

Can Emotional Intelligence “Trait of Teachers be Considered” as One of the Objectives in Teacher Education to Sustain Educational Goals of 2030?

C Girija Navaneedhan*

Department of Management Studies, Indian Institute of Technology, Madras, India

***Corresponding Author:** C Girija Navaneedhan, Department of Management Studies, Indian Institute of Technology, Madras, India.

Received: December 05, 2019; **Published:** February 20, 2020

DOI: 10.31080/ecne.2020.12.00651

Abstract

Emotional intelligence is considered one of the personality traits of an individual possessing the ability to control his/her own emotions as well as understanding the emotions of others in his/her vicinity for example in a work environment or in a personal space. Several research studies on emotional intelligence has been carried out for several decades stressing the importance of emotional intelligence shaping the personality of an individual. In the present research work the focus is given on four important dimensions of emotional intelligence namely: Cognitive ability, tolerance, ego and decision making. The objective of the research is to find out how these dimensions shape the emotional intelligence of teachers as study is conducted on teacher sample. According to OECD (Organization for Economic Cooperation and Development). It is a unique forum where the governments of 34 democracies with market economies work with each other, as well as with more than 70 non-member economies to promote economic growth, prosperity, and sustainable development. learning frame work of 2030 emphasizes a society enriched with learners with orientation of values such as responsibility, common prosperity and wellbeing leading to sustainable development of fearless society. The only way to visualize the goals of OECD 2030 is to empower teachers with strong emotional intelligence trait as directly shape the personality of the learners.

Keywords: *Emotional Intelligence; Cognitive Ability; Tolerance; Ego; Decision Making*

Introduction

“Emotional intelligence is considered as a set of competencies an individual possess which enables him/her to be engaged in a complex information processing about his/her own emotions as well as the emotions of the others reflected in his/ her thinking and behaviour. Latest research conducted in emotional intelligence has been reflected in the neuro- dynamics of the brain systems that generate instantaneous emotional behaviours. An understanding of emotional intelligence in general provides an insight into people’s capabilities, providing insight into why people need various psychological and educational interventions. The research work in this field is highly individualistic in nature and helps us understand how affective behaviour develops differently based on individual differences in cognitive ability”. Kaufman AS and Sternberg RJ [33] measured global IQ of individuals and found relatively stable in one’s lifetime. In recent years many researchers suggest that emotional intelligence of an individual is determined by general cognitive ability factor “g” comprised of multiple interacting mechanisms that are associated throughout the development of an individual [35]. According to their research the three cognitive mechanisms important are a) working memory, b) processing speed and c) explicit associative learning. Working memory determines the ability to maintain, update and manipulate information amidst interferences and utmost competitions. The participants

who score high in working memory are those who achieve their task goals in spite of competitive and interference environment and found to be strongly correlated with “g” factor [35]. Research reports indicate neurobiological evidence of strong activity in the pre-frontal regions as well as in the left and right parietal lobes in the processes evoked by “g” as well as working memory. AA Ignat and O Clipa [17] suggested that despite the introduction of technology in class room practices to improve the academic performance of the learners, the teacher has to put efforts in developing their professional and emotional competencies. Hence, emotional intelligence (EI) serves as a significant tool that helps the teachers to adjust their emotions and meet the societal challenges that disturbs the balance of their emotions. Several organisations are looking forward to develop training programs for their employees. S Cote and CT Miners [15] found that EI is positively related to the individual’s work performance.

