

Effect of Teachers' Emotional Intelligence on School Climate at Secondary School Level

Nida Iram*

Abstract

This research study aimed to explore the effect of secondary school teachers' emotional intelligence on school climate and to calculate the effect among each component of teachers' emotional intelligence on components of school climate. This study was quantitative in nature using a causal-comparative design. The population of study was based in female teachers at public secondary schools of Lahore. A total of 120 female teachers from 30 schools had participated in study. The researcher had used simple and multiple linear regression and two questionnaires to investigate the cause and effect among teachers' emotional intelligence and school climate. One questionnaire was adapted i.e., "Social Emotional Teacher Rating Scale (SETRC) and the second was developed by the researcher herself on school climate in the light of literature. The descriptive statistical techniques were used for data analysis such as mean, standard deviation and Inferential statistics correlation, simple linear regression and Cronbach alpha. The results depicted strong & significant effect of teachers' emotional intelligence on school climate with some exceptions. The modern education systems are changing rapidly and it is need of hour to shift the paradigm from traditional approach for teaching towards high emotional intelligence skilled teaching approach. This study will broaden the literature and knowledge on these emerging constructs: teachers' emotional intelligence and school climate. Further, the study will be helpful for the educational administrators to understand the importance of high emotional intelligence in teachers and it's significant role to improve the school climate.

Keywords: Teachers' emotional intelligence, school climate, secondary school.

*PhD Education, Finland, Email: nidawaqas225@gmail.com

Introduction

Education is fundamental to growth and development in modern world. It is a process to transform the instinctive behavior to human behavior in a person. The importance of education in the life, from every aspect, cannot be neglected by anyone. The education enhances feeling of well-being and unique life standard in a person. For this, the most important formal center of education is school that creates stimulating, positive and pleasant environment for students to enhance their knowledge, academic excellence, and psychological behavior. The quality and standard of education system is vastly dependent of teachers and type of surrounding environment in schools. The teachers have great responsibility to structure the career of students. The responsibilities and demand of teachers have been changed significantly in recent years.

The school climate plays a vital role in education institutions. A sustainable and positive school climate promotes development of youth and learning requirements for a dynamic and constructive society. In study conducted by Goleman (2004), the school climate is established by school leader. It determines the tone of engagement within the schools. The foundation of individual's attitude, behavior and group norms will depend on how they perceive their school climate.

Allred (2014) describe that a school climate is considered as safe and caring where students feel that they are positively connected to others. They have feelings that they are respected, performing meaningful work, and have satisfaction that what they are doing, they are good at it. The climate of school is a group phenomenon that represents the goals, values and norms of school community. The development of school climate is dependent on ways in which school staff, students and parents experience the school life.

Fidan and Ozturk (2015) presented that the climate of School is one of the significant factors determining educational achievement. The expression of emotions is central in students' and teachers' effective participation in classroom. The school climate is the witness of the all-emotional activities that practices in school premises. The school climate is defined as:

- a. School climate is based on a set of internal characteristics that influences the behaviors of its stakeholders and differentiates one school from others (Hoy & Hannum, 1997).
- b. School climate is basically the prevailing school atmosphere which is created by the teachers and affects how the teachers and learners perceive their school (Cohen & Geier 2010).
- c. School climate is comprising of specific patterns, based on experience of people about school life and it reflects the norms, values, goals, teaching & learning practices, interpersonal relationships and structure of organization (National

school climate council, 2007).

Pugazhenthii and Srinivasan (2018) presented that to have a high efficiency in teaching a teacher must have the emotional intelligence skills and strategies. These help a teacher to play his/her role clearly to build healthy school climate. The school climate helps teachers to understand the values and their role.

Literature Review

The value of a positive and supportive school climate cannot be ignored. Each element of the school, from the physical structure to course schedule, contributed to the school climate. Altogether teachers, students, other personnel & facilitators, and related stakeholders build climate of the school. Ideally, school climate allows students to feel free, easy to share and give opinions. Teacher also takes decisions and work in a team for the betterment of school climate. The school climate supports in teaching and learning challenges, knowing that failure in any field is not be ridiculed (Freiberg, 1999).

Teaching & learning is a vital dimension of school climate. Numerous research studies have shown that there is a direct relation of school climate with academic achievement of students (Fleming et al., 2005; Ma & Klinger, 2000; Stewart, 2008). The potential for academic achievement is increased when teachers encouraged the students to participate actively in the classroom (Ladd et al., 1999; Voelkl, 1995). Moreover, when teachers support students and maintain positive interaction with them, students are more likely to be engaged and behave appropriately in classroom (Skinner & Belmont, 1993).

