Impact of Teachers Emotional Intelligence in Large Classes

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ABSTRACT

Purpose: People with emotional intelligence are more cheerful than others because it helps them to understand their feelings and allows them to live more freely and amicably. In this study, teachers' participation in large classrooms in government secondary schools was predicted using emotional intelligence.

Design/Methodology/Approach: It is a quantitative strategy that made use of co relational research. In Multan, Pakistan, four tehsils are used to select 300 secondary school teachers using stratified random sampling. The secondary school teachers' responses to a closed-ended questionnaire were employed as the data source. The majority of secondary school instructors were found to have average levels of emotional intelligence and successfully engage students in large classrooms, according to the survey, which indicated that teachers' emotional intelligence levels were average.

Findings: Teachers were surveyed regarding to their emotional involvement in large classrooms with the school community, their coworkers, and the students, as well as their level of emotion in interactions with the students and the impact of their emotional involvement on student achievement. It was discovered that teachers had a moderate amount of attachment to the culture of the school, their coworkers, and the students.

Implications/Originality/Value: Teachers participated actively in the classroom as a result of these traits. Government should hire more teachers who have high emotional intelligence since it improves their ability to engage the students in class rooms.

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Introduction

The term "emotional intelligence" refers to the capacity to manage and regulate one's own emotions as well as the emotions of others. In other words, they have the power to affect how others feel. One essential leadership competency is emotional intelligence. The five essential elements are believed to be self-awareness, self-regulation, motivation, empathy, and social skills. A special
kind of intelligence is emotional intelligence. It requires comprehending your emotions and acting on them in order to make wise life decisions. It is the capacity to control one's impulsive behavior and handle one's distressing emotions. It's important to remain motivated, upbeat, and enthusiastic when pursuing a goal. The capacity to comprehend how others feel is empathy. The ability to get along with others, manage your emotions in relationships, and influence or lead others are all social skills. Emotional intelligence was utilized.

In this study, it is forecast teacher involvement in government secondary schools. People with emotional intelligence are happier than others because it helps them understand their feelings and allows them to live more freely and amicably. This study was quantitative and used the correlational research methodology. Utilizing stratified random selection, 320 secondary school teachers were selected from five tehsils in Multan, Pakistan. The secondary school teachers' responses to a closed-ended questionnaire were employed as the data source. According to the poll, most secondary school instructors had average levels of emotional intelligence and were successful at including their pupils in their learning.

The emotional connections that teachers felt with children and how they engaged students in the classroom were noted. Teachers were surveyed regarding their degree of emotional involvement with their coworkers, students, and school environment, as well as their level of emotion during student and teacher exchanges the impact of their commitment on student success. It discovered that instructors had a moderate amount of connection to the culture of the school, their coworkers, and the students. These qualities increase the level of engagement among instructors in the classroom. The government should hire more emotional intelligent teachers since this would increase their students' involvement in class.

Emotionally intelligent teachers demonstrate empathy for their students, foster an emotional learning environment in the classroom that accelerates student learning, and support other teachers in becoming more efficient so that all students achieve academic success. Teachers' comfort level, self-efficiency, job happiness, and interpersonal connections with pupils have all been shown to be influenced by their emotional intelligence. In turn, this means that emotional intelligence has a direct impact on how pupils are taught and how they learn (Jennings & Greenberg, 2009).

For student's emotional health and academic development, addressing classroom emotions has grown more crucial in recent years. High emotional intelligence is a requirement for effective teachers. Emotional intelligence is the master of all academic disciplines since it foresees success in all spheres of life. To regulate their emotions and support kids, teachers must become emotionally intelligent. As a result, emotional intelligence has become more important for both teachers and pupils (Singh, 2015).

Michael Beldoch first used the term "Emotional Intelligence" in a research in 1964, but it acquired prominence with the publication of Daniel Goleman's book "Emotional Intelligence" in 1995. Here are the two primary sources of knowledge for kids on how to build emotional intelligence are their teachers and parents. Thus, setting a good example for your children is one of the best ways to promote emotional intelligence in them. Be conscious of your sentiments and work to control them in the classroom. According to study, educators with greater emotional intelligence levels can support their pupils' social-emotional growth and reduce behavioral problems.

