

# Emotional Intelligence of Chinese Teachers and its Impact on Classroom Dynamics and Student Engagement

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**Abstract:** This research investigates the correlation between teachers' emotional intelligence and classroom dynamics, as well as the level of involvement shown by students in a university environment through a descriptive correlational methodology. Using Daniel Goleman's framework, the assessment focused on many aspects of emotional intelligence, including self-awareness, self-regulation, motivation, empathy, and social skills. The study also assessed the dynamics inside the classroom, including how it was managed, the instructional tactics used, the overall atmosphere, the level of differentiation, and the effectiveness of communication. Additionally, it examined the level of student involvement, including the meaningfulness of activities, the students' sense of competence, the support for their autonomy, the extent of collaborative learning, and their orientation towards mastery. Validated self-designed questionnaires were used to gather data from 30 instructors and 900 students. The findings reveal that instructors assessed their emotional intelligence as moderate, with empathy being the greatest and social skills being the lowest. Students evaluated classroom dynamics as somewhat successful in managing, creating an atmosphere, adapting to individual needs, and effectively using teaching methods and communicating. The engagement levels were moderate for meaningful activities and mastery orientation but low for competence, autonomy support, and collaborative learning. Correlation analysis indicated that there were no significant connections between teachers' overall emotional intelligence and students' assessments of classroom dynamics or participation. This implies that emotional intelligence does not directly impact these elements.

**Keywords:** Self-awareness; Self-regulation Motivation; Empathy; Social Skills; Sense of Competence; Autonomy; Collaborative Learning Mastery.

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## 1. Introduction

In modern educational settings, instructors do more than just share information. They also create a supportive learning atmosphere, build strong connections, and promote students' overall growth. The core of this complex position is on the idea of emotional intelligence (EI), which involves the capacity to recognize, comprehend, control, and use emotions efficiently. In Chinese education, the importance of emotional intelligence among instructors is highlighted due to the focus on academic success with the development of character and social-emotional abilities. This study aims to investigate the complex relationship between emotional intelligence in Chinese instructors and how it affects classroom dynamics and student engagement.

Emotional intelligence has received much focus in educational studies because of its major impact on instructional efficacy, classroom control, and student results. Daniel Goleman's influential book on emotional intelligence, published in 1995, explains the important impact of EI in several aspects of life, such as schooling. Goleman suggests that Emotional Intelligence (EI) consists of five main components: self-awareness, self-regulation, motivation, empathy, and social skills. These components are fundamental for comprehending and evaluating emotional intelligence in instructors.

Emotional intelligence is very important in the Chinese school system due to the great regard for cultural values like collectivism, harmony, and interpersonal interactions. Research conducted by researchers such as Wong and Law

(2002) have emphasized the significance of emotional competence in Chinese instructors for building good teacher-student interactions and creating a supportive classroom environment that enhances learning. Chen and Wei (2020) found a strong connection between teacher emotional intelligence and student academic success in Chinese schools, demonstrating the significant influence of emotional intelligence on student results.

Existing literature discusses the importance of emotional intelligence in teaching and learning, but there is a lack of empirical studies that focus on the relationship between emotional intelligence in Chinese teachers, classroom dynamics, and student engagement. This study aims to fill this gap by undertaking a thorough examination of the emotional intelligence of Chinese instructors and its impact on classroom practices and student learning experiences.

Emotional intelligence (EI) of instructors significantly influences the quality of teaching and learning experiences in Chinese education. Emotional intelligence, according to Goleman (2018), includes self-awareness, self-regulation, motivation, empathy, and social skills. Chinese educational institutions are placing more importance on developing emotional intelligence in instructors to improve teacher-student interactions, classroom atmosphere, and learning environment (Chen & Wei, 2020). Chinese teachers' current level of emotional intelligence varies according to variables including cultural norms, educational regulations, and professional development chances.

This research is very relevant for Chinese educational institutions for several convincing reasons. Understanding teachers' emotional intelligence is crucial for connecting

teaching methods with changing educational objectives in China's educational reform agenda, which emphasizes holistic education and socio-emotional development (Wong & Law, 2018). Furthermore, improving teachers' emotional intelligence may positively impact classroom dynamics, boost student engagement, and ultimately improve student results. This study provides practical insights for teacher training programs, professional development initiatives, and educational policies in Chinese schools by examining the connection between teacher emotional intelligence, classroom dynamics, and student engagement.

Overall, this study aimed to provide valuable insights into emotional intelligence in the Chinese educational context to contribute to discussions on effective teaching strategies, teacher professional development, and educational policies that improve teaching and learning quality. This aimed also to explore the complex relationship between emotional intelligence, classroom dynamics, and student engagement in Chinese schools. It provides practical recommendations for educational stakeholders to create supportive and efficient learning environments through empirical investigation and thorough analysis.

### 1.1. Statement of the Problem

This study aims to assess the emotional intelligence in Chinese teachers and its impact on classroom dynamics and student engagement. Specifically, this study sought answers to the following questions:

1. What is the assessment of the teacher-respondents of their emotional intelligence in terms of: (Psychologist Daniel Goleman, 2018)
  - 1.1 Self-awareness
  - 1.2 Self-regulation
  - 1.3 Motivation
  - 1.4 Empathy
  - 1.5 Social skills
2. What is the assessment of the student-respondents of their teachers' classroom dynamics in terms of:
  - 2.1 Classroom management
  - 2.2 Instructional strategies
  - 2.3 Classroom climate
  - 2.4 Differentiation
  - 2.5 Communication
3. What is the assessment of the student-respondents of their classroom engagement in terms of: (Nicolás Pino-James, 2015)
  - 3.1 Meaningful Activities
  - 3.2 Sense of Competence
  - 3.3 Autonomy Support
  - 3.4 Collaborative Learning
  - 3.5 Mastery Orientation
4. Is there a significant relationship between teacher emotional intelligence and students' assessment of classroom dynamics?
5. Is there a significant relationship between teacher emotional intelligence and students engagement in the classroom?
6. Is there a significant relationship between classroom dynamics and student engagement in the classroom?
7. Based on the results of the study, what emotional intelligence training workshop for teachers can be proposed?

### Hypotheses

1. There is no significant relationship between teacher emotional intelligence and students' assessment of classroom dynamics.
2. There is no significant relationship between teacher emotional intelligence and students engagement in the classroom
3. There is no significant relationship between classroom dynamics and student engagement in the classroom

### 1.2. Theoretical Framework

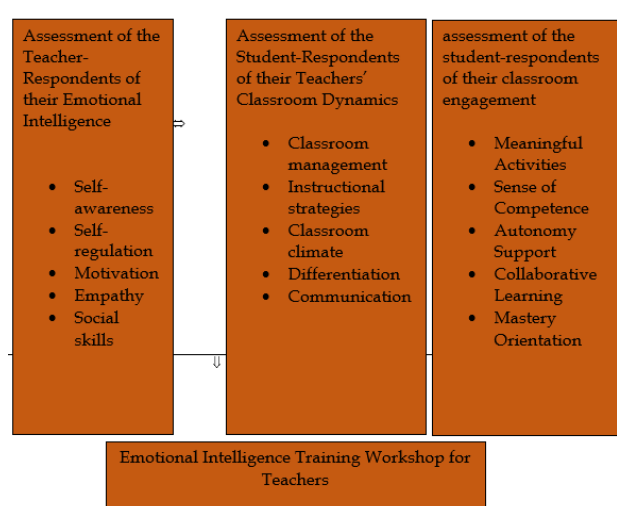


Fig 1. Research Paradigm

This study is anchored in Social Emotional Learning (SEL), which has become a crucial educational paradigm that focuses on developing students' social and emotional skills in addition to academic learning. Originating in the late 20th century, Social and Emotional Learning (SEL) became popular due to the influential work of psychologist Daniel Goleman, notably his well-received book "Emotional Intelligence: Why It Can Matter More Than IQ" released in 1995. Goleman's contributions to emotional intelligence theory have played a key role in advancing social-emotional learning in educational discussions. The research on emotional intelligence in Chinese teachers and its impact on classroom dynamics and student engagement might benefit from using SEL theory as a guiding framework. It may help evaluate a teacher's emotional intelligence, which is in line with the fundamental principles of social and emotional learning such as self-awareness, self-regulation, empathy, and social skills. Secondly, Social and Emotional Learning (SEL) concepts may be used to comprehend and assess classroom dynamics, such as management practices, teaching methods, and general atmosphere, which are essential elements in promoting student involvement and learning results. SEL theory emphasizes the significance of meaningful student engagement, offering a perspective for researchers to evaluate student participation, independence, and cooperation in the classroom. The project will provide evidence-based treatments and emotional intelligence training workshops for teachers based on SEL principles to improve classroom dynamics and boost student engagement and socio-emotional well-being. By incorporating Social-Emotional Learning theory into the research methodology and analysis, scholars can obtain a more profound understanding of the intricate relationship among teacher emotional intelligence, classroom interactions, and student involvement. This can lead to the

enhancement of successful teaching strategies in Chinese educational settings.

This study aimed to examine the emotional intelligence of Chinese educators and its substantial influence on classroom dynamics and student involvement. The study delineated a series of inquiries to comprehensively assess many facets of the educational milieu to achieve the desired outcome. The research objective was to determine the degrees of emotional intelligence among instructors using the framework established by psychologist Daniel Goleman in 2018. This included evaluating fundamental components such as self-awareness, self-control, drive, empathy, and interpersonal abilities in educators. Subsequently, attention shifted toward students' perceptions of their instructors' classroom dynamics, including classroom control, teaching techniques, learning environment, individualized education, and communication. The study investigated student engagement using Nicolás Pino-James' 2015 model, which included many factors such as meaningful activities, a sense of competence, autonomy support, collaborative learning, and mastery orientation. The study aimed to examine the correlation between teacher emotional intelligence and students' perceptions of classroom dynamics and how this influenced student engagement in comprehending the intricate interplay of these variables. The study aimed to provide tailored emotional intelligence training workshops for educators, using the obtained findings to suit unique needs and enhance an ideal learning atmosphere. This study aimed to provide valuable insights into educational practices in Chinese educational settings, with the potential to improve teaching methods and student learning experiences.

### 1.3. Significance of the Study

**School administrators**, such principals and school leaders, may get valuable information on how teacher emotional intelligence influences classroom dynamics and student engagement. This information may be used to enhance professional development efforts, distribute resources efficiently, and establish policies that emphasize social and emotional learning in their institutions.

**Teacher training institutes** may use the results of this research to improve their teacher education programs. By integrating training on emotional intelligence and its effects on teaching and learning, these institutions may enhance the preparation of future educators for the intricacies of classroom management and student involvement.

**Parents** are essential in providing support for their children's education. Recognizing the significance of teacher emotional intelligence and its impact on classroom dynamics and student engagement may enable parents to support conducive learning environments and work with educators to enhance their children's academic and socio-emotional development.

**Professional development providers** might use the study's results to create workshops, seminars, and training sessions aimed at improving teacher emotional intelligence and encouraging successful teaching strategies. Professional development providers may assist educators in enhancing their teaching effectiveness and student results by offering specialized assistance in these specific areas.

**Education academics and practitioners** worldwide may get valuable insights into the cultural intricacies of emotional intelligence in Chinese educational settings. Comparing research and cross-cultural analyses using the results of this

study might enhance our comprehension of emotional intelligence in various cultural and educational environments, resulting in more universally applicable theories and methods in education.

**Teachers.** Comprehending the correlation between emotional intelligence and classroom dynamics will enable educators to use more efficient teaching tactics, handle classroom situations more skillfully, and establish better relationships with their students. The study's findings may be used to create individualized professional development programs, enabling instructors to focus on certain aspects of emotional intelligence for improvement. By improving their emotional intelligence and classroom strategies, teachers may achieve increased work satisfaction, decreased burnout, and become more successful educators.

