

A FACTORIAL ANALYSIS OF EMOTIONAL INTELLIGENCE ON TEACHER PERFORMANCE IN SELF FINANCED ARTS AND SCIENCE COLLEGES IN KERALA

Dr. Antony George^{#1}, Agna Mariya Baiju^{*2}

^{#1}Assistant Professor,

Naipunnaya Institute of Management and Information Technology,
Pongam, Koratty, Thrissur District*, Kerala 680308
antonygeo@hotmail.com

^{*2}PG Scholar (Commerce)

Naipunnaya Institute of Management and Information Technology,
Pongam, Koratty, Thrissur District*, Kerala 680308
agnamariya100@gmail.com

Abstract: Education is relied upon to give available resources to accomplishing the advancement of body, psyche and soul. Feeling is the emotional experience related with character, personality, state of mind and mien. Dealing with the feelings for positive gain, and empowering emotional development of understudies in study hall has become more vital now than any time in recent memory. It is normal that scholastically effective individuals had more significant levels of emotional abilities. Passionate Intelligence predicts accomplishment in varying backgrounds and consequently it has increased foremost significance in all the fields. A mental capacity (emotional intelligence) permits us another relationship to our feelings. Instructors should be prepared in passionate insight, to deal with their own feelings and those of others for helping understudies. Proof from educator adequacy examines shows that instructor viability has yielded an abundance of comprehension about the effect that educator capacity has on understudy development. There is part of elements that influence educators identify with this emotional insight. It's for the most part centered on the impacts of passionate insight among instructor's presentation and the elements and furthermore the connection between both. This examination paper targets exploring the effect of emotional knowledge on educator's activity execution in the Self-financing Arts and Science colleges in Kerala. The motivation behind the current examination was to research the impact of passionate knowledge, and educator adequacy, on the instructor viability of pre-administration instructors. This research article investigates the emotional insight level of instructor teachers according to certain mental factors. The outcomes show that the gathering under examination had great emotional insight. Research uncovered that pressure, emotional mindfulness, job certainty, accomplishment, self-inspiration and students' disposition has a positive and critical relationship with the instructor's activity execution.

Keywords: Emotional intelligence, effect, performance, teachers, self-inspiration, students' disposition

INTRODUCTION

Peter Salovey and John D. Mayer find the term 'Emotional Intelligence' in 1990 and says it as "a kind of social intelligence that involves the ability to observe one's own and others' emotions and feelings, to differentiate among them, and to use this information to lead one's thinking and action".

In the 1990's Daniel Goleman became aware of Salovey and Mayer's work, and wrote this book about Emotional Intelligence. Goleman, who was specializing in brain and behaviour research was a science writer for the New York Times. He worked with David McClelland during his training as a psychologist at Harvard. The authors were primarily focused on the research requirements of studies concerning the impact study about how cognitive intelligence aids in achieving a better life. The researchers include David McClelland with intelligent and fluent group of researchers.

Goleman argued that it was emotional intelligence that guaranteed business success. Four characteristics of emotionally intelligent people as per Goleman's view:

- Self-awareness : Good at realizing their own emotions.
- Self-management: Emotions are well managed by themselves.
- Social awareness : Empathetic to other people's emotional drives.
- Social skills : Other people's emotions are well handled.

Emotional Intelligence: It is being able to observe our own and others' feelings and emotions, to differentiate among them, and to use this to guide our thinking and actions (Salovey & Mayer, 1990). Identifying, using, recognizing, and controlling emotions are the four areas where emotionally intelligent person's skilled (Salovey & Mayer, 1990).

According to Goleman (1995), there are mainly five components for emotional intelligence:

- Understanding our emotions
- Managing emotions
- Motivating ourselves
- Empathy
- Handling relationships

At school, it is very important to teach emotional and social skills. It can affect academic achievement positively not only during the year they are taught, but also during the future years. Teaching these skills has a long-term effect on achievements.

The schools should help students learn the abilities underlying emotional intelligence. Carrying those abilities, or may be a number of them, "can lead to attainment from the formal education years of the child and adolescent to the adult's competency in being effective within the workplace and in society".

