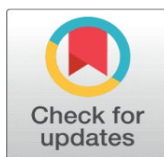
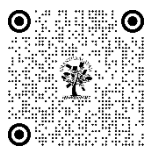


IS TEACHERS' EMOTIONAL INTELLIGENCE INDEPENDENT OF THEIR GENDER AND TEACHING EXPERIENCE? A CASE BASED STUDY

Dr. Manisha Das 

¹ Assistant Professor, Department of Education, Dibrugarh University, Dibrugarh, Assam, India



Corresponding Author

Dr. Manisha Das,
manisha.riku@gmail.com

DOI

[10.29121/shodhkosh.v5.i1.2024.2651](https://doi.org/10.29121/shodhkosh.v5.i1.2024.2651)

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Copyright: © 2024 The Author(s). This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

With the license CC-BY, authors retain the copyright, allowing anyone to download, reuse, re-print, modify, distribute, and/or copy their contribution. The work must be properly attributed to its author.



ABSTRACT

The present world is changing faster than ever before. People are hence facing unparalleled challenges in their lives. Nowadays, teachers at all levels are expected to perform multiple roles with efficacy; thereby management of emotions is very important. Managing emotion depends on one's emotional intelligence. The present study investigated whether Higher Secondary school teachers' emotional intelligence is independent or dependent on their gender and teaching experience. The study communicated that the Higher Secondary school teachers' emotional intelligence is independent of their gender and teaching experience.

Keywords: Emotional Intelligence, Higher Secondary School Teachers, Gender, Teaching Experience

1. INTRODUCTION

People living in the present world are experiencing faster changes in every aspect. Consequently, people are facing varied types of challenges in their personal, emotional and professional lives. Emotions can be a very powerful tool for men. When emotions are properly used, people can lead a satisfying life, whereas if emotions are out of our control, then we may experience disaster in our life, relationships, work field, etc. (Sharma & Sharma, 2011; Mishra & Laskar, 2013). Emotions are complex personal psycho-physiological processes of individuals which are sparked by personally significant events of an individual's life (Eisma & Stroebe, 2021; Wang, 2021). Hence, to become a well-rounded functioning individual, an individual must learn skills to excel in life, such as to plan, motivate, manage feelings or handle relationships. In this universe, there are peoples who remain anxious for their inability to handle stress as well as incapability of recovering from negative life situations; while there are peoples who quickly and efficiently rebound from stressful situations or being able to get along despite adverse circumstances (Tugade and Fredrickson, 2008). As such, it is clear that individuals may differ in the ways they perceive, express, understand, control or manage their emotional

affairs. Management of emotions here plays tremendous significance for determining one's success and happiness in life. However, managing emotion is a difficult task as it depends on certain interrelated skills or abilities.

Nowadays, the concept of emotional intelligence or EQ, as its casual shorthand, has become omnipresent (Goleman, 1995). Emotional intelligence as a concept has its roots in those days when people began describing a non-intellective intelligence as social intelligence (Romanelli, Cain, & Smith, 2006). The early scholarly works of social intelligence paved the way emotional intelligence was conceptualized (Bar-On, 2006). Peter Salovey and John D. Mayer originally conceived emotional intelligence as a part of social intelligence (Bar-On, 2006). The idea of emotional intelligence is however conceptualized as a set of certain interrelated skills that allows people to comprehend and process emotionally relevant information accurately and effectively (Mayer, Caruso & Salovey, 1999). Goleman (1995) conceptualized emotional intelligence as – “abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope”. In simple words, emotional intelligence could refer to a set of skills that people use for reading, understanding, and reacting to emotional signals sent by oneself as well as others (Romanelli, Cain, & Smith, 2006). The emotional intelligence construct brought together the emotions as well as intelligence by seeing emotions as useful sources of information that assist man to make sense of the social world and navigate the same.

