

Impact of teachers' emotional intelligence abilities on student motivation and their interaction with students in secondary school classrooms

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Abstract

Emotional intelligence abilities are present in most persons, but they are not observable. They have an impact on our ability to control behavior, handle social challenges, and make effective personal choices. Teachers' emotional intelligence abilities are wonderful components of the teaching process. These are extremely important in terms of student motivation and the student-teacher interaction. Every student is different in terms of motivation and the student-teacher interaction. Similarly, some kids are able to form positive teacher-student interactions while others are unable. These gaps can be filled by a teacher's emotional intelligence skills. This study aimed to look at the Impact of teachers' emotional intelligence abilities on student motivation and their interaction with students in secondary school classrooms. The research was quantitative in nature. Data on emotional intelligence abilities of teachers, the teacher-student connection, and motivation of student was collected using a survey approach. SPSS-20 was used for the quantitative analysis. To examine the impact of a teacher's emotional intelligence abilities on student motivation and the teacher-student interaction, the Pearson Correlation Coefficient was used. The tables below show the data analysis and interpretations. The impacts of instructors' emotional intelligence competencies on student motivation and the student-teacher interaction were investigated using a regression test. The findings of this research indicated that emotional intelligence abilities of teachers have a substantial impact on student motivation and the student-teacher interaction.

Keywords: Emotions , Emotional intelligence, Student motivation, Teacher-student interactions, emotional intelligence abilities

1. Introduction

Emotional intelligence abilities are present in most persons, but they are not observable. They have an impact on our ability to control our conduct, navigate social issues, and make positive personal decisions. The skill to recognize and characterize emotions, to use emotions to aid in thinking, to observe and reason with feelings, and to manage and sustain emotions in oneself and others (Mayer, Salovey, and Caruso, 2000). Personal competency is the capacity to govern your behavior, thinking inclination, and trends while remaining aware of your emotions. The ability to sense others' sentiments and perspectives, as well as manage collective relationships with others, is referred to as social ability.

Emotional intelligence (EI) is a collection of abilities that allows someone to recognize and comprehend emotions, as well as acknowledge and observe the emotions of others, and utilize that information to improve their own and others' success. Because of the way they act and

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understand their emotions, people with high emotional intelligence are seen as more successful in their careers. Emotions can help people grasp and realize what their mind and body are trying to tell them, and emotional intelligence can help them fully understand and recognize others and their points of view.

Emotional Intelligence has been linked to teaching and has been linked to success in the educational environment. Teachers with EI capabilities must be aware of their emotions and have the ability/competency to control their emotions appropriately. He or she should empathize with pupils and encourage them. In schools and classrooms, students might face a variety of issues. Many pupils do not have a positive attitude toward school, do not participate in class, and occasionally regard their topic as difficult and do not exhibit interest in it. In class, students are unmotivated. Teachers' emotional intelligence abilities will fill in the gaps, handle classroom challenges, and aid in the development of positive interactions with pupils.

Teachers' emotional intelligence abilities are wonderful components of the teaching process. These are extremely important in terms of student motivation and the student-teacher interaction. Every student is different in terms of motivation and the student-teacher interaction. Similarly, some kids are able to form positive student-teacher relationships while others are unable. These gaps can be filled by a teacher's emotional intelligence skills. As a result, the study's goal is to look at the impacts of teachers' emotional intelligence competencies on student motivation and their interaction with students in secondary school classrooms.

2. Research Objective and Research Hypotheses

Following were the objectives of the study:

1. Examine instructors' EI competencies, student motivation, and the student-teacher connection.
2. Using diverse demographic characteristics identify group variations in teacher EI competencies, student motivation, and student-teacher relationships in the classroom.
3. Determine the link between teacher EI competencies, student motivation, and the student-teacher interaction.
4. Assess the impact of instructors' EI skills on student motivation and the student-teacher connection in the classroom.

Based on the objectives, following research hypotheses were formulated:

1. Emotional intelligence competencies among instructors do not differ significantly by gender.
2. Emotional intelligence competencies of instructors with varying levels of experience are not significantly different.
3. Emotional intelligence abilities of instructors with varying degrees of qualification are not significantly different.
4. Emotional intelligence competencies of instructors of various age groups do not differ significantly.
5. Self-awareness, self-regulation, motivation, social-awareness, social skills, student-teacher connection, and student motivation have no link.
6. Teachers' self-awareness has no impact on student motivation or the student-teacher interaction

Emotional intelligence competencies are critical for any teacher, student, administrator, or employee in any sector to demonstrate their ability to function well. Teachers' emotional intelligence competencies are important affective variables in the student-teacher connection and student motivation, hence emotional intelligence competences have lately been a hot topic in education research. The importance of teachers in the educational process cannot be overstated. Educators and instructors are increasingly acknowledging the importance of a teacher's emotional intelligence skills in the success of their students. Studies on emotional intelligence abilities are extremely important in our period to deal with the many facets of students' demands.

