Influence of Physical Health and Emotional Intelligence to Classroom Management of Secondary Teachers

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Abstract— This study determined the influence of physical health and emotional intelligence to the classroom management of secondary teachers. This study used a quantitative non-experimental design using the correlational technique with regression analysis. The respondents were composed of 226 teachers from private secondary schools within Davao del Norte through random sampling. Three adapted instruments were used to gather the data from the respondents. The tools used in analyzing the data were Mean, Pearson r, and Multiple Regression Analysis. Furthermore, the findings revealed that teachers posted a moderate level of physical health and a very high level of emotional intelligence and classroom management. Findings also revealed a significant relationship between emotional intelligence and classroom management (r-value: 0.671 and p-value: 0.001) and no significant relationship between physical health and classroom management (r-value: 0.013 and p-value: 0.850) tested at 0.05 level of significance. Further, it was found that self-awareness, social awareness, and relationship management significantly influence classroom management. With this current proposition, if teachers' emotional intelligence in private secondary schools is high, their classroom management is also observed to be high.

Keywords— physical health, emotional intelligence, classroom management, social awareness.

INTRODUCTION

Teachers consider classroom management as the main problem in education. They enter the profession without adequate training regarding effective student behavior management (Miksza, et.al 2010). Miller (2003), reported that in the United States, 50% of public schools had the inadequate capacity to control or minimize disruptive behavior, a problem associated with poor training in classroom management.

In the Philippines, classroom discipline problems persistently arise as one of the most difficult issues in today's education. Many students come to school with behavioral problems and teachers are not well-trained enough to deal with the behavioral problems of today's generation (Millapre, 2016).

In Region XI, particularly in Davao del Norte, it has been observed that teachers face classroom management problems specifically in disciplining students' disruptive behaviors. Teachers encountering such problems struggle to prepare effective instructional tasks. Thus, the efficiency of teaching and learning is affected due to the classroom disciplinary problems encountered by teachers. It is found that most of the teachers did not receive training in classroom management (Abelardo, 2014). Teaching is considered the noblest profession of all but behind this is the question of how effective a teacher can be in classroom

management when it comes to how emotionally stable and physically healthy the teacher is. The ability of the classroom teacher to exercise a reasonable degree of control over students' behaviors in the classroom depends on the teacher's knowledge and level of classroom management skills.

Teachers' physical health influences school culture and climate, instruction, and students' academic, personal, and emotional development (Sackney et al., 2000). It also affects the stability of the workforce; this includes the classroom management of the teachers.

Any profession is bound to have its health problems and teaching is no different. But when we accept that an unhealthy level of stress is inherent to teaching, and place the burden of stress reduction on the individual teacher, we limit our ability to improve overall school wellness. While most of this attention focuses on students' health needs, it is also essential to explore ways of supporting teachers and school staff who often experience health problems (Cox, Solomon, and Parris, 2018).

An emotionally intelligent person knows more about emotions, which makes everything easier for them. Persons with emotional intelligence have better emotional regulation processes and employ tactics that are more suitable and effective for a certain situation.

They use more suitable and effective strategies when they are in a certain situation. That is, they may be more sensitive to important aspects of the circumstance and so more adaptable in their responses and might implement the strategies better (MacCann, 2020).

Additionally, effective classroom management can be described as an extremely dynamic system that goes beyond any basic pack of strategies. As teachers aim to build a supportive learning atmosphere and culture, the developmental and emotional needs, dispositions and cultural experiences of the students should be taken into account while balancing teaching methods with behavior management, both their own and their students (Martin, et al., 2016). There are three wider fields of classroom management.

Classroom management includes setting clear rules and expectations for students which create opportunities for academic instruction and achievement. Having a clear rules and expectations helps in reducing unruly behaviors of students for the management is proactive rather than reactive (Pas, et. al., 2015).

