

Emotional Intelligence and Classroom Management among Private Secondary School Teachers in Isolo LCDA in Lagos State, Nigeria.

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Abstract

Effective classroom management is essential for creating a positive learning environment where students can thrive academically and socio-emotionally. While traditional approaches to classroom management often focus on behaviour modification techniques, there is growing recognition of the importance of emotional intelligence (EI) in fostering positive teacher-student relationships, promoting self-regulation, and mitigating disruptive behaviours. This study examines the effect of emotional intelligence on class management among teachers in private secondary schools in Isolo LCDA in Lagos State. The study population consisted of all the teachers in private secondary schools in Isolo LCDA. The sample size of this study consisted of 300 selected respondents. To elicit information from the respondents, a self-designed questionnaire that consisted of 10 items was used for data collection. The study was highly descriptive and inferential as it involved using tables, frequencies, and simple percentages as the basic statistical technique employed to analyse the raw data. A chi-square statistical tool was adopted to test the hypothesis. Findings from the study revealed that emotional intelligence has a positive effect on class management. Emotional intelligence training should therefore, be offered as a module during pre-service training of teachers.

Keywords: Class Management, Emotional Intelligence, Lagos State, Private Secondary School, Teachers

1.0 Introduction

Emotional intelligence is the capacity to reason about emotions, and to use emotions to enhance thinking. It includes the abilities to accurately 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, Caruso, & Salovey, 2023). It is the ability to recognize, understand, and deal skilfully with one's own emotions and the emotions of others. While classroom management refers to the strategies, techniques, and skills that teachers use to create and maintain a learning environment that supports both academic achievement and social-emotional development through proactive planning, clear expectations, and preventative measures rather than reactive discipline." (Reynolds & Schillig, 2023). In the teaching profession, where emotions are intensely experienced, teachers need to

demonstrate, apply and be able to control their emotions in the management of the classroom. Effective learning does not happen by accident but requires a well-managed classroom which makes learning more effective as it creates a good learning atmosphere. All students deserve to learn in a safe classroom environment free from distractions. Similarly, teachers deserve to serve in a safe classroom environment free from distractions. Both students and teachers could suffer a setback in a classroom where misbehaviour occurs. Misbehaviour, could make teachers and students to become distracted from reaching goals. Hence, effective classroom management is essential for creating a positive learning environment where students can thrive academically and socio-emotionally. The emotional intelligence of teachers is one of the most important elements influencing their classroom management. A study by Valente *et al.*, (2019). shows that strong emotional control teachers can manage their classrooms more effectively. Jiang et al. (2022) found that emotionally intelligent teachers form more secure attachment relationships with students, reducing behavioral issues by 32% compared to classrooms led by teachers with lower EI scores.

While traditional approaches to classroom management often focus on behaviour modification techniques, there is growing recognition of the importance of emotional intelligence (EI) in fostering positive teacher-student relationships, promoting self-regulation, and mitigating disruptive behaviours. The role of emotional intelligence in education has gained increasing attention in recent years. According to Poulou, (2017), as cited in Manzoor, Shah, Gul, and Khan, (2024), emotional intelligence (EI) is becoming more and more prominent in education research because the most significant part of the teaching and learning process is the emotional ties between teachers and pupils/students. Research results of different studies indicate that teachers with high emotional intelligence maintained consistent teaching quality and classroom management effectiveness throughout the academic year. even during high-stress periods. (Zhang & Thompson (2023, Vesely-Maillefer et al. (2023) Also, a recent work by Kim and Jang (2023) involving 1,450 students showed classrooms led by emotionally intelligent teachers had 27% higher student engagement scores and 31% fewer off-task behaviours, resulting in more effective classroom management. Effective classroom management serves as a critical foundation for successful teaching and learning experiences, recent researches provide compelling evidence for its importance across multiple dimensions (Stronge & Ward, 2024, Rimm-Kaufman et al. 2023; Merritt et al. 2024; Marzano and Marzano, 2023; Satterfield & Johnson, 2023). Failure to effectively manage the classroom could have an overall negative influence on the entire school, especially in terms of the sound academic performance of the school. Teachers' contributions to students' social and intellectual development cannot be overstated. Many studies have been conducted to examine the role of teachers in creating quality education. It is widely assumed that the outcomes of students at the secondary level are primarily related to the class management of the relevant teachers with their students (Burden, 2020; Gardner and Williams, 2023)

