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## Effect of Emotional Intelligence and Stability of Teachers on Academic Performance of the Students at Secondary Level in Rawalpindi

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**Abstract:** *The study was conducted to find out the need of emotional intelligence and stability of teachers and students in the classroom at the secondary level. A sample of 294 students and 114 teachers from different male and female schools were selected. Data were collected the data through a questionnaire based on a five-point Likert scale and interview guide. Data were analyzed through SPSS. Stratified sampling technique and Consecutive sampling technique were applied. The findings reveal a significant positive relationship between teachers' teaching competency and their emotional intelligence. The study also indicated that emotional intelligence and stability are not influenced by gender. The results identify that teachers' emotional intelligence and stability have a great effect on students' academic performance.*

**Key Words:** Emotional Intelligence (EI) and Emotional Stability (ES), Academic Performance, Teachers and Students, Secondary Level

### Introduction

Education is a term that is used in every field of life. It is very helpful in the progress of any society. Education improves the skills of the students and grows them not only mentally but also physically. They make them able to move or survive in society. Education is the combination of feeling and thinking. (Goleman 1995). Education reflects not only on herself but also on others. In education, we focus to study or build skills, which are known as emotional intelligence and stability.

Teachers are the main source of any nation. Teachers are the pillars of any society, and every society depends on its pillars. Emotional intelligence and stability is the ability that every person has naturally. It is very useful in teaching. A teacher who got training has high knowledge of emotional intelligence and stability. If a teacher is emotionally intelligent and stable, they should teach their students more effectively. Emotional intelligence is an ability, capacity, or skill to perceive, assess and manage the emotions of oneself, of others, and of groups. Emotional

intelligence is an array non –cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures.

A classroom is a place where students learn how to behave with their fellows. They know how to deal with other students. It is an area where students actually develop their emotions. They learn how to control their emotions. in the classroom, students face a lot of things like anger, love, sharing, and a lot of things that are the actually development of emotions.

In our education system, mostly we can see that teachers want quiet classrooms for effective teaching but in we see that students learn more in activity as compared to reading. (Carrol et al. 1998).

### Objectives

The objectives of the study are:

- i. To analyze the academic performance indicators of students

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- ii. To differentiate between the term emotional intelligence and stability.

### Hypothesis

To achieve the above objectives, the following hypothesis was tested, this was a directional hypothesis.

- H<sub>1</sub>:** There is a positive relationship between emotional intelligence and stability and teacher performance.

### Significance of the Study

It is expected that the findings of the study were meaningfully beneficial for the respondent of the study, both the students, parents, educational planners and policymakers in the thoughtful effect of emotional intelligence and stability on the performance of the teacher.

### Literature Review

This review of literature related to the topic of this study is "Effect of Emotional intelligence and stability of teachers on academic performance of the students at secondary level"

### Intelligence

Emotional intelligence is a type of mental ability physiology, motor willingness that worries the management of and reasoning about information of numerous kinds ([Carroll 1993](#), Spearman, 1927, [Sternberg Dettelman 1986](#)). Emotional intelligence is a term comparable to such others as verbal-comprehension intelligence, perceptual-organizational intelligence, or broad-visualization intelligence ([Carroll, 1993](#)).

### Emotional Intelligence

These are the following dimensions of Emotional Intelligence:

1. Self Confidence
2. Emotional Self Responsiveness
3. Attainment
4. Emotional Self Governor
5. Developing the others
6. Conflict management

According to a report from the National Centre for Clinical Infant Programs, the most serious element for a student's success in school is an acceptance of learning abilities. (Emotional Intelligence, 1935.)

The key ingredients for this understanding are:

1. Self-assurance
2. Interest
3. Intentionality
4. Self-discipline
5. Skill to co-operate and to work in a team
6. Capacity to communicate

Emotional intelligence is a substantial factor for Academic Achievement, hence raising their level of academic achievement by supporting them to accomplish their emotions well and find the ability to adjust their fear worry frustration. The study by Hamdallah (2005) intended to recognize problems in classroom management and their causes and recognized student behavioral problems, which hamper the learning process in UNRWA schools in Jordan in the school year 2004-2005.

