The Emotional Intelligence of First-Year Teachers in the Sultanate of Oman and Its Relationship to the Effectiveness of Classroom Management

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Abstract

The current study aims to identify the relationship between emotional intelligence and classroom management among first-year teachers in the Sultanate of Oman. The emotional intelligence scale prepared by Othman and Rizq (2001) and the classroom management scale prepared by Sayed (2015) have been applied. The validity and reliability of the two scales have been verified before their application. On the basic sample, The basic study sample consisted of 283 first-year teachers, who were selected by a simple random method, and the descriptive, correlational approach was relied upon in this study. The results of the study revealed that there was a low level of emotional intelligence among the first-year teachers, and the overall average of emotional intelligence was (2.585), Also, the first-year teachers in Dhofar Governorate schools practice classroom management methods a low to moderate degree, as the overall average degree of teachers' practice of classroom management methods reached (2.454). The study also demonstrated the existence of a positive correlation at a statistical significance level of 01.0 between emotional intelligence and classroom management. The teachers of the first cycle in Dhofar Governorate.

Keywords: Emotional Intelligence, Classroom Management, and First Cycle Teacher

1.0 Introduction

The teacher is the main entrance to the educational process and its activating element, which depends on his effectiveness in the success of the educational process and the achievement of its goals and objectives, as his role represents 60% of what other elements of the educational process such as curricula and management represent, which do not exceed 40% (Amzal, 2017). The nature of his work is in planning, implementation and evaluation, and his work is not complete unless he has certain levels of mastery of these tasks, including the teacher's efficiency, mastery of his specialization materials, the effectiveness of teaching, providing him with the skills necessary for teaching, and the availability of some psychological and social characteristics in the practice of the teaching profession, including emotional or emotional intelligence (Qadri and Zaqaar, 2020). Where emotional intelligence works to find a balance for the teacher with his external world, and good self-management, and gives him skills to invest energies in the face of emotions and challenges surrounding him. Teachers differ in their abilities to express their emotions, so the study of Al-Khader et al (2007) indicated that teachers with high emotional intelligence are more psychologically healthy and more able to adapt and socialize, and they are mostlywilling to provide professional and non-professional assistance. The study alsoshowed: Alaadl(2018) and the study of Jeloudar&Goodarzi(2014) or the study of Rahimi& Hosseini (2016) The importance of emotional intelligence to the teacher and proved the existence of an impact of the emotional intelligence of the teacher on his control and management of the class to achieve his desired goals

. This effect shows that the teacher's emotional information and skills enable him to understand his reactions and the reaction of others. Subsequently,those responses are directed to adapt to the situation and theyare also directed positively to his self- control, which reflects that impact on his students and control them.

The subject of classroom control and management is one of the most important educational topics that have received the attention of educators, and it is one of the basic conditions that must be met within the classroom to enable the teacher to perform his work. The classroom environment directly affects the development of students' personality in all aspects, and the teacher has an effective role in creating an educational environment that contributes to the development of the personal aspects and mental and emotional abilities of the student, and enhancing the positive role he plays in developing their social skills, self-confidence, responsibility and respect for the feelings of others, Therefore, it requires the teacher to know the administrative methods and skills within the classroom, as his classroom management makes him an effective mediator to raise the efficiency of students' learning and create a positive environment, and it also highlights the teacher's personality and ability to apply the correct educational administrative methods to manage his class (Al-Samadouni, 2007).

2.0 Study problem

Many teachers face difficulty in controlling and managing the classroom and their inability to use effective methods and techniques to reduce this phenomenon, This may be due to the wrong practicesadapted by some teachers in controlling the class, which results in a kind of chaos and student aggression, lack of attention, low motivation and thus lack of academic achievement for students (Sadruddin, 2010), and due to the importance of emotional intelligence for individuals in general and for teachers in particular, because it expresses one of thinking patterns and the self-view for individuals and his society and it is one of The arts of dealing with feelings and sensations, and because the teaching profession is a social profession, which is a profession of communication and interaction between the teacher, the learner and society, the teacher's traits, personality and way of thinking reflect negatively or positively on his behavior and performance, and since emotional intelligence is one of the factors that have an important role in the educational process, and since emotional intelligence has positive personality traits that reflect on the individual and his society, this was confirmed by the study of Saadeh(2005) that individuals who possess high emotional intelligence have high educational leadership, and while David & Chan, (2008) and David Chan (2006) and John et all (2005) The deficiency in the teacher's emotional intelligence skills results in an increase in his anxiety and an increase in work pressure, which makes the teacher lose control and management of his class because of these emotions, and as the study of Al-Alawi (2017) indicated that there is a weakness in the interest in developing emotional intelligence among teachers in the Sultanate of Oman, and the study of Al-Ghafri et al (2020) indicated that the level of knowledge and skills about emotional intelligence is good among teachers in the Sultanate of Oman before applying the training program in developing emotional intelligence on them, and as proven Studies such as the study of Alaadl(2018) and the study of Sayed (2015) the existence of a correlation between emotional intelligence and classroom management methodsthat emotional intelligence can be predicted from classroom management methods among teachers, and from the above shows the importance of emotional intelligence in providing teachers with classroom management methods and activating them in the classroom situation, and this study came to highlight the importance of the two variables and their relationship to each other by answering the following questions:

