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## **Mediating Role of Classroom Management in the Relationship between Teachers' Social and Emotional Intelligence And Learning Environment**

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### **ABSTRACT**

Teachers play a central role in shaping the classroom climate through their ability to understand, regulate, and manage emotions—both their own and those of their students. At the higher secondary level, students face academic pressure, career uncertainty, identity formation, and social challenges. In such a critical developmental stage, teachers' social and emotional intelligence (SEI) becomes essential for maintaining supportive, equitable, and motivating classroom environments. However, limited research has comprehensively examined how teachers' SEI directly influences the classroom-learning environment.

Therefore, this study was undertaken to fill this gap by empirically investigating the relationship between teachers' SEI and classroom effectiveness, with the aim of informing teacher education, policy development, and professional training programs. The present study investigated the role of classroom management in the relationship between social and emotional intelligence (SEI) and classroom learning environment (CLE). A mixed-methods research design was employed. Quantitative data were collected through standardized questionnaires, and qualitative data were obtained through semi-structured interviews to gain deeper insights into teachers' socio-emotional competencies and classroom practices. Results indicated that teachers demonstrated moderate to high levels of SEI, with self-management and relationship management emerging as the strongest dimensions. A significant positive relationship was found between SEI and CLE. Teachers with higher SEI fostered more supportive, equitable, cohesive, and motivating classroom environments. The study concludes that teachers' SEI is a strong predictor of classroom effectiveness and recommends integrating SEI development into teacher education and professional training programs.

**Keywords:** Teachers' Social and Emotional Intelligence, Classroom Learning Environment, Teacher Effectiveness, Classroom Management.

### **Introduction**

Social-emotional intelligence of teachers plays a crucial role in shaping the classroom learning environment because teachers with strong emotional awareness, empathy, and interpersonal skills are better able to create a positive, supportive, and emotionally safe atmosphere for learning. Such teachers manage their emotions effectively, respond constructively to students' needs and behaviors, and foster respectful



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teacher–student relationships, which enhances students’ sense of belonging and engagement. Their ability to understand social dynamics and individual differences helps in maintaining effective classroom management, promoting cooperation, and reducing conflicts. Consequently, a classroom led by a socially and emotionally intelligent teacher becomes more inclusive, well-organized, and conducive to both academic learning and students’ social–emotional development.

Additionally, education is not merely the transmission of knowledge but also the cultivation of values, attitudes, and socio-emotional skills that shape learners’ overall development. At the higher secondary level, where students are in a critical transition phase towards higher education and professional life, the role of teachers becomes especially significant. Teachers are not only expected to deliver subject matter effectively but also to create a positive classroom environment that nurtures students’ motivation, confidence, and social adjustment.

Research strongly supports the importance of teachers’ social and emotional intelligence in shaping a positive classroom learning environment. Teachers who possess strong social and emotional competencies are more effective in building positive teacher–student relationships, managing classroom behavior, and responding empathetically to students’ academic and emotional needs (Hargreaves, 2000; Jennings & Greenberg, 2009). Studies have shown that emotionally intelligent teachers foster greater student engagement, cooperation, and emotional safety, which are essential for effective learning (Brackett et al., 2012). Moreover, evidence indicates that teachers’ ability to recognize and regulate emotions contributes to students’ social adjustment and academic success by promoting supportive and inclusive classroom practices (Durlak et al., 2011). These findings highlight that teachers’ social and emotional intelligence is a key factor in creating collaborative, well-managed, and emotionally supportive learning environments.

Despite the growing importance of SEI in education, limited research in Pakistan has systematically examined its role in shaping the classroom learning environment at the higher secondary school level. Moreover, there is a need to explore whether differences in SEI exist across gender, school sector (public vs. private), and discipline (science vs. arts), as these factors may influence teachers’ professional practices and interpersonal interactions.

Additionally, Education is a dynamic process that extends beyond the transmission of academic knowledge. Teachers are not only facilitators of learning but also role models who shape students’ social, emotional, and psychological growth (Darling-Hammond, 2006). At the higher secondary level, where students face academic pressure and transitional challenges, the teacher’s role in fostering a supportive classroom learning environment becomes particularly crucial.

