

Abstract

This poster investigates the significance of emotional intelligence in crucial relationship quality with students. The significance of the present study is that there has not been an experimental study that has investigated how these two variables cooperate together. Additionally, since emotion has emerged as a significant component of both teaching and learning, the potential for emotional intelligence to assess and impact the capacity of teachers to influence student achievement is vital. The aims of this study are defined as the following: first, to explore the relationship between teacher emotional intelligence, teacher-student relationship quality, and student engagement; second, to identify a statistically important relationship between teacher emotional intelligence and teacher-student relationship quality; third, to observe the important relationship between teacher emotional intelligence and student learning outcomes. The study involved a mixed-method approach and was conducted in two stages: first, the researcher gathered qualitative data by conducting individual interviews. Second, the researcher collected quantitative data by managing a questionnaire for students. Furthermore, to investigate this matter, an experimental study was conducted with the participation of 65 students from 2 universities in the Kurdistan Region of Iraq. 21 teachers were interviewed from 2 universities in the same region. The findings revealed some implications with regard to the significance of teacher emotional intelligence in relationship quality with students.

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Introduction

Nowadays, arguably every teacher is different; each has their backgrounds and the culture that make them unique. Over the past 20 years, according to Mehta (2015), pointed out, "the educational landscape has been dominated by an emphasis on reform efforts focused on standards-based curriculum and standardized achievement measurement" (p.67). Thus, this movement represents a seismic shift from education being conceptualized as a social process for students to a curriculum- driven, assessment-focused process. Accordingly, the shift to a curriculum and assessment-driven process is antithetical to the philosophical position of progressive education reformers of the early 20th century such as John Dewey.

This research paper has split into three main parts; the first focuses on; the significance of teacher emotional intelligence and strategies used by Kurdish teachers in the Iraqi Kurdistan Region. The paradigm move to standardized assessment measures has little regard for the human, teacher emotional aspects of the learning process as identified by Dewey. school leaders have chosen to reform the public education system through a focus on the observable measures of student progress. Teacher emotional intelligence has been defined as pedagogy and knowledge of content are with little regard for teacher emotional capacity. (Mortiboys, p.35, 2012). Thus, by ignoring the significance of the emotional, interpersonal experiences between teachers and students, standardized testing measures fall short of representing the entire educational experience for students. In the second part, the researcher believes that there is no single paradigm that could satisfactorily deal with all of the required methodological aspects. Since, the learning environment is a dynamic interaction between students and teachers, the emotional and social aspects of the learning process must be included as components of student progress. Investigating the emotional aspects of the learning process and their related components must extend beyond primary quantitative measures, instead, a qualitative investigation will be provided with a deeper understanding of the role of the human experience in teaching and learning. This allows the researcher to accomplish an understanding of the research problem and the importance of the study in the field of educational sectors. The reasons that a researcher has used mixed methods to evaluate the value of objective and subjective knowledge. In the three-part, the researcher briefly discussed the findings and his own experiences. It will be achieved by focusing on self-reflection and to answer the main research questions .

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Methods and Materials

This poster has uses mixed methods to evaluate the value of objective and subjective knowledge. The research design explored the research questions of this pilot study required the use of the questionnaire and interview method were used to collect the data. The calculation and interpretation of means, ranges and standard deviations, across individuals and groups of teachers and students.

Participants

For this study, 65 students were optionally selected from 2 universities in Kurdistan Region Iraq for a questionnaire from schools/ colleges/ universities in the Kurdistan Region Iraq. 21 teachers had participated in the interview from 2 universities in Iraqi Kurdistan Region

Mixed Methods Research

The researcher of this study has considered the mixed methods, the core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a complete understanding of a research problem than either approach alone. According to Raz and Zysberg (2014), it is an approach to the inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data and using distinct designs that involve philosophical assumptions and theoretical frameworks (p.45).

