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The Role of Mathematics Teachers' Emotional Intelligent In the Classroom Management Practice

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***Abstract*:** This study looked into the emotional intelligence of math teachers and how they implement classroom management strategies. To collect data on attitudes and practices related to teaching in schools, the researcher employed a qualitative research design in this study. The method of gathering data was a semi-structured interview. The study concludes that mathematics teacher's emotional intelligent plays critical role in creating a positive learning environment and enhancing student outcomes. The researcher personally visited to collected data from five Mathematics teachers from five higher secondary school in DIR KPK.

Key Words: Emotional Intelligence, Class room management, Math teachers

1. Introduction

The role of math teachers in today's classrooms goes far beyond teaching students' basic math concepts and problem-solving techniques. Teachers are being acknowledged more and more as important mediators in helping students develop emotional intelligence (EI). The capability to comprehend, recognize, regulate, and use emotions well is known as emotional intelligence, and it is a vital element of both academic success and general well-being. Emotional intelligence provides teachers with the tools to foster safe and involved learning environments in the context of classroom management. This is especially true in math's classrooms, where the perceived anxiety and difficulty of the subject matter frequently present special difficulties. Emotional intelligence is important in educational settings, and recent research highlights how it benefits students. Research shows that teachers with higher emotional intelligence are more capable of controlling classroom behavior, fostering healthy relationships, and resolving conflicts in an effective manner (Mérida-López, Fernández-Berrocal, Extremera, & Montañés, 2020). Teachers who are strong in emotional intelligence (EI) demonstrate improved classroom behavior management skills, positive teacher-student relationships, and fostering an environment of respect and cooperation (Brackett et al., 2021; Sutton et al., 2022). According to current research, including studies done in Pakistan, teachers' emotional intelligence is crucial in affecting the dynamics of the classroom and fostering favorable student outcomes. The correlation between improved academic achievement, increased student engagement, and decreased behavioral issues and educators' Emotional Intelligence (EI) competencies has been the subject of valuable research by Pakistani scholars (Khan & Amjad, 2020; Naeem & Hafeez, 2019).

1.1 Problem of Statement

This study looked at how emotional intelligence affected the way math teachers in the High schools in DIR KPK. Along with abilities and skills, I think teachers need a personality that will enable them to teach curriculum and help students further develop their fundamental qualities. A study by Salim, Nasir, Arip, and Mustafa (2012) found a favorable relationship between learners' emotional intelligence, job satisfaction, and further advancement; at this stage, the social competency of emotional intelligence becomes critical (Curry, 2009). Teachers have an obligation to take learners' interests and opinions into consideration (Curry, 2009).

1.2 Objectives of Research

The following are the objectives of research,

a) To analysis the emotional intelligence of math's teachers.
b) To find out the teachers demographic on their emotional intelligence

2. Literature Review

Effective classroom management affects learning outcomes, student engagement, and the general climate of the classroom. It is a crucial component of good teaching. Current studies indicate that emotional intelligence (EI) of teachers is crucial for controlling classroom dynamics, particularly Effective classroom management affects learning outcomes, student engagement, and the general climate of the classroom. It is a crucial component of good teaching. According to recent studies, emotional intelligence (EI) of teachers is crucial for controlling the dynamics of the classroom, especially in subjects like mathematics where students may struggle and become frustrated. The relationship between classroom management techniques and the emotional intelligence of math teachers is examined in this review of the literature. The Use of Emotional Intelligence by Teachers Emotional intelligence has been the main focus of educational research. Which is the capacity to recognize, comprehend, regulate, and use emotions in productive ways. Emotional intelligence encompasses the ability to perceive, understand, effectively manage, and apply emotions (Mayer and Salovey, 1997). According to Bracket al. (2006), teachers' emotional intelligence (EI) affects how they interact with parents, coworkers, and students, which has an effect on the dynamics of the classroom as a whole. Emotional intelligence (EI) is vital for mathematics teachers, who frequently deal with issues including student motivation, anxiety, and misconceptions. It also helps to create a safe and effective learning environment (Di Martino & Zan, 2010).

Effective classroom management goes beyond discipline and control; it encompasses strategies that promote positive student behavior, active participation, and academic achievement (Jones & Jones, 2016). Teachers with high emotional intelligence are better equipped to handle conflicts, address student needs empathetically, and maintain a conducive atmosphere for learning (Brackett et al., 2011). They can recognize and respond to students' emotions, thereby preventing disruptions and promoting engagement (Parker, 2013

Emotional intelligence, as defined by Mayer and Salovey (1997), consists of four essential elements: recognizing emotions, utilizing emotions to aid in thought, comprehending emotions, and skillfully controlling emotions. Teachers' emotional intelligence (EI) is critical to how they understand and handle students' emotions in the context of teaching mathematics, and this has an impact on classroom management.

2.1 Emotional Intelligence on Classroom Management

2.1.1 Building Positive Teacher-Student Relationships

Positive relationship building is a skill that teachers with high emotional intelligence possess. They exhibit respect, sensitivity, and understanding, which creates a positive learning atmosphere in the classroom. According to research by Brackett et al. (2011), these kinds of connections improve students' willingness to participate in class activities and lessen disruptive conduct.

