



Emotional Intelligence of Lecturers and its Impact on Teaching Effectiveness at Public Universities of Peshawar

Vol. III, No. I (2018) | Page: 415 – 427 | DOI: 10.31703/grr.2018(III-I).31

p- ISSN: 2616-955X | e-ISSN: 2663-7030 | ISSN-L: 2616-955X

Shazia Kanwal*

Mohammad Sohail†

Hafiz Muhammad
Inamullah‡

Key Words

Emotional
Intelligence,
Teaching
Effectiveness,
Lecturer

Abstract *The objectives of the article were to highlight the relationship between Emotional Intelligence (EI) and teaching effectiveness of lecturers at public universities of Peshawar, Khyber Pakhtunkhwa. The researcher adopted a quantitative research design to examine the relationship between the variables under study. The population of the study was lecturers working at public universities of Peshawar. A multistage sampling technique was used to select a sample of the study. Data was gathered using the Self Report Measure of Emotional Intelligence and Teaching Effectiveness Scale. The validity of the instrument was determined through experts' opinion while reliability was established using Cronbach Alpha. Data were analyzed applying Pearson Product Correlation using SPSS 20 version. The findings of the study revealed significant relationship between all the facets of emotional intelligence and teaching effectiveness. On the basis of findings it is recommended that higher educational institutions must focus on significance of EI for effective performance and for such purpose emphasise enhancing and promoting their EI skills.*

Introduction

Education is considered one of the significant indicators of development for any nation or country. These phenomena give rise to an increase in the number of educational institutions to accomplish this growing demand. Expansion in the number of universities seems to be a direct influence of this rapidly growing social demand. To meet this demand number of public as well as private universities are established in Pakistan. Purpose of higher education institutions to create a student

*Principal, Elementary and Secondary Education, KP, Pakistan.

†Lecturer, Department of Education, Abdul Wali Khan University, Mardan, PK, Pakistan.

Email: sohailutm30@yahoo.com

‡Professor, Institute of Education and Research, University of Peshawar, Peshawar, KP, Pakistan.

force that is well equipped with knowledge, skills and abilities, are successful at their workplace and productive for their society. Consequently, with the increase in the number of higher educational institutes, the number of lecturers has also increased to accomplish this demand. Lecturers are knowledgeable people who must work in collaboration and cooperation with key stakeholders of the education industry to enhance and improve students' academic excellence. According to Iskander et.al. (2009), teaching is regarded as one of the most stressful, nerve-racking and challenging professions, as they are in constant contact with key stakeholders. They face some social expectations and demands from students and society. Teachers at the same time are required to perform multiple roles, In addition, increasing workload of lecturers and challenges faced by them may also affect their effectiveness, which ultimately affects the teaching-learning process (emery et.al. 2013). Furthermore, lecturers are overwhelmed with performing multiple tasks for promotion purposes, conducting researches, attending conferences and presentations and so on (Iskander, et al., 2009). Consequently, lecturers have a greater propensity to endure negative emotions including strain, aggression, hopelessness and frustration (Ismail, et al., 2009). So teachers are not only required to equip themselves with cognitive aspects of intelligence but also to promote the non-cognitive aspect called emotional intelligence. These scenarios require a teacher to be emotionally healthy to face and meet these daily demands and stressors and show emotional stability with the folk they work with (Jani, 2011). It is significant for the lecturer to be emotionally healthy and intelligent, as this competence of the teacher has a direct impact on his effectiveness to produce high-quality graduates.

Literature Review

Emotional Intelligence

John Mayer and Salovey (1999), were the first to reconceptualize the concept of Emotional Intelligence (EI). According to Mayer et.al, (2008), Emotional Intelligence consists of four basic facets including identifying emotions, using emotions, understanding emotions, and managing emotions. Goleman's EI model also has four basic paradigms: self-awareness, self-regulation, social awareness and relationship management (Goleman, 1998). Bar-On Model defines EI as interconnected emotional and social competencies that leave an astonishing influence to promote intelligent behavior (Bar-on & Handley, 2003a). According to Bar-On (1997), EI is comprised of five elements: intrapersonal, interpersonal, adaptability, stress management, and general mood. Current research work is influenced by the EI model by Goleman of EI and is based on Emotional Self-Regulation, Self-Awareness and Interpersonal Skills.

