

The Effect of the Instructors' Emotional Intelligence on Undergraduates' Academic Achievement in Major Elective Courses at LIU

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Running Head: *Emotional Intelligence and Learning*

Abstract: *It is well known all over the world that the class instructor is the most forceful factor that impacts students' progress and achievement other than their parents, friends and general environment. Many studies and researchers have attempted to uncover factors that may facilitate and enhance the learning procedure, including the special characteristics that render a teacher more effective than another. However, over the last few years, studies have proven that instructors, who try hard to improve relationships, while serving related and sometimes sophisticated instruction, demonstrate greater student achievement. This study is addressed to educational institutions in general, educators in particular, counselors, supervisors, trainers, and whoever interested in flourishing the learning process. The target of this study is to examine the influence of emotional intelligence level on students' Academic achievement in general elective courses, through implementing distributed standardized questionnaires at LIU Nabatieh and Saida. The study employed a descriptive quantitative methodology to answer research questions. The sample contained 549 participants, divided as 14 instructors and 535 undergraduates. Data from the selected participants were collected during Spring 2017 and Fall 2017/2018. The findings revealed the positive impact emotional intelligence imposes on university students. They show a significant relationship between both variables through observing the instructors' emotional intelligence level and the students' academic performance. The research recommends that teachers adopt new strategies and classroom activities to increase the students' emotional intelligence level, besides providing a chance to let them express their feelings and emotional experiences. By following strategies to highlight the emotional aspect of learning, students' emotional intelligence level will increase and thus their performance will be better.*

Keywords: Academic performance, emotional intelligence, Higher education level

List of Abbreviations

AP: Academic performance

EI: Emotional Intelligence

EL: Emotional Learning

IO: Intelligence Quotient

SD: Standard Deviation

SPSS: Statistical Package for the Social Sciences

U.S: United States

Definition of Terms

These are the key terms that will be used throughout this study:

Emotional Intelligence: Salovey and Mayer (1990) describe it as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action"

Perceiving Emotions: The first step in understanding emotions is to perceive them accurately. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

Reasoning with Emotions: Using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that grasp our attention.

Understanding Emotions: The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean.

Managing Emotions: The ability to manage emotions effectively is a crucial part of emotional intelligence. Regulating emotions, responding appropriately, and responding to the emotions of others are all important aspect of emotional management.

1. Introduction

1.1 Background

This chapter introduces emotional intelligence concept as presented by many researchers and psychologists. It introduces the emerge of this term, how it was developed throughout the years, and how it was divided into concepts. It also goes through the purpose of the study, its significance, context, and statement of the problem, questions dealt with, hypothesis, theoretical frame work, organization, limitations, and delimitations.

In the last decade, Researchers have given their attention to particular criteria lots of intelligence like mathematics skills, logical reasoning, verbal skills, and comprehending analogies etc. In fact, they were confused due to the reality that although IQ could foretell academic performance to a certain degree successfully, and, in some way, the equation missed something that needed more explanation to make it clearer. The blunt reality that was proven through research on human behavior that most successful people aren't necessarily those who possess the highest degree of IQ, but those whose interpersonal and social skills are more evolved than others have dragged the attention of consultants, and educators towards enhancing such skills. (Francais, 1990) Peter Salovey is a Dean at Yale University; Jack Mayer is a researcher at the University of New Hampshire. The two psychologists published the first academic definition of emotional intelligence in 1990, and have continued as the leading researchers in the field. Peter Salovey and John D. Mayer coined the term 'Emotional Intelligence' in 1990 describing it as "a form of social intelligence that involves

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the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" (Gholis, 2013). In the 1990's, Daniel Goleman became aware of Salovey and Mayer's work, and this eventually led to his book, *Emotional Intelligence*. Goleman was a science writer for the New York Times, specialized in brain and behavior research.

The discovery of this term has followed a long journey passing by different scientists:

In 1930, Edward Thorndike described the concept of "social intelligence" as the ability to get along with other people. David Wechsler, in 1940, suggested that effective components of intelligence may be essential to success in life. During 1950, Humanistic psychologists such as Abraham Maslow explained how people could build emotional strength. In 1975, Howard Gardner published *The Shattered Mind*, which introduced the concept of multiple intelligences. In 1985, Wayne Payne introduced the term emotional intelligence in his doctoral dissertation entitled "A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire (theory, the structure of reality, problem-solving, contraction/expansion, and tuning in/coming out/letting go)." In 1987, in an article published in *Mensa Magazine*, Keith Beasley used the term "emotional quotient." Some suggest that this was the first published use of the phrase, although Reuven Bar-On claims to have used the term in an unpublished version of his graduate thesis. In 1990, psychologists Peter Salovey and John Mayer published their landmark article, "Emotional Intelligence," in the journal *Imagination, Cognition, and Personality*. In 1995, the concept of emotional intelligence was popularized after a publication of psychologist and New York Times science writer Daniel Goleman's book *Emotional Intelligence: Why It Can Matter More Than IQ*. Goleman pointed out that even though aspects such as intelligence, determination, vision, toughness –qualities correlated with leadership are prerequisites to success, they aren't at any measure sufficient, for influencing leaders are those who retain a high degree of emotional intelligence which makes them stand in the crowd.

Thus, our ability to voice and dominate our emotions is vital, as well as our ability to comprehend, explain, and react to the emotions of others. Psychologists denote that this ability is what they called emotional intelligence, and some experts even consider it more influential than IQ.

1.2 Purpose of the Study

The aim of this study was to explore the relationship between the emotional intelligence of educators and the achievement of University students in major elective courses basically Communication Skills, and Composition and Research Skills at the Lebanese International University, Saida and Nabatieh Campuses. Specifically, the study focused on the following question:

What relationships exist between the measured emotional intelligence of university instructors and the academic performance of their students in a both Communication Skills, and Composition and Research Skills courses at LIU?

1.3 The Significance of the Study

The study supplies theoretical and practical concepts of EI. Although many researchers have presented and discussed the theoretical part of EI, many from a theoretical view, few studied its influence in the educational context. So, the current study sheds light on this area in a trial to test its impact on the academic aspects, and as a consequence, the study enlightens educational researchers on the importance of EI and how to train instructors to boost their performance in a seek for a better strategy to attain academic goals.

Basically, this study is crucial for academic directors, trainers, curriculum designers, and educational policymakers in both universities and schools to identify a method that would enhance the learners' performance. Since the student and the instructor form the nerve centre of the teaching-learning process, it is necessary to study all procedures that result from this process and that impact it. One of the major processes that deeply influence the teaching-learning operation is the teachers' interaction with the students. The more the students consider their teachers as caring, the more they enjoy studying the course, the more they strive to get better results, which is the main goal of any instructor.

Moreover, this methodological study will support educators in the Lebanese schools with the clue to distinguish aspects which may facilitate students' academic life. Instructors may affect students' lives positively in the long run if they have a good utilization to their emotions properly.

As mentioned before, educators are in continual search for answers that clearly explain the impacts and measures of quality teachers. If academic gains are affected by a teacher's emotional intelligence, we can develop teachers' efficacy by modifying professional growth and instructional practices. Educational centers, universities, colleges, and schools could change their instructors' preparation courses to include emotional intelligence and its subdomains as an important part of the prerequisite skills and knowledge base for their new academic staff. This could be done by using the emotional intelligence assessment to detect the needs of instructors so that they are trained to overcome gaps in this field. In addition to the above mentioned, instructors who are currently in the field could have the same assessment to find out areas of strength and weaknesses and to be provided by professional development to improve the quality of their social interactions which in turn will improve the learning procedure outcome on the long run.

1.3 The context of the study

The context of this study necessitates the participants' to be instructors and students at LIU.

1.4 Statement of the Problem

In general schools, educators, counselors, and directors are continuously seeking to uncover, retain, and professionally evolve teachers who would reach objectives that meet demands of high stakes accountability. McNulty and Quaglia (2007) noted in their work with the international

center for leadership in education that relationships between teachers and students matter. They found out that public schools whose instructors displayed emotional intelligence skills were more successful than those who lack these abilities. Also, According to (Othman, Abdullah, & Ahmad, 2008), Rozell, Pettijohn, & Parker, (2006) several studies over the past two decades, and particularly in the world of business indicated that EI can help to identify employers and their employees with positive skills capable of relating and encouraging others. Butler and Chinowsky (2006) declared that within construction organizations, emotional intelligence traits are merely essential as previously used cognitive intelligence measures and experience to seek and improve the capacity of future leaders.

