

# The Impact Of Pakistani ESL College Teachers' Emotional Intelligence On Their Students' ESL Proficiency, Self-Efficacy And Motivation

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## Abstract

The prime purpose of this research work was to find out the impact of Pakistani college teachers' emotional intelligence on their students' ESL proficiency, self-efficacy and motivation. This type of research studies had already been conducted with different variables and in different contexts. Previous studies mostly focused on students' emotional intelligence and its effect on students' academic achievement or head's emotional intelligence and its effect of students' academic achievements (Halimi & Alshammari, 2020). However, in this study the focus is on Pakistani college teachers' emotional intelligence and its effect on their students' ESL proficiency, self-efficacy and motivation. Besides, the variables chosen for the study were hardly touched in our context and the unique methodology adopted for the study made it even more valuable. The population of the study was interior Sindh, and the sample was 20 English medium private colleges of three districts i-e Khairpur, Sukkur and Ghotki. The data was collected from randomly selected 20 ESL teachers and 400 ESL students of second year class only. It was collected through questionnaires and IELTS based reading and writing test. To start with, a questionnaire, adopted from Alam and Ahmed (2017), was given to the English teachers to find out their emotional intelligence. Then, two separate questionnaires, adopted from Kim et al. (2021), and Kanoksilapatham et al. (2021), were given to the college students to find out the impact of teachers' emotional intelligence on their self-efficacy and motivation respectively. It was followed by an IELTS based reading test, adopted from Cambridge IELTS Academics Book 16, and the writing tests adopted from Cambridge IELTS Academics book 14. These tests were conducted to measure students' ESL proficiency. After conducting the test, the collected data was analysed through SPSS and Smart PLS. The finding of the research question one revealed that there was positive and significant relationship of teachers' emotional intelligence and students' ESL proficiency. Similarly, the findings of the research question two revealed that there was positive and significant relationship of teachers' emotional intelligence and self-efficacy. Moreover, the results of research question three showed the positive and significant relationship of teachers' emotional intelligence and motivation.

**Key Words:** Teachers' emotional intelligence, students' ESL proficiency, self-efficacy and motivation.

## Introduction

Learning English as a second language is important because of its global importance.

English language is an international lingua franca. However, the process of learning it is still a challenge in Pakistan. The second language

teachers express that there are few students who learn second language quickly while few others take a lot of time to learn language (Ali et al, 2015). There are multiple reasons for it but the main reason that researchers have highlighted is emotional intelligence (Mohammadi, 2012). The importance of emotional intelligence is inevitable in academic settings. It is necessary for all the institutions and other academic settings including ESL classrooms to have teachers who have high emotional intelligence. Similarly, Vandervoort (2006) expressed that a teacher having highly emotional intelligence is free from all irrational thoughts, beliefs and ideas and therefore does not convey any irrational idea to their students. Moreover, the ESL teachers who have high emotional intelligence play positive role in ESL language learning and academic achievement (Mohammadi, 2012). Various researchers have proved the application of emotional intelligence in education field and especially in language learning classes. These researchers have advocated the idea that language learning can be done easily if highly emotional teachers are inducted in institutions. Similarly, importance of emotional intelligence is also highlighted by Li (2020) who proved that students with high emotional intelligence rarely face any problem in language learning. While the other researchers like Wahyuddin (2016) expressed the impact of emotional intelligence on teachers and their performance. He found through his research study that those teachers can perform well who have high emotional intelligence. While on the other hand there are few researchers who challenge it and the prominent of them are Tahir et al. (2019) who advocated the non-significant relationship of emotional intelligence and language achievement. Through these research studies we come to know the inevitable role of emotional intelligence in ESL learning.