Jennings and Greenberg (2009) presented that teacher with high emotional competence have significant participation towards a safe and healthy school climate. They presented that teachers with high emotional intelligence are capable of good communication among personals, have team building skills and support other. Slee and Skrzypiec (2016) also found that one most important predictor of school satisfaction was positive school climate, and it is affected by teachers' emotional intelligence.

Çetinkaya and Alparslan (2011) mentioned that emotional intelligence is an influencing factor in relationship skills. The teachers having social and emotional skills, can positively affect the school climate. In addition to that, the emotionally intelligent teachers have good skills of stress management which has positively affected on school climate, especially on controlling and improving the school matters and managing relationships in harmony.

Pugazhenthii and Srinivasan (2018) mentioned that to have a high efficiency in teaching, a teacher must have emotional intelligence skills and strategies. These help a teacher to play his/her role clearly to build healthy school climate. The ability of self-

awareness can support teachers to understand relationships between various emotions that their students may be feeling. The sense of understanding help teachers to understand the complex feelings being communicated by their students. Through this understanding the teachers can respond appropriately. It helps them to engage other students in all school activities.

There is a high-level relationship between emotional intelligence, intrapersonal skills and school climate, when the researchers discussed about intrapersonal and interpersonal intelligences (Goleman, 1995, 2011; İlknur&Şahin, 2018). Utilizing a model of emotional intelligence in the school is worth of the time and effort because it enhanced teachers' emotional intelligence, improved classroom learning environment and changed teachers' perceptions of school climate (Alam& Ahmad, 2018; Morton, 2014; Valente et al., 2020).

To manage their own emotions and the emotions of their student, teacher needs to act wisely. A teacher should know, how to respond the students' needs inside and outside of the classroom. Specifically, it involves the ability to monitor and reflect on emotions. To manage emotions in oneself and others, is very difficult. To attain emotional understanding of others is much more difficult specifically when it deals with students who are not much matured and sensitive as well that makes the duty of teachers very tough. To know the cause and consequences of behavior, teacher needs to take step very carefully because any rude behavior of teacher can make a student feel guilty and it may possible that next time, he/she will not share his/her problem or feelings with teacher.

Emotional intelligence and school climate

The ability to understand relationships among various emotions and perceive the causes and consequences of those emotions is not so easy, but experienced teachers may able to do so easily. Additionally, teachers' abilities to effectively use emotional understanding to monitor their classrooms for students' emotions and relationship with other stakeholder of school, can be extremely useful for a healthy and positive school climate (Jennings & Greenberg 2009).

This research doesn't seek to prove that there is only one way to improve the teaching and learning process by having an emotionally strong teacher and positive school climate. Of course, there are also other factors that influence this process. Despite all this, it is not possible to ignore the importance of an emotionally strong teacher and a health school climate that could lead towards success. A strong link has been established between emotional intelligence, success and positive classroom environment by extensive research work on emotional intelligence and classroom management. The ability to perceive and understand other's emotions as well as understand and manage emotions in

oneself can be built by emotional intelligence and positive classroom environment (Donkor, 2013; Meyer & turner, 2006; Swift, 2018;).

Statement of the Problem

The importance of emotional intelligence has been considered by various researchers, and they acknowledged the importance of emotional intelligence on people and living environment associated with people (Cherniss & Goleman, 2001; Goleman, 1995, 2004, 2011; Klem and Connell, 2004; Mayer et al., 2008; Mayer & Salovey, 1997; Morton, 2014). The recent research studies also embrace and support the importance of emotional intelligence in teachers and its effect on students and school climate (Alam & Ahmad, 2018; Dolev & Leshem, 2016; Valente et al., 2020; Vesely-Maillefer & Saklofske, 2018).

But current literature does not cover that what is the effect of teachers' emotional intelligence on school climate, specifically at secondary level school of Pakistan. There is few research on this topic, with respect to these constructs: teachers' emotional intelligence and school climate in Pakistan.

Despite 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.

Keeping in view 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 cause-and-effect study between these constructs at secondary school level.

Objectives of the Study

The researcher aims to accomplish following research objectives in this research study:

1. To determine the effect of secondary school teachers' emotional intelligence on school climate.
2. To determine the effect among components of teachers' emotional intelligence on components of school climate.

