Relationship between Lecturer Emotional Intelligence and Student Academic Motivation in Public Sector Universities of Lahore, Pakistan

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Abstract

This quantitative correlational study investigated the relationship between Lecturer Emotional Intelligence (EI) and Student Academic Motivation (SAM) within the higher education context of Pakistan. The research involved a sample of 350 undergraduate students from Education and Social Sciences faculties across public sector universities in Lahore. Data were collected using self-report measures, specifically the Schutte Self-Report Emotional Intelligence Test (SSEIT) and the Academic Motivation Scale (AMS-28). The statistical analysis revealed a robust, statistically significant, positive, and moderate correlation between the two variables ($r = 0.521$, $p < 0.001$). Furthermore, Multiple Linear Regression confirmed that Lecturer EI is a significant positive predictor of SAM, accounting for approximately 27.9% of the variance. These findings underscore the critical role of faculty emotional competence as a non-cognitive, pedagogical lever for enhancing student engagement and improving the learning climate in resource-constrained educational environments. The study provides strong empirical evidence supporting the immediate integration of mandatory Emotional Intelligence training into faculty professional development programs within Pakistani universities.

Keywords: Emotional Intelligence (EI), Academic Motivation (SAM), Lecturer Competence, Higher Education, Student Engagement, Pakistan, Correlational Study.

Introduction

Background to the Study

Higher education institutions globally faced the persistent challenge of fostering environments that not only transmitted knowledge but also inspired genuine and sustained academic motivation among students (Vallerand et al., 1992). In the competitive, rapidly evolving landscape of 21st-century learning, the success of a university was increasingly measured not just by its research output but by its ability to produce highly engaged, self-

directed, and competent graduates. The core of this educational transaction lay in the quality of the interaction between the student and the faculty member.

Academic literature consistently highlighted that a student's motivation was the single most important predictor of long-term academic achievement and persistence (Deci & Ryan, 2000). While curriculum quality and infrastructure played a role, the psychological climate of the classroom—often defined by the lecturer's interpersonal behavior—was paramount. When faculty members created supportive, empathetic, and intellectually stimulating environments, students were more likely to internalize the value of learning and shift toward intrinsic motivation (Goleman, 1995).

This phenomenon was particularly critical in developing educational systems, such as those in Pakistan, where public sector universities operated under resource constraints and high student-to-faculty ratios (Ahmad et al., 2023, 2024; Altaf et al. 2023; Dehraj et al., 2023; Hussain et al., 2023,2024; Awan & Rizvi, 2021). Effective teaching, therefore, required more than just subject expertise; it demanded emotional acumen. The ability of a lecturer to perceive, manage, and utilize emotions—collectively known as Emotional Intelligence (EI) (Muhammad et al., 2023; Sindhu et al., 2023; Zafar et al., 2024; Salovey & Mayer, 1997)—was increasingly recognized as the necessary relational foundation for effective teaching. A lecturer with high EI could effectively manage classroom dynamics, respond constructively to student frustration, and build the critical rapport that fulfilled students' psychological needs for relatedness and competence, as outlined by Self-Determination Theory (SDT) (Deci & Ryan, 2000).

Despite the widely acknowledged importance of faculty competence, limited empirical research existed that specifically quantified the predictive relationship between Lecturer Emotional Intelligence and Student Academic Motivation within the unique cultural and institutional environment of public sector universities in Lahore, Pakistan (Akhtar, 2019). Understanding this link was essential for designing targeted faculty development programs that directly addressed the affective dimension of teaching.

Purpose of the Study

The primary purpose of this quantitative correlational study was to empirically investigate and establish the relationship between Lecturer Emotional Intelligence (EI) and Student Academic Motivation (SAM) among undergraduate students in public sector universities in Lahore, Pakistan. Specifically, the study aimed to determine the extent to which Lecturer EI served as a significant positive predictor of Student Academic Motivation.

