



THE INTERRELATIONSHIP BETWEEN PERCEIVED EMOTIONAL INTELLIGENCE, SELF-EFFICACY AND CLASSROOM MANAGEMENT AMONG HIGHER EDUCATION TEACHER'S: AN EMPIRICAL STUDY

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Abstract

Higher educational institutions are facing lot of challenges in handling students in the current scenario. Especially faculties are stumbling to handle students in the classroom due to indiscipline activities. This reflects the worst ambiance in the classroom. In order to cope up with the present environment faculty must possess emotional intelligence for effective classroom management. This will result in a good relationship between teacher and students. Faculty self-efficacy in classroom management is important professional competency. Therefore the present study is conducted to analyze the influence of various factors of emotional intelligence on Self efficacy in

classroom management. The factors of emotional intelligence are emotion regulations, use of emotions, and appraisal of others' emotions and self-appraisal of emotions. The sample of the study is 420 and data have been collected by administering the scale of "Emotional intelligence" and classroom management self-efficacy instrument. Data was analyzed using SPSS and AMOS software. The analyses used are descriptive, Confirmatory factor analysis and Path model. The results revealed that Use of emotions and self-appraisal of emotions have positive and significant effect on classroom management self-efficacy. It is also found that emotion regulation and appraisal of others' emotion have no influence on classroom management self-efficacy.

Keywords: Emotional Intelligence, Self-efficacy, Classroom Management and Higher

Education

1.1 Introduction

The higher education is growing rapidly, dynamically and continuously ever-evolving landscape. The institutions are seeking to deliver



effective teaching practices and always challenges remains in educator is classroom management self-efficacy. The classroom ambiance is of diverse personalities. The effective classroom management can be achieved through emotional intelligence which will result in positive relationship between teacher and students. EI refers to ability to regulate, express and perceive emotions accurately. Emotional intelligence of teacher is perceptible and ever teacher must possess for effective teaching. It is believed that teacher success is measured on high level of emotional competencies. According to Singh (2015), training is required for teachers on managing own emotion which helps teachers as well as students. Emotions are related to psychology which triggers the individual life in many events (Eisma and Stroebe, 2021). Many researchers revealed that teachers manage and control their emotions to attract students, create positive ambiance for students learning to achieve teaching efficiency, positive growth and academic achievement (Schonert Reichl (2017); Jennings & Greenberg (2009)). Therefor this study postulates the impact of emotional intelligence on classroom management self -efficacy.

1.2 Literature Review

1.2.1 Emotional Intelligence

Emotional intelligence includes ability to identify others emotion, helps in problem solving, decision making and better communication. According to Nunes-Valente & Monteiro (2016), the present education system causing stress among the teachers community because of bombast information transmission, quantitative and non-qualitative learning. Barrntes Elizondo (2016) said that routine practice of education system without criticism, introspection and emotional sharing impoverishes the active participation of teachers and staff in many dimensions. Extremera and Fernandez (2004) added to the above point that the current education system foster disinterest, increase in indiscipline activities and demotivation.

1.2.2 Classroom Management

Classroom management is structuring and organizing the classroom to maximize cooperation and engagement of students to minimize disruptive behavior (Arends, 2004). Garrett (2008) said that classroom management is the understanding of individual behavioral teaching-learning approach. Freiberg and Lamb (2009)



said that classroom management is the direction of the teachers to the students for appropriate behaviorism. Many institutions have framed reward policy for student behavior and obedience. If classroom is teacher centered, than teacher becomes a sole leader. So, teacher is responsible for student's behavior. In the ancient classroom management, teachers direct the discipline and behaviorism of students. So, students are motivated to follow desire behavior to earn rewards and also fear of consequences lead them in a favorable action. In teacher- centered classroom, teacher are the leader and responsible for students behavior (Freiberg and Lamp, 2009). Freiberg et al. (2009) also suggested that, transformation should have from teacher centered classroom to person-centered classroom. It means learners are self-disciplined in the sense of knowledge, determination, no monitoring and self-directed.

