

**THE RELATIONSHIP BETWEEN TEACHERS' EMOTIONAL
INTELLIGENCE AND TEACHING EFFECTIVENESS
WORKING IN PUBLIC SECONDARY
SCHOOLS AT DISTRICT BANNU**

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ABSTRACT

The purpose of the study was to correlate the level of teachers' emotional intelligence and level of their teaching effectiveness at the secondary level in district Bannu. The research was correlational in nature. The population of the study consisted of all SSTs of district Bannu. Using L.R. Gay formula 30% of total population (N=753) i.e. 233 male and female SSTs (135 male and 98 female SST) were selected from total 31 secondary schools (19 male and 12 female). Two instruments, "Schutte Emotional Intelligence Scale" and a self-developed "Teaching Effectiveness Questionnaire" were used for data collection. It is clear from the results of the research that teachers at the secondary level in district Bannu have got a high and developed emotional and social capacity. Finally, with regard to major objectives, teachers' emotional intelligence is moderately positively correlated with their teaching effectiveness.

Keywords: Emotional intelligence, Teaching effectiveness.

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INTRODUCTION

It is today's requirement for employees to involve their selves in their work physically and in addition earnestly and rationally (Turner, Barling & Zacharatos, 2002). Human beings are a combination of emotions and Logic. Through logic power a person enables himself to judge things more logically, while with the help of emotions he/she can comprehend and feel for others, which is the basic quality of human beings. Generally, it has been accepted that success at the workplace depends on cognitive abilities i.e. high thinking abilities and sound coherent curve of the brain, but success in life is not totally dependent on IQ. A different type of resourcefulness needed for success is known as emotional intelligence. The success of an employee at the workplace is judged on the bases of his emotional intelligence because it enables him to handle himself and others (Singh, 2006).

For teachers, educational institutions are their workplace. They should not only need to be forward-looking, up to date their knowledge, show a flexible approach but they also need to be aware of their student's needs, capabilities, and potentials. They should also try to improve the classroom environment for student's growth. Their success is dependent on their scholarly, proficient, and socio-enthusiastic aptitudes (Chechi, 2012).

The efforts of Darwin laid the foundation of emotional intelligence, who proposed that survival is impossible without emotional expression (Hess & Thibault, 2009). The word Emotional Intelligence was developed by John Mayer and Peter Salovey in 1990 (Cherniss, 2000). This idea got significance as it clarifies and gives confirm on how individuals with a decent IQ fizzle here and there and the individuals who were withdrawn from their schools and thought out idiotic go-ahead to wind up plainly the best ones in their fields (Goleman, 1995).

Emotional Intelligence is a type of "social intelligence" by which a person can notice his personal feelings and feelings of others and can

differentiate between the two and utilize it for the direction of his action and devotional contemplation (Salovey and Mayer, 1990). According to Goleman (1998), Emotional Intelligence is the capability of an individual to understand his/her own emotions, the emotions of others and handle relationship effectively. According to Reuven Bar-On (1997), "enthusiastic insight mirrors one's capacity to manage day by day circumstantial difficulties and predicts one's achievement in life, including proficient and individual interests".

Planning, preparation, and proceeding with the help of both the head (cognizance) and heart (feelings) are known as "teaching effectiveness" (Day and Quing, 2009). Effective teachers are the base for the effective process of education. The meaning of educator effectiveness is not objective, implying that it can be diverse for various individuals. The publications on teaching viability or educator adequacy utilize an assortment of ideas. It is characterized as an instructor's qualities or as techniques of education or the academic achievement. In this research, teaching effectiveness has been delimited to content and pedagogical expertise, best relations with students, effective classroom management, supportive classroom environment, using suitable evaluation activities, and a balanced personality of the teacher.

Anand (1983) presumed that educators' viability indicates their skills to achieve intents and goals of instruction and to additionally fortify their educating career. A successful instructor makes such a situation that inspires the understudies (Krishnan, 1994).

The connection between the student and the educator is an essential element for teaching effectiveness. The connection can influence teaching in three different ways, to be specific a decent connection between student and educator makes instruction all the more appreciating background for the two, instructors and students, it enhances student's assessments of instructors and upgrades student schooling (Walsh and Maffei, 1994).