Several research studies on EI and Teacher’s work performance right from the year 2000 suggested a strong relationship between the two shown by the following studies: JD Mayer, *et al.* [23] found out that emotional intelligence showed positive effect on job performance and interpersonal interactions, thereby influencing the work-related outcomes of the individuals. S Fox and PE Spector [16] claimed that, trait based emotional intelligence has positively influence the performance of individuals in interview. It also improves the contextual performance of the individuals. AL Day and SA Carroll [2] found positive relationship between EI and decision making in their study and suggested that better performance can be achieved through emotional performance. JD Mayer [23] found that, individuals who are highly emotional intelligent are capable of recognizing and understanding the emotions of the co-workers, superiors and customers. Furthermore, they keenly observe the emotions of their work fellows and then respond them accordingly, which give rise to smooth relationship at workplace. Befort K Hattrup [3] suggested that the job performance is significantly influenced by the job demands as well as organizational goals and objectives set forth by the organization. Individuals who are highly emotional intelligent are able to regulate their emotions more effectively by maintaining a positive psychological condition which ultimately results in an improved job performance. Carmeli [6] suggested Self-awareness has been characterized as the determinant of job performance. It helps in understanding the importance of one’s feelings and the relation to the job performance. LE Megerian and JJ Sosik [24] defined self-awareness as the capacity of individuals to recognize the impact of one’s emotions on his thoughts, behaviours and goals. It also results in the high ratings of effectiveness by superiors and co-workers. Emotional self-awareness has been identified as an important competency of emotional intelligence. LR Offermann, *et al.* [29] in their research found that in a group task involving high cognitive ability, the performance of the group is influenced by emotional intelligence. JB Kellett, *et al.* [19] predicted that cognitive ability and emotional intelligence together determine the leadership ability of individuals. Sy Tram and O’Hara [50] found that highly emotional intelligent leaders are more capable of managing the job satisfaction of their subordinates in the organization. They also investigated the relationship between transformational leadership and their ability to alter the moods and emotions while dealing with the customers and subordinates. Bono, *et al.* [4] mentioned that the Leaders who are highly emotional intelligent tend to maintain positive temperaments when interacting with others. Emotional effort can be described as managing and modifying one’s emotions to meet the regulations of job and organization. JM Diefendorff, *et al.* [12] highlighted the significance of emotional effort in performing jobs in the services sector. AA Grandey, *et al.* [1] mentioned that, emotional effort can be bit demanding for those employees who do not enjoy autonomy in their jobs. However, it enables employees to regulate their emotions to deal with a stressing situation. According to Qualter, *et al.* [47] emotional efficacy of every individual plays an important role in uplifting the abilities of emotional self-management with respect to their academic tasks. Moreover, Barsad SG [34] points out that positive emotions are developed in the employees in a group, which increases their cooperation with each other and reduces the conflicts which in turn enhances the efficiency and performance of the group members. Salami [48] research study revealed that, the academic achievement and performance of the students can be enhanced through self-efficacy, emotional intelligence and psychological well-being. JD Mayer, *et al.* [23] suggested that emotions along with cognition and motivation play a crucial role in influencing the mental operations of the individuals. They also pointed out the importance to study the emotions of teachers and their ability to manage emotions which has found to affect their thinking, categorization as well as problem solving. There are variety of dimensions that are related to the teacher’s performance in the class room having traces of emotional intelligence components such as

class room management, teaching methods and styles, individual differences and problem solving, use of motivational tools and direct teaching methods.

According to Evertson and Weinstein [39] teachers who are capable of managing their own emotions possess the ability to manage the class room environment including the behaviour of the students in turn resulting in positive learning outcome. The effective classroom management by the teachers aims at the development of environment which helps in improving the social emotional learning and academic learning of the students. to increase the positive academic outcomes. Moreover, research findings of RA Spreng and RD Mackoy [32] reveals that, the most crucial concerns relating to the classroom management of teachers include maintaining discipline and managing the emotional and social problems of the students. Yet another research by Grasha [41] mentions about the Teaching styles playing a crucial role in the academic performance of the students. Teaching styles are adopted by teachers as the outline of their knowledge, beliefs, performance and behaviour during the teaching process. The teaching styles defined by Ingersoll and Smith [44] comprises of five dimensions which include formal style of authority, personal style, and facilitator style. However, the newly appointed teachers without exposure to in-service training generally face difficulties in classroom of the newly appointed teachers. Those teachers who fail to maintain discipline in class by managing their behaviour cannot perform well in their initial phase of their career, as it requires a high emotional intelligence. LR Offermann, *et al.* [29] highlighted the significance of emotional intelligence and behaviour management of teachers in their class room which affect the outcomes of the students. Implementation of an appropriate teaching method and style tend to affect the performance of students and also reflect teacher’s own performance. A good teaching method and style is reflected by its embodiment of training values which enhance their understandings and motivate them to think critically and believe in themselves. Iurea, *et al.* [45] considering the exhaustive literature on emotional intelligence of the teachers, the present research study focuses on four dimensions of emotional intelligence that is cognitive ability, many research studies conducted earlier mentioned a direct link between cognitive ability and emotional intelligence. The second dimension is tolerance which is reflected in the effective classroom management. The third dimension is Ego being reflected in adopting suitable learning styles according to the situation. The fourth dimension is decision making which includes all the above.