This first independent variable and the dependent variable anchored to the Self-Determination theory of Deci, E. L., & Ryan, R. M. (2012) that attempts to explain the influence of personal and social surroundings on human behavior, highlighting three different types of motivation: amotivation, controlled motivation, and self-motivation. SDT has been applied in numerous contexts (e.g., the workplace, physical activity, education, counseling), and studies have observed the notable influence of self-motivation on the adoption of adaptive behaviors, psychological well-being, social development, and self-esteem (Trigueros et al., 2019).

The second independent variable which is emotional intelligence has been anchored to the theory of Goleman (1996) as cited by Alquizar (2008). He mentioned that emotional intelligence is a primary indicator that helps enhance the professional growth of a person from entry-level positions to executive roles. This emotional intelligence paradigm depicts how the capacity of a person to develop and master the skills of self-awareness, self-management, social awareness, and relationship, management leads to effectiveness at work.

The dependent variable which is classroom management has been anchored to the proposition of Marzano,

Marzano, and Pickering (2003). They stated that one of the significant roles that the teacher play is that of a classroom manager. Successful teaching and learning are impossible to emerge when the classroom is not properly managed. Chaos becomes the norm if students are disruptive, and no clear rules and procedures that direct behavior. Effective classroom management only happens when teachers effectively practice these four areas which are establishing rules and procedures, disciplinary interventions, teacher-student relationship, and mental set. This is further supported by the theory of Kounin (1970) who mentioned that successful classroom management does not occur in handling the misbehavior of students when occurs.

The first independent variable of this study is physical health with the following indicators: Sleep Disturbance encompasses disorders of initiating and maintaining sleep by a teacher, Headaches are usually pain they may be experienced by the teacher that occurs in any region of the head, Gastrointestinal Problems refer to any condition or disease felt and experienced by the teacher that occurs within the gastrointestinal tract, and Respiratory Illness which is a type of disease that refers to any condition or disease felt and experienced by the teacher that occurs within the lungs and other parts of the respiratory system.

The second independent variable of this study is emotional intelligence with the following indicators: self-awareness which defines as the ability of a teacher to be aware of what they are feeling, self-management which define as the ability of a teacher to use awareness of one's emotions to direct behavior, social awareness indicates the capability of a teacher to sense and understand others' emotions, relationship management is the capacity of the teacher to effectively manage interactions by being aware of one's own and others' emotions.

The dependent variable of this study is classroom management with the following indicators: rules and procedure which refers to stated expectations of a teacher regarding the behavior of students, disciplinary interventions carried actions by a teacher towards minimizing unruly behaviors of the students, teacher-student relationships refer to a positive relationship between teacher and students, and mental set which has two features, with-it-ness that refers the ability to become aware of the teacher in the happenings inside the

classroom and immediately respond to it and emotional objectivity that refers to teacher's emotional state.

Studies exist on physical health, emotional intelligence as well as on classroom management, however, there are no studies found that examined the relationship of the three variables in the local setting using a quantitative approach. Thus, a gap exists in the current research related to physical health and emotional intelligence and classroom management of teachers in both public and private secondary schools. It only shows that the present study shall generate new knowledge.

The above-stated scenario prompted the researcher to conduct this study. In an effort to enhance the school's efficiency, it is important to identify the factors that influence classroom management. It is already proven by studies that classroom management is essential to students' achievement since students cannot learn well in a chaotic classroom. Yet, establishing effective classroom management is a difficult task for teachers, especially in today's generation, since many students now come to school with behavioral problems. The purpose of this study is to determine whether teachers' state of physical health and emotional intelligence level has a relationship with effective classroom management.

