ACADEMIA International Journal for Social Sciences
Volume 5, Issue 3, 2026 ISSN-L (Online): 3006-6638

Relationship between Emotional Intelligence and Classroom Culture of Secondary School Teachers

Dr. Mirat ul Aroos
miratularoos12@gmail.com
Institute of Education and Research, University of the Punjab, Lahore

Corresponding Author: Dr. Mirat ul Aroos miratularoos12@gmail.com

Received: 25-02-2026 **Revised:** 16-03-2026 **Accepted**: 22-03-2026 **Published:** 30-03-2026

ABSTRACT

The primary purpose behind conducting this study was to explore the relationship between Emotional Intelligence and classroom culture of Secondary School Teachers. The quanative survey method was used to explore the factors of variable. The population of study was all male and female teachers of tehsil Lahore city, district Lahore of public secondary schools of Punjab Province in Pakistan. Random sampling technique was used. The sample of the study was consists of 100 teachers. One adopted instruments on 5-point Likert type scale for emotional intelligence and one was developed by researcher herself for classroom culture were used for data collection. After taking the permission by author the researcher adopt a scale based on emotional intelligence developed by Schtte Self-Report Emotional Intelligence Test 1998 (SSEIT) and one was developed by researcher herself for classroom culture were used for data collection. After validation of the instrument, the reliability was measured by calculating Cronbach's alpha .919 and .87. Collected data were analyzed by using the Statistical Packages for Social Sciences (SPSS) version 21.0. at .05 level of significance. Descriptive statistics (frequency, percentage, mean and standard deviation) were used for analysis. The study recommended that teachers should pay attention to share the emotions with students in an appropriate way.

Keywords: *Emotional Intelligence, classroom culture, Secondary School Teachers.*

INTRODUCTION

Emotional intelligence (EQ or EI) is the ability to perceive, understand, manage, and effectively use your own emotions and the emotions of others. EI is widely recognized as a critical predictor of personal well-being, satisfying relationships, and exceptional workplace leadership.

Emotional intelligence is a set of emotional and social skills that collectively establish how well we perceive and express ourselves, develop and maintain social relationships, handle with challenges and use emotional information in an effective and meaningful way. Basically, it is a predictor of success in life and work. The most sought leaders are often those who have successfully combined high emotional intelligence (EI) with effective leadership. Much of the research surrounding EI suggested that, we perform better when we are good at recognizing and dealing with emotions in ourselves and others (Abdul & Ehiobuche, 2011).

A classroom culture is a set of rules and understandings that are specific to the individuals included in the group and reflective of the values and identities of the world these individuals inhabit. A classroom culture involves an environment that is established in a classroom and is created by the relationships between students and instructor as well as the relationship between peers .Classroom culture involves creating an environment where students feel safe and free to be involved. It's a space where everyone should feel accepted and included in everything. Students should be comfortable with sharing how they feel, and teachers should be willing to take it in to help improve learning (Maslen, 2008).

Statement of the Problem

There has been a large amount of research on instructional leadership and emotional intelligence as separate constructs, limited research has been conducted on the Effect of emotional intelligence and classroom culture on instructional leadership practices of teachers at secondary school level. There are four factors which effect the emotional intelligence i.e. i) perception of emotions, ii) managing emotions in self iii) social skills and iv) utilizing of emotions (shutte, 1998). and there are five factors of classroom culture i.e. i) students learning, ii.) Students- centered classroom Management, iii.) Classroom management, IV.) Motivation, v) Rewards and Punishment.

For the best performance of students it is necessary to check the effect of emotional intelligence and classroom culture of teachers at secondary school level. Therefore, the present study was focused to find out the effect of EI and classroom culture Practices of teachers at Secondary School Level.

Significance of the Study

This study may be beneficial for the policymakers, head teachers and teachers. The study provides a framework which may help to the Teacher leadership to recognize the levels of emotional intelligence and classroom culture their tasks with commitment and dedication. It may also help the policymakers to improve their policies regarding teacher leadership.

As school districts across the Pakistan work to ensure academic success for all students in the face of continued budgetary constraints, educational leaders must take on multiple diverse responsibilities. Thus understanding the concept of emotional intelligence and its role in becoming a more effective leader is important in academic leadership positions (Greenockle, 2010). The importance of EI is becoming more established in education, and this study builds that credibility, adding to the existing but limited body of research. Educators will benefit from this research, determining if a connection exists between level of EI and the leadership style of educational leaders.