Despite the great importance of teachers' emotional intelligence, most teachers have little understanding and acknowledgment of emotional intelligence and its positive impact on school climate. This lack of understanding and acknowledgment limits the ability of teachers to positively impact or influence the classroom learning environment and school climate. Given the importance of teachers' emotional intelligence and its great influence on students' performance, learning environment, and school climate, it is required to explore the effect of teachers' emotional intelligence on school climate, by performing a cause-and-effect study between these constructs at the secondary school level. This paper's objective is to assess emotional intelligence's impact on classroom management among private secondary school teachers in Isolo LCDA, Lagos State, Nigeria.

2.0 Literature Review

Since the inception of emotional intelligence in 1995, there have been several definitions of the term by different authors. Kgosiemanga Philemon and Khoza (2022) while citing Abraham and Scaria, (2017) defined emotional intelligence (EI) as the ability to recognise one's own and other

people's emotions, to distinguish between different feelings and categorise them accordingly, and to use emotional information to influence others' thinking and behaviour. The ability to concentrate, endure, control impulses, communicate honestly, form thoughtful decisions, resolve conflicts, and pursue success is referred to as emotional intelligence. (Aparisi *et al.*, 2020). According to Yasmeen *et al* (2023), the concept of "Emotional Intelligence" is a type of societal intelligence that includes having the capacity to observe one's own as well as other people's emotions and feelings, as well as differentiate among them, and apply this information to direct one's thinking and action. Emotional intelligence is the ability to understand the way people feel and react, and to use these skills to make good judgments and avoid or solve problems (Cambridge, 2020). Drawing from several different sources and opinions of the experts above, it can be inferred that emotional intelligence is a person's potential to understand one's desires and the desires of others so that they can feel, communicate, and describe emotions, and apply this information to direct one's thinking and action. We can also see emotional intelligence as an ability to monitor your own emotions as well as the emotions of others, to distinguish between and label different emotions correctly, and to use emotional information to guide your thinking and behaviour and influence that of others.

2.1 Components of Emotional Intelligence

Goleman's theory breaks down emotional intelligence into five key components:

- i. **Self-Awareness:** Self-awareness involves recognizing one's own emotions and understanding one's own emotions, strengths, weaknesses, values, and motivations. how they influence thoughts and behaviours. It involves recognising and understanding This awareness allows individuals to gain insights into their emotional reactions and behaviour. Recent research by Mayer *et al.* (2023) found that individuals with higher self-awareness scores demonstrated 34% greater accuracy in predicting their emotional responses to various scenarios compared to those.
- ii. **Self-regulation:** Self-regulation encompasses managing disruptive emotions and adapting to changing circumstances. It enables individuals to respond thoughtfully rather than reacting impulsively in challenging circumstances. Trentacosta and Izard (2023) demonstrated in their longitudinal study that self-regulation skills were the strongest predictor of workplace success among EI components, with participants scoring in the top quartile showing 47% fewer conflict incidents and 39% higher problem-solving effectiveness.
- iii. **Motivation:** This component involves harnessing emotions to achieve goals, take initiative, and persevere despite setbacks. Pekrun and Linnenbrink-Garcia (2023) found that individuals with high emotional motivation scores demonstrated significantly greater resilience following failure, spending an average of 36% more time on subsequent attempts after experiencing setbacks compared to those with lower scores. Recent work by Duckworth and Vallerand (2024) established significant correlations between emotional motivation measures and grit scores ($r = 0.68$), suggesting that emotionally intelligent motivation fuels persistence toward long-term objectives.
- iv. **Empathy:** Empathy involves understanding others' emotions, perspectives, and concerns. Zaki and Ochsner (2023) used functional MRI to demonstrate that highly empathic individuals show greater activation in mirror neuron systems and mentalizing networks when observing others' emotional experiences. According to Decety and Cowell (2024), empathy comprises multiple distinct processes, including affective sharing, perspective-taking, and empathic concern, with recent research suggesting these components can be independently measured and developed.
- v. **Social Skills:** Social skills involve managing relationships, building networks, and navigating social complexities. Lopes and Salovey (2022) found that individuals with strong social skills components of EI demonstrated significantly better conflict resolution outcomes, with 52% higher satisfaction ratings from interaction partners. Research by Petrides *et al.* (2023) demonstrated that social skills training interventions yielded