After the development of an idea of EI, it has been progressively adopted by academicians and educational organizations. Teachers with enhanced EI skills are found to have a greater level of adaptability, helpful towards students and other stakeholders, supportive, assertive, friendly, and enthusiastic and have greater leadership skills. Nelson and Low (2003) stress that only 20 percent of life success is dependent on cognitive Intelligence while the remaining 80 percent is attributed to components related to EI. He further mentioned that EI is the awareness and understanding of the interpersonal relationship and one's ability to lead a group of people. Numerous other studies suggested that to become an effective leader one must have knowledge of emotional intelligence (tang et al 2009). While decision-making, social awareness and empathy are significant leadership components. Social awareness of a teacher help them establish healthy and productive relationships with students and colleagues, consequently, lecturers with empathy and affective relationship have better ability to accept and appreciate diversity in classrooms, show more care and display a respectful attitude towards their students (Nelson, & Low, 2003). It also aids in understanding students' emotions and non-verbal actions, helping students removed their fear and worries (Hwang, 2007). Hwang (2007) stated that emotional self-regulation skills promote an individual's ability to assess arising problems, setting goals, know and control the elements that obstruct his way of achieving those goals. Self-regulation also enables him to accomplish tasks successfully, and accomplish his duties and responsibility magnificently, it also aids in directing himself towards setting and achievement of career goals effectively and with motivation. According to Goleman (2001), people with greater emotional self-regulation skills show greater adaptability towards novel situations required for improved work performance. Teachers with a high level of EI have a greater degree of confidence, adaptability and they are always ready to respond to students' needs and expectations (Jensen, 1998). Emotional stability of the teaching aids in evading emotional fatigue and conflict which assists him in coping with strain and emotional burnout resulting in effective performance (Salami, 2010). Finding ways to handle anger, fear and anxiety while channelizing negative emotions towards a positive end is an indispensable indication of emotional competency. Palmer (1998), argued that a teacher must have emotional awareness or knowledge of his emotions, values, attitudes, behavior and how other people perceive them. Regular and productive feedback from learners and colleagues helps the teacher in better self-evaluation and knowledge about one's strengths and weaknesses. Teachers with better EI skills show no reluctance in receiving feedback and then working on it to improve their performances. According to Mortiboys (2005), teachers with enhanced EI skills are hopeful, look at the positive side of things, co-operative, confident, open towards change, easily accessible and passionate They have enhanced communication expertise, conflict resolution abilities (Ming, 2003). Salami (2010), mentioned that teachers with high EI levels are highly motivated, more

confident and responsible and have enhanced ability to cope with stress. Hence it can be concluded that emotional intelligence competencies are significant for lecturers to make it certain that they can better cope with stress to perform effectively and can develop healthy interpersonal relations at their workplace even under stressful and unwanted circumstances.

Teaching Effectiveness

The definition of teacher effectiveness is biased and vague, it is defined by researchers and authors in different ways. Some researchers have linked teacher effectiveness with teacher traits (Anderson, 1991) while others linked it to teaching processes or results of teaching (Flander & Simon, 1969). In the current study, teacher effectiveness is defined as having content and pedagogical skills, classroom management skills, and relationship management skills. Aregbeyen (2010), consider teaching effectiveness as the process of making students learning attainable, encourage discussion and engaging students, showing respect towards students' diversity, and maximizing students' academic excellence. Students expect the lecturers to be capable enough to communicate with them freely (Delaney et al, 2010), talk in detail about the advancement in the field, encourage and promote critical thinking ability, and encourage active involvement in the classroom (Aregbeyen, 2010). A good lecturer always encourages students' involvement and provides updated knowledge (Chen, et al., 2007). Gurney (2007), consider lecturer knowledge as the main factor of good teaching. Chickering and Gamson (1987), develop seven principles to improve teaching include active learning, communicate high expectations, collaboration during classroom activities, give a quick response, healthy teacher-student relationship, and appreciate diversity in the classroom. Effective lecturers also encourage their students to express their views and knowledge (Chickering, & Gamson, 1987). It is also significant for lecturers to appreciate healthy criticisms, and provide a handful of experiences to enhanced and promote students' level of confidence (Delaney, et al., 2010).

