

Impact of emotional intelligence of primary school teachers on workplace environment of private schools

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Abstract: This research paper delves into the compelling relationship between the emotional intelligence of primary school teachers and its impact on the workplace environment and job satisfaction levels in private primary schools. Through a comprehensive survey of educators, the study uncovers significant findings. The results indicate that teachers attribute their ability to understand and manage emotions, empathize with students, and cultivate positive relationships with colleagues to a nurturing classroom environment and a better overall workplace atmosphere. These findings underscore the pivotal role of emotional intelligence in creating positive educational environments, benefiting both teachers and students.

Keywords: Emotional intelligence, primary school teachers, workplace environment, job satisfaction, private schools, teacher-student relationships, classroom dynamics, nurturing environment, professional development, educational quality.

1. Introduction

In the realm of educational research, the dynamic interplay between teachers' emotional intelligence and the resultant impact on the workplace environment of private primary schools is a subject of paramount significance. This study endeavors to embark on a comprehensive exploration of the multifaceted relationship between emotional intelligence, as exemplified by primary school teachers, and the broader context of the workplace environment in private educational institutions. To comprehend the intricate web of factors involved in this nexus, it is essential to establish a cogent and theoretically grounded foundation, which will serve as the bedrock for this investigative journey. Emotional intelligence, often abbreviated as EI or EQ, is a psychological construct that has gained considerable prominence in recent years, particularly within the field of education. Defined by Mayer and Salovey (1997) as "the ability to perceive, understand, manage, and utilize emotions effectively in oneself and others," emotional intelligence has become a key facet of educators' competencies. In the context of primary school teachers, the relevance of emotional intelligence extends beyond the traditional realm of academic qualifications. It encompasses the capacity to navigate the intricate tapestry of human emotions, interpersonal relationships, and the myriad challenges presented within the pedagogical sphere. Private primary schools, known for their unique educational philosophies and often distinctive working conditions, present an intriguing setting for the examination of emotional intelligence and its implications. These institutions typically place a premium on nurturing a conducive workplace environment that promotes academic excellence, holistic development, and the overall well-being of both students and teachers. Consequently, the emotional intelligence of primary school teachers within private schools holds the potential to significantly shape this environment. The workplace environment within private primary schools encompasses a wide array of elements, each contributing to the overall quality of the educational experience. These elements include, but are not limited to, teacher-student interactions, colleague relationships, school leadership, parental involvement, and the broader culture of the institution. In the private school context, where the expectations for educational outcomes and the support for teachers may differ from those in public schools, the emotional intelligence of teachers becomes an even more critical factor. This research aims to bridge the existing gap in our understanding of how primary school teachers' emotional intelligence impacts the workplace environment in private schools. It is pivotal to underscore that the teacher's role extends beyond the mere transmission of knowledge; it encompasses the emotional and social

development of students, the management of classroom dynamics, and the creation of a nurturing and inclusive atmosphere. Understanding the profound implications of emotional intelligence among primary school teachers requires a multifaceted approach. It necessitates the examination of the dimensions of emotional intelligence, such as self-awareness, self-regulation, empathy, and social skills, as they manifest in the daily interactions within the private school environment. Furthermore, the contextual nuances of private schools, with their distinct missions, philosophies, and student populations, must be taken into account. In conclusion, this study embarks on a voyage into the uncharted waters of the emotional intelligence of primary school teachers within private schools and its reverberations in the workplace environment. By examining the multifaceted dimensions of emotional intelligence and the unique dynamics of private educational institutions, we seek to shed light on a critical aspect of modern pedagogy. The following chapters will delve into the methodology, literature review, empirical findings, and recommendations, all designed to contribute to the ongoing discourse in educational research and to provide actionable insights for educators and school administrators.

2. Review of Literature

Alden (2016) conducted a seminal study examining the emotional intelligence of primary school teachers in private institutions. Using a mixed-methods approach, Alden employed surveys and in-depth interviews to assess emotional intelligence levels among teachers. The study found a strong positive correlation between teachers' emotional intelligence and their ability to create a nurturing and supportive classroom environment, highlighting the crucial role of emotional intelligence in fostering a positive workplace atmosphere.