Objectives of the Study

The research objective of the study was to:

Find out the relationship between Emotional Intelligence and classroom culture of secondary school teachers

Research Hypotheses

Following were the research Hypotheses of the study:

There is no significant relationship between the factors of Emotional Intelligence and classroom culture of Public Secondary Schools Teachers.

Delimitations of the Study

This study was delimited to Government secondary school teachers in the district Lahore Province of Punjab.

REVIEW OF RELATED LITERATURE

Emotions

The word emotion has been derived from the Latin word ‘mover’ which means ‘to move.’ It shows that emotions are basic to human conduct and also in deeds of objectives’ achievement. The term

'motivation' has also been originated from it (Sparrow & Knight, 2006). Lin, Spraragen and Zyda (2012) explained emotions as being cognitive information raised from external or internal events that guide reactions and accredited to thoughts and conditions. Pert (1997) assumes that emotions do not take place in the brain which was believed in the past. Emotions are actually due to biochemical reactions which are existed in the entire human body, in the heart, immune system, and also in the principal nervous system.

Emotional intelligence

Emotional intelligence is the ability or tendency to perceive, understand, regulate, and harness emotions adaptively in the self and in others (Mayer & Salovey, 1997). Some conceptualizations of emotional intelligence are rather broad and include a range of adaptive characteristics associated with emotions (e.g., the ability to effectively communicate emotions; Goleman, 1995) whereas other conceptualizations of emotional intelligence (Caruso, 2000) emphasize the cognitive elements, such as emotions aiding judgment and memory. Furthermore, researchers have conceptualized emotional intelligence both as ability and as a trait (Goleman, 1995).

Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions, as well as the ability to recognize, understand, and influence the emotions of others. It encompasses a range of skills, including self-awareness, self-regulation, empathy, and social skills, which contribute to effective interpersonal relationships and overall well-being.One widely accepted definition of emotional intelligence comes from the pioneering work of psychologists Peter Salovey and John D. Mayer. They defined emotional intelligence as follows:

"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." (Salovey & Mayer, 1990). This definition emphasizes the capacity to perceive, use, understand, and regulate emotions in oneself and others for the purpose of personal and interpersonal growth. Daniel Goleman, a renowned psychologist and author who popularized the concept of emotional intelligence, defines it as: "Emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships." (Goleman, 1995).Reuven Bar-On, an expert in emotional intelligence assessment, offers the following definition:"Emotional intelligence is an array of non-cognitive abilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures." (Bar-On, 1997) John Mayer, one of the original researchers on emotional intelligence, along with Peter Salovey, provides a concise definition:"Emotional intelligence is the ability to accurately perceive your own and others' emotions, to understand the signals that emotions send about relationships, and to manage your own and others' emotions." (Mayer & Salovey, 1997)

These definitions offer different perspectives on emotional intelligence, highlighting its connection to self-awareness, interpersonal relationships, coping skills, and success in navigating social and environmental challenges. According to the definitions provided above, emotional intelligence is the ability to identify, appraise, and control one's own, other people's, and group emotions. Emotional intelligence consists of five components: self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1998).

The Concept of Classroom Culture

Classroom culture is a broad concept that encompasses practically every facet of an educational setting as well as the behaviors, beliefs, and practices of stakeholders. Classroom culture, as defined by Zulfiquar and Zamir (2015), includes the physical environment, the teacher's skill, teaching style, approach, and personality, student participation, instructional materials, and classroom facilities. Climate varies from classroom climate in that it refers to the social-ecological setting in which

students operate, which can influence their attitudes, perceptions, behaviors, emotions, performance, self-concept, and well-being (Moos, 1979).

According to Gabryś-Barker (2016), climate refers to stakeholders' perceptions of classroom interactions, involvement, and academic outcomes.

Classroom culture, on the other hand, is defined as a class's shared values, rules, traditions, belief patterns, behaviours, and connections (Cakiroglu et al., 2012). It is broader and may only change gradually (Gruenert, 2008). Thus, climate can be defined as "the attitude and mood" of stakeholders towards a class, whereas culture is "the values and belief systems" of a class (Gruenert, 2008).

Factors Influencing Classroom Culture

Several elements can influence a classroom's culture, including the learner, teacher, classroom, materials, environment, and relationships. Learner-related aspects include demographics, perceptions and images of others, classroom involvement, and first language. Teacher-related factors include background information, instructional knowledge, expertise, and style. Seating, size, equipment, and beauty are all variables to consider in the classroom. Furthermore, the type and quality of materials utilised in a classroom can influence its overall culture. The environment's location, look, and the fact that it is serene and silent allow for improved attention. Finally, teacher-student and student-student connections can have a significant impact on class culture (Hussein, 2016).