The results of the study display that the scope to which teachers challenged general problems was low. Major universal problems which face teachers of the first three classes were: to uphold students' attention and participation in the learning process, the ability of the teacher to evade and stop unwanted behavior, and the cooperation of teachers and school administration to develop a number of school rules which control students' behaviors in the classroom and the school and to find the physical environment which is appropriate for learning to take place and developing a positive relationship between teachers and school administration. The most important reasons which take part in the existence of problems from the teachers' point of view are the large numbers of students in the classroom, the effect of economic and social environments of students on following their school work, and a large number of family members and its negative effect on the ability of parents to bring up their children. ([Mayer and Salovey, 1997](#)) These things are very important for a teacher to make herself emotionally intelligent and stable. If a teacher has emotionally stable in her class, they teach well, and it is affected on academic performance of the students. If a teacher has this thing, then she is teaching well.

- i. Emotional self-control
- ii. Emotional self-awareness
- iii. Achievement
- iv. De Self-confidence
- v. Developing others

Teachers should have self-awareness and self-control that help teachers to teach well and control the class. Emotional self-control for teachers helps full for teachers to have control in class. When a teacher has complete command on her subject, they teach well and control her students and achieve her goal. They develop not only her but also the students

## **Historical Background of Emotional Intelligence**

Emotional intelligence is an antique theory. It has its bases deep-seated in sociology and psychology. The term "emotional intelligence" was first ever castoff in the doctoral study of a graduate student at a liberal arts college in the USA in 1985 (Heins, 2004). The concept of emotional intelligence seemed from a series of research articles of the early 1990s. In this area, the first experimental study was carried out by Salovey & Mayer (1990) in which they uncovered the ability of people to identify emotions towards three encouragements: colors, faces, and designs. They claimed that this ability could be measured by only one ability factor that is emotional intelligence. Another experimental study was done by Mayer, Caruso & Salovey (1999) on investigative emotion in stories. This study also reinforced the presence of the fundamental developing factor (intelligence). Thus, the psychologists established through many researches a class or classes of intelligence existing beyond the verbal and performance intelligence. They continued to find out the rationale of the answer to their question and continued to examine the inter-correlation of new class or classes of intelligence with the existing measures of intelligence.

## **Theories of Emotional Intelligence**

Theories of intelligence not only specify expert thinking and research work (Lohman, 2003), but also provide a great agreement of information to deliberate individual differences that exist among students in every classroom (Dickinson, 2000). There are certain theories of intelligence:

### **Theory of Bar-On (1988)**

Bar-On introduced his theory of emotional intelligence in 1988 and developed the term emotional quotient (EQ) as a resemblance to intelligence quotient (IQ). His theory is regarded

as a theory of psychological wellbeing and adaption. The theory is contained of specific emotional abilities that affect a person's overall ability to effectively cope with environmental demands. Bar-On constructed a self-report emotional quotient inventory (EQ-I), which is used to examine an individual's emotional and social intelligence ([Bar-On, 2000](#)).

### **Theory of Mayer & Salovey (1997)**

The theory of Mayer and Salovey appeared in 1997 and fascinated on four branches of skills that establish an emotionally intelligent person. These include a person's ability to handle emotions use emotions to allow thinking and observe emotions exactly in oneself and others (Mayer, Caruso and Salovey, 2004). Mayer, Salovey, and Caruso (2004) designated that the theory mix Mayer, Salovey emotional Intelligence Test (MESCEIT), which planned to assess the four branches of emotional intelligence.

### **Theory of Goleman (1998)**

Goleman (1998) presented the theory of emotional intelligence. He considers emotional competencies as an educated skill based on emotional intelligence that helps individual to perform well. Goleman's (2002) lodgings light on the practical implementation of his emotional intelligence theory in different schools all over the world e.g., in Shanghai, sixty schools are practicing emotional intelligence-based curriculum. He remarks on one particular class where students work in teams, and in case of earnest talk among members of teams, they don't fight and go into separate rooms to calm down themselves and then work together again. In Connection, the second graders have developed feeling circles where they gather and segment their feelings. Another school in California's keep-calm method is employed for a violent child to retain him/her calm. As soon as he feels to lose his foiling, he uses the keep calm method and gets emotional stability.

