



Comparative Analysis of Private Basic Schools Mathematics Teachers' Emotional Intelligence on Conflict Management in Classroom

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Abstract

This study compared Private Basic Schools Mathematics Teachers' Emotional Intelligence on Conflict Management in Classroom Imo- State. Based on the objectives of the study five hypotheses were formulated and tested at 0.05 level of significant. Comparative survey research design was adopted in carrying out the study. The population of the study consisted of all the 1168 private basic school mathematics in Owerri educational zones 1 (Planning Research and Statistics Department, Imo State Universal Board). The sample of 380 private basic school mathematics teachers using purposive sampling technique. This involves urban (163 mathematics teachers) and rural (217 mathematics teachers). The instrument used for data collection was a 50-item structured questionnaire titled: Mathematics teachers Emotional Intelligence on conflict management (MTEICM). The instruments used for data collection were Mathematics teachers Emotional Intelligence on conflict management (MTEICM). The validity of the instruments was determined by two experts in mathematics education and one expert in educational psychology. The reliability of the instrument was determined using Cronbach reliability method which yielded reliability coefficients of 0.88. Data collected were analyzed using t-test at 0.05 level of significant. that there no significant difference between rural and urban private basic Schools Mathematics Teachers' Emotional Intelligence (self-awareness, self-regulation, motivation, empathy, and social skills) on Conflict Management in Classroom. Therefore, it was recommended that training and professional development opportunities to enhance mathematics teachers' emotional intelligence skills, focusing on conflict management strategies

Keywords: Comparative analysis, Emotional intelligence, Conflict management, Mathematics teachers, Private basic schools

Introduction

A teacher is a trained professional who facilitates learning by guiding, instructing, mentoring and assessing learners to help them acquire knowledge, skills, values and attitudes. Teachers do more than deliver information. They plan, organize learning experiences, explain the concepts clearly, assess pupils' understanding, manage classroom behaviour, support learners' emotional and social development as well as encourage critical thinking and problem solving. A mathematics teacher is a specialized educator who teaches mathematical concepts, principles and problem-solving skills at primary, secondary or tertiary. A mathematics teacher teaches topics such as arithmetic, algebra, geometry, trigonometry, calculus and statistics. He develops learners' logical reasoning and analytical thinking, helps learners overcome mathematics anxiety, encourages systematics and critical thinking, applies real-life applications of mathematics, strong content knowledge, ability to explain abstract concepts, skills in demonstrating step-by-step problem-solving, patience and emotional control. Mathematics teachers in the world of education play a very important role in creating a conducive learning environment. One of the main challenges faced by mathematics teachers is managing conflict in the classroom, which can arise from differences of opinion, competition between learners, or even conflict between teachers and pupils.

Conflict is an inevitable aspect of human interaction, particularly among children, who experience significant emotional, psychological, and social development during this stage (Goleman, 1995). The ability to effectively manage and resolve conflicts is important for promoting positive relationships, maintaining intellectual wells, and developing essential life skills. Conflict is defined by Merriam-Webster as a difference in ideas and viewpoints that leads to conflict over dominance or position. Recently, there has been a rise in worry about the increase of conflicts among learners, ranging from peer disputes and bullying to family conflicts and social media-related disagreements (Collins & Laursen, 2004). Many of these conflicts, if not managed properly, can lead to negative outcomes such as aggression, academic difficulties, and emotional distress (Lopes, Mestre, Guil, Kremenitzer, & Salovey, 2012). Conflict in the mathematics classroom often arises from academic pressure, misconceptions, performance anxiety, peer competition. Conflict in the classroom, if not managed properly, can disrupt the learning process and have a negative impact on pupils' learning outcomes (Deutsch, 2001). Therefore, the ability of mathematics teachers to manage conflict is an important skill that must be possessed. Learners have different backgrounds, characters, and needs, which can sometimes trigger differences of opinion, competition, or even disputes (Qazi et al., 2024). In addition, the relationship between teachers and pupils does not always run smoothly, especially if there is a misunderstanding or difference in expectations. Other scholars have come to the conclusion that conflict arises through disagreement in order to achieve shared goals and objectives (Raeve et al., 2008). In this condition, the mathematics teacher's ability to manage conflict well is an important key to creating a conducive learning atmosphere (Mutongi et al., 2024).