People with emotional intelligence have a great confidence in themselves and they know that their personal delight is up to them and no one else. They inquire their emotions before labeling other people and their actions. Such people can encourage, lead and make others feel great about them, while maintaining their own honesty and sense of self-worth. People with emotional intelligence look out for their own wellbeing, as well as that of others as they understand that life is not just about them, it's about balance.

There are two types of intelligence: emotional and rational.

A spontaneous reflex action from points of the thinking process indicates a clear-thinking mind. But, ironically, the thoughts and impulses driven by the emotions elevated faster and quick until the protagonist is backed up by a rational stable mind. And thus, there would be an equivalence approach between emotional and rational thinking process of an individual.

The emotional brain feeds into and informs the operations of the rational brain, and the rational mind clarifies the inputs of the emotional mind. Developing a harmony between the head and the heart can promote happiness and success in life. Emotional Intelligence means the ability to process emotional information, which involves the perception, assimilation, understanding, and management of emotion. It considers Emotional Intelligence as an array of non-cognitive capabilities, competencies, and skills that influences one's capacity in succeeding and coping with the environmental demands and pressures.

STATEMENT OF THE PROBLEM

"Happy workers are more productive" – emotional intelligence plays a vital role in human well-being. Emotional management skills of teachers is an important factor for determining the success of educational institution. Nowadays, students are more sensitive and very reactive towards the action of their teachers. Emotional intelligence of teachers not only affects the students but also affect their colleagues. So, it is the foremost duty of every teacher to control and convey his/her emotions in the right manner. Literature points out that around 1/3 of the teachers doesn't have idea about EI and its benefits. So the researchers decided to study on this information on the educators working in self-financed educational institutions in Kerala.

OBJECTIVES OF THE STUDY

- To study the factors affecting emotional intelligence of teachers.
- To know the teachers awareness towards emotional intelligence.
- To check the relationship between emotional intelligence and results among teachers.

HYPOTHESES

- H₁: There is a significant relationship between Stress and Emotional Intelligence of teachers
- H₂: There is a significant relationship between Work load and Emotional Intelligence of teachers.

- H1₃: There is a significant relationship between Working atmosphere and Emotional Intelligence of teachers.
- H1₄: There is a significant relationship between Target and Emotional Intelligence of teachers.
- H1₅: There is a significant relationship between Students' attitude and Emotional Intelligence of teachers
- H1₆: there is a significant relationship between emotional intelligence and teacher performance.

NEED AND SIGNIFICANCE

Emotions make up what we are, shapes our psyche just as the whole character design. Our hearts are the entryways, the association with everything there, is throughout everyday life. Smothered feelings and an excessive amount of authority over them become neurotic as in immobilizing wretchedness, overpowering hypothetical and theoretical direction tension and seething fomentation. In any case, sincerely astute instructors help understudies with improved inspiration, expanded execution, viable utilization of time and assets and improved collaboration. The vast majority of the teachers, particularly from the 21st century onwards, lay weight on the social parts of instruction notwithstanding the scholastic regions. Emotional insight predicts achievement in varying backgrounds and consequently it has increased vital significance in all the fields. The fact of the matter is the conditions of the lives of students and their educators, so far as that is concerned, contain challenges. Yet, rather than confronting them with key passionate abilities, these troubles become interruptions that are felt in classrooms the country over. Along these lines, creating emotional and social aptitudes by the instructor is significant at school/educator training foundation as it can influence scholastic accomplishment emphatically during the year they are instructed, yet during the years that follows also. Thus, there is an immense need and significance to do this research for exploring the emotional insight of instructor teachers. A teacher can make a better student. That happens only because of high level of emotional intelligence. Emotional competency development will benefit the career development.

SCOPE OF THE STUDY

The study of Emotional Intelligence aims at dealing of emotions by oneself and with others. Qualification have no any relationship with the intelligence level. The study is based on the assessment of teacher's Emotional Quotient. The reason to study the Emotional Intelligence is that nowadays students are more sensitive and inactive. So, the teachers should have a positive Emotional Intelligence that may help the student's to grow along with the institution because the teachers are the base and support for the students' life and for the institution. This study helps to understand the factors affecting the Emotional Intelligence of teachers.

