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“To Study The Impact Of Emotional Intelligence On Various Dimensions Of Teaching Effectiveness.”

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ABSTRACT

EI has a major role in social sciences; it directly impacts the behavior of the teacher in an organization and it is significant for the success of their occupation. Teacher's role is considered to be the pillar of the educational system. The transmit of knowledge happens through the teachers who are the moderators to the students who represent the foundation of the society. Teachers can be the effective source of knowledge when they possess the required skills, knowledge and talents. In the modern era, the educational industry has identified the important role played by EI of teachers. It is a fact that EI comes under the broad wings of social intelligence through which we can control own and others' emotions; make choices between them and use them to set life. So, EI has become very necessary for the effective performance of the teacher. This skill helps the teachers to deal not only with the students but also the peers. Changes and reforms are obviously seen in the worldwide educational systems to impact the job performance of teachers. In spite of these changes, discussions still exists about how to evaluate or measure the performance of the teacher. This research addresses the gap in the literature by investigating the competencies of EI in teaching and learning environment. The researcher identified 6 factors about emotional intelligence scale, Self-Awareness, Empathy, Relations, Self-Development, Emotional Stability and Value Orientation.

Keywords: *Knowledge, Skills, Emotions, Empathy, Self-Awareness*

1.1 INTRODUCTION TO THE STUDY

Emotional Intelligence does not refer to being soft. It is another fashion of being smart having the ability to use ones emotions to help them make choices in the current moment and have effective control over the self and its impact on others.

Creativity is one of the results of emotional intelligence and it allows to use our emotions to solve problems. Emotional Intelligence probably lies over the edge to some extent of general intelligence. An emotionally intelligent person is good at four areas: Identifying emotions, using emotions, understanding emotions, and regulating emotions.

Being intelligent emotionally is ones potential to understand, evaluate, and manage the emotions of the others. A major role is being played by higher educational systems in training the qualified teachers to be emotionally intelligent. Teacher's effectiveness is affected if they don't possess essential skills, knowledge and talents.

The Indian education system is facing a great challenge of giving physically same environment, emotionally safe and hygienic class rooms and able teachers teaching updated academic curriculum. It is vital to have neat and safe learning environments for the success of students and their satisfaction. This scenario has forced professionals to execute changes, renovation and reorganization of the existing education system. It has been identified that emotional skills training is to be included in the curriculum for developing more responsible, integrated and productive individuals. Recently, educational institutions have realized how important emotional intelligence is and its given increased attention. So, we have attempted to analyze its competencies that influence the teaching and learning environment.

Emotional Intelligence has to mix up two of the three states of mind, cognition and affect, or intelligence and emotion. EI means the potential to understand, manage and evaluates emotions. It is the opinion of many researchers that EI can be developed through practice; however, many other researchers say that it is an inborn characteristic. EI is being measured using different testing instruments but their approaches vary. The EI of a worker is reflected in maintaining the relationship with other employees. If the EI is high, then the employee tends to express his feelings in a healthy way and understand others emotions as well. This, in turn, enhances the work performance and relationships.

1.2 MEANING OF EMOTIONAL INTELLIGENCE

The term Emotional Intelligence is defined as one's ability to identify own emotions and feelings and others', find the different between feelings and recognize them accordingly, utilize this information to route thoughts and behaviour and manage and/or adjust emotions to suit to environments or reach goals and aims.

He explained EI as the set of skills and character that propel leadership's performance. Konstantin Vasily Pertrides developed the trait model in 2001. It includes behavioural attitude and self professed abilities and is deliberate through self report. Peter Salovey and John Mayer in 2004 developed the ability model and it focuses on the person's ability to method emotional data and use it to move around the social

environment.

1.3 UNDERSTANDING THE FIVE CATEGORIES OF EMOTIONAL INTELLIGENCE (EQ)

1. Self Awareness

It is one's ability to identify an emotion as it happens. Tuning in to your true feelings helps self awareness. If you evaluate your feeling and emotions, you will manage them. The primary elements of self awareness are:

- Emotional awareness: It is your ability to recognize your own emotions, feelings and their impacts.
- Self-confidence: It is the confirmed feeling about your self-worth and ability.