2.1.2 Effective Communication and Conflict Resolution

Mathematics teachers often encounter student frustration and anxiety due to the perceived difficulty of the subject. Teachers with high EI can effectively communicate mathematical concepts and address students' emotional responses. They use strategies like active listening and problem-solving to manage conflicts and misunderstandings, promoting a collaborative learning atmosphere (Mayer et al., 2008).

2.1.3 Emotional Regulation and Stress Management

Teaching mathematics can be stressful for both teachers and students. Teachers who possess a high degree of

emotional intelligence are more capable of controlling their own stress levels and providing a good example for their students on how to manage stress. This enhances classroom management by reducing tension and creating a more relaxed learning environment (Schutte et al., 2009).

2.1.4 Enhancing Instructional Effectiveness

Effective classroom management is integral to delivering quality instruction. Teachers with high EI are more adaptable and responsive to the diverse needs of students, adjusting their teaching strategies to maintain engagement and motivation. This adaptability contributes to improved learning outcomes in mathematics (Lopes et al., 2011

3. Research Design

The study's present focus led to employing a qualitative research design, or interview style. The type of difficulties determines which research design is best. The value of the qualitative approach lies in its ability to uncover information that is not easily obtained by other methods, such as questionnaires. It offers textual portrayals of people's experiences, including their feelings and justifications for their actions, beliefs, and behaviors. This is because people usually utilize narratives and feelings to assess the meaning of their actions (Schwartz-Shea, & Yanow 2011). Context-focused qualitative research offers a thorough comprehension of events (Ponelis, 2015).

3.1Instruments

Group interviews were employed as a method for data collecting. Semi-structured interviews were conducted as a research instrument and employed for data gathering because the nature of the study is qualitative. Following a conversation with the supervisor about the subject, the interview questions were prepared.

4. Data Analysis

In the study, content analysis was used to examine the information gathered from field notes and interviews. Content analysis is one method of obtaining qualitative data, according to Maree (2007). Data must be tagged and classified in order to make sense of the information gathered and highlight the most important findings. It looks at recorded material, observation techniques, and the main components of the investigation (Hsieh & Shannon, 2005). Word-for-word verbatim transcriptions of the recorded discussions were completed, along with the main themes of the research (Hsieh & Shannon, 2005).Following the recording of the conversations, nonverbal cues were taken into account and the conversations were verbatim transcriptions. The data has codes and themes that I found while transcribing.

The logical inductions were developed using the verbal and narrative material that was gathered from the interviews. For example, if a teacher emphasized the need of classroom management, the category "discipline" was assigned to the inductive code. I checked to make sure the data-driven coding patterns The logical inductions were developed using the verbal and narrative material that was gathered from the interviews. Inductive codes were divided into categories; for example, The category "discipline" was assigned if a teacher emphasized the need of good classroom management. I checked to make sure the data-driven coding patterns The logical inductions were developed using the verbal and narrative material that was gathered from the interviews. I ensured that the study topics were aligned with the data-driven coding patterns. Smith and Noble (2015). The supervisors attested to the correspondence between the codes and the research questions of the study. Following data collection, the transcripts were classified according to participant. topics that emerged from the interviews with responses to each question. A coding system was created in order to analyze data. The information obtained from the interviews was handled and managed through content analysis. Using qualitative data analysis software, I handled codes, examined data, and generated information for content analysis through a range of appropriate procedures. This permits knowledge to flow logically. I went over all of my transcripts, audio recordings, and field notes from interviews. I then used the information from the conversation to make notes. Next, the data was encoded. These codes indicate all of the important phrases and expressions found in the survey data. I was able to separate my data into portions that related to my study objectives by using the coding technique.

4.2 Finding

My data study revealed that emotional intelligence and teaching are strongly correlated, and we cannot discount the importance of emotions in the classroom for teachers, especially when it comes to inspiring students and serving as

role models for them. This is only possible if educators possess the emotional self-regulation skill, which allows them to control disruptive emotions through critical thought. These educators have an easy time understanding their students and giving them the assistance they need. Due to the fact that educators are human and must deal with students' emotions on a daily basis, emotional intelligence and teaching are closely intertwined. A teacher must be self-aware in order to identify their own feelings, understand the reasons behind them, and understand how these feelings affect both them and their students. Numerous psychological subsystems, as well as bodily responses, thoughts, and conscious awareness, are guided by emotions (Mayer & Salovey, 1990). They affect how a person's relationships change over time. Instructors who are aware of their own feelings and control them by keeping an eye on themselves and making sure that others see them favorably can serve as role models. Furthermore, educators who acknowledge the feelings and aspirations of others might serve as a source of inspiration (Barling, Slater & Kelloway,

5. Conclusion

In conclusion, mathematics teachers' emotional intelligence significantly influences their classroom management practices, contributing to a positive learning environment and improved student outcomes. Cultivating and utilizing emotional intelligence emerges as a critical professional ability as educators work to address the different emotional requirements of mathematics students. Continued research and practical interventions are essential to harnessing the full potential of EI in enhancing mathematics teaching and learning experiences.

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