According to Freiberg and Lamb (2009) teachers must possess four pro-social classroom management dimensions. They are social-emotional emphasis, school connectedness, positive classroom climate and self-disciplined students. The highlight of

four dimensions are teacher must care for students social and emotional needs, sense of belongingness for school, classroom and peer group, students must feel comfortable with school, teacher and peer group with trust

1.2.3 Role of Emotional Intelligence in Teaching

Emotional intelligence focuses on teacher's empathy towards students which is need for the hour in present education system. It is important for teachers to understand the emotion which is empathy and need to work more on it. This will help teachers to connect with the students by understanding their background and culture. Teacher must possess social skills and motivation as they are handling various subjects. So, emotional intelligence is helpful for the teachers to attain social goals. It is found from the research that teachers provided with training on emotional intelligence feel more enthusiasm to handle classes and matured enough in solving students trouble (Brockbank and McGill, 2007). Teachers are modifying their behavior and emotions to resolve the problem and to cope up with the strategies (Fernandez & Extremera, 2005).



Teachers must use emotional intelligence inside the classroom for student's success and achievements. Inopportunately, teachers do not know the importance of emotional intelligence in academic life (Hargreaves, 1998). For quality teaching teacher must be expert in knowledge, teaching methods, material design, strong in subject knowledge, ability to learn new things. This alone cannot make teacher versatile, the important component is emotional intelligence. Imparting knowledge with emotional intelligence will increase value of all things (Mortiboys, 2005).

1.2.4 The relation between EI and classroom management

Emotional intelligent teachers try to understand their emotion state, support them, provide appropriate guidance and behave empathetically with students. By doing this student engagement, academic performance and motivation gets developed. Teachers with high emotional intelligence develop positive relationship with students (Komal Gagare (2023); Brackett and Rivers (2019)).

Effective classroom management means moderate student behavior, less

tension in the classroom, attention to students need, motivating students and listening to new ideas (Al-Hamdan, 2007). According to studies, maintaining classroom discipline is a crucial component of cognitive learning. If a teacher is unable to resolve issues that arise from their students' disruptive and disruptive behavior, the entire teaching and learning process will be jeopardized (Valente, 2015). According to Nizielski, Hallum, Lopes, and Schütz's (2012) research, educators with high emotional intelligence (EI) build strong working relationships with students and pay attention to their needs. In turn, the findings of Anari's (2012) study show a strong and positive correlation between emotional intelligence and job happiness. According to Pugazhenthii and Srinivasan's (2018) research, employing emotional intelligence abilities is one way to get good teaching efficiency scores.

Additional research indicates that educators with elevated emotional intelligence (EI) scores handle challenging circumstances in a more constructive manner and are inclined to look for positive solutions (Perry & Ball, 2007). Additionally, teachers' positive self-evaluation in EI is associated with



their perceived effectiveness in responding to students and overseeing the classroom (Di Fabio & Palazzeschi, 2008).

According to several study, educators who have completed more advanced degrees—such as a PhD—tend to be the ones who are most aware of their feelings (Fernandes, 2015; Sousa, 2011). These results are corroborated by Gregório (2008), who confirms that those with greater academic credentials also exhibit higher values for the capacity of "management of emotions in groups." Those with degrees and bachelor's degrees follow this order of proficiency. People with higher emotional intelligence (EI) have the capacity to control and regulate their emotions, which enhances their quality of life and helps them form more enduring relationships with others, as demonstrated by Steiner (1997).

Emotional intelligence is essential for developing effective classroom management techniques. Higher emotional intelligence teachers are more self-aware, which helps them identify and control their own emotions under pressure (Davis & Humphrey, 2012). Because of their ability to control themselves, teachers are better able to

deal with disruptive behaviors in the classroom and encourage positive discipline when students misbehave (Jones et al., 2020).

Effect on Students' Social and Emotional Learning (SEL): Promoting students' social and emotional learning (SEL) abilities is greatly dependent on their emotional intelligence. Important SEL characteristics like self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making can be effectively modeled and taught by teachers who possess high emotional intelligence (Brackett et al., 2022). Teachers may improve students' emotional literacy, empathy, and interpersonal skills—all of which contribute to better social interactions and general well-being—by incorporating emotional intelligence into their lesson plans.

Goleman (2007) asserts that EI is important for educators. The crucial role that educators play in helping students develop effective communication skills, self-awareness, self-control over negative emotions and inclinations, and application of these aspects the importance of knowledge in their beliefs and behaviors, in an effective educational system, has been highlighted



(Tuyan, Beceren, 2004). Classrooms created by teachers with strong emotional intelligence are safe both physically and mentally. Children's learning will be severely hampered if they are afraid for their physical safety (Templeton, P. 2011).