The study's results and findings will be useful in the following ways. This research study will also help to highlight the current level of emotional intelligence competencies among instructors working in Sargodha's secondary schools. The study's findings will assist instructors in better understanding the nature of EI competencies, which may lead to an increase in student motivation and the student-teacher connection. It may also assist instructors and students in collaborating, sharing ideas, and assisting one another in developing emotional intelligence skills. The findings will be useful to the education department in planning emotional intelligence skills training programs for teachers in order to improve these competencies and improve student motivation and teacher-student relationships. Emotional intelligence skills training programs for students will assist them in improving their EI competencies, establishing student-teacher relationships, and maintaining their motivation levels.

This study will assist curriculum development authority include activities related to EI competence enhancement for students in the syllabus in order for them to comprehend the value and function of EI competencies in the learning process. The research will add to the database of emotional intelligence abilities' impact on student motivation and teacher-student relationships. Additional studies with the same factors at various levels of schooling can be done. This research might aid in increasing financing for teacher preparation programs based on EI training.

3. Literature Review

Emotions Intelligence and Emotional Intelligence Competences

Emotions are defined as the state of feeling. Emotions are similar to ocean waves. It might come in waves, one after the other, with no end in sight. It is possible that it will take you with them since its force and might are unmeasurable, and waves can approach you in a moment. While emotional judgments can lead to unjust actions and have an impact on others, they can also have an impact on our daily lives (Madhar, 2010). Feelings transcend numerous cognitive, motivational, physiological, and experimental system restrictions to become sequenced reactions (Humphrey et al., 2007).

Emotional intelligence refers to our capacity to recognize myself and others, as well as how we motivate ourselves, our emotions, and our relationships with others (Goleman, 1998). The term "social and emotional intelligence" refers to a set of emotional and social abilities that define how we know and portray ourselves, as well as how we recognize and treat others on a daily basis (Bar-On, 2005).

On the other hand, competency is a skill that demonstrates effective performance; competences are made up of connected but variable groupings of actions organized around a fundamental

idea called intent Alternative expressions of the purpose are activities that are appropriate in various situations. (Boyatzis, 1982,2008; McClelland, 1973, 1985).

Emotional competency is a skill that can be taught and is based on emotional intellect. It helps people perform better at work. According to Goleman, (1998) an intelligence competence of emotions is the ability to recognise, understand, and use knowledge about one's own emotions that leads to effective performance. The social intelligence competence is the capacity to notice, understand, and use emotional evidence about people as a source of better performance. The cognitive intelligence competency is the ability to assess facts and situations in order to determine successful performance (Boyatzis, 2009).

The EI Model of John D. Mayor and Salovey

The terms "emotional intelligence" was invented by Salovey and John Mayer, and they are continually promoting it (Salovey and Mayer, 1990).They provide a notion that is particularly linked to the concepts of emotional intelligence. This concept of intellect, derived from the intelligence model, encompasses the ability to think intellectually. Many basic emotions are universal, according to emotional research, and emotions reflect constant and noticeable awareness about relationships (Mayer, Salovey, & Caruso. 2002). (Stys, Y., & Brown, S. L. 2004).

Table 1

Defining Mayor and Salovey model

Four branches	Corresponding stages
A. emotional perception	a. Knowing and showing feelings in own physical conditions, insights and emotional situations. b. Recognizing and describing emotions in others language and artwork.
B. emotional assimilation	a. Feelings order thoughts in productive ways. b. Feelings cultivate assistances for judgment and memory.
C. emotional understanding	a. Skill to label feelings, as well as composite and concurrent feelings. b. skill to grasp associations related to change of feelings.
D. emotional management	a. Having the ability of being open minded. b. Capability to examine and frame emotions reflectively to improve mental and emotional growth.