Objectives of the Study

- To find out the effectiveness of the items in determining the desired dimensions quantitatively.
- To find out which item closely evaluates the given dimensions based on correlation coefficient matrix.
- To find out which dimension closely determines emotional intelligence quantitatively.

Methodology

As mentioned, the survey research has been conducted on teacher sample which includes males and females in the age group 25 to 45 years working in government as well as private schools in Chennai, Tamil Nadu, India. The main focus is to find the dependence of emotional intelligence on the four dimensions namely cognitive ability, tolerance, ego and decision making. In order to find out the dependence an instrument was constructed by the researcher based on the Mayer-Salovey-Caruso Emotional Intelligence Test as a valid standardized psychometric measure of EI behaviour to examine two key competencies of EI: (i) Strategic EI and (ii) Experimental EI. The items are modified in the present research to the above mentioned four dimensions. A self-evaluation of the Emotional intelligence test is constructed on the four dimensions (i) cognitive ability, (ii) tolerance, (iii) ego and (iv) decision making. each dimension is evaluated using 15 items each. Each and every item in the instrument is carefully stated so that the subject applies to the present situation in evaluating the instrument. The evaluation of the instrument is based six-point Likert scale with following answer key: 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly often, 4 = Frequently, 5 = Always. The sample of the instrument used in the evaluation of emotional intelligence in the present study is given below.

1	If I have to do more than one job is given to me, I prioritise according to the requirement	Measures cognitive ability
2	If my colleagues ask information which I am not familiar I try to manipulate	
3	If I go to a new Unknow place I always gather information about it in the web site well in advance	
4	I generally show gentle behaviour towards children, women and elderly people.	Measures tolerance
5	At home as well as at work place, I generally respect freedom of space with people around me.	
6	I generally prefer to live in a democratic environment	
7	I always think 95% of life’s decisions are made based on the feelings one perceives.	Measures ego
8	I never feel lonely, bored and impatient even with strangers.	
9	I feel uncomfortable I if something unexpected happens.	
10	I generally plan ahead before doing a task.	Measures decision making
11	I normally leave the situation if I have no option left with me.	
12	I have difficulty to think clearly when I have to decide on something quickly.	

Table

Research questions

- How does cognitive ability of an individual determine emotional intelligence?
- In what way tolerance trait contribute to emotional intelligence?
- Is there a difference between individuals with reference to cognitive ability?

Sample

The sample N = 500 male and female teachers in the age group 25 to 45 years working in the government and private schools in Chennai city (India) are included in the survey. The teachers are personally given the questionnaire and instructed to read each item carefully to chose the 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly often, 4 = Frequently, 5 = Always based on the six-point Likert scale.

Results

The test scores obtained from the survey are used to carry out exploratory factor analysis using SPSS 21 version. Exploratory factor analysis is used in this research to find out the association of any indicator with any factor. Through EFA the researcher attempts to understand the structure of the questionnaire in terms of number of factors that it has, as well as which item is associated with which factor. In particular to find if the observed items can be explained largely in terms of much smaller number of variables called factors [36], it is used to analyse interrelationships among large number of variables and to explain these variables in terms of their common underlying dimensions or factors [11]. For the EFA to be performed the sample size should be five times the number of items in the questionnaire. based on this a sample size of 500 would be ideal to perform EFA. The result of EFA based on KMO test is shown below.

From the above table it is concluded that will be adequately factor well based on the intercorrelation between the items. The KMO value varies from 0 to 1 and the KMO should be 0.6 or higher to proceed with factor analysis. The above table shows KMO value of 0.649. Hence, factor analysis could be performed on the data. Sphericity indicates the variability between the factors. For EFA to proceed there should be minimum inter-variance on the Bartlett’s test of sphericity. If the test is significant the “p” value should be < 0.05. In the above table the “P” value is 0.00 which is highly significant. Therefore, it might be inferred that EFA could proceeded with the data.

Factor analysis is carried out with data consisting of originally 60 items to find the latent variable emotional intelligence quantitatively. The method used in this analysis is maximum likely hood extraction with varimax rotation. In doing so a set of 20 meaningful

Meyer- Kaiser- Olkin’s measure of sampling adequacy	0.649	
Bartlett’s test of sphericity	Chi- square	3938.736
	Df	1770
	P value	0.00

Table 1: Showing the result of KMO and Bartlett test.

components with a loading greater than 0.45 obtained comprising four dimensions which explains maximum common variance from all the variables with that of the latent variable. The 20 components explaining common variance of all the variables with the latent variable is tabulated in the following table 2.

