



Educational Aspirations as The Predictors of Teacher Engagement in Classroom in Context of Emotional Intelligence of Teachers

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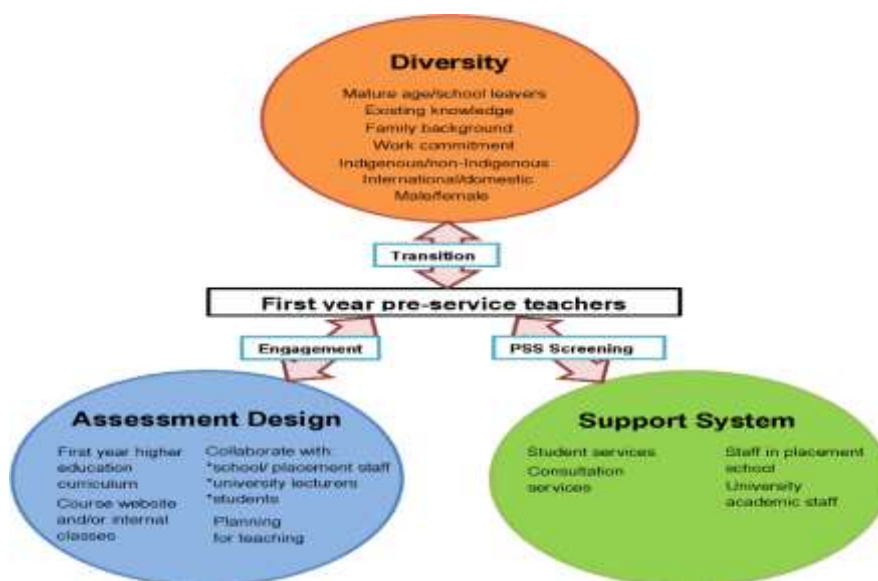
Article History	Abstract
Received: 06 June 2023 Revised: 05 Sept 2023 Accepted: 04 Nov 2023	<i>In the intricate network of factors that influence teacher engagement within the classroom, educational aspirations stand as potential critical predictors. These aspirations, which could be defined as the goals and objectives set by educational institutions or by the teachers themselves, could serve as a guiding force, steering the level and quality of engagement teachers display in the class. This essay explores the hypothesis that educational aspirations could indeed be potent predictors of teacher engagement, delineating the pathways through which aspirations mold teachers' dedication, enthusiasm, and proactive involvement in the educational process. Initially, it is fundamental to understand that educational aspirations are a two-pronged entity - encompassing the macro-level aspirations set forth by educational boards and policies, and the micro-level aspirations nurtured by individual teachers for their personal growth and the academic progression of their students. These aspirations, when clearly articulated and aligned, can act as a catalyst, propelling teachers towards higher levels of engagement in class. From one perspective, aspirations can foster engagement by instilling a sense of purpose and direction. When teachers are driven by well-defined goals - be it enhancing student literacy levels, fostering critical thinking skills, or nurturing holistic development - their engagement in class is naturally heightened. They are more likely to invest time and effort in devising innovative teaching strategies, engaging in continuous learning, and fostering an environment that is conducive to achieving these aspirations. Furthermore, educational aspirations often encapsulate the ideals of inclusive and equitable education. Teachers working towards these aspirations are likely to be more engaged, as they strive to create classrooms where every student is given an opportunity to thrive. This inclusive approach not only fosters positive student outcomes but also enriches the teacher's experience, as they find fulfillment and satisfaction in witnessing the growth and development of their students. Moreover, educational aspirations can foster a collaborative spirit among teachers. As they work towards common goals, there is an enhanced sense of community and collaboration.</i>
CC License CC-BY-NC-SA 4.0	Keywords: Educational aspirations, teacher engagement, classroom and emotional intelligence

