

Investigating the Relationship Between Emotional Intelligence and Different Dimensions of Classroom Management Approaches of College Teachers

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Abstract

This study investigated the relationship between teachers' emotional intelligence and different dimensions of classroom management approaches (instructional management, Behavior management) among college teachers to understand whether there is a significant relationship between them or not. The sample of the study was 332 college teachers working at Azad university of Fars province. The data were collected by administering two types of questionnaires, such as "The Emotional Intelligence Scale", and the "Behavior and Instructional Management Scale". Pearson Correlation model was used in this study. The results show that there is a significant relationship between the college teachers' EI levels and their classroom management approaches. In other words, a positive and significant relationship was observed between EI and two types of classroom management. However, the relationship between EI and Behavior management appeared to be more significant. High EI entails better classroom management and better instructional classroom management.

Keywords: Emotional intelligence, Instructional management, Behavior management, College teachers.

1. Introduction

Emotional Intelligence plays a important role in social sciences; it has direct impact on the educational part of society and it is important for both of teachers and students in educational system. Teachers with their classroom managements are considered as the main pillar in the educational system. classroom managements are so important for the success of students profession because it is the ways teachers organize and structure their classrooms for the purpose of maximizing student cooperation (Arends, 1997, 285). In the recent years, the concept of the emotional intelligence in classroom managements has been taken attention in the educational institutions due to its great importance. In fact, emotional intelligence is a type of social intelligence that includes to control own and others emotions; and it can be

useful for good management of class. Therefore this skill is really required to make students success very effective. Thus, a study to investigate the relationship between emotional intelligence and different dimensions of classroom management approaches of college teachers was conducted.

1.1. Theoretical Concepts

There have been various terms used to describe emotional intelligence, such as emotional competence, literacy, etc. (Humphrey et al 2007). A problem with EI (like general intelligence) is that there is no clear definition of what emotional intelligence is. Emotional intelligence is “the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth” (Mayer, Salovey, & Caruso, 2004, p. 197). Emotional intelligence was conceptualized by Thorndike (1920), elevated in work on tacit knowledge by Sternberg, (1985, 1996) and interpersonal or social intelligence by Gardner, (1993,1995), promulgated as a construct by Salovey and Mayer (1990) and Mayer and Salovey (1997), and popularized by Goleman (1995). According to Mayer and Salovey (1997), intelligence and emotion are combined because the ideation that emotion provokes makes thinking more intelligent, or thinking intelligently about emotions. From this point of view, a person with these abilities is considered to be well adjusted and emotionally skilled; the lack of these abilities renders a person socially and emotionally handicapped.

Salovey and Caruso (2004) define the concept of EI as the capacity to reason about emotions, and of emotions to enhance thinking. EI includes the abilities to accurately perceive emotions, to access and generate emotions in order to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions in order to promote emotional and intellectual growth (Mayer et al., 2004). Dulewicz and Higgs (1999) define EI as being concerned with being aware of and managing one’s own feelings and emotions; being sensitive to and influencing others; sustaining one’s motivation; and balancing one’s motivation and drive with intuitive, conscientious and ethical behavior.

As is seen, EI includes abilities like identifying the feelings of others, managing feelings, reasoning, problem solving, decision making, and communication (Brackett et al., 2006). Therefore, this study say that EI might be related to classroom management approaches.

Classroom management has been defined broadly as any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning (Evertson & Weinstein, 2006). Arends (1997) define the term of the classroom management as the ways teachers organize and structure their

classrooms for the purpose of maximizing student cooperation and engagement and minimizing disruptive behavior.