Thus, such outcomes raise the question whether or not the emotional intelligence construct can be transferred to the environment of education and if it could be a pivotal factor in assisting to unfold which instructors or potential educator candidates could be the most successful in affecting learners' outcomes and aiding them to target growth areas. Hence, the effectiveness of instructors may be influenced by their emotional intelligence.

In short, if an EI assessment can be an important factor in identifying the employees who possess effective skills that are capable of relating and motivating others in the world of business, then there is a big possibility that emotional intelligence can help educational leaders develop instructors to excel in relating to learners and motivating them to perform better in schools.

1.5 Questions of the Study

- 1) How can instructors be aware of their emotional intelligence and its dimensions?
- 2) Is there a tangible effect of instructors' emotional intelligence on students' academic performance?
- 3) How can we exploit the instructors' emotional intelligence to improve a student's general performance?

1.6 Hypotheses of the Study

In order to investigate the three research questions, the researcher developed the following hypotheses:

H₁0: There is no effect of instructors' emotional intelligence on students' performance.

H₁1: Instructors' emotional intelligence affects students' performance.

H₂0: there is a significant relation between the instructors' emotional intelligence and their students' results.

H₂1: There is no significant relationship between the instructors' EI and their students' results.

1.7 Theoretical Framework of the Study:

As it was mentioned in the above paragraph, this study is guided by Salovey & Mayer, 1990 EI assessment scale. Measuring EI with numbers permits researchers to use empirical tests of conceptual propositions, thus progressing the knowledge of each instructor's EI. However, other measures, such as the EQ-i (Bar-On, 2000), are based on wider definitions of emotional intelligence that constitute

both adaptive outcomes and adaptive emotional functioning. When the aim of an evaluation is to obtain a broad assessment of outcomes as well as functioning, such 'mixed model' (Mayer, Salovey, & Caruso, 2000) definitions can be more efficient.

After getting and compiling the results of instructors, students' grades in major elective courses for the spring of 2017 and fall 2017/2018 were fetched and a comparison took place to verify or disprove the previous hypothesis.

1.8 Organization of the study

This study is distributed over five chapters. Starting by an abstract, which represents the introduction in chapter 1, where there is background information about the topic, the organization of the study, context of the study, statement of the problem, purpose of the study, research question and hypothesis, significance of the study, delimitations, and limitations of the study, and the assumptions related. Chapter 2 displays a literature review concerning emotional intelligence, academic performance, and the relation between both factors. Chapter 3 contains the design of the study, the participants involved, the instruments used, and the procedure followed. In chapter 4, the results are shown. Finally, chapter 5 draws a conclusion, suggests some recommendations, and sets some points for further studies.

Delimitations

The delimitation is represented by being an instructor at LIU Nabatieh Campus, and the availability of a wide range of population, and instructors who are willing to help.

1.9 Limitations of the study

The researcher had to get permission to use data which took more than one month. Not all communication skills' instructors were cooperative in filling the questionnaire. The 535 students were of different majors studying communication and composition and research skills. The topic itself is confusing, and there aren't enough studies that could help by giving different views. The validated tests such as the questionnaire used by Salovey and Mayer couldn't be easily found.

Finally, this chapter sheds the light on the main points to be discussed in this paper. Also, it presents the statement of the problem, hypothesis, significance, organization, framework, limitations, and delimitations of the study.

2. Literature Review

2.1 Purpose of the Review

This chapter is assigned to examine the literature pertaining to the impact of the emotional intelligence of teachers on the performance of students. Through the course of investigating this relation, there would be an overview of the subsequent topics: 1) Definition, 2) Development of concept, 3) Factors, Models of EI, Skills, 4) Attention and Focus in EI, 4) Importance, 5) Emotional Intelligence in the Educational

Realm, 6) Measurement of EI, 7) Criticism: Pros and Cons, 8) The Impact of EI of Teachers on student performance.

2.2 Emotional Intelligence: Definition, Skills, and its Importance

As a definition, emotional intelligence pertains to the positive evaluation emotions as well as the appropriate expression of feelings. It pertains to the processing and regulation of emotions. (Bown, & White, 2010; Ghanadi & Ketabi, 2014; Razavi, 2014; Salovey & Mayer, 1990; Sucaromana, 2012. Emotional intelligence is defined as the abilities of exercising self-control as well as maintaining persistence and self-motivation. To Goleman, the significance of the emotional intelligence, in real life situations, surpasses that of the quotient of cognitive/ mental abilities known as the IQ (Goleman, 1995).

2.3 Development of the Concept, Factors, Models, and Skills

The evolution of the concept of emotional intelligence dates back to the year 1920, to the works of E.L. Thorndike who examined one element of intelligence he referred "social intelligence". To Thorndike, Emotional Intelligence lies in the ability to understand and manage others. Later in 1983, Howard Gardner introduced the theory of multiple intelligences comprising interpersonal intelligence and intrapersonal intelligence. The former pertains to the understanding of others' intentions, motivations, and desires whereas the latter has to do with understanding and appreciating one's feelings and motivations. His theory provided an explanation for factors affecting performance. The realm of intelligence continued to develop comprising another form; the emotional intelligence in the work of Salovey and Mayer who identified a number of factors underlying emotional intelligence: perceiving and understanding emotions, reasoning using emotions and managing of emotions. First, perceiving and understanding emotions which include not only understanding the verbal expression but also the nonverbal signals as in facial expression and body language. Making sense out of what is perceived involves interpretation of the emotions manifested and analyzing the causes underlying. Second, reasoning with emotions as a part of the cognitive activity where the emotional response is related to what grasps attention. Third, managing emotions and regulating them involves manifesting the appropriate response.

These elements in the model are classified from the basic to the higher integrated psychological processes; from the level of perception and expression of emotion to the highest level of consciously regulating them (Mayer & Salovey, 1997).

Four Factors of Emotional Intelligence:

2.4 Goleman's Definition

The concept kept evolving and further contribution was made by the works of Daniel Goleman (1998). Emotional intelligence as defined by Goleman is a set of skills and competencies considered to be at the root of leadership performance. It is made up of five constituting arenas

ranging from self-awareness to self-regulation, social skills, and empathy to motivation. Self-awareness pertains to knowing one's emotions (strengths, weaknesses, values, and goals...) as well as their impact on others. Self-regulation pertains to managing or redirecting impulses and one's disruptive emotions enabling adaptation to changing circumstances. The arena of social skills encompasses the management of other's emotions directing them in the desired direction. The arena of empathy involves considering other people's feelings, especially when making decisions. In addition to the previous arenas, involves motivation for the sake of achievement.

That was how the concept of emotional intelligence emerged in the realm of literature examining intelligence from a social perspective in the works of Thorndike, then from an educational perspective in the works of Gardner and at the same time lending itself to the works of Salovey and Mayer thoroughly examining emotions as a distinct realm itself. Further contributions by Goleman enriched the literature examining this concept by adding an illustration to the definition evolving from works of previous authors.

The indications of Emotional intelligence lies in that emotional intelligence describes the ability to understand one's own feelings as well as to monitor emotions, discriminate between different emotions labeling them appropriately, in addition to using emotional information as a guide to the process of thinking and behavior.

2.5 Emotional intelligence comprises three models as follows:

An ability model that focuses on the individual ability in processing emotional information and incorporating such information into the social environment. This model was developed by Peter Salovey and John Mayer. (Emotional Intelligence, 2014).

Trait model, encompassing behavioral dispositions and self-perception of abilities, is measured through self-report. Such model was developed by Konstantin Vasily Petrides.

The Mixed model is a combination of both ability and trait comprising an array of skills and characteristics boosting leadership performance. ("Emotional Intelligence in Leadership: Learning How to Be More Aware," n.d.

The Mixed Model of Emotional Intelligence is made of the 5 categories previously discussed, that Goleman referred to as emotional competencies and skills

- 1) Self-awareness: refers to the ability to know one's emotions and their impact on others
- 2) Self-regulation: involves controlling impulses or redirecting one's disruptive emotions.
- 3) Social skill: refers to managing relationships to move people in the desired direction
- 4) Empathy: pertains to considering other people's feelings especially when making a decision
- 5) Motivation: involves the drive to achieve for the sake of achievement.

Goleman further develops each of these categories that make up the mixed model. To him, each of these categories comprises a set of emotional competencies which are acquired capabilities, learned and developed to achieve outstanding performance.