REVIEW OF LITERATURE

Kumar & Muniandy (2012) studied the EI of lecturers in a polytechnic in Malaysia and examined the impact of demographic factors like age, gender, occupational grade, work experience in the present as well as in the past job in industry. They concluded that age, experience, occupational grade and education had a significant positive influence on EI but gender and previous work experience had no impact on level of EI of lecturers.

Sánchez-Ruiz, Jose, Carlos, Prez-Gonzlez and Petride (2010) studied the "Trait emotional intelligence profiles of students from different university faculties". Here we examined the trait emotional intelligence details of 512 students, which is collected from 5 university faculties: technical studies, natural sciences, social sciences, arts, and humanities. Using the questionnaire on Trait Emotional Intelligence, researchers hypothesized that (a) social sciences would score greater than technical studies in Emotionality, (b) arts would score greater than technical studies in Emotionality, (c) arts would score less than technical studies in Self-control, and (d) there would be an interaction between gender and faculty, whereby girls would score greater than boys within the social sciences only. Several other exploratory comparisons were also performed. Results supported hypotheses (a), (b), and (d), but not hypothesis (c), although the differences were in the predicted direction.

Mishra & Mohapatra (2010) researched the relationship between EI and job performance of 90 executives employed in different organizations in Delhi NCR. The results found a significant positive relationship between EI and job performance. The study also confirmed the concurrent validity of EI scale (EI test by Chadha and Singh, 2001). Also, out of various demographic variables, only work experience was found to be positively correlated with EI.

RESEARCH METHODOLOGY

The population of this study comprised of teachers in self-financing arts and science colleges Kerala. Convenient sampling techniques are used in selecting the respondents. The questionnaire send to 100 and above teachers but only seventy respondents are responding and the respondents are classified on the basis of experience , 1-4 years, 4-8 years and 8-12 years.

And the income level is range as less than 15000, 15000- 25000, 25001-35000, 35001-45000 and more than 45000. The research was about how the emotional intelligence of teachers affect performance. The respondents are measured on 5-point Likert scale (5- strong agree, 4- agree, 3- neutral, 2- Disagree, 1-strongly Disagree). This research study about the effects of emotional intelligence on productivity among self-financing arts and science college tutors and also the factors affecting emotional intelligence.

DATA ANALYSIS AND INTERPRETATION

TABLE 1: DISTRIBUTION OF SAMPLES

S. No.	Category	Subgroups	Number	%	Total
1.	Gender	Male	29	41.4	70
		Female	41	58.6	
2.	Age	Below 25	19	27.1	70
		26 – 35	28	40.0	
		36 – 45	16	22.9	
		46 – 55	6	8.6	
		55 and above	1	1.4	
3.	Marital status	Unmarried	19	27.1	70
		Married	50	71.4	
		Widowed	0	0.0	
		Divorced	1	1.4	
4.	Occupational Experience	Less than 1 year	13	18.6	70
		1 – 4 years	17	24.3	
		4 – 8 years	12	17.1	
		8 – 12 years	15	21.4	
		12 years and above	13	18.6	
5.	Income (Monthly)	Upto Rs. 15,000	12	17.1	70
		Rs.15,001 – Rs.25,000	24	34.3	
		Rs.25,001 – Rs.35,000	21	39.0	
		Rs.35,001 – Rs.45,000	10	14.3	
		Above Rs.45,000	3	4.3	