Emotions are mental operations. The classes of such mental operations include motivation, emotion cognition, and consciousness. Each trait

of this class has its qualities. Emotion is the second class of this trait which is for accepting and responding to the changes that happen between an individual and his environment. For example, anger is the reaction of the societal changes of injustice. Similar is the case with threat. In other words, each emotion indicates several basic behavioral responses (Mayer et al., 2000). The definition of intelligence has remained a debate for decades. However, this thesis acknowledges the idea by Gardner (1997) who states that intelligence is defined differently by different people. He emphasizes that any kind of information whether human, artificial, military, etc. implies gathering information, learning about information, and reasoning with it. For him, intelligence implies mental abilities associated with cognitive operations.

### **Literature Review**

Many researchers have given different definitions of emotional intelligence as Ashraf et al. (2017) explained it as the ability to identify, understand, create and control one's emotions. Similarly, popular definition of emotional intelligence is given by Goleman (1998) who believes that EI is an individual's distinction to deal with one's own emotions and emotions of other people skilfully. This art of managing emotion is further divided by him into number of groups for the sake of understanding. The first group is termed as social awareness cluster while the second group is called as the self-regulation cluster. Beside these two groups, three other groups are also discussed which are less important than the first two groups. The third group is the self-motivation cluster; the fourth group is recognized as empathy cluster and the last group is called social skill. Now, these all groups are explained to get a deep insight into the emotional intelligence of any individual. On contrary, Mayor and Salovey (1997) researched emotional intelligence and explained the term in their study. They explained EI as the quality or skill of an individual to perceive an emotion first

and then understand it. One can use it to develop emotional and intellectual intelligence only after understanding it properly.

Crowne (2012) explains two different threads of intelligence: social intelligence and cognitive intelligence. The idea of social intelligence was proposed by Thorndick (1936) and he explained it as the ability of a person to have understanding of interpersonal intelligence; which means to have understanding of social situations and relationship. The person who has social intelligence is expected to deal all social relationship wisely. In addition, he is also expected to behave appropriately in all kinds of social situations. To summarize, it is a skill of the person to deal others properly by adopting a specific behaviour. This helps to achieve desired goals (Bjorkqvist, 2007). Emotional intelligence is a modern day phenomenon and it has deep roots in education and psychology. This is validated by many researchers in twentieth century. Emotion and intelligence had been two different and separate term from 1900 to 1969. During this period; there was a debate whether the psychological reaction comes first or the emotion. Similarly, the concept of social intelligence started to emerge in this phase by challenging the conventional notion of intelligence which was based on logic. From 1970 to 1989 the affect (emotion) and cognition (intelligence) relationship were studied to identify the emotions that interact with thought. The idea of multiple intelligence also flourished during that time. It was this period when the occasional use of EI occurred. From 1990 to 1994, EI came out as a topic of study (Beck, 2013, pp.3-6) and numerous studies on emotional intelligence started appearing in academic articles at the beginning of the early 1990s. By the mid of this decade, the concept started to grow more in academic studies with claiming promising outcomes in the terms of its predictable success (Mayer et al., 2000).

It is believed that Mayer and Salovey (1990) introduced the term emotional intelligence and they explained it as the skill to monitor the emotions. The emotions can be your own or of others. They further explained it as the use of that particular knowledge as a guideline to thinking and actions. But, the history of emotional intelligence dates back to the early 90s. Initially, Charles Darwin talked about the use of emotions for survival, it was then considered as a problem-solving skill of a person. Later, Thorndike (1920) explained different dimensions of intelligence and named it a social intelligence. He said that this social intelligence was an ability of a person to deal with relationships wisely. Wechsler (1940) defined it as a global intelligence that enables person to deal with the environment. It was further added that this ability can determine one's success in life. Gardner (1983) coined a new term "multiple intelligence". The total intelligence of an individual is a collection of different spectra of dimensions present in a person and this total multifaceted intelligence is responsible for success in life. After that, Payne (1985) used this term academically in his thesis. It was the first official use of this term emotional intelligence in academics. After that, for almost five years no researcher made academic use of this term till the entry of two American professors John Mayer and Peter Salovey who started using this term. Two articles were published by these researchers in this regard. They found that one person can be better than other people based on emotional intelligence. Those who are better than other could identify their own emotion and others' feeling and solved the problem quite easily. The term EI became popular when Goleman (1995) used it in his popular book. "Emotional Intelligence: Why it can matter more than IQ" From 1998 to the present various new measures and concepts have been refined and introduced as per the requirement of modern-day research. Currently, a wide number of researches are conducted on EI (Beck, 2013,pp.6).

