

## **The Relationship between Emotional Intelligence and Performance of Secondary School Teachers**

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### **Abstract**

The major aim of the study was to find out the relationship between emotional intelligence and performance of teachers at secondary school level. The target population of the study comprised 3168 secondary school teachers. Sample of the study consisted of 950 male and female secondary school teachers working in high schools of rural and urban areas. The sample was taken on proportionate basis according to the population of male and female secondary school teachers in each district. The study was co-relational in nature. The required data was calculated through survey technique. The instrument was named Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF) which was adopted from K.V.Patride to measure the emotional intelligence level of secondary school teachers. The performance of teachers was measured through the results of students in annual examination of class 10 conducted by Board of Intermediate and Secondary Education Lahore (BISE). The collected data was analyzed using mean, standard deviation and Pearson r. It was found that emotional intelligence of teachers was having strong relationship with the performance. Conclusions were drawn and recommendations were made.

**Keywords:** Emotional intelligence, academic achievement, secondary school teacher (SST)

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## **Theoretical Background**

Human mind is influenced by three key variables, mental processes, emotions and level of motivation of the individual. Studies have focused on exploring the linkages between the level of intelligence of an individual and the performance at the workplace (Murphy, 1989; Behling, 1998). However researchers have also started questioning the authenticity of intelligence quotient (IQ) as the sole factor that can be used to predict or understand the performance of employees. Goleman (1998) has stated that IQ doesn't sufficiently explain the reasons why individuals with higher level of technical skills are unable to perform well in their respective jobs that require leadership position. On the other hand an employee with average technical skills is able to demonstrate greater degree of capability of handling such tasks. One of the possible reasons in this regard is that the level of performance is a reflection of the level of emotional competence possessed by the employees. The higher the level of emotional competence the greater is the possibility of effectively interact with the other employees, thus resulting in better performance (Goleman, 1998; Carmeli & Josman, 2006).

The heightened interest in the linkages between the level of intelligence of an individual and performance at the workplace has triggered interest in factors besides intellect that determine the output of an individual. Numerous studies have positioned emotional intelligence (EI) as a focal point of their investigative processes, aiming to test the linkages of EI with the output of an individual as the part of an organization (Lam & Kirby, 2002; Rapisarda, 2002; Sy, Tram & O'hara, 2006; O'Boyle et al., 2011).

Educational institutions are deemed as the key source of developing academic competence among the students. Teachers have the prime responsibility of ensuring that the information provided to the students is properly understood by them. Another key responsibility associated with the teachers is to follow the curriculum and ensure completion of the syllabus within the specified time frame of the students. In addition to this, maintenance of classroom discipline, managing interaction with students, effectively handling interaction with parents is also an integral part of the responsibilities which need to be fulfilled by the teachers. It is also important to note that a teacher's role is much more than simply being a source of academic learning for the students.

The role of teachers becomes more important as they facilitate the psychological growth of the students too. There is a possibility that instructors can identify their own emotional state as well as the emotional state of their scholars, thus generating a deeper understanding of why they and their students tend to behave in a particular manner. On the other hand, lack of awareness about the emotional state of self or others can give rise to problematic interpretation of the behaviour as well as adoption of inappropriate approaches to handle them. Emotional intelligence is seen taking on a central position in generating the good performance among teachers in schools, colleges and universities (Jennings & Greenberg, 2009). In order to become effective teachers, they must consider their teaching competence beyond the intellectual competence, professional skills and academic qualification. The implications of level of emotional competence of the teachers can be manifested in the form of performance of students (Brackett & Katulak, 2006). Inability of a teacher to create a classroom environment that supports the fast paced and quick learning among students can inhibit the performance of the pupil, while the teacher performance is explained through the quality of interaction which has been established with the students. Based on this background, the researchers have suggested inclusion of training for teachers that specifically aims at the development of their level of emotional competence (Hawkey, 2006).

The teachers who are dealing with the problem of stress not only carry a negative action to school, but also present a negative behavior within the classroom. Consequently their performance as an instructor declines, eventually resulting in poor performance of the students. Since being a part of the educational sector as an instructor entails high level of professional stress for the teachers, its impact on the classroom behaviour is also evident. Instructors who are exposed to high level of work related stress have been found to carry a greater risk of developing negative attitude about their jobs and its related responsibilities (Klassen, 2010).

