

The Impact of Teacher Emotional Intelligence and Teacher-Student Relationship Quality  
on Student Achievement in Rural South Georgia

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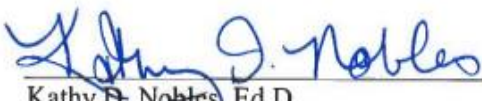
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## ABSTRACT

The purpose of this study was to determine the degree of the relationship between teachers' Trait Emotional Intelligence (EI), Teacher-Student Relationship Quality, and student achievement. Participants in this study completed two instruments, the Trait Emotional Intelligence Questionnaire (TEIQue) (Petrides, 2009) and the revised Student Teacher Relationship Scale (STRS) (Pianta, 1999). The TEIQue was used to assess participants' Emotional Intelligence and the STRS was used to assess self-perceived relationship quality with students. Questionnaires were distributed to grade 3-12 teachers in the rural South Georgia RESA district. The response rate for this study was 15%. Georgia Milestone Assessment System (GMAS) scores were also analyzed for each participant to determine the degree of influence EI and teacher-student relationship had student achievement. Pearson's Correlation coefficient was used to determine the degree of the relationship between EI, Relationship Quality, and GMAS scores. Multiple Regression was used to determine if EI factors (Emotionality, Self-control, Sociability, and Well-being) influenced Relationship Quality. Multiple Regression was also used to determine if teacher socio-demographics influenced EI, EI factors (Emotionality, Self-control, Sociability, and Well-being), Relationship Quality, and Relationship Quality components (Conflict, Closeness, and Dependency). The findings from this study sample revealed that no relationship exists between teacher EI, Teacher-Student Relationship Quality, and GMAS scores. Findings also concluded that teacher socio-demographics did not predict EI, EI factors, Relationship Quality, or Relationship Quality components for the sample of this study.

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## DEDICATION

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## Chapter I

### INTRODUCTION

#### *Overview of the Problem*

The topic of educational placement, more specifically inclusion, has been discussed for the past 35 years (Sailor & McCart, 2014). Despite growing evidence that placement in general education produces positive learner outcomes for students with disabilities (Shogren, McCart, Lyon, & Sailor, 2015), students continue to be placed in segregated settings (Brock & Schaefer, 2015; Morningstar, Kurth, & Johnson, 2017). In Georgia, approximately thirteen percent of school-age students are served under the Individuals with Disabilities Education Act of 2004 (United States Department of Education, 2022). Of this thirteen percent, approximately five percent of students attend a separate school for students with disabilities, attend a separate residential or hospital facility, or are served through home-bound services (United States Department of Education, 2022). Students with emotional behavioral difficulties struggle to maintain appropriate behavior in the general education setting and are typically served in settings outside of general education, or they drop out (National Association of Special Education Teachers, 2020). Twenty-seven percent of students who dropped out were students with emotional disturbances (National Center for Educational Statistics, 2021).

Teachers often perceive students with emotional behavioral disabilities as more difficult to work with in the classroom than students with different disabilities (Chhabra et al., 2010). Barriers to inclusive education for students with disabilities include,

stereotypic attitudes, inaccessible curriculum, inadequate resources, inadequately trained teachers, lack of multidisciplinary orientation, and lack of parental involvement (Poornima, 2012). The behavioral challenges typically faced by teachers often involve interactions with students who have emotional regulation deficits who struggle with reacting to feelings of anger, anxiety, and sadness (Jennings & Greenberg, 2019). Students with such deficits are in greatest need of a supportive relationship with their teacher, and since the teacher-student relationship has been found to positively impact the learning environment and academic achievement for all students (Rimm-Kaufman & Sandilos, 2015), the focus of this study was to examine the emotional intelligence and teacher-student relationship of rural South Georgia teachers to determine if there is any influence on student achievement.

#### *Problem Statement*

Studies support the theory that emotional intelligence is the foundation for positive relationships between teachers and students and for overall successful functioning in the classroom environment (Hargreaves, 2017; Maamari & Majdalani, 2019). Positive correlations between teacher's emotional intelligence and teacher-student relationships (Bean, 2020; Friedman, 2014) were also evident. Additional findings suggest teachers' emotional competence and well-being strongly influence their students' academic achievement and can either strengthen or weaken their capacity to form quality relationships (Schonert-Reichl, 2017). Substantial research linking trait emotional intelligence and interpersonal relationships has been conducted in adults. Characteristic findings include positive relationships with high levels of satisfaction, relationship quality, and constructive communication between both parties (Petrides et al., 2016)



Although teachers' affective (emotional) attitudes and social-emotional competencies are considered critical due to the diverse backgrounds and needs of their students (Meijer, 2003), it is unclear to what extent teachers' "emotions" influence their abilities to work with students with emotional behavioral difficulties. It is also unknown to what degree the teacher-student relationship influences students' academic achievement and ability to maintain behaviorally within the inclusive general education setting. There is a significant gap in the literature addressing whether emotional intelligence predicts teacher-student relationship quality, more specifically teachers' relationship quality with students who exhibit emotional behavioral difficulties. Therefore, the purpose of this study is relevant as it was beneficial to determine if a relationship exists between teachers' emotional intelligence and teacher-student relationship quality and the impact the two factors may have on student achievement.

#### *Purpose of the Study*

The purpose of this study was to examine the variables of emotional intelligence and components of teacher-student relationship quality of grade 3-12 general education and special education teachers and the potential impact on student achievement. I examined specific correlations between emotional intelligence and relationship quality to determine if special education teachers and general education teachers have similar emotional intelligence quotients and relationship quality ratings. I also examined differences among variables such as teacher role, setting, years of experience, gender, and ethnicity with relation to emotional intelligence and teacher-student relationship quality. Finally, I attempted to determine if teachers' emotional intelligence and teacher-student relationship quality have an impact on student achievement.

### *Significance of the Study*

To eliminate potential barriers for inclusion of students with disabilities and potentially increase the academic and behavioral success of students within the general education setting the focus of this study is teachers' emotional intelligence, teacher-student relationship quality and the impact they have on student achievement. The results of this study may be significant for students, teachers, administrators, and policy makers.

Students with emotional behavioral difficulties tend to struggle with managing their own feelings, as well as considering the perspectives and feelings of others, and therefore, they are less likely to appropriately engage with teachers and peers (Mayer et al., 2009). For this reason, it is critical for teachers to understand their own emotional intelligence and emotional competence abilities for modeling appropriate behavior through their interactions and relationships with students. If positive correlations exist between teacher emotional intelligence and teacher-student relationship quality, findings could provide classroom teachers with insight for how their intrapersonal and interpersonal abilities influence the classroom climate, relationships with students, and student achievement within the learning environment. Examining emotional skills can be helpful for understanding student engagement in the classroom (Brackett et al., 2010; Zembylas & Schutz, 2009) and can support teachers' growth in creating a positive classroom climate. Therefore, the results of this study could provide influential information to teachers for building and maintaining quality relationships with not only their most difficult students but all students. Self-reflection through the lens of emotional intelligence will provide teachers with insight for identifying areas of personal strength and weakness. Since positive teacher-student relationships draw students into the process

of learning and promote their desire to learn (Rimm-Kaufman & Sandilos, 2015), it would be beneficial for teachers to become more aware of their interpersonal abilities. Assessment results can provide teachers with strength areas to focus on further development of meaningful relationships with their students, but it may also provide areas of weakness for teachers to improve through self-reflection and professional development opportunities. Educators predominately analyze students' academic and behavioral abilities to improve student outcomes within the classroom. Although research has supported the significance for interpersonal relationships in the educational context (Yin et al., 2013), it seems social emotional needs are rarely addressed as a contributing factor for when students are not successful in the general education classroom. Researchers suggest increased efforts in correlational and experimental research on what can be done to maintain or improve relationship quality between teachers and students as this relationship affects academic and social emotional outcomes for students with emotional behavioral difficulties (Van Loan & Garwood, 2020).

Participants of this study evaluated themselves in the four dimensions of trait emotional intelligence. They also rated their relationship quality with students in three areas. Findings from this study could help teachers become more aware of their own emotional availability and response for successful inclusion of students with emotional behavioral difficulties within the learning environment.

Administrators could also benefit from a deeper understanding of teacher emotional intelligence as it relates to teacher-student relationship quality and academic achievement. If positive correlations between emotional intelligence and relationship quality are found, school administrators could use emotional intelligence outcomes to

guide teacher role assignments and student roster placement. Teachers with higher emotional intelligence could be matched with students who require more social and emotional modeling and interaction. In addition, if findings support positive correlations between emotional intelligence and relationship quality, school administrators, as well as Regional Educational Service Agencies (RESA), could use information on teacher emotional competence to guide professional learning goals and professional development for quality teacher retention. The investigation of the possible correlation between emotional intelligence and teacher-student relationship quality could provide information for teacher education programs. Educational institutes, like RESA, who provide training for developing teachers, found that high emotional intelligence in teachers produce happier, more experienced, and mature teachers (Brockbank & McGill, 2007). These teachers are more likely to apply emotional intelligence competencies within the classroom for improvement in teacher-student interaction, classroom management, and achievement scores (Abiodullah et al., 2020). Therefore, examining the emotional intelligence of teachers in relation to teacher-student relationship quality could provide educational researchers, policy makers, and professionals with insight for improving the way all students are taught and supported while in school.

The results of this study could increase the knowledge base for emotional intelligence and interpersonal relationship quality of teachers. The data may be used to influence best practices for all students, and particularly those with emotional behavioral difficulties who struggle with establishing and maintaining relationships. If correlations are found between emotional intelligence and relationship quality and its impact on student achievement, educators could develop professional learning geared toward

improving teacher emotional intelligence with specific ways to improve and develop positive relationships with students through professional learning and coaching. Increasing the ability of teachers to develop relationships with the most emotionally needy students could increase students' ability to maintain themselves behaviorally and academically within the general education classroom. If emotional intelligence influences the relationship quality between teachers and students, then district and RESA level leaders could target emotional intelligence development to improve relationships and potentially increase academic achievement, as well as successful inclusion of students with emotional behavioral difficulties within the general education learning environment.

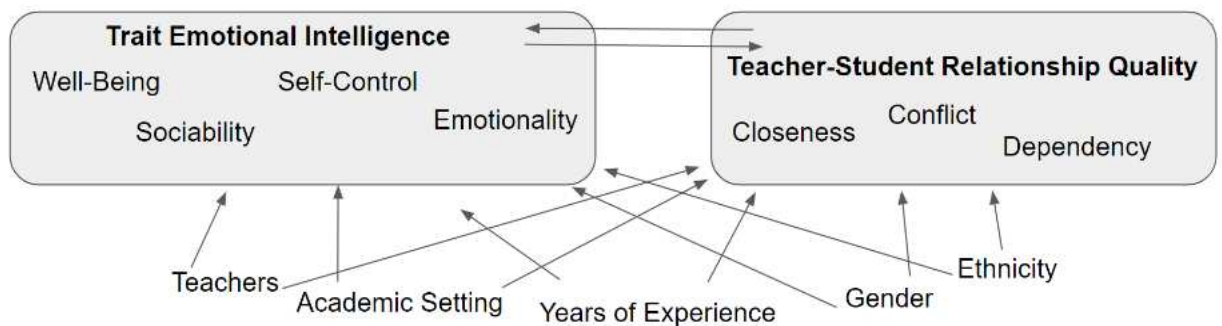
### *Theoretical Framework*

The theoretical basis for this research was taken from the trait model of emotional intelligence (Petrides, & Furnham, 2001) as shown in Figure 1. Trait Emotional Intelligence theory describes a person's perception of their own emotions, their personal dispositions and how good they believe they are in terms of perceiving, understanding, managing, and utilizing their own and other people's emotions (Petrides et al., 2004). Petrides (2009) further revised his definition of trait emotional intelligence as "a constellation of emotional self-perceptions located at the lower levels of personality hierarchies". Trait emotional intelligence is made up of 15 facets, four factors and Global Trait Emotional Intelligence. The 15 facets of the trait emotional intelligence theory are as follows: Adaptability, Assertiveness, Emotion expression, Emotion perception, Emotion regulation, Impulsiveness, Relationships, Self-esteem, Self-motivation, Social-awareness, Stress management, Trait empathy, Trait happiness, and Trait optimism.

Petrides’s trait model encompasses the 15 facets with four primary behavioral factors: Emotionality, Self-control, Sociability, and Well-being. The four factors make up Global Trait Emotional Intelligence which aligns with the more recent work of Mikolajczak et al. (2013) where emotional intelligence levels support a “trait level” theory referring to how people actually behave in emotional situations.

Figure 1

Relationship of Emotional Intelligence and Teacher-Student Relationship Quality



To further understand emotional intelligence through the trait model, it is important to understand emotional intelligence as an individual’s ability to use certain aspects of cognitive processes pertaining to interpersonal and intrapersonal relations to demonstrate emotional competence. Emotional competence is being aware of and managing oneself emotionally, being socially aware, and having the ability to implement social skills effectively (Seal & Andrews-Brown, 2010). The level of an individual's emotional intelligence is evaluated to a degree by assessing the emotional competence developed within (Wakeman, 2006). Since social and emotional competences build an individual’s emotional intelligence (James et al., 2012), it is suggested for emotional intelligence to be viewed as a holistic one where innate capacity (emotional abilities) can moderate the relation between the emotional traits and learned active behaviors

(emotional competence) to adapt successfully to the environment (Seal and Andrews-Brown, 2010). The intrapersonal and interpersonal components play a considerable role within the trait model of emotional intelligence (Petrides et al., 2007a) and influence emotional competence. Intrapersonal ability refers to an individual's awareness of their own emotions and ability to express their feelings (Bar-on & Parker, 2000). This component involves assertiveness, emotional self-awareness, independence, self-actualization, and self-regard (Bar-On, 2013). Interpersonal ability refers to an individual's ability to understand the moods and emotions of others and to relate through interaction (Bar-on & Parker, 2000) which involves empathy, relationship capacity, and social responsibility (Bar-On, 2013).

Because emotional intelligence correlates with factors such as well-being and job satisfaction (Merida-Lopez & Extremera, 2017), teacher-student relationships, stress tolerance, and teaching satisfaction (Hopman et al., 2018), student satisfaction (Maamari & Majdalani, 2019), emotional labor strategies and teaching satisfaction (Yin et al., 2013) and with classroom conflict management (Valente, 2019), it can be assumed that the learning environment is also impacted by teachers' intrapersonal and interpersonal abilities. Emotional availability, awareness, and ability to model and regulate emotions impact quality relationships with others (Habib et al., 2016). A large body of research has shown that a high relationship quality is one of the most important and effective ways to promote development, both socially and academically (Allen et al., 2018b; Bakadorova and Raufelder, 2018; Holzberger et al., 2019; Mainhard et al., 2018; Pianta et al., 2012; Roorda et al., 2011). Roorda et al., (2011) conducted a meta-analysis which provided great evidence of the impact of teacher behaviors on student outcomes. The analysis

revealed positive associations between positive teacher-student relationships and both engagement and achievement, and negative associations between negative relationships and both engagement and achievement. More specifically, when teachers provided students with positive supportive interpersonal relationships, there was positive change in student engagement and achievement. However, when the teacher-student relationship was negative or conflictual, students' outcomes were negative. An analysis of 51 studies by Allen, et al. (2018b) revealed teacher support and teacher behavioral characteristics were the strongest predictors of school belonging in adolescents and teacher-student relationship quality was one of the top ten influences on student belonging within the learning environment. Therefore, it is possible that a teacher's degree of emotional competence within the four dimensions of trait emotional intelligence (emotionality, sociability, well-being, and self-control) has the potential to influence their relationship quality with students and probability of success within the learning environment.

#### *Research Questions*

The following research questions guided this study:

Research Question One: To what extent does the emotional intelligence of grade 3-12 teachers influence teacher-student relationship quality in rural South Georgia?

Research Question Two: To what extent does the emotional intelligence and relationship quality of grade 3-12 teachers influence student achievement in rural South Georgia?

Research Question Three: To what extent do socio-demographic characteristics, as reported by teachers, influence teacher emotional intelligence?



Research Question Four: To what extent do socio-demographic characteristics, as reported by teachers, influence teacher perceptions of teacher-student relationship quality?

### *Population and Sample*

The sample for this study was taken from a population of teachers in a rural, South Georgia Regional Educational Service Agency (RESA) district. The size of the population is approximately 2,507 teachers. According to the National Center for Education Statistics ([NCES], 2023) reporting of 2021-2022 school data, there are approximately 1,077 elementary school teachers, 618 middle school teachers, and 619 high school teachers in this rural South Georgia region.

Convenience sampling was used to select the sample from the population. The method of sampling was selected due to accessibility and proximity of the school districts and potential ease of access granted by familiar school district leaders. According to the Qualtrics.com sample size calculator (2022), considering a 5% margin of error and a 95% confidence rate, if the sample size is 2,394, at least 332 TEIQue questionnaires and 332 STRS questionnaires would need to be completed to have a representative sample that would provide adequate data for the study.

### *Research Design and Methodology*

According to Creswell (2014), correlational research is used to describe and measure relationships between variables by using correlational statistics. The quantitative correlational explanatory design used survey research to determine whether there is a relationship between teacher emotional intelligence, teacher-student relationship quality and student achievement.

Participants in this study were administered two self-assessment instruments: The Trait Emotional Intelligence Questionnaire (TEIQue) Short Form (Appendix A) and the Student Teacher Relationship Scale (STRS) Modified (Appendix B). The first instrument used for this study was developed by Dr. K.V. Petrides (2009). I gained permission (Appendix C) to use the Trait Emotional Intelligence Questionnaire (TEIQue-SF) without modifications to the instrument's content, however the instrument was transferred to digital form via Qualtrics (Appendix D) for easier disbursement and data collection. The TEIQue-SF is a questionnaire designed to measure global trait emotional intelligence (trait EI). It is based on the full form of the TEIQue. Two items from each of the 15 facets of the TEIQue were selected for inclusion, based primarily on their correlations with the corresponding total facet and four factor scores (Cooper & Petrides, 2010; Petrides & Furnham, 2006). Teachers completed the TEIQue-SF in two sections. Section one required the following demographic information: first name, last initial, gender, current teaching role, classroom setting, years of experience, and ethnicity. Section two required teachers to respond to 30 items on a 7-point Likert-scale. Items have seven possible responses to each statement ranging from *Completely Disagree* (number 1) to *Completely Agree* (number 7).

A second instrument, the Student Teacher Relationship Scale (STRS), was developed by Pianta and Nimetz (1991) based on attachment theory and research on parent-child and teacher-child relationships. Further developed by Dr. Robert C. Pianta (1999), the STRS is a self-report instrument used to assess teachers' perception of relationship quality with students in 3 areas: closeness, conflict, and dependency. The closeness subscale, which consists of 11 items, measures the degree to which a teacher

experiences affection, openness, and warmth with a particular child. The 12 conflict items measure the level of discord within the teacher–child interaction. The dependency subscale is made up of five items that measures teachers’ perception of possessive, clingy behaviors seen in children who rely too much on teachers for help and support. The scale also yields a total score that reflects the overall quality of the teacher–child relationship (Pianta, 1991).

I was granted permission to use the STRS instrument for the study by Dr. Pianta (Appendix E). Permission was also granted for me to revise the STRS in the following manner: the original instrument asked the respondent to consider one child as they completed the questionnaire. I wanted respondents to reflect on their overall experience with any students with emotional behavioral difficulties and therefore changed the phrase "this student" to "students" throughout the instrument in order to match the parameters of the study. Teachers completed the STRS through a Qualtrics survey link (Appendix F) in two sections. Section one requests the following demographic information: first name, last initial, gender, current teaching role, classroom setting, years of experience, and ethnicity. At the end of section one, I added the question, “Have you worked with a student(s) who exhibited emotional and/or behavioral difficulties?” I added this question to gather data on educators who have had specific experience working with students who exhibit emotional behavioral difficulties. Section two required a response to 28 items on a 5-point Likert-scale. Items have five possible responses to each statement ranging from *Definitely Does Not Apply* (number 1), *Does Not Really Apply* (number 2), *Neutral, Not Sure* (number 3), *Applies Somewhat* (number 4), and *Definitely Applies* (number 5).

In addition to questionnaires, permission to use the RESA district's End of Grade and End of Course Georgia Milestone Assessment System (GMAS) were analyzed for each participant. The GMAS is a comprehensive summative assessment program spanning grades 3 through high school. I analyzed GMAS scores for grade 3-12 teachers to determine if correlations exist between teachers' Trait Emotional Intelligence, Teacher-Student Relationship Quality, and student achievement.

### *Definition of Terms*

*Educational placement.* The unique combination of facilities, personnel, and location where a student receives instruction and other services needed to succeed and progress behaviorally and academically. (Georgia Department of Education, 2018).

