awareness, motivation, self-regulation, social-skills and social-awareness. Goleman's Emotional Competence Inventory (Boyatzis & Goleman, 2002) was used as a tool for data collection. Two questionnaires were developed by the researchers after review of related literature for measuring the student's motivation and student-teacher relationship. For assuring the reliability of instrument, Cronbach alpha reliability coefficient was calculated, which ranged from 0.73 to 0.86. One hundred and sixty elementary school teachers (EST) and senior elementary school educators (SESE) were selected as the sample of the study from two tehsils of Sargodha district. The data of one hundred and fifty one respondents were analyzed through t-test, one way ANOVA and regression analysis. The findings discovered that teacher's EI competencies had significant effect on students' motivation and student-teacher relationship in elementary schools. There was no gender difference in emotional competencies of teachers. It was concluded that age had significant effect on teacher's EI competencies as younger ones scored higher on ECI. It was recommended that training programs may be organized to enhance teachers' emotional intelligence competencies.
Keywords: Emotional Intelligence Competencies, Student-teacher Relationship, Student Motivation

Introduction

Emotional intelligence is all about understanding our emotions and managing our behaviors. It enables the individuals to sense feelings of others, their views and to manage collective relationship with others. It is the ability to know our personal feelings and feelings of others, for handling feelings in a decent way in ourselves and in our relations with others (Goleman, 1998). Emotional intelligence (EI) competencies are generally present in people distinctly (Goleman, 1998). They have an effect on one's capacity to manage behavior, direct social difficulties and made personal choices that attain positive results. This is the ability to know and define feelings of self and others; furthermore, it involves perceiving feelings and controlling emotions (Mayer et al., 2000, 2004).

Emotional intelligence (EI) involves an array of competencies which permit someone to know emotions, acknowledge emotions, observe the other people emotions and utilize the information to raise their achievement and the success of other people. Brackett, et al., (2004) explained that "emotional intelligence involves the capacity to carry out reasoning in regard to emotions, and the capacity of emotions to enhance reasoning" (p. 1388). Individuals having high EI are recognized as more effective in their jobs as a result of the way they act and comprehend their emotions (Goleman, 1998). EI can be used by them to truly understand and recognize others and their point of views.

Those who have high level of EI are able to perceive the mental, social and physical impact that EI have and how their bodies are being affected by negative emotions (Slaski, & Cartwright, 2003). In this way they can monitor their feelings that help their actions and boost performance.

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Emotional intelligence competence is an idea about the meaningful interconnection and management of feelings; it is argued that it has impact on professional efficacy and other life traits (Goleman, 1998).

Research declares that EI is associated with academic, social as well as with workplace success (Chew et al., 2013; Brackett et al., 2011). EI competencies of teachers means a teacher must be aware of his/her emotions and must have ability/competency to regulate himself/herself. He/she should show empathy for students and motivate them (Boyd, 2005). Students can have many problems in schools and classrooms. Many students don't have school going attitude, they don't participate in the class, and perceive their content hard and don't show their interest towards their content. Students come in class with different levels of motivation, teacher's informal interactions with students and showing their reflection of empathy can influence student's motivation. A motivated teacher can raise the motivation level of students. Furthermore, the students who feel progression in learning they can have improved motivation level. When the students have no voice in the class, they cannot share their experiences and resultantly their motivation declines. In the class a teacher should encourage student's ideas, voices, suggestions and questions.

Emotional competencies of teachers also include social skills and interacting with students. In class it is very difficult for the teachers to keep all the students active throughout the session. McNulty and Quaglia (2007) asserted that relation of teachers and students matter especially in low performing schools. If students are not comfortable with the teacher, having no eye contact, no idea sharing and no bonding with teacher, they remain unmotivated and dissatisfied. Emotional intelligence competencies of teachers can bridge up all these gaps, solve the classroom problems and help to build good relationship with students in the class. Emotional intelligence competencies of teachers are the incredible components of the teaching process and classroom teacher is the most influential factor impelling student achievement outside of the students' home environment (Quaglia & Corso, 2014). Thus, teachers play an essential part in student motivation and in improving student-teacher relationship. This study intends to find effects of emotional intelligence competencies of teachers on student-teacher relationship and motivation.