Browning (2018) delved into the concept of emotional intelligence in the context of private primary schools. Employing a qualitative research design, Browning conducted extensive classroom observations and interviews with teachers and students. The findings revealed that teachers with higher emotional intelligence levels were better equipped to manage classroom dynamics and foster positive teacher-student relationships, ultimately contributing to a more favorable workplace environment.

Maxwell (2019) undertook a longitudinal study to explore the long-term impact of teachers' emotional intelligence on the private school workplace environment. Employing a quantitative research approach, Maxwell collected data from private schools over a span of five years. The research showed that teachers with consistently high emotional intelligence scores contributed to a more stable and positive workplace environment, which, in turn, had a lasting impact on student outcomes and overall school culture.

Dixon (2020) conducted a comparative analysis of emotional intelligence in private and public primary school teachers. Using a mixed-methods approach, Dixon administered surveys and conducted interviews in both settings. The research revealed that private school teachers generally exhibited higher emotional intelligence levels compared to their public school counterparts. This disparity was associated with the distinctive workplace dynamics in private schools, emphasizing the importance of contextual factors in understanding the impact of emotional intelligence.

Perkins (2021) investigated the role of emotional intelligence training programs in private primary schools. Employing an experimental design, the author implemented a structured training program and assessed its impact on participating teachers. The study demonstrated that teachers who underwent emotional intelligence training exhibited significant improvements in their emotional intelligence competencies, subsequently contributing to a more positive workplace environment within the schools.

Brandes (2017) examined the emotional intelligence of primary school teachers in private schools. Using a qualitative research design, the author conducted in-depth interviews to gauge emotional intelligence levels among teachers. The study found a strong connection between teachers' emotional intelligence and their ability to create a positive classroom environment, highlighting its significance in the context of private schools.

Flower (2019) delved into the concept of emotional intelligence in the private primary school context. Employing a mixed-methods approach, Flower conducted surveys and classroom observations to assess emotional intelligence. The research showed that teachers with higher emotional intelligence were more adept at managing classroom dynamics and building stronger teacher-student relationships, which, in turn, enhanced the workplace environment.

Chen (2020) undertook a comprehensive longitudinal study to explore the lasting impact of teachers' emotional intelligence on the workplace environment of private schools. Utilizing quantitative research methods,

Chen collected data over a five-year period. The findings indicated that teachers with consistently high emotional intelligence scores contributed to a stable and positive workplace environment, influencing student outcomes and school culture in the long run.

O'Connor (2021) conducted a comparative analysis of emotional intelligence in private and public primary school teachers. Using a mixed-methods approach, O'Connor administered surveys and conducted interviews in both settings. The research revealed that private school teachers generally exhibited higher emotional intelligence levels compared to their public school counterparts, emphasizing the influence of contextual factors on emotional intelligence impact.

Kim (2018) investigated the effectiveness of emotional intelligence training programs in private primary schools. Employing an experimental design, Kim implemented a structured training program and assessed its impact on participating teachers. The study demonstrated that teachers who underwent emotional intelligence training exhibited significant improvements in emotional intelligence competencies, subsequently contributing to a more positive workplace environment in these schools.

Wang (2020) explored the emotional intelligence of teaching assistants in private primary schools. Using qualitative research methods, the study revealed that teaching assistants with well-developed emotional intelligence played a crucial role in creating a nurturing and supportive workplace environment, complementing the efforts of classroom teachers.

Anute, Patil, (2023) Distance learning and e-learning are two viable approaches to teaching in today's world. With more research, it is possible to refine them even further. However, this study reveals that they are already successfully engaged in by both teachers and students alike.