S. No	Set of reduced components	Common variance with the latent variable
1	During the times of distress, I think calmly to find a solution	0.735
2	I follow the instructions strictly to solve a problem step by step	0.508
3	I try to follow a simplest method arriving at a suitable solution to the problem.	0.591
4	At home as well as at work place, I generally respect freedom of space with people around me.	0.583
5	If a stranger shout at me I react immediately	0.543
6	I give equal importance to all religious festivals in the community I live.	0.563
7	I always follow the que in public places like cinema hall, museum etc to buy tickets	0.668
8	I generally show gentle behaviour towards children, women and elderly people.	0.562
9	I generally prefer to live in a democratic environment.	0.613
10	While travelling in a public transport if small children cry, I feel like slapping them.	0.346
11.	I generally do not like if people behave bossy due to the lack of self - confidence which they do not realise.	0.685
12	Generally, I appear to be calm outside though I am upset all from inside.	0.482
13	I always expect absolute openness and honesty from others	0.592
14	I feel whatever I decide on my own thinking works out better rather than taking advice from others.	0.773
15	I seem to be quite comfortable with a long period of silence. Though most people are not.	0.749
16	I always expect my subordinates to stand up and wish me in office.	0.497
17	I generally take practical decision rather than ideal one.	0.608
18	I think pros and cons of situation before making a concrete decision	0.882
19	I generally show gentle behaviour towards children, women and elderly people.	0.499
20	I do not like if someone interferes in my work.	0.484

Table 2: Shows the common variance of all the variables with latent variable in terms of reduced factors.

From the above table it is seen that the components explain relationship between the latent variable with the indicator variable to an extent of more than 50%. Therefore, it can be concluded that the reduced factors measure the latent variable “emotional intelligence”.

The EFA is carried out using maximum likelihood extraction method the total variance of the components based on the eigen values are tabulated as below.

Factor	Initial eigen values			Extraction sums of squared loadings			Rotation sums of squared loadings		
	Total	% of variation	Cumulative %	Total	% of variation	Cumulative %	Total	% of variation	Cumulative %
1	6.39	10.66	10.66	3.66	6.10	6.10	2.53	4.21	4.21
2	4.55	7.59	18.25	2.13	3.55	9.65	2.41	4.01	8.23
3	3.03	5.05	23.30	1.56	2.61	12.26	2.31	3.85	12.08
4	2.44	4.07	27.37	1.44	2.40	14.66	2.16	3.60	15.68
5	2.17	3.62	30.99	1.44	2.40	17.06	6.92	2.82	18.50
6	2.06	3.43	34.43	1.27	2.18	19.20	1.60	2.67	21.17
7	1.80	3.00	37.43	3.16	5.26	24.45	1.57	2.61	23.78
8	1.76	2.93	40.37	2.37	5.46	29.91	1.44	2.40	26.18
9	1.62	2.70	43.06	1.77	2.96	32.86	1.44	2.39	28.57
10	1.60	2.68	45.74	1.85	3.08	35.95	1.43	2.38	30.95
11	1.48	2.47	48.21	1.18	1.96	37.91	1.32	2.19	33.14
12	1.45	2.42	50.63	1.20	1.99	41.91	1.30	2.19	35.33
13	1.39	2.32	52.95	1.20	1.99	41.91	2.30	2.17	37.50
14	1.32	2.19	55.14	1.08	1.80	43.71	1.26	2.10	39.60
15	1.29	2.14	57.29	0.93	1.56	45.27	1.26	2.09	41.70
16	1.22	2.04	59.33	0.87	1.45	46.72	1.25	2.08	43.78
17	1.16	1.94	61.26	0.80	1.33	48.05	1.18	1.97	45.76
18	1.10	1.85	63.11	0.73	1.23	49.27	1.17	1.95	47.70
19	1.08	1.80	64.91	0.72	1.21	50.48	1.17	1.94	49.65
20	1.01	1.68	66.60	0.65	1.08	51.56	1.15	1.91	51.56

Table 3: Shows total variance of the components based on EFA.

From table 3 the % of variation of the factors is reduced to much lower extent after loading the factors subjected varimax rotation indicating that these 20 factors truly contribute the measure of the latent variable based on the four dimensions initially chosen in the test instrument.