*Elementary teachers.* For the purpose of this study, elementary teachers are teachers who teach Kindergarten through fifth-grade students.

*Emotional Quotient (EQ).* Testing measurement of a person's ability to understand and apply their own minds emotionally (Goleman, 2011).

*Emotional Intelligence (EI).* Goleman (1995) defined Emotional intelligence as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships."

*General education classroom setting.* Setting with non-disabled students only

*General education teacher.* For the purpose of this study, a general education teacher is a certified educator currently teaching in a general education role.

*Inclusion classroom setting.* Setting with disabled and nondisabled students.

*Learning Environment.* Intellectual, social, emotional, and physical environments in which our students learn (Ambrose et al. (2010).

*Middle school teachers.* For the purpose of this study, middle teachers are teachers who teach sixth-grade, seventh-grade, or eighth-grade students.

*Resource classroom setting.* Setting with disabled students only.

*Separate school setting.* Setting outside of the home school with disabled students only.

*Special education teacher.* For the purpose of this study, a special education teacher is a certified educator currently teaching in a special education role.

*Student achievement.* For the purposes of this study, Georgia Milestone Assessment System (GMAS) achievement level scores of Rural South Georgia grade 3-12 students reported by teacher.

*Students with emotional behavioral difficulties.* Describes any student (identified under IDEA or general education) who displays an inability to build or maintain satisfactory interpersonal relationships with peers and/or teachers; displays inappropriate behaviors or feelings under normal conditions; displays pervasive mood of unhappiness or depression; displays physical symptoms, pains, or unreasonable fears associated with personal or school problems (Georgia Department of Education, 2020).

*Student Relationship Quality.* The positive or negative feelings about a relationship (Farooqi, 2014).

*Trait Emotional Intelligence.* A person's perception of their own emotions, their personal dispositions and how good they believe they are in terms of perceiving, understanding, managing, and utilizing their own and other people's emotions (Petrides & Furnham, 2001).

*Whole Child.* A student-centered approach where every student gets their individual social, emotional, and academic needs met (ASCD, 2022).

### *Limitations of the Study*

The study included a limited sample of teachers from rural South Georgia. Teacher-student relationship quality and emotional intelligence is a common phenomenon across all grade levels; therefore, this study only included grade 3-12 teachers from the rural South Georgia district. Participation in this study was voluntary and involved two measures, both self-reported perception data. It is assumed that participants answered honestly. Participants in the study have varying levels of experience, varying educational backgrounds, and work with students from varied grade levels and disciplines. Since the study only focused on grade 3-12 rural South Georgia teachers, this information may not be generalizable to the general population. In addition, it is likely that some participants may not have EOG or EOC class scores. This could reduce the number of data sets available for aggregation (i.e., a high school teacher may complete the questionnaires but did not teach an EOC course). Finally, the study was conducted online with no use of paper-and-pencil instruments. Although most studies show that online and printed versions of inventories tend to show almost identical psychometric parameters (Weigold et al., 2013), this could be viewed as a limitation.

### *Organization of the Study*

This quantitative research study is organized into five chapters. The chapters included are an introduction, a review of literature, a discussion of the methodology, results of the study, and a final chapter of discussion.

Chapter 1 is an overview of the research study. It addresses the study's background, statement of the problem, theoretical framework, the purpose of the study, research questions, significance of the study, and definitions of the study's terms.

Chapter 2 is a review of existing literature related to the topics of Emotional Intelligence, Teacher-Student Relationship Quality, the learning environment for students to include those with emotional behavioral difficulties, and the impact of these factors on student achievement. In addition to an in-depth review of literature, areas of additional research needed are addressed.

Chapter 3 outlines the research processes involved in data collection and analysis procedures for the study. It also includes information on the research design, reliability and validity of the study, ethical considerations, and limitations of the study.

Chapter 4 is an overall report of the findings of the study. In this chapter, data are presented and explained for each of the research questions in the study.

Chapter 5 is a discussion of findings of the study, implications for practice, and suggestions for future studies related to the topic.

## Chapter II

### LITERATURE REVIEW

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things (Smith, 2018). Teaching, also described as an emotional activity, requires a significant amount of sensitivity and knowledge about managing and regulating emotions to facilitate quality interpersonal relationships with students (Valente et al., 2020a). Emotional intelligence is an influential factor of interpersonal relationships between students and teachers and heavily influences learning and developmental processes (Pianta, 2016; Goleman, 2005).

The educational context is highly influential, as this is where students spend the majority of their time learning new skills and establishing social relationships (Alford, 2017). Teachers are in the role of "parent" during the school day (Korthagen & Evelein, 2016), and therefore, they act as a model through appropriate interactions with students. The parent-like personality traits of a "good teacher" enable them to form closer bonds with their students (Abiodullah et al., 2020). This close bond encourages a trusting relationship between teachers and students, which allows students to receive support for identity stabilization, life values, and worldviews from teachers (Tengku et al., 2018). Within this context, teachers are the primary contributors of engagement, motivation, learning, behavior, and psychological support (Pianta, 2016). Students' interactions and



relationships with teachers either produce or impede developmental change and are critical for successful development and engagement within the classroom (Hamre & Pianta, 2010).

The quality of the teacher-student relationship constitutes an important aspect in students' development and mental health (Lippard et al., 2018; Wang et al., 2018, 2022). According to the National Scientific Council on the Developing Child (2004), students who develop warm, positive relationships with their teachers are more excited about learning, more positive about coming to school, more self-confident, achieve more in the classroom, and are more likely to develop insights into other people's feelings, needs, and thoughts.

Previous studies have found that a positive and close teacher-student relationship may increase enjoyment in learning and social adjustment, leading to higher satisfaction of psychological needs and increased peer relationships at school, as well as decreased levels of academic stress in students (Bakadorova & Raufelder, 2018; Clem et al., 2020; Dong et al., 2021; Lan & Moscardino, 2019; Romano et al., 2020). Studies have also shown the benefits of positive teacher-student relationships in the areas of emotional intelligence (Wang et al., 2022) which suggests a correlation between relationship quality and emotional intelligence. Perhaps a teacher's emotional intelligence influences their capacity for supporting and maintaining quality relationships with their students.

## *Emotional Intelligence*

The American Psychology Association defines emotionality as the degree to which an individual experiences and expresses emotions; sociability as the tendency and accompanying skills to seek out companionship, engage in interpersonal relations, and participate in social activities; well-being as a state of happiness and contentment, with low levels of distress, and overall good quality of life; and self-control as the ability to be in command of one's behavior (overt, covert, emotional, or physical) and to restrain or inhibit one's impulses (Vandenbos, 2015). The concept of emotional intelligence came to light through the concept of social intelligence when Edward Thorndike (1920) defined social intelligence as "the ability to understand and manage people and to act wisely in human relations". It was further developed by Howard Gardner (1983) through his concepts of intrapersonal and interpersonal intelligence which initially formed the basis of emotional intelligence. Gardner (1999) defined intrapersonal intelligence as "a person's capacity to understand oneself, to have an effective working model of oneself including one's own desires, fears, and capacities and to use such information effectively in regulating one's own life". In contrast, he defined interpersonal intelligence as "a person's capacity to understand the intentions, motivations, and desires of other people and, consequently, to work effectively with others". The interpersonal element of emotional intelligence comprises empathy, social responsibility, and interpersonal relationships (Bar-On, 2013). It relates most importantly to social awareness, skills, and interaction, and primarily is concerned with one's ability to understand others' feelings, emotions, and needs and to facilitate an individual's ability to maintain cooperative, purposeful, mutually satisfying relationships (Poornima, 2020).

Defined by Salovey & Mayer (1990) as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use the information to guide their thinking and actions” the emotional intelligence definition was later reinterpreted as “an emotion-related cognitive ability involving perceiving, understanding and using emotion” (Salovey & Mayer, 1990). The theory of emotional intelligence became a more widely known and much debated topic among researchers when Daniel Goleman (1995) presented emotional intelligence as equally important as IQ for an individual's success. In addition, Bar-On (2010) stated that emotional intelligence must be considered an integral part of positive psychology.

Mayer et al. (2004) suggested that one who possesses high emotional intelligence can recognize their own emotions in relation to an existing event and therefore can construct an appropriate strategy for response. While individuals with low emotional intelligence quotients have difficulty evaluating and responding appropriately to situations which lead to unproductive relationships (Mayer et al., 2004), individuals with high emotional intelligence are better able to navigate their own emotional state as well as evaluate and respond to the emotions of others. Researchers suggest that emotionally intelligent people report better psychological adjustment (e.g., self-esteem, happiness, optimism, social support, and less depression;) (Lopez-Zafra et al., 2019; Tejada-Gallardo et al., 2020), as well as higher levels of life satisfaction, well-being, and relationship quality (Callea et al., 2019; Ciarrochi & Scott, 2006; Lopez-Zafra et al., 2019; Salavera et al., 2020).

Based on a study by Lopes et al. (2003), emotionally intelligent people report more positive relationships with others, perceive more support from others, and are less

likely to report negative interactions with others. Prouma (2014) examined whether emotional intelligence has an impact on an individual's interpersonal conflict and abilities to cope with stress, impulses, negative circumstances, and overall job demands in general. Findings indicated emotional intelligence had a significant positive relationship with positive coping mechanisms. More specifically, individuals with higher emotional intelligence were able to positively cope with stress by activating strategies such as active coping, behavioral disengagement, positive reframing, planning, and acceptance. Furthermore, individuals who exhibited more humor showed a tendency to use positive coping strategies when dealing with stress and interpersonal conflict.

Salovey and Mayer (1990) initiated research to develop valid measures of emotional intelligence to explore its underpinning more thoroughly. In one study they found individuals who scored higher in the ability to perceive, understand, and appraise others' emotions were better able to respond with flexibility to changes in their social environments and therefore build supportive social networks. In another study, researchers found people who scored high on emotional clarity (the ability to identify and understand a mood being experienced) were able to adapt to troubling circumstances more quickly (Salovey et al., 1999). Individuals have varying levels of emotional intelligence and are therefore able to provide different levels of social interaction with others (Brackett et al., 2010).

### *Emotional Intelligence Models*

Over the years, emotional intelligence has been conceptualized as abilities, traits, or a mixture of both. Ability emotional intelligence refers to one's actual ability to recognize, process, and utilize emotion-laden information, which pertains to personality

(Ackley, 2016; Petrides et al., 2007a; Petrides & Furnham, 2003; Wong et al., 2010). Mayer et al. (2000) propose the ability model of emotional intelligence as a set of mental abilities where emotions contribute to logical thought and general intelligence through performance tests that are scored by correct and incorrect answers. Whereas trait emotional intelligence is a construct of emotion-related dispositions and self-perceptions as they pertain to emotional experiences (Petrides et al., 2004; Petrides et al., 2007b). Trait emotional intelligence measures emotional intelligence through self-report questionnaires where there are no correct or incorrect answers.

The mixed model of emotional intelligence Goleman (2011) believes that we are born with a general emotional intelligence that determines the extent to which we can develop any competences. Goleman (2005) focused on the dimensions of interpersonal and intrapersonal abilities to shape his work for the expanded framework of emotional intelligence, the mixed model, which encompasses the fundamentals of self-awareness, self-management, social awareness, and relationship management.

Goleman (2005) proved that individuals possess emotional intelligence at varying levels, and they must develop emotional competence to effectively handle relationships with others. Considering this, Mikolajczak et al. (2013) proposed a model encompassing three levels of emotional intelligence: knowledge, abilities, and traits. The first level, knowledge, refers to what people know about emotions. The second level, ability, focuses on what people can do and their ability to apply emotional knowledge in real situations (i.e., competence). The third level, traits, refers to how people actually behave in emotional situations (i.e., dispositions). Petrides and Mavroveli (2018) believe emotions are a key component of human relationships. Emotional intelligence is the

balance of emotions with the cognitive mind. As humans, our need for balanced relationships causes us to evaluate our own emotions and recognize and understand the emotions of others to achieve this goal. The trait model of emotional intelligence “describes a person’s perception of their own emotions, their personal dispositions and how good they believe they are in terms of perceiving, understanding, managing, and utilizing their own and other people's emotions (Petrides & Furnham, 2001; Petrides & Mavroveli, 2018). Petrides’s trait model encompasses behavioral dispositions and self-perceived emotionality, sociability, well-being, and self-control which aligns with the more recent work of Mikolajczak et al. (2013) where the emotional intelligence model’s “trait level” refers to how people actually behave in emotional situations. Trait emotional intelligence, associated with personality traits, could be the most appropriate approach for understanding others’ behaviors and emotions as it relates to the psychological processes. Allport (1927) defines personality trait theory as an individual’s level of emotional intelligence affects their cognitive, affective, and behavioral reaction towards others. With this theory in mind, perhaps the trait model of emotional intelligence could provide teachers with information on their abilities to connect with students with emotional behavioral difficulties (Metaxas, 2021).

### *Emotional Intelligence in Education*

Research literature suggests that emotionally intelligent people report better psychological adjustment (e.g., self-esteem, happiness, optimism, social support, and less depression) (Lopez-Zafra et al., 2019; Tejada-Gallardo et al., 2020) as well as higher levels of life satisfaction, job satisfaction, and well-being (Callea et al., 2019; Lopez-Zafra et al., 2019; Salavera et al., 2020; Sánchez-Álvarez et al., 2016). Findings suggest

that developing emotional competences directly relate to improved psychological adjustment and interpersonal relationships (Rey et al., 2019; Trigueros et al., 2019).

Compared to other professions, teaching requires a tremendous amount of emotional energy (Riccelen, 2019). Within the educational context, researchers have found that emotional intelligence correlates with factors such as well-being and job satisfaction (Merida-Lopez & Extremera, 2017), teacher-student relationships, stress tolerance, and teaching satisfaction (Hopman et al., 2018), student satisfaction (Maamari & Majdalani, 2019), emotional labor strategies, and teaching satisfaction (Yin et al., 2013) and with classroom conflict management (Valente, 2019). Emotional intelligence has been linked to different aspects of the educational setting, such as classroom climate, student and teacher social behaviors, and effective teaching. Dolev & Leshem (2016) conducted a two-year qualitative study involving in-depth interviews with educators to examine the outcomes of emotional intelligence training. Results revealed that emotional intelligence training made a positive impact on teacher's practices, their interactions within the learning environment, and relationships with students.

Emotional intelligence predicts the quality of social interactions within relationships, the amount of received social support and level of satisfaction of social support (Lopes et al., 2014). Therefore, in order to best meet the needs of students, teachers must monitor their emotional competence as well as students' emotional needs (Brackett et al., 2010) and also be aware of the social and emotional skills associated with successful and effective teaching, student learning, quality teacher-student relationships, and academic performance (Beggs & Olson, 2020). Effective teaching depends on certain teacher qualities which include emotional competence, the ability to actively

listen to students, the ability to accurately interpret student cues, and the ability to understand student behavior and what is being communicated (Zembylas & Schutz, 2009). Hanna (2020) found that teachers with high emotional intelligence measures showed greater understanding of their interactions with students, and they were especially able to maintain positive relationships with students who experience behavioral difficulties. The study's purpose was to gain a better understanding of how the emotional intelligence of effective teachers influences their ability to maintain positive relationships with students. Social emotional learning in the classroom, consistent expectations for classroom behavior, clear instructional goals, and positive teacher-student relationships were the emergent themes. Another study explored how effective teachers use emotional intelligence to create positive classroom environments. Eight themes emerged from effective teachers with high emotional intelligence: teachers constantly monitor the "emotional temperature" of the whole class and individual students by responding to emotions during class; empathize with and validate students' complaints about personal life stressors whether teachers felt they were valid or not; openly express their passion for their subject area during class; deliberately engage in "checking" their own emotional response to frustrations with student behavior; respond to off-task or inappropriate behaviors with humor or active ignoring; engage in student-focused activities that make them feel important and special in order to build valued relationships (Galler, 2015). Bean's (2020) study examined the correlation between teacher's emotional intelligence and teacher-student relationships and found that a teacher's level of emotional intelligence can be used to predict the level of relationship between the teacher and student.



### *Emotional Intelligence and Teacher Efficacy*

Researchers have studied the relationship between emotional intelligence and work performance in educational contexts. Dar (2015) found that teachers who value the importance of caring positively affected students' psychological well-being and were more likely to support students' academic success. Teachers expressed their obligation as educators to empathize with students and to provide for their emotional needs also. Goroshit and Hen (2014) asserted that empathy is a moral feeling concerning others that facilitates meaningful interpersonal relationships and is the driving force behind understanding and predicting the actions of others. A study by Merida-Lopez et al. (2019) concluded that teachers with higher emotional intelligence ratings showed greater coping resilience and higher work engagement levels. Platsidou and Diamantopoulou (2020) examined the emotional skills attributed to a "good teacher". The results from 136 teachers, 149 parents and students, showed the emotional intelligence components of trustworthiness, self-control, consciousness, communication, and cooperation abilities as most important across all participants. Teachers who are better skilled at perceiving, understanding, expressing, as well as managing their emotions revealed higher levels of teacher empathy and efficacy (Valente et al., 2020) and improved student outcomes. Goroshit and Hen (2014) conducted a study to examine the relationship between emotional abilities, self-efficacies, and empathy of teachers showed a strong positive association between the three social-emotional competencies and direct effects of emotional self-efficacy on empathy and therefore confirms the notion that emotional competence impacts teachers' empathy for their students. Valente et al. (2020) and Valente and Lourenco (2020a) examined teacher emotional intelligence for efficacy.

Both studies concluded positive correlations between emotional intelligence and teacher efficacy, which therefore supports the significance of emotional intelligence and its influence on teachers' abilities and classroom environment. Teachers who can perceive the emotions students feel are better able to manage the positive and negative emotions that occur in the classroom and can therefore change the pace of the classroom according to their needs (Valente et al, 2020).

Clair Anne Robitaille (2008) conducted a study to explore the relationship between emotional intelligence, teacher effectiveness, and teacher certification. Measures of emotional intelligence and perceived effectiveness were used to generate findings that suggest special education teachers have overall consistent perceptions of effectiveness using their intrapersonal, interpersonal, and stress management skills when compared to general education teachers. Additional findings show a strong positive relationship between emotional intelligence and teacher effectiveness (Dwivedi, 2020), therefore, as emotional intelligence increased, teacher effectiveness also increased and when emotional intelligence decreased, teacher effectiveness also decreased. Teachers who are sensitive and responsive toward their students' academic, social, and emotional needs are more effective with helping students solve problems and therefore foster students' success within the classroom (Reyes et al., 2012). A study by Sosrowidigdo et al. (2011) examined the influence of emotional intelligence on teacher performance. Results indicated emotional intelligence had a positive influence on the performance of teachers and heavily influenced the performance of other employees, as well as students.

Variables such as gender, teaching experience, and academic career influence teachers' emotional intelligence (Valente, 2019). Studies have shown that women

generally score higher on emotional intelligence measures than men (Cabello et al., 2016; Sangeetha, 2017). Gill and Sankulkar (2017) revealed that female teachers have higher emotional intelligence measures than male teachers. Dr. Shri Dwivedi (2020) examined the effect of gender, school location, institution type, spiritual intelligence, and emotional intelligence on teacher effectiveness in teachers from private and government schools. Results indicated female teachers have higher emotional intelligence than male teachers do, and teachers who work in private school settings have higher emotional intelligence than teachers who work in government school settings. A study on the emotional intelligence of 214 teachers by Gill and Sankulkar (2017) reported that females had higher emotional intelligence in the areas of self-awareness, self-management, motivation, and empathy.

Emotional intelligence levels may vary among variables such as age, years of experience, and work setting. Teachers with advanced degrees had higher emotional intelligence levels (Sousa, 2011; Valente, 2019). Research has also revealed that length of teaching experience tends to correlate negatively with teacher emotional intelligence (Valente, 2019; Sousa, 2011), however younger teachers showed greater emotional intelligence quotients in the areas of empathy and relationship management whereas older educators were more likely to be self-aware and reflective of emotions than younger educators (Fariselli et al., 2008). The overall school environment could also be a correlational factor because teachers working in “high need” Title I schools have higher emotional intelligence levels than teachers in non-Title I schools (Hargreaves, 2017).

Positive correlations between emotional competence in relation to personal well-being, quality of social relationships, and professional effectiveness supports the notion

that emotional intelligence influences a teacher's ability to create a positive learning environment and foster effective interactions (Pianta et al., 2012) on a more individual level for students.

### *The Whole Child*

Student learning and development depends on the affirmation of quality relationships within a positive school environment (Darling-Hammond & Cook-Harvey (2018). "Equitable learning environments for all students focus on caring teacher-student relationships, students' social and emotional needs, and high expectations which result in students who perform better academically; are more likely to attend school; and have significantly lower rates of emotional distress, violence, delinquency, substance abuse, and sexual activity" (Collaborative for Academic, Social and Emotional Learning, 2008).

