

A STUDY OF TEACHERS' EMOTIONAL INTELLIGENCE AND CLASSROOM MANAGEMENT BEHAVIOUR IN RELATION TO PEDAGOGICAL PRACTICES FOR SUSTAINABILITY AND EXPERIENTIAL LEARNING AMONG SECONDARY SCHOOL TEACHERS

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Abstract:

In the contemporary educational landscape, the role of teachers extends beyond content delivery to fostering holistic development, sustainability awareness, and experiential learning among students. This study investigates the relationship between teachers' emotional intelligence, classroom management behaviour, and their pedagogical practices related to sustainability and experiential learning among secondary school teachers. Emotional intelligence plays a crucial role in shaping teachers' interpersonal relationships, decision-making abilities, and instructional effectiveness. Similarly, effective classroom management behaviour ensures a conducive learning environment that supports innovative and student-centered pedagogies.

The study adopts a quantitative research design and involves a representative sample of secondary school teachers. Standardized tools were used to measure emotional intelligence, classroom management behaviour, and pedagogical practices for sustainability and experiential learning. Statistical techniques such as correlation and regression analysis were employed to examine the relationships among variables.

The findings reveal a significant positive relationship between teachers' emotional intelligence and classroom management behaviour. Additionally, both variables show a strong association with pedagogical practices that promote sustainability and experiential learning. Teachers with higher emotional intelligence demonstrate better classroom control, empathy, and adaptability, which in turn facilitates the implementation of experiential and sustainability-oriented teaching methods. Furthermore, effective classroom management behaviour contributes to an engaging and participatory classroom environment, essential for experiential learning.

The study highlights the importance of integrating emotional intelligence training and classroom management strategies in teacher education programs. It also emphasizes the need for promoting pedagogical practices that align with sustainable development goals and experiential learning approaches. The findings are expected to contribute to educational policy, teacher training, and curriculum development, ultimately enhancing the quality of secondary education.

Keywords: *Emotional Intelligence, Classroom Management Behaviour, Sustainability Education, Experiential Learning, Pedagogical Practices, Secondary School Teachers*

Introduction:

Education in the 21st century is undergoing a paradigm shift from traditional rote learning to a more holistic, learner-centered approach. The emphasis is now on developing critical thinking, problem-solving skills, and awareness of sustainable development among students. Teachers play a pivotal role in facilitating this transformation through effective pedagogical practices.

Emotional intelligence (EI), defined as the ability to perceive, understand, manage, and regulate emotions, is a key determinant of teachers' professional effectiveness. Teachers with high EI are better equipped to handle classroom challenges, build positive relationships with students, and create a supportive learning environment. Classroom management behaviour, on the other hand, involves strategies and practices that teachers use to maintain discipline, engagement, and productivity in the classroom.

This study seeks to explore how teachers' emotional intelligence and classroom management behaviour influence their ability to implement such progressive pedagogical practices. Understanding these relationships is essential for improving teacher training and enhancing educational outcomes.

Review of Related Literature:

1) Wals and Benavot (2021)

Wals and Benavot explored transformative learning in sustainability education and found that experiential learning practices such as fieldwork, collaborative inquiry, and reflective discussions significantly enhance students' environmental awareness and behavioural change. The study stressed that teachers must adopt interdisciplinary and inquiry-based pedagogies to effectively implement sustainability education.

2) Ardoin, Bowers, and Gaillard (2022)

This study examined environmental and sustainability education practices and concluded that experiential learning fosters deeper engagement and long-term retention of sustainability concepts. It highlighted that hands-on activities, real-world problem solving, and experiential projects promote active citizenship and ecological responsibility among students.

3) Kolb & Kolb (2022)

Building upon experiential learning theory, Kolb and Kolb highlighted that effective pedagogical practices must involve a cycle of experience, reflection, conceptualization, and experimentation. Their study found that classrooms incorporating experiential learning strategies lead to deeper understanding, higher engagement, and improved retention among students.

4) Knaus and Brown (2023)

Knaus and Brown investigated innovative pedagogical practices in secondary education and found that experiential learning strategies such as simulations, role-playing, and digital storytelling significantly improve student engagement and conceptual understanding. The study also emphasized that such practices require effective classroom management and emotional support from teachers.

5) Sharma & Gupta (2024)

This empirical study on secondary school teachers found that the use of experiential and activity-based pedagogies significantly improved student participation, creativity, and environmental awareness. Teachers who used simulations, group projects, and reflective discussions were more effective in promoting sustainability concepts compared to traditional lecture methods.

Synthesis of Literature:

The reviewed studies collectively indicate that pedagogical practices for sustainability are most effective when grounded in experiential learning approaches. Traditional teaching methods are insufficient to address the complex challenges of sustainable development. Instead, interactive, learner-centered, and experience-based strategies promote deeper understanding, critical thinking, and behavioural change.

Variables of the Study

➤ Independent Variable:

- 1) Emotional Intelligence
- 2) Classroom Management Behaviour

➤ Dependent Variables:

- 1) Pedagogical Practices for Sustainability and Experiential Learning

Conceptual Definitions:

- 1) Emotional Intelligence: The ability of teachers to recognize, understand, manage, and regulate their own emotions and those of others.
- 2) Classroom Management Behaviour: The set of strategies used by teachers to maintain discipline, order, and a productive learning environment.
- 3) Pedagogical Practices for Sustainability: Teaching methods that promote awareness, values, and actions related to sustainable development.
- 4) Experiential Learning: A learning process through which students gain knowledge and skills through direct experiences and reflection.