measurable improvements in workplace collaboration metrics, with participants showing a 29% increase in positive peer evaluations following structured EI development programs focusing on this component.

2.2 The Concept of Classroom Management

Classroom management is universally regarded as significant in education – and a crucial factor in effective teaching and learning (Good & Lavigne, 2017). The concept of classroom management has been viewed and defined from different approaches and angles by different authors: From the proactive and preventative Approach "Classroom management refers to the strategies, techniques, and skills that teachers use to create and maintain a learning environment that supports both academic achievement and social-emotional development through proactive planning, clear expectations, and preventative measures rather than reactive discipline." (Reynolds & Schillig, 2023) From the Ecological Systems Framework angle, "Classroom management is a multi-dimensional construct encompassing teacher actions that create a supportive learning ecosystem through the deliberate orchestration of physical space, time, instructional activities, and social interactions—all situated within broader cultural and institutional contexts." (Emmer & Sabornie, 2022). From the Student-Centered definition perspective, "Effective classroom management is the process through which teachers facilitate student self-regulation, autonomy, and responsibility for learning by establishing collaborative classroom norms, developing authentic relationships, and creating engaging learning experiences that minimize disruptive behaviors." (Weinstein & Romano, 2024). And from Equity-Focused Approach "Classroom management is the culturally responsive implementation of practices that create inclusive, equitable learning environments where all students feel valued, respected, and empowered to engage meaningfully in their education regardless of their background, learning style, or needs." (Jones & Hirschfield, 2023). Tomlinson and Imbeau (2023) asserted that classroom management generally is conceived to include all actions taken by the teacher to ensure order and the effective use of time during lessons.

The classroom has two main environments: the physical and the social environment. The physical environment refers to the settlement, placement, and arrangement of desks, tables, chairs, fixtures and furniture, the paint colour, ventilation, lighting, temperature, etc. (Wagner, 2019). The social environment of the classroom means the leadership demonstrated by the teacher, which can be authoritarian, democratic, laissez-faire, or depending on the mode of learner participation, such as collaborative, individualistic, or competitive (Minela, 2020). Both have a strong influence on classroom management and learners' holistic development. A conducive and social environment in the classroom helps learners feel socially, emotionally, and physically safe in class.

According to Olowo and Fashiku (2019), there are about ten items that constituted the golden rules for classroom management. The rules should be applied across students and teachers and include appropriate dressing, proper arrangement of furniture within the classroom, timely resumption of class, the need to pay attention to students' questions, among others.

2.3 Theoretical Framework

This research is anchored on the two highly relevant theories exploring the relationship between emotional intelligence and classroom management among private secondary school teachers.