FIGURE 1: FACTORS AFFECTING EMOTIONAL INTELLIGENCE OF TEACHERS

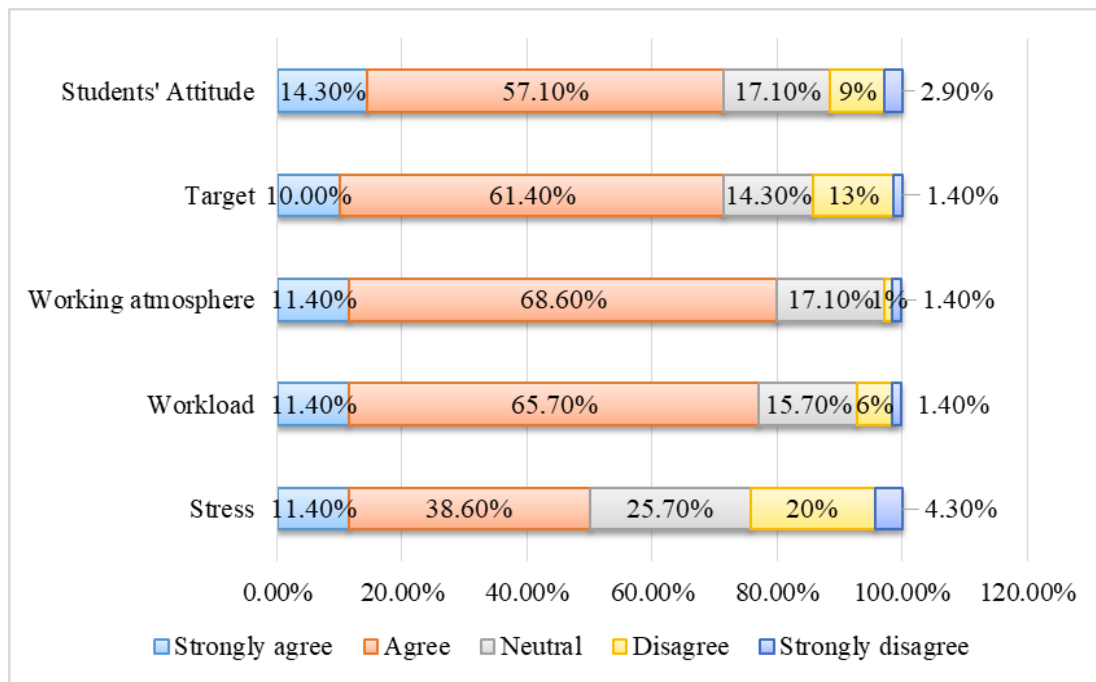
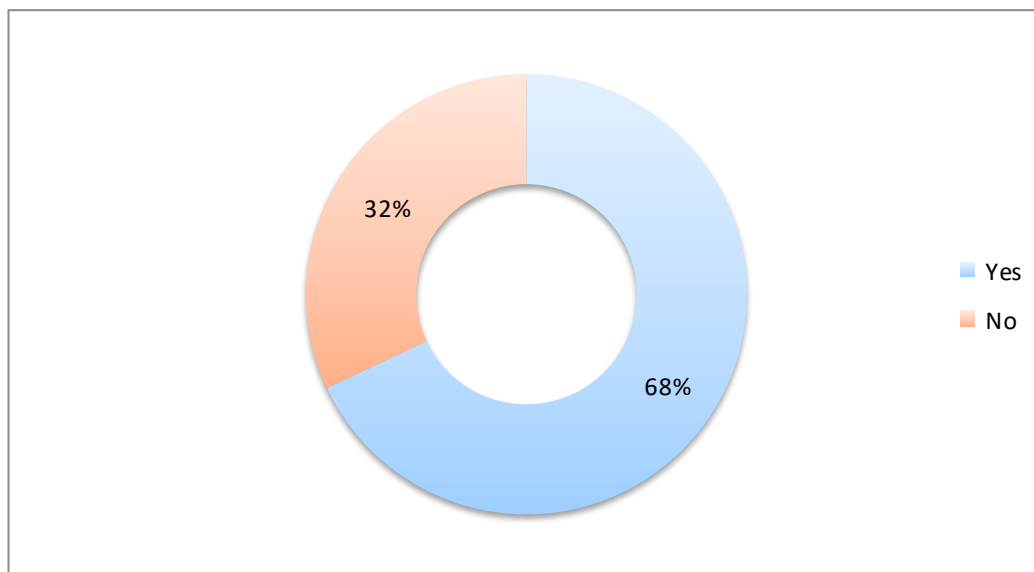


FIGURE 2: AWARENESS OF EMOTIONAL INTELLIGENCE AMONG TEACHERS



TESTING OF HYPOTHESES

TABLE 2: MULTIVARIATE TESTS^A

Hypotheses	Dependent Variable	Independent Variable		Value	F	Hypothesis df	Error df	Sig.
H1	Emotional intelligence	Stress	Pillai's Trace	0.975	806.143 ^b	2.000	42.000	0.000
			Wilks' Lambda	0.025	806.143 ^b	2.000	42.000	0.000