Robitaille (2008) and Gurney (2007), suggested that lecturers' should respect learner's diversity and show a friendly attitude towards them inside and outside the classroom. Students of such teachers feel comfortable communicating and express and have a healthy relationship with their teachers. To promote learners' participation, the lecturers must be active and energetic, enthusiastic, enjoy his teaching, and apply exciting and diverse teaching strategies for learning in the classroom (Chickering, & Gamson, 1987).

Hypotheses

1. There is a significant relationship between teachers' emotional self-regulation
2. skills and teaching effectiveness of lecturers at public universities of Peshawar.
3. There is a significant relationship between teachers' emotional self-awareness skills and teaching effectiveness of lecturers at public universities of Peshawar.
4. There is a significant relationship between teachers' interpersonal skills and teaching effectiveness of lecturers at public universities of Peshawar.
5. There is a significant relationship between teachers' emotional intelligence and teaching effectiveness of lecturers at public universities of Peshawar.

Research Methodology

Research Design

The current research study is based on a quantitative research design to examine the correlation between emotional intelligence skills and teaching effectiveness.

Research Participants

The population of the study is comprised of lecturers working at public sector universities of Peshawar. There are a total of 757 lecturers working at public sector universities of Peshawar, Khyber Pakhtunkhwa. The researcher adopted a multistage sampling technique to select a sample of the study. At the first stage of sampling, the Morgan table was applied to ascertain the most applicable and suitable sample size. Morgan's table suggested that a sample of 260 is desirable for a population of 757. The second stage of the sampling proportional sampling technique was adopted to assure equal and right representation of the population. While students of teacher sample were selected to rate their effectiveness. Each teacher's effectiveness was rated by four (04) students respectively ($260 \times 4 = 1040$). So the student sample selected for the study was one thousand and forty (1040) students.

Instrumentation

Self-Report Measure of Emotional Intelligence, 2010 (SRMEI), was adopted from the National Institute of Psychology to evaluate the Emotional Intelligence skills of lecturers at public sector universities of Peshawar. SRMEI is comprised of 3 facets including the Emotional Self-Awareness Scale (ESAS), Emotional Self-

Regulation Scale (ESRS) and Interpersonal Skill Scale (ISS). While to evaluate teaching effectiveness, the researcher-made instrument Teaching Effectiveness Scale (TES) was used. TES has also comprised 3 sub-scales i.e. teaching and Pedagogical Skills (TPS), Relationship Management Skills (RMS) and classroom management skills (CMS).

Self-Report Measure of Emotional Intelligence (SRMEI) is based on Goleman’s mixed model (1998, 2001). This scale is comprised of 60 items with an alpha coefficient of .95. SRMEI consists of three subscales, further comprised of 11 components of emotional intelligence. It is a 5-point Likert scale with response categories of ‘always’, ‘Often’, ‘sometimes’, ‘rarely’, and ‘never’ (5, 4,3,2,1 respectively). Possible scoring can range from 60 to 300.