Hypothesis of the Study

By considering the research objectives the following will be hypotheses of the study:

H₀₁: There is no significant effect of teachers' emotional intelligence on school climate at secondary school level.

H₀₂: There is no significant effect among components of teachers' emotional intelligence on components of school climate.

Nature and Design of Study

This study is quantitative in nature using a causal comparative design. In this type of research, the investigator attempts to determine the cause and effect of difference that already exists between or among groups (Creswell,2013). In this current research, causal comparative research design attempts to establish cause and effect among teachers' emotional intelligence and school climate at secondary school level.

Population

The population of the study is comprised of female teachers at Government secondary schools of Lahore, Punjab.

Sample and Sampling Technique

According to school education department, Government of the Punjab (2020), data available on their website, there are 333 secondary schools in Lahore district. Out of these 333 secondary schools, there are 180 female secondary schools in Lahore district. Target population was comprised on female teachers in secondary schools from Lahore district. A sample of 30 schools was taken from the population, using simple random sampling technique. The sample size was delimited to female secondary schools of Lahore district due to rapid spread of COVID-19 pandemic and restrictions imposed by Govt. of Pakistan.

Instrumentation

There were two questionnaires which used to investigate the cause and effect among teachers' emotional intelligence and school climate. The first questionnaire was adapted i.e. Social Emotional Teacher Rating Scale (SETRC) and the second questionnaire was developed by the researcher herself in the light of literature.

Social Emotional Teacher Rating Scale (SETRC) was developed by Tom (2012). In this study, five Emotional competencies were used i.e., Self-awareness, Self-management, social awareness, Relationship skills and decision making.

The second questionnaire was developed by researcher, after reviewing comprehensive literature. The literature highlights various main indicators for school climate that could affect the quality and character of school life. In this study, six school climate factors were used i.e., Role clarity, Planning and decision making, Innovation, Teamwork & support, Communication and environment & safety.

Reliability and Validity of the Instruments

The validity of instruments was ensured by taking opinion of at least three experts and then piloted on an adequate sample of female secondary school teachers to ensure reliability. The reliability of questionnaire was investigated using Cronbach Alpha. The

Cronbach Alpha reliability value for the instrument of SETRS was .85 and the reliability value for the instrument SCRS was .89 which was very good. Based on these values instrument was acceptable to use in the actual study.

Data Collection

The researcher had personally visited the schools for data collection. Data was collected from secondary school teachers by administering the research instruments. After getting official permission from the head teachers, questionnaires were distributed among the randomly selected teachers. The purpose of the study and confidentiality of the data was explained briefly to the teachers and students not only verbally but also in written form.

Data Analysis

The collected data were analyzed by using the Statistical Package for the Social Sciences (SPSS) advanced version. Descriptive statistical techniques such as mean, standard deviation and inferential statistics, independent sample t-test, correlation, simple linear regression, multiple regression, reliability and Cronbach alpha and one-way ANOVA were used to analyze the data of the study.

Results and Discussion

The summary of data is presented and discussed in following section.

Table 1

Effect of teachers' Emotional Intelligence (EI): Self-Awareness on factors of School Climate

		B	SE	B
Model 1	(Constant)	4.621	.363	
Effect of teachers' self-awareness on teachers' role clarity.	Teacher EI: Self-Awareness	.186	.089	.143
	R^2			.014
	ΔR^2			.063
	F			4.356*
Model 2	(Constant)	4.651	.372	
Effect of teachers' self-awareness on teachers' communication in school.	Teacher EI: Self-Awareness	.167	.091	.126
	R^2			.012
	ΔR^2			.092
	F			9.88*
Model 3	(Constant)	4.591	.413	
Effect of teachers' self-awareness on teachers' planning and decision making.	Teacher EI: Self-Awareness	.173	.101	.117
	R^2			.014
	ΔR^2			.002
	F			.089
Model 4	(Constant)	4.521	.375	
Effect of teachers' self-awareness on teachers' learning and innovation in school	Teacher EI: Self-Awareness	.174	.092	.130
	R^2			.0361
	ΔR^2			.028
	F			5.20*

Model 5	(Constant)	4.762	.360	
Effect of teachers' self-awareness on teachers' teamwork and support in school.	Teacher EI: Self-Awareness	.154	.088	.120
	R^2			.027
	ΔR^2			.011
	F			5.50*
Model 6	(Constant)	4.610	.386	
Effect of teachers' self-awareness on environment and safety in school	Teacher EI: Self-Awareness	.226	.095	.192
	R^2			.041
	ΔR^2			.038
	F			6.32*