Conflict management is a productive and constructive technique to handle conflicts or differences (Madalina, 2016). Conflict management is the skills of turning disagreements into opportunities for understanding and improvement rather than allowing them to become destructive in educational settings; conflict management involves handling disruptive behaviours, resolving learners' disagreements, addressing misunderstanding and maintaining a positive learning environment. Effective conflict management in the mathematics classroom leads to a better relationship, improved academic performance and positive classroom climate. One of the factors that influences mathematics teachers' ability to manage conflict in the classroom is Emotional Intelligence (EI). Emotional Intelligence (EI) is one of the key factors that can help teachers manage conflict in the mathematics classroom. Goleman (1995) defines EI as the ability to recognize, understand, and manage one's own emotions and understand and influence the emotions of others. In an educational context, EI enables teachers to remain calm in conflict situations, understand learners' perspectives, and provide solutions that support positive relationships in the classroom (Jennings & Greenberg, 2009). Mathematics teachers with high EI tend to be better able to create a better classroom atmosphere and resolve conflicts constructively (Bakhare, 2022).

Emotional intelligence is one's capacity and capability to recognize, understand and manage the feeling and emotions of self and other individuals for self-motivation and managing emotions and relationships with others. It involves emotional intelligence skills like interpersonal, intrapersonal, self-control, self-

regulation (Cherniss & Goleman, 2001). Emotional Intelligence has brought a sea change in educational field. Almost all the mathematics teachers in the world try to utilize their emotional intelligence in one way or other. The more emotional stability; the more is the chance of success in life and vice versa. Teachers with higher level of emotional intelligence and emotional stability are more able to successfully accomplish their tasks in their teaching profession and life expectations (Seema, 2012). Salovey and Mayer (2008) highlighted four sets of operations that intelligence especially emotional intelligence has to perform using abstract thinking and problem solving. These four operations are interrelated with one another: Maulod et al (2017) defined EI as the skills to recognize own feelings and feelings of others; the ability to motivate and manage one's emotions and that of others better. Kierstead (2019) looked at the concept of emotional intelligence as an umbrella term that captures a broad collection of individual skills and dispositions. Kierstead described these skills as soft skills or inter and intra personal skills, that are outside the traditional areas of specific knowledge, general intelligence and technical or professional skills. Personal components and social competence combine to produce four dimensions of emotional Intelligence. Mathematics teachers with high emotional intelligence are likely to exhibit greater empathy, self-awareness, and interpersonal skills, enabling them to handle conflicts with poise and sensitivity. By understanding their emotions and those of others, emotionally intelligent teachers can defuse tensions, build trust, and promote collaborative problem-solving. Cherry (2019), Jameson (2019) and Olajumoke, Adebawale, Mufutau and Jide (2021) identified these three dimensions as: self-awareness; self-regulation/self-management; and empathy/social awareness. There is a framework of five attributes that define emotional intelligence: self awareness, self-regulation, motivation, empathy, and social skills.

Self-awareness is the ability to know oneself and understand one's feeling. Self-awareness goes with accurate self-assessment, understanding one's strength and weaknesses and their effects; self-confidence, having faith in self and being willing to put oneself forward. According to Cherry (2019), self-awareness refers to the capacity to recognize and understand emotions and have a sense of how one's actions, moods and the emotions of others take effect. Mathematics teachers with high self-awareness can recognize their emotional triggers and biases, which helps them remain objective and calm during conflicts (Beqiri, 2018). By possessing self-awareness, that is being able to know one's capability makes such learners to have self-confidence. Johnson (2009) stated that emotional health is a fundamental part of effective learning. The most critical factor of a learner's success in academics is to have an understanding of oneself. Mathematics teachers who possess good self-awareness and innate impulse, perform and impact high in Mathematics classroom, while those who do not have good self-awareness and innate stimulus, tend to perform poorly in Mathematics classroom.