Be willing to address sentiments in class as well so that students may express their own feelings. Reassure a child who is upset or disappointed that their feelings are normal. Children should learn coping mechanisms for bad feelings and how to identify their own dissatisfaction. Children will benefit from this by developing their emotional intelligence, which will enable them to identify when they are feeling overwhelmed in class.
Instead of lecturing or scolding kids, try to address their instincts by setting a positive example. For instance, you may say, "Let's focus on the lesson right now, okay?" as opposed to, "You shouldn't have your phone out right now." You might reprimand a student for using their phone in class by saying, "Let's concentrate on the lecture right now, okay?" Children will be able to understand which classroom activities are acceptable and inappropriate while also being shielded from internalizing their behaviors’ or feelings as shameful.

**Literature Review**
Grewal et al., (2006) said that In Western psychology, the ability to manage one's emotions is highly regarded. Numerous self-help books that offer guidance on controlling one's emotional reactions and behaviors in a variety of situations are published every year. Evidently, people believe that controlling their emotions directly influences how well their lives are going, especially in light of how emotion control impacts interpersonal relationships.

To determine the emotional-intelligence may be effectively trained in a brief course, Reuben et al. (2009) conducted a field investigation. The three courses emotional intelligence, resilience, or a "placebo" course for MBA students are chosen at random. We contrast the MS-CEIT results for their emotional quotient before and after the sixteen-hour training. Students who take the course on emotional intelligence improve their MS-CEIT score by 5 standard score points, while those who take the course on resilience improve it by 4 standard score points. Students in the control group do not improve. Additionally, there is a optimistic correlation among attendance and course growth in emotional intelligence. The MS-CEIT score of students who never skip a class increases by ten points.

Demonstrated that Goleman’s book, Emotional Intelligence, builds more effective educational programs, has some significant lessons. In contrast to the standard IQ, which focuses on cognitive intelligence of teachers. (Culver, 2000)

According to Norman & Combs-Richardson (2001), many university professors, particularly those who work in teacher education, as well as K–12 educators are familiar with the idea of multiple intelligences. The term "emotional intelligence" and Daniel Goleman are terms that most educators are familiar with. Contrarily, although having a considerable impact on student learning, emotional intelligence is rarely mentioned as a crucial aspect in the classroom. As a result, it should inform decisions about the nature and scope of educational activities.

Few reform creativities in the United States simultaneously focus on academic content, social and ethical development, and other factors, despite Linn, Lewis, Tsuchida, and Songer's (2000) proposal that science education, like all academic instruction, (Schaps, Watson, & Lewis, 1997). (Sun & Arnaud 2021) It was determined that teachers have always had trouble keeping pupils interested in an online lesson. We are all mindful that some students struggle with online courses, and those online discussions occasionally go awry. How may we improve the efficacy of our internet communication? In the case study of an emotion intelligence course at a community college, we looked at this through the prism of sociology and relied on the perspective of socialization theories and conceptions to see students instantly become interested in conversations with their classmates and openly voice their concerns. Following the data analysis, several lessons were discovered.

EI is a well-studied aspect of social and interpersonal functioning, but the brain mechanisms behind it are still unclear, according to Bajaj and Kilgore’s research from 2021. Using contemporary brain connectivity techniques, we examined the associations between effective connectivity (EC) and effective interconnectivity in four functional brain networks. (Iacolino, C. et al, 2023)
55 healthy individuals who accomplished the Mayer-Salovey-Caruso (MSC) EI Test (MS-CEIT) had their EI scores calculated (mean age: 30.56, 26 males). The two sections of the MSCEIT are experience EI (T1) and strategy EI (T2) (T2). The T1 core included two subscales: perceiving emotions (S1) and using them as a tool for thinking (S2), whereas the T2 core had two subscales: understanding emotions (S3) and controlling emotions (S4) (S4). All subjects had resting-state functional magnetic resonance imaging (rsfMRI) and structural magnetic resonance imaging (sMRI) scans. The EC was estimated using the spectral dynamic causal modelling approach using the default-mode network (DMN). Using the spectral dynamic causal modelling technique, the dorsal attention network (DAN), control-execution network (CEN), and salience network were all employed to estimate EC (SN). EI values were correlated with the strength of EC in each network, with significant correlations being classified as pFDR 0.05. None of the measures of EI and EC strength within the DMN and DAN were significantly correlated. (Durnali, M et al, 2023)

