

TRANSFERENCE OF TEACHERS' EMOTIONAL INTELLIGENCE TO STUDENTS DURING ADOLESCENCE

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Abstract

Introduction. This study explores the impact of teachers' emotional intelligence on the emotional intelligence of students aged between 14 to 16 yrs. studying in the 9th and 10th grade. The study is interested to understand the level of transference of teachers' emotional intelligence to the students through the teacher-student interactions that happen at schools. This is the age where the students are highly vulnerable to their surroundings and need highest support from teachers and teachers' way of behavior has huge impact is the hypothesis.

Background. Adolescence is a very vulnerable age where the children need the support of an adult to identify and maneuver through life. School is one place where this is accomplished majorly. But are the teachers equipped enough to provide this support emotionally in this new generation with technological advancements? And how is the EI of teachers affecting that of the students? This study focuses on this question.

Methodology. This is a quantitative analytical study involving administering of two questionnaires (one to teachers and one to students).

Sample considered were students and teachers from schools from Karnataka state who consented to be part of the study. Each teacher was mapped to the students who were taught by the teacher. Emotional Intelligence of both teachers and students was measured using Bar-On EIQ.

Results. There is no correlation between the teachers and students' emotional intelligence. Analyses was performed using mean analysis, Anova and exploring correlations between the components of EI between teachers and students.

Conclusion. This result of no correlation could be due to lockdown and further research (both qualitative and quantitative) needs to be conducted to see if this is the effect of the pandemic and the lockdown.

Keywords: Teacher, student, emotional intelligence, adolescence, interaction.

1. Introduction

Education is meant to empower and enable the youth of the country to learn the nuances of the real world and allow them to function effectively. The methods of teaching followed till now in India has been teacher centric which is now slowly turning learner center and the effectiveness with which a learner learns is dependent on three factors, namely, teacher factor, learner factor and common factors (classroom environment) (K.Suresh & P.Srinivasan, 2018). Because "...effective learning is much more a function of the emotional response to a learning environment than the techniques and structures on which it is based" (Zahed-Babelan & Moenikia, 2010), how much does teachers' emotional intelligence influence the emotional intelligence of students? This is a critical question to answer which can lead us to finding the source of effective learning. This paper focusses on answering this question taking a sample of students and teachers from different schools studying in private schools in the state of Karnataka.

Adolescence is a very vulnerable age where the children need the support of an adult to identify and maneuver through life. School is one place where this is accomplished majorly. This is the age when the primary need of the student is to identify with self and find their grounding. This is a very confusing age as their internal guiding system is not fully developed and the transition from childhood to adulthood would be very heavy especially in this VUCA world.

One of the questions this article addresses is, how is the EI of teachers affecting that of the students? How is the teachers' EI affecting that of the student? This study focuses on this question.

1.1. Emotional intelligence

Emotional Intelligence has been defined in multiple models depending on whether it is based on ability, trait, competency or personality. Generally, it is defined as the ability to perceive, understand and manage one's emotions and that of others (Choksi et al., 2012; Cobb & Mayer, 2000; Faltas, 2017; John D. Mayer, Joseph Paul Forgas, Joseph Ciarrochi, 2001). While Williford (2000), Marquez, Martin and Brackett discovered the relationship between EI and academic performance along with many other studies evidencing this correlation (Ahmad et al., 2016; Brackett et al., 2004; Vişcu et al., 2017), there is enough data to support its predictability in aspects of health (physical and mental), (K.Suresh & P.Srinivasan, 2018; Martins et al., 2010), life satisfaction (B. Palmer et al., 2002; Rey et al., 2011) and its influence on learners attitude to learning whether in person (Haynes, 2019; Zhoc et al., 2020) or online (Vişcu et al., 2017).

There are three models of EI through which it is explained and measured. The earliest model is Ability Model, the one designed by the fathers of EI Peter Salovey and John Mayer. Since this had the limitation of only knowledge and no experience, K.V.Petrides introduced the Trait Model. Research fraternity indicated the subjectivity of answers of the participants and hence there came the Mixed Models by Daniel Goleman (Competency) and Rueven Bar-On (Personality).

1.2. Teacher-Student relationship

Other than the role of teaching that the teachers do, there are the assignments that they give and the classroom climate that they create where student-teacher and student-student interactions happen (Perry den Brok, 2009; Wubbels, 2016). Even though learning is available for the student in many ways (like home, video games, internet, friendships, sports, etc.) (Wubbels, 2016), a school provides a formal learning environment where the teacher is a primary source of learning. Cognitive as well as emotional learning is happening in these environments, and research seems to spell that quality of a teacher has a lot (7 to 15% of variance in school outcomes) (Den Brok, Wubbel, et al., 2004) to do for effective learning to happen (Wubbels, 2016). In a study between teacher-student centric or student-centric reading, anxiety in students was generated more in teacher-student centric reading (Jordan et al., 2019) with physical presence.

