

THE IMPACT OF TEACHER INTELLECTUAL HUMILITY ON STUDENT LEARNING

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Abstract

Intellectual humility has gained prominence in the education sector in recent years, with an increasing role in supporting effective teaching and learning environments. This study investigates a relationship between instructors' intellectual humility and its impact on students' foreign language enjoyment (FLE) and foreign language anxiety (FLA). A total of 208 individuals participated as volunteers in the study, with 118 (or 57%) male and 90 (or 43%) female participants. After using structural equation modelling to look at the complicated relationships between all the variables, a series of tests were used to get the data. Next, we used regression analysis to numerically measure the factors under investigation. The outcomes of the study suggest that the connection between IH, FLE, and FLCA is not as straightforward as was previously believed; rather, it is intricate and multifaceted.

Keywords. Intellect, humility; enjoyment; anxiety; respect

1. Introduction

Many individuals hold beliefs that are erroneous, biased, or even entirely incomplete (Leary et al., 2017). Despite these shortcomings, individuals often exhibit unwavering confidence in the truthfulness of their beliefs, often surpassing justifiable limits. While it is a common tendency for individuals to overestimate the accuracy of their beliefs, there is variability among people in their willingness to acknowledge the possibility that their beliefs and opinions could be erroneous or lacking a solid foundation. As we use the term here, intellectual humility refers to the willingness to accept one's own intellectual limitations and be open to new ideas and perspectives. This suggests that individuals who possess cognitive humility acknowledge their cognitive limitations and recognize that their perspectives may sometimes be inaccurate (Resnick, 2019). A person finds it difficult to acknowledge, "I can

learn from others," believing instead, "I know all there is to know (Hazlett, 2012). There is a tendency to overestimate one's own knowledge by considering his beliefs to be the right ones. The study of how IH influences second-language acquisition is still in its infancy, and there have been very few studies conducted on the topic. The examination of how intellectual humility influences the foreign language anxiety and enjoyment levels of Pakistani students represents a novel dimension in the existing literature and has not been previously explored or discussed.

Using a qualitative approach, this study investigates the impact of instructors' intellectual humility on students' language acquisition, focusing on foreign language enjoyment (FLE) and foreign language classroom anxiety (FLCA). This research will contribute to the teacher-student language learning domain, broaden the Pakistani instructors' perspectives on their teaching style, and help to embed the developing discipline of applied psychology in the teaching of foreign languages.

2. Literature Review

Intellectual humility is a relatively new variable in positive psychology that aims to assess four key factors in an individual: "Open-mindedness (versus Arrogance), Intellectual Modesty (versus Vanity), Corrigibility (versus Fragility), and Engagement (versus Boredom)" (Gorichanaz, 2022).

Psychological researchers have come up with a variety of definitions for IH, such as "insight of the limits of one's knowledge" "a non-threatening awareness of one's intellectual fallibility (Krumrei-Mancuso et al., 2020) and "recognizing that a particular personal belief may be fallible, accompanied by an appropriate attentiveness to limitations in the evidentiary basis of that belief and to one's own limitations in obtaining and evaluating relevant information" (Beebe & Matheson, 2023). IH can be best summarized as "recognizing that one's beliefs and knowledge may be incorrect or limited" (Huynh & Romero Gonzalez, 2023). IH fosters the acceptance of one's logical limitation (Pritchard, 2020). He further emphasizes the importance of IH in interpersonal relationships; one must be self-aware enough to recognize their areas of intellectual strength and weakness and flexible enough to make the necessary adjustments. An increase in IH is also linked to greater mental adaptability (Ballantyne, 2023), a thirst for knowledge, a desire for information, and expanding one's knowledge (Anand et al., 2019). In another study, those with greater levels of intellectual humility were more likely to explore questionable content; for example, they did more research after reading a false headline about COVID-19 and were more willing to read evidence that supported a viewpoint that contradicted their own (Pelupessy et al., 2022).

The IH is regarded as the moral aspect of virtue, but it can also take on a social side (Porter et al., 2020). IH encompasses an objective perspective on oneself, a practical assessment, a focus on others, an openness towards new information, and working with others. Peers perceive individuals with greater levels of intellectual humility as more likable and competent, and they are more likely to receive forgiveness after committing a moral offense (Porter & Schumann, 2018). According to (Meagher et al., 2021) intellectually humble people are competent and intelligent. Additionally, research has shown that less informed people are more likely to lack awareness of their own knowledge limitations (Jarvie & Burke, 2019). According to research, IH is associated with increased tolerance, empathy, altruism, benevolence, and a lack of power-seeking (Kurniawati et al., 2022).