1. Introduction

The present study paper briefly addresses the topic of emotional intelligence and its relationship with teacher classroom engagement. The construct of emotional intelligence, which has emerged as a significant psychological phenomenon [3]. The concept of emotional intelligence was initially

employed in a casual manner within the field of literary criticism. However, over the course of two decades, this word has gained significant prominence and is now commonly utilised in research publications. Over the course of time, an increasing number of scholarly publications have been produced to delineate, investigate, and quantify the concept of emotional intelligence, leading to the development of numerous theoretical frameworks pertaining to emotional intelligence [9]. The emergence of this concept can be attributed to the disregard of emotions in societal trends, as efforts were increasingly focused on individuals' self-assessment. Educators consider the assessment of emotional intelligence to be significant in evaluating or forecasting individuals' capabilities. This field holds significant importance in the advancement of civilization as it pertains to the recognition of the role emotions play in our everyday lives [16]. Proponents of emotional intelligence argue that individuals who possess a deep understanding of their emotions are better equipped to navigate through life with greater ease and happiness. Furthermore, these individuals tend to higher levels of satisfaction. Emotional intelligence is widely regarded as a significant indicator in the domains of vocational and professional education by numerous scholars. The possession of emotional intelligence can result in significant life benefits, provided that educators possess the knowledge and ability to effectively harness this capacity. In order to achieve academic brilliance, it is necessary for educators to possess a comprehensive understanding of the distinctions between cognitive intelligence and emotional intelligence. However, their primary emphasis should be placed on fostering emotional literacy among their pupils. It is worth noting that instructors' own emotional literacy will become evident through their conscientious evaluation of their own emotional well-being [7]. Teachers who possess emotional intelligence demonstrate a genuine concern for their pupils, cultivate an emotional atmosphere within the classroom that fosters a conducive learning environment, and enhance their own effectiveness in order to promote academic success. Numerous studies have provided evidence suggesting that the emotional intelligence of educators has a noteworthy influence on multiple facets of their vocational existence, encompassing their degree of ease, belief in their own capabilities, work satisfaction, and the caliber of their interpersonal engagements with students. The focus on addressing emotions within the classroom setting has grown increasingly important in contemporary times, since it plays a crucial role in fostering students' emotional well-being and enhancing their academic performance. There is an expectation that proficient educators possess a significant degree of emotional abilities. The concept of emotional intelligence has been found to have a significant impact on achieving positive and successful outcomes across several domains of life, hence exerting a dominant influence in the realm of education. The significance of emotional intelligence has grown increasingly pronounced for both educators and learners.

Figure: 01

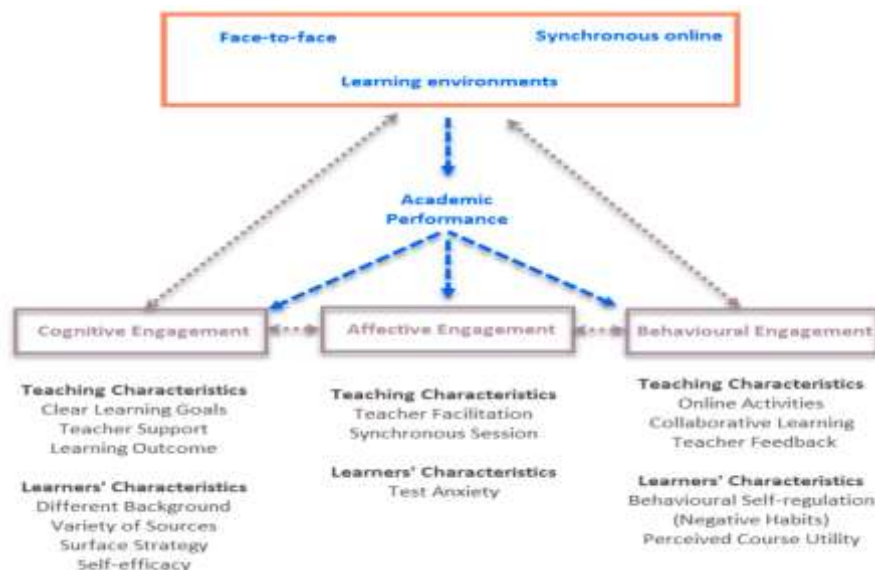


Theoretical Foundation and Hypotheses Formulation

In the sphere of education, the emotional intelligence of teachers stands as a cornerstone influencing not only their personal well-being but also the academic and social development of students. Building upon this theoretical framework, further studies have proposed that increased levels of emotional intelligence among educators contribute to the creation of a more sympathetic and responsive classroom setting. This, in turn, has the potential to cultivate improved student engagement and academic