Discussion

JD Mayer, *et al.* [23] examined that emotional intelligence is a trait an individual possess based on different competences which has the possibility to distinguish feelings within the person which is responsible for the productivity and increase in individual’s performance. Their study indicated that teachers having increased level of emotional intelligence can perform in a better way rather than having less emotional intelligence. Similarly, the factor analysis of the data in the present study argues that the cognitive ability, tolerance, ego and decision-making attributes of emotional intelligence determines ability of the teacher in work performance. Some of the research findings by earlier researchers listed shows the importance of emotional intelligence trait a need of the hour requirement for every teacher. T Mehmood, *et al.* [25] found emotional intelligence trait has positive and significant relation with teacher’s job performance. LR Offermann, *et al.* [29] stated in their goal setting theory that having positive mood would lead to the more determined goals. Moreover, positive mood and emotions may promote inner drive in teachers to give better performance and produce more productive

challenges and objectives for students which would eventually set determination for their own teaching [49]. The proposed EI model suggests that the teacher should possess high cognitive ability, tolerance and appropriate decision-making capability with minimal ego. Research by Carson KD and Carson PP [7] found that individual's with high emotional intelligence are good in decision making which is a most sighted trait for teachers. The instrument developed in this research study could be effectively used to quantitatively measure the emotional intelligence of teachers.

Conclusion

Teachers let it be past, present or future always possess significant role in the society as they interact with the students to transfer their knowledge to them. For transferring knowledge in a proper way, they should be emotionally stable [25]. Teachers should have emotional intelligence [40], which is really helpful for teacher's performance as it would guide them to communicate clearly, lead others in a proper way which creates productive interaction at work as well as personal life [42]. Present study indicated that when teachers develop emotional competencies and skills expressing their complete emotional intelligent behaviour and attitude eventually result in the huge success and satisfaction [42]. A teacher with appreciable emotional intelligence quotient is capable of inculcating the following capabilities among the learners:

- Encourages learner's engagement in the classroom.
- Induces motivation,
- Develops greater readiness to take risks in their learning,
- Provides more positive approach,
- Encourages the learners to collaborate,
- Develops more creativity and more tenacity among learners.

According to the new goals of OECD 2030 the learners entering in the school is expected to develop as whole person in order to fulfil his/her potential to share future based on the wellbeing of the individuals, communities and the planet. In this era of explosion of new scientific knowledge as well as growing amidst complexity of societal problems the learners need to responsible, empowerment placing collaboration as top priority rather than division. To achieve the above-mentioned goals, it is need of the hour to focus on the research how to improve the emotional intelligence of the teacher. In the 21st century education should necessarily address the wellbeing of the learners meaning quality of life, social commitment which includes health, civic engagement, security, life satisfaction etc. Therefore, it is the responsibility of the teachers provide conducive learning environment by

- Empowering themselves with necessary knowledge and skills, expertise to meet the intellectual as well as emotional well-being of the learners.
- Develop thinking skills of the learners so that the learner enables to link their learning experiences to the real world and have a sense of purpose in their learning. This requires interdisciplinary and collaborative learning alongside mastery of discipline-based knowledge.
- Create opportunity to learners to discover how a topic or concept can link and connect to other topics or concepts within and across disciplines, and with real life outside of school.
- Able to transform the curriculum from “predetermined static state” to “adaptable and dynamic state” in order to reflect evolving societal requirement catering to individual learning needs.

Limitations of the Study

The study is limited to teachers working in government as well as private schools in Chennai city located in Tamil Nadu state, India. In the present work the analysis restricted to only factor analysis to find that all the 60 items stated in the questionnaire caters to measure the emotional intelligence based on the four dimensions namely: cognitive ability, tolerance, ego and decision making.

Suggestions for Future Research

As the factor analysis result shows that the 20 components obtained based on four dimensions satisfactorily explains the total variance of the items, the instrument can be used in the cross cultural longitudinal studies establishing the significance of emotional intelligence aspect of teachers as every society in the world bestows the responsibility of shaping the personality of learners on teachers. Further fMRI cohort studies can be conducted on teacher sample-based practice of yoga to find out the brain dynamic difference between teachers who regularly practice yoga from those who do not practice yoga regularly. The results will give insights how to consciously develop emotional intelligence.

