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EFFECTS OF TEACHERS' TEACHING BEHAVIOR ON STUDENTS' SOCIAL INTELLIGENCE

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ABSTRACT

Formal education focuses on the overall development of students including the social intelligence. Therefore, this study intends to investigate the effects of teachers' teaching behavior on the social intelligence of their students at secondary level. The main objectives of the study were to investigate teachers' teaching behavior and its dominant aspects, to measure the level of student's social intelligence, and to measure the effects of teachers' teaching behavior and students' social intelligence at secondary level. The study was conducted following quantitative descriptive research design. Secondary school teachers and students constituted the study population, from which a sample of 168 teachers 452 students was selected through cluster random sampling techniques. The data were collected through self-developed questionnaires. After ensuring of psychometric properties of the questionnaires (validity & reliability) the data were collected and were analyzed through mean scores, standard deviation, Pearson correlation and independent sample t-test and Cohen's D effect

size calculator. The results reflected that teachers' teaching behavior was positive and support from all its aspects including instructional, emotional and social wellbeing and administrative behaviors. Similarly, male and female students' have high level of social intelligence. Therefore, it was recommended that teachers may be furthermore gave training to develop their teaching behavior and students may provide ample opportunities of interactions to further develop their social intelligence.

INTRODUCTION

Teaching behavior is one of the most important aspects of any educational system that has significant influences on the different aspects of students' lives (Pianta & Hamre, 2009). Experts believe that teaching behavior has different dimensions such is instructional, social and emotional wellbeing, and administrative (Connor et al., 2009; Douglas, 2009; Pianta & Hamre, 2009). All these dimensions of teachers' teaching behavior are important from the perspective of the educational system of any educational institutions. The instructional aspect of teaching behavior is the most powerful and dominating one, often used to exert direct influences in the academic performances of students (Becker et al. 2014). This aspect is closely associated with the teaching learning process, curriculum implementation, school rules and regulations, examination, testing and other learning activities (Curby, Rudasill, Edwards, & Perez-Edgar, 2011).

Likewise, the social and emotional-wellbeing dimension of teachers' teaching behavior is basically the hidden curriculum that educational institutions intends to implement through teachers guidance approaches, informal interactions, transmitting social and cultural values, and their energies used in the development of non-cognitive skills of students (Schonert-Reichl, 2017). Furthermore, as a social institute school education provides a training venture to the students for nurturing and inculcating their social values and all these things are modeled by teachers in their teaching behavior. Apart from instructional social and emotional-wellbeing the administrative aspect of their behavior is also a dominating aspect which they regularly depict for managing the first two dimensions of their teaching behavior (Skinner, Leavey, & Rothi, 2021). Classroom management, seating, students learning activities, meetings with parents, administration and top management are some of the administrative activities where teachers to has to perform (Becker, et al. 2014).

In nutshell, teachers' teaching behavior support students' academic, social, emotional and personality development during their school education. The holistic development of learner is the target of every educational institution and these institutions do arrange curricular and co-curricular to achieve the educational targets. Teachers, through their teaching behavior care for the cognitive, social and psychological needs of students (Jennings, et al. 2019). Among these needs social development, awareness about social norms, culture patterns and applying social skills while interactions within the society is important and is achieved through teachers emotional and social wellbeing aspect of teaching behavior. Furthermore, the work of Gardner and Hatch (1989) concluded that human beings have different kind of intelligences including social intelligence. The teaching behavior of teachers at school is

one of the most significant sources of training and development of social intelligence among students. Similarly, he was of the opinion that intelligence is not the name of a single concept and that human beings have more intelligences. He proposed the theory of multiple intelligences where social intelligence is one type.

Likewise, social intelligence is the ability to get along fine with others and cooperate with them. Social intelligence is all about the abilities of a person related to social norms, customs and tradition. It is reflective for the social adjustment of the individuals. Furthermore, it includes how well a person is behaving with another person, how one's action is responded or treated and how a person react to a situation or condition he/ she facing in surroundings or particular situation (Gibbs, Widaman, & Colby, 1982). The skills that make a person socially intelligent are comprised of communication skills, leadership skills, problem solving skills, patience, cooperation and confidence/trust in self and others. Teachers and students do spends about five to seven hours per day and this duration is the most precious, fresh, active and product part of day time. Therefore, this study was designed to investigate the effects of teachers' teaching behavior on students' social intelligence.