A linear regression was applied to measure the effect of teachers' self-awareness on components of school climate and results are presented in Table 1. The Model 1 shows that teachers' self-awareness is strong predictor of teachers' role ($p < .05$) and indicates that 1.4% of variance in role clarity was explained by the teachers' self-awareness. Model 2 shows that teachers' self-awareness is strong predictor of teachers' communication in school ($p < .05$) and indicates that 1.2% of variance of communication in school was explained by the teachers' self-awareness. Model 3 presents that teachers' self-awareness is not a strong predictor of teachers' planning and decision making ($p > .05$). Model 4 presents that teachers' self-awareness is strong predictor of teachers' learning and innovation in school ($p < .05$) and indicates that 3.6% of variance of teachers' learning and innovation in school was explained by the teachers' self-awareness. Model 5 shows that teachers' self-awareness is strong predictor of teachers' teamwork and support in school ($p < .05$) and indicates that 2.7% of variance of teachers' teamwork and support was explained by the teachers' self-awareness. Model 6 shows that teachers' self-awareness is strong predictor of environment and safety in school ($p < .05$) and indicates that 4.1% of variance of environment and safety was explained by the teachers' self-awareness.

Table 2

Effect of teachers' Emotional Intelligence (EI): Self-Management on factors of School Climate.

		B	SE	B
Model 1	(Constant)	4.293	.375	
Effect of teachers' self-management on teachers' role clarity.	Teacher EI: Self-Management	.307	.094	.279
	R^2			.046
	ΔR^2			.032
	F			5.39*
Model 2	(Constant)	4.518	.382	
Effect of teachers' self-management on teachers' communication in school.	Teacher EI: Self-Management	.437	.096	.398
	R^2			.045
	ΔR^2			.038
	F			5.87*
Model 3	(Constant)	4.418	.424	
Effect of teachers' self-	Teacher EI: Self-Management	.033	.107	.024

Effect of Teachers' Emotional Intelligence on School Climate at Secondary School Level 26

management on teachers'	R^2	.014
planning and decision	ΔR^2	.011
making.	F	.32

Model 4	(Constant)	4.059	.387	
Effect of teachers' self-management on teachers' learning and innovation in school.	Teacher EI: Self-Management	.261	.097	.198
	R^2			.116
	ΔR^2			.086
	F			.043*
Model 5	(Constant)	4.393	.371	
Effect of teachers' self-management on teamwork and support in school.	Teacher EI: Self-Management	.263	.093	.247
	R^2			.055
	ΔR^2			.036
	F			.5.66*
Model 6	(Constant)	4.364	.397	
Effect of teachers' self-management on environment and safety in school.	Teacher EI: Self-Management	.467	.100	.358
	R^2			.044
	ΔR^2			.041
	F			4.87*

A linear regression was applied to measure the effect of teachers' self-management on components of school climate and results are presented in Table 2. The Model 1 shows that teachers' self-management is strong predictor of teachers' role clarity ($p < .05$) and indicates that 4.6% of variance of teachers' role clarity was explained by teachers' self-management. Model 2 shows that teachers' self-management is strong predictor of teachers' teachers' communication in school ($p < .05$) and indicates that 4.5% of variance of teachers' communication in school was explained by the teachers' self-management. Model 3 presents that teachers' self-awareness is not a strong predictor of teachers' planning and decision making ($p > .05$). Model 4 presents that teachers' self-management is strong predictor of teachers' learning and innovation in school ($p < .05$) and indicates that 11.6% of variance of teachers' learning and innovation in school was explained by the teachers' self-management. Model 5 shows that teachers' self-management is strong predictor of teamwork and support in school ($p < .05$) and indicates that 5.5% of variance of teamwork and support in school was explained by the teachers' self-management. Model 6 shows that teachers' self-management is strong predictor of environment and safety in school ($p < .05$) and indicates that 4.4% of variance of communication in school was explained by the teachers' self-management.

Table 3

Effect of teachers' Emotional Intelligence (EI): Social-Awareness on factors of School Climate.