Self-efficacy (SE) is a self-belief which is significant for students' performance (Zimmerman, cited in Ali & Narayan, 2019). It is derived from social and behavioural approaches. It is centred on the idea that anybody can bring good results by understanding and controlling a situation (Herawati et al., 2020). The students having higher self-efficacy tends to have higher performance and they fulfil task in stipulated time. While on the other hand, this is not the case with people having low self-efficacy. (Wirawan & Bandu, 2016). Those lacking self-efficacy are neither goal oriented nor persistent in tough times (Arghode et al., 2020). There are different types of self-efficacy used by the researchers in their studies. For example, transitional self-efficacy is mentioned in the study by Wirawan & Bandu (2016) who claim that transitional challenge to international students impacts their self-efficacy which in result affects their performance. Similarly, career self-efficacy is linked to one's belief in their abilities about pursuing a career (Arghode et al., 2020). Financial self-efficacy in accounting students has been mentioned in the study by Herawati et al. (2020) who talked about the self-confidence to deal with financial issues. Similarly, self-efficacy in pronunciation (Sardegna et al., 2018); reading self-efficacy (Graham et al., 2020) and writing self-efficacy (Ruegg, 2014) have been discussed in the literature.

Motivation is a complicated concept which intersect with social, cognitive and contextual factors. (Kormos et al., cited in Zhang et al., 2021). This concept can be understood in the light of different theories given by different researchers on this phenomenon. Self-determination, expectancy-value theories, achievement goals and few other theories explain this complicated concept. Moreover, Gardner's (2001) talks about role of motivation in L2 acquisition in the model named socio-educational model of L2 acquisition. The important topic of

motivation in learning L2 is also highlighted by (Dörnyei's & Dörnyei, 1994). Otto's (1998) presents a process model of L2 motivation which is discussed by the researchers of this topic. The models in education field which are prevailing in the educational research on motivation (Muñoz & Ramirez, 2015). This concept of motivation is used not only by researchers and teachers but by psychologist also. They used as a source to decode levels of effectiveness in learning. (Kulmetov and Ekiz, 2016). In the process of second language learning, motivation is the main factor which plays a vital role (Zhang et al., 2021; Shilova et al., 2019; Thompson & Erdil-Moody, 2016s). Motivation is the only factor that helps students to speed up process of learning by doing activities and engaging themselves with material. (Shilova et al., 2019). The role of motivation in L2 learning is also validated by (Zhang et al. 2021). While learning second language, it is not only about L2 textbooks or learning materials but understanding the deeper meaning of it when it is written in L2 and the obvious factor which brings difference is motivation. (Zapata & Ribota, 2021).

