



RESEARCH PAPER

Exploring the Relationship between Secondary School Teachers' Emotional Intelligence and their Classroom Management in Punjab, Pakistan

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ABSTRACT

This study explores the relationship between Emotional Intelligence (EI) and Classroom Management (CM) of public secondary school teachers' in Punjab Province, Pakistan. It was correlational and descriptive study. This study was conducted on a sample of 585 Public Secondary School Teachers in Punjab by using multistage sampling techniques. Data was collected using expertly validated, close ended and standardized two questionnaires. For confirmation of validity and reliability these tools were pilot tested. The researcher applied both (descriptive and inferential) statistics for data analysis using SPSS-26. Percentages and frequencies were calculated using descriptive statistics, while Pearson-r was applied to find correlation between the concerned constructs, EI and CM. Regression analysis techniques were employed to investigate the impact of emotional intelligence on secondary school teachers' classroom management. Similarly, independent sample t-test was also employed to ascertain results and conclusion in data analysis. Results revealed that there was strongly positive relationship between public secondary school teachers' emotional intelligence and their classroom management. Key finding of the research were given as firstly, a moderately positive relationship between EI and CM of secondary school teachers was identified; secondly, EI and CM were different for male and female teachers similarly, urban and rural teachers also experience different level of EI and CM; lastly, significant effect of EI on teachers' CM was also explored.

KEYWORDS Classroom Management, Emotional Intelligence, Secondary School Teachers

Introduction

In educational arena emotional intelligence has become the sparkplug of teaching and learning process. Recently, emotional intelligence was reviewed as a very important and prominent topic of literature of education and psychology as a subject (Hodzic et al., 2017, Lee et al., 2019). Teachers with higher emotional intelligence and emotional stability are more successful in their teaching profession and life expectations (Seema, 2012). Madhar (2010) said that one of the most motivating and important factor that can be ranked as first for learning is emotional intelligence of teachers and learners. Mayer et al., (2008) said that emotions, motivation and cognition are considered as important operations of mind. Therefore, an individual with strong emotions is able to think positively and work productively. Emotional Intelligence is an amalgamation of two terms; emotions and intelligence both having a strong relationship with each other (Hamidi, 2016).

It was shown by evidences that success and Emotional Intelligence (EI) are closely correlated in almost every field of life, whether it is social, personal, professional and academic. Therefore, teachers, administrators and learners should be equipped with

EI to succeed in life and for better interaction with students, subordinates, parents and colleagues (Jennings & Greenberg, 2009; Platsidou, 2010). Emotional intelligence term was firstly coined by Salovey and Jhon Mayer in 1990 and the same was popularized by Daniel Goleman in 1998. There are three main existing theories or models of emotional intelligence these are of Salovey and Mayer (1997), Daniel Goleman (1998), and Bar-On (2002) (Karementizer & Miller, 2008). Positive and effective use of emotions by teachers leads toward productive classrooms and enhances teaching and learning efficiency. Teachers play vital role in their classroom which improves overall effectiveness of school and other institutions. Similarly teacher equipped with higher level of emotional intelligence have strategies and capacities to manage conflicts and change (Molatodi & Mihai, 2018). It was noticed that Emotional Intelligence of teachers was mandatory for class management Teaching and Learning process is not exclusively dependent on teacher and learner Intellectual Quotient (IQ), it also depends upon Emotional Quotient (EQ) and Emotional Intelligence (EI) of teacher and learner. Similarly, teachers have fundamental role in classroom and for the development of students. Greater the degree of emotional intelligence of individuals more productive and influential they are in their institutions and organizations (Naqvi et al., 2016).

Classroom discipline and management is the most important topic of literature. Teachers throughout the world are facing this challenge. Classroom management strategies play a pivotal role to ensure availability of conducive classroom environment and relationship between learner and teacher. Emotional intelligence of teachers is one of the most important elements influencing their classroom management. Result of different studies shows that the teachers having strong emotional control have ability to manage their classrooms more effectively (Valente et al., 2019).