Underestimating one's knowledge is neither theoretical nor empirical in presentation of IH. To evaluate this feature, the researchers investigated the potential relationship between IH and the desire to learn from others' opinions through assumed classroom arguments. This study's data came from 181 students from a community college in California. They found that IH is related to the need for knowledge, a sense of openness, and epistemic curiosity and suggest an open approach learning Nazia Akram. IH also had a positive connection with the growth of intelligence, which is the belief that you can learn and improve your own understanding while accepting your flaws or limitations (Jiang & Dewaele, 2019). Morris & King (2018) conducted another study using mixed research methods to examine the impact of learners' IH on their FLE and FLCA. A questionnaire was disseminated online, which made the collection of data between countries and population categories easier (Farkač et al., 2020). The researcher chose the Comprehensive Intellectual Humility Scale (CIHS) to measure intellectual humility using a 5-point Likert scale that ranged from 1 (strongly disagree) to 5 (strongly agree).

2.1 Foreign Language Classroom Anxiety and Enjoyment

Anxiety is a "multi-faceted" term. Students who encounter a tense classroom environment may experience anxiety during the language learning process (Danovitch et al., 2019). He insisted on language anxiety from a significantly wider perspective as it "is influenced by internal physiological processes, cognitive and emotional states, the demands of the situation, and the presence of other people, among other things, considered over different timescales".

A study containing a sample size of 126 freshman students was conducted at Dicle University's ELT Department, Faculty of Education. The results were acquired through a questionnaire designed to measure students' anxiety levels by FLCAS, created by Horwitz et al. in 1986, and an interview to obtain information regarding the impacts of teacher and peer attitudes on students with different anxiety levels. According to several students, teachers' attitudes toward students were quite favourable, and they showed positive behaviour even when students went against of their opinion. Nonetheless, the teachers' attitudes and conduct made all students dissatisfied and they described them as "disturbing" or "discouraging." The current study showed that the interaction between instructor and student was a significant element that increased students' foreign language classroom anxiety levels, as students expressed that "kindness, being energetic, and listening with patience" are the factors for a stress-free and friendly classroom" (Yentürk & Dağdeviren-Kırmızı, 2020).

2.2 Foreign Language Enjoyment

Enjoyment can be defined as a positive achievement-oriented emotion (Bielak & Mystkowska-Wiertelak, 2020). Interest in foreign language enjoyment (FLE) has increased noticeably in second language acquisition as a result of the recent shift from negative to positive psychology. It is mediated by interactions with classmates who are kind, teachers who are helpful and encouraging, and a pleasant school atmosphere with engaging and sufficiently demanding classroom activities (Piniel & Albert, 2018). Also, it is presumed that L2 learners can pay more attention, process, and learn a target language if they enjoy learning it. Teacher-related aspects have received a lot of attention since instructors' compassion has a big impact on students' psychological well-being and language learning performance (Mercer et al., 2018).

Research carried out in the setting of Southwest Poland using the Foreign Language Enjoyment Scale by employing a mixed-methods approach to analyze foreign language enjoyment (FLE) and its sources among English Philology students (Mierzwa, 2019). The sample size was 40 women. The study used the t-test and one-way ANOVA to compare more than two groups. The study mentioned class debates, presentations, and group activities as student-led activities. Nonetheless, the results demonstrated the effectiveness of instructors who used humour to lighten the mood and reduce the potential embarrassment caused by students' errors.

Dewaele & MacIntyre (2014) showed the prominence of a social component, and how students assess their social uprightness in comparison to other pupils. Greater FLE and lesser FLCA rely on classroom context and group hierarchy (Elahi Shirvan & Taherian, 2021). Participants consistently emphasized the importance of teachers in their FLE (foreign language enjoyment) context. This is quite understandable, as teachers may help students cope with stress by maintaining a positive and supportive learning environment (Lateef & Al-Furaiji, 2022).