1- What is the level of emotional intelligence among the teachers of the first cycle in Dhofar Governorate in the Sultanate of Oman?
2- How far do the teachers of the first cycle in Dhofar Governorate in the Sultanate of Oman practice effective classroom management?

3- Is there a statistically significant correlation between emotional intelligence and classroom management among the study sample?

3.0 Objectives of the study
The current study seeks to achieve the following objectives:
1- Identify the level of emotional intelligence among the teachers of the first cycle in Dhofar Governorate in the Sultanate of Oman.
2- Identify the degree of practice of the first cycle parameters of effective classroom management.
3- Verifying the existence of a statistically significant correlation between emotional intelligence and classroom management among the study sample.

4.0 The importance of the study
 the importance of the current study is highlighted inthe following:
1- Opening the way for more studies on the subject of emotional intelligence and classroom management with other samples.
2- Shedding light on the concept of emotional intelligence and its levels and highlighting its importance and relationship to the effectiveness of classroom management among a sample of Omani female teachers in Dhofar Governorate.
3- Contributes to enriching libraries in the Sultanate of Oman with studies related to the topics of emotional intelligence and classroom management, and serves as a reference for researchers in the field of educational and psychological sciences and in the field of counseling.

5.0 Limits of the study
The results of the current study are determined by the following limits:
Objective limits: Emotional intelligence of the first cycle teachers and its relationship to the effectiveness of classroom management.
Human Limits: First-cycle teachers in schools in Dhofar Governorate, Sultanate of Oman.
 Spatial boundaries: Schools in Dhofar Governorate in the Sultanate of Oman.

6.0 Study Terminology
Emotional Intelligence is defined as "the ability of an individual to distinguish his emotions, feelings, in addition toemotions and feelings of others, to notice differences in relation to those feelings and emotions, and the ability to use emotional information to think and solve various cognitive and social problems in a way that differs from the way cognitive information is processed" (Won, Heo& Choi, 2018, p. 3829).
It is defined procedurally as the degree obtained by the teachers of the first cycle in schools in Dhofar Governorate in the Sultanate of Oman on the emotional intelligence scale applied in this study with the following five dimensions (emotion management,empathy,emotion regulation, social skills, and social communication).
The effectiveness of classroom management is defined as "A set of administrative processes carried out by the teacher from planning, organizing, directing, following up and evaluating in order to create the appropriate atmosphere in the classroom to achieve the desired goals in the educational process (Sayed, 2015).
It is defined procedurally as the degree obtained by the teachers of the first cycle in the schools of Dhofar Governorate in the Sultanate of Oman on the scale of classroom management

applied in this study with its following six dimensions (discussion, reinforcement, reward, punishment, preventive responses, classroom laws,).

The first cycle of basic education is defined as "a unified education provided by the state to all children of school age in the Sultanate, for a period of ten years, and is based on providing basic educational needs, knowledge and skills and developing values and attitudes that enable learners to continue education and training according to their inclinations, preparations and abilities, and to face the challenges and present conditions and aspirations of the future, and is divided into the first cycle from the first to the fourth grade, and the second cycle from the fifth to the tenth grade", and will be limited The limits of the study here on the first episode (Educational Portal in the Sultanate of Oman, 2019).

7.0 Theoretical Framework and previous studies

7.1 First: the concept of emotional intelligence

Studies have pointed to many definitions of the concept of emotional intelligence, we will address here to mention some of these definitions and comment on them, where Golman(1996) defines emotional intelligence as "a set of emotional and social skills enjoyed by the individual, and necessary for professional success and in other life affairs" (Maamaria, 2009, 24).

