

# Emotional Intelligence of Primary School Teachers

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**Abstract**— The prepare study is an attempt to examine a study of the Emotional intelligence Primary school teachers in East Godavari District of AndhraPradesh. There are Four hundred and ninety two Primary school teachers who were working in the Primary schools constituted sample. There are 400 primary schools in Eastgodavari District, retrieved from the <http://www.mabadi.com>. Out of 400. 39 primary schools i.e. 10% were selected randomly by the lottery method. Regarding the sample of teachers, on an average thirteen (13) primary school teacher participants were selected randomly from each of the 39 selected primary schools. On the whole, the tools were administered to 530 primary schools teachers. Despite careful supervision, it was found that 38 tools were answered partially and hence only 492 questionnaires which were perfectly alright could be considered for the analysis.

**Index Terms**— Self awareness, Managing Emotions, Self motivation, Empathy, Handling Relationship, Mood Management

## I. INTRODUCTION

### 1.0 TEACHING

Teaching is a noble profession. The teachers are the heart and core of the whole educational process. The strength of the education system largely depends upon the quality of teachers. These individuals should be able to impart character among the pupils. They are expected to arouse enthusiasm and be a source of inspiration for the real pupils. No doubt, the teachers are the real architects of a nation and the makers of the humanity.

### 1.2 ORIGIN OF THE CONCEPT OF EMOTIONAL INTELLIGENCE

The origins of the concept of Emotional Intelligence dates to Darwin's work on the importance of emotional expression to survival and successful adaptation. In the 1900 even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem- solving, several influential researchers in the intelligence field of study had begun to recognize the importance of non-cognitive aspects. For instance as early as 1920, R. K. Thorndike used the term social intelligence to describe the skill of understanding and managing other people (Hein, 2005). The work of Howard Gardner in 1983, introduced the idea of multiple intelligence which included both inter personal intelligence (i.e. the capacity to understand intentions, motivations and desires of

other people) and inter personal intelligence (i.e. the capacity to understand oneself, to appreciate one's feelings, fears and motivations). In this regard, the traditional types of intelligence such as Intelligence Quotient (IQ) fail to fully explain cognitive ability.

In 1998, Goleman published a book called, "Working with Emotional Intelligence". In that book he widened the definition of emotional intelligence to consist of 25 skills, abilities and competences. Thereafter, articles on Emotional Intelligence began to appear with increasing frequency across a wide range of academic and popular outlets as well as many definitions and claims began to dominate academy.

### 1.3 MEANING OF EMOTIONAL INTELLIGENCE

On mentioning about the word 'emotion' a lot of people would think of some mercury which can easily change its form according to the temperature and the environment around the thermometer in various moments of the day. The emotion is a reaction which leads to a person's conduct. It also acts as information whereby people can accomplish their terminus.

*Goleman gave a definition for the word Emotional Intelligence as "The ability in realizing one's own feelings as well as the feeling of others in order to build up self inducement, to manage personal emotions and the emotions occurred from various associations."*

*Emotional Intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them" ----- Goleman, Daniel*

*Cooper and Swaf gave a definition for 'Emotional Intelligence' that it is the personal ability to perceive, understand and apply the power of knowing the mood, as the ground of forces and data to build up associations to influence people.*

*Peter Saluvery and John D. Mayer defined that Emotional Intelligence is "The ability of a person into be alert to the thoughts, feelings and emotions of oneself as well as the others."*

### 1.4 CHARACTERISTICS OF EMOTIONAL INTELLIGENCE

It is a non-cognitive and non-physical ability of the organism. It is an internal or psychological process, which motivates the organism to perform its activities properly.

It is nurturable.

It energizes the organism to accomplish the required tasks.

Level of emotional intelligence is neither genetically fixed nor does it develops only in early childhood.

### 1.5 COMPONENTS OF EMOTIONAL INTELLIGENCE

According to Salovey and Mayer (1990), Emotional Intelligence is categorized into 6 domains:

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**Self awareness:** Observing yourself and recognizing of feeling as it happens.

**Managing Emotions:** Handling feelings so that they are appropriate to realized what is behind a feeling, finding ways to handle fears and anxieties, anger and sadness.

**Self motivation:** Channeling emotions in the service of a goal; emotional self controls delaying gratification and stifling impulses.