**Students.** The study's results may develop in concrete enhancements in students' educational experiences and achievements. By cultivating a healthy classroom environment and boosting student involvement, kids may gain higher academic success, more enthusiasm to study, and better socio-emotional health. Furthermore, enhancing instructors' emotional intelligence may create supportive and loving learning environments that foster students' sense of worth, understanding, and motivation to achieve their maximum capabilities. The study's results have the potential to significantly influence the lives and educational paths of many individuals, enabling them to excel academically and personally.

### 1.4. Scope and Delimitation

This research examined the correlation between instructors' emotional intelligence and classroom dynamics and its influence on student involvement. The study was carried out at the researcher's institution, including 900 students and 30 professors, with each professor overseeing a group of 40 students. Data collection was conducted by distributing survey questionnaires to both instructors and students.

The main objectives of this research were to evaluate the emotional intelligence of instructors, analyze the dynamics within the classroom, and investigate the level of student participation. Educators assessed their emotional intelligence based on many aspects, such as self-awareness, self-control, drive, empathy, and interpersonal abilities. In addition, they offered valuable perspectives on several facets of classroom dynamics, such as tactics for managing the classroom, effective teaching methods, creating a conducive classroom climate, implementing differentiation, and fostering communication.

Students evaluated the classroom dynamics of their instructors and their level of participation in the learning process. Their assessments included classroom management, pedagogical methods, classroom atmosphere, individualized instruction, and communication. In addition, the research analyzed student engagement in significant tasks, perceptions of proficiency, encouragement of independence, collaborative learning, and a mindset focused on mastery.

The primary means of data collection was via survey questionnaires. Although surveys provide a systematic way to gather data, they may need to fully capture the complex nuances of teacher-student relationships and classroom dynamics. Notwithstanding this constraint, the study sought to provide significant insights into the correlation between instructors' emotional intelligence, classroom dynamics, and student involvement, which might impact educational

practices and guide future research.

## 2. Methodology

This section presents the structured approach of organizing, carrying out, and evaluating research investigations to tackle certain research inquiries or goals. The research process includes study design, sampling strategy, data collecting methods, data analysis techniques, and ethical considerations to ensure the validity, reliability, and ethical integrity of the research results.

### 2.1. Research Design

The research used a descriptive correlational approach to thoroughly characterize and investigate the relationships between variables without any intervention or modification. Examining the emotional intelligence of instructors, the dynamics of the classroom, and the level of student participation was essential for comprehending the intricate connections within the educational setting. The researchers used a descriptive methodology to provide a comprehensive analysis of teachers' emotional skills, classroom dynamics, and the degrees of student engagement. The report presented a thorough exposition of these components to facilitate comprehension of the complexities and nuances inherent in the educational milieu.

The correlational nature of the study design enabled researchers to investigate potential associations between variables, yielding valuable insights into the possible link between instructors' emotional intelligence, classroom dynamics, and student engagement. An examination of correlations facilitated the identification of patterns and trends within the data, potentially leading to the formulation of hypotheses and the undertaking of further research.

The descriptive correlational technique was appropriate for this study as it facilitated the achievement of research objectives by documenting the status of variables and exploring correlations. Additionally, it provided a foundation for informing educational practices and directing future research.

### 2.2. Sampling Method

This study used a purposive sample technique to specifically choose teachers, students, and courses from the researcher's university. Teachers were selected based on specified criteria to provide a varied and all-encompassing sample. This included assessing their teaching experience, with a prerequisite of at least three years to ensure a particular level of expertise and comprehension of classroom dynamics. In order to collect a diverse range of teaching experiences, educators from various educational levels and topic areas were also included. Moreover, the researchers considered instructors' willingness to engage in the study and provide informed permission as a crucial criterion for selection.

The selection of students was determined by considering their grade level, gender, academic performance, and their capacity to gain both parental approval and assent for participation. This guaranteed a fair and balanced allocation of students across different age groups, genders, and academic abilities. Classes were chosen based on the grade level, topic area, and the teacher's approval. The study sought to include diverse viewpoints and experiences from teachers, students, and courses via the use of purposive sampling and strict adherence to particular criteria. This strategy increased the comprehensiveness and scope of the data gathered for

analysis.

### 2.3. Instrumentation

The study used a custom-made survey to assess teachers' emotional intelligence, the dynamics inside the classroom, and the level of student engagement. The questionnaire was developed using established literature and theoretical frameworks in the relevant fields. It incorporates crucial dimensions and features associated with each topic. The materials on teachers' emotional intelligence focused on essential elements like self-awareness, self-regulation, motivation, empathy, and social skills. The inquiries on classroom dynamics focused on management strategies, instructional approaches, the ambiance inside the classroom, individualized instruction, and effective communication. Moreover, evaluations of student engagement included purposeful tasks, a feeling of proficiency, encouragement of independence, cooperative learning, and a focus on mastering.

The questionnaire underwent a meticulous validation process, which included expert evaluation and pilot testing, to confirm its validity and reliability. Experts in educational psychology, emotional intelligence, and assessment assessed the questionnaire's content to determine its relevance, clarity, and comprehensiveness. An initial trial was conducted with a limited number of instructors and students to evaluate the questionnaire questions' clarity, comprehensibility, and practicality, considering expert comments. The feedback provided by the participants of the pilot test was used to enhance the validity and reliability of the questionnaire.

The study's objective was to develop a reliable tool that precisely assessed instructors' emotional intelligence, classroom dynamics, and student engagement. This was done to guarantee the authenticity and comprehensiveness of the research findings.

### 2.4. Reliability Test

The Shapiro-Wilk test, a statistical test used to assess normality, was utilized to ascertain the compatibility of the parametric test with the research aims. Parametric testing was performed when the p-value exceeded 0.05. When the p-values are less than 0.05, it is unlikely that the data conforms to a uniform distribution. Consequently, non-parametric testing was employed.

The research inquiries outlined in this article were revisited. Consequently, the results are displayed together with their explanations and examination.

#### *Preliminary Analysis Reliability*

Table A outlines the measurement of internal consistency of the scales, the assessments of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skills), teachers' classroom dynamics (classroom management, instructional strategies, classroom climate, differentiation, and communication), and classroom management (meaningful activities, sense of competence, autonomy support, collaborative learning, and mastery orientation). Cronbach's alpha (CA) was used to evaluate the internal consistency measurement. Based on the research conducted by Fornell and Larcker (1981) and Nunnally (1978), a coefficient alpha (CA) value of 0.70 or higher is considered to be a reliable indicator of both good item quality and internal consistency. The assessment determined that all of the items

met the criterion and were deemed to be good items with robust internal consistency, as seen by the CA values ranging from 0.70 to 0.94.

**Table A.** Reliability Measurement – Assessment of Emotional Intelligence (Cronbach’s Alpha)

Construct	Cronbach’s Alpha	No. of Item/s Deleted	No. of Item/s Retained
Self-awareness	0.89	0	10
Self-regulation	0.91	0	10
Motivation	0.90	0	10
Empathy	0.89	0	10
Social skills	0.94	0	10

**Assessment of Teachers’ Classroom Dynamics**

Construct	Cronbach’s Alpha	No. of Item/s Deleted	No. of Item/s Retained
Classroom management	0.72	0	10
Instructional strategies	0.72	0	10
Classroom climate	0.75	0	10
Differentiation	0.73	0	10
Communication	0.73	0	10

**Assessment of Classroom Management**

Construct	Cronbach’s Alpha	No. of Item/s Deleted	No. of Item/s Retained
Meaningful Activities	0.70	0	10
Sense of Competence	0.73	0	10
Autonomy Support	0.74	0	10
Collaborative Learning	0.74	0	10
Mastery Orientation	0.74	0	10

**Table B.** Normality

	N	Shapiro-Wilk	
		W	p
Emotional Intelligence	460	1.00	0.192
Teachers' Classroom Dynamics	900	1.00	0.350
Classroom Management (2)	900	1.00	0.139

All the p-values obtained from the Shapiro-Wilk test are greater than 0.05, indicating that the scores follow a normal distribution. Therefore, in order to ascertain whether there were significant correlations between the variables, a parametric test such as the Pearson Correlation was utilized.

## 2.5. Data Gathering Procedures

The data-collecting techniques for this study were carefully structured to guarantee the systematic acquisition of information from instructors and students while following ethical standards and maximizing participation. Prior to commencing data collection, the relevant institutional review board (UERC) was approached to obtain ethical authorization, and informed consent forms were generated for both instructors and students. The forms included the research objective and the participants' entitlements.

Teachers were given the self-designed questionnaire at designated periods, such as faculty meetings or professional development activities, along with explicit instructions. Teachers were required to allocate around 20-30 minutes to complete the questionnaire. Students filled out the

questionnaire during their usual lecture hours under the guidance of their teachers, allowing enough time for completion. Students were required to engage in the activity for 30 to 45 minutes.

The data-gathering process spanned many weeks to guarantee enough participation, with teachers and students being provided with explicit deadlines for questionnaire completion. The completed questionnaires were securely stored, and the responses were entered into a database for analysis. Identifiers were eliminated to guarantee confidentiality. Subsequent measures addressed missing or incomplete responses, including sending participant reminders as needed. Any questions or worries raised by participants throughout the data-collecting process were promptly resolved to maintain their trust and willingness to cooperate. The study sought to methodically collect comprehensive data from teachers and students using recognized methodologies, facilitating rigorous analysis and yielding relevant results.

### Statistical Treatment

The statistical analysis of the data gathered from the self-designed questionnaire sent to instructors and students included many essential procedures. The study topics and goals were addressed using the following statistical procedures:

**Descriptive statistics** summarized and defined the features of the variables being studied, such as instructors' emotional intelligence, classroom dynamics, and student involvement. Measures including means, standard deviations, frequencies, and percentages were computed to provide an overview of the data.

**Correlation analysis** was used to investigate the connections between variables. Pearson correlation coefficients were computed to evaluate the magnitude and direction of relationships among instructors' emotional

intelligence, classroom dynamics, and student involvement. This study determined any notable relationships among these variables.

**Reliability analysis** was conducted to evaluate the internal consistency of the questionnaire questions that measure instructors' emotional intelligence, classroom dynamics, and student involvement. Cronbach's alpha coefficients were computed to assess the measurement scales' reliability.

4-Point Scale	Interval	Verbal Description	Verbal Interpretation
4	3.51 - 4.00	Strongly Agree	Very True of Me
3	2.51 - 3.50	Agree	True of Me
2	1.51 - 2.50	Disagree	Slightly True of Me
1	1.00 - 1.50	Strongly Disagree	Not True at All of Me

## 2.6. Ethical Considerations

The researcher confirmed their neutrality and absence of personal or professional connections that may impact the study results. Their goal was to objectively assess instructors' emotional intelligence and its influence on classroom dynamics and student engagement. The participants' privacy was rigorously safeguarded, with all information treated as secret. The responses were anonymous, and the data was securely kept to avoid unwanted access, guaranteeing the participants' anonymity was preserved throughout the research. Participation was optional, and participants were

provided with extensive information on the study's objectives, methods, possible hazards, and advantages. The individuals were given many chances to inquire and provide permission based on well-informed understanding, without manipulation or influence. The researchers were dedicated to reducing the potential hazards connected with involvement, focusing on ensuring the participants' well-being. Measures were implemented to guarantee the well-being and protection of the participants during the research and minimize any possible negative consequences. Transparent and inclusive recruiting strategies were used to provide fair and equal access to participation opportunities for all eligible persons. Attempts were made to enlist individuals from varied backgrounds to guarantee inclusion across various demographic groups. This research excluded individuals under the age of 18 or those who were incapable of giving informed permission. Participation in the research provided professional development opportunities and access to resources. The remuneration and incentives given to participants were fair and proportionate to their efforts, assuring fairness and transparency. Participants were paid for fees associated with their participation in the research, such as travel costs or materials, to ease any financial hardship and provide fair access to participation.