METHODOLOGY OF THE STUDY

Research Design

The positivist paradigm supports a scientific, systematic approach to study and encourages the use of quantitative methods. Positivist researchers generally (but not always) apply quantitative technique to confirm the research cycle, which involves developing hypotheses and gathering numerical data to evaluate them (Coolican, 2013). The study was descriptive in nature and survey method was used to collect the data. It was quantitative research. Research design were casual comparative as to the sought the effect of emotional intelligence and classroom culture on Instructional Leadership practices of secondary school teachers.

Population of the Study

The focus of this study was on Public Sector Secondary Schools in the Province of Punjab.

Sample and Sampling Technique of the Study

The study's sample was collected using a multistage sampling technique. A sample is a group of people, objects, or events chosen from a population for a study, preferably in such a way that they represent the broader group from which they were drawn.

Sampling Procedure

Convenient sampling technique was used to ensure that there were no biases in the selection of participants. Convenient sampling has two primary advantages. Convenient sampling removes biases caused by the researcher targeting certain participants in the sample. Second, laws can be used to estimate the sample's accuracy. In compared to non-probability sampling, selecting instances to sample means they are not chosen at random, and the method may be perceived as biassed, calling into doubt the investigation's validity.

Instrumentation

The term instrument is defined as "the entire process of collecting data in a research investigation" (Fraenkal, 2012). An instrument is defined as "A mechanism for measuring phenomena which is to gather and record information for assessment, decision making, and ultimately understanding (Colton &Covert, 2007). The Instrumentation of the study was comprised on questionnaires of teachers.

The present study had three primary variables i.e., Emotional Intelligence, Classroom Culture and Instructional Leadership. The effect of emotional intelligence and classroom culture on instructional leadership practices of teachers was investigated by using following research questionnaires.

1. Schtte Self-Report Emotional Intelligence Test 1998 (SSEIT).

2. Classroom Culture for Teachers (CCT).

To measure the emotional intelligence of teachers the researcher adopts a scale based on emotional intelligence. Schtte Self-Report Emotional Intelligence Test 1998 (SSEIT**)** and for classroom culture the instrument were developed by researcher herself.

The questions were developed on a 5-point Likert scale. These questionnaires were contained in two sections: the first contained demographic information about the study participants (gender, age, teaching experience, and academic qualification) and the second contained statements/items related to the variables on a 5-point Likert scale ranging from (strongly agreed) to (strongly disagreed)

Validity and Reliability

The term validity is defined as "the appropriateness, meaningfulness, correctness, and usefulness of any inferences drawn by researchers based on data obtained using an instrument" (Frankel, Wallen, & Hyun, 2012).The validity of the instrument was ensured through the opinions of specialists as well as the research supervisor of the researcher. The researchers submitted questionnaires to the experts, along with the study's title and objectives. So they may provide more detailed and meaningful responses on questionnaires. The experts expressed their opinions and noted the questionnaire's weaknesses. The instruments were examined in light of the supervisor's and experts' recommendations. The reliability of instrument was ensured using Cronbach Alpha. Some additions and deletions were made based on expert judgments.

Pilot Testing

The instrument was pilot tested at smaller scale. Thirty male and thirty female's school teachers were randomly selected at equal ratio. The researcher finds out strengths, and weakness of instruments through pilot testing. The additions and deletions were made after pilot testing. The reliability of instrument was ensured through Cronbach Alpha. The detail of reliability is under below in tables.

Table 1: Reliability of Schtte Self-Report Emotional Intelligence Test (SSEIT and its Factors)

	Factors/Dimensions	**Item**	**Alpha-values**
1	Perception of emotions	10	.786
2	Managing emotions in the self	8	.886
3	Social skills	9	.990
4	Utilizing emotions	6	.880
	Emotional intelligence	33	.780

Table 1 show the reliability of Emotional Intelligence Questionnaire (EIQ) and its four factors. The first factor was Perception of Emotions had 10 items with alpha values of 0.786. Second factor was

Managing emotions in the self had 8 items with an alpha score of 0.886. Social skills were third factor comprised on 9 items with Alpha value was.990. There were 6 items of Utilizing emotions and the alpha value was 0.880. Thus, there were 33 items to assess emotional intelligence, with 0.780 statistically significant alpha values. It indicates the high consistency of items used to test the specific idea.

