The Role of Emotional Intelligence to Teacher Perception of Student-Teacher Relationships

Airin Yustikarini Saleh[*] & Mario Djabbar Aidil Hibatullah

Faculty of Psychology, Universitas Indonesia, Indonesia

*Corresponding email: airinys@ui.ac.id

Abstract: The Role of Emotional Intelligence to Teacher Perception of Student-Teacher Relationship. A positive relationship between teachers and students is affected by many factors. Teacher competency in evaluate emotion of oneself and others, and regulating their emotion will have impact on their perception of relationship with students. Based on previous studies, the study on how teacher's emotional intelligence relates to teacher-student relationships has not received much attention. **Objectives:** This study aims to investigate the relationship between teacher emotional intelligence and teacher perception regarding their relationship with students. **Methods:** This study uses a cross-sectional design with simple linear regression analysis was used to measure the effect of emotional intelligence to teacher-student relationships. Teacher emotional intelligence was measured using Schutte's Emotional Intelligence Scale (SEIS), while student-teacher relationship was measured using Student-Teacher Relationship Scale (STRS). **Findings:** Linear regression analysis from 1420 participants showed that there is significant effect of teacher emotional intelligence to student-teacher relationship. **Conclusion:** The implication of this research is developing and maintaining teacher emotional intelligence is importance because have impact in their relationship with students.

Keywords: emotional intelligence, teacher-student relationship, teacher emotion, teacher and student.

Abstrak: Peran Kecerdasan Emosional terhadap Persepsi Guru mengenai Hubungan Siswa-Guru. Hubungan positif antara guru dan siswa dipengaruhi oleh banyak faktor. Kompetensi guru dalam menilai emosi diri sendiri dan orang lain, serta mengatur emosinya akan berdampak pada persepsinya terhadap hubungan dengan siswa. Berdasarkan studi sebelumnya, studi tentang bagaimana kecerdasan emosional guru berhubungan dengan hubungan guru-siswa belum banyak mendapat perhatian. Tujuan: Penelitian ini bertujuan untuk menyelidiki hubungan antara kecerdasan emosional guru dan persepsi guru tentang hubungannya dengan siswa. Metode: Penelitian ini menggunakan desain cross-sectional dengan analisis regresi linier sederhana yang digunakan untuk mengukur pengaruh kecerdasan emosional terhadap hubungan guru-siswa. Kecerdasan emosional guru diukur menggunakan Skala Kecerdasan Emosional Schutte (SEIS), sedangkan hubungan siswa-guru diukur menggunakan Skala Hubungan Siswa-Guru (STRS). Temuan: Analisis regresi linier dari 1420 peserta menunjukkan bahwa ada pengaruh signifikan kecerdasan emosional guru terhadap hubungan siswa-guru. Kesimpulan: Implikasi dari penelitian ini adalah pentingnya mengembangkan dan memelihara kecerdasan emosional guru karena berdampak pada hubungannya dengan siswa.

Kata kunci: kecerdasan emosional, hubungan guru-siswa, emosi guru, guru dan siswa.

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■ **INTRODUCTION**

There are many factors influencing in achieving a high-quality education, which one of them is teacher competency in building and maintaining relationship with students. Student-teacher relationship is the social process occurring in the classroom between teacher and students (Pianta, 1999). The positive relationship between teacher and students can foster student learning and development (Virtanen, Vaaland, & Ertesvåg, 2019; Jennings & Greenberg, 2009). Positive relationship with students makes teacher have better ability to identify and address the individual needs and interests of their students, which can improve student learning outcomes. Pianta (1999) categorized student-teacher relationship in three components: closeness, conflict, and dependency. Closeness encompasses openness, warmth, and security in relationships. Conflict encompasses relationship that is capricious, negative, unpredictable, and unable to evoke happiness. Lastly, dependency encompasses the reasonable limit of student dependency toward teacher. Pianta (1999) also emphasized that a positive student-teacher relationship occurs when closeness is fulfilled, no conflict in student-teacher relationship, and dependency is at a reasonable level. Among those components, closeness is considered as the most representative aspect of student-teacher relationship (Aldrup, Klusmann, Lüdtke, Göllner, & Trautwein, 2018).

