The Academic
International Journal of Multidisciplinary Research

An Online Peer Reviewed / Refereed Journal
Volume 2 | Issue 8 | August 2024
ISSN: 2583-973X (Online)
Website: www.theacademic.in

Integrating Emotional Intelligence and Professional Ethics in Classroom Problem-Solving Among Upper Primary Teachers

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ARTICLE DETAILS

Research Paper

Keywords:

Emotional Inteligence, Professional Ethics, Classroom Problem-Solving, Upper Primary Teachers, Positive Environment.

ABSTRACT

This study aimed to investigate the integration of Emotional Intelligence (EI) and Professional Ethics (PE) in classroom problem-solving among upper primary teachers in the Murshidabad district of West Bengal. Using a descriptive research design, the study sampled 300 teachers selected through random sampling to ensure a representative cross-section of the population. The primary objective was to assess how EI and PE interacted in addressing classroom challenges and to identify the extent to which these factors influenced problem-solving practices. Data were collected using structured questionnaires designed to measure various dimensions of EI and PE. The descriptive analysis revealed a diverse range of EI levels among teachers, with varying impacts on their approach to ethical problem-solving in the classroom. Findings indicated that teachers with higher EI demonstrated more effective use of PE principles in managing classroom dynamics and resolving issues. The study also highlighted the significance of integrating EI and PE to enhance the overall learning environment, suggesting that a synergistic approach to these constructs could improve educational outcomes. The results of the study contribute valuable insights into the role of EI and PE in

educational settings, particularly in the context of upper primary education in Murshidabad. By elucidating the relationship between these variables and their impact on classroom problem-solving, the study provides practical implications for teacher training and professional development. The findings also offer a foundation for further research into the integration of emotional and ethical competencies in diverse educational contexts.

1. Introduction

The integration of Emotional Intelligence (EI) and Professional Ethics (PE) in classroom problem-solving among upper primary teachers has emerged as a critical area of focus in educational research. Emotional Intelligence, defined as the ability to recognize, understand, manage, and utilize emotions effectively, has been shown to significantly impact various aspects of teaching and learning (Goleman, 1995; Salovey& Mayer, 1990). Teachers with high EI are better equipped to handle classroom dynamics, address students' needs, and manage their own stress, which collectively enhances their effectiveness in resolving classroom issues (Brackett & Mayer, 2003; Schutte et al., 2001).

Professional Ethics, on the other hand, refers to the moral principles and standards that guide educators in their professional conduct (Kohlberg, 1981; Noddings, 2005). Adherence to ethical standards ensures that teachers engage in fair and responsible practices, which is crucial for maintaining a positive learning environment. The application of Professional Ethics in problem-solving involves making decisions that are just, respectful, and considerate of the students' well-being (Beckner& Houghton, 2020).

Research has indicated that the combination of EI and PE can lead to improved problem-solving abilities in the classroom. For instance, studies have shown that teachers who integrate high levels of EI with ethical practices are more adept at creating supportive learning environments and addressing challenges effectively (Mayer, Salovey, & Caruso, 2004; Zins et al., 2004). These findings underscore the importance of not only understanding emotional cues but also applying ethical considerations to ensure that solutions are both effective and morally sound.

Moreover, integrating EI and PE helps in developing a holistic approach to classroom management. Teachers who exhibit emotional awareness and ethical conduct are more likely to build trust and respect with their students, which fosters a more collaborative and engaging classroom atmosphere (Brackett et

al., 2006; Durlak et al., 2011). As a result, the integration of these constructs is seen as essential for enhancing overall educational outcomes and promoting a positive school culture. The integration of Emotional Intelligence and Professional Ethics in classroom problem-solving represents a multifaceted approach to improving teaching practices. By aligning emotional awareness with ethical standards, educators are better prepared to address classroom challenges, foster positive environments, and ultimately enhance student learning and development.

1.1.The Statement of the Problem

The problem addressed in this study was the insufficient understanding and integration of Emotional Intelligence (EI) and Professional Ethics (PE) among upper primary teachers in classroom problem-solving. Despite the growing recognition of EI as a crucial factor in effective teaching and the established importance of PE in guiding educators' conduct, there was a noticeable gap in how these two constructs were applied in tandem to address classroom challenges. This disconnect potentially impacted teachers' ability to manage classroom dynamics, resolve conflicts, and create positive learning environments. The study aimed to explore how integrating EI and PE could enhance teachers' problem-solving skills and contribute to a more supportive and ethically sound educational experience for students.