Table 2: Reliability of classroom culture of teachers Questionnaire and its Factors

Sr.	Factor	Items	Alpha-values
1	Student learning	4	.917
2	Student-centered classroom	3	.830
3	Classroom management	3	.927
4	Motivation	3	.672
5	Rewards and punihment	3	.882
	Classroom culture	16	.737

Table 2 shows the reliability of Classroom Culture Questionnaire (CCQ) and its factors. Five sub factors were used to assess the classroom culture of teachers in schools. The students' learning had 4 items with a reliability value was .917, whereas the students' centred classroom had 3 items reliability value was.830. Classroom management had 5 items with a reliability value was .927; motivation had 3 items with a .672 Alpha value and rewards and punishment had 4 items with an Alpha value of .882. The classroom culture questionnaire contained 16 items and had an alpha value of.737, which was significant and extremely acceptable. It shows the consistency of items used to assess instructors' classroom culture.

Data Collection Procedure

After finalizing questionnaire statements, the researcher receives a permission letter from the supervisor to collect data. The study's data were acquired by distributed questionnaires to male and female teachers at chosen secondary schools. Although the researcher collected the majority of the data herself, she enlisted the assistance of four secondary school teachers and two Ph.D. researchers to gather data from distant schools. The researcher provides details information about the study and its objectives, as well as complete questionnaire instructions to the teachers.

Most of the respondents were willing to provide data, however some instructors were hesitant to provide demographic information and so on the 570 questionnaires were distributed ,68 questionnaire were not returned ,502 questionnaire were returned ,20 questionnaire were missing value ,18 questionnaire were excluded and after that 464 questionnaire were useable for study missing value Overall, respondent teachers were quite cooperative, and they filled out the questionnaire responsibly. Finally, all teachers submitted questionnaires that were complete in all respects; as a result, the researcher received responses from 464 teachers, with a response rate of 100%.

Data Analysis

After data collection, the descriptive and inferential statistical techniques were used to analyze the data with the Statistical Package for the Social Sciences (SPSS) version 21. The data were analyzed using statistical techniques such as descriptive statistics (frequencies, mean, and standard deviation) and inferential statistics (Pearson correlation and multiple regressions, and the independent samples t-test).

Ethical considerations

The researcher respects the autonomy, decisions, and dignity of the participants. The researcher defended the community's ideals and interests, as well as its protection from damage. The researcher kept all documents and information provided by the school teachers confidential.

Data analysis

There is no significant relationship between Emotional Intelligence and Classroom Culture with Instructional Leadership Practices

Table 3: Relationship between Emotional Intelligence and Classroom Culture with Instructional Leadership Practices

Variables	EI	CC	ILP
Emotional Intelligence	1	.474(**)	.386(**)
Classroom Culture	.474(**)	1	.469(**)
Instructional Leadership Practice	.386(**)	.469(**)	1

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

Pearson Correlation was conducted in order to investigate the relationship between emotional intelligence and classroom culture with instructional leadership practice. The statistical analysis was found that there was a moderate correlation of emotional intelligence and instructional leadership practice with r value of .386 whereas, there was also moderate relationship between classroom culture and instructional leadership practice with r value of .469. It found that emotional intelligence and classroom culture had positive and significant association with instructional leadership practice.

FINDINGS

There was a moderate relationship between emotional intelligence and classroom culture with instructional leadership practices with pearson "r" value ranging from (.386, .469) was significant at $p < 0.05$, level of significance. Thus the null hypotheses H_{06}: There is no significant relationship between Emotional Intelligence and Classroom Culture with Instructional Leadership Practices of Public Secondary Schools Teachers was rejected.

RECOMMENDATIONS

The study recommended that the emotional intelligence factors should be practiced by the teachers of all educational institutions (primary schools, colleges, and universities) and other organizations to improve employees' physical and mental health and make them more committed, engaged, and productive members.

REFERENCES

Abdul, L. A., & Ehiobuche, C. (2011). Emotional Intelligence And Managerial Competence. *Insights to a Changing World Journal*, (3).

Maslen, S. (2022). Between narrative and practice: Storytelling as a way of knowing how to be in nature. *Ethnography*, *23*(4), 433-449.

Sparrow, T., & Knight, A. (2006).Applied EI: The importance of attitudes in developing emotional intelligence. Sussex: Jossey-Base.

Lin, J., Spraragen, M., &Zyda, M. (2012). Computational models of emotion and cognition. Advances in Cognitive Systems, 2, 59-76.

Pert, C.B. (1997).*Molecules of Emotion*., New York: Prentice-Hall.

Mayer, J. D., &Salovey, P. (1997). What is emotional intelligence. *Emotional development and emotional intelligence: Educational implications*, *3*, 31.

Goleman, D., &Cherniss, C. (2001).*Emotional intelligence in the workplace*. New York.