Positive student-teacher relationship can also be identified with the presence of respect and trust between the two parties, and a low level of conflict (Roorda, Koomen, Spilt, & Oort, 2011). Furthermore, student-teacher relationship involving the positive emotions from teacher have a positive relationship with student well-being (Spilt, Koomen & Thijs, 2011; Roorda et al, 2011). In this sense, emotional intelligence has an important role in student-teacher relationship (Perry & Ball, 2005).

Emotional intelligence is the ability to evaluate emotion and feeling of oneself and others (Salovey & Mayer, 1990). The revised model of emotional intelligence consisted of four components or branches (Mayer & Salovey, 1997). The first stages related to perception, appraisal, and expression emotion. This component is viewed as the most basic process. Another component requires the emotional facilitation of thinking. Third component involved understanding, analyzing, and using emotional knowledge. Last component is related to reflective regulation of emotions for further emotional and intellectual growth (Mayer & Salovey, 1997). reflective regulation of emotions requires the most complex processing. Each component or branch have its own stages or levels of abilities, which individuals master the components in sequential order.

With all these components, teachers with high emotional intelligence are sensitive to the emotional needs of students, capable in controlling their emotional responses toward students, and can interact with students in a more individualized and dialogic way, instead of classical and monologic way. A high emotional intelligence score can also make teachers respond to negative situation more effectively (Perry & Ball, 2007). In other study, Vesely, Saklofske, and Leschied (2013) found that high emotional intelligence can make teacher see high teaching demands as a challenge instead of a threat. This shows that emotional intelligence contributes to the prevention of stress and burnout which could be caused by many factors, which one of them is poor student-teacher relationship. Emotional intelligence can increase teacher capacity in developing a positive relationship, especially with students.

On the contrary, negative student-teacher relationship has a significant effect toward the emergence of student misbehavior in the future (Hamre & Pianta, 2001). The negative

relationship can lead to students opposing school authority, disrupting classroom activities, physical fighting, skipping classes, and even using abusive language. In the perspective of teachers, a positive relationship is an important indicator for teacher motivation (Hargreaves, 2000), while a negative relationship is one of the causes of teacher burnout (Schaufeli, Leiter, & Maslach, 2009). This shows that building a positive student-teacher relationship can benefit students as well as teachers. However, the interpersonal aspect from the teacher's side has not yet to be thoroughly studied (Newberry & Davis, 2008), and the internal needs of teachers in developing a positive relationship with the students has not yet to be properly recognized (Spilt et al., 2011).

Based on prior searching in several databases, there is limited studies that investigates the relationship between student-teacher relationship and emotional intelligence (by Roorda et al., 2011 and Bruney, 2012). In their study, Roorda et al (2011) found that the positive emotions from teacher in student-teacher relationship have a positive relationship with student well-being. Meanwhile in study by Bruney (2012), positive student-teacher relationship could help the development of emotional intelligence in students. Although there is a link between teacher emotion and relationship with students, yet there is still limited studies in regards to the relationship between student-teacher relationship and emotional intelligence taken from teacher perspective, especially in Indonesia.

Furthermore, it was found that in developing student emotional intelligence, teachers could use strategies such as validating student emotions and good class management, both of which are signs of the use of emotional intelligence in teacher. The factors that could increase student trust toward teachers were authenticity and predictability, where authenticity is one that can predict of high emotional intelligence (Sahin & Demir, 2012). However, it is likely to be noticed that Bruney

(2012) study investigate the variable of student-teacher relationship and emotional intelligence only from students, instead of teacher. Meanwhile based on previous study, we need to look for the influence of teacher emotional intelligence to their perception of student-teacher relationship. Teacher ability to perceive, evaluate and express emotions, as one of emotional intelligence component, can help teacher to adapt better in their relationship with student.

