

**THE EFFECT OF TEACHERS EMOTIONAL
INTELLIGENCE ON STUDENTS EMOTIONAL
INTELLIGENCE AND ACHIEVEMENT**



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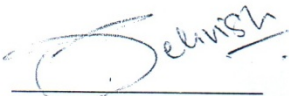
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IN THE NAME OF ALLAH THE MOST BENEFICIAL AND THE
MOST MERCIFUL.....

ABSTRACT

The study examined effect of emotional intelligence of the teachers on the student's emotional intelligence and achievement. The role of teacher s' emotional intelligence in the success of student's achievement plays an important part. The purpose of this study was to investigate the effects of the emotional intelligence on the achievements of students. The researcher adopted survey method to collect the data. A sample consisted of 300 students of higher secondary school participated in it. They were divided into two categories of the institutes, 172 were from the government schools and 126 from the private sector, including 206 male students and 94 female students. The population was taken from eight higher secondary schools from Lahore. Their age range was 15–16 years and mean score was 15.5. In order to measure emotional intelligence two reliable and valid instruments were used to access the emotional intelligence of the teachers and the emotional intelligence of the students. Initially the students filled the demographic data form and then they themselves filled EQ-test forms. Finally their academic achievement was upraised on the basis of their recent final exam results. The scores of EQ-I questionnaire of the students were statistically evaluated by Pearson Product Movement Correlation and regression analysis. The t-Test was applied to the academic results of the students (to observe the difference between higher and lower groups) and further to see the gender difference in academic achievement. The research revealed that age and experiences were slightly linked with emotional intelligence. It also proved that emotional intelligence is directly associated with the achievement of students. There is no doubt that teacher emotional intelligence has positive effects on the student's emotional intelligence. It significantly proved that the students who scored high on emotional intelligence specifically in the areas of

interpersonal skills, intrapersonal skills, general moods and adaptability tend to have a good academic performance as compared to those who scored low on these skills.

DEDICATION

This patty addition to knowledge endeavor is dedicated to my sister **Miss Umera Shah** who was my first guide and enlightened my life with wisdom and to my father **Dr. Syed Siraj- ud din Shah** who was a source of inspiration for me.

LETTER OF ACCEPTANCE

The Effect of Teachers Emotional Intelligence on Students Emotional Intelligence and Achievement by Naurez Fatima Shah, accepted by the Department of Education, School of Social Sciences and Humanities is partially fulfillment of M-Phil in Education with specialization in Educational Leadership and Management under my guidance and I am satisfied with the quality of student's research work.

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The study would have been impossible without the cooperative leadership of schools where I did work for the conduct of research, I am thankful to all the heads for allowing me and extending facilitations for the smooth conduct of research.

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The one who typed formatted entered help in the use of SPSS package deserves my heartfelt thanks.

Naurez Fatima Shah

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CHAPTER 1

Introduction

Teacher's personality, attitudes and expectations have a profound impact on student's academic performance. Teacher requires specific skills and knowledge in order to facilitate the academic, cognitive, and affective development of students. In this connection, many researchers have identified characteristics of successful teacher. According to Jersild et al, (1978) the best liked teachers are warm, friendly and emotionally involved with their students, while the least liked are sarcastic, strict, serious and dull.

There could also be other school related factors besides a teacher's personality, which could influence a student's academic performance. In this connection, Rutter (1979) conducted an extensive study on twelve schools that varied in size, physical space per student, availability of sports facilities, leadership styles and educational aims. The students in these schools were measured on a number of factors such as verbal reasoning, parental occupation, behavior, attendance, success and delinquency. The results indicated that the school size and physical facilities were not as important as was the degree of academic emphasis, the teacher's activities and lessons, the availability of incentives and rewards. More specifically the teachers expectations and their interaction with students, the style to maintain discipline in the classroom, the pleasantness of environment and the opportunity for the students to feel responsible were found to be most important in student's achievement and satisfaction.

