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## Relationship of Emotional Intelligence of Secondary School Teachers with Classroom Ecology

Rahmat Manzoor<sup>1</sup> Muhammad Shah<sup>2</sup> Maryam Gul<sup>3</sup> Faheem Khan<sup>4</sup>

**Abstract:** *The current research paper focuses on the relationship of Emotional Intelligence (EI) of Secondary School Teachers (SSTs) with Classroom Ecology (CE). The study was conducted in four districts of the Dera Ghazi Khan (DGK) division, including DG Khan, Muzzafargarh, Layyah and Rajanpur. Correlational research was applied. A sample of 357 SSTs was selected through stratified sampling method out of 3308 SSTs. Trait Emotional Intelligence Scale (TEIS) and Classroom Ecology Scale (CES) were used for data collection. The reliability of TEIS and CES was estimated at .946 and .811, respectively. Pearson Product Correlation, linear regression, t-test, and ANOVA were applied. The result of the study depicts that EI has a significant correlation with classroom ecology. Teachers with high EI scores maintain high class ecology and a good learning environment, which ultimately contributes to high learning progress. The present study recommended that school heads should provide workshops and learning pathways that are oriented on emotional intelligence to assist teachers in developing their skills to enhance classroom ecology by using different strategies.*

**Key Words:** Emotional Intelligence, Classroom Ecology, Secondary School Teachers

### Introduction

Education gives a community direction and a purpose. The objectives of education are the development of the person's mind, emotions, soul, body, and capacity to contribute to society. A society must place a high priority on education if it is to support people's growth, cultural identities, and moral preservation. Learning is a lifelong endeavor that should be pursued. Education is the process of imparting knowledge to students in educational institutions through training and instruction. Education is a social tool that influences the direction and shape of a country's destiny. People's economic sustainability is ensured by education. Education alters people's fundamental beliefs and contributes to the preservation of culture. Through education, students are exposed to contemporary innovations and acquire new skills. Knowledge is conveyed from one group of individuals to another or from one area of society to another through education. This is why educators are so important to society (Kakar et al., [2011](#)).

Teachers need to manage their emotional load in order to encourage and improve the standard of interpersonal relationships. Emotional intelligence (EI) is becoming more and more prominent in education research because the most significant part of the teaching and learning process is the emotional ties between teachers and pupils. (Poulou, 2017). Teachers in schools face a heavy workload and time constraints. To handle this pressure, teachers need to be driven, tenacious in the face of difficulty, able to restrain their impulses, postpone gratification, and able to control their emotions. Teachers have to deal with challenging emotional situations. As such, developing and fostering their emotional intelligence is highly advantageous (Valente et al., [2020](#)).

<sup>1</sup> PhD Scholar, Department of Education, Qurtuba University of Science and Information Technology, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan.

<sup>2</sup> Professor, Department of Education, Qurtuba University of Science and Information Technology, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan. Email: [drmsah@qurtuba.edu.pk](mailto:drmsah@qurtuba.edu.pk)

<sup>3</sup> University Wensam College, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan.  
Email: [maryamgulabid@gmail.com](mailto:maryamgulabid@gmail.com)

<sup>4</sup> Instructor, Regional Professional Development Centre, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan.  
Email: [faheemk2213@gmail.com](mailto:faheemk2213@gmail.com)



The capacity to evaluate and keep track of one's own emotions, as well as those of others, is known as emotional intelligence (EI). These skills are divided into four categories: managing emotions, comprehending one's own emotions as well as those of others, monitoring one's own sentiments, and emotional integration (Akram et al., 2019). Emotional intelligence (EI) is the capacity to precisely and reliably observe one's own feelings, comprehend how to elicit them, and be able to control them (Soma et al., 2021).

Emotional intelligence is the gold standard for evaluating and predicting teachers' performance, claim Walter and Marcel (2013). Aparisi et al. (2020) assert that educators must improve their ability to control their thoughts, emotions, and convictions. They can improve as teachers if they cultivate these skills. By expressing their emotional identities, teachers can foster greater reflexivity, unity, and sensitivity in both themselves and their students.