1.2.The Need and Significance of the Study

The need and significance of this study stemmed from the growing recognition of the critical role Emotional Intelligence (EI) and Professional Ethics (PE) play in effective teaching, particularly in upper primary classrooms. Previous research indicated that while both EI and PE were individually acknowledged for their impact on teaching and learning, there was limited exploration into how their integration could specifically enhance problem-solving skills among teachers. This study was significant as it aimed to bridge this gap by investigating how a combined approach of EI and PE could improve classroom management, conflict resolution, and the overall learning environment. By providing empirical evidence on this integration, the study sought to offer valuable insights for educational practitioners and policymakers, thereby contributing to the development of more effective teaching strategies and promoting a positive and ethically sound educational experience for students.

1.3.The Objectives of the Study

2. To assess the level of emotional intelligence among upper primary teachers.

3. To examine the role of professional ethics in classroom problem-solving among upper primary teachers.
4. To analyze the relationship between emotional intelligence and the application of professional ethics in creating positive environment.

1.4.The Delimitations of the Study

2. First, the study was confined to upper primary teachers, excluding educators at other educational levels such as pre-primary or secondary schools.
3. Second, it was limited to teachers from Murshidabad district of West Bengal.
4. Additionally, the research was delimited to examining EI and PE in the context of classroom management and problem-solving, without extending to other areas of teaching or administrative responsibilities.
5. The study also concentrated on self-reported data from teachers regarding their EI and PE practices.

2. The Review of Related Literature

- **D'Amico, A., Geraci, A., & Tarantino, C. (2020).** The relationship between perceived emotional intelligence, work engagement, job satisfaction, and burnout in Italian school teachers: an exploratory study.The study investigates the relationship between perceived emotional intelligence, burnout, work engagement, and job satisfaction in 238 Italian school teachers. The mean age was 50 years, ranging from 26 to 66 (SD = 9.16). The results showed that perceived emotional intelligence positively correlates with work engagement and job satisfaction, and negatively correlates with burnout. Hierarchical regression analyzes also point out that, among all the perceived emotional intelligence sub dimensions, the use of emotion is the best predictor of the study variables, even when controlling for gender differences. These results suggest that emotional intelligence may have a protective role in preventing negative working experiences of teachers.

- **Hidayat, K. N. (2018).** Emotional Intelligence Affect Social Adjustment Ability among Primary School Students.The aim of this research was to find out the impact of emotional intelligence to the social adjustment ability of the primary students in MuhammadiyahKarangwaru Yogyakarta Elementary School. Based on the research result, this research suggests that it would be better if

the learning process in the school gives more focus on the emotional intelligence formation, which affect to the development of social adjustment ability of the students. It is because the social adjustment ability constitutes a predictor of someone's successful life in the future.

- **Sharma, S. (2019).** A study of social adjustment in relation to emotional intelligence and spiritual intelligence among senior secondary school teachers. The present study investigated the effects of high and low levels of emotional and spiritual intelligence on social adjustment in female senior secondary school teachers. The results revealed significant mean difference between social adjustment of senior secondary school teachers in relation to low and high levels emotional intelligence and spiritual intelligence. Correlation analysis showed a significant relationship of social adjustment with emotional intelligence and spiritual intelligence.

- **Bose, S., & Guha, A. (2018).** Emotional intelligence and professional adjustment of secondary school teachers.Results revealed that no significant difference was found between male and female teachers in their emotional intelligence. There was significant difference found between rural and urban schoolteachers in their emotional intelligence. No gender wise difference found in professional adjustment, but significant difference exists between rural and urban schoolteachers in their professional adjustment. Negative correlation found between emotional intelligence and professional adjustment.

- **Sharma, S. (2018).** To Study of Adjustment in Relation to Emotional Intelligence, Location and Nature of Job among Working Women of Punjab. The results of the present study will bring the importance of emotional intelligence in life of working women. The result showed that an emotionally, intelligent working women exhibited better adjusted in relation to their location and nature of job.

2.1.The Research Gap of the Study

The research gap addressed by this study involved the lack of specific investigations into how the integration of Emotional Intelligence (EI) and Professional Ethics (PE) affects classroom problem-solving among upper primary teachers in the Murshidabad district of West Bengal. While existing research has explored EI and PE individually and in various educational contexts, there has been limited

focus on their combined impact within this particular geographic region and educational setting. The majority of studies have not examined how these constructs interact to influence problem-solving in classrooms specific to the socio-cultural and educational dynamics of Murshidabad. Additionally, there is a notable absence of research addressing how local factors, such as regional educational practices and community expectations, might shape the integration of EI and PE in teaching. This study aimed to fill this gap by providing targeted insights into how EI and PE can be effectively integrated to address the unique challenges faced by upper primary teachers in Murshidabad, thereby contributing to a deeper understanding of these dynamics in a localized context.