With the passage of time, everything has experienced drastic change including the teacher's role. Today's teachers not only engage with their students for completing syllabus or course, but also engage with students on a deep level for their overall learning process. Moreover, teaching is also conceived as an emotional process as teachers have to manage and control their emotions to achieve teaching effectiveness as well as to motivate students for learning (Schonert-Reichl, 2017; Wang, 2021). In the present-day teaching learning scenario, teachers at all levels of the education system are expected to perform multiple roles with efficacy. These days, teachers are expected to act as facilitators, guides, counsellors and many more. The teacher can become instrumental for students in modelling and teaching ways to control resentment, resolve clashes and conflicts (Sharma & Sharma, 2011). Hence, it is crucial for the teachers to understand and manage their own emotions as well as other's emotions including students' feelings so as to assist students to reach their optimal development. In addition, the present educational environment demands collaboration, cooperation, understanding and cohesion among teachers. Besides, many times, teachers are required to maintain better work-life balance to perform their multifarious tasks. Goleman once made a provocative claim that if IQ contributed up to 20% of life success the remaining 80% was fulfilled by Emotional Intelligence. Emotional intelligence matters at the workplace also (Salovey & Grewal, 2005).

2. RATIONALE OF THE STUDY

Yate (1997) categorized different jobs based on the emotional intelligence level requiring success. A teacher requires possession of higher Emotional Quotient (EQ) to deal with different types of learners than a botanist who might require a lower level of EQ (Yate, 1997; Trivedi & Shakya, 2014). Even an emotionally intelligent teacher can motivate and encourage people to achieve their true potential (Sharma, 2014; Galanakis, Krana & Nikola, 2021).

In the teaching-learning process, teachers are performing as role models. A teacher's level of EQ at educational institution can be influential in making strong teacher-pupil interaction, coping with conflict or clash, building a positive environment by comprehending and valuing the feelings and emotions of students, parents, guardians, colleagues and authorities (Biol, Atamtürk, Silman & Sensoy, 2009).

Success in any profession or job involves not only cognitive abilities but affective abilities also (Al-busaidi, Aldhafri, Alrajhi, Alkharusi, Alkharusi, Ambusaidi and Alhosni, 2019). People with higher EQ can cope up effectively with workplace stress and emotional reactions of their co-workers (Mehta, 2013). Emotional intelligence not only influences behaviour but also the way people think, handle problems and builds self-efficacy (Chan, 2004; Isen, 1993).

Higher Secondary level of education in India is a terminal phase when young people are ready to face numerous challenges by making important future life and career related decisions. Hence, students at this level are expected to be emotionally mature. So, being emotionally intelligent for a teacher is very important as students always look up to their teachers for motivation and inspiration (Trivedi & Shakya, 2014).

However, there may be different types of factors that can influence the emotional intelligence of teachers such as their gender, age, workplace, teaching experience, marital status, etc. For instance, it is commonly believed that with age people become more mature to sense others' feelings and emotions. Al-busaidi, Aldhafri, Alrajhi, Alkharusi, Alkharusi,

Ambusaidi, & Alhosni (2019) revealed that experienced teachers are more able to understand and regulate their emotions.

3. LITERATURE REVIEW

A few studies on Higher Secondary school teacher's emotional intelligence with reference to their gender and teaching experience have been conducted in the Indian context. Some of the available empirical research literature in the area was reviewed. The research reviewed in the area revealed inconsistent findings even within identical social and national contexts. Birol, Atamtürk, Silman & Sensoy (2009) did their study in the Turkish Re-state of Northern Cyprus revealed no significant difference between teachers' emotional intelligence by gender. Sharma & Sharma (2011) reported significant differences between the emotional intelligence scores of male and female teachers of Haryana state, India. Lenka and Kant (2012) revealed significant differences between emotional intelligence of male and female Secondary school teachers of Rampur district, UP. Mishra and Laskar (2013) revealed gender and experience wise there was no difference in the emotional intelligence of Secondary and Senior Secondary school teachers of Barrack valley, Assam. Kothawade (2014) expressed significant differences in emotional intelligence of male and female Higher Secondary school teachers of Dhulia district, North Maharashtra. Tabatabaei & Farazmehr (2015) who did their research in the Iran region reported no significant difference between male and female teachers' total EQ. Garg and Kapri (2016) revealed an absence of significant difference in the emotional intelligence of male and female Secondary school teachers of Faridabad district, Haryana. Ponmozhi & Ezhilbharathy (2017) found statistically significant differences in emotional intelligence of male and female teachers of Cuddalore district, Tamil Nadu. The research done by Al-busaidi, Aldhafri, Alrajhi, Alkharusi, Alkharusi, Ambusaidi, & Alhosni (2019) reported that with regards to gender differences, the findings were in favour of the female teachers across the five dimensions of emotional intelligence. They further reported significant correlation between teacher's experience and their emotional intelligence. Bhuvaneswari & Baskaran (2020) expressed no significant difference in emotional intelligence of male and female Higher Secondary school teachers of Chengalpattu district, Tamil Nadu. Nagaraj and Ramesh (2020) revealed statistical significance between gender and emotional intelligence. They further revealed an absence of significant association between emotional intelligence and teaching experience of teachers. Bhuriyaan (2021) found gender differences in emotional intelligence of teachers in Ghaziabad district. Lahore and Nazly (2021) reported no significant difference between teacher's emotional intelligence and their gender. They also reported the absence of a significant difference between teachers' emotional intelligence and their teaching experience. Dey and Roy (2022) came up with the findings that mean emotional intelligence scores of secondary school teachers differ significantly across gender. They also revealed that medium experienced teachers had more emotional intelligence than the low experienced teachers.