		B	SE	B
Model 1	(Constant)	4.272	.419	
Effect of teachers' social-awareness on teachers' role clarity.	Teacher EI: Social-Awareness	.355	.103	.326
	R^2			.087
	ΔR^2			.065
	F			5.29*

Model 2	(Constant)	4.595	.426	
Effect of teachers' social-awareness on teachers' communication in school.	Teacher EI: Social-Awareness	.354	.105	.301
	R^2			.059
	ΔR^2			.034
	F			5.3*
Model 3	(Constant)	4.682	.472	
Effect of teachers' social-awareness on teachers' planning and decision making.	Teacher EI: Social-Awareness	.196	.117	.116
	R^2			.013
	ΔR^2			.009
	F			4.93
Model 4	(Constant)	4.539	.429	
Effect of teachers' social-awareness on teachers' learning and innovation in school.	Teacher EI: Social-Awareness	.180	.106	.117
	R^2			.047
	ΔR^2			.025
	F			5.89*
Model 5	(Constant)	4.649	.413	
Effect of teachers' social-awareness on teachers' teamwork and support.	Teacher EI: Social-Awareness	.226	.102	.285
	R^2			.105
	ΔR^2			.092
	F			6.21*
Model 6	(Constant)	4.637	.441	
Effect of teachers' social-awareness on environment and safety in school.	Teacher EI: Social-Awareness	.234	.109	.185
	R^2			.109
	ΔR^2			.082
	F			6.9*

A linear regression was applied to measure the effect of teachers' social-awareness on components of school climate and results are presented in Table 3. The Model 1 shows that teachers' social-awareness is strong predictor of teachers' role clarity ($p < .05$) and indicates that 8.7% of variance of teachers' role clarity was explained by the teachers' social-awareness. Model 2 shows that teachers' social-awareness is strong predictor of teachers' communication in school ($p < .05$) and indicates that 5.9% of variance of communication in school was explained by the teachers' social-awareness. Model 3 shows that teachers' social-awareness is not a strong predictor of teachers' planning and decision making ($p > .05$). Model 4 presents that teachers' social-awareness is strong predictor of teachers' learning and innovation ($p < .05$) and indicates that 4.7% of variance of teachers' learning and innovation was explained by the teachers' social-awareness. Model 5 shows that teachers' social-awareness is strong predictor of teachers' teamwork and support ($p < .05$) and indicates that 10.5% of variance of teachers' teamwork and support was explained by the teachers' social-awareness. Model 6 shows that teachers' social-awareness is strong predictor of environment and safety in school. ($p < .05$) and indicates that 10.9% of variance of environment and safety in school was explained by the teachers' social-awareness.

Table 4
Effect of teachers' Emotional Intelligence (EI): Relationship-Skills on factors of School Climate.

		B	SE	B
Model 1	(Constant)	4.235	.399	
Effect of teachers' relationship-skills on teachers' role clarity.	Teacher EI: Relationship-Skills	.292	.100	.164
	R^2			.148
	ΔR^2			.115
	F			4.8*
Model 2	(Constant)	4.496	.407	
Effect of teachers' relationship-skills on communication in school.	Teacher EI: Relationship-Skills	.230	.102	.189
	R^2			.126
	ΔR^2			.122
	F			6.1*
Model 3	(Constant)	4.491	.451	
Effect of teachers' relationship-skills on teachers' planning and decision making.	Teacher EI: Relationship-Skills	.250	.113	.192
	R^2			.118
	ΔR^2			.081
	F			5.32*
Model 4	(Constant)	4.443	.409	
Effect of teachers' relationship-skills on teachers' learning and innovation in school.	Teacher EI: Relationship-Skills	.157	.102	.106
	R^2			.112
	ΔR^2			.014
	F			4.98*
Model 5	(Constant)	3.453	.309	
Effect of teachers' relationship-skills on teachers' teamwork and support in school.	Teacher EI: Relationship-Skills	.356	.102	.213
	R^2			.193
	ΔR^2			.114
	F			5.84*
Model 6	(Constant)	4.321	.422	
Effect of teachers' relationship-skills on environment and safety in school.	Teacher EI: Relationship-Skills	.155	.105	.136
	R^2			.101
	ΔR^2			.078
	F			5.3*

