

Public Abstract

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Title:The Relation of Instructor Emotional Intelligence with Classroom Climate In Evening Masters' Programs for Adults

With the increase of adult students on college campuses in masters' level programs, instructors and administrators need to respond sensitively to a diverse, blended population of students. This study was quantitative in design, using correlational analysis to explore the relationship between instructor emotional intelligence and the classroom climate in two nontraditional, evening adult master's level college programs. The seven subscales of the Adult Classroom Environment Scale (ACES) were used to measure students' perceptions of the classroom climate. Instructor total emotional intelligence (TEI), as measured by the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), was used. Associations between instructors' TEI and the following five variables were also explored: program type (cohort or non-cohort), student age, course content, class size, and student gender. The classroom was the unit of analysis.

Only two of the seven ACES subscales, Organization and Clarity, and Affiliation, had statistically significant relationships with TEI. Implications for future research include obtaining a larger number of instructors in evening masters' programs, and broadening the study to include other types of programs and instructors and students in other parts of the country. Offering instructor and student participation in different geographical and cultural areas of the country might broaden the knowledge base about the relationship of instructor emotional intelligence with the art of teaching.