Classroom management has two main components behavioral management and instructional management, measured by Behavioral and Instructional Management Scale (BIMS). Behavioral management is to prevent and control misbehavior using rules and regulations, procedures and concepts relevant to classroom management on the other hand, instructional management is based on seating arrangement, lesson planning and instructing, planning and implementation of daily routines (Martin & Sass, 2010). Kaya (2019) explained that classroom management consists of myriad activities like proper utilization and implementation of different concepts, theories, principles, techniques and models for proper functionality of planning, organizing and evaluating for achievement of desired educational outcomes. Classroom behavioral management consists of classroom structure, physical arrangements, instructional management, methods to inculcate appropriate behavior and methods designed to control inappropriate behavior. Classroom behavior management deals with academic and non-academic issues as well. For proper classroom behavior management a teacher should be able to establish and uphold a supportive environment in the classroom (Yusuf & Sasmoko, 2017). Robert Marzano (2003) in his work "the key to classroom management" has given following suggestions to manage the classroom effectively: Teachers should establish clear, expectations and consequences, clear learning goals should be established, teacher should be able to exhibit assertive behavior. It is also the duty of teachers to provide flexible learning outcomes and appropriate level of cooperation and to take personal interest in students use equitable classroom behavior and to provide awareness about higher needs of students. Classroom management investigators identified that there are multiple classroom management practices being used by teachers in their workplace, Teacher working as a role model and exhibiting model ideal behavior, Avoidance of whole class punishment, appreciation of students by teachers, reward awarding and praise offering, Effective use of verbal and nonverbal communication, Teachers encouragement of initiatives taken by students, Peer tutoring-cum teaching, Positive interaction with parents. On the other hand, the problems being faced by teacher in the classroom are also enlisted here, tarnished teacher student

relationship, improper and inconsistent classroom activities, inability of teachers to share their feelings about expectations from, unavailability of proper action plan for school, lower level of teacher student relationship and lack of classroom control (Hazarika, 2020). Therefore, after reading such researches, there is a dire need of investigation of the relationship between secondary school teachers' emotional intelligence and their classroom management.

Literature Review

Emotional intelligence is one's capacity and capability to recognize, understand and manage the feeling and emotions of self and other individuals for self-motivation and managing emotions and relationship with others. It involves emotional intelligence skills like interpersonal, intrapersonal, self-control, self-regulation, stress management, compassion and self-actualization (Cherniss & Goleman, 2001). Emotional Intelligence has brought a sea change in educational field. Almost all teachers in the world try to utilize their emotional intelligence in one way or other. Emotional Quotient (EQ) has replaced the Intelligent Quotient (IQ) in terms of successful life. The more is the emotional stability, the more is the chance of success in life and vice versa. Teachers with higher level of emotional intelligence and emotional stability are more able to successfully accomplish their tasks in their teaching profession and life expectations (Seema, 2012). Salovey and Mayer (2008) highlighted four sets of operations that intelligence especially emotional intelligence has to perform using abstract thinking and problem solving. These four operations are interrelated with one another: Perception, evaluation and emotional expression, Emotional facilitation of thoughts which helps to evolve feelings leading to facilitative thinking, Emotional understanding leading to emotional recognition and its relation to the meanings and last but not least emotional regulation leading to the management of emotions for oneself and for others.

A statistically significant relationship was investigated by researcher between Iranian EFL teachers' emotional intelligence and classroom management. Similarly they found a significant relationship between language proficiency (ability) and emotional intelligence (Hamidi, 2016).