(Mayer &Salovey ,1997, p. 10) defined it as "the ability of an individual to accurately perceive emotions, express them, and the ability to generalize them to facilitate thinking, the ability to understand emotion, emotional knowledge, and regulate emotion to promote emotional and mental development."

(Bar-On, 1997) defined it as "the way in which an individual can understand himself, understand others, build a relationship with them, and adapt to the lived situation in order to effectively confront the requirements of the situation"

7.1.1 Models of emotional intelligence

The ability model Salovey & Mayer (1993): This model describes that emotional intelligence depends on a set of mental and personal abilities in the individual, as it explains how the accuracy of understanding and perceiving emotions and how they are expressed, understood and organized in himself and others.

Mixed modelBar-On (1997): represents amixture of abilities, skills and personality traits that an individual possesses and appears through the actual practice of an emotional intelligence attitude and affects the overall abilities to effectively address the requirements of the environment.

Model Golman(1995): It is considered a mixed model that integrates the abilities and personal characteristics of the individual, and this model represents the skills and abilities that constitute self-control, perseverance, patience and self-motivation (Salover& Mayer, 2004).

7.1.2 Some applications of emotional intelligence in the school environment Self-awareness:

1- Self-consciousness: When the student loses his self-awareness, these results in behavioral problems and feelings that they are worthless, and thus the teacher is keen to develop the student's self-confidence and self-awareness by employing his knowledge and abilities and helps him in directing them correctly, this increases his self-awareness.

2- Employing self-management (self-regulation): It is to guide the student to manage himself by providing him with a set of skills such as self-confidence, assigning his responsibility, high

ethics and the art of listening and dialogue, this makes him more interested in knowledge and study and his thoughts focus on leading himself and his feelings.

3- Employing motivation: It works on the process of linking external motives that motivate and raise the internal motives of the student, through four factors: control, choice, challenge, and cooperation, and accordingly, the student has the motivation to learn when he has the opportunity to choose what he learns.

4- Employing empathy: It is the ability of the individual to understand the emotional composition of others by providing him with the skills of perception and understanding without judgment and empathy with the feelings of others, and we can earn the student this through the environment in which he lives and the extent to which they apply this skill.

5- Employing social skills: It is represented by teamwork skills, respect for the ideas of others, taking responsibility, listening, dialogue and discussion, and this is done through the teacher's diversity in teaching methods such as cooperative learning, projects, dialogue and discussion, classroom and extra-curricular activities, and identifying specialized programs to develop social skills and coordination between home and school (Smiley, Ben Amara, 2018)

7.2 Classroom Management and Control

7.2.1 Entrances to the teacher's management of the class:

1- Authoritarian approach: It is limited to the fact that classroom management is to control students' behaviors, and the teacher's role is to provide and maintain order.

2- Tolerant approach: The teacher's role here is to provide maximum freedom for the student, to do what they want to do, which helps to achieve the normal growth of students.

3- Introduction to modifying student's behavior: Classroom management is seen as the process of modifying students' behavior, and the teacher's role is to develop desired behavioral patterns and delete unwanted behavioral patterns, using principles derived from reinforcement.

4- This approach believes that classroom management is a human relationship between the teacher and his students and between students and each other formed as a result of the process of creating a positive social-emotional atmosphere in the classroom.

5- An approach that considers the classroom to be a social system, focusing on group processes, as education in this approach takes place in a good social context (Al-Khazaaleh, Al-Momani, 2013).

7.2.2 Basic requirements for classroom management in the era of global changes:

- Humanitarian requirements: This requires a teacher who has an intelligent mental ability capable of dealing with human minds of different categories of abilities, skills, tendencies, trends and cultures, and can guide them in accordance with their abilities.

- Skill requirements: The teacher's ability to continuously develop his skills in line with the requirements of the future, as well as his ability to study the current reality and predict the future from his knowledge of success, failure, rapid transformation and interaction with him, and to identify alternatives available for the future, and his ability to employ modern technology in classroom management.

- Leadership requirements: The teacher must have the ability to lead collectively, have broad-mindedness and the ability to balance things.
- Strategic requirements: The teacher should be characterized by the ability to make a change in plans and programs that develop the scientific and practical abilities of the student to deal with life developments, and his ability to plan and take initiative in decision-making, and employ the student's strengths to achieve his future goals (Al-Rashidi, 2010).