**Empathy:** Sensitivity to others feelings and concerns and taking their perspective; appreciating the differences in how people feel about things.

**Handling Relationship:** Managing emotions in others, social competence and social skills.

**Mood Management**—managing feelings so that they are relevant to the current situation and one reacts appropriately.

### 1.6 WAY TO DEVELOP THE EMOTIONAL INTELLIGENCE IN AN EDUCATIONAL INSTITUTE

The administrators, the teachers and students are obliged to take the responsibility together in developing the emotional intelligence at a personal level, at the group level and at the organizational level at the same time. The teacher's duty is developing the emotional intelligence is that he/she unable students to use vocabularies pertaining to the emotion and teach students to comport appropriately.

The emotional intelligence training is a scrupulous and difficult task. The test commencement in this task is for the teachers to understand their own emotion, feelings and personality; the teachers should keep in mind of the motto 'Preach who teach you.' Teachers should be careful of their own words and emotion.

In the **United States**, there were many education institutions which designed the emotional intelligence development programme for the students such as "Social Development Project and Social skill project." The format of the emotional intelligence in an educational institute should consider about the student's age, economic status and social status.

Men are sublime creatures and therefore they are trainable. The emotional intelligence can be trained and developed. To develop a full potentiality of a man he must be given both 'The Brain Nutriment and the mind Nutriment.' There by the sagacious intelligence can be developed together with the emotional intelligence. And for that it is very important to measure one's emotional intelligence.

### 1.7 EMOTIONAL INTELLIGENCE AND TEACHER

Emotional intelligence is the immediate need of the society. The society's need is always fulfilled by the education system. Teacher is the pivot of any prevailing education system. So, teacher has a great role to play to inculcate the emotional intelligence on the children. He has to design different activities and change the existing system to achieve the desired result. According to **Minakshi and Santamu Kumar Swain** in the article 'Emotional Intelligence and Teacher' a few activities are discussed to increase the emotional intelligence. The main aim of education is the all round holistic development of the students. In the pursuit of this goal, teachers play a significant role. Emotionally Intelligent teachers help students with improved motivation, enhanced innovation, increased performance, effective use of time and resources, improved leadership qualities and improved team

work. Hence, it is essential to develop the emotional intelligence of student teachers during pre-service (Amirtha and Kadhiraan, 2006).

The **Indian Education Commission (1964-66)** emphasizes the pursuit of truth, full development of the youth physically, intellectually, socially the morally with a sense of social purpose, to promote equality and social justice, and a promote attitudes and values needed for developing the "Good life". Our country is well known for the quality of mind and is recognized as a potential knowledge hub of the world. It demographic profile is that a majority of population is in the age group 0-30 years. The challenge for the education system, particularly the higher education system is to reorganize itself for enabling the youth in becoming emotionally intelligent.

Emotional Intelligence helps the youth in different ways:

1. Enjoyable to be with
2. Believable and trusting
3. Empathetic
4. Creative
5. Good decision making
6. Good at motivating
7. Social effectiveness
8. Team effectiveness.

According to **Plato** "All learning has an emotional base". It is very important to understand that Emotional Intelligence is not the opposite of intelligence; it is not the triumph of the heart over the head—it is a unique intersection of both. Emotional Intelligence is the ability to use one's emotions which help to solve problems and live a more effective life.

## II. STATEMENT OF THE PROBLEM

The present study is entitled "*A study of Emotional intelligence of primary school teachers in Eastgodavari district*"

### 2.2 OBJECTIVES OF THE STUDY :

The investigator has designed the following specific objectives for his study.

1. To study the levels of Emotional intelligence of primary school teachers.
2. To study the influence of the following variables on the Emotional intelligence of the primary school teachers.
  - a) Gender
  - b) Age
  - c) Academic Qualifications
  - d) Professional Qualifications
  - e) Teaching Experience
  - f) Locality
  - g) Type of management
3. To study the influence of the following variables on the relationship between Emotional intelligence of primary school teachers.
4. To study the influence of the following variable on the different dimensions of personality of primary school teachers.

**2.3 HYPOTHESES OF THE STUDY:**

The following hypotheses have been formulated basing on the objectives of the present problem of investigation.