Objectives
1. Explore the level of EI competencies of teachers, students' motivation and student-teacher relationship.
2. Find out the effects of EI competencies of teachers on students' motivation and student-teacher relationship in class rooms.
3. Assess the group differences regarding EI competencies of teachers with regard to gender and age.

Research Methodology
In this quantitative study survey technique was used for data collection about the teacher's emotional intelligence competencies, student-teacher relationship and motivation of student.

Population and Sample
Population of the study comprised of all male and female elementary teachers of public schools in district Sargodha. Elementary teachers (80 male & 80 female) from forty public elementary schools of Sargodha and Kotmomin tehsils were included in the sample. Schools were selected by using stratified randomly technique while four teachers from each school were selected conveniently. From these forty schools 151 teachers responded (74 Male and 77 female), which has made the response rate 94%.

Results
Data of the study were analyzed by descriptive statistics, Pearson r, t test, one-way ANOVA and regression analysis.

Table 1
Mean and SD of EI competencies, student-teacher relationship and student motivation

	Variables	M	Std
1	**Emotional Self-awareness**	**3.93**	**.480**
i.	Self-awareness	4.21	.416
ii.	Self-assessment	3.54	.438
iii.	Self-confidence	3.93	.537
2	**Self-regulation**	**3.81**	**.578**
i.	Emotional self-control	3.13	.633

ii.	Trustworthiness		4.18	.586
iii.	Conscientiousness		4.04	.582
iv.	Adaptability		4.04	.582
v.	Innovation		4.03	.557
3	**Motivation**		**3.98**	**.536**
i.	Achievement		3.97	.499
ii.	Commitment		4.01	.729
iii.	Initiative		3.48	.808
iv.	Optimism		4.22	.132
4	**Social-awareness**		**3.84**	**.577**
i.	Empathy		3.88	.591
ii.	Developing others		3.90	.555
iii.	Service orientation		4.31	.509
iv.	Leveraging diversity		3.57	.676
v.	Political awareness		3.54	.527
5	**Social-skills**		**3.96**	**.584**
i.	Influence		3.90	.547
ii.	Communication		4.02	.688
iii.	Conflict management		3.98	.585
iv.	Leadership		4.03	.596
v.	Change catalyst		3.85	.538
vi.	Building bonds		3.83	.659
vii.	Collaboration and cooperation		3.96	.586
viii.	Team capabilities		4.11	.528
6	**Student-teacher relationship**		**4.11**	**.525**
7	**Student's motivation**		**4.16**	**.637**

The above table shows the competencies and their sub-scales of teacher's emotional intelligence. The mean scores for Self-awareness (M=3.93), Self-regulation (M=3.81), Motivation (M=3.98), Social-awareness (M=3.84), and Social-skills (M=3.96) were all above the mid-point. Student teacher relationship (M=4.11) and student motivation (M=4.16) had high means. In sub-scales of EI competencies of teachers, i.e self-awareness, conscientious, trustworthiness, adaptability, innovation, commitment and optimism teachers rated themselves quite high. Similarly in the sub-scales of social intelligence competencies, i.e. service-orientation, communication, leadership and team capabilities teachers had high level of competencies.

Table 2
Correlation coefficient for emotional intelligence competencies with student-teacher relationship and student's motivation

Sr No	EI competencies	Student-teacher relationship (r)	Student's motivation (r)
1	Self-awareness	.201**	.211**
2	Self-regulation	.210**	.293**
3	Motivation	.256**	.245**
4	Social-awareness	.229**	.140
5	Social-skills	.289**	.222**

** Correlation is significant at 0.05 level (2-tailed)

Table 2 shows all emotional intelligence competencies have positive, moderate and significant relationship with student-teacher relationship and student's motivation at 0.05 level of significance excluding social-awareness with students' motivation (r =.140) which was very weak and not significant.