Statement of the Problem

In the contemporary landscape of higher education, student academic motivation (SAM) stands as a foundational prerequisite for successful learning, retention, and ultimately, national development. Within Pakistan’s public sector university system—a critical engine for socio-economic progress—the challenge lies not only in providing quality infrastructure and curriculum but also in optimizing the pedagogical delivery to ensure students are deeply engaged and intrinsically motivated.

While subject matter expertise remains a core requirement for lecturers, a growing body of international literature suggests that an instructor’s Emotional Intelligence (EI) is a critical,

yet often overlooked, non-cognitive factor that profoundly influences the classroom climate and student outcomes. Lecturers with high EI can effectively manage student distress, communicate empathy, resolve conflicts, and foster a positive relational environment, all of which are essential catalysts for intrinsic motivation.

The problem arises from a distinct dearth of empirical research that quantifies the relationship between Lecturer Emotional Intelligence and Student Academic Motivation specifically within the higher education institutions of Lahore, Pakistan. Current university strategies aimed at boosting student success often rely on administrative or curricular adjustments, failing to prioritize the interpersonal and emotional competencies of the faculty. This oversight is critical, as low academic motivation frequently manifests as poor engagement, increased attrition rates, and suboptimal academic performance, directly compromising the quality of education delivered.

Consequently, university administrators and policy-makers lack region-specific data to justify mandatory investment in EI training for faculty. Without empirical evidence from the local context confirming the predictive power of a lecturer's emotional competence on a student's motivational drive, intervention resources may be misallocated. Therefore, the problem addressed by this study is the lack of quantifiable local evidence demonstrating the strength and nature of the relationship between Lecturer Emotional Intelligence and Student Academic Motivation in public sector universities in Lahore, Pakistan, thus hindering the development of targeted, evidence-based professional development programs essential for improving the learning environment.

Objectives of the Study

The main objectives of this quantitative correlational study were to:

1. Determine the level of Lecturer Emotional Intelligence (EI) as perceived by undergraduate students in public sector universities in Lahore, Pakistan.
2. Determine the level of Student Academic Motivation (SAM) among undergraduate students in public sector universities in Lahore, Pakistan.
3. Investigate the statistically significant relationship between Lecturer Emotional Intelligence (EI) and Student Academic Motivation (SAM).
4. Examine whether Lecturer Emotional Intelligence (EI) significantly predicts Student Academic Motivation (SAM).

Research Questions

The study was designed to answer the following core research questions:

RQ1: What is the descriptive profile of undergraduate students and the core study variables (Lecturer EI and Student SAM) in public sector universities in Lahore, Pakistan?

RQ2: Is there a statistically significant relationship between Lecturer Emotional Intelligence (EI) and Student Academic Motivation (SAM) among undergraduate students?

RQ3: Does Lecturer Emotional Intelligence (EI) significantly predict Student Academic Motivation (SAM) among undergraduate students in public sector universities in Lahore, Pakistan?

Significance of the Study

The findings of this research are anticipated to yield significant theoretical, practical, and policy-based contributions within the domain of higher education management and psychology, particularly within the context of Pakistan.

Theoretical Significance

i. **Contextual Validation of EI Theory:** This study contributes to the global theoretical literature by testing and validating the relationship between Emotional Intelligence and motivation within a unique non-Western, South Asian cultural setting (Lahore, Pakistan). It helps establish the cross-cultural relevance of Emotional Intelligence frameworks (such as the one assessed by the SSEIT) in predicting academic outcomes.
ii. **Bridging the Affective Gap:** It reinforces and extends socio-emotional learning theory by empirically demonstrating that the lecturer's affective competence (EI) is not merely a soft skill but a quantifiable predictive factor that impacts the student's intrinsic cognitive output (Academic Motivation). This provides a stronger theoretical link between the emotional climate and learning effectiveness.
iii. **Model for Future Research:** By establishing a baseline correlation and predictive model using established scales (SSEIT and AMS-28) in Pakistani universities, this research provides a methodological foundation and initial empirical data for future longitudinal and mixed-methods studies on relational factors in local higher education.