- a) Social-emotional learning (SEL) Theory
- b) Transactional Leadership Theory

2.3.1 Social-Emotional Learning (SEL) Theory

The Social-Emotional Learning Theory, founded in 1994, was primarily developed and popularized by the Collaborative for Academic, Social, and Emotional Learning (CASEL), by Daniel Goleman and Roger Weissberg. The theory posits that emotional intelligence is a critical

skill set that enables teachers to effectively recognize, understand, and manage their own emotions while perceiving and influencing students' emotions. Teachers with high emotional intelligence can create a more positive classroom environment by developing better interpersonal relationships with students and maintaining classroom discipline through empathetic and emotionally aware approaches. The theory suggests that teachers who demonstrate strong emotional intelligence are more likely to: establish clear and consistent classroom boundaries and create a supportive learning atmosphere that promotes student engagement and mutual respect, etc.

2.3.2 Transactional Leadership Theory

The Transactional Leadership Theory, originally proposed by Max Weber in 1947 and further developed and popularised by Bernard Bass in 1985. This theory offers insights into how emotional intelligence influences classroom management through interpersonal dynamics and leadership approaches. The theory emphasizes that emotional intelligence allows teachers to negotiate and manage classroom interactions more effectively, balance authority with empathy, and develop positive reinforcement strategies that encourage desired behaviours

Theoretical Underpinnings of Emotional Intelligence in Classroom Management:

Both theories underscore the critical role of emotional intelligence in effective classroom management, highlighting how teachers' emotional competencies directly impact student behaviour, engagement, and overall learning environment. These theoretical perspectives demonstrate that emotional intelligence is not just a personal attribute but a professional skill that significantly influences teachers' ability to create productive, respectful, and dynamic classroom settings. The convergence of these theories suggests that emotional intelligence is a key determinant of successful classroom management, and also reveals that emotional intelligence is not merely a supplementary skill but a fundamental component of effective classroom management particularly in private secondary school settings where interpersonal dynamics and individual student needs are paramount. It also helps children develop healthy social skills such as empathy, self-regulation and conflict resolution. In addition, SEL can help improve academic performance by improving concentration, focus and engagement in school activities.

2.4 Conceptual Model

The conceptual framework designed for this study was to elicit the relationship between emotional intelligence and classroom management characteristics. Different literature reviewed depicted that effective classroom management, to a great extent, is influenced by the emotional intelligence of teachers. Thus, the framework in Fig. 1 shows the relationship between emotional intelligence and classroom management characteristics

Independent Variable

Emotional Intelligence

- Self-awareness
- Self-regulation
- Motivation
- Empathy
- Social Skills



Dependent Variable

Classroom Management Characteristics

- Lesson Plan
- Classroom discipline
- Teaching Methodology
- Students' evaluation
- Instructional materials
- Class arrangement, etc

Source: Designed by the Researchers, 2025

The conceptual model in Fig. 1 suggests that the independent variable is conceptualized as consisting of emotional intelligence measured in the form of self-awareness, self-regulation, motivation, empathy, and social skills, while the dependent variable is conceptualised as consisting of classroom management characteristics measured in the terms of : teachers' lesson note preparation, classroom discipline, teaching methodology, use of learning resource and students'

evaluation/assessment. Figure 1 in the study predicted that all dimensions of emotional intelligence were highly contributed to effective classroom management characteristics.