In addition to this, emotionally intelligent teachers are also able to recognize how their words and actions can have an impact on the behaviour and feelings of their students. Grant (1993) considered the behaviour of teacher as a means of instigating participation of students in various class activities. She and Fisher (2002) have further supported the role of teacher's emotional regulation as a means of directing student performance within the context of Taiwan. The performance of teachers can be measured in terms of the capability of the students to understand the content covered in classroom and be able to perform well in test or exam. The level of cognitive development achieved by students was endorsed by friendly classroom environment that has been maintained by the teachers.

The initial work undertaken within the domain of the role of emotional intelligence in human life can be attributed with Charles Darwin who deemed them to play an integral role in maintaining existences as well as modifying own self to better adjust with the changing external circumstances (Zeidner, Matthews & Roberts, 2009). Apart from the initial work on linkages between emotions and intelligence, the work of Thorndike is also worth citing who conceptualized the phenomenon as ‘social intelligence’ (Thorndike, 1936).

Salovey and Mayer (1990) have put forward the term “emotional intelligence”, thus explaining the essence of emotional competence. In a study conducted by Mayer, Salovey and Caruso (2004), the authors have considered emotional intelligence as a part of the broad group of intelligences, comprising other manifestations of intellect such as social, practical and personal intelligence. In some cases, researchers have considered the coining of term emotional intelligence a means of simplifying the intricate construct of intelligent being. In other words, the term EI can be deemed as an umbrella term, under which various smaller constructs can be placed (Boyatzis, Goleman & Rhee, 2000).

The studies on emotional intelligence have gained momentum after the study of Daniel Goleman in which he presented his ideas about the dynamics of the phenomenon, exploring the nature of emotional intelligence and its implications for an individual in personal and job related spheres of his existence. One of the leading contributors in the EI theory is Goleman (1996) who suggested that cognitive intelligence commonly represented by Intelligence Quotient (IQ) doesn’t sufficiently explain the skills that are needed to be successful within professional and social spheres of life. The evident lack of studies positioning emotions as a part of intelligent behaviour has also triggered investigation in this regard. The use of intelligence cannot support a person in dealing with workplace issues such as organizational conflict, responding to change, being innovative etc

The researchers who think about emotional intelligence as ability are inclined to view it construct that can be measured through tests which are made like the intelligence competence (IQ) of an individual. The theoretical framework offered by Mayer and Salovey (1997) serves as the guiding structure for the development and application of ability EI tests. The dimensions included in these tests address the following components;

*“emotions identification, emotions utilization, emotions understanding and emotions regulation”* (Nelis et al., 2009, p. 36).

The investigators even up-to now support different notions related to what constructs emotional intelligence, thereby representing various lenses through which EI can be viewed and interpreted. The aim here is to provide an overview of the diversified ideas about the nature of EI, rather than spending time to further engage in dispute over whether the ideas related to EI should be favoured or dissipated. Each definition provides insight into the diverse nature of emotional intelligence, thus indicating a need to further explore, develop and refine the construct. In terms of defining the nature of emotional intelligence for this study, it can be understood as a trait which can be further divided into sub categories including elements of wellbeing, self-control, emotionality and sociability (Laborde, Brüll, Weber & Anders, 2011). Rushton et al. (2009) stated that the instrument of Trait Emotional Intelligence Questionnaire (TEIQue) intends to gauge the level of trait EI of an individual by focusing these four aforementioned factors.

The research focuses on the three elements of wellbeing, emotionality, sociability as well as includes the fourth element of self confidence, as an additional aspect of trait EI. Despite the usage of term trait EI, the level of emotional intelligence of an individual doesn't reflect the presence of an innate personality feature, rather EI is a manifestation of the competence of an individual to manage own and other people's emotions in an effective manner. Within the framework of current study, trait EI is positioned as suggesting the level of emotional competence of an individual which directs his behaviour towards own self and other individuals in his surroundings. This notion has also been supported by Law et al. (2004, p. 483) who asserted that "EI is conceptually distinct from personality", thus drawing the line between personality traits and EI as a competence based trait. Personality, even though viewed as consisting of traits, emotional intelligence as a trait can be positioned as a competence to handle personal and other people's emotions.