This study aims to investigate the relationship between teacher emotional intelligence and teacher perception of student-teacher relationship. The hypothesis proposed of this study is emotional intelligence contribute to predict teacher perception regarding student-teacher relationship. Apart from main research question, this research also wants to looked through demographic variables (gender, age, experience) that might relate with main variables. Previous study had shown that teaching experience correlate significantly to student-teacher relationship (Farhah, Saleh, & Safitri, 2021). Thus, this study hopes that there are probabilities that teacher gender, age and teaching experience may differentiate teacher emotional intelligence as well as teacher perception regarding their relationship with students.

◼ METHODS
Participants

The study population comprised teachers who teach in all level of education, means primary, secondary, and high schools in Indonesia. The population selection was based on a research design that wanted to explore the relationship between research variables, so it was necessary to involved teachers from various levels of education. In this study, the characteristics of research participants were determined by a minimum limit of 6 months for teaching experience. This boundary setting was determined in order to get participants who already have experience

in teaching and interacting with students. The minimum time limit of 6 months or approximately one semester is considered sufficient to gain experience as a teacher. However, this study does not set a minimum limit for teacher age.

The estimation of minimum number of samples required for this study is set using G*power 3.1 application developed by Faul, Erdfelder, Buchner & Lang (2009). The analysis with two-tailed hypothesis and uses the alpha error probability = 0.05, the effect size = 0.3, and statistical power = 0.95. Based on the analysis, the minimum number of samples 423 is estimated to be suited to obtain data with actual power of 0.95 using regression analysis.

This study used convenience sampling technique and non-probability sampling method as the technique to collect research data. As concluded from Forzano and Gravetter (2012), convenience sampling techniques based on the assumption of easiness. Participants were chosen to involved in this study because they are easy to be approached and willing to fill in the questionnaires.

The collected data shows that there were 1420 teachers in who participated in this study. Most were women (76%, n= 1080), and more than half of the participants were elementary school teachers (66.9%, n= 950). The age range of the participants was 18 to 63 years (M= 39.29, SD= 10.285). In terms of teaching experience, the range of experience is six months to 486 months (40 years and six months). The average teaching experience was 161 months or 13 years and 5 months (M = 161.43, SD = 113.452). Of all research participants, the majority were permanent employment teachers, either as civil servants (40.3%, n= 572) or permanent teachers in the private education institution (24.1%, n= 342). Many participants are from West Java (31.4%, n= 446), DKI Jakarta (29.6%, n= 421), and South Sulawesi (24.1%, n= 342), while the

rest are from other provinces, such as Bali, Central Kalimantan, and others.

Research Design and Procedures

The purpose of this study was to examine the relationship of teacher emotional intelligence and their perception of student-teacher relationship. Specifically, to examine the contribution of emotional intelligence in predict student-teacher relationship from teacher perspective. Thus, a non-experimental quantitative approach with correlational design was suitable for this study. This choice also inline with another purpose, in which this study also wants to find whether teacher gender, age and experience may differentiate emotional intelligence as well as student-teacher relationship.

An explanation regarding the description of the research procedure will be explained as follows. The study was conducted with several activities, starting from reading references and gain insights of the phenomenon. Then, literature review on research variables was conducted, established research questions, while at the same time reviewing research ethics. The research step continued with preparing instruments in Bahasa Indonesia. The measuring instruments have gone through a process of translation from English to Indonesian and a process of backtranslating from Indonesian to English. Before being used in data collecting, instrument trials were conducted on several school teachers to obtain psychometric data of the instruments (the psychometric data will be explained in instruments section). The data collection format (online and offline) is the next step after all the instruments are ready. There were also step in arranging permits to the local education office and school administrator and collecting the data. Last step was analyzing the data and writing research results.