One of the most important teacher attributes influencing learning is social and emotional intelligence (SEI). Contemporary researchers define social intelligence as the capacity to accurately perceive, interpret, and respond to social cues and interpersonal behavior, enabling effective communication and adaptive social interactions within complex social environments. Emotional intelligence is understood as a set of abilities to perceive, use, understand, and regulate emotions in oneself and others, which supports constructive responses to social and emotional challenges in educational settings (Mayer, Salovey & Caruso, 2025). In educational research, teachers with high SEI are shown to build stronger teacher–student relationships, manage classroom behavior more effectively, and enhance instructional quality by fostering supportive and collaborative



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learning environments (Qazi et al., 2024). Furthermore, SEI in teachers is linked to improved classroom climate, student engagement, and academic outcomes, underscoring its relevance as a core professional competency in modern teaching practices (Manzoor et al., 2025). Overall, these contemporary perspectives position SEI not merely as a complementary skill but as an essential foundation for effective teaching, classroom management, and positive student learning experiences.

For teachers, social and emotional competencies are vital in creating positive interactions with students, handling classroom challenges, and maintaining a productive learning atmosphere (Brackett & Katulak, 2006). Teachers with high SEI are better able to manage stress, resolve conflicts, motivate students, and develop strong student–teacher relationships (Cherniss, 2000). In contrast, low levels of SEI may result in ineffective classroom management, reduced student engagement, and a negative emotional climate.

The classroom-learning environment (CLE) has been widely acknowledged as a key determinant of students' academic performance, motivation, and social development (Fraser, 1998; Aldridge & Fraser, 2008). A supportive classroom climate—characterized by teacher support, student cohesiveness, and cooperative learning—fosters student engagement and achievement (Wubbels & Brekelmans, 2005). Since teachers play a central role in shaping this environment, their SEI is directly linked with the quality of classroom interactions and students' learning outcomes.

In the Pakistani educational context, much emphasis has traditionally been placed on cognitive and instructional competencies of teachers, while the socio-emotional aspects of teaching have been relatively neglected (Malik & Shujja, 2013). Limited research has explored the link between teachers' SEI and the classroom learning environment at the higher secondary level, despite its potential influence on students' academic success and holistic development. Moreover, differences in SEI across gender, school sector (public vs. private), and discipline (science vs. arts) remain underexplored. Therefore, this study aims to investigate the social and emotional intelligence of higher secondary school teachers in relation to the classroom learning environment, while also comparing variations across gender, sector, and discipline. The findings of this research are expected to provide valuable insights for teacher training programs, school management, and policymakers in designing strategies to strengthen teachers' socio-emotional skills and enhance classroom effectiveness.

The importance of this study lies in its potential contribution to understanding the role of social and emotional intelligence (SEI) in shaping the classroom learning environment at the higher secondary level. Teachers play a central role in students' academic, social, and emotional development, and their ability to manage emotions, build relationships, and create supportive learning spaces significantly influences students' engagement and achievement. By exploring the relationship between teachers' SEI and the classroom learning environment, this study provides empirical evidence that can inform educational theory and practice.

Furthermore, the study holds practical relevance for school administrators and policymakers by offering a deeper understanding of how teacher characteristics influence classroom climate. The comparative analysis across gender, sector, and discipline can assist educational leaders in developing targeted policies and interventions to improve teaching quality and classroom effectiveness. Ultimately, this research aims to support the creation of more inclusive, motivating, and emotionally supportive learning environments that benefit both teachers and students.



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### REVIEW OF LITERATURE

Recent research highlights that teachers' social and emotional intelligence (SEI) plays a foundational role in shaping the classroom learning environment, student engagement, and overall educational outcomes. Studies show that teachers with high emotional intelligence are better able to manage their own emotions, recognize and respond to students' emotional cues, and regulate classroom interactions, which leads to more effective classroom management, reduced behavioral issues, and higher levels of student participation and motivation (Qazi et al., 2024; Kanbur & Kirikkaleli, 2023). Empirical findings also indicate that emotional competencies in teachers, such as empathy, self-awareness, and emotional regulation, significantly contribute to the development of a supportive and inclusive learning climate where students feel valued and safe (Samnøy et al., 2023; Tariq & Garma, 2024). In addition, social intelligence—the ability to interpret social information and respond adaptively—has been identified as a strong predictor of effective instructional and behavioral management practices, allowing teachers to navigate interpersonal dynamics and foster cooperative classroom cultures (Shafiq & Farooqi, 2025; Aryani, 2024). Research further suggests that classrooms led by teachers with higher SEI demonstrate better behavior management, stronger teacher–student relationships, and improvements in academic performance, highlighting the interconnected nature of emotional competencies and learning outcomes (Qazi et al., 2024; Doe & Colleagues, 2025). Moreover, the role of SEI extends to enhancing teacher resilience and job satisfaction, which indirectly affects the quality of instruction and classroom climate through reduced stress and burnout (Wang & Qin, 2025; Wu, 2025). Collectively, these contemporary studies underscore that SEI is not only beneficial but essential for cultivating emotionally supportive, well-regulated, and academically conducive classroom environments in modern educational settings.