In Pianta's (1999) view, emotionally warm interactions between teachers and students can be developed by social dealings, exchanging the views and taking good care. It gives protection to the students with in school premises, which encourages probe and comfort; it also helps in academic competence. Pianta and his colleagues (Pianta, 1994; Pianta & Steinberg,

1992) found, “that those children who had good and strong relation with their teachers had fewer behavioral problems. Teachers are capable of encouraging achievement or underachievement, by reinforcing acceptable or unacceptable behavior, positive or negative attitude” (Nielsen, 1982). Gorham and Millette wrote that, “The attitude of teacher affects the behavior of the student, subsequently it effects on their results.” Sensible teachers realize that specific attitudes and behaviors can demoralize students in school. Just as parents who love and value their children strive to give them the support and guidance they need to succeed in school, work, family, and community. Similarly, teachers who value students work to ensure that they graduate with the skills they need to succeed in college and the workplace. (Jacobson, 2000).

Exemplary teachers try to develop interpersonal relationships with their students and feel responsible for the successes and failures of students. Personal attributes not only affect how well a teacher is received by the students, but is also responsible for generating interest and high level of teacher’s quality which is self-confidence, because self-confidence frees teachers from the need to belittle or degrade others. Whitlock and DuCette (1989), as quoted by Worell and Kuterbach (2001), identified six competencies on which, outstanding gifted teachers of elementary level differ from average teachers. These competencies were achievement orientation, ability to apply knowledge, ability to play a facilitative role, commitment, enthusiasm, and self-confidence. Similarly, Feldhusen (1997) as cited by Chan (2001) observed, that the characteristics found in these successful teachers include being highly intelligent, achievement oriented, knowledgeable and flexible, having cultural and intellectual interests, respecting the individual differences. In addition, high levels of positive regard were directly facilitative of high cognitive functioning in the classroom. (Aspy & Roebuck 1972 cited by Chan, 2001).

Teachers often enjoy their relationships with students, spending time with them in school and attending extracurricular activities. (Hargreaves 2000). Teachers` positive emotions help them in the classroom. Ninety-seven percent of over four hundred teachers surveyed in Ohio reported that showing positive emotions made them more effective. (Sutton & Knight 2004). Middle school students who believed that teachers cared about them were more likely to be helpful, cooperative, and to follow classroom rules and norms. (Wentzel 1996). Observational research has indicated that middle school students were more likely to be masterly oriented and less likely to use task avoidance and self-handicapping strategies in classroom where teachers communicated positive emotions and humor. (Tuner, Midgely, et al. (2002); Tuner, Meyer, et al. 2003).

Effective management of emotions is an important aspect of human behavior. Recent investigations in the field of personality indicate that emotional maturity and social skills, along with intelligence, bring adjustments and success in one`s life. An emotionally intelligent person can manage his/her feelings in a better way and cope with stresses with the effective ability to solve problems. It is said that an emotionally intelligent person is one who is capable of managing ones feelings and emotions in various aspects of one`s life. Such a person consequently is well adjusted and more successful in various areas of education and other professional fields. Emotional intelligence has been found a reliable predictor of academic achievement than general intelligence. A large amount of research work done in the previous century concluded that the higher the intelligence the better the academic performance. Later observations made in other studies revealed that many adolescent boys and girls in spite of having good IQ levels were not able to show equivalent performance. Their declining performance appeared as a result of their emotional disturbances, problems in managing

relationships, and insufficient coping mechanism to deal effectively with the environment. Such results made the researchers think, analyze and explore the missing elements, which have profound effect on student`s academic performance.

Many researchers are trying to identify the first developmental stage of emotions. Child development experts believe that children are most susceptible to learning violent behavior in their first two to three years of life. It is very important for a person to have a normal and well-balanced personality. Different people have tried to define a normal and well-functioning personality differently. Most of the people stress upon traits like autonomy, creativity, productivity, and competence in dealing with the environment and emotions like love, sympathy and empathy, which make up a well - functioning personality. Basically one should be able to master the environment by using the problem solving abilities and realistic perceptions of the world without being over whelmed by emotional states.

Since the teacher is required to face and groom the younger generation his/her own state of emotional well - being is essential because the same shapes this feature of the student`s personality. It is very clear that the proper way exercise of emotional intelligence leads to better performance of the teacher and taught. Hence the study on the topic, “Effect of teachers` emotional intelligence on the students` emotional intelligence and academic achievement” is necessitated to explore the facts on the ground in our situation.