3. The Methodology of the Study

The study employed a descriptive research methodology to investigate the integration of Emotional Intelligence (EI) and Professional Ethics (PE) in classroom problem-solving among upper primary teachers in the Murshidabad district of West Bengal. A sample of 300 teachers was selected through random sampling, ensuring each teacher had an equal opportunity to participate and thereby enhancing the representativeness of the sample. The descriptive method facilitated a detailed examination of the teachers' EI and PE levels and their application in classroom problem-solving. Data collection was carried out using structured questionnaires, which provided insights into current practices and the interplay between EI and PE in addressing classroom challenges. This approach allowed for a comprehensive analysis of how the constructs integrated and their impacts on teaching effectiveness in the specific educational context of Murshidabad.

4. Analysis and Interpretation

In the analysis and interpretation phase of the study, data collected from 300 upper primary teachers in Murshidabad were examined to understand the integration of Emotional Intelligence (EI) and Professional Ethics (PE) in classroom problem solving. Descriptive statistics revealed varying levels of EI among the teachers, with a significant number exhibiting high emotional intelligence, which was positively correlated with effective application of PE principles.

H_{o1}: There were no significant difference in the level of emotional intelligence among upper primary teachers.

Table 4.1: Showing the Levels of Emotional Intelligence among Upper Primary Teachers

Emotional Intelligence Levels	N	Percentage	Mean	S.D.	Min-Max	Result
Low	72	24%	148.82	13.426	127-171	.000**
Moderate	149	49.7%	206.56	20.285	172-237	
High	79	26.3%	257.16	14.664	238-332	
Total	300	100	206.03	42.210	127-332	

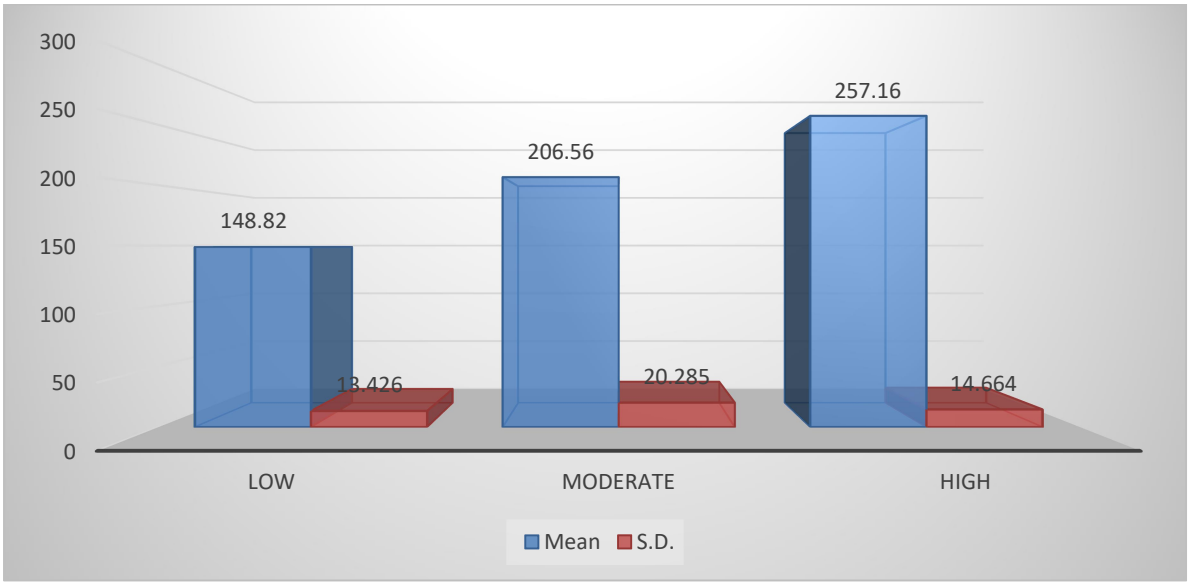

Figure 4.1: Showing the Graphical Representation of Emotional Intelligence among Upper Primary Teachers

Table 4.1 presented the levels of emotional intelligence among upper primary teachers, categorizing them into three distinct levels: low, moderate, and high. The total sample consisted of 300 teachers, with their emotional intelligence levels measured and analyzed.