## 3. Results, Analysis, and Interpretation

This chapter includes the data provided in a tabular format, accompanied with a comprehensive description and analysis of the data. The conclusions in this section are based on a statistical analysis performed using jamovi 2.3.19.

### Assessment of the Teacher-Respondents of Their Emotional Intelligence

**Table 1.** Assessment of Emotional Intelligence in terms of Self-Awareness

Indicators	Mean	SD	V.I	Rank
1. I am mindful of my positive and negative qualities as an educator.	2.56	1.09	True of Me	2.5
2. I can effectively identify my emotions throughout teaching encounters.	2.43	1.09	Slightly True of Me	9
3. I am aware of how my emotions impact my teaching performance.	2.48	1.13	Slightly True of Me	6.5
4. I often analyze my instructional methods to comprehend their influence on students.	2.50	1.15	Slightly True of Me	4.5
5. I am conscious of my teaching approach and how it corresponds with my views and ideals.	2.50	1.14	Slightly True of Me	4.5
6. I am aware of how I respond to difficult circumstances in the classroom.	2.48	1.13	Slightly True of Me	6.5
7. I can pinpoint areas for improvement in my teaching from comments received from students and colleagues.	2.47	1.12	Slightly True of Me	8
8. I consistently evaluate my teaching efficacy and adapt my methods as needed.	2.60	1.11	True of Me	1
9. I understand the emotional atmosphere in my classroom and how it impacts student learning.	2.41	1.14	Slightly True of Me	10
10. I comprehend the connection between my emotions and the results of my instruction.	2.56	1.12	True of Me	2.5
<b>COMPOSITE MEAN</b>	<b>2.50</b>	<b>0.37</b>	<b>Slightly True of Me</b>	

*Legend: 1.00-1.50: Strongly Disagree (Not All True of Me); 1.51-2.50: Disagree (Slightly True of Me); 2.51-3.50: Agree (True of Me); 3.51-4.00: Strongly Agree (Very True of Me)*

Table 1 shows how the emotional intelligence of selected teachers was judged, focusing on how self-aware they were. The standard deviation is 0.37, and the average number is

2.50. This means that the grade is low. This shows that they don't think it's very important to look at their teaching methods and see how they affect the students (M = 2.50).

They are also aware that their teaching style should match their views and values ( $M = 2.50$ ), and they know that their feelings can affect how well they teach ( $M = 2.48$ ).

The lowest mean number, 2.48, shows how aware teachers are of how their feelings affect how well they teach. This shows that teachers might not fully understand how their feelings affect how they connect with students and how well they do in school. Lack of knowledge in this area can make it harder to create a safe, adaptable, and open learning space, which is necessary to get students interested and help them do well. This finding shows how important it is for teachers to become more self-aware as part of their professional growth. This is because it is essential for good teaching and a good experience for students. But teachers say they often think about how well they're doing as teachers and change their methods to match ( $M = 2.60$ ). They also know what they're good and bad at as teachers ( $M = 2.56$ ).

The study's results make it clear that teachers need to become more self-aware, especially when it comes to understanding how their feelings affect how well they teach. These results have big effects on both how teachers teach and how well their students do in school. Teachers who aren't aware of how their feelings affect their students may need help creating safe and adaptable learning settings, which can make it harder for students to participate and do well.

New study shows how important it is for schools to promote self-awareness and emotional intelligence. Wang et al. (2023) found a strong positive link between teachers' emotional intelligence, mindfulness, and the quality of their relationships with their students. In turn, these strong ties make it easier for students to get involved and do well in school. This study stresses how important it is for teachers to boost their emotional intelligence in order to make the classroom a good place to learn.

Heng (2023) also said that teacher self-efficacy, self-awareness, and grit are important factors that can predict how engaged teachers will be with their jobs. Higher levels of self-efficacy and the ability to look at and change how you teach make you more involved and good at what you do. The connection makes students more interested and motivated, which shows that teachers need to get training that specifically focuses on these areas.

In conclusion, this study shows how important it is for teachers to develop emotional intelligence and self-awareness. Emotionally intelligent teaching methods could be used if these findings are included in professional development classes. This would be good for both teachers and students. These things should be a top priority for schools to make the learning environment more helpful and effective.

**Table 2.** Assessment of Emotional Intelligence in terms of Self-Regulation

Indicators	Mean	SD	V.I	Rank
1. I can maintain a controlled attitude in challenging classroom circumstances.	2.48	1.12	Slightly True of Me	7.5
2. I adeptly regulate my emotions to preserve a favorable learning atmosphere for students.	2.42	1.15	Slightly True of Me	9
3. I may modify my teaching method according to the requirements of my students.	2.51	1.16	True of Me	3.5
4. I use techniques to manage stress and keep a healthy work-life balance as an educator.	2.48	1.16	Slightly True of Me	7.5
5. I can regulate my impulses and responses in difficult teaching scenarios.	2.57	1.12	True of Me	1
6. I control my emotions to avoid them from adversely affecting my teaching abilities.	2.49	1.10	Slightly True of Me	6
7. I can establish limits and enforce standards in the classroom without becoming too angry.	2.51	1.12	True of Me	3.5
8. I use relaxation methods to cope with stress and avoid burnout in my role as a teacher.	2.40	1.13	Slightly True of Me	10
9. I handle problems or concerns in the classroom promptly and with a composed and logical approach.	2.50	1.11	Slightly True of Me	5
10. I keep a steady degree of professionalism and emotional composure in my teaching position.	2.55	1.11	True of Me	2
<b>COMPOSITE MEAN</b>	<b>2.49</b>	<b>0.36</b>	<b>Slightly True of Me</b>	

*Legend: 1.00-1.50: Strongly Disagree (Not All True of Me); 1.51-2.50: Disagree (Slightly True of Me); 2.51-3.50; Agree (True of Me); 3.51-4.00: Strongly Agree (Very True of Me)*

Table 2 shows an assessment of emotional intelligence in terms of self-regulation for selected teachers. The data analysis revealed a composite mean score of 2.49 with a standard deviation of 0.36, indicating a low ranking. This means that they believe it is slightly true that they handle problems or concerns in the classroom in a timely, composed, and logical manner ( $M = 2.50$ ), control their emotions so that they do not negatively impact their teaching abilities ( $M = 2.49$ ), and can maintain a controlled attitude in difficult

classroom situations ( $M = 2.48$ ). On the other hand, they agree that they can control their emotions and responses in challenging teaching situations ( $M = 2.57$ ) and maintain a consistent level of professionalism and emotional calmness in their teaching job ( $M = 2.55$ ).

Recent research highlights the crucial importance of self-regulation in educational environments. Hu (2023) discovered a clear correlation between effective emotion control practices and increased levels of teacher resilience.

Teachers' resilience enables them to manage the demands and obstacles of their jobs effectively, hence fostering a conducive learning environment. The research indicates that treatments focused on improving emotion management greatly enhance teacher resilience and effectiveness.

In addition, Li (2023) investigated the correlation between teacher self-efficacy, resilience, and emotion regulation. The study revealed that proficient emotion regulation reduces teacher burnout by strengthening resilience. This research emphasizes the need to cultivate self-regulation abilities as a safeguard against burnout, stressing the necessity for focused professional development programs to assist teachers in effectively regulating their emotional labor.

The results indicate that it is essential that professional development programs prioritize training on emotional

regulation skills. Developing these abilities may assist educators in maintaining a consistent and nurturing classroom atmosphere, eventually leading to increased student involvement and academic success. Derakhshan et al. (2023) conducted research confirming the need for professional development centered on emotional intelligence and self-regulation. They highlight that this training may enhance teachers' well-being and instructional efficacy.

This research emphasizes the need to enhance instructors' self-regulation abilities. Incorporating these discoveries into professional development programs may result in the implementation of emotionally intelligent teaching methods, thereby benefitting both educators and learners. Educational institutions should give priority to these factors to cultivate a more encouraging and efficient teaching atmosphere.

**Table 3.** Assessment of Emotional Intelligence in terms of Motivation

Indicators	Mean	SD	V.I	Rank
1. I have a strong enthusiasm for teaching and get true enjoyment from working with kids.	2.51	1.11	True of Me	3
2. I am dedicated to assisting my students in achieving success both academically and personally.	2.47	1.13	Slightly True of Me	6.5
3. I establish rigorous expectations for both myself and my students to create a culture of excellence in the classroom.	2.46	1.11	Slightly True of Me	8.5
4. I am motivated to consistently enhance my skills as an educator and actively pursue professional growth chances.	2.46	1.11	Slightly True of Me	8.5
5. I demonstrate resilience while encountering obstacles and failures in my teaching profession.	2.56	1.14	True of Me	1
6. I am driven by the potential to have a good influence on my students' lives.	2.47	1.15	Slightly True of Me	6.5
7. I am passionate about developing stimulating and significant learning opportunities for my students.	2.55	1.12	True of Me	2
8. I am committed to establishing a nurturing and welcoming classroom atmosphere for every student.	2.45	1.09	Slightly True of Me	10
9. I am motivated by the development and advancement I see in my students as time passes.	2.48	1.13	Slightly True of Me	5
10. I am invigorated by the chance to positively impact my students' lives on a daily basis.	2.50	1.13	Slightly True of Me	4
<b>COMPOSITE MEAN</b>	<b>2.49</b>	<b>0.35</b>	<b>Slightly True of Me</b>	

*Legend: 1.00-1.50: Strongly Disagree (Not All True of Me); 1.51-2.50: Disagree (Slightly True of Me); 2.51-3.50; Agree (True of Me); 3.51-4.00: Strongly Agree (Very True of Me)*

Table 3 shows how respondents assessed emotional intelligence in terms of motivation. The research produced a composite mean score of 2.49 and a standard deviation of 0.35, indicating a low ranking. They hold a slight belief that the opportunity to positively impact their students' lives on a daily basis ( $M = 2.50$ ), the development and advancement they witness in their students over time ( $M = 2.48$ ), and the potential to positively impact their students' lives ( $M = 2.47$ ) energizes them ( $M = 2.47$ ). Meanwhile, they have a moderate appraisal and agree that they display perseverance in the face of hurdles and failures in their teaching profession ( $M = 2.56$ ), as well as a strong desire to create engaging and relevant learning opportunities for their students.

The study's results on emotional intelligence, especially about motivation, highlight a substantial need for improvement among instructors. The low composite mean score indicates that instructors have a restricted conviction in the motivational parts of their work, such as the ability to positively influence students' lives and see their growth over

time. This absence of desire might hurt their ability to teach effectively and their general pleasure with their employment.

The results indicate that professional development programs should prioritize tactics to augment instructors' motivation. This may include seminars focused on identifying and harnessing the beneficial effects of their efforts and cultivating resilience in the face of obstacles. The research conducted by Wang et al. (2023) provides evidence for the need for these programs, emphasizing that instructors who are driven and resilient are both more successful and more fulfilled in their roles.

The research highlights the need to enhance teachers' motivation as a crucial element of their emotional intelligence. Incorporating these discoveries into professional development programs may increase teacher motivation and improve teaching methods, eventually benefitting educators and students. Educational institutions should prioritize these factors to cultivate a more encouraging and vibrant teaching atmosphere.