2.6 Attention and Focus in EI

This further development of the concept leads to developing what he refers to as a dimension of emotional intelligence, the dimension pertaining to attention. Attention, to Goleman is a vital capacity naming it “The Hidden Driver of Excellence” in his book “Focus” (2013). In the age of vast technological domination of various aspects of daily life, with today’s noisy fast-moving and rapidly changing world, it’s easy to become distracted. Attention as an important capacity, being the hidden drive of excellence is at stake, (Focus Summary, 2016). Worrisome as it is, Goleman points that this is a serious problem, clearly stating that attention “is a lost art form that needs resurrecting” (Is Attention Today’s Scarcest Resource, 2014). This vital capacity, attention, is of two kinds, comprising different systems in the brain. The first is attention that we voluntarily direct. According to Daniel Goleman (2013), the first is applied when concentrating on work, whereas the second is the type of the attention that seduces us. Attention is at the root of many components of the EI. They are forms of attention ranging on a spectrum, from the state of stress referred to as “inefficiency”, to training attention, till “cognitive efficiency” and cognitive control, the ability to pay attention well. The state of paying well-attention is referred to as “focusing”. Focus can take different forms:

- 1) Inner focus: pertaining to self-awareness and managing our inner world
- 2) Other focus: referred to as empathy, which comes in three forms including cognitive empathy, emotional empathy, and cognitive concern/compassion.

Outer focus: system awareness. (Focus Summary, 2016)

2.7 Importance of Emotional Intelligence

The importance of Emotional Intelligence goes beyond its role in communication and interaction in a more constructive way, but in fostering a better life by managing our emotions and stress resulting in wellness.

The importance of EI was a focal point since the popularization of the concept of Emotional Intelligence by Coleman’s works. The issue has been the subject of close investigation not only by psychologists but also by those working in various fields. Most of the studies and literature examining Emotional Intelligence transcended mere definition and explanation of the term to investigate its importance on certain realms, from the arena of business and management of companies and enterprises to that of education. Emotions take the role of filtering the input of information narrowing down the range worth evaluation sparing the attention for focusing on the most important information crucial for decision-making. (Humphrey, et al 2007)

The perception of EI as prospectively providing the solution to some social problems, educators seek the incorporation of

information about the influence of emotional intelligence and how it works in order to teach students how to manage emotions in order to foster more caring and sound environment for students. (Naqvi, Iqbal, & Akhtar, 2016)

EI in Educational Realm

Based on the effect of emotional intelligence on fostering a better life, the integration of this concept in the learning process resulted in the emerging of the concept of emotional learning (Drew, 2006). This new branch of learning aims at helping learners develop life skills through training them to manage their emotions and demonstrate caring and concern for others that would lead to establishing positive relationships in addition to efficiently coping with challenging situations, (Emotional Intelligence, 2014). The Incorporated concept of emotional intelligence in education resulted in Emotional Learning focusing on attention-training that would improve cognitive control. Moreover, teaching empathy and training on an empathic concern which is a prerequisite for social intelligence. In addition, EI stresses on nurturing the system-awareness or system dynamics (Is Attention Today’s Scarcest Resource, 2014).

An optimal emotional intelligence should meet the first criterion of positively relating performance to other forms of intelligence. The second criterion dictates that emotional intelligence tests be more related to one another than to other forms of intelligence. The third criterion asserts the correlation between performance and behavior where the former is a predictor of the latter in areas of emotions (Moss, 2016).

2.8 Measurement of EI:

Methods of measuring EI can be classified into three main categories: self-report, ability, and informant measures. (Humphrey, et al. 2007). There have been a number of tests but the following is thought to be widely –used test having its array of criticism. The subsequent test is The Assessing Emotions Scale, for which there has been ample research and empirical data. In this study, the Schutte Emotional Intelligence Scale also known as The Assessing Emotions Scale would be employed. It is a 33 item self-report measure of emotional intelligence developed by Schutte. (“The Schutte Self Report Emotional Intelligence Test (SSEIT)”, n.d.) It was designed based on the model of Salovey and Mayer’s (1990). The Assessing Emotions Scale consisting of a 33-item self-report inventory where respondents rate themselves on the items using a five-point scale ranging from 1 (strongly agree) to 5 (strongly disagree) scale for responses. The total score is obtained by grading each sub-test score and adding them together (Schutte, 1998). The higher the scores the higher the emotional intelligence, the range of the scores could vary from 33 to 165. (Bhullar, et al, 2009).

Items of the test relate to the following aspects of EI (with all 33 items are included in one of these four subscales):

- 1) The appraisal of emotion in the self and others
- 2) Expression of emotion,
- 3) Regulation of emotion in the self and others
- 4) Utilization of emotion in solving problems (Bhullar, Mallouf, & Schutte, 2009)

Among the contributions of measures of emotional intelligence is information about adaptive emotional functioning. Self-report scales assess the compliance of respondents with social norms rather than the respondent's perception of his or her emotional functioning. Respondents to self-report measures give responses they view as socially desirable responses. The Assessing Emotions Scale or Schutte Self Report EI Test, considered a trait measure of emotional intelligence, has been widely used in research, perceived as a measure of good reliability and reasonable evidence of validity. (Bhullar, et al, 2009)

2.9 Criticism: Pros and Cons

Although emotional intelligence has been the focus of academic domain as well as other realms, yet the concept of emotional intelligence was the issue of much argument and controversy. The dispute encompassed the verified benefits of emotional intelligence awareness and emphatic concern in the academic domain and in other fields as the corporate workplace. In addition, proponents enlist the advantages on the personal life in terms of better mental, psychological, and social life. On the other hand, the dispute comprised the issue of its employment and the possibility of manipulation; the issue was viewed from the ethical perspective or moral criterion. Not to overlook the argument of its opponents based on the definition of emotional intelligence itself. Being the subject of criticism, the pros and cons would be tackled and receive ample illustration (*Criticism of Emotional Intelligence Measures of Assessment, n.d.*).

One of the primary criticisms lies in the theoretical foundation and definition of EI which is still controversial. (Locke, 2005). Challenges facing the recognition of EI as a form of true intelligence, moreover, some psychologists argue that Emotional Intelligence quotients are merely aspects of general intelligence. Within different realms, intelligence typically includes concepts such as logic, comprehension, abstraction, self-awareness, learning ability, problem-solving, and so on.

What constitutes the problem in definition is that many of the models and faculties of emotional intelligence were considered by psychologists as constructs pertaining to intelligence and not a distinct type of intelligence. The criticism further delves into elaborating the argument that EI is not but the combination of qualities which were distinct constructs prior to the introduction of EI which is nothing but a synthesis of different constructs. Briefly, the concept has no clear distinct and agreed-on definition which is a basic scientific requirement. In other words, EI is poorly defined and is not but a new name for familiar constructs (Maheshwari, &Tripathi, 2013) a proponents assures that the EI is not but a mere combination of "personality variables and certain aspects of general cognitive ability". (Humphrey, 2007; Revermann, n.d.)

The second important criticism pertaining to EI lies in its employment and use. EI is defined as "the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behaviour" (Ball, 2017). This ability to identify and

recognize emotions and use them in a logical manner is the main components of emotional intelligence. This allows people to manage and monitor their emotions and the emotions of others in a logical manner to achieve certain goals. At this point, the ethical and moral argument emerges warning against the possibility of manipulation and misuse. Further argumentation results in the plausible view that in its essence, EI is neutral; it is the issue of its use and the cause of its employment that makes EI bad or good. (Emmerling & Goleman, 2003). With knowledge learned with emotional intelligence, you can make choices that best serve you and affect others. However, some people could use this knowledge to manipulate others. A person who would use this negatively could also purposely prey on unsuspecting individuals", (Revermann, n.d.). Yet, as the debate is still open to reflect upon and assess the emotional intelligence, some opinions have reached a conclusion that "emotional intelligence is a tool. Can someone misuse it? Sure. One can make the danger argument for any skill, but it doesn't make it inherently dangerous. There is nothing inherently manipulative about understanding one's emotions and using that understanding for better decision making. The only real path forward is wisdom." (Freedman, 2014)

Despite the fact that there has been some criticism concerning the definition of EI itself and even more debate regarding its use from the manipulation point of view, Emotional Intelligence cannot be overlooked as having positive impact and being trained to be aware of ones' emotions and others as well have proved to yield positive outcomes. The following are the advantages that advocates and proponents mainly emphasize when the dispute over EI takes place.

There is a wide array of advantages of EI. Self-awareness and empathy influences our behaviour and relationships. Developing EI can greatly influence our success through fostering better communication and improving relationships which would result in defusing conflicts and overcoming life's challenges. Thus, Emotional intelligence improves the quality of life, our personal situations, since it reduces positively influenced by EI as studies have shown anxiety and stress (Durllofsky, n.d.). Social relations in childhood and adulthood are also studies have indicated a correlation between EI and good family relationships (Barsade, Mayer, &Roberts, 2008). At schools, studies have shown that there is a decrease in bullying and destructive behaviour.

