

# Examining sequential mediators in teacher emotional intelligence behaviors and academic engagement

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## OBJECTIVES

The aim is to **examine the link between perceived teacher emotional intelligence behaviors and academic engagement through two serial mediators, perceived teacher social support and positive affect from students.**

This research tested the **sequential mediators** in the relationship between perceived teacher emotional intelligence behaviors and academic engagement.

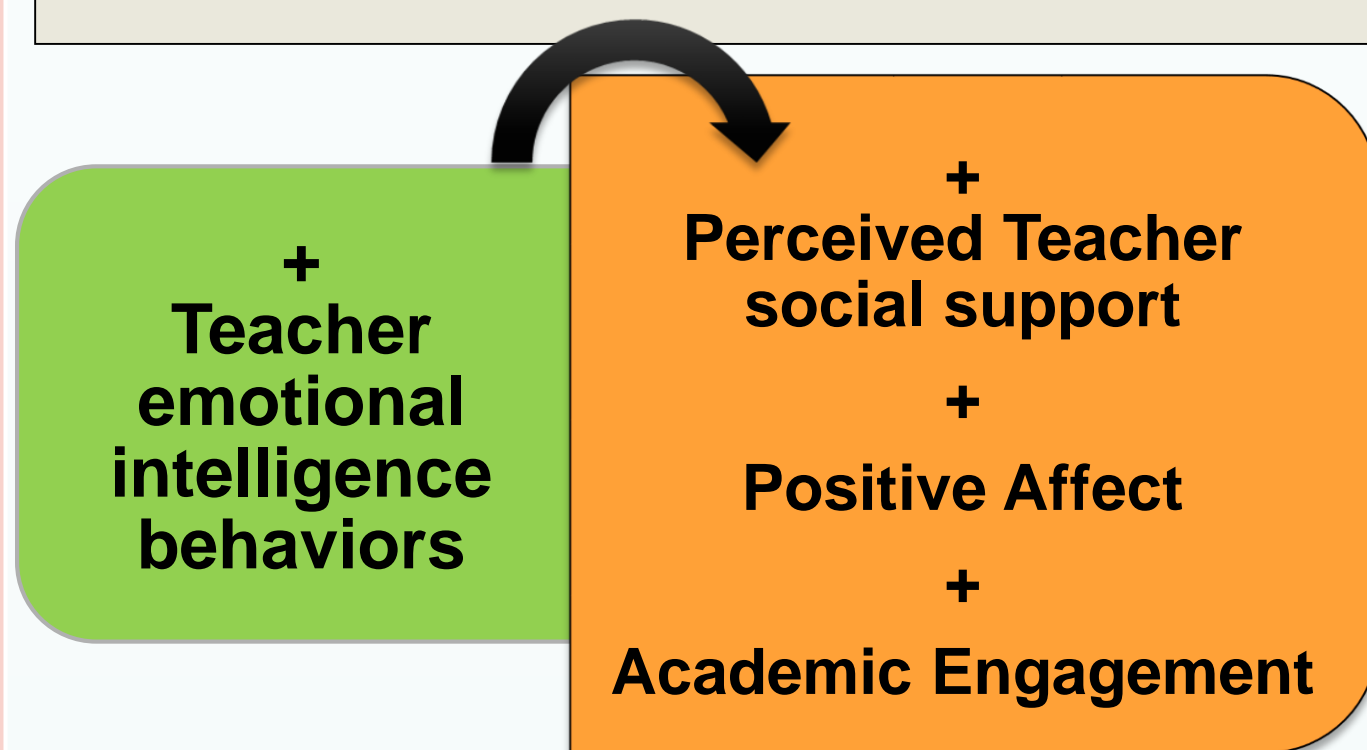
## BACKGROUND

Emotional intelligence (EI) of teachers plays a key role in explaining school and affective well-being indicators of their students which is typically related to relevant academic outcomes such as students' academic engagement (Hoffman et al., 2020; Jennings & Greenberg, 2009).

However, little is known about the potential underlying mechanisms involved in the teacher EI behavior and academic engagement linkage.

Teacher EI behaviors might increase perceptions of social support from teachers and higher positive affect at classroom among students (Collie, 2017).

These increased perceived teacher social support and positive affect might indeed be associated with increased levels of academic engagement (Jennings & Greenberg, 2009; Jennings et al., 2021).



## METHOD

- 442 high school students from two high school centers from Andalusia (Spain) (58.6% girls), ranged from 12-18 years (M=13.40 yrs; SD=1.15 yrs), participated voluntarily in this study.
- An incidental sampling method was used.
- Ethical Committee of the University of Malaga (169-2023-H. Declaration of Helsinki (2013))

## Measures completed at five months interval:

- **At time 1:**  
Teacher EI behavior (Ivcevic et al., 2020).  
Perceived teacher social Support (Torsheim et al., 2000)
- **At time 2:**  
• Positive Affect (Watson et al., 1988).  
• Academic Engagement (Schaufeli et al., 2002).