Salami (2010) came to the conclusion that reliable and helpful criticism from students, teachers and school experts encourages an educator in better self-assessment of his/her capacities. Those with great EI have no delay in taking criticism from others and after that trying their best to develop their efficiency. Emotionally high intelligent instructors are idealistic, versatile, community-oriented, sure, definitive, open, receptive and eager. They have better relational abilities, better capacities for compromise and critical thinking, better motivation and poise and high confidence. With the more elevated amount of inspiration, they are more decisive and more mindful and adapt better to pressure.

Instructor effectiveness can be assessed through numerous components by their competency and their execution in the classroom. The demonstration of instructing alongside their capability and execution brings about adequacy in the classroom. Furthermore, because of the accessibility of present-day innovation, the propel media must be fused in the teaching-learning process. Various variables have been distinguished in evaluating the effectiveness of an educator. These include spoken capacity, subject matter learning, proficient improvement, educating background and educator approval. A powerful instructor must behave towards all students similarly, comprehend the elements of the class, and have a guarantee to educating. An educator ought to be inspirational, ready to adjust to changing conditions and ready to relate their courses to regular daily existence. A compelling educator ought to have the capacity to show decency and regard, excitement, pleasure in social association and a minding disposition. Also, they ought to have authoritative and administrative aptitudes.

Educators ought to be eager in teaching since students can without much of a stretch notice whether the instructors are ready to educate or not, ought to have a grin in their face and deal with student's sex, age, accomplishment, inspiration and disposition (Korur, 2001)

Sutton and Wheatly (2003) disclosed that passionate skills of instructors are important, both as a rule for their own success and for adequacy and standard in completing teaching-learning forms in the schoolroom and specifically for socio-enthusiastic advancement of students. These can be enhanced with the viable insight of educators.

Hwang (2006) presumed that educators who had prevalent abilities, sympathy, compassion, administration, and self-adequacy had a tendency to be an effective teacher. It was likewise discovered that the employees who performed better in general EI abilities tended than accomplish higher educator adequacy.

The reviews specified above uncovered that treating understudies friendlily, indicating enthusiasm for their issues, demonstrating eagerness in educating, decency and fair-mindedness, taking in their names rapidly and treating understudies similarly are cases of compelling attributes

Emotional intelligence and teaching effectiveness are assumed to correlate with one another. Teachers' emotional intelligence is considered a catalyst for teaching effectiveness. Teaching effectiveness, in its narrow sense, is determined by students' achievement gains. But an effective teacher has content and pedagogical skills, classroom management skills, excellent relations with students, and the ability to create a supportive classroom environment and a balanced personality.

Teachers at secondary level face many challenges. Their students are immature and emotional. They are passing through the most crucial stage of their physical and mental development. They can create many problems for their teachers. So their teachers should be so emotionally intelligent that they can deal with most troublesome circumstances, and can adjust as indicated by the necessity of circumstance and can deal with the anxiety well.

As a workable commence of information, the correlation between TE and EI has transpired recently. Researchers have attracted towards it a few years ago and it is a developing and well-explored zone nowadays. Various researchers have considered it from various points of view consistently e.g. (Drew, 2007; Ghanizadeh and Moafian, 2010; Haskett, 2003; Hwang, 2007; Mohamadkhani, 2011; Todd, 2006).

Utilizing mixed method strategies and “EQ- i” to check the correlation between “Student Teacher Performance” (STP) and Emotional intelligence (EI), Drew (2007) found that “interpersonal” abilities, “intrapersonal” skill, “general mood” and general EI were fundamentally interrelated with “STP” though flexibility and stress administration scales were not identified with the “STP”.

Taking a gander at a similar situation from a different point of view, Ghanizadeh and Moafian (2010) concentrated the connection between instructors' EQ and their accomplishment in educational abilities. The sample of the study was 89 Iranian educators. Their emotional intelligence level was calculated through “Bar-On EQ-i”. Simultaneously, the execution of their instructors is calculated through a question sheet entitled “Qualities of Effective Educators”. As a result, it was confirmed that there is an impressive connection between's educators' EQ and their successfulness.

In another review, Haskett (2003) endeavored to investigate the feelings that differentiated the teachers in an advanced educational institute. He contrasted 86 victors of teaching award with 200 haphazardly chosen non-award victors at advanced educational institutes. EQ-i short was utilized by her to calculate educators' EI abilities. To evaluate their instructing effectiveness" seven principles for good practice in undergrad instruction" was utilized.