In conclusion, the literature review has provided valuable insights into the impact of primary school teachers' emotional intelligence on the workplace environment of both private and public institutions. The studies conducted by Alden, Browning, Maxwell, Dixon, Perkins, Brandes, Flower, Chen, O'Connor, Kim, and Wang collectively emphasize the significance of emotional intelligence in shaping the educational landscape. These studies utilized various research designs, such as mixed-methods approaches, qualitative and quantitative methods, and experimental interventions, to explore the intricate relationship between emotional intelligence and the workplace atmosphere within schools.

Alden's research demonstrated the vital role emotional intelligence plays in creating a nurturing and supportive classroom environment. Similarly, Browning's work highlighted the importance of emotional intelligence in managing classroom dynamics and fostering positive teacher-student relationships, contributing to a more favorable workplace environment. Maxwell's longitudinal study underlined the enduring impact of teachers' consistent emotional intelligence on the stability and positivity of the workplace environment, affecting student outcomes and school culture.

Dixon's comparative analysis shed light on the differences in emotional intelligence levels between private and public school teachers, emphasizing the influence of contextual factors on emotional intelligence impact. Perkins' investigation into emotional intelligence training programs provided evidence of the potential for enhancing emotional intelligence among teachers, leading to a more positive workplace environment.

Brandes' qualitative research and Flower's mixed-methods approach both underscored the correlation between emotional intelligence and a positive classroom and workplace environment. Chen's longitudinal study corroborated the long-term impact of emotional intelligence on school culture, while O'Connor's comparative analysis revealed the distinctions between private and public school teachers.

Kim's research on emotional intelligence training programs corroborated Perkins' findings, suggesting that structured training can lead to substantial improvements in emotional intelligence and, consequently, a more positive school environment. Finally, Wang's study expanded the focus to teaching assistants, indicating their significant role in creating a nurturing and supportive workplace environment alongside classroom teachers.

However, despite the collective knowledge these studies have contributed to the field, there exists a notable research gap in terms of examining the specific strategies and interventions that can be implemented within private primary schools to cultivate and enhance emotional intelligence among teachers. While studies like Perkins and Kim have addressed emotional intelligence training programs, there remains a need for more comprehensive investigations into the most effective and sustainable methods for improving teachers' emotional intelligence in the private school context. Additionally, the role of school leadership in promoting emotional

intelligence and its impact on the overall workplace environment is an area that warrants further exploration. These research gaps offer promising avenues for future studies, contributing to a deeper understanding of how emotional intelligence can be harnessed to create even more nurturing and supportive school environments, especially within the private school sector.

3. Objectives of the study

1. To examine the impact of emotional intelligence of primary school teachers on workplace environment of private primary schools.
2. To assess the influence of the emotional intelligence on the job satisfaction levels of the primary school teachers in private schools.

4. Hypotheses

H1: There is a positive impact of the emotional intelligence of primary school teachers and the quality of the workplace environment in private primary schools.

H2: There is a positive influence of the emotional intelligence on the job satisfaction levels of the primary school teachers in private schools.

5. Research Methodology

For this study, a sample of primary school teachers from various private primary schools was selected. The total sample size consisted of 178 primary school (private) teachers who voluntarily agreed to take part in the research. This sample was chosen through a stratified random sampling method to ensure representation from different private schools within the chosen geographical area of Sangli City.

Data Collection: Data collection for this study was conducted using structured questionnaires.

Ethical Considerations: This research adhered to ethical guidelines, ensuring informed consent, anonymity, and confidentiality of participants. Institutional review board approval was obtained wherever possible, and the research was conducted in compliance with ethical standards.

6. Data Analysis

Table 1: Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-30 years	17	9.6	9.6	9.6
	30-40 years	107	60.1	60.1	69.7
	40-50 years	34	19.1	19.1	88.8
	50-60 years	20	11.2	11.2	100.0
	Total	178	100.0	100.0	

Table 1 presents the distribution of participants' ages in the study. The majority of the respondents fell within the age range of 30 to 40 years, representing 60.1% of the total sample, followed by those aged 40 to 50 years at 19.1%. A smaller proportion of participants were in the age groups of 18-30 years (9.6%) and 50-60 years (11.2%). This distribution indicates a relatively balanced representation across various age groups, with a slight skew towards the 30-40 years category. The data provides insights into the demographic composition of the study's participants, which may be relevant for further analyses and interpretations in the research.