Researcher identified that positive relationship between emotional intelligence and environmentally sensitive and conscious management in Turkey. It was found that along with the relevance of emotional intelligence with environment sensitive management it was determinant in administrative process as well along with the personality traits of leaders (Rüstamov et al., 2014). Emotions of any individual have direct relation with the integration of thought and behavior for their effective management (Brackett et al., 2010). Academic achievement of students is directly linked with classroom behavior management which not only influences and control student behavior but also has impact on overall discipline. Poorly managed classroom behavior is an indicator weakness in learning program (Allan et al., 2019; Oliver & Reschly, 2007). Secondary school teachers, on the other hand, show the highest levels of tension due to their poor emotional and interpersonal skills with students, frequent devaluation, and reluctance to exert control over the numerous situations that happen in the classroom, which leads to frustration at work (Ashraf et al., 2017). Teachers with higher emotional intelligence levels are better able to regulate their emotions; they can manage different stressors in better way which leads to their self-efficacy. It was further explained that teachers with different background have different level of emotional intelligence distinctively the lead teachers have higher level of emotional intelligence as compare to lower level teachers. It has been found that schools and teachers do not need to choose between intelligent quotient and emotional intelligence but both can go hand in hand and latter has more influence on students learning (Kang, 2017).

Nuri Tok et al., (2013) explained that emotional intelligence and classroom management have direct relation. Classroom management is either student centered or teacher centered. In former, there is shared leadership, shared criterion and trust worthy classroom. While in teacher centered classes, teacher is on the driving seat having authority to control all ongoing tasks.

Garret (2015) had provided detailed description of classroom management. It was said by researcher that classroom management is a thoughtful and purposeful activity rather than only a bag of tricks. In this process a teacher has to perform following acts to management his/her class properly: Firstly, teacher is advised to organize physically structure and layout of his/her classroom. Secondly, teachers should have to develop classroom rules and regulations by taking student view point into consideration. Thirdly, teacher must have to establish positive caring relationship among teacher-teacher, teacher-student, and student-student. Fourthly, teacher is advised to prepare and plan his lesson and ensure effective delivery of instructions. Lastly, teachers should be able to control the classroom problems and to address disciplinary issues in good way. A new, novel and versatile method of classroom management was also introduced. This 5 F method to manage the classroom is given as, firm, fair, friendly, focused and frugal (not talking all time on the same topic. A slogan is used for this 5F method, that teacher should be firm, fair, friendly, focused and frugal (Wenning & Vieyra, 2020).

Material and Methods

In present research, researcher employed a quantitative research framework (Method) with descriptive (Correlational) research design to explore the stated connection between classroom management and teachers' emotional intelligence and their classroom management. The All secondary school teachers of male and female public schools of province Punjab was the population of this study. It comprises of 61767(32986 male, 28776 female) teachers working in 6757 secondary school of Punjab. Researcher used multistage sampling techniques to select the sample of study. Total 585(308 male, 277 female) teachers were selected from 200 (100 male, 100 female) public secondary schools of 10 selected districts of Province Punjab. Two different close ended research questionnaires with using a five-point Likert scale, where 1 represents strongly agree and 5 represents strongly disagree (SDA) were used by researcher for data collection from the accessible population. Emotional intelligence scale used by researcher was Bar-On scale created by the Emotional Quotient Inventory Short (EQ-i short). This scale was also used by many researchers in Pakistan like (Shahzad, 2012, Siddique et al., 2021, Siddique et al., 2023). Instrument used by researcher for classroom management was Behavioral and Instructional Management Scale (BIMS). This scale was also used by researchers in Pakistan, Madiha shah (2022). Data was collected personally by the researcher and using Google form data collection technique. Both inferential and descriptive statistics were used to analyze the data. Descriptive statistics were used to calculate percentages and frequencies involved in research. On the other hand under the umbrella of inferential statistics, the Pearson Correlation Coefficient Pearson-r (P-r) was used to explore the relationship between secondary school teachers' emotional intelligence and their classroom management. To find out the effect of public secondary school teachers' emotional intelligence on their classroom management linear regression analysis was conducted. The principal objectives and research questions of this research study were as follows: To investigate relationship between secondary school teachers' emotional intelligence and their classroom management, to compare the difference in secondary school teachers emotional intelligence and their classroom management regarding their gender and locality, To explore the impact of secondary school teachers' emotional intelligence on their classroom management. What is the relation between emotional intelligence and classroom management of secondary school teachers? Is there

any difference between the emotional intelligence of secondary school teachers and their classroom management in terms of their gender and location? What is the effect of teachers' emotional intelligence on their classroom management at secondary school level?