In view of the consequences of the review, a critical connection was found between particular EQ skills and practices of effective instructing measured by the "seven principles." No significant difference was found in their

teaching behavior. Or maybe they varied in their EI aptitudes. Hence, it can be reasoned that it is the acquired conducts that are critical as well as the basic approaches at the back of these activities considerably affect education.

Similarly, the connection between instructors EI and their teaching performance was examined by Hwang (2007). He conveniently selected 94 permanent educators of a mechanical institute of Taiwan. Their EI was determined through "The Exploring and Developing Emotional Intelligence Skills" created by Nelson and Low, in 1998. a noteworthy correlation of supervision EI aptitudes and general EI with general teaching effectiveness. There was no notable correlation between "intrapersonal" abilities, relational EI aptitudes, self-administration EI abilities, and general educating viability.

The contribution of emotional intelligence (EI) in progressing educating viability was determined by Mohamadkhani (2011). 351 employees were selected as a sample. He investigated 10 segments of EI that play a role in the improvement of employees' adequacy. They were moral, self-authority, carefulness, reliability, involvement, adaptability, capability improving, inspiration, and correspondence.

Todd (2006) likewise done comparative research on an example of imminent instructors to verify the connection between understudy educators' EI and their execution amid their teaching exercises evaluated by their overseer. The outcomes indicated a solid connection between instructors' EI and their educating execution.

To put it plainly, discoveries of these reviews uncover that educators' general EI or a couple of its sub-abilities are related to teaching effectiveness.

The Objectives of the study

Following were the main objectives:

1. To identify the emotional intelligence of teachers at the secondary level in district Bannu.

2. To find out the teaching effectiveness of secondary school teachers.
3. To correlate the emotional intelligence and teaching effectiveness of the teachers.

Research questions

The research questions were as below:

1. What is the emotional intelligence level of teachers working at public secondary schools in district Bannu?
2. What is the teaching effectiveness level of teachers' working at public secondary schools in district Bannu?
3. Is there any significant relationship between teacher's emotional intelligence and teaching effectiveness?

The Significance of the study

This study makes a lot of significant contributions to emotional intelligence and teaching effectiveness. By conducting this research, the researcher, for the first time, has tried to identify the Emotional Intelligence and Teaching Effectiveness level of teachers at the secondary level in district Bannu. The second significant contribution of this study is that it has got evidence that teacher's emotional intelligence is important to make their teaching effectiveness. The findings of this study will catch the attention of policymakers to consider emotional intelligence of teachers at the time of their recruitment and promotion. It may in like manner motivate people to do experimental research to know the impacts of EI mediation on teaching effectiveness. It may also motivate teachers at the secondary level to improve their emotional intelligence level for making their teaching effectiveness.

Delimitations of the study

Following were the delimitations:

1. Teaching effectiveness is delimited to only content and pedagogical skills, supportive classroom environment, classroom management,

evaluation skills, student-teacher relationship and a balanced personality of the teacher.

2. Emotional intelligence is delimited to the dimension of Schutte Emotional Intelligence Scale and self-perceived.

RESEARCH METHODOLOGY

Design of the study

The study was correlational in nature

The Population of the study

All secondary school teachers (male = 440 and female = 313, N=753) of 98 (female=40 and male=58) public secondary schools of district Bannu was the population of the study.

The Sample of the study

Stratified random sampling technique was used for sampling. the sample was taken according to the views of L.R. Gay. He suggests 10% of large populations and 20% of small populations as minimums. Using Gay's suggestion and keeping in mind the respondent's rate, 30% of the population ((N=753) i.e. 233 SSTs of 24 male and 15 female public secondary schools were taken as the sample.

Instrumentation

Two research instruments were used to collect the data. Schutte Emotional Intelligence Scale was utilized to find out the emotional intelligence level of teachers at the secondary level. For the convenience of the teachers, the scale was translated into Urdu. For determining Teaching Effectiveness Level of teachers, a self-developed questionnaire was used. Both the tools contain a Likert type scale of five options "Strongly agree", "Agree", "Undecided", "Disagree", "Strongly disagree" carry values of 5,4,3,2 and 1 respectively. Schutte emotional intelligence scale is already standardized and validated. But the validity of the translated version was confirmed by 5 language experts. the validity of the Teaching Effectiveness Questionnaire was determined by a group of 5 subject

matter and language experts. The instrument was modified according to the suggestions of these experts. Reliability of both tools was also checked by pilot testing. The tools were administered to twenty students from different schools selected randomly. These students were the part of the population but not the participants of the study. The test was applied twice with a time interval of 15 days to the same sample. The Pearson's r between the scores of the data was found out with the help of SPSS-24. It was 0.79 for Schutte Emotional Intelligence Scale and 0.77 for Teaching Effectiveness Questionnaire. Both values were good enough to apply the tools for data collection.