### **Emotional Intelligence in Everyday Life**

Emotions are very important in our life. We, the human beings, do a lot of workdays that are related to our emotions. Emotions are very significant in everyday life. When we are jerking something or making some decision, we need to

be emotionally stable. We need to regulate our emotions in every decision. When teachers start to teach their students, it is important that he or they will be emotionally stable.

### Emotions in Teachers' Life

Teachers are the pillars of any society. They also the backbone of any society; they give the right track of life. In our society, teachers have a very significant role. Teachers are definitely human beings; they have emotions. When a teacher comes in class, they come with all of their potential. When a teacher is giving some lecture to their students, it is important that they should be emotionally strong. They should have command on her subject. It is needed that whether a teacher is in class or in the staff room, they should know how to behave and where to behave? A teacher who is emotionally strong shows a good teacher is not only in the classroom but also outside of the classroom. If a teacher behaves negatively with their students, they can't attain their goals. (Hargraves, 2002). the teacher should switch their emotions in the workplace. They should know the organization and guideline of emotions.

### Emotional Stability

Emotional Stability is measured as the mark to which a person is well familiar, cool, and threatened. Emotional stability is the effective factor of personality patterns, and it also helps in governing of emotional development. An individual who is skilled in controlling emotion in an extreme situation is an emotionally stable individual. [Smitson \(1974\)](#) said Emotional stability is the process in which the characters of an individual constantly struggle for greater emotional health. Emotional stability is fundamentally a measure of anxiety against wellbeing, where emotions are skillful rather than highly variable. Only emotionally stable people can involve true empathy, and empathy is a prime requirement for a successful social relationship

(Sheema (2005).

### Methodology

Following methodology and procedure followed for the study.

### Population

The population of the study was High schools of three tehsils (Tehsil Rawalpindi, Tehsil Murree, and Tehsil Kahuta) of district Rawalpindi. 294 students of both male and female are selected as a sample. A stratified sampling technique was used in the collection of student's data. An actual population of 114 teachers of different schools were selected as a sample. The proportion sampling technique was used in the selection of teachers sample size.

### Delimitatons of the Study

- i. The study was delimited to only secondary schools in Rawalpindi.
- ii. The study was delimited to see only the effect of emotional intelligence and stability of teachers on students.
- iii. The study was delimited to see only the academic performance of class 10<sup>th</sup> students.
- iv. The study was delimited to see the effect of emotional intelligence and stability of teachers on the academic performance of students.

### Sampling

Tehsil Rawalpindi, Tehsil Murree, and Tehsil Kahuta were included in the sampling. 5% of schools were selected as a sample size. We have a total of 114 teachers in three tehsils that are selected with an actual population in sampling through proportion sampling. We have 1275 students of class 10<sup>th</sup> in different schools and 294 were selected as a sample through stratified sampling technique. According to L.R.Gay table, 23% students are selected as a sample.

Table 1.

Tehsils	Schools	Teachers	Students
Kahuta	01	18	69
Murree	02	10	43
Rawalpindi	08	86	182
Total	11	114	294

## Instrument

After an extensive literature review regarding emotional intelligence and stability, two instruments were developed. Questionnaire1 for students and questionnaire2 for teachers was developed by the researcher. Five point Likert scale (strongly agree, Agree, Uncertain, Strongly disagree, Disagree) and interview guide was used. An instrument selected 30 items for each questionnaire for analyzing data. The responses were taken individually by the researcher in the classrooms and were providing help.

## Pilot Testing

Pilot testing was recognized out to diagnose the shortages in the questionnaire. For checking validity and reliability different professionals were involved in this pilot testing process. Firstly, the instrument was received in light of the views of the experts. Secondly, the instrument was directed to the sampled member (students) of the study, and further enhancements or changes were made according to the opinion of the students. High schools of two tehsils ( tehsil Gujarkhan and tehsil

Kallar Syedan) of District Rawalpindi were included in pilot testing.