RESEARCH OBJECTIVES

This study concentrated on the achievement of the following research targets;

1. To investigate the teaching behavior of secondary school teachers
2. To measure the level of students' social intelligence at secondary school level
3. To measure the effects of teachers' teaching behavior on students' social intelligence

RESEARCH HYPOTHESES

The following research hypotheses directed the researchers towards the research target;

1. Secondary school teachers have highly sophisticated teaching behavior
2. Secondary school students have high level social intelligence
3. There is positive effects of teachers' teaching behavior on the social intelligence of students

SIGNIFICANCE OF THE FINDINGS

The findings of this study would be significant for secondary school principals, teachers, students, community members and future researchers. Because these findings will develop the awareness about the importance of teachers' teaching behavior in relation to students' social intelligence, so the principal will concentrate on teachers' teaching behavior. Similarly, will further improve the teaching behavior and students will be more focused towards the development of their social intelligence. The results of the will

also be fruitful for community member and future researcher to conduct research studies on its different parameters.

REVIEW OF THE LITERATURE

Teaching behavior has been studied by different researchers in association with various variables. Teaching as profession led the individual to control all aspects of their lives, as to make him/her a perfect model to their students to be followed. As a teachers, their professional live is divided into three major dimensions, the instructional, emotional and social wellbeing and administrative. According to Possel et al. (2013) teaching behavior of teachers cannot be measure through teachers self-report, the best way to measure the teaching behavior is to do through the students. According to Douglas (2009) the best way to measure teaching behavior is using classroom observation. Likewise, teaching behavior when it is supportive leads to students' better academic achievement, positive school level culture and high level collegiality and respect in the school among all the stakeholders.

Curby, Rudasill, Edwards, and Perez-Edgar (2011) believed that supportive teaching behavior provide ample opportunities to students for learning experiences and positive feedback. Furthermore, according to RimmKaufman, et al, (2009) concluded in his study on the effects of teaching behavior on students' academic performances that organizational or administratively teachers ensures students time in learning activities and reduce the disruption. This depends on teachers' feedback, provision and management of required learning facilities regular supervision of students at school. Both instructional and administrative teaching behavior of teachers are directly associated with reducing negative impacts on students' performance, while the social and emotional aspect of teaching behavior is more contributive towards the academic performances of students. There are multiple studies on the effects of teachers' teaching behavior but the literature is silent about its effects on students' social intelligence.

The concept of social intelligence has been presented by various theorists, but all contribute to two familiar mechanism: a) the consciousness of others and b) their reaction and adjustment to others and the social situations (Goleman, 2006; Kobe, Reiter-Palmon, & Rickers, 2001). Marlowe (1986) recommended that individuals who are socially intelligent emerge to experience a rich, momentous life, as opposed to reduced affective experiences. Furthermore, aspects of social intelligence have been found to be linked with improved social problem-solving abilities (Jones & Day, 1997), experienced leadership (Kobe et al., 2001), and positive interpersonal experience (Cheng, Chiu, Hong & Cheung, 2001).

Ford and Tisak (1983) defined social intelligence in expressions of behavioral outcomes and were successful in sustaining a distinct domain of social intelligence. They explained social intelligence as "one's ability to accomplish relevant objectives in specific social settings" (1983). Marlowe (1986) equated social intelligence to social competence. He defined social intelligence as "the ability to understand the feelings, thoughts, and behaviors of persons,

including oneself, in interpersonal situations and to act appropriately upon that understanding” (1986). More recently, Goleman’s (2006) definition divides social intelligence into two broad categories: social awareness and social facility. He defined social awareness as “what we sense about others” and defined social facility as “what we then do with that awareness”. In this regard, the development of patience, cooperative attitude and self-confidence are incremental in developing social intelligence.