Bibliography

1. AA Grandey, *et al.* “Must “service with a smile” be stressful? The moderating role of personal control for American and French employees”. *Journal of Applied Psychology* 90.5 (2005): 893.
2. AL Day and SA Carroll. “Using an ability-based measure of emotional intelligence to predict individual performance, group performance, and group citizenship behaviours”. *Personality and Individual Differences* 36.6 (2004): 1443-1458.
3. Befort K. “Valuing task and contextual performance: Experience, job roles, and ratings of the importance of job behaviours”. *Applied HRM Research* 8.1 (2003): 17-32.
4. Bono JE., *et al.* “Workplace emotions: The role of supervision and leadership”. *Journal of Applied Psychology* 92.5 (2007): 1357-1367.
5. C Fornell and DF Larcker. “Structural equation models with unobservable variables and measurement error: Algebra and statistics”. *Journal of Marketing Research* (1981): 382-388.
6. Carmeli. “The relationship between emotional intelligence and work attitudes, behavior and outcomes: An examination among senior managers”. *Journal of Managerial Psychology* 18.8 (2003): 788-813.
7. Carson KD and Carson PP. “Career commitment, competencies, and citizenship”. *Journal of Career Assessment* 6 (1998): 195-208.
8. H Gardner. “The theory of multiple intelligences, Teaching and Learning in the Secondary School” (2013): 38.
9. Hull., *et al.* “Use of partial least squares (PLS) in strategic management research: A review of four recent studies”. *Strategic Management Journal* 20.2 (1999): 195-204.
10. JE Bono and MA Vey. “Personality and emotional performance: Extraversion, neuroticism, and self-monitoring”. *Journal of Occupational Health Psychology* 12.2 (2007): 177.
11. JF Hair, *et al.* “Multivariate data analysis, 5th edition”. Prentice Hall International, NY (1998).
12. JM Diefendorff, *et al.* “The dimensionality and antecedents of emotional labor strategies”. *Journal of Vocational Behavior* 66.2 (2005): 339-357.
13. JM George. “Emotions and leadership: The role of emotional intelligence”. *Human Relations* 53.8 (2000): 1027-1055
14. RP Corcoran and R Tormey. “Does emotional intelligence predict student teachers’ performance?”. *Teaching and Teacher Education* 35 (2013): 34-42.

15. S Cote and CT Miners. “Emotional intelligence, cognitive intelligence, and job performance”. *Administrative Science Quarterly* 51.1 (2006): 1-28.
16. S Fox and E Spector. “Relations of emotional intelligence, practical intelligence, general intelligence, and trait affectivity with interview outcomes: It’s not all just ‘G’”. *Journal of Organizational Behavior* 21.2 (2000): 203-220.
17. AA Ignat and O Clipa. “Teachers’ satisfaction with life, job satisfaction and their emotional intelligence”. *Procedia-Social and Behavioral Sciences* 33 (2012): 498-502.
18. DL Joseph and Newman DA. “Emotional intelligence: An integrative meta-analysis and cascading model”. *Journal of Applied Psychology* 95.1 (2010): 54.
19. JB Kellest, *et al.* “Empathy and the emergence of task and relations leaders”. *The Leadership Quarterly* 17.2 (2006): 146-162.
20. K.S. Law, *et al.* “The construct and criterion validity of emotional intelligence and its potential utility for management studies”. *Journal of Applied Psychology* 89.3 (2004): 483.
21. PB Lowry and J Gaskin. “Partial least squares (PLS) structural equation modeling (SEM) for building and testing behavioural causal theory: When to choose it and how to use it”. *IEEE Transactions on Professional Communication* 57.2 (2014): 123-146.
22. SZ Malik and S Shahid. “Effect of emotional intelligence on academic performance among business students in Pakistan”. *Bulletin of Education and Research* 38.1 (2016): 197-208.
23. JD Mayer, *et al.* “Emotional intelligence meets traditional standards for an intelligence”. *Intelligence* 27.4 (1999): 267-298.
24. LE Megerian and JJ Sosik. “An affair of the heart: Emotional intelligence and transformational leadership”. *Journal of Leadership Organizational Studies* 3.3 (1997): 31-48.
25. T Mehmood, *et al.* “Impact of emotional intelligence on the performance of university teachers”. *International Journal of Humanities and Social Science* 3.18 (2013): 300-307.
26. Mesquita B and Ellsworth C. “The role of culture in appraisal” (2001).
27. KR Murphy. “Is the relationship between cognitive ability and job performance stable over time?”. *Human Performance* 2.3 (1989): 183-200.
28. KR Murphy and LP Kroecker. “Dimensions of job performance”. Colorado State University Fort Collins (1988).
29. LR Offermann, *et al.* “The relative contribution of emotional competence and cognitive ability to individual and team performance”. *Human Performance* 17.2 (2004): 219-243.
30. SD Pugh. “Service with a smile: Emotional contagion in the service encounter”. *Academy of Management Journal* 44.5 (2001): 1018-1027.
31. P Salovey and JD Mayer. Emotional intelligence Imagination, *Cognition and Personality* 9.3 (1990): 185-211.
32. RA Spreng and RD Mackoy. “An empirical examination of a model of perceived service quality and satisfaction”. *Journal of Retailing* 72.2 (1996): 201-214.