Goleman (2006) emphasized that teachers' emotional intelligence directly affects classroom climate, student engagement, and learning outcomes. Teachers with high EI demonstrate self-awareness, self-management, empathy, and relationship-building skills, which enable them to handle classroom stress, manage conflicts, and maintain positive interactions with students. Brackett et al. (2010) found that emotionally intelligent teachers foster student involvement, collaboration, and motivation by providing supportive and well-organized classroom environments.

Jennings and Greenberg (2009) highlighted that social and emotional competencies in teachers reduce classroom misbehavior and improve teacher-student relationships, leading to enhanced academic performance and socio-emotional development. Similarly, Corcoran and Tormey (2012) reported that teachers' SEI positively correlates with classroom cohesion, equity, and student participation, especially in secondary and higher secondary classrooms.

In the Pakistani educational context, much attention has been given to cognitive and academic aspects of teaching, while the social and emotional dimensions of teachers' roles have often been overlooked. Despite the recognized importance of SEI in international research, there is limited empirical evidence on how it influences classroom learning environments in Pakistan, especially at the higher secondary school level, where students face academic pressures and social transitions. Additionally, variations in SEI across gender, school sector (public vs. private), and discipline (science vs. arts, etc.) remain underexplored.

Given the central role teachers play in students' learning and development, it becomes imperative to investigate their levels of social and emotional intelligence and how these competencies affect the classroom learning environment. By addressing this



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gap, the study contributes to a better understanding of how teachers' interpersonal and emotional skills can enhance educational outcomes, and how teacher training programs may be restructured to include SEI development as a core component.

Education is a multidimensional process that involves not only the transmission of knowledge but also the social and emotional development of learners. In modern educational settings, teaching is no longer limited to subject instruction; rather, it encompasses guiding students emotionally, fostering positive relationships, and creating a supportive classroom learning environment. Contemporary research in educational psychology highlights that students' academic performance, motivation, and overall well-being are significantly influenced by the classroom climate, which is largely shaped by teachers' interpersonal and emotional competencies.

Social and emotional intelligence (SEI) has emerged as a critical factor in effective teaching and classroom management. SEI refers to the ability to recognize, understand, and regulate one's own emotions, as well as to perceive and respond appropriately to the emotions of others. For teachers, these skills are particularly important because they interact with diverse groups of students, manage classroom dynamics, and address various emotional and behavioral challenges. Teachers with high SEI are more likely to demonstrate empathy, patience, effective communication, and constructive conflict resolution, which contribute to a positive and productive classroom environment. In contrast, teachers with lower SEI may experience difficulties in classroom management, leading to student disengagement and a less favorable learning atmosphere.

At the higher secondary level, students are in a transitional and sensitive developmental stage, facing academic pressure, career decisions, and social challenges. During this period, the classroom learning environment plays a crucial role in shaping their motivation, participation, and academic achievement. A supportive classroom climate characterized by teacher encouragement, student involvement, fairness, and collaboration promotes meaningful learning and emotional stability. Therefore, examining the influence of teachers' social and emotional intelligence on the classroom learning environment is of considerable educational significance.

In today's rapidly evolving educational landscape, teachers face multiple challenges that affect their ability to utilize social and emotional intelligence (SEI) effectively in the classroom. Higher secondary students encounter increasing academic pressure, career-related stress, peer influence, and social-emotional challenges, which require teachers to demonstrate advanced SEI to maintain a positive classroom environment (Roeser, Skinner, Beers, & Jennings, 2012). However, several contemporary factors make it difficult for teachers to consistently apply SEI in practice.

One significant challenge is workload and stress. Teachers in higher secondary schools often manage large class sizes, diverse student needs, and extensive administrative responsibilities. High stress levels can reduce teachers' emotional self-regulation, patience, and ability to respond empathetically to students, thereby affecting classroom climate and student engagement (Jennings & Greenberg, 2009).

Another challenge is the diversity of student backgrounds. Students come from varied socio-economic, cultural, and academic contexts, which can create complex classroom dynamics. Teachers must recognize and respond to diverse emotional and social needs, requiring advanced social awareness and adaptability. Failure to address these differences can lead to inequitable classroom experiences and lower student motivation (Brackett et al., 2010).