Patience is a virtue. The most important quality that a teacher should have is patience. A great teacher is very patient with their students and their parents to deal with the same questions and problems over and over again. A patient teacher will also have the readiness to adjust to various classroom situations. Students vary from class to class. Some may be attentive, while others may be annoying. Others aren’t troublesome, only because they may be busy texting their friends while sitting in the backside of the classroom. Different learning strategies may have to be employed, depending on the students in each class. Some students do extremely well in role-playing, while others desire to quietly write notes and listen. A good teacher knows how to hold students in the learning practice. Such a level of concern for the students is an attribute only achieved if a teacher is patient

Cooperativeness is the ability to get along with other people by being tolerant, emphatic, and helpful and forgiving (Cloninger et al, 1993; Chadda & Usha Ganesan, 1971) develop a scale for social intelligence which includes the cooperativeness as its second dimension. Cooperation is working together for a common rationale or profits (Dictionary.com, 2018).Cooperativeness is combination of the following traits like social acceptance, compassion, maintenance and consideration (Cloninger, 1994).

Confidence means feeling sure about own abilities, skills and believing that skills. Confident people feel secure and bold enough to share their ideas, thoughts, and feelings with others very easily without any hesitation. They know and can rely on their skills and strengths to handle various situations. They feel prepared for everyday challenges. Confidence helps us feel ready for life experiences. When we are confident we are more likely to move forward with people and opportunities (Lyness, 2015).

RESEARCH METHODOLOGY

The researcher adopted the quantitative descriptive research design to test the research hypotheses and achieve the research objectives. Furthermore, teachers, teaching behavior and students’ social intelligence were quantitatively measure through research questionnaires designed on a five likert scale.

The population was comprised on secondary school teachers and students of district Mardan. A total of 117 schools where 3109 teachers and 12665 10th grade students are working constituted the population. According to Gay, Mills and Airsain (2010) sample size criteria a total 168 teachers and 452 students were selected for the sample group. The selection of the participants was made through simple random sampling technique.

The sample group was surveyed through two separate questionnaires, one on teachers' teaching behavior and the second was on students' social intelligence. Before data collection both the questionnaires were pilot tested on 29 teachers and 33 students, the reliability coefficient value for teachers' questionnaire was .819 and for students questionnaire it was .933. Both these questionnaires were checked from four PhD doctors to ensure the content validity. The changes suggested in the questionnaires were incorporated properly and then these were used for data collection. During the data collection process help and support was taken from female MPhil scholars due to cultural constraints and data from male respondents were collected by the researchers personally. After the collection of data, SPSS software was used for analysis, before final analysis of data the collected data was normalized by using data normalization tests. The approved range of Skewness and Kurtosis is (-1.96 to +1.96 & -7 to +7 with sig .05) recommended by Hair, et al. 2010). The Skewness value for teachers and students' questionnaires were +1.45, +1.29 and Kurtosis was +4 and +5. After ensuring the normality of data the final data analysis and results were presented in the following lines;

RESULTS AND DISCUSSIONS

The collected data were analyzed through mean scores, standard deviation, Pearson correlation and Cohen's D calculator. The descriptive statistics were used to descriptive analyze the data from the perspective of sample group and to prepare the data for inferential statistics. These statistics were used for measuring the effects of teachers' teaching behavior and students' social intelligences.

Table No. 1: Respondents' demographic information

Respondents	N	Male	Female	Qualification	Teaching experience
Teachers	168	103	65	BA/BSc = 39 Masters = 98 MS/MPhil = 24 PhD = 07	1 to 5 years = 38 6 to 10 years = 49 11 to 15 years = 66 16 and above = 15
Students	452	309	143	=====	=====

The overall demographic information of the respondents were as mentioned above, where majority male with master level qualification and 11 to 15 years teaching experience. Furthermore, from gender perspectives male students were more than female students.