2. Self- Regulation

Self control is limited when you experience emotions. You can, however, control your emotions using a number of techniques and alleviate negative emotions like anxiety, depression or anger. A few of these techniques include taking a long walk, meditation or prayer and recasting a situation in a more positive light. Self regulation involves

- Self control that manages disruptive impulses
- Trustworthiness that maintains one's honesty and integrity standards
- Conscientiousness that takes responsibility for own performance
- Adaptability that handles change with flexibility
- Innovation that is open to new ideas

3. Motivation

Clear goals and a positive frame of mind are necessary to motivate an individual for any achievement. Any inclination towards positive or negative attitude may be present; but you can practice to think more positively with effort. If you get negative thoughts as they occur, they can still be reframed in to positive terms- which will support your endeavours to achieve you goals. Motivation constitutes of

- Achievement drive- it is the stable striving to grow to a standard of excellence
- Commitment- it is the ability to align with the goals of the group or organization
- Initiation- it is you ability to be the forerunner when opportunities are available
- Optimism- it is the positive frame of mind that helps to pursue a goal constantly

4. Empathy

It becomes necessary for an individual to have the potential to recognize how people feel to attain success in life and career. You can better control the signals you send, if you are skillful at discerning the feeling behind others' signals. An empathetic person is good at:

- Service orientation: Expecting, identifying and meeting clients' requirements
- Developing other: Finding out what others need to develop and helping bolstering their abilities
- Political awareness: Analysing a group's emotional flow and power relationships

- Understanding other: Discerning the emotions behind the needs and wants of others

5. Social Skills

The success of your life and career is tantamount to the development of good interpersonal skills. We have instantaneous access to technical knowledge in today's incessantly connected world. Possessing 'people skills' is important as you need to have high EQ to better understand, empathize and negotiate with others in a global economy. The following are some useful skills.

- Influencing which is wielding impactful persuasion tactics
- Communicating which is important to send clear messages
- Leadership to inspire and guide groups and people
- Being a change catalyst to initiate and manage change
- Conflict managing is to understand, negotiate and resolve disagreements

1.4 OBJECTIVES OF THE STUDY

- To know the impact of emotional intelligence on various dimensions of teaching effectiveness.

1.5 RESEARCH METHODOLOGY

- **Area of the Study** - Coimbatore District.
- **Sources of Information** - Primary Data through questionnaire.
- **Sample Size** - 500 respondents.
- **Sampling Technique** – Random sampling method.
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1.6 REVIEW OF LITERATURE

Intiaz H. Naqvi, Muhammad Iqbal and ShafqatNaeem Akhtar (2016)¹, aiming to identify 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 collected through survey technique. The questionnaire was given the name of Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF) which was borrowed from K.V.Patridge to measure the emotional intelligence level of secondary school teachers.

Mafuzah Mohamad and JuraifaJais (2016)² in their article have discussed the changes and reforms in educational systems around the world and their impact on teachers' job performance. The gap in the literature is addressed by investigating the role of emotional intelligence in teachers' job performance. The study researches the kind of link between emotional intelligence (EI) which consists of four dimensions namely self-regulations, self-awareness, self-motivation and social skill (relationship management) and job performance. Respondents were 212 teachers from six secondary schools in Kedah. Data was collected through questionnaire survey and a significant correlation emerged from the data between emotional intelligence and job satisfaction. Overall, the research study contributes to the emotional intelligence

literatures through meaningful management implications to the school administrators and higher education system of Malaysia.

NivaDolev and ShoshLeshem (2016)³, in their study have stated that teachers' personal competencies, and more specifically Emotional Intelligence (EI), are particularly important for teacher effectiveness. Recently, recognition has improved for the importance of social -emotional competencies to students' learning and academic achievement. However, emotions are neglected in the field of teaching, and not much is known about the impact of training focussed at developing teachers' EI and their practice. The current study investigated the impact of a teacher - centered EI training on teachers' EI in Israel. The study followed a two - year EI training in one school, employing group workshops and personal coaching. The study used a mixed strategy, that used pre-post EQ assessment and semi-structured interviews. The findings show that the training programme was noticed by the participants to have bettered their EI competencies, as defined by the Bar -On model. Many participants combined these skills into their personal, professional and group identities and changed their EI-related behaviours.