Another dimension of emotional intelligence is self-regulation. This is all about self-control. This is an important part of emotional maturity, controlling one's feelings and/or expressing them in the appropriate circumstances. It simply means waiting for the right time, place and avenue to express one's emotions. It is the ability to be aware of one's emotions and have the flexibility to positively direct one's behaviour in response to those emotions, to manage emotional reactions in all situations and with all people. This is why Mayer, Salovey and Caruso (2018) stressed that the ability to manage one's emotions enables mathematics to handle stressful situations with composure and avoid reactive behaviour that could escalate conflicts. Self-regulation is the ability to control one's emotions and impulses. It involves expressing one's emotions appropriately. Mathematics teachers that self-regulate typically do not allow themselves to become too angry or jealous, and they do not make impulsive, careless decisions (Goleman, 1995). They think before they act and stay calm under pressure. Those that lack self-regulation cannot manage their emotions and impulses appropriately. They are easily disappointed and frustrated, lack self-confidence and have trouble handling stress. In academic achievement, lack of self-regulation makes a learner to slack off before a test. From the classroom perspective, self-regulation on cognitive behaviour is an essential aspect of learning and good academic performance (Corno & Mandinach, 2023). When students are able to control their emotions, they are able to achieve high in academic goals (Dweck, Chiu, & Hong 1995). According to Mishra (2012), students who could control the impulses of their actions are able to achieve good academic success in Mathematics and other school subjects.

Empathy or social awareness as another dimension that is very critical to EI. It is the ability to understand how others feel. Empathy goes beyond the ability to recognize the emotional states of others.

It further involves one's responses to others based on this information. Empathy is also seen as social awareness- the ability to explain self well and be aware of how one is understood, as well as knowing the extent of comprehension of one's audience (Sani, Ebini and Umar, 2022). Empathy allows principals to understand the perspectives and emotions of others, facilitating effective communication and fostering a supportive environment for conflict resolution (Mayer, et al., 2018). Empathy is the ability of the mathematics teacher to identify with and understand the wants, needs, and viewpoints of those within the environment. Empathetic teachers avoid stereotyping and judging too quickly. They live their lives in an open and honest way. Highly empathetic teachers are more likely to engage in pro-social behaviours that benefit the learners. Mathematics teachers with low empathy respond to learners' feelings and emotions with indifference, selfish and uncaring attitude (Carmeli, 2003). Empathy is the ability of the teacher to show concern for the needs of their colleagues and pupils. Cooper (2010) stated that empathy is the most powerful aspect for the development of learning relationships and achievement of gifted students. It is usually communicated non-verbally through facial expressions and body language. Mathematics teachers empathizing with their learners who understand non-verbal signs such as voice intonation, facial expression and so forth make great impact on such pupils' academic performance. Chow (2006) concluded that teachers' high level of empathy has positive relationship with their academic motivation thus helping to increase their academic performance. While teachers with low level of empathy show negative relationship in academic motivation and relent in their academic performance.

Motivation is one's direction to behaviour; it is what causes a person to move to repeat a behaviour, a set of forces that acts behind the motives. Highly motivated teachers are willing to defer immediate results for a long-term success; they are highly productive, effective and love challenges. They persist longer after encountering difficulties in a task, and strive hard for success when they perceive some risks of not succeeding. Those with low motivation lack faith in their abilities, they are afraid of failure and uncertainty, and lack interest in a given task. They are characterized with procrastination, laziness and nervousness (Goleman, 1995). Motivation as an emotional intelligence variable is very important in encouraging teachers to actively engage in the activities of teaching and learning. It encourages and creates fun learning process for teachers. When teachers are motivated, they become interested in studies, understand their learning goals and objectives for attaining good academic performance (Carroll, 1991). Highly motivated teachers usually perform better academically than those teachers who experience low motivation.