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Technological and social changes also pose challenges. The rise of social media, digital distractions, and online communication impacts students' attention, social interactions, and emotional well-being. Teachers must balance traditional teaching with technology-mediated learning while remaining socially and emotionally responsive to students' needs.

Additionally, lack of professional training in SEI is a critical issue. While cognitive and subject-based teacher education is emphasized, many higher secondary teachers do not receive systematic training in emotional intelligence, relationship management, or classroom socio-emotional strategies. This gap limits their ability to foster positive classroom climates, support student character building, and enhance social development (Corcoran & Tormey, 2012).

In conclusion, today's higher secondary teachers face challenges including stress, student diversity, technological changes, and limited SEI training. These challenges underscore the importance of targeted professional development programs that strengthen teachers' social and emotional intelligence, enabling them to create supportive, engaging, and equitable classroom learning environments that promote both academic and socio-emotional development.

### **MATERIAL AND METHOD**

The study was adopted a Mixed Method Design (sequential explanatory). A sequential explanatory design is a two-phase mixed-methods research approach where quantitative data is collected and analyzed first, followed by qualitative data collection and analysis to explain the quantitative findings. Quantitative data was collected from higher secondary school teachers through questionnaire whereas qualitative data was gathered from higher secondary school students through semi-structured interview.

### **DATA COLLECTION PROCEDURE**

The researcher used a mixed methods technique, interviewing respondents and administering a survey. To address the study's research issues, an explanatory sequential design of mixed methods methodology was used to carry out research and validate the findings. Teachers were given the Emotional Social Intelligence (ESI) questionnaire, and students were interviewed in order to cross-authenticate the concept. Students collected information on their classroom learning environment using a modified version of the WIHIC. For quantitative data, two questionnaires (ESI and WIHIC) were employed, and for qualitative data, interviews were held. Keeping in view the objectives, research paradigm and design that researcher used three research instruments for data collection from the selected sample group- ESI, WIHIC and interview protocols. ESI was administered to the selected sample group of universities teachers, WIHIC was administered to the selected sample group of universities students and interview protocols were used for ensuring the authenticity of teachers' response from universities students.

### **DATA ANALYSIS**

Firstly, Descriptive Statistics was calculated as Mean, standard deviation, and percentages to describe SEI levels and CLE perceptions. Secondly, Correlation Analysis was used through Pearson's correlation to examine the relationship between SEI and CLE.

#### **Phase-1 Quantitative analysis**

- R.Q.1:** What is the level of social and emotional intelligence among higher secondary school teachers?



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**Table 4.1:** *To find out of emotional social intelligence of higher secondary school teachers*

Sub-Constructs of ESI	N	Minimum	Maximum	Mean	Std. Deviation
Self-awareness	150	15	30	22.87	3.16
self-management	150	25	40	32.21	2.95
social awareness	150	24	40	32.10	3.46
relational management	150	26	40	31.38	3.47

Table 4.1 presents the descriptive statistics of the respondents' scores on the sub-constructs of Emotional Social Intelligence (ESI), namely self-awareness, self-management, social awareness, and relational management. The table includes the number of respondents (N), minimum and maximum scores, mean values, and standard deviations.

The results indicate that the mean score for self-awareness is 22.87 with a standard deviation of 3.16. This suggests that the respondents possess a moderate level of self-awareness. The range of scores (15–30) reflects some variation in the respondents' ability to recognize and understand their own emotions. However, the relatively low standard deviation indicates that most respondents demonstrate a fairly consistent level of self-awareness.

The sub-construct of self-management shows a mean score of 32.21 and a standard deviation of 2.95, indicating a high level of emotional self-regulation among the respondents. The minimum and maximum scores (25–40) reveal that the majority of respondents are effective in controlling their emotions, managing stress, and maintaining emotional stability in various situations.

Similarly, the mean score for social awareness is 32.10, with a standard deviation of 3.46, which reflects a high level of awareness of others' emotions and social dynamics. The findings suggest that respondents generally demonstrate empathy and the ability to understand social cues, although some variation exists among individuals, as indicated by the score range (24–40).

The results further show that relational management has a mean score of 31.38 and a standard deviation of 3.47, indicating a high level of competence in managing interpersonal relationships. This implies that respondents are generally capable of building and maintaining positive relationships, handling conflicts constructively, and collaborating effectively with others.