In the study on CEN, significant negative connections and strong positive relationships were observed between the effective connectivity power from LA-PFC to RA-PFC and both S2 and T1. The effective connectivity power from the correct larger parietal cortex to RA-PFC displayed a strong negative association with S4 and T2. Additionally, there was a noteworthy correlation between S3 and the EC strength from the left insula to the dorsal anterior cingulate cortex for the SN, while exhibiting a strong inverse correlation with the EC strength from the right insula to the RA-PFC (Bayu, D., Susita, D., & Parimita, W. 2023). These discoveries highlight the crucial function of particular brain areas, such as the right frontal, anterior cingulate, and bilateral insula within CEN, as well as the SN including the right frontal, forward cingulate, and bilateral insula, in the regulation and processing of emotions. The processing and regulation of emotions are significantly influenced by positive ECs that reach from the left hemisphere to the right hemisphere. The results also imply that EC measurement may be a useful diagnostic tool for a deeper comprehension of the underlying brain mechanisms governing emotional intelligence (EI). (Parinussa, J. D et al, 2023)

According to Kang (2020), the current study examined the emotional labor and emotional intelligence (EI) of English as foreign language (EFL) instructors (EL). Eight non-participant observations were made in a fifth-grade Korean elementary classroom. Additionally, semi-structured interviews with the teacher and students were conducted, and the teacher was asked to reflective journals about her classroom management. The results showed that a number of variables affected her EI and EL processes. Her teacher agency, which was connected to her pedagogical goal of assisting her pupils in learning EFL more effectively, was one of these qualities that were most crucial. On the basis of the study's results, implications are given.

Aryanto (2020) looked into whether there was a connection between emotional intelligence and fifth-semester reading comprehension among students in the English Department at UNISMA across the 2019–2020 academic year. All of the English Department students in the fifth semester, which had five classes, made up the total population. Then, a sample of two reading classes was chosen using a proportional random selection technique. The instrument was modified from Ridwan (2017) to gather information on emotional intelligence, while the reading proficiency exam in English was modified from Deborah (2003)'s TOEF L® reading test to get information on reading comprehension.

The correlation design applied in this study was carried out in November 2019. The data analysis shows that the sign value is 0.278. The study found no connection between reading comprehension and emotional intelligence. It implies that having a high level of emotional intelligence is not a requirement for a youngster to read successfully.
Methodology
There were 334 government secondary schools and 3298 secondary school teachers in the Multan district (GPSED, 2018). The four tehsils that make up the district of Multan are Multan Saddar, Jalalpur Pirwala, Shuja Abad, and Multan City. Multan City had 111 secondary schools, followed by Jalalpur Pirwala with 38, Shuja Abad with 54, Cantt with six, and Saddar with 49.

Instruments
To gather information from respondents and test the hypothesis that emotional intelligence is a predictor of teacher involvement in large classrooms, two enclosed questions were employed. To evaluate the emotional quotient of teachers, TEI created the SE-TRC (Social Emotional (SE) Teacher Rating Scale. In 2012, Tom created this scale. The key predictors of the evaluation were teacher burnout, school atmosphere, demeanor and instructional management in large classes, and the interaction between teacher vs student. This scale, which was written in both English and Urdu, has 35 parts. Each statement was given a grade on a seven-point scale.

Design
In this article, we performed quantitative and correlation design to prove suitable for obtaining a sharp picture of emotional intelligence for active participation in big classes. This collaborative study examined how emotional intelligence might be used in the educational field and how it might impact student participation in large classes. Co-relational research was used to examine the link between two or more variables.

Procedure
There were 300 secondary school teachers in the study's sample. Four tehsils were used to select teachers for secondary schools. Stratified proportional sampling is used to select the sample. The Multan City schools that were selected had both male and female students. For data collection, 50 schools in total were designated. Jalalpur Pirwala had 12 secondary schools, Shuja Abad had 13, Multan Cantt and city area had 16, and Saddar had nine secondary schools. Suitability sampling was used to select six teachers from each school. The researcher went to each school and chanced with the instructors one-on-one, confirming that they finalized the surveys.