Social skill is any competence facilitating interaction and communication with others where social rules and relations are created and communicated, and changed in verbal and non-verbal ways (Gillis & Butler, 2007). Teachers with social intelligence skills can sense how others feel, know intuitively what to say in social situations and seem self-assured, even in larger crowd. They display core traits that help them communicate, lead and connect with others. Some important social skills include active listening, verbal communication skills, non-verbal communication skills and persuasiveness. Low social skill teachers are indecisive and; unpersuasive. They lack self-confidence and poor leadership quality can be linked to them (MacMullin, 1994). As the social environment in which learning occurs can strengthen or eliminate behaviours that lead to academic success, the acquisition of social skills is very important to attain excellence in teaching. Teachers who have not gained mastery of the social skills relationship often behave badly in relationship with others eventually perform poorly in academics (Chow, 2006). Johnson (2009) proposed that social skills as emotional intelligence attribute enable teachers to develop good relationship and to possess social support which in-turn helps them to perform excellently in Mathematics and other school subjects. EI has been recognized as an important element in conflict management.

Research by Qazi et al. (2024) showed that teachers with high EI were able to improve classroom behaviour management, strengthen learners' engagement, and create a more productive learning environment. Teachers with high EI also showed better social relationships with peers and increased motivation to learn. This study highlights the importance of emotional intelligence training for teachers and students in improving the quality of conflict management in the classroom. Teachers with high EI tend to be better able to recognize emotional dynamics in the classroom, including detecting potential conflicts and understanding learners' emotional needs. With these abilities, teachers can design effective strategies to manage student behaviours, such as responding calmly and empathetically to classroom

disruptions. For example, research by Jennings and Greenberg (2009) found that teachers with high EI were better able to create a supportive learning environment, which in turn increased learners' participation and reduced stress levels in the classroom. On the other hand, teachers with high EI show better social relationships with colleagues. The ability to manage one's own emotions and understand the emotions of others allows teachers to interact effectively, resolve conflicts constructively, and build harmonious relationships. This is supported by research from Mayer et al. (2004) which states that EI plays an important role in developing teachers' social skills. In addition, students' EI is also correlated with higher learning motivation. Students with high EI tend to be better able to overcome academic challenges, maintain focus, and set clear learning goals. They have better emotional resilience, so they do not give up easily when faced with difficulties. A study by Petrides et al. (2004) showed that teachers' EI contributed significantly to academic achievement through increased intrinsic motivation. Given the positive impact of EI on behaviour management and student engagement, EI training for teachers and students is important. EI training can help teachers develop skills to manage classroom conflict, provide emotional support to students, and create an inclusive learning environment. Meanwhile, students can learn to recognize and manage their emotions, improve communication skills, and strengthen learning motivation.

A study by Brackett et al. (2011) highlighted that EI training programs, such as the RULER Approach, have been shown to improve EI skills in both teachers and students, thereby creating a healthier educational ecosystem. Implementation of this training can help reduce classroom conflict and improve learning effectiveness. Kanbur and Kirikkaleli (2023) asserted that teachers' EI enables them to understand and regulate their own and students' emotions, which contributes to better conflict management skills. Interestingly, demographic aspects such as gender, age, and work experience do not affect the level of EI and classroom management skills. On the contrary, effective emotion regulation is a key factor in creating constructive conflict resolution. EI skills help teachers use an empathetic and inclusive approach when resolving conflicts in the classroom. With good emotional regulation skills, teachers can avoid impulsive or confrontational responses that can potentially escalate the conflict. Instead, they can use strategies such as integration or compromise that support constructive conflict resolution. This is in line with the findings of Valente et al. (2022) who revealed that good emotional regulation allows teachers to encourage productive dialogue and improve relationships between students involved in conflict. Sharma and Sehrawat (2014) study stated that individuals with high EI are more likely to use.

Statement of the Problem

The current situation in public secondary schools in Imo State deviates significantly from this ideal. Many mathematics lack adequate emotional intelligence, which hampers their ability to effectively manage and resolve conflicts in classroom. This deficiency often results in a reliance on autocratic or avoidance strategies, which can exacerbate conflicts rather than resolve them. The researcher observed that conflicts in these schools are frequent and often poorly managed. Issues such as student indiscipline, teacher grievances, and parental complaints are not uncommon. The inability of mathematics teachers to handle these conflicts constructively has led to a hostile and fragmented mathematics classroom, affecting the morale and performance of both students. This happens because many at times mathematics teachers fail to identify varying emotions of themselves and that of their subordinates. There are cases of outbursts of emotions by some mathematics teachers on students; teachers saying the right things at the wrong place (in terms of admonition or correction); teachers allowing emotions to becloud their judgments and not having clear communication skills. These are strong pointers of low emotional intelligence and this goes a long way to dictate the extent of conflict resolution in the classroom in case one occurs. By investigating this topic, valuable insights can be gained to enhance educational practices, promote positive mathematics classroom, and contribute to overall school improvement. It is therefore against this backdrop that this study seeks to compare private basic schools' mathematics teachers' emotional Intelligence on conflict management in classroom in Imo State.