2.3 Concept of IH in Foreign Language Classroom

IH has remained an explored aspect in relation to foreign language learning; therefore, estimating its impact on FLE and FLCA is challenging (Zhao & Yang, 2022). However, scholars have discussed the connection between a teacher's positive attitude and FLE, and the relationship between FLCA and the self. It can be assumed that a teacher with a high level of IH will not create a fearful environment in which students will be unable to identify gaps in their knowledge (Aksoy-Pekacar et al., 2020). This may manifest itself in the field of FL learning through teachers' realistic assessment of their teaching abilities and acceptance of their own linguistic deficiencies and shortcomings when pointed out by their students. A teacher with high IH may use the sentences: "This is just my personal opinion, but...", "This is just me, but...", "I just feel like...", (Clemente, 2024). Teachers with a high degree of IH are more likely to be open and responsive to different points of view and beliefs, and they do not feel low to appreciate them. Thus, they can maintain a healthy atmosphere in their classrooms.

The research investigates the impact of IH on Foreign Language Enjoyment (FLE) and Foreign Language Classroom Anxiety (FLCA) in a Pakistani context, where the educational culture places a high value on teacher respect, potentially discouraging students from openly correcting their teachers in the classroom. This may create a flaccid environment where students are hesitant to challenge or question their teachers, which can potentially limit their ability to learn and grow as learners. Hence, students' academic performance, development, and social involvement are all directly related to instructors' IH (Linnenbrink-Garcia et al., 2016).

Advancement in technology, shifts in societal values and expectations, or changes in educational policies and practices are impacting the teaching-learning process (Miller, 2023). It is in the interests of all stakeholders in the educational system to develop new responses to a set of age-old questions: What method of instruction is required? What are the best methods for teaching students? How can teachers help students learn more effectively by reducing classroom anxiety? How can we organize the teacher-student relationship to foster the enjoyment of foreign languages? (Zmigrod et al., 2019). Analyzing the aforementioned

literature, this study poses a number of questions regarding the need for IH in students learning foreign languages in the classroom.

2.4 Hypotheses

H1= There is a negative relationship between IIE and PA

H2= There is a positive relationship between RoV and PA

H3= There is a positive relationship between IIE and FLAS

H4= There is a positive relationship between RoV and FLAS

3. Materials and Methods

The study follows a quantitative approach, aiming to investigate the association between an independent variable (IH) and dependent variables (FLA and FLE). The researcher has utilized Structural Equation Modeling to assess the intricate correlations among all variables, and conducted subsequent regression analysis to quantify the variables under examination. She has administered the questionnaire online through Google Forms and extended a broad invitation to multilingual individuals, including those who had participated in the researcher's previous studies, encouraging them to share the call with their acquaintances and students. Each question was formulated and evaluated on a 5-point Likert scale, ranging from 1 (strongly Disagree) to 5 (strongly Agree).

3.1 Participants

A total of 208 contestants voluntarily participated in the study, with 118 (57%) identifying as male and 90 (43%) as female. The chosen contestants were between the age of 17 to 22. Two private and two semi-government universities in Lahore and Vehari, a small city in Southern Punjab, Pakistan, provided the sample. All participants were multilingual, and proficient in English, Urdu, and Punjabi. Notably, all participants had recently completed an English language course, which was a mandatory component of their curriculum ($M = 2.57$, $SD = 0.78$). The study employed a simple random sampling technique to select the contestants.

3.2 Instruments

The Comprehensive Intellectual Humility Scale (CIHS) by Krumrei-Mancuso & Rouse (2016) is composed of 22 items divided into four subscales: independence of intellect and ego (5 items) openness to revising one's viewpoint (5 items) Respect for others' viewpoints (6 items) and Lack of intellectual overconfidence (6 items). However, the researcher has employed two subscales named independence of intellect and ego and respect for others' viewpoints. These two subscales were deliberately chosen based on their alignment with the research hypothesis and objectives. By employing these particular subscales, the study aimed to capture and assess the key dimensions that directly corresponded to the research goals. On a 5-point Likert scale, responses ranged from 1 (Strongly Disagree) to 5 (Strongly Agree). Items with negative connotations were reverse-coded. According to (Krumrei-Mancuso & Rouse, 2016), the CIHS presents a "more accurate assessment of the intrapsychic feelings, attitudes, and beliefs underlying IH, in addition to assessing behavioural components of IH".