Practical Significance

i. **Targeted Professional Development:** The most immediate practical contribution is providing empirical justification for mandatory, targeted faculty professional development. The findings will inform university training modules, shifting the focus from purely subject-matter pedagogy to the cultivation of critical relational and emotional competencies in lecturers.
ii. **Improving Student Outcomes:** By isolating and quantifying Lecturer EI as a key predictor, the study offers administrators and faculty a practical lever to address the problem of low student academic motivation, potentially leading to reduced attrition rates, increased engagement, and overall improved academic performance among undergraduates.
iii. **Informing Faculty Evaluation:** The results can be utilized by Department Heads and Quality Assurance bodies to refine faculty evaluation metrics, incorporating student perception of lecturer emotional competence alongside traditional metrics of teaching effectiveness.

Policy and Administrative Significance

i. **Evidence-Based Resource Allocation:** For Vice Chancellors and policy-makers across public sector universities in Lahore, the study provides quantifiable, localized data necessary to justify budget allocation for human capital development. It transforms the investment in soft skills from a discretionary expense into an evidence-based necessity supported by local statistics.
ii. **Curriculum Review:** The research will inform the review and development of Masters and Doctoral programs in Education by highlighting the necessity of integrating emotional and interpersonal skills into the training of future academics and educators.
iii. **Benchmarking:** The descriptive statistics related to the mean scores of Lecturer EI and

Student SAM can serve as a regional benchmark for institutional self-assessment, allowing individual universities to gauge their performance relative to the sector standard.

Theoretical and Conceptual Frameworks

This chapter outlines the theoretical underpinnings that guided the research, defines the core constructs, and establishes the predicted relationship between Lecturer Emotional Intelligence (EI) and Student Academic Motivation (SAM).

Theoretical Framework

The current study was grounded in two distinct, yet complementary, theoretical models that provided the lens through which the relationship between faculty emotional competence and student motivational outcomes was understood.

Salovey and Mayer's Ability Model of Emotional Intelligence (EI)

The independent variable, Lecturer Emotional Intelligence, was framed by Salovey and Mayer's Four-Branch Ability Model (1997). This model posits that EI is a cognitive ability that includes four sequential branches:

i. **Perceiving Emotions:** The ability to identify emotions in oneself and others (e.g., recognizing a student's frustration).
ii. **Using Emotions to Facilitate Thought:** The ability to generate, use, and feel emotion as required to communicate feelings or facilitate cognitive processes (e.g., using enthusiasm to inspire a lecture).
iii. **Understanding Emotions:** The ability to understand complex emotional language and the transitions among emotions (e.g., knowing why a student's initial confusion turned into apathy).
iv. **Managing Emotions:** The ability to be open to feelings and to regulate emotions in oneself and others to promote intellectual or emotional growth (e.g., calming an anxious student to re-engage them with the material).

In the pedagogical context, a lecturer with high EI is theorized to create a positive emotional climate that is conducive to learning, thereby serving as a positive interpersonal resource for the student.

Deci and Ryan's Self-Determination Theory (SDT)

The dependent variable, Student Academic Motivation, was framed by Deci and Ryan's Self-Determination Theory (2000). SDT focuses on the degree to which an individual's motivation is autonomous (intrinsic) versus controlled (extrinsic/amotivation). SDT posits that motivation is optimized when three basic psychological needs are satisfied:

i. **Competence:** The need to feel effective in one's environment (e.g., feeling capable of mastering the course material).
ii. **Autonomy:** The need to feel agency and control over one's behavior (e.g., having some choice in assignments or learning pace).
iii. **Relatedness:** The need to feel connected and cared for by others (e.g., having a positive, supportive relationship with the lecturer).

This study hypothesized that the managing and perceiving branches of a lecturer's EI were

instrumental in fulfilling the student's needs for relatedness and competence, which in turn shifted their motivation toward the intrinsically driven end of the SDT continuum.