## Validity

To check the exactness and frankness of the questionnaire, a team of experts was involved in reviewing them. However, to make the questionnaire valid, the difficult and confusing statements were deleted and refined. Repetitions were a loof, and some items were integrated.

## Reliability

To check the item relevancy, accuracy, and consistency of the 1<sup>st</sup> and 2<sup>nd</sup> questionnaire that was developed by the researcher herself. The reliability analysis Cronbach Alpha was applied through SPSS version 20. The reliability of students was 0.78 and to check the teacher's emotional intelligence and stability in her reliability score was 0.83. Both the questionnaire had good reliability scores, which displayed relevancy, accuracy, and consistency in the questionnaire.

**Table 2.** Reliability of the “EQ-1 and EQ-2 questionnaire”

Reliability	Cronbach Alpha
Students Survey	0.78
Teacher's Emotional intelligence and Stability.	0.83

## Data Collection

For the purpose of data, collection Questionnaire were floated by the researcher in selected schools of Rawalpindi. The responses were taken individually by the researcher staying in those individuals personally in the classrooms and provide help where the individual treasure any difficulty to understand questions in the questionnaire. Questionnaires were administered to all students selected in the sample.

## Data Analysis

Data analysis was accomplished by using descriptive as well as inferential statistics. First of all. The scoring of” students Emotional Quotient inventory scale “which was administered by the students of all schools taken their mean (sum of all questions divided by the total) on the basis of the mean, standard aviation was also taken overdue the purpose to find the teacher's emotional intelligence and stability which was the

first objective of the study.

Data were analyzed using the statistical package for the social sciences. Descriptive statistics, including means and standard deviation, were used to summarize different variables. Chi-square, were used to find out the relationship between observed and expected values.

## Results and Discussions

### Results

The result of the analysis of data and their interpretation are given below.

### Participation Rate of Respondents

Table 1 represents the actual sample and participation rate of the respondents. The respondents include secondary schools teachers and students. The data were collected from 11 schools. Respondents include 294 students and 114 teachers of secondary schools.

**Table 3.** Participation Rate of Respondents

Sample	Schools	Teachers	Students
Rawalpindi	08	86	69
Murree	02	10	43
Kahuta	01	18	182
Participation rate	100%	100%	100%

**Table 4.** Interpretation of Student's Academic Performance

Statements	SA	A	UC	SD	D	M	SD
<b>Percentage</b>							
I involve more when classwork is about an interesting task.	65.9	33.1	.5	.5	0	1.36	.518
I value course material that is really challenging so I can learn new things.	46.9	27.1	18.1	2.7	5.3	1.93	1.11
I think my studies are not interesting so I keep my work to a limited extent.	56.3	31.6	4.1	8.0	-	1.64	.891
I like to share ideas with my friends.	68.4	28.0	2.2	1.0	.5	1.37	.628
I am confident while participating in class discussion.	40.3	33.3	8.9	8.5	8.9	2.12	1.274
I feel inconvenient while communicating with other students	55.1	27.1	12.6	2.7	2.7	1.71	.969
I feel satisfied when I communicate with my teachers	58.5	28.7	4.8	8.0	-	1.62	.901
I feel confident while delivering a class presentation.	59.4	25.8	6.3	3.1	5.3	1.69	1.081
I establish my own learning goals.	48.6	30.2	16.7	1.0	3.6	1.81	.991
I make a plan to achieve my learning goal.	47.1	41.5	8.2	2.7	.5	1.68	.775

**Table 5.** Interpretation of Student's Academic Performance

Statement	SA	A	UC	SD	D	M	SD
<b>Percentage</b>							
I identify strategies for achieving my goals.	62.1	23.2	3.1	8.9	2.7	1.67	1.069
I monitor my progress towards achieving my goals.	75.1	15.2	2.7	4.8	2.2	1.44	.923
I feel dull to do imagination during class.	59.9	14.3	17.9	7.5	.5	1.74	1.028
I am filled with a lot of good ideas during class.	58.5	34.3	4.1	2.7	.5	1.52	.742
I have a good approach to the solutions of the problem.	66.9	22.9	7.0	.5	2.7	1.49	.860
I am good at exploring new areas of knowledge related to a class assignment.	43.7	43.2	10.4	2.7	-	1.72	.755
I am good at creative writing in different subjects.	69.8	23.4	-	6.8	-	1.44	.808
I am always optimistic about my future.	63.0	24.9	8.9	2.7	.5	1.53	.804
I expect more good things to happen to me than bad.	74.4	19.8	.5	2.2	3.1	1.40	.871