### Research Questions

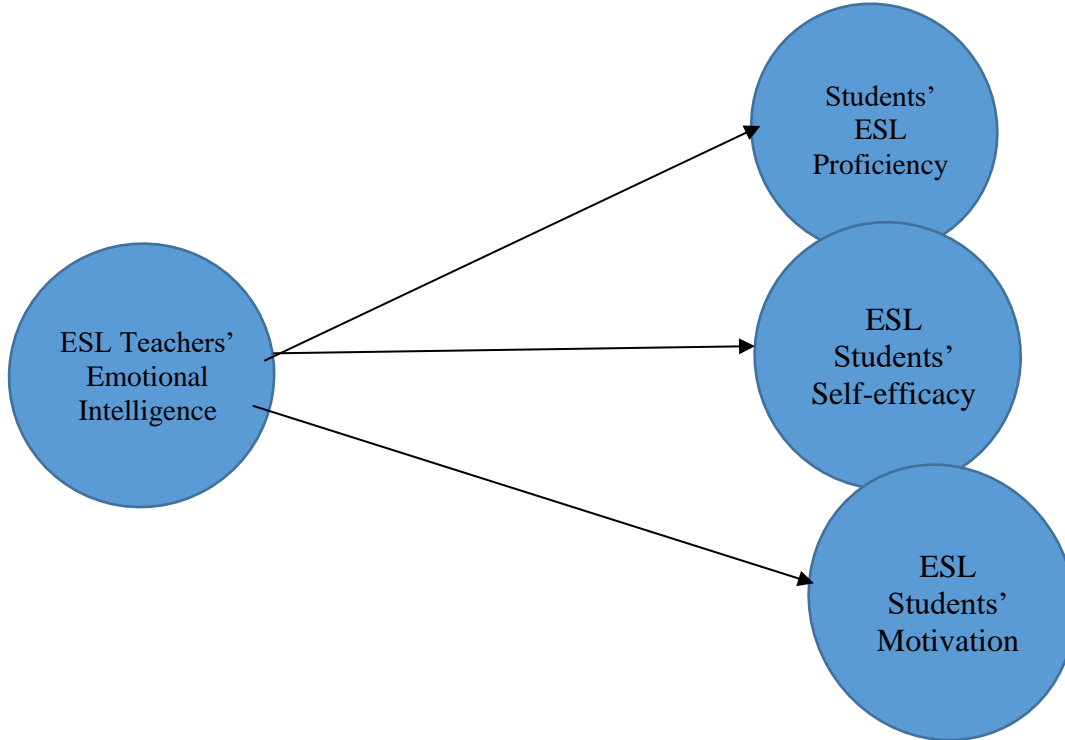
- 1) What is the impact of Pakistani ESL College teachers' emotional intelligence on their students' ESL proficiency?
- 2) What is the impact of Pakistani ESL College teachers' emotional intelligence on their students' ESL self-efficacy?
- 3) What is the impact of Pakistani ESL College teachers' emotional intelligence on their students' ESL motivation?

### Research Hypotheses

- H<sub>01</sub>:** Pakistani ESL college teachers' emotional intelligence has no effect on their students' ESL proficiency.
- H<sub>02</sub>:** Pakistani ESL college teachers' emotional intelligence has no effect on their students' self-efficacy.

**H<sub>03</sub>:** Pakistani ESL college teachers' emotional intelligence has no effect on their students' motivation.

**Figure 2.1 Conceptual Framework**



### **Methodology and sample**

The methodology of present study was quantitative in nature and the designed which is used in this study is cross-sectional. The data for this study was collected in two i-e November and December. The researcher himself collected data from 50 English medium colleges of three districts of Sindh: Khairpur, Sukkur and Ghotki. After getting the consent form signed by the ESL teachers and students, the researcher distributed research questionnaires and conducted both reading and writing tests. First of all, a research questionnaire, adopted from Alam and Ahmed (2017), was given to 20 ESL teachers for checking their emotional intelligence. Then, a questionnaire, adopted from Kim et al. (2021), is given to the students to collect information about their self-efficacy. After that, a separate questionnaire, adopted from Kanoksilapatham et

al. (2021), was given to students for measuring their motivation. In last, a reading comprehension test, adopted from Cambridge IELTS Academics Book 16, and a writing test, adopted from Cambridge IELTS Academics book 14, was conducted from 400 students of 50 colleges of Khairpur, Sukkur and Ghotki for finding out their ESL proficiency. The data of present study were screening using SPSS V.26 and then data were analysed using Smart PLS 3. Firstly, data screening was done using SPSS then SLM-SEM was used to analyse the data of current study. In the data analysis process research used two techniques, first is PLS Algorithm which included the path analysis in which AVE of all variables was ensured and discriminant validity be FLC method, Cross Loading method and HTMT method was also ensured. Finally,



researcher used second technique to test hypotheses by bootstrapping.