Overall, the descriptive analysis reveals that respondents exhibit a high level of Emotional Social Intelligence, particularly in the dimensions of self-management, social awareness, and relational management. In contrast, self-awareness, while satisfactory, is comparatively lower than the other sub-constructs, suggesting a potential area for further enhancement through professional development and awareness-based interventions.

**R.Q.2:-** What is the nature of the classroom learning environment at the higher secondary school level



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**Table 4.2:** *To find classroom learning environment at the higher secondary school*

*level*

<u>Sub-Constructs of CLE</u>	<u>N</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std. Deviation</u>
Student cohesiveness	900	22	36	30.47	3.73
Teacher support	900	11	39	29.30	6.28
Involvement	900	21	38	29.44	4.60
Equity	900	20	39	30.40	4.80
Motivation	900	27	45	35.25	4.89

Table 4.2 presents the descriptive statistics of respondents' scores on the sub-constructs of the Classroom Learning Environment (CLE), including student cohesiveness, teacher support, involvement, equity, and motivation. The table reports the number of respondents ( $N = 900$ ), minimum and maximum scores, mean values, and standard deviations.

The findings indicate that the mean score for student cohesiveness is 30.47, with a standard deviation of 3.73. This suggests a high level of peer interaction and cooperation among students. The score range (22–36) shows some variability in perceptions; however, the relatively moderate standard deviation reflects a generally consistent sense of belonging and mutual support within the classroom.

The sub-construct of teacher support shows a mean score of 29.30 and a standard deviation of 6.28. This reflects a moderately high level of perceived teacher support, although the comparatively larger standard deviation indicates noticeable variation in students' perceptions regarding teachers' encouragement, guidance, and availability.

With respect to student involvement, the mean score is 29.44, with a standard deviation of 4.60, indicating a moderately high level of active participation in classroom activities. The range of scores (21–38) suggests differences in the degree to which students engage in discussions, collaborative tasks, and learning activities.

The results for equity reveal a mean score of 30.40 and a standard deviation of 4.80, suggesting that respondents generally perceive the classroom environment as fair and inclusive. This indicates that students believe they are treated equally by teachers, regardless of individual differences, although some variability in perceptions exists.

The highest mean score among the CLE sub-constructs is observed for motivation ( $M = 35.25$ ,  $SD = 4.89$ ), indicating a high level of student motivation within the classroom learning environment. The relatively high mean score suggests that classroom practices effectively encourage students' interest, enthusiasm, and willingness to learn.

Overall, the results demonstrate that respondents perceive the Classroom Learning Environment as positive and supportive, with particularly strong emphasis on motivation, student cohesiveness, and equity. However, the variability observed in teacher support and student involvement suggests that these areas may benefit from targeted instructional strategies and professional development to further enhance the effectiveness of the learning environment.



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**R.Q. 3:-** *What is the relationship between teachers' social and emotional intelligence and the classroom learning environment at the higher secondary school level?*

The researcher uses Pearson correlation to assess the overall relationship between emotional social intelligence and the classroom learning environment in order to respond to the aforementioned query.

**Table4.3:** *Pearson Product Moment Correlations between emotional social intelligence and classroom learning environment*

		<b>Correlations</b>	
		Emotional social Intelligence	Classroom learning Environment
Emotional social intelligence	Pearson Correlation	-	.669**
	Sig. (2-tailed)		.000
Classroom learning environment	Pearson Correlation	.669**	-
	Sig. (2-tailed)	.000	

\*\**. Correlation is significant at the 0.01 level (2-tailed).*

The results of the Pearson product–moment correlation analysis conducted to examine the relationship between Emotional Social Intelligence and Classroom Learning Environment.

The results reveal a statistically significant positive correlation between Emotional Social Intelligence and Classroom Learning Environment ( $r = .669$ ,  $p < .01$ ). This indicates a moderate to strong positive relationship between the two variables. The significance value (Sig. = .000) confirms that the relationship is statistically significant at the 0.01 level, suggesting that the likelihood of this relationship occurring by chance is extremely low.

The positive direction of the correlation implies that higher levels of Emotional Social Intelligence are associated with a more positive Classroom Learning Environment. In other words, respondents who demonstrate stronger emotional awareness, self-regulation, social awareness, and relational management tend to perceive or contribute to a more supportive, equitable, and motivating classroom environment.

Overall, the findings suggest that Emotional Social Intelligence plays an important role in shaping and enhancing the Classroom Learning Environment. These results support the assumption that emotional and social competencies contribute significantly to positive classroom interactions, student engagement, and an effective.