1. Primary school teachers differ in their levels of Emotional intelligence.
2. There is a significant difference in the Emotional intelligence Primary school teachers in relation to the following variables.
  - a) Gender
  - b) Age
  - c) Academic Qualifications
  - d) Professional Qualifications
  - e) Teaching Experience
  - f) Locality
  - g) Type of management

3. There is a significant difference in the different areas of Emotional intelligence of Primary school teachers.

4. The following variables make a significant influence on the relationship between Emotional intelligence of primary school teachers.

**2.4 Research Method**

In the present study the investigator employed the survey methods.

**2.5 Sampling of the Study**

There are 400 primary schools in Eastgodavari District, retrieved from the <http://www.mabadi.com>. Out of 400, 39 primary schools i.e. 10% were selected randomly by the lottery method. Regarding the sample of teachers, on an average thirteen (13) primary school teacher participants were selected randomly from each of the 39 selected primary schools. On the whole, the tools were administered to 530 primary schools teachers. Despite careful supervision, it was found that 38 tools were answered partially and hence only

492 questionnaires which were perfectly alright could be considered for the analysis.

**2.6 TOOL OF EMOTIONAL INTELLIGENCE SCALE**

This scale is developed and standardized by AnuKool Hyde (Indore), Sanjyot Pethe (Ahmedbad), and Upinder Dhar (Indore) (2004). This scale consists of 34 items. The items given in this scale have been designed to measure ten areas of emotional intelligence. They are

- A. Self-awareness
- B. Empathy
- C. Self motivation
- D. Emotional Stability
- E. Managing relations
- F. Integrity
- G. Self development
- H. Value orientation
- I. Commitment
- J. Altruistic behavior

**2.7 METHOD OF SCORING:**

Each statement should be scored 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree. The range of scores is from 34 to 170.

**2.8 EMOTIONAL INTELLIGENCE SCALE**

The range of obtained scores for this sample was from 83 to 170.

**2.9 RELIABILITY EMOTIONAL INTELLIGENCE SCALE:**

The split half method was adopted for calculation of reliability coefficient and the value was 0.88.

**STATISTICAL TECHNIQUES USED**

The investigator used following statistical techniques i.e., Mean, Standard Deviation, Critical Ratio and ANOVA.

TABLE- 1  
 CLASSIFICATION OF THE TOTAL SAMPLE ON EMOTIONAL INTELLIGENCE

Sl. No	Score	Size (N)	%	Verbal Description
1.	score 124 and below	069	14.02	Low
2.	Between scores 125 and 153	326	66.26	Moderate
3.	Above score 154	097	19.72	High
	Total	492	100.00	

As is obvious table No.1, it can be seen that nearly 14% of the sample secondary school teachers have low emotional intelligence. Sixty Six percent of the sample has moderate emotional intelligence and remaining 20% of the samples have high emotional intelligence.

This study clearly shows that secondary school teachers differ in their levels of emotional intelligence.

**ANALYSIS OF DATA AND INTERPRETATION**

TABLE -2  
 EMOTIONAL INTELLIGENCE –GENDER- MEAN, S.D AND C.R

Variable	N	Mean	SD	D	$\frac{\sigma}{D}$	C.R.
Male	303	139.04	15.39			
Female	189	139.09	15.19	0.05	1.41	0.03*

\* Not significant at 0.05 level

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From table No. 2, it is found that the obtained C.R. value (0.03) is less than the table value of 1.96. Hence, it is not significant at 0.05 level. Therefore, the null hypothesis is retained. That is, there is no significant difference between male and female secondary school teachers in their emotional intelligence. Hence, this shows that gender does not make a significant difference in their emotional intelligence among secondary school teachers.

H Age of secondary school teachers makes a significant difference in their emotional intelligence.

H0: Age of secondary school teachers does not make a significant difference in their emotional intelligence.

To test this hypothesis, the following procedure is adopted. Means and S.Ds for the four sub groups (Age groups) of the whole group were computed separately. F-value was calculated as suggested by Garrett, H.E and the data is presented in Table No.3

TABLE- 3  
EMOTIONAL INTELLIGENCE – AGE – ANOVA

Source of Variation	df	Sum of Squares	Mean Squares	F- value
Between groups	3	1778.26	592.75	2.55*
With in the groups	488	113062.43	231.68	
Total	491	114840.69		

\*Not significant at 0.05 level

From table No. 3, it is found that F-value (2.55) for df 3 and 488 is less than the table value of 2.62. Hence, it is not significant at 0.05 level. Therefore, the null hypothesis is retained. It shows that the age does not make a significant difference in their emotional intelligence among secondary school teachers.