The Four-Branch Model of Emotional Intelligence by Mayer and Salovey's (1997)

Measurement of EI Model of John D. Mayor and Peter Salovey

Salovey and Mayer developed the TMMS (Trait Meta Mood Scale) in 1990. It was a thirty-element self-reporting tool. TMMS assesses the clarity of their emotional experiences, their perspectives on extending pleasant feelings and reducing bad mood states, and the amount of thought they devote to their sentiments (Salovey et al., 1995). Another skill measure derived from them was the MSCEIT, which had enough reliability and consistency but was shorter than the MEIS. There was a lot of overlap between these measurement instruments (Mayer et al., 2000). There were 141 items in the MSCEIT. It took 30 minutes to complete. It came up with separate scores for each of the model's four branches, as well as overall EI ratings.

Model of Emotional Intelligence by Bar-on

Bar-On served as an adviser to a number of organizations and institutes, as well as the director of the Danish Institute of Applied Intelligences. He coined the term "Emotion Quotient" and created emotional intelligence measurements. His emotional intelligence approach is based on the process rather than the outcome, and it relates to the possibility of success and performance. This model describes a list of social and emotional talents, including the capacity to know, recognize, and clearly define oneself and communicate with others, as well as the ability to handle painful feelings, demonstrate flexibility for change, and resolve personal challenges of others. The five primary aspects of emotional intelligence identified by Bar-On in his model are interpersonal, intrapersonal, stress management, adaptability, and overall mood. Within these five variables, there are nine sub-components. This model shows that over time, emotional intelligence training programs can improve it (Bar-On, 2002; Stys & Brown, 2004).

Table 2

Defining Bar On model

Intrapersonal	Knowing one self and expressing
Self-regard	Precisely distinguish, identify and receive oneself
Emotional self-awareness	recognizing and having knowledge about emotions
Assertiveness	Productively and properly define emotions of oneself and others
Independence	State of being independent and free from dependency of emotions on others
Self-actualization	Realization of abilities and struggling for attaining aims.
Interpersonal	Awareness about society and relationships with others
Empathy	Knowing and realizing the feelings of others
Social responsibility	Showing collaboration for others and identify groups of society
Inter-personal relationship	Establishing mutually satisfied relations and showing harmony for others
Stress-management	Controlling and regulating emotions
Stress tolerance	Productively and correctly handling feelings
Impulse control	Positively and effectually handling feelings
Adaptability	Showing adjustment with change
Reality testing	Evaluate feelings objectively
Flexibility	According to situation getting adjustment and accommodate thinking
Problem-solving	Solving the interpersonal and own problems effectively.
General mood	Motivating one self
Optimism	Be optimistic and concentrating on the positive angle of life.
Happiness	Having pleasure in life with oneself and with others.

Bar On Model's Emotional Quotient Inventory (EQ-I)

MHS introduced the Emotional Quotient Inventory (EQ-I), a well-known instrument for evaluating emotions designed by Bar-On. This inventory had previously been used to assess EI on a global scale. After nineteen years of study, this instrument was tested with 48000 people all around the world. This tool assesses the EI construct. It assesses non-cognitive aspects of employees' work. It was based on the Bar-On model and featured five scales and fifteen subscales. Cronbach alpha ranged from .70 to .89 for the fifteen subscales. It was a self-reported questionnaire that was appropriate for those aged seventeen and up. It took me thirty minutes to finish it. It had provided scores for its five scales as well as total EQ scores; strong emotional intelligence scores characterize people's capacity to operate efficiently to meet everyday demands and challenges, as well as their EI level. According to the Bar-On measurements, emotionally intelligent people have high EQ scores, whereas persons with lower EQ scores in certain areas need to strengthen their emotional talents.

The Emotional Intelligence Model of Daniel

Daniel Goleman, a scientific writer and psychologist who was fascinated by Salovey and Mayer's work in the 1990s, had previously written for the New York Times about brain and behavior studies. He began his own study in this area and eventually authored a groundbreaking book on emotional intelligence in 1995, which introduced the notion of emotional intelligence to the public and corporate sectors (Stys, Y. & Brown, S. L. 2004).