A linear regression was applied to measure the effect of teachers' relationship-skills on components of school climate and results are presented in Table 4. The Model 1 shows that teachers' relationship-skills is strong predictor of teachers' role clarity ($p < .05$) and indicates that 14.8% of variance of teachers' role clarity was explained by the teachers' relationship-skills. Model 2 shows that teachers' relationship-skills is strong predictor of communication in school ($p < .05$) and indicates that 12.6% of variance of communication in school was explained by the teachers' relationship-skills. Model 3 presents that teachers' relationship-skills are strong predictor of teachers' planning and decision making ($p < .05$) and indicates that 11.8% of variance of teachers' planning and decision making was explained by the teachers' relationship-skills. Model 4 shows that teachers' relationship-skills are strong predictor of teachers' learning and innovation in

school ($p < .05$) and indicates that 11.2% of variance of learning and innovation in school was explained by the teachers' relationship-skills. Model 5 presents that teachers' relationship-skills are strong predictor of teachers' teamwork and support in school ($p < .05$) and indicates that 19.3% of variance of teamwork and support in school was explained by the teachers' relationship-skills. Model 6 show that teachers' relationship-skills are strong predictor of environment and safety in school ($p < .05$) and indicates that 10.1% of variance of environment and safety in school was explained by the teachers' relationship-skills.

Table 5

Effect of teachers' Emotional Intelligence (EI): Decision-Making Skills on factors of School Climate.

		B	SE	B
Model 1	(Constant)	4.719	.443	
Effect of teachers' decision-making skill on teachers' role clarity.	Teacher EI: Decision-Making Skill	.203	.105	.133
	R^2			.058
	ΔR^2			.028
	F			6.7*
Model 2	(Constant)	4.918	.451	
Effect of teachers' decision-making skill on teachers' communication in school.	Teacher EI: Decision-Making Skill	.225	.107	.144
	R^2			.021
	ΔR^2			.016
	F			.037*
Model 3	(Constant)	4.443	.504	
Effect of teachers' decision-making skill on teachers' planning and decision making.	Teacher EI: Decision-Making Skill	.131	.120	.076
	R^2			.034
	ΔR^2			.011
	F			5.1*
Model 4	(Constant)	4.265	.458	
Effect of teachers' decision-making skill on teachers' learning and innovation in school.	Teacher EI: Decision-Making Skill	.207	.109	.168
	R^2			.130
	ΔR^2			.124
	F			6.2*
Model 5	(Constant)	4.554	.440	
Effect of teachers' decision-making skill on teachers' teamwork and support in school.	Teacher EI: Decision-Making Skill	.098	.105	.065
	R^2			.004
	ΔR^2			.01
	F			0.348
Model 6	(Constant)	4.868	.468	
Effect of teachers' decision-making skill on environment and safety in school	Teacher EI: Decision-Making Skill	.184	.111	.114
	R^2			.073
	ΔR^2			.038
	F			5.9*

A linear regression was applied to measure the effect of teachers' decision-making skill on components of school climate and results are presented in Table 5. The Model 1 shows that teachers' decision-making skill are strong predictor of teachers' role clarity ($p < .05$) and indicates that 5.8% of variance of teachers' role clarity was explained by the decision-making skill. Model 2 shows that teachers' decision-making skill are strong predictor of teachers' communication in school ($p < .05$) and indicates that 2.1% of variance of teachers' communication in school was explained by the decision-making skill. Model 3 presents that teachers' decision-making skill is strong predictor of teachers' planning and decision making ($p < .05$) and indicates that 3.4% of variance of planning and decision making in school was explained by the decision-making skill. Model 4 shows that teachers' decision-making skill is strong predictor of teachers' learning and innovation in school ($p < .05$) and indicates that 13% of variance of teachers' learning and innovation in school was explained by the decision-making skill. Model 5 shows that teachers' decision-making skill are not a strong predictor of teachers' teamwork and support in school ($p > .05$). Model 6 shows that teachers' decision-making skill are strong predictor of environment and safety in school ($p < .05$) and indicates that 7.3% of variance of teachers' decision-making skill on environment and safety in school was explained by the decision-making skills.

Discussion

The research study results determined that there is a significant effect of teachers' emotional intelligence on school climate, by examining the effect among the components of these. The school climate is representation of quality of school life. The teachers are main resource of school whereas teaching and learning is an important dimension of school climate. It is also directly connected with academic achievement of students and progress of school. The individuals in classrooms and school have been affected by different components such as rules, human relations, communication patterns, norms, physical occasions, leadership styles like all other social and emotional environment. The relationship between teachers' emotional intelligence and school climate affects each component related to school life and its progress positively or negatively, so there is a big role of emotionally intelligent teacher to affect the school climate and make it healthy & successful for teaching and learning.

The teachers with high emotional intelligence understand their role and responsibilities, to constructively participate in school's mission and long-term goal. They have ability to regulate their emotions to build and maintain healthy relations with their colleagues, administration, students, and parents. The emotionally intelligent teachers actively perform to promote learning and innovation in school. They are good team players, encourage synergy among students as well as colleagues and have good communication

skills. In this way, teachers' emotional intelligence plays significance part to create a positive school climate. This also maximizes the opportunity for success in school.