Empirical data indicates that emotional intelligence (EI) is linked to positive emotions related to an individual's accomplishments, such as good instruction, optimal student learning, and acceptable academic success (Puertas-Molero et al., 2020). Emotional intelligence is the ability of an individual or group to use their emotional state to accomplish particular goals or objectives. It is the ability to identify emotions, collaborate to achieve desired outcomes, and meet goals (Hammad & Naseem, 2019). The ability to identify and comprehend the feelings of others is known as empathy. In order to improve the teaching-learning process, it aids educators in recognizing and addressing the needs of both students and colleagues.

Classroom ecology plays a significant role in the teaching and learning process. It is imperative to delineate and differentiate the notions of ecology and environment. What is intended by the term "environment" is a precisely defined space that envelops anything. Ecology seeks to "understand how particular organisms and populations interact with other species and, more generally, how organisms are linked to their biotic and abiotic environments," despite its obvious connection to the natural world. More accurately, ecology is the relationship that exists between people and their surroundings (Hashemi & Ghanizadeh, 2011). Kolpin (2019) asserts that there are numerous parallels between an ecological perspective and biological fields, especially ecology or the study of animal behavior. This point of reference moves the conceptualization of teaching and learning practices in the classroom into the center of attention. Classroom ecology is the study of the interactions between teachers and students as well as the environment in the classroom.

Numerous studies on the relationship between emotional intelligence, the learning environment in the classroom, and self-efficacy have been published in the literature; nevertheless, the researchers overlooked classroom ecology in favor of the classroom environment (Koplin, 2019). As a result, the literature contains little information regarding the connections between classroom ecology and emotional intelligence. As a result, this study is going to close the research gap regarding the relationship between these variables. The literature has a geographical gap since the majority of research was done in industrialized nations. However, this study was carried out in Pakistani schools (Kazmi et al., 2021).

## Objectives of the Study

Following research objectives were made:-

1. To find out the relationship of emotional intelligence of secondary school teachers with classroom ecology.
2. To compare the emotional intelligence of secondary school teachers in terms of gender, locality, and experience.

## Literature Review

### Emotional Intelligence (EI)

The ability to concentrate, endure, control impulses, communicate honestly, form thoughtful decisions, resolve conflicts, and pursue success is referred to as emotional intelligence (Aparisi et al., 2020). Through the integration of individuals, these abilities facilitate the identification and regulation of emotions, the development of self-control, goal-setting, empathy, conflict resolution, and the acquisition of skills essential for leadership (Hammad & Naseem, 2019). Three theories are recognized as part of the emotional intelligence paradigm. Every theory describes the abilities, characteristics, and proficiencies related to

emotional intelligence. The collection of abilities known as emotional intelligence includes the capacity to identify one's own and other people's emotions. Emotions are harnessed for performance enhancement, understanding complicated facts, and controlling emotions in oneself and others (Kurniawan & Sakur, 2017).

Emotional intelligence is a subcategory of social intelligence, according to Chen & Guo (2020). It is able to detect and monitor emotions, both of its own and those of others. It makes use of this understanding to guide one's ideas and actions. The ability to reason emotionally is referred to as emotional intelligence. It's the ability to construct arguments, decipher emotional cues, and find solutions to problems. It is the capacity to identify feelings, absorb them, process them, and exert control over emotional information. The ability to recognize, comprehend, and sense emotions as well as how they impact people around one. Comprehending the feelings of others is an essential facet of emotional intelligence, which facilitates more adept management of relationships. The awareness of how the actions and feelings of others affect your surroundings. It communicates other people's values and needs. It has many uses, one of which is the description and comprehension of emotions (Brinia et al., 2014).

The word "emotional intelligence" refers to cognitive ability, which includes characteristics, social skills, and interpersonal behavior. Knowledge of abilities is controlled by the capacity for wise behavior that is suitable and goal-oriented. The way a person responds to both their own and other people's emotions is referred to as their emotional intelligence. People with high emotional intelligence understand social conditions and respond to them in ways that make them better. Superior cognitive skills and emotional knowledge are combined by those with high emotional intelligence. They make informed decisions to maintain suitable partnerships (Chen & Guo, 2020).