Regarding EI impact on academic performance, a number of studies have shown that EI results in better school performance. By using their emotional intelligence, students expand their range of choices and integrate their emotional memory into decision-making preventing them from repeating prior mistakes, hence, scoring higher. In education, it has been manifested that facilitation of EI can improve children's academic achievement. (Ramesh, Ramkumar, &Thavaraj, 2016)

Teachers' EI and Students' Performance

The preceding parts have tackled the topic of EI, from defining EI to having an overview of its models and types of measures to examining its importance – mainly in the realm of education, the focus of this study. All of this elaboration

would be incorporated in a process of synthesis aiming at investigating the impact of teachers' EI on students' performance. It has been illustrated how emotional awareness of ones' emotions and that of others in addition to monitoring it can be employed in order to get others carry out a certain task, induce certain behavior in an attempt to reach a goal. When EI is put to practice in the educational field, this would mean that when teachers are aware of their own emotions and those of their students, they can use this in order to boost the performance and achievement. This implies that teachers who are emotionally intelligent would be capable of carrying out the process synthesizing empathy as an essential construct of EI and developing the skills of attention, Goleman's hidden drive for excellence as part of focus (the vital capacity) (Goleman, 2013). The study would examine how EI, with all the capacities to influence others and get them to carry out certain task or job would affect the achievement and performance through resorting to research methods and using Assessing Emotions Scale/Schutte Self Report EI Test.

Finally this chapter sheds light on Emotional Intelligence theory since it began, how it was developed, models, and types, and its importance. It also presents the impacts of instructors' EI on students' performance.

3. Methodology

This chapter is concerned with the methodology of the research, covering: (1) design of the study, (2) population and sample, (3) instruments utilized, and (4) the procedure followed. The aim of this study was to examine the relationship between EI of instructors and its impact on students' academic performance.

3.1 Design of the Study

The researcher has employed a descriptive mixed method; i.e. quantitative and qualitative framework. A quantitative method directly measures the status or change of a specific variable. A quantitative method provides direct results expressed in numbers (Adamson, Gooberman-Hill, Woolhead, & Donovan; 2004). Quantitative methods are classified as "formal" methods when they use a structured questionnaire or other forms of data collection. Whereas qualitative methods include collecting data by questioning people to explain what they feel, observe, believe, and do (Adamson, Gooberman-Hill, Woolhead, & Donovan, 2004). The output from a qualitative method is textual descriptions. Qualitative methods are also called "informal" because they do not use a structured questionnaire and have an open-ended approach to gathering data. Both methods have advantages and disadvantages. The quantitative method provides quantified findings and the information is easier to analyze. But it does not provide contextual information and it offers limited insights on what is happening. On the other hand, a qualitative method is useful to gain insights into what is happening, but information collected cannot be generalized and it is harder to analyze. Choosing the best method to analyze qualitative or quantitative data depends not only on the type of information needed but also on the capabilities and resources available, how the information will be used and how precise the data need to be.

Creswell and Plano Clark (2011) defined the term "mixed methods research" as a methodology of research that emerges from the systematic combination or mixing, of both kinds of data quantitative and qualitative to get a single research. Such combination paves the road to a more integral and synergistic utilization of data than a separate quantitative and qualitative data collection and analysis. Mixed methods research has initially started in the field of social sciences to broaden to compromise other fields such as health and medical sciences including nursing, social work, mental health, pharmacy, allied health, and others. Consequently, in the last decade, these procedures of a mixed method have been evolved to fit an array of research questions.

Creswell & Plano Clark (2007) set two main procedures of the mixed method:

- 1) Concurrent Design mixed method: in this method, strategies of gathering information are implemented to vindicate one form of data with the other, to compare collected data, or to utilize various types of questions. In several cases, the same people involved supply both qualitative and quantitative data so that the data can be more easily compared. A good example of a concurrent design method is a questionnaire that includes both close-ended answers and open-ended answers.
- 2) Sequential mixed method: Strategies of data gathering these procedures included collecting data in an iterative process in which collection of data at one phase is correlated to the information gathered in the next. Here, data are collected to supply more information about outcomes from the previous phase of data collection and analysis, to choose participants who can best provide that data, or to generalize findings by validating and amplifying study results from members of a specified population (Creswell & Plano Clark; 2007). Sequential designs in which quantitative data are collected first can use statistical methods to decide which findings to augment in the following phase. In this context, an interview or a focus group preceded by a conducted questionnaire is an example of a sequential mixed method.

According to the author, using a mixed method study has various advantages that encourage her to follow the study:

- 1) In a mixed method, one synergizes quantitative and qualitative data. Mixed methods are beneficial in understanding contradictions between quantitative results and qualitative findings. As a result, this method provides the researcher with a chance to compare the results of students (quantitative) and analyze the data resulted from the questionnaire that was filled by the focus group.
- 2) The mixed method shows who of the instructors have the highest emotional intelligence according to the *Assessing Emotional Intelligence Scale* that was first created by Salovey and Mayer's (1990). The Assessing Emotions Scale is a 33-item self-report inventory concentrating on typical emotional intelligence. Participants rated themselves on the items using a five-point scale. They require around ten minutes to complete the scale. Total scale scores are calculated by reverse

coding items 5, 28 and 33, and then summing all items. Scores can range from 33 to 165, with higher scores showing more characteristic emotional intelligence. The most widely used subscales derived from the 33-item Assessing Emotions Scale are those based on factors identified by Petrides and Furnham (2000), Ciarrochi et al. (2001), and Saklofske et al. (2003). These factor analytic studies suggested a four-factor solution for the 33 items. They were described as follows: "perception of emotions, managing emotions in the self, social skills or managing others' emotions, and utilizing emotions." The items comprising the subscales based on these factors (Ciarrochi et al., 2001) are as follows: Perception of Emotion (items 5, 9, 15, 18, 19, 22, 25, 29, 32, 33), Managing Own Emotions (items 2, 3, 10, 12, 14, 21, 23, 28, 31), Managing Others' Emotions (items 1, 4, 11, 13, 16, 24, 26, 30), and Utilization of Emotion (items 6, 7, 8, 17, 20, 27). These four subscales comprise the 33 items mentioned above.

- 3) The mixed method provides methodological flexibility because it is highly flexible and can be adapted to several study designs, such as observational studies and randomized trials.
- 4) An advantage of a mixed methods research (quantitative and qualitative) is that it gives more comprehensive proof to studying a research problem since it assists in answering questions that cannot be answered by either quantitative or qualitative research alone. The above-mentioned procedure will allow mixing the data during data gathering from students' results in their elective courses as well as their analysis, and analysis and discussion of the instructors' emotional intelligence.
- 5) Researchers have the freedom to utilize all tools to collect and analyze data that aid them in their investigation processes. Thus, the author won't be chained by only one tool.

In the current study which is guided by a mixed method, the quantitative approach occurs through collecting the averages of 535 students in the major elective courses with close outcomes. The average is the result of a whole semester work including midterm, and final exams. Of course, each class contains all sorts of students who are between the ages of 18 and 25. Thus, the sample is random and representative and contains both males and females of different backgrounds. The data is analysed before discussing it employing the latest version (version 21) of Statistical Package for the Social Sciences (SPSS). The qualitative framework through a focus group of 15 instructors including a specialist in the field of education answered the standardized questionnaire previously mentioned and approved by LIU committee assesses their instructors' emotional intelligence. This has helped the researcher collect qualitative data and obtain more in-depth information about their emotional intelligence. Then, a synergize was made among students' results and their instructors' emotional intelligence to establish a relationship between them.

3.2 Sampling

Data was collected from a sample of 565 students from LIU Saida, and Nabatieh campuses during spring semester 2017, and fall semester 2017/2018. Students are between 18 and

25 years old who studied major elective education courses. The researcher will select this population as students are in direct contact with their instructors and peers, and study in the same environment that follows same rules and regulations.