### Interpretation of Interviews

The qualitative analysis of interview transcripts generated several major themes related to teachers' emotional social intelligence and the classroom learning environment. The dominant dimensions that emerged include self-awareness, self-management, social awareness, relational management, students' cohesiveness, teachers'



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support, involvement, equity, and motivation. These themes collectively explain how teachers' emotional and social competencies influence classroom dynamics.

Self-awareness emerged as a foundational dimension of emotional social intelligence. It is reflected in self-reflection, self-evaluation, and accountability. A self-aware teacher demonstrates an understanding of personal strengths and weaknesses and evaluates behavior through internal reflection. Such teachers acknowledge their mistakes, fulfill responsibilities, and maintain integrity in professional conduct. They exhibit morality, decency, impartiality, emotional understanding, self-concept clarity, and introspection. The findings suggest that self-awareness enables teachers to understand both themselves and their students more effectively, thereby strengthening instructional and interpersonal relationships.

Self-management refers to teachers' ability to regulate their emotions and behaviors while maintaining a positive mindset. Participants described teachers as competent, knowledgeable, resilient, and morally responsible individuals who balance professional challenges effectively. Teachers exhibiting self-management demonstrate personal drive, honesty, accountability, and emotional stability. These characteristics support consistent classroom behavior and contribute to a constructive learning atmosphere.

Social awareness reflects teachers' sensitivity toward students' emotions, needs, and cultural diversity. Teachers who possess social awareness maintain respectful and supportive relationships with students. They demonstrate empathy, warmth, sincerity, cooperation, and trust. They value diversity and exhibit socially conscious behavior that enhances mutual respect within the classroom. The findings indicate that social awareness strengthens teacher-student rapport and fosters a supportive educational environment.

Relational management encompasses teachers' capacity to manage interpersonal relationships effectively. Teachers communicate their emotions appropriately, respect differing viewpoints, treat students fairly, and maintain academic relationships based on mutual respect. They demonstrate negotiation skills, consultation practices, emotional stability, and equitable treatment. Acknowledging mistakes and maintaining ethical standards further enhance relational management. This competency supports positive classroom interaction and collaborative learning.

Beyond emotional intelligence dimensions, themes related to the classroom learning environment also emerged. Students' cohesiveness was reflected in active teacher-student interaction, dedication, encouragement, and the promotion of group development. Teachers inspire collaboration, healthy competition, reflection, and shared aspirations among students. Their persuasive and motivating attitudes strengthen peer relationships and collective classroom spirit.

Teachers' support was identified through equitable treatment, appreciation of students' efforts, and provision of general, enhanced, and specialized support when necessary. Teachers assess students' performance fairly, demonstrate empathy, and provide leadership guidance. These supportive behaviors contribute to students' satisfaction and academic confidence. Involvement refers to teachers' efforts to ensure student participation in classroom activities. Teachers encourage teamwork, monitor classroom activities, evaluate performance, consult students on academic matters, and motivate them consistently. Such practices enhance student engagement and active learning.

Equity was described as fairness and equal opportunity within the classroom.



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Teachers provide balanced participation in classroom programs, ensure impartial evaluation, and maintain justice in academic and co-curricular activities. Equity strengthens students' trust in the educational process. Motivation involves teachers creating a welcoming and comfortable learning environment. Teachers encourage students, reward positive behavior, promote interaction, respect cultural values, and address fundamental needs. By fostering academic relationships and transmitting knowledge effectively, teachers sustain students' interest and enthusiasm.

Overall, the qualitative findings indicate a strong association between teachers' emotional social intelligence and the classroom learning environment. Teachers who demonstrate high levels of self-awareness, self-management, social awareness, and relational management are more likely to establish supportive, equitable, cohesive, and motivating classroom settings. The integration of these competencies significantly contributes to positive student engagement and overall academic development.

### **Discussions with research studies**

Interviews were conducted with higher secondary school students to explore the relationship between the classroom learning environment and emotional social intelligence (ESI). The study examined key dimensions of the classroom learning environment—students' cohesiveness, teachers' support, involvement, equity, and motivation—alongside components of ESI, including self-awareness, self-management, social awareness, and relational management.

The researcher found that most students were initially unaware of the concept of emotional social intelligence. However, during the interviews, they freely expressed their perceptions about its various dimensions. When asked about the main elements of ESI, all students highlighted self-awareness and relational management, demonstrating recognition of teachers' introspective and interpersonal competencies (Salovey & Mayer, 1990; Mayer & Salovey, 1997).