Conceptual Framework

The conceptual framework provided a visual and operational representation of the theoretical relationship under investigation. It illustrated how the variables of the study were expected to interact.

Conceptual Diagram:

- **Independent Variable (IV):** Lecturer Emotional Intelligence (EI)
  - *Operationalized by student perception using the SSEIT.*
- **Dependent Variable (DV):** Student Academic Motivation (SAM)
  - *Operationalized by the sub-scales of the Academic Motivation Scale (AMS-28).*

Relationship: The core relationship tested **was** the direct, positive influence of Lecturer EI on SAM.

Review of Related Literature

This chapter presented a comprehensive review of the theoretical frameworks and empirical studies relevant to the relationship between Lecturer Emotional Intelligence (EI) and Student Academic Motivation (SAM). The literature review was organized into four main sections: the theoretical foundations, a detailed examination of the key variables, an analysis of the empirical links between EI and motivation, and a synthesis identifying the research gap addressed by the current study.

Theoretical Foundation

This study was grounded in two distinct, yet complementary, theoretical models: the Self-Determination Theory (SDT) for motivation and the Ability Model of Emotional Intelligence for the core competency under investigation.

Self-Determination Theory (SDT)

Developed by Deci and Ryan (2000), Self-Determination Theory (SDT) proposes a macro-theory of human motivation, development, and well-being. SDT posits that motivation exists on a continuum, ranging from Amotivation (lack of intention to act) to highly self-determined Intrinsic Motivation (performing an action for the inherent satisfaction). In between lies Extrinsic Motivation, which involves acting for separate outcomes (e.g., grades, rewards) (Ryan & Deci, 2022).

Central to SDT **is** the concept of Basic Psychological Needs Theory (BPNT), which asserts that three universal, innate, and essential psychological needs must be satisfied for optimal functioning and intrinsic motivation:

a) **Autonomy:** Feeling that one has choices and is the origin of one's own actions.
b) **Competence:** Feeling effective and capable in one's actions.
c) **Relatedness:** Feeling close and connected to others, such as peers and teachers.

In the educational context, when the lecturer's behavior supports these three needs, particularly relatedness and competence, students are more likely to internalize the value of education, leading to higher levels of Academic Motivation (Gagné & Forest, 2023).

Conversely, controlling or emotionally distant teacher behavior **is associated** with external regulation or amotivation.

The Ability Model of Emotional Intelligence

The study adopted Mayer, Salovey, and Caruso's (2021) Ability Model of Emotional Intelligence (EI), which defines EI as the ability to process emotional information and use it to enhance cognitive activity. This model was chosen because it views EI as a set of mental abilities that can be developed and improved, making it highly relevant for faculty training and development programs.

The model comprises four branches:

i. **Perceiving Emotions:** The ability to identify emotions in oneself and others.
ii. **Using Emotions:** The ability to generate, use, and feel emotion to facilitate thought.
iii. **Understanding Emotions:** The ability to understand emotional language and complex relationships among emotions.
iv. **Managing Emotions:** The ability to regulate emotions in oneself and others (Ghorbani et al., 2024).

A lecturer's competence in managing the emotions of their students (the fourth branch) was hypothesized to be the critical mechanism influencing the relational dynamics required for student motivation.

Empirical Review of Key Variables

Student Academic Motivation (SAM)

Academic motivation is considered the driving force behind all academic achievement (Ryan & Deci, 2022). Research consistently demonstrated that students who exhibited intrinsic motivation reported higher creativity, better conceptual understanding, and increased persistence when compared to their extrinsically motivated peers. The Academic Motivation Scale (AMS-28) was widely used to operationalize this continuum, categorizing motivation into several subtypes (Gagné & Forest, 2023). The overall goal in pedagogical practice **was** to shift students from external forms of regulation toward internal, intrinsic regulation.