3.3 Instruments

- 1) The Assessing Emotions Scale, a 33-item self-report inventory, focuses on typical emotional intelligence. Participants rated themselves on the items using a five-point scale. Respondents need an average of ten minutes to complete the scale. Total scale scores are calculated by reverse coding items 5, 28 and 33, and then summing all items. Scores may range from 33 to 165. Higher scores show more characteristic emotional intelligence. Items will be assessed on a five-point Likert scale. (1- strongly disagree, 2-disagree, 3- neutral, 4- agree, 5- strongly agree). The most widely used subscales derived from the 33-item Assessing Emotions Scale are those based on aspects identified by Petrides and Furnham (2000), Ciarrochi et al. (2001), and Saklofske et al. (2003). These factor analytic studies suggested a four-factor solution for the 33 items. The four factors were described as follows: perception of emotions, managing emotions in the self, social skills or managing others' emotions, and utilizing emotions. The items comprising the subscales based on these factors (Ciarrochi et al., 2001) are as follows: Perception of Emotion (items 5, 9, 15, 18, 19, 22, 25, 29, 32, 33), Managing Own Emotions (items 2, 3, 10, 12, 14, 21, 23, 28, 31), Managing Others' Emotions (items 1, 4, 11, 13, 16, 24, 26, 30), and Utilization of Emotion (items 6, 7, 8, 17, 20, 27). All 33 items are included in one of these four subscales.
- 2) SPSS (version 21) was employed to Collect and compare the averages of 535 students in the major elective courses with similar outcomes during spring 2017 and Fall 2017/2018. The average is the result of a whole semester work including midterm, and a final exam.

A relationship was established between students' results and instructors' emotional intelligence outcomes.

3.4 Procedures

3.4.1 Data collection

The researcher obtained an approval from the Center for Research in Education (CRE) at LIU to conduct research on human subjects, which was given by the Director of the CRE on Wednesday the 13th of December, 2017 (Appendix B). The researcher also sought the participation of LIU instructors to fill in the document on a promise to keep their names unrevealed. Since the instructors are teaching English as a first foreign language to university students, there was no need to translate the questionnaire into Arabic for all of them understand and use the English language fluently.

3.4.2 Data analysis

For quantitative data, all statistical analyses were carried out using the version 21 of SPSS. For qualitative data, the questionnaire filled by the focus group will follow the above-mentioned procedure to get the results' analysis.

3.4.3 Validation Tools and Reliability

Validation of triangulation method:

- 1) The questionnaire was applied to 14 LIUs' instructors who understand the document well. As mentioned above, the items of the questionnaire were based on the *Assessing Emotional Intelligence Scale* that was first created by Salovey and Mayer's (1990). The Assessing Emotions Scale is a 33-item self-report inventory focusing on typical emotional intelligence in which participants are going to rate themselves on the items using a five-point scale. However, the Assessing Emotions Scale has been used in several types of research related to emotional intelligence and has been much written about, as specified by over 200 publications listed in the PsycINFO database as citing the article that first described the scale. Moreover, this scale was utilized by respondents from different populations. The development sample of participants included adults of a range of ages. Most subsequent studies have used the measure with adults. Ciarochi et al. (2001) proved that the scale had good psychometric properties when used with Australian adolescents, Charbonneau and Nicol (2002) used the scale with Canadian adolescents, and Liao, Teoh, and Liao (2003) used the scale with Malaysian adolescents.
- 2) Students data was given by the administration and their results were collected and compared using the SPSS (version 21).

3.5 Ethical Statement

This study is well assembled, recorded and asserted in a flow allowing validation and reanalysis by the writer before being published. The author aims to report data, results, methods, and procedures used honestly.

The writer has avoided bias in experimental design, data analysis, data interpretation, peer review, personnel decisions, grant writing, and other aspects of research where objectivity is expected or required. Besides, the writer has reviewed the study many times to away from careless errors and negligence. In addition, the writer has avoided discrimination against colleagues or students on the basis of sex, ethnicity, or other factors not related to scientific competence and integrity and will also protect confidential communications. The author kept away from the fabrication of data and plagiarism while collecting data and reviewing previous researches.

4. Findings

4.1 Findings

The study at hand is set out to investigate the effect of EI on students' academic achievement. The results of the present

study indicate an averagely high level of EI for participants and a satisfactory level of performance for students. Also, according to the below tables and charts, the study is valid, and the students, whose instructors have more emotional intelligence, have better results.

Table 1

This table represents each instructor's number of students and the percentages of the student total

Instructor	No. of students	%
Instructor 1	38	7.10%
Instructor 2	42	7.85%
Instructor 3	38	7.10%
Instructor 4	36	6.73%
Instructor 5	34	6.36%
Instructor 6	38	7.10%
Instructor 7	39	7.29%
Instructor 8	40	7.48%
Instructor 9	38	7.10%
Instructor 10	41	7.66%
Instructor 11	39	7.29%
Instructor 12	39	7.29%
Instructor 13	35	6.54%
Instructor 14	38	7.10%
Grand Total	535	100.00%

The degree of Stability of the Form's Questions:

Table 2: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.724	.781	33

Note. Cronbach's Alpha= 72.4%: This is strong proof; therefore, we can continue studying these questions.

Table 3: Statistics Average Student

N	Valid	14
	Missing	0
Mean	75.5363	
Std. Deviation	5.39730	

Table 4: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Average student	14	64.45	82.85	75.5363	5.39730
Valid N (listwise)	14				

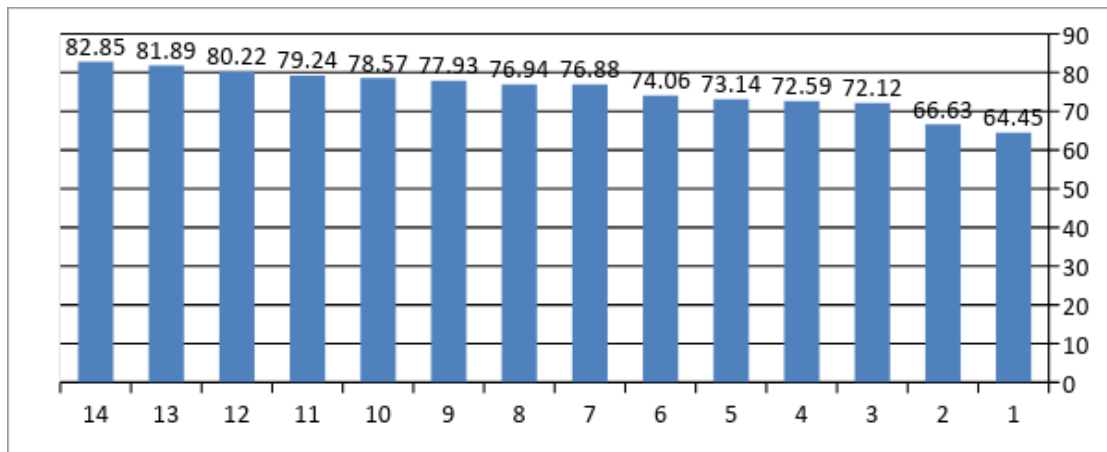


Figure 1: The emotional intelligence for instructors involved in the questionnaire

Table 5: Frequency Table for Perception of Emotion

	Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat Agree	Strongly Agree	Mean	Std. Deviation	Result
5. I find it hard to understand the non-verbal messages of other people.		5	5	2	2	2.36	1.499	neither agree nor disagree
		35.7%	35.7%	14.3%	14.3%			
9. I am aware of my emotions as I experience them.			3	4	7	4.29	0.825	strongly agree
			21.4%	28.6%	50.0%			
15. I am aware of the non-verbal messages I send to others.		1	2	6	5	4.07	0.917	somewhat agree
		7.1%	14.3%	42.9%	35.7%			
18. By looking at their facial expressions, I recognize the emotions people are experiencing.		1		7	6	4.29	0.825	somewhat agree
		7.1%		50.0%	42.9%			
19. I know why my emotions change.		1	2	8	3	3.93	0.829	somewhat agree
		7.1%	14.3%	57.1%	21.4%			
22. I easily recognize my emotions as I experience them.			2	7	5	4.21	0.699	somewhat agree
			14.3%	50.0%	35.7%			
25. I am aware of the non-verbal messages other people send.		1		7	6	4.29	0.825	somewhat agree
		7.1%		50.0%	42.9%			
29. I know what other people are feeling just by looking at them.	1		3	7	3	3.86	0.864	somewhat agree
	7.1%		21.4%	50.0%	21.4%			
32. I can tell how people are feeling by listening to the tone of their voice.			2	8	4	4.14	0.663	somewhat agree
			14.3%	57.1%	28.6%			
33. It is difficult for me to understand why people feel the way they do.	4	8	1	1		1.93	0.829	somewhat disagree
	28.6%	57.1%	7.1%	7.1%				
Final Result	5	17	20	57	41	3.74	0.88	somewhat agree
	3.6%	12.1%	14.3%	40.7%	29.3%			

After analyzing the results of the responses to the questions in the first questionnaire on the ‘perception of emotion’, it was conveyed that:

According to question 5, an equal number of people found difficulty in understanding non-verbal messages from others as to those who didn’t find any difficulty. However, the results of question 15, with the overall result being ‘somewhat agree’, showed that there were people who were actually aware of the non-verbal messages they were sending others.