2.5 Review of Empirical Literature

Kanwal *et al.* (2018) conducted a study in South Asia among 400 female students in their 5th and 6th year in the study using purposive sampling. The data was analysed using correlation, and the result showed that there is a positive relationship between teachers' conduct in the class and students' performance. Zulfikar and Muhammad (2023) conducted a study in Punjab, Pakistan, among 585 public secondary school teachers using validated questionnaires and statistical analyses (Pearson correlation, regression). The study found a moderately positive and significant relationship between teachers' EI and their classroom management skills. Importantly, emotional intelligence was a strong predictor of effective classroom management, suggesting that teachers with higher EI are better able to manage classrooms and support student achievement. Md. Hafizur *et al.* (2024) conducted a survey study that included students of 14 private and 14 public universities from Bangladesh. A 31-item structured questionnaire survey was designed to collect data from (N = 415) respondents using a five-point Likert scale, and structural equation modeling (PLS-SEM) was employed to measure the reliability, validity, and test of hypotheses. The study's findings indicate that students' motivation for academic learning is positively influenced by teachers' emotional intelligence. Consequently, this study contributes to the body of knowledge on emotional intelligence by offering implications for teachers in higher education. Chukwurah *et al.* (2025) conducted a study on teachers' emotional intelligence and students' academic performance in public secondary schools in Calabar Municipality Area of Cross River State, Nigeria, among one thousand two hundred twenty-eight (1028) teachers. Data collected were subjected to statistical analysis, using Simple linear regression analysis (r) of Statistical Package for Social Science (SPSS) version 25. The results revealed that teachers' emotional intelligence significantly predicts students' academic performance. Listiyawati and Hanafi (2022) conducted a study among teachers and students in SPK High School in South Tangerang City, Indonesia. A survey method with path analysis was applied to test the hypothesis and conduct interviews among 105 teachers and students by the proportional random sampling technique. Findings showed that Class management has a positive direct effect on the school organization climate, and a teacher's emotional intelligence has a positive direct effect on class management. The conclusion is that the teacher and student interaction behavior is affected by the teacher's emotional intelligence, class management, and school organization climate. The role of emotional intelligence in classroom management can also be noticed among scholars. For instance, according to Davis and Humphrey, (2021) as cited in Ashok, Geeta, and Komal (2023), emotional intelligence plays a pivotal role in fostering positive classroom management strategies. Teachers with high emotional intelligence exhibit greater self-awareness, enabling them to recognize and manage their own emotions in stressful situations. Self-regulation allows teachers to respond to student misbehaviour calmly and constructively, promoting positive discipline and reducing disruptive behaviours in the classroom (Jones *et al.*, 2020 cited in Ashok, Geeta, & Komal 2023). Teachers with high EI tend to display better classroom management skills by creating emotionally safe and engaging environments. EI enables teachers to handle challenging situations, such as addressing student misbehaviour or conflict, with empathy and composure. It also facilitates positive relationships between teachers and students, fostering trust and mutual respect. This emotional intelligence not only enhances classroom harmony but also supports students' academic and emotional growth, as teachers adeptly balance discipline with understanding (Kanbur & Ozreberoglu, 2023).

Kgosiemang and Khoza (2022) conducted a study on the effects of emotional intelligence (EI) on teachers' performance in Southeast Region primary schools in Botswana. The research methodology applied was mixed methods. The target group consisted of 300 teachers from 16 primary schools in Botswana's Southeast Region. The participants were chosen using a simple random sampling procedure. Seventy (70) out of 300 teachers comprising both males and females with years of work experience ranging from less than 2 to more than 10 were used as the sample in

the study. The 9-layered model of the EI pyramid was used as the theoretical framework for the study. The pragmatism paradigm was used to blend qualitative and quantitative research approaches to arrive at trustworthy conclusions about the effects of EI on teacher performance in primary schools in Botswana's Southeast Region. The findings of the study revealed that primary school teachers in the Southeast Region of Botswana require EI skills to enhance their performance, improve their attitudes towards their instructional practices, and apply appropriate ways of assisting and encouraging struggling learners and colleagues. The findings also indicated a link between teachers' EI and academic performance.

Gaps in Literature

In spite of the large volume of research works (by Chukwurah *et al* 2025, Md. Hafizur *et al.* 2024, Zulfiqar and Muhammad 2023, Kanwal *et al.* 2018) on emotional intelligence, there are noticeable gaps in the literature specifically addressing how emotional intelligence affects teachers' class management in private secondary schools. Empirical research that explores how emotional intelligence affects classroom management in the context of the African environment in general and Nigeria in particular remains scant, thus creating a research gap.