Table 3***Explaining Daniel Goleman Model***

Personal competences	Competences regarding managing ourselves.
<u>1. Self-awareness</u>	
Emotional awareness	To understand personal feelings and those of other people's feelings
Accurate self-assessment	Having knowledge of one's strong points and weaknesses
Self-confidence	Having deep intellect about one's skills and dignity
<u>2. Self-regulation</u>	
Self-control	Keeping an eye on troublemaking feelings and instincts.
Trustworthiness	Keeping values of truthfulness and honesty.
Conscientiousness	Having the sense of responsibility regarding own activity
Adaptability	Elasticity in managing changes.
Innovation	Show acceptance for new ideas, information and practices.
<u>3. Motivation</u>	
accomplishment drive	Attempts to increase the level of achievements.
promise	Showing alignment for goals of the organization
proposal	Show willingness for availing chances
hopefulness	Without caring about hurdles show determination in achieving goals.

Goleman 1998 pp.32-34

Similarly, the the skills that are required in the social situation are given in table 4.

Table 4

Skills in Social Situation

Skills in social situations	These skills determine how we manage our interactions.
<u>4 Empathy and social understanding</u>	Having awareness about others' feelings, thinking, concerns and needs.
Rising others	Understanding, satisfying needs of others and enhancing abilities.
Service direction	Knowing, forecasting and completing others' requirements.
Leveraging variety	Through different kinds of people creating chances.
Political consciousness	Having sense about group's emotional currents dealings
<u>5. communal skills</u>	
authority	Boasting suitable methods for urging others.
contact	Paying attention and transfer positive answers.
clash administration	Having conversation about issues and resolving differences.
management	Giving guidance to individuals and groups and inspiring them.
Change mechanism	Change handling.
construction bond	Developing influential associations
association and	For achievement of common goals showing cooperation with others.
assistance	
<u>group capabilities</u>	In achieving goals showing team work.

Student Teacher Interaction

An effective and genuine teacher-student connection may serve as a foundation for the other characteristics to flourish (Marzano, 2003). A healthy relationship between instructors and their pupils is critical to a student's educational progress (Hallinan, 2008). A worthy distinction will be noticed in student accomplishment as a result of instructors' personal relationships with pupils. Because of their value, teachers' connections with their pupils cannot be abused.

Downey (2008). Predicting a child's academic success Teachers' attitudes and behaviors toward students are critical components (Pianta et al., 2002). Long-term learning idea of connections created between instructors and students as a trustworthy and dependable source of knowledge, which can be a well-intentioned endeavor (Wubbels & Brekelmans, 2005).

Motivation

The process of initiating and maintaining a goal-oriented activity is referred to as motivation. (Pintrich and Schunk, 1996) The most significant component that influences human performance and behavior is motivation. (Turan 2015; Kian et al. 2014). A person willingly exhibits different mindsets in order to achieve a certain aim. Motivation is a combination of efforts aimed at inspiring people to achieve specified goals and ensuring that they keep moving forward (Kucukozkan, 2015).

Intrinsic motivation: Intrinsic motivation is a distinct behavior that is independent of external efforts and stems from within a person's own reality (Ural, 2009). Intrinsic motivation is based

on a person's desires, worries, and interests. Individuals who engage in activities that stem from these foundations and are performed by intrinsic desire are intrinsically fulfilling, therefore no other reason is necessary (Sen, 2006).

Extrinsic motivation: Extrinsic motivation refers to a person's conduct that is influenced by his environment. The behaviors associated with an individual's activities emerge, and these behaviors are shaped by external factors such as social support, rewards, and punishment (Erdogan, 2013). Individuals are motivated by the benefits that this activity brings rather than any personal interest in the action (en, 2006). Parents and instructors take actions that are triggered by extrinsic incentive for kids, yet they are unable to draw people's full attention (Deci& Ryan, 2016).

4. Methodology

The research was quantitative in nature. Data was collected through survey technique. As a research tool, a questionnaire for instructors was employed in this study. The purpose of the first part of the questionnaire was to determine instructors' emotional intelligence abilities, the second part was to determine the student-teacher interaction, and the third part was to determine motivation of students. Sargodha district is divided into seven tehsils: Sargodha, Silanwali, Sahiwal, Shahpur, Bhera, Bhalwal, and Kotmomin.

The investigation was carried out in the tehsils of Sargodha and Sahiwal by the researcher. The population of the research included all male and female secondary instructors from public elementary schools (male and female) in these two tehsils.

A total of 100 male and female secondary teachers (male and female) from public secondary schools (male and female) from both tehsils were included in the sample. There were fifty percent male and fifty percent female teachers chosen. These 200 secondary school instructors were chosen from 52 public secondary schools (male and female) in both tehsils. The entire sample was chosen at random.