Teachers	Gender	Age	Education Rank	Years of Experience
Teacher A	Male	34	2	10
Teacher B	Male	45	1	15
Teacher C	Male	41	1	13
Teacher D	Female	39	1	14
Teacher E	Female	29	2	8
Teacher F	Male	38	1	10
Teacher H	Male	36	2	11
Teacher G	Female	27	2	7
Teacher I	Male	27	2	10

(Table 1. Teacher Demographics)

Results

Research question 1: What are the challenges of the teacher emotional intelligence related to student achievement?

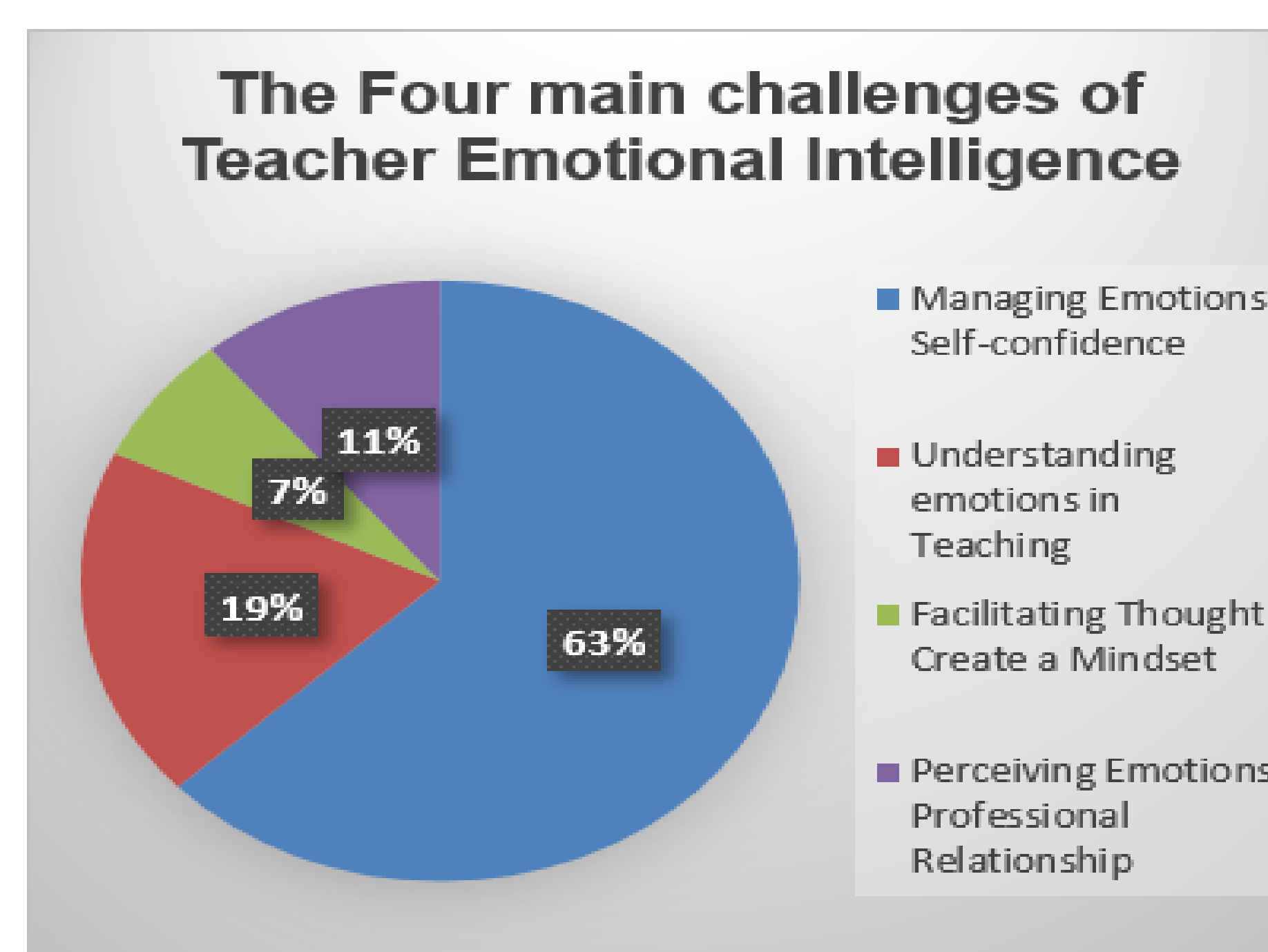
Research question 2: What are the most significant impacts on teachers to use emotional intelligence to establish interpersonal relationships with students?