In female secondary schools, the researcher personally administered the research instrument and collected the data but in male secondary schools, the researcher administered the research instrument with the help of a male secondary school teacher to collect data.

RESULTS AND DISCUSSION

Mean, standard deviation, Pearson Product Moment Correlation and independent sample t-test were used for data analysis. Correlation between Teachers' Emotional Intelligence and Teaching Effectiveness is discussed. Tables show that there is a moderate positive correlation between Teachers' Emotional Intelligence and Teaching Effectiveness at the secondary level in district Bannu.

Table. 1: Domain wise Mean and Standard deviation of teachers EI level (N=233)

S.N	Domains	Mean	SD
1	Perception of Emotions.	40.78	2.15
2	Managing Own Emotions.	36.60	1.59
3	Managing Others Emotions.	32.99	1.50
4	Utilization Of Emotions.	25.07	1.71
5	Overall	33.86	3.88

Table.1 illustrates the mean score on all the domains of the scale. The mean values are mentioned for each domain respectively. The mean value for the whole of the domains is 33.86. It is concluded that secondary school teachers' emotional intelligence level is up to the mark.

Table. 2: Domain wise Mean and Standard deviation of teachers' TE level (N=233)

S.N	Domains	Mean	SD
1	Content expertise.	20.80	1.19
2	Pedagogical expertise.	20.80	1.01
3	Students' teachers' relationship.	20.69	1.11
4	Classroom Management.	20.67	.97
5	Supportive classroom environment	20.66	1.10
6	Evaluation activities.	20.65	1.13
7	Balanced personality.	20.62	1.17
8	Overall.	20.67	5.81

Table 2 illustrates the mean score on all the domains of the scale. The mean values are mentioned for each domain respectively. All the domains fall in the above average category. The mean value for the whole of the domains is 20.67. It also falls in the above average category. It is concluded that secondary school teachers' teaching effectiveness level is up to the mark

Table 3: Correlation between domains of EI and Overall TE (N=233)

S.No	Variables	r	Sig(2-tailed)
1	Perception of Emotions and overall TE	.524	.000
2	Managing own Emotions and overall TE	.239	.000
3	Managing Others Emotions and overall TE	.337	.000
4	Utilization of Emotions and overall TE	.530	.000
5	Overall EI and overall TE	.753	.000

**correlation is significant at the 0.01 level (2-tailed)

Pearson Product Moment correlation was applied to correlate the EI and TE level of SSTs at the secondary level in district Bannu. Association between all the domains of EI and Overall TE is significant at 0.01 level (2-tailed).

Correlation value for “perception of emotions” and overall TE is 0.524. It shows a moderate positive association at 0.01 level of significance. So it is concluded that there is a moderate significant relationship between “perception of emotions” domain of emotional intelligence of teachers and their teaching effectiveness.

Correlation value for “managing own emotions” and overall TE is 0.239. It shows a weak positive association at 0.01 level of significance. So it is concluded that there is a weak positive relationship between “perception of emotions” domain of emotional intelligence of teachers and their teaching effectiveness.

Correlation value for “managing others emotions” and overall TE is 0.337. It shows a moderate positive association at 0.01 level of significance. So it is concluded that there is a moderate significant relationship between “perception of emotions” domain of emotional intelligence of teachers and their teaching effectiveness.

Correlation value for “utilization of emotions” and overall TE is 0.530. It shows a moderate positive association at 0.01 level of significance. So it is concluded that there is a moderate significant relationship between “perception of emotions” domain of emotional intelligence of teachers and their teaching effectiveness.