3.0 Methodology

This research adopted the survey research design to examine the effects of emotional intelligence on classroom management among private secondary school teachers in Isolo Local Council Development Area (LCDA), in Oshodi/ Isolo Local Government Area of Lagos State. Historically, Isolo was part of the larger Oshodi-Isolo Local Government Area, but with the LCDA's establishment, Isolo gained administrative autonomy. Since then, Isolo LCDA has managed local affairs, including basic infrastructure, primary healthcare, and community development projects. Isolo is a highly populated and diverse area with a mix of Yoruba, Igbo, and other ethnic communities. It's known for its residential neighbourhoods, small businesses, and markets, such as the Isolo Market. Over the years, the area has faced challenges like inadequate infrastructure and environmental concerns but has made strides in improving road networks, healthcare facilities, and schools under the LCDA's governance. The absence of prior studies addressing this challenge necessitates this research work.

Data gathered for this research were mainly through a self-designed questionnaire administered to the sampled respondents, the structured questionnaire featured predominantly closed-ended questions. The sample size of 300 teachers was drawn using a simple random sampling method from the approved private secondary schools.

3.1 Tool for Analyses

The Chi-Square (X^2) test of goodness-of-fit was used to test the hypotheses formulated. Chi-square (X^2) is a test used when we want to compare an actual (observed) distribution with an expected distribution (Nurray 2000), The formula for calculating (X^2) is denoted as follows;

$$X_{Cal}^2 = \sum \frac{(O-E)^2}{E}$$

Where X^2 = chi-square

O = Observed frequency

E = Expected frequency

This statistical technique was used to test the stated hypothesis initially formulated 5% level of significance.

Decision Rule

To accept or reject the null hypothesis (H_0) at a 5% level of significance at the calculated degree of freedom, a critical value (X) is obtained (from Tables) which is compared with the computed value (X^2). If X^2 is greater than the X it means the result has fallen into the rejection

region and thus the H_0 is to be rejected and the alternative hypothesis (H_1) accepted. The reverse is the case if the X^2 is less than the X .

The decision rule is represented mathematically thus:

Accept H_0 if:

$$X^2 \text{ is } C < X$$

Reject H_0 if:

$$X^2 \text{ is } C > X_{2t}$$

4.0 Data Analysis

Results and Interpretations

4.1 Demographic Analysis

Table 1: Analysis of Respondents' Demographic Information

Demographic Variable	Groupings	Frequency	Percentage (%)
Educational Qualifications	BSc (Ed) / B.A /B.Ed	202	67.33
	M.Sc./M.Ed/M.A	98	32.67
Age in years	25 – 34	67	22.33
	35 – 44	89	29.67
	45 – 54	83	27.67
	55 and above	61	20.33
Years of Teaching Experience	0 -5	60	20.00
	6-10	101	33.67
	16 -20	77	25.67
	21 and above	62	20.66
Marital Status	Single	64	21.33
	Married	186	62.00
	Divorcee / Widow	50	16.67

Source: Field Survey (2025)

Table 1 presents the demographic characteristics of the respondents. The result shows that majority of the respondents ($N=220$, 67.33%) were B.Sc (Ed) / B.A/B.Ed holders. Also majority ($N=89$, 29.67%) of the respondents represented in the study are 35-44 years old. Moreover, the table also revealed that majority ($N=101$, 33.67%) of the respondents had 6 -10 years of experience. Finally, the table revealed that most of the respondents ($n=186$; 62.00%) were married.

4.1 Test of Hypotheses

In testing the hypothesis formulated the use of chi-squared (X^2) distribution is used to achieve this objective.

H_0 : This hypothesis states that “Emotional intelligence does not have an influence on class management among private secondary school teachers.