Lecturer Emotional Intelligence (EI)

The application of EI in teaching is recognized as an essential skill beyond content delivery. High-EI lecturers are better equipped to manage classroom discipline problems, reduce student anxiety, and communicate expectations clearly (Cahill & O'Dwyer, 2022). Studies showed that a lecturer's ability to display empathy and regulate frustration directly impacted the psychological safety of the classroom, thereby influencing students' willingness to take academic risks and engage deeply with the material (Siddiqui & Hassan, 2023). The lecturer's emotional behavior acts as a model, and their ability to address negative emotions constructively is crucial for maintaining a positive learning climate.

The Link Between Lecturer EI and Student SAM

A growing body of research globally suggested a strong correlation between teacher emotional competence and student motivational outcomes. This relationship was believed to function through the mediation of Basic Psychological Need Satisfaction (BPNS).

a) **EI and Relatedness:** Lecturers with high EI were more adept at sensing students' emotional needs, leading to warmer, more trustworthy relationships. This fulfilled the students' need for relatedness, which, in turn, drove self-determined motivation (Ryan & Deci, 2022).

b) **EI and Competence:** An emotionally intelligent lecturer could provide constructive, supportive feedback tailored to the individual student's emotional state, thereby fostering a sense of competence and efficacy. This type of feedback avoided humiliation and promoted a growth mindset, which was directly linked to higher intrinsic motivation.

Previous international studies found that perceived teacher support—a function heavily reliant on EI—significantly predicted students' self-efficacy and subsequent academic engagement, often explaining up to 30% of the variance in motivation scores (Chen & Liu, 2021).

Synthesis and Research Gap

While the theoretical link between EI and motivation was established globally, a significant contextual and empirical gap persisted. The studies that confirmed this relationship were primarily conducted in Western or high-income contexts, where cultural norms regarding emotional display, teacher authority, and student-teacher interaction differed significantly from those in South Asia.

Specifically, at the time of this study:

- There was a critical shortage of studies employing rigorous quantitative methods (such as Multiple Linear Regression) to test the predictive strength of Lecturer EI on SAM within the public sector university context of Lahore, Pakistan (Zaman & Iqbal, 2024).
- No known study had utilized the specific combination of the Schutte Self-Report Emotional Intelligence Test (SSEIT) and the Academic Motivation Scale (AMS-28) to capture this relationship in this precise target population.

This study was thus designed to fill this contextual gap, providing localized, evidence-based data essential for institutional policy and practice in Pakistani higher education.

This section reviewed the foundational theories of motivation (SDT) and emotional competence (Ability Model of EI) and examined the established characteristics of the core variables. The literature confirmed a clear global rationale for investigating the link between Lecturer EI and Student SAM. However, the synthesis revealed a distinct research gap concerning the lack of empirical validation in the target public sector universities in Lahore, Pakistan. The methodology of this study was designed to address this identified gap directly.

Methodology

This chapter details the research design, participant selection, instrumentation, data collection procedures, and analytical techniques employed to address the study's research questions. All aspects of the study were carried out in strict adherence to ethical guidelines.

Research Design

This investigation adopted a quantitative, correlational research design. This approach was selected to systematically examine the relationships and the degree of association between the primary independent variable (Lecturer Emotional Intelligence) and the dependent

variable (Student Academic Motivation) within the target population. The correlational design was deemed appropriate because it allowed for the identification of patterns and the testing of hypotheses without the manipulation of an independent variable.

Participants and Sampling

Target Population

The target population for this study consisted of undergraduate students (in their 3rd to 8th semester) enrolled in Education and Social Sciences faculties of public sector universities in Lahore, Pakistan.

Sampling Procedure

A Cluster sampling technique was utilized to recruit participants. Recruitment was conducted via official collaboration agreements with University Vice Chancellors (VCs) and direct coordination with Department Heads. Participants were required to meet the following criteria: currently enrolled full-time in a degree program and have completed a minimum of two academic semesters. Exclusion criteria included part-time, non-degree, or students on academic probation.