Results and Discussion

Table 1
Emotional Intelligence of teachers'

	N	Minimum	Maximum	Mean	Std.
Emotional Intelligence	585	4.21	4.50	4.3381	.09788
Intrapersonal Skills	585	3.67	4.50	4.1108	.29198
Interpersonal Skills	585	2.83	5.00	4.0880	.75234
Stress Management	585	4.00	4.60	4.3125	.24014
Adaptability	585	4.00	5.00	4.3863	.48732
Positive Impression	585	4.00	5.00	4.5262	.41017

Calculations were made to find mean and standard deviation of EI and its factors. As regarded to emotional intelligence of the school teachers maximum mean scores and standard deviation of the positive impression were ($M = 4.5$, $SD = 0.41$) and minimum mean scores and standard deviation of interpersonal skills were ($M = 4.11$, $SD = 0.29$).

Table 2
Classroom management of teachers

	N	Minimum	Maximum	Mean	Std. Deviation
Classroom Management	585	3.33	4.83	4.0524	.48597
Behavioral Management	585	2.67	4.83	3.8268	.74215
Instructional Management	585	3.42	4.83	4.2779	.52434
Valid N (list wise)	585				

The mean and standard deviation of classroom management and its factors were calculated. Regarding classroom management, the school teachers' maximum behavioral management mean and standard deviation were ($M = 4.2$, $SD = 0.52$) and minimum instructional management mean and standard deviation were ($M = 3.8$, $SD = 0.74$).

Table 3
Relationship between Mean Scores of EI and CM

	Emotional intelligence	Classroom management
Emotional intelligence	1	.42
Classroom management	.42	1

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

The relationship between emotional intelligence and classroom management of teachers' was calculated with the help of Pearson correlation coefficient ('r'). The summary is presented in table 3 which showed that there was moderately significant positive relationship between mean scores of emotional intelligence and classroom management.

Table 4
Comparison difference between mean scores of male and female school teachers about emotional intelligence

emotional intelligence	N	Mean	SD	d f	t	Sig
FEMALE	308	4.36	0.90	583	8.43	.000
MALE	277	4.30	0.94			

P=.000 (N=585)

The t test was used to determine the mean score difference between male and female school teachers regarding emotional intelligence. Table 4 presents the summary, which shows that there was a statistically significant difference in the mean emotional intelligence scores of male and female school teachers. At the 5% level of significance, the value of $t(585) = 8.43$, $p = .000$, is significant. It indicates that the mean emotional intelligence scores from male and female schools differ from one another.

Table 5
Comparison difference between mean scores of male and female school teachers about classroom management

classroom management	N	Mean	SD	d f	t	Sig
FEMALE	308	4.38	0.36	583	22.50	.000
MALE	277	3.70	0.34			

P=.000 (N=585)

The mean scores difference of male and female school teachers about classroom management was calculated using t test. The summary is presented in table 5 which shows that the mean scores for classroom management in male and female schools differ statistically significantly. At the 5% level of significance, the value of $t(585) = 22.50$, $p = .000$, is significant. It indicates that the average scores for classroom management in male and female schools differ.

Table 6
Comparison difference/disparity between urban and rural school teachers' mean scores about emotional intelligence

emotional intelligence	N	Mean	SD	d f	T	Sig
RURAL	325	4.37	0.09	583	9.48	.000
URBAN	260	3.28	0.09			

P=.000 (N=585)

The t test was used to compare the mean emotional intelligence scores between urban and rural schools. Table 6 summarizes the findings and shows that the mean emotional intelligence scores of urban and rural schools differ statistically significantly. At the 5% level of significance, the value of $t(585) = 9.48$, $p = .000$, is significant. This indicates that there are differences in the mean emotional intelligence scores between urban and rural schools.

Table 7
Comparison difference between mean scores of teachers in rural and urban schools about classroom management

classroom management	N	Mean	SD	d f	t	Sig
RURAL	325	4.35	0.35	583	21.89	.000
URBAN	260	3.67	0.33			

P=.000 (N=585)

The t test was used to compare the mean classroom management scores between urban and rural schools. Table 7 summarizes the findings and shows that the mean scores for classroom management in urban and rural schools differ statistically significantly. At the 5% level of significance, the value of $t(585) = 21.89, p = .000$, is significant. It indicates that there are differences in the average classroom management scores between urban and rural schools.