An essential component of the effectiveness of teacher education is social and emotional competency. A teacher must possess emotional intelligence in order to successfully instruct. Socio-emotional abilities are critical for the professional growth of educators, flexibility in the classroom, self-performance monitoring, and emotional regulation in order to handle delicate and real-world circumstances (Frijda, 1999). Instructors need to be well-versed in administrative procedures. Teachers must understand their roles, duties, and abilities in the academic sector in accordance with the demands of their employment. Teachers must consult professionals and leaders in the sector in order to identify any weaknesses in their abilities. Teachers also require socio emotional competency in order to properly manage the socio emotional growth of their students. Teachers need to possess socio emotional abilities in order to address

behavioral issues with kids in the classroom, such as bullying, violence, and lack of reaction (Cooper & Travers, 1996).

1.3 Objectives

- To study the demographic profile of the respondents
- To develop a model for emotional intelligence of teachers in higher education
- To investigate the effect of emotion regulations on classroom management self-efficacy
- To identify the impact of use of emotions on classroom management self-efficacy
- To assess the influence of appraisal of others emotion on classroom management self-efficacy
- To evaluate the effect of self-appraisal of emotions on classroom management self-efficacy

1.4 Methods

Questionnaires were dispersed through social media and the responses received were 445 across college teachers in kanchipuram district. Out of



445 responses, 420 were completely filled and remaining with missing data. Therefore 420 responses are used for further analysis. The instruments used for measuring emotional intelligence are WLEIS (2002) scale. All the items in the scale were measured using 5 point likert. The four dimensions are taken from this scale. They are emotion regulations, use of emotions, appraisal of others emotion and self-appraisal of emotion. The teacher was assessed with the above scale. To measure classroom management self-efficacy scale is adopted from Yasar (2008).

1.5 Results and Discussions

1.5.1 Demographic Analysis

The descriptive analysis was used to describe the demographic profile of the respondents. 222 male (53%) and 198 female (47%) participated in the survey. The age distribution was 50% in the age bracket of 25-35 years, 23% in the age bracket of 36-45 years, 12% in the age group of 46-55 years, 9% in the age group below 25 years and 5% in the age above 55 years. 45% of the respondents are single and 55% of the respondents are married. Among the respondents 50% are rural and 50% from urban location. In the type of institution, 46% of the respondents are

from arts and science, 45% from engineering and 10% from polytechnic. Majority of the faculty completed master degree (75%), 23% of the respondents are Ph.D. graduates and 2% of the respondents are undergraduate. In the nature of employment of the respondents, 66% are working in private, 26% of the respondents from government and 2% of the respondents in the others category. 75% of the respondents are designated as assistant professor, 18% of the respondents are in associate professor and 7% of the respondents are in the professor cader.

		Count	%
Age	Below 25	39	9
	25-35	211	50
	36-45	98	23
	46-55	52	12
	Above 55	20	5
Total		420	100
Marital Status	Single	189	45
	Married	231	55
	Others	0	0
Total		420	100
Sex	Male	222	53
	Female	198	47
Total		420	100
Location	Urban	212	50
	Rural	208	50
Total		420	100
Educational Qualification	Undergraduate	10	2
	Master	314	75
	Ph.D	96	23
Total		420	100
Type of institution	Arts & Science	192	46
	Engineering	188	45
	Polytechnic	40	10
	Total	420	100
Nature of Employment	Adhoc	22	5
	Government	109	26
	Private	279	66
	Others	10	2
Total		420	100
Designation	Assistant Professor	315	75
	Associate Professor	75	18
	Professor	30	7
	Total	420	100

The below table shows the means, standard deviations and correlations among variables of the study. Emotional intelligence are

measured with four dimensions such as emotion regulation, use of emotions, appraisal of others' emotion and self-appraisal of emotions. It is understood from the table that emotion regulations are positively correlated with use of emotions, appraisal of other emotions, self-appraisal of emotions and classroom management self-efficacy. Use of emotions is positively correlated with emotion regulations, appraisal of other emotions, self-appraisal of emotions and classroom management self-efficacy. Appraisals of others' emotions are positively correlated with emotion regulations, Use of emotions and self-appraisal of emotions. There are some variable which is not correlating. That is appraisal of others emotions is not correlated with classroom management self-efficacy.