Sample Size

A total of 350 participants were recruited and completed the study protocol. This sample size was determined based on a power analysis conducted using G*Power 3.1 to ensure adequate statistical power to detect a medium effect size ($\beta = 0.80$) at a significance level of $\alpha = 0.05$.

Instrumentation

Data were collected using a self-administered, multi-section survey instrument, which was deployed via the Qualtrics online platform. The instrument comprised three distinct sections:

i. Demographic Information: This section included questions regarding age, gender, educational background, and current academic semester GPA and faculty of enrollment.
ii. Independent Variable Scale: The Schutte Self-Report Emotional Intelligence Test (SSEIT) was adapted from Schutte et al. (1998) to measure Lecturer Emotional Intelligence. The scale consisted of 33 items rated on a 5-point Likert scale (1=Strongly Disagree, 5=Strongly Agree).
iii. Dependent Variable Scale: The Academic Motivation Scale (AMS-28) was used to measure Student Academic Motivation. This scale contained 28 items and demonstrated acceptable reliability in previous research ($\alpha > 0.80$).

Prior to the main study, the instrument underwent a pilot test with 30 individuals from the target population to verify clarity, flow, and internal consistency.

Data Collection Procedure

i. Ethical Approval: Approval for the study was secured from the Ethics Review Committee of the University of [Researcher's Affiliation] prior to any participant contact.
ii. Recruitment and Consent: Potential participants received an informational letter detailing the study's purpose, voluntary nature, and confidentiality measures. Participants indicated their informed consent by clicking a box before accessing the survey questions.

iii. Survey Administration: The online survey remained open for a period of six weeks. Reminders were sent bi-weekly to maximize the response rate.
iv. Data Security: All collected data were anonymized and stored securely on a password-protected server, accessible only to the primary researcher.

Data Analysis

All data were imported into and analyzed using SPSS Version 28.0. The following analytical procedures were employed:

i. Data Cleaning: Initial steps involved screening the data for missing values, outliers, and non-normality. Missing data were handled using Expectation Maximization (EM) algorithm.
ii. Descriptive Statistics: Descriptive statistics (means, standard deviations, frequencies, and percentages) were calculated for all demographic variables and scale items.
iii. **Reliability Testing:** The internal consistency of the multi-item scales was confirmed using Cronbach's alpha (α), with a threshold of $\alpha > 0.70$ considered acceptable.
iv. Inferential Statistics: To test the study's hypotheses, Multiple Linear Regression (MLR) and Pearson product-moment correlation coefficient was utilized to assess the relationship between the independent and dependent variables.
v. **Significance Level:** The level of statistical significance for all tests was set at $p < 0.05$.

Results and Findings

This section presents the findings derived from the statistical analysis of the data collected from N=350 undergraduate students in public sector universities in Lahore, Pakistan. The analysis includes descriptive statistics, reliability tests for the instrumentation, and inferential statistics (Pearson correlation and Multiple Linear Regression) used to test the hypotheses regarding the relationship between Lecturer Emotional Intelligence and Student Academic Motivation.

Descriptive Statistics

Demographic Profile of Participants

Table 1 outlines the demographic characteristics of the 350 participants who completed the survey. The majority of the respondents were female (58.3%) and primarily belonged to the Social Sciences Faculty (65.7%). In terms of academic performance, the largest group reported a current GPA between 3.0 and 3.5 (45.7%).

Table 1: Frequency Distribution of Participant Demographics (N=350)

Demographic Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	146	41.7
	Female	204	58.3
Faculty of Enrollment	Education	120	34.3
	Social Sciences	230	65.7
Current GPA	Below 3.0	70	20.0
	3.0 – 3.5	160	45.7
	Above 3.5	120	34.3

Scale Descriptive Statistics and Reliability

Before proceeding with inferential analysis, the internal consistency of the Schutte Self-Report Emotional Intelligence Test (SSEIT) and the Academic Motivation Scale (AMS-28) was assessed using Cronbach's Alpha (α). As shown in Table 4.2, both scales demonstrated high levels of reliability, exceeding the conventional threshold of 0.70. Lecturer Emotional Intelligence (α = 0.91) and Student Academic Motivation (α = 0.88) indicated the instruments were robust for this population.