This study was conducted to determine the influence of physical health and emotional intelligence on the classroom management of teachers in secondary schools of Davao del Norte City. Specifically, the study will be conducted to address the following objectives: (1) To describe the level of Physical Health of teachers in secondary schools in terms of Sleep Disturbance, Headaches, Gastro-Intestinal Problems, and Respiratory Infections. (2) To describe the level of emotional intelligence of teachers in secondary schools in terms of Self-awareness, Self-management, Social awareness, and Relationship management. (3) To describe the level of classroom management of teachers in secondary schools in terms of Rules and procedures, Disciplinary interventions, Teacher-student relationship, and Mental set. (4) To determine the significant relationship between the level of physical health and emotional intelligence on the classroom management of teachers in secondary schools. (5) To determine which of the domains in Physical Health and emotional intelligence significantly influences classroom management of teachers in Secondary schools.

These study hypotheses were tested at a 0.05 level of significance: (1) There is no significant relationship between the level of physical health and emotional intelligence and the level of classroom management of teachers in private secondary schools. (2) There is no domain in physical health and emotional intelligence that significantly influence the classroom management of teachers in private secondary schools.

Furthermore, it is of high value for teachers since this study is conducted to determine the influence of physical health and emotional intelligence to classroom management of secondary schools. It may encourage them to develop their physical health and emotional intelligence to manage the classroom effectively. It would be of help to them to become efficient in their jobs and improve the rate of production and teaching and learning growth. Students would benefit from this study because it might increase their academic achievement and emotional growth and improve their behavior. Additionally, the results of this study might offer ideas to future researchers and expand the coverage for future studies.

METHODS

This section of the study describes the detail of how this study will be conducted. Likewise, it presents the participants, materials/instruments, design, and procedures observed in the study.

Random sampling was used in the selection of the respondents. The study subjects were secondary teachers, and the respondents were 226 teachers teaching in private secondary schools. Sample sizes of 200 to 300 respondents provide an acceptable margin of error and fall before the point of diminishing returns (Minsel, 2002). The teachers who answered the questionnaire were teachers currently teaching in private secondary schools in Davao del Norte school year 2022-2023, have at least 1 year of teaching experience, and are 21 years old or above.

The selection of respondents of the study used a random sampling of 226 private secondary school teachers in Davao Del Norte. These teachers were selected based on the following criteria: (1) they are currently teaching in a private secondary school in Davao del Norte for at least one year, and (2) they will agree to answer the survey questionnaire for this study. The participants were limited only to teachers teaching secondary grades (from grade 7-12) students and were currently teaching

in a private school within identified municipalities from Davao del Norte. Teachers that are not qualified on the following criteria: (1) they are not currently teaching in a private secondary school in Davao del Norte for at least one year. Their participation is voluntary and refusal to participate will involve no penalty or loss of benefits to which they are otherwise entitled.

The findings of this study are specific to the context of private secondary schools of selected municipalities in Davao Del Norte. The respondents in the study are coming from 18 private secondary schools located in the province of Davao Del Norte. The likelihood of the overall applicability of the finding was limited by the scope and the sample. Accordingly, even though there would be similar characteristics, the findings may not have universal applicability to other systems. The Philippines has consisted of 17 regions and the province of Davao Del Norte is located in Region XI.

Davao del Norte is a province in the Philippines situated in the Davao Region occupying the southeastern section of Mindanao. Its capital is the City of Tagum. The province has a land area of 3,422.61 square kilometers or 1,321.48 square miles. Its population as determined by the 2020 Census was 1,125,057. This represented 21.46% of the total population of the Davao Region, 4.29% of the overall population of the Mindanao island group, or 1.03% of the entire population of the Philippines. Based on these figures, the population density is computed at 329 inhabitants per square kilometer or 851 inhabitants per square mile.

The original questionnaire was modified to contextualize the school setting and translated to understand the respondent better. The questionnaires underwent validity from the panel and were conducted pilot testing for the reliability and validity of the test questionnaire before it will be used in the actual survey method of the research.