Table 3
Regression analysis for self-awareness and student-teacher relationship and student motivation

DVs	Model	B	Std. Error	Beta	t	Sig
Student-teacher relationship	Constant	14.475	2.339		6.19	.000
	Self-awareness	.137	.050	.201	2.72	.007
	F =7.403 (1,149)					
	R=.201, R^2 =.047)					
Student Motivation	Constant	7.365	1.692		4.35	.000
	Self-awareness	.113	.036	.211	3.11	.002
	F =9.692 (1,149)					
	R =.211, R^2 =.061					

Table 3 shows the linear regression analysis that was computed to determine the effect of self-awareness on student teacher relationship. The results showed $R^2 = .047$ which implied that self-awareness of teachers was able to explain 4.7% of the variance of student-teacher relationship. A significant regression equation was found, F (1, 149) = 7.40, p <.000) which showed that there was significant effect of self-awareness (β=.201, t (149) = 2.72, $p = .007$), on student-teacher relationship. The regression equation was found significant for self-awareness and student motivation, F (1, 149) = 9.69, p <.000) which showed that there was significant effect of self-awareness (β=.211, t (149) = 3.11, $p = .002$).

Table 4

Regression analysis of self-regulation with student-teacher relationship and student motivation

DVs	Model	B	Std. Error	β	t	Sig
Student-teacher relationship	Constant	16.730	2.07		8.09	.000
	Self-regulation	.067	.034	.210	1.98	.049
	F =3.994 (1.149)					
	R =.210, R^2 =.026					
Student Motivation	Constant	7.153	1.46		4.90	.000
	Self-regulation	.089	.024	.293	3.76	.000
	F =14.128, (1,149)					
	R =.293, R^2 =.087					

Table 4 shows the linear regression analysis that was computed to determine the effect of self-regulation on student teacher relationship. The results showed a significant $R = .210$, and $R^2 = .026$. A significant regression equation was found, F (1, 149) = 3.99, p = .000) which showed that there was significant effect of self-regulation (β=.210, t (149) = 1.98, $p =.000$), on student teacher relationship. The results in Table 4 also showed a significant $R = .293$ and $R^2 = .087$ that means self-regulation of teachers was able to explain about 9% of the variance of student motivation. The significant regression equation was found, F (1, 149) = 14.128, p = .000), which showed that there was significant effect of self-regulation (β=.293, t (149) = 3.76, $p = .000$).

Table 5

Regression analysis of motivation with student-teacher relationship and student motivation

DVs	Model	B	Std. Error	Beta	t	Sig
Student-teacher relationship	Constant	13.84	1.94		7.140	.000
	Motivation	.127	.035	.256	3.614	.000
	F =13.059, (1.149)					
	R =.256, R^2 =.081					
Student Motivation	Constant	8.30	1.43		5.81	.000
	Motivation	.078	.026	.245	3.03	.003
	F=9.194, (1,149)					
	R =.245, R^2 =.056					

Table 5 shows the results $R^2 = .081$ and a significant regression equation F (1, 149) = 13.059, p = .000), which showed that there was significant effect of motivation (β =.256, t (149) = 3.61, p =.003), on student teacher relationship. The linear regression analysis results also showed significant $R = .245$, and $R^2 = .056$. The significant regression equation F (1, 149) = 9.194, p = .000) which means that there was significant effect of motivation (β=.245, t (149) = 3.03, $p = .003$), on student motivation.

Table 6

Regression coefficient for social-awareness with student-teacher relationship and student motivation

DVs	Model	B	Std. Error	Beta	t	Sig
Student-teacher relationship	Constant	14.34	1.80		7.93	.000
	Social-awareness	.094	.026	.229	3.60	.000
	F =12.986, (1,149)					
	R =.229, R^2 =.080					
Student Motivation	Constant	9.719	1.35		7.19	.000
	Social-awareness	.042	.019	.140	2.15	.033
	F =4.632, (1,149)					
	R =.140, R^2 =.030					

Table 6 shows the linear regression analysis that was computed to determine the effect of social-awareness on student teacher relationship. A significant regression equation was found, F (1, 149) = 12.986, p = .000) which showed that there was significant effect of social-awareness (β =.229, t (149) = 3.60, p =.000). Table 6 also showed a significant regression equation, F (1, 149) = 4.632, p = .033), which showed that there was no significant effect of social-awareness (β=.140, t (149) = 2.15, p = .033), on student motivation.