7.3 Previous studies

Some previous studies carried out by researchers on the subject of emotional intelligence for teachers and its relationship to classroom management, which are related to the subject of the current study, were presented, and the following is a presentation of the studies:

The study of Al-Ghafri et al (2020) aimed to prepare a training program based on Daniel Goleman's theory and evaluate its effectiveness in developing emotional intelligence among a sample of 21 teachers of science, mathematics and the second field in the Sultanate of Oman, and applied the emotional intelligence scale and a training program to the study sample, and one of the results of this study is that the level of previous knowledge and skills about emotional intelligence before the application of the program was at a good level, and after the application of the program it reached an excellent level, which confirms the effectiveness of the applied training program on the sample.

The study of Alaadl(2018) aimed to identify emotional intelligence and its relationship to coping strategies and methods of classroom control, and the study sample included356 teachers in the primary stage, and three measures were applied, the emotional intelligence scale, the scale of strategies to cope with pressure, and the scale of classroom control methods, and the results of the study found a positive correlation between the dimensions of emotional intelligence and some dimensions of pressure-oriented methods, and the existence of an impact of emotional intelligence on classroom control and management, and emotional intelligence can be predicted from some teachers' methods of controlling the class.

The study of Rahimi& Hosseini (2016) aimed to reveal classroom control strategies among English language teachers, and the study sample reached 1497, and the study showed that teachers use the strategy of recognition and sometimes the strategy of aggression and punishment at low level, and that female teachers use punishment, discussion and aggression more than male teachers, and that public school teachers use more aggression strategy than teachers who work in private schools.

The study of Sayed (2015) was to verify the emotional intelligence of secondary school teachers and its relationship to effective classroom management, and the study consisted of 140 teachers, and a questionnaire was applied to identify the application of effective classroom management and the application of the emotional intelligence scale on the research sample, and the results clarified that there was astatistically significant relationship between the average scores of secondary school teachers who practice effective classroom management to a low degree and secondary school teachers who practice classroom management to a high degree, and the correlation of a positive relationship between emotional

intelligence For teachers and their practice of classroom management in an elevated way.

study (Jeloudar&Goodarzi, 2014) revealed the emotional intelligence of teachers and its relationship to classroom control strategies, and the sample consisted of 203 teachers and 2147 students, and the results showed that there is a statistically significant relationship between teachers and students in perceptions of classroom control, and that There are no statistically significant differences in the emotional intelligence of teachers according to gender. AL-Hakim's study (2014) dealt with the reasons leading to classroom management, including that modern trends in education have changed the roles of the teacher and the student, the existence of modern educational systems that focus on guiding the student how to think and how to learn, and the accumulation of knowledge and educational technology focused attention on classroom management, taking into account that classroom management includes providing an emotional climate, organizing the learning environment, providing educational experiences, maintaining order, and following up and evaluating students.

7.4 Study Methodology and Procedures:

Study Methodology: The current study followed the correlational descriptive approach as the appropriate approach for the current study because it describes the phenomenon and reality, and discovers the relationships between variables. Then analyzes and interprets them.

7.4.1 Study population and Sampling

It includes all teachers of the first cycle in schools in Dhofar Governorate in the Sultanate of Oman; the total number is 1061 teachers, according to the statistics of the Statistics and Information Department at the Directorate General of Education in Dhofar Governorate for the year 2023/2024.

The study sample was selected by simple random method from the original community, and the size of the study sample was 283 female teachers from the first cycle in Dhofar Governorate, and represented by (27%) of the study population.

7.4.2 Study Tool

7.4.2.1 Emotional Intelligence Scale Instrument

The questionnaire was adopted as the main tool for collecting data after referring to the theoretical literature related to the variable, and by referring to previous studies related to the variable, such as the study of Qadri and Zaqaar(2020), the study of Bou Salah(2018), the study of (Day, et all, 2005), the study of the poet (2017), and the scale of Othman &Rizk(2001), and the scale was applied to an exploratory sample of 40 parameters to verify the psychometric conditions of the two scales and their suitability for application, the researcher followed the following steps:

7.4.2.1.1 *Instrumenting honesty*

This scale in the initial picture consists of 58 phrases distributed on five dimensions, namely: self-emotional awareness, emotion management, self-motivation, empathy, and social skills, and the scale was presented in its initial form to 6 arbitrators specialized in psychology and psychological counseling to verify the appropriateness of the scale phrases for each dimension of the scale and the appropriateness of the scale for its application, and the researcher adopted the phrases agreed upon by the arbitrators' specialists, and accordingly the wording and deletion of 18 phrases were modified and corrected for repetition or non- Clearly worded, so the scale in its final form consists of 40 phrases.