To ensure equality, the Individuals with Disabilities Education Act (IDEA) guarantees students with disabilities a free, appropriate, public education and ensures them the right to be educated with like peers in the least restrictive environment to the maximum extent appropriate (IDEA, 2022). IDEA, reauthorized in 2004, was amended as the Every Student Succeeds Act (ESSA) through public law in 2015. This law also guarantees equality of opportunity, full participation in the least restrictive environment, independent living, and economic self-sufficiency for students with disabilities (IDEA, 2022). In addition, the Council of Chief State School Officers (2019) requires ESSA plans to include components that address social and emotional learning and development, conditions for strengthening student learning, and "whole child supports" to mean those that support both the academic and nonacademic needs of students (e.g., nutrition, physical and mental health, tutoring, mentoring, safe places to learn, etc.). This reflects a

broadened theory of equity in action that social and emotional learning and development, learning conditions, and whole child supports are key to providing more equitable and supportive learning environments conducive for student success in school (CCSSO, 2019). According to the Centers for Disease Control and Prevention (CDC, 2022), the “whole child” describes a student-centered approach to education and is one component of the Whole School, Whole Community, Whole Child (WSCC) model developed by the Association for Supervision and Curriculum (ASCD). Within the WSCC model, social and emotional climate is listed as one of ten primary tenets shown to influence students’ social and emotional development for overall educational experience (ASCD, 2022). The whole child approach to education, which begins with a positive learning environment, is essential to healthy relationship development and academic achievement (Darling-Hammond, & Cook-Harvey, 2018) and therefore promotes equity where every student gets their individual needs met versus equality where every student receives the same general things (ASCD, 2022). Children who have experienced complex trauma often have difficulty identifying, expressing, and managing emotions, and may have limited means for expressing their emotions and connecting with others (NCTSN, 2022). Research on human development shows that the effects of such trauma can be mitigated when students learn in a positive school climate that offers long-term, secure relationships that support academic, physical, cognitive, social, and emotional development (Darling-Hammond & Cook-Harvey, 2018). Students who express their emotions through socially inappropriate or aggressive behaviors (Hemmeter & Conroy, 2012) typically avoid relationships with adults and are avoided by peers (NCTSN, 2022). However, it has been proven that students who have positive relationships with teachers

are more likely to be accepted by peers than students who demonstrate inappropriate or aggressive behaviors and lack positive relationships with teachers (Hughes et al., 2011). By focusing on students' interpersonal skills, including their ability to interact positively with peers and adults, resolve conflicts, and work collaboratively with others, teachers are able to increase learning success (Greenberg, 2023).

Ultimately, constructive teacher-student relationships have an important positive influence on the interpersonal skills of difficult as well as typical students (Zins et al., 2000). Such findings suggest that examining and improving individual teacher-student relationships has beneficial effects for other aspects of the learning environment.

### *The Learning Environment*

Learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences (Gross, 2022). Known for their work on the psychological development in children, psychologists John Dewey (1938) and Lev Vygotsky (1978), define learning as a socially constructed framework where social interaction plays a fundamental role in the development of cognition and knowledge learning as social, emotional, and academic. These social interactions (emotional, physical, and academic) influence student development and learning (Fischer & Bidell, 2006; Rose et al., 2013). Therefore, all learning occurs as a result of experience that increases potential performance in the areas of knowledge, behavior, and future learning (Ambrose et al., 2010).

The learning environment is defined as the educational approach, cultural context, or physical setting in which teaching and learning occur and can be used synonymously with classroom climate (Williams, 2017). A synthesis of research has shown the learning

environment influences how learning takes place and further supports teachers' ability to shape student outcomes in cognitive, motivational, emotional, and behavioral domains through the learning environment (Darling-Hammond & Cook-Harvey, 2018; Horne-Martin, 2002; Osher, D. et al., 2016). Dunham et al. (2017) note that the learning environment can contribute to positive outcomes such as student well-being, empathy, professionalism, and academic success. On the other hand, a poor learning environment can contribute to negative outcomes of burnout, exhaustion, and lack of empathy.

Researchers have identified overall school climate as a major influence on the classroom climate which in turn improves overall academic achievement, reduces the negative effects of poverty on achievement, test scores, and grades (Berkowitz et al. 2017; Wang & Degol, 2016). According to Ambrose et al. (2010), classroom climate refers to the intellectual, social, emotional, and physical environments in which our students learn and is used interchangeably with learning environment. Although physical environments do not determine educational activities, there is evidence of a relationship between school settings and the manner in which the activities take place there.

The Georgia Department of Education, Standard 7 of the Teacher Keys Effectiveness System (TKES) framework, highlights the key dimensions of the learning environment as classroom management and structure, positive classroom climate, and classroom talk (Georgia Department of Education, n.d.). Studies have shown emotions and social relationships affect student learning because they actively construct knowledge based on their experiences, relationships, and social contexts (Cantor et al., 2018). A positive learning environment is created when students feel recognized and accepted by their teacher (and peers), and through this environment, students tend to perform better

behaviorally and academically (Johnston et al., 2019). Additionally, positive classroom climate involves teaching that promotes diversity, student voice, student responsibility, and community; classroom relationships based on trustful interactions between the teacher and each student, as well as development of positive relationships between students, and teachers' ability to model social skills that promote emotional (caring) attachment and respect for others (Steele & Cohn-Vargas, 2013).

The learning environment for students is largely shaped by teachers (Eccles & Roeser, 1999; Sandilos, L. et al., 2017). More specifically, teachers' interpersonal relationship abilities strongly influence the learning environment as well as their relationship quality with students (Schonert-Reichl, 2017). A meta-analysis of 213 studies of learning environments relative to positive classroom climates which include social skills instruction (i.e., interpersonal relationships) found that students showed greater improvement in social and emotional skills, in attitudes about themselves and others, classroom behavior, and academic achievement (Durlak et al., 2011). Ultimately, researchers found the learning environment was a crucial starting point for the establishment of meaningful relationships between peers and teachers. Successful teachers consider and plan for the academic, behavioral, and social needs of students to achieve a unique classroom environment (MacSuga-Gage et al., 2012). More specifically, the actions of successful teachers who maintain positive learning environments are those who monitor student emotions in the classroom, greater empathy in response to student complaints, model more passion about their subject areas, engage in more emotional self-regulation techniques, engage in fewer negative classroom management strategies, and use student-centered techniques (Galler, 2015). Therefore,



teachers who first acknowledge their interpersonal abilities and work to develop their own emotional skills were found to be more emotionally intelligent and set the basis for good relationship quality with students which ultimately contributed to a more inclusive classroom climate (Valente & Lourenco, 2020b; Maamari & Majdalani, 2019).

Based on the characteristics of a positive classroom climate, teacher interpersonal abilities (i.e., emotional intelligence) could potentially predict teachers' effectiveness for establishing and maintaining quality relationships with students. Emotional intelligence and the competencies of adaptability and mood influence the learning environment and affect teacher interactions and performance (Bregman, 2018). Therefore, teachers' demonstration of emotional competence was found to heavily influence the learning environment and teachers' ability to support students' varying needs (Brackett et al., 2009). Teachers' lack of emotional intelligence contributed to increased levels of anxiety when they were faced with challenges associated with understanding and meeting the needs of students, especially those with severe behavior problems (Riccelen, 2019). Mustary (2020) questioned whether environment influenced the teacher-student relationship and found the relationship between teachers and their students varied greatly depending on the learning environment and setting. Students experienced positive relationships with teachers who attended private schools with low student to teacher ratio whereas students who attended public schools with high student to teacher ratio classrooms experienced poor relationships with teachers.

The theory of emotional intelligence is linked to the social-emotional competencies of successful teachers, relationship quality and influence on the learning environment. When teachers use practices that demonstrate caring toward students and

practices that foster interpersonal skills among students, students are less likely to reject one another (Donahue et al., 2003). Therefore, it is possible that teachers with high emotional intelligence are more understanding of students' needs and therefore more flexible in making the learning environment feel inclusive while providing relevant academic content (Dwivedi, 2020) while modeling and providing positive relationships (Pianta et al., 2012). Rimm-Kaufman & Sandilos (2015). found improving teacher-student relationships is only the first step toward meeting students' emotional and relational needs. A teacher should also work toward creating a social-emotional focused learning environment with a caring community of learners. Such efforts improve the nature of interactions among students, promote students' social emotional engagement in school, and positively influence student achievement (Rimm-Kaufman and Sandilos, 2015). The significance of a nurturing learning environment cannot be overly emphasized, and it should be noted that the behavioral, emotional, and social development of children is as important as their intellectual development and very much impacts their learning (Lee, 2012).

### *Teacher-Student Relationships*

Donlevy (2001) suggests the most significant variable in school success has little to do with the curriculum and everything to do with the power of effective human relationships and the significance of their influence. Donlevy (2001) states, "Effective relationships with competent adults are key factors in the growth and development of children in regular and special education." The teacher-student relationship can influence students' school experience and learning, both negatively and positively, with regards to behavioral engagement, cognitive engagement, and emotional engagement (Gregory et

al., 2015). Teachers greatly influence the learning environment through two processes: social interaction and instruction. Therefore, teachers with positive interpersonal relationship abilities establish a classroom environment that promotes a supportive classroom community in which students' needs (e.g., physical, social, cognitive, and affective needs) are met (Merritt, 2018).

A substantial amount of research has shown that high relationship quality is one of the most important and effective ways to promote social development and academic achievement (Allen et al., 2018a; Bakadorova & Raufelder, 2018; Holzberger et al., 2019; Mainhard et al., 2018; Pianta et al., 2012; Roorda et al., 2011). The teacher-student relationship is an important component of both interpersonal communication ability and social adaptability (Wang et al., 2022). A previous study found that creating a comfortable classroom environment through positive teacher-student interactions may improve the mental health of adolescents and profoundly impact their emotional development (Wang et al., 2018).

Opic (2016) found that the relationship between the teacher and the student is closely associated with the student's success and learning in school. Positive relationships help students feel loved, acknowledged, appreciated, and secure, thus the emotional bond between students and teachers is crucial to children's psychosocial adjustment and competencies later in life (Osterman, 2000). Leggio and Terras (2019) study investigated qualities and skills of effective educators and found teachers who develop an unconditional relationship with students, create a positive classroom environment, and individualize instruction are more effective, especially for reaching students with emotional and behavioral difficulties. This relationship is beneficial for

fulfillment of basic needs in a longitudinal perspective throughout adolescence (Pianta, 2016). In addition, a students' perception of positive relationships with teachers was found to be a source of autonomy, competence, and relatedness which contributed to overall success in the school context (Bakadorova & Raufelder, 2018). When characterized by a warm, respectful, and emotionally supportive classroom climate, students' academic and social-emotional performance increased because they were more emotionally engaged in the learning process (Dwayne, 2020). Positive relationships, including trust in the teacher, and positive emotions such as interest and excitement open up the mind to learning. Negative emotions such as fear of failure, anxiety, and self-doubt reduce the capacity of the brain to process and retain information (Greenberg, 2023). Additional behaviors like persistence, patience, listening, encouragement of the student's inclusion in the teaching process (Opic, 2016), and teacher's actions towards the student's development of social emotional competencies are essential for academic achievement (Poornima, 2020). The teacher-student relationship is key during the early years of school. Hamre and Pianta (2001) studied a group of 179 children from kindergarten to eighth grade to examine the impact of teacher-student relationships on school outcomes and behavior. Researchers found that positive teacher-student relationships in kindergarten were related to fewer behavior issues and greater academic success for students with behavior difficulties in eighth grade. They also concluded negative teacher-student relationships in kindergarten showed increased behavior issues and less academic success in eighth grade.

The Review of Educational Research of 46 studies found teachers who have positive relationships with their students foster positive learning environments where

students trust their teacher, show more engagement in learning, behave better in class, and have higher academic achievement (American Psychological Association, n.d.).

Therefore, student success is contingent upon teacher-student relationships, motivation, and social-emotional components of the learning process (Reyes et al., 2012). A review of 14 studies by Kane (2017) examined teacher-student relationship quality and reported as teacher-student relationships become more positive students' stress and disruptive behavior decrease, closeness increase, and academic outcomes for students improve.

Poulou's (2017b) study including 92 preschool Greek teachers, revealed that teachers' perceptions toward positive teacher-student relationship is significantly correlated with their perceptions toward their emotional intelligence level and the comfort to apply social and emotional learning (SEL) practices. Teachers who viewed themselves as having high emotional intelligence feel more comfortable with using social emotional learning and in turn have a more positive perception toward the relationship with their students (Poulou, 2017b).

A recent meta-analysis of 54 classroom management programs found interventions provided within the classroom that focused on social-emotional development and teacher-student relationships were the most effective at increasing student social-emotional and academic outcomes (Korpershoek et al., 2016). Another meta-analysis of 213 studies, representing more than 270,000 students from urban, suburban, and rural schools, found that students show greater improvements in social-emotional skills, attitudes about themselves and others, attitudes about school, social interaction, classroom behavior, and academic grades and test scores, including an average 11-percentile gain in achievement. They also experienced significant reductions in misbehavior, aggression, stress, and depression (Durlak et al., 2011).

The teacher-student relationship is rather complex, and to fully understand the quality of this relationship, it is important to consider three components: conflict, closeness, and dependency (Pianta & Nimetz, 1991). Perez-de-Guzman et al. (2011) defined conflict as the disagreement between individuals regarding ideas, principles, values, and interests. Teacher-student conflict is an increasingly common problem (Goksoy & Argon, 2016), whose causes often come from the differences in culture, values, personality, needs, interests, and power (Almost et al., 2016). Conflicts between students and teachers lead to increased disruptive behavior including hyperactivity, aggression, and conduct problems (Allen, J. et al., 2018a). Valente and Lourenco (2020b) revealed teachers with higher emotional intelligence showed greater integration and more cohesive levels of conflict resolution, applied more compromising strategies, and less strategies of avoidance, dominance, and obliging. Researchers further confirmed that teachers' emotional intelligence expanded their relationship with students through constructive classroom management and development of a classroom climate favorable to teaching and learning. This pattern continued in Murray and Greenberg's (2000) study where fifth and sixth graders perceived teachers as emotionally supportive and responsive felt safe in school and therefore showed positive social and emotional adjustment and reduced conflict. Poulou (2017a) found that teacher-student relationships corresponded to teachers' emotional intelligence, however students' emotional behavioral difficulties were not directly related to teacher emotional intelligence.

Closeness is characterized by high levels of affection and open communication between the teacher and the student (Pianta, 2001). A moderate positive correlation between teacher emotional intelligence traits and teacher perceptions of relationship

quality, specifically in the area of closeness, was found in Guidry's (2022) study investigating the impact of teacher emotional intelligence on relationship quality and teacher efficacy. In addition, higher levels of emotional intelligence resulted in stronger perceptions of relational closeness between teachers and students indicating that managing one's own emotions is a significant predictor of closeness in teacher-student relationships (Guidry, 2022). Friedman (2014) explored teachers' emotional intelligence to determine whether teachers with greater emotional intelligence had higher quality teacher-student interactions regarding closeness. He examined teachers' ability to foster a positive classroom climate, manage student behavior, provide an effective learning format, and demonstrate sensitivity to student needs. Results indicated that teachers rated as high in the emotional intelligence component, management of others' emotions, were more responsive to students' academic and social emotional needs. When teachers perceive greater feelings of closeness, as opposed to conflict, they are more likely to remain committed to their professional role and less likely to experience symptoms of frustration or burnout (Admiraal, 2021; Sparks 2019).

Dependency is defined as a student's degree of overreliance on a particular teacher, excessive and developmentally inappropriate help-seeking, and clinging behavior (Verschueren & Koomen, 2021). Students with increasing levels of dependency from kindergarten to sixth grade showed low achievement and motivation at the end of elementary school (Bosman et al., 2018). In addition, higher teacher-student dependency is related to increased behavioral problems over time, including internalizing problems (e.g., Arbeau et al., 2010; Roorda et al., 2014). Roorda et al. (2021) examined the associations between teacher-student dependency and school adjustment. Results

indicated that teacher-student dependency is significantly related to student engagement, achievement, externalizing, internalizing, and prosocial behaviors. Furthermore, it was reported that teacher-student relationships high in dependency seem to be a risk factor for increasing negative or unwanted behaviors in students.

Over the last decade, there have been two meta-analyses that examined the effects of teacher-student relationship on student outcomes in general and special education. Roorda et al. (2011) conducted a meta-analysis of 99 studies to examine the influence of teacher-student relationship on school engagement and achievement for over 250,000 students. Overall, researchers found a positive association between positive relationships with engagement and negative relationships with engagement. Positive relationships with teachers increased student engagement whereas negative relationships significantly decreased student engagement and somewhat decreased achievement. Effect sizes were greater in studies conducted with students in higher grades, suggesting that positive student teacher relationships had an increased influence on engagement and achievement than on younger students. In studies with more males there was a significantly higher effect for both positive and negative relationships with engagement and a significantly higher effect size for positive relationships with achievement in studies involving more females. Cornelius-White (2007) also conducted a meta-analysis of 119 studies that examined the relationship between teacher-student relationship and students' affective, cognitive, and behavior outcomes of over 350,000 students. Findings revealed significant correlations between positive teacher-student relationship and positive affective, behavioral, and cognitive outcomes. Although a low correlation between positive teacher-student relationship and cognitive outcomes was found, when students



experienced positive relationships with teachers, they experienced positive affective and behavioral outcomes such as reduction in disruptive behavior and improved social interaction with their teachers and peers. Therefore, a supportive and trusting teacher-student relationship seems to positively affect student engagement within the learning environment (Quin, 2017), and, in turn, positively influence teachers' wellbeing, self-confidence, and job satisfaction (Spilt et al., 2012).

### *Students with Emotional Behavioral Difficulties*

According to Riccelen (2019), teachers' lack of emotional intelligence contributes to the anxiety of having to face challenges associated with understanding and meeting the needs of students with severe behavior problems. Students with emotional behavioral difficulties are more likely to have mental health needs (Forness et al., 2012) and are at a higher risk of failure because of social skill deficits (Ryan et al., 2008). Teaching students with emotional behavioral difficulties is a very complex job which requires a level of support that can drastically change the learning environment (Pressley, 2013). Inadequate preparation and weak teacher-student relationships create barriers that negatively influence student success (Oliver & Reschly, 2010) and increase the likelihood that students with emotional behavioral difficulties will have teachers who are inadequate to support their social emotional needs (Wehby & Kern, 2014).

In a study examining self-efficacy perceptions of 126 teachers who had experience working with students experiencing emotional and/or behavioral difficulties, Pappasergi (2016) looked into the teacher's perception with regard to providing effective classroom management, developing positive teacher-student relationships, and demonstrating confidence in being adequately prepared to educate students with

emotional behavioral difficulties. Results indicated that there were significant differences found between general education and special education teachers, perception of preparedness, years of teaching experience, and classroom management compared to self-efficacy perceptions. Overall, special education teachers, teachers with more experience, and teachers with high self-efficacy felt more prepared to teach students with emotional behavioral difficulties. In addition, special education teachers reported more positive perceptions of relationship quality, teaching ability and emotional ability in supporting students with emotional behavioral difficulties in the general education setting compared to general education teachers (Hernandez, 2016).

According to Dar (2015), teachers must be capable of displaying effective interpersonal skills such as empathetic and pro-social behaviors which influence the level of difficult behavior and teachers' ability for preventing and managing disruptive behaviors (Metaxas, 2021). In addition, Dar (2015) maintains that social skills awareness and empathy are equally as important to the classroom environment as pedagogical awareness. Capern & Hammond's (2014) study found gifted students and students identified with emotional behavior disorders agreed there are common teacher behaviors that form the foundation and development of positive relationships between students and teachers. The study revealed that gifted students put a greater emphasis on behaviors that would help them achieve academically, whereas students with emotional behavior disorders emphasized the importance of teacher behaviors that showed caring and understanding and demonstrated patience and support for their learning.

Sigee (2015) found that teachers often lacked skills in effective classroom strategies, required professional development, and support from administration to be

efficient educators for students identified with emotional behavioral difficulties.

Teachers' emotions can influence their abilities to efficiently support students who have deficits in emotional regulation and interpersonal relationship abilities. This further complicates their duties, leading to increased stress levels and feelings of insecurity for responding to challenges within the learning environment (Jennings & Greenberg, 2019).

On the contrary, constructive teacher-student relationships have an important positive influence on the social skills of difficult as well as typical students (Zins et al, 2007).