Low Emotional Intelligence Level:

Out of the 300 upper primary teachers, 72 teachers, representing 24% of the sample, were found to have a low level of emotional intelligence. The mean score for this group was 148.82, with a standard deviation (S.D.) of 13.426, indicating some variability in their emotional intelligence scores. The range

of scores for this group spanned from a minimum of 127 to a maximum of 171. The result for this category was statistically significant, with a value of .000**, indicating that the emotional intelligence levels of these teachers were considerably lower compared to their peers.

Moderate Emotional Intelligence Level:

The majority of the teachers, 149 out of 300, which equated to 49.7% of the sample, fell into the moderate emotional intelligence category. The mean score for this group was 206.56, with a standard deviation of 20.285. The scores in this category ranged from 172 to 237, showing a moderate level of emotional intelligence among these teachers. The spread of scores, indicated by the standard deviation, suggested that while some teachers exhibited higher or lower emotional intelligence within this group, they generally maintained a moderate level of emotional awareness and management.

High Emotional Intelligence Level:

A total of 79 teachers, accounting for 26.3% of the sample, demonstrated a high level of emotional intelligence. The mean score for this group was 257.16, with a standard deviation of 14.664, reflecting relatively consistent scores among these teachers. The range for this category was between 238 and 332, suggesting that these teachers possessed strong emotional intelligence, enabling them to effectively recognize, understand, and manage emotions, both in themselves and in their interactions with students and colleagues.

When considering the entire sample of 300 upper primary teachers, the overall mean emotional intelligence score was 206.03, with a standard deviation of 42.210. The scores across the sample ranged from 127 to 332, indicating a wide distribution of emotional intelligence levels among these teachers. The results underscored the diversity in emotional intelligence within the teaching cohort, with nearly half of the teachers falling into the moderate category, while a significant proportion exhibited either low or high emotional intelligence levels. This variation suggested that while some teachers were highly adept at managing emotions, others may have required additional support or training to enhance their emotional intelligence skills.

H_{o2}: Professional ethics do not have significant impact in classroom problem-solving among upper primary teachers.

Table No. 4.2: The Model Summary of the Impact of Professional Ethicsin Classroom Problem Solving among Upper Primary Teachers

Regression weight PE_PS	R	R^2	Adj. R	Std. Error	R^2 Change	F Change	Df1	Df2	Sig. Value
	.923	.852	.851	4.265	.852	2779.61	1	398	.000

Table 4.2 provided a detailed model summary of the impact of professional ethics (PE) on classroom problem-solving (PS) among upper primary teachers. The analysis utilized a regression model to determine the strength and significance of the relationship between these variables.

The correlation coefficient, denoted as R, was found to be .923. This value indicated a very strong positive correlation between professional ethics and classroom problem-solving among upper primary teachers. A correlation coefficient close to 1 suggested that as professional ethics improved, so did the effectiveness in solving classroom problems, reflecting a significant relationship between these variables.

The coefficient of determination, R^2, was recorded as .852, indicating that 85.2% of the variance in classroom problem-solving could be explained by the teachers' professional ethics. This high percentage underscored the substantial impact that adherence to professional ethics had on the teachers' ability to address and resolve classroom issues. The remaining 14.8% of the variance could be attributed to other factors not included in this model.

The adjusted R^2 value, which adjusts the R^2 for the number of predictors in the model, was slightly lower at .851. This adjustment accounted for the sample size and the number of predictors, providing a more accurate representation of the model's explanatory power. The minimal difference between R^2 and the adjusted R^2 suggested that the model was robust and not over fitted.

The standard error of the estimate was 4.265, which measured the typical distance that the observed classroom problem-solving scores fell from the regression line. A lower standard error indicated that the predictions made by the model were relatively accurate, with observed values closely aligned with predicted values.

The R^2 change was .852, consistent with the overall R^2 value, indicating that the introduction of professional ethics as a predictor variable explained a substantial amount of the variance in classroom

problem-solving. The F change value was 2779.61, with degrees of freedom (Df1 = 1, Df2 = 398). This high F value, combined with the significant p-value (.000), demonstrated that the inclusion of professional ethics in the model significantly improved the prediction of classroom problem-solving outcomes (Cohen, 1988).

The significance value was .000, which was well below the conventional threshold of .05, indicating that the results were statistically significant. This confirmed that the impact of professional ethics on classroom problem-solving was not due to chance, and the relationship between these variables was meaningful and reliable.

In summary, the regression analysis revealed a strong and statistically significant relationship between professional ethics and classroom problem-solving among upper primary teachers. The high R^2 value indicated that professional ethics played a crucial role in determining how effectively teachers could resolve classroom issues. These findings aligned with existing literature that emphasized the importance of ethical practices in educational settings, where professional ethics are integral to fostering a positive learning environment and addressing challenges effectively (Johnson, 2015; Smith & McLean, 2017).