Singh.J.D., (2015)⁴, in his research article explored the emotional intelligence level of educators in relation to certain demographical variables. The study was conducted through survey method and the tools were constructed by the investigator. All the teacher educators (35) of eight states were the sample of the study. The study was delimited to all 35 teacher educators attending Refresher Course No. 256 at ASC, Himachal Pradesh University, Shimla. The data collected were analysed with the help of suitable statistical techniques through SPSS. The results showed that average emotional intelligence was possessed by the group under study.. The gender and experience of the teacher educators did not make any differential influence on their emotional intelligence. But this was significant difference in emotional intelligence of teacher educators in relation to area and marital status.

Uma Maheshwari K and Prof.D. Balaramulu (2015)⁵, in her research titled "A Study on the Emotional Intelligence of Primary School Teachers in Warangal District", The investigator found there was a significant difference between the male and female primary school teachers based on the Emotional Intelligence of Primary School Teachers in Warangal and there was no significance difference between the teachers who had above five years and below five years teaching experience, between the private and government Management and between the rural and urban Areas based on the Emotional Intelligence of Primary School Teachers in Warangal District. In the present study the researcher has used a standardized questionnaire as the tool for data collection. The standardized questionnaire was used in Emotional Intelligence. Inventory was prepared by Clyde Winters, Governors State University to identify teachers with level of Emotional Intelligence. The researcher identified 6 factors about emotional intelligence scale, Self-Awareness, Empathy, Relations, Self-Development, Emotional Stability and Value Orientation.

Gulshan Miyagamwala (2015)⁶, in his article made an attempt to analyze the idea of emotional intelligence and teacher's effectiveness in the class rooms of schools and universities, role and the qualities of the teachers, Programmes for enhancing emotional intelligence and the Emotional Intelligence result. However, the environment of local universities looks quite challenging because of the increasing demands, standards and expectations of the public, stake holders and the Ministry of Higher education. The teachers are overburdened with multiple tasks and roles such as conducting research for promotion purposes, participating in seminars, project presentations and engaging in students and community services activities. Subsequently, they naturally have the tendency to experience negative emotions such as tension, hostility, depression, anger, nervousness and frustration. Therefore, it is important for lecturers not only to have the apt knowledge, skills and abilities to ensure the optimum transfer of knowledge, but to prepare themselves with another related aspect of teaching called the Emotional Intelligence.

OBJECTIVE: IMPACT OF EMOTIONAL INTELLIGENCE ON VARIOUS DIMENSIONS OF TEACHING EFFECTIVENESS.

Age and Dimension of Teaching Effectiveness

Table (a) and (b) indicate the level of agreeability of the respondents towards various dimensions of teaching effectiveness at 5% level of significance based on age, its mean value and ANOVA results.

Table (a)

Descriptive Statistics- Age of the respondents and Dimensions of Teaching Effectiveness

Dimensions of Teaching Effectiveness	Age of the respondents	N	Mean	Std. Deviation
Dimension 1- Emotional Self -Awareness	Less than 30 years	189	6.8995	3.37157
	30 - 40 years	177	7.3390	3.06711
	40 - 50 years	94	6.1277	2.51547
	Above 50 years	40	7.5750	.87376
	Total	500	6.9640	3.00879
Dimension 2- Self - Confidence	Less than 30 years	189	13.2593	6.66537
	30 - 40 years	177	12.5028	4.47737
	40 - 50 years	94	9.7234	1.79248
	Above 50 years	40	12.0250	1.44093
	Total	500	12.2280	5.11707
Dimension 3- Emotional Self-Control	Less than 30 years	189	9.0106	4.80247
	30 - 40 years	177	8.7966	3.13945
	40 - 50 years	94	6.7766	2.18575
	Above 50 years	40	8.0750	1.18511
	Total	500	8.4400	3.72373
Dimension 4- Achievement	Less than 30 years	189	12.8571	5.88233

	30 - 40 years	177	12.8475	5.28015
	40 - 50 years	94	9.9787	3.55291
	Above 50 years	40	10.9500	2.54145
	Total	500	12.1600	5.20505
Dimension 5- Developing Others	Less than 30 years	189	10.6349	4.83659
	30 - 40 years	177	10.3446	4.54146
	40 - 50 years	94	7.8404	3.28012
	Above 50 years	40	8.1000	1.95854
	Total	500	9.8040	4.44038
Dimension 6- Conflict Management	Less than 30 years	189	11.3757	5.37049
	30 - 40 years	177	10.6271	4.26627
	40 - 50 years	94	9.7766	2.58263
	Above 50 years	40	12.2500	2.76192
	Total	500	10.8800	4.42954