The study was conducted using online and offline questionnaire. Teachers were approached

with requests to fill out a questionnaire via an online link or a written form. The online and offline questionnaires consist of demographic data and two measuring instruments. Online data retrieval is carried out by taking more than half of the data collection period. More than half of the time data collection uses an online questionnaire, while the other half uses a written format in the form of a booklet in offline data collection. There are difficulties in asking participants' willingness to be involved in research. This difficulty may be due to the teacher's workload so they are reluctant to take the time to fill out the questionnaire, or forget to fill out the questionnaire that has been given.

For online data collection, questionnaire links were distributed through various network of colleagues both within and outside educational institutions. Questionnaire links are distributed periodically. However, the participants did not respond positively to the information provided. The response rate from filling out the questionnaire online can be said to be low. Therefore, this study also uses offline data collection. Thanks to offline data collection, this study managed to get a lot of data.

For offline data collection, permission was also obtained from the local education office or school administrator, then asking the principals for permission to distribute questionnaire booklets in their schools. Then visitation to several schools were done to ask teachers to fill out the booklet. The participant was approached with request to fill the questionnaire via online link or written form. Almost all teacher prefers to participate in this study by fill in the questionnaire booklet.

Study was conducted in time period from September 2021 until Januari 2023. The study took place in several provinces in Indonesia. This study time was utilized for several activities, as explained above, from conducting a literature review on research variable to writing research results.

Instruments

To examine the contribution of emotional intelligence in predict student-teacher relationship from teacher perspective, this study used instruments as follows: demographic data, Student-Teacher Relationship Scale, and Emotional Intelligence Scale.

This study took demographic data from the participants. Demographic data consists of teacher gender, teacher age, teaching level, teaching experience, school name, provinces of the school where the teacher works, and employment status. Data is given before filling out the questionnaire in the form of questions with certain answer choices or short entries, e.g. 'employee status: civil servant/permanent/ temporary' or 'fill in age___'.

Student-teacher relationship variable was measured using Student-Teacher Relationship Scale (STRS). The instrument developed by Aldrup et al. (2018), which focusing in closeness dimension, as an extension of the same instrument developed by Pianta (2001). Pianta developed the instrument to measure student-teacher relationship from students' perspective, while Aldrup et al. developed the instrument to measure the relationship from teachers' perspective. Closeness dimension in Pianta's STRS used as the only indicator in this instrument, which is developed into six items. This instrument aims to see the teacher's perception of the closeness of his or her relationship with students. Instrument adaptation to Bahasa Indonesia was carried out by the research team in this study. The instrument consisted of six items with Likert-type scale. The scale ranged from 1 to 4, where 1 represents 'strongly disagree' to 4 respresents 'strongly agree'. One of the item examples such "My students see me as their role model". The analysis

from instrument try-out of 100 participants showed that the instrument has good reliability, with Cronbach Alpha reliability coefficient of .836, which is more than .7, according to Urbina (2004). Also, by using evidence of homogeneity method the analysis showed that all items of the STRS instrument are valid, because has corrected item-total correlation index range between .445 to .697, which is above .2 (Nunnally & Bernstein, 1994).

Emotional intelligence variabel was measured using Schutte's Emotional Intelligence Scale (SEIS). The instrument was developed by Schutte et al. (1998). The instrument consisted of 33 items with Likert-type scale. The model of emotional intelligence yields three categories: appraisal and expression of emotion, regulation of emotion, and utilization of emotion. First, category of appraisal and expression of emotion developed into 13 items. Item example in this category as follows: 'I know when to talk about my personal problems to other people'. Second, regulation of emotion category of the model developed into 10 items. Item example in this category as follows: 'When I experience a positive emotion, I know how to make it last'. Third, utilization of emotion category of the model developed into 10 items. Item example of this category as follows: 'When I am in a positive mood, I am able to come up with new ideas'. Each items reflected each of the components and subcomponents of each category, e.g., appraisal and expression of emotion in self; appraisal and expression of emotion in others. The scale ranged from 1 to 5, where 1 represents 'strongly disagree' to 5 represents 'strongly agree'. The analysis from instrument try-out of 100 participants showed that the instrument has good reliability, with Cronbach Alpha reliability coefficient of .901, which is more than .7, according to Urbina (2004). Also, by using evidence of homogeneity method the analysis