3.1. RESEARCH QUESTIONS AND HYPOTHESES

Teacher's emotional intelligence is the dependent variable while demographic factors gender and teaching experience are the independent variable. As such, the research questions and related hypotheses are:

Q.1. Does gender influence a teacher's level of emotional intelligence?

H1: Gender influences teacher's level of emotional intelligence.

H2: Gender does not influence a teacher's level of emotional intelligence.

Q. 2. Does teaching experience influence a teacher's level of emotional intelligence?

H1: Teaching experience influences the teacher's level of emotional intelligence.

H2: Teaching experience does not influence the teacher's level of emotional intelligence.

3.2. OBJECTIVES OF THE STUDY

The present study was intended to investigate whether Higher Secondary school teacher's emotional intelligence is independent of demographic factors i.e., their gender and teaching experience.

3.3. METHOD USED

The present research was carried out through a descriptive survey method.

3.4. SAMPLE SELECTED

A sample of 199 teachers teaching at Higher Secondary educational institutions of Dibrugarh region of Assam, India was selected purposely for the research. Those teachers who declined to take part in the research were excluded.

Demographic information of teachers:

Variable	Category	N
Gender	Male	71
	Female	128
Teaching Experience	Less than 1 year	28
	1 year to 5 years	45
	5 years above to 10 years	36
	10 years above to 15 years	47
	15 years above to 20 years	17
	20 years above to 25 years	13
	25 years above to 30 years	8
	30 years above to 35 years	3
	35 years above to 40 years	2

3.5. INSTRUMENT USED

- 1) **Personal Datasheet:** It was used to elicit demographic information of the teachers concerning their gender and teaching experience.
- 2) **Teacher's Emotional Intelligence Inventory:** It was devised by Dr. (Mrs.) Shubhra Mangal for measuring the emotional intelligence of Secondary and Senior Secondary school teachers in Indian context. It measures teacher's emotional intelligence in 4 (Four) aspects such as Awareness of self and others, Professional orientation, Intra-personal management and Inter-personal management. The inventory is made up of a total 200 items having 106 nos. of positive items and 94 nos. of negative items. It is a comprehensive, valid, reliable and self-administering inventory for investigation.

Result:

The investigator used descriptive and inferential statistics to prove or disprove the formulated hypotheses through IBM SPSS 20.

Table 1: Descriptive statistics concerning Emotional Intelligence (EI) of Teachers by their gender:

Gender		N	Mean	Std. Deviation	Std. Error Mean
EI Score	Male	71	804.409	118.119	14.018
	Female	128	791.836	99.125	8.762

Table 2: Level of Emotional Intelligence (EI) of Teachers in Dibrugarh region with respect to gender:

Gender		N	Mean	Std. Deviation	Std. Error Mean
EI Score	Male	71	804.409	118.119	14.018
	Female	128	791.836	99.125	8.762

The Table. 2 offers a comprehensive overview of the distribution of emotional intelligence (EI) levels of Higher Secondary school teachers of Dibrugarh region across different categories and gender divisions. Examining a total of 71

male teachers, 32 (45.1%) were classified as having Extremely High EI, 9 (12.7%) had High EI, 15 (21.1%) fell into the Above Average EI category, 9 (12.7%) had Average EI, and 6 (8.5%) were categorized as having Below Average EI. No male teachers were identified as having Low EI. Turning to 128 female teachers, 47 (36.7%) were classified as having Extremely High EI, 29 (22.7%) had High EI, 26 (20.3%) fell into the Above Average EI category, 14 (10.9%) had Average EI, 11 (8.6%) were categorized as having Below Average EI, and 1 (0.8%) teacher fell into the Low EI category.