			Hotelling's Trace	38.388	806.143 ^b	2.000	42.000	0.000
			Roy's Largest Root	38.388	806.143 ^b	2.000	42.000	0.000
H2	Emotional intelligence	Work Load	Pillai's Trace	0.960	788.213 ^b	2.000	65.000	0.000
			Wilks' Lambda	0.040	788.213 ^b	2.000	65.000	0.000
			Hotelling's Trace	24.253	788.213 ^b	2.000	65.000	0.000
			Roy's Largest Root	24.253	788.213 ^b	2.000	65.000	0.000
H3	Emotional intelligence	Working Atmosphere	Pillai's Trace	0.952	570.494 ^b	2.000	58.000	0.000
			Wilks' Lambda	0.048	570.494 ^b	2.000	58.000	0.000
			Hotelling's Trace	19.672	570.494 ^b	2.000	58.000	0.000
			Roy's Largest Root	19.672	570.494 ^b	2.000	58.000	0.000
H4	Emotional Intelligence	Target	Pillai's Trace	0.965	887.792 ^b	2.000	65.000	0.000
			Wilks' Lambda	0.035	887.792 ^b	2.000	65.000	0.000
			Hotelling's Trace	27.317	887.792 ^b	2.000	65.000	0.000
			Roy's Largest Root	27.317	887.792 ^b	2.000	65.000	0.000
H5	Emotional intelligence	Student's attitude	Pillai's Trace	0.984	773.013 ^b	2.000	25.000	0.000
			Wilks' Lambda	0.016	773.013 ^b	2.000	25.000	0.000
			Hotelling's Trace	61.841	773.013 ^b	2.000	25.000	0.000
			Roy's Largest Root	61.841	773.013 ^b	2.000	25.000	0.000
H6	Emotional intelligence	Performance	Pillai's Trace	0.972	636.357 ^b	3.000	56.000	0.000
			Wilks' Lambda	0.028	636.357 ^b	3.000	56.000	0.000
			Hotelling's Trace	34.091	636.357 ^b	3.000	56.000	0.000

			Roy's Largest Root	34.091	636.357 ^b	3.000	56.000	0.000
--	--	--	--------------------------	--------	----------------------	-------	--------	-------

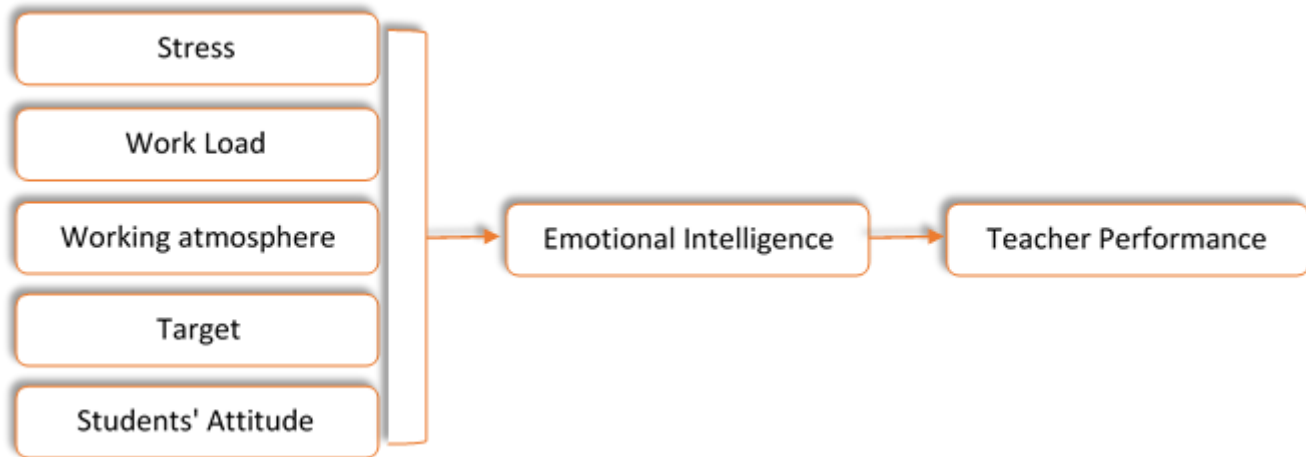
TABLE 3: TESTS OF BETWEEN-SUBJECTS EFFECTS