Question 9 conveyed that half the questioned people were aware of their feelings and were experiencing them, with the

notion being reinforced by the 85.7% who disagreed that it was difficult to understand why people feel the way they do, therefore meaning they understood and related to other peoples’ feelings.

Half of the sample ‘somewhat agreed’ to know what other people felt just by looking at them. By looking at their facial expressions, people also recognized the emotions they were experiencing. Understanding facial expressions and their meanings is an important part of communication, where people are exchanging verbal and nonverbal cues to reach a point of shared understanding. Additionally, over half the sample could tell how people were feeling by merely listening to the tone of their voice. This implied that non-

verbal communication was a major factor in perceiving emotions.

The final result of this questionnaire (somewhat agree) meant that the instructors expressed their feelings in class in front of their students, whether they were aware of it or not.

Table 6: Frequency Table for Managing Own Emotions

	strongly disagree	somewhat disagree	neither agree nor disagree	somewhat agree	strongly agree	Mean	Std. Deviation	Result
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.				10	4	4.29	0.469	somewhat agree
				71.43%	28.57%			
3. I expect that I will do well on most things I try.		1	1	9	3	4	0.784	somewhat agree
		7.14%	7.14%	64.29%	21.43%			
10. I expect good things to happen.			5	4	5	4	0.877	somewhat agree
			35.71%	28.57%	35.71%			
12. When I experience a positive emotion, I know how to make it last.			2	9	3	4.07	0.616	somewhat agree
			14.29%	64.29%	21.43%			
14. I seek out activities that make me happy.			2	6	6	4.29	0.726	somewhat agree
			14.29%	42.86%	42.86%			
21. I have control over my emotions.		2	5	6	1	3.43	0.852	somewhat agree
		14.29%	35.71%	42.86%	7.14%			
23. I motivate myself by imagining a good outcome to tasks I take on.			1	8	5	4.29	0.611	somewhat agree
			7.14%	57.14%	35.71%			
28. When I am faced with a challenge, I give up because I believe I will fail.	7	6	1			1.57	0.646	strongly disagree
	50.00%	42.86%	7.14%					
31. I use good moods to help myself keep trying in the face of obstacles.			4	7	3	3.93	0.73	somewhat agree
			28.57%	50.00%	21.43%			
Final Result	7	9	21	59	30	3.76	0.70	somewhat agree
	5.56%	7.14%	16.67%	46.83%	23.81%			

After analyzing the results of the responses to the questions in the second questionnaire on ‘managing own emotions’, it was conveyed that:

Question 2 portrayed that 71.43% agreed that when facing obstacles, they remembered facing similar ones and overcame them. A little less expected that they would do well on most things they tried, and surprisingly over a third didn’t expect good things to happen to begin with.

Around 65% of people knew how to make their positive emotions last, with the majority of them ‘somewhat agreeing’ to having control over their emotions. This showed that these instructors were optimistic and had high emotional intelligence which alternatively resulted in their higher achieving students.

Exactly 50% ‘strongly disagreed’ that upon being faced with a challenge, they gave up because they believed they would fail, meaning a half would give the challenge a shot and predict positive outcomes. As a matter of fact, 71.43% agreed in some manner that they used good moods to help themselves keep trying in the face of obstacles.

Results

The final result of this questionnaire (somewhat agree) meant that the instructors expressed their feelings in class in front of their students, whether they were aware of it or not.

Once instructors conveyed their emotions in class, students would, therefore, be simultaneously comfortable and open in expressing theirs. Highlighting this exchange of emotions, students would unintentionally feel safer to be themselves in this learning environment, and because of that they could participate, answer and discuss in class, resulting in higher academic achievement levels. Some external studies have shown that male instructors are less likely to use emotional intelligence in classrooms to interact with their students, opposite to females, who appointed to handle their students with emotional cooperation. This could portray that female teacher have higher emotional perception and intelligence, consequently having higher achieving students.

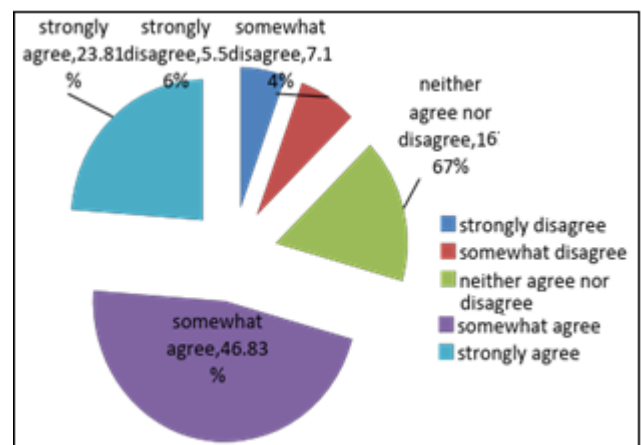


Table 7: Frequency Table for Managing Others' Emotions

	strongly disagree	somewhat disagree	neither agree nor disagree	somewhat agree	strongly agree	Mean	Std. Deviation	Result
1. I know when to speak about my personal problems to others.			1	3	10	4.64	0.633	strongly agree
	0.0%	0.0%	7.1%	21.4%	71.4%			
4. Other people find it easy to confide in me.			3	6	5	4.14	0.77	somewhat agree
	0.0%	0.0%	21.4%	42.9%	35.7%			
11. I like to share my emotions with others.		1	5	2	6	3.86	1.231	strongly agree
	0.0%	7.1%	35.7%	14.3%	42.9%			
13. I arrange events others enjoy.				7	7	4.5	0.519	strongly agree
	0.0%	0.0%	0.0%	50.0%	50.0%			
16. I present myself in a way that makes a good impression on others.				7	7	4.5	0.519	strongly agree
	0.0%	0.0%	0.0%	50.0%	50.0%			
24. I compliment others when they have done something well.				2	12	4.86	0.363	strongly agree
	0.0%	0.0%	0.0%	14.3%	85.7%			
26. When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself.	1		4	5	4	3.79	1.122	somewhat agree
	7.1%	0.0%	28.6%	35.7%	28.6%			
30. I help other people feel better when they are down.				4	10	4.71	0.469	strongly agree
	0.0%	0.0%	0.0%	28.6%	71.4%			
Final Result	1	1	13	36	61	4.38	0.70	strongly agree
	0.9%	0.9%	11.6%	32.1%	54.5%			

After analyzing the results of the responses to the questions in the third questionnaire on 'managing others' emotions', it was conveyed that:

71.4% 'strongly agreed' that they knew when to speak about their personal problems with others, and 42.9% liked to share their emotions. However, 35.7% 'neither agreed nor disagreed' in liking to share their emotions, portraying that some people could count opening up to others as a risk, predicting they wouldn't understand their feelings nor their personal problems.

In parallel, question 26 proposed that when a person told another about an important event in his or her life, they almost feel as though they had experienced this event themselves. This intended to reveal that people store previous experiences, whether positive or negative and learn to manage their emotions aside from managing others' emotions when facing similar issues. In fact, 71.4% 'strongly agreed' in helping other people feel better when they were down, and around half the questioned people answered that other people did find it easy to confide in them.

Furthermore, all the people 'somewhat/strongly agreed' that they present themselves in a way that makes a good impression on others, and matching results were found when asked if they complimented others when they did something well. With this 100% positive result, it is settled that instructors take their relationships with others very seriously and care about maintaining genuine relationships with others. They complement each other in order to develop and share strength, besides harboring their colleagues' emotions.

Results

The final result of this questionnaire (somewhat agree) meant that instructors expected good things to happen to them and always sought activities that made them happy.

They also used their moods to generate positive effects, aside from helping motivate themselves in continuing to face challenging obstacles. Managing emotions is a term to portray that the instructor recognizes and fully understands their emotions being perceived by their surrounding beings, as well as them changing, adapting and alternating to solving problems of a personal and interpersonal nature. With the overall outcome being 'somewhat agree', we can conclude that these instructors were confident in managing their own emotions, which may lead to specific findings that emotional intelligence can be used by teachers to connect with and push students to thrive on a regular basis, correlating to the higher academic achievement of their students.