Results
The analysis's major objective was to rank the teachers' emotional intelligence and the degree of active student participation. Means, standard deviation, skewness, and kurtosis were computed along with confidence intervals. The results are shown in the form of tables below.

<table>
<thead>
<tr>
<th>EI Scale</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Emotional Intelligence</td>
<td>2%</td>
</tr>
<tr>
<td>Medium Emotional Intelligence</td>
<td>44%</td>
</tr>
<tr>
<td>Large Emotional Intelligence</td>
<td>54%</td>
</tr>
</tbody>
</table>
Only 2% of tutors have less, 44% have medium and 54% have high EI score, according to the table above.

<table>
<thead>
<tr>
<th>Teacher Burnout</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Emotional Intelligence</td>
<td>27%</td>
</tr>
<tr>
<td>Medium Emotional Intelligence</td>
<td>39%</td>
</tr>
<tr>
<td>Large Emotional Intelligence</td>
<td>33%</td>
</tr>
</tbody>
</table>

According to the aforementioned table and graph, 27% of teachers experience lower emotional reactions to teacher burnout, 39% experience medium emotional reactions, and 33% experience greater emotional reactions.

<table>
<thead>
<tr>
<th>Instructional management of large class</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Emotional Intelligence</td>
<td>4%</td>
</tr>
<tr>
<td>Medium Emotional Intelligence</td>
<td>38%</td>
</tr>
</tbody>
</table>
4% of teachers have less emotional involvement with behavior and instructional-management, 38% of teachers have a medium level of emotional involvement, and 57% of teachers have a high level of emotional involvement, according to the aforementioned table and graph.

Table 4: Large Class School Environment

<table>
<thead>
<tr>
<th>Large class school environment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Emotional Intelligence</td>
<td>3%</td>
</tr>
<tr>
<td>Medium Emotional Intelligence</td>
<td>39%</td>
</tr>
<tr>
<td>Large Emotional Intelligence</td>
<td>57%</td>
</tr>
</tbody>
</table>

According to the aforementioned table and graph, 3% of tutors are passionately low in the school’s climate, 39% of teachers are at medium level, and 57% of teachers are high in the educational environment in EI.
Table 5: Teacher Student Interaction of Large Class

<table>
<thead>
<tr>
<th>Teacher Student Interaction of Large class</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Emotional Intelligence</td>
<td>3%</td>
</tr>
<tr>
<td>Medium Emotional Intelligence</td>
<td>22%</td>
</tr>
<tr>
<td>Large Emotional Intelligence</td>
<td>74%</td>
</tr>
</tbody>
</table>

According to the aforementioned table and graph, 3% of teachers have low emotional engagement with student-teacher interactions, 22% of teachers have medium emotional engagement with student-teacher interactions, and 74% of teachers have high emotional engagement with student-teacher interactions.

The most crucial component of a teacher's emotional intelligence is teacher-student collaboration, and teachers engage in it more frequently than the ordinary person. Teachers' psychological involvement in this domain is about average, and school climate comes in second. The emotional involvement of teachers in this area is average, while the management of behavior and instruction comes in third. Teachers, who have an average degree of emotional intelligence, have the fourth highest level of emotional intelligence. The emotional engagement of teachers is average, and burnout is the sixth most prevalent. The emotional intelligence of secondary school teachers and the depth of their emotional attachment to their enormous classrooms are also revealed by this study.

Conclusion and Recommendation

The findings demonstrate a relationship between teacher engagement levels and teacher engagement factors. Additionally, a crucial element of teacher involvement in big courses is social interaction between teachers and students. However, the study suggests using a mixed approach to examine the relationship among teacher’s EI and high levels of classroom participation, as well as other contextual factors like teacher’s job satisfaction, training in student analysis, knowledge of psychology, and the like, as well as students’ motivation and attitude towards the subjects.

The study strongly urges that, as opposed to only emphasizing topic memorization in a mechanical approach, student mentoring and counseling courses and sessions be made available at all levels of education. Co-curricular activities should be offered in a proper environment by educators and other important participants in the educational process for the emotional wellbeing of both teachers and pupils.
References