Students reported that teachers are highly complex individuals with unique skills. Many described their teachers as self-conscious, aware of their strengths and weaknesses, and able to evaluate their behavior in interactions with others. This reflects self-awareness, which enables teachers to understand their emotions, actions, and impact on students, a finding consistent with Jennings and Greenberg (2009) and Corcoran and Tormey (2012).

Participants noted that teachers effectively regulate their emotions, maintain composure in challenging situations, and demonstrate patience and confidence. This illustrates self-management, where teachers balance personal emotions with professional responsibilities, aligning with previous research on the influence of emotional regulation on teaching effectiveness (Roeser et al., 2012; Corcoran & Tormey, 2012).

Students emphasized that teachers are attentive to the feelings, needs, and concerns of others and respond empathetically. Teachers were described as socially confident and aware of students' emotions, which demonstrates social awareness, supporting findings that social awareness positively impacts classroom climate and student engagement (Chaudhary et al., 2024; Manzoor et al., 2024).

Many students highlighted that teachers maintain fairness, honesty, and stable academic relationships while managing classroom dynamics. They negotiate, consult, and ensure



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equitable treatment for all students, exemplifying relational management (Al Jaberi et al., 2024; Jamal et al., 2023).

Regarding the classroom learning environment, students recognized strong cohesiveness, noting that teachers foster positive interactions and collaboration among peers. This aligns with Fraser's (2012) findings that teacher influence is critical for student group harmony.

Participants also described teachers' support as individualized, considerate, and responsive to students' academic and personal needs, consistent with the notion that teacher emotional competence enhances supportive classroom practices (Jennings & Greenberg, 2009).

Students reported equity in participation and treatment, indicating that teachers provide equal opportunities to all students, a practice that correlates with motivation and engagement in learning (Walberg & Anderson, 1998; Roeser et al., 2012).

Finally, teachers were found to motivate and involve students by offering responsibilities, encouragement, and engaging tasks, reflecting practices that promote active learning and academic performance. This finding is supported by research on the link between teacher ESI and student involvement and motivation (Roeser et al., 2012; Fraser, 2012).

Overall, these qualitative findings support the conclusion that teachers' emotional social intelligence significantly shapes the classroom learning environment, influencing cohesiveness, support, equity, involvement, and motivation (Jennings & Greenberg, 2009; Salovey & Mayer, 1990; Manzoor et al., 2024).

### **Quantitative Findings**

- **Teachers' SEI Levels:**

Higher secondary teachers demonstrated moderate to high levels of SEI across the four dimensions.

Self-management and relationship management were the strongest dimensions, while social awareness and self-awareness were slightly lower but still significant.

- **Impact of SEI on Classroom Learning Environment:**

Teachers with higher SEI created classrooms characterized by greater teacher support, higher student engagement, fairness in treatment, and cohesive classroom relationships.

Correlational analysis revealed a significant positive relationship between SEI and all CLE dimensions, indicating that SEI is a key predictor of classroom effectiveness.

- **Effect on Student Outcomes:**

Higher SEI in teachers positively influenced students' character building, social skills, motivation, and overall social life.

Students of teachers with high SEI demonstrated greater cooperation, empathy, resilience.

### **Qualitative Findings**

The qualitative analysis, based on interviews with teachers, revealed several key themes reflecting SEI and its influence on the classroom environment:



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- **Self-Awareness:**

Teachers exhibited deep self-reflection, understanding their strengths and weaknesses, and recognizing their emotional impact on students.

They acknowledged personal mistakes, upheld accountability, and demonstrated integrity and impartiality in interactions.

Self-awareness enabled teachers to adjust their teaching strategies, respond appropriately to students' needs, and maintain a balanced classroom atmosphere.

**Social Awareness:**

Teachers demonstrated empathy, warmth, and cultural sensitivity.

They understood students' emotional states, respected diversity, and promoted inclusive learning environments.

Socially aware teachers effectively identified and addressed student challenges, fostering cohesion and mutual respect in the classroom.

**Self-Management:**

Teachers displayed emotional regulation, resilience, personal drive, and adaptability.

They managed stress effectively, balanced multiple responsibilities, and maintained a positive classroom climate even under challenging conditions.

Self-management contributed to students' perception of the classroom as a safe, organized, and motivating space.

**Relationship (Relational) Management:**

Teachers effectively communicated emotions, respected different viewpoints, and resolved conflicts constructively.

They fostered trust and collaboration, maintained academic and personal rapport with students, and encouraged cooperative behavior.

**Student Cohesion:**

Teachers promoted collaboration, group development, and peer engagement.