Purpose of the Study

The purpose of this study is to compare private basic school mathematics teachers' emotional Intelligence on Conflict Management in Classroom. Specifically, the objectives of the study are to:

- i. Compare the mean scores of urban and rural private basic schools' mathematics teachers' self-awareness skills on conflict management in classroom.
- ii. Compare the mean scores of urban and rural private basic schools' mathematics teachers' self-regulation on conflict management in classroom.
- iii. Compare the mean scores of urban and rural private basic school mathematics teachers' empathy on conflict management in classroom.
- iv. Compare the mean scores of urban and rural private basic school mathematics teachers' motivation on conflict management in classroom.
- v. Compare the mean scores of urban and rural private basic schools' mathematics teachers' social skills on conflict management in classroom.

Hypotheses

- There is no significant difference in the mean scores of urban and rural private basic school mathematics teachers' self-awareness skills on conflict management in classroom.
- There is no significant difference in the mean scores of urban and rural private basic school mathematics teachers' self-regulation skills on conflict management in classroom.
- There is no significant difference in the mean scores of urban and rural private basic school mathematics teachers' empathy skills on conflict management in classroom.
- There is no significant difference in the mean scores of urban and rural private basic school mathematics teachers' motivation on conflict management in classroom.
- There is no significant difference in the mean scores of urban and rural private basic school mathematics teachers' social- skills on conflict management in classroom.

Methods

The study adopted the comparative research survey design. It is a quantitative research design that aims to describe the differences between groups in a population without manipulating the independent variable. According to Nkwocha (2014), it is design that seeks to compare and contrast between two or more nations, cultures, societies, and Institutions. Also, Ejifugha (2016) stated that a comparative survey research design is the act of comparing two or more things with a view to discovering something about one or the entire thing being compared. The population of the study consisted of all the 1168 private basic school mathematics in Owerri educational zones 1 (Planning Research and Statistics Department, Imo State universal Board). The sample of 380 private basic school mathematics teachers using purposive sampling technique. This involves urban (163 mathematics teachers) and rural (217 mathematics). The instrument used for data collection was a 50-item structured questionnaire titled: Mathematics teachers Emotional Intelligence on conflict management (MTEICM). It was self-reporting and had two sections; A and B. Section A contained items designed to elicit personal information from the respondents. Section B contains the objectives the study. The respondents were requested to tick the options that best suit their opinion on each item. The face and content validity was done by one expert in mathematics Education and one expert in Educational Psychology Faculty of Education, Alvan Ikoku Federal University of education Owerri. Boxes were provided in front of each question where respondents will tick his or her choice out of the option and all the question were closed ended questions. A well-structured four-point scale questionnaire which ranging from Strongly Agree (SA), Agree (A), Disagree (D), Strong Disagree (SD) was used to rate each item on the section B. These questions in section B were scored Strongly Agreed = 4, Agreed = 3, Disagree = 2, and Strongly Disagree = 1 respectively. The maximum score is 15 while the minimum score is 0. Boxes were provided in front of each question where respondent will tick his or her choice out of the option and all the question were closed ended questions. To establish the instrument reliability, Pilot study was done by administering the questionnaire to the respondent which is not part of the study but have similar characteristics and the data collected was analyzed using Cronbach alpha reliability Statistics with reliability co-efficient of 0.88. The researcher collected introduction letter from the school and meet with the respondents to explain the objective of the study and to seek their consent. The questionnaires was in closed ended form in which the researcher and two assistants took the questionnaires to the respondents on two

different working days, they administered the questionnaires after ethical approval has been obtained from the principals of the schools authority and informed consent has been signed by respondents, the instrument were collected back immediately for compilation and analysis, the questions have response categories pertaining to the topic of study and it was given to the respondents. The data were collected and analyzed means and standard deviation (SD to answer the research questions while t-test used were used to the hypothesizes at 0.05 level of significance.