Source	Independent Variables	Dependent Variables		Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	Stress	Emotional intelligence	Emotional Control (Management)	500.929	1	500.929	838.570	0.000
			Role confidence	480.969	1	480.969	1038.618	0.000
	Work load	Emotional intelligence	Emotional Control (Management)	509.610	1	509.610	967.051	0.000
			Role confidence	548.124	1	548.124	994.978	0.000
	Working Atmosphere	Emotional intelligence	Emotional Control (Management)	336.666	1	336.666	637.562	0.000
			Role confidence	354.265	1	354.265	666.210	0.000
	Target	Emotional intelligence	Emotional Control (Management)	663.609	1	663.609	1166.609	0.000
			Role confidence	650.576	1	650.576	1068.287	0.000
	Student's attitude	Emotional intelligence	Emotional Control (Management)	398.663	1	398.663	1125.975	0.000
			Role confidence	358.765	1	358.765	859.714	0.000
	Emotional intelligence	Performance	Self-motivated	424.394	1	424.394	883.906	0.000
			Establishment of good working relationship	474.920	1	474.920	927.728	0.000
Making best Efforts			433.745	1	433.745	713.098	0.000	

The **Multivariate** Tests table is where we find the actual result of the Multivariate Analysis of Variance (MANOVA). As the table interprets the "**Sig.**" value of 0.000, which means $p < 0.0005$, it can be concluded that, there exists a significant relationship between student's attitude, working atmosphere, work load, target, and stress between the emotional intelligence of teachers and also there exists a significant relationship between emotional intelligence and performance of the teachers. ($p < .005$). Hence, H_{11} , H_{12} , H_{13} , H_{14} , H_{15} and H_{16} are accepted.

Among the independent variable student's attitude, working atmosphere, work load, target, stress between the emotional intelligence, statistically significant at 5 percent significance level. It means that these 5 independent variables have significant effect on emotional intelligence and teacher's performance.

FIGURE 3: VALIDATED MODEL



RESULTS AND DISCUSSION

The main purpose of the present study is to indicate that the improved emotional intelligence leads towards the better teacher's job performance. The first hypothesis was stress has significant and positive impact with the teacher's job performance and it is accepted statistically as well. Emotional intelligence is the capacity to observe and express feelings and emotions, and dealing them in an effective way which would increase the chance to enhance the personal development. Results show Pillai's Trace of 0.975, Wilks' Lambda of 0.025, Hotelling's Trace of 38.388 and Roy's Largest Root of 38.388 with an F-value of 806.143 and a p-value is 0.000 which is <0.0005 which indicates that stress has positive impact to teacher's job performance.

In the second hypothesis, work load has positive and significant relationship with the teacher's job performance and is accepted statistically also with Pillai's Trace giving a value of 0.960, Wilks' Lambda 0.040, Hotelling's Trace 24.253 and Roy's Largest Root 24.253, with an F-value of 788.213 and a p-value of 0.000 which is <0.0005 .

The third hypothesis shows a positive and significant relation with working atmosphere and teacher's job performance and is statistically strengthened with Pillai's Trace giving a value of 0.952, Wilks' Lambda 0.048, Hotelling's Trace 19.672 and Roy's Largest Root 19.672, with an F-value of 570.494 and a p-value of 0.000 which is less than 0.0005.

With regard to the fourth hypothesis, target has a positive and significant relationship with teacher's job performance and is statistically proved with Pillai's Trace giving a value of 0.965, Wilks' Lambda 0.035, Hotelling's Trace 27.317 and Roy's Largest Root 27.317, with an F-value of 887.792 and a p-value of 0.000.

The fifth hypothesis was student's attitude has a positive and significant impact on teacher's job performance and is statistically acknowledged as well with Pillai's Trace of 0.984, Wilks' Lambda 0.016, Hotelling's Trace 61.841 and also a Roy's Largest Root of 61.841, with an F-value of 773.013 and a p-value of 0.000.

The analysis shows a positive and significant impact of emotional intelligence on teacher's job performance and is statistically tested and accepted as well with Pillai's Trace value of 0.972, Wilks' Lambda 0.028, Hotelling's Trace 34.091 and also a Roy's Largest Root of 34.091, with an F-value of 636.357 and a p-value of 0.000.