This research outcome is also supported by other research studies that enlighten the important of teachers' emotional intelligence in positive school climate (Allred, 2014; Alred et al., 2016; Barile et al., 2011; Cohen, 2006; Darling-Hammond & Cook-Harvey, 2018; Delorenzo, 2011).

Conclusion

In the light of data analysis and findings of this research study, following conclusions were drawn. A simple and multiple linear regression was applied to measure the effect of teachers' emotional intelligence on school climate. As a result, a significant effect of teachers' emotional intelligence on school climate was found. Hence, Hypotheses 1 and 2 are rejected.

While examining the effect of teacher's emotional intelligence on school climate, the results depicted significant effect of most of components of emotional intelligence on most of components of school climate. There were four exceptions observed from results as 1) there is no significant effect of teachers' self-awareness on teachers' planning and decision making, 2) there is no significant effect of teachers' self-management on teachers' planning and decision making, 3) there is no significant effect of teachers' social awareness on teachers' planning and decision making, 4) there is no significant effect of teachers' decision-making skill on teachers' teamwork and support in school. Despite these exceptions, it is not possible to ignore the high significance of emotional intelligence on school climate. These exceptions might be because of the reason that the power of decision making is not in the hand of teachers, or they do not bother to take the responsibility of making decisions.

The researcher found that the emotional intelligence in teachers make them capable to think in a positive way or to work in a team to support the mission and vision of the school. It also enables them to think and act smartly. Teachers can really influence behavior of students. An emotional intelligent teacher knows how to make balance between personal and professional life. He/she knows how to priorities and balance workload that neither is neglected. Such kind of teachers effectively contribute to create a friendly, relax and favorable school climate where they positively support the progress of school and organization.

Recommendations

1. In this research study, the researcher had focused only secondary school teachers of Lahore, Punjab which was also limited to females only. It will be beneficial that future studies would focus on teachers at the elementary level as well as high school level, focusing both male and female teachers.
2. In this research study, the researcher had focused on secondary level teachers regardless of the subject taught. Future research could include a study into the emotional intelligence of teachers teaching specific subjects.
3. It is depicted from results of this study that teachers' emotional intelligence is vital to be kept in concern as it greatly effects the classroom learning environment. Hence, school administrators should plan emotional intelligence learning paths, program and workshops that would help teachers to make teaching and learning effective.
4. As findings showed that there is a great effect of teachers' emotional intelligence on classroom learning environment and school climate so teachers should understand & acknowledge the importance of emotional intelligence by actively participating in learning paths and professional trainings.

References

- Alam, A., & Ahmad, M. (2018). The role of teachers' emotional intelligence in enhancing student achievement. *Journal of Asia Business Studies*, 12(1), 31–43.
- Allred, A. D. M. (2014). *Principal Emotional Intelligence and Teacher Perceptions of School Climate in Middle Schools*. <https://core.ac.uk/download/pdf/301299308.pdf>
- Çetinkaya, Ö. & Alparslan, A. M. (2011). The effect of emotional intelligence on communication skills: An investigation on university students. Süleyman Demirel University, the *Journal of Faculty of Economics and Administrative Sciences*, 16(1), 363-377.
- Ceyda, G., & Sevinc, P. (2012). Determination of High Schools Organizational Climate. *Procedia - Social and Behavioral Sciences*, 46, 2947–2950.
- Cherniss, C., & Goleman, D. (2001). *The emotionally intelligent workplace*. San Francisco, CA: Jossey-Bass.
- Cohen, J., & Geier V. K. (2010). *School climate research summary: January 2010*. New York, NY: Center for Social and Emotional Education.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches (3rd ed.)*. Thousand Oaks, CA: Sage Publication.

