

Teachers' Personal and Professional Characteristics: How They Relate to Teacher-Student Relationships and Students' Behavior

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Abstract : The study investigated how teachers' self-rated Emotional Intelligence (EI), competence in implementing Social and Emotional Learning (SEL) skills and teaching efficacy relate to teacher-student relationships and students' emotional and behavioral difficulties. Participants were 98 elementary teachers from public schools in central Greece. They completed the Self-Rated Emotional Intelligence Scale (SREIS), the Teacher SEL Beliefs Scale, the Teachers' Sense of Efficacy Scale (TSES), the Student-Teacher Relationships Scale-Short Form (STRS-SF) and the Strengths and Difficulties Questionnaire (SDQ) for 617 of their students, aged 6-11 years old. Structural equation modeling was used to examine an exploratory model of the variables. It was demonstrated that teachers' emotional intelligence, SEL beliefs and teaching efficacy were significantly related to teacher-student relationships, but they were not related to students' emotional and behavioral difficulties. Rather, teachers' perceptions of teacher-students relationships were significantly related to these difficulties. These findings and their implications for research and practice are discussed.

Keywords : emotional intelligence, social and emotional learning, teacher-student relationships, teaching efficacy

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