Scores 228 and above= Enhanced and healthy emotional and social skills

Scores 151-227= Satisfactory skills

Scores 150 and below= need improvement (low socio-emotional skills)

Table 1. Elements of SRMEI

Sub-scale	Scope	Number of items
Emotional Self-Regulation Scale (ESRS)	Adaptability, emotional reactivity management (adopting positive ways of expression), emotional stability, conscientiousness (realization of one's duties and responsibilities), achievement drive	27
Emotional self-awareness scale (ESAS)	Self-awareness, perceived self-assessment (awareness of one's strength and loopholes), confidence	21
Interpersonal scale(ISS)	Empathy, sociability (warmth and helpful), communication	12

Teaching Effectiveness Scale (TES) is a student report instrument to rate their effectiveness. The scale is composed of 41 items and is 5 points Likert type scale. Cronbach's Alpha coefficient for TES is .87. To establish the test validity average CVR value found was 0.9. The response categories for this scale are 5 for always, 4 for often, 3 for sometimes, 2 for rarely and 1 for never. Possible Scoring on TES can range from 41-205. Higher TES scoring reflects a higher degree of teaching effectiveness or excellence in their teaching profession. The validity of the instrument was established through experts’ opinion while Cronbach Alpha was used to establish the reliability of the scale.

Table 2. Elements of Teaching Effectiveness Scale

Sub Factors	Scope	No of items
Teaching and pedagogical skills (TPS)	Clear and effective teaching, command over the subject, confidence, effective personality, enthusiastic	17
Classroom management skills (RMS)	time, stress and behavior management skills, motivation	12
Relationship management skills (RMS)	Teacher-student relationship that leads towards enhanced students' performance, availability of teacher outside the classroom, accept and appreciate diversity in the classroom	12

Data analysis and Results

Since data collected for the research study was quantitative in nature, therefore, it was analyzed through quantitative analysis technique. Pearson moment correlation was used to establish the relationship between lecturers' emotional intelligence and their teaching effectiveness.

Table 3. Pearson's Correlation Coefficient Between Elements of Srmei and TeS

	RMS	CMS	TPS	TES
ESRS	.934**	.932**	.940**	.897**
ESAS	.800**	.820**	.825**	.709**
ISS	.966**	.980**	.986**	.938**
SRMEI	.960**	.973**	.980**	.948**

As can be seen in table 3 the results of Pearson product-moment correlation analysis conducted on SPSS, which included two major variables of the study i.e. emotional intelligence and teaching effectiveness. The relationship matrix indicated that overall EI and facets of EI are significantly correlated with overall teaching effectiveness and all the components of teaching effectiveness.

1. There is a significant relationship between emotional self-regulation skills and teaching effectiveness of lecturers at public universities of Peshawar. (Positive, medium and significant relationship i.e. $r = .897$)
2. There is a significant relationship between emotional self-awareness skills and teaching effectiveness of lecturers at public universities of Peshawar.

(Positive and significant relationship i.e. $r = .709$)

3. There is a significant relationship between the interpersonal skills scale and teaching effectiveness of lecturers at public universities of Peshawar.

(Positive, strong and significant relationship i.e. $r = .938$)

4. There is a significant relationship between emotional intelligence and teaching effectiveness of lecturers at public universities of Peshawar.

(Positive, strong and significant relationship i.e. $r = .948$)

Discussion

The result of the present study found that emotional intelligence skills have a substantial influence on teachers' job effectiveness.

Self-regulation cluster: Findings of the study reveals that lecturers with Emotional intelligence skills have the ability to attain a higher level of excellence in students' academics. They were found capable to cope with undesirable and novel circumstances with a higher level of adaptability and assimilation. Highly self-regulated teachers were found with an ability to manage emotional reactions like anger and frustration and were able to express their emotions in a balanced and positive way. Salami (2010), suggested that the emotional stability of teachers aid in facing emotional exhaustion and interpersonal conflicts helping him manage stress which results in effective teaching performance. Such teachers were also found with a strong urge to setting new goals and achieving old ones to improve themselves, subsequently motivating their learners to set goals for them and help them in achieving their goals. Nelson and Low (2003) in their study also mentioned that self-regulation skills are significant for teachers to display enhanced and improved job performance. Emotional management is also considered important for effective communication, students' emotional and behavior management and also important for effective delivery of knowledge (Jani. S, 2011). Kunter et al., (2013) found teachers' adaptability as a dominant factor of EI and consider it important for effective teaching and learning process. Teachers with a high level of emotional intelligence have a greater level of confidence, and flexibility, are always ready to help students and strive to meet student's expectations with ease and enthusiasm (Ignat Clipa, 2012).