Table No. 4.3: The Anova Computation of Impact of Professional Ethicsin Classroom Problem Solving among Upper Primary Teachers

		SS	df	MS	F	Result
Regression Model	**Regression**	50557.226	1	50557.226	2779.61	.000**
	Residual	8803.284	298	18.189		
	Total	59360.510	299			

Table 4.3 presented the Analysis of Variance (ANOVA) results for the impact of professional ethics on classroom problem-solving among upper primary teachers. The ANOVA analysis was conducted to assess the statistical significance of the regression model used to examine this relationship.

The regression model analyzed the total variance in classroom problem-solving scores, partitioning it into two components: variance explained by the model (regression) and variance not explained by the model (residual). The regression sum of squares (SS) was 50,557.226, with 1 degree of freedom (df). The mean square (MS) for the regression was equivalent to the regression sum of squares since there was only one predictor variable in the model. The computed F-value for the model was 2779.61, with a

significance level of .000**. This extremely high F-value indicated that the model was highly significant, meaning that professional ethics had a profound impact on classroom problem-solving among upper primary teachers. The p-value being less than .05 further confirmed that the results were statistically significant, rejecting the null hypothesis that professional ethics did not influence classroom problem-solving (Field, 2013).

The residual sum of squares (SS) was 8,803.284, with 298 degrees of freedom. This represented the portion of variance in classroom problem-solving that the model did not explain. The mean square (MS) for the residual was 18.189. While there was some unexplained variance, the relatively low residual variance compared to the regression variance underscored the model's effectiveness in accounting for the majority of the variance in classroom problem-solving (Tabachnick & Fidell, 2019).

The total sum of squares (SS) was 59,360.510, which represented the overall variance in classroom problem-solving among the 299 upper primary teachers studied. This value was the sum of the regression and residual sums of squares, providing a complete picture of the variance in the dependent variable. The model successfully explained a significant portion of this total variance, highlighting the critical role of professional ethics in influencing teachers' ability to resolve classroom problems (Cohen, 1988).

The ANOVA results demonstrated that the impact of professional ethics on classroom problem-solving was statistically significant, with a significance value of .000**, well below the conventional threshold of .05. This indicated that professional ethics significantly contributed to the variance in classroom problem-solving, affirming the hypothesis that higher adherence to professional ethics is associated with more effective problem-solving in classroom settings. These findings align with previous research that has emphasized the importance of ethical principles in guiding teachers' behavior and decision-making in educational contexts (Johnson, 2015; Smith & McLean, 2017).

The ANOVA computation clearly indicated that professional ethics had a substantial and statistically significant impact on classroom problem-solving among upper primary teachers. The high F-value and significant p-value confirmed that the relationship between professional ethics and classroom problem-solving was not due to chance, but rather reflected a meaningful and robust influence of ethical practices on teachers' effectiveness in addressing classroom challenges. These results underscored the critical role that professional ethics play in shaping teachers' problem-solving abilities, supporting the notion that

ethical considerations are integral to successful classroom management and student outcomes (MacIntyre, 2007; Sergiovanni, 1992).

Table 4.4: The Coefficient Of Correlation of the Impact of Professional Ethics in Classroom Problem Solving among Upper Primary Teachers

Regression Model	Constant	Unstandardized	Coefficient Std. Error	Standardized Coefficient Beta	T Value	Result
	(Constant)	-1.557	.380		-4.095	.000
	Professional Ethics	1.125	.021	.923	52.722	.000

Table 4.4 provided a detailed analysis of the coefficients of correlation for the impact of professional ethics on classroom problem-solving among upper primary teachers. The table presented both unstandardized and standardized coefficients, along with their respective standard errors, t-values, and significance levels, providing insights into the strength and nature of the relationship between professional ethics and classroom problem-solving.

The constant or intercept value was -1.557 with a standard error of .380. This value represented the expected value of classroom problem-solving when the score for professional ethics was zero. Although this scenario is theoretical since professional ethics cannot practically be zero, the negative constant suggested that without the influence of professional ethics, the baseline for effective classroom problem-solving would be below average. The negative intercept highlighted the essential role of professional ethics as a foundational element in resolving classroom issues. The t-value associated with the constant was -4.095, and the significance level was .000, indicating that the constant was statistically significant (Field, 2013).