The researcher used an adapted questionnaire from the study of Schat, Aaron & Kelloway, Kevin & Desmarais, Serge. (2005) to gather the needed data on the first independent to suit the context of the study. The first set of questionnaires deals with the physical health of private secondary teachers with four indicators; sleep disturbance, headaches, gastrointestinal problems, and respiratory infections. The second independent variable instrument used in the study was adapted from the standardized survey of Singh (2004). The second set of

questionnaires deals with the emotional intelligence of private secondary teachers with four indicators; self-awareness, self-management, social awareness, and relationship management. The dependent variable will use the study of Millapre (2016) but was modified to suit the context of the study. The third set of questionnaires deals with the classroom management of private secondary teachers with four indicators; rules and procedures, disciplinary interventions, teacher-student relationship, and Mental set.

As part of the process, the three sets of instruments were subjected to pilot testing with 30 respondents to determine the Cronbach Alpha values before the content validation by the experts. Upon the reliability test, the first independent variable (physical health) generated a Cronbach Alpha of 0.935, and the second independent variable (emotional intelligence) generated a Cronbach Alpha of 0.949, which is both higher than the required 0.70 of the reliability from the pilot testing of the scale given to the respondents. While the dependent variable (classroom management) generated a Cronbach Alpha of 0.846. All three variables generated an overall Cronbach Alpha of 0.91, higher than the required 0.70.

This study used a quantitative non-experimental design using the correlational technique with regression analysis. This design is focused on the statistical relationship between three variables but does not include the manipulation of an independent variable. Correlational research includes surveys, observations, and secondary data to determine the relationship between two or more variables (Creswell, 2002).

This survey focused on quantitative data on the phenomenon in question. The researcher had undergone the following steps and procedures in gathering data for the study. The researcher downloaded questionnaires about the indicators of emotional intelligence and classroom management variables and modified these to suit the context of the study. Then, the researchers sent it to the adviser through email for checking. After checking the questionnaires, the researchers follow the guide and suggestions given by the adviser. Afterward, the questionnaires were submitted to the panel of members for validation. After the researcher undergone pilot testing, the researcher submitted the manuscript to secure a certificate from UMERC.

The researcher asks permission and approval from the President or director of each private school to conduct

the study. Upon approval, the researcher validated the survey questionnaires by the respected validators. The corrected, improved, and validated survey questionnaire was administered to the study's respondents which will be the private school teachers teaching at the secondary level. The researcher gave instructions to the respondents on how to answer the questionnaire. The responses to all items in the questionnaire were tallied, recorded, computed, and submitted to the statistician for computation.

The results analyzed and interpreted in light of the purpose of this study. The statistician provided interpretations and implications on the statistical findings of the study.

The statistical tools that were used in this study are the following:

- *Mean.* This was utilized to determine the level of physical health and emotional intelligence in the classroom management of private secondary teachers.
- *Pearson (r).* This was used to find out the significant relationship between physical health and emotional intelligence in the classroom management of private secondary teachers.
- *Multiple Regression Analysis.* This was employed to determine the significant influence of physical health and emotional intelligence on the classroom management of private secondary teachers.

The responder's data will be kept as private as feasible, and any personal information about the respondent necessary for the study will remain confidential. The researcher focused on important moral principles like honesty, decency, and regard for respondents' perspectives. To adhere to the Republic Act No. 10173, also known as the Data Privacy Act of 2012, which aims to protect personal data in the information of an individual, the research will comply with all applicable data protection legislation. This includes obtaining informed consent from research participants, keeping their data secure and confidential, and ensuring that their rights to access, modify, or delete their data are respected.

RESULT AND DISCUSSION

Presented in this chapter are the results obtained from the data gathered. Tables are arranged in the following subheadings: Level of Physical Health of Teachers, Level of Emotional Intelligence of Teachers, Level of Classroom Management of Teachers, Significance on the Relationship between the Levels of Physical Health and Emotional Intelligence on the Classroom Management of Teachers, and Multiple Regression Analysis of the Influence of Emotional Intelligence Classroom Management of Teachers with their corresponding indicators.