As the F-value is not significant at 0.05 level, no further probe of obtaining differences in different age groups is attempted.

H: Academic qualifications of secondary school teachers make a significant difference in their emotional intelligence.

H0: Academic qualifications of secondary school teachers do not make a significant difference in their emotional intelligence.

To test this hypothesis, the following procedure is adopted. Means and S.Ds were computed separately for the two sub groups (Graduate and Post graduate) of the whole group. From them, the standard error of the difference between the means was computed. Finally critical ratio was calculated as suggested by Garrett, H. E and the data is presented in Table No.4.

TABLE -4  
EMOTIONAL INTELLIGENCE - ACADEMIC QUALIFICATIONS- MEAN, S.D AND C.R

Variable	N	Mean	SD	D	$\frac{\sigma}{D}$	C.R.
Graduate	229	137.65	14.97			
Post graduate	263	140.28	15.50	2.63	1.37	1.92*

\*Not significant at 0.05 level

From Table No.4, it is found that the obtained C.R. value (1.92) is less than the table value of 1.96. Hence, it is not significant at 0.05 level. Therefore, the null hypothesis is retained. That is, there is no significant difference between graduate and post graduate secondary school teachers in their emotional intelligence. This shows that the academic qualifications do not make a significant difference in their emotional intelligence among secondary school teachers. The mean difference (2.63) is in favor of the post graduate secondary school teachers, but it is not statistically significant.

The present finding is in disagreement with the findings of Amirtha and Kadhiravan (2006).

H: Professional qualifications of secondary school teachers make a significant difference in their emotional intelligence.

H0: Professional qualifications of secondary school teachers do not make a significant difference in their emotional intelligence.

To test this hypothesis, the following procedure is adopted. Means and S.Ds for the three sub groups (professional qualifications) of the whole group were computed separately. F-value was calculated as suggested by Garrett, H. E and the data is presented in table No.5.

TABLE -5  
EMOTIONAL INTELLIGENCE – PROFESSIONAL QUALIFICATIONS – ANOVA

Source of Variation	df	Sum of Squares	Means Squares	F- value
Between groups	2	859.30	429.65	1.84*
Within groups	489	113950.75	233.02	
Total	491	114810.05		

\*Not significant at 0.05 level

From table No.5, it is found that F-value (1.84) for df=2 and 489 is less than the table value of 3.01. Hence, it is not significant at 0.05 level. Therefore, the null hypothesis is retained. It shows that the professional qualifications do not create a significant difference in their emotional intelligence among secondary school teachers.

As F-value is not significant at 0.05 level, no further probing of obtaining differences in different professional qualification groups is attempted.

H: Teaching experience of secondary school teachers makes a significant difference in their emotional intelligence.

H0: Teaching experience of secondary school teachers does not make a significant difference in their emotional intelligence.

To test this hypothesis, the following procedure is adopted. Means and S.Ds for the four sub groups (teaching experience) of the whole group were computed separately. F-value was calculated as suggested by Garrett, H. E and the data is presented in Table No. 6.

TABLE -6  
 EMOTIONAL INTELLIGENCE -TEACHING EXPERIENCE – ANOVA

Source of Variation	df	Sum of Squares	Mean Squares	F- value
Between groups	3	1004.66	334.88	1.43*
Within groups	488	113855.07	233.31	
Total	491	114859.73		

\* Not significant at 0.05 level

From Table No.6, it is found that F-value (1.43) for df=3 and 488 is less than the table value of 2.62. Hence, it is not significant at 0.05 level. Therefore, the null hypothesis is retained. It shows that the teaching experience of secondary school teachers does not make a significant difference in their emotional intelligence.

As F-value is not significant at 0.05 level, no further probing of obtaining differences in different teaching experience groups is attempted.

H: Locality of secondary school teachers makes a significant difference in their emotional intelligence.

H0: Locality of secondary school teachers does not make a significant difference in their emotional intelligence.

To test this hypothesis, the following procedure is adopted. Means and S.Ds were computed separately for the two sub groups (Rural and Urban) of the whole group. From them, the standard error of the difference between the means was computed. Finally, critical ratio was calculated as suggested by Garrett, H. E. The data is presented in the Table No.7.