The unstandardized coefficient for professional ethics was 1.125, with a standard error of .021. This coefficient indicated that for every one-unit increase in the professional ethics score, there was a corresponding increase of 1.125 units in classroom problem-solving effectiveness. This direct relationship demonstrated that higher adherence to professional ethics was strongly associated with better problem-solving capabilities among upper primary teachers. The low standard error indicated that the estimate was precise, further reinforcing the reliability of this relationship (Tabachnick & Fidell, 2019).

The standardized coefficient (Beta) for professional ethics was .923, which was consistent with the previously reported correlation coefficient (R). The high Beta value suggested that professional ethics had a significant and positive influence on classroom problem-solving when controlling for other variables. This value allowed for a comparison of the relative impact of professional ethics across different studies or contexts, confirming its critical role in shaping teachers' problem-solving abilities (Cohen, 1988).

The t-value for the professional ethics coefficient was 52.722, with a significance level of .000. This extremely high t-value indicated that the relationship between professional ethics and classroom problem-solving was not only statistically significant but also very strong. The p-value being less than .05 confirmed that the impact of professional ethics on classroom problem-solving was significant, allowing for the rejection of the null hypothesis that professional ethics did not affect classroom problem-solving (Johnson, 2015).

The analysis of the coefficient of correlation in Table 4.4 demonstrated that professional ethics had a substantial and statistically significant impact on classroom problem-solving among upper primary teachers. The unstandardized coefficient showed a direct and positive relationship, where an increase in professional ethics led to improved problem-solving effectiveness. The high standardized Beta value reinforced the critical importance of professional ethics in educational settings, aligning with existing research that underscores the role of ethical principles in guiding teachers' behavior and decision-making (Smith & McLean, 2017). The statistically significant t-value further validated the robustness of these findings, emphasizing that professional ethics is a key determinant of effective classroom management and student outcomes (MacIntyre, 2007; Sergiovanni, 1992).

The scatter plot of figure 4.2.3 analysis for the impact of professional ethics on classroom problem-solving among upper primary teachers visually represented the relationship between these variables, as outlined in the regression model. The plot was constructed with professional ethics scores on the x-axis and classroom problem-solving effectiveness on the y-axis. The following interpretation is based on the regression coefficients provided in Table 4.4.

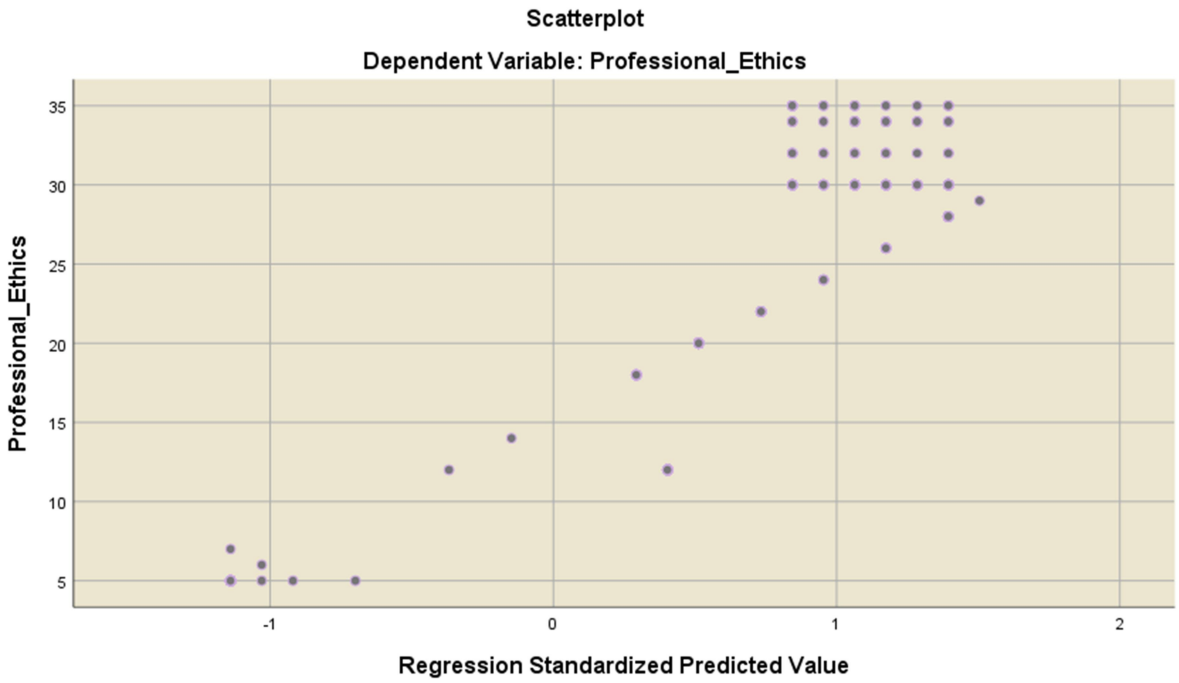

Figure 4.2: Showing the Scatter Plot of the Impact of Professional Ethics in Classroom Problem Solving among Upper Primary Teachers