The four main challenges of teacher emotional intelligence	Total (n=21)
Managing Emotions: Self-confidence	20
Understanding emotions in Teaching	19
Facilitating Thought: Create a Mindset	18
Perceiving Emotions: Professional Relationship	20

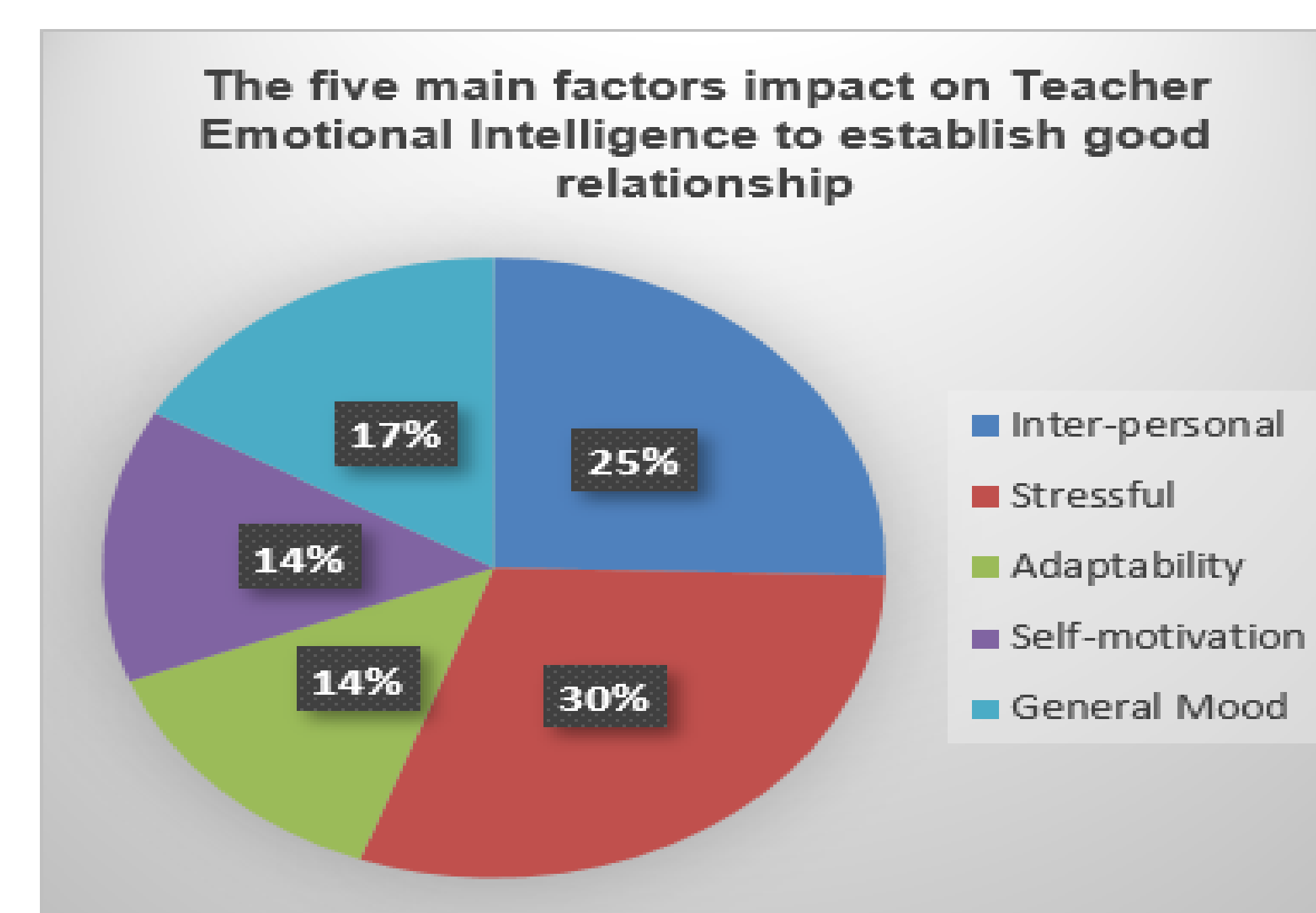
(Table 2. The four main challenges)

