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Entitled

*THE CORRELATION BETWEEN COLLEGE INSTRUCTORS' TRAIT EMOTIONAL INTELLIGENCE AND
INSTRUCTOR-STUDENT RELATIONSHIP IN A UAE HIGHER EDUCATION INSTITUTION*

by

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<https://eu.bbcollab.com/guest/9e2afc34cbf34633a9ddd3c36458e388>

Abstract

The relationship between instructors and students in higher education institutions (HEIs) is a contributing factor to the students' motivation to learn, emotional development and stability, and academic performance. The instructor's trait Emotional Intelligence (EI) has been a focus in developing such positive relationships inside and outside the classroom setting. The extent to which instructors' trait EI can contribute to a supportive and developmental relationship with students has not received due attention in research in the UAE. Therefore, the purpose of this study was to explore the correlation between instructors' trait EI and the Instructor-Student Relationship at one HEI in the UAE context in terms of three relationship dimensions (students' perceived emotional support, students' motivation to learn, and students' self-efficacy), and whether instructors' Teaching Satisfaction mediates this relationship. The study utilized the mixed research method, specifically the sequential explanatory design. Some 54 full-time University College instructors participated in the trait EI questionnaire and Teaching Satisfaction Scale, and 397 first- and second-year students at one public university in the UAE participated in the Instructor-Student Relationship Adapted Questionnaire. Qualitative data were also gathered from students using open-ended responses in the first data collection phase and through interviews with 10 students in the second phase to help explain the quantitative results and provide in-depth understanding. The quantitative data were analyzed using descriptive and correlation statistical analyses while qualitative data were analyzed using thematic analysis. The results of the study showed that there was a statistically significant, moderate positive correlation between instructors' trait EI, and the Instructor-Student Relationship and no mediation effect of Teaching Satisfaction was found on this relationship. In addition, qualitative findings from the interviews revealed five major themes that reflected students' perceptions of the main EI attributes that influenced the Instructor-Student Relationship, which are: *emotional awareness, social behaviors, interactive teaching approaches, self-control, and happiness and positivity*. This study contributes to literature that provides empirical understanding of the EI of instructors at HEIs and its role in improving the Instructor-Student Relationship and henceforth the attainment of educational goals and fulfillment of students' life aspirations. The results of this study can guide leaders at HEIs in the UAE in the areas of professional development programs needed by their instructors that would enhance students' emotions, motivate them, and raise their self-efficacy. Finally, the research results can help instructors themselves in their efforts to enrich the learning process inside and outside of classroom settings.

Keywords: Emotional Intelligence, Instructor-Student Relationship, Teaching Satisfaction, Higher Education, United Arab Emirates