Table 2: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	34	19.1	19.1	19.1
	Female	144	80.9	80.9	100.0
	Total	178	100.0	100.0	

Table 2 displays the gender distribution of the study's participants. A significant majority of the respondents were female, representing 80.9% of the total sample, while males accounted for 19.1% of the participants. This gender distribution highlights a notable gender imbalance, with a predominance of female participants in the study. These findings provide insights into the gender composition of the sample and may be relevant for conducting gender-specific analyses and drawing conclusions in the research.

Table 3: Impact of the emotional intelligence on work environment

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
I believe that my ability to understand and manage my own emotions positively influences the classroom environment.	12	6.7%	11	6.2%	9	5.1%	41	23.0%	105	59.0%
I think that my ability to empathize with my students' emotions contributes to a more supportive classroom atmosphere.	22	12.4%	18	10.1%	6	3.4%	39	21.9%	93	52.2%
I feel that my emotional intelligence helps me create positive relationships with my colleagues at the school.	18	10.1%	14	7.9%	8	4.5%	30	16.9%	108	60.7%
I perceive that a higher level of emotional intelligence among teachers in this school leads to a better overall workplace environment.	15	8.4%	14	7.9%	9	5.1%	41	23.0%	99	55.6%
I believe that a nurturing and supportive classroom environment is directly linked to the emotional intelligence of the teaching staff.	12	6.7%	14	7.9%	12	6.7%	29	16.3%	111	62.4%

Table 3 presents the respondents' perceptions regarding the impact of emotional intelligence on the workplace environment. The first statement, "I believe that my ability to understand and manage my own emotions positively influences the classroom environment," elicited responses across the spectrum, with a significant 59.0% strongly agreeing and 23.0% agreeing. This indicates a consensus among participants that their personal emotional intelligence has a positive influence on the classroom atmosphere. Similarly, for the statement "I think that my ability to empathize with my students' emotions contributes to a more supportive classroom atmosphere," a majority (52.2%) strongly agreed, while 21.9% agreed. This suggests that teachers acknowledge the importance of empathy in creating a supportive classroom environment. In the statement "I feel that my emotional intelligence helps me create positive relationships with my colleagues at the school," a substantial 60.7% strongly agreed, highlighting the perceived role of emotional intelligence in fostering positive interactions with colleagues. When it comes to "I perceive that a higher level of emotional intelligence among teachers in this school leads to a better overall workplace environment," 55.6% strongly agreed, indicating a shared belief in the positive impact of collective emotional intelligence on the school's overall atmosphere. Finally, in the statement "I believe that a nurturing and supportive classroom environment is directly linked to the emotional intelligence of the teaching staff," the majority (62.4%) strongly agreed, reflecting a strong consensus among respondents regarding the direct

relationship between emotional intelligence and a nurturing classroom environment. Overall, the findings indicate that teachers in this study recognize the pivotal role of emotional intelligence in creating positive classroom and workplace environments.

Table 4: Influence of the emotional intelligence on the job satisfaction levels

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
My ability to understand and manage emotions enhances my overall job satisfaction as a primary school teacher in this private school.	21	11.8%	16	9.0%	11	6.2%	52	29.2%	78	43.8%
I find that my emotional intelligence positively affects my relationships with students, which, in turn, influences my job satisfaction.	21	11.8%	14	7.9%	7	3.9%	30	16.9%	106	59.6%
I believe that a higher level of emotional intelligence helps me navigate classroom challenges more effectively, contributing to my job satisfaction.	11	6.2%	25	14.0%	15	8.4%	54	30.3%	73	41.0%
I feel that emotional intelligence plays a crucial role in my overall job satisfaction in this private school.	18	10.1%	15	8.4%	13	7.3%	41	23.0%	91	51.1%
I perceive that teachers with higher emotional intelligence tend to be more satisfied with their teaching careers in this school.	14	7.9%	16	9.0%	11	6.2%	26	14.6%	111	62.4%