Students with emotional difficulties are often judged and feared based on their behaviors sometimes before teachers even meet them (Solar, 2011). Teachers' assumptions about these students can not only influence teachers' thoughts and feelings, but also the way they interact within the learning environment. Including students with emotional behavioral difficulties in the general education setting presents challenges, but when teachers do not have quality relationships with their students, the challenge becomes even greater (Jennings & Greenberg, 2019; Solar, 2011). Reinke et al. (2016) determined students with behavior difficulties develop improved social and academic outcomes because of sustained, positive relationships with their teachers, thus sustaining the idea that modeling appropriate interactions through positive relationships is key. Another study examined the perceptions of special and general education inclusion teachers of students with emotional behavioral disabilities. The study explored the impact teacher collaboration had on teacher-student relationships and their teaching. Results of the study revealed that teacher collaboration within the inclusion classroom in addition to the impact of positive teacher-student relationships are important to the achievement of students with emotional behavioral disabilities (Robbins-Etlen, 2007).

### *Teacher-Student Relationships and Academic Achievement*

Behaviorally and academically at-risk students are prone to have fewer positive relationships with teachers (Thijs et al., 2012). A study by Spilt et al. (2012) examined relationship trajectories between teachers and 657 at-risk students to predict academic achievement and relationship patterns. Results showed girls had more supportive and less conflictual relationships, but when conflict was experienced, it was more detrimental to their academic achievement. In contrast, low achievement of boys was associated with low warmth from teachers. Furthermore, the probability of school failure increased over the course of time the students were exposed to poor or conflictual relationships with teachers. Adolescents with emotional behavioral difficulties have expressed a desire for more patience and understanding from their teachers (Capern and Hammon, 2014) which indicates a critical need for teachers to possess strong emotional competencies which enable them to be purposeful in initiating and maintaining positive relationships with their students. Wang (2022) confirmed that self-efficacy played a moderating role in the influence of teacher engagement on student achievement, and teachers with strong interpersonal skills and high levels of efficacy are more likely to use innovative teaching methods to help their students succeed.

Many studies in educational settings have proved that teacher-student relationship plays a major role in academic achievement of students and their social and emotional development (Longobardi et al., 2018). A positive teacher-student relationship is a significant predictor of students' success in academics (Longobardi et al., 2018; Wang, 2022). On the contrary, disturbed teacher-student relationships caused academic failure and obstructed social and emotional development of the students. Academic institutes

who provided a positive learning environment and worked on building healthy teacher-student relationships achieved more academic success than those institutes who give less importance and effort to the teacher-student relationship (Birch & Ladd, 1998; Brackett et al., 2009; Kane, 2017) and therefore supports the idea that the teacher-student relationship is a significant predictor of academic achievement (Lee, 2012).

*Academic Achievement: The Georgia Milestone Assessment*

The Georgia Milestones assessments are criterion-referenced assessments that provide academic performance information in four performance levels, depicting students' mastery of state standards in grades 3-8 and specific courses at the high school level (Georgia Department of Education, 2022). The purpose of the Georgia Milestones assessments is to measure how well students acquire the knowledge and skills. The assessment results provided to students, teachers, parents, and other stakeholders ensured a consistent and coherent signal of student preparedness for success at the next level regardless of the subject and grade of the test participant (Georgia Department of Education, 2022).

Initially administered during the 2014-2015 school year, the Georgia Milestones assessments are held in the spring of each year as an End of Grade test in grades 3-8 or End of Course test in certain content areas in grades 9-12. Administered electronically and randomly distributed with item types including multiple-choice, technology-enhanced items, constructed-response items, and an extended writing item. Scores are calculated by taking the total number of correct answers and converting it to a consistent and standardized scale across different test forms. The four levels of achievement fall within each range of scores. These ranges vary from subject to subject and grade to

grade, depending on the actual test (Georgia Department of Education, 2022). The four achievement levels are Beginning Learner, Developing Learner, Proficient Learner, or Distinguished Learner. Level 1: Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness. Level 2: Developing Learners demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to be prepared for the next grade level or course and to be on track for college and career readiness. Level 3: Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and to be on track for college and career readiness. Level 4: Distinguished Learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are on track for college and career readiness (Georgia Department of Education, 2022).

### *Summary*

Teacher emotional intelligence likely impacts the teacher-student relationship (Bar-on & Parker, 2000), however there is surprisingly limited research establishing the link between teachers' behavior and teachers' emotional functioning (Korthagen & Evelein, 2016). Trad et al. (2022) verified that teachers' emotions have an impact on their

behaviors and ability to cope during difficult situations. Teachers with a high level of emotional intelligence demonstrated self-awareness, self-management, self-motivation, and social skills which had a positive influence on their performance within the learning environment. Studies support a positive correlation between teacher emotional intelligence and teacher perceptions of relationship quality (Guidry, 2022; Rimm-Kaufman & Sandilos, 2015; Sousa, 2011; Tengku et al., 2018). However, there is a gap in the literature examining teacher emotional intelligence in relation to the quality of relationship with students who exhibit emotional behavioral difficulties. Furthermore, there is limited research on the impact of teacher-student relationship quality on student achievement. Examining emotional intelligence as it relates to teacher-student relationships could provide great insight for increasing the social-emotional and academic outcomes for all students, but especially for students with emotional behavioral difficulties who lack interpersonal relationship skills.

### Chapter III

#### METHODOLOGY

In recent years, literature has highlighted the importance of emotional intelligence as a predictor for job performance, explaining that employees with higher levels of emotional intelligence are likely to perform better (O'Boyle et al., 2011). Emotions are a key component of human relationships (Pianta et al., 2012). Within the educational setting it is important for teachers to evaluate their own emotions and recognize and understand the emotions of others to achieve balanced relationships with students. For this study, data was collected using the Trait Emotional Intelligence Questionnaire (TEIQue) and the Student Teacher Relationship Scale (STRS). I gathered data pertaining to teacher interpersonal and intrapersonal characteristics by examining teachers' trait emotional intelligence and self-perceived teacher-student relationship quality ratings. Additionally, I compared emotional intelligence traits and teacher-student relationship quality to student assessment scores in an effort to determine the potential influence teachers' emotional competence and interpersonal relationships have on student achievement.

#### *Problem Statement*

Studies support the theory that emotional intelligence is the foundation for positive relationships between teachers and students and for overall successful functioning in the classroom environment (Hargreaves, 2017; Maamari & Majdalani, 2019). Positive correlations between teacher's emotional intelligence and teacher-



student relationships (Bean, 2020; Friedman, 2014) were also evident. Additional findings suggest teachers' emotional competence and well-being strongly influence their students' academic achievement and can either strengthen or weaken their capacity to form quality relationships (Schonert-Reichl, 2017). Substantial research linking trait emotional intelligence and interpersonal relationships has been conducted in adults. Characteristic findings include positive relationships with high levels of satisfaction, relationship quality, and constructive communication between both parties (Petrides, K., et al., 2016)

Although teachers' affective (emotional) attitudes and social-emotional competencies are considered critical due to the diverse backgrounds and needs of their students (Meijer, 2003), it is unclear to what extent teachers' "emotions" influence their abilities to work with students with emotional behavioral difficulties. It is also unknown to what degree the teacher-student relationship influences students' academic achievement and ability to maintain behaviorally within the inclusive general education setting. There is a significant gap in the literature addressing whether emotional intelligence predicts teacher-student relationship quality, more specifically teachers' relationship quality with students who exhibit emotional behavioral difficulties. Therefore, the purpose of this study is relevant as it would be beneficial to determine if a relationship exists between teachers' emotional intelligence and teacher-student relationship quality, and the impact the two factors may have on student achievement.

#### *Purpose of the Study*

The purpose of this study is to examine the variables of emotional intelligence and components of teacher-student relationship quality of grade 3-12 general education

and special education teachers and the potential impact on student achievement. I examined specific correlations between emotional intelligence and relationship quality to determine if special education teachers and general education teachers have similar emotional intelligence quotients and relationship quality ratings. I also examined differences among variables such as grade band, setting, years of experience, gender, and ethnicity with relation to emotional intelligence and teacher-student relationship quality. Finally, I attempted to determine if teachers' emotional intelligence and teacher-student relationship quality have an impact on student achievement.

### *Research Questions*

The following research questions will guide this study:

Research Question One: To what extent does the emotional intelligence of grade 3-12 teachers influence teacher-student relationship quality in rural South Georgia?

Research Question Two: To what extent does the emotional intelligence and relationship quality of grade 3-12 teachers influence student achievement in rural South Georgia?

Research Question Three: To what extent do socio-demographic characteristics, as reported by teachers, influence teacher emotional intelligence?

Research Question Four: To what extent do socio-demographic characteristics, as reported by teachers, influence teacher perceptions of teacher-student relationship quality?

### *Research Design*

According to Creswell (2014), correlational research is used to describe and measure relationships between variables by using correlational statistics. The

quantitative correlational research design will be used to determine whether there is a relationship between teacher emotional intelligence, teacher-student relationship quality and student achievement. With consideration of demographic information, teachers' responses from the two instruments will be analyzed to determine Global Trait Emotional Intelligence and how they were similar and different when compared to perceived relationship quality ratings.

The independent variables in this study are grade 3-12 teachers. The independent variables are categorical in nature since the educators are grouped into categories such as teacher role, setting type, years of experience, gender, and ethnicity. This study's dependent variables are Global Trait Emotional Intelligence score, Teacher-Student Relationship quality score, and Georgia Milestone Assessment System (GMAS) student achievement scores of Rural South Georgia grade 3-12 teachers.

### *Methodology*

#### *Population and Sample*

The sample for this study will be taken from a population of teachers in a rural, South Georgia Regional Educational Service Agency (RESA) district. The size of the population is approximately 2,394 teachers. According to the National Center for Education Statistics ([NCES], 2023) reporting of 2021-2022 school data, there are approximately 1,107 elementary school teachers, 668 middle school teachers, and 619 high school teachers available to participate in this rural South Georgia region.

Convenience sampling will be used to select the sample from the population. The method of sampling was selected due to accessibility and proximity of the school districts and potential ease of access granted by familiar school district leaders. According to the

Qualtrics.com sample size calculator (2022), considering a 5% margin of error and a 95% confidence rate, if the sample size is 2,394, at least 332 TEIQue questionnaires and 332 STRS questionnaires would need to be completed to have a representative sample that would provide adequate data for the study.

Table 1 shows the number of teacher participants who completed both questionnaires and provided demographic information with correlating GMAS scores from the 2022-2023 school year.

Table 1

*Participants by Grade Level*

Grade Level	Number of Responses
Third Grade	67
Fourth Grade	41
Fifth Grade	76
Sixth Grade	45
Seventh Grade	44
Eighth Grade	54
Ninth Grade	15
Eleventh Grade	24
Total	366

*Instrumentation*

Participants in this study were administered two self-assessment instruments: The Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF) and the Student Teacher Relationship Scale (STRS) Revised. The first instrument used for this study was developed by Dr. K.V. Petrides (2009). I gained permission to use the TEIQue Short Form without modifications to the instrument’s content, however the instrument was transferred to digital form via Qualtrics for easier disbursement and data collection. The TEIQue-SF is a questionnaire designed to measure global trait emotional intelligence

(Trait EI). It is based on the full form of the TEIQue. Two items from each of the 15 facets of the TEIQue were selected for inclusion, based primarily on their correlations with the corresponding total facet and four factor scores (Cooper & Petrides, 2010; Petrides & Furnham, 2006). The scale yields a total score that reflects the respondents' overall Trait Emotional Intelligence (Petrides & Furnham, 2006). Teachers completed the TEIQue in two sections. Section one required the following demographic information: first name, last initial, gender, current teaching role, classroom setting, years of experience, and ethnicity. Section two required teachers to respond to 30 items on a 7-point Likert-scale. Items have seven possible responses to each statement ranging from *Completely Disagree* (number 1) to *Completely Agree* (number 7).

A second instrument, the Student Teacher Relationship Scale (STRS), was developed by Pianta and Nimetz (1991) based on attachment theory and research on parent-child and teacher-child relationships. Further developed by Dr. Robert C. Pianta (1999), the STRS is a self-report instrument used to assess teachers' perception of relationship quality with students. The closeness subscale, which consists of 11 items, measures the degree to which a teacher experiences affection, openness, and warmth with a particular child. The 12 conflict items measure the level of discord within the teacher-child interaction. The dependency subscale is made up of five items that measures teachers' perception of possessive, clingy behaviors seen in children who rely too much on teachers for help and support. The scale also yields a total score that reflects the overall quality of the teacher-child relationship (Pianta, 2001).

I was granted permission to use the instrument for the study by Dr. Pianta. Permission was also granted for me to revise the STRS in the following manner: the

original instrument asked the respondent to consider one child as they completed the questionnaire. I wanted respondents to reflect on their overall experience with any students with emotional behavioral difficulties and therefore changed the phrase "this student" to "students" throughout the instrument in order to match the parameters of the study. Teachers completed the STRS in two sections. Section one requested the following demographic information: first name, last initial, gender, current teaching role, classroom setting, years of experience, and ethnicity. At the end of section one, I added the question, "Have you worked with students who exhibit emotional and/or behavioral difficulties?" This question was added to ensure that data was collected for teachers who had experience working with students who exhibit emotional behavioral difficulties. Section two required a response to 28 items on a 5-point Likert-scale. Items have five possible responses to each statement ranging from *Definitely Does Not Apply* (number 1), *Does Not Really Apply* (number 2), *Neutral, Not Sure* (number 3), *Applies Somewhat* (number 4), and *Definitely Applies* (number 5).

A third data measure, Georgia Milestone Assessment scores (GMAS), was collected for the study's participants. The End of Grade test scores (EOG) in grades 3-8 and the End of Course test scores (EOC) in grades 9-12 will be collected based on active participants of the study. Administered electronically and randomly distributed with item types including multiple-choice, technology-enhanced items, constructed-response items, and an extended writing item, GMAS scores are calculated by taking the total number of correct answers and converting it to a consistent and standardized scale range across different test forms. The four levels of achievement fall within each range of scores.

These ranges vary from subject to subject and grade to grade, depending on the content area (Georgia Department of Education, 2022).

The End of Grade (EOG) and End of Course (EOC) Georgia Milestone Assessment System (GMAS) class scores from the 2022-2023 school year were matched and analyzed for participants who submitted both the TEIQue and STRS questionnaires. The three variables collected from grade 3-12 teachers were analyzed to determine if correlations exist between teachers' Emotional Intelligence, Teacher-Student Relationship Quality, and student achievement.

#### *Reliability and Validity*

The Trait Emotional Intelligence Questionnaire (Petrides, 2009) has proven reliability and validity. Mikolajczak et al. (2013) found the Trait Emotional Intelligence Questionnaire (TEIQue) scores to be globally normally distributed and reliable. The four-factor structure (well-being, self-control, emotionality, sociability) was replicated in the study's data and provided preliminary evidence of convergent/discriminant validity. The study also provided evidence of criterion validity, with TEIQue scores predicting depression, anxiety as well as future state affectivity and emotional reactivity in neutral and stressful situations. In addition, the TEIQue scores had incremental validity to predict emotional reactivity over the Five-factor model of personality. Freudenthaler et al. (2008) conducted a psychometric analysis of the TEIQue instrument with a sample of 352 participants to test its internal reliability of variables and validity. Results provided conclusive evidence that the instrument represents a reliable and valid inventory for the comprehensive measurement of trait emotional intelligence. A meta-analysis of the incremental validity of the TEIQue revealed that this instrument provided additional

criterion variance over broad personality factors (i.e., Big Five and Giant Three) even more so than other popular emotion-related constructs (Andrei, et al., 2015). Zuanazzi et al.'s (2022) study asked 4,314 participants to complete the TEIQue. Results replicated the original four-factor structure with Cronbach's alphas that ranged from 0.60 to 0.89 for facets and 0.76 to 0.90 for factors and global score. Cooper and Petrides (2010) examined the psychometric properties of the Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF) using item response theory. Study one (1,119 participants) and study two (866 participants) showed instrument items had good discrimination and threshold parameters, high item information values, and showed very good psychometric properties at the item and global level. In addition, the TEIQue-SF was proven to provide further evidence for incremental validity in predicting socioemotional criteria as evidenced by Siegling et al.'s (2017) study that examined the incremental validity of the TEIQue-SF used in two European samples. Perazzo et al. (2021) also examined the psychometric reliability of the instrument through internal consistency and test-retest procedures. The alpha coefficient for global trait EI was good ( $\alpha = .88$ ) and therefore supports high internal consistency. Studies overall show a stronger pattern for self-report measure than performance tasks and confirm the psychometric adequacy of the TEIQue and TEIQue-SF instruments.

The Student Teacher Relationship Scale (STRS) developed by Dr. Robert C. Pianta (2001) has proven reliability and validity and studies indicate that the STRS scale and subscales show strong evidence for concurrent and predictive validity. According to Pianta's (2001) study of 24 kindergarten teachers, internal consistency reliability estimates for the Total scale (.89), and the Conflict (.92) and Closeness (.86) subscales



were high. Reliability for the Dependency subscale was not as high (.64). Reliability estimates for each STRS scale and subscale for males (.74) and females (.74) was not as high as the entire normative sample (.89). Estimates of test-retest reliability and stability of the STRS were obtained from a subsample of the normative sample. Correlations were as all significant at  $p < .05$ . The STRS scale and subscales show strong evidence for concurrent and predictive validity (Pianta & Nimetz, 1991). Webb and Neuharth-Pritchett (2011) examined the factorial validity of the STRS and confirmed it as an effective and reliable measure for studying the teacher–student relationship. In a similar manner, Gregoriadis and Tsigilis (2008) examined the applicability of the Teacher-Student Relationship Scale (STRS) within the Greek cultural context. Sixty-seven kindergarten teachers filled in a Greek version of the STRS concerning 403 kindergarten students. Exploratory factor analysis showed that the STRS could be considered as a valid and reliable instrument to measure Closeness ( $\alpha = .86$ ), Conflict ( $\alpha = .87$ ) and Dependency ( $\alpha = .79$ ). Findings further indicated that teachers described young boys as having more conflictual relationships with their teachers and young girls as having closer and more dependent relationships with them Gregoriadis & Tsigilis, 2008). Koomen et al.'s (2012) study sought to verify the dimensionality of the STRS with Confirmatory Factor Analysis (CFA) by further testing measurement invariance across gender and age and confirmed validity evidence based on relations to other variables for the STRS scale. This study examined the validity of the STRS in a large preschool community sample using confirmatory factor analysis (CFA) and examined factorial invariance across gender. Concurrent and discriminant validity of the identified factors were examined. The results showed that the STRS showed an acceptable fit for both males and females. The STRS

subscales showed acceptable concurrent validity. In addition, discriminant validity for closeness versus conflict and dependency was good. In addition, the validity of the STRS was examined in a national sample of 863 Norwegian schoolchildren in grades 1-7. Through confirmatory factor analysis, Drugli and Hjemdal (2013) revealed factor validity of the STRS instrument. Settanni et al.'s (2015) statistical analyses of the STRS original version and the STRS short form version revealed the validity and applicability of an Italian sample of 1,466 participants. The data obtained confirmed the validity of internal consistency and correlation between subscales on both versions (Settanni et al., 2015).

The technical quality of the Georgia Milestones Assessment System (GMAS) is reviewed at least three times per year by a committee of nationally recognized measurement experts who assess the psychometric quality and defensibility of the state's testing program (Georgia Department of Education, 2022). The GMAS has proven reliability by continuously producing similar scores for similar groups of students. Cronbach's alpha reliability coefficient (1951) is one reliability measure reported. A reliability coefficient showed the consistency of test scores, and Cronbach's alpha measured the internal consistency over the responses to a set of items measuring an underlying unidimensional trait (Georgia Department of Education, 2022). The reliability for the 2021-2022 GMAS was consistent across forms and administrations and therefore suggests that the assessments are sufficiently reliable for their intended purpose (Georgia Department of Education, 2022).

Validity evidence supporting the GMAS was dependent upon how well the assessment instrument matched the intended content standards. The Georgia Department of Education commissioned an independent evaluation of the quality of alignment among

its academic standards and the Georgia Milestones Assessment System. Through a test and item development process that met professional standards for quality and rigor, it was found that the EOG and EOC assessments adequately reflected the Georgia state-mandated academic content standards which provided evidence of instrument validity (Georgia Department of Education, 2022).

