



BENHA UNIVERSITY  
FACULTY OF EDUCATION  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

**A STUDY OF THE TEACHER'S EMOTIONAL INTELLIGENCE LEVEL  
AND ITS RELATIONSHIP TO SOME LEARNING OUTCOMES  
AMONG HIS PUPILS**

**OF MASTER DEGREE THESIS IN EDUCATION  
(Educational Psychology)**

**BY:**

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**2009**



## **- INTRODUCTION:**

Emotional intelligence is important in the development and integration of human personality. It plays an essential role in individual's adjustment with himself and with society. Family obviously contribute in the development of emotional intelligence and the school takes the turn and complete the same task, especially in the teacher's personality with his high level of values and positive attitudes. He can install these values and positive attitudes towards school learning and several issues of society and technology. Therefore, the present study investigated the relationship of teacher's emotional intelligence and the effect of his students' affective domains, represented in some learning outcomes such as the moral judgment, tendency towards the subject matter and Scholastic.

## **- THE STUDY PROBLEM:**

The study problem was crystallized and stated in the following question:

- Is there a relationship between the teacher's emotional intelligence and his students' moral judgment, Scholastic, tendency towards the subject matter as learning outcomes?



**- STUDY SIGNIFICANCE:**

- 1) It attempted to theorize the emotional intelligence concept.
- 2) It came up with findings on the relationship between the teacher's emotional intelligence and his students' moral judgment, achievement, tendency towards the subject matter.
- 3) It focused on the emotional intelligence concept and drew the attention to it when selecting teachers.

**- STUDY SAMPLE:**

The present study sample consisted of 16 male and female teachers with low and high emotional intelligence, scientific and literary majors (science – social studies). It also consisted of 670 pupils (236 male and 434 female). They are the teachers' sample pupils.

**- STUDY TOOLS:**

The following tools were followed and used in the present study:

- 1) Scale of tendency towards subject matter, developed by Fouad Abu-Hattab.
- 2) Emotional intelligence scale, developed by Reda Abu-Sreia and Mohammed Ibrahim Gouda.



- 3) Moral judgment scale, developed by Mohammed Awadalla and Hanim Abdul-Maqsoud.
- 4) Pupils' scores in science and social studies.

#### **- STUDY PROCEDURES:**

1. Developing and standardizing the study tools.
2. Drawing the second-grade preparatory teachers' sample, specialized in science and social studies.
3. Administering the emotional intelligence scale to the teachers' sample.
4. Ordering the teachers from top to down, according to their scores on the emotional intelligence scale.
5. Selecting four teachers with high emotional intelligence and another four with low emotional intelligence.
6. Applying the learning outcomes tests (moral judgment, achievement and tendency towards the subject matter) on the pupils of the teachers' sample.
7. Using the statistical techniques to measure the differences (T-test) and variance analysis (factor analysis 2\*2).

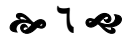
#### **- STUDY FINDINGS:**

- 1) There were no statistically significant differences between the pupils of teachers with high emotional intelligence and



those of low emotional intelligence, in the first dimension of moral judgment (robbery).

- 2) There were no statistically significant differences between the pupils of scientific major teachers and those of literary major, in the dimension of robbery.
- 3) There were no statistically significant differences for the interaction between emotional intelligence and major, in the dimension of robbery.
- 4) There were no statistically significant differences between the pupils of teachers with high emotional intelligence and those of low emotional intelligence, in the dimension of telling lies.
- 5) There were statistically significant differences at 0.05 between the pupils of scientific major teachers and those of literary major (in favor of the latter) in the dimension of telling lies.
- 6) There were no statistically significant differences for the interaction between emotional intelligence and major, in the dimension of telling lies.
- 7) There were no statistically significant differences between the pupils of teachers with high emotional intelligence and those of low emotional intelligence, in the dimension of cheating.