Besides, positive state of mind and feelings may lead educators to give better execution and produce increasingly gainful difficulties and goals for students and would set assurance for their own instructing. In like manner, creating others and reduction of conflicts has positive and critical relationship with the teachers' work execution. Emotional Intelligence model comprised of three primary mental procedures containing assessment and unequivocal feelings inside oneself and among others which is related with the information on verbal and non-verbal articulation of feelings. The subsequent segment is adjusting feelings in self and others. Third segment is utilization of feelings in versatile manners.

The analysis shows that there is a matter of utmost concern regarding the awareness about the emotional intelligence among the teachers of self-financed educational institutions. 32% lack awareness about emotional intelligence and its benefits. This problem has to be addressed seriously by the authorities to make them feel more confident and motivated.

This research shows significant impacts of stress, workload, working atmosphere, target and students attitude on emotional intelligence of teachers and thus emotional intelligence impacts teacher performance. An educator with proper emotional management skills will be able to manage stress, workload, target, etc., and will also be able to cope up with working atmosphere and student's attitude, which will finally lead to higher performance.

RECOMMENDATIONS

The emotional guidance of a problematic gathering begins with the administration of the educator's own feelings. Instructors don't transform into machines when they enter the classrooms, nor do they leave their feelings outside the entryway. They educate with their own dreams, yet in addition with their own concerns. Then again, numerous students drop out of school in light of the fact that their instructors lost their excitement. Instructors can truly influence students, to such an extent that the students can profit if their educators improve. Along these lines, emotional intelligence is significant for instructors. In the light of the above the following recommendations were made to upgrade the emotional management of teachers further to help the holistic development of the students.

- Teachers can be given emotional training which helps build in their self confidence and self-esteem not only in the teaching profession but in their personality too.
- Students may be given orientation on emotional intelligence before even they step in to their curriculum which may help in better co-operation with the teachers.
- Provision of good organization climate from the institutions will induce positive emotions in teachers.
- Educators are not machines, they are human beings with flesh and blood. Relaxation and recreation programmes can be organized for the teachers, which will energise them mentally and physically which will lead to students' and teachers' development and ultimately organizational improvement.
- In Self-financed education institutions, teachers are spending 40-50 percentage of their work time on other activities rather than teaching and research. Performance can be improved by providing more time for subject knowledge development and academic research.

IMPLICATIONS OF THE STUDY

This research may assist with incorporating examinations of Emotional Intelligence (EI) in the field of psychology and extend these discoveries to instructive procedures. It is said that Emotional Intelligence can be instructed and created. The investigation has suggestions for future approach proposals for instructor planning foundations. EI can be remembered for the re-examined educational program and to be actualized reasonably by utilizing instructive projects. The implications of this research will empower the students, instructors, principals, schools etc, to more readily adjust the region of training that is being utilized with the qualities that the educator teachers have. Truth be told, improvement of EI is a lot required one, not just in the field/s of school training/instructor training, yet in all the fields of advanced education all through the world. Emotionally intelligent instructors/ teachers can see and shape their own feelings, which may assist with expanding working environment inclusion and lessen pressure.

LIMITATIONS AND FUTURE DIRECTIONS

Thinking about the imperative of time, the example must be confined to 70 and this research might be dependent upon individual inclination of the respondents while noting the surveys. Lack of information about the emotional intelligence by the respondents was additionally a significant deterrent during the examination.

Notwithstanding its ramifications, ebb and flow inquire about research is inclined to certain restrictions. This examination is centered on education sector of Kerala. Future specialists can replicate a similar report in some other geographical area. In the current investigation the relationship between Emotional Intelligence is checked with teacher's performance, future researchers ought to likewise consider other ward factors like job fulfilment and performance. A portion of the logical factors can likewise be included the present hypothetical structure, for instance employee commitment.

CONCLUSION

In the words of Henry Adams: "A teacher affects eternity; he can never tell where his influence stops."

It found that the teachers are aware of over behaviour which helps them to identify the emotions. When they are capable of identifying the emotions then they can understand and manage their emotions. This means that they are emotionally intelligent. The study reveals that the respondents have high level of emotional awareness. This is good sign in the reaction they seen to be wiser and every want to have health relationship with in defence of their position, power and other factor and also the teacher can handle good and bad situation happening in the class that also help the teacher to improve the emotional intelligence. The students have the responsibility to create a good mind on teacher that help no only the teacher but also the student.