To measure teachers' interventionist, non-interventionist, and interactionist orientations, Martin, Yin, and Baldwin (1998) developed the Attitudes and Beliefs on Classroom Control (ABCC) Inventory and later improved and renamed it as Behavior and Instructional Management Scale (BIMS) (Martin & Sass, 2010). Martin and Sass (2010) defined the term classroom management with two broad dimensions: instructional management, behavior management. This study also follows the same definition of multifaceted construct that includes two broad dimensions: instructional and behavior management. Instructional management includes aspects of classroom life such as establishing daily procedures, allocating materials, and monitoring students' independent work (Martin & Sass, 2010). Well-planned lessons that provide for a smooth flow of instruction delivered at a sustained pace help to prevent off-task behaviors. The manner in which tasks are managed contributes to the general classroom atmosphere and classroom management style (Weinstein & Mignano, 1993). Behavior management is any pre-planned intervention aimed at preventing misbehavior. It is a means of preventing misbehavior rather than a reaction to misbehavior. Specifically, this facet includes setting rules, establishing a reward structure, and providing opportunities for student input (Martin & Sass, 2010).

2. Literature Review

Review of literature was done to report the studies related to Level of Emotional Intelligence among teachers and their classroom managements. Following studies examined the underlying phenomena of Emotional Intelligence in various professions, organizations and sectors. Review provided a foundation to identify the research gap for the present study. in line with the role of EI, there was so many researches but here the researchers give the summary of researches which are closely to the topic of present study.

Tok, Tok, and Dolapçioğlu (2013) examine the relationship between classroom teachers' EI and their classroom management approaches (teacher centered classroom management, student-centered classroom management), and whether EI significantly predicts classroom management approaches or not. The sample of the study was composed of 233 primary school teachers. The results revealed that EI is a positive predictor of teacher-centered classroom management with weak predictive power. There is a low-level, positive, and significant relationship between primary school teachers' EI levels and teacher centered classroom education approach. Research results also indicate that EI significantly predicts student-centered classroom management.

Mondal, Paul and Bandyopadhyay (2012) analyzed the nature and extent of emotional intelligence among secondary level schools teachers of Burdwan district in west Bengal (India). 300 teachers in urban and rural areas encompassing different gender, age, teaching experience, qualification and training were taken for the study. The results revealed that few demographic factors positively impacted on the level of teacher's emotional intelligence while some were not significant.

Another study was conducted to identify the relationship between secondary school teachers' EI and their classroom discipline strategies., Yahyazadeh-Jeloudar et al. (2011) found that there was a significant relationship between teachers' EI and their classroom discipline strategies.

Edannur, S (2010) assessed the emotional intelligence level of teachers educators of barak valley region in the Indian state of Assam(India). The result showed that the group under study possessed average emotional intelligence. The gender and locality of the teacher educators did not make any differential influence on their emotional intelligence.

In this line, Tunca (2010) aimed at determining the effect of primary school teachers' EI levels on their classroom management skills. According to the results of the study, primary school teachers' general EI levels were at an average level, while their classroom management skills were at a rather high level. The study also concluded that primary school teachers' EI levels affected their classroom management skills.

While there is a limited number of studies about teachers' EIs and their classroom management, there is no study that investigates the relationship between EI and classroom management approaches (instructional management, Behavior management). Here it is important to note that the present study is different from the before, as it is done between university teachers and also the researchers investigate the relationship between emotional intelligence and two other types of classroom management; instructional management and Behavior management.

3. Method

3.1 Participant

The participants of the study were Iranian teachers randomly selected from among the Azad university teachers of Fars, Iran. They were selected from the available different Azad universities and both female and male teachers of Azad university were participated in this study. To select the participants, all Iranian faculty members of the available Azad universities were located based on the available data form the university websites. The questionnaires of the study were sent to randomly

selected teachers from their list by email to fill out, and finally total of 332 teachers, answered the questionnaires.

3.2 Instrument

This study was of survey type in terms of its data collection procedure. The Emotional Intelligence Scale and Behavior and Instructional Management Scale were instruments of the present study.

3.2.1 The Emotional Intelligence Scale

The first instrument for data collection in this study is the Emotional Intelligence Scale (EIS) developed by Upinder Dhar, Sanjyot Pethe, and Anukool Hyde (Hyde, Pethe, & Dhar, 2007) which was used to measure the EI of teachers. The scale is in line with Goleman's view of EI. This measure is constructed and standardized on Indian population and available from the Psychological Corporation of India and the validity and the reliability of the questionnaire were originally confirmed by Jha and Singh(2012). In addition, two university professors confirmed the content validity of the questionnaire for the purpose of the present study. The scale has a total 34 items with response options of strongly agree, agree, neutral, disagree and strongly disagree. It measures ten components of emotional intelligence: self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behavior.