**Results**

**Measurement model**

Partial Least Square -Structural Equation Modelling (PLS-SEM) was used by researcher to analyse the data for current study. The PLS-SEM demands for the establishment of Measurement

model therefore, Measurement model was established to test the proposed hypotheses of present Study. Measurement model always examines validity and reliability of the variables and their items. In this regard researcher firstly, used technique known as PLS Algorithm to test the measurement model, discriminant validity and model fitness then researcher used another technique to check the hypotheses of present study by using bootstrapping with 5000 sub sample.

Figure 2 Established measurement model

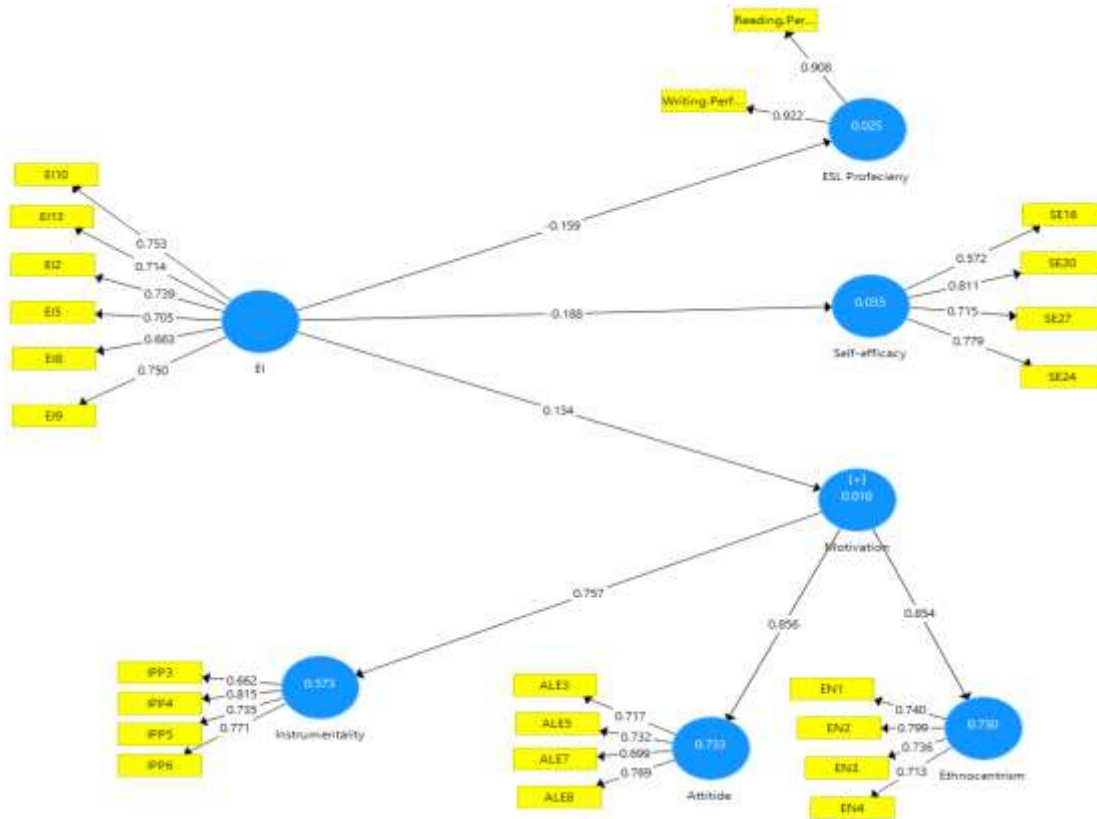


Table 1 Results of Measurement Model

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Attitude	0.707	0.709	0.820	0.532
EI	0.817	0.824	0.867	0.520
ESL Proficiency	0.805	0.809	0.911	0.837
Ethnocentrism	0.736	0.738	0.835	0.559
Instrumentality	0.735	0.743	0.835	0.559
Motivation	0.900	0.904	0.913	0.345
Self-efficacy	0.702	0.736	0.813	0.525