showed that 30 items of the SEIS instrument are valid, because has corrected item-total correlation index range between .333 to .625, which is above .2 (Nunnally & Bernstein, 1994). There are three items (5, 28, and 33) that have corrected item-total correlation of less than 0.3, so these three items will be excluded, yielding a total of 30 items SEIS for further analysis.

Data Analysis

Data analysis was conducted using JASP 16.0 software. Descriptive analysis was done for demographic variables as well as research variables. A total score for each instrument is obtained to further analysis. A high score in STRS means that teacher has positive perception about their relationship with students. The score also means that teachers perceipt themselves as having a close relationship with students. Meanwhile, a high score in SEIS means that teacher has better ability in appraisal and expression of emotion, regulation of emotion, and utilization of emotion, of oneself and others.

Based on the study framework, study hypothesis stated that teacher emotional intelligence has contribution in predicting student-teacher relationship. To answer the hypothesis, the linear regression analysis was used to obtain the result. Also, Pearson's correlation analysis and independent sample t-test was used to analyse the difference in emotional intelligence score as well as student-teacher relationship score based on teacher gender, teacher age and teaching experience.

■ RESULTS AND DISCUSSION
Results

This study aims to investigate the relationship between teacher emotional intelligence and teacher perception of student-teacher relationship. More precisely, the contribution of emotional intelligence in predicting teacher

perception about student-teacher relationship. The hypothesis proposed of this study is emotional intelligence contribute to predict teacher perception regarding student-teacher relationship. Apart from main research question, this research also wants to looked through demographic variables (gender, age, experience) that might relate with main variables.

This study conducted several analyzes to answer the main and additional research questions, which are descriptive, correlation, linear regression and independent sample t-test.

Table 1. Descriptive analysis of variables

	N	Min	Max	Mean	SD
SEIS	1420	85	157	122.25	12.340
STRS	1420	6	24	21.40	2,452

Notes. SEIS = Emotional Intelligence Score; STRS = Student-Teacher Relationship Score

Descriptive analysis for SEIS and STRS is shown in table 1, to gave general description about study participants. Data from descriptive analysis shows that emotional intelligence scores were relatively high (SEIS Mean= 122.25, SD= 12.340). The mean score indicates that teacher has better ability in evaluate emotion and feeling of oneself and others. As Mayer and Salovey (1997) stated, higher score means that teachers have better ability in perceipt, evaluate, and express emotions. They also have better ability in facilitating emotions to think. They also have more ability in understanding, analyzing, and using emotional knowledge. And, they also have better reflective regulation of emotions for further emotional and intellectual growth.

Data from descriptive analysis of STRS also shows that student-teacher relationship were relatively high (STRS Mean= 21.40, SD= 2,452). The mean score indicates that teacher have positive student-teacher relationship perceived by the teacher. Based on the mean score, the finding show that teachers perceived themselves have close relationship with their students. They feel that students like them, take their words seriously, and respect them. They also perceive that their students trust them in sharing students' personal problems. Thus, it is implied that participants had high emotional intelligence and perceived positive relationships with their students.