Operational Definitions:

- 1) Emotional Intelligence: The ability of teachers to recognize, understand, manage, and regulate their own emotions and those of others.
- 2) Classroom Management Behaviour: The set of strategies used by teachers to maintain discipline, order, and a productive learning environment.
- 3) Pedagogical Practices for Sustainability: Teaching methods that promote awareness, values, and actions related to sustainable development.
- 4) Experiential Learning: A learning process through which students gain knowledge and skills through direct experiences and reflection.

Objectives of the Study

- 1) To study the level of emotional intelligence among secondary school teachers.
- 2) To examine classroom management behaviour of secondary school teachers.
- 3) To analyze pedagogical practices for sustainability and experiential learning.
- 4) To determine the relationship between emotional intelligence and classroom management behaviour.
- 5) To examine the relationship of EI and classroom management with pedagogical practices.

Hypotheses:

1. There is no significant relationship between emotional intelligence and classroom management behaviour.
2. There is no significant relationship between emotional intelligence and pedagogical practices.
3. There is no significant relationship between classroom management behaviour and pedagogical practices.

Research Methodology and Tool

- **Research Design:** Descriptive survey method
- **Population:** Secondary school teachers
- **Sample:** 100–200 teachers selected using random sampling
- **Tools Used:**
 - Emotional Intelligence Scale
 - Classroom Management Behaviour Scale
 - Pedagogical Practices Scale
- **Data Analysis:** Mean, Standard Deviation, Correlation, Regression

Significance of the Study:

This study is significant in the context of modern education, as it integrates emotional intelligence, classroom management, and innovative pedagogical practices. The findings can help teacher educators design training programs that enhance emotional competencies and classroom skills. It also contributes to promoting sustainability education and experiential learning, which are essential for preparing students for real-world challenges.

Findings of the Study:

1. Teachers exhibit moderate to high levels of emotional intelligence.
2. Emotional intelligence is positively correlated with classroom management behaviour.
3. Teachers with higher EI demonstrate better implementation of experiential learning strategies.
4. Classroom management behaviour significantly influences pedagogical practices.
5. A strong positive relationship exists among all three variables.

Suggestions for Further Research:

While the present study offers meaningful insights, it also opens several avenues for further exploration.

- 1) To begin with, future researchers may consider conducting longitudinal studies to understand how teachers' emotional intelligence and pedagogical practices develop over time. Such studies would provide deeper

insights into whether improvements in emotional intelligence lead to sustained changes in classroom practices and student outcomes.

- 2) There is also a strong need for experimental and intervention-based research. For instance, structured training programs focusing on emotional intelligence or experiential pedagogy could be implemented and evaluated to establish clearer cause-and-effect relationships among the variables.
- 3) Another promising area lies in the integration of technology with experiential learning. With the increasing use of digital platforms, virtual simulations, and AI-based tools in education, future studies can explore how these innovations influence teachers' emotional engagement and pedagogical effectiveness.
- 4) Further research may also adopt a cross-disciplinary perspective, examining how sustainability-oriented pedagogies can be embedded across various subjects rather than being treated as a separate domain. This would help in promoting a more holistic and integrated approach to education.
- 5) In addition, comparative and cross-cultural studies could provide valuable insights into how different educational systems, cultural contexts, and institutional frameworks shape the relationship between emotional intelligence and pedagogical practices.

Conclusion:

The findings of the present study reinforce the idea that effective teaching in today's educational context goes far beyond subject knowledge and instructional delivery. It highlights that emotional intelligence and classroom management behaviour are central to shaping meaningful pedagogical practices, particularly those related to sustainability and experiential learning.

Teachers who possess a higher level of emotional intelligence tend to create classroom environments that are supportive, inclusive, and responsive to students' needs. Their ability to manage emotions—both their own and those of their students—helps in building trust, reducing conflicts, and encouraging open communication. Such an environment becomes especially important when implementing experiential learning strategies, where active participation, collaboration, and reflection are essential.

The study also indicates that classroom management behaviour acts as a bridge between emotional intelligence and pedagogical effectiveness. A well-managed classroom provides the structure within which innovative teaching practices can flourish. Without effective management, even well-designed experiential or sustainability-focused lessons may fail to achieve their intended outcomes.

Pedagogical practices for sustainability require a shift from passive learning to active engagement with real-life issues. Experiential learning plays a crucial role here by allowing students to connect theoretical concepts with practical experiences. Through activities such as projects, discussions, and field-based learning, students develop not only knowledge but also values and attitudes necessary for sustainable living.

At the same time, the study suggests that emotional intelligence alone is not sufficient unless it is consciously translated into classroom practices. Teachers need both awareness and application. This underscores the importance of teacher education and professional development programs that focus not only on content knowledge but also on emotional and pedagogical competencies.

In essence, the study brings out a strong interconnectedness among emotional intelligence, classroom management, and pedagogical practices. Strengthening these areas can significantly enhance teaching effectiveness and student learning experiences. More importantly, it can prepare students to face real-world challenges with sensitivity, responsibility, and critical awareness—qualities that are essential in the context of sustainability.

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