33. Kaufman AS and Sternberg RJ. “The Cambridge handbook of creativity”. Cambridge University Press; New York: (2010): 113-130.
34. Barsad SG. “The ripple effect: Emotional contagion in group working”. Paper: New Haven. CT: Yale University press (2000).
35. Conway *et al.* “Implicit sequence learning in deaf children with cochlear implants”. *Developmental Science* 14 (2011): 69-82.
36. Darlington. “Human abilities: Emotional Intelligence”. *Annual review of Psychology* 59 (2008): 507-536.
37. Emmer and Stough. “The place of classroom Management and standards in Teacher Education, Handbook of classroom management”. Research, practice, and contemporary Issues (2001): 909-923.
38. Engle and Kane. “Executive Attention, Working Memory Capacity, and a Two-Factor Theory of Cognitive Control. In BH. Ross (Ed.), The psychology of learning and motivation”. *Advances in research and Theory* 44 (2004): 145-199.
39. Evertson and Weinstein. “Handbook of Classroom Management: Research, practice, and contemporary issues”. Mahwah (2006): 3-15.
40. Goleman D. “Emotional intelligence”. Bantam Books, Inc (1995).
41. Grasha. *Teaching with Style: A Practical Guide to Enhancing Learning by Understanding Teaching and Learning Styles* (1996).
42. Hassan., *et al.* “A relationship between Emotional Intelligence and Teaching Effectiveness at Unversity Technology MARA, Puncak Alam, Malaysia”. *International Journal of Social Science and Humanity* 5.1 (2015): 1-5.
43. Heitz RP and Randall WE. “Focusing the spotlight: Individual differences in visual attention control”. *Journal of Experimental Psychology* 136.2 (2004): 217-240.
44. Ingersoll and Smith. “The Wrong Solution to the Teacher Shortage”. *Educational Leadership* 60 (2003): 30-33.
45. Iurea C., *et al.* “The study of the relation between the teaching methods and the learning styles -The impact upon the students’ academic conduct”. *Procedia Social and Behavioral Sciences* 11 (2011): 256-260.
46. Kane MJ and Randall WE. “The role of prefrontal cortex in working memory capacity, executive attention, general fluid intelligence”. *Journal of Experimental Psychology: Learning, Memory and Cognition* 26 (2001): 337-358.
47. Qualter P., *et al.* “Ability emotional intelligence, trait emotional intelligence, and academic success in British secondary schools: A 5year longitudinal study”. *Learning and Individual Differences* 22.1 (2012): 83-91.
48. Salami. “Emotional Intelligence, Self-Efficacy and Psychological well being and Student’s Attitudes: Implications for Quality Education”. *European Journal of Educational Studies* 2.3 (2010).
49. Sutton & Wheatly. “Teachers’ Emotions and Teaching: A Review of the Literature and Directions for Future Research”. *Educational Psychology Review* 15.4 (2003): 327-358.
50. Sy Tram and O’Hara. “Relation of employee and manager to job satisfaction and performance”. *Journal of Vocational Behaviour* 68.3 (2006): 461-443.
51. Unsworth Schrock and Engle. “Working memory capacity and the ant saccade task: individual differences in voluntary saccade control”. *Journal of Experimental Psychology, Working Memory and Cognition* 30.6 (2004): 1302-1321.

52. van der Maas., *et al.* “A dynamical model of general intelligence: the positive manifold of intelligence by mutualism”. *Psychology Review* 3.4 (2006):842-61.
53. Mayer and Cobb. “Educational Policy on Emotional Intelligence: Does It Make Sense?” *Educational Psychology Review* 12.2 (2000): 163 -183.

Volume 12 Issue 3 March 2020

©All rights reserved by C Girija Navaneedhan.