Table 1 As the Alpha, rho\_A and CR was greater than 0.70 and AVE was greater than 0.50 so it is revealed that the measurement model was established. Moreover, the items were significantly loaded into their respective factors. In above table it can be seen that Average Variance Extracted (AVE) is greater than 0.50 except motivation which is second order

reflective construct. Hence, the model of current study is fit and the researcher can go further to analyze the data according to the current model. Composite Reliability, rho\_A and Cronbach's Alpha is also up to the mark. The values in above table are very good.

#### Discriminant validity

Table 2 Discriminant validity by HTMT

	Attitude	EI	ESL Proficiency	Ethnocentrism	Instrumentality	Motivation	Self-efficacy
Attitude							
EI	0.178						
ESL Proficiency	0.105	0.199					
Ethnocentrism	0.859	0.170	0.111				
Instrumentality	0.753	0.152	0.055	0.748			
Motivation	1.062	0.186	0.100	1.031	0.907		
Self-efficacy	0.076	0.231	0.045	0.174	0.122	0.144	

Source: Author's estimation

Table 2 shows that Discriminant validity by HTMT is greater than 0.85 and it reveals that this validity is also established in this study. Now,

the HTMT is completely established, and the researcher can test all the proposed hypotheses.

#### Findings of Research Question: 01

- 1) What is the impact of Pakistani ESL College teachers' emotional intelligence on their students' ESL proficiency?

**Table 3: Results of question 1**

	<b>beta</b>	<b>Sample Mean (M)</b>	<b>Standard Deviation (STDEV)</b>	<b>t-values</b>	<b>P Values</b>
<b>EI -&gt; ESL Proficiency</b>	0.159	-0.170	0.064	2.490	<b>0.006</b>

Table 3 shows that the EI of ESL teachers ESL teachers have positive but significant impact on the Students' ESL Proficiency because P value is 0.006.

**Findings of Research Question: 02**

- 1) What is the impact of Pakistani ESL College teachers' emotional intelligence on their students' ESL self-efficacy?

**Table 4: Results of question 2**

	<b>beta</b>	<b>Sample Mean (M)</b>	<b>Standard Deviation (STDEV)</b>	<b>t-values</b>	<b>P-values</b>
<b>EI -&gt; Motivation</b>	0.134	0.135	0.070	1.913	<b>0.028</b>

Table 4 shows that EI of ESL teachers ESL teachers have a positive and significant impact on the students' motivation because the P value is 0.028.

- 1) What is the impact of Pakistani ESL College teachers' emotional intelligence on their students' ESL motivation?