Table 5

The study's demographic information

Variables	Categories	Frequency	Percentage
Gender	Male	100	50%
	Female	100	50%
Age	21-30	73	36.5%
	31-40	54	27%
	41-50	49	24.5%
	51-60	24	12%
	6-10	29	14.5%
Experience	1-5 years	76	38%
	6-10	29	14.5%
	11-15	24	12%
	16-20	19	9.5%
	21-25	28	14%
	26-30	24	12%
Qualification	B.A	28	14%
	M.A	152	76%
	M Phil	20	10%

5. Instruments of the Study

As a research tool, a questionnaire for instructors was used in this study. The purpose of the first part of the questionnaire was to determine instructors' emotional intelligence abilities, the second part was to determine the teacher-student interaction, and the third part was to determine student motivation. Emotional intelligence abilities, student motivation, and the student-teacher interaction were the three factors in this study. The questionnaire was adapted and developed with the help of Daniel Goleman's Emotional Competence Inventory (2002) to examine these three dimensions. The student-teacher interaction and the student motivation measures were created by the researchers themselves.

Table 6

Competency Wise Detail of Items Used in this Study

Types of competence	Factors	Scope	Competences	Items	No. of items
Personal competences	1. <u>Self-awareness</u>	Understanding of inside conditions, instincts, sources and desires.	1. Emotional awareness	1-4	4
			2. Accurate self-assessment	5-8	4
			3. Self confidence	9-12	4
	2. <u>Self-regulation</u>	Handling inner states, possessions and instincts.	4. Self-control	13-16	4
			5. Trustworthiness	17-19	3
			6. Conscientiousness	20-22	3
			7. Adaptability	23-25	3
			8. Innovation	26,27,28	3
	3. <u>Motivation</u>	Emotional trends that assist to reach goals	9. Achievement drive	29,30-32	4
			10. Commitment	33-35	3
			11. Initiative	36-38	3
			12. Optimism	39-42	4
			13. Empathy	43-46	4
Social competences	4. <u>Social awareness</u>	These competences define the way of handling interactions	14. Developing others	47-50	4
			15. Service orientation	51-53	3
			16. Leveraging diversity	54-56	3
			17. Political awareness	57-60	4
	5. <u>Social skills</u>	Accepting convincing desirable responses in people	18. Influence	61-63	3
			19. Communication	64-66	3
			20. Conflict management	67-69	3
			21. Leadership	70-72	3
			22. Change catalyst	73-75	3
			23. Building bonds	76-78	3
			24. Collaboration and cooperation	79-81	3
			25. Team capabilities	82-84	3
			Items	Number of items	
Student-teacher relationship			85-89	5	
Student Motivation			90-94	5	

For this study, a questionnaire of 94 items was created to collect data. Each item's labeling ratings range from 5 to 1. Strongly agree = 5, Agree = 4, Undecided = 3, Disagree=2, and strongly disagree=1 are the values in this range.

A pilot study was undertaken by the researcher to check that the customized scale was reliable. For the trial, thirty male and female instructors from public schools in the Sargodha district were chosen at random. The instrument EI inventory, which was employed in this investigation, has a Cronbach Alpha value of 0.85. The instrument of student-teacher interaction had a Cronbach Alpha value of 0.60, whereas the instrument of student motivation had a Cronbach Alpha value of 0.63. Cronbach Alpha values indicate if the value is more than or equal to .9 is outstanding, higher of .8 is good, larger than .7 is OK, greater than .6 is debatable, greater than .5 is poor, and lesser than .5 is unacceptable (George & Mallery, 2003).

6. Data Analysis

The purpose of the study was to see how instructors' emotions affected student motivation and the teacher-student interaction. For the quantitative analysis, SPSS-20 was employed. To examine the impact of an instructor's emotional intelligence abilities on student motivation and the teacher-student interaction, the Pearson Correlation Coefficient was used. The tables below show the data analysis and interpretations. The impacts of instructors' emotional intelligence competencies on student motivation and the student-teacher interaction were investigated using a regression test.