Descriptive analysis of variables show that participants achieve high score in emotional intelligence. The high score means that teachers in Indonesia, more than half of participants teach primary level, can evaluate emotions and feeling of themselves and other, particularly their students (Salovey & Mayer, 1990). Teacher able to perceive, evaluate, and express their emotion appropriately. They also able to facilitate their emotions to think. They understand their and other emotion, analyze their and other emotional state, and using emotional knowledge. They also can regulate reflectively of their emotions for further emotional and intellectual growth. The analysis also showed that teacher perceived they has positive relationships with their students. The high score means that teachers in Indonesia, can build and maintain openness, warmth, and security in relationships with students (Pianta, 1999). They displayed high responsiveness and control, which are the effective ways of fostering student learning and development (Virtanen et al, 2019). A review of literature by Jennings and Greenberg (2009) also found that supportive teacher–student relationships play an important role in students' feelings of connectedness to school and both their academic and social-emotional outcomes. When

teachers hold positive attitudes toward students and build a strong sense of community among their students, problem behaviors decline and on- task behaviors increase (Battistich, Solomon, Watson, and Schaps, 1997; Solomon, Battistich, Watson, Schaps, & Lewis, 2000).

Table 2. Correlation analysis of variables

	SEIS	**STRS**	**Teaching Experience**	**Age**
SEIS	1	.414**	.018	.034
STRS	.414**	1	.113**	.113**
Teaching Experience	.034	.113**	1	.848**
Age	.018	.113**	.848**	1

*Notes. EIS = Emotional Intelligence Score; STRS = Student-Teacher Relationship Score; ** p <.01, * p <.05. Correlation is significant at the 0.01 level (2-tailed)*

As shown in table 2, SEIS and STRS have a significant positive correlation (r(1421)=0.414, p< 0.001). It is implied that increase in teacher emotional intelligence will more likely to increase teacher perception of positive relationship with students. The effect size of SEIS toward STRS was 0.171 toward STRS, which means 17.1% variance in student-teacher relationship could be explained by emotional intelligence.

Correlational analyses were conducted to examine the relationship between teaching experience and age with student-teacher relationship. As shown in table 2, teaching experience have a significant correlation with STRS (r(1421)=0.113, p< 0.01), and the same was also true for age (r(1420)=0.113, p< 0.01). Thus, it implies that both teaching experience and teacher age had a significant positive relationship with the student-teacher relationship, but not with emotional intelligence. These finding suggest that both teaching experience and teacher age may contribute to building positive relationships between teachers and their students.

The correlation analysis showed this study proves that emotional intelligence is positively correlated with student-teacher relationship. It is implied that increase in teacher emotional intelligence will more likely followed by increase in teacher perception of positive relationship with students. This result indicates that if there is an increase in teacher ability to evaluate emotion and feeling of oneself and others, it will be accompanied with an increase in degree of closeness on the student-teacher relationships.

Table 3. Linear regression analysis of variables

	B	**SE**	*B*	*T*	**Sign.**
Coefficient (Constant)	11.331	0.590		19.208	0.000
SEIS	0.082	0.005	0.414	17.150	0.000

*Note. SEIS = Emotional Intelligence Score; F= 294.114, r²= 0.171; ** p <.01, * p <.05.*

Regression analysis was conducted to examine the relationship between emotional intelligence and the student-teacher relationship. The result of linear regression analysis (Table 3) showed that the regression coefficient for emotional intelligence was 0.082 (p< 0.05), indicating a significant positive relationship between emotional intelligence and the student-teacher relationship. The constant (or intercept) was 11.331 (p< 0.05), indicating that when emotional intelligence is zero, the predicted score for the student-teacher relationship is 11.331. The

overall model was significant (F (1, 1420) = 294.114), indicating that emotional intelligence significantly predicts the student-teacher relationship.

Result from statistical analysis with linear regression show that emotional intelligence has positive significant effect to student-teacher relationship. Thus, it implies that main research hypothesis is accepted. This study proves that teacher emotional intelligence influences teacher perception of student-teacher relationship. As stated by (Perry & Ball, 2005), emotional intelligence has an important role in student-teacher relationship. Teacher who has the better ability to identify, comprehend and regulate their emotions can influence their perception about relationship with students. Congruent with the previous findings, this research can link the mechanism between emotional intelligence and student-teacher relationship from teacher teacher perspective. Teachers with the capability to evaluate and express emotions both verbally and nonverbally, regulate mood as the way to adapt, and to solve problems with the use of emotions (Salovey & Mayer, 1990), can develop openness, warmth, and security in their relationships with students (Pianta, 1999). This result is also in accordance with previous research findings, of which emotional intelligence could predict teacher perception toward student respect

and trust, as well as toward conflict level (Roorda et al., 2011). Other explanation is that good student-teacher relationship requires emotion involvement from teacher, particularly positive emotions (Spilt et.al., 2011).