Self-awareness cluster: findings of the study suggested that teachers with greater knowledge of their emotions were able to identify their strengths and limitations along with the belief in their abilities to overcome their weaknesses. They were found to have a greater urge to utilize their energy in a profitable manner. Such energy help teachers engage students in multiple classroom activities to reduce discipline hurdles (salami, 2007). Lecturers with self-recognition were found to be in a better position to find a brighter side of the situation and help in utilizing students potentially at an optimum level. Ignat Clipa (2012), in his study, found that Teachers with enhanced emotional competencies were found to face

daily challenges with ease and confidence. Facing these challenges and overcoming them resulted in a disciplined classroom environment (Jeloudar et.al, 2011).

Interpersonal cluster: The study also confirms the result that teachers with interpersonal skills were found friendly, warm, and helpful towards their students. Students of such teachers assure the availability of their teachers even for non-academic problems outside the classroom. Such teachers were found approachable by their students for cognitive and emotional support. They were found to have a greater ability to establish and maintain a healthy and satisfying relationship characterized by intimacy, affection and emotional attachment. Salami (2007), also suggested that an emotionally intelligent teacher promote and appreciate individual differences and keeping in view these differences develop strategies accordingly. As teaching is a profession where teachers have to deal with different stakeholders and where they are supposed to perform multiple roles as a teacher, as a guide, as a facilitator, as a communicator, they must possess good interpersonal skills (Jani. S, 2011).

Teachers who possess a higher level of EI skills tend to display higher teaching effectiveness skills. Numerous studies reveal that teachers with a low level of EI tend to create teacher-student conflict (Fer, 2004), low EI also creates stress (Bono, & Vey, 2005), and teachers with low EI have difficulty in managing student's behavioral problems (Tye & O'Brien, 2002). Study conducted by Fer (2004) and Kremenitzer & Miller (2008) concluded that teachers who display low level of EI, their students were found with low level of motivation, portray disrespectful and uncooperative behavior Mehmood et.al. (2013), mentioned in his study that emotional stability of Teacher is significant for effective delivery of knowledge. Hassan et.al., (2015) in his study argued that teachers with knowledge of EI can communicate in productive and effective way, can create an inclusive environment for productive work, enjoy personal wellbeing, have healthy and productive relationship which paved a way for their professional success and effectiveness (Hassan et al., 2015).

Teacher's emotional stability is regarded as important for effective Transference of knowledge (Mehmood et al., 2013). Ignat Clipa (2012) revealed that Teachers' emotional competencies can help him face the daily challenges of life easily. Teachers need to develop and establish a very caring and empathetic attitude to understand students' interests and abilities, they must create an emotional attachment with their students to encourage and motivate them (Labaree, 2000). Teachers with knowledge of emotional management have better ability of classroom management and can deal with student's behavioral problems easily and effectively (McCarthy, et al., and 2015). Sieberer-Nagler (2015), established a fact that managing student's socio-emotional problems is the main component of classroom management. Salami (2007), advocated that an emotionally intelligent

teacher appreciates individual diversities in the classroom and adopt his teaching strategies accordingly.

Conclusion

In the current study, all facets of teachers' emotional intelligence are found in significant association with all the facets of teaching effectiveness i.e. relationship relationships, classroom management, content and pedagogical skill. It can be concluded that teachers who realize themselves have better understanding of their emotions and effectively express themselves, know students and their needs and maintain positive and productive relationship with stakeholders, can deal with demands and stressors of teaching profession, have better skills of stress, time and classroom management, update their knowledge to satisfy students' needs are ultimately called as effective teachers. Therefore Emotional capabilities of teachers are found to be of great contributing factor which has an influence on the teaching-learning process as well as on the socio-emotional development of students in the classroom.