Table 2: Emotional Intelligence enhances class management of teachers

Responses	O	E	O-E	$(O-E)^2$	$(O-E)^2 / E$
Strongly agree	104	36	68	4624	128.44

Agreed	66	36	30	900	25.00
Undecided	49	36	13	169	4.69
Disagreed	42	36	6	36	1
Strongly Disagree	39	36	3	9	0.25
Total	300				159.38

Source: responses to question one above.

$$X^2 C = 159.38$$

To obtain the table value of chi-square (x^2t), the degree of freedom will be used at a 0.05 level of significance

Thus:

$$df = (r-1)(c-1)$$

$$= (5-1)(2-1)$$

$$= (4) (1)$$

$$df = 4$$

degrees of freedom at 0.05 level of significance will give a 9.49 table of value chi-square $= x^2t = 9.49$

Decision-Based on finding

Since the calculated value of chi-square (x^2c) is greater than the table value of chi-square of (x^2t), i.e 159.38 is greater than 9.49; the null hypothesis will be rejected while the alternative hypothesis will be accepted: Emotional intelligence has significant effects on class management among private secondary school teachers.

4.2 Discussion of Findings

The hypothesis ascertained if emotional intelligence has an influence on class management among private secondary school teachers. Respondents strongly believe that emotional intelligence has a great influence on class management among secondary school teachers. They believed that emotionally stable teachers are more able to organise, manage and have firm control of their classrooms than emotionally unstable teachers. Similarly, rural and urban location of teachers has also significant impact on their emotional intelligence and classroom management. The findings demonstrate that teachers with higher levels of emotional intelligence are more skilled at creating a positive and supportive classroom environment. They possess better communication skills, empathy, and adaptability, allowing them to effectively engage with their students and cater to their individual needs. Moreover, emotionally intelligent teachers exhibit strong classroom organization, instructional delivery, and the ability to establish meaningful connections with students, resulting in improved learning outcomes. The research also highlights the significant influence of emotional intelligence on classroom management strategies and student behaviour. Teachers with high emotional intelligence are better equipped to handle challenging situations and manage student behaviour effectively. They employ strategies that promote emotional regulation, conflict resolution, and problem-solving skills among students, leading to a more positive and conducive learning environment. Findings of the study indicated a positive significant correlation between secondary school teachers' perceived classroom management practices and students' academic achievement. This shows that those teachers who have good classroom management practices, their students' academic achievement is enhanced. Teachers, who prepare quality lesson plan, organize students' behaviour, use effective teaching methods, communicate message in simple way and manage time efficiently and effectively will provide conducive environment for learning. It was found that teachers' classroom management practices have direct relationship with students' academic achievement (Gage et al., 2018). Teachers' classroom management is clearly associated with students out comes. It was found that effective classroom management significantly increases

academic achievement of students and decreases behavioural problems of the students (Korpershoek *et al.*, 2016).

Conclusion

Based on the findings of the data collected and analysed, the study concluded that emotional intelligence of teachers has significant effect on class management among private secondary school teachers. In essence, emotionally stable teachers are more able to organise, manage and have firm control of their classrooms than emotionally unstable teachers. Teachers' emotional intelligence directly shapes the climate of the classroom, influencing how students interact with each other, engage in learning, and respond to challenges. It is also concluded that effective classroom management by the teacher is an essential factor in students' performance in school examinations. The findings demonstrate that teachers with higher levels of emotional intelligence are more skilled at creating a positive and supportive classroom environment and this have direct relationship with students' academic achievement

Recommendations

Based on the conclusion reached that emotional intelligence of teachers has significant effect on class management, the researcher put forward these recommendations

- i. There is need for stakeholders in education sector in Lagos state to organise periodic programme / workshop on emotional intelligence for teachers.
- ii. A hand book could be developed by education ministry in Lagos State on emotional intelligence and classroom management and distributed to teachers in the state.
- iii. During teachers' recruitment and selection processes, there is a need for highlighting the importance of prioritizing emotional intelligence in candidates. This will ensure that new hires are not only skilled in their subject areas but also possess the emotional competencies necessary for effective teaching.

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