**Table 4.** Assessment of Emotional Intelligence in terms of Empathy

Indicators	Mean	SD	V.I	Rank
1. I am empathetic towards the needs and emotions of my students.	2.54	1.12	True of Me	4
2. I am able to empathize and comprehend issues from my students' perspectives.	2.47	1.08	Slightly True of Me	9
3. I attentively listen to my students' issues and comments	2.53	1.13	True of Me	5.5
4. I show empathy by offering emotional support to students as required.	2.53	1.12	True of Me	5.5
5. I pay close attention to nonverbal clues and signs of discomfort shown by my students.	2.56	1.10	True of Me	2
6. I want to establish a classroom atmosphere that fosters students' sense of being understood and appreciated.	2.45	1.13	Slightly True of Me	10
7. I customize my teaching method to suit the varied backgrounds and experiences of my students.	2.52	1.12	True of Me	7.5
8. I cultivate a feeling of inclusion and unity among students in my classroom.	2.52	1.09	True of Me	7.5
9. I support my students needs and strive to overcome whatever obstacles they encounter.	2.56	1.15	True of Me	2
10. I exhibit empathy and understanding towards children facing obstacles or hardships.	2.56	1.10	True of Me	2
<b>COMPOSITE MEAN</b>	<b>2.52</b>	<b>0.36</b>	<b>True of Me</b>	

*Legend: 1.00-1.50: Strongly Disagree (Not All True of Me); 1.51-2.50: Disagree (Slightly True of Me); 2.51-3.50; Agree (True of Me); 3.51-4.00: Strongly Agree (Very True of Me)*

Table 4 shows how a sample of teachers' emotional intelligence was assessed in terms of empathy. The table displays a composite mean score of 2.52 with a standard deviation of 0.36. The participants expressed a low rating for this domain, indicating their agreement in supporting their students' needs and making efforts to overcome any obstacles they face (M = 2.56). They also demonstrated empathy and understanding towards children who are facing difficulties or

hardships (M = 2.56), and showed attentiveness to nonverbal cues and signs of discomfort exhibited by their students (M = 2.56). Item numbers 5, 9, and 10 had the greatest mean scores based on the responses. On the other hand, item number 6, which pertains to creating a classroom culture that promotes students' feeling of being understood and valued, obtained the lowest mean score of M = 2.45.

**Table 5.** Assessment of Emotional Intelligence in terms of Social Skills

Indicators	Mean	SD	V.I	Rank
1. I adeptly interact with students, coworkers, and parents/guardians.	2.41	1.08	Slightly True of Me	9.5
2. I cultivate constructive connections with students based on trust and mutual respect.	2.45	1.11	Slightly True of Me	6.5
3. I work with colleagues to exchange ideas and resources to enhance teaching techniques.	2.48	1.11	Slightly True of Me	4.5
4. I efficiently oversee group activities and promote teamwork among students.	2.53	1.14	True of Me	1
5. I mediate disputes among students in an impartial and positive way.	2.41	1.12	Slightly True of Me	9.5
6. I exhibit leadership qualities by directing and inspiring students to reach their objectives.	2.50	1.08	Slightly True of Me	3
7. I adjust my communication approach to successfully interact with various audiences.	2.48	1.14	Slightly True of Me	4.5
8. I provide constructive criticism to students to enhance their performance.	2.45	1.12	Slightly True of Me	6.5
9. I set precise standards and rules for conduct in the classroom.	2.43	1.14	Slightly True of Me	8
10. I facilitate the development of cooperation and leadership abilities in students by organizing group projects and activities.	2.51	1.11	True of Me	2
<b>COMPOSITE MEAN</b>	<b>2.47</b>	<b>0.34</b>	<b>Slightly True of Me</b>	

*Legend: 1.00-1.50: Strongly Disagree (Not All True of Me); 1.51-2.50: Disagree (Slightly True of Me); 2.51-3.50; Agree (True of Me); 3.51-4.00: Strongly Agree (Very True of Me)*

The study's results suggest that teachers must improve their empathy skills, a crucial aspect of emotional intelligence. The

relatively low composite mean score indicates that while instructors display a certain degree of empathy and attention toward students' needs, there is still scope for improvement, especially in fostering a classroom environment that encourages students' sense of being understood and appreciated.

The research highlights the need to cultivate teachers' empathy as a fundamental element of their emotional intelligence. Incorporating these discoveries into professional development programs may result in more compassionate and efficient teaching methods, eventually benefitting both educators and learners. Educational institutions should give priority to these qualities to cultivate a more nurturing and vibrant teaching atmosphere.

Table 5 presents an assessment of the emotional intelligence of a certain set of instructors in relation to their social abilities. The data analysis revealed that the average composite score was 2.47, with a standard deviation of 0.34. This suggests that both the rating and the level of agreement with this category were rather low. This also suggests that they hold the belief that they possess leadership qualities by guiding and motivating students to achieve their goals ( $M = 2.50$ ), collaborating with colleagues to share ideas and resources to improve teaching methods ( $M = 2.48$ ), and adapting their communication style to effectively engage with different audiences ( $M = 2.48$ ). However, they acknowledge that they effectively supervise group activities and encourage teamwork among students ( $M = 2.53$ ). They also foster the growth of cooperation and leadership skills in students through the organization of group projects and activities ( $M = 2.51$ ).

The study's results suggest that teachers need to improve their social skills, as measured by emotional intelligence. The low composite mean score indicates that instructors may have

difficulties demonstrating leadership, collaborating effectively, and communicating efficiently, all of which are essential for cultivating a favorable and efficient classroom atmosphere.

A recent study highlights the significance of social skills in education. Research conducted by Fu and Wang (2023) emphasizes that instructors who have robust social abilities, such as leadership and proficient communication, achieve more success in establishing collaborative and supportive learning environments. Consequently, this improves student involvement and academic performance.

Furthermore, Derakhshan et al. (2023) highlight the significance of instructors' social skills, such as their ability to adjust communication methods and promote collaboration, in facilitating student growth. According to the research, students are more inclined to develop crucial cooperation and leadership abilities when professors properly oversee group activities and encourage collaboration.

The results indicate that professional development programs should prioritize improving teachers' social skills. Training that prioritizes leadership, cooperation, and effective communication can enhance teaching methods and significantly increase student results. The process is supported by research conducted by Jennings and Greenberg (2022), which suggests that enhancing teachers' social and emotional competencies results in enhanced classroom management and improved student-teacher interactions.

This research highlights the need to enhance teachers' social skills as a fundamental aspect of their emotional intelligence. Incorporating these discoveries into professional development programs may result in more efficient teaching methods, thereby benefitting both educators and learners. Educational institutions should give priority to these qualities to cultivate a more nurturing and vibrant teaching atmosphere.

**Table 6.** Summary of the Assessment of Emotional Intelligence

	N	Mean	SD	Verbal Interpretation
Self-awareness	460	2.50	0.37	Slightly True of Me
Self-Regulation	460	2.49	0.36	Slightly True of Me
Motivation	460	2.49	0.35	Slightly True of Me
Empathy	460	2.52	0.36	True of Me
Social Skills	460	2.47	0.34	Slightly True of Me
Emotional Intelligence	460	2.49	0.16	Slightly True of Me

*Legend: 1.00-1.50: Strongly Disagree (Not All True of Me); 1.51-2.50: Disagree (Slightly True of Me); 2.51-3.50: Agree (True of Me); 3.51-4.00: Strongly Agree (Very True of Me)*

The study's results on emotional intelligence among instructors across multiple dimensions suggest diverse degrees of proficiency. The generally low scores, especially in the domains of self-awareness, self-regulation, motivation, and social skills, indicate significant potential for development in these areas. Developing and improving these skills is essential since they substantially influence teachers' ability to be productive and create a positive classroom atmosphere.

A recent study confirms the crucial significance of emotional intelligence in education. Jennings and Greenberg (2022) highlight the apparent correlation between instructors' social and emotional abilities, improved classroom management, and excellent student results. Teachers who

possess advanced levels of these competencies can establish more supportive and captivating learning environments.

Moreover, Derakhshan et al. (2023) discovered that emotional intelligence, specifically in domains such as empathy and social aptitude, substantially impacts the connections between students and teachers and increases student engagement. This research emphasizes that instructors with higher levels of empathy and social skills can comprehend and address the needs of their students more effectively, resulting in enhanced academic and social results.

The results indicate that professional development programs should prioritize improving teachers' emotional intelligence in all aspects. Training programs that include modules on self-awareness, self-regulation, motivation,

empathy, and social skills might assist teachers in cultivating these essential characteristics. The method is supported by research conducted by Zinsser et al. (2023), which suggests that implementing focused interventions to enhance teachers'

emotional intelligence may result in enhanced classroom settings and improved teaching practices.

### Assessment of the Student-Respondents of their Teachers' Classroom Dynamics

**Table 7.** Assessment of Teachers' Classroom Dynamics in terms of Classroom Management

Indicators	Mean	SD	V.I	Rank
1. The instructor adeptly maintains order and discipline in the classroom.	2.49	1.11	Slightly Observable	6
2. The instructor sets explicit guidelines and expectations for conduct.	2.51	1.11	Moderately Observable	3.5
3. The instructor reacts swiftly and suitably to disruptive conduct.	2.48	1.13	Slightly Observable	7.5
4. The classroom is orderly and promotes learning.	2.47	1.11	Slightly Observable	9
5. The instructor adeptly handles transitions between tasks.	2.50	1.10	Slightly Observable	5
6. The instructor efficiently oversees classroom supplies and materials.	2.52	1.11	Moderately Observable	2
7. The instructor cultivates a feeling of duty and accountability in students.	2.48	1.11	Slightly Observable	7.5
8. The instructor establishes a secure and encouraging learning atmosphere.	2.51	1.14	Moderately Observable	3.5
9. The instructor adeptly handles disagreements or concerns that develop among students.	2.44	1.11	Slightly Observable	10
10. The instructor constantly upholds classroom rules and sanctions.	2.56	1.09	Moderately Observable	1
<b>COMPOSITE MEAN</b>	<b>2.50</b>	<b>0.35</b>	<b>Slightly Observable</b>	

*Legend: 1.00-1.50: Strongly Disagree (Not Observable at All); 1.51-2.50: Disagree (Slightly Observable); 2.51-3.50: Agree (Moderately Observable); 3.51-4.00: Strongly Agree (Highly Observable)*

Table 7 presents the evaluation of teachers' classroom dynamics in relation to classroom management, as assessed by the students. The descriptive data reveal that the composite mean score was 2.50, accompanied by a standard deviation of 0.35, indicating a low evaluation. Furthermore, this suggests that they have the perception that their instructor skillfully manages transitions between tasks (M = 2.50), effectively maintains order and discipline in the classroom (M = 2.49), and promptly and appropriately responds to disruptive behavior (M = 2.48). However, they acknowledge that it is somewhat evident that the instructor consistently enforces classroom rules and penalties (M = 2.56) and effectively manages classroom supplies and resources (M = 2.52).

The study's results indicate a clear need to enhance classroom dynamics in terms of classroom management, as evaluated by students. Based on the low composite mean score, it may be inferred that students believe their instructors must possess strong classroom management abilities. This view might have a detrimental effect on the overall learning environment and student involvement.

A recent study highlights the significance of efficient classroom management for favorable student results. An extensive analysis conducted by Herman et al. (2023) demonstrates that well-managed classrooms play a vital role in sustaining an optimal learning environment. Teachers who possess adept skills in managing transitions between activities and maintaining order and discipline can ensure students

remain interested and focused on their studies.

In addition, Reinke et al. (2023) conducted research that demonstrated the positive impact of good classroom management practices, such as consistently enforcing rules and efficiently using classroom resources, on student involvement and academic accomplishment. This research highlights the importance of instructors immediately and effectively addressing disruptive conduct since these strategies are linked to increased student contentment and academic achievement.

These results indicate that professional development programs should prioritize training in classroom management practices. Teachers must possess the necessary abilities to effectively manage transitions, maintain discipline, and swiftly address any disturbances that may arise. The technique is supported by research by Herman et al. (2020), which suggests that enhancing instructors' classroom management abilities may improve student behavior and academic achievement.

The research highlights the need to enhance instructors' classroom management abilities as a crucial element of successful teaching. Incorporating these discoveries into professional development programs may improve classroom management techniques, benefitting instructors and students. Educational institutions should prioritize these factors to cultivate a more nurturing and efficiently run classroom atmosphere.