Table 3: Independent t-test for Emotional Intelligence (EI) score of teachers with respect to gender:

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	3.873	.050	.800	197	.425	12.572	15.724	-18.437	43.582
Equal variances not assumed			.761	124.869	.448	12.572	16.530	-20.144	45.289

Table 3. provides the results of the t-test conducted to examine the relationship between Emotional Intelligence (EI) scores and gender of teachers.

Levene's test for equality of variances was performed to assess whether the variance of EI scores differed significantly between the male and female groups. The test resulted in a non-significant value ($p > .05$), indicating that the assumption of equal variances between the groups could be reasonably assumed.

The independent t-test for equality of means was conducted. When assuming equal variances, the t-test yielded a non-significant result ($p > .05$), indicating that there is no statistically significant difference in the average EI scores between male and female teachers. When equal variances were not assumed, the t-test also resulted in a non-significant value ($p > .05$), further indicating that there is no significant difference in the average EI scores between male and female teachers. Hence, there is no evidence to suggest that there is a significant difference in the average EI scores between male and female Higher Secondary school teachers of Dibrugarh region, Assam.

Table 4: Descriptive statistics concerning Emotional Intelligence of Teachers by their teaching experience:

Teaching Experience		N	Mean	Std. Deviation	Std. Error Mean
Emotional Intelligence Score	0-15	156	794.615	109.450	8.763
	15+	43	802.512	94.221	14.369

Table 5: Independent t-test for Emotional Intelligence (EI) score of teachers with respect to their teaching experience

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Emotional Intelligence Score	Equal variances assumed	2.068	.152	-.431	197	.667	-7.896	18.323	-44.032	28.239
	Equal variances not assumed			-.469	76.197	.640	-7.896	16.829	-41.414	25.621

The table 5 presents the results of the t-test conducted to examine the relationship between Emotional Intelligence (EI) scores and teaching experience. The data is divided into two groups: those with 0-15 years of teaching experience and those with 15 or more years of teaching experience.

Levene's test for equality of variances was conducted to examine if the variance of EI scores differed significantly between the two groups. The test yielded a non-significant result ($p > .05$), suggesting that the assumption of equal variances between the groups was met.

The independent t-test for equality of means was conducted. Assuming equal variances, the t-test resulted in a non-significant finding ($p > .05$), indicating that there is no statistically significant difference in the average EI scores between individuals with 0-15 years of teaching experience and those with 15 or more years of teaching experience. When equal variances were not assumed, the t-test still yielded a non-significant result ($p > .05$), further supporting the conclusion that there is no significant difference in the average EI scores between individuals with different levels of teaching experience. Hence, it is proven that there is no significant difference in the average EI scores between individuals with 0-15 years of teaching experience and those with 15 or more years of teaching experience.

4. DISCUSSION

The results of the research revealed that the two demographic variables gender and teaching experience do not affect the emotional intelligence of Higher Secondary school teachers of Dibrugarh region, Assam. More specifically, the study accepts the null hypotheses for every variable.

The study reveals no statistically significant difference in the average EI scores between male and female Higher Secondary school teachers of Dibrugarh region, Assam. Absence of such differences between male and female teachers can be interpreted by the reason that over the past few years women have become very independent as well as men too have become more active in social settings (Galanakis, Krana, & Nikola, 2021).

However, according to some previous research works, demographic variables such as gender and teaching experience have proven to affect emotional intelligence of teachers. Regarding the connection of teacher's gender and their level of emotional intelligence, many studies found that gender influences emotional intelligence of teachers (Sharma & Sharma, 2011; Lenka & Kant, 2012; Kothawade, 2014; Ponmozhi & Ezhilbharathy, 2017; Al-busaidi, Aldhafri, Alrajhi, Alkharusi, Alkharusi, Ambusaidi & Alhosni, 2019; Nagaraj & Ramesh, 2020; Bhuriyaan, 2021; Dey & Roy, 2022), while in others there is no evidence to support that gender affects emotional intelligence of teachers (Birol, Atamtürk, Silman & Sensoy, 2009; Mishra and Laskar, 2013; Tabatabaei & Farazmehr, 2015; Garg and Kapri, 2016; Bhuvaneswari & Baskaran, 2020; Lahore & Nazly, 2021).