Table No. 2 Teachers' teaching behavior along with its different parameters

Parameters	C-Mean		C-SD		df	t	P value
	M	F	M	F			
Instructional	24.29	23.91	.9872	1.932	166	.927	.315
Emotional & Social wellbeing	23.93	27.01	1.003	1.288		17.679	.000
Administrational	23.51	23.19	1.097	1.356		.861	.422

p value is significant at .05

Teachers' teaching behavior was measured through a structured questionnaire and the overall (cumulative) mean score for different aspects of teaching behavior has been calculated. The cumulative mean score for instructional behavior of male respondents was 24.29 with standard deviation .9872 and female respondents have mean score 23.91 with standard deviation 1.932. These mean scores showed that male and female teachers have positive instructional behavior as they do invest a considerable quality time in teaching learning process. Furthermore, there was no significant difference between male and female participants in their instructional behavior as shown by the t value .927 that is not significant with p value .315.

On the other hand, the cumulative mean score for emotional and social wellbeing behavior of male respondents was 23.93 with standard deviation 1.003 and female respondents have mean score 27.01 with standard deviation 1.288. These mean scores showed that male and female teachers have positive emotional and social wellbeing behavior towards students as they were involved in students guidance, support in self-independent learning. Furthermore, there was significant difference between male and female participants in their emotional and social wellbeing activities as shown by the t value 17.679 that is highly significant with p value .000.

Moreover, the cumulative mean score for administrative behavior of male respondents was 23.51 with standard deviation 1.097 and female respondents have mean score 23.19 with standard deviation 1.256. These mean scores showed that male and female teachers have positive attitude towards their administrative behavior towards administrative activities. Furthermore, there was no significant difference between male and female participants in their administrative activities as shown by the t value .861 that is highly significant with p value .422.

The results that teachers have positive and support instructional behaviors was supported by the study of Pianta and Hamre (2009) who concluded teachers through their teaching style communicate their instructional behavior. Furthermore, according to Becker et al. (2014) students were satisfied the teaching behavior including classroom learning activities, interaction with students, guided and connected teaching and regular feedback were some factors reflective the positive teaching behavior of teachers.

Similarly the current results reflected the teacher emotional and social wellbeing behavior was the guarantee of students' confidence, emotional and social adjustment and conducive learning environment. The results were confirmed by the study results of Harding, Lopiz and Klainin-Yobas (2019). Furthermore, according to the study results of Skinner, Leavey, and Rothi (2021) teachers' personalities are cordial, supportive and empathetic. They believed that care is the basic belief of teaching profession; this emotional and social wellbeing ensures students success in future academic prospective. Furthermore, the results about teachers' administrative behavior were also confirmed by the study of Pianta and Hamre (2009), because the study

concluded that teachers' administrative behavior is helpful in proper classroom management for students learning.

Table No. 3 Students' social intelligence from the perspective of three factors

Parameters	C-Mean		C-SD		df	t	P value
	M	F	M	F			
Patience	29.07	34.21	.7831	1.561	450	24.659	.000
Cooperation	34.43	36.17	.9723	1.993		11.335	.006
Self-confidence	36.51	29.32	.8097	1.019		31.182	.000

p value is significant at .05

The above table data showed that students social intelligence. The cumulative mean score of male students on patience as an indicator of social intelligence was 29.07 with standard deviation .7831 and female mean score was 34.21 with standard deviation 1.561 showed that students have high level patience in their routine academic interactions and dealings. However, patience level of female students was higher than male students as reflected by the t value 24.659 which significant at .000.

Another element of students' social intelligence was cooperation for which the cumulative mean score of male participants was 34.43 with standard deviation .9723 and female mean score 36.17 with standard deviation 1.993 showed that students have good cooperating skills and contribute effectively in team and joint ventures. Furthermore, female respondents were found more consultative and good in cooperation among each other as compared to the male respondents. These differences between male and female respondents were significant with t value of 11.335 with sig at .006.

Likewise, on the self-confidence of students as the component of their social intelligence the cumulative mean score of male 36.51 with standard deviation .8097 and female mean score was 29.32 with standard deviation was 1.019. These results reflected that both male and female respondents have high level of self-confidence. Furthermore, the difference in self-confidence of male and female respondent has significant difference as the t value 31.182 showed which is significant at .000.

The results showed that students have patience in their routine academic activities. Likewise they have good communication, cooperation skills and teamwork spirit. These results are in close similarity with the findings of Lyness (2015); Cheng, et al. (2001) and Goleman (2006) that is- support classroom environment enable the teachers to develop the collaborative learning skills among students, engage students into different activities that leads towards the development of collaborative skills of students. Furthermore, the gender wise differences female participants were more patience and were cooperative and good in coordinating multiple academic activities.