achievements. [9]. Goleman's model further reinforces this, highlighting that emotionally intelligent teachers are adept at implementing strategies that nurture positive relationships and create supportive learning environments. Considering the potential impacts, several hypotheses can be formulated in this context. Teachers with high levels of emotional intelligence are more likely to establish constructive and nurturing relationships with their students. Secondly, it can be hypothesized that high emotional intelligence in teachers correlates with a more inclusive and positive classroom atmosphere, where students feel valued and understood. Lastly, a potential hypothesis could be that teachers' emotional intelligence directly impacts students' academic achievements and personal development, with higher levels fostering a more conducive learning environment. [1]. These hypotheses, grounded in theoretical foundations, pave the way for empirical studies aiming to explore the multifaceted role of emotional intelligence in the educational realm.

Figure: 02



Emotional Intelligence Teacher Engagement: An overview

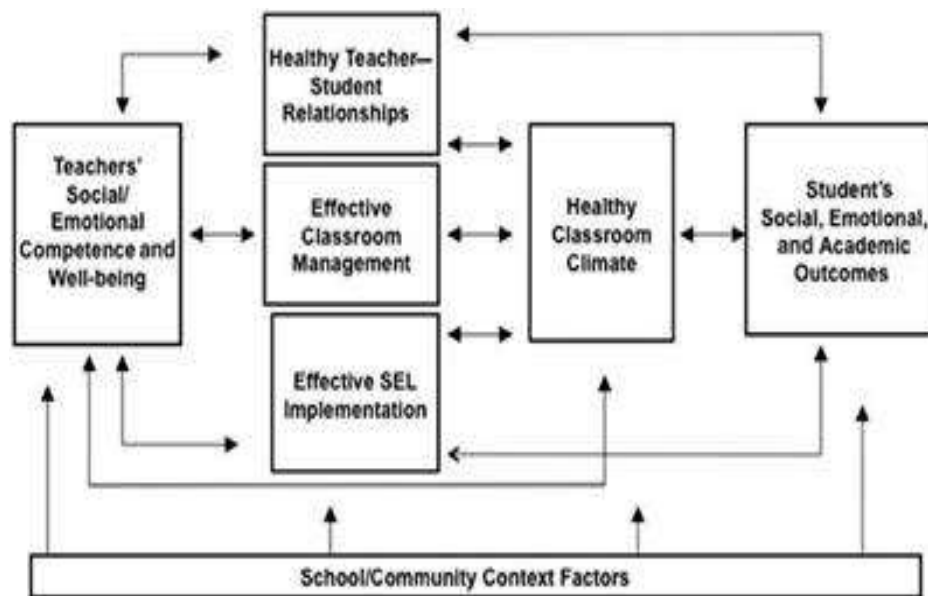
In order to enhance students' academic performance and accomplishments, it is imperative for educators to effectively employ their emotional intelligence within the classroom setting. Regrettably, a significant number of educators lack an understanding of the significance of emotional intelligence within the context of academic pursuits [4]. Teachers sometimes overlook the need of emotional intelligence, despite their extensive personal and academic expertise. To enhance student attentiveness in the classroom, it is imperative for professors to address pupils by their respective names [13]. In order to cultivate a more emotionally enriching learning experience for students, it is imperative to provide them with positive possibilities and foster an engaged environment within the classroom setting. The enhancement of the educational experience for both students and teachers will be facilitated [6].