The present research shows no statistically significant difference in the emotional intelligence scores of Higher Secondary school teachers of Dibrugarh region, Assam and their years of teaching experience. The research studies carried out by Mishra and Laskar, 2013; Nagaraj and Ramesh, 2020; Lahore and Nazly, 2021 also reported absence of statistically significant difference in the emotional intelligence scores of Secondary school teachers and their teaching experience. However, Al-busaidi, Aldhafri, Alrajhi, Alkharusi, Alkharusi, Ambusaidi, & Alhosni, 2019 and Dey & Roy, 2022 found significant correlation in the emotional intelligence scores of Secondary school teachers and their teaching experience.

5. CONCLUSION

Teachers are instrumental in the formation of the habits, positive attitudes and other qualities of the learners. The wholesome development of the learner including the emotional and spiritual development is never an unsolicited process rather it should be facilitated consciously from one's childhood. Here lies the role of an emotionally intelligent teacher. An emotionally intelligent teacher would be effective in comprehending his or her own emotions and others' emotions and thereby would be capable of managing the emotions of his or her own self and others in the classroom. The changing roles of both men and women in the present day has made today's teachers more adaptable, flexible and independent. As such, the present finding related to the fact that the teacher's gender and their teaching experience has no influence on their emotional intelligence is quite logical.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

REFERENCES

- Al-busaidi, S., Aldhafri, S., Alrajhi, M., Alkharusi, H., Alkharusi, B., Ambusaidi, A., & Alhosni, K. (2019). Emotional intelligence among school teachers in Oman. *Alberta Journal of Educational Research*, 65(4), 320-345. <https://DOI:10.55016/ojs/ajer.v65i4.56683>.
- Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18, 13-25. <https://www.researchgate.net/publication/6509274>.
- Bhuriyaan, N. J. (2021). A study of emotional intelligence of secondary school teachers with respect to their gender. *International Journal of Advances in Engineering and Management*, 3(7), 612-618. https://ijaem.net/issue_dcp/A%20Study%20of%20Emotional%20Intelligence%20of%20Secondary%20School%20Teachers%20With%20Respect%20To%20Their%20Gender.pdf.
- Bhuvaneswari, G., and Baskaran, D. (2020). A study on emotional intelligence of higher secondary school teachers in Chengalpattu district. *Shanlax International Journal of Education*, 9(1), 146-151. <https://doi.org/10.34293/education.v9i1.3388>.
- Birol, C., Atamtürk, H., Silman, F., & Sensoy, S. (2009). Analysis of the emotional intelligence level of teachers. *Procedia-Social and Behavioral Sciences*, 1(1), 2606–2614. <https://DOI:10.1016/j.sbspro.2009.01.460>.
- Chan, D. W. (2004). Perceived emotional intelligence and self-efficacy among Chinese secondary school teachers in Hong Kong. *Personality and Individual Differences*, 36(8), 1781-1795. <https://doi:10.1016/j.paid.2003.07.007>.
- Dey, A. & Roy, N. R. (2022). A study of emotional intelligence of teachers in relation to gender and teaching experience. *European Online Journal of Natural and Social Sciences*, 11(3), 722-732. <https://european-science.com/eojnss/article/view/6550>.
- Eisma, M. C. and Stroebe, M. S. (2021). Emotion regulatory strategies in complicated grief: A systematic review. *Behavior Therapy*, 52(1), 234-249. <https://doi:10.1016/j.beth.2020.04.004>.
- Galanakis, M., Krana, L., & Nikola, M. (2021). Emotional intelligence in primary school teachers: The effect of gender, age and tenure. *Psychology*, 12, 1781-1789. <https://doi.org/10.4236/psych.2021.1211107>.
- Garg, P., & Kapri, U.C. (2016). A comparative study of emotional intelligence of secondary school teachers. *EPRA International Journal of Economic and Business Review*, 4(5), 67-71. <https://eprajournals.com/IJES/article/8684/download>.
- Goleman, D. (1995). *Emotional Intelligence: why it can matter more than IQ*. New York: Bantam Books.
- Isen, A. M. (1993). Positive affect and decision making. In M. Lewis, & J. M. Haviland, (Eds.), *Handbook of emotions* (pp. 261-277). New York: Guilford Press.
- Kothawade, P.L. (2014). Study of emotional intelligence and job satisfaction of higher secondary school teachers. *Paripex-Indian Journal of Research*, 3(6), 45-47. https://www.worldwidejournals.com/paripex/recent_issues_pdf/2014/June/June_2014_1402919561_31586_14.pdf.
- Lahore, H.B. & Nazly, N. (2021). Emotional intelligence of secondary school teachers and socio-demographic factors nexus: An empirical investigation in the district Vehari. *Psychology and Education Journal*, 58(2), 4936-4952. <http://DOI:10.17762/pae.v58i2.2891>.
- Lenka, S. K. & Kant, R. (2012). Emotional intelligence of secondary school teachers in relation to their professional development. *Asian Journal of Management Sciences and Education*, 1(1), 90-101. <https://www.researchgate.net/publication/224860447>.
- Mayer, J. D., Caruso, D. R., and Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27(4), 267-298. [https://doi://10.1016/S0160-2896\(99\)00016-1](https://doi://10.1016/S0160-2896(99)00016-1).
- Mehta, A. (2013). A study of how emotional intelligence reduces occupational stress among teachers. *International Monthly Refereed Journal of Research in Management and Technology*, 2, 19-28.