Other explanation about the significant effect of emotional intelligence to student-teacher relationship comes from a study from (Virtanen et al., 2019). In their study, teachers with high emotional and instructional support, also high in class organization, displayed behaviors characterized by high responsiveness and control. These teachers have profiles that are a combination of high levels of warmth and control. In teaching, they also have effective ways of fostering student learning and development. Subsequent studies related to high emotional intelligence by Ghanizadeh and Royaei (2015) and Zysberg, Orenshtein, Gimmon, and Robinson (2017) also stated that high emotional intelligence can facilitate extensive friendship networks and interpersonal relationships, and has impact in improving teacher well-being. In addition, it is said that individuals with high emotional intelligence have advantages in terms of greater social competence, wider social networks, and more effective coping strategies that serve to improve individual well-being (Salovey, Bedell, Detweiler, & Mayer, 1999).

Table 4. Independent sample T-test

	Male (n = 340) M / SD	Female (n = 1080) M /SD	t-test	Sig. (2-tailed)
SEIS	134.46 / 13.654	135.27 / 12.725	-1.011	.312
STRS	21.06 / 2.604	21.50 / 2.394	-2.901	.004

Notes. EIS = Emotional Intelligence Score; STRS = Student-Teacher Relationship Score

A statistical analysis of demographic variables (table 4) was conducted to compare the mean score on two measures (SEIS and STRS) between male and female. For SEIS measure, the t-test revealed no significance

differences in mean score between male (M= 134.46; SD = 13.654) and female participants (M= 135.27; SD= 12.725), t(1418)= -1.011, p= .312 (two-tailed) These finding suggest that emotional intelligence may not be differ between

gender. Meanwhile for STRS measure, the t-test revealed a significant difference in mean score between male (M= 21.06; SD= 2.604) and female (M= 21.50; SD= 2.394) participants, t(1418)= -2.901, p= .004 (two-tailed). This finding suggest that female had significantly higher scores on the student-teacher relationship measure compared to males.

This study also looked through other variables that might relate with emotional intelligence and teacher perception regarding their relationship with students, such as teacher gender, age, and teaching experience. The analysis showed that teacher age and teaching experience had a significant positive correlation with the student-teacher relationship, respectively. These finding suggest that if there is an increase in teaching experience, it will accompany with the increase of closeness degree on student-teacher relationship. Teachers who have had a lot of teaching experience have a high sense of connectedness, so they do not focus their energies too much on building close interpersonal relationships with students. The finding is congruent with the previous findings from other study (Van Petegem, Creemers, Rossel, & Aelterman, 2005; Farhah, Saleh, & Safitri, 2021) in which the teaching experience allows teachers to use various methods automatically to build close interpersonal relationships with students. This result is somewhat contrast with the previous research which showed no significant change in student-teacher relationship throughout teacher working period (Brekelmans, Wubbles, & Den Brok, 2002). Also, the increasing in teacher age will be followed by an increase in teacher perception regarding their relationship with students. On the contrary, both of demographic variable have no significant correlation with emotional intelligence.

The analysis also found that emotional intelligence may not differ between genders. The explanation for this is that female teacher and male teacher have the same ability to evaluate emotions and feelings of themselves and others, particularly their students (Salovey & Mayer, 1990). Besides that, teachers can perceive, evaluate, and express their emotions appropriately. Both female and male teachers can effectively regulate emotions in order to achieve emotional and intellectual growth.