3.3 Foreign Language Enjoyment Scale

The study employed the short version of the Foreign Language Enjoyment Scale (FLES), initially developed by (Dewaele & MacIntyre, 2014). The FLES comprises three subscales: Teacher Appreciation, Personal Enjoyment, and Social Enjoyment. However, for this research, only the Personal Enjoyment subscale was utilized and analyzed. This subscale

consists of three items: 1. "I enjoy my language class," 2. "I feel creative in English Class," and 3. "I have learned interesting things." All FLE-related items were expressed positively and scored ($M = 3.65$, $SD = .61$, and Cronbach's $\alpha = .771$). Given that Personal Enjoyment reflects students' emotions, feelings, and psychological experiences, the researcher opted to

Construct Name	No of Items	Cronbach's Alpha	Composite reliability (CR)	AVE
Foreign Language Anxiety Scale	8	0.871	0.898	0.534
Independence of Intellect and Ego	5	0.880	0.889	0.598
Personal Aspect	3	0.784	0.801	0.559
Respect for Others' Viewpoints	6	0.850	0.899	0.530

investigate the relationship between IH and its impact on students' sentiments.

3.4 Foreign Language Anxiety Scale

The measure used in this study consists of eight items and is a shortened version of the original 33-item scale by Horwitz, 1986. The items capture aspects such as experiencing anxiety despite being adequately prepared for the foreign language (FL) class. Participants' responses were recorded using 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Six of the eight FLCA tests were phrased to convey anxiety, while two other items were phrased for discomfort, and they scored ($M = 3.29$, $SD = .65$), whereas Cronbach's $\alpha = .751$. The questionnaire was placed online using Google Forms, and an open call was given to multilingual, including those who had engaged in the researcher's prior research, requesting them to send the call to friends and students. To define and assess all items, the questionnaire used a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

4. Results

The data was tested using Structural Equation Modeling to test the complex correlations between all variables, and regression analysis was used to understand the correlation between given variables in the study. The researcher has used Composite Reliability to measure the internal consistency in the scale items of FLCA and Subscales of IH. The factor loadings in a confirmatory factor analysis provide the basis for calculating the composite reliability (CFA). The dependability of a construct should ideally be at least 0.70. When the composite reliability is high, it is a very strong indicator that all of the items consistently measure the same construct. The results that are shown below demonstrate that the composite dependability for each of the structures has a value that is greater than 0.70 and that it falls somewhere in the range of 0.801 to 0.898, providing definitive evidence that each item accurately measures its relevant construct.

Table i: Reliability Test Table

Cronbach's Alpha is a well-known measure of reliability. It is used to assess the dependability of constructions. Cronbach's Alpha for each construct should be positive and greater than 0.70 for an instrument to be considered reliable. Table given above demonstrates that alpha and CR are greater than 0.5, and AVE is greater than 0.5.

Table ii: Discriminate Validity Table

	FLA	IIE	PA	ROV
FLA	0.731			
IIE	0.623	0.773		
PA	0.673	0.693	0.748	
ROV	0.442	0.626	0.697	0.728

The discriminant validity of a variable is determined by how much its items differ from those of other variables. First, AVE values should be greater than 0.5, and then the square root of AVE in diagonals of correlation values should be entered into the correlation table. Table shows that the square root of AVE in the diagonal is greater than the relative values in the correlation matrix's horizontal and vertical sides; as a result, there is no problem with discriminant validity in the measurement model.

Assessment of VIF

The outer and inner (VIF) values are used to calculate the data's multi-collinearity. The highest outer VIF value was 3.85, and the highest inner VIF value was 1.03, both of which were less than the cut-off value of 4.0, indicating that there was no multi-collinearity in the data.

Table iii: Variance Inflation Table

Predisposing Factors	VIF
FLA1	3.546
FLA2	3.853
FLA3	2.052
FLA4	2.654
FLA5	3.577
FLA6	2.197
FLA8	1.038
IIE1	2.675
IIE2	2.555
IIE3	1.607
IIE4	2.62
IIE5	2.105
PA1	1.913
PA2	1.922
PA3	1.399
ROV1	2.453
ROV2	2.649
ROV3	2.338
ROV4	2.948
ROV5	2.532

ROV6	1.032
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HTMT Ratio

HTMT is an effective diagnostic tool in multivariate analysis for assessing the issue of discriminant validity in the measurement model. The HTMT values of all formative constructs were well below the threshold level of 0.85, indicating that there was no problem with multi-collinearity, according to the results table.