Table 7

Difference between male and female teachers in emotional intelligence competences

Gender	N	Mean	SD	F	T	Df	Sig.(2 tailed)
Female	100	334.040	23.525	.062	1.880	198	.062
Male	100	327.780	23.568				

The gap between female and male instructors' emotional intelligence competencies is seen in Table 7. The F value (.062) with df=198, t =1.880, and p value=.062>0.05 indicates that the difference is not significant. The hypothesis H01, which suggested that instructors' emotional intelligence abilities did not differ by gender, was not rejected. Because there was no statistically significant difference in emotional intelligence abilities between males and females (p value 0.062>0.05)

Table 8

Experience and emotional intelligence competences

	Sum of squares	Df	Mean square	F	p-value
Between group	5843.556	5	1168.711	2.141	0.62
Within group	105898.824	194	545.870		
Total	111742.380	199			

Table 8 indicates the impact of experience on emotional intelligence abilities. No significant effect was there of experience on teachers' emotional intelligence abilities in any of the three situations [F (5,194) =2.141, p=0.062]. The hypothesis H02, which stated that there are no significant differences in emotional intelligence abilities amongst teachers with different degrees of expertise, was not rejected. Because all instructors with varied levels of experience had the same emotional intelligence skills (p value 0.62>0.05).

Table 9*Qualification and emotional intelligence competences*

	Sum of squares	Df	Mean square	F	p-value
Between group	3086.922	2	1543.461	2.798	.063
Within group	108655.458	197	551.551		
Total	111742.380	199			

The influence of qualification on emotional intelligence competencies is seen in Table 9. For the three circumstances, there is no significant influence of qualification on emotional intelligence competencies of instructors at the $p > 0.05$ level [$F(2,197) = 2.798, p = 0.063$]. The hypothesis H_{03} , which claimed that there is no substantial difference in emotional intelligence competencies amongst instructors with various qualifications, was not rejected. There was no significant influence of teacher certification on emotional intelligence competencies (p value $0.063 > 0.05$), according to the findings.

Table 10*Impact of age on emotional intelligence abilities*

	Sum of squares	Df	Mean square	F	p-value
Among group	10156.303	3	3385.434	6.532	.000
Within group	101586.077	196	518.296		
Total	111742.380	199			

The influence of age on emotional intelligence abilities is shown in Table 10. At the $p > 0.05$ level, age had a substantial impact on teachers' emotional intelligence abilities in all three circumstances [$F(3,196) = 6.532, p = 0.000$]. The hypothesis H_{04} (p value $0.000 < 0.05$) that there are no substantial differences in emotional intelligence abilities amongst teachers of different ages was rejected.

Table 11*Emotional intelligence abilities' with student-teacher interaction and student motivation*

Sr #	EI competences	Student-teacher relationship (r)	Student's motivation (r)
1	Self-consciousness	.123	.133
2	Self-judgment	.201**	.040
3	Self-confidence	.167*	.273**
4	Emotional self-discipline	.127	.086
5	reliability	.213**	.247**
6	Carefulness	.208**	.248**
7	flexibility	.071	.169*
8	novelty	.167*	.250**
9	accomplishment drive	.301**	.246**
10	promise	.131	.174*

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11	proposal	.074	.054
12	hopefulness	.265**	.233**
13	understanding	.203**	.069
14	rising others	.122	.097
15	Service direction	.331**	.276**
16	Leveraging variety	.153*	.147
17	Political understanding	.094	.036
18	pressure	.231**	.230**
19	contact	.148*	.250**
20	divergence	.166*	.167*
	management		
21	Management	.224**	.145*
22	Change mechanism	.195**	.136
23	construction bonds	.163*	.122
24	association and support	.204**	.033
25	group capability	.206**	.114

* Significant Correlation at 0.05 levels (2-tailed)

** Significant Correlation at 0.01 levels (2-tailed)

Table 11 demonstrates the association between all twenty-five emotional intelligence competencies and student motivation and the student-teacher interaction. Table 1 demonstrates a substantial positive but modest link between accurate self-assessment and student-teacher relationship ($r=.201^{**}$). The table shows a substantial, positive but weak association between self-confidence and the student-teacher relationship ($r=.167^{*}$) as well as a significant, positive but moderate relationship between self-confidence and student motivation ($r=.273^{**}$).