**Table 6.** Interpretation of Students Academic Performance

Statement	SA	A	UC	SD	D	M	SD
<b>Percentage</b>							
If someone criticizes me, I tend to take in the worst light.	32.9	59.2	5.3	-	2.7	1.80	.764
When there is a failure in a team works, I tend to blame others.	66.2	21.7	12.1	-	-	1.46	.701

I find it easy to forgive people and forget about the bad things that have happened to me.	59.2	28.7	4.6	2.2	5.3	1.66	1.043
I find it easy to follow a study schedule	62.3	29.2	5.8	2.7	–	1.49	.726
I am able to study subjects that are not interesting to me.	46.6	44.0	3.6	.5	5.3	1.74	.967
I am able to focus my attention without too much effort.	72.5	8.0	13.3	3.6	2.7	1.56	1.025
I remain up to date with assignments regularly.	58.0	33.1	3.6	2.2	3.1	1.59	.907
I have a lot of time in my week to study.	46.9	44.2	6.3	–	2.7	1.67	.816
I like to spend more time on difficult courses.	59.9	25.4	6.8	–	8.0	1.71	1.141
I monitor my progress towards achieving my goals.	64.7	30.7	4.6	–	–	1.40	.567
I think my studies are not interesting so I keep my work to a limited extent.	48.1	44.2	4.9	2.7	–	1.62	.706

### Interpretation of Teachers data

**Table 7.** Interpretation of Teacher’s Emotional Intelligence

Statement	SA	A	UC	SD	D	M	SD
<b>Percentage</b>							
I express my own feelings.	50.3	43.8	6.0	–	–	1.56	.606
I recognize the situations that the tiger owns emotions.	41.0	41.0	11.3	2.3	4.5	1.88	1.003
I know how to deal with upsetting problems	50.3	33.8	8.3	7.8	–	1.74	.909
I attempt to make my life meaningful as I can.	61.5	3.63	2.3	–	–	1.41	.536
I attempt to see things as they really are without fanaticizing or day dreaming.	31.0	41.5	10.0	8.8	8.8	2.23	1.225
I’m in touch with my emotions.	43.3	34.8	15.5	3.3	3.3	1.88	1.000
I am able to show affection.	43.3	40.5	5.5	6.8	4.0	1.88	1.051
It’s fairly easy for me to express feelings.	43.8	37.0	7.5	3.3	8.5	1.96	1.187
I feel sure of myself in most of the situation.	38.8	34.3	19.8	5.0	2.3	1.98	.995
I know how to own feelings impact own performance	38.0	53.3	6.5	2.3	–	1.73	.681
I Feel confident to work without the need for direct supervision.	48.8	31.5	9.8	6.8	3.3	1.84	1.061
I like helping people.	62.8	28.3	2.3	4.5	2.3	1.55	.913
I am able to control my emotions during teaching.	57.3	20.5	15.5	6.8	–	1.72	.959
I am able to understand the way other people feel.	44.8	46.8	4.3	3.3	1.0	1.69	.784
When working with others, I tend to rely more on own ideas than there.	47.0	39.0	8.8	2.0	3.3	1.75	.934
I believe that I can stay on top of a tough situation.	33.3	51.8	12.8	2.3	–	1.84	.725
I know what I am good at.	53.5	42.0	–	4.5	–	1.56	.720
I’m emotionally stable.	52.0	39.0	6.8	2.3	–	1.59	.716
I know how to deal with students.	58.5	36.0	1.0	2.3	2.3	1.54	.822
I am emotionally stable during teaching.	31.3	61.0	5.5	–	2.3	1.81	.732