Many investigators also attempted to gauge the level of trait EI of an individual through TEIQue. As a measurement instrument of EI, it considers emotional intelligence as a form of personality trait. Freudenthaler et al. (2008) has applied it to validate the usefulness of TEIQue as a means of identifying the level of EI on the five domains as well as exploring its linkages with the life satisfaction of an individual. It has also been found that the five factors of trait EI included in the questionnaire were significantly associated with the perception of an individual towards his/her life. TEIQue comprises of the constructs of wellbeing, emotionality and sociability which are a part of this study (as depicted in figure 2). However, the constructs of self control and global EI haven't been included in the research. Furthermore, general EI has also been measured as a part of this investigation. Thus, the study is focusing on wellbeing, self confidence, emotionality, sociability and general.

The linkages between emotional intelligence and performance of leaders have also been a key area of investigation. The ability of a leader to connect with the group of followers, inspire them through sharing the vision of future, and encouraging them to work towards the achievement of common goals and objectives requires effective use of emotions (George, 2000). The ability to understand personal feelings and emotions as well as the current emotional outlook of other individuals can also support a leader in using the right set of words to reach out the followers. Moreover, the negative emotions among the followers can be deftly handled after prompt identification. The components of EI as identified by Goleman (1995) have been viewed by Prati et al (2003) who stated that EI is an effective means of understanding the part emotionally intelligent leaders can demonstrate in guiding and directing the behaviors of the team members.

### **Relationship between Emotional Intelligence and Teachers' Performance**

The profession of teaching requires the ability to handle stressful circumstances of dealing with work pressure as well as maintenance of decorum within the classroom. Moreover, Pithers (1995) hinted at the possibility of burn out experienced by teachers due to high level of stress that they are exposed to on a day to day basis. In order to deal with the high job stress and the risk of burn out, the instructors need to be equipped with the ability to effectively manage their and the student's emotional states.

Neale et al. (2011) has asserted that one of the basic reasons why emotionally intelligent leader and coaches are able to perform well is that they are not only able to identify their own areas of strength, but are also capable of actively seeking strengths in other individuals. Teacher in a similar manner can facilitate the educational development of children through observing their strengths and using them as a means of gaining leverage against the limitations of the students.

Ismail and Idris (2009) analyzed the personality of Malaysian teachers, studying the linkages between their displayed emotions and handling of students within the classroom. It has been found that increased usage of negative emotions within the classroom has inhibited the learning of students, thus suggesting that negativity in teacher's personality highly influenced their performance as an instructor. According to Pianta (1999) the psycho-social and academic development of students is facilitated through the establishment of warm interpersonal relationships within the classroom with the teachers.

It is also imperative to note that emotionally intelligent teachers are able to perform well in classroom because they are quickly able to judge what emotions they are experiencing along with making quick and accurate judgment about the emotional state of the students. Such effective regulation of emotions is associated with the construct of emotionality as a part of trait EI. Cooper and Sawaf, (1997) have further argued that the effective management of emotions is not possible unless an instructor is capable of using them to make appropriate decisions.

Based on the empirical evidence provided in the above section, it can be inferred that a strong relationship exists between teacher's level of EI and their subsequent performance as an instructor in the classroom.

### **Research Objectives**

The following research objectives were developed for the study:

- To find out the relationship between emotional intelligence and performance of secondary school teachers.
- To find out the relationship between emotional intelligence and performance of male secondary school teachers.
- To find out the relationship between emotional intelligence and performance of female secondary school teachers.

### **Research Hypotheses**

The following research hypotheses were formulated for the study:

**H<sub>01</sub>:** There is no significant relationship between emotional intelligence and performance of secondary school teachers.

**H<sub>02</sub>:** There is no significant relationship between emotional intelligence and performance of male secondary school teachers.

**H<sub>03</sub>:** There is no significant relationship between emotional intelligence and performance of female secondary school teachers.

## **Methodology**

The study was descriptive in nature and survey method was used to collect the data. This was also co-relational in nature as it was aimed to find out relationship between variables of study which were emotional intelligence of secondary school teacher (variable 1) and performance of secondary school teacher (variable 2)

A survey was conducted to measure the level of emotional intelligence of secondary school teacher using the questionnaire (TEIQue). A sample of 950 teachers was selected for this purpose out of the total population of 3168 secondary school teachers teaching in high and higher secondary schools of five districts in Lahore division. The research tool named Trait Emotional Intelligence Questionnaire (TEIQue –Short Form) was used for measuring the emotional intelligence level of the teachers. The short form version was used comprising 40 items developed on seven point likert scale. The validity of the questionnaire was measured through experts' opinion. Pilot study was conducted to calculate the reliability of questionnaire in local scenario and 110 teachers were selected for this purpose. The calculated value of reliability was 0.70. The performance of teachers was measured through the results of their students in annual examination of grade 10 conducted by the Board of Intermediate and Secondary Education Lahore. The mean score of previous two years results was used for the research purpose.