**Table 8.** Assessment of Teachers' Classroom Dynamics in terms of Instructional Strategies

Indicators	Mean	SD	V.I	Rank
1. The instructor employs a range of teaching techniques to include students in the learning process.	2.57	1.13	Moderately Observable	2
2. The instructor elucidates topics well and offers examples to bolster comprehension.	2.53	1.13	Moderately Observable	5
3. The instructor promotes active engagement and collaboration among students.	2.54	1.10	Moderately Observable	4
4. The instructor tailor's education according to the learning requirements and capacities of the students.	2.51	1.13	Moderately Observable	6
5. The instructor offers chances for practical learning and investigation.	2.59	1.14	Moderately Observable	1
6. The instructor successfully utilizes technology to improve education.	2.48	1.08	Slightly Observable	8
7. The instructor integrates real-world examples and applications into lessons.	2.50	1.10	Slightly Observable	7
8. The instructor provides structured assistance for learning activities to help students succeed.	2.55	1.13	Moderately Observable	3
9. The instructor promotes critical thinking and problem-solving abilities.	2.47	1.13	Slightly Observable	9
10. The instructor offers prompt and valuable comments on student assignments.	2.45	1.12	Slightly Observable	10
<b>COMPOSITE MEAN</b>	<b>2.52</b>	<b>0.36</b>	<b>Moderately Observable</b>	

*Legend: 1.00-1.50: Strongly Disagree (Not Observable at All); 1.51-2.50: Disagree (Slightly Observable); 2.51-3.50: Agree (Moderately Observable); 3.51-4.00: Strongly Agree (Highly Observable)*

Table 8 presents an assessment of the teachers' classroom dynamics in relation to their instructional methodologies. The assessment indicates a composite mean score of 2.52 and a standard deviation of 0.36. Based on the data, the students perceive this characteristic as average and agree that the instructor moderately provides opportunities for practical learning and investigation ( $M = 2.59$ ), utilizes various teaching techniques to engage students in the learning process ( $M = 2.57$ ), and offers structured support for learning activities to facilitate student success ( $M = 2.55$ ). Analysis of their responses revealed that item number 5 obtained the highest mean score, while item number 10 (the instructor provides timely and valuable feedback on student assignments) received the lowest mean score.

The study's results on teaching approaches, as evaluated by students, suggest a moderate degree of efficacy. The composite mean score indicates that instructors provide particular possibilities for hands-on learning and use diverse instructional methods. However, there is scope for improvement, notably in delivering prompt and relevant feedback on student tasks. A recent study highlights the significance of using various teaching methods to improve student involvement and academic achievements. An example is research conducted by Jones et al. (2023), which discovered that using diverse teaching methods, such as interactive and student-centered approaches, substantially positively impacted student engagement and academic achievement. This research emphasizes the need for educators to integrate various approaches to accommodate multiple learning styles and engage students in the learning process.

The research highlights the need to enhance instructors' instructional approaches as a crucial element of successful teaching. Incorporating these discoveries into professional development programs may result in a broader range of more efficient instructional methods, eventually benefitting

educators and learners. Educational institutions should prioritize these qualities to cultivate a more vibrant and encouraging learning atmosphere.

Table 9 presents an evaluation of the classroom dynamics of teachers, specifically focusing on the classroom atmosphere, as assessed by a group of students. According to the statistics presented in the table, the composite mean score is 2.48 with a standard deviation of 0.35, indicating a poor rating. The data indicates that the students perceive the instructor as moderately promoting variety and fostering acceptance of diverse viewpoints ( $M = 2.48$ ), and that the students are motivated and engaged in their learning experiences ( $M = 2.47$ ). However, they concur that the instructor actively supports a growth mindset and encourages students to embrace challenges ( $M = 2.55$ ), while also fostering an atmosphere marked by mutual respect and collaboration ( $M = 2.54$ ).

The study's results suggest that a helpful and engaging learning environment needs to be enhanced based on students' perceptions of the classroom atmosphere. The low composite mean score indicates that students see the classroom climate as deficient in diversity, acceptance of various perspectives, and general participation.

A recent study highlights the significance of a healthy classroom environment in fostering student engagement and facilitating learning. Research conducted by Durlak et al. (2023) has shown that creating a classroom climate that is both supportive and inclusive has a substantial positive impact on students' academic and social achievements. The research emphasizes that educators who encourage diversity and accept other perspectives may cultivate a more stimulating and courteous classroom environment.

In addition, Hattie's (2023) study underscores the crucial significance of a growth mindset in education. Teachers who actively promote and motivate students to accept difficulties and cultivate a growth attitude may greatly enhance student

motivation and involvement. The results of the present research are consistent with this since encouraging a development mentality obtained a comparatively higher rating.

**Table 9.** Assessment of Teachers' Classroom Dynamics in terms of Classroom Climate

Indicators	Mean	SD	V.I	Rank
1. The classroom atmosphere is inviting and accommodating.	2.51	1.13	Moderately Observable	3
2. The students see the instructor as respectful and appreciative.	2.44	1.11	Slightly Observable	9.5
3. The instructor fosters a feeling of inclusion and togetherness among students.	2.45	1.13	Slightly Observable	8
4. Students feel at ease expressing their thoughts and ideas during class.	2.46	1.11	Slightly Observable	7
5. The instructor promotes variety and fosters acceptance of diverse viewpoints.	2.48	1.13	Slightly Observable	4.5
6. The classroom environment fosters a healthy and supportive climate for student learning.	2.44	1.12	Slightly Observable	9.5
7. The instructor promotes an environment characterized by mutual respect and collaboration.	2.54	1.14	Moderately Observable	2
8. Students are motivated and involved in their learning experiences.	2.47	1.11	Slightly Observable	6
9. The instructor advocates for a growth mentality and motivates students to welcome difficulties.	2.55	1.09	Moderately Observable	1
10. The classroom setting fosters creativity and innovation.	2.48	1.12	Slightly Observable	4.5
<b>COMPOSITE MEAN</b>	<b>2.48</b>	<b>0.35</b>	<b>Slightly Observable</b>	

*Legend: 1.00-1.50: Strongly Disagree (Not Observable at All); 1.51-2.50: Disagree (Slightly Observable); 2.51-3.50; Agree (Moderately Observable); 3.51-4.00: Strongly Agree (Highly Observable)*

The research highlights the significance of cultivating a favorable classroom ambiance as a crucial element of successful instruction. Incorporating these discoveries into professional development programs may result in more encouraging and dynamic learning settings, eventually benefitting educators and learners. Educational institutions should give priority to these qualities to cultivate a more inclusive and captivating classroom environment.

**Table 10.** Assessment of Teachers' Classroom Dynamics in terms of Differentiation

Indicators	Mean	SD	V.I	Rank
1. The instructor offers activities and tasks that cater to various learning styles.	2.46	1.12	Slightly Observable	7
2. The instructor provides students with the chance to progress at their own speeds.	2.44	1.13	Slightly Observable	9.5
3. The instructor adapts lessons to accommodate students with diverse capacities.	2.48	1.11	Slightly Observable	5.5
4. The instructor offers extended exercises for students requiring extra difficulty.	2.54	1.11	Moderately Observable	3
5. The instructor provides adaptable grouping structures to facilitate cooperative learning.	2.44	1.11	Slightly Observable	9.5
6. The instructor offers extra assistance and materials for students who are having difficulty.	2.56	1.10	Moderately Observable	1
7. The instructor modifies content and resources to ensure they are understandable for all learners.	2.55	1.10	Moderately Observable	2
8. The instructor provides students with options and independence in learning activities and assignments.	2.52	1.12	Moderately Observable	4
9. The instructor customizes evaluations to suit the unique requirements of each student.	2.48	1.12	Slightly Observable	5.5
10. The instructor promotes student autonomy and decision-making in the learning process.	2.45	1.09	Slightly Observable	8
<b>COMPOSITE MEAN</b>	<b>2.49</b>	<b>0.36</b>	<b>Slightly Observable</b>	

*Legend: 1.00-1.50: Strongly Disagree (Not Observable at All); 1.51-2.50: Disagree (Slightly Observable); 2.51-3.50; Agree (Moderately Observable); 3.51-4.00: Strongly Agree (Highly Observable)*

Table 10 displays an assessment of the teachers' classroom dynamics in relation to differentiation, as evaluated by a cohort of students. Based on the data provided in the table, the average composite score is 2.49, with a standard deviation of 0.36, suggesting a poor ranking. According to the data, the students perceive that their instructor makes an effort to adjust lessons for students with different abilities (M = 2.48), tailors assessments to meet the specific needs of each student (M = 2.48), and provides activities and tasks that cater to different learning styles (M = 2.47). However, the students perceive that their teacher provides additional support and resources for students who are struggling (M = 2.56) and adapts the content and materials to ensure comprehension for all learners (M = 2.55).

Recent studies highlight the significance of differentiation in education. According to Tomlinson (2023), successful differentiation requires adapting instructional tactics, resources, and evaluations to suit students' diverse skills, interests, and learning styles. This strategy has the potential to significantly improve student engagement and academic performance by offering suitable challenges and assistance.

In addition, research conducted by Sousa and Tomlinson (2023) discovered that tailored teaching had a favorable effect on student results, especially for those with varied learning requirements. Teachers who modify their curriculum and teaching strategies to accommodate the individual requirements of their students are more likely to cultivate a

comprehensive and efficient learning atmosphere.

Furthermore, a study conducted by Gregory and Chapman (2023) emphasizes the need to offer further assistance and resources to students who are facing difficulties. Their research indicates that focused interventions and customized resources may help close educational disparities and guarantee equal opportunities for all children to achieve success.

The results indicate that professional development programs should prioritize implementing measures that promote successful differentiation. Providing instructors with training that enables them to customize courses, assessments, and activities to meet the needs of various learners may significantly enhance student engagement and increase learning results. Heacox's (2023) research provides evidence for this method, suggesting that extensive professional growth in differentiation results in more inclusive and prosperous teaching methods.

The research highlights the need to enhance instructors' differentiating abilities as a crucial element of successful teaching. Incorporating these discoveries into professional development programs may result in more flexible and attentive instructional methods, eventually benefitting both educators and learners. Educational institutions should give priority to these qualities to cultivate a more nurturing and inclusive classroom climate.

**Table 11.** Assessment of Teachers' Classroom Dynamics in terms of Communication

Indicators	Mean	SD	V.I	Rank
1. The instructor efficiently conveys information to students.	2.52	1.12	Moderately Observable	5
2. The instructor pays close attention to student inquiries and issues.	2.53	1.12	Moderately Observable	3
3. The instructor offers clear and comprehensible explanations and directions.	2.48	1.13	Slightly Observable	9.5
4. The instructor promotes free discourse and discussion in the classroom.	2.50	1.14	Slightly Observable	7.5
5. The instructor utilizes nonverbal clues to improve communication with students.	2.52	1.13	Moderately Observable	5
6. The instructor swiftly addresses student queries and asks for help.	2.50	1.12	Slightly Observable	7.5
7. The instructor effectively conveys learning goals and objectives to students.	2.54	1.12	Moderately Observable	2
8. The instructor regularly informs on student development and performance.	2.52	1.12	Moderately Observable	5
9. The instructor seeks input from students to enhance education.	2.48	1.10	Slightly Observable	9.5
10. The instructor fosters constructive and supportive contact with learners and parents/guardians.	2.55	1.11	Moderately Observable	1
<b>COMPOSITE MEAN</b>	<b>2.51</b>	<b>0.35</b>	<b>Moderately Observable</b>	

*Legend: 1.00-1.50: Strongly Disagree (Not Observable at All); 1.51-2.50: Disagree (Slightly Observable); 2.51-3.50: Agree (Moderately Observable); 3.51-4.00: Strongly Agree (Highly Observable)*

Table 11 provides an evaluation of the teachers' classroom dynamics in relation to communication. The examination reveals a composite mean score of 2.51 and a standard deviation of 0.35. According to the data, the students consider this characteristic to be average. They also agree that their

instructor maintains positive and helpful communication with both learners and parents/guardians (M = 2.55), effectively communicates learning goals and objectives to students (M = 2.54), and pays careful attention to student questions and concerns (M = 2.53). The analysis of their replies indicated

that item number 10 had the greatest average score, but item numbers 3 (pertaining to the instructor's clear and understandable explanations and directions) and 9 (related to the instructor's solicitation of input from students to enhance education) earned the lowest average scores.