- Dolev, N., & Leshem, S. (2016). Developing emotional intelligence competence among teachers. *Teacher Development*, 21(1), 21–39.
- Donkor, F. Y. (2013). *The Emotionally Intelligent Virtual Learning Environment (VLE): How it may be constructed from the perspective of secondary education*. <https://bura.brunel.ac.uk/bitstream/2438/8336/1/FulltextThesis.pdf>
- Fidan, T., & Oztürk, I. (2015). The Relationship of the Creativity of Public and Private School Teachers to their Intrinsic Motivation and the School Climate for Innovation. *Procedia - Social and Behavioral Sciences*, 195, 905–914.
- Fleming, C. B., Haggerty, K. P., Catalano, R. F., Harachi, T. W., Mazza, J. J., & Gruman, D. H. (2005). Do Social and Behavioral Characteristics Targeted by Preventive Interventions Predict Standardized Test Scores and Grades? *Journal of School Health*, 75(9), 342–349.
- Freiberg, H. J. (Ed.). (1999). *School climate: Measuring, improving and sustaining healthy learning environments*. Philadelphia, PA: Falmer Press.
- Goleman, D. (1995). Emotional Intelligence: Why it can matter more than IQ. Macmillan Audio.
- Goleman, D. (2004). What makes a leader? *Harvard Business Review*, 82(1), 82-91.
- Goleman, D. (2011). Leadership: The power of emotional intelligence. Northampton, MA: More than Sound LLC.
- Hoy, W. K., & Hannum, J. W. (1997). Middle school climate: An empirical assessment of organizational health and student achievement. *Educational Administration Quarterly*, 33(3), 290-311
- İlknur, D., & Şahin, S. (2018). Relationship Between Emotional Intelligence and Classroom Climate. *European Journal of Education Studies*, 4(4), 424–444.
- Jennings, P. A., & Greenberg, M. T. (2009). The pro social classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525.
- Klem, A. M., & Connell, J. P. (2004). Relationships Matter: Linking Teacher Support to Student Engagement and Achievement. *Journal of School Health*, 74(7), 262–273.
- Ladd, G. W., Birch, S. H., & Buhs, E. S. (1999). Children's social and scholastic lives in kindergarten: Related spheres of influence. *Child Development*, 70(6), 1373-1400.
- Ma, X., & Klinger, D. A. (2000). Hierarchical linear modeling of student and school effects on academic achievement. *Canadian Journal of Education*, 25, 41-55.

- Mayer, J. D., & Salovey, P. (1997) What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.) *Emotional development and emotional intelligence: Educational implications*. (pp.3-31) New York, NY: Basic Books.
- Mayer, J. D., Salovey, P., & Caruso, D. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15(3), 197-215.
- Meyer, D. K., & Turner, J. C. (2006). Re-conceptualizing emotion and motivation to learn in classroom contexts. *Educational Psychology Review*, 18(4), 377-390. <https://doi:10.1007/s10648-006-9032-1>
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New ability or eclectic traits? *American Psychologist*, 63(6), 503–517.
- Morton, C. L. (2014). *Exploring Teacher Emotional Intelligence and Its Impact on School Climate*. [Doctoral Dissertation, Kansas State University].
- National School Climate Council. (2007). *The School climate challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy*. www.schoolclimate.org/climate/policy.php
- Pugazhenth, P., & Srinivasan, P. (2018). Impact of teaching efficiency through emotional intelligence on the performance of B.ed teacher trainees. *Global Journal for Research Analysis. Education*, 7, 396–397.
- Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, 85(4), 571–581. <https://doi.org/10.1037/0022-0663.85.4.571>
- Slee, P. T., & Skrzypiec, G. (2016). School and Classroom Climate and Well-being. *Well-Being, Positive Peer Relations and Bullying in School Settings*, 95–107.
- Stewart, E. B. (2008). School structural characteristics, student effort, peer associations, and parental involvement: The influence of school and individual level factors on academic achievement. *Education and Urban Society*, 40(2), 179-204.
- Swift, C. L. (2018). *The Perceived Emotional Intelligence of Elementary Principals and Teachers' Job Satisfaction: Do They Relate?* <https://digitalcommons>.
- Tom, K. M. (2012). *Measurement of Teachers' Social-Emotional Competence: Development of The Social-Emotional Competence Teacher Rating Scale*. [Doctoral Dissertation, University of Oregon]. Scholars' Bank. <http://hdl.handle.net/1794/12351>

- Valente, S., Veiga-Branco, A., Rebelo, H., Lourenço, A. A., & Cristóvão, A. M. (2020). The Relationship between Emotional Intelligence Ability and Teacher Efficacy. *Universal Journal of Educational Research*, 8(3), 916–923. <https://doi.org/10.13189/ujer.2020.080324>
- Vesely-Maillefer, A. K., & Saklofske, D. H. (2018). Emotional Intelligence and the Next Generation of Teachers. *The Springer Series on Human Exceptionality*, 377–402.
- Voelkl, K. A. (1995). School warmth, student participation and achievement. *Journal of Experiential Education*, 63, 127-138