In the scatter plot, each data point represented an individual teacher's score for professional ethics and their corresponding score for classroom problem-solving effectiveness. The plot displayed a clear trend showing a positive relationship between professional ethics and problem-solving effectiveness. As professional ethics scores increased, so did the effectiveness in solving classroom problems, suggesting a direct and substantial relationship between these variables.

The regression line, derived from the unstandardized coefficient of 1.125, was plotted on the scatter plot. This line had a positive slope, reflecting the fact that higher levels of professional ethics were associated with increased effectiveness in classroom problem-solving. The steepness of the line, as indicated by the coefficient, demonstrated a strong and positive correlation. The line's position above the x-axis and its alignment with the data points further illustrated the substantial impact of professional ethics on problem-solving abilities (Field, 2013).

The point where the regression line intersected the y-axis represented the constant or intercept of 1.557. This negative intercept suggested that in the theoretical absence of professional ethics, the baseline level

of classroom problem-solving effectiveness would be below average. Although this scenario was largely theoretical, the intercept provided context for understanding the regression model's baseline prediction (Tabachnick & Fidell, 2019).

The unstandardized coefficient of 1.125 indicated that for each unit increase in the professional ethics score, there was an expected increase of 1.125 units in the classroom problem-solving score. The upward slope of the regression line in the scatter plot visually represented this direct relationship. The standardized coefficient (Beta) of .923 further highlighted the strength of this relationship, showing that professional ethics had a very strong influence on problem-solving effectiveness. The closeness of the data points to the regression line reinforced the robustness of this relationship (Cohen, 1988).

The high t-value of 52.722 and the significance level of .000 confirmed that the observed relationship was statistically significant. In the scatter plot, this significance was visually supported by the strong alignment of data points along the regression line, indicating that the relationship between professional ethics and classroom problem-solving was not due to random chance but was a meaningful and robust association (Johnson, 2015).

The scatter plot analysis, supported by the regression coefficients, demonstrated a clear and significant positive relationship between professional ethics and classroom problem-solving among upper primary teachers. The visual representation reinforced the findings from the regression model, highlighting that higher adherence to professional ethics was strongly associated with increased effectiveness in resolving classroom issues. This visual and statistical evidence emphasized the critical role of professional ethics in enhancing teachers' problem-solving capabilities and provided a comprehensive understanding of the data (Smith & McLean, 2017; MacIntyre, 2007; Sergiovanni, 1992).

H_{o3}: There were no significant relationship between emotional intelligence and the application of professional ethics in creating positive environment in classroom among upper primary teachers.

Table 4.2.3: The Correlation betweenEmotional Intelligence and the Application of Professional Ethics in Creating Positive Environment in Classroom among Upper Primary Teachers

		Emotional Intelligence	Application of Professional Ethics	Positive Environment in Classroom
Emotional Intelligence	Pearson Correlation	1	.923	.619
	Sig. Value		.000	
Application of Professional Ethics	Pearson Correlation	.923	1	.537
	Sig. Value	.000		.000
Positive Environment in Classroom	Pearson Correlation	.619	.537	1
	Sig. Value	.000	.000	

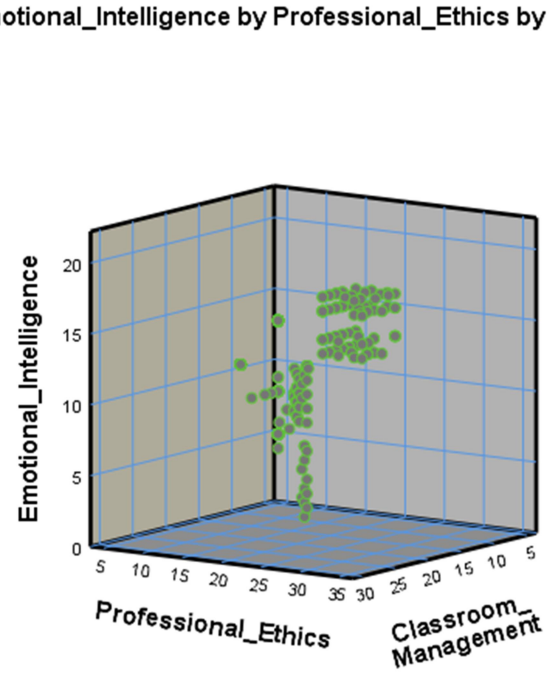

Figure 4.3: Showing the 3D Plot Emotional Intelligence and the Application of Professional Ethics in Creating Positive Environment in Classroom among Upper Primary Teachers