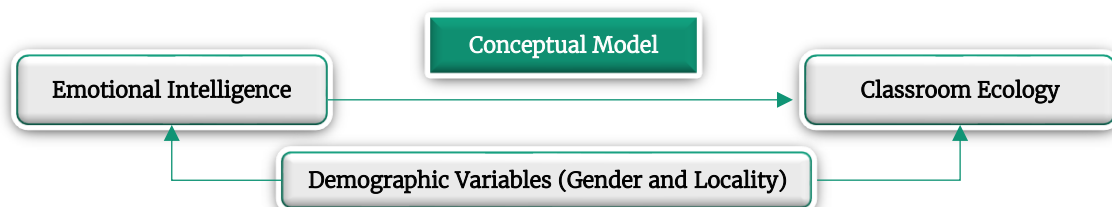
### Classroom Ecology

Ecology in the classroom, as used in educational contexts, describes the interactions that occur in the classroom between the two groups: e teachers and pupils (Guerrettaz & Johnston, 2013). The fundamental idea of an ecological approach is the habitat, which is a physical niche or environment with unique purposes, features, dimensions, and processes that affect the behavior of those who live it. The biological sciences, or the study of animal behavior, are strongly associated with an ecological perspective, as its name implies. When accounting for practice and activity in a classroom setting, this method strongly emphasizes thoroughly comprehending the scenario or context (Jiang et al., 2020).

Classrooms, libraries, technical workshops, peers, and professor quality are just a few of the numerous factors that might affect the teaching-learning process (Madrid et al., 2019). The degree of improvement in kids' learning could be higher, depending on the resources available to the teacher and classroom. Low academic performance in public primary schools in developing countries has long been linked to poor learning environments. Class size is another element that affects the teaching-learning process in most developing country schools. Increased enrolment in emerging countries like Bangladesh, Pakistan, and India has led to overcrowding in classrooms. This makes it difficult for the teacher to educate because they can't move around the classroom as rapidly. The physical layout of the school has a big impact on the school atmosphere. Children are subconsciously taught through interior décor and school buildings what is and is not valuable or acceptable in these environments (Arifin et al., 2017).

### Conceptual Framework of the Study

According to Wilson et al. (2010), the conceptual framework is a product of intellectual work and a part of the research endeavor. It reveals the researcher's perspective on his own research and the approach he would want to take to do the study. The framework can have been developed as a result of your own ideas for your study endeavor.





### Research Methodology

As per the nature of the research, positivist research philosophy was used, and therefore, correlational research design was applied. The study's target population was comprised of all secondary school teachers in the DG Khan area, both male and female. According to the School Information System [SIS], 2023, there are 3308 SSTs employed in government secondary schools in four districts: DG Khan (164 schools), Muzafargarh (203 schools), Layyah (192 schools), and Rajanpur (95 schools) in the southern district of Punjab. A sample of 357 SSTs was selected through stratified sampling method. To select the exact sample size, the researcher used Yamane's (1973) mathematical formula. The Trait Emotional Intelligence Scale (TEIS), which was modified and created by Furnham and Petrides (2003), was employed to gather data. Thirty questions were included in TEIS. A modified version of the Classroom Ecology Scale (CES) developed by Reinke, Herman, and Sprick (2011) was used to evaluate the classroom ecology. The physical, psychological, academic, and social ecology/environment are the four main domains. The questionnaire was validated through experts' feedback, whereas the reliability of the tools was estimated through Cronbach's alpha. Table 1 indicates the details of the sample size and reliability score.

### Results and Discussion

**Table 1**

Sample size and reliability score

sample size	Research Tool	No. of items	Cronbach's alpha's Result
Sample (n) = $\frac{N}{1+N(e2)}$ =	TIES	30	.946
$\frac{3308}{1+3308(.05*.05)} = 357$	CES	25	.811

**Table 2**

Demonstrating correlation of emotional intelligence with classroom ecology

	Statistics	EI	Classroom Ecology
EI	r	1	.621**
	Sig.		.000
	n	348	348

The correlation between classroom ecology and emotional intelligence is illustrated in Table 4.21. Classroom ecology and emotional intelligence were shown to be positively correlated ( $r=.621^{**}$ ). A significant correlation is also shown, with a value of  $p=.000<.05$ , between classroom environment and emotional intelligence. The statistical data stated above leads us to conclude that our hypothesis, which held that classroom ecology and emotional intelligence are not significantly correlated, is not supported.