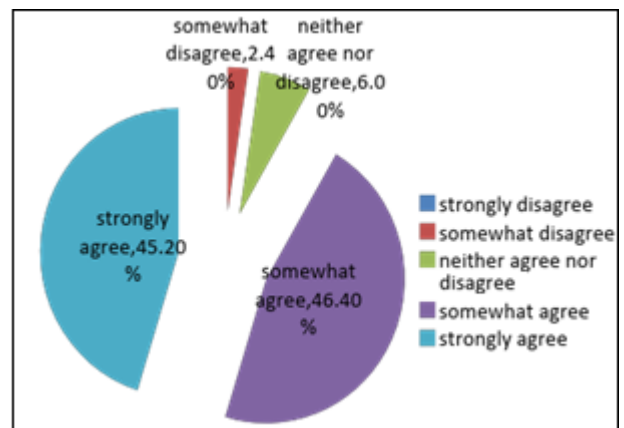


Table 8: Frequency Table and Utilization of Emotion

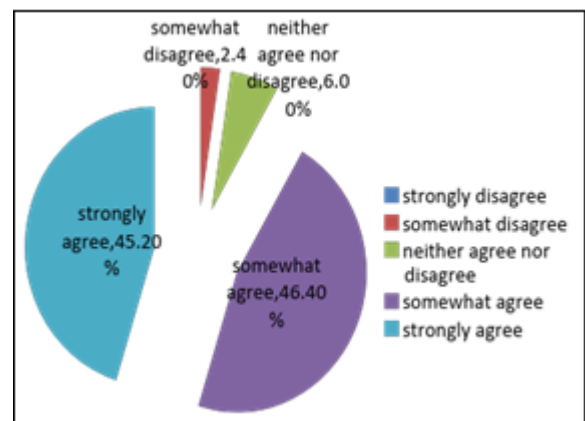
	strongly disagree	somewhat disagree	neither agree nor disagree	somewh at agree	strongly agree	Mean	Std. Deviation	Result
6. Some of the major events of my life have led me to re-evaluate what is important and not important.				6 42.9%	8 57.1%	4.57	0.514	Strongly Agree
7. When my mood changes, I see new possibilities.			1 7.1%	8 57.1%	5 35.7%	4.21	0.802	Somewhat Agree
8. Emotions are one of the things that make my life worth living.		2 14.3%	2 14.3%	6 42.9%	4 28.6%	3.86	1.027	Somewhat Agree
17. When I am in a positive mood, solving problems is easy for me.				6 42.9%	8 57.1%	4.57	0.514	Strongly Agree
20. When I am in a positive mood, I am able to come up with new ideas.				5 35.7%	9 64.3%	4.64	0.497	Strongly Agree
27. When I feel a change in emotions, I tend to come up with new ideas.			2 14.3%	8 57.1%	4 28.6%	4.14	0.663	Somewhat Agree
Final Result		2 2.4%	5 6.0%	39 46.4%	38 45.2%	4.33	0.67	strongly agree

After analyzing the results of the responses to the questions in the fourth questionnaire on ‘utilization of emotion’, it was conveyed that:

Not one person denied that major events in one’s life lead them to re-evaluate what is important and what is not. Changing one’s perspective, specifically mood, towards an issue can open doors to new possibilities, and question 7 proved that people always have a new road ahead, yet sometimes they are blinded by the crammed emotions they are experiencing. Considering that there is a constant oscillation between positive and negative feelings, emotions are constantly changing; partly because feelings change, and partly due to the constant stream of ideas that flow in the unconscious mind. 12/14 people recognized that they tend to come up with new ideas when feeling a change in their emotions.

Although the result of question 8, ‘emotions are one of the things that make my life worth living’, had an overall ‘somewhat agree’ response, there were indeed people who disagreed. Speaking of positive moods, question 17 resulted in a ‘strongly agree’ approach in that when people are in a positive mood, solving problems is easy for them. Also, they are able to come up with new ideas.

The final result of this questionnaire (strongly agree) meant that instructors tend to evaluate the main events in their lives and emotions as one of the things that keep them going, and tend to solve problems themselves by reflecting their personality in class within their relationships with their students. When students feel the positive vibes from their instructors, they are bound to be influenced to be positive to expect a more fortunate life.



Conclusion: To affirm our hypothesis that emotions of instructors affect their relationship with their students while teaching.

Table 9: Table of Distribution for Teachers’ Perspectives about Own Emotions

Strongly Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Strongly Agree	Mean	Std. Deviation	Result
13	29	59	191	170	3.74	0.88	Somewhat Agree
2.81%	6.28%	12.77%	41.34%	36.80%			

Commenting on the above findings, it can be said that the overall result ‘somewhat agree’ supports the hypothesis that the emotions of instructors affect their relationship with their students while teaching. Little as 9.09% had some form of

disagreement, therefore we can say instructors of higher emotional intelligence have a better performing class of students.

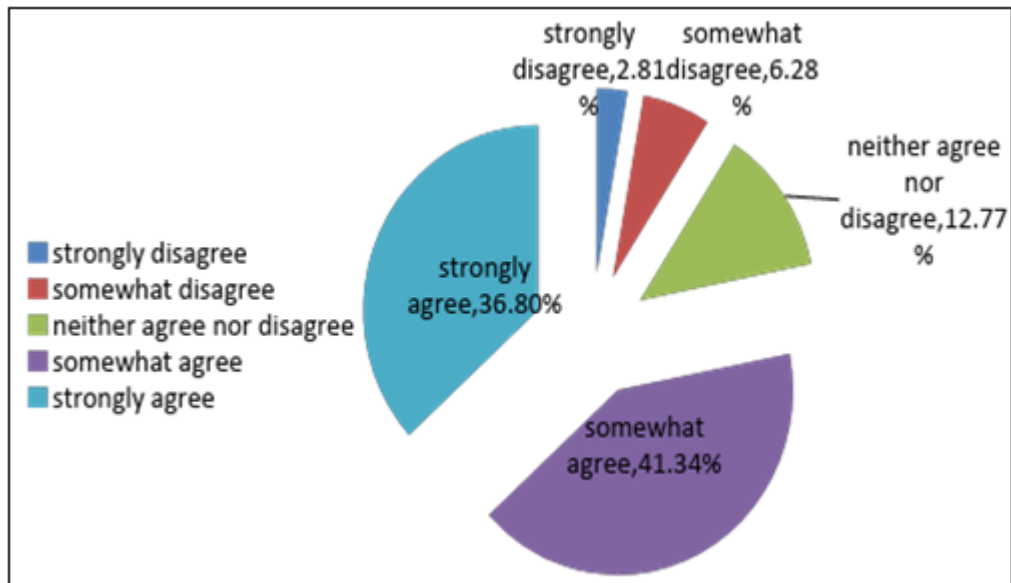


Figure 5: Pie Chart representing the Distribution of Teachers' perception on Relationship with Students

Table 10: Descriptive Statistics about Teachers' Use of Emotions in Class

	Strongly Disagree	Somewhat Disagree	neither agree nor disagree	somewhat agree	strongly agree	Mean	Std. Deviation	Result
less than 70	4 6.06%	13 19.70%	27 40.91%	13 19.70%	9 13.64%	3.15	1.01	neither agree nor disagree
greater than 80	0	9 13.64%	11 16.67%	25 37.88%	21 31.82%	3.88	0.66	somewhat agree

The final result in comparing the use of the teacher's emotions negatively or positively within the class, with the students and through the results of the students at the end of the semester, it was displayed that these instructor's results were 'neither agree nor disagree' in the questionnaire, with their grade rate less than 70%.

However, the instructors whose results in the survey were 'somewhat agree' had the rate of students over 80%, which confirmed our hypothesis.

Final Results

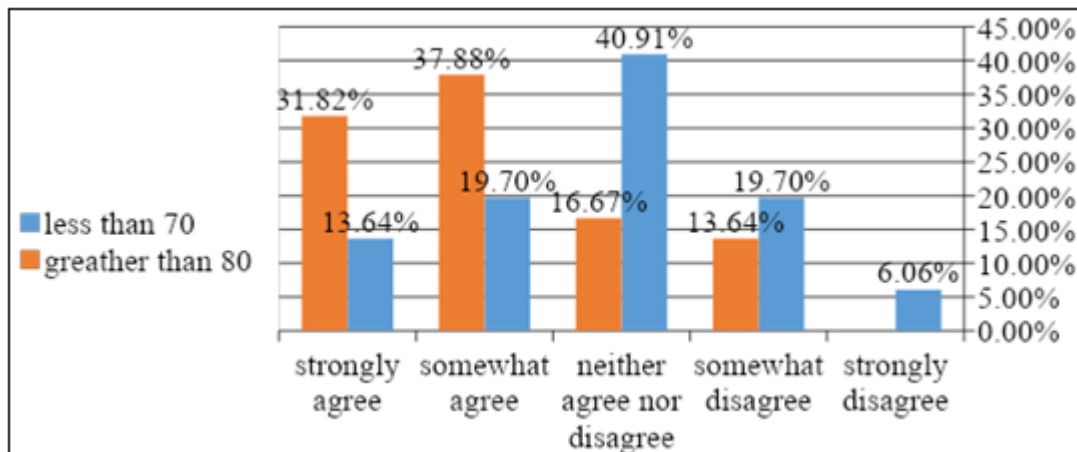


Figure 6: The graph shows sample responses of teachers

4.2 Discussion

The findings mean that the participants are able to be self-regulated and motivated, and can control their emotions and avoid frustration, anxiety, boredom and other annoying factors. The existence of these skills in the participants motivates them to reach the targeted outcomes in the major elective courses. One of the most remarkable findings is the positive relationship between the ability to control one's emotions and practice good social skills and the students'

achievement. This emphasizes the potential role of self-awareness and establishing good interpersonal relations in shaping a person's personality and motivation, and thus his/her performance in learning, and more specifically, in developing skills and communication which will help him/her to achieve his/her goals. In addition to these EI skills, the intrapersonal skills have a central role in being a facilitator in L2 communication.