Table 12

Correlation of EI abilities with the teacher-student interaction and the motivation of students

Sr#	EI competences factors	Student-teacher relationship (r)	Student's motivation (r)
1	Self-consciousness	.244**	.235**
2	Self-directive	.258**	.316**
3	Motivation	.302**	.275**
4	Social-consciousness	.267**	.175*
5	Social-skill	.324**	.256**

* Significant Correlation at 0.05 level (2-tailed)

** Significant Correlation at 0.01 level (2-tailed)

Table 12 depicts the association between EI abilities and teacher-student interactions and motivation. Teacher-student interaction ($r=.244^{**}$) and student motivation ($r=.235^{**}$) have a positive, moderate, and substantial link with self-awareness. Teacher-Student interaction ($r=.258^{**}$) and motivation of student ($r=.316^{**}$) had a optimistic, reasonable, and important link with person-directive. Teacher-Student interaction ($r=.302^{**}$) and student motivation ($r=.275^{**}$) have a optimistic, reasonable, and important link with motivation. The variables student-teacher connection ($r=.267^{**}$) and student motivation ($r=.175^{*}$) have a optimistic, reasonable, and important association with social awareness. Both the variables teacher-student interaction ($r=.324^{**}$) and student motivation ($r=.256^{**}$) have a optimistic, reasonable, and important association with social skills. The null hypothesis H06 was rejected since it indicated that there was no association between self-consciousness, self-directive, motivation, social-consciousness, social skill teacher-student relationship, and student motivation.

It was discovered that these factors had a strong and favorable association.

Table 13

Self-awareness and the student-teacher relationship: a regression coefficient analysis

Emotional intelligence competence	B	Std. Error	<i>B</i>	<i>T</i>	<i>Sig</i>
Constant	14.424	1.880		7.672	.000
Self-awareness	.140	.040	.244	3.536	.001
$F = 12.500 (1, 198)$					
$R = .244, R^2 = .059$					

- a. Dependent variable: Student-teacher relationship
 b. Predictor: Self-awareness. β :standardized coefficient

Table 13 shows the results of the linear regression used to explore the impact of self-consciousness on the teacher relationship. The results indicated a significant $R = .244$ and $R^2 = .059$, implying that teacher-student self-consciousness may explain 5.9% of the variation in the student-teacher interaction. $F(1, 198) = 12.500, p = .001$ was found to be a significant regression equation that described the influence of instructors' self-awareness on student-teacher relationships. The null hypothesis H07, that self-awareness has no influence on the student-teacher interaction, was rejected. It was clear that self-awareness had a important impact on student-teacher relationships ($= .244, t(198) = 3.536, p.001$), and that increasing teachers' self-awareness by one standard deviation boosted student-teacher relationships by .244.

Table 14

Regression coefficient analysis of self-awareness with student's motivation

Emotional intelligence competences	B	Std. Error	<i>B</i>	<i>T</i>	<i>p</i>
Constant	8.025	1.386		5.789	.000
Self-awareness	.100	.029	.235	3.405	.001
$F = 11.595 (1, 198)$					
$R = .235, R^2 = .055$					

- a. Dependent variable: Student motivation
 c. Predictor: Self-awareness. β :standardized coefficient

The findings of the linear regression analysis performed to investigate the influence of self-consciousness on student motivation are shown in Table 8. The consequences revealed a substantial $R = .235$ and $R^2 = .055$, implying that teacher self-awareness may explain 5.5 percent of the variance in student motivation. $F(1, 198) = 11.595, p = .001$ was found to be a significant regression equation that described the influence of instructors' self-awareness on student motivation. The null hypothesis H07, which indicated that instructors' self-awareness had no influence on student motivation, was rejected. It was discovered that self-awareness

(=.235, $t(198) = 3.405$, $p = .001$) had a significant influence on student motivation, and that when self-awareness increased by 1 standard deviation, student motivation increased by .235.

7. Findings and Discussion

The study's findings speak about gender, experience, and certification; there were no significant group differences in emotional intelligence abilities of instructors in this study. Nizielski (2012) studied teachers' emotional intelligence and discovered that gender, educational background, and teaching experience had no impact on EI. The research's findings corroborate those of the present study.

In terms of instructors' emotional intelligence competencies, which are strongly marked, and these competences are substantially connected to the student-teacher interaction and student motivation. Naqvi (2013) studied emotional intelligence and teacher performance. He got to the conclusion that the instructors had a high level of emotional intelligence, which is similar with this study's findings. Teachers gain emotional maturity when they enter this career.

Teachers' emotional intelligence competencies were also shown to be significantly affected by their age, according to the study. Shumaila (2006) investigated the link between a teacher's emotional intelligence and their efficacy as a teacher. This research's findings contradict those of the present study. Because, contrary to her findings, emotional intelligence does not develop with age, the current study reveals that age has a substantial impact on emotional intelligence. The lack of EI enhancement activities and training programs for teachers is the cause of this inconsistency, as instructors enter the field, attend trainings, and grow in emotional intelligence as they become older.