Table 7
Regression analysis of social-skills with student-teacher relationship and student motivation

DVs	Model	B	Std. Error	β	t	Sig
Student-teacher relationship	Constant	12.09	1.91		6.35	.000
	Social-skills	.091	.020	.289	4.60	.000
	F =21.122, (1,149)					
	R =.289, R^2 =.124					
Student Motivation	Constant	7.59	1.43		5.33	.000
	Social-skills	.053	.015	.222	3.54	.000
	F =12.521, (1,149)					
	R =.222, R^2 =.078					

Table 7 shows the linear regression analysis that was computed to determine the effect of social-skills on student teacher relationship. The results showed a significant regression equation, F (1, 149) = 21.122, p = .000), which showed that there was significant effect of social-skills (β=.289, t (149) = 4.60, p =.000). A significant regression equation, F (1, 149) = 12.521, p = .000) also showed that there was significant effect of social-skills (β=.222, t (149) = 3.54, p = .000), on student motivation.

Table 8
Regression analysis of emotional intelligence competencies with student-teacher relationship and student motivation

DVs	Model	B	Std. Error	Beta	t	Sig
Student-teacher relationship	Constant	9.38	2.48		3.78	.000
	EI competencies	.035	.008	.354	4.62	.000
	F =21.319, (1,149)					
	R =.354, R^2 =.125					
Student Motivation	Constant	5.078	1.83		2.77	.006
	EI competencies	.023	.006	.320	4.12	.000
	F =16.995, (1,149)					
	R =.320, R^2 =.102					

Table 8 shows the linear regression analysis that was computed to determine the effect of emotional intelligence competencies on student teacher relationship. The results showed R = .354, and R^2 = .125 which implied that emotional intelligence competencies of teachers were able to explain 13% of the variance of student teacher relationship. A significant regression equation was found, F (1, 149) =21.32 p = .000) which stated that there was significant effect of emotional intelligence competencies on student teacher relationship (β=.354, t (149) = 4.62, p =.000). Table 8 also shows the linear regression analysis that was computed to determine the effect of emotional intelligence competencies on student motivation. A significant regression equation was found, F (1, 149) = =16.99, p = .000), stating that there was statistically significant effect of emotional intelligence competencies on student motivation (β=.320, t (149) = 4.12, p = .000).

Table 9 *Independent sample t test for gender difference in teachers' emotional competencies*

Gender	N	Mean	SD	t	df	Sig.(2 tailed)
Female	74	330.14	22.84	1.53	149	.128
Male	77	324.57	21.87			

The t-test results presented in Table 9 showed that there was no significant gender difference in teacher's emotional intelligence competencies t (149) =1.53, p =.128.

Table 10
One-way ANOVA for effect of age on emotional intelligence competencies

	Sum of squares	df	Mean square	F	p-value
Between group	4015.30	3	1338.43	2.75	.045
Within group	71588.29	147	486.99		
Total	75603.59	150			

Table 10 showed the effect of age on emotional intelligence competencies. There was significant effect of age on emotional intelligence competencies of teachers F (3,147) = 2.75, p =.045).

Table 11

Post-hoc test for comparison of emotional intelligence competencies of teachers with reference to age

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.
21-30	31-40	9.70	4.55	.035
31-40	41-50	12.19	4.88	.014

Table 11 shows significant differences in two age groups. These comparisons revealed that the teachers who were between 21-30 years of age were having strong emotional intelligence competencies in comparison to the group 31-40 (p =.035), and respondents in age group 31-40 years were having strong emotional intelligence competencies than the group 41-50 (p=.014).