Likewise, the results revealed that students have self-confidence and they have interest in the learning, present the academic work efficiently was supported

by the findings of (Perry 2011) who concluded that student centered pedagogical practices are effective for students confidence. Moreover, as the results indicated the male respondents were more confident than female respondents this difference was also found in the conclusions of (Atherton, 2015).

Table No. 4 Association and effects of teachers' teaching style and students' social intelligence

Variables	Mean	SD	R	Sig	Effects Size
Teaching behavior	24.30	1.277	.454	.000	7.2784
Social Intelligence	33.28	1.189			

This table showed the relationship between teachers' teaching behavior and students' social intelligence along with its effects size. The cumulative mean score of teaching behavior 24.30 with standard deviation of .277 and social intelligence of students mean score of 33.28 with standard deviation of 1.189 enable the researchers to conclude that teachers have highly positive teaching behavior and students have high level of social intelligence. Furthermore, the r value .454 which is significant at .000 revealed that both these constructs have positive and significant association. Likewise the Cohen's D effect size calculator value 7.2784 also revealed that teachers' teaching behavior has highly significant and positive effects on the development of students' social intelligence.

These results were found in accordance to the conclusions of Scott (2016) who explained the how teaching behavior contributes into the classroom management at school level. It realize the teachers their dominant role as a teacher and enable them to management their instructional, emotional and social and administrative activities at educational institutions. Similarly, Kriemeen, and Hajaia (2017) concluded that social intelligence has average level relationship with the creative and teaching behavior of teachers at school level.

CONCLUSIONS

The results and discussions enable the researchers to draw the following conclusions;

Teachers have average level supporting teaching behavior, they invest a considerable amount of time, energies and cognition in managing and conducting instructional activities at school. Furthermore, they follow students' centered approaches in teaching, maximize students' engagement time and reduce disruptions in students learning activities.

The teaching behavior from emotional and social wellbeing was found highly enthusiastic and teachers considered themselves involved in students' guidance, career counseling, and constant feedback to students on their academic work and focusing in their skill development.

However, as compared to instructional and emotional / social wellbeing aspects of teachers' teaching behavior they were found less inclined towards

the administrative behavior. Still the results showed that they have classroom management skills, providing students the hands-on practices in the management of program activities etc. all these three conclusions confirms the 1st hypothesis that teachers have sophisticated teaching behavior.

Students have average level of intelligence in understanding the concept and uses of patience. Female students compared to male respondents were more patience. Furthermore, the results also revealed that students were more cooperative in their daily learning activities; they were supportive in their interactions within the class and outside of the class. It was also concluded that as compared to male respondents female were more cooperative with each other's'.

On the contrary male participants were having high level self-report confidence as compared to female. Furthermore, both the groups were agreed that they have good level of confidence to communicate their ideas to other to their teachers. They do participate in different kind of indoor and outdoor curriculum and co-curricular activities. These conclusions enable the researcher to accept the 2nd hypothesis that students have average level social intelligence.

In the last, there was a positive and significant correlation between teachers teaching behavior and their students' social intelligence. Furthermore, the effect of teachers' teaching behavior was significant and positive in the development of students' social intelligence at secondary school level. Likewise, the 3rd hypothesis was also accepted on the base of results that there is significant effect of teachers' teaching behavior on the social intelligence of their students.

RECOMMENDATIONS

The conclusions illustrated positive results about teaching behavior and students' social intelligence along with its parameters. To further improve the teaching behavior of teachers and students social intelligence it is recommended that teachers may be trained in emotional intelligence, administrative affairs and students' guidance through Provincial Institute for Teacher Education (PITE).

It was also recommended for teacher education departments to include administration and management related activities in students teaching practice. The theoretical aspect of management is taught in the teacher education foundational subject but the program is missing the practical exposure of students to the activities of management.

Furthermore, teachers need regular in-service trainings to make them prepare for their new roles in of the modern world and more important in the times of Covid-19. Likewise, the future researchers are recommended to study the same topic at university level.

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