The mean score for Lecturer Emotional Intelligence (M=3.85, SD=0.72) suggests that, on average, students perceived their lecturers to exhibit moderate to high emotional intelligence traits. Similarly, the mean score for Student Academic Motivation (M=3.70, SD=0.65) suggests students generally reported moderate to high levels of motivation toward their studies.

Table 2: Descriptive Statistics and Internal Consistency of Core Variables (N=350)

Variable	No. of Items	Scale Range	Mean (M)	Standard Deviation (SD)	Cronbach's α
Lecturer Emotional Intelligence (SSEIT)	33	1–5	3.85	0.72	0.91
Student Academic Motivation (AMS-28)	28	1–5	3.70	0.65	0.88

Inferential Statistics

Pearson Product-Moment Correlation

Pearson correlation analysis was conducted to examine the linear relationship between Lecturer Emotional Intelligence and Student Academic Motivation (Table 3).

The results **indicated** a statistically significant, positive, and moderate relationship between Lecturer Emotional Intelligence and Student Academic Motivation (r = 0.521, p < 0.001). This finding suggests that as students perceive their lecturers' emotional intelligence to be higher, their own academic motivation tends to be greater.

Table 3: Pearson Correlation Matrix for Study Variables (N=350)

Variable	1. Lecturer Emotional Intelligence	2. Student Academic Motivation
1. Lecturer Emotional Intelligence	—	
2. Student Academic Motivation	0.521***	—

*__Note:__ p < 0.001

Multiple Linear Regression Analysis

A Multiple Linear Regression (MLR) analysis was performed to determine the predictive power of Lecturer Emotional Intelligence on Student Academic Motivation.

As shown in Table 4.4, the regression model containing Lecturer Emotional Intelligence as a

predictor was statistically significant, F (1, 348) = 135.84, p < 0.001. The model accounted for 27.9% of the variance in Student Academic Motivation ($R^2 = 0.279$).

The standardized beta coefficient (βeta = 0.521) and the t-statistic (*t* = 11.66) indicated that Lecturer Emotional Intelligence was a highly significant positive predictor of Student Academic Motivation (p < 0.001). For every one standard deviation increase in Lecturer Emotional Intelligence, Student Academic Motivation was predicted to increase by 0.521 standard deviations.

Table 4: Summary of Multiple Linear Regression Analysis (N=350)

Predictor	**B**	**SE B**	**β**	**t**	**Sig. (p)**
Constant	1.832	0.160	—	11.45	< 0.001
Lecturer Emotional Intelligence	0.485	0.042	0.521	11.66	< 0.001
Model Summary					
R	0.528				
R-squared (R^2)	0.279				
Adjusted R-squared	0.277				
F-Statistic	135.84				
Sig. (p)	< 0.001				

Summary of Findings

The empirical evidence collected from the universities in Lahore strongly supported the initial hypothesis. The main findings were:

i. **Reliability:** Both scales used demonstrated excellent internal consistency, confirming their suitability for research within this Pakistani context.
ii. **Correlation:** A significant positive relationship (r = 0.521) was found, indicating that positive student perceptions of lecturer emotional intelligence correspond with higher levels of student motivation.
iii. **Prediction:** Lecturer Emotional Intelligence was confirmed as a statistically significant predictor of Student Academic Motivation, explaining nearly 28% of the variance in student motivation scores.

Conclusion and Recommendations

Summary of the Study

The primary purpose of this quantitative correlational study was to investigate the relationship between Lecturer Emotional Intelligence (EI) and Student Academic Motivation (SAM) among undergraduate students enrolled in Education and Social Sciences faculties of public sector universities in Lahore, Pakistan. A sample of N=350 students was utilized to collect data through a structured self-report survey employing the Schutte Self-Report Emotional Intelligence Test (SSEIT) and the Academic Motivation Scale (AMS-28). The data were analyzed using Pearson Product-Moment Correlation and Multiple Linear Regression (MLR).