Instructors have a noteworthy job in the public arena as they connect with the understudies to move their insight to them. For moving information in an appropriate manner they should be genuinely steady. Educators should have compelling abilities truly just as intellectually which are named as enthusiastic knowledge. Passionate knowledge is extremely useful for teacher's execution as it would manage them to impart plainly, lead others in a legitimate way which makes profitable association at fill in just as close to home life. Present examination showed that when instructors create enthusiastic capabilities and aptitudes, it brings about the gigantic achievement and fulfillment.

REFERENCES

- [1] Sabat Kumar Digal and Suman Chakraborty (2012) in their article titled "A Study of Saving and Investment Behaviour of Individual Households – An Empirical Evidence from Orissa". TIJ's research Journal of Economics & Business Studies, Vol 2, No 1(2012), ISSN 2251-1555.
- [2] Slovic, P. (1972), work titled as "Psychological study of human judgment- implications for investment decision making", The Journal of Finance, 27(4).
- [3] Berliner D.C (1983). Developing conceptions of classroom environment. Educational Psychologist; 18, 1-3.
- [4] Brackett, M. A., Rivers, S., Shiffman, S., Lerner, N., & Salovey, P. 2005 (in press). What is the best way to measure emotional intelligence? A case for performance measures. Journal of Personality and Social Psychology.
- [5] Brophy, Jan and Good, Thomas (1992). Handbook of Research on Teaching. 3rd Edition, N.Y. Macmillan Publishing Company.
- [6] Carmeli and Josman (2006) "The relationship among emotional intelligence, task performance, and organizational citizenship behaviors"
- [7] Carroll, J. B. 1993 Human Cognitive Abilities: A Survey of Factor-Analytic Studies. New York: Cambridge University Press.
- [8] Corcoran, R. P., & Tormey, R. (2013). Does emotional intelligence predict student teachers' performance? Teaching and Teacher Education, 35, 34–42.
- [9] Darling-Hammond, L. (2001). The challenge of staffing our schools. Educational Leadership, 58, 12–17.
- [10] Fullen, Michael and Hargreaves, Anty (1992) (Maeroff in 1988). Teacher Development and Educational Change. The Falmer Press.
- [11] Goleman, D. (1995). Emotional Intelligence: Why it can matter more than IQ. . New York: Bantam.
- [12] Goleman, D. 1998 Working with Emotional Intel ligenge. New York: Bantam.
- [13] Hargreaves, A. (1998).The emotional practices of teaching. Teaching and Teacher Education, 14, 835–854.
- [14] Hopkins & Bilimoria (2008) in his study "Social and Emotional Competencies Predicting Success for Male and Female Executives".
- [15] Ignat and Clipa, 2012, Teachers' satisfaction with life, job satisfaction and their emotional intelligence
- [16] Lopes et al. (2006) researched the relationship between EI and job performance.
- [17] Lunerbrug F.C. (1996). Educational Administration. Wardsworth Publishing Co.
- [18] Malik, S. Z., & Shahid, S. (2016). Effect of emotional intelligence on academic performance among business students in Pakistan. Bulletin of Education and Research, 38(1).
- [19] Mayer, J. D., Salovey, P., & Caruso, D. (2002). The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), Version 2.0. Toronto, Canada: Multi-Health Systems.
- [20] Mehmood, Qasim, Azam, 2013, Impact of emotional intelligence on the performance of university teachers, International Journal of Humanities and Social Science, 3 (18) (2013), pp. 300-307.
- [21] Nelis, Quoidbach, Mikolajczak and Hansenne (2009) "Emotional Intelligence Interventions to Increase Student success" focused on the construct of emotional intelligence (EI). Procedia-Social and Behavioral Sciences, 33 (2012), pp. 498-502.
- [22] Sánchez-Ruiz, Jose, Carlos, Prez-Gonzlez and Petride (2010) "Trait emotional intelligence profiles of students from different university faculties".
- [23] Sutton and Wheatley, 2003, Teachers' emotions and teaching: A review of the literature and directions for future research, Educational Psychology Review, 15 (4) (2003), pp. 327-358.