- 8) There were no statistically significant differences between the pupils of scientific major teachers and those of literary major, in the dimension of cheating.
- 9) There were no statistically significant differences for the interaction between emotional intelligence and major, in the dimension of cheating.
- 10) There were no statistically significant differences between the pupils of teachers with high emotional intelligence and those of low emotional intelligence, in the dimension of equality.
- 11) There were no statistically significant differences between the pupils of scientific major teachers and those of literary major, in the dimension of equality.
- 12) There were no statistically significant differences between the pupils of teachers with high emotional intelligence and those of low emotional intelligence, in the dimension of rewarded justice.
- 13) There were no statistically significant differences between the pupils of scientific major teachers and those of literary major, in the dimension of rewarded justice.
- 14) There were no statistically significant differences for the interaction between emotional intelligence and major, in the dimension of rewarded justice.

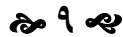


- 15) There were statistically significant differences at 0.01 among the teachers' pupils in the dimension of rewarded justice.
- 16) There were statistically significant differences at 0.01 between the pupils of teachers with high emotional intelligence and those of low emotional intelligence (in favour of the former), in the dimension of solution justice.
- 17) There were no statistically significant differences between the pupils of scientific major teachers and those of literary major, in the dimension of solution justice.
- 18) There were no statistically significant differences for the interaction between emotional intelligence and major, in the dimension of solution justice.
- 19) There were no statistically significant differences between the pupils of teachers with high emotional intelligence and those of low emotional intelligence, in the dimension of distributive justice.
- 20) There were no statistically significant differences between the pupils of scientific major teachers and those of literary major, in the dimension of distributive justice.
- 21) There were no statistically significant differences for the interaction between emotional intelligence and major, in the dimension of distributive justice.



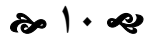
- 22) There were no statistically significant differences between the pupils of teachers with high emotional intelligence and those of low emotional intelligence, in the dimension of social responsibility.
- 23) There were no statistically significant differences between the pupils of scientific major teachers and those of literary major, in the dimension of social responsibility.
- 24) There were no statistically significant differences for the interaction between emotional intelligence and major, in the dimension of social responsibility.
- 25) There were statistically significant differences between the pupils of teachers with high emotional intelligence and those of low emotional intelligence, in the dimension of interest as a component of tendency towards the subject matter.
- 26) There were statistically significant differences between the pupils of scientific major teachers and those of literary major (in favour of the latter), in the dimension of interest.
- 27) There were statistically significant differences for the interaction between the teachers' emotional intelligence and major, in the dimension of interest.
- 28) There were no statistically significant differences between the pupils of teachers with high emotional intelligence and those of low emotional intelligence, in the dimension of





freedom as a component of tendency towards the subject matter.

- 29) There were statistically significant differences between the pupils of scientific major teachers and those of literary major (in favour of the latter), in the dimension of freedom.
- 30) There were statistically significant differences for the interaction between the teachers' emotional intelligence and major, in the dimension of freedom.
- 31) There were statistically significant differences between the pupils of teachers with high emotional intelligence and those of low emotional intelligence, in favour of the former, in the dimension of difficulty as a component of tendency towards the subject matter.
- 32) There were statistically significant differences between the pupils of scientific major teachers and those of literary major (in favour of the latter), in the dimension of difficulty.
- 33) There were statistically significant differences for the interaction between the teachers' emotional intelligence and major, in the dimension of difficulty.
- 34) There were statistically significant differences between the pupils of teachers with high emotional intelligence and those of low emotional intelligence, in favour of the



former, in the dimension of usefulness as a component of tendency towards the subject matter.

- 35) There were statistically significant differences between the pupils of scientific major teachers and those of literary major (in favour of the latter), in the dimension of usefulness.
- 36) There were statistically significant differences for the interaction between the teachers' emotional intelligence and major, in the dimension of usefulness.
- 37) There were statistically significant differences between the pupils of teachers with high emotional intelligence in science course and those of low emotional intelligence in science course, in favour of the latter.
- 38) There were statistically significant differences between the pupils of teachers with high emotional intelligence in the social studies course and those of low emotional intelligence in the social studies course, in favour of the former.

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