7.4.2.1.2 Stability

To ensure the stability of the scale, the researcher found the Cronbach alpha coefficient and the half-segmentation method on the survey sample, and the scale stability coefficient reached the Cronbach alpha method (0.797) and D at the level of significance (01.0), and the stability coefficients of the dimensions of the scale ranged between (0.759 – 0.803), while the stability coefficient reached the half-fractionation method using the Siberman-Brown equation (0.908), which are high stability coefficients.

Table 1 Values of stability coefficients by Cronbach's Alpha method

Number	Subjects and total score	Number of phrases	Cronbach's alpha coefficient
1	Emotion management	10	0,798
2	Empathy	10	0,780
3	Emotion regulation	8	0,803
4	Emotional knowledge	6	0,759
5	Social Media	6	0,786
6	Total marks	40	0,797

7.4.2.2 Classroom Management Scale

The questionnaire was adopted as the main tool for collecting data after referring to the theoretical literature related to the variable, and by referring to previous studies related to the variable, such as the study of justice (2018), the study of Abdel Moneim (2015), and verifying the truthfulness and stability of the scale, the researcher followed the following steps:

7.4.2.2.1 *Instrumenting honesty*

This scale consists in the initial image of 40 phrases distributed on six dimensions, which are the following dimensions: discussion, reinforcement,

preventive strategies, classroom laws, reward, punishment, and the scale was presented in its initial form to 6 arbitrators specialized in psychology and psychological counseling to verify the appropriateness of the scale phrases for each dimension of the scale and the appropriateness of the scale for its application, and the researcher adopted the phrases agreed upon by the arbitrators' specialists, and accordingly the wording and deletion of 10 phrases were modified and corrected for repetition or lack of clarity of formulation, Thus, the scale in its final form consists of 30 statements.

7.4.2.2.2 Stability

To ensure the stability of the scale, the researcher found the Cronbach alpha coefficient and the half-segmentation method on the survey sample, and the stability coefficient of the scale was reached by the Cronbach's alpha method (0.734) and D at the level of significance (0.01), and the stability coefficients of the dimensions of the scale ranged between (0.713 – 0.753), while the stability coefficient reached the half-fractionation method (0.834), which are high stability coefficients.

Table 2 Values of stability coefficients by Cronbach's Alpha method

Number	Subjects and total score	Number of phrases	Cronbach's alpha coefficient
1	Discussion	5	0,733
2	Reinforcement	5	0,720
3	Preventive strategies	5	0,731
4	Class rules	5	0,713
5	The reward	5	0,753
6	Punishment	5	0,744
7	Total marks	30	0,734

7.4.3 Correction of the two scales

The two scales are corrected according to the Likert pentagram (always, often, sometimes, rarely, never), where the scores are given for correction according to the following: in the case of positive statements (5, 4, 3, 2, 1), and the degrees are vice versa in the case of negative statements.

7.5 Statistical processing

To answer the first hypothesis: What is the level of emotional intelligence among the teachers of the first cycle in Dhofar Governorate in the Sultanate of Oman? The arithmetic mean and standard deviation of the dimensions of emotional intelligence and the total score were calculated, and the results were as follows:

Table 3 Values of The arithmetic mean and standard deviation of the dimensions of emotional intelligence

Dimensions	Arithmetic mean	standard deviation	Indicator
Emotion management	2.750	1.708	low
Empathy	2.175	1.858	low
Emotion regulation	3.201	2.857	middle
Emotional knowledge	2.654	1.101	middle
Social Media	2.145	1.081	low
Total marks	2.585	8.542	low

Through the following table, the results showed that the arithmetic average of the dimensions of emotional intelligence ranged between the low and medium level (2.145 - 3.201), and that the total score of the emotional intelligence variable as a whole was an arithmetic average of 2.585), which is a low arithmetic average, which proves the existence of a low level of emotional intelligence among the teachers of the first cycle in Dhofar Governorate in the Sultanate of Oman, and these results are somewhat consistent with the study of Al-Ghafri et al. (2020), where it proved a good level of emotional intelligence skills among teachers before Apply a training program to them.