The table also demonstrates, among all the emotional intelligence variables emotion regulations is higher among the teachers with mean value of ISSN: 2584-220X

4.1556 and SD is 0.81918 followed by self-appraisal of emotions with the mean value of 4.0024 and SD is 0.93646

Table 1: Descriptive statistics and correlations (N = 420)

Variable	Mean	SD	Emotion Regulations	Use of emotions	Appraisal of Others' emotions	Self-appraisal of emotions	Classroom management self-efficacy
Emotion Regulations	4.1556	.81918	-	.370**	.232***	.398**	.084**
Use of emotions	2.7155	.69755	.370***	-	.224***	.179***	.201***
Appraisal of Others' emotions	3.8230	.83490	.232***	.224**	-	.280***	.013
Self-appraisal of emotions	4.0024	.93646	.398***	.179**	.280***	-	.213***
Classroom management self-efficacy	3.1468	.74997	.084**	.201**	.013	.213**	-

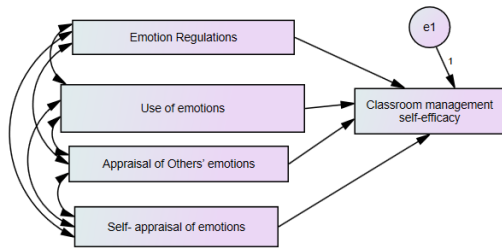
Note: ***p<0.01, **p<0.1

Reliability Test

Variables	Cronbach's Alpha
Emotion Regulations	0.817
Use of emotions	0.819
Appraisal of Others' emotions	0.823
Self-appraisal of emotions	0.814
Classroom management self-efficacy	0.819

Cronbach Alpha was used in the study to test the internal consistency. The above table shows the reliability results for five items. All the values are above the threshold value of 0.7 (DeVellis & Thorpe, 2021). As a result no variables are removed from the study due to internal consistency.

1.5.2 Modeling Emotional Intelligence and classroom management self-efficacy



1.5.3 Measurement Model

Confirmatory Factor Analysis was applied to verify the model fit of the proposed structural model. The parameters in the model fit should have values above 0.90 as per the recommendation of Hair et al., 2010. (The results are GFI= 0.913, AGFI=0.909, NFI=0.908, IFI=0.929, TLI=0.905 and CFI=0.929). The yielding of the model fit is good so it is further used to test the hypothesis.

1.5.4 Testing of Hypotheses

To find the influence of one construct on the other structural equation modeling is adopted. The exogenous variables taken for the study are emotion regulations, use of emotions, appraisal of others emotions and self-appraisal of emotions. All these constructs measure emotional intelligence. The endogenous variable is classroom management self-efficacy.

Standardized estimate and significance value are used to test the

hypotheses. In testing of hypotheses the output infer that use of emotions have significant and positive impact on classroom management self-efficacy ($\beta=0.055$ and $p=0.000$). Therefore hypothesis 2 is accepted. Similarly, self-appraisal of emotions have positive impact on classroom management self-efficacy with $\beta=0.042$ and $p=0.000$. Whereas emotion regulation and appraisal of others' emotions have no influence on classroom management self-efficacy. ($\beta=-0.05$ and $p=0.261$; $\beta=-0.073$ and $p=0.105$).

			Estimate	S.E.	C.R.	P
Classroom management self-efficacy	<--	Emotion Regulation	-0.056	0.05	-1.124	0.261
Classroom management self-efficacy	<--	Use of emotions	0.216	0.055	3.946	***
Classroom management self-efficacy	<--	Appraisal of Others' emotions	-0.073	0.045	-1.622	0.105
Classroom management self-efficacy	<--	Self-appraisal of emotions	0.18	0.042	4.295	***

1.6 Conclusion

The model proves that use of emotions is having positive influence on classroom management self-efficacy. Therefore teacher must have ability to use the emotions in broad minded with the students so that classroom can be managed with high self-efficacy. It is also found that self-appraisal of emotions have positive influence on classroom management self-efficacy. It is evidential that the teacher who make



introspection on self-emotion are more capable in handling classroom effectively and efficiently. The present study came out with the outcome that emotion regulation and appraisal of others' emotions have no impact on classroom management self-efficacy. In order to tackle the students in the classroom the best practice of teacher is to strengthen the emotional intelligence. The education institution must encourage the teachers to attend training sessions on emotional intelligence who face troubles in controlling classroom or who lack in building good relationship with students. Therefore practicing of EI is more constructive and productive. It is projected that the result of the study will help the teacher to change the teaching pedagogical practices.

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