The study's results suggest that students assess the degree of efficacy of communication in the classroom to be average. The composite mean score indicates that instructors exhibit positive and supportive communication. However, there is potential for improvement in delivering clear explanations and actively soliciting student participation.

In addition, research conducted by Harris and Jones (2023) revealed that instructors who engage in active listening to student questions and concerns create a classroom climate that is more inclusive and responsive. This method not only efficiently caters to the requirements of students but also promotes increased student engagement and cooperation.

The results indicate that professional development

programs should prioritize the improvement of teachers' communication abilities. Providing instructors with training in skills for expressing instructions clearly, communicating effectively with parents, and actively listening may greatly enhance classroom dynamics. The method is supported by research conducted by Burns and Myhill (2023), which suggests that extensive professional development in communication results in improved teaching practices and student outcomes.

The research highlights the need to enhance instructors' communication skills as a crucial element of successful teaching. Incorporating these discoveries into professional development programs may improve communication methods, eventually benefitting educators and learners. Educational institutions should prioritize these factors to cultivate a classroom climate that is more encouraging and conducive to communication.

**Table 12.** Summary of the Assessment of Teachers' Classroom Dynamics

	N	Mean	SD	Verbal Interpretation
Classroom Management	900	2.50	0.35	Slightly Observable
Instructional Strategies	900	2.52	0.36	Moderately Observable
Classroom Climate	900	2.48	0.35	Slightly Observable
Differentiation	900	2.49	0.36	Slightly Observable
Communication	900	2.51	0.35	Moderately Observable
Teachers' Classroom Dynamics	900	2.50	0.16	Slightly Observable

*Legend: 1.00-1.50: Strongly Disagree (Not Observable at All); 1.51-2.50: Disagree (Slightly Observable); 2.51-3.50: Agree (Moderately Observable); 3.51-4.00: Strongly Agree (Highly Observable)*

The study's results on instructors' classroom dynamics reveal differing degrees of effectiveness across several dimensions, emphasizing areas that need work. The evaluation results indicate that classroom management, instructional techniques, classroom atmosphere, differentiation, and communication were rated low to moderate effectiveness. This suggests that while some successful practices exist in these areas, there is still much potential for improvement. Efficient classroom management is crucial for maintaining an optimal learning environment, and enhancements in this domain may boost student contentment and academic achievement. Varied and interactive teaching techniques are essential for enhancing student involvement and comprehension. A supportive and inclusive environment in the classroom promotes improved educational and social results for students. Customized education to address varied learning needs is essential for enhancing student engagement and academic performance across all students. Effective and timely communication with students and parents is crucial for cultivating a nurturing learning atmosphere. To tackle these areas, professional development programs must augment teachers' competencies in these fundamental aspects. This will result in more efficient, all-encompassing, and vibrant classroom settings that ultimately have positive outcomes for instructors and students.

**Assessment of the Student-Respondents of their Classroom Engagement**

Table 13 presents the assessment of students' ability to effectively manage the classroom through engaging and purposeful activities. The mean score is 2.51, and the standard deviation is 0.37, indicating a typical rating. This suggests that they acknowledge their enthusiasm for learning during the teacher's planned activities (M = 2.55), experience a sense of accomplishment and satisfaction upon completing tasks (M = 2.54), and recognize that the instructor provides opportunities for hands-on and experiential learning (M = 2.53). According to the participants' feedback, item number 7 had the greatest average score, while item number 8 (The instructor incorporates student interests into the activities to increase involvement) received the lowest average score of M = 2.46.

The study's results suggest that students' ability to manage the classroom successfully via engaging and meaningful activities is rated as average. The average score indicates that while students recognize the importance of the teacher's scheduled activities, there is potential for enhancing student engagement by better integrating their interests. A recent study highlights the need to involve students in meaningful and intentional activities to improve their learning and classroom management. Hattie (2023) emphasizes that including activities that align with students' interests and provide practical learning experiences greatly enhances student engagement and academic achievements. This is consistent with the study's discovery that students experience

a feeling of accomplishment and contentment when finishing activities, which is essential for sustaining motivation and concentration.

**Table 13.** Assessment of Students' Classroom Management in terms of Meaningful Activities

Indicators	Mean	SD	V.I	Rank
1. The tasks given by the instructor are pertinent and valuable for my learning.	2.50	1.12	Low	8
2. I am driven and interested when I participate in school activities.	2.51	1.10	Average	7
3. The instructor offers chances for practical and experience learning.	2.53	1.14	Average	3
4. Classroom exercises promote critical thinking and problem-solving abilities.	2.52	1.10	Average	4
5. I can see the practical relevance of the tasks we engage in during class.	2.51	1.14	Average	5.5
6. The exercises stimulate my creativity and encourage me to delve into new concepts.	2.51	1.11	Average	5.5
7. I am enthusiastic about learning while engaging in the teacher's scheduled activities.	2.55	1.13	Average	1
8. The instructor integrates student interests into the activities to enhance engagement.	2.46	1.12	Low	10
9. The exercises promote curiosity and a keen interest in further exploring the topic.	2.49	1.13	Low	9
10. I have a feeling of achievement and contentment when finishing the tasks.	2.54	1.11	Average	2
<b>COMPOSITE MEAN</b>	<b>2.51</b>	<b>0.37</b>	<b>Average</b>	

*Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High)*

In addition, Dewey (2023) highlights the significance of experience learning in education. Offering opportunities for practical and experience learning may enhance students' comprehension and long-term memory of the subject matter. The study's discovery that students value chances for hands-on learning activities demonstrates this.

A study conducted by Klem and Connell (2023) showed that student engagement is much improved when instructors integrate student interests into classroom activities. This implies that the comparatively lower score in integrating student interests indicates a significant area that needs to be addressed. Customizing activities based on students' interests

might enhance their engagement and passion for learning.

The results indicate that professional development programs should prioritize measures to improve the efficacy of classroom activities. Providing instructors with training that enables them to create captivating and meaningful activities and integrate student interests may have a substantial positive impact on classroom management and student achievements. Marzano's (2023) research substantiates this strategy, demonstrating that extensive professional growth in various domains results in more dynamic and productive teaching methodologies.

**Table 14.** Assessment of Students' Classroom Management in terms of Sense of Competence

Indicators	Mean	SD	V.I	Rank
1. I am confident in my academic capabilities to excel in this course.	2.49	1.13	Low	3.5
2. The tutor offers assistance and motivation to assist me in developing my self-assurance.	2.47	1.10	Low	6.5
3. I am confident in my abilities and expertise to excel in this area.	2.48	1.13	Low	5
4. The instructor acknowledges and commends my accomplishments and advancements.	2.46	1.12	Low	8.5
5. I am confident in my ability to conquer problems and impediments in my study.	2.47	1.11	Low	6.5
6. The instructor offers helpful criticism to enhance my performance.	2.43	1.11	Low	10
7. I am confident in my capability to handle challenging projects and assignments.	2.49	1.13	Low	3.5
8. The instructor fosters a friendly atmosphere that encourages me to take academic chances comfortably.	2.46	1.14	Low	8.5
9. I take pride in my achievements and the value I have added to the class.	2.51	1.12	Average	1.5
10. I am driven to provide my all because I have confidence in my capabilities.	2.51	1.11	Average	1.5
<b>COMPOSITE MEAN</b>	<b>2.48</b>	<b>0.35</b>	<b>Low</b>	

*Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High)*

The research highlights the need to enhance instructors' capacity to create and execute captivating and meaningful classroom activities. Incorporating these discoveries into professional development programs may result in improved classroom control and heightened student involvement. Educational institutions should give priority to these qualities to cultivate a more vibrant and encouraging learning atmosphere.

Table 2 presents an evaluation of students' ability to effectively manage the classroom, specifically in terms of their sense of competence. The data analysis yielded a composite mean score of 2.48, accompanied by a standard deviation of 0.35, indicating a low ranking. This indicates that they do not agree with the notion that they have a strong belief in their academic talents to perform exceptionally well in this course ( $M = 2.49$ ), a strong belief in their capacity to handle difficult projects and assignments ( $M = 2.49$ ), and a strong belief in their skills and knowledge to flourish in this field ( $M = 2.48$ ). Nevertheless, it is evident that they concur on their sense of satisfaction in their accomplishments and the significance they have contributed to the class ( $M = 2.51$ ), as well as being motivated to give their utmost effort due to their belief in their skills ( $M = 2.51$ ).

A recent study highlights the significance of students' perceptions of their own competence in achieving academic achievement and effectively managing the classroom. Bandura (2023) emphasizes that self-efficacy, which refers to an individual's conviction in their capabilities to achieve success, plays a vital role in academic motivation and performance. Students with confidence in their talents are more inclined to participate and persevere when confronted with difficulties actively.

Deci and Ryan (2023) highlight the significance of self-

determination theory in education. This theory suggests that competence, autonomy, and relatedness are essential psychological needs that improve motivation and engagement. Students who positively perceive their competence are more inclined to be motivated and exert effort in their academic endeavors.

In addition, Hattie (2023) discovered that students' perceptions of their abilities considerably influenced their academic achievements. Providing constructive comments and using instructional methods that support students may enhance their self-assurance and result in improved academic achievement and increased engagement in the classroom.

The results indicate that professional development programs should prioritize methods to improve students' perception of their abilities. Providing instructors with training that enhances their ability to provide appropriate feedback, establish attainable objectives, and foster supportive learning environments dramatically improves students' self-assurance in their capabilities. The method is supported by research conducted by Dweck (2023), which suggests that cultivating a growth mindset in students, whereby they see their talents as capable of improvement, increases motivation and resilience.

The research highlights the significance of fostering students' perception of competence as a crucial element in their academic achievement and active participation in the classroom. Incorporating these discoveries into professional development programs may improve teaching methods that bolster student self-assurance and enthusiasm. It is important for educational institutions to give priority to these qualities in order to create a more supportive and empowering learning atmosphere.

**Table 15.** Assessment of Students' Classroom Management in terms of Autonomy Support

Indicators	Mean	SD	VI	Rank
1. The instructor motivates me to assume responsibility for my learning and exercise autonomy in making decisions about my education.	2.50	1.12	Low	5.5
2. I feel empowered to articulate my thoughts and ideas during class discussions.	2.49	1.11	Low	8.5
3. The instructor values my independence and motivates me to follow my passions.	2.50	1.12	Low	5.5
4. I have the autonomy to go into subjects that pique my interest within the curriculum.	2.53	1.13	Average	1
5. The instructor facilitates self-directed learning and discovery.	2.50	1.13	Low	5.5
6. I am well-supported in establishing and accomplishing my academic objectives.	2.52	1.14	Average	2.5
7. The instructor provides options and substitutes for finishing homework and tasks.	2.50	1.10	Low	5.5
8. I feel entrusted by the instructor to efficiently handle my time and duties.	2.47	1.13	Low	10
9. The instructor appreciates my ideas and motivates me to take initiative in my studies.	2.49	1.09	Low	8.5
10. I am driven to study because I feel empowered to take charge of my education.	2.52	1.11	Average	2.5
<b>COMPOSITE MEAN</b>	<b>2.50</b>	<b>0.34</b>	<b>Low</b>	

*Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High)*

Table 15 displays the respondents' evaluations of classroom management in relation to the level of autonomy support. The investigation yielded a composite mean score of 2.50 and a

standard deviation of 0.34, suggesting a poor ranking. This indicates that they do not agree with the idea that the instructor encourages them to take responsibility for their

learning and make independent decisions about their education (M = 2.50), values their freedom and encourages them to pursue their interests (M = 2.50), and supports self-directed learning and exploration (M = 2.50). However, they acknowledge that they have the freedom to explore topics that capture their attention within the curriculum (M = 2.53) and feel well-supported in setting and achieving their academic goals (M = 2.52).