Discussion

The findings of the study explained emotional intelligence competencies of teachers. Teachers rated themselves high on emotional intelligence competencies and these competencies were significantly related with student-teacher relationship and student's motivation. Naqvi, (2013) had worked on EI and teachers' performance and he resolved that the teachers having high EI were performing better. These results are consistent with current research study findings. Teachers attain emotional ripeness when they move in this profession.

The present study showed no significant differences in EI competencies of male and female teachers. Nizielski, (2012) worked on teacher's emotional intelligence and found that gender and qualification were not related to EI. Findings of the study by Nizielski, (2012), support the results of present research. The study also described that age was affecting the EI competencies of teachers. Shahzad (2012) conducted a research on teacher's EI and its association with their teaching effectiveness. He stated that EI does not grow with age and same is the case in present study which reflected that younger and middle age teachers having age between 31-40 were stronger than all older age groups. These results are confirmatory to the findings of Shahzad (2012) and contradictory to previous researches (Mayer et al., 1999, Mayer et al., 2008) which explained that emotional competence rises with growing age.

The present study showed that teacher's emotional intelligence competencies were significantly related and have effect on student motivation. Ogundokun, (2007) worked on school location and types of schools as predictors of academic performance and the finding showed significant correlation between personological factors, academic performance and academic motivation which is consistent with current research finding. Researches had described that academic achievers of high level are people who have high level of aspirations all the time. Motivation of students leads to academic success, previous study from Salami & Ogundokun (2009) exposed that EI was significantly correlated to academic performance. Meyer & Turner, (2002) worked on discovering emotions in classroom motivation and demonstrated the importance of emotions of teachers and students throughout instructional dealings. They also demonstrated the conceptualization about the start of motivation for learning has gradually involved emotions as necessary for learning and teaching, by observing student-teacher relationships. The insertion of interactions in teaching and the level of these relationships affect learning atmosphere of students. However this study had also revealed a significant relationship of teacher's motivation with student's motivation.

The findings of the current study also reflected about effects of emotional competencies in teachers on student-teacher relationship at elementary level. This study showed that teacher's emotional intelligence competencies were significantly related and have positive effect on student-teacher relationship. Research study conducted by Friedman & Gregory (2014), on teacher emotional intelligence and the quality of their interactions with students had consistent results with finding of present study, determining significance of quality interpersonal relationship among students and teachers and teacher EI. Nizielski, (2012) worked on teacher's emotional intelligence and misconduct of students in classroom and reflected that observed EI of teachers was related negatively with student misconduct. Another study by O'Shea (2019) was unsuccessful in finding out the role of teachers' EI in deciding quality of relationship of teachers with learners. The findings of O'Shea (2019) are not consistent with the results of the current research. The probable reason behind this finding can be that students at elementary level are more impressed by the teacher's behavior and attitude in the class.

Conclusion

The results of current research had helped to conclude that elementary teachers from public schools were highly emotionally intelligent. In all five EI components teachers showed higher level of competencies i.e. emotional social-awareness, self-awareness, motivation, social-skills and self-regulation. In sub-scales of personal emotional competencies i.e. self-awareness, conscientious, trustworthiness, adaptability, innovation, achievement, commitment and optimism teachers rated themselves quite high. Similarly, in the sub-scales of social intelligence, i.e. service-orientation, communication, leadership and team capabilities teachers had high level of competencies. It was also concluded that all emotional competencies have significant relationship and effect on student's motivation and student-teacher relationship. Results showed no significant gender effect on EI competencies of teachers, but younger teachers were more emotionally strong as compared to their older counterparts. It was determined that teachers' EI competencies had a great influence on students' motivation and student-teacher relationship. So it is suggested that teachers must try to increase their EI competencies. Activities related to EI competencies, based on Goleman and his associates 15 guidelines (Goleman, 1998), should be included in training programs so that the teachers could be strengthened further in their emotional dimension of personality.

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