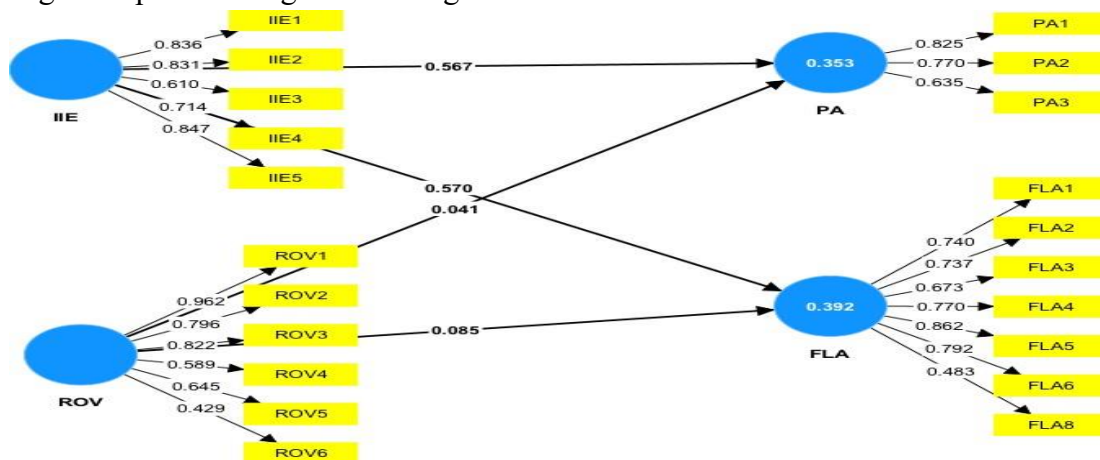
Table iv: HTMT Assumption of Normality

	FLA	IIE	PA	ROV
FLA				
IIE	0.634			
PA	0.673	0.596		
ROV	0.476	0.647	0.402	

To use the Pearson correlation coefficient, the two variables must be roughly normally distributed. A symmetrical distribution has a skewness of zero; a value close to zero is acceptable. While kurtosis is concerned with the distribution's shape, whether peaked or flatter, it has a value range of -1.788 to +1.788. The data in this study is normal because there is no skewness or kurtosis that exceeds acceptable limits (Robbiano & Scager, 2020).

Fig. 1 The relationships among constructs

The figure depicts the regression weights of each indicator on its own construct. The non-



significant items were removed from the measurement model for further validity testing. A structural model's primary goal is to determine the strength of the relationship or regression between the variables. It is based on the observed variables' relationships. The coefficient of determination by assessing the value of R² gives values of 0.353 and 0.392, indicating that IIE and ROV explain the Personal Aspect and Foreign Language Anxiety scales by 35% and 39%, respectively.

Model fitness statistics and Goodness of Fit (GOF)

The model fitness is checked through values of SRMR, NFI, and Chi-Square. SRMR value of 0.095, Chi-square 788.543, and NFI 0.734 for saturated and estimated model indicate model fitness in results. PLS-SEM generates yet another diagnostic tool to assess model fitness proposed by(Henseler, 2017) through Goodness of Fit (GOF). The geometric mean (GM) value of the (AVE) and the average R2 values for endogenous latent constructs are used to calculate the GOF value: $(GOF = \sqrt{(AVE * R^2)})$. The minimum threshold values of GOF are GOF small=0.1, GOF medium=0.25, and GOF large=0.36. The $R^2=0.353$ for Personal Aspect and $R^2=0.392$ for Foreign Language Anxiety Scale. The estimated values of $GOF=0.44$ personal aspect and 0.46 for the foreign language anxiety scale for the model as given in the table suggest a good model fit.

Table v: Goodness of Fit

Construct Name	AVE
Foreign Language Anxiety Scale	0.534
Independence of Intellect and Ego	0.598
Personal Aspect	0.559
Respect for Others' Viewpoints	0.530

Summary of Hypotheses results

Sr #	Hypothesis	Conclusion
H ₁	<i>There is a negative relationship between IIE and PA</i>	Accepted (Insignificant)
H ₂	<i>There is a positive relationship between RoV and PA</i>	Accepted (Significant)
H ₃	<i>There is a positive relationship between IIE and FLCA</i>	Accepted (Significant)
H ₄	<i>There is a positive relationship between RoV and FLCA</i>	Rejected (Significant)

Personal Aspect= $b_0 + b_1$ (Independence of intellect and Ego) + b_2 (Respect for Others' Viewpoint)

Personal Aspect= $1.973 - .189$ (Independence of Intellect and Ego) + $.562$ (Respect for Others' Viewpoints)

The significant value of IIE is less than 0.05, which means Independence of Intellect and Ego has a negative impact on the Personal Aspect, which means a unit change in Independence of Intellect and Ego will decrease the Personal Aspect by 0.189 points, similarly, the significant value of Respect for Others' Viewpoints is also less than 0.05, so we can conclude that a unit change in Respect for Others' Viewpoints will increase the Personal Aspect by 0.562 points.