**Table 3**

Presenting effect of emotional intelligence (EI) on classroom ecology (CE) of teachers

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Beta	Sig.
1	.621 <sup>a</sup>	.385	.384	.78581	.000

- a. Predictor: (Constant), EI
- b. Dependent variable: CE

Table 3 presents the model summary of regression results. The following table displays  $R=.621$ , which indicates a correlation between the criterion variable (SE) and predictor (EI). Additionally, the table shows the value of  $R^2 = .384$ , which means that 38.4% of the variance observed in the criterion variable (CE) was explained by the independent variable (EI). The result of  $p=.000<.05$ . Leads to the rejection of the null hypothesis, which maintains that emotional intelligence has no appreciable influence on teachers' classroom environments. In other words, the emotional intelligence of instructors has a big impact on the classroom surroundings. A criterion variable (CE) rise of. Six hundred twenty-one units (SD) equates to a predictor variable (EI) increase of one standard deviation.

**Table 4**

*Demonstrating the mean difference in the teacher's emotional intelligence (EI)*

Gender	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Male	2.4147	1.80812	.13117	-9.298	.000
Female	3.8484	.76414	.06079		

Table 4 displays the mean difference in the EI of male and female SSTs. The result shows that the mean emotional intelligence score for males and females was found to be 2.41 and 3.84, respectively. The data also demonstrates that there is a significant difference in male and female teachers' E by reporting the t-value=-9.298 and  $p=.000<.05$ .

**Table 5**

*Demonstrating the mean difference in the teacher's emotional intelligence (EI) across districts*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	336.677	3	112.226	70.166	.000
Within Groups	550.204	344	1.599		
Total	886.881	347			

Table 5 indicates the mean difference in the emotional intelligence of teachers among districts. The value of  $F=70.166$  and  $p=.000<.05$  in the table shows that there are notable differences in the emotional intelligence of teachers between districts.

**Table 6**

*Demonstrating the mean difference in the teacher's emotional intelligence (EI) across teaching experience*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.882	2	5.941	11.354	.000
Within Groups	180.532	345	.523		
Total	192.414	347			

Table 6 reveals the mean difference in the emotional intelligence of the teachers across teaching experience. The table shows a substantial variation in teachers' emotional intelligence across teaching experience, with a value of  $F=11.354$  and  $p=.000<.05$ .

## Discussion

Classroom ecology and teachers' emotional intelligence are positively correlated, according to the study's findings. The study's outcome agrees with Durdu and Sahin (2020). The parameters of classroom ecology and EQ were found to have a positive, medium-level association. Furthermore, in medium-level classrooms, "relation" and "personal growth/goal orientation" are significantly predicted by EQ, whereas in high-level classrooms, "system maintenance and change" are predicted by EQ. Kostić-Bobanović (2020) provides support for the study's findings. They discovered that teachers with high emotional intelligence are better able to establish a productive learning environment in the classroom and get more pupils involved in a variety of tasks. Comparable outcome to what Valente et al. (2019) discovered. Their study's findings showed that educators who are better able to handle emotion in the classroom also manage discipline better. The majority of the model's correlations are statistically significant. A similar outcome was reported by Kazmi & Noreen (2020). They discovered that a regression test was used to examine how instructors' emotional intelligence competencies affected students' motivation and the student-teacher relationship.

## Conclusions and Recommendations

The study's findings revealed that classroom ecology and emotional intelligence are positively correlated. Thus, the study concluded that educators with emotional intelligence are better able to collaborate with



one another or think positively in order to progress the school's aims and objectives. Children who get it also learn to reason and conduct well. Teachers have a big influence on how students behave. An educator possessing emotional intelligence knows how to balance their personal and work lives. He or she is skilled at allocating the task and establishing priorities so that nothing is missed. A teacher must be highly effective in the classroom and have skills and strategies related to emotional intelligence. These facilitate an educator's clear execution of their responsibilities in fostering a supportive learning environment. By increasing their self-awareness, educators can better understand the relationships between the many emotions that their students may be going through. Instructors with this level of comprehension are more able to understand the complex feelings that their students are expressing. With this understanding, the teachers can respond appropriately. Their ability to involve other pupils in all school activities is beneficial. Teachers must behave sensibly in order to control both their own and their students' emotions.

The results of the study show how crucial it is to consider teachers' emotional intelligence since it greatly affects the classroom learning environment. Therefore, it is recommended that school heads should provide workshops and learning pathways that are oriented on emotional intelligence to assist teachers in developing their skills to enhance classroom ecology by using different strategies.

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