Level of Physical Health of Teachers in Private Secondary Schools

Shown in Table 1 are the mean scores for the indicators of Physical Health of teachers in private secondary schools with an overall mean of 2.62, with a descriptive equivalent of moderate, and a standard deviation of 0.85. The moderate level could be attributed to the moderate rating given by the respondents in all indicators. This means that the respondents' responses to physical health are sometimes observed in the majority of the cases in the items of sleep disturbance, headache, gastrointestinal, and respiratory infections.

The cited overall mean score was the result gathered from the following computed mean scores from highest to lowest: 2.89 or moderate for headache with a standard deviation of 0.88; 2.80 or moderate for sleep disturbance with a standard deviation of 0.93; 2.45 or low for gastro-intestinal with the standard deviation of 1.04; and 2.32 or low for respiratory infections with a standard deviation of 1.04.

Table 1. Level of Physical Health of Teachers in Private Secondary Schools

Indicator	Mean	SD	Descriptive Equivalent
Sleep Disturbance	2.80	0.88	Moderate
Headache	2.89	0.93	Moderate
Gastro-Intestinal	2.45	1.04	Low
Respiratory Infections	2.32	1.04	Low
Overall	2.62	0.85	Moderate

The indicator of physical health that was sometimes observed in private secondary schools is Headaches, with the highest mean among all other indicators, which indicates that teachers in private secondary schools have not always observed headaches in relation to their workloads and tasks as a teacher specially in handling and managing students. Private secondary teachers show that they experience headaches during the actual classroom setting but are not observed always.

The Sleep Disturbance indicator of physical health is also a descriptive equivalent of moderate which means that sleep disturbance is sometimes observed in private secondary schools, and the respondents display a manifestation that they have sleep disturbance but it was sometimes observed among them. Teachers in private secondary school manifests results of sleep disturbance but just a moderate level. This indicates that they experienced sleep disturbances but a little only during the conduct of actual classroom management.

Next is the Gastro-Intestinal Problems, which can be viewed in the physical health of teachers in private secondary schools as an indicator in which it obtained the third highest mean score. The respondent's result shows that Gastro-Intestinal Problems are seldom observed in teachers in private secondary schools. However, even if there was a little percentage that shows they have Gastro-Intestinal Problems and this, therefore, can also experience some gastrointestinal problems like stomach pain, stomach upset, and vomiting but has only low descriptive equivalent. This means that this indicator of physical health is seldom observed among private secondary teachers during the conduct of classroom management.

Lastly, the indicator of physical health that is seldom observed is Respiratory Infections. This indicator got the lowest mean among sleep disturbances, headaches, and gastrointestinal problems, the respiratory infections, which refer to respiratory problems, such as the common cold or flu, primarily spread through respiratory droplets. The descriptive equivalent of respiratory infections is low and it implies that the respiratory infections were seldom observed in the private secondary school teachers.

Level of Emotional Intelligence of Teachers in Private Secondary Schools

Shown in Table 2 are the mean scores for the indicators of emotional intelligence of teachers in private secondary schools with an overall mean of 4.26, with a descriptive equivalent of very high, and a standard deviation of 0.51. The very high level could be attributed to the very high rating given by the respondents in all indicators.

This means that the respondents' responses to emotional intelligence are very much observed in the majority of the cases in the items of self-awareness, self-management, social awareness, and relationship management.

The cited overall mean score was the result gathered from the following computed mean scores from highest to lowest: 4.38 or very high for self-awareness with a standard deviation of 0.58; 4.35 or very high for self-management with a standard deviation of 0.56; 4.18 or high for relationship management with the standard deviation of 0.66; and 4.15 or high for social awareness with a standard deviation of 0.62.