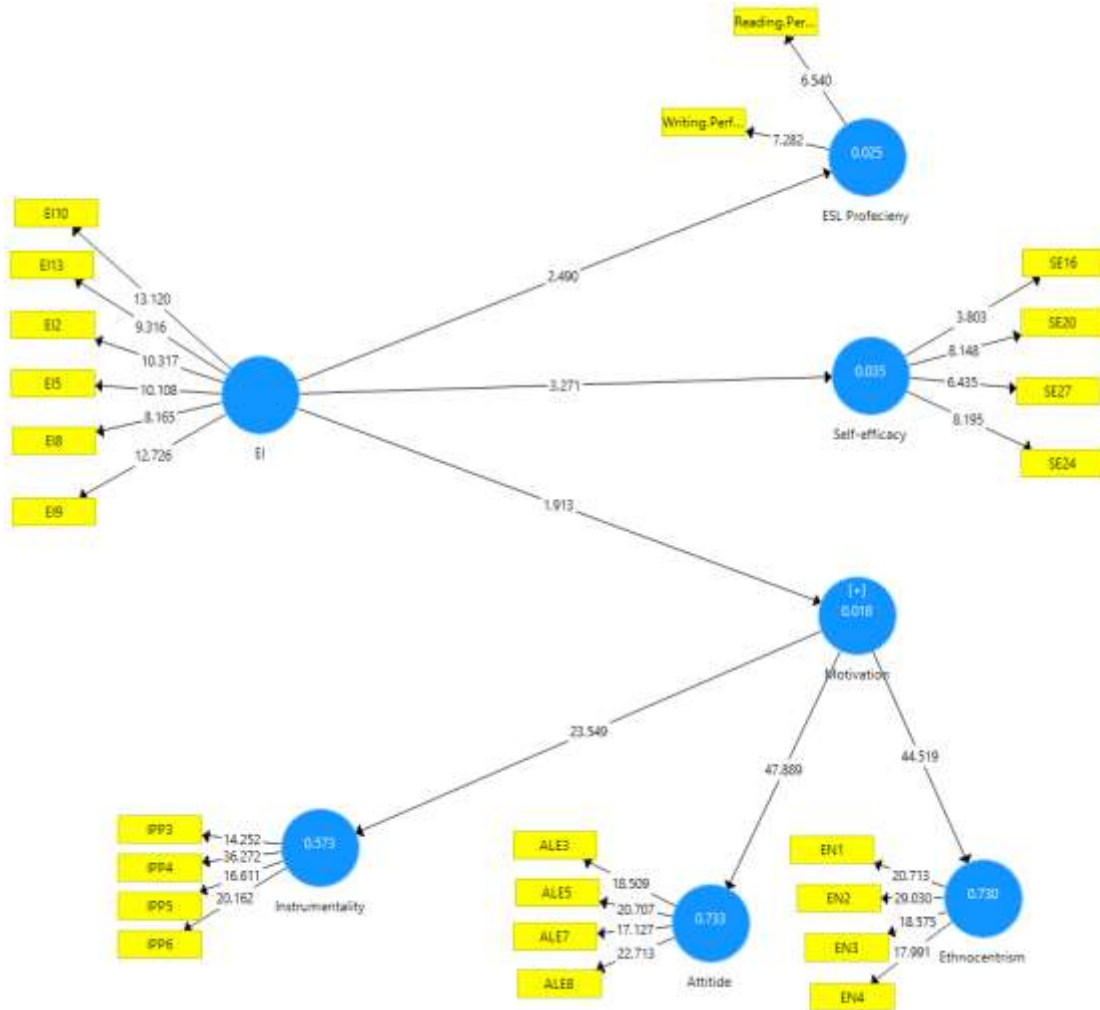
**4.2.3 Findings of Research Question: 03****Table 5: Results of question 3**

	<b>beta</b>	<b>Sample Mean (M)</b>	<b>Standard Deviation (STDEV)</b>	<b>t-values</b>	<b>P-values</b>
<b>EI -&gt; Self-efficacy</b>	0.188	-0.213	0.057	3.271	<b>0.001</b>



Table 5 shows that EI of ESL teachers have a significant and positive impact on the Students' Self-efficacy because the P value is 0.001.

Figure 3 Hypotheses testing



## Discussion

In this study, the findings revealed that EI of ESL teachers not only have positive but significant impact on ESL proficiency of students because ( $\beta = 0.159$ ,  $p$  value  $< 0.10\%$ ). The results of this finding show that this hypothesis is rejected. Similarly, the results of this hypothesis are aligned with previous research study conducted by (Zarezadeh, 2013). In this study, the findings of current hypothesis suggest that EI of ESL

Teachers have positive and significant impact on motivation of students because ( $\beta = 0.134$ ,  $p$  value  $< 0.10\%$ ). The results show that hypothesis is also rejected. Furthermore, the results of this hypothesis are similar with some previous studies conducted by (Warih et al., 2013; Ogbuanya et al., 2019).