**Table 8.** Interpretation of Teacher’s Emotional Intelligence

Statement	SA	A	UC	SD	D	M	SD
<b>Percentage</b>							
I have self-confidence	55.3	31.5	13.3	–	–	1.58	.714
I have a personal presence	45.5	43.5	4.3	2.3	4.5	1.77	.970
I behave calmly in a stressful situations.	51.0	37.3	8.5	3.3	–	1.64	.773
I set my own standards and use them to judge	35.5	54.8	5.3	–	4.5	1.83	.887

performance.								
I take calculated risks to reach a goal.	52.3	27.8	13.5	4.3	2.3	1.76	.989	
I express positive expectations about others potential.	49.8	42.5	3.3	2.3	2.3	1.65	.837	
I give direction and demonstration to develop others.	39.8	52.5	5.5	-	2.3	1.73	.762	
I focus disagreements on the issue or actions involved rather than on the person.	46.5	40.3	6.5	-	6.8	1.80	1.049	
I know how to make discipline in my class.	48.8	44.0	7.3	-	-	1.59	.623	
I calm with others in a stressful situations.	41.0	47.3	9.5	2.3	-	1.73	.723	

**Table 9.** Analysis of the effect of emotional intelligence and stability of teachers on academic performance of students Chi-Square Tests

	Low	Medium	High	Total	Chi-square	Df	LOS
Low	39	14	0	53			
Medium	19	17	06	42			
High	05	03	11	19	41.377	4	.000
Total %	100%	100%	100%	100%			
Total	55.3%	29.8%	14.9%	100.0%	41.377	4	.000

**Table 10.** Analysis of Responses of Heads Regarding Interview Guide

S. No	Items	Yes	No	No Response	Total
1	Emotional intelligence and stability effect on teachers' performance.	09	02	00	11
2	Relationship between teacher's emotional intelligence and students' academic performance.	07	03	01	11

**Table 11.** Analysis of responses of heads regarding Emotional intelligence and stability effect on student's performances

S. No	Items	Responses
1	Less self- Awareness	02
2	Medium of Instruction	03
3	Lack of Training	02
4	Less self-management	01
5	No Response	03
Total		11

The analysis of the table shows that teacher's emotional intelligence and stability effect on academic performance of the student. There is a positive relationship between teacher's emotional intelligence and students' academic performance.

### Conclusion

On the entire the analysis of mean results emotional intelligence and stability of teachers disclose that all secondary schools' teachers. All the respondents reported that teacher's emotional intelligence and stability have great effect or role in students' academic performance. It was concluded that teachers less emotional

intelligence and stability effect badly on students' academic performance. According to the view of teachers, it was determined that all the teachers of secondary schools have need of training that they progress her strong emotional intelligence and stability. The overall analysis, interpretation and findings of the data displays that very small changes exist in emotional intelligence and stability were outlined by male and female school teachers. So it is concluded that the view of both male and female teachers regarding emotional intelligence and stability have very strong similarity.

It is concluded that in secondary level teachers



need to train about emotional intelligence and stability. Teachers need to be emotionally strong in class and have full command on her subject

### **Recommendations**

On the Basis of the analysis, interpretation and finding of the data and the conclusions strained to the following recommendations of the study.

- Teachers need to comprehend the student's emotions and deliver a positive way which students should follow to attain their goals.
- Curriculum and teaching strategies of secondary education as well as higher education classes desires to be described by seeing elements related to emotional intelligence.
- Our assessment system desires to be altered. Teachers should also take into deliberation emotional and social skills of students while assessing.
- Emotional intelligence of the students can be endorsed only when the teachers are emotionally intelligent because the teachers serve as role models for the students to be forged by them.
- The teachers are anticipated to be patient and emotionally balanced personality so that the students grow a sense of attachment and distinctiveness with their teachers and establish good pupil-teacher relationship, which is a key factor to effective teaching and successful learning.
- It is recommended that this kind of research should be determined at high secondary level.
- Further studies are suggested to do this kind of research in experimental research.
- The government might arrange the training of teachers at secondary level related to emotional intelligence and stability to make the teaching operative.

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