Table 2. Level of Emotional Intelligence of Teachers in Private Secondary Schools

Indicator	Mean	SD	Descriptive Equivalent
Self-Awareness	4.38	0.58	Very High
Self-Management	4.35	0.56	Very High
Social Awareness	4.15	0.62	High
Relationship Management	4.18	0.66	High
Overall	4.26	0.51	Very High

The indicator that was very much observed in private secondary schools is on Self- awareness, with the highest mean, whose principal goal is to appreciate emotions and stay aware of what happens and requires recognition that belongs to personal competence, thus, knowing one's internal preference, resources and intuitions. Moreover, this would result in recognizing

the emotions of students and teachers in schools and being aware of what they do. They can easily notice what their learners think and also their strengths and weaknesses.

With regards to the Self-management indicator of emotional intelligence that is also very much observed

in private secondary schools, the respondents display a favorable response in helping teachers to grow, control and manage their emotions, thus, encouraging them to be flexible and positively direct their behavior using awareness of their own emotions. Moreover, this would result in appropriately managing the negative emotions and unusual behavior of the learners. Consequently, it will display and influence a positive emotion to others regardless of any obstacles and circumstances.

This is followed by Relationship management which can be viewed in the emotional intelligence of teachers in private secondary schools, as an indicator in which it obtained the third highest mean score. The respondents display a favorable response on managing relationships and building good interactions with others, thus, having good social skills. Moreover, this would result in effectively interacting with others and can manage relationships appropriately. Consequently, in teaching, a teacher can appreciate, assess and manage relationships by giving constructive feedback and inspiring students through communication.

Finally, the emotional intelligence that is also much observed is on Social awareness, being the indicator with the lowest mean, which principal goal is being aware of your own and other's emotions in a social setting, thus, giving a positive attitude toward other teachers and students. Moreover, this would result in participating actively in a social setting and being aware of the emotions of people around them. Consequently,

in a social setting, teachers know how to manage interactions, display appropriate emotions, and empathize with others. And in teaching, the teacher can recognize the emotional activities inside the classroom and respond appropriately with a positive impact on the students.

Level of Classroom Management of Teachers in Private Secondary Schools

Shown in Table 3 are the mean scores for the indicators of classroom management of teachers in private secondary schools with an overall mean of 4.21, with a descriptive equivalent of very high, and with a standard deviation of 0.49. The very high level could be attributed to the very high rating given by the respondents in all indicators. This indicates that the respondents' responses to the level of classroom management of teachers in private secondary schools were very satisfactory majority of the cases in the items of rules and procedure, disciplinary interventions, teacher-student relationships, and mental set.

The cited overall mean score was the result gathered from the following computed mean scores from highest to lowest; 4.44 or very high for a teacher-student relationship with a standard deviation of 0.55; 4.44 or very high for rules and procedures with a standard deviation of 0.53; 4.31 or very high for disciplinary interventions with a standard deviation of 0.57; 3.67 or high for a mental set with a standard deviation of 0.92.

Table 3. Level of Classroom Management of Teachers in Private Secondary Schools

Indicator	Mean	SD	Descriptive Equivalent
Rules and Procedure	4.44	0.53	Very High
Disciplinary Interventions	4.31	0.57	Very High
Teacher-Student Relationships	4.44	0.55	Very High
Mental Set	3.67	0.92	High
Overall	4.21	0.49	Very High

The highest level of classroom management of teachers in private secondary schools is Teacher-Student Relationships, being one of two indicators with the highest mean, this explains that most of the private teachers apply teacher-student relationships as their classroom management. They have a teacher-student bond in which teachers and students always build positive relationships. Moreover, private teachers have this classroom management to motivate their students to learn, participate in classroom activities, and increase their academic performances. With regards to Rules and

Procedures are also very much observed in the classroom management of private secondary teachers, which means that teachers manage their students by setting rules and procedures as effective classroom management.

They established rules inside the classroom for the students to follow and to promote an organized, comfortable, and motivating classroom environment. Also, to minimize the unruly behaviors of students.