Meanwhile, this study found that there were differences in the student-teacher relationship based on the gender of the teacher. This finding shows that female teacher has a much higher score than men. The results of this study indicate that female teachers have a greater perception of their closeness to their students. Female teachers show more high responsiveness and control, and are more able to build and maintain openness, warmth, and security in relationships with students. This is in accordance with the nature of female who are feminine and carry out the role of caring for students. In caring for students in the classroom, female teachers can show warmth and care for their students.

■ **CONCLUSIONS**

This study found that emotional intelligence has positive significant effect to student-teacher relationship. Thus, it implies that teacher ability in appraisal and expression of emotion, regulation of emotion, and utilization of emotion, of oneself and others, contributes to the way teacher perceive their relationships with students. This study also found that teacher age and teaching experience had a significant positive correlation with the student-teacher relationship, respectively, but not with emotional intelligence. Last, there is also finding that emotional intelligence may not differ between genders, but there were differences in the student-teacher relationship based on the gender of the teacher.

Specifically, the research results imply that emotional intelligence is ability to appraise, regulate and utilize emotion of oneself and others. Therefore, it would be better if schools consider

conducting training on emotion identification and emotion regulation for teachers. Previous literature on emotional intelligence revealed that emotional intelligence is a capacity and skill that can be developed through certain emotional intelligence programs. For example, mindfulness-based emotional intelligence training (Ciarrochi & Mayer, 2007), practical training based on emotional intelligence skills theory (Kornacki & Caruso, 2007), and emotional intelligence learning in a variety of Leadership Executive Assessment and Development programs (Boyatzis, 2007). By developing the capacity and skills of emotional intelligence in teachers, it is hoped that teachers can integrate, understand, and manage their emotions effectively. This will later influence teacher to perform in fostering their students in learning and development.

This study may taken into consideration as a reference for practical use. An example of practical implication from this research is EI trainings for teacher, in order to develop a more positive student-teacher relationship. One of such trainings is The Emotionally Intelligent Teacher (EIT), which is a competence-based assessments that includes healthy interpersonal relationship, personal leadership, self-regulation, and intrapersonal capability (Brackett & Caruso, 2005). Another training that can be applied to develop teacher emotional intelligence is a training designed by Vesely, Saklofske, and Nordstokke, (2014), which is based on a program called "Managing Occupational Stress through the Development of Emotional Intelligence". Another intervention program in emotional intelligence also can give benefit for teacher in dealing with occupational stress (Hansen, Gardner, & Stough, 2007). By those intervention, it is hoped that developing teacher emotional intelligence could lead to a better and more positive student-teacher relationship.

It must be mentioned that there are several things as the advantages of this study. First, as

far as we concern, research about the relationship between teacher emotional intelligence and their perception regarding their relationship with students is still lacking. Thus, this research can be used as a reference for future research regarding the relationship of both variables in the context of Indonesian education. Furthermore, this research can also be a reference for programs dedicated to increase the quality of both student-teacher relationship and teacher emotional intelligence in Indonesia.

Second, there are possibilities that other variables may correlate well with research variables. It is recommended to look at how other variables, such as teacher competence or school type, might interact with both or either emotional intelligence and/or student-teacher relationship. Other things to consider is the form of relationship between emotional intelligence and student-teacher relationship, such as its direction and linearity. Lastly, future research may also focus on in-depth qualitative research of student-teacher relationship, using methods such as observations, interviews, staff or student evaluation, or teacher's daily journal.

There are several limitations about this study. First, this study did not explore the form of the relationship between emotional intelligence and teacher perception regarding their relationship with students. Even though this study found such relationship exist, the direction of the relationship and whether the relationship is linear or monotonic have yet to be determined. Another thing to consider in this research is how high participant scores were in both emotional intelligence and their perception regarding the relationship with students. At first, we assumed that there would be an observable score decrease in certain items from student- in relationship with students. Another possibility is that participants were perceiving the student-teacher relationship before pandemic, or throughout their whole career.

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