Furthermore, other researchers support this correlation. For instance, Tabatabaei and Jamshidifar (2013) found a positive relationship between the EI profile of Iranian students and their willingness to learn a second language.

As far as this study is concerned, and as we can conclude after collecting and summarizing the results in the final table, there is clear proof that the results of the students of instructors who have a problem in perceiving, managing, or utilizing their emotions (part of their answers to the questions was neither agree or disagree) were less than those who have greater control and utilization of their emotions. Though, in both students have passed, but as the table clearly show there is a difference. We found out that the results of students whose teachers' emotional intelligence is higher than others are better than those whose emotional intelligence is less. Referring to fundamental role in affecting the performance of students, we cannot but assert that possessing emotional intelligence in its variable types plays a role in enhancing students' results. It is doubtlessly one of the factors that improves or deteriorates a students' performance. So, why don't we find methods to implement every possible effort to make the learning procedure smoother and more affective?

Therefore, this study proves the positive effect of EI of instructors on supporting students' to attain their learning outcomes smoothly.

5. Conclusion and Recommendations

6.1 Conclusion

The findings of this study reveal the importance of integrating the emotional aspect of the learning process. So, in order to push students to perform better in accomplishing learning outcomes, the suggested recommendations can be useful:

- 1) Teachers should adopt strategies, approaches, and activities that contribute to enhancing students' emotional intelligence level.
- 2) Teachers should cater to the students' emotional experiences and feelings in the classroom. This helps them express their emotions so that they become more aware and manageable of them. Learners' self-report showed the importance of affective needs and emotional aspect of human mind in shaping their attitudes toward foreign language learning. (Demirezen, Oz, & Pourfeiz, 2014).
- 3) Allow learners to play a role in setting social as well as academic expectations and targets, for individual and group activities.
- 4) Help learners embrace empathy and negotiating skills to resolve conflicts and elevate their own and others' learning.
- 5) Monitor all learners' behaviors towards others and their participation in achieving collective objectives in the case of group work.

6.2 Recommendations for further studies

- 1) Further studies should focus on the impact of emotions and feel that students could have or may develop through

the learning procedure, or, teachers may not succeed to appreciate the significance of a strong motivational energy and a 'critical force' which can host better educational outcomes and successful L2 learning among students.

- 2) Further research should approach the issue from new perspectives, like the impact of the interaction of students and teachers' emotional intelligence on students' learning outcomes, using other variables such as age, academic achievement, and affective negatives (frustration, fear, anxiety, etc.)
- 3) In addition, there should be methods that aid teachers to be more aware of their students' emotions in order for them to find ways that will help in resolving students' distractions that divert their attention from academic achievements.

6. Acknowledgement

I dedicate this thesis to my family, firstly to my gentle husband "Habib" who has stood by my side since the beginning. To my little children, Daniel and Razan who I hope will be inspired by my long working hours to build a better future for them. Also, I will never forget the support of my father who is always the first motivator behind any success. I would like to thank Dr. Raymond Akiki who made big obstacles seem like small pebbles that are to be beaten along the way. And, I can't but mention, Ms. Fawziah, the Assistant Dean, who always urged us to be better people on all dimensions by being a great example herself, and to the Dean Dr. Kawtharani, who inspired us all.

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Appendix A

The Assessing Emotions Scale:

Directions: Each of the following items asks you about your emotions or reactions associated with emotions. After deciding whether a statement is generally true for you, use the 5-point scale to respond to the statement. Please circle the “1” if you strongly disagree that this is like you, the “2” if you somewhat disagree that this is like you, “3” if you neither agree nor disagree that this is like you, the “4” if you somewhat agree that this is like you, and the “5” if you strongly agree that this is like you.

There is no right or wrong answer. Please give the response that best describes you.

- 1 = strongly disagree
- 2 = somewhat disagree
- 3 = neither agree nor disagree
- 4 = somewhat agree
- 5 = strongly agree

1. I know when to speak about my personal problems to others.	1 2 3 4 5
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.	1 2 3 4 5
3. I expect that I will do well on most things I try.	1 2 3 4 5
4. Other people find it easy to confide in me.	1 2 3 4 5
5. I find it hard to understand the non-verbal messages of other people.	1 2 3 4 5
6. Some of the major events of my life have led me to re-evaluate what is important and not important.	1 2 3 4 5
7. When my mood changes, I see new possibilities.	1 2 3 4 5
8. Emotions are one of the things that make my life worth living.	1 2 3 4 5
9. I am aware of my emotions as I experience them.	1 2 3 4 5
10. I expect good things to happen.	1 2 3 4 5
11. I like to share my emotions with others.	1 2 3 4 5
12. When I experience a positive emotion, I know how to make it last.	1 2 3 4 5
13. I arrange events others enjoy.	1 2 3 4 5
14. I seek out activities that make me happy.	1 2 3 4 5
15. I am aware of the non-verbal messages I send to others.	1 2 3 4

	5
16. I present myself in a way that makes a good impression on others.	1 2 3 4 5
17. When I am in a positive mood, solving problems is easy for me.	1 2 3 4 5
18. By looking at their facial expressions, I recognize the emotions people are experiencing.	1 2 3 4 5
19. I know why my emotions change.	1 2 3 4 5
20. When I am in a positive mood, I am able to come up with new ideas.	1 2 3 4 5
21. I have control over my emotions.	1 2 3 4 5
22. I easily recognize my emotions as I experience them.	1 2 3 4 5
23. I motivate myself by imagining a good outcome to tasks I take on.	1 2 3 4 5
24. I compliment others when they have done something well.	1 2 3 4 5
25. I am aware of the non-verbal messages other people send.	1 2 3 4 5
26. When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself.	1 2 3 4 5
27. When I feel a change in emotions, I tend to come up with new ideas.	1 2 3 4 5
28. When I am faced with a challenge, I give up because I believe I will fail.	1 2 3 4 5
29. I know what other people are feeling just by looking at them.	1 2 3 4 5
30. I help other people feel better when they are down.	1 2 3 4 5
31. I use good moods to help myself keep trying in the face of obstacles.	1 2 3 4 5
32. I can tell how people are feeling by listening to the tone of their voice.	1 2 3 4 5
33. It is difficult for me to understand why people feel the way they do.	1 2 3 4 5

Appendix B

Institutional Review Board

Prof. Hassan M. Khachfe, Chairman



LEBANESE INTERNATIONAL UNIVERSITY

Decree 5294, Date: 2001-4-19 تاريخ: 5294

Ms. Salam Sayagha
Graduate Program in Education
School of Education
Lebanese International University

Ref: LIUIRB-171126-SS1
Date: Jan 4th, 2018
Subject: Approval to Conduct Research on Human Subjects
Re.: "Effects of Emotional Intelligence of Teachers on Students"

Dear Ms. Sayagha,

This is to state that you have applied to the LIU Institutional Review Board for approval for your research study entitled "Effects of Emotional Intelligence on Teacher Performance", which is part of the M.Ed. program you are pursuing.

Following your communications (email messages dated 26/Nov/2017) and the Informed Consent Form, the University's IRB sees no ethical issue and has cleared to conduct the study, within the framework of the proposal and the time frame indicated. Any changes to the submitted proposal that are deliberate or unintentional, be it procedural or in time, will require approval from the IRB Board.

Should you require further information from my part, please don't hesitate to contact me.

Truly,

HASSAN M. KHACHFE, PH.D.

Associate Professor | *ARIA Fellow*
Academic Director & Nabatieh Campus Council Chair
Chairman, Institutional Review Board (IRB)
Coordinator, Institutional Erasmus+ Office (IEO)
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