This is followed by Disciplinary Interventions in which the goal of private teachers is to have effective classroom management where private secondary teachers give their students a punishment or reward to discipline students. They praise and reward students who manifest good behavior. Also, private secondary teachers practice this kind of classroom management to establish a good and peaceful learning environment and to reduce conflicts in the classroom.

And the last level for classroom management in private teachers is the Mental Set, being the indicator with the lowest mean, in which teachers manage the classroom by responding to what they see and hear to sustain the learning of the students. They monitor the events inside the classroom and try to understand these situations to take appropriate actions. Teachers identify who and what requires attention. Moreover, this classroom management used by teachers helps them manage their own emotions when there is a conflict with their students.

Significance of the Relationship between Physical Health and Classroom Management

One of the important goals of this study is to determine whether or not physical health has a significant relationship with the classroom management of teachers in private secondary schools. Pearson r was used to determine the correlation between the two variables. The results of the computations are shown in Table 4.

The result revealed that physical health versus classroom management produces an r-value of 0.013 which is not significant. The result is due to the p-value of 0.850 which is more than 0.05 level of significance. This led to the decision that the null hypothesis which stated that there is no significant relationship between emotional intelligence and classroom management is not rejected.

Table 4. *Significance on the Relationship between Levels of Physical Health and Classroom Management of Teachers in Private Secondary Schools*

Variable	r-value	p-value
Physical Health and Classroom Management	4.44	0.53
***p<0.05**		

Significance of the Relationship between Emotional Intelligence and Classroom Management

The result revealed that emotional intelligence versus classroom management produces an r-value of 0.671 which is significant. The result is due to the p-value of 0.001 which is lower than 0.05 level of significance.

This led to the decision that the null hypothesis which stated that there is no significant relationship between emotional intelligence and classroom management is rejected.

This further means that there is a relationship between two variables correlated. On the basis done on the relationship between emotional intelligence and classroom management, it has been manifested that teachers' emotional intelligence influences their classroom management. Therefore, the result of the correlation exemplifies that when the emotional intelligence of teachers in private secondary schools is high, their classroom management is also observed to be high.

Table 5. *Significance on the Relationship between Levels of Emotional Intelligence and Classroom Management of Teachers in Private Secondary Schools*

Variable	r-value	p-value
Emotional Intelligence and Classroom Management	0.671*	0.001
***p<0.05**		

Regression Analysis of the Influence of Emotional Intelligence and Classroom Management

Data shown in Table 6 are the regression coefficients to test the significant influence of the overall emotional intelligence and classroom management of teachers in private secondary schools. Using the Multiple Regression Analysis, the data revealed that the influence of emotional intelligence on the classroom management of teachers in private secondary schools has an F-value of 46.461 and a corresponding p-value of 0.001.

This means that emotional intelligence significantly influenced classroom management since the probability value is less than 0.05. The R² value of 0.457 implies that 45.7% of the classroom management of teachers in private secondary schools is influenced by the emotional intelligence of teachers in private secondary schools, while the remaining 54.3% were influenced by other factors.

The combined indicators: of self-awareness, self-management, social awareness, and relationship

management of emotional intelligence have a significant influence on the classroom management of teachers in private secondary schools based on the computed F-ratio and its corresponding p-value. However, when we look individually the result of the indicators, only three of these indicators significantly influence classroom management but still, it has a significant influence when the indicators are combined. This means that we need to look at emotional intelligence in a greater aspect rather than individual accounts to influence classroom management.