Independence of Intellect and Ego has a positive impact on Foreign Language Anxiety, as its significant value is less than 0.05. The significant value of Respect for Others' Viewpoints is 0.000, which is less than 0.05; therefore, we can say that Respect for Others' Viewpoints has a negative impact on Foreign Language Anxiety Scale.

5. Discussion

The current study intends to investigate the impact of instructors' intellectual humility on students' foreign language classroom anxiety and enjoyment. The intellectual humility subscale 'IIE' exhibits a strong negative connection with the FLE subscale 'Students Learning Aspect' (SLA). According to the findings, IIE has a considerable impact on students' 'creativity and enjoyment' in the foreign language classroom. The findings of the current study also show that teachers had feelings of embarrassment when students voiced their disagreement with their viewpoint, which in turn stifled creativity and fun in the classroom. The results of (Aksoy-Pekacar et al., 2020) who made a similar observation and came to the same conclusion that a teacher's humility and openness strongly correlated with Foreign Language Education (FLE) outcomes, are consistent with this particular component of the research.

Results from H2 showed a relationship between ROV and SLA, too. The implication is that there is a positive correlation between ROV and student learning. Coefficients that are positive imply a strong link. Hence, a healthy classroom environment can be fostered if the teacher supports students' decisions that may differ from her or his own on any educational issue. The research of (Linnenbrink-Garcia et al., 2016) uncovered a similar pattern, demonstrating that a teacher's optimistic and supportive demeanour has a beneficial effect on the students. As opposed to this, pupils are less likely to be motivated to study if their teacher has a negative attitude.

Similarly, if the instructor consistently encourages students' divergent opinions and ideas on key topics and understands that disagreement will not result in resentment, this practice flourishes in a competitive and pleasant environment and fosters innovation. It is aligned with the results of (Anand et al., 2019) who believes successful classroom management improves students' curiosity and exploration when the classroom environment is supportive and ideal for learning.

As H3 indicates, there is a positive relationship between IIE and FLA. A teacher's negative disposition is mirrored in his students. If students' opinions contradict the teacher's, he becomes uneasy, which creates a heated environment in the classroom. Thus, as the level of Independence of Intellect and Ego goes up, so does the level of Foreign Language Anxiety, and vice versa. It is observed that corrections pertaining to knowledge, pronunciation, facts, and details could also be humiliating for the instructors. Similar results were also obtained by (Leary et al., 2017).

There is a negative relationship between RoV and FLA. This means that as the level of Respect for Others' Viewpoints increases, the level of Foreign Language Anxiety tends to decrease, and vice versa. The study suggests that if the resource person respects students' concepts and ideas, they feel more privileged and enthusiastic about learning. Likewise, if the teacher appreciates, respects, and welcomes students' far-reaching perspectives and foreign language incompetence, its impact would be far-reaching. When a teacher is disrespectful toward students, it can lead to a decrease in their confidence levels. However, it is widely acknowledged that a constructive teacher-student relationship is distinguished by qualities such as empathy, nurturing, and mutual respect. Prior research has examined a range of positive behaviours demonstrated by educators, including trust, friendliness, acceptance, and recognition.

6. Conclusion

The findings of this study suggest that the link between IH, FLE, and FLCA is more multifaceted and intricate than previously believed. In the context of the profound environment of the foreign language classroom, it is evident that (IH) has the potential to impact students' emotions and learning both positively and negatively. When instructors confess their shortcomings, pupils may feel more comfortable acknowledging their own ignorance or asking questions. Teachers with high intellectual humility are often better communicators. They are more likely to listen to their students and consider their perspectives, which can help them understand their students' needs and adjust their teaching approach accordingly. With an increased level of IH, a teacher may be more likely to try new ways or learn new material to enhance their teaching.

The importance of IH in Pakistani contexts, in particular, is an issue that needs more study. Teachers should foster critical thinking and encourage students to express opinions that differ from their own, creating an environment that promotes respectful and constructive dialogue. This can help students learn how to effectively express their ideas and beliefs, and to understand and respect differing perspectives. Future researchers can investigate the impact of employers' intellectual humility on employee performance and job satisfaction. Additionally, teachers' IH and its role in adopting new pedagogies can be another future investigation.

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