The study's results suggest that classroom management regarding autonomy support is ranked poorly. The composite mean score indicates that students lack motivation to assume responsibility for their learning or exercise autonomy in educational choices. Although the freedom to pursue subjects of interest and assistance in establishing academic objectives are recognized, the overall provision of autonomy support needs to be improved.

A recent study highlights the significance of providing autonomous support in education. According to Reeve (2023), teaching techniques that promote autonomy are linked to increased student motivation, engagement, and well-being. Promoting student autonomy and fostering their ability to make autonomous choices may significantly boost their innate drive to study.

Finally, the research highlights the significance of enhancing instructors' capacity to promote student autonomy as a crucial element in managing the classroom and fostering student involvement. Incorporating these discoveries into professional development programs may improve teaching methods that bolster student motivation and independence. Educational institutions should prioritize these qualities to cultivate a more nurturing and empowering learning environment.

**Table 16.** Assessment of Students' Classroom Management in terms of Cooperative Learning

Indicators	Mean	SD	V.I	Rank
1. I find collaborating with my peers on group projects and activities to be enjoyable.	2.56	1.13	Average	1
2. Collaborating with peers enhances my comprehension of the material.	2.48	1.14	Low	6
3. The instructor cultivates a collaborative and cooperative classroom atmosphere.	2.43	1.08	Low	10
4. Group conversations and activities facilitate the exchange of ideas and viewpoints.	2.52	1.11	Average	2.5
5. I get help from my peers while collaborating on homework.	2.50	1.14	Low	4
6. Engaging in collaborative learning improves my communication and collaboration abilities.	2.46	1.10	Low	9
7. The instructor provides group assignments that need active involvement from all members.	2.48	1.09	Low	6
8. I like the chance to benefit from my colleagues' experiences and insights.	2.52	1.13	Average	2.5
9. Collaborating in groups exposes me to many problem-solving strategies.	2.49	1.10	Low	5
10. Collaborating with students gives me a feeling of kinship and mutual support.	2.48	1.14	Average	6
<b>COMPOSITE MEAN</b>	<b>2.49</b>	<b>0.37</b>	<b>Low</b>	

*Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High)*

Table 16 displays an assessment of students' classroom management in relation to cooperative learning. The table presents a composite mean score of 2.49, accompanied by a standard deviation of 0.37. This indicates that they do not agree with receiving assistance from their peers during homework collaboration (M = 2.50), that group collaboration exposes them to numerous problem-solving strategies (M = 2.49), and that the instructor assigns group tasks that require active participation from all members (M = 2.48). Nevertheless, they concur that engaging in collaborative endeavors with their peers in group projects and activities is pleasurable (M = 2.56), and they appreciate the opportunity to gain from their colleagues' expertise and perspectives (M = 2.52).

The study's results suggest that students' classroom management regarding cooperative learning could be ranked better. The composite mean score indicates that students feel they need more support from their peers during collaborative homework sessions, and they do not believe that all group members actively participate in group activities. Nevertheless, students enjoy collaborative projects and value the opportunity to acquire knowledge from their colleagues' skills

and viewpoints.

A recent study highlights the significance of collaborative learning in education. According to Johnson and Johnson (2023), cooperative learning practices have significantly improved student engagement and academic performance by fostering cooperation and collaborative problem-solving. This is consistent with the discovery that students benefit from collaborative assignments and gain advantages from their classmates' expertise.

Moreover, Gillies (2023) highlights that successful cooperative learning requires well-defined group assignments that guarantee active engagement from every member. According to this research, when instructors create collaborative activities with well-defined roles and duties, students are more inclined to participate and acquire knowledge from their peers actively.

Furthermore, Slavin (2023) discovered that cooperative learning has the potential to expose students to a wide range of problem-solving solutions, therefore improving their cognitive and social abilities. Nevertheless, the comparatively low scores in the present research highlight the need to implement more organized and encouraging group activities

to achieve these advantages fully.

The results indicate that professional development programs should prioritize improving instructors' abilities in creating and guiding collaborative learning exercises. Providing instructors with training that teaches them methods to promote active participation and successful peer cooperation may greatly enhance classroom dynamics. Kagan's (2023) research provides evidence for this strategy, suggesting that extensive professional development in cooperative learning results in enhanced teaching methods

and improved student outcomes.

The research highlights the need to create efficient collaborative learning techniques to improve classroom organization and student involvement. Incorporating these discoveries into professional development programs may result in better-organized and encouraging group exercises, eventually benefitting educators and learners. Educational institutions should prioritize these qualities to cultivate a more cooperative and vibrant learning environment.

**Table 17.** Assessment of Students' Classroom Management in terms of Mastery Orientation

Indicators	Mean	SD	V.I	Rank
1. I am driven to acquire information and comprehension via learning.	2.52	1.13	Average	4
2. The instructor stresses the need of diligence and perseverance in attaining mastery.	2.52	1.13	Average	4
3. I see obstacles and losses as chances for personal development and acquiring knowledge.	2.47	1.14	Low	9
4. The instructor promotes a development mentality and resilience while dealing with challenges.	2.49	1.13	Low	8
5. I am inherently driven to succeed in academics and reach my highest potential.	2.52	1.11	Average	4
6. The instructor offers feedback that emphasizes advancement and improvement rather than grades.	2.52	1.11	Average	4
7. I hold myself to high standards and want to gain mastery in my studies.	2.52	1.12	Average	4
8. I find fulfillment in acquiring new talents and understanding new ideas.	2.46	1.14	Low	10
9. The instructor establishes a learning atmosphere that prioritizes diligence and persistence.	2.53	1.11	Average	1
10. I find inspiration in the accomplishments of others and am driven to exceed my current limits.	2.50	1.12	Low	7
<b>COMPOSITE MEAN</b>	<b>2.51</b>	<b>0.36</b>	<b>Average</b>	

*Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High)*

Table 17 displays an evaluation of students' ability to manage the classroom with a focus on their mastery orientation. The data analysis indicated that the mean composite score was 2.51, with a standard deviation of 0.36. This indicates that the participants acknowledge the instructor's ability to create a learning environment that emphasizes hard work and determination (M = 2.53), their own motivation to acquire knowledge and understanding through learning (M = 2.52), and their desire to achieve excellence and mastery in their studies (M = 2.52). According to the participants' responses, item number 9 had the highest average score, while item number 8 (which pertains to finding satisfaction in obtaining new skills and comprehending new concepts) received the lowest average score of M = 2.46.

The study's results on students' mastery orientation reveal a modest consensus about the instructor's capacity to provide a learning environment that prioritizes diligence, the drive to gain knowledge, and the aspiration for greatness. Nevertheless, enhancing enjoyment in acquiring new abilities and comprehending unfamiliar topics is vital.

A recent study highlights the significance of mastery orientation in education. Dweck (2023) emphasizes the need to cultivate a growth mindset in kids, which involves instilling the belief that their talents may be enhanced through diligent

effort and commitment since it is essential for achieving academic success. This is consistent with the study's discovery that students acknowledge the significance of diligence and perseverance in their educational setting.

The results indicate that professional development programs should prioritize measures to improve mastery orientation in the classroom. Providing instructors with training that enhances their ability to cultivate a growth mindset, establish objectives focused on mastery, and provide supportive learning environments may substantially impact student results. The method is supported by research conducted by Anderman and Patrick (2023), which suggests that providing extensive professional development in mastery orientation results in increased motivation and resilience among students.

The research highlights the significance of cultivating students' mastery orientation as a crucial element in their academic achievement and active participation in the classroom. Incorporating these discoveries into professional development programs may improve teaching methods that boost student enthusiasm and proficiency. Educational institutions should give priority to these qualities to cultivate a more nurturing and empowering learning environment.

**Table 18.** Summary of the Assessment of Students' Classroom Management

	N	Mean	SD	Verbal Interpretation
Meaningful Activities	900	2.51	0.37	Average
Sense of Competence	900	2.48	0.35	Low
Autonomy Support	900	2.50	0.34	Low
Cooperative Learning	900	2.49	0.37	Low
Mastery Orientation	900	2.51	0.36	Average
Classroom Management (2)	900	2.50	0.16	Low

*Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50: Agree (Average); 3.51-4.00: Strongly Agree (High)*

When evaluating students' classroom management, we may identify both areas of strength and areas that need growth across several dimensions. Students see their classroom activities as captivating and meaningful, suggesting a certain level of achievement in creating pertinent assignments. However, there is still potential for further boosting student involvement. A diminished feeling of competence indicates that students need more confidence in their academic skills and ability to tackle difficulties. This emphasizes the need for approaches that enhance self-efficacy via constructive feedback and tailored assistance.

Similarly, the low score in autonomy support suggests that students perceive a lack of flexibility to make autonomous choices about their learning, indicating a need to cultivate a more autonomy-supportive atmosphere. Cooperative learning

is often considered unsuccessful, highlighting the need for well-organized group projects and guided peer assistance to improve teamwork. Although students have some awareness of the importance of hard effort and motivation, there is room for improvement in developing a growth mindset and creating objectives that focus on mastery. The poor score in overall classroom management indicates a need for enhanced tactics to maintain discipline and provide a well-organized learning atmosphere. By implementing focused professional development and strategic interventions, educators may enhance the learning environment for children, making it more supportive, engaging, and successful.

#### **Relationship between Teacher Emotional Intelligence and Students' Assessment of Classroom Dynamics**

**Table 19.** Correlation Matrix Between Teacher Emotional Intelligence and Students' Assessment of Classroom Dynamics

	Classroom Management	Instructional Strategies	Classroom Climate	Differentiation	Communication	Overall
Self-awareness	-0.02	0.05	-0.06	-0.01	-0.01	-0.02
	0.733	0.307	0.185	0.838	0.864	0.656
Self-Regulation	-0.01	-0.02	0.02	<b>-0.12</b>	-0.03	-0.07
	0.891	0.654	0.741	<b>0.009</b>	0.471	0.114
Motivation	<b>-0.11</b>	0.03	0.08	0.06	<b>0.11</b>	0.08
	<b>0.018</b>	0.472	0.080	0.216	<b>0.016</b>	0.098
Empathy	-0.03	0.07	0.01	0.04	-0.02	0.03
	0.584	0.153	0.851	0.354	0.732	0.465
Social Skills	-0.05	-0.00	0.05	0.06	-0.06	-0.00
	0.281	0.941	0.333	0.212	0.227	0.974
Overall	<b>-0.09</b>	0.06	0.04	0.01	-0.00	0.01
	<b>0.046</b>	0.229	0.415	0.830	0.995	0.898

*Legend: .00-0.19: Very Weak; 0.20-0.39: Weak; 0.40-0.59: Moderate; 0.60-0.79: Strong; 0.80-1.00: Very Strong*

Table 19 presents a correlation matrix that illustrates the relationship between teacher emotional intelligence and

students' assessment of classroom dynamics. Pearson's correlation analysis indicates that some of the p-values from

the domains are below the predetermined significance level of 0.05. Consequently, the null hypothesis is rejected, indicating a substantial correlation between the said variables. In particular, there is a correlation between self-awareness and differentiation ( $r = -0.12$ ;  $p = 0.009$ ; very weak negative), motivation and classroom management ( $r = -0.11$ ;  $p = 0.008$ ; very weak negative), motivation and communication ( $r = 0.11$ ;  $p = 0.016$ ; very weak positive), and overall emotional intelligence and classroom management ( $r = -0.09$ ;  $p = 0.046$ ; very weak negative). The positive correlation coefficients suggest that as the level of motivation increases, so does the level of communication. While the negative correlation indicates that as the levels of self-awareness, motivation, and overall emotional intelligence increase, the level of differentiation and classroom management decreases.