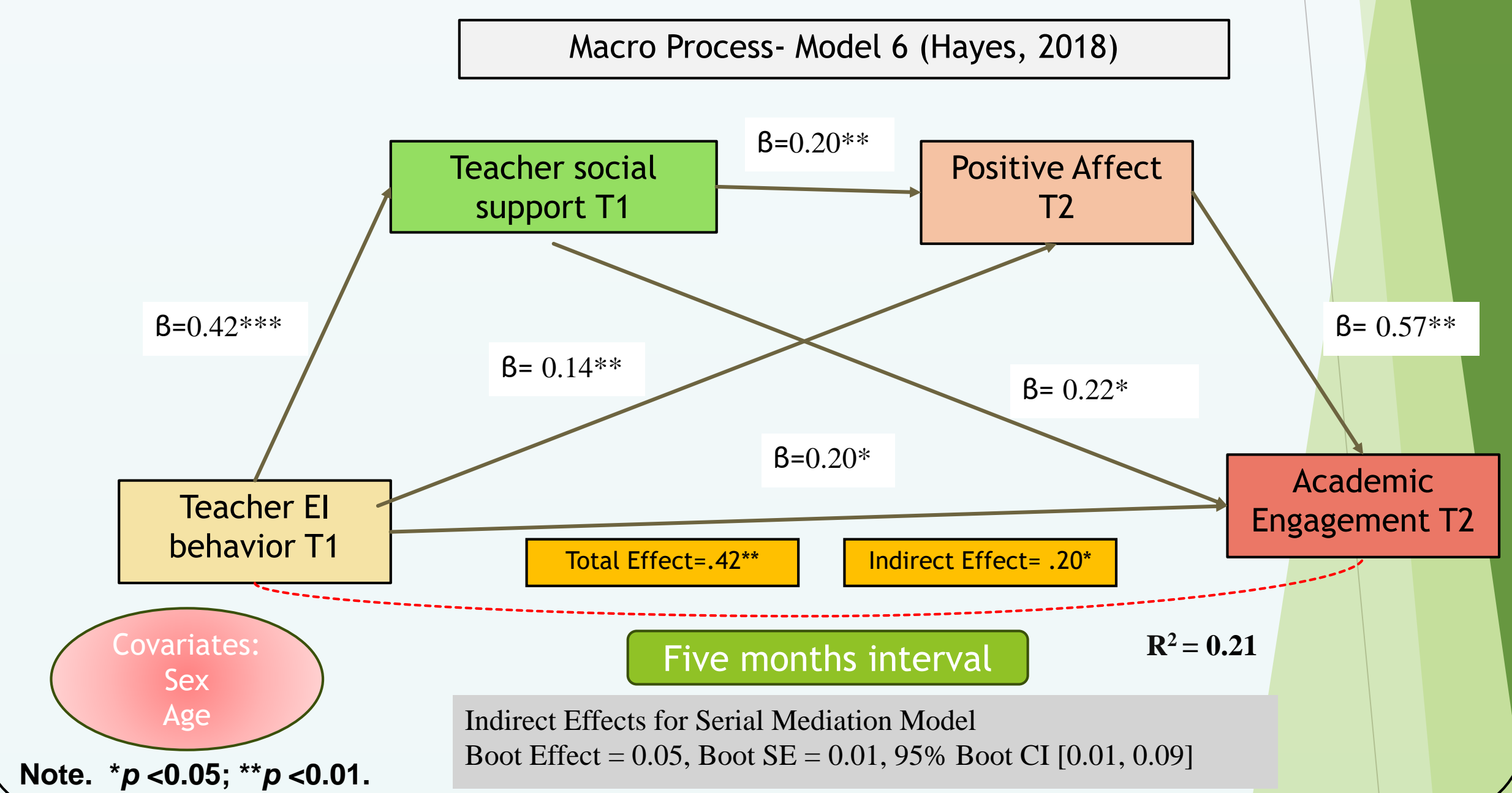
## RESULTS

Table. Descriptive statistics, reliabilities and correlations among study variables.

	Mean (SD)	$\alpha$	1	2	3	4
1. Teacher EI behavior (T1)	4.18 (1.00)	.91	-			
2. Perceived teacher social support (T1)	3.77 (.77)	.73	0.54**	-		
3. Positive Affect (T2)	2.96 (0.87)	.89	0.24**	0.27**	-	
4. Academic Engagement (T2)	2.12 (1.49)	.93	0.28**	0.27**	0.41**	-

\*  $p < .05$ ; \*\*\*  $p < .001$ . T1 = Time 1; T2 = Time 2

Figure. Path Coefficients for Serial Mediation Analysis on academic engagement



- Correlation analysis showed that teacher EI behavior was positively associated with teacher social support, positive affect and academic engagement (see Table).
- Furthermore, perceived teacher social support at T1 was positively correlated with positive affect and positively related to academic engagement.
- Finally, positive affect and academic engagement at time 2 were positively correlated.
- The results of a serial mediation analysis showed that **Teacher EI behaviour was positively related to perceived teacher social support from students at time 1 which leads to higher positive affect at time 2 and, subsequently, higher academic engagement at time 2** (see Figure).

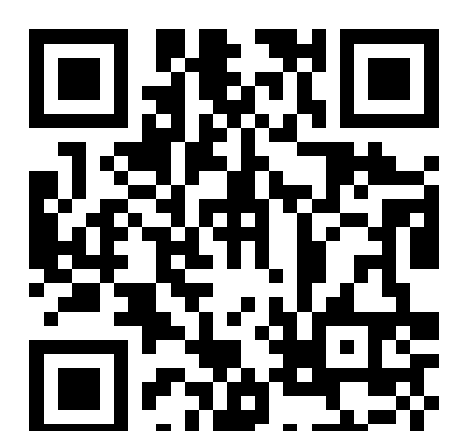
## DISCUSSION

❖ We found supporting evidence to suggest that **higher teacher EI behavior was associated with higher students' academic engagement**, and that this relationship is **explained by increased teacher social support** and, subsequently, more **positive affect** among high school students.

❖ Consequently, interventions aiming to increase positive attitudes at school among high school students might focus on **training EI abilities in teachers to create better supportive and positive climates at classroom** which might have a **positive impact on students' academic engagement** (Jennings et al., 2021; Shewark et al., 2018).

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