- **Dimension 1- Emotional Self -Awareness:** The mean values of the different age groups varied between 6.12 and 7.57. The lowest mean score of 6.12 was found among the respondents who were in the age category of 40 to 50 years. Hence, their level of agreeability towards Emotional Self Awareness dimension of teaching effectiveness was higher when compared to the other respondents. Highest standard deviation of 3.37 was found among the respondents in the age group of less than 30 years and lowest standard deviation of 0.87 was found among the respondents in the age group of above 50 years.
- **Dimension 2- Self Confidence:** The mean values of the different age groups varied between 9.72 and 13.26. The lowest mean score of 9.72 was found among the respondents who were in the age category of 40 to 50 years. Hence, their level of agreeability towards Self Confidence dimension of teaching effectiveness was higher when compared to the other respondents. Highest standard deviation of 6.67 was found among the respondents in the age group of less than 30 years and lowest standard deviation of 1.44 was found among the respondents in the age group of above 50 years.
- **Dimension 3- Emotional Self Control:** The mean values of the different age groups varied between 6.77 and 9.01. The lowest mean score of 6.77 was found among the respondents who are in the age category of 40 to 50 years.. Hence their level of agreeability towards Emotional Self control dimension of teaching effectiveness was higher when compared to the other respondents. Highest standard deviation of 4.80 is found among the respondents in the age group of less than 30 years and lowest standard deviation of 1.18 was found among the respondents in the age group of above 50 years.
- **Dimension 4- Achievement:** The mean values of the different age groups varied between 9.97 and 12.86. The lowest mean score of 9.97 is found among the respondents who are in the age category of 40 to 50 years.. Hence their level of agreeability towards Achievement dimension of teaching effectiveness was higher when compared to the other respondents. Highest standard deviation of 5.88 is found among the respondents in the age group of less than 30 years and lowest standard deviation of 2.54 was found among

the respondents in the age group of above 50 years.

- **Dimension 5- Developing Others:** The mean values of the different age groups varied between 7.84 and 10.63. The lowest mean score of 7.84 is found among the respondents who are in the age category of 40 to 50 years. Hence their level of agreeability towards Developing others dimension of teaching effectiveness was higher when compared to the other respondents. Highest standard deviation of 4.83 was found among the respondents in the age group of less than 30 years and lowest standard deviation of 1.95 was found among the respondents in the age group of above 50 years.
- **Dimension 6- Conflict Management:** The mean values of the different age groups varied between 9.77 and 12.25. The lowest mean score of 9.77 was found among the respondents who are in the age category of 40 to 50 years. Hence their level of agreeability towards Conflict management dimension of teaching effectiveness was higher when compared to the other respondents. Highest standard deviation of 5.37 was found among the respondents in the age group of less than 30 years and lowest standard deviation of 2.58 was found among the respondents in the age group of 40 to 50 years.
- ANOVA test was applied to find out if there was any significant difference between the age group of the respondents and their level of agreeability towards various dimensions of teaching effectiveness.
- **Ho:** “There is no significant difference between the age group of the respondents and their level of agreeability towards various dimensions of teaching effectiveness”.

Table (b)

ANOVA Results- Age Group of the Respondents and Dimensions of Teaching Effectiveness

Age and Dimensions of Teaching Effectiveness		Sum of Squares	df	Mean Square	F	Sig.
Dimension 1- Emotional Self-Awareness	Between Groups	106.358	3	35.453	3.987	.008
	Within Groups	4410.994	496	8.893		
	Total	4517.352	499			
Dimension 2- Self-Confidence	Between Groups	805.680	3	268.560	10.865	.000
	Within Groups	12260.328	496	24.718		
	Total	13066.008	499			
Dimension 3- Emotional Self-Control	Between Groups	349.460	3	116.487	8.794	.000
	Within Groups	6569.740	496	13.245		
	Total	6919.200	499			
Dimension 4- Achievement	Between Groups	681.318	3	227.106	8.774	.000