The four main influences that impact student's performance	Total (n=21)	Total (n=65)
Student Engagement	20	61
Emotional Engagement	19	58
Behavioural Engagement	18	53
Cognitive Engagement	20	48

(Table 3. The four main influences)



Graphic 1. (The four main challenges of teacher emotional intelligence)



Graphic 2. (The five main factors impact on Teacher Emotional Intelligence)

Discussion

This poster is designed to address the significance of the complexity of the teacher-student relationship has most recently been understood through dynamic systems theory (Mortiboys, 2012, p.44). The relationship between teacher and student is described as a proximal relationship in which both parties and their experiences influence one another. It is vital to address this issue for all researchers and educators which can influence the quality of their interpersonal relationships directly and, in turn, mediate emotional engagement levels of their student.

The researcher of this poster becomes aware of the significance of the social and emotional aspects of the teaching/ learning process, more activities and strategies that support students through the program. This poster basically focuses on two strategies that support the students: firstly, connect learning to the real world, use group work as a strategy to refine students' understanding of the emotional intelligence that is practically construed as quality relationship, and collaborate. Secondly, it provides support for the students by focusing on what a student can do rather than what he/she cannot do through building on his/her strengths.

Conclusions

This poster has well succeeded as the similar points stated by Mehta (2015, p.67), the educational landscape has been dominated by an emphasis on reform efforts focused on standards-based curriculum and standardized achievement measurement. In conclusion, the researcher briefly discussed the main aim of the relationship between teacher intelligence, teacher-student relationship quality, and student engagement. It shows the significance of critical relationship quality with students. Appreciatively, a statistically significant relationship between teacher emotional intelligence and the teacher-student relationship was found. Furthermore, teacher evaluation processes are changing nationwide. Educators have come to a place in time when research must answer questions about the specific attributes of successful teachers and how those attributes correlate with student outcomes. Additionally, the study is recommended. Emotional intelligence, as a construct, has the promise to provide a meaningful answer about the successful working relationships between teachers and students in a classroom. Finally, the findings show in this study that several implications have been found. The first is that the teacher may impact beliefs about the ability of the student to achieve academically. The second is may influence teachers' ability to impact student engagement. The third implication of this study is that teachers view the functions of interpersonal relationships within the classroom in a variety of ways. Ultimately, emotional intelligence plays a fundamental role in teaching training and while it must include in academic training, it is also necessary for a social and emotional context. This study has found that the more emotionally skilled a prospective teacher is, the greater control he/she has with the school context.

Future Directions

According to Harris (2011), it is good to have the four types of assessment design within academic programs: Formative, Summative, Interim and Diagnostic. This poster has focused on only two types of assessment: formative and summative which are supportive for the curriculum design in the Kurdistan Region of Iraq. Additionally, for the assessment design, this poster has provided effective, targeted instruction in designing the academic content standards in order to assess student learning against the standards without losing good relationship quality with students.

References

- Harris, A. (2011). **Teacher leadership as distributed leadership**: heresy, fantasy or possibility? School Leadership and Management. Personnel Psychology, Unpublished Master.
- Mortiboys, A. (2012). **Teaching with emotional intelligence**: A step-by-step guide for higher and further education professionals. London, UK: Routledge.