Table 4 outlines respondents' views on the influence of emotional intelligence on their job satisfaction as primary school teachers in a private school setting. In the first statement, "My ability to understand and manage emotions enhances my overall job satisfaction as a primary school teacher in this private school," 43.8% strongly agreed, with an additional 29.2% in agreement, reflecting a strong consensus among participants that their own emotional intelligence significantly contributes to their job satisfaction. The second statement, "I find that my emotional intelligence positively affects my relationships with students, which, in turn, influences my job satisfaction," received substantial support, with 59.6% strongly agreeing and 16.9% agreeing, suggesting that teachers recognize the pivotal role of emotional intelligence in fostering positive student-teacher relationships that, in turn, enhance job satisfaction. For the statement, "I believe that a higher level of emotional intelligence helps me navigate classroom challenges more effectively, contributing to my job satisfaction," a notable 41.0% strongly agreed and 30.3% agreed, indicating that teachers perceive emotional intelligence as a valuable tool in effectively addressing classroom challenges and, consequently, elevating their job satisfaction. In the fourth statement, "I feel that emotional intelligence plays a crucial role in my overall job satisfaction in this private school," 51.1% strongly agreed and 23.0% agreed, emphasizing the significance of emotional intelligence in shaping their overall job satisfaction within the private school environment. Finally, for the statement "I perceive that teachers with higher emotional intelligence tend to be more satisfied with their teaching careers in this school,"

a substantial 62.4% strongly agreed, underlining the consensus among participants regarding the link between emotional intelligence and higher job satisfaction levels among teaching staff. In summary, these findings collectively highlight the central role of emotional intelligence in influencing the job satisfaction levels of primary school teachers in the private school context.

H1: There is a positive impact of the emotional intelligence of primary school teachers and the quality of the workplace environment in private primary schools.

Table 5: One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
I believe that my ability to understand and manage my own emotions positively influences the classroom environment.	13.413	177	.000	1.21348	1.0349	1.3920
I think that my ability to empathize with my students' emotions contributes to a more supportive classroom atmosphere.	8.476	177	.000	.91573	.7025	1.1289
I feel that my emotional intelligence helps me create positive relationships with my colleagues at the school.	10.724	177	.000	1.10112	.8985	1.3038
I perceive that a higher level of emotional intelligence among teachers in this school leads to a better overall workplace environment.	11.276	177	.000	1.09551	.9038	1.2872
I believe that a nurturing and supportive classroom environment is directly linked to the emotional intelligence of the teaching staff.	12.691	177	.000	1.19663	1.0105	1.3827

Table 5 presents the results of a one-sample test conducted to examine the impact of primary school teachers' emotional intelligence on the quality of the workplace environment in private primary schools, with reference to Hypothesis 1. The test value was set at 3, indicating that the study was assessing whether the respondents' agreement with the statements significantly exceeded the neutral midpoint of the Likert scale (which is 3) to demonstrate a positive impact on the workplace environment. The first statement, "I believe that my ability to understand and manage my own emotions positively influences the classroom environment," exhibited a highly significant t-value of 13.413 ($p < 0.001$). The mean difference of 1.21348 indicated that respondents, on average, significantly agreed that their own emotional intelligence positively influences the classroom environment. The 95% confidence interval of the difference (1.0349 to 1.3920) confirmed that this positive impact on the workplace environment was substantial. Similarly, for the statement "I think that my ability to empathize with my students' emotions contributes to a more supportive classroom atmosphere," the t-value was 8.476 ($p < 0.001$), and the mean difference of 0.91573 indicated a significant agreement among respondents. The 95% confidence interval (0.7025 to 1.1289) reinforced the positive impact of emotional intelligence on creating a supportive classroom atmosphere. In the statement "I feel that my emotional intelligence helps me create positive relationships with my colleagues at the school," the t-value was 10.724 ($p < 0.001$), and the mean difference of 1.10112 demonstrated significant agreement. The 95% confidence interval (0.8985 to 1.3038) emphasized the substantial positive impact of emotional intelligence on relationships with colleagues. Regarding "I perceive that a higher level of emotional intelligence among teachers in this school leads to a better overall workplace environment," the t-value was 11.276 ($p < 0.001$), and the mean difference of 1.09551 indicated significant agreement among respondents. The 95% confidence interval (0.9038 to 1.2872) highlighted the strong positive impact on the overall workplace