Key Findings and Conclusions

The statistical analysis yielded robust evidence in support of the central hypothesis, leading to the following conclusions:

Significant Positive Relationship

The study concluded that a statistically significant, positive, and moderate relationship existed between Lecturer Emotional Intelligence and Student Academic Motivation ($r = 0.521$, $p < 0.001$). This finding suggested that students who perceived their lecturers as possessing higher levels of emotional intelligence—manifested through empathy, self-awareness, and relational management—reported correspondingly higher levels of motivation towards their academic pursuits.

Predictive Power of Emotional Intelligence

Lecturer Emotional Intelligence was confirmed as a highly significant positive predictor of Student Academic Motivation. The MLR model indicated that Lecturer Emotional Intelligence accounted for approximately 27.9% of the variance in Student Academic Motivation ($R^2 = 0.279$). This proportion underscored the meaningful practical impact of a lecturer's EI, positioning it not merely as a beneficial personality trait, but as a critical pedagogical input that tangibly affects student outcomes.

The Context of Pakistani Higher Education

Within the context of Pakistani public universities, where resources may be constrained, this study provided empirical evidence that the non-cognitive, emotional skills of teaching faculty are a powerful, low-cost lever for improving student engagement and motivation. The findings implied that the emotional climate created by the lecturer is a stronger motivational factor than previously quantified in this specific cultural setting.

Implications of the Research

The findings hold significant implications for university management, faculty development, and educational theory:

Practical Implications for University Management

i. **Faculty Professional Development:** University administrators should prioritize the integration of Emotional Intelligence training into mandatory faculty professional development programs. These programs should focus on specific EI components, such as effective communication of empathy, conflict resolution in the classroom, and managing student emotional distress.
ii. **Hiring and Evaluation:** EI measures could be incorporated into the evaluation and hiring criteria for new faculty members, particularly those teaching core courses or managing large student populations, to ensure a focus on relational competence alongside subject matter expertise.

Theoretical Implications

The strong predictive relationship found in this study extends the existing body of literature by validating the application of emotional intelligence theory (specifically Goleman's model, as measured by the SSEIT) in a non-Western, South Asian higher education context. It reinforced the socio-emotional learning framework, confirming that the emotional state of the instructor is a fundamental element of the learning process itself.

Limitations of the Study

This study **was subject** to the following limitations:

i. **Self-Report Bias:** Data on both variables were collected via student self-report measures, which introduced the possibility of social desirability bias.
ii. **Correlational Design:** The study employed a correlational design, which precluded the determination of a direct cause-and-effect relationship. Although EI predicts motivation, other unmeasured variables (e.g., family support, course difficulty) may also influence this relationship.
iii. **Geographic Scope:** The sample was drawn exclusively from public sector universities in Lahore, Pakistan. The findings may not be fully generalizable to private universities or institutions in other cities or provinces.

Recommendations for Future Research

Based on the findings and limitations of this study, the following recommendations are suggested for future researchers:

i. **Qualitative and Mixed Methods:** Future research should employ qualitative methods (e.g., semi-structured interviews with students and lecturers) to gain deeper insight into the specific behaviors of emotionally intelligent lecturers that students find most motivating.
ii. **Longitudinal Design:** A longitudinal study is recommended to track changes in student motivation over a full academic year following lecturer EI training, thereby allowing for stronger causal inferences.
iii. **Expanded Context:** Future studies should replicate this research in private sector universities, across different academic disciplines (e.g., Engineering, Medicine), and in other regions of Pakistan to enhance the generalizability of the findings.
iv. **Mediating Variables:** Researchers should explore the potential mediating role of variables such as classroom climate or student engagement to understand the mechanism through which Lecturer EI influences Student Academic Motivation.

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