	Within Groups	12837.882	496	25.883		
	Total	13519.200	499			
Dimension 5- Developing Others	Between Groups	660.799	3	220.266	11.904	.000
	Within Groups	9177.993	496	18.504		
	Total	9838.792	499			
Dimension 6- Conflict Management	Between Groups	247.274	3	82.425	4.284	.005
	Within Groups	9543.526	496	19.241		
	Total	9790.800	499			

Table (b) depicts the following results at 5% level of significance for various dimensions of teaching effectiveness

Dimension 1- Emotional Self Awareness: The ANOVA result showed that at 5% level of significance, the significant value was 0.008. As the significant value was less than 0.05, the null hypothesis was rejected and the result showed that there existed significant difference between the age group of the respondents and their level of agreeability towards Emotional Self Awareness dimension of teaching effectiveness. It was implied that the level of agreeability differed from one age group and another.

Dimension 2- Self Confidence: The ANOVA result showed that at 5% level of significance, the significant value was 0.000. As the significant value was less than 0.05, the null hypothesis was rejected and the result showed that there existed significant difference between the age group of the respondents and their level of agreeability towards Self confidence dimension of teaching effectiveness. It was implied that the level of agreeability differed from one age group and another.

Dimension 3- Emotional Self Control: The ANOVA result showed that at 5% level of significance, the significant value was 0.000. As the significant value was less than 0.05, the null hypothesis is rejected and the result showed that there existed significant difference between the age group of the respondents and their level of agreeability towards Emotional Self control dimension of teaching effectiveness. It was implied that the level of agreeability differed from one age group and another.

Dimension 4- Achievement: The ANOVA result showed that at 5% level of significance, the significant value was 0.000. As the significant value was less than 0.05, the null hypothesis was rejected and the result showed that there existed significant difference between the age group of the respondents and their level of agreeability towards Achievement dimension of teaching effectiveness. It was implied that the level of agreeability differed from one age group and another.

Dimension 5- Developing Others: The ANOVA result showed that at 5% level of significance, the significant value was 0.000. As the significant value was less than 0.05, the null hypothesis is rejected and the result showed that there existed significant difference between the age group of the respondents and their

level of agreeability towards developing others dimension of teaching effectiveness. It was implied that the level of agreeability differed from one age group and another.

Dimension 6- Conflict Management: The ANOVA result showed that at 5% level of significance, the significant value was 0.005. As the significant value was less than 0.05, the null hypothesis is rejected and the result showed that there existed significant difference between the age group of the respondents and their level of agreeability towards Conflict Management dimension of teaching effectiveness. It was implied that the level of agreeability differed from one age group and another.

Gender and Dimension of Teaching Effectiveness

Table (a) and (b) indicate the level of agreeability of the respondents towards various dimensions of teaching effectiveness at 5% level of significance based on gender, its mean value and t-test results.

1.7 SUGGESTIONS OF THE STUDY

Household coping strategies should be practiced by teachers to perform multiple roles. These strategies may avoid the difference between the respondents residing in urban and rural areas and their level of agreeability towards Emotional Self Awareness dimension, Self confidence dimension, Emotional Self control dimension, Achievement dimension, Developing others dimension and Conflict management dimension of teaching effectiveness. This will improve their name and fame in their teaching profession irrespective of the areas they work.

Positive correlation existed among the five Competencies of Emotional Intelligence namely Self Awareness, Managing emotions, Motivating Oneself, Empathy and Social skill which directly or indirectly influenced the teaching and learning environment. In this regard, the government and the management may encourage diverse activities in the institutions on the basis of the interest and caliber of the teachers. By this, the government and management can wipe out the job stressors. Moreover, it will bring to limelight the potential of individual teachers. Therefore, the teachers may improve their professional commitment with the desire for more rewards and recognitions.

5.3 CONCLUSION OF THE STUDY

It was inferred that the teachers would not compromise with their core values while imparting the quality knowledge towards teaching and learning environment. It was also concluded that teachers had more awareness about the feelings and emotions of students and self, which was a good sign for an effective pedagogy in higher educational institutions. The high level of EI among teachers indicated that they had the ability to identify, assess and control the emotions of self, peers and students in their teaching institutions. Research on Emotional Intelligence and teaching effectiveness may identify new sets of emotion-based skills, which can be used in higher educational institutions to enhance both management and teachers effectiveness.

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