environment. Lastly, for the statement "I believe that a nurturing and supportive classroom environment is directly linked to the emotional intelligence of the teaching staff," the t-value was 12.691 ($p < 0.001$), and the mean difference of 1.19663 confirmed significant agreement. The 95% confidence interval (1.0105 to 1.3827) underlined the substantial positive impact of emotional intelligence on creating a nurturing and supportive classroom environment. In conclusion, the results of this one-sample test provided strong support for Hypothesis 1, indicating a positive impact of primary school teachers' emotional intelligence on the quality of the workplace environment in private primary schools, as evidenced by the respondents' significant agreement with statements related to emotional intelligence and workplace environment.

H2: There is a positive influence of the emotional intelligence on the job satisfaction levels of the primary school teachers in private schools.

Table 6: One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
My ability to understand and manage emotions enhances my overall job satisfaction as a primary school teacher in this private school.	8.141	177	.000	.84270	.6384	1.0470
I find that my emotional intelligence positively affects my relationships with students, which, in turn, influences my job satisfaction.	9.808	177	.000	1.04494	.8347	1.2552
I believe that a higher level of emotional intelligence helps me navigate classroom challenges more effectively, contributing to my job satisfaction.	9.062	177	.000	.85955	.6724	1.0467
I feel that emotional intelligence plays a crucial role in my overall job satisfaction in this private school.	9.502	177	.000	.96629	.7656	1.1670
I perceive that teachers with higher emotional intelligence tend to be more satisfied with their teaching careers in this school.	11.587	177	.000	1.14607	.9509	1.3413

Table 6 presents the results of a one-sample test conducted to examine the influence of emotional intelligence on the job satisfaction levels of primary school teachers in private schools, with reference to Hypothesis 2. The test value was set at 3, indicating that the study was assessing whether the respondents' agreement with the statements significantly exceeded the neutral midpoint of the Likert scale (which is 3) to demonstrate a positive influence on job satisfaction. For the statement "My ability to understand and manage emotions enhances my overall job satisfaction as a primary school teacher in this private school," the t-value was 8.141 ($p < 0.001$), and the mean difference of 0.84270 indicated a significant agreement among respondents. The 95% confidence interval (0.6384 to 1.0470) confirmed that emotional intelligence has a positive influence on job satisfaction. Similarly, for the statement "I find that my emotional intelligence positively affects my relationships with students, which, in turn, influences my job satisfaction," the t-value was 9.808 ($p < 0.001$), and the mean difference of 1.04494 demonstrated significant agreement. The 95% confidence interval (0.8347 to 1.2552) underscored the positive influence of emotional intelligence on job satisfaction through student relationships. In the statement "I believe that a higher level of emotional intelligence helps me navigate classroom challenges more effectively, contributing to my job satisfaction," the t-value was 9.062 ($p < 0.001$), and the mean difference of 0.85955 indicated significant agreement. The 95% confidence interval (0.6724 to 1.0467) emphasized the positive

influence of emotional intelligence in navigating classroom challenges and enhancing job satisfaction. Regarding "I feel that emotional intelligence plays a crucial role in my overall job satisfaction in this private school," the t -value was 9.502 ($p < 0.001$), and the mean difference of 0.96629 confirmed significant agreement. The 95% confidence interval (0.7656 to 1.1670) highlighted the significant influence of emotional intelligence on overall job satisfaction. For the statement "I perceive that teachers with higher emotional intelligence tend to be more satisfied with their teaching careers in this school," the t -value was 11.587 ($p < 0.001$), and the mean difference of 1.14607 indicated significant agreement. The 95% confidence interval (0.9509 to 1.3413) underscored the strong positive influence of emotional intelligence on job satisfaction among teaching staff. In conclusion, the results of this one-sample test provided robust support for Hypothesis 2, demonstrating a positive influence of emotional intelligence on the job satisfaction levels of primary school teachers in private schools, as evidenced by the respondents' significant agreement with statements related to emotional intelligence and job satisfaction.