Suggestions

Since non-cognitive factors are now considered as substantial factors for effective performance and success at the workplace, universities must now emphasis on arranging training programs for lecturers to enhance and promote their EI skills. They must equip themselves with knowledge of emotional self-regulation so that they can better adapt themselves to day by day changes and advancement, and can face these daily stressors without any fear. With proper training, they will be successful in their workplace and will become effective and stable members of society. Additionally, such training can also contribute towards enriched professionalism among lecturers and help in creating productive and effective learning environments that would lead towards a culture of cultivating continuous improvement to assure students success and academic excellence. As there is a need to train our students to promote their socio-emotional skills along with their cognitive skills to be successful in their lives.

References

- Anderson, L. (2004) Increasing teacher effectiveness, (2nd edition). UNESCO International Institute for Educational Planning. Retrieved on February 1, 2018, from <http://unesdoc.unesco.org/images/0013/001376/137629e.pdf>
- Aregbeyen, O. (2010). Students' perceptions of effective teaching and effective lecturer characteristics at the University of Ibadan, Nigeria. *Pakistan Journal of Social Sciences*, 7(2), 62-69.
- Bar-On, R. (1997). Eq-I Baron Emotional Quotient Inventory Technical Manual. Multi Health Systems Inc., Toronto.
- Bar-On, R., & Handley, R. (2003a). The Bar-On EQ-360. Toronto, Canada: Multi Health Systems.
- Chickering, A. W. & Gamson, Z. (1987). Seven principles for good practice in higher education. *American Association of Higher Education Bulletin*, 39(7), 3-7.
- Delaney, J., Johnson, A. N., Johnson, T. D., & Treslan, D. L. (2010). Students' perceptions of effective teaching in higher education. Memorial University of Newfoundland, Distance Education and Learning Technologies.
- Flander, N.A. & Simon, R. (1969). Teacher Effectiveness in Robert Eels: Encyclopaedia of Educational Research, (4th ed., pp. 142-143). London: Mc. Million.
- Fer, S. (2004). Qualitative Evaluation of Emotional Intelligence In-Service Program for Secondary School Teachers. *The Qualitative Report*, 9(4), 562-588. Retrieved from <https://nsuworks.nova.edu/tqr/vol9/iss4/1>
- Goleman, D. (1998). IQ and technical skills are important, but emotional intelligence is the sine qua non of leadership. *Harvard business review*, 93(1), 93-102.
- Goleman, D. (2001). An Emotional Intelligence Based Theory of Performance in the Emotionally Intelligent Workplace. Jossey-Bass.
- Gurney, P. (2007). Five factors of effective teaching," *New Zealand Journal of Teachers' Work*, 4(2), 89-98 .
- Hassan, F., Chew, B. & Zain, A.M. & (2015). The relationship between the social management of emotional intelligence and academic performance among medical students. *Psychology, Health & Medicine*, 20(2), 198-204.
- Hwang, F. F. (2007). The relationship between emotional intelligence and teaching effectiveness. Dissertation Texas and M University – Kingsville, United States.