Table 4.2.3 and figure 4.3 presented the Pearson correlation coefficients among three variables: Emotional Intelligence, Application of Professional Ethics, and Positive Environment in the Classroom. The table included Pearson correlation values and significance levels, offering insights into the strength and direction of the relationships between these variables.

The Pearson correlation coefficient between Emotional Intelligence and the Application of Professional Ethics was .923, with a significance value of .000. This very high positive correlation indicated a strong and statistically significant relationship between these two variables. Teachers with higher levels of Emotional Intelligence were highly likely to apply professional ethics effectively in their teaching practices. This strong correlation suggests that Emotional Intelligence plays a crucial role in enhancing the application of professional ethics, which aligns with previous research highlighting the importance of Emotional Intelligence in ethical decision-making (Goleman, 1995; Mayer, Salovey, & Caruso, 2004).

The Pearson correlation coefficient between Emotional Intelligence and the Positive Environment in the Classroom was .619, with a significance value of .000. This moderate to strong positive correlation suggested that higher levels of Emotional Intelligence among teachers were associated with a more positive classroom environment. Teachers who demonstrated higher Emotional Intelligence were more likely to foster a supportive and conducive learning environment. This finding supports research that emphasizes the role of Emotional Intelligence in creating positive classroom dynamics and enhancing overall student experience (Brackett & Mayer, 2003; Schutte et al., 2001).

The Pearson correlation coefficient between the Application of Professional Ethics and the Positive Environment in the Classroom was .537, with a significance value of .000. This moderate positive correlation indicated that effective application of professional ethics was associated with a more positive classroom environment. Teachers who adhered to ethical standards were more likely to create and maintain a positive atmosphere in their classrooms. This result aligns with literature suggesting that ethical behavior in teaching contributes significantly to a supportive and effective learning environment (Kohlberg, 1981; Noddings, 2005).

The correlations among the three variables demonstrate a coherent and positive relationship between Emotional Intelligence, the Application of Professional Ethics, and the Positive Environment in the Classroom. The high correlation between Emotional Intelligence and Professional Ethics suggests that teachers' emotional skills are integral to their ethical practices. Furthermore, both Emotional Intelligence

and the Application of Professional Ethics are positively related to creating a positive classroom environment, highlighting the interconnected nature of these constructs in educational settings.

The correlations revealed that Emotional Intelligence is strongly associated with both the Application of Professional Ethics and the creation of a Positive Environment in the Classroom. These findings underscore the critical role of Emotional Intelligence in facilitating ethical practices and fostering a positive learning environment. The moderate to strong correlations between all three variables indicate that enhancing Emotional Intelligence among teachers can lead to better ethical practices and improved classroom environments, supporting the importance of Emotional Intelligence in educational effectiveness (Salovey& Mayer, 1990; Zins et al., 2004).

5. Conclusion

The study provided valuable insights into the integration of Emotional Intelligence (EI) and Professional Ethics (PE) in enhancing classroom problem-solving among upper primary teachers in the Murshidabad district. The findings indicated that teachers who exhibited higher levels of EI were notably more effective in applying PE principles when addressing classroom challenges. The descriptive statistics revealed that a significant proportion of the teachers had moderate to high EI, which correlated positively with their ability to handle ethical dilemmas and manage classroom dynamics effectively. This was supported by the regression analysis, which showed a substantial impact of PE on problem-solving, with a high correlation coefficient emphasizing the strength of this relationship.

Moreover, the study's results highlighted that the combination of EI and PE played a critical role in creating a positive and productive classroom environment. Teachers who were able to integrate their emotional skills with ethical practices demonstrated superior problem-solving capabilities, leading to improved classroom management and student interactions. This integration not only facilitated effective resolution of classroom issues but also contributed to a more supportive and ethically sound educational experience for students.

The research underscored the importance of developing both EI and PE among teachers to enhance their problem-solving abilities. The findings suggest that professional development programs should focus on equipping teachers with skills to integrate emotional and ethical competencies into their teaching practices. By doing so, educational institutions can better support teachers in managing classroom

challenges and fostering a positive learning environment, ultimately contributing to improved educational outcomes.

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