Emotional Skills in success of Teacher Engagement

In an ever-evolving educational landscape, the significance of nurturing emotional skills in teacher education has become increasingly apparent. The demands of contemporary classrooms necessitate that educators are not just conveyors of academic knowledge, but also adept facilitators of holistic learning experiences [8]. The article underscores the role of emotional skills as a critical component in the success of teacher education, delineating its impact on fostering nurturing classroom environments and promoting optimal student outcomes. At the onset, it is essential to clarify that emotional skills, which are a subset of emotional intelligence, encompass a range of capabilities including empathy, self-awareness, and the ability to manage and regulate emotions effectively. These skills are instrumental in fostering interpersonal relationships and creating atmospheres of trust and understanding, traits that are highly desirable in an educational setting. Understanding and incorporating emotional skills in teacher education can bring about a transformative change in the educational environment [2]. First and foremost, teachers equipped with refined emotional skills are better poised to understand the nuanced emotional dynamics of their students. They can adeptly identify signs of distress, happiness, or other emotions in students, thereby tailoring their approaches to suit the emotional climate of the classroom. This empathetic approach fosters an inclusive environment where students feel seen and heard, thereby enhancing their engagement and participation [5]. Moreover, teachers with well-developed emotional skills are more resilient and adaptable. The teaching profession is replete with challenges that demand

high levels of patience and perseverance. A teacher who is proficient in managing their emotions can maintain a positive demeanor, even in stressful situations, which can have a cascading positive effect on the classroom environment [9]. Their ability to remain composed and focused allows them to navigate classroom challenges with grace, thereby setting a positive example for their students to emulate. Furthermore, the cultivation of emotional skills enables teachers to forge deeper connections with their students. These connections are foundational in building a classroom community that is characterized by mutual respect and understanding. Teachers with adept emotional skills can nurture these connections, facilitating a classroom dynamic. A critical aspect to consider is the role of teacher education programs in fostering these emotional skills. It becomes imperative for these programs to integrate modules and training that focus on nurturing emotional intelligence among prospective teachers. Implementing curriculum that prioritizes personal reflection, empathetic engagement, and emotional regulation can be instrumental in shaping teachers who are not only academically proficient but also emotionally competent. In conclusion, the integration of emotional skills in teacher education stands as a promising pathway to foster a new generation of educators who are attuned to the emotional complexities of their students. Such teachers are not only more resilient and adaptable but are also capable of creating nurturing and inclusive classroom environments that are conducive to learning. As the nexus between emotional skills and positive student outcomes becomes increasingly apparent, it is incumbent upon teacher education programs to prioritize the cultivation of these skills, thereby paving the way for a more empathetic and effective educational landscape.