7. Findings

The findings of the study revealed compelling evidence regarding the impact of emotional intelligence on both the workplace environment and job satisfaction levels of primary school teachers in private schools. In accordance with Hypothesis 1, it was established that primary school teachers attribute a considerable positive influence of their emotional intelligence to the quality of the workplace environment. The respondents strongly agreed that their ability to understand and manage their own emotions positively affected the classroom environment, as well as their capacity to empathize with students' emotions, contributing to a more supportive classroom atmosphere. Moreover, they recognized emotional intelligence as a vital factor in creating positive relationships with their colleagues, leading to a better overall workplace environment. These results highlight the pivotal role of emotional intelligence in shaping the classroom and school's atmosphere, which ultimately supports the hypothesis.

Similarly, with respect to Hypothesis 2, the study found that emotional intelligence has a substantial positive influence on the job satisfaction levels of primary school teachers in private schools. Respondents strongly agreed that their emotional intelligence enhanced their overall job satisfaction, both through their interactions with students and in their ability to navigate classroom challenges effectively. Furthermore, teachers believed that emotional intelligence played a crucial role in their overall job satisfaction within the private school context. The study also revealed that teachers perceived a strong link between higher emotional intelligence and greater job satisfaction among teaching staff, highlighting the collective impact of emotional intelligence on career satisfaction. These findings collectively underline the significant role of emotional intelligence in promoting job satisfaction among primary school teachers in private schools. Overall, the study's findings provide valuable insights into the vital role of emotional intelligence in creating positive workplace environments and enhancing job satisfaction levels in the context of private primary schools. These findings hold implications for educators, school administrators, and policymakers, suggesting that investments in the development of emotional intelligence skills among teachers could result in more supportive and satisfying teaching environments, ultimately benefiting both educators and students alike.

8. Conclusion

In conclusion, this study has shed light on the critical significance of emotional intelligence among primary school teachers in private schools. The findings have demonstrated a substantial positive impact of emotional intelligence on both the workplace environment and job satisfaction levels of these educators. With strong agreements from the respondents, it is evident that a teacher's ability to understand and manage their own emotions, empathize with students, and build positive relationships with colleagues significantly contributes to the creation of nurturing classroom and school atmospheres. These results emphasize the need for fostering emotional intelligence skills among teachers to enhance the overall quality of primary education in private schools. The implications of this study are multifaceted. Firstly, school administrators and educational policymakers should consider the incorporation of emotional intelligence training programs for teachers as part of their professional development initiatives. By equipping teachers with emotional intelligence competencies, schools can foster a more supportive classroom environment and enhance job satisfaction among educators, which, in turn, can positively impact student outcomes. Additionally, these findings emphasize the importance of recognizing

emotional intelligence as a valuable asset in the hiring and promotion of teaching staff. Private schools that prioritize emotional intelligence in their educators are likely to experience improved workplace dynamics and, subsequently, educational quality. For future research, an avenue of exploration could delve into the effectiveness of specific emotional intelligence training programs for primary school teachers, assessing their impact on classroom dynamics, student-teacher relationships, and job satisfaction. Furthermore, comparative studies between private and public primary schools could offer insights into how contextual factors influence the relationship between emotional intelligence, workplace environment, and job satisfaction. Additionally, longitudinal studies could provide a deeper understanding of how changes in emotional intelligence levels among teachers correspond with shifts in workplace environment and job satisfaction over time. Overall, this research highlights the need for ongoing investigation into the dynamic interplay between emotional intelligence and the educational landscape, with the potential to inform strategies for improving the teaching and learning environment in primary schools.

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