The results of this study revealed that teachers' emotional intelligence skills are linked to student motivation and have an impact on it. Psychological factors, school location, and types were investigated as predictors of academic performance among senior secondary school students in Southwestern Nigeria by Ogundokun (2007), who discovered a significant correlation between academic performance and academic motivation, which is consistent with current research findings. Academic achievers with a high degree of academic motivation, according to studies, are persons who have a high level of academic motivation. They are always filled with great aspirations.

Teachers' motivation is a topic that is seldom studied, although motivation is an area that is frequently studied. Previous research by Salami and Ogundokun (2009) on emotional intelligence and academic self-efficacy as predictors of academic performance among senior secondary school students in Oyo state, Nigeria, found that emotional intelligence was significantly and positively correlated with academic performance. According to research, counseling and scholastic psychologists are required to increase students' motivation for accomplishment.

Meyer and Turner (2002) investigated the role of emotion in classroom motivation research and established the significance of instructors' and students' emotions during instructional interactions. The notion of the origins of motivation for learning has steadily embraced emotions as crucial for learning and teaching, according to research into teacher-student interaction. Interactions in the classroom and the degree to which these connections are included have an impact on the learning environment of students. However, this research discovered a substantial link between instructor motivation and student motivation.

The study's result discusses the implication of emotional intelligence competencies in instructors on student motivation and the student-teacher interaction at the secondary level. The emotional intelligence abilities of teachers were shown to be strongly associated and to have a favorable influence on the student-teacher connection in this study.

Friedman and Gregory (2014) conducted a study on teacher emotional intelligence and the quality of their interactions with students, and the result of their study were consistent with the result of this study, which determined an important relationship between the quality of interpersonal interaction among student and teacher and teacher Emotional Intelligence. Nizielski (2012) investigated the relationship between instructors' emotional intelligence and student misconduct in the classroom and discovered that observed EI of teachers was adversely associated to student misconduct. Another study by O'Shea (2019) looked at the function of teacher emotional intelligence in influencing the quality of relationships with students, and found no link between teacher emotional intelligence and teacher-student interactions.

8. Conclusion

According to the findings, secondary school instructors in public schools have a surprising high level of emotional intelligence abilities. Teachers had greater levels of emotional self-awareness, self-regulation, motivation, social-awareness, and social-skills in the five core components of EI competence. Teachers scored well on sub-scales of emotional intelligence personal qualities such as self-awareness, conscientiousness, trustworthiness, flexibility, inventiveness, accomplishment, dedication, and optimism. Teachers scored similarly on sub-scales of social intelligence competences such service orientation, communication, leadership, and teamwork.

As a result, emotional intelligence abilities of teachers have a substantial impact on student motivation and the student-teacher interaction. Five key EI competencies have a substantial impact on student motivation and the student-teacher connection. Teachers' emotional self-awareness, for example, has a major impact on student-teacher relationships and motivation. Self-regulation has a substantial impact on the student-teacher connection as well as the motivation of the students. There was a substantial association between instructor motivation and student motivation, as well as a beneficial influence of teacher motivation. Teachers' social awareness has a substantial impact on student-teacher relationships and student motivation. Teachers' social skills had a major impact on student-teacher relationships and student motivation. Except for age, there was no significant demographic variation in instructors' emotional intelligence competencies.

9. Recommendation

Following are some recommendations based on the results and conclusions.

1. It was discovered that instructors' emotional intelligence abilities influenced students' motivation and the student-teacher interaction significantly. As a result, it is proposed that instructors work to improve their EI skills. Teachers' EI competencies should be improved by include activities relevant to EI competences in their training programs.
2. Teachers should improve their relationships with their pupils. Students will be less hesitant to share their thoughts, experiences, and difficulties, as well as to ask questions, if this is the case. Teachers should also learn about how students spend their time outside of the classroom in order to create relationships with them.
3. Emotional intelligence competencies may be studied further at universities, colleges, and schools in the future to improve student-teacher relationships and student motivation.
4. Further study on emotional intelligence abilities should be performed in the future for the goal of improving the learning process, according to the authors.

5. It is advised that activities linked to EI competencies for students are included in the curriculum so that they may play a role in understanding the student-teacher interaction and the relevance of motivation in the learning process. Further study on emotional intelligence abilities should be performed in the future for the goal of improving the learning process, according to the authors.

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