1.1 Emotional intelligence in Pakistani scenario

In Pakistan, teachers usually use mix model of emotional intelligence. They focus on ability as well as trait model in a very dignified way. Teachers say that they get much of the joy and pleasure from their interactions with students. They observe them learning and making progress. They feel pleasure to meet their former students. Teachers` emotional intelligence

involves response or action tendencies. A teacher wants to laugh loud at the students` jokes, or feel an impulse to publically embrace a student who is disrespectful. They modulate and regulate his action tendencies. They keep his anger which has a positive effect on emotional intelligence as student and shame over his attitude and concentrate on his work. Teacher tries to overcome the shortcomings of the students. It has positive effect on students` emotional intelligence.

The students in Pakistani scenario are lucky enough to enjoy such a nice academic environment. In this way the students` hidden abilities used to be lifted up. They are trained to face even harder circumstances in their practical lives. In a result students` self-esteem and self-confidence is enhanced.

1.2 Statement of the problem

The tolerance, patience and respect for and acceptance of others personalities is commonly observed to be detracting and the school are supposed to shape the personalities of the youth embracing the practice of emotional intelligence. The personalities developed are required to be balanced pleasing and bestowed with all essential traits of the personality. The present study was under taken to investigate “Effect of teachers’ emotional intelligence on the students’ emotional intelligence and academic achievement”. It is the emotional intelligence of the teachers that assist the students to cope with the stress situations in a more methodical manner. There might be many factors the effects of which may be marked in identifying the emotional intelligence level which may be gender, locality, qualification, and age of the teacher.

1.3 Objectives of the Research:

Study was designed to achieve the following objectives;

- Explore the factors of emotional intelligence adapted by the teachers.

- Identify effects of teachers' emotional intelligence on the emotional intelligence of students.
- Co-relate effects of emotional intelligence of teachers to the emotional intelligence of the students.
- Co-relate the effects of emotional intelligence of teachers to the academic achievement of the students.
- Finding whether emotional intelligence of teachers serves as the predictor of the achievements of students?
- Has demographic variable any effect on the achievements of students.

1.4 Significance of the study

It was observed that teachers adopt certain strategies according to their own styles remain successful in the professional life and those who never adopt certain strategies related to their environment remain unsuccessful and face adjustability problems in their professional life. The same is true regarding the use of emotional intelligence inside the classroom.

The study will help the teachers, the taught and head of the institutions to use emotional intelligence in a productive way.

Student achievement decorates the school profile but there are certain deterring factors to it also. These include among many the teachers and students emotional intelligence.

Teacher's positive emotional intelligence makes the classroom lively, cheerful and facilitative. Student's emotional intelligence furthers accommodation process for the fellows. The activities of the curriculum may be designed for providing the opportunity for the hands on skills.

The help to the effect may be sought from the emotional intelligence of both the teacher and learner. Student achievement gets affected from many factors, if at all emotional intelligence is found contributive, the possibilities to use it positively may be explored and this research may be used as a contributive factor for the same.

1.5 Research questions

Research has been designed to provide the answers to the following questions:

- 1) Does emotional intelligence of teachers serves as the predictor of students' achievement?
- 2) Is there any significant difference between the emotional intelligence of the students in the private and government school?
- 3) Does the emotional intelligence of teachers affect the emotional intelligence of students?
- 4) Does the emotional intelligence of teachers affect the achievement of students?
- 5) Have demographic variables any effect on the student's achievement?

1.6 Assumptions

Effective emotional intelligence leads to efficient teaching. It enhances teaching techniques and styles. It improves learning styles and academic achievements. It strengthens students' emotional intelligence.

1.7 Keywords

Emotional intelligence:

Emotional intelligence (EI) is a skill or ability in the case of the trait EI model, self-perceived ability to identify, assess, and control the emotions of oneself, of others, and of groups.

Achievement:

Achievement means that a thing done successfully, typically by effort, courage, or skill. There are many types of achievements such as general achievement and academic achievement. General achievement covers the whole sphere of life whereas academic achievements are those which depend on the mental capabilities of students which are measured in the form of grades and class assessments. To obtain the marks or grades according to the mental capabilities of the students is academic achievement.

(<http://en.wikipedia.org/wiki/Achievement>).