TABLE -7  
 EMOTIONAL INTELLIGENCE –LOCALITY-MEAN, S.D AND C.R

Variable	N	Mean	SD	D	$\frac{\sigma}{D}$	C.R.
Urban	179	137.86	16.99			
Rural	313	139.74	14.22	1.88	1.50	1.25*

\*Not significant at 0.05 level

From Table No.7, it is found that the obtained C.R. value (1.25) is less than the table value of 1.96. Hence, it is not significant at 0.05 level. Therefore, the null hypothesis is retained. That is, there is no significant difference between urban and rural secondary school teachers in their emotional intelligence. Hence, this shows that locality does not make a significant difference in their emotional intelligence among secondary school teachers.

H: Type of management of secondary school teachers in which they are working makes a significant difference in their emotional intelligence.

H0: Type of management of secondary school teachers in which they are working does not make a significant difference in their emotional intelligence.

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To test this hypothesis, the following procedure is adopted. Means and S.Ds for the four sub groups (Type of Management) of the whole group were computed separately. F -value was calculated as suggested by Garrett, H. E and the data is presented in

Table No.8.

TABLE -8

EMOTIONAL INTELLIGENCE – TYPE OF MANAGEMENT ANOVA

Source of Variation	df	Sum of Squares	Mean Squares	F- value
Between groups	3	1711.61	570.54	2.46*
With in the groups	488	113117.84	231.80	
Total	491	114829.45		

\*Not significant at 0.05 level

From Table No. 8, the obtained F-value (2.46) for df 3 and 488 is less than the table value of 2.62. Hence, it is not significant at 0.05 level. Therefore, the null hypothesis is accepted. It shows that the type of management does not create a significant difference in their emotional intelligence among secondary school teachers.

As F-value is not significant at 0.05 level, no further probing of obtaining differences in different teaching experience groups is attempted.

### LIMITATIONS OF THE STUDY

No study is complete in itself. Any piece of research work has its own merits and demerits, limitations and drawbacks. The present study is undertaken with the following limitations.

1. Certain variables like marital status, religion, and other aspects are not taken into account in the present study.
2. Variable wise calculations, within the variable calculations and also area wise calculations were done for the interpretation.
3. The geographical area of investigation is also limited to one district i.e. Eastgodavari district of Andhra Pradesh.
4. The present study is confined to 39 high schools out of the 400.

### MAJOR FINDINGS OF THE STUDY

1. Fourteen percentages of the sample secondary school teachers have low emotional intelligence. Sixty six percent of the samples have moderate emotional intelligence and remaining 20% of the samples have high emotional intelligence. This study clearly shows that secondary school teachers differ in their levels of emotional intelligence.
2. Gender, age, academic qualifications, professional qualifications, locality and type of management of secondary school teachers do not make a significant difference in their emotional intelligence. Teaching experience of secondary school teachers makes a significant difference in their emotional intelligence.
3. There is no significant relationship between dimensions of personality and emotional intelligence of secondary school teachers.

### EDUCATIONAL IMPLICATIONS

1. To strengthen the emotional intelligence aspects of the secondary school teachers, guidance and counseling services are to be made an integral part of the school management.
2. As teachers under different managements differ in their influence on the relation between personality dimensions and emotional intelligence, in-depth studies help to identify the effective factors from each type of management and for their dissemination to other organizations.
3. Emotional intelligence factors are to be considered in teacher training programmes and in in-service training programmes.

### SUGGESTIONS FOR FURTHER RESEARCH

Keeping in view the procedure adopted for this study and its limitations, the following suggestions are made for further research in this area.

1. The study may be replicated with prospective teachers in all the four districts of Andhra University area.
2. A similar study may be conducted with large sample in the entire coastal districts of Andhra Pradesh.
3. A study may be undertaken in the three regions of Andhra Pradesh namely, Coastal and Rayalaseema.
4. A comparative study may be undertaken with the samples in southern states of India namely Andhra Pradesh, Telangana, Tamil Nadu, Karnataka and Kerala.
5. A comparative study may be undertaken to study the Emotional intelligence of prospective primary school teachers (B.Ed) and primary (D.Ed) levels.
6. A study with Emotional intelligence of women teachers can be undertaken.
7. The study may be undertaken to +2 students, degree and engineering students studying in various colleges situated in Eastgodavari District.

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