- <https://www.semanticscholar.org/paper/A-STUDY-OF-HOW-EMOTIONAL-INTELLIGENCE-REDUCES-AMONG-Mehta/856b850d1389799c3cd868443f92f0a89fa1ed3b>.
- Mishra, S. & Laskar, J. H. (2013). Emotional intelligence of teachers teaching at secondary and senior secondary schools. *International Journal of Scientific Research*, 2(10), 1-5. <https://DOI:10.15373/22778179/OCT2013/37>.
- Nagaraj, D., and Ramesh, N. (2020). Emotional intelligence among school teachers in rural Karnataka-A cross sectional study. *Journal of the Scientific Society*, 47(2), 89-92. https://DOI:10.4103/jss.JSS_22_20.
- Ponmozhi, D., & Ezhilbharathy, T. (2017). Emotional intelligence of school teachers. *IOSR Journal of Research and Method in Education*, 7(3), 39-42. <https://DOI:10.9790/7388-0703053942>.
- Romanelli, F., Cain, J. and Smith, K. M. (2006). Emotional intelligence as a predictor of academic and/or professional success. *American Journal of Pharmaceutical Education*, 70(3), 1-10. <https://doi:10.5688/aj700369>.
- Salovey, P., & Grewal, D. (2005). The science of emotional intelligence. *Current Directions in Psychological Science*, 14(6), 281-285. <http://www.jstor.org/stable/20183048>.
- Schonert-Reichl, K. A. (2017). Social and emotional learning and teachers. *The Future of Children*, 27(1), 137-155. <https://doi:10.1353/foc.2017.0007>.
- Sharma, H. L. & Sharma, A. (2011). Gender and age as determinants of emotional intelligence of teachers. *The Educand: Journal of Humanities and Social Science*, 1(1), 1-6. https://www.researchgate.net/publication/323601439_Gender_and_Age_as_Determinants_of_Emotional_Intelligence_of_Teachers.
- Sharma, S. (2014). A study of environmental awareness of student teachers and teachers in relation of their emotional intelligence. *Open Journal of Social Sciences*, 2(8), 146-151. <https://doi.org/10.4236/jss.2014.28021>.
- Tabatabaei, S. O. and Farazmehr, Z. (2015) The relationship between emotional intelligence and Iranian language institute teachers' job satisfaction. *Theory and Practice in Language Studies*, 5(1), 184-195. <https://doi.org/10.17507/tpls.0501.25>.
- Trivedi, S. & Shakya, A. (2014). Emotional intelligence of prospective teachers with reference to certain biographical factors. *IOSR Journal of Humanities and Social Sciences*, 19(12), 43-49. <http://DOI:10.9790/0837-191254349>.
- Tugade, M. M., & Fredrickson, B. L. (2008). Positive emotions and emotional intelligence. *Counterpoints*, 336, 145-167. <https://www.jstor.org/stable/42980147>.