Results

Hypotheses one: There is no significant difference in the mean scores of urban and rural private basic school mathematics teachers' self-awareness skills on conflict management in classroom.

Table 1: t-test Analysis of mean scores of urban and rural private basic school mathematics teachers' self-awareness skills on conflict management in classroom.

Variables	N	Mean	SD	df	A	t-cal	t-tab	Decision
Urban	217	3.02	1.08	379	0.05	0.03	1.96	HO Not Rejected
Rural	163	3.02	1.05					

Table 1 indicated t-test analysis on urban and rural private basic school mathematics teachers' self-awareness skills on conflict management in classroom calculated t cal.(t) = 0.03, $\alpha = 0.05$, degrees of freedom (df) = 379 and critical value = 1.96. Thus, with cal.(t) = 0.03 < crit.(t) = 1.96, the null hypothesis states that there is no significant difference in the mean scores of urban and rural private basic school mathematics teachers' self-awareness skills on conflict management in classroom.

Hypothesis two: There is no significant difference in the mean scores of urban and rural private basic school mathematics teachers' self-regulation skills on conflict management in classroom.

Table 2: t-test Analysis of mean scores of urban and rural private basic school mathematics teachers' self-regulation skills on conflict management in classroom.

Variables	N	Mean	SD	df	A	t-cal	t-tab	Decision
Urban	217	3.23	0.99	379	0/05	0.06	1/96	Ho Not Rejected
Rural	163	3.03	0.96					

Table 2 indicated t-test analysis on urban and rural private basic school mathematics teachers' self-regulation skills on conflict management in classroom the calculated t cal.(t) = 0.03, $\alpha = 0.05$, degrees of freedom (df) = 379 and critical value = 1.96. Thus, with cal.(t) = 0.03 < crit.(t) = 1.96, the null hypothesis states that there is no significant difference in the mean scores of urban and rural private basic school mathematics teachers' self-regulation skills on conflict management in classroom.

Hypothesis 3: There is no significant difference in the mean scores of urban and rural private basic school mathematics teachers' empathy skills on conflict management in classroom.

Table 3: t-test Analysis of mean scores on urban and rural private basic school mathematics teachers' empathy skills on conflict management in classroom.

Variables	N	Mean	SD	df	A	t-cal	t-tab	Decision
Urban	217	3.31	0.98	379	0/05	0.27	1.96	Ho Not Rejected
Rural	163	2.68	1.08					

Table 3 indicated t-test analysis on urban and rural public secondary school mathematics teachers' empathy skills on conflict management in classroom the calculated t cal.(t) = 0.03, $\alpha = 0.05$, degrees of freedom (df) = 379 and critical value = 1.96. Thus, with cal.(t) = 0.03 < crit.(t) = 1.96, the null hypothesis states that there is no significant difference in the mean scores of urban and rural private basic school mathematics teachers' empathy skills on conflict management in classroom.

Hypothesis 4: There is no significant difference in the mean scores of urban and rural private basic school mathematics teachers' motivation skills on conflict management in classroom.

Table 4: t-test Analysis of mean scores of urban and rural private basic school mathematics teachers' motivation skills on conflict management in classroom.

Variables	N	Mean	SD	df	A	t-cal	t-tab	Decision	
Urban	217	3.16	0.95	379	0.05	0.05	1.96	HO	Not
Rural	163	3.01	1.03					Rejected	

Table 4 indicated t-test analysis on urban and rural private basic school mathematics teachers' motivation skills on conflict management in classroom the calculated $t_{cal.(t)} = 0.03$, $\alpha = 0.05$, degrees of freedom (df) = 379 and critical value = 1.96. Thus, with $cal.(t) = 0.03 < crit.(t) = 1.96$, the null hypothesis states that there is no significant difference in the mean scores of urban and rural private basic school mathematics teachers' motivation on conflict management in classroom.