“Teaching is an emotional practice in which emotions play an integral role in teacher-student interactions” said Hargreaves (1998) (Andy Hargreaves, 1998; Jordan et al., 2019). Teachers are human beings with both emotional and cognitive capacities and their interactions with the students can elicit all feelings which could be productive or non-productive. If non-productive, in the long run, their feelings of anger, anxiety and their inability to manage relationships with students (Zandvliet et al., 2014) could make them less sensitive to students which could lead to lower motivation and achievement in their classes (Aldrup et al., 2020) and increases stress in students (Oberle & Schonert-Reichl, 2016).

2. Methodology

This is a quantitative analytical study involving administering of two questionnaires (one to teachers and one to students). The questionnaires were administered using Google docs, only after they were taken through an orientation about EI and how to answer the questionnaire.

Sample:

Sample considered were adolescent students and teachers from schools from Karnataka state who consented to be part of the study. Age of students considered was 13 to 15 yrs studying in private higher secondary schools.

The researcher visited eight schools in different parts of the state based on purposive sampling through reference collect the data. Data was collected of 858 students and 62 teachers from 8 different schools in South Karnataka.

2.1. Instrument

Emotional Intelligence of both teachers and students was measured using Bar-On EIQ. The transference of teachers EI happens through their behavior and the interactions that they have with the students. The adult version was used for measuring EI of teachers and the youth version was used to measure EI of the students. The questionnaire consists of 133 items in the adult version and 60 items in the youth version. The items are rated using five-point Likert scale for both the questionnaires, ranging from 1- rarely true for me to 5- Always true for me. Bar-On clustered the items into fifteen components grouped under five factors which are Intrapersonal skills, Interpersonal skills, Adaptability, Stress Management and General Mood.

2.2. Objective of the study

The null hypothesis of this study is there is no relationship between teachers' EI and students' EI. Alternate hypothesis is there is a positive relationship between teachers' EI and students' EI.

Data Analyses was performed using mean analysis, Anova and exploring correlations between the components of EI between teachers in Excel and SPSS.

3. Results

3.1. Descriptive analysis

Total sample size considered was 858 students mapped to 62 teachers. Mapping was randomly made keeping in mind that the teachers were handling classes for the students and hence direct interaction was happening. The different demographics of the teachers considered were as follows,

Table 1. Demographic details of the sample of teachers and students.

Gender				Age			
Teachers		Students		Teachers		Students	
Male	Female	Male	Female	21-40 yrs	41-60 yrs	13-14 yrs	15-16 yrs
14	48	385	473	39	23	443	415
23%	77%	45%	55%	63%	37%	52%	48%

Table 2. Teachers' break-up as per their work experience.

Work Experience			
0-5 yrs	6-10 yrs	11-15 yrs	16-25 yrs
19	11	15	17
31%	18%	24%	27%

3.2. ANOVA

Sample of teachers consisted of all subject handling teachers. There was no significant difference in EI based on gender nor based on age which was measured through ANOVA. This is in line with the studies till far (Birol et al., 2009; S Jerslina and Dr. N Devaki, 2016; Wang, 2022). Nor there was any significant difference between teachers' seniority and their EI. Among students too, there was no significant difference in EI based on gender or age. There were eight schools who had participated in this study and there were significant differences ($p < 0.05$) in the emotional intelligence of the students in different schools.

3.3. Correlation

The results of Pearson Correlation showed no significant relationship between the teacher EI and the corresponding student EI. Hence alternate hypothesis can be rejected. The null hypothesis is accepted.

This is contradicting to the studies that have indicated a positive relationship between EI and academic performance, life satisfaction, performance and also research on how emotional aspects of teacher impact the overall student outcomes (Barłozek, 2013; Brackett & Katulak, 2013; Divaris et al., 2008). Not many studies were found measuring the relationship between teachers' EI and students' EI and hence not much data is available on this aspect.

Teaching practices including teachers emotional support has the ability to influence students' attitudes and behaviors (Blazar & Kraft, 2017), but does this actually impact the emotional intelligence of the students is not clear even from this study. This could be due to the effect of the pandemic and the lockdowns where the students did not get to meet the teachers for long, and when they met, it was online and this has created a disconnection between them.

4. Conclusion

The pandemic and the lockdown phenomena have impacted and made many connections and also disconnections. Some conversations with the teachers during the data collection process brought out the shift in the attitudes and behavior of students towards the teachers and towards academic and studying which was not very pleasant. The students had got into the habit of computer games, not wanting to listen to adults, rebelling and majorly being distracted very easily. Even though all these challenges are natural during adolescence, this lockdown phenomena seems to have negatively influenced the children to a very large extent which has disconnected the children from life itself. Research is encouraged to understand this phenomenon closely.

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