In this study, the findings of current hypothesis suggest that EI of ESL teachers have not only positive but significant impact on Students' Self-efficacy because ( $\beta = 0.188$ ,  $p$  value  $< 0.10\%$ ).

The findings prove that the hypothesis is rejected. Besides, the result of this hypothesis is similar with some previous studies as conducted by (Wu et al., 2019; Adeyemo, 2008; Mouton et al., 2013; Lian et al., 2019). In addition to it, Lian (2019) stated that higher emotional intelligence is positively associated with a higher level of self-efficacy of the students. Similarly, Mouton, Hansenne, Delcour and Cloes (2013) stated that emotional intelligence of teacher has positive and significant impact on students' self-efficacy.

### Conclusion

The study "The Impact of ESL Teachers' Emotional Intelligence on Pakistani College Students' ESL Proficiency, Self-efficacy and Motivation" is conducted in this context to find out similarity or dissimilarity in its findings as compared to other research studies conducted in relatively similar research area in other contexts. The study is worth conducting because the variables chosen for the study are unique in a sense that the relationship between independent variable and dependent variables of the study are least touched especially in our context. In addition, a different methodology for data collection is used to reach at findings. Unlike data collection procedure followed in previous research studies conducted on the topic, a reading and a writing test are conducted along with questionnaires. It is done by providing a questionnaire to teachers for finding out their emotional intelligence, and then a separate questionnaire is given to students for finding out their self-efficacy and motivation. In addition to it, a reading and a writing test are also conducted to find out students' ESL proficiency. Then, all the collected data is analysed through SPSS and Smart PLS. The results reveal that the impact of teachers' emotional intelligence of ESL proficiency of college students is positive but insignificant. However, the impact of emotional intelligence of teachers on self-efficacy of students is positive and significant. Similarly, the

impact of teachers' emotional intelligence on motivation of students is positive and significant. Most of the results of the study are in accordance with previous research studies conducted on the topic.

### Implications of the Study

Few pedagogical implications of this study in the light of findings are as follows:

- As the results reveal a significant and positive impact of teachers' emotional intelligence on their students' self-efficacy and motivation in the ESL classrooms, ESL college teachers need to develop their emotional intelligence to teach their ESL students effectively and successfully.
- Teacher educators need to make emotional intelligence a key part of the teacher education curriculum and training.
- The management of educational institutions should organize teacher training sessions on emotional intelligence in the ESL classroom.
- In order to help colleagues, EI of the colleagues should be focused during the peer classroom observation. It will help them develop their EI.

### Limitation of the Study

The study has the following limitations:

- The study collected data from ESL college teachers and students only.
- The study collected data from the ESL college teachers and students from rural area of Sindh only.
- The ESL proficiency test of the participants was conducted based on reading and writing skills only.
- The participants might not have been familiar with the IELTS test pattern, so ESL proficiency test might have proven much more difficult for them.

### **Suggestions for Future Research**

- As the data for the study was collected from colleges of rural Sindh only, future researchers are suggested to conduct this study with ESL college teachers and students from urban Sindh and other provinces of Pakistan.
- As this study was restricted to colleges only, other researchers can conduct future research with ESL school and university students and teachers.
- Future research can investigate the effect of EI of teachers on their students' speaking and listening proficiency.
- Future researchers may also investigate the same impact on attitude of students towards language learning, foreign language classroom anxiety and satisfaction with their learning in the ESL classroom.
- Future researchers can focus on the factors that mediate the relationship between emotional intelligence of teachers and ESL proficiency of students, such as teacher training, students' socioeconomic background and language proficiency.

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