### *Data Collection*

I submitted two instruments to the Institutional Review Board (IRB) for approval to administer the TEIQue-SF and STRS questionnaires to 3-12 teachers in the Rural South Georgia RESA district. I requested permission from the RESA Executive Director to address superintendents from surrounding counties during a monthly RESA Board of Control meeting (Appendix G). An overview of the topic and purpose of the study was shared out through email to superintendents (Appendix H). The informational email briefly explained the study, and permission was granted to conduct the study in their district's schools. Following approval by superintendents, an informed consent email was sent to principals (Appendix I) that described the nature of this study. I contacted the technology director of each district to obtain email addresses for all 3-12 teachers in their district. A letter to participants (Appendix J) was emailed to all elementary, middle, and high school teachers in each district. The participant letter explained the purpose of the study and included Qualtrics links to the TEIQue-SF and STRS questionnaires. Three follow up emails were sent out after the initial participant email to encourage completion. Survey responses were collected and stored in the secure Qualtrics electronic platform. Once questionnaires were collected, a participant list with name and email was created and emailed to each district's testing coordinator. End of Grade

(EOG) assessment scores were requested for grades 3-8 in the subjects of reading and math and End of Course (EOC) assessment scores for grades 9-12 from the following courses: American Literature and Composition, Algebra I, Biology, Physical Science, and United States History. GMAS Score Summary Reports were received through secure email and stored in Google Drive with two-step authentication to prevent leakage. Of the 366 score reports received, thirty-nine were EOC scores in American Literature and Composition and Algebra I for high school teachers. Therefore, all achievement scores analyzed for this study were reading and math.

The requirements for requested approval considered the following: (a) the approval is in adherence with federal, state, and local laws regarding confidential information; (b) the collected data exists within the department; (c) the researcher's use of the data supports the ethical use of data such as appropriate right or wrong usage; (d) the requested data does not require calculations and analysis; and (f) student-level data requests are approved by LEA Superintendents. In addition, the doctoral candidate's university internal review board (IRB) approval (Appendix K) and acknowledgment of the study from the candidate's chair.

#### *Data Analysis*

Creswell (2014) suggests that a codebook or journal be used to keep a list of notes, variable coding, and records during the research process. Therefore, I used a composition book to record relevant information during the research process. The data were analyzed using IBM SPSS Statistics (Version 29). Descriptive and inferential statistics were collected and analyzed. Several statistical analyses were used to determine

potential correlations between Trait Emotional Intelligence, Teacher-Student Relationship Quality, and student achievement.

The TEIQue-SF and STRS are continuous variables and therefore were analyzed through a nonparametric method, Pearson's Rank Correlation Coefficient, to determine if there is a relationship between teachers' Global Trait Emotional Intelligence and Teacher-student relationship quality. The numerical value of Pearson's coefficient  $r$  was used to determine relational strength between variables. Regression models were conducted to examine the influence of teacher trait emotional intelligence on teacher perceptions of relationship quality. The same models were used to examine trait emotional intelligence, teacher-student relationship quality and student GMAS scores.

To better understand the influence of teachers' socio-demographic characteristics on the variables of Emotional Intelligence and Relationship Quality, regression models were used to analyze the dependent variables. Data security was systemic during this research study. Raw data was stored in Google Drive with two-step authentication to prevent leakage. In addition, personally identifiable information such as participants' names, emails, and GMAS scores were collected, viewed, and securely stored. To protect the confidentiality of participants, all data was appropriately destroyed at the conclusion of the study.

### *Summary*

This correlational research study was conducted in rural South Georgia 3-12 grade teachers. The design was chosen to allow many educators from rural South Georgia to participate in the study. This study's questionnaires were used to gather global trait emotional intelligence and teacher-student relationship quality scores of rural

South Georgia educators to determine correlations. Values from the TEIQue-SF (global trait score and four factor scores: wellbeing, emotionality, self-control, and sociability) and the STRS quality score and subscales (closeness, conflict, and dependency) were analyzed to determine if significant relationships exist. The main pedagogical implication of this study would be that teachers and students could benefit from deeper social emotional understanding and training in order to develop quality interpersonal relationships, create all-inclusive learning environments, and positively influence student achievement.

## Chapter IV

### RESULTS

Chapter 4 includes the purpose of the study, methodology and design, and data collection. The research questions are stated, and the results of the data collection are discussed by research question.

The purpose of this study was to examine the variables of emotional intelligence and components of teacher-student relationship quality of grade 3-12 teachers and the potential impact on student achievement. Emotional Intelligence and Relationship Quality were examined to determine if special education teachers and general education teachers have similar emotional intelligence quotients and relationship quality ratings. Socio-demographic characteristics (classroom setting, teachers' role, years of teaching experience, teachers' gender, and ethnicity) were also analyzed to determine possible influence on emotional intelligence and teacher-student relationship quality.

This quantitative study was conducted using survey research. The design chosen for this project allowed educators from rural Georgia to participate in the study. The emotional intelligence, relationship quality, and GMAS scores of grades 3-12 teachers were compared to determine the level of influence, if any, emotional intelligence, and relationship quality have on student achievement.

### *Data Management*

Data were obtained from Qualtrics™. Three hundred ninety-seven responses were received for both questionnaires. Since there are two questionnaires, the data were prepared and cleaned for analysis separately. Some respondents skipped parts of the questionnaire and some participants completed only one of the two required questionnaires. Incomplete responses were removed from the data set. Data from participants who thoroughly completed both questionnaires, and the requested demographics, were analyzed for this study. Responses for both questionnaires were matched up using emails and, in some cases, first and last name. Achievement scores were obtained from districts via GMAS Class Score Reports and matched up with the TEIQue and STRS questionnaire scores for all 366 participants using an Excel spreadsheet.

### *Research Questions*

The following research questions guided this study:

Research Question One: To what extent does the emotional intelligence of grade 3-12 teachers influence teacher-student relationship quality in rural South Georgia?

Research Question Two: To what extent does the emotional intelligence and relationship quality of grade 3-12 teachers influence student achievement in rural South Georgia?

Research Question Three: To what extent do socio-demographic characteristics, as reported by teachers, influence teacher emotional intelligence?



Research Question Four: To what extent do socio-demographic characteristics, as reported by teachers, influence teacher perceptions of teacher-student relationship quality?

### *Participants*

The TEIQue and STRS questionnaires were sent out to 2,394 grade 3-12 teachers in the rural South Georgia RESA area via email which contained links to both links using the web-based survey software, Qualtrics Research Suite. A total of 397 teachers returned questionnaires. Participants with incomplete questionnaires or blank demographic responses were removed from the analysis. A total of 366 completed surveys were used in the data analysis therefore, the response rate was 15%.

A total of 231 general education teachers, 100 special education teachers, and 35 gifted education teachers participated in the study. Of the respondents, 308 were female, while 58 were male. Among those who completed questionnaires, 218 taught in a general classroom setting, 81 taught in an inclusion classroom setting, 33 taught in a special education resource setting, 28 taught in a gifted resource setting, and 6 taught in a separate school setting, according to a Qualtrics.com report.

Additionally, of the respondents who completed questionnaires, 28 are African American; one is Asian, 330 are Caucasian, two are Hispanic, and four are multi-racial. The levels of experience of the survey participants included: (a) 68 survey participants with 0-5 years of experience, (b) 61 survey participants had 6-10 years of experience, (c) 57 survey participants had 11-15 years of experience, (d) 66 survey participants had 16-20 years of experience, (e) 56 survey participants had 21-25 years of experience, (f) 43

survey participants had 26-30 years of experience, and (g) 15 participants had greater than 30 years of experience. Table 2 shows the participants' demographic data.

Table 2

*Participant Demographic Data*

Demographic Category	Groups	Percentages	<i>N</i>
Gender	Male	15.9%	58
	Female	84.1%	308
Role	General Education	63.1%	231
	Special Education	27.3%	100
	Gifted Education	9.6%	35
Years of experience	0-5 years	19.0%	68
	6-10 years	17.0%	61
	11-15 years	15.0%	57
	16-20 years	18.0%	66
	21-25 years	15.0%	56
	26-30 years	12.0%	43
	31 years or more	0.04%	15
Classroom Setting	General Education	59.6%	218
	Inclusion	22.1%	81
	Special Ed. Resource	9.0%	33
	Gifted Resource	7.7%	28
	Separate School	1.6%	6
Ethnicity	African American	7.7%	28
	American Indian	0%	0
	Asian	0.3%	1
	Caucasian	90.3%	330
	Hispanic	0.6%	2
	Multi-Racial	1.1%	4

*Results for Research Question One*

Research Question One: To what extent does the emotional intelligence of grade 3-12 teachers influence teacher-student relationship quality in rural South Georgia?

The Trait Emotional Intelligence Questionnaire (TEIQue-SF) contained 30 Likert-scale items asking about respondents' Emotional Intelligence in the areas of well-being,

self-control, emotionality, and sociability. When considering all teachers ( $n = 366$ ), gifted education teachers had higher emotional intelligence ( $M = 56.51$ ,  $SD = 1.10$ ) followed by special education teachers ( $M = 54.51$ ,  $SD = 0.47$ ) while general education teachers had the lowest emotional intelligence quotient ( $M = 54.07$ ,  $SD = 0.74$ ). Global EI ranges between 27 and 108. A score below and equal to 47 indicates Below Average Emotional Intelligence, a score more than 47 but less than or equal to 58 indicates Average Emotional Intelligence and a score more than 58 denotes High Emotional Intelligence (Petrides, 2009). According to results, 52.73% of teachers fell within the Average Range of Emotional Intelligence, 34.97% fell within the Above Average Range, and 12.30% fell into the Below Average Range.

The Student Teacher Relationship Scale (STRS) contained 28 Likert-scale items asking respondents about their teacher-student relationship quality in the areas of conflict, closeness, and dependency to determine an overall relationship quality score. According to Pianta (2001), the STRS quality scores range from 28 to 140 and the higher the number the more positive the relationship. A score below and equal to 43 indicates Below Average Relationship Quality, a score more than 43 but less than or equal to 98 indicates Average Positive Relationship Quality, and a score more than 98 denotes High Positive Relationship Quality. When considering all teachers ( $n = 366$ ), special education teachers had average, but more positive relationship quality ( $M = 82.24$ ,  $SD = 0.55$ ) than gifted education teachers ( $M = 81.89$ ,  $SD = 0.74$ ) while general education teachers, although still in the average range had the lowest relationship quality ( $M = 81.81$ ,  $SD = 0.30$ ). Overall, teachers' scores indicated an average positive relationship quality with students. Table 3 shows the number of teacher participants grouped by role with each

group's average emotional intelligence score rating and each group's average relationship quality score rating.

Table 3

*Emotional Intelligence & Student Teacher Relationship Quality*

Measure	N	<u>General Education</u>		N	<u>Special Education</u>		N	<u>Gifted Education</u>	
		Mean	Standard Deviation		Mean	Standard Deviation		Mean	Standard Deviation
Global EI	231	54.51	0.47	100	54.07	0.74	35	56.51	1.10
Relationship Quality	231	81.81	0.30	100	82.24	0.55	35	81.89	0.74

Pearson's Correlation Coefficient is a measurement of association between two variables (EPH, 2008). Global Emotional Intelligence and Relationship Quality ratings for 366 teachers were collected. I found Pearson's rank correlation between the two variables to be -0.14 with a corresponding p-value of 0.009. There was no statistically significant correlation between grade 3-12 teachers' Emotional Intelligence and Relationship Quality for the sample of this study.

*Results for Research Question Two*

Research Question Two: To what extent does the emotional intelligence and relationship quality of grade 3-12 teachers influence student achievement in rural South Georgia?

Emotional Intelligence scores, Teacher Student Relationship Quality scores and GMAS scores for 366 teachers were collected and analyzed.

Pearson's Correlation was calculated between EI and GMAS Reading to be 0.08 with a corresponding p-value of 0.062 and EI and GMAS Math to be 0.06 with a corresponding p-value of 0.141. Results between Emotional Intelligence and student

achievement indicate a negligible correlation for the sample of this study, meaning there is no association between teacher Emotional Intelligence and GMAS Reading or Math scores.

Pearson's Correlation was also calculated to determine association between Teacher Student Relationship Quality scores and GMAS scores. Correlation between Relationship Quality and GMAS Reading was -0.06 with a corresponding p-value of 0.109 and Relationship Quality and GMAS Math was -0.10 with a corresponding p-value of 0.026. Results indicate a negligible correlation for the sample of this study, meaning there is no association between teacher Relationship Quality and GMAS Reading or Math scores.

Multiple regression was calculated to predict GMAS scores from Emotional Intelligence and Teacher Student Relationship Quality. There was linearity as assessed by partial regression plots and residuals. There was independence of residuals, as assessed by a Durbin-Watson statistic of 1.925. There was homoscedasticity, as assessed by visual inspection of a plot studentized residuals versus unstandardized predicted values. There was no evidence of multicollinearity, as assessed by tolerance values greater than 0.1. The assumption of normality was met, as assessed by a Q-Q Plot. A significant regression was not found  $F(2, 363) = 2.061, p < .129$ . The  $R^2$  was .01, indicating that EI and Teacher Relationship Quality explained approximately 1% of the variance in GMAS scores for the sample of this study. Table 4 shows regression results for the variables of emotional intelligence, relationship quality, GMAS scores.

Table 4

*Multiple Regression Results for GMAS scores*

Variable	B	95% CI for B		SE B	$\beta$	$R^2$
		LL	UL			
Model						.01
Constant	543.02	461.74	624.31	41.33		
Global EI	.51	-.11	1.14	.32	.08	
Relationship Quality	-.62	-1.54	.30	.47	-.07	

Note. Model = “Enter” method in SPSS Statistics; *B* = unstandardized regression coefficient; *CI* = confidence interval; *LL* = lower limit; *UL* = upper limit; *SE B* = standard error of the coefficient;  $\beta$  = standardized coefficient;  $R^2$  = *coefficient of determination*

*Results for Research Question Three*

Research Question Three: To what extent do socio-demographic characteristics, as reported by teachers, influence teacher emotional intelligence?

*Teacher Socio-demographics and Trait Emotional Intelligence*

Pearson’s Correlation was calculated to determine the association between Emotional Intelligence and teacher demographics. I found correlation between EI and gender to be .13 with a corresponding p-value of 0.005; EI and role to be .03 with a corresponding p-value of 0.297; EI and setting to be .00 with a corresponding p-value of 0.474; EI and experience to be 0.22 with a corresponding p-value of .000; and EI and ethnicity to be -.12 with a corresponding p-value of 0.010. Results indicate a negligible correlation for the sample of this study, meaning there is no association between Emotional Intelligence and teacher demographics for the sample of this study. Table 5 shows correlation results for emotional intelligence and teacher demographic variables.

Table 5

*Pearson's Correlations for EI and Teacher Demographics*

Variable	n	1	2	3	4	5	6
1. Global EI	366	-					
2. Gender	366	.13	-				
3. Role	366	.03	-.07	-			
4. Setting	366	.00	.00	.61	-		
5. Experience	366	.22	.07	.12	.07	-	
6. Ethnicity	366	-.12	-.10	-.05	-.04	-.06	-

Multiple regression was calculated to predict Emotional Intelligence from teacher demographics. There was linearity as assessed by partial regression plots and residuals. There was independence of residuals, as assessed by a Durbin-Watson statistic of 2.013. There was homoscedasticity, as assessed by visual inspection of a plot studentized residuals versus unstandardized predicted values. There was no evidence of multicollinearity, as assessed by tolerance values greater than 0.1. The assumption of normality was met, as assessed by a Q-Q Plot. A significant regression was not found ( $F(5, 360) = 5.45, p = <.001$ ). The  $R^2$  was .07, indicating that teacher demographics explained approximately 7% of the variance in Emotional Intelligence. Table 6 shows regression results for emotional intelligence and teacher demographic variables.

Table 6

*Multiple Regression Results for EI and Teacher Demographics*

Variable	B	95% CI for B		$\beta$	$R^2$
		LL	UL		
Constant	51.06	45.38	56.73		.07
Gender	2.17	.22	4.12	.11	
Role	.23	-.96	1.41	.02	
Setting	-.21	-1.12	.70	-.03	
Years	.80	.40	1.20	.20	
Ethnicity	-.87	-1.76	.03	-.10	

Note. *B* = unstandardized regression coefficient; *LL* = lower limit; *UL* = upper limit;  $\beta$  = standardized coefficient;  $R^2$  = *coefficient of determination*.

*Teacher Socio-demographics and Emotional Intelligence: Well-being*

Pearson’s Correlation was calculated to determine association between EI factor: Well-being and teacher demographics. I found correlation between Well-being and gender to be .02 with a corresponding p-value of 0.346; Well-being and role to be .13 with a corresponding p-value of 0.008; Well-being and setting to be .10 with a corresponding p-value of 0.030; Well-being and experience to be -.10 with a corresponding p-value of .152; and Well-being and ethnicity to be -.10 with a corresponding p-value of 0.147. Results indicate a negligible correlation for the sample of this study, meaning there is no association between Emotional Intelligence: Well-being and teacher demographics. Table 7 shows correlation results for emotional intelligence component well-being and teacher demographic variables.

Table 7

*Pearson’s Correlations for EI: Well-being and Teacher Demographics*

Variable	N	1	2	3	4	5	6
1. EI: Well-being	366	-					
2. Gender	366	.02	-				
3. Role	366	.13	-.10	-			
4. Setting	366	.10	.00	.61	-		
5. Experience	366	-.10	.10	.12	.07	-	
6. Ethnicity	366	-.10	-.10	-.10	-.04	-.10	-

Multiple regression was calculated to predict Emotional Intelligence: Well-being from teacher demographics. There was linearity as assessed by partial regression plots and residuals. There was independence of residuals, as assessed by a Durbin-Watson statistic of 1.748. There was homoscedasticity, as assessed by visual inspection of a plot studentized residuals versus unstandardized predicted values. There was no evidence of



multicollinearity, as assessed by tolerance values greater than 0.1. The assumption of normality was met, as assessed by a Q-Q Plot. A significant regression was not found  $F(5, 360) = 1.844, p = .104$ ). The  $R^2$  was .03, indicating that teacher demographics explained approximately 3% of the variance in Emotional Intelligence: Well-being. Table 8 shows regression results for emotional intelligence component well-being and teacher demographic variables.

Table 8

*Multiple Regression Results for EI: Well-being and Teacher Demographics*

Variable	B	95% CI for B		B	R <sup>2</sup>
		LL	UL		
Constant	59.46	52.51	66.41		.03
Gender	0.66	-1.74	3.05	0.03	
Role	1.29	-0.16	2.74	0.12	
Setting	0.26	-0.85	1.36	0.03	
Experience	-0.36	-0.85	0.14	-0.08	
Ethnicity	-0.53	-1.63	0.57	-0.05	

Note. *B* = unstandardized regression coefficient; *LL* = lower limit; *UL* = upper limit;  $\beta$  = standardized coefficient;  $R^2$  = coefficient of determination.

*Teacher Socio-demographics and Emotional Intelligence: Self-control*

Pearson's Correlation was calculated to determine the association between EI factor: Self-control and teacher demographics. I found correlation between Self-control and gender to be .05 with a corresponding p-value of 0.157; Self-control and role to be .04 with a corresponding p-value of 0.210; Self-control and setting to be .04 with a corresponding p-value of 0.203; Self-control and experience to be .05 with a corresponding p-value of .200; and Self-control and ethnicity to be -.03 with a corresponding p-value of 0.260. Results indicate a negligible correlation for the sample of this study, meaning there is no association between Emotional Intelligence: Self-control

and teacher demographics. Table 9 shows correlation results for emotional intelligence component self-control and teacher demographic variables.

Table 9

*Pearson's Correlations for EI: Self-control and Teacher Demographics*

Variable	n	1	2	3	4	5	6
1. EI: Self-control	366	-					
2. Gender	366	.05	-				
3. Role	366	.04	-.07	-			
4. Setting	366	.04	.00	.61	-		
5. Experience	366	.05	.07	.12	.07	-	
6. Ethnicity	366	-.03	-.10	-.05	-.04	-.06	-

Multiple regression was calculated to predict Emotional Intelligence: Self-control from teacher demographics. There was linearity as assessed by partial regression plots and residuals. There was independence of residuals, as assessed by a Durbin-Watson statistic of 1.907. There was homoscedasticity, as assessed by visual inspection of a plot studentized residuals versus unstandardized predicted values. There was no evidence of multicollinearity, as assessed by tolerance values greater than 0.1. The assumption of normality was met, as assessed by a Q-Q Plot. A significant regression was not found  $F(5, 360) = .538, p = .747$ ). The  $R^2$  was .01, indicating that teacher demographics explained approximately 1% of the variance in Emotional Intelligence: Self-control. Table 10 shows regression results for emotional intelligence component self-control and teacher demographic variables.

Table 10

*Multiple Regression Results for EI: Self-control and Teacher Demographics*

Variable	<i>B</i>	95% CI for <i>B</i>		$\beta$	$R^2$
		LL	UL		
Constant	46.99	40.05	53.94		.01
Gender	1.13	-1.26	3.52	0.05	
Role	0.28	-1.17	1.72	0.03	
Setting	0.21	-0.90	1.32	0.02	
Experience	0.18	-0.31	0.67	0.04	
Ethnicity	-0.26	-1.36	0.84	-0.03	

Note. *B* = unstandardized regression coefficient; *LL* = lower limit; *UL* = upper limit;  $\beta$  = standardized coefficient;  $R^2$  = coefficient of determination.