DISCUSSION

While the scholarly standard and content skill of educators are essential, there are, without a doubt, different characteristics too, that foresee future instructor adequacy, which requires a blend of scholarly and individual traits (Zumwalt & Craig, 2005). The findings of the investigation show that the EI of employees has a critical positive association with their teaching effectiveness as reported by themselves. Hence there is a direct proportion between EI and TE. The reason for this is that teachers with high EI not only have mastery in

pedagogy and content but also in their adaptability and availability to react; they place vitality into getting materials and strategies arranged yet in addition into planning to live up to students' desires (Jensen, 1998).

The emotional intelligence of secondary school teachers in the district Bannu falls in the rank of efficacious working. The level of their emotional intelligence reaches above average in all of the EI skills. Many of them have an effective social and emotional capacity.

Every facet emotional intelligence of teachers such as "perception of emotions", "managing own emotions", "managing others emotions", "utilization of emotions" and "overall EI" has a moderate and positive correlation with overall teaching effectiveness. The relationship is discussed as follow.

“Perception of emotions” is positively correlated with overall teaching effectiveness. This skill ensures teachers teaching effectiveness. Teachers who have intuitive understanding and insight of their emotions, who are in contact with their own sentiments and feelings, and generally comprehend what they are feeling and why can perform their duties well. Aristotle's adage is valid about instructors that getting irate is simple "however to be furious with the opportune individual and to the correct degree and at the perfect time and for the correct reason, and in the correct way - that is not inside everyone's energy and is difficult".

"Managing own emotions" is also positively and significantly correlated with overall teaching effectiveness. Teaching effectiveness is affected by this skill also. Drew (2007) likewise adds to these discoveries. Oppositely, Hwang (2007) declares that there is no correlation between these two factors. The instructors who perceive their own particular feelings, who are aware about the effect of their feelings on others, who realize their qualities and impediments, who are emotionally stable independent, who endeavors to, accomplish individual objectives and complete their tasks and who successfully and

productively convey their feelings can preferably coexist with demands of their profession.

Educators' "managing others emotions" abilities are decidedly connected with their teaching effectiveness. Drew (2007) additionally supported these discoveries. Oppositely, Hwang (2007) avows that emotional intelligence and teaching effectiveness are not correlated. For the most part, the educators who are aware of the manner of their students' feelings, who collaborate with their students, who build up jointly pleasant connections and relate well with their students are proclaimed more successful instructors.

The skill of "utilization of emotions" also enhances teachers teaching effectiveness. Teachers who are able to make practical and effective use of emotions are usually in a positive mood. Problem-solving is easy for them in a positive mood. They can easily differentiate between important and not important things. They are able to create new ideas.

Work and time management is easy for those teachers who possess the ability to make effective use of their emotions. It is one of the instructors' expertise that he/she can of adequately and valuable use and controls their feelings while executing. These will which make them effective educators.

All in all, the relationship between's instructors' general EI and general TE is likewise noteworthy. Different research workers have discovered similar outcomes (Fernandez-Berrocal and Ruiz, 2008; Drew, 2007; Hwang, 2007; Sutton and Wheatley, 2003; Todd, 2006; Wilson, 2004). Taking everything into account, the educators who have an adjusted identity, who comprehend and reveal themselves successfully, who comprehend their pupils and relate well with them and who adapt to day by day demands of teaching career, have good connection with their pupils, can better manage their classrooms, give more conducive classroom condition to their pupils, can refresh their subject matter

information, can broaden the scope of their academic abilities and at last turn out to be powerful instructors.

CONCLUSIONS:

Following conclusions were made on the basis of findings:

1. The emotional intelligence level of teachers at the secondary level in district Bannu was up to the mark in all respects.
2. Teaching effectiveness level of teachers at the secondary level in district Bannu is also up to the mark.
3. Teachers' Emotional Intelligence and Teaching Effectiveness were moderately positively correlated with each other.

RECOMMENDATIONS

Teachers at the secondary level in district Bannu have enough socio- emotional capabilities. However, a need for improvement exists usually. So education sessions, seminars, and workshops should be arranged for them to enhance their EI level.

At the time of recruitment, EI should be considered and further marks should be given to a more emotionally intelligent man or woman. EI and associated capabilities must be included in instructors' in-service and pre-service training. Even though a significant correlation between emotional intelligence of teachers and teaching effectiveness is clear, therefore, EQ and IQ of a person should be kept in mind at the time of teachers' recruitment. Due importance must be paid to instructors' EQ whilst making all of the selections related to them i.e. staffing, expert improvement through training, employee protection, awards and bonus, assessment and even dismissal.

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