## **Data Analysis**

The data was analyzed with the help of Statistical Package for Social Sciences (SPSS-15). Mean and standard deviation were calculated to determine the level of emotional intelligence of secondary school teachers. Pearson "r" was used to find the relationship between emotional intelligence and performance of secondary school teachers.

**Table 1**

*Means and Standard Deviations of Emotional Intelligence Factors of Secondary School Teachers (n=950)*

	Min	Max	<i>M</i>	<i>SD</i>
Wellbeing	6	42	29.09	4.77
Self control	6	42	28.93	5.24
Emotionality	12	56	35.84	6.97
Sociability	6	42	30.48	5.35
Global Trait	4	28	18.76	3.79
Emotional Intelligence	40	210	143.31	20.19

Table 1 shows the details of means and standard deviations of factors of emotional intelligence of teachers. It was found that the emotional intelligence factor emotionality was having the highest mean and standard deviation ( $M= 35.84$ ,  $SD= 6.97$ ) whereas the factor global trait was having lowest value of mean and standard deviation ( $M= 18.76$ ,  $SD= 3.79$ ). The results showed that emotionality existed at higher level in the teachers as compared to the other factors. It was found that mean and standard deviation of emotional intelligence were ( $M=143.31$ ,  $SD=20.19$ ).

### **Relationship between Emotional Intelligence and Performance of Secondary School Teachers**

To address the relationship between emotional intelligence and performance of secondary school teacher Person “r” was calculated and the hypotheses were tested.

Firstly, the hypothesis “There is no significant relationship between emotional intelligence and performance of teachers at secondary school level” was tested and the results are shown in the table 2.

**Table 2**

*Relationship between Emotional Intelligence and Performance of Secondary School Teachers (n=950)*

Emotional Intelligence and its Factors	1	2	3	4	5	6	7
1.Well being	-						
2.Self control	.518**	-					
3.Emotionality	.463**	.462**	-				
4.Sociability	.478**	.519**	.470**	-			
5.Global trait/General	.518**	.458**	.671**	.472**	-		
6.Emotional Intelligence	.759**	.771**	.800**	.763**	.755**	-	
7.Teacher Performance	.119**	.170**	.093**	.188**	.134**	.174**	-

\*\* $p < .01$

Table 2 reveals the relationship of different factors of emotional intelligence with teacher performance. To find the relationship Pearson coefficient of correlation “*r*” was calculated. It was found that factor well being ( $r = .119, p < .01$ ), self Control ( $r = .170, p < .01$ ), emotionality ( $r = .093, P < .01$ ), sociability ( $r = .188, p < .01$ ) and global trait ( $r = .134, p < .01$ ) were having statistically significant positive relationship with teacher performance. It was also found that emotional intelligence was having statistically significant positive relationship with teacher performance. ( $r = .174, p < .01$ ). Hence, it was concluded that statistically significant positive relationship existed between emotional intelligence and performance of secondary school teachers.

**Table 3**

*Relationship between Male Teachers’ Emotional Intelligence and Performance (n=586)*

	1	2	3	4	5	6	7
• Wellbeing	-						
• Self- control	.509**	-					
• Emotionality	.373**	.389**	-				
• Sociability	.430**	.519**	.437**	-			
• Global trait	.476**	.429**	.620**	.438**	-		
• Emotional Intelligence	.731**	.764**	.755**	.758**	.729**	-	
• Teacher Performance	.117**	.195**	.065*	.153**	.115**	.161**	-

\*\* $p < .01$

Table 3 reflects the relationship of factors of emotional intelligence with the performance of male teachers. To find out the relationship Pearson coefficient of correlation “*r*” was calculated. It was found that factor wellbeing ( $r = .117, p < .01$ ), self- control ( $r = .195, p < .01$ ), emotionality ( $r = .065, p < .01$ ), sociability ( $r = .153, p < .01$ ) and global Trait ( $r = .115, p < .01$ ) were having statistically significant positive relationship with male teacher performance. The calculated value of ‘*r*’ between emotional intelligence and male teacher performance was ( $r = .161, p < .01$ ). So, it was resulted that emotional intelligence was having statistically significant positive relationship with male teachers’ performance.