*Teacher Socio-demographics and Emotional Intelligence: Emotionality*

Pearson’s Correlation was calculated to determine association between EI factor: Emotionality and teacher demographics. I found correlation between emotionality and gender to be .05 with a corresponding p-value of 0.182; Self-control and role to be .12 with a corresponding p-value of 0.014; Self-control and setting to be .09 with a corresponding p-value of 0.036; Self-control and experience to be .04 with a corresponding p-value of .206; and Self-control and ethnicity to be -.03 with a corresponding p-value of 0.301. Results indicate a negligible correlation for the sample of this study, meaning there is no association between Emotional Intelligence: Emotionality and teacher demographics. Table 11 shows correlation results for emotional intelligence component emotionality and teacher demographic variables.

Table 11

*Pearson's Correlations for EI: Emotionality and Teacher Demographics*

Variable	n	1	2	3	4	5	6
1. EI: Self-control	366	-					
2. Gender	366	.05	-				
3. Role	366	.12	-.07	-			
4. Setting	366	.09	.00	.61	-		
5. Experience	366	.04	.07	.12	.07	-	
6. Ethnicity	366	-.03	-.10	.05	-.04	-.06	-

Multiple regression was calculated to predict Emotional Intelligence: Self-control from teacher demographics. There was linearity as assessed by partial regression plots and residuals. There was independence of residuals, as assessed by a Durbin-Watson statistic of 1.902. There was homoscedasticity, as assessed by visual inspection of a plot studentized residuals versus unstandardized predicted values. There was no evidence of multicollinearity, as assessed by tolerance values greater than 0.1. The assumption of normality was met, as assessed by a Q-Q Plot. A significant regression was not found ( $F(5, 360) = 1.319$   $p = .255$ ). The  $R^2$  was .02, indicating that teacher demographics explained approximately 2% of the variance in Emotional Intelligence: Emotionality. Table 12 shows regression results for emotional intelligence component emotionality and teacher demographic variables.

Table 12

*Multiple Regression Results for EI: Emotionality and Teacher Demographics*

Variable	B	95% CI for B		$\beta$	$R^2$
		LL	UL		
Constant	52.54	46.24	58.84		.02
Gender	1.06	-1.11	3.23	0.051	
Role	0.94	-0.37	2.26	0.094	
Setting	0.26	-0.74	1.27	0.034	
Experience	0.11	-0.34	0.55	0.025	
Ethnicity	-0.14	-1.14	0.86	-0.015	

Note. *B* = unstandardized regression coefficient; *LL* = lower limit; *UL* = upper limit;  $\beta$  = standardized coefficient;  $R^2$  = coefficient of determination.

*Teacher Socio-demographics and Emotional Intelligence: Sociability*

Pearson’s Correlation was calculated to determine association between EI factor: Sociability and teacher demographics. I found correlation between Sociability and gender to be .03 with a corresponding p-value of 0.271; Sociability and role to be .06 with a corresponding p-value of 0.117; Sociability and setting to be .04 with a corresponding p-value of 0.218; Self-control and experience to be .03 with a corresponding p-value of .291; and Self-control and ethnicity to be -.06 with a corresponding p-value of 0.125. Results indicate a negligible correlation for the sample of this study, meaning there is no association between Emotional Intelligence: Sociability and teacher demographics. Table 13 shows correlation results for emotional intelligence component sociability and teacher demographic variables.

Table 13

*Pearson's Correlations for EI: Sociability and Teacher Demographics*

Variable	n	1	2	3	4	5	6
1. EI: Self-control	366	-					
2. Gender	366	.03	-				
3. Role	366	.06	-.07	-			
4. Setting	366	.04	.00	.61	-		
5. Experience	366	.03	.07	.12	.07	-	
6. Ethnicity	366	-.06	-.10	-.05	-.04	-.06	-

Multiple regression was calculated to predict Emotional Intelligence: Sociability from teacher demographics. There was linearity as assessed by partial regression plots and residuals. There was independence of residuals, as assessed by a Durbin-Watson statistic of 1.863. There was homoscedasticity, as assessed by visual inspection of a plot studentized residuals versus unstandardized predicted values. There was no evidence of multicollinearity, as assessed by tolerance values greater than 0.1. The assumption of normality was met, as assessed by a Q-Q Plot. A significant regression was not found ( $F(5, 360) = .607, p = .695$ ). The  $R^2$  was .01, indicating that teacher demographics explained approximately 1% of the variance in Emotional Intelligence: Sociability. Table 14 shows regression results for emotional intelligence component sociability and teacher demographic variables.

Table 14

*Multiple Regression Results for EI: Sociability and Teacher Demographics*

Variable	<i>B</i>	95% CI for <i>B</i>		$\beta$	$R^2$
		LL	UL		
Constant	48.53	41.55	55.50		0.01
Gender	0.68	-1.72	3.08	0.03	
Role	0.65	-0.80	2.10	0.06	
Setting	0.01	-1.10	1.12	0.00	
Experience	0.08	-0.42	0.57	0.02	
Ethnicity	-0.56	-1.67	0.54	-0.05	

Note. *B* = unstandardized regression coefficient; *LL* = lower limit; *UL* = upper limit;  $\beta$  = standardized coefficient;  $R^2$  = coefficient of determination.

*Results for Research Question Four*

Research Question Four: To what extent do socio-demographic characteristics, as reported by teachers, influence teacher perceptions of teacher-student relationship quality?

*Teacher Socio-demographics and Teacher Student Relationship Quality*

Pearson's Correlation was calculated to determine association between Teacher Student Relationship Quality and teacher demographics. I found correlation between relationship quality and gender to be .03 with a corresponding p-value of 0.320; relationship quality and role to be .02 with a corresponding p-value of 0.375; relationship quality and setting to be .01 with a corresponding p-value of 0.420; relationship quality and experience to be -.08 with a corresponding p-value of .056; and relationship quality and ethnicity to be .13 with a corresponding p-value of 0.005. Results indicate a negligible correlation for the sample of this study, meaning there is no association

between Teacher Student Relationship Quality and teacher demographics. Table 15 shows correlation results for relationship quality and teacher demographic variables.

Table 15

*Pearson's Correlations for Relationship Quality and Teacher Demographics*

Variable	n	1	2	3	4	5	6
1. Relationship Quality	366	-					
2. Gender	366	.03	-				
3. Role	366	.02	-.07	-			
4. Setting	366	.01	.00	.61	-		
5. Experience	366	-.08	.07	.12	.07	-	
6. Ethnicity	366	.13	-.10	-.05	-.04	-.06	-

Multiple regression was calculated to predict Teacher Student Relationship Quality from teacher demographics. There was linearity as assessed by partial regression plots and residuals. There was independence of residuals, as assessed by a Durbin-Watson statistic of 1.926. There was homoscedasticity, as assessed by visual inspection of a plot studentized residuals versus unstandardized predicted values. There was no evidence of multicollinearity, as assessed by tolerance values greater than 0.1. The assumption of normality was met, as assessed by a Q-Q Plot. A significant regression was not found  $F(5, 360) = 1.960, p = .084$ ). The  $R^2$  was .03, indicating that teacher demographics explained approximately 3% of the variance in Teacher Student Relationship Quality. Table 16 shows regression results for relationship quality and teacher demographic variables.



Table 16

*Multiple Regression Results for Relationship Quality and Teacher Demographics*

Variable	<i>B</i>	95% CI for <i>B</i>		$\beta$	$R^2$
		LL	UL		
Constant	78.14	74.18	82.10		.03
Gender	0.60	-0.76	1.97	0.05	
Role	0.23	-0.59	1.06	0.04	
Setting	-0.00	-0.64	0.63	-0.00	
Years	-0.22	-0.50	0.06	-0.08	
Ethnicity	0.82	0.19	1.44	0.14	

Note. *B* = unstandardized regression coefficient; *LL* = lower limit; *UL* = upper limit;  $\beta$  = standardized coefficient;  $R^2$  = coefficient of determination.

*Teacher Socio-demographics and Teacher Student Relationship Quality: Conflict*

Pearson's Correlation was calculated to determine association between Teacher Student Relationship Quality: Conflict and teacher demographics. I found correlation between conflict and gender to be -.00 with a corresponding p-value of 0.485; conflict and role to be -.12 with a corresponding p-value of 0.013; conflict and setting to be -.01 with a corresponding p-value of 0.427; conflict and experience to be .06 with a corresponding p-value of .145; and conflict and ethnicity to be .02 with a corresponding p-value of 0.353. Results indicate a negligible correlation for all variables, meaning there is no association between Teacher Student Relationship Quality: Conflict and teacher demographics. Table 17 shows correlation results for relationship quality: conflict and teacher demographic variables.

Table 17

*Pearson's Correlations for Relationship Quality: Conflict and Teacher Demographics*

Variable	n	1	2	3	4	5	6
1. Relationship Quality	366	-					
2. Gender	366	-.00	-				
3. Role	366	-.12	-.07	-			
4. Setting	366	-.01	.00	.61	-		
5. Experience	366	.06	.07	.12	.07	-	
6. Ethnicity	366	.02	-.10	-.05	-.04	-.06	-

Multiple regression was calculated to predict Teacher Student Relationship Quality: Conflict from teacher demographics. There was linearity as assessed by partial regression plots and residuals. There was independence of residuals, as assessed by a Durbin-Watson statistic of 1.863. There was homoscedasticity, as assessed by visual inspection of a plot studentized residuals versus unstandardized predicted values. There was no evidence of multicollinearity, as assessed by tolerance values greater than 0.1. The assumption of normality was met, as assessed by a Q-Q Plot. A significant regression was not found  $F(5, 360) = 1.891, p = .095$ . The  $R^2$  was .03, indicating that teacher demographics explained approximately 3% of the variance in Teacher Student Relationship Quality: Conflict. Table 18 shows regression results for relationship quality: conflict and teacher demographic variables.

Table 18

*Multiple Regression Results for Relationship Quality: Conflict and Demographics*

Variable	<i>B</i>	95% CI for <i>B</i>		$\beta$	$R^2$
		LL	UL		
Constant	33.68	30.35	37.02		.03
Gender	-0.20	-1.35	0.95	-0.018	
Role	-1.00	-1.70	-0.31	-0.189	
Setting	0.42	-0.11	0.95	0.102	
Years	0.17	-0.07	0.41	0.074	
Ethnicity	0.09	-0.44	0.62	0.018	

Note. *B* = unstandardized regression coefficient; *LL* = lower limit; *UL* = upper limit;  $\beta$  = standardized coefficient;  $R^2$  = coefficient of determination.

*Teacher Socio-demographics and Teacher Student Relationship Quality: Closeness*

Pearson's Correlation was calculated to determine association between Teacher Student Relationship Quality: Closeness and teacher demographics. I found correlation between closeness and gender to be .05 with a corresponding p-value of 0.176; closeness and role to be -.04 with a corresponding p-value of 0.217; closeness and setting to be -.11 with a corresponding p-value of 0.018; closeness and experience to be .01 with a corresponding p-value of 0.406; and closeness and ethnicity to be -.03 with a corresponding p-value of 0.299. Results indicate a negligible correlation for all variables, meaning there is no association between Teacher Student Relationship Quality: Closeness and teacher demographics. Table 19 shows correlation results for relationship quality: closeness and teacher demographic variables.

Table 19

*Pearson's Correlations for Relationship Quality: Closeness and Teacher Demographics*

Variable	n	1	2	3	4	5	6
1. Relationship Quality	366	-					
2. Gender	366	.05	-				
3. Role	366	-.04	-.07	-			
4. Setting	366	-.11	.00	.61	-		
5. Experience	366	.01	.07	.12	.07	-	
6. Ethnicity	366	-.03	-.10	-.05	-.04	-.06	-

Multiple regression was calculated to predict Teacher Student Relationship Quality: Closeness from teacher demographics. There was linearity as assessed by partial regression plots and residuals. There was independence of residuals, as assessed by a Durbin-Watson statistic of 1.899. There was homoscedasticity, as assessed by visual inspection of a plot studentized residuals versus unstandardized predicted values. There was no evidence of multicollinearity, as assessed by tolerance values greater than 0.1. The assumption of normality was met, as assessed by a Q-Q Plot. A significant regression was not found  $F(5, 360) = 1.223, p = .298$ . The  $R^2$  was .02, indicating that teacher demographics explained approximately 2% of the variance in Teacher Student Relationship Quality: Closeness. Table 20 shows regression results for relationship quality: closeness and teacher demographic variables.

Table 20

*Multiple Regression Results for Relationship Quality: Closeness and Demographics*

Variable	B	95% CI for B		$\beta$	$R^2$
		LL	UL		
Constant	33.29	29.20	37.38		.02
Gender	0.66	-0.75	2.07	0.05	
Role	0.29	-0.56	1.14	0.05	
Setting	-0.70	-1.35	-0.05	-0.14	
Years	0.03	-0.26	0.32	0.01	
Ethnicity	-0.16	-0.81	0.49	-0.03	

Note. B =

unstandardized regression coefficient; LL = lower limit; UL = upper limit;  $\beta$  = standardized coefficient;  $R^2$  = coefficient of determination.

*Teacher Socio-demographics and Teacher Student Relationship Quality: Dependency*

Pearson's Correlation was calculated to determine association between Teacher Student Relationship Quality: Dependency and teacher demographics. I found correlation between dependency and gender to be .03 with a corresponding p-value of 0.185; dependency and role to be .02 with a corresponding p-value of 0.019; dependency and setting to be .01 with a corresponding p-value of 0.113; dependency and experience to be -.08 with a corresponding p-value of 0.253; and dependency and ethnicity to be .13 with a corresponding p-value of 0.282. Results indicate a negligible correlation for all variables, meaning there is no association between Teacher Student Relationship Quality: Dependency and teacher demographics. Table 21 shows correlation results for relationship quality: dependency and teacher demographics.

Table 21

*Pearson's Correlations for Relationship Quality: Dependency and Demographics*

Variable	n	1	2	3	4	5	6
1. Relationship Quality	366	-					
2. Gender	366	.03	-				
3. Role	366	.02	-.07	-			
4. Setting	366	.01	.00	.61	-		
5. Experience	366	-.08	.07	.12	.07	-	
6. Ethnicity	366	.13	-.10	-.05	-.04	-.06	-

Multiple regression was calculated to predict Teacher Student Relationship Quality: Dependency from teacher demographics. There was linearity as assessed by partial regression plots and residuals. There was independence of residuals, as assessed by a Durbin-Watson statistic of 1.886. There was homoscedasticity, as assessed by visual inspection of a plot studentized residuals versus unstandardized predicted values. There was no evidence of multicollinearity, as assessed by tolerance values greater than 0.1. The assumption of normality was met, as assessed by a Q-Q Plot. A significant regression was not found  $F(5, 360) = 0.585, p = .712$ ). The  $R^2$  was .01, indicating that teacher demographics explained approximately 1% of the variance in Teacher Student Relationship Quality: Dependency.

Table 22 shows regression results for relationship quality: dependency and teacher demographic variables.

Table 22

*Multiple Regression Results for Relationship Quality: Dependency Demographics*

Variable	<i>B</i>	95% CI for <i>B</i>		$\beta$	$R^2$
		LL	UL		
Constant	14.63	12.49	16.77		.01
Gender	0.29	-0.45	1.02	0.04	
Role	-0.11	-0.55	0.34	-0.03	
Setting	0.21	-0.13	0.55	0.08	
Years	0.04	-0.11	0.19	0.03	
Ethnicity	-0.07	-0.41	0.27	-0.02	

Note. *B* = unstandardized regression coefficient; *LL* = lower limit; *UL* = upper limit;  $\beta$  = standardized coefficient;  $R^2$  = coefficient of determination.

*Reliability*

Cronbach's alpha was used to measure the internal consistency reliability of questionnaire/survey items. The test measures the interrelatedness of the items in the instrument. The TEIQue-SF questionnaire was used to measure Trait Emotional Intelligence. The construct consisted of 30 questions concerning self-perceived well-being, self-control, emotionality, and sociability. The scale indicated an acceptable and reliable level of internal consistency, as determined by a Cronbach's alpha of 0.703. The STRS questionnaire was used to measure Teacher-Student Relationship Quality. The construct consisted of 28 questions concerning conflict, closeness, and dependency. The scale indicated an acceptable and reliable level of internal consistency, as determined by a Cronbach's alpha of 0.713.

*Summary*

Results for the sample of this study indicate Trait Emotional Intelligence does not significantly influence Teacher-Student Relationship Quality and is not predicted by teacher socio-demographic variables (gender, teacher role, classroom setting, years of

experience, ethnicity). Results of this sample also indicate no correlation between Trait Emotional Intelligence components (Well-being, Self-control, Emotionality, and Sociability) and teacher socio-demographic variables (gender, teacher role, classroom setting, years of experience, ethnicity).

In addition, results for this sample indicate Teacher-Student Relationship Quality is not predicted by Trait Emotional Intelligence or socio-demographic variables (gender, teacher role, classroom setting, years of experience, ethnicity). Results from this sample also indicate no correlation between Teacher-Student Relationship Quality components (Conflict, Closeness, and Dependency) and socio-demographic variables (gender, teacher role, classroom setting, years of experience, ethnicity).

Finally, results from this study sample indicate teacher Trait Emotional Intelligence and Teacher-Student Relationship Quality do not correlate Reading and Math GMAS scores.



## Chapter V

### SUMMARY AND DISCUSSION

In the state of Georgia, thirteen percent of students are served in special education while five percent of this population are students with emotional, social, or behavioral difficulties that require restrictive educational settings (United States Department of Education, 2022). Students with emotional behavioral difficulties often have deficit interpersonal and intrapersonal abilities (Forness et al., 2012). These deficits typically cause them to struggle to maintain appropriate behavior and quality relationships in the general education setting which lead to services outside of general education (National Association of Special Education Teachers, 2020). Students with relational or behavioral deficits are in greatest need of supportive relationships with caretakers (i.e., teachers), so they can be taught how to regulate their emotions and appropriately communicate with others (Poulou, 2017a). The teacher-student relationship has been found to provide a model for appropriate social interaction (Pianta et al., 2012) and positively impacts the learning environment and academic achievement for all students (Rimm-Kaufman & Sandilos, 2015).

Researchers believe Emotional Intelligence influences a person's ability to form and maintain quality relationships (Maamari & Majdalani, 2019; Petrides et al., 2016). It is also believed that interpersonal relationship quality greatly influences classroom climate and teacher effectiveness (Gill & Sankulkar, 2017; Dwivedi, 2020; Guidry, 2022). The interaction between teachers and students has a direct effect on student

outcomes (Pianta et al., 2012). One relational outcome within the classroom, emotional engagement, is especially influenced by interpersonal relationship quality between students and teachers (James et al., 2012). When students are emotionally engaged, they are more likely to retain and apply what they have learned and are also more likely to stay connected within the classroom climate (James et al., 2012; Opic, 2016).

Relationship quality impacts functioning in the classroom environment and supports overall student success (Alzahrani et al., 2019; Hargreaves, 2017; Maamari & Majdalani, 2019).

While there is considerable research on the topics of emotional intelligence and teacher-student relationship quality as separate concepts, there has not been a study conducted with educators in South Georgia. Therefore, this correlational research aimed to determine if there was a relationship between emotional intelligence and teacher-student relationship quality within this population and whether there was any influence on student achievement.

The purpose of this study was to examine the influence of EI on components of teacher-student relationship quality and student achievement of grade 3-12 teachers. Specific correlations were also examined to determine if there were differences among the variables of teacher role, setting, years of experience, gender, and ethnicity with relation to emotional intelligence and teacher-student relationship quality.

#### *Related Literature*

High emotional intelligence is linked to improved interpersonal abilities (Callea et al., 2019). Individuals who develop proper emotional competences see positive

psychological adjustment and more successful relationship quality with others (Rey et al., 2019; Trigueros et al., 2019).

Emotional intelligence also directly and positively predicts relationship variables, and indirectly predicts greater intrinsic motivation of teachers and students (Brackett et al., 2011). Emotionally intelligent teachers positively impact students' psychological well-being which has been linked to academic success (Dar, 2015). Wang (2023) found teachers' emotional intelligence and relationship quality significantly influenced the quality of teacher-student relationships in a positive way. Additionally, teachers with high emotional intelligence showed greater understanding of their interactions with students and they were especially able to maintain positive relationships with students who experience emotional or behavioral difficulties (Hanna, 2020).

Emotionally intelligent teachers have greater insight for creating inclusive learning environments where positive classroom climate is a critical factor in the behavioral, emotional, and academic success of students (Osterman, 2000). Emotionally competent teachers' model and support appropriate interpersonal relationship skills and provide opportunities for students to improve social and emotional abilities; attitudes about themselves and others; classroom behavior; and academic achievement (Durlak et al., 2011; Vargas-Madriz & Konishi, 2021). Additionally, student achievement is influenced by teacher emotional intelligence as it mediates classroom climate and school culture (Alam & Ahmad, 2018).