- Ignat, A.A., & Clipa, O. (2012). Teachers' satisfaction with life, job satisfaction and their emotional intelligence. *Procedia-Social and Behavioral Sciences*, 33, 498-502
- Iskandar, I., Majzub, R. M., & Mahmud, Z. (2009). Kecerdasan emosi dan komitmen pekerjaan dalam kalangan pensyarah universiti di Indonesia (Emotional quotient and work commitment among lecturers at an Indonesian university). *Journal Pendidikan (UKM)*, 34(1), 173-186.
- Ismail, N., & Idris, K. N. (2009). The effects of classroom communication on students: academic performance at the International Islamic University Malaysia (IIUM). *Unitar e-journal*, 5(1), 37.
- Ismail, A., Suh, Y. S., Ajis, M. N. E., & Dollah, N. F. (2009). Relationship between occupational stress, emotional intelligence and job performance: An Empirical Study in Malaysia. *Theoretical and Applied Economics*, 10(539), 3-16.
- Jani, S. H. M. (2011). The relationship between emotional intelligence and teaching effectiveness among lecturers at Universiti Teknologi Mara, Puncak Alam, Selangor," M. S. thesis, Universiti Teknologi Mara, Shah Alam, Selangor.
- Jeloudar, S.Y., Yunus, A.S.M., Samsilah Roslan, S., Sharifah, Md., & Nor, S.M. (2011). Teachers' Emotional Intelligence and Its Relation with Classroom Discipline Strategies Based on Teachers and Students' Perceptions. *Journal Psychology*, 2(2), 95-102.
- Kunter, M., Vieluf, S., & Vijver, F. J. R. (2013). Teacher self-efficacy in cross national perspective. *Teaching and Teacher Education*, 35, 92–103
- Labaree, D. F. (2000). On the Nature of Teaching and Teacher Education Difficult Practices That Look Easy. *Journal of Teacher Education*, 51(3), 228-233.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New ability or eclectic traits. *American Psychologist*, 63(6), 503-517.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27, 267–298.
- Ming, L. F. (2003). Conflict management styles and emotional intelligence of faculty and staff at a selected college in southern Taiwan (China). Retrieved from www.eiconsortium.org on December 29, 2018.
- Mehmood, T., Qasim, S., & Azam, R. (2013). Impact of Emotional Intelligence on the Performance of University Teachers. *International Journal of Humanities and Social Science*, 3(18), 300.
- McCarthy, C. J., Lineback, S., & Reiser, J. (2015). Teacher stress, emotion, and classroom management. In E. T. Emmer & E. J. Sabornie (Eds.), *Handbook of classroom management* (2nd ed., pp. 301–321). New York: Routledge.

- Nelson, D.B.; Low, G.R.; Nelson, K. (2005) The Emotionally Intelligent Teacher: A Transformative Learning Model. Retrieved from http://www.tamuk.edu/edu/kwei000/research/articles/article_files/emotionally_intelligent_teacher.pdf
- Nelson, D. B., & Low, G. R. (2003). *Emotional Intelligence: Achieving Academic and Career Excellence*, 2nd ed., New York: Prentice Hall.
- Nelson, D. B., Low, G. R., & Nelson, P. D. K. (2012). *The emotionally intelligent teacher: A transformative learning model*. Retrieved on December, Unpublished, vol. 7.
- Palmer, B., Donaldson, C., & Stough. (2002). Emotional intelligence and life satisfaction. *Personality and Individual Differences*, 33, 1091–1100.
- Robitaille, C. A. (n.d). *Emotional intelligence and teachers: An exploratory study of differences between general and special education teachers*. Ph.D. dissertation, Union Institute and University, United States –
- Salami, O. S. (2007). Relationships of Self-efficacy and Emotional Intelligence with Work Attitudes among Secondary School Teachers in South-western Nigeria. *Pakistan Journal of Social Sciences*, 4(4), 540-547.
- Salami, S. O. (2010). Occupational stress and well-being: Emotional intelligence, self- efficacy, coping, negative affectivity and social support as moderators. *The Journal of International Social Research*, 3(12), 387-398.
- Sieberer-Nagle, K. (2016). *Effective Classroom-Management & Positive Teaching English Language Teaching*. Canadian Centre of Science and Education, 9 (1)163.
- Tang, H. V., Yin, M. S., & Nelson, D. B. (2009). The relationship between emotional intelligence and leadership practices: A cross-cultural study of academic leaders in Taiwan and the USA. *Journal of Managerial Psychology*, 25(8), 899-926.
- Tye, B., & O'Brien, L. (2002). Why are experienced teachers leaving the Profession? Phi Delta Kappa (Issue Brief No. 00317217).