They motivated students to participate actively, encouraged reflection, and cultivated healthy competition.

**Teacher Support and Equity:**

Teachers provided general, enhanced, and specialized support.

They assessed students fairly, distributed opportunities equitably, and ensured that all students were treated justly and inclusively.

**Motivation:**

Teachers inspired students through encouragement, recognition of achievements, and creating a positive, comfortable learning environment.

Motivated classrooms saw higher student engagement, participation, and enthusiasm for learning activities.

**Overall Interpretation:**

Both qualitative and quantitative findings consistently demonstrate that teachers' social and emotional intelligence is strongly linked with a positive classroom learning environment.

SEI dimensions directly influence teacher support, student engagement, equity, cohesion, and motivation, thereby enhancing students' academic, social, and emotional development.

## CONCLUSIONS

### **Objective-1 Social and Emotional Intelligence Level among Higher Secondary Teachers**

The study concludes that higher secondary school teachers generally possess moderate to



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high levels of social and emotional intelligence (SEI). Among the SEI dimensions, self-management and relationship management were observed to be the strongest, while social awareness and self-awareness were slightly lower but still significant. These findings indicate that teachers are capable of understanding and regulating their own emotions, maintaining positive relationships with students, and demonstrating empathy, which are critical for effective classroom management.

### **Objective-2 Classroom Learning Environment at Higher Secondary Level**

The classroom learning environment (CLE) in higher secondary schools was found to be moderately positive, with teachers providing support, encouraging student involvement, promoting equity, fostering cohesion, and motivating students. Classrooms where teachers exhibited higher SEI levels were observed to be more engaging, inclusive, and student-centered, providing opportunities for both academic and socio-emotional development.

### **Objective-3 Relationship between Teachers' SEI and Classroom Learning Environment**

A significant positive relationship exists between teachers' SEI and the quality of the classroom learning environment. Teachers who demonstrate high SEI create supportive, equitable, and cohesive classrooms, which, in turn, enhances student engagement, participation, collaboration, and motivation. Both quantitative and qualitative analyses confirm that SEI is a strong predictor of classroom effectiveness, with self-awareness, social awareness, self-management, and relational management contributing directly to CLE dimensions.

## **Recommendations for Future Research**

### **Enhancing Teacher Social and Emotional Intelligence**

Future research should explore intervention programs aimed at improving teachers' social and emotional intelligence at the higher secondary level. Since the study concluded that teachers with higher SEI positively influence the classroom learning environment, experimental or longitudinal studies could investigate the effectiveness of training modules, workshops, or professional development courses designed to enhance self-awareness, self-management, social awareness, and relational management among teachers.

### **Broader Examination of Classroom Learning Environment**

This study highlighted the impact of teachers' SEI on classroom environment. Future research could examine the classroom learning environment across diverse contexts, including rural, urban, and semi-urban schools, or schools with varying resources, to identify factors that moderate the relationship between teachers' emotional competencies and students' engagement, motivation, and academic performance.

### **Longitudinal and Causal Studies on SEI and CLE**

Although this study established a positive relationship between teachers' SEI and CLE, future studies could employ longitudinal designs to track changes over time and identify causal links. Such research would provide deeper insights into how improvements in teachers' emotional intelligence directly impact classroom climate and student outcomes over multiple academic years.

### **Exploring Gender, Sector, and Discipline Differences in SEI**

The study found some variations in SEI across gender, school sector, and academic discipline. Future research could examine larger, more diverse samples to explore how



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these demographic and contextual factors influence teachers' social and emotional competencies and classroom practices. Comparative studies could also assess whether tailored SEI interventions are needed for different teacher groups.

### **Impact on Student Socio-Emotional and Academic Development**

Future studies could investigate how teachers' SEI affects students' social, emotional, and moral development, including character building, collaboration skills, and academic achievement. Mixed-method research could combine quantitative classroom measures with qualitative interviews of students to understand the broader impact of teacher emotional competencies on learners' holistic development.

### **Integration of SEI in Teacher Education Programs**

Given the importance of SEI in shaping classroom environments, future research could explore the integration of social and emotional intelligence training into pre-service and in-service teacher education programs. Studies could evaluate curriculum designs that promote empathy, relational skills, and emotion regulation among prospective and practicing teachers.

### **Use of Technology and Innovative Methods for SEI Development**

Future studies could also investigate the role of technology-based interventions, such as online modules, virtual simulations, and AI-supported training, in enhancing teachers' social and emotional intelligence. Research could measure the effectiveness of these modern approaches compared to traditional training methods.

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