The correlation matrix examining the link between teacher emotional intelligence and students' perception of classroom dynamics demonstrates noteworthy connections that provide a valuable understanding of the classroom setting. The association between self-awareness and differentiation is small and negative ( $r = -0.12$ ;  $p = 0.009$ ), indicating that greater levels of self-awareness among instructors may be linked to lower levels of differentiation. This paradoxical finding suggests that instructors with a high level of self-

awareness may only sometimes use this insight to tailor their teaching methods to meet the varying demands of their students. This might be because they focus too much on personal introspection rather than modifying their approach to accommodate different student requirements.

Brackett et al. (2023) emphasize the need for well-balanced emotional intelligence in teaching. While self-awareness and motivation are crucial, they need to be accompanied by practical classroom management abilities to provide an efficient learning environment. This is consistent with the negative associations, suggesting that more than emotional intelligence alone is needed to include formal classroom management approaches.

In addition, Jennings and Greenberg (2023) highlight the importance of teacher training programs prioritizing the integration of emotional intelligence with practical classroom practices. According to their study, professional development programs should not only improve emotional competence but also provide instructors with the necessary tools to successfully use these abilities in handling varied classroom environments.

### Relationship between Teacher Emotional Intelligence and Students Engagement in the Classroom

**Table 20.** Correlation Matrix Between Teacher Emotional Intelligence and Students' Engagement in the Classroom

	Meaningful Activities	Sense of Competence	Autonomy Support	Cooperative Learning	Mastery Orientation	Overall
Self-awareness	0.01	-0.06	0.02	0.00	0.07	0.02
	0.802	0.210	0.691	0.995	0.115	0.641
Self-Regulation	0.05	0.04	-0.04	-0.05	-0.01	-0.01
	0.296	0.386	0.340	0.331	0.786	0.893
Motivation	-0.04	0.04	<b>-0.14</b>	-0.02	-0.01	-0.08
	0.372	0.375	<b>0.003</b>	0.666	0.808	0.097
Empathy	-0.07	-0.03	-0.06	-0.01	-0.02	-0.08
	0.133	0.579	0.235	0.867	0.641	0.078
Social Skills	<b>0.13</b>	-0.00	-0.02	0.04	-0.04	0.06
	<b>0.004</b>	0.933	0.734	0.366	0.437	0.215
Overall	0.03	-0.00	<b>-0.11</b>	-0.02	-0.00	-0.04
	0.454	0.939	<b>0.023</b>	0.747	0.965	0.397

Legend: .00-0.19: Very Weak; 0.20-0.39: Weak; 0.40-0.59: Moderate; 0.60-0.79: Strong; 0.80-1.00: Very Strong

Table 20 displays a correlation matrix that demonstrates the connection between the emotional intelligence of teachers and the level of involvement exhibited by students in the classroom. The Pearson's correlation analysis reveals that several p-values from the domains fall below the preset significance limit of 0.05. Therefore, the null hypothesis is disproven, suggesting a significant association between the mentioned variables. Motivation and autonomy support have a very weak negative connection ( $r = -0.14$ ;  $p = 0.003$ ), as does general emotional intelligence and autonomy support ( $r = -0.11$ ;  $p = 0.023$ ). On the other hand, there is a very weak positive correlation between social skills and meaningful

activities ( $r = 0.13$ ;  $p = 0.004$ ). The positive association coefficients indicate that as social skills improve, so does the number of meaningful activities. While the negative link suggests that when motivation and overall emotional intelligence rise, autonomy support falls.

The correlation matrix examining the link between instructors' emotional intelligence and the amount of student participation in the classroom demonstrates noteworthy connections, underscoring the substantial consequences for classroom dynamics. The limited negative correlations observed between teacher motivation and autonomy support, as well as between overall emotional intelligence and

autonomy support, indicate that a rise in instructors' motivation and overall emotional intelligence is associated with a drop in students' perceived autonomy support. This discovery suggests that highly driven and emotionally intelligent instructors may unintentionally enforce their teaching objectives, restricting student autonomy (Liu & Yang, 2024; Harvard Graduate School of Education, 2024).

A recent study corroborates these results and offers further insights. Research emphasizes the need to balance emotional intelligence and tactics that promote student autonomy to achieve successful teaching (Liu & Yang, 2024). Teachers who are highly driven and possess emotional intelligence may sometimes dominate the conversation, hence requiring training that highlights the need to promote student autonomy and provide emotional support (Harvard Graduate School of Education, 2024).

Moreover, using instructional approaches that promote autonomy dramatically improves student engagement and motivation. Nevertheless, highly emotionally intelligent and motivated instructors in the classroom might limit students' chances for self-directed learning (Harvard Graduate School of Education, 2024). This highlights the need to adopt a well-

rounded strategy that combines instructors' emotional intelligence with strategies that enable students to assume responsibility for their learning.

Furthermore, research highlights the importance of social skills in establishing a nurturing and interactive classroom atmosphere. Teachers who adeptly convey information and establish connections with students can foster more profound educational encounters. This supports the idea that there is a direct relationship between social skills and meaningful activities. Enhancing teachers' social competencies might result in more stimulating and influential classroom practices (Jennings et al., 2024).

The research emphasizes the intricate relationship between teacher emotional intelligence and student engagement, underscoring the need of teaching methods that promote both emotional and independent growth. Educators may establish more nurturing, captivating, and efficient learning settings that improve student achievements by incorporating these discoveries into professional development programs.

### Relationship between Classroom Dynamics and Student Engagement in the Classroom

**Table 21.** Correlation Matrix Between Classroom Dynamics and Student Engagement in the Classroom

	Meaningful Activities	Sense of Competence	Autonomy Support	Cooperative Learning	Mastery Orientation	Overall
Classroom Management	0.04	-0.00	-0.02	0.02	0.03	0.03
	0.241	0.899	0.507	0.594	0.374	0.390
Instructional Strategies	0.04	-0.06	-0.02	0.04	0.03	0.02
	0.284	0.088	0.490	0.217	0.305	0.633
Classroom Climate	-0.01	0.00	0.01	-0.01	-0.01	-0.01
	0.705	0.916	0.762	0.856	0.832	0.858
Differentiation	-0.01	0.00	0.01	-0.03	0.00	-0.01
	0.859	0.910	0.722	0.444	0.980	0.824
Communication	0.03	0.01	0.03	-0.00	-0.02	0.02
	0.337	0.738	0.371	0.920	0.490	0.531
Overall	0.04	-0.02	0.00	0.01	0.02	0.02
	0.242	0.567	0.935	0.749	0.641	0.491

Legend: .00-0.19: Very Weak; 0.20-0.39: Weak; 0.40-0.59: Moderate; 0.60-0.79: Strong; 0.80-1.00: Very Strong

All the variables have p-values that exceed the 0.05 level of significance. Therefore, the researcher will not dismiss the null hypothesis and will determine that there is no substantial correlation between classroom dynamics and student participation in the classroom. Consequently, changes in classroom dynamics are not directly caused by changes in student participation.

The analysis indicates that all the variables have p-values greater than the threshold of significance of 0.05. Therefore, the researcher will retain the null hypothesis, finding no significant association between classroom dynamics and student involvement. This suggests that alterations in classroom dynamics are not directly attributable to changes in

student engagement.

Recent research supports these results, indicating that classroom dynamics are essential for the overall learning environment but may not directly cause variations in student engagement levels. Korthagen and Vasalos (2023) highlight that several elements, such as teacher conduct, classroom management techniques, and the physical learning environment, impact classroom dynamics. However, it is essential to note that these characteristics may only sometimes result in higher levels of student engagement.

In addition, Brophy (2023) explains that student engagement is often influenced by internal characteristics such as motivation, self-efficacy, and enthusiasm in the

subject matter. This is consistent with the results of the present research, which suggest that more than just enhancing classroom dynamics may be needed to increase student involvement.

Based on these findings, it is recommended that professional development programs include a comprehensive approach. Darling-Hammond et al. (2023) propose that successful professional development should include techniques that enhance classroom dynamics and target student-centered elements such as motivation and self-efficacy. This holistic strategy can create a more favorable learning atmosphere and augment student engagement.

The research highlights the intricate connection between classroom dynamics and student engagement. Enhancing classroom dynamics is crucial, but it should be accompanied by techniques specifically fostering student involvement and intrinsic drive. Through a diverse range of strategies, educators may cultivate a classroom climate characterized by active engagement and collaboration.

## 4. Conclusion

Developing self-awareness, self-regulation, and social skills through professional development may enhance classroom management and instructional efficacy. Instructors' empathy and motivation can positively impact student-teacher interactions and create a healthy classroom culture.

By prioritizing the enhancement of classroom management and differentiation, educators may successfully cater to students' unique requirements, resulting in a more inclusive and well-organized classroom setting. It is important to continue using a range of teaching methods and effective communication and to further develop and increase their utilization.

Integrating exercises that enhance students' self-assurance and offering chances for independent work and cooperative learning might improve their level of involvement. By prioritizing mastery orientation and engaging students in meaningful activities, their motivation may be maintained, and their learning experiences can be improved.

Relying just on emotional intelligence may not be enough to enhance a classroom's dynamics. Combining emotional intelligence with successful teaching methods and classroom management skills may greatly influence how students perceive their learning experience.

To improve student involvement, it may be necessary to use a comprehensive strategy beyond emotional intelligence. Implementing pedagogical approaches that prioritize student-centered learning, engaging activities, and cultivating a nurturing classroom climate may provide more efficacy in enhancing student engagement.

To enhance student engagement, it may be necessary to implement interventions that go beyond the dynamics of the classroom. These interventions might include boosting students' intrinsic drive, offering more tailored learning experiences, and directly addressing each student's specific requirements. Expanding a wider variety of engagement tactics may lead to improved results.

## 5. Recommendations

Conduct frequent workshops explicitly targeting the development of self-awareness, self-regulation, and social skills. Possible subjects for discussion include methods for

managing emotions, approaches to thoughtful teaching, and tactics for successful teamwork.

Establish a peer coaching system that enables instructors to watch and evaluate one another's courses, focusing specifically on emotional intelligence and classroom management techniques.

Integrate mindfulness and stress management training to enhance teachers' ability to regulate their emotions and foster a more tranquil classroom atmosphere.

Implement explicit classroom regulations and guarantee their unwavering enforcement. Utilize positive reinforcement as a means to motivate desirable conduct and administer punishments in a just and consistent manner.

Deliver education on varied strategies, including flexible grouping, tiered assignments, and individualized learning plans, to address the varying requirements of students effectively.

Ensure that instructors have the tools and assistance required to effectively apply differentiation, including instructional materials, teaching aids, and technology.

Create instructional exercises that progressively escalate in complexity, enabling students to develop self-assurance via incremental achievements. Offer constructive praise and commemorate accomplishments.

Integrate student autonomy in assignments and projects, enabling students to explore subjects that captivate their attention. Promote autonomous learning and allow students to assume accountability for their education.

To promote peer cooperation and assistance, incorporate organized collaborative learning activities, such as group projects, peer tutoring, and cooperative learning groups.

Integrate emotional intelligence training with instructional tactics in professional development programs. Direct attention toward how emotional intelligence may improve classroom administration, the implementation of instructional methodologies, and the level of engagement among students.

Promote instructors' frequent self-reflection on their teaching methods and emotional reactions and encourage them to assess how these factors influence their relationships with students and the overall dynamics of the classroom.

Create instructional materials that prioritize student engagement and participation by integrating active learning techniques, practical applications, opportunities for analytical thinking, and solution-oriented approaches.

Utilize interactive and tactile exercises that actively include students in the educational experience. Some examples of instructional methods include experiments, role-plays, simulations, and technology-based learning aids.

Offer constructive and helpful feedback that focuses on students' exertion, advancement, and command of the subject matter rather than just on grades and achievement.

Create customized learning strategies for students, considering their unique aptitudes, deficiencies, preferences, and cognitive approaches.

Conduct periodic individual meetings with students to evaluate their progress, tackle any issues, and provide tailored assistance and direction.

Foster an inclusive classroom atmosphere by acknowledging and appreciating every student's varied backgrounds, experiences, and viewpoints. Institute methodologies that guarantee respect and inclusion for all students.

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