Furthermore, healthy teacher-student relationship quality and classroom climate within the learning environment heavily influence students' feeling of belonging (Osterman, 2000). Previous studies have found that a positive and close teacher-student

relationship may increase enjoyment in learning and social adjustment, leading to higher satisfaction of psychological needs and increased peer relationships at school, as well as decreased levels of academic stress in students (Bakadorova & Raufelder, 2018; Clem et al., 2020; Dong et al., 2021; Lan & Moscardino, 2019; Romano et al., 2020;). High quality teacher-student relationships contribute to students' cognitive skills and are associated with improvements in student academic engagement, attendance, grades, disruptive behaviors, suspensions, and lower school dropout rates (Ly et al., 2012; Sparks, 2019). In addition, the teacher-student relationship has been shown to impact academic performance (Hajovsky et al., 2020; Hughes et al., 2012; Ly et al., 2012; Roorda et al., 2011). Roorda et al. (2011) examined associations between teacher-student relationships, student engagement, and student achievement. Through their meta-analysis of 99 studies, positive associations were found between teacher-student relationships in the higher grades and student achievement and negative relationships between student achievement and teacher-student relationships in the lower grades. Another example, Hughes et al.'s (2012) longitudinal study examined teacher-student relational factors on student reading and math achievement. Researchers found that relational factors between teachers and students impacted math achievement. In addition, Ly et al. (2012) examined the cross-sectional relations between teacher-student relationship quality and math and reading achievement. Results indicated that teacher-rated relationship quality was positively associated with reading achievement in the area of warmth and negatively associated with math achievement in the area of conflict. Finally, Hajovsky et al. (2020) also examined teacher-student relationship quality and

student math achievement. Results were consistent with prior studies where relational factors influenced student math achievement.

Much of the literature on teacher-student relationship quality points to positive associations between emotional intelligence and teacher-student relationship quality. Even though high quality relationships between teachers and students have positive implications for both students' academic and social development, the teacher-student relationship alone will not produce gains in achievement (Rimm-Kaufman & Sandilos, 2015).

### *Overview of the Study*

This descriptive survey research examined the emotional intelligence and teacher-student relationship quality of grade 3-12 teachers and the impact of these two concepts on student achievement. The convenience sampling method and design allowed access to all teachers through email in the rural South Georgia district.

The study's target population was South Georgia grade 3-12 teachers who work in a South Georgia rural RESA district. Convenience sampling was used to select the participants for the study. All certified grade 3-5 elementary, 6-8 middle, and 9-12 high school teachers in the rural RESA district were sent questionnaires.

The research sample included 2,394 teachers. Of those who initially responded, there were a total of 366 participants. A total of 231 general education teachers, 100 special education teachers, and 35 gifted education teachers participated in this study. Of the respondents, 308 were female, while 58 were male. Among those who completed questionnaires, 218 taught in a general classroom setting, 81 taught in an inclusion classroom setting, 33 taught in a special education resource setting, 28 taught in a gifted

resource setting, and 6 taught in a separate school setting, according to a Qualtrics.com report. Additionally, of the respondents who completed questionnaires, 28 are African American; one is Asian, 330 are Caucasian, two are Hispanic, and four are multi-racial.

The levels of experience of the survey participants included: (a) 68 survey participants with 0-5 years of experience, (b) 61 survey participants had 6-10 years of experience, (c) 57 survey participants had 11-15 years of experience, (d) 66 survey participants had 16-20 years of experience, (e) 56 survey participants had 21-25 years of experience, (f) 43 survey participants had 26-30 years of experience, and (g) 15 participants had greater than 30 years of experience.

The Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF), developed by Dr. K.V. Petrides (2009), was used to collect the Global Emotional Intelligence scores of South Georgia teachers. Respondents answered 30 items in the areas of well-being, self-control, emotionality, and sociability to calculate the respondents' overall Global Trait Emotional Intelligence score.

The Student Teacher Relationship Scale (STRS), by Dr. Robert C. Pianta (1999), was used to assess teachers' perception of relationship quality with students. Respondents answered 28 items in the areas conflict, closeness, and dependency to calculate the respondents' overall relationship quality score.

Descriptive as well as inferential statistics were used to examine quantitative data for significant correlations between variables. Pearson's Rank correlation was used to assess the relationship between teacher emotional intelligence scores, teacher relationship quality ratings, and GMAS scores. Multiple Regression was performed to identify any differences in each of the subscales and socio-demographic of participants.

### *Summary of Findings*

*Research Question One: To what extent does the emotional intelligence of grade 3-12 teachers influence teacher-student relationship quality in rural South Georgia?*

Grade 3-12 teacher participants scored in the average range of emotional intelligence with overall mean scores between 54 and 56. Teacher relationship quality average scores were also in the average range with the majority of teachers scoring between 81 and 82.

Pearson's rank correlation was used to determine whether emotional intelligence influenced the teacher-student relationship quality of grade 3-12 teachers. Results indicated no statistically significant correlation between grade 3-12 teachers' emotional intelligence and relationship quality for the sample of this study.

*Research Question Two: To what extent does the emotional intelligence and relationship quality of grade 3-12 teachers influence student achievement in rural South Georgia?*

Teachers' emotional intelligence and relationship quality were analyzed to see if EI or relationship quality predicted reading and math GMAS scores.

Pearson's Correlation was calculated to determine whether teacher emotional intelligence influenced grade 3-12 student achievement. Teacher emotional intelligence scores and student GMAS Reading and Math scores were analyzed.

Pearson's Correlation was also calculated to determine association between Teacher Student Relationship Quality scores and GMAS Reading and Math scores. Results indicate a negligible correlation for the sample of this study, meaning there is no association between teacher Relationship Quality and GMAS Reading or Math scores.

Multiple regression was calculated to predict GMAS scores from Emotional Intelligence and Teacher Student Relationship Quality. A significant regression was not found, and EI and Teacher Relationship Quality only explained approximately 1% of the variance in GMAS scores for the sample of this study.

*Research Question Three: To what extent do socio-demographic characteristics, as reported by teachers, influence teacher emotional intelligence?*

Teachers' socio-demographic characteristics were analyzed to determine potential influence on teacher emotional intelligence and the emotional intelligence factors: well-being, self-control, emotionality, and sociability.

Multiple regression was calculated to predict teacher emotional intelligence from teacher socio-demographics. Teacher gender, teacher role, classroom setting, years of experience, and ethnicity did not predict Trait Emotional Intelligence components (Well-being, Self-control, Emotionality, and Sociability).

The results revealed teacher socio-demographics: role, gender, setting, experience, and ethnicity did not influence emotional intelligence or emotional intelligence factors for this study sample.

*Research Question Four: To what extent do socio-demographic characteristics, as reported by teachers, influence teacher perceptions of teacher-student relationship quality?*

Teachers' socio-demographic characteristics were analyzed to determine potential influence on teacher relationship quality and the relationship components: conflict, closeness, and dependency. Multiple regression was calculated to predict teacher-student relationship quality from teacher socio-demographics. Teacher gender, teacher role,



classroom setting, years of experience, and ethnicity did not predict Teacher-Student Relationship Quality components (Conflict, Closeness, and Dependency).

The results revealed teacher socio-demographics: role, gender, setting, experience, and ethnicity did not influence teacher-student relationship quality or relationship components. Although socio-demographic variables such as gender, teaching experience, and academic career influence teachers' emotional intelligence and student relationship quality (Valente, 2019) those variables did not influence the results of this study sample.

### *Discussion*

Studies on the influence of emotional intelligence and teacher-student relationship quality on academic achievement have yielded mixed results. Although research supports the idea that emotional intelligence predicts positive interpersonal relationships (Brackett et al., 2011; Cabello, et al., 2016; Callea et al., 2019; O'Shea, 2019), it is not clear whether teacher emotional intelligence and relationship quality influence student achievement.

Emotional intelligence has been found to positively influence teacher self-efficacy, social success of students, and student achievement (Alzahrani et al., 2019; Beggs & Olson, 2020; D'Amico, 2018; Mérida-López et al., 2019; Mérida-López & Extremera, 2017) within the learning environment. More specifically, high emotional intelligence predicted positive teacher-student interactions, relationships, and student achievement (Dolev & Leshem, 2016; Friedman, 2014; Salavera et al., 2020; Wang et al., 2023).

Although mostly positive linkage between emotional intelligence and relationship quality was found during the review of literature, there have been studies whose results did not show positive associations between teacher emotional intelligence, relationship quality, and academic achievement. Considering students' interpersonal relationships in general, Yu et al.'s (2023) study compared how the three closest types of personal relationships among students compared with their academic performance. The student-parent, teacher-student, and student-peer relationships were investigated. Researchers found that the quality of personal relationships significantly and positively correlates with academic performance, however the quality of student-peer relationships was associated with academic achievement. Additional studies focused on student relationships with parents, teachers, and peers but found no significant correlation between those relationships and academic achievement (Chen, 2008; Barile et al., 2012; Hajovskya et al., 2017; Nokali et al., 2010). For example, Chen (2008) found perceived relationship support had no significant direct or indirect correlation with student achievement when looking at all grade levels. Nokali et al. (2010)'s study examined teacher-student relationships influence on problematic behaviors, social skills, and academic achievement. Researchers found supportive teacher-student relationships influenced declines in problem behaviors and improvements in social skills but did not influence changes in achievement. Another example was Yasmeeem et al.'s (2023) study which investigated the moderating role of teacher-student relationship and emotional intelligence on student academic achievement. Results indicated emotional intelligence and teacher-student relationship quality did not directly influence the academic performance of students.

Considering the concepts of emotional intelligence and relationship quality as complex there could be multi-dimensional factors to consider when assessing their influence on student achievement. It is possible for multiple relational factors to influence achievement outcomes directly and indirectly. For example, Merida-Lopez & Extremera (2017) found that student achievement was influenced through the indirect effect of teacher work engagement with positive associations between teacher EI and work engagement and positive associations between teacher work engagement and student achievement (Basikin, 2007; Addimando, 2019). Ultimately, teachers with high emotional intelligence and high self-efficacy impact student academic achievement more than teachers with low emotional intelligence and low self-efficacy. Holzberger et al.'s (2019) study that examined teacher profiles with relation to student development and achievement. Results revealed a variety of factors within the teacher profile that influenced students' development and teachers' perception of connectedness (i.e. relationship quality) with students was not enough on its own to impact student achievement scores. Bean's (2020) study examined teachers' EI and relationship quality with students. Results indicated positive correlations between teachers' emotional intelligence and relationship quality with students, but similar to this study's findings student achievement was not influenced positively or negatively by emotional intelligence or relationship quality.

Poor relationship quality also impacts students' academic achievement. For example, Hajovsky et al. (2017) found that teacher-student conflict had a statistically significant effect on student math performance, when students experienced poor conflictual relationships with teachers, achievement scores decreased. Perhaps, the

relationship quality of teachers for this study may not be high enough or even low enough to impact student achievement positively or negatively. Results of this study did not align with the well-established link between emotional intelligence and teacher-student relationship quality studies that predominately support positive associations between emotional intelligence and relationship quality (Chamizo-Nieto et al., 2021; Poulou, 2017b). For the sample of this study, 35% of teacher respondents rated themselves in the Above Average Range of emotional intelligence (high emotional intelligence). Of this 35%, respondents rated themselves as having positive relationship quality with their students. However, the results of this study sample indicated no evidence of association despite high emotional intelligence and positive relationship quality. Perhaps the self-reported relationship quality was biased. The self-perceptions of teachers could have caused them to rate themselves as having better relationship quality with students than they actually have. Studies supporting positive correlations with teacher-student relationship quality were longitudinal (Hajovskya et al., 2017; Hughes et al., 2012; Quin, 2017). Perhaps if this study were a longitudinal study, positive correlations between teacher-student relationship quality and student achievement could be found with data collected over a period of time.

The connection between personal relationships and academic achievement remains unclear and more research is needed to reach a definitive conclusion. The concept of emotional intelligence is complex (Salovey & Mayer, 1990; Petrides & Furnham, 2001; Bar-On, 2013), and the concept of interpersonal relationship quality is also complex (Pianta et al., 2012). Student success is contingent upon teacher-student relationships, motivation, and social-emotional components of the learning process

(Reyes et al., 2012). Considering the factors that could possibly influence student achievement would be endless, therefore positive teacher-student relationship quality alone may not be enough to influence students' academic achievement (Barile et al., 2012).

### *Limitations*

The current study has limitations. First, convenience sampling was used to recruit potential participants. The study was limited to one rural RESA district in South Georgia. The site location was chosen based on the proximity of the researcher availability of academic data. Due to the limited sample, results and outcomes cannot be generalized. The response rate was adequate; however, a greater sample should be considered for future research.

Throughout the literature, the Trait Model of EI and the Ability Model of EI were used to assess teacher emotional intelligence, and there were studies that the model of EI used was not mentioned. Therefore, a limitation of this study could have been that teachers were assessed using the Trait Model of Emotional Intelligence which is a construct of emotion-related dispositions and self-perceptions as they pertain to emotional experiences (Petrides et al., 2007b; Petrides, Frederickson, & Furnham, 2004). As opposed to the Ability Model of Emotional Intelligence which is a set of mental abilities where emotions contribute to logical thought and general intelligence through performance tests (Mayer et al., 2000).

Another limitation of this study was the use of perception data. Since the instruments were self-reporting, there is no guarantee that response bias was not created by the participants responses based on perceived social acceptability. In addition,

teachers were asked to reflect on teacher-student relationships and experiences with students who exhibited emotional behavioral issues. This could have narrowed their responses to reflect experiences with a small number of students.

Finally, this study included a student achievement score component which limited data collection to grade 3-12 teachers with reading or math GMAS scores for the 2022-2023 school year. Due to limitations, this information is not generalizable to the general population.

### *Implications*

The purpose of this study was to examine the influence of EI on components of teacher-student relationship quality and student achievement of grade 3-12 teachers. Implications for future practice resulted from an analysis of the findings and conclusion of the study.

Educational leaders across the country have charged principals and teachers with the difficult task of increasing student engagement (decrease dropout rates) and improving student achievement all while dealing with diverse populations of students. A study by the Economic Policy Institute lists school climate as a key determinant for teacher attrition. Sixty percent of teachers stated they received little to no relational support from their district in the areas of teacher-student relationships, teacher-teacher relationships, classroom climate, teacher efficacy, and student achievement (Garcia & Weiss, 2020). Although results of this study did not yield correlations between EI, teacher-student relationship quality, and student achievement, researchers have found close teacher-student relationships support children's social collaborations and academic success (Allen, et al., 2014; Alzahrani et al., 2019; Brock & Curby, 2014). Teachers

would benefit from training to regulate their emotions and contend with behavioral needs of their students. Dolev and Leshem (2016) confirmed that emotional intelligence training, had a positive impact on teacher's practice, their interactions within the learning environment, and relationships with students. Findings also suggest the value of assessing students' perceptions of their relationships with their teachers when students experience academic problems. Although a lack of student motivation is frequently thought to underlie poor academic performance, rarely are the potential contributors to poor motivation assessed. Improving emotional intelligence and broadening understanding of quality relationships with students could help teachers become more successful at supporting all students, especially those with emotional behavioral needs. With this new understanding and support, schools could decrease the number of students served outside of the general education setting, improve social interactions, and increase student achievement.

#### *Recommendations for Further Research*

As Emotional Intelligence and Teacher-Student Relationship Quality are somewhat a recent phenomenon, the concepts should be expanded upon to draw relevant conclusions. Further research is recommended on the topics of Emotional Intelligence, teacher-student relationship quality and their influence on the classroom climate and student achievement. This study should be expanded to include other RESA districts in Georgia, as well as other states. A larger population could yield a greater study sample with diverse data to allow for more generalizable results.

Another consideration for future research is to collect students' perceived relationship quality with their teachers. Studies support the idea that students who have

quality relationships with teachers attain higher achievement compared to students who have conflictual relationships with teachers (Rimm-Kaufman & Sandilos, 2015), therefore collecting students' relationship quality scores would offer a deeper understanding of the teacher-student relationship dynamic and its influence on achievement scores. Collecting students' perceived relationship quality would give teachers a better understanding of their connection with students. Also, comparing student perceptions to teacher perceptions would potentially mitigate teacher self-report bias. This information could make teachers aware of personal strengths and improvement areas within the teacher-student relationship. Future research should focus on longitudinal studies to measure the impact of teacher emotional intelligence on student relationship quality and student achievement over longer periods of time. In addition, experimental research could include a teacher training component where a pre-test and post-test is implemented. As emotional intelligence and interpersonal relationships are psychological constructs, it may take a deeper investigation over a longer period of time to see the influence on students' academic achievement.

A change in research methodology should also be consideration. A mixed-methods study could collect multiple forms of data drawing on all possibilities while looking into the teacher-student relationship quality component. Interviewing teachers and students would provide researchers with a deeper understanding of how the teacher-student relationship is shaped and influenced in each of the three areas (conflict, closeness, and dependency). Understanding those components more thoroughly could provide researchers, educators, and policy leaders with valuable information for



professional learning opportunities and coaching to ultimately support the whole child and classroom environment.

### *Conclusion*

There is a considerable amount of literature supporting the influence of emotional intelligence on an individual's interpersonal and intrapersonal abilities (Bar-On, 2013; Gardner, 1983; Goleman, 1995; Mayer et al., 2004). Studies have shown the benefits of positive relationships in the areas of emotional intelligence (Wang et al., 2022) which suggests a correlation between relationship quality and emotional intelligence. A person's emotional intelligence has a direct impact on how they interact with others, handle stress, cope with conflict, and react to positive and negative consequences associated with life (Prouma, 2014). Teacher emotional intelligence has been linked to aspects of the learning environment such as, classroom climate, student and teacher social behaviors, effective teaching (Dolev & Leshem, 2016; Maamari & Majdalani, 2019) and classroom conflict management (Valente, 2019). Although most of the literature on teacher emotional intelligence investigated the social emotional aspect of teachers and relational aspects of the learning environment, emotional intelligence has also been associated with academic performance (Beggs & Olson, 2020; Bregman, 2018; Rimm-Kaufman & Sandilos, 2015; Teng et al., 2018; Soe, 2020).

The amount of research on teacher-student relationship quality and its influence on student outcomes is significant. Teachers greatly influence the learning environment through social interaction and instruction (Gregory et al., 2015; Merritt, 2018). Therefore, the teacher-student relationship has been found to positively influence behavioral, cognitive, and emotional engagement (Gregory et al., 2015) and positively

predict student outcomes (Lee, 2012; Longobardi et al., 2018; Wang, 2023; Wang & Degol, 2016). There have been mixed results on the influence of teacher-student relationship quality on student achievement. Several studies found a direct positive influence on academics (Hughes et al., 2012; Kane, 2017; Lee, 2012; Ly et al., 2012; Roorda et al., 2011; Wang, 2022) stating that through direct or indirect means teacher-student relationship quality influenced students' academic achievement. In contrast, much like the results of this study, there were studies that found no correlation between teacher-student relationship quality and academic achievement (Bean, 2020; Hajovskya et al., 2017; Hajovsky et al., 2020; Yu et al., 2023).

For the sample of the present study, regression results revealed teacher socio-demographic characteristics did not predict the variables of emotional intelligence or relationship quality. Significant associations between teacher emotional intelligence and teacher-student relationship quality were also not found for grade 3-12 teachers. These results contradict the overwhelming amount of positive associations between the two variables found in the literature. In addition, teacher emotional intelligence and teacher-student relationship quality did not predict students' academic achievement. This result was expected due to the mixed results found on emotional intelligence and relationship quality's influence on academics.

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## APPENDIX A

### The Trait Emotional Intelligence Questionnaire-Short Form

## Appendix A:

### The Trait Emotional Intelligence Questionnaire-Short Form

#### TEIQue-SF

*Instructions:* Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from ‘Completely Disagree’ (number 1) to ‘Completely Agree’ (number 7).