To answer the second hypothesis: What is the degree to which the teachers of the first cycle in Dhofar Governorate in the Sultanate of Oman practice effective classroom management? The arithmetic mean and standard deviation of the dimensions of class management and the total score were calculated, and the results were as follows:

Table 4Values of The arithmetic mean and standard deviation of the dimensions of Class Management

Dimensions	Arithmetic mean	standard deviation	Indicator
Discussion	1.042	2.241	very low
Reinforcement	3.381	2.429	middle
Preventive strategies	1.201	2.488	low
Class rules	2.654	1.70	middle
The reward	3.345	1.481	middle
Punishment	3.106	3.045	middle
Total marks	2.454	13.384	low

The following table shows the arithmetic averages of the dimensions of classroom management and its total degree, and the arithmetic averages ranged between (1.042 – 3.381), which are very low, low and medium arithmetic averages, while the total degree of dimensions came with an arithmetic average (2.454), which is a low arithmetic average, and this proves the existence of a low level of the degree of practice of the first cycle parameters in Dhofar Governorate in the Sultanate of Oman for effective classroom management methods, and the researcher attributes that reason to the low emotional intelligence skills as shown by the previous results, and that the most important methods used by This sample is the methods of classroom laws, punishment and reward, and these results were consistent with the results of the study of Rahimi& Hosseini(2016) to reveal the strategies of controlling the classroom among teachers, and the study showed that femaleteachers used more punishment and aggression than maleteachers, and that public school teachers are more likely to use the aggression strategy than teachers who work in private schools.

As for answering the third hypothesis: Is there a statistically significant correlation between emotional intelligence and classroom management in the study sample? The value of Pearson's correlation between the two variables was calculated and the results found a positive correlation at the level of significance 0.0 between the variables of emotional intelligence and classroom management as shown in the following table

Table5 of Pearson's correlation coefficient between dimensions and the total score of both emotional intelligence and classroom management

Dimensions	Discussion	Reinforcement	Preventive strategies	Class rules	The reward	Punishment	Total marks
Emotion management	0.627^{**}	0.782^{**}	0.537^{**}	0.204^{**}	0.318^{**}	0.673	0.836^{**}
Empathy	0.872^{**}	0.944^{**}	0.711^{**}	0.788^{**}	0.321^{**}	0.216^{**}	0.709^{**}
Emotion regulation	0.673^{**}	0.751^{**}	0.155^{**}	0.906^{**}	0.512^{**}	0.186^{**}	0.556^{**}
Emotional knowledge	0.673^{**}	0.455^{**}	0.665	0.172^{**}	0.256^{**}	0.186^{**}	0.556^{**}
Social interaction	0.520^{**}	0.824^{**}	0.215^{**}	0.411^{**}	0.809^{**}	0.410^{**}	0.627^{**}
Total marks	0.802^{**}	0.709^{**}	0.910^{**}	0.510^{**}	0.223^{**}	0.210^{**}	0.890^{**}

It is clear from the previous table that there is a positive correlation between the dimensions of emotional intelligence and the dimensions of classroom management, and this correlation is statistically significant at the level of significance 01.0, and the researcher returns this to the fact that the more the teacher has high emotional intelligence, the higher his classroom management. This meansthat he enjoys balanced mental health and is aware of his emotions and the emotions of others, and organizes them in a way that achieves him effective and successful classroom management, and the results of this study are consistent with the results of the study of Alaad(2018), the study of Jeloudar&Goodarzi(2014), and the study of Syed (2015), where it proved that there is a positive relationship between emotional intelligence and classroom managementwhich is characterizes the teacher, and the need to train the teacher on emotional intelligence skills because it predicts his skills in classroom management and acquires those skills, hence the recommendations and suggestions of the researcher based on her findings.

7.6 Study Recommendation sand Suggestions
1- Focusing on emotional intelligence and effective classroom management methods in teacher training and qualification programs.
2- Preparing training programs in the development of emotional intelligence and effective classroom management methods among teachers.
3- Developing educational services and programs, including the development of emotional intelligence, which has an impact on the effectiveness of classroom management.
4- Conducting experimental studies that include training programs for teachers on the development of emotional intelligence.
5- Conducting studies of the variables of emotional intelligence and classroom management with other variables.

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