Hypothesis 5: There is no significant difference in the mean scores of urban and rural private basic school mathematics teachers' social- skills on conflict management in classroom.

Table 5: t-test Analysis of mean scores of urban and rural private basic school mathematics teachers' social skills on conflict management in classroom.

Variables	N	Mean	SD	df	A	t-cal	T-tab	Decision	
Urban	217	2.94	0.93	379	0.05	0.04	1.96	HO	Not
Rural	163	2.81	1.05					Rejected	

Table 5 indicated t-test analysis on urban and rural private basic school mathematics teachers' social - skills on conflict management in classroom the calculated $t_{cal.(t)} = 0.03$, $\alpha = 0.05$, degrees of freedom (df) = 379 and critical value = 1.96. Thus, with $cal.(t) = 0.03 < crit.(t) = 1.96$, the null hypothesis states that there is no significant difference in the mean scores of urban and rural private basic school mathematics teachers' social skills on conflict management in classroom.

Discussion

The study compares private basic school mathematics teachers' emotional intelligence on conflict management in classroom and found that Self-awareness, an attribute of emotional intelligence, was found that no significance difference between urban and rural private basic schools mathematics teachers. Self-awareness was found as the key to alert teachers about their strengths and weaknesses; and being able to know one's capability makes one to have self-confidence which enhances academic performance. Supporting this result, Johnson (2009) stated that the most critical factor of mathematics teachers' success in academics generally and Mathematics in particular is the possession of good self-awareness and innate impulse. He added that those who do not have good self-awareness and innate stimulus, tend to perform poorly in Mathematics classroom

Result of self-regulation, as a component of emotional intelligence, was no significant difference in the mean scores of urban and rural private basic school mathematics teachers' self -regulation skills on conflict management in classroom. Also, in line with the result of this study, Goleman (1995) found that teachers that self-regulate typically do not allow themselves to become too angry or jealous, and they do not make impulsive and careless decisions because they think before they act and stay calm under pressure which enhance their general academic achievement.

It was found out that motivation urban and rural private basic school Mathematics to a high extent and that highly motivated teachers are willing to defer immediate results for a long-term success; they are highly productive, effective and love challenges; they persist longer after encountering difficulties in a task; and strive hard for success when they perceive some risks of not succeeding. This is in line with the findings of (Carroll, 1991) which noted that when teachers are motivated, they become interested in studies, understand their teaching goals and objectives for attaining good academic performance, and

persevere in the face of challenges; while those with low motivation lack faith in their abilities, are afraid of failure and uncertainty, lack interest in a given tasks, and are characterized with procrastination, laziness and nervousness (Goleman, 1995).

Empathy enables teachers to identify with and understand the wants, needs, and viewpoints of those within their environment. Empathetic teachers are open and honest, avoid stereotyping and do not judge others too quickly. In consensus with this result, Chow (2006) reported that teachers' high level of empathy has positive relationship with their academic motivation thus helping to increase their academic performance. Cooper (2010) stated that empathy is the most powerful aspect for the development of teaching relationships among academic success.

The study further found that no significant difference on social skills of urban and rural mathematics' teachers This is in agreement with the result of Johnson (2009) that social skills enable teachers to develop good relationship and to possess social support which in-turn helps them to perform excellently in Mathematics and other school subjects. Social skills facilitate interaction and communication with others leading to high academic success.

Conclusion

The results of this study have shown that there no significant difference between rural and urban private basic Schools Mathematics Teachers' Emotional Intelligence (self-awareness, self-regulation, motivation, empathy, and social skills) on Conflict Management in Classroom. The study reveals that private basic school mathematics teachers possess emotional intelligence skills that significantly influence conflict management in the classroom. Effective conflict management is linked to teachers' ability to recognize and manage their own emotions, motivate, understand and respond to students' emotions and builds positive relationship.

Recommendations

In the light of the findings of this study, the following recommendations are made:

Provide training and professional development opportunities to enhance mathematics teachers' emotional intelligence skills, focusing on conflict management strategies

The attributes of emotional intelligence should be taken into consideration during planning of educational curriculum so as to enrich the current Mathematics curriculum and enhance students' performance in the subject.

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