3.2.2 Behavior and Instructional Management Scale

The second component of the survey involved the Behavior and Instructional Management Scale (BIMS), developed by Martin and Sass (2010). The BIMS consists of 24 questions with 12 questions pertaining to the behavior management perceptions of teachers and 12 questions pertaining to the instructional management perceptions of teachers. The Behavior and Instructional Management Scale has been shown to be a valid and reliable instrument to measure behavior management and instructional management (Martin & Sass, 2010). Through a series of studies by Martin and Sass (2010), it was determined that the BIMS has an internal consistency of .774 for the behavior management factor and .770 for the instructional management factor. Higher scores indicated a strong degree of teacher preference while lower scores indicated a lesser degree of preference (Martin & Sass, 2010).

3.3 Procedure and Data analysis

At first, a questionnaire was designed, Before sending questionnaires to the teachers, the researchers added the goal and objective of the study at the top of questionnaire in order to make the instructions clear thoroughly. the questionnaires were sent to the 384 collage teachers in different Azad universities in Fars by email. finally,332 completed questionnaires were received. Having received all the

questionnaires, the next stage, data analysis process was started. In order to analyze the questionnaires, the scores were fed into the statistical package of SPSS (version 22) as statistical analysis software. Pearson correlation was used to indicate the degree of the relationship between Teachers' emotional intelligence and different dimensions of classroom management approaches (instructional management, Behavior management).

4. Results

As mentioned before, a 24-item Behavior and Instructional Management scale developed by Martin and Sass (2010) and a- 34 item Emotional Intelligence Scale (EIS) developed by Upinder Dhar, Sanjyot Pethe, and Anukool Hyde (Hyde, Pethe, & Dhar, 2007) were administered to gain the data related to the participants. In order to answer the research question and to find the relationship between the Emotional intelligence and Instructional and Behavior management, Pearson correlation was carried out. Table 1 presents the Correlations Between Emotional intelligence and Instructional management.

Table 1 *Correlations Between Emotional Intelligence and Instructional Management*

	Instructional management
EI Pearson Correlation	.48
Sig.	.001
N	332

Table 1 shows the Pearson correlation coefficient between the Emotional intelligence and Instructional management which was applied to the data. According to this table, the correlation coefficient between the two variables EI and Instructional management is .48 where p-value is $p < .001$. According to this result, there is a positive and significant relationship between emotional intelligence level of teachers and their instructional classroom management.

Table 2 *Correlations Between Emotional Intelligence and Behavior Management*

	Behavior management
EI Pearson Correlation	.515
Sig.	.000
N	332

Table 2 shows the correlation coefficient between the EI and Behavior management which is .51 where p-value is $p < .000$. According to this result, there is a positive and significant relationship between the Emotional intelligence and Behavior management. As this table indicates, when emotional intelligence level of students is high, the level of behavior will be high. In general both tables reveal that there is a positive and significant relationship between EI and two type of classroom management; Instructional and Behavior management but the relationship between EI and Behavior management seems to be more.

5. Conclusion

The aim of this research was to examine and investigate the relationship between emotional intelligence level of teachers and their level of behavior and instructional classroom management. Based on this study, the emotional intelligence questionnaire and behavior and instructional classroom management questionnaire was used. They were administered for teacher to evaluate their levels. In general, there is a positive and significant relationship between EI and two type of classroom management; Instructional and Behavior management but the relationship between EI and Behavior management seems to be more. So, as the teachers had high EI, behavior classroom management will be high and as the teachers had high EI again, instructional classroom management will be high again. Here, the researchers suggest that it is better to use both of behavior and instructional classroom management in the class. In order to have better classroom management, the teachers should use both of managements as it is necessary in the classroom.

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