Table 6. *Regression Analysis of the Influence of Emotional Intelligence and Classroom Management of Teachers in Private Secondary Schools*

Independent Variable	Unstandardized Coefficients		Standardized Coefficients Beta	t-value	p-value
	B	SE(B)			
Constant	1.440	0.215		6.711	0.001
Self-Awareness	0.243	0.056	0.282*	4.306	0.001
Self-Management	0.081	0.067	0.092*	1.204	0.230
Social Awareness	0.165	0.057	0.208*	2.883	0.004
Relationship Management	0.162	0.057	0.215*	2.829	0.005
Dependent Variable: Classroom Management					
R = 0.676	R² = 0.457				
F – ratio = 46.461	p-value = 0.001				
*p<0.05					

The data on emotional intelligence and classroom management of teachers in private secondary schools are presented below and the said discussions are based on the findings that appeared in the previous section. The discussion flow will be the level of physical health of teachers in private secondary schools, the level of emotional intelligence of teachers in private secondary schools, the level of classroom management of teachers in private secondary schools, the significance of the relationship between physical health and emotional intelligence to classroom management, and regression analysis on emotional intelligence to classroom management of teachers in private secondary schools.

CONCLUSION

Based on the findings of the study, conclusions are drawn in this section. The level of physical health of teachers in private secondary schools is moderate for headaches, moderate for sleep disturbances, low for gastrointestinal problems, and low for respiratory infections, and the overall mean of moderate for the level of physical health of teachers in private secondary schools. This means that the teachers' physical health is sometimes observed in private secondary schools. The level of emotional intelligence of teachers in private

secondary schools is very high for self-awareness, very high for self-management, high for relationship management, and high for social awareness, and the overall mean of very high for the level of emotional intelligence of teachers in private secondary schools. This means that the teachers' emotional intelligence is always observed in private secondary schools.

The level of classroom management of teachers in private secondary schools is very high for teacher-student relationships, very high for rules and procedures, very high for disciplinary interventions, and high for the mental set, and the overall mean of very high for the level of classroom management of teachers in private secondary schools. This means that all measures described in classroom management of teachers in private secondary schools' items are very satisfactory. There is no significant relationship between physical health and classroom management of teachers in private secondary schools. The combined indicators of physical health have not significantly influenced the classroom management of teachers in private secondary schools. In conclusion, while the physical health of a teacher may not be a decisive factor in their ability to manage a classroom, there are situations where it can indirectly

impact their effectiveness. However, with appropriate support and accommodations, teachers can overcome physical health challenges and continue to create a positive and productive learning environment for their students.

There is a significant relationship between emotional intelligence and classroom management of teachers in private secondary schools. The combined indicators of emotional intelligence significantly influence the classroom management of teachers in private secondary schools.

RECOMMENDATION

Based on the findings and conclusion, the following recommendations are offered; First, although, most of the descriptive equivalent for the indicators of physical health appeared low and moderate, still there is a need for the administrators, heads, or principals to check the physical health of the secondary teachers, if possible annually, as it is still observed. It is worth noting that a supportive school environment and collaboration among staff can help mitigate the impact of a teacher's physical health issues on classroom management. Also, secondary teachers are highly recommended to attend training workshops that will help in enhancing their social awareness as this obtained the lowest mean among all the indicators of emotional intelligence. Likewise, they are advised to develop their mental set as this also gained the lowest mean among the indicators of classroom management. Teachers may innovate new ideas and processes to manage the classroom well.

The emotional intelligence and classroom management of teachers in private secondary schools may be raised to a higher level by encouraging the teachers to attend seminars, workshops, and other training as part of their effort to upgrade themselves.

Also, this study may give teachers a better idea of how to manage their classrooms effectively by utilizing their emotional intelligence skills. In addition, the Department of Education Officials may integrate emotional intelligence into teachers' academic and professional development programs for Emotional Intelligence is as important as Intelligence Quotient in the educational field. Moreover, the school heads may design emotional intelligence training to uplift the classroom management of teachers. These will help teachers to even improve in future their performances geared toward excellence.

Furthermore, it would be beneficial to the students for it may increase their academic achievement, the conducive emotional environment between them and their teachers as well as their emotional growth. Lastly, further research using other dimensions not mentioned in this study or qualitative studies on themes and issues which can contribute to the use of physical health and emotional intelligence in the classroom management of teachers is highly recommended.

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