	1	2	3	4	5	6	7
Completely Disagree							Completely Agree
1. Expressing my emotions with words is not a problem for me.	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person’s viewpoint.	1	2	3	4	5	6	7
3. On the whole, I’m a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
5. I generally don’t find life enjoyable.	1	2	3	4	5	6	7
6. I can deal effectively with people.	1	2	3	4	5	6	7
7. I tend to change my mind frequently.	1	2	3	4	5	6	7
8. Many times, I can’t figure out what emotion I’m feeling.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
10. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
11. I’m usually able to influence the way other people feel.	1	2	3	4	5	6	7
12. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
13. Those close to me often complain that I don’t treat them right.	1	2	3	4	5	6	7
14. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
15. On the whole, I’m able to deal with stress.	1	2	3	4	5	6	7
16. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
17. I’m normally able to “get into someone’s shoes” and experience their emotions.	1	2	3	4	5	6	7
18. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
19. I’m usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
20. On the whole, I’m pleased with my life.	1	2	3	4	5	6	7
21. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
23. I often pause and think about my feelings.	1	2	3	4	5	6	7
24. I believe I’m full of personal strengths.	1	2	3	4	5	6	7
25. I tend to “back down” even if I know I’m right.	1	2	3	4	5	6	7
26. I don’t seem to have any power at all over other people’s feelings.	1	2	3	4	5	6	7
27. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
28. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
29. Generally, I’m able to adapt to new environments.	1	2	3	4	5	6	7
30. Others admire me for being relaxed.	1	2	3	4	5	6	7

APPENDIX B

The Teacher-Student Relationship Scale Original Form

## Appendix B:

### The Teacher-Student Relationship Scale Original Form



Teacher's name \_\_\_\_\_ Gender: M F Ethnicity \_\_\_\_\_ Date   /  /  

Child's name \_\_\_\_\_ Grade \_\_\_\_\_ Gender: M F Ethnicity \_\_\_\_\_ Age \_\_\_\_\_

Please reflect on the degree to which each of the following statements currently applies to your relationship with this child. Using the point scale below, CIRCLE the appropriate number for each item. If you need to change your answer, DO NOT ERASE! Make an X through the incorrect answer and circle the correct answer.

	<b>1</b> Definitely does not apply	<b>2</b> Does not really apply	<b>3</b> Neutral, not sure	<b>4</b> Applies somewhat	<b>5</b> Definitely applies
1. I share an affectionate, warm relationship with this child.	2	3	4	5	
2. This child and I always seem to be struggling with each other.	2	3	4	5	
3. If upset, this child will seek comfort from me.	2	3	4	5	
4. This child is uncomfortable with physical affection or touch from me.	2	3	4	5	
5. This child values his/her relationship with me.	2	3	4	5	
6. This child appears hurt or embarrassed when I correct him/her.	2	3	4	5	
7. When I praise this child, he/she beams with pride.	2	3	4	5	
8. This child reacts strongly to separation from me.	2	3	4	5	
9. This child spontaneously shares information about himself/herself.	2	3	4	5	
10. This child is overly dependent on me.	2	3	4	5	
11. This child easily becomes angry with me.	2	3	4	5	
12. This child tries to please me.	2	3	4	5	
13. This child feels that I treat him/her unfairly.	2	3	4	5	
14. This child asks for my help when he/she really does not need help.	2	3	4	5	
15. It is easy to be in tune with what this child is feeling.	2	3	4	5	
16. This child sees me as a source of punishment and criticism.	2	3	4	5	
17. This child expresses hurt or jealousy when I spend time with other children.	2	3	4	5	
18. This child remains angry or is resistant after being disciplined.	2	3	4	5	
19. When this child is misbehaving, he/she responds well to my look or tone of voice.	2	3	4	5	
20. Dealing with this child drains my energy.	2	3	4	5	
21. I've noticed this child copying my behavior or ways of doing things.	2	3	4	5	
22. When this child is in a bad mood, I know we're in for a long and difficult day.	2	3	4	5	
23. This child's feelings toward me can be unpredictable or can change suddenly.	2	3	4	5	
24. Despite my best efforts, I'm uncomfortable with how this child and I get along.	2	3	4	5	
25. This child whines or cries when he/she wants something from me.	2	3	4	5	
26. This child is sneaky or manipulative with me.	2	3	4	5	
27. This child openly shares his/her feelings and experiences with me.	2	3	4	5	
28. My interactions with this child make me feel effective and confident.	2	3	4	5	



## APPENDIX C

### The Trait Emotional Intelligence Questionnaire-Short Form Permission

## Appendix C :

### The Trait Emotional Intelligence Questionnaire-Short Form Permission

[https://www.instagram.com/teique\\_com](https://www.instagram.com/teique_com)

.....  
This message may contain confidential information. Please do not disclose, copy or distribute information in this e-mail. To do so is strictly prohibited and may be unlawful. If you are not the intended recipient, please inform the sender that you have received the message in error before deleting it. Thank you for your understanding.

Begin forwarded message:

**From:** Haley Livingston <[hivingston@okhlc.org](mailto:hivingston@okhlc.org)>  
**Subject:** Fwd: TEIQue Short Form Personal/Counselling  
**Date:** 31 March 2022, 17:27:06 GMT+1  
**To:** [support@teique.com](mailto:support@teique.com)  
**Cc:** Haley Livingston <[hivingston831@gmail.com](mailto:hivingston831@gmail.com)>

Hi Mr. Koryagin,  
I am a graduate student working through the doctoral program at Valdosta State University in Georgia. I intend to research the correlation between Emotional Intelligence and Teacher-Student Relationship quality...to determine IF there is a relationship between the two at all.  
My focus is on K-8 teachers (all certification types) who work with students with emotional behavioral difficulties.

I am requesting permission to use the TEIQue form "as is" without modification, but also have guidance with scoring.  
Would you be able to grant me consent for use and also provide me with any criteria you would need to help offset cost?

Thank you so much for your time!

----- Forwarded message -----  
From: **Haley Livingston** <[hivingston831@gmail.com](mailto:hivingston831@gmail.com)>  
Date: Thu, Feb 10, 2022 at 12:51 PM  
Subject: Fwd: TEIQue Short Form Personal/Counselling  
To: <[hivingston@okhlc.org](mailto:hivingston@okhlc.org)>

----- Forwarded message -----  
From: **support@teique.com** <[support@teique.com](mailto:support@teique.com)>  
Date: Wed, Feb 9, 2022 at 10:30 AM  
Subject: TEIQue Short Form Personal/Counselling  
To: <[hivingston831@gmail.com](mailto:hivingston831@gmail.com)>

Dear Haley

I hope you're well.

You've recently requested access to the TEIQue Short Form Personal/Counselling. If you go into a little more detail regarding your research I might be able to provide you with a discount. Otherwise you may follow the link below.

TEIQue Short Form Personal/Counselling  
[https://teique.com/sell\\_product/index?id=1679091c5a880faf6fb5e6087eb1b2dc](https://teique.com/sell_product/index?id=1679091c5a880faf6fb5e6087eb1b2dc)

Kind regards,

Oscar Koryagin

London Psychometric Laboratory Ltd.

<https://www.psychometriclab.com>

<https://www.teique.com>

<https://www.traitem.com>

<https://www.facebook.com/traitemotionalintelligence>

[https://www.instagram.com/teique\\_com](https://www.instagram.com/teique_com)

\*\*\*\*\*  
\*

This message may contain confidential information. Please do not disclose, copy or distribute information in this e-mail. To do so is strictly prohibited and may be unlawful. If you are not the intended recipient, please inform the sender that you have received the message in error before deleting it. Thank you for your understanding.

--  
**Haley Livingston, Ed. S.**  
Director, Harrell Learning Center  
Email: [hlivingston@okhlc.org](mailto:hlivingston@okhlc.org)  
Front Office Phone: 912.285.6191  
Office Phone: 912.338.5996  
Fax: 912.287.6652

*"Breathe positivity and confidence into your children, fill their hearts with love, acceptance, and understanding"*

**Confidentiality Statement:** The information and any attachments in this Email are proprietary and strictly confidential. It is intended solely for the use of the individual or entity named above. If the reader of this message is not the intended recipient or agent, you are hereby notified that any disclosure, copying, distributing, or taking of any action based on the contents is strictly prohibited and protected by the law governing records confidentiality.

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**From:** admin@teique.com  
**Sent:** Friday, April 1, 2022 6:11 AM  
**To:** hlivingston@okhlc.org  
**Subject:** RE: TEIQue Short Form Personal/Counselling

Dear Ms Livingston

Thank you for your email. You do not need special permission to use any TEIQue form in academic research, provided it is strictly for non-commercial purposes and no individualized feedback is given to respondents. Please also see our FAQ at <http://psychometriclab.com/faq/>. In particular, note that we do not provide free access to norms or feedback reports. We encourage a donation of £49.99 for the TEIQue and £29.99 for the TEIQue-SF. The donation button is labelled "Support" on the landing page at [www.psychometriclab.com](http://www.psychometriclab.com).

You can download the various TEIQue forms (including translations and adaptations) from the same website, which also incorporates an automated on-line scoring system for the TEIQue and TEIQue-SF. The scoring key for the full form of the TEIQue is not publicly available due to various licensing agreements in place. The scoring key for the TEIQue-SF and TEIQue-ASF is exactly the same and both forms can be scored via the online scoring engine that is available on the website ([www.psychometriclab.com](http://www.psychometriclab.com)). You can also download this scoring key from <http://psychometriclab.com/scoring-the-teique/>

Please note that the forms are to be used exclusively for academic or medical research purposes. Further note that we cannot provide additional support beyond what is already on the website although you can join us in one of our Social Media below.

We hope this helps and wish you good luck with your research.

The TEIQue Team

-----  
<https://www.psychometriclab.com>

<https://www.linkedin.com/in/kvpetrides>

<https://www.ucl.ac.uk/pals/people/kv-petrides>

<https://www.teique.com>

<https://www.traitei.com>

<https://www.facebook.com/traitemotionalintelligence>

APPENDIX D:  
The TEIQue-SF Online Qualtrics Questionnaire Link

Appendix D:  
The TEIQue-SF Online Qualtrics Questionnaire Link

Link 1: [https://valdosta.co1.qualtrics.com/jfe/form/SV\\_ebqBucOBsHsND5I](https://valdosta.co1.qualtrics.com/jfe/form/SV_ebqBucOBsHsND5I)

APPENDIX E:

The Teacher-student Relationship Scale Permission to Use & Revise

Appendix E:

The Teacher-student Relationship Scale Permission to Use & Revise

Thu, Mar 24, 12:54 PM (22 hours ago)

**Haley Livingston** <hlivingston@okhlc.org>

Good afternoon Dr. Pianta,

I am reaching out to you for permission to use your Student Teacher Relationship Scale & scoring for my dissertation. If granted permission, I would also like to request a modification similar to the short form version on your website where the phrases "this student" were changed to "the children".

I am researching whether there is a correlation between teacher Emotional Intelligence and teacher student relationship quality, so I would like the wording to trigger the participant to think about more than one student.

I very much appreciate your consideration for permission!

Thank you for your time,

**Haley Livingston, Ed. S.**

Thu, Mar 24, 3:56 PM (19 hours ago)

**Pianta, Robert C (rcp4p)** <rcp4p@virginia.edu>

Haley

Thanks for reaching out and for your interest in this topic. You have my permission to use the STRS in your research and to make the adaptation noted below.

Best wishes

bob

**Robert C. Pianta, Ph.D.**

*Batten Bicentennial Professor of Early Childhood Education*

*Dean, School of Education and Human Development*

**E** pianta@virginia.edu

**P** 434.243.5481

**University of Virginia** | School of Education and Human Development

Bavaro Hall, 131

417 Emmet Street South | P.O. Box 400260 | Charlottesville, VA 22904



APPENDIX F:

The STRS Revised Online Qualtrics Questionnaire Link

Appendix F:

The STRS Revised Online Qualtrics Questionnaire Link

Link 2: [https://valdosta.co1.qualtrics.com/jfe/form/SV\\_0jtYMyLvT1iC6xM](https://valdosta.co1.qualtrics.com/jfe/form/SV_0jtYMyLvT1iC6xM)

APPENDIX G:

RESA Director Approval Letter

## Appendix G:

### RESA Director Approval Letter

Haley Dowling Livingston  
Valdosta State University Doctoral Student  
hmdowling@valdosta.edu  
912.550.7477

October 4, 2023

Dr. Greg Jacobs  
South Georgia RESA  
1450 N. Augusta Avenue  
Waycross, GA. 31503

RE: Permission to contact Board of Control members; survey teachers & collect achievement data

Dear Dr. Jacobs,

I am currently working on my dissertation entitled *The Impact of Teacher Emotional Intelligence and Teacher-Student Relationship Quality on Student Achievement in Rural South Georgia*. The purpose of my study is to examine emotional intelligence and teacher-student relationship of grade 3-12 teachers to determine if there is any correlation to GMAS achievement level scores from the 2022-2023 school year. I have obtained permission for use of the following:

1. The Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF) developed by Dr. K.V. Petrides and Dr. Adrian Furnham (2006)
2. The Student Teacher Relationship Scale (STRS) developed by Pianta and Nimetz (1991)

I am writing to obtain permission to communicate with Board of Control members in the South Georgia RESA district for permission to survey teachers and to collect the following achievement data:

1. GMAS EOG scores in grades 3-8: English Language Arts & Math
2. GMAS EOC scores in grades 9-12: American Lit. & Comp, Algebra 1, Biology, Physical Science & US History

In order to match questionnaire data with score data I will collect teachers' first names and email addresses. I will also collect demographic information: certification area, setting, gender, ethnicity, and years of experience. I will take appropriate measures to ensure all information collected is kept confidential.

Thank you for your consideration in this matter.

Sincerely,

Haley D. Livingston

*Questions regarding the purpose or procedures of the research should be directed to Haley Livingston at hmdowling@valdosta.edu. This study has been approved by the Valdosta State University Institutional Review Board (IRB) for the Protection of Human Research Participants. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-253-2947 or [irb@valdosta.edu](mailto:irb@valdosta.edu).*

APPENDIX H:

RESA Superintendent Approval Letter

## Appendix H:

### RESA Superintendent Approval Letter

Haley Dowling Livingston  
Valdosta State University Doctoral Student  
hmdowling@valdosta.edu  
912.550.7477

October 5, 2023

Dear South Georgia RESA Superintendents,

My name is Haley Livingston, Harrell Learning Center Director. I am currently working on my dissertation entitled *The Impact of Teacher Emotional Intelligence and Teacher-Student Relationship Quality on Student Achievement in Rural South Georgia*. The purpose of my study is to examine emotional intelligence and teacher-student relationship of grade 3-12 teachers to determine if there is any correlation to GMAS achievement level scores from the 2022-2023 school year. I have obtained permission for use of the following:

1. The Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF) developed by Dr. K.V. Petrides and Dr. Adrian Furnham (2006)
2. The Student Teacher Relationship Scale (STRS) developed by Pianta and Nimetz (1991)

I am writing to obtain permission to survey teachers in the your district and to collect the following achievement data:

1. 2022-2023 GMAS EOG scores in grades 3-8: English Language Arts & Math
2. 2022-2023 GMAS EOC scores in grades 9-12: American Lit. & Comp, Algebra 1, Biology, Physical Science & US History

In order to match questionnaire data with score data I will collect teachers' first name and email addresses. I will also collect demographic information: certification area, setting, gender, ethnicity, and years of experience. I will take appropriate measures to ensure all information collected is kept confidential.

If your permission is granted, I will follow up with an email requesting a district contact person for me to obtain email addresses of building principals and grade 3-12 teachers.

Sincerely,

Haley D. Livingston

*Questions regarding the purpose or procedures of the research should be directed to Haley Livingston at [hmdowling@valdosta.edu](mailto:hmdowling@valdosta.edu). This study has been approved by the Valdosta State University Institutional Review Board (IRB) for the Protection of Human Research Participants. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-253-2947 or [irb@valdosta.edu](mailto:irb@valdosta.edu).*

APPENDIX I:  
Email to Principals

Appendix I:

Email to Principals

Haley Dowling Livingston  
Valdosta State University Doctoral Student  
hmdowling@valdosta.edu  
912.550.7477

October 5, 2023

Dear South Georgia RESA Principal,

My name is Haley Livingston, Harrell Learning Center Director. I am currently working on my dissertation entitled *The Impact of Teacher Emotional Intelligence and Teacher-Student Relationship Quality on Student Achievement in Rural South Georgia*. The purpose of my study is to examine emotional intelligence and teacher-student relationship of grade 3-12 teachers to determine if there is any correlation to GMAS achievement level scores. I have obtained permission for use of the Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF) and the Student Teacher Relationship Scale (STRS). I have also obtained permission to access GMAS scores for the 2022-2023 school year.

I will be sending an email with two electronic questionnaires to all grade 3-12 teachers. I would greatly appreciate it if you would encourage your teachers to participate. I have attached the participant letter to this email. The task should take no more than 10 minutes of their time.

Thank you for your time and support in this matter. You may contact me with questions or concerns through email [hmdowling@valdosta.edu](mailto:hmdowling@valdosta.edu) or by using the contact information above.

Sincerely,

Haley D. Livingston

*Questions regarding the purpose or procedures of the research should be directed to Haley Livingston at [hmdowling@valdosta.edu](mailto:hmdowling@valdosta.edu). This study has been approved by the Valdosta State University Institutional Review Board (IRB) for the Protection of Human Research Participants. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-253-2947 or [irb@valdosta.edu](mailto:irb@valdosta.edu).*



APPENDIX J:

Email to Teacher Participants

## Appendix J:

### Email to Teacher Participants

Haley Dowling Livingston  
Valdosta State University Doctoral Student  
hmdowling@valdosta.edu  
912.550.7477

November 3, 2023

Dear South Georgia RESA Teacher,

I am a doctoral candidate in the Department of Educational Leadership at Valdosta State University. I am currently ABD and humbly ask for your help to complete my study. The purpose of my study is to examine emotional intelligence and teacher-student relationship to determine if there is any correlation to GMAS achievement level scores from the 2022-2023 school year.

Below, you will see 2 links. Please complete all sections of both questionnaires. Your responses and all demographic information will be kept confidential throughout the research process and will be destroyed once analyzed and reported. This task should take no more than 10 minutes of your time.

Your participation in this research study is expected to make a significant contribution to the current literature on teacher emotional intelligence and the significance of positive interpersonal relationships between teachers and students. The time that you spend as a study participant would be very much appreciated.

Thank you for your time and support in this matter. You may contact me with questions or concerns through email [hmdowling@valdosta.edu](mailto:hmdowling@valdosta.edu) or by using the contact information above.

I appreciate your time and help with my research!

Sincerely,

Haley D. Livingston

Link 1: [https://valdosta.co1.qualtrics.com/jfe/form/SV\\_ebqBucOBsHsND5I](https://valdosta.co1.qualtrics.com/jfe/form/SV_ebqBucOBsHsND5I)

Link 2: [https://valdosta.co1.qualtrics.com/jfe/form/SV\\_0jtYMyLvT1iC6xM](https://valdosta.co1.qualtrics.com/jfe/form/SV_0jtYMyLvT1iC6xM)

*Questions regarding the purpose or procedures of the research should be directed to Haley Livingston at [hmdowling@valdosta.edu](mailto:hmdowling@valdosta.edu). This study has been approved by the Valdosta State University Institutional Review Board (IRB) for the Protection of Human Research Participants. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-253-2947 or [irb@valdosta.edu](mailto:irb@valdosta.edu).*

APPENDIX K:  
IRB Approval Letter

Appendix K:

IRB Approval Letter



**Institutional Review Board (IRB)  
for the Protection of Human Research Participants**

**PROTOCOL EXEMPTION REPORT**

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**Protocol Number:** 04443-2023

**Responsible Researcher:** Haley Livingston

**Supervising Faculty:** Dr. John Lairsey

**Co-Investigator:** n/a

**Project Title:** *The Impact of Teacher Emotional Intelligence and Teacher-Student Relationship Quality on Student Achievement in Rural South Georgia.*

---

**INSTITUTIONAL REVIEW BOARD DETERMINATION:**

This research protocol is **exempt** from Institutional Review Board (IRB) oversight under 45 CFR 46.101(b) of the federal regulations, **category 2**. If the nature of the research changes such that exemption criteria no longer apply, please consult with the IRB Administrator ([irb@valdosta.edu](mailto:irb@valdosta.edu)) before continuing your research study.

---

**ADDITIONAL COMMENTS:**

- *Research is authorized to begin at the following location(s): Atkinson County (10.23.23), Bacon County (10.26.23), Brantley County (10.11.23), Camden County (10.26.23), Charlton County (10.10.23), Clinch County (10.19.23), Coffee County (10.06.23), Okefenokee RESA, Pierce County (10.18.23), & Ware County (10.11.23).*
  - *Upon completion of the approved study, collected data must be securely maintained and accessible only by the researcher(s) for a minimum of 3 years. At the end of the required time, collected data must be permanently destroyed.*
- Please submit any documents you revise to the IRB Administrator at [tmwright@valdosta.edu](mailto:tmwright@valdosta.edu) to ensure an updated record of your exemption.*

---

*Elizabeth W. Olphie*      10.06.2023  
Elizabeth W. Olphie, IRB Administrator      Date

Thank you for submitting an IRB application.  
Please direct questions to [irb@valdosta.edu](mailto:irb@valdosta.edu) or 229-259-5045.

---

Revised: 06.02.16