**Table 4***Relationship between Female Teachers' Emotional Intelligence and Performance (n=364)*

	1	2	3	4	5	6	7
• Wellbeing	-						
• Self- control	.522**	-					
• Emotionality	.579**	.552**	-				
• Sociability	.524**	.508**	.499**	-			
• Global trait	.566**	.490**	.733**	.504**	-		
• Emotional Intelligence	.791**	.780**	.852**	.756**	.783**	-	
• Teacher Performance	.082*	.092*	.076*	.174**	.110**	.119**	

\*\* $p < .01$ 

Table 4 indicates the relationship of emotional intelligence factors with performance of female teachers. To find the relationship Pearson's coefficient of correlation "r" was calculated. It was found that wellbeing ( $r = .082, p < .01$ ), self-control ( $r = .092, p < .01$ ) and emotionality ( $r = .076, p < .01$ ) sociability ( $r = .174, p < .01$ ) and global Trait ( $r = .110, p < .01$ ) were having statistically significant positive relationship with the performance of female teacher. It was also found that the relationship between emotional intelligence and female teacher performance is statistically significant positive ( $r = .119, p < .01$ ). Hence, it was concluded that statistically significant positive relationship existed between emotional intelligence and performance of female secondary school teachers.

## Discussions

The results showed that factor emotionality existed at high level in the teachers' emotional intelligence as compared to the other factors. The calculated mean for the factor was 35.84 and the standard deviation 6.97 ( $M = 35.84, SD = 6.97$ ) it was also found that mean value for total emotional intelligence was 143.31 and the value of standard deviation was 20.19 ( $M = 143.31, SD = 20.19$ ).

With regard to relationship it was concluded that statistically significant positive relationship existed between emotional intelligence and performance of secondary school teachers. It means that increase in the level of emotional intelligence enhances the performance of secondary school teachers at secondary school level.

The result showed that emotional intelligence was having statistically significance positive relationship with male teachers' performance. It was concluded that statistically significant positive relationship existed between emotional intelligence and performance of female teachers.

The present study has explored that statistically significant positive relationship exists between emotional intelligence and performance of secondary school teachers. It was also measured that statistically significant positive relationship existed between secondary school teachers on the basis of gender and locale. In totality it was concluded that excellence in the level of emotional intelligence brings enhancement in the performance of teacher at high school level. These conclusions based upon the relationship of emotional intelligence and performance of teachers has also been supported by Parker et al. (2004) in his study. He has elaborated that strong relationship existed between emotional intelligence and performance of students in academic institutions which is regarded as an indicator for the measurement of teacher performance. The concept of relationship between emotional intelligence and performance has also been described by Austin (2005) in his study conducted on medical college students. It was declared that students success and better score in exams has strong relationship with emotional intelligence. The research study conducted in Iran also strengths the results of this research.

Bagherzadeh and Nikoo (n.d) have investigated that the role of emotional intelligence is very vital for high level performance of individuals. In another parallel research study it has been resulted that higher level of emotional intelligence empowers the teachers to play their role as leaders in class room and ultimately guidance for success is provided to the students, and success of students is an indicator to measure the performance of teacher (Frost & Harris, 2003). Similar to this study, conducted by Ciarrochi, Deane and Anderson (2002) it has been inferred that higher level of emotional intelligence decreases the negative outlook of a person toward life. The conclusions of this study are also in consonance with the study of GU and Day (2007). It has been argued by them that emotional intelligence enables a teacher to manage his own emotions to decrease the stress. This stress management through emotional intelligence enhances his job related task in both the qualitative and the quantitative way and he or she ultimately focuses the educational needs of students.

Another study on the similar pattern shows that emotional intelligence of a teacher leads him or her towards creation of an excellent class room environment which directly relates to teacher performance as well as the students learning (Labarees, 2000). Penrose, Perry and Ball (2007) have promoted the idea that emotionally intelligent teachers fulfill job responsibilities of teaching learning process in our result oriented way and this is a key criterion of performance.

## Recommendations

On the basis of conclusions and discussions, following recommendations have been made:

- Since the concept of emotional intelligence is relatively new in under-developing countries like ours, so a number of programs, seminars, workshops and conferences for the purpose of awareness and importance of emotional intelligence be planned at district, division and provincial level.
- For the purpose of comparison similar research studies should be conducted to gain information about emotional intelligence of teachers in private sector. This will create an atmosphere of competition between public and private sector institutions.
- For more understanding of emotional intelligence a number of training programs specially for teachers working in rural areas and also for the female teachers should be arranged at tehsil and district level.

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