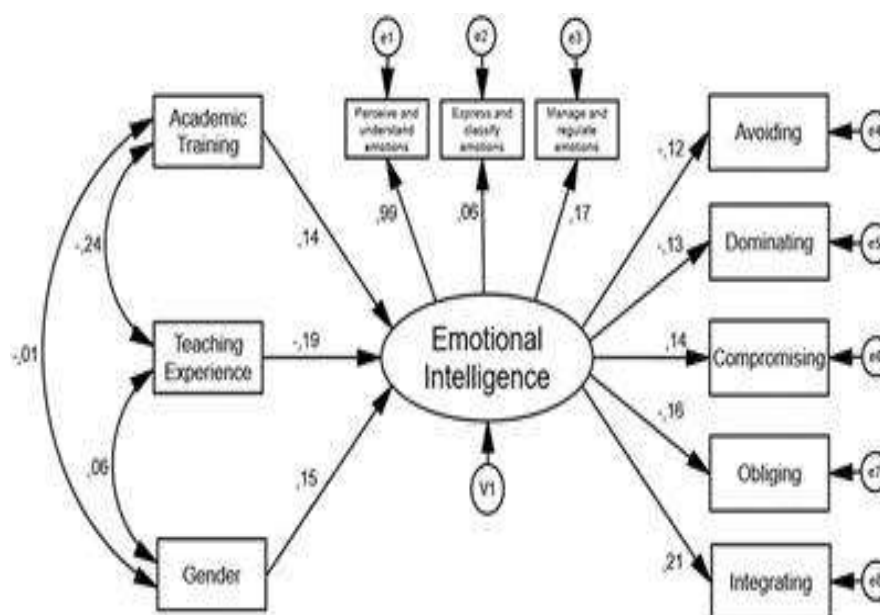
Figure: 03



Approaches to Promote Teacher Engagement

Promoting teacher engagement is a vital endeavor that holds the potential to enhance the educational environment substantively. To foster heightened engagement, a multi-faceted approach is necessary, intertwining both organizational and individual strategies. Firstly, fostering a supportive and inclusive school culture can play a significant role in enhancing teacher engagement. [13] This involves creating avenues for teachers to collaborate, share experiences, and learn from each other, thereby fostering a community of engaged professionals. Secondly, offering opportunities for professional development is critical. Continuous learning opportunities that are aimed at expanding teachers' knowledge and skillsets can contribute to heightened engagement as they find avenues to grow and evolve in their roles. Furthermore, recognizing and appreciating the efforts of teachers can serve as a powerful motivator. Encouragement and acknowledgment from school administration and peers can fuel a sense of accomplishment and spur teachers to invest more deeply in their roles. Additionally, promoting well-being and work-life balance is a vital strategy. Implementing initiatives that focus on the mental and physical well-being of teachers can prevent burnout and sustain engagement levels over time. [3]. Lastly, incorporating teachers in decision-making processes concerning curriculum development and school policies can instill a sense of ownership and responsibility, thereby promoting active engagement. By adopting a holistic approach that integrates these strategies, educational institutions can foster a climate where teacher engagement is nurtured and celebrated, paving the way for a more dynamic and effective educational landscape.[9]

Figure: 04



Teaching for creativity

According to existing literature, emotional intelligence, which encompasses attributes like self-awareness, empathy, and interpersonal skills, serves as a precursor to heightened work engagement. This is characterized by a high level of energy, mental resilience, and a willingness to invest oneself fully in teaching responsibilities. When teachers demonstrate high levels of emotional intelligence, they are better equipped to navigate the complex landscape of classroom interactions and student behaviors, fostering a nurturing and inclusive learning environment. This, in turn, amplifies their work engagement, as they find more fulfillment and efficacy in their roles. Engaged teachers are observed to exhibit a positive influence on student outcomes, facilitating not only improved academic performance but also fostering critical skills like problem-solving and emotional regulation in students. This hypothetical pathway underscores the intricate interplay between teachers' emotional intelligence and work engagement, highlighting the pivotal role this synergy can potentially play in sculpting a fruitful educational ecosystem.

Significance for the study

The topic of inquiry pertains to the emotional intelligence exhibited by instructors. The significance of emotional intelligence is quite significant within the realm of education and pedagogy. [3] Emotional intelligence facilitates enhanced comprehension of pupils by teachers. Educators have the ability to develop a pedagogical approach aimed at understanding the individual requirements and establishing objectives for their students. Within the realm of emotional intelligence, empathy assumes a central role as a fundamental concept for pedagogical instruction.[7] It is imperative for educators to engage in effective communication with their pupils, thereby fostering an understanding of their individual backgrounds and cultural contexts. In the context of classroom instruction, the incorporation of motivation and the cultivation of social skills associated with emotional intelligence are valuable assets for educators in the pursuit of their objectives. [12] Emotional intelligence has the potential to boost the achievements of both students and teachers by improving their social and personal life skills. Educational institutions that provide training and organize seminars aimed at enhancing emotional intelligence among teachers contribute to the cultivation of happier, more experienced, and mature pupils who are better prepared for their future professional endeavors.

Design

The present study employed a quantitative and correlational research design, which was deemed suitable for capturing a comprehensive understanding of the relationship between emotional intelligence and teacher involvement in the classroom. Simple random technique was used for the study with 250 sample respondents. For collecting the primary data, google form was used. The primary objective of this correlational study was to examine the possible use of emotional intelligence in the realm of education and its impact on student participation inside the classroom. Correlational research was used to evaluate the associations among many factors. [7].