Impact of Teachers' Emotional Intelligence on their Classroom Management

In response to the study question, what was the effect of the Emotional Intelligence on classroom management? A linear regression analysis was carried out to evaluate the predictive linear relationship's strength of Emotional Intelligence on classroom management.

Table 8
Unstandardized coefficient for Emotional Intelligence

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.835	.885		7.73	.000
Emotional Intelligence	2.642	.204	-.129	-3.146	.002

Emotional Intelligence with coefficient $\beta^{\wedge} = 2.64, t = 7.73, p = .000$, was found to be significant to student achievement. For this study, the prediction equation, using unstandardized coefficients, for classroom management is: **Classroom management = 6.83+2.64 (Emotional Intelligence)**, If a student receives an average emotional intelligence score of (EI=3), then using the emotional intelligence and classroom management equation it was found that scores will be 14.75. This is presented as below: Classroom management = 6.83+2.64(Emotional Intelligence)

Emotional Intelligence = 3, Classroom management = 6.83+2.64(3)

Classroom management = 6.83+7.92, Classroom management = 14.75

Conclusion

The study explored that Emotional Intelligence (EI) and Classroom Management (CM) of secondary school teachers are closely associated with each other. Aim of this study was to fetch the relationship between EI and CM. Results revealed that EI and CM are complementary for one another. Similarly, emotional intelligence of public secondary school teachers was a strong predictor of their classroom management capacities and capabilities. The higher was the level of emotional intelligence of teachers the greater were their classroom management skills and vice versa. EI was beneficial for CM of teachers. The study's findings showed a positive, moderately significant relationship between CM and EI. It was discovered that there was a noticeable difference in the EI and CM of male and female teachers. Similarly, rural and urban location of teachers has also significant impact on their EI and CM. In the same way, the results of regression analysis confirmed that EI of teachers has significant impact on their CM at secondary school level. Myriad number of empirical studies has supported the outcomes of the current study (Hamidi, 2016; Madhar, 2010; Siddique et al., 2022). It was reported by findings that emotional intelligence and classroom management abilities of male and female, rural and urban teachers were different from one another. Evidently, EI of teachers' pays to their CM than any other factor. More emotionally intelligent teachers were able to run their classrooms more skillfully. These teachers have capabilities to plan their instructions keeping their students' individual differences, abilities and behavior into mind. These teachers also leave no stone unturned to materialize the educational dreams and to fulfill desired educational goals. They have abilities to recognize emotional state taking into consideration the anecdotal behavior of

students and try to provide conducive teaching and learning environment for learners. They do not squander their precious time in useless activities and always remain target oriented. In the nut shell, a moderate, positive and favorable relationship was identified by the results of current study between EI and CM of teachers. Similarly, many other job related factors were also influenced by EI of teachers.

Recommendations

Present study was designed to explore the relationship between Emotional Intelligence (EI) and Classroom Management (CM) of Public Secondary School Teachers working in Punjab Pakistan. Owing to the positive relation of emotional intelligence with classroom management the curriculum designers should incorporate EI in curriculum for thorough understanding of this construct. The evaluation system should be overhauled by introducing new constructs emotional intelligence and character strengths for their evaluation at secondary level. EI should be incorporated in Continuous Professional Development programs (CPD) at secondary and higher secondary school level to inculcate this constructs among teachers working in schools. The current empirical study suggested that emotional intelligence (EI) should be added to teacher development programs. Emotional intelligence ought to be part of the recruiting and selection process for all levels of teachers in Punjab Pakistan. Government may be able to hire educators and teachers with greater emotional intelligence in this way. To effectively accomplish educational goals in the classroom, teachers must possess emotional intelligence. Teachers may have both strong emotional intelligence (EI) and good classroom management-cum- teaching techniques in order to foster students' academic success.

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