Table 1: ANOVA

Demographic features		N	Mean	Std. Deviation	F	Sig
Age	Young	82	22.0511	6.01382	1.382	0.231
	Middle	111	20.2150	5.32510		
	Old	57	21.3251	5.12563		
Educational level	School level	10	21.1001	4.81250	3.102	0.036
	Graduation	120	21.2568	5.32011		
	Post graduation	104	22.5236	6.02353		
	Others	16	22.3251	4.56244		
Income level	Low	105	21.5026	5.23569	0.512	0.615
	Middle	73	22.2865	5.31233		
	High	72	22.3752	5.12581		
Total		250	12.2356	5.12560		

The outcome of the ANOVA test in relation to the hypothesis testing revealed that younger respondents (22.0511) have higher green values than medium (20.2150) and older respondents (21.3251) have. The outlined hypothesis is proven to be accurate, and there are no appreciable differences in the emotional intelligence of the teachers according to their ages. The data pertaining to the educational background of the participants suggests that those who have pursued postgraduate studies (mean score of 22.5236) exhibit higher levels of emotional intelligence compared to the average score of other participants. The instructors in the high-income group's emotional intelligence. At 61.5%, the significance is discovered. Therefore, it is acknowledged that there is no discernible variation in respondents' emotional intelligence according to their wealth.

Table 2: Z test

Demographic features		N	Mean	Std. Deviation	Z	Sig
Gender	Male	182	23.8510	4.75806	-1.624	0.106
	Female	68	20.0670	5.41918		
Marital status	Single	124	22.0650	5.10700	-0.846	0.398
	Married	126	23.1250	5.09748		
Total		250	22.4480	5.09737		

The gender and marital status hypotheses have both been tested using the Z test. Male respondents had a greater emotional quotient (23.8510) than female respondents. Married respondents had a higher mean than single respondents (23.1250). It has been shown that there is no variance in the respondents' emotional quotient between married and single respondents.

Discussion

Based on the findings of the analysis, it was determined that teachers exhibited above-average levels of engagement in class in relation to the element of "Teacher Student Interaction." However, their levels of engagement were found to be at an average level in regards to the aspects of "School Climate" and "Behaviour and Instructional Management." Moreover, the analysis reveals that in relation to the final element, namely "Teacher Burnout," teachers exhibit a moderate level of emotional involvement within the educational setting. The findings of this study are corroborated by Singh's (2015) research. The findings of his research indicate that teachers exhibit emotional involvement with their pupils across many contexts, and that students' academic performance in the classroom is positively associated with teachers' emotional intelligence. Educators adeptly regulate their emotions and employ constructive strategies to navigate interactions with students, maintaining composure even when faced with instances of student misconduct, so refraining from engaging in reactionary behaviour. This study demonstrates that educators exhibit a significant level of worry for students' academic achievement within the classroom setting, and they priorities providing individualized attention to pupils. In order to facilitate engagement with students within the classroom setting, educators predominantly rely on nonverbal cues and positive conduct, such as physically traversing the classroom while attentively monitoring students' progress. The majority of educator's priorities student learning by fostering extensive classroom engagement and cultivating a secure, respectful, and nurturing educational atmosphere for their pupils. However, teachers who possess an average level of emotional intelligence are able to foster skills in their students. Educators have a sense of ease when students engage in questioning, thereby fostering a reciprocal dynamic wherein teachers perceive a heightened sense of expertise. The use of this approach

facilitates the cultivation of enhanced cognitive processes and comprehension among students in relation to their respective academic disciplines.

4. Conclusion

Teachers become more engaged in not just their classrooms but also in the broader educational community, sharing experiences, learning from peers, and collectively striving to achieve the shared aspirations. This collaborative spirit can significantly heighten teacher engagement, fostering a vibrant and dynamic educational ecosystem. However, it is also critical to recognize the potential pitfalls of misaligned or unrealistic aspirations. When aspirations are not grounded in reality or do not resonate with the teachers' personal beliefs and values, it can lead to disengagement. Thus, it is essential for educational aspirations to be formulated with the active participation and input of teachers, ensuring that they are both achievable and aligned with the teachers' vision for their students and themselves. In conclusion, the role of educational aspirations as predictors of teacher engagement in class is a complex yet pivotal one. When harnessed effectively, aspirations can serve as powerful motivators, steering teachers towards higher levels of engagement and fostering classrooms that are vibrant, inclusive, and conducive to learning. As the educational landscape continues to evolve, it becomes increasingly critical to nurture aspirations that resonate with teachers, fostering a harmonious and synergistic relationship that propels the educational journey forward, marked by engaged teachers and flourishing students.

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